



VANCOUVER ISLAND
UNIVERSITY



Institutional Accountability Plan and Report

2016/17 REPORTING CYCLE

HAY CH QA' SII'EM SIYE'YU MUKW MUSTIMUXW

Vancouver Island University students, staff, faculty and administration acknowledge and thank the Snuneymuxw First Nation, Tla'amin First Nation and Cowichan Tribes for welcoming students, staff, faculty and administration to teach, learn, live and share educational experiences on the traditional territories of these nations.



July 12, 2017

Honourable Linda Reid
Ministry of Advanced Education
Province of British Columbia

Dear Minister Reid,

Vancouver Island University (VIU) is pleased to submit the Institutional Accountability Plan and Report for the 2016/17 reporting cycle.

As a focal point for higher education and social development, Vancouver Island University supports the well-being of the people of Vancouver Island and coastal British Columbia by offering a diverse range of academic programming including continuing education, developmental, trades and applied technology, as well as undergraduate and graduate programs. In doing so, VIU inspires our students and the people of Vancouver Island and coastal British Columbia by providing a foundation for sustainable cultural, economic, environmental, and social prosperity.

In fiscal year 2016/17, VIU enrolled more than 15,000 students accounting for approximately 8,600 full-time equivalent (FTE) students. A significant number, approximately 11%, are self-declared Aboriginal students. In addition to serving Canadian students, VIU also offers a successful International Education program that attracted more than 2,000 students from over 90 countries.

We are pleased to endorse the content of this report and look forward to working with the Ministry to advance post-secondary education, student success, and community engagement.

Sincerely,

A handwritten signature in black ink, appearing to read "Allan Wiekenkamp", with a long, sweeping horizontal stroke extending to the left.

Allan Wiekenkamp
Chair, Board of Governors
Vancouver Island University

A handwritten signature in black ink, appearing to read "Ralph Nilson", written in a cursive style.

Ralph Nilson, Ph.D.
President and Vice-Chancellor
Vancouver Island University

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1. INSTITUTIONAL OVERVIEW AND STRATEGIC DIRECTION

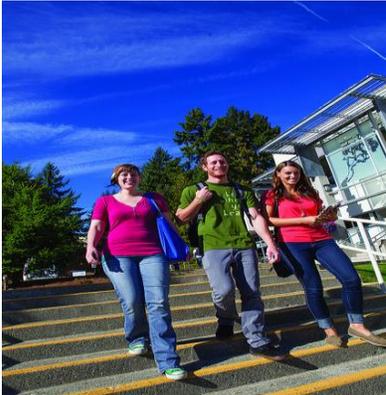
A focal point for education and social development in coastal British Columbia, Vancouver Island University (VIU) has grown into its role as a special-purpose teaching university. As an institution, VIU recognizes the importance of both student success and engagement with the communities it serves. Heading into its second decade as a university, VIU is proud of its student outcomes, scholarship, community engagement, and commitment to the Indigenous peoples of Vancouver Island.

The University's Purpose, as stated in the *Academic Plan: Promoting and Celebrating Access to Excellence (2017)*, is:

"As a leader in providing high-quality learning, Vancouver Island University supports the well-being of the people of Vancouver Island and coastal British Columbia by promoting a high quality of life for their communities through commitment to student success, community engagement and associated scholarship."



VIU has multiple learning sites where it offers an exceptional learning experience to a diverse student body in programs ranging from access programs to certificates to Master's degrees. The Nanaimo Campus is home to nine Faculties, student learning support, and administrative services, including Shq'aphut – VIU's Aboriginal Gathering Place. The main campus also houses PACWEST (Pacific Western Athletic Association) sports facilities that produce championship teams; a performing arts theatre; art gallery; and the Discovery Room - a fine dining experience operated by the VIU Culinary and Hospitality students.



Regional campuses in Powell River and Duncan offer comprehensive programming in response to local needs including trades, university arts and science credits, and academic and career preparation. The Cowichan campus offers a full Bachelor of Education Degree, a two-year Practical Nursing Diploma, trades programs, and introductory courses leading to credentials in management and health and human services. The Cowichan campus has also responded to local needs with a focus on

Aboriginal programming. The Powell River campus offers business and human services programs, the Health Care Assistant Certificate, and the unique Disability Studies Diploma. There is also robust dual credit programming at both the Cowichan and Powell River campuses, where high school students can take university programs for credit. Students are able to participate in classes and experiential learning opportunities at sites such as the Parksville-Qualicum Centre, Milner Gardens and Woodlands, the Deep Bay Marine Field Station, and the G.R. Paine Horticultural Training Centre as well as through research institutions such as the Mount Arrowsmith Biosphere Region Research Institute (MABBRI). VIU is also home to The High School at VIU, a BC-certified independent school that attracts students from the Nanaimo region and from around the world. The opportunities at the High School are ideal for both international and Canadian students due to the close proximity to VIU and the extensive English-language support. VIU's broad regional presence demonstrates its commitment to delivering educational programming that is relevant to the communities it serves, supporting economic and social prosperity.



