The Honourable Andrew Wilkinson  
Minister of Advanced Education  
PO Box 9059 Stn Prov Govt  
Victoria BC V8W 9E2  

June 27, 2016

Dear Minister,

We are pleased to present to you the University of Victoria Institutional Accountability Plan and Report for 2016-17. UVic's Board of Governors has reviewed the document and we accept accountability for the plan's preparation and achieving its specific objectives.

This annual report and plan provides an overview of our priorities in the current context. Our overall strategic direction is set out in our strategic plan, "A Vision for the Future: Building on Excellence", which was approved by the Senate and Board of Governors in January 2012 after an extensive consultation process. The strategic plan, this report, along with UVic's full Accountability Framework, are available at https://www.uvic.ca/president/reports/index.php.

We are pleased to highlight a number of key accomplishments and initiatives in this Plan and Report. UVic continues to meet the targets provided under the accountability framework. This year, UVic has completed and launched a range of planning frameworks including our first Strategic Research Plan and a new Campus Plan. We are currently in the final stages of developing our first Indigenous Plan and have just refreshed a five-year International Plan. In addition, early this spring, UVic established a working group charged with the goal of developing a policy addressing sexual misconduct that will apply to all students, staff, and faculty members. The campus and community consultations have begun and an interim report on this work will be available in the fall.

As you know, the outcomes of our students are excellent: graduates across all disciplines are finding rewarding work after graduation. UVic is exceeding its Skills for Jobs Blueprint targets and is taking part in a provincial coding skills initiative to support the #BCTech strategy. UVic continues to be well positioned to make a strong contribution to British Columbia's diversified economy.

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

Tracy Redies  
Acting Chair, Board of Governors

Jamie Cassels, QC  
President and Vice-Chancellor

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2016-17 Institutional Accountability Plan and Report

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Institutional Overview

Strategic Direction

As a globally recognized research-intensive university, UVic offers innovative programs for more than 21,000 students. Our dynamic hands-on approach to learning—in Canada's most extraordinary environment for discovery and innovation—gives students the UVic Edge.

The University of Victoria attracts a diverse group of exceptionally talented students and educates them to achieve their highest potential. In doing so, UVic is:

- operating programs as efficiently and effectively as possible to ensure student demand is being met;
- contributing to students’ career success and to government’s vision of a strong economy and secure tomorrow;
- realigning and reallocating programs to ensure responsiveness to student demand and labour market needs;
- collaborating with other public PSE institutions to minimize program overlap and duplication and improve outcomes for students and the public;
- minimizing overheads, consolidating functions and other administrative cost savings to achieve budget targets; and
- working with government on initiatives such as the Common Online Application and changes to the Grade 12 graduation requirements.

UVic has also identified directions and opportunities for the university, making a commitment to:

1. continue to build and expand education and research programs in areas that are in high demand and of high priority, e.g. civil engineering, biomedical engineering, and computing sciences;
2. align resources with strategic priorities through the Enhanced Planning Tools process and continuing to achieve efficiencies and cost savings;
3. re-profile our enrolment to lead to better alignment with student demand, areas of research excellence and strength, and labour market demand in a greatly diversified economy;
4. consolidate our international student growth
5. expand co-op education and experiential learning so that every student has an opportunity to undertake a significant and substantial experiential learning and employers can have access to that burgeoning talent pool; and
6. continue to implement our recently completed and approved institutional and academic plans.
Strategic Research Plan

A new Strategic Research Plan has been articulated to position UVic’s research programs at the cutting edge of societal and economic demands for the future. The completion and approval of the Strategic Research Plan provides important direction, identifying eight areas of dynamic research capability and five priorities for action. UVic’s Strategic Research Plan supports intellectual inquiry at its inception, enables the research projects and programs of faculty, staff and students and research partners, and sustains an environment that promotes excellence in research, education and training for the next generation of researchers and leaders.

Campus Plan

The completion and approval of the new Campus Plan in December 2015 will guide future decisions on the physical development of the campus and will provide an important decision-making framework for open space, land use, built form and mobility on campus. Through a comprehensive planning process that took place over a fifteen month period, beginning in October 2014, the Plan provides the framework to ensure that future changes to campus are sustainable, support and inspire excellence in education and research and further build our extraordinary academic environment. Implementation of the Plan will occur in various incremental steps, over the next ten years.

Indigenous Plan

This first Indigenous Plan will guide our work over the coming years. It reiterates how our university strives to integrate and honour Indigenous cultures, histories, beliefs and ways of knowing and being into our strategic planning, curriculum, teaching, research and operations.
– Prof. Jamie Cassels, President and Vice-Chancellor

The University of Victoria’s first Indigenous Plan builds upon principles and values articulated in the 2012 University of Victoria Strategic Plan – A Vision for the Future: Building on Excellence. This year we draw further inspiration from the Truth and Reconciliation Commission’s Report to renew our commitment to contributing to reconciliation with Indigenous Peoples of Canada and working towards the goal of closing the educational achievement gap. The University of Victoria is currently developing it’s first Indigenous Plan to reaffirm our commitment to act on specific TRC recommendations to enhance educational opportunities for Indigenous students and to further develop initiatives and programs of education, research, outreach and engagement, with an Indigenous focus. Supporting the highly successful and nationally recognized LE,NONET program is a key component of these initiatives.

International Plan

A refreshed International Plan (2016-2021) will help guide UVic’s initiatives in the
coming years. A global perspective and strategy is fundamental to our university’s functioning, identity and achievement of excellence.

Since the initial plan was released in 2006, we have increased our enrolment of international students, developed a Pathways program, enhanced our services and supports for international students, increased financial support for student participation in international learning experiences, made significant gains in internationalizing our curriculum, developed new international learning opportunities, further refined our commitment to university-community engagement, increased the number and range of our international research activities, and developed a strategic research plan that emphasizes the importance of international engagement.

Over the next 10 years, our objectives and activities to support UVic’s plan for internationalization involve the following 5 major categories: Creating a Culture of Exchange through Student Mobility, Enhancing the International Student Experience, Ensuring Curricula for a Global Ready Institution, Making a Vital Impact through International Research and Engagement, and Establishing an Extraordinary Environment for Internationalization.

**BC’s Skills for Jobs Blueprint**

The University of Victoria has long understood the importance of preparing students for careers as well as for life. UVic continues to align with the “Skills for Jobs Blueprint: Re-engineering education and training”, the provincial commitment to ensure that BC students and workers have the skills to be first in line for jobs in a growing and diversified economy. The University of Victoria shares in the commitment to this initiative and is positioned to provide education and research programs to meet current and future labour market and societal demands.

**#BCTECH Strategy**

The #BCTECH Strategy promotes the growth of B.C.’s tech-sector, a key driver of growth for the provincial economy, through capital investment, fostering a talented workforce, and creating an environment for entrepreneurial and market success. UVic will continue to offer students the skills and knowledge they need for careers in this growing regional sector. As one of four institutions to take part in a provincial coding skills initiative, UVic quickly worked and brought to market a series of highly targeted, short-term programs to enhance coding skills in Victoria’s burgeoning and vibrant tech sector.

**Bargaining**

The University of Victoria has worked with all of its unions and the faculty association to build positive relationships. The University has concluded new collective agreements with all of its five employee groups and the Faculty Association within the BC government’s Economic Stability Mandate.


**Supporting a Safe Campus Community**

The University of Victoria is committed to the principles of equal rights and dignity of all persons and to being a place where students, faculty and staff can learn, work and live with mutual respect in a safe community.

UVic has been working with the provincial government to develop a framework that provides guidance and an integrated approach for responding to sexualized violence. We are reviewing our current policies, procedures and practices in order to develop a university policy that more directly and effectively addresses the issue of sexual and gender-based violence, including informed supports and services for survivors and clearly articulated and fair processes to respond to reports of unacceptable behaviour. The process will involve extensive consultation with students and other campus stakeholders.

This policy will enhance current campus initiatives and campaigns that directly address sexual and gender-based violence. We aim to provide students with information and education about sexualized violence awareness and prevention as an important factor in changing attitudes and behaviours. *Let's Get Consensual* is a campaign organized by UVic, University of Victoria Student Society (UVSS), and Anti-Violence Project (AVP) that works to address the occurrence of sexualized violence on campuses. UVic has annual and continuing programs to further the dialogue about sexualized violence in society. New Student Orientation includes Sexualized Violence Awareness Week, a collaboration between the university, UVSS and the Anti-Violence Project, with educational activities including the “Let’s Get Consensual Campaign” and other opportunities to engage students in conversation and promote a safer and healthier campus.

Student Affairs has launched a designated web resource on sexualized violence, intended to provide guidance to those looking for help or supporting a survivor, including a printable resource entitled, “Guide to Supporting and Assisting Sexual Assault Survivors”. The website also includes a section on Campus Education and Awareness that features information on upcoming training opportunities and UVic’s awareness campaigns, as well as media resources on consent and sexualized violence.

[www.uvic.ca/consent](http://www.uvic.ca/consent)

This coming fall, UVic will be offering a Bystander Intervention Training (BIT) program. The bystander program is designed to change campus norms and attitudes about the acceptability of sexual assault. The program uses a community of responsibility model to teach bystanders how to intervene safely and effectively in cases where sexual assault may be occurring or where there may be risk.

UVic has also implemented a Student Mental Health Strategy to provide direction for broader university community to comprehensively and proactively review resources and opportunities for mental health promotion, planning, and responsiveness in support of our student community. It is intended as a framework for the development and implementation of action plans to support positive student mental health and well-being.
in order to enhance all students’ potential for success. Through specific goals, strategies, and recommendations this plan is designed to help: eliminate barriers; build more supportive and inclusive campus environments and services; attract and retain students; and reduce and eliminate stigma surrounding and student mental health issues.

The UVic Edge

Dynamic learning, vital impact and an extraordinary academic environment are the foundation of The UVic Edge. Together, these elements nurture creative activity and ground us in the urgency of sustainability and healthy societies; shape our worldview with Indigenous and international perspectives; and fuel our commitment to economic wellbeing, technological advances and social justice.

The University of Victoria, established in 1963, has emerged as one of Canada’s leading research universities, ranked among the world’s top institutions. UVic’s undergraduate and graduate programs in the sciences, social sciences, humanities, fine and performing arts and professional schools, as well as its programs of continuing study, enjoy a well-established reputation for both excellence and relevance. The university has flourishing research and teaching programs that address a wide range of issues of local, national and global relevance and concern. Our success is built on the provision of a high-quality education and outstanding student experience, excellence in research and the conscious integration of research and teaching, within a diverse and welcoming west coast environment.

