

ADMN 598 PROJECT

A Service Plan for the University of Victoria

**Basil Alexander
LL.B./M.P.A. Candidate
University of Victoria**

Oral Defence Committee:

**Ms. Thea Vakil
Adjunct Associate Professor
School of Public Administration
University of Victoria**

**Mr. Tony Eder
Director
Institutional Planning and Analysis
University of Victoria**

**Dr. James McDavid
Acting Director and Professor
School of Public Administration
University of Victoria**

**Dr. John McLaren (Chair)
Acting Dean and Professor
Faculty of Law
University of Victoria**

Oral Defence Date:

April 14, 2004

TABLE OF CONTENTS

Executive Summary	3
I. Introduction	6
II. Literature Review	9
A. Performance Reporting: An Overview	9
1. Performance Reporting v. Performance Management.....	9
2. Theoretical Purposes and Positive Effects	10
3. Practical Concerns and Negative Effects	12
4. Initiation and Implementation	15
5. Performance Funding/Budgeting: An Implication?	16
6. Characteristics of Effective University Performance Reports	17
B. Selecting the Indicators: Potential Frameworks and Considerations	18
1. The Balanced Scorecard	18
2. Logic Models.....	20
3. Underlying Indicator Policy Values and Issues	22
III. Theoretical Framework and Methodology.....	24
IV. Findings and Analysis.....	26
A. Service Plan Format and Content Sources	26
1. Ministry Expectations / Guidelines	26
2. Existing UVic Performance Reporting Documents.....	27
3. Recommended Format and Content Sources	28
B. Logic Model and Indicator Selection.....	29
1. Existing Ministry and UVic Indicators.....	30
2. Applying the Logic Model.....	32
3. Recommended Service Plan Indicators and Targets	33
V. Recommendations.....	37
References.....	40
Appendix A – Balanced Scorecard Diagrams	43
Appendix B – UVic Service Plan Outline	45
Appendix C – Existing Performance Indicator Analysis	61
Appendix D – Discarded Performance Indicators	63
Appendix E – Recommended Performance Indicators	65
Appendix F – Analysis of Recommended Performance Indicators.....	73
Appendix G – Draft UVic Service Plan: 2004/05 – 2006/07	74

EXECUTIVE SUMMARY

Service Plans and Service Plan Reports are a standard part of the accountability framework for Ministries of the Government of British Columbia, and both elements are complementary parts of performance reporting. The plans are intended to provide an annual statement of the objectives for each Ministry with specific measurable indicators and targets, and the annual reports subsequently show actual results. In order to provide additional public accountability, governments now require many organizations who receive significant public funding to provide performance reports, particularly to justify received and future funding. It is within this context that the Ministry of Advanced Education recently mandated that universities are now to provide institutional Service Plans and Service Plan Reports.

The University of Victoria (“UVic”) is a mid-sized research university located in Victoria, British Columbia that is now required to provide such a Service Plan and Service Plan Report. UVic is accountable through a variety of ways to many stakeholders due to its many roles, but, as a university that receives significant public funding, it is particularly accountable to the Government of British Columbia through the Ministry of Advanced Education. It is thus subject to government accountability mechanisms and measures, including the new requirements regarding Service Plans with performance indicators and targets as well as future Service Plan Reports. As a result, UVic wishes to submit a Service Plan that meets Ministry requirements, is acceptable to UVic, and reflects UVic’s specific context. This project’s focus is the creation of the UVic Service Plan within these requirements.

This project undertook the following steps to provide recommendations regarding the UVic Service Plan. A literature review was conducted in order to understand applicable

concepts, and these concepts were used to create a framework to analyze various materials and determine the format and content of the UVic Service Plan, including potential performance indicators. Ministry and UVic documents were particularly canvassed to set the context and review existing reported indicators. Finally, the results of the analysis were used to provide recommendations regarding the UVic Service Plan's format and content, including specific performance indicators. As the project progressed, ongoing discussions also occurred with UVic to ensure that its needs and views were considered and incorporated into the UVic Service Plan.

The research indicated that several concepts are particularly relevant for the UVic Service Plan. This performance report should focus on a few key indicators that provide a balanced view of the institution. Such balancing should include the major perspectives associated with logic models, underlying social policy values, and the key policy issues facing higher education. The indicators should also be reflective of UVic's three major areas that are of interest for this report: education, research, and community. The performance report should also build upon existing planning and reporting processes in place at UVic, and performance indicators should be grouped into two categories: those that are UVic specific and those that are Ministry specific. Finally, existing indicators should be used as the primary source for potential performance indicators, and any potential indicators should be reviewed and tested to ensure viability and acceptability.

Using the research and findings as a guide, the project's main recommendation is a proposed UVic Service Plan for 2004/05 – 2006/07. The proposed UVic Service Plan integrates both the Ministry's and UVic's requirements, and the process has provided UVic an opportunity to review existing indicators and to identify potential issues regarding current

indicator imbalances. Additional substantial work is needed to redress these imbalances, and UVic should revise future UVic Service Plans to achieve this end. Finally, the proposed UVic Service Plan provides a significant basis upon which future UVic Service Plans and UVic Service Plan Reports can be built, particularly since the Ministry requires that these documents be updated on an annual basis.

I. INTRODUCTION

In recent years, there has been an increased emphasis on transparency and accountability in the public sector. Governments and their departments have been called upon to justify their resources, particularly by illustrating how they have met intended program goals and objectives. Performance management is becoming more wide-spread within all levels of government as a way to manage departments to achieve their intended objectives, and performance reporting is an integral part of the accountability portion of performance management. In the British Columbia context, Service Plans and Service Plan Reports are now a standard part of the accountability framework for Ministries of the Government of British Columbia, and both elements are complementary parts of providing accountability through performance reporting. The plans are intended to provide an annual statement of the goals and objectives for each Ministry, including measurable indicators with three year targets, and the annual reports subsequently show actual results.

However, governments and their departments are not the only entities by which governments achieve intended goals and objectives. The public sector is made up of a variety of organizations that receive government funding to carry out specific programs. For example, numerous health care entities exist to carry out government mandates regarding health care provision. As an extension of public performance reporting, governments now require many organizations who receive significant funding to be accredited and to report back to government to justify received and future funding. It is within this context that the Ministry of Advanced Education recently mandated that universities are now to provide individual institutional Service Plans and Service Plan Reports in accordance with a Ministry framework.

While the intent of planning and accountability with measurable performance indicators is commendable, the practical implementation of these intentions in the Ministry's framework is problematic for a few reasons. First, the content and indicators are prescribed by the Ministry, and universities only had modest input.¹ Second, the selected performance indicators are simply reflective of the performance indicators the Ministry already uses in its Service Plan and Service Plan Reports. While there is a benefit to showing how individual universities fit within the Ministry's goals and objectives, there are concerns that these indicators may be inappropriate for a university's specific context. Third, the framework acknowledges only in a limited way the planning and reporting processes that are already in place at universities. Universities are sensitive to supplanting these processes, particularly since many of their plans and reports have been in place for several years.

The University of Victoria ("UVic") is a mid-sized research university located in Victoria, British Columbia that is now required to provide such a Service Plan and Service Plan Report. While it has many roles, its ultimate focus is on university-level academics and research. Over 18,000 students and over 4,000 employees are directly affiliated with UVic, and its annual budget is over \$300 million. It has undergone a transformation over the past 40 years from primarily a liberal arts college to a research-intensive university. It experienced enormous growth over the same period, and it is now one of Canada's leading universities in a number of fields. UVic is accountable through a variety of ways to many stakeholders given its many roles, but it is particularly accountable as a university that receives significant public funding to the Government of British Columbia through the Ministry of Advanced Education. It is thus subject to government accountability

¹ The Ministry consulted with post-secondary delegates regarding the framework and its implementation, but the Ministry mandated that institutions had to include several indicators in their respective Service Plans.

mechanisms and measures, including the new requirements regarding Service Plan with performance indicators and Service Plan Reports.

As a result, UVic ultimately wants to submit a Service Plan and Service Plan Report that meets Ministry requirements, but is acceptable to UVic and reflects its specific context. This project's focus is the research and creation of the UVic Service Plan within these requirements. UVic's Service Plan Report is not the primary focus of this project since the report will only be compiled after the passage of at least one year. However, the UVic Service Plan Report and performance reporting in general must be a serious consideration during the formation of the UVic Service Plan since it will be the basis for the subsequent Service Plan Report.

This project undertakes the following steps to provide recommendations regarding the form and content of the UVic Service Plan. The project commences by conducting a literature review to understand the applicable concepts, and these concepts are used to create a framework to analyze various materials for the UVic Service Plan. Using the framework, an analysis is then conducted with respect to the plan's overall format and content as well as potential indicators. The results of this analysis are then used as the basis for recommendations regarding a proposed UVic Service Plan for 2004/05 – 2006/07..

II. LITERATURE REVIEW

In order to have a proper context of the issues that should be considered during the formulation of the UVic Service Plan, two major issues must be reviewed. First, it is important to have a good general understanding of the principles that underlie performance reporting. Second, the selection of the performance indicators used in the performance report is of the utmost importance. A review of the literature regarding indicator selection criteria and frameworks, particularly in a university context, is thus useful. Each issue is reviewed in turn.

A. Performance Reporting: An Overview

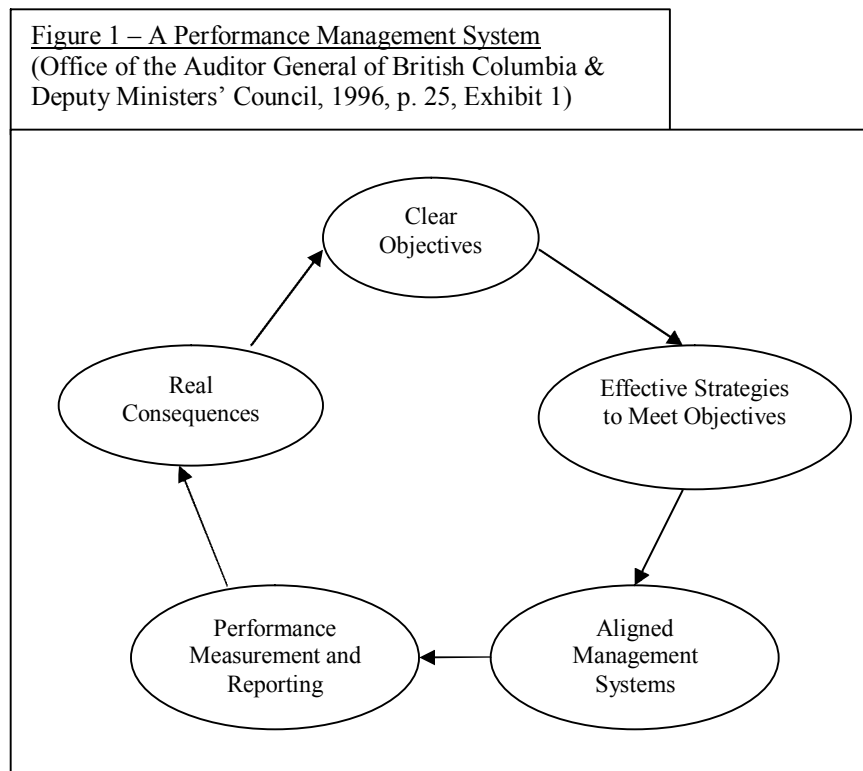
Service Plans and Service Plan Reports are essentially forms of performance reporting. It is thus useful to explore the rationale behind performance reporting as well as concerns associated with it before considering the key issues regarding performance indicators.

1. Performance Reporting v. Performance Management

A distinction exists between performance reporting² and performance management, and this distinction should be explored. Performance management involves all of the processes, including performance reporting, that occur in order to achieve reported and future performance and any consequences that may occur as a result of such performance. On the other hand, performance reporting focuses practically on summarizing past performance and projecting future performance of an organization based on specific indicators. Figure 1

² The literature often refers to performance measurement, which is the same as performance reporting in practice. Performance reporting is used throughout this paper to maintain consistency.

illustrates that performance reporting is only an aspect of the performance management cycle, and it also shows the interrelation that occurs between performance reporting and other parts of the cycle. The focus of this project is primarily on the performance reporting part of the cycle, although there may be resulting implications for performance management at an institutional level as one presumably wants to attain the best possible reported performance.



2. Theoretical Purposes and Positive Effects

The intended purposes and positive effects of performance reporting are a good starting point to understanding performance reporting. The primary intended goal is improve government accountability by accounting for conferred responsibilities (Office of the Auditor

General of British Columbia, 1996, p. 23). In addition, CCAF-FCVI Inc.³ (2002) identified six high-level justifications that are summarized in Table 1. Attention should be paid to these concepts, particularly since CCAF-FCVI Inc. is referred to as a key reference for Ministry Service Plans (Estimates and Performance Planning Branch, 2002, August 21, p. 8).

Table 1 – Justifications for Reporting (CCAF-FCVI Inc., 2002, p. 8)	
•	What gets measured gets done.
•	If you don't measure results, you can't tell success from failure.
•	If you can't see success, you can't reward it.
•	If you can't reward success, you're probably rewarding failure.
•	If you can't recognize failure, you can't learn from it.
•	If you can demonstrate results, you can win public support.

Behn (2003) also explored why public managers should want to measure performance, and he framed these rationales into the eight purposes and questions that are summarized in Table 2. While not all of these rationales are always applicable to performance reporting at a high level, it is still instructive to keep these underlying purposes in mind when considering the rationale for performance reporting.

Table 2 – Reasons to Measure Performance (Behn 2003, p. 588)	
<i>The Purpose</i>	<i>The public manager's question that the performance measure can help answer</i>
Evaluate	How well is my public agency performing?
Control	How can I ensure that my subordinates are doing the right thing?
Budget	On what programs, people, or projects should my agency spend the public's money?
Motivate	How can I motivate line staff, middle managers, nonprofit and for-profit collaborators, stakeholders, and citizens to do the things necessary to improve performance?
Promote	How can I convince political superiors, legislators, stakeholders, journalists, and citizens that my agency is doing a good job?
Celebrate	What accomplishments are worthy of the important organizational ritual of celebrating success?
Learn	Why is what working or not working?
Improve	What exactly should who do differently to improve performance?

de Bruijn (2002) discussed similar concepts when he explored the positive effects of performance measurement. He stated that performance measurement brings transparency

³ Formerly the Canadian Comprehensive Auditing Foundation – La Fondation canadienne pour la vérification intégrée, the formal name was changed to CCAF-FCVI Inc. in recognition that, in addition to auditing, they also focus on governance and management are essential to strong accountability, good stewardship and well-performing organizations.

and insight into an organization, and it also acts as an incentive for output since that is what is typically rewarded. Performance indicators also provide a method of accountability in an era when more autonomy is needed in light of the increased complexity associated with public tasks. All of these concepts are cited in various forms to justify performance reporting for public entities.

Performance reporting thus has laudable intended purposes and justifications at a conceptual level, and one of its main values is the ability to determine the effectiveness of an intended program.