Deep Bay Field Marine Station



VIU Mariners: PACWEST Women's Volleyball Champions

In the fiscal year 2016/17, VIU enrolled almost 15,000 students accounting for approximately 8,600 full-time equivalent (FTE) students. A significant number, approximately 11%, are self-declared Aboriginal students. In addition to serving Canadian students, VIU offers a successful International Education program that attracted almost 2,000 students from over 90 countries, representing 14% of VIU's total student FTEs.

VIU is fully aligned with the strategic goals of the BC Ministry of Advanced Education. As outlined in this report, VIU offers a breadth of programs which ensure that students are supported to achieve their education and training goals. VIU also focuses on ensuring diversity in its student body through attracting a large cohort of international students, promoting a wide variety of study abroad programs for domestic students, and supporting all members of its community to engage globally. This provides social, economic, and cultural opportunities for VIU and its region and contributes to the global competitive advantage of British Columbia's higher education system. Furthermore, VIU strives to support the diverse communities in BC and its region, and aims to be the university of choice for Aboriginal students, offering numerous initiatives to support their university journey.

1.1 MISSION STATEMENT

VIU is a dynamic and diverse educational organization, dedicated to excellence in teaching and learning, service, and research. We foster student success, strong community connections, and international collaboration by providing access to a wide range of university programs designed for regional, national, and international students.

1.2 PURPOSE

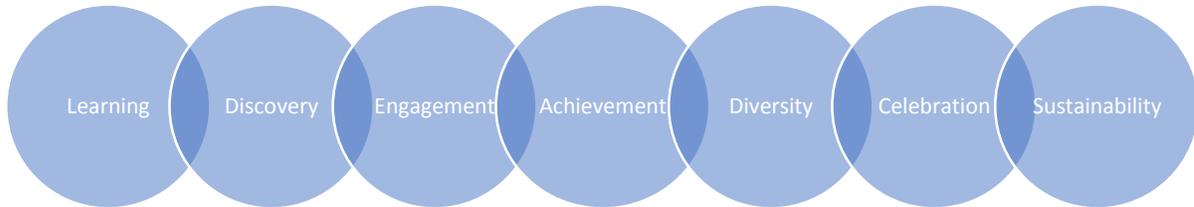
As a leader in providing high-quality learning, Vancouver Island University supports the well-being of the people of Vancouver Island and coastal British Columbia by promoting a high quality of life for their communities through commitment to student success, community engagement, and associated scholarship.

1.3 VISIONARY GOAL

As a trusted educational partner in the promotion of sustainable cultural, economic, environmental and social well-being, we inspire our students, faculty and staff, our communities and the people of Vancouver Island and coastal British Columbia through our commitment to excellence in learning, student success, respectful discourse, Indigenous ways of knowing, and personal well-being.

1.4 CORE VALUES

VIU's core values are intertwined with its mission statement and visionary goal. VIU community members are guided by these core values in all of their teaching, learning, and service endeavors.



LEARNING

VIU supports student success, access to education, appropriate development and use of technologies, collaboration and engagement with communities, development of literacies, communication and exchange of ideas across disciplines and locations, exploration and application of new thought and pursuit of lifelong learning.

RESPECT

VIU promotes respectful engagement and support for internal and external relationships, and is committed to promoting respectful, informed discourse about reciprocity and reconciliation as identified by the Truth and Reconciliation Commission of Canada Calls to Action.

DISCOVERY

VIU promotes respectful, ethical, transformative learning and research, scholarship and creative activity by fostering open inquiry that engages learners and supports contributions to knowledge.

ENGAGEMENT

VIU values respectful on-going cooperation and collaboration that builds relationships with its partners in education, with communities in the region and with colleagues throughout the world.

ACHIEVEMENT

VIU believes in the potential of its community of learners and is committed to promoting the excellence and success of our students, faculty, staff and alumni.