Student enrolment in 2015/16 was 21,593, including 3,446 graduate students. UVic employs approximately 870 faculty and over 3,900 other staff. As of Spring 2016, there have been over 119,000 degrees and certificates awarded.

Located in Victoria, 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 are committed to a personally engaging, intellectually stimulating learning environment that supports the development of students through a responsive curriculum, relevant academic support and a wide range of co-curricular activities and services. Our strength continues to be grounded in the quality and accessibility of faculty and staff, the excellence of the university’s academic and research programs and their strong interdisciplinary and international focus.

Dynamic Learning

Dynamic learning creates a natural advantage for our students: research-inspired teaching integrated with hands-on experiences to accelerate personal growth and career success.

Seventy percent of students come to UVic from outside the immediate region and UVic enrolls one of the highest proportions of out-of-province students in Canada. Being a
destination university creates an opportunity for the creation of a strong sense of community and a collegial, vibrant, student-centred culture. In order to ensure that our students share a strong sense of belonging, we aspire to create a socially and intellectually engaged and connected campus – physical and virtual. Since 2004, all first-year students are guaranteed a room in a campus residence that is within a short walking distance of classrooms, labs, libraries, food services and recreational and social activities. Student surveys, such as the National Survey of Student Engagement and the Canadian Undergraduate Survey Consortium, have consistently yielded high ratings on questions related to the quality of student life and the campus experience.

Given that our student body is becoming more diverse, we need to develop complex and well-articulated sets of responses to their needs. Students who come to UVic will need active support to achieve their goals. Student success remains our central focus, and improving student engagement and success will be a key to maintaining and enhancing the quality of our institution. Student success strategies will aim towards ensuring academic achievement of our students, their engagement in educationally purposeful activities, satisfaction, acquisition of desired knowledge, skills and competencies, persistence, attainment of educational objectives, and post-university performance.

**A commitment to experiential learning**

Work-integrated learning is a priority for UVic. Through our international recognized co-operative education program, wide-ranging practica, service-learning opportunities, field schools, work-study programs, clinical education and other co-curricular initiatives, including many in international locations, our students should have the opportunity to participate in one of the largest experiential learning programs in Canada.

UVic has the highest proportion of co-op students in western Canada. In 2015/16, more than 3,350 co-op work term placements were made across Canada and in over 50 other countries. UVic has the highest number of graduate co-op placements in Canada with over 450 Master’s and PhD students completing work terms in 2015/16. Co-op participation is mandatory in business, engineering, health information science, public administration, and recreation & health education. In addition, opportunities are supported within every faculty to gain practical work experience through a co-op placement. Another 3,000 students participate in practica and other experiential educational programs that link academic study with community-based learning opportunities that engage students in the real issues and concerns of local, regional, national and international communities.

**Extraordinary environment**

Our extraordinary academic environment inspires new ways of thinking and bold action: discovery, creativity and innovation come naturally here, in a vibrant Pacific Rim community rich with Indigenous and international perspectives. As we look to the future
development of our campus and its people, we set goals about how and where we want to grow.

The new Campus Plan will guide future decisions on the physical development of the campus and will provide an important decision-making framework for open space, land use, built form and mobility on campus over the next ten years. Plan goals provide for a land use and building pattern that respects the unique physical environment and encourages social interaction, allows for safe pedestrian-friendly links throughout the campus, promotes compact sustainable development and operations, and the use of public transit, cycling and walking. The university is committed in its planning processes to developing and maintaining active communication and collaboration with all those affected by its physical changes in our campus community and beyond.

**International perspectives**

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

A refreshed International Plan will help guide our initiatives in the coming years. A global perspective and strategy is fundamental to our university’s functioning, identity and achievement of excellence. The central objectives and activities to support UVic’s plan for internationalization involves five major categories: 1) Creating a Culture of Exchange through Student Mobility; 2) Enhancing the International Student Experience; 3) Ensuring Curricula for a Global Ready Institution; 4) Making a Vital Impact through International Research and Engagement; and, 5) Establishing an Extraordinary Environment for Internationalization.

Our academic and research programs emphasize both the differences and the similarities in the social, cultural, linguistic and economic histories and current circumstances of the peoples of the world. Building capacity at home and abroad, we will encourage every student to obtain a global experience that links them with the world and that supports their development as global citizens. A commitment to building a thoughtful, internationalized research and education strategy is a core part of our mission.

**Indigenous focus**

The University is developing its first Indigenous Plan to affirm its commitment to act on specific TRC recommendations in order to enhance educational opportunities for Indigenous students and further develop initiatives and programs of education, research, outreach and engagement, with an Indigenous focus.
The university will continue to increase the number of Indigenous students graduating from all Faculties, building on our commitment to and our unique relationship with the First Peoples of Canada. Our key strategies include: a) utilizing the First Peoples House as a focal point for Indigenous student support programs and intercultural understanding; b) building on the success of LE,NONET and other initiatives to coordinate, develop and enhance programs of recruitment, retention, education and services for Indigenous students in all faculties; and, c) strengthening our relationship with First Nations communities and increasing the recruitment and retention of Indigenous students and faculty. The Indigenous Plan will provide guidance and direction for achieving these goals.

**Vital Impact: Ground-breaking Research and Research-inspired Teaching**

Vital impact drives our sense of purpose: as an internationally renowned teaching and research hub we tackle essential issues that matter – to people, places and the planet.

Research, scholarship and creative activity differentiate universities from other educational institutions. The ideas, discoveries and innovations emanating from universities profoundly affect the well-being of society as well as its international competitiveness. UVic has established its position as a leading research university in Canada by building on areas of established strength, securing the external funding needed to sustain research growth, and by promoting mobilization and application of knowledge for societal benefit.

UVic is committed not only to developing new knowledge and technology, but also to applying and implementing it. UVic’s Vancouver Island Technology Park (VITP) is the largest university-owned technology transfer space in BC. VITP and UVic’s Office of Research Partnerships and Knowledge Mobilization work together to facilitate the growth of technology on Vancouver Island by providing physical infrastructure, linking local resources with emerging or growing tech companies, and providing flexible, efficient and versatile space suitable for biotechnology, high-tech manufacturing or information technology uses.

The renamed Coast Capital Savings Innovation Centre (CCSIC) is expanding its offerings to include seed money for new ventures and prototype development, an entrepreneurship scholarship, an additional annual business plan competition and co-op opportunities for students to work on their ideas. CCSIC’s new focus will enable entrepreneurs including students, faculty and staff to develop a product or service to a more mature stage before it is presented to other incubator programs and venture capitalists. Entrepreneurial ventures can be in any industry or government sector, high tech, social, commercial or non-profit. With an emphasis on partnerships in UVic’s recently released Strategic Research Plan, the university has renewed and expanded its commitment to innovation and entrepreneurship. The partnership with Coast Capital
Savings creates new opportunities for students and faculty to address social and economic challenges and have impact in BC and beyond.

UVic continues to receive recognition as a world-leading research institution that supports major local, national and international research initiatives and platforms that focus on issues of national and global significance.

UVic is a major hub for global research and the data proves it:

- The 2016 Leiden University rankings puts UVic 2nd in Canada for scientific impact in two broad fields – mathematics and computer science and physical sciences and engineering. The ranking, produced by the Centre for Science and Technology Studies at Leiden University, also places UVic 4th in the country among all universities for overall scientific impact.

- The 2015 QS World University Rankings by Subject recognized UVic's leadership in a broad mix of academic fields. UVic is identified in the top 200 institutions globally for research in six QS subject areas: English language and literature, earth and marine sciences, geography, law, philosophy, and psychology. The QS subject ranking studied nearly 3,000 of the world's top universities—approximately 15 per cent of all institutions—and ranked fewer than 700 of them for statistically significant subject-specific leadership. The QS rankings also suggest that UVic's rising international reputation stems from extraordinary programs across the institution. The Department of English ranked in the top 100. In total, the university is ranked for world-class performance in 22 of 30 subject areas.

- In 2015, the University of Victoria was ranked in the Top 8-13 in Canada by Times Higher Education’s (THE) annual World University Rankings. THE ranks UVic among the world’s Top 250. In early 2013, THE ranked UVic first in Canada and number 20 globally among universities less than 50 years old. In 2015, UVIC was also ranked for the 13th consecutive year as a Research University of the Year in Canada by Re$earch Infosource.

Over the last three years, graduate student researchers were successful in bringing an average of $4.9 million a year in tri-council scholarship funds to the University of Victoria.

UVic annual attracts over $100 million outside research funding. On a per faculty basis, UVic is among the top universities in Canada for research initiatives.

Measuring CFI research awards against base operating budgets, UVic is the second-highest research-intensive university in Canada. Over the past decade, research funding has increased by 17 percent and the three year average has almost doubled.
Total research dollars per faculty member: 2014/15

Source: Social Sciences and Humanities Research Council of Canada, Natural Sciences and Engineering Research Council of Canada, and the Canadian Institute of Health Research (2014/15), as reported in Maclean's.
Canadian Foundation for Innovation (CFI) cumulative funding to 2015 per 2011 full-time faculty member

StatsCan no longer collects full-time faculty data, thus the lastest figures available are from 2011.
Major areas of research strength and capability at UVic include: creativity and culture; data science and cyber physical systems; environment, climate and energy; global studies and social justice; health and life sciences; Indigenous research; ocean science and technology; and physical sciences and engineering, mathematics and computer science.

Ensuring sustainability of the environment will require new knowledge, understanding and practice. Many academic units in the sciences, engineering, business and social sciences, including the School of Environmental Studies, the School of Earth and Ocean Sciences and the Department of Geography are undertaking research of critical importance to local, national and global sustainability.

UVic is at the forefront of research on climate change, hosting major initiatives such as the Pacific Institute for Climate Solutions (PICS), the Pacific Climate Impacts Consortium (PCIC) and the Canadian Centre for Climate Modelling and Analysis (CCCma).

PICS is currently focusing on five major research projects including: integrated energy system pathways for BC and Canada; maximizing the net social benefits of natural gas development; transportation futures for BC; energy efficiency in the built environment; and forest carbon management. PCIC continues to provide practical information on the physical impacts of climate variability and change in the Pacific and Yukon Region of Canada. PCIC collaborates with climate researchers and regional stakeholders to produce knowledge and tools in support of long-term planning. The CCCma is an Environment Canada laboratory that has been hosted on UVic’s campus for two decades. The
laboratory is tasked with developing computer models of the climate system to simulate global climate, regional climate, and climate change, and predicting seasonal and longer term climate variations.