3. Practical Concerns and Negative Effects

While the purpose and positive effects of performance reporting are fairly self-explanatory and laudable at a conceptual level, the concerns and negative effects associated with performance reporting, particularly with respect to practical implementation also need to be acknowledged.

CCAF-FCVI Inc. (2002) identified three major obstacles to good performance reporting, which are listed in Table 3. Jones (2000) also discussed the limitations of performance reporting: measurements must be precise, accurate, and quantified where possible; there should be a balance in the range of

<p><u>Table 3 – Obstacles to Good Performance Reporting</u> (CCAF-FCVI 2002, p. 11)</p> <ul style="list-style-type: none">• Basic principles of good reporting are not understood or applied;• Performance reporting takes place in a political environment;• There are few incentives for good reporting and few sanctions for poor reporting.

indicators used; and concerns exist about the potential negative effects on roles, workload, and attitudes. Both Jones (2000) and Mayne (1999, June) also acknowledged potential attribution problems for performance indicators as changes in reported performance may be caused by factors external to the program.

Perrin (1998) also reinforced the cynical view of performance reporting. In addition to the already noted concerns, he further added that performance indicators often have the effect of goal displacement since programs focus on the reported indicators instead of the ultimate outcome. He also noted that many indicators are meaningless and irrelevant, and that cost-shifting instead of cost-savings may occur based on what is reported. Subgroup differences can also be obscured, and evaluation objectives can become dated fairly easily due to unintended consequences, changing needs, and changing environments. The result is that performance reporting ultimately becomes useless for decision-making and resource allocation.

de Bruijn (2002) also discussed a number of negative aspects associated with performance reporting. In particular, performance reporting can prompt game playing and add to internal bureaucracies without improving performance. It can also block innovation and ambitions due to a primary focus on efficiency that can result in an aversion to risk. This aversion may lead to the selection of performance indicators that will provide the desired results. One can also lose knowledge about the inherent complexity of an issue due to a focus on clearly defined aspects, and knowledge and best practice sharing may generally be reduced. Finally, performance reporting could punish good performance since the implication of improved efficiency is that the same performance can be achieved with fewer resources in subsequent years.

A number of practical concerns and negative effects associated with performance reporting are apparent. In order to mitigate these concerns and negative effects, they need to be seriously considered when an organization is conceptualizing and implementing performance reporting, particularly to reduce the potential inappropriate use of the report

(Perrin, 1998). One must be realistic about the political and organizational context and who may use the indicators and results differently. Measurements need to be at an appropriate level, and the expected outcomes must be realistic. The performance indicators should be tested, reviewed, revised, and updated frequently. Multiple and balanced indicators should be used, and stakeholders should also be involved in the creation of any performance reporting scheme.

de Bruijn (2002) offered similar insights with his strategies. First, one must be willing to examine measures from a variety of definitions and to tolerate this variety. By doing this, a richer picture and multiple evidence lines are produced, which also reduces the potential for game playing. Second, multiple interpretations for a particular indicator should be allowed as there may be underlying reasons for differences between comparable institutions. One actor should not solely be responsible for giving meaning to the reports, particularly since different stakeholders use different methods to evaluate performance. Third, there should be clear agreement about the purposes the performance reports serve, and unilateral changes should not occur. Both managers and professionals should agree on the form since such agreement would create a more negotiated rather than coercive environment. Fourth, measured services should be selected strategically and limited to those services that are important to the organization as a whole. Finally, there needs to be a balanced approach to indicators so that both the outputs and process are considered instead of simply one area.

While the authors noted a number of concerns regarding the implementation of performance reporting, appropriate planning and realistic assessments can mitigate these concerns. Such considerations and mechanisms need to be included in the creation of any performance reporting scheme.

4. Initiation and Implementation

It is important to consider the methods associated with the initiation of performance reporting programs and the selection of performance indicators, particularly since consultation is the key to success in performance reporting programs. Such consultation is important because increased organizational acceptance enhances the performance reporting program's credibility (Burke & Minassians, 2002, pp. 12-13).

Performance reporting programs are initiated and performance indicators are selected by one of the three methods. First, both the performance reporting and performance indicators could be mandated and prescribed by government through legislation or directives, and this method results in limited consultation and flexibility to the organization to which the reporting scheme applies. Second, government could mandate reporting, but it would leave the selection of indicators to coordinating agencies in cooperation with campus leaders. Finally, performance reporting itself could occur without any government compulsion, but such incidences are often a pre-emptive strike by institutions to ensure self-regulation instead of government oversight. Given the need for consultation and acceptability, Burke & Minassians noted that a government mandating reporting but not prescribing indicators is the only way for legislators to get universities to accept a reporting system that fulfills accountability requirements, provides incentives for improvement, and fulfills state-needs. This method also increases the acceptability and credibility of such performance reporting system, particularly since these factors are largely dependent on how the program was initiated.

A secondary concern is whether performance reports are being implemented appropriately within universities to achieve the intended targets. While performance reports

are typically at an institutional high level, there is a tendency for them to be invisible at levels below senior officers, particularly at the levels of deans and chairs (Burke & Minassians, 2002, p. 64). This lack of awareness regarding institutional-wide reporting targets is a concern given that these latter positions usually lead the units responsible for the cumulative institutional performance on these indicators. Steps should be undertaken to ensure that performance measures and reports are communicated with those who are ultimately responsible for achieving the intended performance.

5. Performance Funding/Budgeting: An Implication?

One of the concerns about performance reporting is the potential implications for future budget allocations. In the university context, performance reporting became fairly widespread in the United States during the 1990s, but these reports were often ignored because they had no fiscal consequences (Burke & Minassians, 2002, pp. 13-17). Campus leaders usually preferred this arrangement due to concerns over government misusing the results to make decisions and the implications of having funding tied directly to performance. However, required performance reporting still sets the stage for potential fiscal consequences, and the related concepts need to be explored.

Financial consequences manifest usually in two forms: performance funding or performance budgeting (Burke & Minassians, 2002, pp. 13-17). Performance funding results in specific funding being provided if an institution achieves certain performance targets. In contrast, performance budgeting focuses on the possibility of additional funding as a result of good performance, but funds are not tied to specific predetermined benchmarks. From a long-term university budgeting perspective, performance funding is less flexible regarding the criteria used to provide funding, but the results are fairly predictable as one will either

meet the target or not. In contrast, performance budgeting provides greater flexibility regarding the reward criteria, but stable funding is not as predictable since the reward criteria are not fixed. Performance budgeting accordingly offers political advantages to government because the criteria can be shifted relatively easily to match changing government priorities and to provide additional funding as it becomes available. This flexibility explains why governments generally prefer performance budgeting instead of performance funding.

Regardless, one should consider the potential implications of using performance reports for future performance budgeting or performance funding. These mechanisms are distinct from performance management because they act as outside incentives by rewarding reported results instead of focusing on the internal processes necessary to achieve the results. However, since any performance report may be used as the future basis for performance budgeting or performance funding, the institution's interests need to be considered in light of this future possibility and the potential subsequent changes that may be required for internal performance management.

6. Characteristics of Effective University Performance Reports

In closing, Burke and Minassians (2002) enumerated several characteristics of effective performance reporting schemes in the university context (pp. 121-125).

Governments should not prescribe specific performance indicators to ensure acceptability and credibility of the performance reporting system by universities. The number of indicators should be in the range of 10 to 25 indicators to ensure an appropriate focus and a full picture. Fewer than 10 indicators do not provide a complete picture, and more than 25 indicators are excessive. Institutions should also have the flexibility to choose a few indicators that stress special and particular emphases to account for diversity among

institutions. State goals, trends, peer comparisons, and performance targets should be included to set benchmarks, to track data over time, and for comparison purposes. With respect to data sources, institutional data needs to be incorporated to trace performance successes and failures to their source, particularly since the data and reports are institutional in nature. Institutions should also implement internal performance reports, particularly given the concern that performance reports may be invisible at the levels most responsible for achieving intended performance. One should also use the performance reports to describe how results have been used to improve university policies and performance. One major problem is that governments fail to respond substantively to reports, and such silence is disturbing and discouraging, particularly since the universities will observe the reports as simply a necessary part of dealing with government bureaucracies. Governments should accordingly provide substantive feedback regarding reports they have received. Finally, both government priorities and performance indicators should be reviewed regularly to ensure they reflect long-term goals and stay in step with shifting issues and priorities.

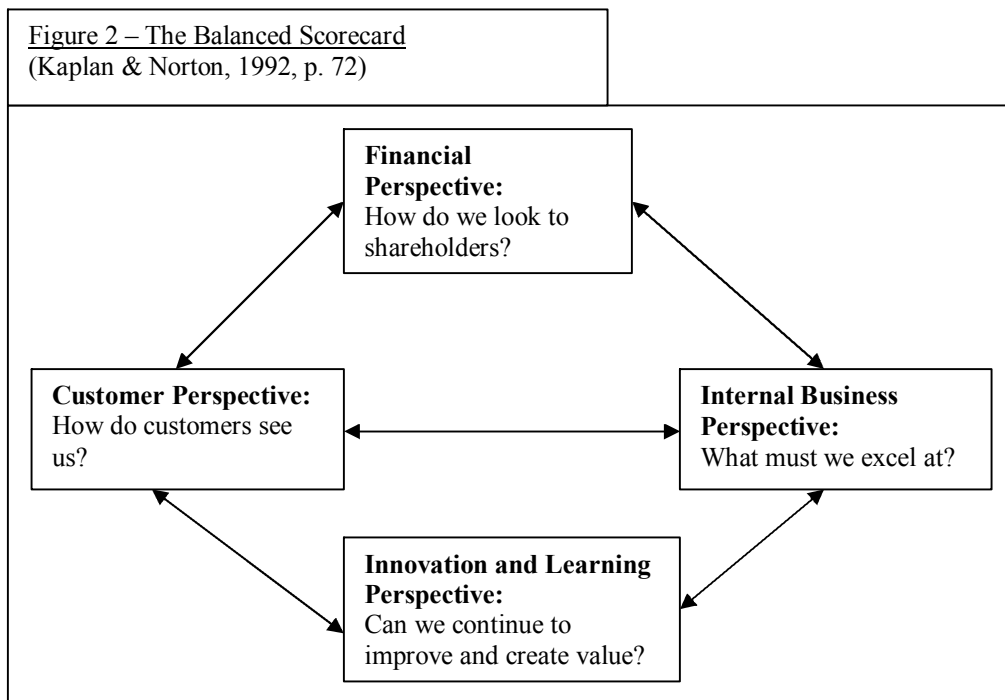
B. Selecting the Indicators: Potential Frameworks and Considerations

Now that the basic tenets associated with performance reporting have been explored at a high-level, it is appropriate to examine the essential element of any performance reporting scheme: the indicators. In particular, potential analytical frameworks and considerations that can assist with indicator selection need to be canvassed.

1. The Balanced Scorecard

One of the most widely used current business frameworks is the Balanced Scorecard or a variant of it. Kaplan & Norton (1992) introduced this concept, and it centres around the

idea that one cannot rely on one set of indicators, particularly financial indicators, to the exclusion of others. They likened their scorecard to dials on an airplane cockpit, so that management can see at a glance all of the indicators that drive performance. The focus was also on key, rather than numerous, goals and indicators. They suggested that four perspectives needed to be kept in mind regarding such goals and indicators: customer, internal, learning and innovation, and financial. Their intent was to show the linkages between these key areas as illustrated in Figure 2, particularly as they relate to overall performance and the potential negative consequences of focusing on only one area.



While useful as a framework, the building and analytical processes associated with the Balanced Scorecard are quite involved. It requires several interviews and workshops, and it is clearly intended towards an integrated form of performance management and reporting (Kaplan & Norton, 1993, p. 138). The underlying four perspectives also need to be changed from a for-profit business model to ones that are more appropriate for the public sector (see

Appendix A). Regardless, the underlying concepts of using indicators from various perspectives to gain a holistic view and using a few key indicators rather than a large quantity were valuable additions to the conceptualization of performance reporting.

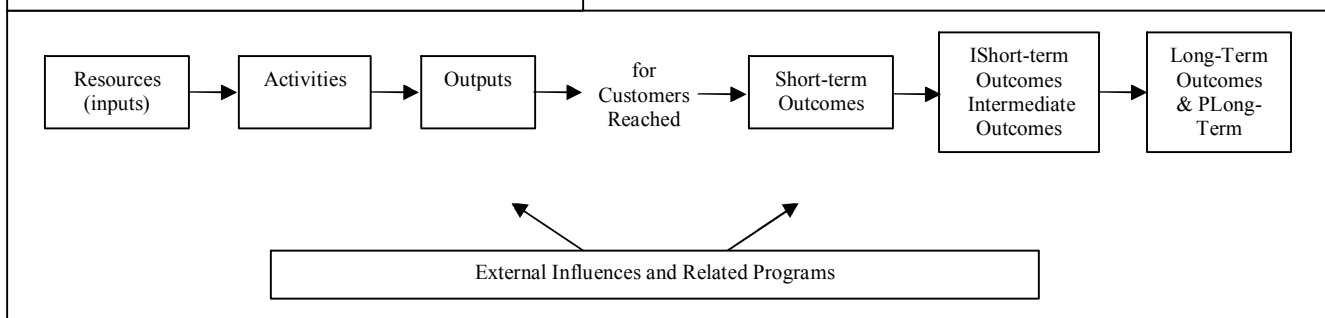
2. Logic Models

Another potentially applicable concept is the use of logic models. Allusions are distributed throughout the literature (see e.g. CCAF-FCVI Inc., 2002, p. 22; Office of the Auditor General of British Columbia & Deputy Ministers' Council, 1996, p. 34), but McLaughlin & Jordan (1999) provided an excellent and concise overview of this model. Logic models allow managers to explain the elements of a program and present the logic of how the program works (p. 66). Its key benefits include building a common understanding of the program, identifying linkages and projects critical to goal attainment, communicating the place of a program in a hierarchy, and pointing to a balanced set of key performance indicators. It can also be used from a descriptive perspective to explain how an existing system or organization works.

Logic models consist of several elements as illustrated in Figure 3. Inputs or resources indicate what is needed to support the program. Activities or processes include the actions necessary to produce a program's goods or services. Outputs are these goods or services for those people who directly use them. Outcomes consist of the changes or benefits that accrue as a result of the activities and outputs, and they can vary in scope from short-term to long-term. Short-term outcomes are those outcomes which are most closely associated with the program's outputs. Intermediate outcomes are the outcomes that result from the application of the short-term outcomes. Finally, long-term outcomes or program impacts are the benefits that flow as a result of the intermediate outcomes. McLaughlin &

Jordan provided the following example to illustrate the differences between the various outcomes (p. 66): “results from a laboratory prototype for an energy saving technology may be a short-term outcome; the commercial scale prototype an intermediate outcome, and a cleaner environment once the technology is in use one of the desired longer term benefits or outcomes.”