DIVERSITY

VIU values human diversity in all its dimensions and is committed to achieving and ensuring learning and working environments that are equitable, diverse and inclusive.

CELEBRATION

VIU recognizes and actively celebrates the achievements of all students, faculty, staff, alumni and communities we serve.

SUSTAINABILITY AND WELL-BEING

VIU fosters sustainability in its institution through progressive sustainable operational practices, promotion of environmental awareness, delivery of supporting pedagogy, and provision for wellness in all employees and students.

2. PLANNING AND OPERATIONAL CONTEXT

VIU has a regional mandate as a teaching University which recognizes that local expectations and regional needs must guide strategic planning for educational programs and services. VIU is committed to an integrated planning process to ensure decisions and actions are consistent with a central vision and collective goals. This process is guided by the Academic Plan, VIU's primary planning guide. In 2016/17, an update of the Academic Plan was undertaken and is outlined below along with highlights from other VIU strategic priorities including enrolment management, Aboriginal education, international education, and facilities upgrades. Together, these priorities guide VIU's work and demonstrate its commitment to the priorities of government.

Figure 1: Integrated Planning Diagram



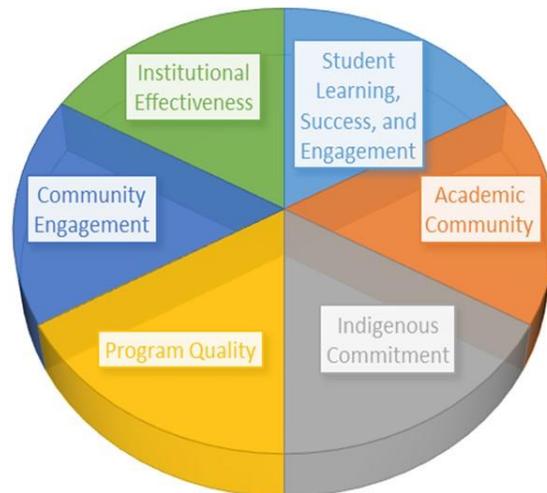
2.1 ACADEMIC PLAN

The updated Academic Plan, *Promoting and Celebrating Access to Excellence*, builds on the work of the first Academic Plan, *Framing Our Future*. In the spring of 2016, a series of consultations with internal and external communities determined the 2010 Academic Plan, which continued to resonate with faculty, staff, and students and offer a firm foundation for planning, should be built upon rather than replaced.

Promoting and Celebrating Access to Excellence also builds on the mandate and rich history of Vancouver Island University, the contextual implications of the coastal region of Vancouver Island, and input from faculty, staff and students. Central to this important time in Canada, the development of the Academic Plan update was also informed by the implications of the United Nations Declaration on the Rights of Indigenous Peoples, and the outcomes of the Truth and Reconciliation Commission of Canada.

Over the course of eight months, a 15-person Advisory Committee provided guidance to the Provost, who led the update process. The Provost held 24 institutional meetings to gather input to the update. Online surveys

were developed to seek feedback on the values and objectives contained in the 2010 Academic Plan, *Framing our Future*. Students were consulted through institutional forums and student activities. The external community was also invited to respond to a survey. The updated Academic Plan includes a revised mission and values (noted above) and has six objectives (five original and one new) which provide the basis for focusing institutional priorities and resourcing, as follows:



VIU's updated Academic Plan has six objectives which form the foundation of strategic planning

NEW ACADEMIC PROGRAMMING INITIATIVES

Vancouver Island University continues to diversify its program offerings to meet emerging student and community needs. New programs implemented in 2016/17 included:

Graduate Certificate in Business

The primary goal of the Graduate Certificate in Business is to equip graduates of programs in other disciplines with the fundamental business competencies essential for success in the workplace. The certificate is also excellent preparation for students wishing to pursue advanced studies in business and management. For purposes of admission to the program, VIU's certificate is the first to recognize the education and experience of individuals who have completed their Red Seal Endorsement as an admission criteria comparable to an undergraduate degree. The Graduate Certificate in Business is an enhancement of the previous Post-Degree Diploma in Business Studies.

Inclusive Education (Special Education) Graduate Diploma

School Districts report great difficulty in finding qualified Inclusive Education teachers. With this Graduate Diploma, VIU's goal is to help certified teachers develop the specialized knowledge and skills required to support exceptional learners in inclusive and specialized settings. Teachers with this credential will be well-prepared for positions in school-based support services for students, as well as in non-traditional learning settings that support students with exceptional needs. The Inclusive Education Graduate Diploma is also an enhancement of the Post-Degree Diploma in Special Education Teaching.