A world leader in oceans research, UVic has an international reputation for innovation and discovery centered on cabled ocean observatories managed by Ocean Networks Canada (ONC). Project VENUS (Victoria Experimental Network Under the Sea), which focuses on an underwater array of sensors in the Saanich inlet and the Strait of Georgia, continuously delivers live images and data on the Internet. Project NEPTUNE (North East Pacific Time-series Undersea Networked Experiments), for which UVic is the lead university, constitutes the world’s first plate-scale undersea observatory. ONC is a world-leader in ocean observing technology supported by Oceans 2.0, its comprehensive data management system developed to provide a vital link between sensors and users around the world. ONC has recently expanded its footprint across Canada with the launch of a new collaboration with the Fundy Ocean Research Centre for Energy. With advanced observatories on the Pacific and Atlantic coasts, and the Canadian Arctic, ONC’s operations now span three oceans.

Ocean Networks Canada (ONC) is partnering with Western Economic Diversification Canada and IBM on Smart Oceans, a $21M-project to build upon the NEPTUNE and VENUS subsea observatories with an expanded series of 5 small-scale underwater observatories and high-frequency radar along the BC coast to monitor ocean conditions, help predict tsunamis and earthquakes, and improve marine safety. There are further radar systems in the Strait of Georgia and at Tofino, both providing live sea-state data which is crucial information for marine safety. An investment of $5-million by the government of British Columbia in Ocean Networks Canada (ONC) aims to increase the development and use of earthquake early warning systems in BC that could enhance life safety for British Columbians living in areas of the province with seismic risk. The funding will add more offshore strong motion sensors and help integrate them with land-based sensors for more robust collection and analysis of seismic activity, with the aim of contributing to early detection and notification tools for the public.

The Institute for Integrated Energy Systems (IESVic) in the Faculty of Engineering is unique in its big picture approach to sustainable energy research. The Institute’s Canada-China Clean Energy Initiative supports collaborations between leading academic researchers, policy-makers, and business leaders in Canada and China to address the challenges and opportunities associated with the development of new forms of clean energy systems and technology.

UVic researchers are using genomics and proteomics to make important advances in gene function, and are contributing significantly to the study of endocrine disruptors from a variety of sources such as plants, pharmaceuticals, pesticides, environmental pollutants and from other forms of stress. This work is laying the foundation for advances in fields as diverse as genetic predisposition to disease, pharmacology, fisheries and law.
UVic is also leading the way in the use of advanced computer technology to explore massively complex systems including climate change, galactic evolution and high-energy collisions of subatomic particles. Our faculty and graduate students are working on a spectrum of research in theoretical and applied areas that will promote the development of sustainable energy systems and overcome obstacles to the widespread adoption of sensible, clean energy alternatives.

UVic has continuously expanded its applied health research programs. Research-intensive graduate programs in Nursing, Clinical Psychology, Health Information Science and Social Dimensions of Health link academic research with health policy and practice. UVic has a number of centres researching innovative approaches to physical and cognitive rehabilitation, community health and wellness, exercise and physiology: The Centre for Addiction Research BC, the Centre for Indigenous Research and Community-Led Engagement, the Centre for Biomedical Research, the Centre for Youth and Society, and Institute on Aging & Lifelong Health (formally the Centre on Aging) engage in research and training on issues of significance to the health and well-being of all British Columbians.

The Institute on Aging & Lifelong Health hosts the UVic node for the Canadian Longitudinal Study on Aging (CLSA) which follows 50,000 men and women between the ages of 45 and 85 for 20 years. This important national study will collect information on the changing biological, medical, psychological, social, lifestyle and economic aspects of people’s lives as they age.

The Centre for Addictions Research of BC has been collaborating with the Ministry of Health and all health authorities in BC to plan a survey to describe patterns of service delivery for people with substance use problems and to identify gaps. The Centre is also developing a model which estimates need for treatment services for people with alcohol and drug problems in different parts of the province.

**Civic engagement**

UVic is committed to making a difference in the civic life of our communities, and developing in and with our students the combination of knowledge, skills, values and motivation to make that difference. Students are encouraged and supported to become involved in volunteer programs and community-based research projects, bringing learning to life while supporting community needs. UVic Co-op’s Service Learning Internship Program (SLIP) and a growing number of courses that integrate a community engagement component, build on our students’ social commitment and the university’s long tradition of community service. The university’s strong focus on civic engagement, locally and around the world, is reflected through a large number of community-based research programs, an extensive program of continuing education programs, artistic collaboration with community groups and agencies, athletic programs and special programs for children and youth, Aboriginal youth, international students, and older citizens. Indeed, UVic is acknowledged nationally and internationally as a leader in community-engaged research.
In 2016, UVic hosted the CUVic Conference – with the theme of “Reconciliation, Innovation and Transformation through Engagement” a global three-day conference to highlight how UVic and the broader community are responding to the Truth and Reconciliation Commission of Canada’s Calls to Action. The University of Victoria, as a leading educational institution, can continue to provide a space for thoughtful dialogue about change and innovation towards reconciliation.

UVic is a regional centre of culture and both a repository of knowledge and an agent for transfer of knowledge and creative experience. There are more than 500,000 visits to campus by members of the public per year to public lectures, our libraries and galleries, theatre and music productions, exhibitions, film, athletics and recreation and other programs and activities that welcome all members of our community. The breadth and extent of UVic’s educational outreach and programming is reflected over 15,500 Continuing Studies registrations per year (about 2000 per year) and its new campus location, vibrant downtown site, and distance programs (e.g. UVic Downtown; deans’ lunch-time lectures, a lecture series on ‘downtown’ issues and research, the UVic Speakers Bureau).

UVic’s research programs are focused on issues of local, provincial and global concern, and the findings of that research are applied through extensive support of knowledge transfer. We are well known for serving community needs through a large number of community-based research initiatives. UVic supports highly active and productive centres of research excellence, including the Institute on Aging & Lifelong Health, the Centre for Youth and Society, the Centre for Global Studies, the Centre for Studies in Religion and Society, the Centre for Addictions Research BC, and the Centre for Indigenous Research and Community-Led Engagement, just to name a few. Each of the centres actively engages faculty and students with the community around issues of societal need and concern. The Office of Community-University Engagement (CUE) was created to serve a coordinating role which links the universities efforts in outreach and engagement with communities through Community Engaged Learning (CEL), Community Engaged Research (CER), Knowledge Mobilization (KM) and being a Good Neighbour (GN).

UVic is dedicated to improving society through research and creative activities and to further this goal it established the Research Partnerships and Knowledge Mobilization (RPKM) unit in 2013. RPKM is a leading-edge initiative in Canada that serves as a one-stop shop to enhance UVic’s considerable strength in meeting our community and industry engagement mission through research. The establishment of RPKM demonstrates a thoughtful and comprehensive approach toward meeting our commitment to be one of Canada’s most community engaged research universities.

The CanAssist program has served thousands of individuals who are challenged by physical disability through the development of devices and tools to enable participation and engagement in recreational, educational and community activities. This unique interdisciplinary program engages faculty and students in engineering, business, psychology, music, biology, mathematics, physics, education and other areas in
developing new technologies that support and enhance the integration of people with disabilities into all aspects of community. The program has new facilities in the Centre for Athletics, Recreation and Special Abilities (CARSA) where CanAssist engineers will continue their work with large, accessible spaces and state-of-the-art labs.

IdeaFest 2016, UVic’s fifth annual cross-campus festival of research and creative projects, engaged more than 4,800 participants from both on-campus and off-campus communities. Running from March 7-12, this year’s festival showcased 49 outstanding events, with topics ranging from human health and urban renewal, to space exploration and climate change. IdeaFest has a comprehensive offering which proved once again to be a unique opportunity to celebrate the diversity of research at UVic—and most importantly—to make this research accessible and open to a broad audience.

In line with the university’s vision of excellence in civic engagement and community-engaged research, UVic has established a new office to integrate support of its vision across all sectors of the university with specific strategic goals. The Office of Community University Engagement [OCUE] will build on the university’s initiatives that over the years have forged strong relationships with community organizations aimed at meaningful change on society’s economic, social, cultural, technological and environmental challenges. The establishment of the Office of Community University Engagement at UVic reflects the university’s deep commitment to socially responsive research, community-university engaged scholarship and interdisciplinary innovation. OCUE will provide strategic oversight and an overarching vision around “five pillars”:

- Community Engaged Learning (to enhance integration of community experience with student learning);
- Community Engaged Research (to strengthen mechanisms and resources to support this level of research);
- Good Neighbour / Citizen (to contribute to the well-being of our local region);
- Knowledge Mobilization (to foster a culture supporting knowledge exchange and application for the betterment of society);
- Policies and Institutional Supports (to focus on internal support of community-university engagement).

**Graduate Studies at the University of Victoria**

Over the last eight years, UVic has benefitted from the commitments made by the Ministry of Advanced Education (AVED) and the province to graduate training and education. As a result, UVic has expanded research-intensive graduate seats in areas of regional, national and global importance, as well as expanded scholarship and internship opportunities for graduate students. In 2015/16 UVic enrolled 3,446 graduate students, many in the areas identified as priorities for the province.

Graduate students play a crucial role in advancing research and embody an important link between research and the application of research in new and emerging fields of
technology, health, sustainability and economic productivity. They also greatly enhance the quality of undergraduate learning and serve to reinforce the links between research and teaching. Graduate students at UVic have been highly successful in obtaining external research funding, and have gone on to make important contributions to health care, business and economic development, scientific and technological innovation, environmental sustainability and social justice in both the public and private sectors.

The University of Victoria Strategic Plan

In February of 2012, after extensive consultation with students, faculty, staff, alumni and the community, an updated Strategic Plan, *A Vision for the Future – Building on Excellence* was approved by the university’s Senate and the Board of Governors. Building on the success of the 2007 plan, *A Vision for the Future – Building on Strength*, the plan recommits to its goals of attracting and supporting outstanding people, building the quality of our programs in research and education, and strengthening the linkages with our external communities locally and around the world.