Figure 3 – Elements of the Logic Model
(McLaughlin & Jordan, 1999, p. 67, Figure 1)



McLaughlin & Jordan (1999) outlined five major stages associated with logic models. Relevant information must first be collected, and the problem and its context must be clearly stated. The elements of the logic model then need to be defined, and the logic and linkages must be checked. The logic model is then formally drawn, and measurement activities take their lead from the logic model. The measurement activities need to provide a balanced overall picture rather than focusing simply on accomplishments. Ultimately, the model provides a hypothesis of how the program supposedly works, and the indicators then provide an opportunity to test these linkages.

However, one of the major problems associated with measuring outcomes in logic models is that attribution problems become apparent since factors external to the program may account for or contribute to an observed outcome (Mayne, 1999, June; Jones, 2002). Control cannot usually be exerted over these external influences, and Mayne discussed how

such attribution problems can be mitigated. First, the problem must be clearly acknowledged, and a good logic model is very helpful as part of the analysis. Since behavioural changes in society are often the intended outcome, they should be identified, measured, and documented. Relevant indicators should also focus on the particular outcomes desired, which should be directly related to the program's intended benefits. The indicators should be tracked over a relatively long period, and multiple lines of evidence should be examined to buttress hypotheses regarding linkages. One must also not be afraid to explore and discuss plausible alternative explanations and to defer to the need for further evaluation if various lines of evidence point in different directions. In short, one must be transparent about the problem rather than simply ignoring it.

3. Underlying Indicator Policy Values and Issues

It is important to consider what social policies underlie the selected performance indicators, particular the social values of quality, efficiency, equity, and choice are usually reflected. (Burke & Minassians, 2002, p. 41). Quality refers to the standard of performance, including effectiveness, and it can be very elusive to measure. Efficiency involves calculations that compare resources to results on a cost-benefit basis. Equity represents the response to diversity and disparate needs, and choice reflects the ability to select from a wide variety of options. In the United States, Burke and Minassians found that performance indicators in the American university context focused mainly on efficiency and quality indicators, and a distant third focus was equity. Choice indicators were negligibly reported, which is unsurprising since choice indicators are more relevant at a system rather than university level.

One would also expect that the reported performance indicators would reflect the key policy issues facing higher education, such as research funding, affordable tuition and fees, student financial aid, postsecondary access, information technology and distance learning, economic and workforce development, competitive faculty salaries, teacher training quality and retention, K-16 collaboration, and degree attainment (Burke & Minassians, 2002, p. 92). However, Burke & Minassians found that the indicators used in American universities do not correlate with these top policy issues. As a result, not all of these issues are actually being measured in a performance reporting context, and they thus postulated that acceptability often trumps true accountability with respect to university performance reporting (pp. 92-95).

Both of these issues should be considered when developing any analytical framework regarding indicators. These issues are particularly helpful as a further method to ensure appropriate balances exist among the indicators being analyzed and ultimately selected for reporting.

III. THEORETICAL FRAMEWORK AND METHODOLOGY

Taking into account the literature review, the various requirements for an ideal UVic Service Plan become evident. These requirements can be divided into those regarding the report generally at a high-level and those regarding the specific performance indicators.

Several general considerations arise with respect to the report at a high level. First, one must be candid about the political and organizational context, particularly with respect to the report's potential future funding implications. Second, the report should be constructed in such a way so that it is ultimately acceptable to UVic instead of simply imposed by the Ministry. However, this construction should not be at the expense of illustrating how UVic fits within the Ministry-level Service Plan, particularly with respect to government goals. One must also use appropriate planning and realistic assessments to avoid the negative issues that are often associated with the practical implementation of performance reports. Finally, a logic model is the best analytical framework for this project, particularly given the time constraints. The logic model is also ideal because it can be used in a descriptive form and thus supplement existing planning and reporting processes within the university.

A number of considerations arise when one considers the indicators that will be used in the Service Plan and subsequent Service Plan Report. The appropriate number of indicators should be between 10 and 25 indicators, and there should be a balance between the various types of indicators, particularly the elements of the logic model. This balance is particularly pertinent since Burke and Minassians (2002) found during their analysis that there seemed to be an emphasis on input and process indicators instead of a greater balance between all aspects of the logic model (p. 37-38). A secondary analysis should be conducted to ensure that the indicators are also relatively balanced with respect to the underlying social

policy values of efficiency and quality, and there should also be a few equity indicators. Choice indicators are excluded as they are of more interest at the Ministry level rather than the university level. A final comparison should also be done to ensure that the selected performance indicators accurately reflect key policy issues in higher education. Such a comparison helps ensure that acceptability does not totally override accountability. In light of the political context and potential implications for funding, the indicators should be tested to ensure their viability and that they measure factors that UVic has a capacity to influence. Such testing will also highlight and potentially reduce attribution concerns. Finally, institutional data should be the major source of most indicators since the focus of the Service Plan and Service Plan Report is on the institution.

In light of this theoretical framework, the methodology also becomes apparent. First, the Ministry's framework and Service Plan must be reviewed to determine the Ministry's expectations. UVic documents should then be canvassed to set the institution's context. The indicators already selected or reported by the Ministry and UVic should be analyzed to see how they fit within the theoretical framework and to identify any gaps. Finally, the UVic Service Plan should be created by determining the appropriate format, text sources, and indicators in light of the literature review and theoretical framework. As development occurs, ongoing discussions will need to occur with UVic to ensure that the UVic Service Plan meets its needs and requirements, particularly due to the document's potential political implications for the institution.

IV. FINDINGS AND ANALYSIS

The findings and analysis are divided into two sections. The first section focuses on the high-level format and content of the UVic Service Plan, and the second section focuses on the specific performance indicators that are to be included as part of the Service Plan. Each issue is discussed in turn.

A. Service Plan Format and Content Sources

1. Ministry Expectations / Guidelines

In its accountability framework, the Ministry of Advanced Education (2003, November 26) outlined specific expectations and guidelines regarding UVic's Service Plan. In particular, it supplied a supplementary table that outlined the expected essential content for institutional Service Plans. As a result, the Ministry expects the Service Plan to contain a cover letter and information regarding the institution's planning context, strategic direction, goals, objectives, areas of performance interest, performance indicators, performance targets, and a summary financial outlook. The framework and the Ministry's performance indicator standards manuals (Ministry of Advanced Education, 2003; 2004) also outlined specifications regarding 20 required institutional performance indicators that are already reported by the Ministry at system-wide level within its own *Service Plan* (2004, February 4).

In light of this context, the Ministry has taken a mandated and prescribed approach to this implementation of performance reporting. While the Ministry states that institutions have flexibility for this performance report, flexibility is minimal in practice since

institutions can only manipulate the report's text rather than its format or indicators. The format and indicators are also nearly identical to the Ministry's own Service Plan, and this correlation suggests that this exercise is an attempt to harmonize institutional and Ministry documents for comparative and Ministry purposes.

2. Existing UVic Performance Reporting Documents

UVic has a number of documents related to performance reporting, and most of them are listed on UVic's accountability web page.⁴ Key documents include its strategic plan (University of Victoria, 2002, February), annual *Performance Measures Report* (Planning and Priorities Committee, 2002, October; 2003, November), budgets and audited financial statements, and its *Student Outcomes Survey*. From all of these documents, significant planning and reporting activities appear to be ongoing within UVic, and the UVic Service Plan should be descriptive and build upon these and other planning and reporting documents.

The listed documents provide excellent sources of material and potential performance indicators for the UVic Service Plan and subsequent UVic Service Plan Report, but the documents do have inherent limitations. In particular, UVic's strategic plan focuses largely on accomplishing particular activities rather than achieving specific quantitative results. As a result, while the annual *Performance Measures Report* is intended to report on the strategic plan's progress, it is unsurprising that the reported indicators are not explicitly tied to specific objectives in the strategic plan. The report instead focuses on communicating UVic's context and prior experiences rather than expected and future quantitative results. It is also unsurprising that neither the strategic plan nor the report provide targets on annual basis

given the nature of these documents. Performance indicator targets thus need to be developed from elsewhere.

3. Recommended Format and Content Sources

Several considerations need to be accounted for regarding the format and content sources for the UVic Service Plan. The plan must fulfill Ministry expectations, but it must be more generally acceptable to UVic. It should also build upon existing UVic documents. Accordingly, the recommended format and content sources are as follows. First, the Ministry's format should be followed in a general sense. This compliance will ensure that the UVic Service Plan is acceptable to the Ministry. However, the UVic Service Plan should have two performance indicator sections: one that contains UVic specific indicators and targets, and one that contains Ministry specific indicator and targets. This modification will allow UVic practical flexibility with respect to the entirety of the report, but it will still comply with Ministry requirements and clearly show how UVic relates to the Ministry's Service Plan. Since the Ministry already requires 20 indicators and targets to be included, this format also allows for indicators to be subdivided into more manageable groups according to their purpose, and the number of indicators within each group can then be within the ideal range of 10 to 25 indicators. Otherwise, assuming UVic adds indicators to those already required by the Ministry, the total number of indicators in a combined section would be excessive. Textual content should be derived as much as possible from existing UVic planning documents, particularly its strategic plan. However, this content will need to be updated as necessary. Due to the extensive reporting that already occurs, UVic specific indicators should largely be from those already reported to the Ministry and within UVic's

⁴ See <http://web.uvic.ca/president/accountability.htm>. All of the listed documents can be retrieved from this

annual *Performance Measures Report*. Institutional data should also be the major data source for any future reports, particularly since UVic already reports this data to the Ministry in various forms. All of these steps will increase the UVic Service Plan’s acceptability by the university, particularly since the UVic Service Plan will become a performance report mandated by government that does not prescribe specific indicators.

The detailed analysis and recommended text for each element of the format are contained in Appendix B, and a sample analysis is included in Table 4. As the sample analysis indicates, each individual analysis reviews the major data source for the element, key points that should be considered with respect to the element, and draft text. This analysis allows for a rigorous review of the document to ensure that all issues are at least being considered, and this appendix forms the foundation of the recommended UVic Service Plan.

<u>Table 4 - Service Plan Element Analysis</u> (Appendix B, p. 45)	
Service Plan Element:	Planning Context
Major Source:	Strategic Plan
Points:	<ul style="list-style-type: none"> • Use primarily from Strategic Plan
Current Text:	(from strategic plan)
<i>Where We Have Come From</i>	
The University of Victoria was established in 1963. Building on the dual foundation of Victoria College and the Victoria Provincial Normal School, it has grown and prospered. Over four decades it has become one of Canada’s leading comprehensive research universities. ...	

B. Logic Model and Indicator Selection

The other key part of this project is the recommendation of appropriate UVic specific indicators to include in the UVic Service Plan. Ministry specific indicators and targets are not an issue since the Ministry extensively prescribed these indicators in its standards manuals (2003; 2004) and in its budget letter to UVic (P. Steenkamp, Deputy Minister,

link as of March 29, 2004.

Ministry of Advanced Education, personal communication, March 24, 2004, Ministry ref. 48708). This section accordingly focuses on the analysis to determine the UVic specific indicators.

1. Existing Ministry and UVic Indicators

Both the Ministry's performance measures standards manuals (2003; 2004) and the annual UVic *Performance Measures Report* (Planning and Priorities Committee, 2002, October; 2003, November) contain a large number of indicators that could form the bulk of the UVic Service Plan. The theoretical framework thus needs to be applied to these indicators to determine what aspects of the framework are fulfilled and what gaps exist.

Appendix C contains the detailed analysis, and Table 5 shows a sample of the conducted analysis. Each performance indicator was classified according to which logic element and to which social policy value it is affiliated with. As the summary shows in Table 6, existing Ministry and UVic performance indicators focus predominately on

Table 5 – Sample Analysis of Existing Performance Indicators
(Appendix C)

Ministry Indicator – Number of Degrees, Diplomas, and Certificates Awarded (p. 60)
UVic Required to Report: Yes
Logic Model Classification: Output
Social Policy Value Classification: Efficiency

UVic Indicator – Undergraduate Entrance Grade Point Average (p. 61)
Logic Model Classification: Input
Social Policy Value Classification: Quality
Overlap with Ministry Indicators: No

inputs and activities instead of outputs and outcomes. This result is unsurprising since governments and institutions have historically focused on indicators for the former rather than the latter. In addition, the number of efficiency indicators appear to outweigh both quality and equity indicators. Finally, a subsequent analysis was conducted to determine if the indicators addressed the key issues in higher education, which is summarized in Table 7, and existing indicators appear to address most of the key issues either directly or via proxy.

Source for Existing Indicators	Indicator Type				Policy Value			
	Input	Activity	Output	Outcome	Efficiency	Quality	Equity	Choice
Ministry Indicators	13	4	5	4	17	6	2	0
UVic Indicators	12	13	4	1	19	9	2	0

Policy Area	Existing Ministry/UVic Indicators
Research funding	Gross research funding, research funding per faculty member
Affordable tuition and fees	Proxies – value of undergraduate awards, number of students who receive awards
Student financial aid	Value of undergraduate awards, number of students who receive awards
Post-secondary access	Number of students/spaces, number of undergraduate applications/registrants, undergraduate grade point average cut off
Information technology and distance learning	Number of student spaces in online learning
Economic and workforce development	Skills gained and employment rate
Competitive faculty salaries	Proxies – faculty hiring/departures
Teacher training quality, and retention	Proxies – 3M (teaching) awards, number of departures
K-16 collaboration	
Degree attainment	Number and type of degrees, diplomas, and certificates

These results have implications for the UVic Service Plan. While more output and outcome indicators would be ideal, such indicators are unlikely at this time given the substantial additional work that would be required as well as attribution concerns. It is also currently unclear which additional output or outcome measures would be meaningful even if they were reported. However, a rebalancing of efficiency and quality indicators would be helpful, particularly since both social values are important elements of university education and one should not privilege one value over the other. In addition, the selected indicators should still address the key policy issues facing higher education.

2. Applying the Logic Model

As part of the analysis, high-level logic models of the institution were constructed to classify existing and identify other potential performance indicators. Using UVic's mission as a guide, five potential logic model areas exist: education, research, artistic creativity, professional practice, and service to the community (University of Victoria, 2002, February, p. 6). As the intended audience is the Ministry and government broadly, some of these areas can be automatically excluded given the Ministry's focus on education, research, and society at large (Ministry of Advanced Education, 2004, February 4, p. 7). Accordingly, artistic creativity and professional practice are excluded, particularly since they are of more interest at an institutional rather than Ministry level, and high-level logic models were constructed for each of the remaining areas as outlined in Table 8.