PROGRAMS CURRENTLY UNDER DEVELOPMENT

VIU has revised its criteria for the review and approval of new programs so that it is in full accordance with the changes required by the Degree Quality Assessment Board and the BC Ministry of Advanced Education. VIU's internal program proposal process now requires programs to submit information regarding employment outcomes as well as student and labour market demand. To complement its diverse program mix and meet student and community demand, VIU has several programs currently under development that are aligned with these needs and consistent with provincial strategic priorities, including:

Health Programs



- Bachelor of Health Science, Major in Dental Hygiene

Programs with a Technology Focus



- Bachelor of Arts and Bachelor of Science, Major in Mathematics
- Bachelor of Science, Major in Chemistry

Programs for Aboriginal Learners



- Bachelor of Indigenous Governance and Development
- Aboriginal Ecotourism
- First Nations Stewardship
- Technicians Training

Mandate letter priority #2: BCTECH Strategy

2.2 ENROLMENT MANAGEMENT PLAN

Vancouver Island University is committed to creating a supportive learning environment to meet the diverse needs of its students. Ensuring prospective students, first year students, returning students and alumni are supported at all stages of their learning journey is critical to VIU's Enrolment Management efforts. Specific initiatives implemented in the 2016/17 year addressed the needs of each of these groups, and included dual-credit programs, orientation programs, and recruitment and retention efforts.



A piper leads VIU graduates down Front Street to the Port Theatre. VIU's enrolment management efforts ensure that the experience of all VIU students is exceptional from orientation to graduation.

DUAL-CREDIT PROGRAMS – PARTNERSHIPS WITH SCHOOL DISTRICTS

Dual-credit programs are identified as a strategy in BC’s Skills for Jobs Blueprint that will offer students earlier access to the training required for in-demand occupations. VIU’s dual-credit programs include trades, health, and pre-university programs. Over 80% of dual-credit FTEs are from trades in which the Nanaimo, Powell River, and Cowichan campuses have established strong training partnerships with their local School Districts. The Cowichan Trades Centre, a converted elementary school, houses the Refrigeration, Carpentry, Welding, and Hairdressing programs. Culinary is hosted at Providence Farm, a not-for-profit organic farm, and VIU operates the Farm Table restaurant with Culinary students. VIU’s Powell River Campus also continues to offer strong dual-credit programs in Culinary, Carpentry, Hairstyling, Welding, and Automotive Technology. VIU’s Nanaimo Campus offers dual-credit programming in 11 different Trades programs ranging from Culinary/Baking, Hairdressing, Construction, Mechanical, and Heavy Industry trades. Graduates of these dual-credit trades programs earn both a High School Diploma and a Level-1 Technical Certification, enabling them to enter the workforce and fill in-demand jobs at a faster rate. VIU is working to build upon the dual-credit success at the Cowichan, Nanaimo, and Powell River campuses by establishing further opportunities within academic programs.



Mandate
Letter Priority
#1:
Implementing
BC Skills for
Jobs Blueprint

ORIENTATION ACTIVITIES FOR NEW STUDENTS



Rain or
Shine,
RockVIU
helps new
VIU students
start off with
a day of fun
activities

“Ready, Set, Go - Launchpad to Success at VIU” is an online course designed to help all incoming students wanting information about VIU. This includes information about registration, planning their first semester, getting ready to come to VIU, and what to expect as their first semester starts. Launchpad is presented to new students in a medium familiar to them and allows them to make a successful transition to first-year university. The associated website also enables incoming students to connect online with both

their peers and VIU student ambassadors while they are preparing to begin their studies at VIU. Students are also able to attend “RockVIU”, an orientation event held annually before the first week of classes that offers a full day of group activities as well as sessions for parents.

RECRUITING AND RETAINING QUALITY STUDENTS IN QUALITY PROGRAMS

Retention activities implemented in 2016/17 included the “Fun at VIU” program to draw students into social activities both on and off campus. Fun at VIU activities included a talent show and a three-day visit to Whistler for the Totem Summit, an international business event. VIU’s Campus Recreation also offers a host of outdoor recreation activities for students, including skiing, hiking, kayaking, and the VIU Amazing Race, in addition to intramural sport and fitness programs. VIU has also increased student supports on campus for mental health both in the health clinic and in counselling services. As well, the Nanaimo and Cowichan campuses have each added a new Aboriginal counsellor. The Writing Centre at the Nanaimo campus offers writing assistance to all VIU students. University-level writing can present a challenge to students, but the Writing Centre can help students navigate these challenges by providing support in areas including writing thesis statements, developing

ideas, and reading academic articles. The Centre also offers English Language support to International students in order to support their needs and help them build the skills that will lead to their academic success.