The Plan acknowledges the changing environment for post-secondary education, including global shifts in education and research, demographic and labour market trends, continuing economic uncertainty, changes in the BC post-secondary system, and the pace of technological change. These changes, along with others, will influence the evolution of our institution and require us to further differentiate ourselves from other institutions, regionally, nationally and internationally. The Strategic Plan makes an even more explicit commitment to internationalization, with increased opportunities for student and faculty exchange and enhanced international student enrolment. The plan reconfirms our commitment to Aboriginal students and communities. Also stressed is the importance of integrated planning, fiscal responsibility, and careful attention to outcomes that must be undertaken to achieve the goals within the current context.

The Vision of the University of Victoria

“Our vision is to be a university of choice for outstanding students, faculty and staff from British Columbia, Canada and the world. We aspire to be the Canadian university that best integrates outstanding scholarship, inspired teaching and real-life involvement. As members of a diverse and dynamic learning community, we challenge one another to become thoughtful, engaged citizens and leaders, prepared to contribute to the betterment of a rapidly changing global society.”

Mission Statement of the University of Victoria

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

The University of Victoria is committed to:

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

Values

The Strategic Plan states that fundamental values of intellectual and ethical integrity,
freedom of speech and freedom of inquiry, equal rights and the dignity of all persons
need to inform all of our actions and are a prerequisite to fulfilling the purpose of the
university.

Planning and Operational Context

External Factors

Important changes in the University of Victoria’s planning and operational context were
identified in university’s Strategic Plan:

Global shifts in education and research

Universities play a critical role in society, making substantial intellectual, social, cultural
and economic contributions. Both the personal and the societal benefits of higher levels
of education are well documented, and countries around the world are now investing in
post-secondary education and research as a way of building social and economic
prosperity. It is widely recognized that university research yields answers to some of the immediate questions our society faces, while history tells us that great innovations emerge from basic research, often of an interdisciplinary nature.

Society also benefits from a citizenry educated in the broad array of disciplines represented by the liberal arts and sciences. Building our society of the 21st century and finding solutions to its problems will require concerted efforts across all disciplines. The growing importance of post-secondary education internationally has resulted in a number of developments that will require attention. For example, China has become a major international student destination country rather than simply an exporter of students, and there has also been a rapid rise in both the quality and volume of research being produced at Chinese universities. In Europe, the Bologna process is driving a restructuring of the higher education system and the creation of a European Higher Education Area. Degree granting requirements are being harmonized, facilitating credit transfer and student mobility. In the coming years, internationalization, global student mobility and increased competition from other nations will have a significant effect on universities. Similarly, it will be important that students and faculty have access to the opportunities worldwide that international engagement presents.

**Demographic and labour market trends**

Both in British Columbia and in Canada, considerable labour market changes are predicted, with anticipated shortages in areas that demand higher education and advanced skills. This comes at a time when anticipated demographic changes are exacerbating the situation. Although the past decade saw a dramatic increase in the 18- to 24-year-old population in BC and Canada, demographic projections show that this traditional university-age population will decline over the coming 20 years. The notable exceptions to the overall Canadian demographic pattern are the youth populations of Indigenous and new Canadians. This adds impetus to our commitment to increasing the participation rates from groups traditionally underrepresented at universities.

Universities of today are international institutions. Students from abroad show a strong interest in attending the University of Victoria, and all of our graduates are expected to engage as global citizens. Internationalization increasingly affects what we do, expanding the opportunities and obligations of our students and faculty. Global communications, economic and social interdependence and international co-operation and tensions have made our engagement at the international level both a responsibility and a prerequisite for our success. These trends have brought about changes in what we teach, whom we teach, where we teach and how 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.

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

The continuing economic uncertainty in the global economy affects the financial as well as the policy environment within which universities operate. In Canada, all levels of government have focused on strategies to support Canada’s economic recovery. B.C. has emerged as the strongest provincial economy in Canada. However, in the coming years, governments will be challenged to reduce deficits and debt while dealing with an aging population and growing healthcare costs and are therefore likely to emphasize austerity and fiscal prudence. With government revenues tight and cost pressures from inflation and mandated commitments rising, we will need to explore other revenue sources and make hard choices about what we do. We must recognize these challenges as well as the importance of post-secondary education for the future well-being of our society and work to maintain our strategic focus on the quality of the learning environment.

Changes in the BC post-secondary education system

Over the past decade, the postsecondary education system in British Columbia has changed dramatically. The province has significantly expanded capacity by adding 25,000 new undergraduate spaces and 2,500 spaces at the graduate level. Changes to the University Act in April 2008 paved the way for five new B.C. universities. There are now 25 publicly funded post-secondary institutions, including 11 universities, with UVic being one of BC’s four research-intensive universities. Many of the post-secondary institutions have expanded their mandates to offer baccalaureate degrees. This is especially true on Vancouver Island where there is one research intensive university, one teaching university, one special-purpose university and two colleges. Although institutions with different mandates and in different regions provide students greater access to and choice of university degree programs, they increase competition for student enrolment. Increasing competition requires that more resources be allocated to student recruitment and retention initiatives, and that UVic articulate the distinctiveness of our programs and opportunities for students and faculty.

Technological change

New technologies are revolutionizing the way we carry out our daily lives. They have had, and will continue to have, a dramatic influence on the way we access information and communicate, and are a significant driver of change in our institution. New opportunities for engagement, inspiration, dialogue and community building, often over great distances, are in our reach. UVic must position itself to take full advantage of these emerging opportunities and look to ways of incorporating the new tools and technologies in our approach to pedagogy, research, administrative systems and communications both on and off campus. We will need to continually update our technology infrastructure and communications systems and processes in ways that best support our academic and research mission.
In this changing environment UVic must respond in ways that build the quality of all our
devour to achieve our vision of being a university of choice for outstanding students,
faculty and staff from British Columbia, Canada and the world. As our university grows,
we must also work to ensure that the university remains a diverse, welcoming and
accessible community and that there are no hurdles to participation except academic and
creative potential.

**Internal Context**

**Enrolments**

Over the past 15 years there has been a strong growth trend in both undergraduate and
graduate enrolments at UVic with undergraduate education experiencing 24 percent
growth and graduate education some 63 percent growth. Over that period, the University
of Victoria has experienced total growth of 29 percent.

**University of Victoria Audited FTEs**

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001/02</td>
<td>12,753</td>
<td>1,815</td>
<td>14,568</td>
</tr>
<tr>
<td>2002/03</td>
<td>12,583</td>
<td>1,923</td>
<td>14,506</td>
</tr>
<tr>
<td>2003/04</td>
<td>12,822</td>
<td>2,008</td>
<td>14,830</td>
</tr>
<tr>
<td>2004/05</td>
<td>13,018</td>
<td>2,012</td>
<td>15,030</td>
</tr>
<tr>
<td>2005/06</td>
<td>13,461</td>
<td>2,036</td>
<td>15,497</td>
</tr>
<tr>
<td>2006/07</td>
<td>13,694</td>
<td>2,096</td>
<td>15,790</td>
</tr>
<tr>
<td>2007/08</td>
<td>13,450</td>
<td>2,122</td>
<td>15,572</td>
</tr>
<tr>
<td>2008/09</td>
<td>13,648</td>
<td>2,252</td>
<td>15,900</td>
</tr>
<tr>
<td>2009/10</td>
<td>14,182</td>
<td>2,447</td>
<td>16,629</td>
</tr>
<tr>
<td>2010/11</td>
<td>14,828</td>
<td>2,678</td>
<td>17,506</td>
</tr>
<tr>
<td>2011/12</td>
<td>14,815</td>
<td>2,808</td>
<td>17,623</td>
</tr>
<tr>
<td>2012/13</td>
<td>14,726</td>
<td>2,847</td>
<td>17,573</td>
</tr>
<tr>
<td>2013/14</td>
<td>15,065</td>
<td>2,952</td>
<td>18,017</td>
</tr>
<tr>
<td>2014/15</td>
<td>15,381</td>
<td>2,986</td>
<td>18,367</td>
</tr>
<tr>
<td>2015/16</td>
<td>15,833</td>
<td>2,960</td>
<td>18,793</td>
</tr>
</tbody>
</table>

Over the last couple of years, the growth rate at the undergraduate level has slowed and it
is becoming increasingly challenging to attract highly qualified undergraduate applicants.
The supply of potential applicants is limited by low growth in the youth population, with
a decline in the provincial population of 18-24 year-olds expected to continue over the
next decade.

**Accessibility**

As a selective university focussed on quality, UVic attracts the best and brightest students
from BC, Canada and the world. The university’s financial aid program ensures that
bursaries are targeted to students in need. Enrolment planning objectives at the University

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1 These figures include full-fee paying international undergraduates
have also focused on the expansion of research-forward graduate studies and we have succeeded in achieving graduate growth targets funded by the Ministry.

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**Student Recruitment and Enrolment**

Demographic changes coupled with the rapid expansion of the BC system pose some special challenges and opportunities for UVic. The annual rate of undergraduate growth is expected to slow. Student recruitment will become far more competitive, and our students will continue to come from farther afield nationally and internationally. Our goal must be to continue to attract diverse groups of excellent students who continue to inspire excellent teaching and research. We must also recognize the increased need for strategically targeted distance and continuing education in some of our programs. Although GPA cut-offs for admissions to UVic have varied over the past 10 years, there continue to be high academic standards for admitted students.
University of Victoria Strategic Plan Goals and Objectives

There are four overarching goals in the University of Victoria’s Strategic Plan, A Vision for the Future: Building on Strengths:

**Strategic Plan: Goal 1 – People**
Our goal is to recruit and retain a diverse group of exceptionally talented students, faculty and staff and to support them in ways that allow them to reach their highest potential.

**Strategic Plan: Goal 2 – Quality**
Our goal is to offer programs in teaching, research and support of such quality as to place us in the upper 20 per cent of a national set of comparable programs as judged by peer evaluation.

**Strategic Plan: Goal 3 – Community**
Our goal is to establish UVic as a recognized cornerstone of the community, committed to the sustainable social, cultural and economic development of our region and nation.

**Strategic Plan: Goal 4 – Resources**
Our goal is to generate the resources necessary from both public and private sources to allow us to achieve our objectives and to steward those resources in a sustainable fashion.
Goals and Objectives of the Ministry of Advanced Education

The goals of the British Columbia Ministry of Advanced Education are to work towards a vision of a leading-edge post-secondary system to support a strong economy and secure tomorrow. There is a commitment to advance the government priorities including the Skills for Jobs Blueprint to strengthen the post-secondary system.