Table 8 – High-level Logic Models for UVic			
Inputs	Activities	Outputs	Outcomes
<i>Education</i>			
Finances Students Faculty Staff Space	Teaching <ul style="list-style-type: none"> • Ratio • Quantity (e.g. number of classes) • Course availability 	Credentials Completion time Graduation rate Successfully completed courses Grades Awards	Skills gained Overall satisfaction Satisfaction with instruction Unemployment Usefulness of knowledge/skills
<i>Research</i>			
Finances Space Faculty	Research	Publications Conferences Licenses/patents, etc. Faculty promotions	Societal benefit Commercialization
<i>Community</i>			
Faculty Students Staff Finances	Lecturing Special events Visits to campus Campus use by others Community fundraising/events	Economic Contributions to community fundraising Use of reports in policy decisions Participation in community events Number of lectures/events	Societal benefit Increased knowledge

3. Recommended Service Plan Indicators and Targets

All of the discussed information is helpful, but not definitive, in determining which UVic specific performance indicators should be included in the UVic Service Plan, and further analysis is required to determine which indicators to accept. Appendix D details the analysis undertaken to eliminate a number of indicators, and Table 9 provides a sample of this

Table 9 – Eliminated Indicators Sample Analysis
(Appendix D, p. 62)

Undergraduate Applications/Registrations

Area: Education
Logic Model Classification: Input
Social Policy Value Classification: Efficiency/Quality
Concern: Cannot control number of applications and number of registrations are driven by available space

Entering Grade Point Average

Area: Education
Logic Model Classification: Input
Social Policy Value Classification: Quality
Concern: Function of available space, politically inappropriate since current messaging is that entering GPA is too high

analysis. As a result of testing, several indicators were eliminated for a variety of reasons including concerns about relevance as data should not be reported because it simply exists, the amount of influence UVic could exert, and the potential political implications. Another key factor was whether data could be collected and reported in credible and reliable ways, particularly since the collection methodology should be transparent and allow for potential comparisons to other institutions. Finally, some indicators were eliminated because data does not currently exist as it is not collected.

The remaining 16 indicators detailed in Appendix E are recommended for inclusion as the UVic specific performance indicators in the UVic Service Plan, and Table 10 provides a sample analysis that shows no or minimal concerns with these indicators. The analysis also shows how each indicator can be specifically linked to UVic’s strategic plan. A further cumulative analysis of the recommended indicators was conducted regarding logic model element classification,

<u>Table 10 – Recommended Indicators Sample Analysis</u> (Appendix E, p. 66)	
Indicator:	Co-op job placements
Source:	UVic Performance Report
Logic Model Area:	Education
Indicator Type:	Output
Policy Value:	Efficiency
UVic Goal/Obj.:	Quality, Obj. 13
Points:	<ul style="list-style-type: none"> • applicable given UVic’s co-op focus • show as a total instead of breakdown between international and domestic

social policy value classification, and relevance to higher education issues using the methodology previously described in Table 5. Appendix F details this analysis, and Table 11 provides the summary. While input and activity indicators dominate the logic model classifications as indicated in the summary, this bias is not a concern because of the similar bias present in the primary indicator source pool of existing Ministry and UVic indicators.

As well, it is unclear which additional output or outcome indicators would add to the value of the logic model at this time, particularly given time constraints, attribution concerns, and the

Logic Model Area			Indicator Type				Policy Value		
Education	Research	Community	Input	Activity	Output	Outcome	Efficiency	Quality	Equity
13	4	1	7	4	2	3	8	8	3
Note: Totals for some categories may exceed the total of 16 as an indicator may have multiple classifications.									

need for UVic specificity. With respect to areas, the recommended indicators are mainly affiliated with the education logic model with a few indicators relevant for the research logic model and the community logic model. This primary focus is appropriate given the lack of credible and reliable indicators currently available for the latter areas. However, a good balance exists between efficiency and quality indicators, and there are also a few equity indicators as a subfocus. The recommended indicators also address most of the key policy issue facing higher education as outlined in Table 12, and they are all indicators that UVic can influence and would be willing to accept accountability for, even in light of the political

Policy Area	Recommended UVic Specific Indicators
Research funding	Gross research funding, research funding per faculty member
Affordable tuition and fees	Proxies – value of undergraduate awards, socio-economic makeup
Student financial aid	Value of undergraduate awards
Postsecondary access	Number of students/spaces, number of undergraduate applications/registrants, undergraduate grade point average cut off
Information technology and distance learning	
Economic and workforce development	Skills gained and employment rate
Competitive faculty salaries	Proxies – faculty retention
Teacher training quality, and retention	Faculty retention and proxy – satisfaction with instruction
K-16 collaboration	
Degree attainment	Number and type of degrees, diplomas, and certificates

context and potential consequences. Finally, the total number of indicators falls within the ideal range of 10 to 25 indicators for this group. While some deficiencies exist in the selection of the recommended indicators, particularly the over-emphasis on input and activity indicators, these shortcomings are acceptable at this time in light of the intended audience, available indicators, and the use of the UVic Service Plan.

V. RECOMMENDATIONS

Appendix G contains the recommended UVic Service Plan for 2004/05 – 2006/07. The proposed UVic Service Plan is based upon all of the previous analysis with a few additions. First, draft targets for the UVic specific indicators have been added on an annual basis for each of the next three years. The targets come from a variety of Ministry and UVic documents where information exists, but there is no guidance for some indicators. In such cases, conservative estimates are used where possible, and all of the individual sources for targets and related rationales are detailed in Appendix E. Second, the plan requires some additional information to fill in some blanks. These blanks exist because information is currently unavailable or feedback is required from UVic’s senior administration regarding the direction such information should take (e.g. budget numbers, specific percentage increases for some targets).⁵ Finally, although UVic is only required to report capital additions valued greater than \$50 million, the “Summary Financial Outlook” part has been expanded to include all approved building additions. These additions have been broken down by funding source for clarity, and an additional section was added regarding proposed capital. The last section was added to provide the reader a sense of what major construction may be shortly occurring and to advocate for Ministry funding.

The proposed UVic Service Plan provides a foundation for future UVic Service Plans. Although targets are included for the next three years, the Ministry will require an updated UVic Service Plan every year. By using the proposed plan as a foundation, subsequent UVic Service Plans should be relatively easy updates that will not require significant resources compared to the its initial iteration. However, this presumption is

subject to any major changes the Ministry may make in the requirements for the UVic Service Plan.

The proposed UVic Service Plan also provides the foundation for the future annual UVic Service Plan Reports, which will be required as of July 2005. The Report should complement the UVic Service Plan and keep the same format and content, particularly the separate sections for UVic specific indicators and Ministry specific indicators. The UVic Service Plan Report should also show trends over time and comparative data where possible in order to provide the reader with a fuller picture.

In addition, the process provided UVic an opportunity to review existing indicators and to identify potential issues regarding current indicator imbalances. Additional substantial work is needed to redress these imbalances, and UVic should revise future UVic Service Plans to achieve this end. In particular, UVic should examine the potential inclusion of additional output and outcome performance indicators as well as additional indicators that are affiliated with the areas of research and community. It should also examine the viability of collecting data for potential new performance indicators that are not yet reported elsewhere.

Finally, UVic should seek substantive feedback from the Ministry regarding the UVic Service Plan. The document should not simply become a compliance with government requirements, but it should be a way to improve the university and understand government priorities over the long-term, particularly since the proposed UVic Service Plan successfully integrates both Ministry and UVic needs and issues. However, such understanding cannot occur without real government feedback. The compliance outcome would be unfortunate, particularly since the UVic Service Plan offers an opportunity to show both government and

⁵ Such feedback and consequential revisions will be ongoing until the UVic Service Plan's submission date of May 14, 2004. As the proposed plan is a draft for UVic's review and revision, other revisions may also occur

the public how UVic accounts for the funding it receives and how UVic fits within the broader goals, objectives, and indicators of the Ministry of Advanced Education on an ongoing basis.

prior to the plan's final submission to the Ministry.

REFERENCES

- Behn, R.D. (2003). Why measure performance? Different purposes require different measures [Electronic version]. *Public Administration Review*, 63, 586-606. Retrieved February 13, 2004, from ABI/INFORM Complete (ProQuest) database.
- Burke, J.C. & Minassians, H.P. (2002). *New Directions for Institutional Research*, 116 [Electronic version]. Retrieved February 18, 2004, from Academic Search Elite (EBSCOhost) database.
- CCAF-FCVI Inc.. (2002). *Reporting principles: Taking public performance reporting to a new level* [Electronic version]. Ottawa, ON: Author. Retrieved March 22, 2004, from http://www.ccaf-fcvi.com/ccaf_pprp/documents/english/reportingprinciples/complete.pdf
- de Bruijn, H. (2002). Performance measurement in the public sector: strategies to cope with the risks of performance measurement [Electronic version]. *The International Journal of Public Sector Management*, 15, 578-594. Retrieved February 13, 2004, from ABI/INFORM Complete (ProQuest) database.
- Estimates and Performance Planning Branch, Treasury Board Staff, Ministry of Finance, Government of British Columbia. (2002, August 21). *Guidelines for Ministry service plans 2003/04 – 2005/06* [Electronic version]. Victoria, BC: Author. Retrieved March 22, 2004, from <http://www.fin.gov.bc.ca/tbs/SPG03-06.pdf>
- Jones, D.S. (2000). Uses and limitations of performance measurement in the civil service: An assessment from the Singapore and New Zealand experiences [Electronic version]. *Asian Journal of Political Science*, 8, 109-136. Retrieved February 13, 2004, from Academic Search Elite (EBSCOhost) database.
- Kaplan, R.S. & Norton, D.P. (1992, January-February). The balanced scorecard – Measures that drive performance. *Harvard Business Review*, 71-79.
- Kaplan, R.S. & Norton, D.P. (1993, September-October). Putting the balanced scorecard to work. *Harvard Business Review*, 134-147.
- Mayne, J. (1999, June). *Addressing attribution through contribution analysis: Using performance measures sensibly* [Electronic version]. Ottawa, ON: Office of the Auditor General of Canada. Retrieved March 22, 2004, from [http://www.oag-bvg.gc.ca/domino/other.nsf/html/99dp1_e.html/\\$file/99dp1_e.pdf](http://www.oag-bvg.gc.ca/domino/other.nsf/html/99dp1_e.html/$file/99dp1_e.pdf)
- McLaughlin, J.A. & Jordan G.B. (1999). Logic models: a tool for telling your program's performance story [Electronic version]. *Evaluation and Program Planning*, 22, 65-72. Retrieved March 22, 2004, from ScienceDirect (Elsevier) database.

- Ministry of Advanced Education, Government of British Columbia. (2003). *Standards manual for accountability framework performance measures, 2003/04, for British Columbia public post-secondary system* [Electronic version]. Victoria, BC: Author. Retrieved March 23, 2004, from http://www.aved.gov.bc.ca/accountability/standards_manual.pdf
- Ministry of Advanced Education, Government of British Columbia. (2003, November 6). *Accountability framework* [Electronic version]. Victoria, BC: Author. Retrieved March 22, 2004, from http://www.aved.gov.bc.ca/accountability/policy_paper.pdf (An accountability framework for British Columbia's post-secondary education system [Policy paper]), http://www.aved.gov.bc.ca/accountability/summary_of_goals.pdf (Summary of goals, objectives and performance measures for the accountability framework, 2003/04), & http://www.aved.gov.bc.ca/accountability/key_data_sources.pdf (Key sources of data for accountability framework performance measures, 2004). Additional material retrieved March 30, 2004, from http://www.aved.gov.bc.ca/accountability/core_content_table.pdf (Institutional service plans 2004/05 – 2006/07: Core content).
- Ministry of Advanced Education, Government of British Columbia. (2004). *Standards manual for accountability framework performance measures for British Columbia public post-secondary system: 2004/05* [Electronic version]. Victoria, BC: Author. Retrieved March 23, 2004, from http://www.aved.gov.bc.ca/accountability/standards_manual04_05.pdf
- Ministry of Advanced Education, Government of British Columbia. (2004, February 4). *Service plan: 2004/05 – 2006/07* [Electronic version]. Victoria, BC: Author. Retrieved March 23, 2004, from <http://www.bcbudget.gov.bc.ca/sp2004/aved/aved.pdf>
- Office of the Auditor General of British Columbia & Deputy Ministers' Council (1996). *Enhancing accountability for performance: A framework and an implementation plan* [Electronic version]. Victoria, BC: Author. Retrieved March 22, 2004, from <http://www.bcauditor.com/PUBS/1995-96/SPECIAL/ACCOUNT/TOC.HTM>
- Perrin, B. (1998). Effective use and misuse of performance measurement. *American Journal of Evaluation, 19*, 367-380. Retrieved February 13, 2004, from Academic Search Elite (EBSCOhost) database.
- Planning and Priorities Committee, University of Victoria. (2002, October). *Performance measures report* [Electronic version]. Victoria, BC: Author. Retrieved March 23, 2004, from http://web.uvic.ca/univsec/perfreport/Perf_Indicators.pdf
- Planning and Priorities Committee, University of Victoria. (2003, November). *Performance measures report*. Victoria, BC: Author.

University of Victoria. (2002, February). *A vision for the future: A strategic plan for the University of Victoria*. Victoria, BC: Author. Electronic version available March 23, 2004, at <http://web.uvic.ca/strategicplan/pdf/strategic.pdf>

Voelker, K.E., Rakich, J.S., & French, G.R. (2001). The balanced scorecard in healthcare organizations: A performance measurement and strategic planning methodology [Electronic version]. *Hospital Topics*, 79(3), 13-24. Retrieved February 13, 2004, from Academic Search Elite (EBSCOhost) database.

APPENDIX A – BALANCED SCORECARD DIAGRAMS

Voelker, Rakich, & French (2001) discussed how the Balanced Scorecard's perspectives need to be adjusted so it could be used in a health care setting. While this setting is not directly applicable for universities, the discussion regarding adjusting Balanced Scorecard perspectives to apply to not-for profit organizations is relevant. Figures A-1 and A-2 illustrate how this shift would occur.

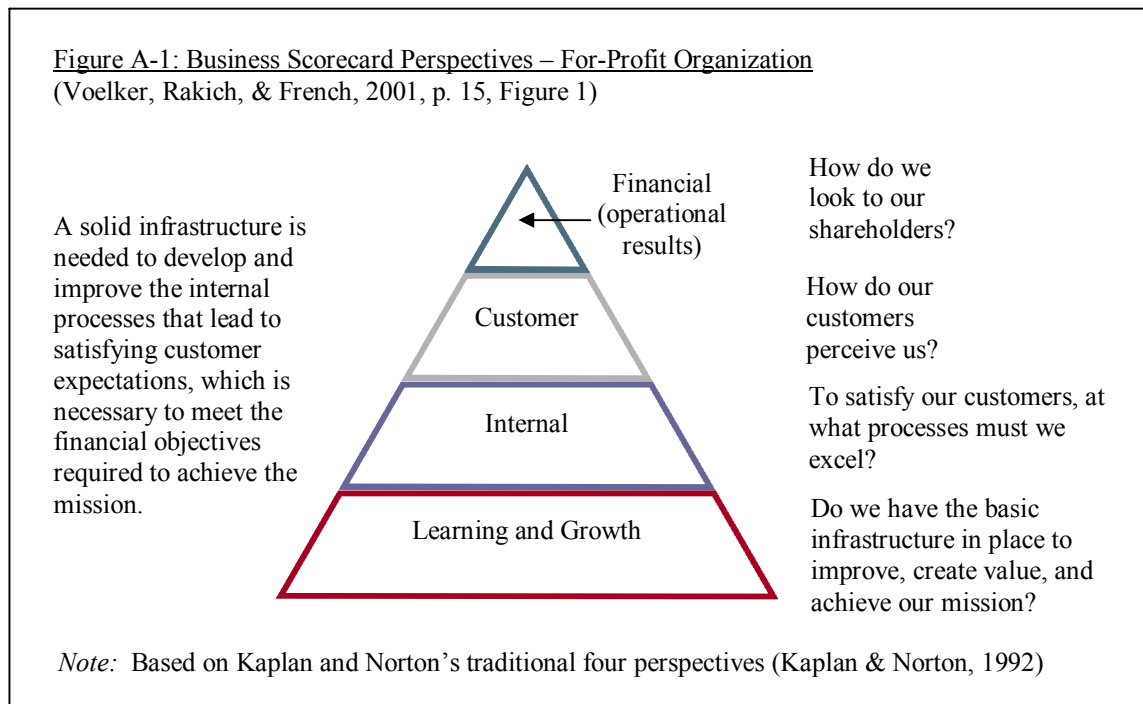
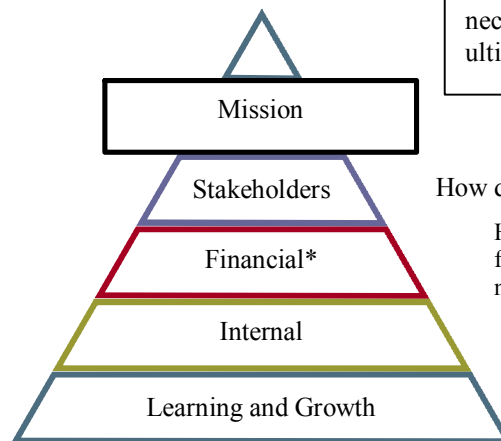


Figure A-2: Business Scorecard Perspectives – Not-for-Profit Organization
 (Voelker, Rakich, & French, 2001, p. 16, Figure 2)

A solid infrastructure is needed to develop and improve the internal processes that lead to achieving the financial condition necessary for satisfying the stakeholders and fulfilling the mission



Here the priority is to fulfill the mission and satisfy the stakeholders. A healthy financial condition is a necessary condition rather than an ultimate goal.

How do our stakeholders see us?

How do we look to the providers of financial resources? What condition must we achieve to fulfill our mission?

To satisfy our customers, at what processes must we excel?

Do we have the basic infrastructure in place to improve, create value, and achieve our mission?

* – Financial (operating performance)

Note: Based on Kaplan and Norton's traditional four perspectives (Kaplan & Norton, 1992)

APPENDIX B – UVIC SERVICE PLAN OUTLINE

Service Plan Element: Letter from Board Chair and President

Major Source: Basil (initial draft)

Points:

- Broad mandate of university
- Einstein quote re: not everything can be measured
- Comments on quality being key

Current Text:

April 2004

Honourable Shirley Bond
Minister of Advanced Education

Dear Minister:

It is with pleasure that we present you the University of Victoria Service Plan for 2004/05 – 2006/07, and we accept accountability for the plan’s preparation and achieving its specific objectives.

The Service Plan provides a high-level overview of UVic, and it builds upon existing planning and accountability processes, particularly UVic’s strategic plan, *A Vision for the Future*, and UVic’s annual *Performance Measures Report*. The Service Plan also focuses on the key quantitative measures that we believe are fundamental to our success, and it illustrates how UVic fits within the Ministry of Advanced Education’s Service Plan and performance measures.

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

We look forward to working together and with others to accomplish UVic’s broad mandate and to achieve both UVic and Ministry objectives.

Yours sincerely,

Eric Donald
Chair, Board of Governors

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

Service Plan Element: Planning Context

Major Source: Strategic Plan

Points:

- Use primarily from Strategic Plan

Current Text: (from strategic plan)

Where We Have Come From

The University of Victoria was established in 1963. Building on the dual foundation of Victoria College and the Victoria Provincial Normal School, it has grown and prospered. Over four decades it has become one of Canada's leading comprehensive research universities. Our undergraduate programs and teaching enjoy a well established reputation for excellence. To these programs have been added a wide array of graduate programs, professional schools and flourishing research activities. Our future development depends upon supporting an appropriate balance in our programs – a balance between teaching and research, and a balance among the arts, sciences, and professions.

Located in Victoria, the province's capital and one of the most beautiful cities in the country, 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, informed by our research and creative activities, and a variety of extracurricular activities. Our strength continues to be grounded in the quality and accessibility of the faculty, the orientation of the University's programs, particularly their interdisciplinary and international focus, and the opportunities we offer for experiential learning in every Faculty.

Two features have increasingly distinguished UVic from nearly every research university in the country. First, the fact that most of our students come from places beyond Greater Victoria creates an opportunity for a residential focus and a strong sense of community. We capitalize on that sense of community by nurturing a humane and student-centred culture. Second, through co-op, practica, and other initiatives, our students have the opportunity to participate in one of the largest experiential learning programs in the country. This combination of community and experiential learning helps to make UVic unique.

The Changing Landscape

As B.C. evolves from a resource-based to a knowledge-based economy, research and scholarship at our university are increasingly recognized as fundamental to the social, cultural and economic development of society. The University welcomes this perception and sees education as crucial not only to economic progress but to constructive citizenship.

This increased perception of education as a driver of social and economic progress creates new pressures upon universities, especially in light of funding restrictions. Government commitments to give post-secondary institutions high priority tend to be coupled with targeted funding for new or expanded university programs. Research funding agencies target funds towards applied fields, such as engineering, the sciences and health. As a result, the university needs to be given the ability to meet the changing needs of students and society.

Partnerships between the university and the private sector, through research contracts and the creation of companies to develop and market university discoveries, also encourage targeted research. In this context the University must work diligently to establish its own priorities; only then will we know which opportunities to pursue and which to forego. We must also be alert to the impact of targeted funding on students from diverse backgrounds. We must work to ensure that the University remains accessible to all, and that there are no hurdles to participation except academic and creative potential.

The changes in our economy, technology and society that have enhanced the role of universities have also placed the natural and social systems under stress. The protection of the environment, health, social well-being, the special challenge of reconciliation with Canada's First Nations – such issues demand the attention of contemporary universities. Because the political, social, economic, environmental, cultural, scientific and ethical aspects of such issues overlap, solutions require understanding across disciplines.

Social change has also made universities international institutions. Internationalization increasingly affects what we do, expanding the opportunities open to our students and faculty. Improved travel, communication and international cooperation have made national borders more permeable and less relevant. These trends have brought about changes in what we teach, who we teach, and where we teach, as well as in the nature and focus of our research. These same trends mean that universities must compete globally for resources, research funding and the most talented students and faculty.

The Future

In addition to this changing landscape, the following general features will affect our future development.

Enrolment Planning: The University of Victoria has a responsibility to help provide accessible high quality education to the citizens of this province and country. Over the coming decade, the population of 18- to 24-year-olds in our province will grow significantly faster than the national average. Given that the fastest growing occupations are those requiring the most education and that B.C. currently grants fewer degrees per capita than any other province, we also anticipate a dramatic increase in the participation rate in university education. Therefore, with the provision of adequate resources, UVic should continue to grow in the years ahead. This growth, however, must be carefully planned and must respond to UVic's unique circumstances.

The growth in student numbers at UVic will pose some special challenges. Because the 18- to 24-year-old population in Greater Victoria will grow less quickly than in some other regions of the province, more of our students will probably come from farther afield. In addition, the growing need for highly educated graduate professionals and the strong research aspirations of our faculty will together support increased graduate enrolment and programming. Graduate enrolment and programming, in fact, should increase at a greater rate than undergraduate. Together, these increases will require enhanced student financial support, residence space, and student services and activities. They will also require academic planning to ensure that we maintain our strong commitment to the undergraduate learning experience while at the same time increasing our emphasis on graduate education and research.

Faculty Retention and Renewal: In the next 10 years, we will face a 35% turnover among our faculty as well as significant growth in faculty numbers. Managing this change will be a challenge as we compete for the best faculty with other universities in Canada and around the world. It also 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.

Programming: To meet the needs of our diverse students, our programs must all build on the attributes of a liberal arts education, which include, most importantly, “the capacity for critical thinking and good judgement,” as stated in Senate’s Generic Goals of a University Education (web.uvic.ca/univsec/PP.html#g). Our programs for learning and research must evolve as required by advances in knowledge and incorporate interdisciplinary activity when required. They must also be responsive to the rapidly changing cultural, social, economic, political, technological and environmental changes occurring in contemporary society.

Community: As a young university, only 41 years old, UVic represents the energies and ambitions of our local community. It is therefore critical that we serve the social, cultural and economic needs of this community, as well as those of the province, nation and world. We must not only serve local needs, but be seen to serve them. We must communicate our activities effectively.

Service Plan Element: Strategic Direction

Major Source: Strategic Plan and Senate's Generic Goals of Univ. Education

Points:

- Use primarily from Strategic Plan and Generic Goals of University Education
- Meant to be high-level strategic direction (mission, values/principles)

Current Text:

Generic Goals of a University Education

We are committed to the following generic goals of a university education, which underlie our mission, values, and principles.

Higher Learning

Higher learning develops comprehension and appreciation of human knowledge and creative expression in their diverse manifestations and cultural contexts. Such development takes place both within and across specific disciplines.

Habits of Thought

Higher learning encourages habits of analytical, critical and strategic thought. These habits are characterized by respect for facts, ethical awareness and wise judgement in human affairs.

Discovery and Creativity

Higher learning stimulates discovery and creativity in scholarly, scientific, artistic and professional activity. This stimulus drives the acquisition of knowledge and its dissemination to others.

Forms of Communication

Transmission of knowledge to others assumes lucid and coherent communication, in both traditional and innovative forms, in an atmosphere of mutual respect. Modes of expression may include the written, oral, auditory, visual and digital.

Extended Learning

Learning is the work of a lifetime. University education generates the desire for further growth while providing a field of intellectual and practical opportunities for later fulfillment.

Mission

The University of Victoria will build on the strength of its people – students, faculty, staff and alumni – to strengthen our position among the best universities in Canada, recognized for excellence in teaching, learning, research, artistic creativity, professional practice and service to the community.

Values and Principles

We are committed to the following values and principles to achieve our mission:

1. Freedom of speech and inquiry; critical and analytical thinking; open and rational discussion; intellectual and ethical integrity.
2. Recognition of teaching, learning, research and creative endeavours as essential in a healthy democratic society.
3. Equal rights and dignity of all persons, and equity in opportunities and employment for all.
4. Collegial forms of governance that provide appropriate opportunities for all members of the University community to participate.
5. Environments for work and study that are safe, supportive and healthy, foster mutual respect and civility, recognizing that people are our primary strength.
6. Public and internal accountability.

Service Plan Element: Goals

Major Source: Strategic Plan

Points:

- Use mainly from Strategic Plan
- Specific objectives fall beneath this broad ones (e.g. aboriginal, health, international, experiential learning) → also shown in specific indicators

Current Text:

To achieve our vision and mission as a university, we must now focus on four key goal areas and related objectives:

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

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

Objective 2: To ensure that outstanding students from diverse regions and backgrounds have the opportunity to attend the University of Victoria and that there are no hurdles to admission except academic and creative potential.

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

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

Objective 5: To increase graduate enrolment and programs and to ensure that there are no hurdles to admission except academic and creative potential.

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

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

- Objective 8:** To engage retirees and members of the regional community who are able to make significant contributions in research, teaching and professional development.
- Objective 9:** To recruit and retain a diverse group of outstanding staff by providing rewarding and fulfilling careers at the University of Victoria.
- Objective 10:** By the year 2010 to be ranked in the top 20% of Canadian universities in the engagement and involvement of our alumni in the support of our University.

Quality

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

- Objective 11:** To develop an ongoing process of academic planning and assessment that supports the goal of quality by considering all aspects of academic development.
- Objective 12:** To ensure that our undergraduate and graduate programs are of high quality, responsive to disciplinary and interdisciplinary developments and student needs, and enriched by the research environment of the university.
- Objective 13:** To increase the opportunities for experiential learning at UVic.
- Objective 14:** To support further development of distributed learning as part of the UVic tradition and as a mechanism for increasing access to higher education.
- Objective 15:** To integrate and enhance international activities across academic programs, research and development.
- Objective 16:** To position UVic as the leading research university of its size in Canada by concentrating institutional support on our areas of focus.
- Objective 17:** To promote and expand the transfer of research knowledge for societal benefit.
- Objective 18:** To increase the recognition and celebration of the research and scholarly contributions of members of the UVic community.
- Objective 19:** To increase the activity in continuing education to support the needs of campus employees and the residents of the region, and to coordinate Continuing Studies activities with the academic programs of the University.

- Objective 20:** To develop a Library and Information Commons capable of meeting the developing needs of students and researchers.
- Objective 21:** To develop the state of the art information technology infrastructure required to meet the strategic objectives of the University.
- Objective 22:** To develop the support services necessary for meeting our goals in teaching and research.

Community

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

- Objective 23:** To engage the community through educational, research and service programs, public lectures, performances in the fine and performing arts, and athletics.
- Objective 24:** To develop effective relationships with the diverse constituencies that make up our regional community.

Resources

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

- Objective 25:** To obtain adequate and equitable government funding for research and operating purposes.
- Objective 26:** To develop a campus plan that integrates our physical facilities into our unique natural setting, promotes sustainability in planning and operations and is driven by academic priorities.
- Objective 27:** To provide a continuous and growing revenue stream for the University through private donations.

Service Plan Element: Areas of Performance Interest

Major Source: Literature Review

Points:

- This is the framework that we look at our performance measures and are generally broad areas that may span multiple goals
- Ministry has five broad areas: capacity, efficiency, accessibility, quality, comprehensiveness, research → all of their indicators “relate” to one of these under their major goals
- For us → balance in ideal world between the four parts of the logic model (inputs, activities/processes, outputs, and outcomes)
- Also want to look at 3 broad areas of Efficiency, Quality and Equity
- More for analysis purposes than inclusion in plan; will likely only include a paragraph stating this is our framework

Current Text:

Likely minimal, included more because part of Ministry criterion of how we are suppose to create our service plan

Service Plan Element: UVic Specific Performance Measures and Targets

Major Source: UVic Performance Report and others

Points:

- Likely follow table format similar to what Ministry has (see attachment to at end)
- Will want to include previous years data in report to illustrate trends, may not be able to do in this document due to space concerns
- Indicators will be linked to Strategic Plan objectives as applicable
- Not enough time to do many new indicators
- Want 10-25 indicators
- Each indicator will examined in turn in separate document

Current Text:

FOR RECOMMENDED INDICATORS, SEE APPENDIX E

Service Plan Element: Summary Financial Outlook

Major Source: Approved budget, budget letter, budget office, capital plan

Points:

- will be high-level table summary for next three years
- must include approved capital over \$50 million, may also want to include others here (including proposed capital)
- should breakdown revenue and expenses into major areas (e.g. grant, tuition, other and salary/other)
- may want to compare to Ministry numbers (may want to reproduce area and do comparison instead as part of Ministry specific appendix)
- may want to include past numbers for comparison purposes, but may not be able to in this document due to space and size concerns
- limited commentary
- Kristi Simpson has been and will continue to be included in discussions, particularly regarding this issue

Current Text:

Operating Budget

The operating budget is UVic's key budget for ongoing operations, and the *University Act* requires UVic to balance its budget on an annual basis. This budget does not include services which are ancillary to UVic's core activities and are self-funded (e.g. residences, bookstore, etc.).