<table>
<thead>
<tr>
<th>AVED Goals</th>
<th>AVED Objectives</th>
</tr>
</thead>
</table>
| 1. Students are supported to achieve their education, employment and training goals | 1.1: Align post-secondary education and training with labour market demand to achieve a highly skilled workforce.  
1.2: Respond and adapt to the diverse and changing needs of students.  
1.3: Increase participation and successful completion of all students. |
| 2. Maintain a quality post-secondary system that provides BC with a global competitive advantage | 2.1: Increase international participation throughout our education system.  
2.2: Build on current strengths to enhance the quality of the post-secondary education system.  
2.3: Increase collaboration, innovation and partnerships. |
| 3. An education and training system that maximizes return on investment and supports British Columbia’s diverse communities | 3.1: Lead a post-secondary education system that is strong, accountable, transparent and flexible, and delivers value.  
3.2: Foster knowledge development to support the creation of new ideas and solutions to a range of economic, social, scientific and environmental issues.  
3.3: Use and provide quality information for decision making and better societal outcomes. |

Major Institutional Goals Aligned to Ministry

Given the overall mission and goals of UVic’s Strategic Plan, the goals and objectives of the Ministry of Advanced Education, and the current planning context, we have identified five major institutional goals aligned with Ministry objectives. These goals are associated with specific objectives and performance measures.

In the following table we identify goals, objectives and performance measures and indicate which system objective each addresses. In the section following the table, further information, background and performance data on the various goals and objectives is provided.
### Summary of major institutional goals, objectives, and performance measures

<table>
<thead>
<tr>
<th>INSTITUTIONAL GOALS</th>
<th>INSTITUTIONAL OBJECTIVES</th>
<th>PERFORMANCE MEASURES</th>
</tr>
</thead>
</table>
| **Goal 1: The University of Victoria will provide students with high quality programs that will allow them to acquire the knowledge and skills necessary to contribute to society and compete in current and future labour markets.** = aligns with AVED Goal 1 | **Objective 1.1:** Academic programs are of the highest quality and meet recognized standards of excellence. | National Survey of Student Engagement Results (NSSE)  
Course Evaluation Survey (CES)  
Regular Academic Program Reviews by external reviewers |
| **Objective 1.2:** Academic courses and programs integrate effective instructional technology | Number of courses using educational technology enhancements |
| **Objective 1.3:** Offer programs that are relevant to students and contribute to the preparation of a highly skilled and effective workforce that can address areas of societal need and benefit. | Baccalaureate Graduate Survey Results on program relevance to employment |
| **Goal 2: Provide support for student success.** = aligns with AVED Objective 1.2 and 1.3 | **Objective 2.1:** Implement actions that promote and support student engagement and success and align university policies and procedures accordingly | Increase retention rates |
| **Objective 2.2:** Develop programs, policies and strategies to support students in achieving success in their academic studies | Learning Commons Utilization Rates  
Use and satisfaction with undergraduate advising  
Enhancement of services that support the academic success international students |
| **Goal 3: Integrate teaching, learning, research, experiential learning, and community engagement across the disciplines** = aligns with AVED Objective 3.2 | **Objective 3.1:** Ensure that knowledge gained from research, the importance and value of research, and essential research principles are integrated into and inform all of the university’s coursework and academic programs. | Approval and implementation of the Strategic Research Plan  
Sponsored research funding |
<table>
<thead>
<tr>
<th>Goal 4: The University of Victoria has special commitment to and relationship with Aboriginal communities. = aligns with AVED Objective 1.3 and Performance Measure 3</th>
<th>Objective 4.1: Developing policy and programs to increase access to the full range of post-secondary education and training opportunities for Aboriginal learners and engage in activities that promote their success</th>
<th>Approval and implementation of the Indigenous Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 4.2: Develop high quality academic programs for Aboriginal students and communities that meet their needs.</td>
<td>Increased enrolment of and support services for Aboriginal students</td>
<td></td>
</tr>
<tr>
<td>Objective 4.3: Develop programs in partnership with First Nations communities to support and promote educational, cultural, and socially relevant activities</td>
<td>Academic partnerships with Aboriginal communities</td>
<td></td>
</tr>
<tr>
<td>Goal 5: Employ our core strengths to benefit our external communities – locally, regionally, nationally and internationally – and promoting civic engagement and global citizenship. = aligns with AVED Goal 3</td>
<td>Objective 5.1: Develop and support programs of research that are relevant to the concerns and issues locally, nationally and internationally</td>
<td>Increase in indicators of knowledge mobilization and the impact of research activities</td>
</tr>
<tr>
<td>Objective 5.2: Promote the development of a sustainable society through programs of education and research and the stewardship of our own financial and physical resources</td>
<td>Approval of a Sustainability Policy and a Sustainability Action Plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Approval and implementation of the Campus Plan</td>
<td></td>
</tr>
</tbody>
</table>
Description of goals, objectives, strategies and university-identified performance measures

Goal 1: High Quality Programs

The University of Victoria will provide students with high quality programs that will allow them to acquire the knowledge and skills necessary to contribute to society and compete in current and future labour markets (aligns with AVED Goal 1.).

Objective 1.1: Academic programs are of the highest quality and meet recognized standards of excellence.

Strategies

- Adapting to change in the external environment includes an intensified focus on student recruitment. Continued development of the student information system has allowed for better communication with both prospective and enrolled students and a more integrated platform for information storage and retrieval. Enhancements in reporting and continued process review have resulted in more timely and accurate review of applications, admissions, and registration.

- A standard instrument for student evaluation of all courses, the Course Evaluation Survey (CES), developed in 2008-09. (http://www.ltc.uvic.ca/initiatives/CES.php)

- CES continues to be used in all courses. It is used as one indicator of instructor and course quality and effectiveness and as a source of information for improvements to teaching practices. A manual has been developed to guide use of the CES to assess and improve teaching. (http://www.uvic.ca/learningandteaching/assets/docs/instructors/for-review/courseexperiencesurvey/CES_manual_for_chairs_09_v8.pdf)

- UVic’s Learning and Teaching Centre regularly provides support and training for course and curriculum redesign to improve learning outcomes. Workshops focus on enhancing the integration of teaching and research, internationalizing the curriculum, and inclusion of diversity issues.

- In May 2014, the University-wide Learning Outcomes, originally developed in 2006, were reviewed and revised by Senate. The learning outcomes include a broad range of high level skills that are relevant across all disciplines. They provide clear guidance about the skills and capacities students can expect to achieve as part of their UVic education. Faculties, units and programs are encouraged to interpret the outcomes in ways that are discipline-specific and to use the university-wide learning outcomes as guide posts for developing program-specific and course-specific learning outcomes.
UVic regularly participates in the NSSE survey to evaluate the level of engagement by students across areas of academic study. Results are provided to academic faculty and units, as well as to administrative personnel to ensure quality of teaching and identify areas for improvement or enhancement.

**2014 National Survey of Student Engagement - University of Victoria**

<table>
<thead>
<tr>
<th>Faculty:</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year respondents</td>
<td>n = 169</td>
</tr>
<tr>
<td>4th year respondents</td>
<td>n = 284</td>
</tr>
</tbody>
</table>

**NSSE Engagement Indicators**

In 2013, NSSE created ten engagement indicators (EI’s) organized within four engagement themes adapted from the former “Benchmarks”. Each EI provides valuable information about a distinct aspect of student engagement by summarizing responses to a set of related survey questions. In addition, six “high-impact practices” are reported separately. Further information about NSSE’s indicators can be found at: http://nsse.iub.edu/html/engagement_indicators.cfm

**Learning Strategies**

Students enhance their learning and retention by actively engaging with and analyzing course material: identifying key information in readings, reviewing notes, and summarizing course material.

**Higher-Order Learning**

Challenging intellectual and creative work is central to student learning and educational quality. This indicator captures how much students’ coursework emphasizes challenging cognitive tasks such as application, analysis, judgment, and synthesis.

**Quantitative Reasoning**

The ability to use and understand numerical and statistical information is an important outcome of higher education. All students should have opportunities to evaluate and critique arguments using numerical and statistical information.

**Reflective & Integrative Learning**

Personally connecting with course material requires students to relate their understandings and experiences to the content at hand. Instructors can motivate students to make connections between their learning and the world around them.

**Collaborative Learning**

Collaborating with peers in solving problems or mastering difficult material deepens understanding and prepares students to deal with the problems they encounter during and after college.

*Note: Overall UVic and Canadian results in this report are weighted by gender, full-time/part-time status and institution size. Faculty level data are not weighted. Faculty is based on students’ registration at the time of the survey.*
The University of Victoria participated in the National Survey of Student Engagement (NSSE) for the first time in 2006, again in 2008, 2010, 2012, and 2014, and the results continue to be very positive for UVic.

Another NSSE measure used by the University of Victoria to monitor educational quality is whether students would choose to go to UVic again if they were starting over. The results from future surveys should consistently show this university as a leader in student satisfaction with their education.
Graduates at UVic evaluate the quality of their instruction, and consistently give high marks to their instructors (see Framework target on assessment of quality of instruction).

The annual Baccalaureate Graduate Survey measures how satisfied graduates are with the overall quality of their education, and UVic consistently has a large proportion of graduates who are very satisfied with their studies.
Objective 1.2: Academic courses and programs integrate effective instructional technology.

UVic promotes and supports best practices in teaching with technology, taking a ‘pedagogy first’ approach to integrating instructional technology into teaching and learning. Instructional technologies serve as a resource (e.g. online journal, course webpage, online lecture slides), as a way to contextualize (e.g. situate the content in an experiential simulation, in a learning object, on a website), as a communication medium (e.g., email, listserv, blog, wiki), as a construction kit (e.g., model and theory building software) and as a visualization/exploration tool (e.g., learning objects, simulations, games).

Strategies

- Technology Integrated Learning (TIL) unit is the university’s support unit for teaching and learning with technology. TIL assists faculty, instructors, teaching assistants and other support staff in the successful design and use of instructional technology through IT workshops, talks, presentations and hands-on demonstrations. TIL supports and provides training in the use of UVic’s course management system, CourseSpaces, as well as the university’s Online Academic Community. TIL serves as a hub of information for university community members as well as an outlet for the exchange of ideas and strategies that allow us to maximize and leverage technology supports for excellence in learning and teaching.