	2003/04 Expected	2004/05 Estimate	2005/06 Plan	2006/07 Plan
Revenues				
Provincial Grants and Contracts				
Student Fees				
Department Revenue				
Other Revenue				
Total				
Expenditures				
Salaries and Benefits				
Operating Expenses				
Total				

Approved Major Capital

The following table outlines ongoing and expected major construction expenditures at UVic.

	2003/04 Expected	2004/05 Estimate	2005/06 Plan	2006/07 Plan
Ministry Funded				
Medical Sciences Building				
Engineering/Computer Science Building				
Self-Funded				
Residences				
Continuing Studies Building				

Ministry Funded Capital

Engineering/Computer Science Building

Preparation for construction has started on the proposed Engineering/Computer Science building, adjacent to the existing Engineering Lab Wing. The new \$22 million building will be ready for occupancy in fall 2005. The provincial government is funding the building as part of its “Double the Opportunity” initiative to increase access to high tech post-secondary programs

Medical Sciences Building

UVic's \$11.9-million Medical Sciences Building is under construction, funded by the provincial government. It is part of a collaboration with the University of British Columbia, the University of Northern British Columbia and the Province of B.C. to double the number of medical student spaces by 2010. The program will build on UVic's existing strengths in such areas as aging, biomedical and health research, assistive technologies, nursing, and health information science. The first 24 medical students will arrive at UVic in January 2005, and will receive clinical training support from Vancouver Island and other regional Health Authority facilities. At full capacity, the program will accommodate 96 medical students, contributing vital capacity to B.C.'s health system.

Self-Funded Capital

Residences

Construction is ongoing on a new 294-bed dorm residence on Ring Road, across from the engineering building and between parking lot #1 and the Lansdowne residences. The split three-to-four level, 6,995 square-metre building is scheduled for completion by the end of June 2004. Additionally, 60-bed and 126-bed dormitories are being built one the edge of

parking lot 5. The residences are part of Housing 2004, an initiative that will add about 600 residence beds to campus by September 2004, and construction is funded by past and future residence fees.

Continuing Studies Building

The Continuing Studies Building houses the division of Continuing Studies and the English Language Centre, which includes the English as a second language program. Construction was completed during 2003-04, and it was funded by past and future continuing studies fees.

Major Capital Proposals

Demand for post-secondary education in British Columbia is increasing, but UVic's ability to address current and increasing demand is limited by space and we request urgent approval of these projects to ensure our joint desire for increased access is not jeopardized by failure to plan ahead.

UVic already has a significant space shortage, and it is expected to grow over the next 5 year to almost 25% of current inventory. While there is new space planned for medical sciences and Double the Opportunity, this space was funded by the Province to specifically address growth in new program initiatives. These buildings will not address UVic's current and increasing space shortage on campus.

The impact of this type of systemic shortage in both operating and major capital resources is that post-secondary education has become less accessible. This fact is evidenced by an increase in UVic's entrance requirements from 73% in 1998 to 81% in 2003. The other potential impact is on the quality of programs. UVic is currently rated very highly by its graduates when surveyed about the quality of their education and experience. In order to continue to fulfill our mission and maintain this high level of student satisfaction, the current and increasing space shortage needs to be addressed.

Science Building (~\$38 million)

This new space will allow UVic to improve both its research and teaching missions as it will benefit a very broad cross-section of the community. The focus of this additional space will be to address the urgent increased air handling and electrical overload issues, consolidate currently fragmented departments/faculties around the campus, accommodate departments with overlapping / similar activities to facilitate information sharing across disciplines, and address classroom and research lab shortages. While many of the occupants of this new space will be from the Faculty of Science, this space will relieve pressures across the campus as vacated space is renovated and allocated to other departments. It is anticipated that this building's funding will involve both the Ministry and UVic.

International/Classroom/Support Building (TBD)

The primary purpose of this building will be to provide classroom, office, and research space. This building will allow for the replacement of small classrooms with larger, more efficient classrooms. These small classrooms can then be transformed into offices and research space for new faculty members, which allows them to be housed within their departments. Another focus will be to provide space for support services such as counseling, financial aid, support for students with disabilities, and career services, particularly due to student population growth. UVic and Ministry are anticipated to cover the required funding for this building.

Learning and Information Commons (~\$20 million)

UVic has identified this expansion and renovation of the McPherson Library as a top building priority as there is an existing shortfall in physical library space. In addition, the technological tools necessary for the growing student enrollment and community-wide use of the library are no longer adequate, and UVic needs to anticipate future needs for the next 10-15 years. The principal benefits of a new state-of-the-art library to students, faculty, and the community are convenient access to productivity software, network navigation tools, collaborative work experiences, and a human support system. These elements combine to impart skills and knowledge that afford learners a competitive edge in the workplace and provide valuable information retrieval tools that enable them to enhance their personal lives. UVic is currently raising the majority of funding through private donors, and a request will be made in the near future for a matching capital grant from the Ministry similar to the arrangement at UBC.

First People's House (~\$6.5 million)

For many Indigenous students, attending university is their first experience living away from their families and away from the culture in which they were raised. Students have told us that they need to have a place that they can call their own – a welcoming and supportive environment that respects First Nations' beliefs and values. To address this need, UVic wishes to construct a First People's House for Aboriginal students, faculty, and staff. To be built in the Coast Salish tradition in consultation with Indigenous communities, the House will provide a spiritual and cultural home to students and will support them to succeed academically. It will also be a welcoming space for their parents and the people of their communities, and it will enable the UVic community to become familiar with the values and beliefs that Indigenous people bring to the UVic community. UVic is proceeding to secure a significant proportion of this building's funding through private donations, and a request will be made at the appropriate time to the Ministry for matching funding.

Service Plan Element: Ministry Specific Appendix (includes goals, objectives, areas of performance interest, performance measures and performance targets)

Major Source: Ministry Service Plan and Budget Letter

Points:

- Reproduce in accordance with direction in both the Ministry Service Plan and Budget letter
- May want to include overall Ministry goals and objectives

Current Text:

- Will look very similar to Ministry style
- More tabular and likely minimal explanatory text explaining how we fit in and any differences between our and Ministry targets/numbers

APPENDIX C – EXISTING PERFORMANCE INDICATOR ANALYSIS

Insert page 61.

Appendix C - Existing Performance Indicator Analysis

Ministry Indicators	UVic Report	Indicator Type				Policy Value				Notes
		Input	Activity	Output	Outcome	Efficiency	Quality	Equity	Choice	
Total student spaces	1	1				1				
BC post-secondary participation rate	0	1				1				New in 2004-05
Number of degrees, diplomas, and certificates	1			1		1				
Graduate rate	0			1		1				
Program completion measure	TBD			1		1				New in 2004-05
Number of block and course transfer agreements	1		1			1				
Student satisfaction with transfer	1				1		1			
Transfer volume measure	TBD	1				1				New in 2004-05
% of annual education activity occurring between May and August	1		1			1				
Number of student spaces in on-line learning	1	1				1				
Student outcomes - skills gained	1				1		1			
Student satisfaction with education	1		1				1			
Student satisfaction with quality of instruction	1		1				1			
Student assessment of usefulness of knowledge and skills in performing job	1				1		1			
Student outcomes - unemployment rate	1				1		1			
Number/% aboriginal students	1	1						1		
Ratio of average debt to average income	1			1				1		Removed in 2004-05
Number of student spaces in ABE, ESL, and ASE	0	1				1				
Number of student spaces in identified strategic skill programs	1	1				1				
Number of computer science, electrical and computer engineering student spaces	1	1				1				
Number of social/child protection worker student spaces	1	1				1				
Number of health spaces (RN, etc.)	1	1				1				
Number of medical school spaces	1	1				1				
Number of industry training spaces in institutions	0	1				1				
Federal/provincial funding support for research	1	1								
Number of licenses, patents, start-up companies	1			1		1				
TOTAL:	20	13	4	5	4	17	6	2	0	

Legend: 1 means yes/applicable, 0 or a blank means no/not applicable, and TBD mean "To Be Determined"

UVic Indicators	Indicator Type				Policy Value				Overlap with Ministry
	Input	Activity	Output	Outcome	Efficiency	Quality	Equity	Choice	
Undergrad applications/registrations	1				1				
Undergrad GPA cut-off	1					1			
Headcount/FTE	1				1				1
Funded/unfunded FTE	1				1				
Credit credentials granted			1		1				1
Value of undergrad scholarships/bursaries	1				1				
Number of students receiving scholarships/bursaries			1		1				
Student satisfaction		1				1			1
Relatedness of job to program of study				1		1			1
Quality of course instruction		1				1			1
Co-op job placements (international/domestic)			1		1				
Faculty departures	1				1				
Faculty hires	1				1				
Faculty hire Gender Breakdown		1					1		
Research funding	1				1				1
Breakdown of research funding		1					1		
NSERC/CIHR per faculty		1				1			
SSHRC per faculty		1				1			
Steacie fellowships per faculty		1				1			
Killam fellowships per faculty		1				1			
3M fellowships per faculty		1				1			
Library micromaterials		1			1				
Library monographs		1			1				
Inter-library loans requests filled		1			1				
Division of Continuing Studies enrollment	1				1				
Division of Continuing Studies credentials granted			1		1				
Revenue	1				1				1
Expenses		1			1				
Annual giving	1				1				
Student services expenditure	1				1				
TOTAL: Total Indicators: 30	12	13	4	1	19	9	2	0	7

Legend: 1 means yes/applicable and a blank means no/not applicable

APPENDIX D – DISCARDED PERFORMANCE INDICATORS

Education logic model:

- Applications/registrations (input, efficiency/quality)
 - No control for reporting purposes and driven by space
- Entering GPA (input, quality)
 - Function of space, not politically appropriate
- SFA number (output, equity)
 - Number actually decreasing since going to those in most need
- SFA comparative top 20% (input, quality)
 - Transparency and comparison issues
- Course wait list (activity, efficiency/quality)
- Library acquisitions budget comparative top 20% (input, quality)
 - Transparency and comparison issues
- Library holdings/access (input, efficiency)
 - Transparency and comparison issues
- Library holdings/access comparative top 20% (input, quality)
 - Transparency and comparison issues
- Awards per faculty member (activity, quality)
 - Greatly affected by slight changes, comparison issues
- Faculty departures/hires (input, efficiency)
 - Issue of optics of hiring more people in this political environment
- Staff retention and/or turnover (activity/efficiency)
 - Data currently unavailable
- Funded/unfunded FTE (input, efficiency)
 - Can't control funding, not politically appropriate
- Amount distributed learning (output, efficiency)
 - Although in plan, not a key measure of institutional performance
- Number of exchange students out (output, efficiency)
 - Optics bad, not a key measure of institutional performance
- Other equity indicators (input/activity, equity)
 - Data currently unavailable

Research logic model:

- publications/conferences (output, efficiency)
 - Data unavailable
- Licenses/patents (output, efficiency)
 - Only one part of research
- Faculty promotions (activity, quality)
 - Not a very good proxy

Community logic model:

- Annual giving comparative top 20% (input, quality)
 - Transparency and comparison issues

- Many others due to credibility concerns and what really tells us about stuff core to institution
 - e.g. number of Phoenix tickets, number of campus visits, use of auditorium, number of speaker series lectures
 - also issue of do we really want to accountable for targets for these and what do they mean at the end of the day

APPENDIX E – RECOMMENDED PERFORMANCE INDICATORS

Indicator:	FTE
Source:	UVic Performance Report and Budget Letter
Logic Model:	Education
Indicator Type:	Input
Policy Value:	Efficiency
UVic Goal/Obj.:	People, Obj. 2/5

Points:

- May want to break out into high level groups (e.g. undergrad, grad, etc.)
- Likely not want to go to Ministry specific ones since covered in Appendix (can mention)

Targets:

- use targets from budget letter and/or enrollment management plan (particularly issue for graduate students)

Indicator:	Socio-economic makeup of student body
Source:	Institutional Planning and Analysis
Logic Model:	Education
Indicator Type:	Input
Policy Value:	Equity
UVic Goal/Obj.:	People, Obj. 2

Points:

- new reported indicator → neighbourhood family income of BC Grade 12 applicant/registrant → likely focus on registrant
- may want to focus on specific percentile (i.e. 20-25% percentile)

Targets:

- maintain or maintain balance

Indicator: \$ Value of Undergrad Student Financial Aid

Source: UVic Performance Report

Logic Model: Education

Indicator Type: Input

Policy Value: Efficiency/Equity

UVic Goal/Obj.: People, Obj. 2

Points:

- want to show in concert with socio-economic makeup

Targets:

- increase in accordance with approved SFA plan by BoG
-

Indicator: Number/% of aboriginal students

Source: Institutional Planning and Analysis, Budget Letter

Logic Model: Education

Indicator Type: Input

Policy Value: Equity

UVic Goal/Obj.: People, Obj. 3

Points:

- suffers from underreporting due to self-identification
- data collection only recently started
- reported already to Ministry

Targets:

- maintain or increase / targets from budget letter

Indicator: Co-op job placements
Source: UVic Performance Report
Logic Model: Education
Indicator Type: Output
Policy Value: Efficiency
UVic Goal/Obj.: Quality, Obj. 13

Points:

- applicable given UVic's co-op focus
- show as a total instead of breakdown between international and domestic

Targets:

- Increase

Indicator: Number of degrees, diplomas, and certificates awarded
Source: UVic Performance Report, Budget Letter
Logic Model: Education
Indicator Type: Output
Policy Value: Efficiency
UVic Goal/Obj.: People, Obj. 2/5

Points:

- may want to break out into high level groups (undergrad, grad, etc.)