- The university undertakes research on the effectiveness of IT strategies and develops programs and policies to support best practices. The Technology Integrated Learning unit provides training, professional development and workshops in educational technology for faculty and instructors. [http://www.uvic.ca/learningandteaching/faculty/resources/instructional/technology/index.php](http://www.uvic.ca/learningandteaching/faculty/resources/instructional/technology/index.php)

- The Humanities Computing and Media Centre furthers research, teaching and learning in the faculty of Humanities, in particular the fields of Humanities Computing and Language Learning, and those aspects of other fields involving audio, video or computing technology.

- The Teaching Technology committee, working within the university’s IT Governance Structure evaluates fit and balance of instructional technology investments, assesses coordination of services, and advises on related academic policy with respect to IT.
Objective 1.3: Offer programs that are relevant to students and contribute to the preparation of a highly skilled and effective workforce that can address areas of societal need and benefit.

The university is committed to the renewal and development of academic and co-curricular programs that will prepare students to take their place in a highly skilled and educated workforce.

UVic graduates provide consistently high ratings for the skills they have acquired during their studies – skills that the Conference Board of Canada continues to articulate are crucial for success in the workforce.

Goal 2. Provide support for student success

UVic is committed to understanding the needs of students and providing supports that are needed for their success.

Objective 2.1: Understand the elements of the student experience that promote and support student engagement and success and align university policies and procedures accordingly

Strategies

- A Student Mental Health Strategy is in place to provide direction for the Division of Student Affairs and the broader university community to comprehensively and proactively review resources and opportunities for mental health promotion,
planning, and responsiveness in support of our student community. It is intended as a framework for the development and implementation of action plans to support positive student mental health and well-being in order to enhance all students’ potential for success.

- Recognizing the residential nature of the UVic experience for many students, expanded academic supports, counseling and other services have been implemented both in and outside of the residences to provide students with the support programs they need to excel.

- A number of diversity-related initiatives have been undertaken to ensure the success of all students, including international students and students with different learning needs (e.g., Annual Diversity Conference, International Commons, internal grants for internationalization of the curriculum).

- The University of Victoria began consultations in May 2016 to develop a separate policy on sexualized violence that will build on current policies and practices and reinforce the university's commitment to a safe campus where sexualized violence is unacceptable. The policy review was initiated earlier this year and will include widespread consultation, consider policies and practices at other institutions and learn from local, provincial and national conversations on how to respond to sexualized violence, which can have a profound and long lasting effect on survivors.

**Objective 2.2: Develop programs, policies and strategies to support students in achieving success in their academic studies.**

**Strategies**

- The C.W. Lui Learning Commons, located in the McPherson Library, provides academic support services as a cohesive whole so that students have access to effective, efficient and integrated assistance with the overall goal of enabling student success. The Learning Commons provides library research and technical help, writing support, peer helping, math and statistics assistance, chemistry help, physics help, and computer help.

- A position was developed several years ago which reports jointly to the Department of Mathematics and Statistics and the Learning and Teaching Centre. The purpose was to enhance instructional effectiveness and course design in first and second year math courses. Multiple initiatives have been undertaken to support student success in math as a result. A Math Working Group made up of Deans of Science and Engineering, and faculty members who teach or engage with undergraduate math instruction, as well as specialists from the Learning and Teaching Centre meet regularly to address course design and delivery as well as
other strategies to support student success. Student grades in first year math have increased significantly and failure rates have dropped.

- The Centre for Academic Communication has expanded to help students better understand academic expectations and provide them with strategies to develop their writing, presentation and communication skills. Services are utilized by both undergraduate and graduate students, and increasingly by international students.

- ED-D101, a course offered university-wide by the Department of Educational Psychology and Leadership Studies in the Faculty of Education was developed to assist any student in achieving academic success. It is based on contemporary research in the field of education and learning. It focuses on understanding one’s own learning strengths and weaknesses, reading strategically, preparing for and writing examinations, and understanding assignments (http://web.uvic.ca/calendar2015-05/CDs/ED-D/101.html). Enrolment in ED-D101 has steadily increased and student evaluations of the course are extremely positive.

- The Learning and Teaching Centre supports a Teaching Assistant Training Program to support graduate students in their development and delivery of classroom teaching skills.

- The Graduate Certificate in Learning and Teaching in Higher Education (LATHE program) is available to graduate students in any discipline. It is designed to provide training in high quality teaching in post-secondary settings.

- The university encourages scholarship of teaching and learning and supports research to better understand student needs and learning outcomes. Institution-wide learning outcomes were reviewed in 2014 and a campus-wide review of learning outcomes at the faculty and unit level is underway.


**Goal 3: Integrate teaching, learning, research, experiential learning, and community engagement across the disciplines**

*The promise made by research-intensive universities is that the research environment and culture enrich the educational experience for students by creating an intellectual vibrancy, and learning opportunities, that would not otherwise be available.* – Prof. Jamie Cassels, President of UVic, Campus Conversations Report, January 2014

Research is an intentional process of study and creative expression that explores and extends human knowledge and experience. In a research-intensive university educational programs are delivered in an environment infused with, and enriched by, the full range of inquiry from discovery driven by curiosity to applied research. At UVic, research and
educational missions are integrated, synergistic and valued by our governance structures and processes. Program development and pedagogy are enriched by the research environment. Research intensive universities have a unique opportunity to address the answers to important questions that society is demanding and to engage in knowledge mobilization. The university has internationally benchmarked excellence in areas including health, environment, oceans, aging, particle physics, and addictions.

UVic sustains superior achievement both in research income and in published research in leading scientific journals (http://www.uvic.ca/research/fastlane.html). Among its faculty are Guggenheim, Killam and Molson prize winners, as well as a number of fellows of the Royal Society of Canada and numerous faculty who have received similar honours and recognitions of their research excellence. As a research intensive university, UVic has a strong commitment to undertake original, relevant, and meaningful research across all of its academic areas, and it has a similarly strong commitment to integrating research and scholarship with teaching. Both graduate and undergraduate students have broad opportunities to engage in research, scholarship and creative activity, from theoretical to applied.

Students educated in a research rich environment are sensitized to the mobilization of information, creative insights, new theories, essential methods of inquiry, research skills, and the nature of creative discovery and debate. They are encouraged to develop the kind of skills conducive to creative endeavours and entrepreneurship, essential to the responsiveness and adaptability of the economy and the workforce.

**Objective 3.1: Ensure that knowledge gained from research, the importance and value of research, and essential research principles are integrated into and inform all of the university's coursework and academic programs.**

**Strategies**

- During the development of new programs and the review of existing academic programs, there is an analysis of ways in which and the degree to which teaching and research are integrated.

- Course Redesign Workshops support the development of courses that integrate research and teaching.

- With each discipline, ensure that academic programs offer appropriate coursework and training in research methods, research design, statistics and research writing, and research ethics and standards appropriate to the discipline.

- Maintaining the high quality of UVic Libraries is an area of focus, which contain over 2 million books, journals, manuscripts, maps, data, newspapers, and other library materials (print and electronic) as an essential academic resource in support of scholarship.
Objective 3.2: Provide all students with opportunities to engage in research.

Attending the University of Victoria brings many advantages for students, but probably none more exciting or enhancing to their long-term educational and vocational goals than the opportunities to participate in world-class research with the country’s top researchers. Graduate students most often select their university based on the opportunity to participate in particular research opportunities and be mentored by particular research faculty. Undergraduates also benefit significantly from UVic’s research intensive environment. The opportunity to engage in original creative discovery and to learn essential research tools of critical thinking, synthesis and integration of knowledge, creative problem solving, analytic skills, and oral and written communication give students skill sets that will be valuable and indeed crucial in the workplace. They are essential if Canada is to retain its place in the global economy and its social fabric. Research intensity applies equally to all disciplines – the professions, humanities, fine arts, and social sciences as well as technology, scientific and applied research.

The university has over 800 active research faculty across 40 fields of knowledge. Each week they and a host of adjunct faculty members, research staff, community researchers, graduate students and post-doctoral fellows engage in teaching over 20,000 students. The university sees every encounter as an opportunity to teach and inspire.

Strategies

- Students of UVic can choose from a broad range of opportunities to engage in research including, honours programs, research apprenticeships, research assistantships, fieldwork courses, laboratory experiences, and directed studies. All of the opportunities in research associated with courses are mapped in a directory of experiential learning opportunities that was developed in 2014.

- Several UVic undergraduate research journals, including the Arbutus Review and The Corvette, provide the opportunity for undergraduates to publish original research in their area of study.

- The Jamie Cassels Undergraduate Research Awards continue to be well subscribed, providing an opportunity for over 100 undergraduates to participate with faculty in original research each year.

- Co-operative Education and Career Services coordinates our Service-Learning Internship Program (SLIP). This program provides co-op positions in community-based organizations working collaboratively with UVic on joint research-related projects.

- The GS505 course paired graduate students with professionals from the Ministry of Children and Family Development (MCFD) to undertake a full term of research on a particular issue or problem identified by the ministry. To date,
GS505 students have completed more than thirty projects across the ministry’s six service areas: Adoptions, Youth Justice, Early Years, Child Welfare, Mental Health, and Special Needs. Projects included jurisdiction scans, process and literature reviews, logic models and evaluation frameworks.

Objective 3.3: Provide opportunities for every student to engage in experiential learning.

It is well established that experiential, real-life learning opportunities provide a valuable opportunity for students to apply their learning, integrate new knowledge and gain practical skills in a meaningful context. For many students, an applied learning experience enriches their academic programs and solidifies their commitment to a field of work.

In 2014, the university identified and mapped the curricular and co-curricular experiential opportunities that exist for students across campus. The maps provide students with information about opportunities for experiential learning available in their respective academic program, as well as more generally. A site has been created so that students can explore possibilities including co-op opportunities, other forms of work-integrated learning, community service learning, field schools, practica, study exchanges and many more: http://www.uvic.ca/coopandcareer/studentsalumni/resources/experiential-maps/index.php

UVic has one of the largest and most respected Co-operative Education programs in Canada. In 2015/16, more than 3,350 co-op work term placements were made across Canada and in over 50 other countries. UVic has the highest number of graduate co-op placements in Canada with over 450 Master’s and PhD students completing work terms in 2015/16. All UVic co-ops degree programs are accredited by the Canadian Association for Co-operative Education (CAFCE). In 2016, UVic reached a milestone of 75,000 co-op placements since the program’s inception.

In a study of students participating in Co-operative Education co-conducted by UVic’s Executive Director of Co-operative Education, it was demonstrated that for many students in B.C., the opportunity to participate in a co-operative education program is a strong factor in recruitment, retention and student success. Also critical in preparing students for work is the provision of career education and support. UVic’s integrated Co-operative Education and Career Services unit provides career support to students from new student orientation through to and beyond graduation. The unit hosts many career fairs, career-focused workshops within academic units, career learning goals and outcomes for every academic unit, job exploration and job seeking skills (e.g. resume writing, portfolio development, interview skills).

Strategies

- The alignment of Co-operative Education and Career Services ensures that the needs of students and employers are better served and integrated, resulting in
increased coordination of career support across the faculties and many more opportunities for career preparation and support.

- Co-operative Education and Career Services has developed a series of learning modules for co-op students as well as a set of core competencies for work within various disciplines (http://coop.uvic.ca/curriculum/welcome.html).

- Co-operative Education and Career Services provides career development expertise by facilitating connections among students, alumni, employers and other community members

- This past year more than 1,537 mock interviews were conducted with employers who came to campus to conduct the interviews and provide individualized student feedback.

- An international co-op coordinator, retained in 2011, has resulted in increased international co-op work placements.

- An Indigenous co-op coordinator was retained in 2014 for the purpose of increasing participation of Indigenous students in co-op and other experiential learning opportunities.

![Co-operative education work placements](chart.png)
Goal 4. The University of Victoria will build on its commitment to and relationship with Aboriginal peoples and communities.

Aboriginal people and their communities, including First Nations, Métis, Inuit and non-status Aboriginal peoples of Canada continue to be disadvantaged in access to and full participation in economic and social prosperity. High school graduation rates among Aboriginal youth are much lower than the general population and unemployment among working-age Aboriginal people is three times higher than among the non-Aboriginal population. Increasing the participation of Aboriginal people in education will not only help fill labour and skills shortages in the provincial economy, but will also have a positive effect on individuals, families, and their communities and on the overall economic and social prosperity of the province.

Objective 4.1: Developing policy and programs to increase access to the full range of post-secondary education and training opportunities for Aboriginal learners and engage in activities that promote their success.

Strategies

- Developing UVic’s first Indigenous Plan reaffirms our commitment to act on specific TRC recommendations to enhance educational opportunities for Indigenous students and to further develop initiatives and programs of education, research, outreach and engagement, with an Indigenous focus.

- The university will continue to increase the number of Indigenous students graduating from all Faculties, building on our commitment to and our unique relationship with the First Peoples of Canada. Our key strategies include: a) utilizing the First Peoples House as a focal point for Indigenous student support programs and intercultural understanding; b) building on the success of LE,NONET and other initiatives to coordinate, develop and enhance programs of recruitment, retention, education and services for Indigenous students in all faculties; and, c) strengthening our relationship with First Nations communities and increasing the recruitment and retention of Indigenous students and faculty. The Indigenous Plan will provide guidance and direction for achieving these goals.

- First Peoples House continues to provide a social, academic and cultural centre for Indigenous students and a safe and welcoming space on campus that encourages the building of community. The House includes academic, administrative and ceremonial spaces and is heavily used by students, faculty and community.

- UVic, through funding from the Aboriginal Service Plan, implemented the STEM Program for Aboriginal youth. The program - facilitated by faculty, staff and students from the Faculties of Science and Engineering - works with elementary
and high school students, as well as adult learners, families and Elders, to develop skills and interest in science, computer technology, engineering and math. Current and past community partners with UVic in the STEM program include the Songhees Nation, Esquimalt Nation, Métis Nation, Tsawout Nation, Tseycum Nation, T'Sou-ke Nation, LAUWELNEW Tribal School, and Victoria Native Friendship Centre.

- Creating a Caring Community (CCC) is a series of initiatives that include a welcome celebration, Wellness Week, math and writing tutoring, Talking Circles, and a totem pole project.

- IAHLA Toolkit continues to be a resource to support communities in their current PPSI partnership engagements.

- Mini University Summer Camp, a summer program to acquaint Aboriginal students in Grades 8-10 and Grades 11-12, with opportunities at the university campus and with the range of academic and co-curricular programs available at UVic.

- An analysis was undertaken of the elements of the LE,NONET program that contributed to the success of Aboriginal students. Given the particular effectiveness of the mentorship program, the LE,NONET Mentorship and Financial Aid Coordinator position has received base funding along with two years of institutional programming for delivery of mentorship programming.

- Elders’ Voices continues to expand with base funding supporting the Cultural Protocol Liaison position and Elders’ programming, including Elders in residence (available Mondays through Thursdays, from September through April).

- A website describing Aboriginal activities at UVic provides an overview of academic programs, research programs, student services and links with Aboriginal communities: [http://www.uvic.ca/home/about/about/indigenous//index.php](http://www.uvic.ca/home/about/about/indigenous//index.php)

- Aboriginal enrolment is monitored to ensure that access to education is enhanced for this group. Aboriginal student numbers, as determined through self-identification and identification through BC Ministry of Education Personal Education Numbers (PEN), have grown significantly over the past eight years (see Framework targets on number and percent of students who are Aboriginal).
Objective 4.2: Develop high quality academic programs for Aboriginal students and communities that meet their needs.

Strategies

- The Masters program in Indigenous Communities Counselling Psychology (ICCP) is offered through the Department of Educational Psychology and Leadership Studies, in partnership with the Office of Indigenous Education. The first cohort had an enrolment of 19 students, all of whom have graduated. A second cohort of 13 students began in January 2014.

- The university’s School of Public Health and Social Policy has developed an emphasis in Aboriginal health.

- The Centre for Indigenous Research and Community-Led Engagement (CIRCLE), formerly the Centre for Aboriginal Health Research (CAHR), will provide broader support for Indigenous-focused research, faculty and graduate students. New programs will include annual research symposium with keynote talks by Indigenous faculty and students, Indigenous research workshop series for students, an Indigenous ethics and grants database, support for land-based, community-facilitated learning activities and enhanced international partnerships to support collaborative research and education opportunities.
Objective 4.3: Develop programs in partnership conjunction with First Nations to support and promote educational, cultural, and socially relevant activities.

Strategies

- The university’s Masters in Indigenous Language Revitalization began in 2012. Two new faculty positions were created in the department of Linguistics in the Faculty of Humanities and the Indigenous Education Program in the Faculty of Education. Response to this credential from Aboriginal leaders and communities has been extremely positive.

- Our Elders Program developed as part of the Aboriginal Service Plan, links Elders with students, staff and faculty with the goal of integrating Indigenous cultural ways of knowing and being. Includes an Elders-in-residence program and Talking Circles, Culture nights, Community Kitchens, and Feasts.

- Community-based education pilots support community partners and internal departments for CBE projects, such as the Restoration of Natural Systems Program in partnership with UVic Environmental Studies.

- The Gustavson School of Business and Faculty of Law have established the National Consortium for Indigenous Economic Development. This initiative is directed in collaboration with leaders from Indigenous communities, business and government. The program will help to advance and share knowledge of best business practices, economic enablers, and institutional mechanisms to foster Indigenous economic development across the country.

- Canadian Aboriginal Management Program: The Gustavson School of Business Executive Programs, in partnership with TRICORP, provides important training for Canada’s AFIs and village band officers. The program offers specialized short courses for participants at varying levels with a flexible format. Each course is four days long, composed of a dynamic combination of intensive study and a one day practicum. The design allows participants to not only learn key skills, but to go out in the community and apply these new skills to make a difference.

Goal 5. Employing our core strengths to benefit our external communities

Employing our core strengths to benefit our external communities – locally, regionally, nationally and internationally – and promoting civic engagement and global citizenship

Objective 5.1: Develop and support programs of research engagement that are relevant to the concerns and issues locally, nationally and internationally.

UVic researchers are engaged in a broad range of relevant research, with world-class research programs in the areas of society and health, genomics and proteomics, global
change and sustainability, oceans and climate, Indigenous and cultural studies, fine and performing arts, computational modelling, and matter and energy.

The university’s researchers have a strong commitment to the full range of knowledge mobilization. In addition to publishing in the most respected peer review journals, they serve on local, provincial, national and international bodies of scientists, engineers, leaders in health care research and delivery, and governmental agencies. They are featured in many public lectures and forums and their work appears regularly in the local, national and international press, validating UVic’s position as one of Canada’s leading comprehensive university and confirming the stature and relevance of our research (uvic.ca/research).

Strategies

- The Research Partnerships and Knowledge Mobilization Unit (RPKM) serves as an open door for our researcher to connect with public and private sector partners to address important social, economic, environmental, and cultural challenges. Collaborative research with these partners help UVic to leverage expertise and resources, and can be a key component in producing world class research results that are relevant to the needs of our stakeholders and provide critical benefits to society. The Office of Community-University Engagement (CUE) serves a coordinating role, linking the universities efforts in outreach and engagement with communities though Community Engaged Learning (CEL), Community Engaged Research (CER), Knowledge Mobilization (KM) and being a Good Neighbour (GN).

- By giving high-tech a place to grow, the UVic-owned Vancouver Island Technology Park (VITP) has helped transform Greater Victoria into the second largest technology centre in BC. At VITP, emerging technology companies are linked with local, provincial, national and international resources, fostering an overall environment of collaborative development. Today the 17,744-square metre facility is home to 34 high-tech companies and 1,300 highly-skilled workers who contribute over $317.5 million annually to BC’s economy. With VITP, UVic owns more technology transfer space than any other BC university, making it a key resource for UVic faculty, graduates, co-op students and spin-off companies.

Objective 5.2: Promote the development of a sustainable society through programs of education and research and the stewardship of our own financial and physical resources.

In its role as a public institution, the University of Victoria is committed to developing its organizational, human, financial, and physical resources into a high-quality infrastructure needed to achieve its goals. Sustainability is a strategic priority in its 2012 Strategic Plan which states: “Continuing to improve the quality of these resources in a responsible, healthy, accessible, and sustainable fashion is vital to our ongoing success.”
Strategies

- UVic regularly monitors and updates its Sustainability Policy and a Sustainability Action Plan (www.uvic.ca/sustainability). The current 5 year Action plan is from 2014-2019 and provides a set of sustainability goals across 11 topic areas. The plan focuses on energy, engagement, transportation, triple bottom line, purchasing, planning, coordination, administration, green buildings and renovations, grounds, dining services, waste reduction and water management.