Targets:

- use targets from budget letter

Indicator: Student Outcomes – Relatedness of job to program of study
Last Revised: March 4, 2004
Source: Outcomes Survey, UVic Performance Report, Budget Letter
Logic Model: Education
Indicator Type: Outcome
Policy Value: Quality
UVic Goal/Obj.: Quality, Obj. 12

Points:

-

Targets:

- maintain or increase / use targets from budget letter

Indicator: Student Outcomes – skills gained
Source: Outcomes Survey, Budget Letter
Logic Model: Education
Indicator Type: Outcome
Policy Value: Quality
UVic Goal/Obj.: Quality, Obj. 12

Points:

- consists of 5 specific indicators, but they are grouped together for analysis purposes

Targets:

- maintain or increase / use targets from budget letter

Indicator: Student Outcomes – employment rate

Source: Outcomes Survey, Budget Letter

Logic Model: Education

Indicator Type: Outcome

Policy Value: Quality

UVic Goal/Obj.: Quality, Obj. 12

Points:

- may want to do comparative instead of %
- concern about other factors affecting employment

Targets:

- maintain or increase / targets from budget letter (hopefully at/below provincial average)

Indicator: Annual Giving (\$)

Source: UVic Performance Report

Logic Model: Community

Indicator Type: Input

Policy Value: Efficiency

UVic Goal/Obj.: Resources, Obj. 27

Points:

-

Targets:

- maintain or increase

Indicator: Student Outcomes – satisfaction with education

Source: Outcomes Survey, UVic Performance Report, Budget Letter

Logic Model: Education

Indicator Type: Activity

Policy Value: Quality

UVic Goal/Obj.: Quality, Obj. 12

Points:

-

Targets:

- maintain or increase / use targets from budget letter

Indicator: Student Outcomes – quality of instruction

Source: Outcomes Survey, UVic Performance Report, Budget Letter

Logic Model: Education

Indicator Type: Activity

Policy Value: Quality

UVic Goal/Obj.: Quality, Obj. 12

Points:

-

Targets:

- maintain or increase / use target from budget letter

Indicator: Faculty Retention
Source: Institutional Planning and Analysis
Logic Model: Education/Research
Indicator Type: Activity
Policy Value: Efficiency/Quality
UVic Goal/Obj.: People, Obj. 6

Points:

- new reported indicator → would look at voluntary departures as either a # or % of the faculty complement
- provides indication of turnover and quality/satisfaction with institution

Targets:

- maintain current rate or below a benchmark

Indicator: Library Acquisitions Budget (\$)
Source: Budget
Logic Model: Education/Research
Indicator Type: Input
Policy Value: Efficiency/Quality
UVic Goal/Obj.: Quality, Obj. 20

Points:

- new reported indicator → show value of key knowledge resource for university

Targets:

- maintain or increase by ???

Indicator: Research Funding (\$)
Source: UVic Performance Report, Budget Letter
Logic Model: Research
Indicator Type: Input
Policy Value: Efficiency
UVic Goal/Obj.: Quality, Obj. 16

Points:

- may want to show breakdown as in performance report

Targets:

- maintain or increase / use targets from budget letter

Indicator: Research Funding (\$) per faculty
Source: UVic Performance Report
Logic Model: Research
Indicator Type: Activity
Policy Value: Quality
UVic Goal/Obj.: Quality, Obj. 16/18

Points:

- need to be very aware of risk associated with tying given that have no control over actual funding granted

Targets:

- maintain or increase

APPENDIX F – ANALYSIS OF RECOMMENDED PERFORMANCE INDICATORS

Insert page 73.

Appendix F - Analysis of Recommended Performance Indicators

<i>UVic Service Plan Indicators</i>	<i>Logic Model Area</i>			<i>Indicator Type</i>				<i>Policy Value</i>		
	<i>Education</i>	<i>Research</i>	<i>Community</i>	<i>Input</i>	<i>Activity</i>	<i>Output</i>	<i>Outcome</i>	<i>Efficiency</i>	<i>Quality</i>	<i>Equity</i>
FTE	1			1				1		
Socio-economic makeup	1			1						1
\$ Value Undergrad SFA	1			1				1		1
Number/% aboriginal students	1			1						1
Co-op job placements	1					1		1		
Number credentials	1					1		1		
Relatedness of job to study	1						1		1	
Skills gained	1						1		1	
Unemployment rate	1						1		1	
Annual giving			1	1				1		
Satisfaction with education	1				1				1	
Quality of instruction	1				1				1	
Faculty retention	1	1			1			1	1	
Library acquisitions budget	1	1		1				1	1	
Research funding (\$)		1		1				1		
Research funding per faculty		1			1				1	
TOTAL:	13	4	1	7	4	2	3	8	8	3

Total Number of Indicators: 16

APPENDIX G – DRAFT UVIC SERVICE PLAN: 2004/05 – 2006/07

University of Victoria

**SERVICE PLAN
2004/05 – 2006/07**

DRAFT as of March 30, 2004

April 2004

Honourable Shirley Bond
Minister of Advanced Education

Dear Minister:

It is with pleasure that we present you the University of Victoria Service Plan for 2004/05 – 2006/07, and we accept accountability for the plan’s preparation and achieving its specific objectives.

The Service Plan provides a high-level overview of UVic, and it builds upon existing planning and accountability processes, particularly UVic’s strategic plan, *A Vision for the Future*, and UVic’s annual *Performance Measures Report*. The Service Plan also focuses on the key quantitative measures that we believe are fundamental to our success, and it illustrates how UVic fits within the Ministry of Advanced Education’s Service Plan and performance measures.

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

We look forward to working together and with others to accomplish UVic’s broad mandate and to achieve both UVic and Ministry objectives.

Yours sincerely,

Eric Donald
Chair, Board of Governors

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

TABLE OF CONTENTS

Planning Context.....	77
Where We Have Come From.....	77
The Changing Landscape.....	77
The Future.....	78
Strategic Direction.....	80
Generic Goals of a University Education.....	80
Mission.....	80
Values and Principles.....	81
Goals and Objectives.....	82
People.....	82
Quality.....	83
Community.....	84
Resources.....	84
Performance Measures and Targets.....	85
Summary Financial Outlook.....	88
Operating Budget.....	88
Approved Major Capital.....	88
Major Capital Proposals.....	90
Appendix A – Ministry Performance Measures and Targets.....	92
Goal 1: A top-notch post-secondary education system.....	92
Objective 1: Access and choice for BC post-secondary students.....	92
Objective 2: A more efficient and integrated post-secondary education system.....	93
Objective 3: A quality post-secondary system.....	94
Goal 2: Economic and social development.....	95
Objective 2: A relevant and responsive post-secondary system.....	96

PLANNING CONTEXT

Where We Have Come From

The University of Victoria was established in 1963. Building on the dual foundation of Victoria College and the Victoria Provincial Normal School, it has grown and prospered. Over four decades it has become one of Canada's leading comprehensive research universities. Our undergraduate programs and teaching enjoy a well established reputation for excellence. To these programs have been added a wide array of graduate programs, professional schools and flourishing research activities. Our future development depends upon supporting an appropriate balance in our programs – a balance between teaching and research, and a balance among the arts, sciences, and professions.

Located in Victoria, the province's capital and one of the most beautiful cities in the country, 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, informed by our research and creative activities, and a variety of extracurricular activities. Our strength continues to be grounded in the quality and accessibility of the faculty, the orientation of the University's programs, particularly their interdisciplinary and international focus, and the opportunities we offer for experiential learning in every Faculty.

Two features have increasingly distinguished UVic from nearly every research university in the country. First, the fact that most of our students come from places beyond Greater Victoria creates an opportunity for a residential focus and a strong sense of community. We capitalize on that sense of community by nurturing a humane and student-centred culture. Second, through co-op, practica, and other initiatives, our students have the opportunity to participate in one of the largest experiential learning programs in the country. This combination of community and experiential learning helps to make UVic unique.

The Changing Landscape

As B.C. evolves from a resource-based to a knowledge-based economy, research and scholarship at our university are increasingly recognized as fundamental to the social, cultural and economic development of society. The University welcomes this perception and sees education as crucial not only to economic progress but to constructive citizenship.

This increased perception of education as a driver of social and economic progress creates new pressures upon universities, especially in light of funding restrictions. Government commitments to give post-secondary institutions high priority tend to be

coupled with targeted funding for new or expanded university programs. Research funding agencies target funds towards applied fields, such as engineering, the sciences and health. As a result, the university needs to be given the ability to meet the changing needs of students and society.

Partnerships between the university and the private sector, through research contracts and the creation of companies to develop and market university discoveries, also encourage targeted research. In this context the University must work diligently to establish its own priorities; only then will we know which opportunities to pursue and which to forego. We must also be alert to the impact of targeted funding on students from diverse backgrounds. We must work to ensure that the University remains accessible to all, and that there are no hurdles to participation except academic and creative potential.

The changes in our economy, technology and society that have enhanced the role of universities have also placed the natural and social systems under stress. The protection of the environment, health, social well-being, the special challenge of reconciliation with Canada's First Nations – such issues demand the attention of contemporary universities. Because the political, social, economic, environmental, cultural, scientific and ethical aspects of such issues overlap, solutions require understanding across disciplines.

Social change has also made universities international institutions. Internationalization increasingly affects what we do, expanding the opportunities open to our students and faculty. Improved travel, communication and international cooperation have made national borders more permeable and less relevant. These trends have brought about changes in what we teach, who we teach, and where we teach, as well as in the nature and focus of our research. These same trends mean that universities must compete globally for resources, research funding and the most talented students and faculty.

The Future

In addition to this changing landscape, the following general features will affect our future development.

Enrolment Planning: The University of Victoria has a responsibility to help provide accessible high quality education to the citizens of this province and country. Over the coming decade, the population of 18- to 24-year-olds in our province will grow significantly faster than the national average. Given that the fastest growing occupations are those requiring the most education and that B.C. currently grants fewer degrees per capita than any other province, we also anticipate a dramatic increase in the participation rate in university education. Therefore, with the provision of adequate resources, UVic should continue to grow in the years ahead. This growth, however, must be carefully planned and must respond to UVic's unique circumstances.

The growth in student numbers at UVic will pose some special challenges. Because the 18- to 24-year-old population in Greater Victoria will grow less quickly than in some

other regions of the province, more of our students will probably come from farther afield. In addition, the growing need for highly educated graduate professionals and the strong research aspirations of our faculty will together support increased graduate enrolment and programming. Graduate enrolment and programming, in fact, should increase at a greater rate than undergraduate. Together, these increases will require enhanced student financial support, residence space, and student services and activities. They will also require academic planning to ensure that we maintain our strong commitment to the undergraduate learning experience while at the same time increasing our emphasis on graduate education and research.

Faculty Retention and Renewal: In the next 10 years, we will face a 35% turnover among our faculty as well as significant growth in faculty numbers. Managing this change will be a challenge as we compete for the best faculty with other universities in Canada and around the world. It also 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.

Programming: To meet the needs of our diverse students, our programs must all build on the attributes of a liberal arts education, which include, most importantly, “the capacity for critical thinking and good judgement,” as stated in Senate’s Generic Goals of a University Education (web.uvic.ca/univsec/PP.html#g). Our programs for learning and research must evolve as required by advances in knowledge and incorporate interdisciplinary activity when required. They must also be responsive to the rapidly changing cultural, social, economic, political, technological and environmental changes occurring in contemporary society.

Community: As a young university, only 41 years old, UVic represents the energies and ambitions of our local community. It is therefore critical that we serve the social, cultural and economic needs of this community, as well as those of the province, nation and world. We must not only serve local needs, but be seen to serve them. We must communicate our activities effectively.

STRATEGIC DIRECTION

Generic Goals of a University Education

We are committed to the following generic goals of a university education, which underlie our mission, values, and principles.

Higher Learning

Higher learning develops comprehension and appreciation of human knowledge and creative expression in their diverse manifestations and cultural contexts. Such development takes place both within and across specific disciplines.

Habits of Thought

Higher learning encourages habits of analytical, critical and strategic thought. These habits are characterized by respect for facts, ethical awareness and wise judgement in human affairs.

Discovery and Creativity

Higher learning stimulates discovery and creativity in scholarly, scientific, artistic and professional activity. This stimulus drives the acquisition of knowledge and its dissemination to others.

Forms of Communication

Transmission of knowledge to others assumes lucid and coherent communication, in both traditional and innovative forms, in an atmosphere of mutual respect. Modes of expression may include the written, oral, auditory, visual and digital.

Extended Learning

Learning is the work of a lifetime. University education generates the desire for further growth while providing a field of intellectual and practical opportunities for later fulfillment.

Mission

The University of Victoria will build on the strength of its people – students, faculty, staff and alumni – to strengthen our position among the best universities in Canada, recognized for excellence in teaching, learning, research, artistic creativity, professional practice and service to the community.

Values and Principles

We are committed to the following values and principles to achieve our mission:

1. Freedom of speech and inquiry; critical and analytical thinking; open and rational discussion; intellectual and ethical integrity.
2. Recognition of teaching, learning, research and creative endeavours as essential in a healthy democratic society.
3. Equal rights and dignity of all persons, and equity in opportunities and employment for all.
4. Collegial forms of governance that provide appropriate opportunities for all members of the University community to participate.
5. Environments for work and study that are safe, supportive and healthy, foster mutual respect and civility, recognizing that people are our primary strength.
6. Public and internal accountability.

GOALS AND OBJECTIVES

To achieve our vision and mission as a university, we must now focus on four key goal areas and related objectives:

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

- Objective 1:** To ensure the principles of fairness and equity are incorporated into all procedures and activities at the University of Victoria.
- Objective 2:** To ensure that outstanding students from diverse regions and backgrounds have the opportunity to attend the University of Victoria and that there are no hurdles to admission except academic and creative potential.
- Objective 3:** To increase the number of aboriginal students graduating from all Faculties at UVic, building on our commitment to and our unique relationship with First Nations communities.
- Objective 4:** To provide a learning environment that builds the sense of community possible at a university where the majority of students come from outside the local region.
- Objective 5:** To increase graduate enrolment and programs and to ensure that there are no hurdles to admission except academic and creative potential.
- Objective 6:** To recruit and retain a diverse group of faculty, of the highest national and international standards, in those areas where UVic chooses to develop its programs of scholarship in teaching, research, professional and creative work.
- Objective 7:** To provide appropriate recognition and support for sessional lecturers so they can contribute optimally to the University's teaching mission.
- Objective 8:** To engage retirees and members of the regional community who are able to make significant contributions in research, teaching and professional development.
- Objective 9:** To recruit and retain a diverse group of outstanding staff by providing rewarding and fulfilling careers at the University of Victoria.

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

Quality

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

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

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

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

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

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

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

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

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

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

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

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

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

Community

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

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

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

Resources

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

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

Objective 26: To develop a campus plan that integrates our physical facilities into our unique natural setting, promotes sustainability in planning and operations and is driven by academic priorities.

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

PERFORMANCE MEASURES AND TARGETS

We have identified the following key performance measures as indicators of our progress. These indicators were selected with a view to address key policy issues facing higher education and the various facets of the institution. These facets include balancing efficiency and quality concerns as well as representing the various parts of the institution's cycle (i.e. inputs → activities → outputs → outcomes).