- The University of Victoria is Canada’s the greenest campus according to The Princeton’s Review’s 2015 guide to sustainable colleges and universities. Only five universities across the country made the list of 353 institutions (mostly in North America)—and UVic was the only Canadian institution awarded a perfect score for its efforts. (https://www.uvic.ca/campusplanning/home/news/current/princeton-review.php)

- The new Campus Bike Centre, LEED Gold buildings, staff and student sustainability action teams, recycling and composting programs at UVic's including commitment to sustainability has resulted in a gold rating in 2014 in the Sustainability, Tracking, Assessment and Rating System (STARS), administered by the Association for the Advancement of Sustainability in Higher Education (AASHE).

- UVic is one of eleven Canadian universities out of the 55 that have registered to achieve a gold rating under the STARS system, and the first using the updated version 2.0 reporting system. Only 97, or approximately 12%, of the 762 institutions who have registered to use the STARS reporting tool have received a gold rating. A renewed STARS application is scheduled for early 2017.

- Sustainability issues are addressed in a large number of academic courses and programs. Students in many programs have an opportunity to engage in coursework, fieldwork, and research projects involving aspects environmental and social sustainability.

- The Pacific Institute for Climate Solutions (PICS) is a multi-institution initiative located at UVic. PICS is well established and brings together top scientists, researchers, governments and the private sector to develop innovative climate change adaptation and mitigation solutions.

- The Centre for Social and Sustainable Innovation was established in the Gustavson School of Business in 2010. Its mission is to promote sustainability and corporate social responsibility within the School, the university and the broader community.
• The university’s commitment to sustainability supports the Capital Regional District (CRD) Regional Growth Strategy and the associated policies and bylaws of the surrounding municipalities and the Province of B.C.

• Carbon Neutral Action Reporting provides an overview of the university’s energy and emission reduction performance year over year. Since 2010, this information has benchmarked the university’s reduction strategies against other post-secondary institutions and provided university decision makers with valuable insight.

• The Campus Sustainability Fund accelerates the number of sustainability projects on campus. The Fund provides one-time funding allocations to projects that focus on energy or water savings, sustainability awareness or learning opportunities. This fund empowers members of the university community to create stakeholder-driven projects and advances leadership in sustainability at the university.

• The Facilities Management Department advances sustainability in operations through its grounds, capital development, energy manager, and waste reduction units. Individually, these units provide expertise and day to day oversight of the majority of the Sustainability Action Plan goals.

Financial Information

For financial information, please see our Audited Financial Statements available on our website at https://www.uvic.ca/vpfo/accounting/resources/financial-statements.php

Performance Measures and Targets

• Attached
Summary

The University of Victoria is today ranked among the world’s top research and teaching institutions. Our success is built on the provision of a high-quality education and student experience and research excellence. Our strength continues to be grounded in the quality and accessibility of faculty and staff, the excellence of the university’s programs across a wide range of disciplines, particularly their interdisciplinary and international focus, a commitment to environmental sustainability and stewardship, and the opportunities we offer for civic engagement and experiential learning in every faculty.

The University of Victoria is proud and grateful to benefit from significant support in the form of public funding, student tuition and private contributions. We hold ourselves to the highest standards of stewardship of these resources and our audited financial statements are publicly available. To ensure programming of the highest quality for our students, our faculty are evaluated annually, through student’s teaching evaluations as well as by their department chair and dean. Departments are also subject to vigorous external review every five to seven years.

Moving forward, our commitment and promise include:

- operating programs as efficiently and effectively as possible to ensure student demand is being met;
- contributing to students’ career success and to government’s vision of a strong economy and secure tomorrow;
- realigning and reallocating programs to ensure responsiveness to student demand and labour market needs;
- collaborating with other public PSE institutions to minimize program overlap and duplication and improve outcomes for students and the public;
- minimizing overheads, consolidating functions and other administrative cost savings to achieve budget targets; and
- working with government on initiatives such as the Common Online Application and changes to the Grade 12 graduation requirements.
## University of Victoria
### 2015/16 Accountability Framework Performance Measure Results

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Reporting year</th>
<th>2014/15 Actual</th>
<th>2015/16 Target</th>
<th>2015/16 Actual</th>
<th>2015/16 Assessment</th>
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<td><strong>Student spaces</strong>&lt;sup&gt;2&lt;/sup&gt;</td>
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<tr>
<td>Total student spaces</td>
<td>16,594</td>
<td>16,240</td>
<td>16,691</td>
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<td>Nursing and other allied health programs</td>
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<td>745</td>
<td>865</td>
<td>Exceeded</td>
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<td><strong>Credentials awarded</strong>&lt;sup&gt;3&lt;/sup&gt;</td>
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<td>Number</td>
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<td>4,366</td>
<td>4,456</td>
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<tr>
<td>Sponsored research funding from all sources (million $)</td>
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<td>$102.8</td>
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<td>Federal sources (million $)</td>
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<td>$71.8</td>
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<td>Provincial sources (million $)</td>
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<td>Other sources (million $)</td>
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<td><strong>Aboriginal student spaces</strong>&lt;sup&gt;4&lt;/sup&gt;</td>
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<td>Total Aboriginal student spaces</td>
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<td>N/A</td>
<td>775</td>
<td>Not assessed</td>
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<tr>
<td>Ministry (AVED)</td>
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<td>Industry Training Authority (ITA)</td>
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<td>Bachelor degree graduates</td>
<td>94.4%</td>
<td>92.2%</td>
<td>Achieved</td>
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<td>Student assessment of the quality of instruction&lt;sup&gt;5&lt;/sup&gt;</td>
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<td>Bachelor degree graduates</td>
<td>95.8%</td>
<td>93.7%</td>
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<td>Student assessment of skill development&lt;sup&gt;5&lt;/sup&gt;</td>
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<td>Bachelor degree graduates</td>
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<td>84.4%</td>
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<td>Student assessment of usefulness of knowledge and skills in performing job&lt;sup&gt;5&lt;/sup&gt;</td>
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<td>Bachelor degree graduates</td>
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<td>9.7%</td>
<td>Achieved</td>
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Continued on the next page...
Notes:
TBD - for measures where results are still to be received, the fields have been labelled as "To Be Determined".
N/A - Not applicable


2 Results from the 2014/15 reporting year are based on data from the 2014/15 fiscal year; results from the 2015/16 reporting year are based on data from the 2015/16 fiscal year. Excludes Industry Training Authority student spaces.

3 Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2015/16 reporting year are a three-year average of the 2012/13, 2013/14, and 2014/15 fiscal years.

4 Results from the 2014/15 reporting year are based on data from the 2013/14 fiscal year; results from the 2015/16 reporting period are based on data from the 2014/15 fiscal year.

5 Results from the 2014/15 reporting year are based on 2014 survey data; results from the 2015/16 reporting year are based on 2015 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

6 Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the province.

<table>
<thead>
<tr>
<th>Target assessment scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeded</td>
<td>110% or more of the target</td>
</tr>
<tr>
<td>Achieved</td>
<td>100% - 109% of the target</td>
</tr>
<tr>
<td>Substantially achieved</td>
<td>90% - 99% of the target</td>
</tr>
<tr>
<td>Not achieved</td>
<td>Less than 90% of the target</td>
</tr>
<tr>
<td>Not Assessed</td>
<td>Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets</td>
</tr>
</tbody>
</table>
### Bachelor degree graduates’ assessment of skill development

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Reporting year</th>
<th>2014/15 Actual</th>
<th>2015/16 Target</th>
<th>2015/16 Actual</th>
<th>2015/16 Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill development (avg. %)</td>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
<td>Achieved</td>
</tr>
<tr>
<td>Written communication</td>
<td>84.0%</td>
<td>1.6%</td>
<td>83.7%</td>
<td>1.5%</td>
<td></td>
</tr>
<tr>
<td>Oral communication</td>
<td>80.6%</td>
<td>1.7%</td>
<td>79.2%</td>
<td>1.7%</td>
<td></td>
</tr>
<tr>
<td>Group collaboration</td>
<td>79.1%</td>
<td>1.8%</td>
<td>79.0%</td>
<td>1.7%</td>
<td></td>
</tr>
<tr>
<td>Critical analysis</td>
<td>92.8%</td>
<td>1.1%</td>
<td>92.5%</td>
<td>1.1%</td>
<td></td>
</tr>
<tr>
<td>Problem resolution</td>
<td>79.8%</td>
<td>1.8%</td>
<td>78.0%</td>
<td>1.7%</td>
<td></td>
</tr>
<tr>
<td>Learn on your own</td>
<td>89.6%</td>
<td>1.3%</td>
<td>89.3%</td>
<td>1.3%</td>
<td></td>
</tr>
<tr>
<td>Reading and comprehension</td>
<td>87.5%</td>
<td>1.4%</td>
<td>89.1%</td>
<td>1.3%</td>
<td></td>
</tr>
</tbody>
</table>
## University of Victoria

### Accountability Framework Performance Targets: 2016/17 to 2018/19

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2016/17</th>
<th>2017/18</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student spaces</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total student spaces</td>
<td>16,240</td>
<td>16,240</td>
<td>TBD</td>
</tr>
<tr>
<td>Nursing and other allied health programs</td>
<td>745</td>
<td>745</td>
<td>TBD</td>
</tr>
<tr>
<td><strong>Credentials awarded</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>4,449</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td><strong>Student satisfaction with education</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baccalaureate graduates</td>
<td></td>
<td>≥ 90%</td>
<td></td>
</tr>
<tr>
<td><strong>Student assessment of the quality of instruction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baccalaureate graduates</td>
<td></td>
<td>≥ 90%</td>
<td></td>
</tr>
<tr>
<td><strong>Students’ assessment of skill development (average %)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baccalaureate graduates</td>
<td></td>
<td>≥ 85%</td>
<td></td>
</tr>
<tr>
<td><strong>Student assessment of usefulness of knowledge and skills in performing job</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baccalaureate graduates</td>
<td></td>
<td>≥ 90%</td>
<td></td>
</tr>
<tr>
<td><strong>Unemployment rate</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baccalaureate graduates</td>
<td>10.8%</td>
<td>≤ unemployment rate for individuals with high school credentials or less</td>
<td></td>
</tr>
<tr>
<td><strong>Sponsored research funding</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funding from all sources (million $)</td>
<td>$102.8M</td>
<td>≥ previous year</td>
<td></td>
</tr>
</tbody>
</table>