Goal	Performance Measures	Baseline	2004/05 Target	2005/06 Target	2006/07 Target
People	Total Student Spaces	13,505 (2001/02)	14,612	15,029	15,272
	Socio-economic makeup of student body	X% of our students were from the lowest family income quartile	Maintain	Maintain	Maintain
	Amount of Student Financial Aid	\$4,860,558 was available for undergraduate SFA (2002/03)	Increase by 12%	Increase by 12%	Increase by 12%
	Number and % of students who are Aboriginal	301 / 1.7% in 2002/03	Maintain or increase	Maintain or increase	Maintain or increase
	Co-op job placements	2770 placements occurred (2002/03)	Maintain or increase	Maintain or increase	Maintain or Increase
	Number of degrees, diplomas and certificates awarded	3925 in 2001/02 3942 in 2002/03	Increase by 1.5%	Increase by 1.5%	Increase by 1.5%
	Faculty Retention Rate	X departures per 100 faculty members	Maintain	Maintain	Maintain

Goal	Performance Measures	Baseline	2004/05 Target	2005/06 Target	2006/07 Target
Quality	Student Satisfaction with Education	96.0% (2002)	Maintain high level (at least above 90% benchmark)		
	Quality of Instruction	95.9% (2002)	Maintain high level (at least above 90% benchmark)		
	Relatedness of job to program of study	88.4% (2002)	Improve to 90% benchmark and maintain		
	Skills Gained by Students	<u>2002 Survey:</u> Written comm.. – 85.7% Oral comm.. – 82.3% Group Collab. – 77.8 Critical analysis – 91.3 Problem Res'n – 74.8% Reading and Comprehension – 87.4 Learn on your own – 89.5%	Improve to 85% benchmark and/or maintain above benchmark		
	Employment Rate	93.8% (2002)	Maintain above rate for those with only high school credentials		
	Library Acquisitions Budget	\$5,657,000 (2003 audited statements)	Maintain or increase	Maintain or increase	Maintain or increase
	Total Research Funding	2001/02 (000s): Fed: \$33,852 Prov: \$2,735 Other: \$11,765 Total: \$48,352	Maintain or increase	Maintain or increase	Maintain or increase
	Research Funding per faculty	NSERC: \$66,850 (2001) SSHRC: \$7,970 (2001)	Maintain or increase	Maintain or increase	Maintain or increase

Goal	Performance Measures	Baseline	2004/05 Target	2005/06 Target	2006/07 Target
Resources	Amount of Annual Giving	\$8,209,000 (2001-02) – excludes Williams estate of \$17.3 mill	Increase (by x%)	Increase (by x%)	Increase (by x%)

SUMMARY FINANCIAL OUTLOOK*

Operating Budget

The operating budget is UVic's key budget for ongoing operations, and the *University Act* requires UVic to balance its budget on an annual basis. This budget does not include services which are ancillary to UVic's core activities and are self-funded (e.g. residences, bookstore, etc.).

	2003/04 Expected	2004/05 Estimate	2005/06 Plan	2006/07 Plan
Revenues				
Provincial Grants and Contracts				
Student Fees				
Department Revenue				
Other Revenue				
Total				
Expenditures				
Salaries and Benefits				
Operating Expenses				
Total				

Approved Major Capital

The following table outlines ongoing and expected major construction expenditures at UVic.

	2003/04 Expected	2004/05 Estimate	2005/06 Plan	2006/07 Plan
Ministry Funded				
Medical Sciences Building				
Engineering/Computer Science Building				
Self-Funded				
Residences				
Continuing Studies Building				

* Specific numbers were unavailable when this version was prepared.

Ministry Funded Capital

Engineering/Computer Science Building

Preparation for construction has started on the proposed Engineering/Computer Science building, adjacent to the existing Engineering Lab Wing. The new \$22 million building will be ready for occupancy in fall 2005. The provincial government is funding the building as part of its “Double the Opportunity” initiative to increase access to high tech post-secondary programs

Medical Sciences Building

UVic's \$11.9-million Medical Sciences Building is under construction, funded by the provincial government. It is part of a collaboration with the University of British Columbia, the University of Northern British Columbia and the Province of B.C. to double the number of medical student spaces by 2010. The program will build on UVic's existing strengths in such areas as aging, biomedical and health research, assistive technologies, nursing, and health information science. The first 24 medical students will arrive at UVic in January 2005, and will receive clinical training support from Vancouver Island and other regional Health Authority facilities. At full capacity, the program will accommodate 96 medical students, contributing vital capacity to B.C.'s health system.

Self-Funded Capital

Residences

Construction is ongoing on a new 294-bed dorm residence on Ring Road, across from the engineering building and between parking lot #1 and the Lansdowne residences. The split three-to-four level, 6,995 square-metre building is scheduled for completion by the end of June 2004. Additionally, 60-bed and 126-bed dormitories are being built one the edge of parking lot 5. The residences are part of Housing 2004, an initiative that will add about 600 residence beds to campus by September 2004, and construction is funded by past and future residence fees.

Continuing Studies Building

The Continuing Studies Building houses the division of Continuing Studies and the English Language Centre, which includes the English as a second language program. Construction was completed during 2003-04, and it was funded by past and future continuing studies fees.

Major Capital Proposals

Demand for post-secondary education in British Columbia is increasing, but UVic's ability to address current and increasing demand is limited by space and we request urgent approval of these projects to ensure our joint desire for increased access is not jeopardized by failure to plan ahead.

UVic already has a significant space shortage, and it is expected to grow over the next 5 year to almost 25% of current inventory. While there is new space planned for medical sciences and Double the Opportunity, this space was funded by the Province to specifically address growth in new program initiatives. These buildings will not address UVic's current and increasing space shortage on campus.

The impact of this type of systemic shortage in both operating and major capital resources is that post-secondary education has become less accessible. This fact is evidenced by an increase in UVic's entrance requirements from 73% in 1998 to 81% in 2003. The other potential impact is on the quality of programs. UVic is currently rated very highly by its graduates when surveyed about the quality of their education and experience. In order to continue to fulfill our mission and maintain this high level of student satisfaction, the current and increasing space shortage needs to be addressed.

Science Building (~\$38 million)

This new space will allow UVic to improve both its research and teaching missions as it will benefit a very broad cross-section of the community. The focus of this additional space will be to address the urgent increased air handling and electrical overload issues, consolidate currently fragmented departments/faculties around the campus, accommodate departments with overlapping / similar activities to facilitate information sharing across disciplines, and address classroom and research lab shortages. While many of the occupants of this new space will be from the Faculty of Science, this space will relieve pressures across the campus as vacated space is renovated and allocated to other departments. It is anticipated that this building's funding will involve both the Ministry and UVic.

International/Classroom/Support Building (TBD)

The primary purpose of this building will be to provide classroom, office, and research space. This building will allow for the replacement of small classrooms with larger, more efficient classrooms. These small classrooms can then be transformed into offices and research space for new faculty members, which allows them to be housed within their departments. Another focus will be to provide space for support services such as counseling, financial aid, support for students with disabilities, and career services, particularly due to student population growth. UVic and Ministry are anticipated to cover the required funding for this building.

Learning and Information Commons (~\$20 million)

UVic has identified this expansion and renovation of the McPherson Library as a top building priority as there is an existing shortfall in physical library space. In addition, the technological tools necessary for the growing student enrollment and community-wide use of the library are no longer adequate, and UVic needs to anticipate future needs for the next 10-15 years. The principal benefits of a new state-of-the-art library to students, faculty, and the community are convenient access to productivity software, network navigation tools, collaborative work experiences, and a human support system. These elements combine to impart skills and knowledge that afford learners a competitive edge in the workplace and provide valuable information retrieval tools that enable them to enhance their personal lives. UVic is currently raising the majority of funding through private donors, and a request will be made in the near future for a matching capital grant from the Ministry similar to the arrangement at UBC.

First People's House (~\$6.5 million)

For many Indigenous students, attending university is their first experience living away from their families and away from the culture in which they were raised. Students have told us that they need to have a place that they can call their own – a welcoming and supportive environment that respects First Nations' beliefs and values. To address this need, UVic wishes to construct a First People's House for Aboriginal students, faculty, and staff. To be built in the Coast Salish tradition in consultation with Indigenous communities, the House will provide a spiritual and cultural home to students and will support them to succeed academically. It will also be a welcoming space for their parents and the people of their communities, and it will enable the UVic community to become familiar with the values and beliefs that Indigenous people bring to the UVic community. UVic is proceeding to secure a significant proportion of this building's funding through private donations, and a request will be made at the appropriate time to the Ministry for matching funding.

APPENDIX A – MINISTRY PERFORMANCE MEASURES AND TARGETS

While UVic has adopted a primary framework that builds upon its existing planning and reporting processes, UVic understands the value of illustrating how it fits within the Ministry’s Service Plan. This Appendix uses the Ministry Service Plan as a framework and specifically shows how UVic fits within Ministry performance measures and targets that are directly applicable to UVic.

Goal 1: A top-notch post-secondary education system.

Objective 1: Access and choice for BC post-secondary students.

- Strategies:
1. Build post-secondary system capacity.
 2. Ensure equitable opportunity for all students to access post-secondary education.
 3. Expand degree granting opportunities.

Performance Measure	Baseline Data	Performance Targets		
		2004/05	2005/06	2006/07
Total student spaces	<u>Baseline data for 2001/02:</u>			
<i>Growth</i>	n/a	432	417	243
<i>Total Spaces</i>	13,505	14,612	15,029	15,272
Number of degrees, diplomas and certificates awarded	3,925 total credentials awarded (2001/02) 3,942 total credentials awarded (2002/03)	Increase by 1.5% (3% from 2001/02 baseline)	Increase by 1.5% (4.5% from 2001/02 baseline)	Increase by 1.5% (6% from 2001/02 baseline)
BC public post-secondary graduate rate	84.2 credentials awarded per 1000 BC population aged 18-29 (2002/03)	Contribute toward achievement of system level target		
Percent of annual educational activity occurring between May and August	System Average – 13.3% (2001/02)	Contribute toward achievement of system target of 21% system wide average		
Post-secondary participation rates for population 18-29	BC Participation rate = 25% (1999/2000)	Contribute toward achievement of system level target		

Performance Measure	Baseline Data	Performance Targets		
		2004/05	2005/06	2006/07
Student spaces in online learning (BCcampus) programs	<u>Baseline data for 2001/02:</u>			
<i>Growth</i>	n/a	20	-	-
<i>Total Spaces</i>	-	40	40	40
Total number and percent of public post-secondary student population that is Aboriginal	<u>Baseline data for 2002/03:</u>			
<i>Number</i>	301	Maintain or increase	Maintain or increase	Maintain or increase
<i>Percent</i>	1.7			

Objective 2: A more efficient and integrated post-secondary education system.

- Strategies:
1. Improve program completion (graduation) rates.
 2. Encourage system integration.

Performance Measure	Baseline Data	Performance Targets		
		2004/05	2005/06	2006/07
Number of block and course transfer agreements				
<i>Block transfer</i>	Agreements as Sender: 11 Agreements as Receiver: 101	Institution contribution toward achievement of system level target		
<i>Course to course transfer</i>	Agreements as Receiver: 6,305	Institution contribution toward achievement of system level target		
Student satisfaction with transfer	83.6% (+/- 3.2%) (2003 survey)	Institution contribution toward achievement of system level target		

Objective 3: A quality post-secondary system.

Strategy: Maintain a high standard of quality in post-secondary education.

Performance Measure	Baseline Data	Performance Targets		
		2004/05	2005/06	2006/07
Student outcomes – skills gained	Data for 2003/-4 (2002 survey)			
<i>Written communication</i>	85.7% (+/- 1.0%)	Maintain a high level of skill gain (benchmark = 85%) or demonstrate performance improvement over time		
<i>Oral communication</i>	82.3% (+/- 1.1%)			
<i>Group collaboration</i>	77.8% (+/- 1.2%)			
<i>Critical analysis</i>	91.3% (+/- 0.8%)			
<i>Problem resolution</i>	74.8% (+/- 1.3%)			
<i>Reading and comprehension</i>	87.4% (+/- 1.0%)			
<i>Learn on your own</i>	89.5% (+/- 0.9%)			
Student satisfaction with education	96.0% (+/- 0.6%) (2002 survey)	Maintain high level of satisfaction (benchmark = 90%) or demonstrate performance improvement over time		
Student assessment of quality of instruction	95.9% (+/- 0.6%) (2002 survey)			

Goal 2: Economic and social development.

Objective 1: A post-secondary system capable of knowledge generation, innovation and research.

Strategy: Promote innovation and research at BC public institutions.

Performance Measure	Baseline Data	Performance Targets		
		2004/05	2005/06	2006/07
Funding support for research	Data for 2001/02: (\$000)			
<i>Sponsored funding from all sources</i>	Federal: \$33,852 Provincial: \$2,735 Other: \$11,765 Total: \$48,352	Maintain or increase	Maintain or increase	Maintain or increase
Number of licences, patents, start up companies	Data for 2001/02:	Maintain or increase	Maintain or increase	Maintain or increase
<i>Licence/Option agreements</i>				
Total	5	Maintain or increase	Maintain or increase	Maintain or increase
Per \$1 million of research revenue	.103	Maintain or increase	Maintain or increase	Maintain or increase
<i>US patents issued</i>				
Total	5	Maintain or increase	Maintain or increase	Maintain or increase
Per \$1 million of research revenue	.103	Maintain or increase	Maintain or increase	Maintain or increase
<i>Start up companies</i>				
Total	3	Maintain or increase	Maintain or increase	Maintain or increase
Per \$1 million of research revenue	.062	Maintain or increase	Maintain or increase	Maintain or increase
<i>Licence income received</i>				
Total	\$150,000	Maintain or increase	Maintain or increase	Maintain or increase
Per \$1 million of research revenue	\$3,102	Maintain or increase	Maintain or increase	Maintain or increase

Objective 2: A relevant and responsive post-secondary system.

- Strategies:
1. Increase qualified graduates to address strategic skill areas.
 2. Ensure relevance through enhancing student employability.
 3. Support student choice and post-secondary programs through improved labour market information and products.
 4. Increase general trades training and skills development.
 5. Implement a new industry training model.

Performance Measure	Baseline Data	Performance Targets		
		2004/05	2005/06	2006/07
Number of student spaces in identified strategic skill programs	<u>Baseline data for 2001/02:</u>			
<i>Computer science, electrical and computer engineering programs</i>				
Growth	n/a	141	141	23
Total Spaces	1,130	1,553	1,694	1,717
<i>Social/child protection worker programs</i>				
Growth	n/a	6	2	-
Total Spaces	467	485	485	485
<i>RNs, LPNs and RCAs and Other Allied Health programs</i>				
Growth	n/a	68	46	47
Total Spaces	434	620	666	713
Student assessment of usefulness of knowledge and skills in performing job	88.4% (+/- 1.2%) (2002 survey)	Maintain high level of satisfaction (benchmark = 90%) or demonstrate performance improvement over time		
Student outcomes – unemployment rate	6.2% (2002 survey)	Maintain unemployment rate for former UVic students below rate for persons with high school credentials only in your region		