2.3 ABORIGINAL EDUCATION AND ENGAGEMENT

Situated on the traditional territory of the Coast Salish Peoples, VIU is fortunate to host a large number of Aboriginal students who are enrolled in a variety of programs and courses at all of the campuses. The Aboriginal Education plan formalizes VIU's commitment to understanding matters of importance to Aboriginal peoples and ensuring these matters are reflected in academic programming in a way that respects and embraces traditional Aboriginal cultures. In alignment with the Aboriginal Education Plan, several initiatives demonstrate this commitment.



VIU's Elders in Residence offer guidance to all students and are a crucial part of Aboriginal Education

'SU'LUQW'A' MENTORSHIP INITIATIVES

Established in 2011, the 'Su'luqw'a' Community Cousins Program is an Aboriginal student mentorship program designed to increase Aboriginal student access to, and retention in, post-secondary education. The Cousins are Aboriginal students and alumni who mentor students one-on-one at VIU and in the community. In 2016/17, VIU developed an exchange agreement with Pitzer College in California for students and mentors of the Community Cousins program at VIU and the Native Youth to College Program at Pitzer College. Visits have already occurred which have involved VIU Elders, faculty, and students. In August 2017, the Community Cousins program will expand when VIU delivers an inaugural ten-day summer program for twenty-five Aboriginal students from local school districts. During the summer program, students will engage in a number of sessions designed to instill the confidence to pursue their future path, which may include programs at VIU. VIU's Aboriginal mentorship initiatives align with Goal 4 of the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan: *Helping Aboriginal learners transition seamlessly from K-12 to post-secondary education.*



Ministry
Mandate
Letter
Priority 4:
Aboriginal
Post-
Secondary
Education
and Training
Policy

INDIGENOUS PRIOR LEARNING AND RECOGNITION PORTFOLIO

Aboriginal students have the opportunity to document and assess their prior learning experiences by building a personalized portfolio in a for-credit course (ILRP 100) offered as part of the Aboriginal Bridging Program to support students in upgrading their high school qualifications. The portfolio has three major components which include “Who I am,” “Where I came from,” and “Where I am going.” This intensive reflective process validates the knowledge and skills that students learn from their family, community and cultural backgrounds, as reflected by the following student’s comments.

“The indigenous portfolio enabled me to reflect upon my strengths and understand the linkages between my community learning experiences and my academics and career. It also enabled me to achieve my goal of being accepted into the Master of Arts in Indigenous Governance program at the University of Victoria. One valuable lesson I learned was to achieve a more holistic balance in my life, to continue my involvement with my family and community during my academic studies. I feel this lesson was invaluable for my success.” - Morgan Mowatt, Bachelor of Arts (Major in First Nations Studies, Minor in Political Science).

SHQ’APHTHUT – THE GATHERING PLACE FOR ABORIGINAL STUDENTS

Services for Aboriginal Students (SAS) at VIU are housed in Shq’apthut, a Gathering Place, where all members of the VIU community are welcome. Shq’apthut serves as a “home away from home” for First Nations, Status, Non-Status, Métis, and Inuit students. Both Educational Advisors and Elders-in-Residence are available at Shq’apthut five days a week to assist students with academic, social, and cultural matters that arise at each stage of their educational experience. At Shq’apthut, numerous cultural, academic, recreational, and social



The three totem poles tower outside Shq’Apthut and symbolize the three Indigenous language groups of Vancouver Island

activities are promoted and celebrated throughout the year. These include feasts, workshops, culture night and other community events in which all VIU members are welcome and encouraged to participate. In 2016/17, the monthly Soup and Bannock Lunch and Learn series brought well-respected speakers who are members of the VIU family to speak on the topic of reconciliation including: Chief Shawn A-in-chut Atleo, the Shqwi’qwal, for Indigenous Dialogue at VIU; Louise Mandell, VIU’s Chancellor; Ralph Nilson, VIU President and Vice-Chancellor, and Aboriginal alumni.

In October 2016, the totem recognizing the Kwakwaka’wakw language group, as the third of the three language groups on Vancouver Island was installed and celebrated, taking its place alongside the other totems representing Nuu-chah-nulth and Coast Salish language groups. The three totems at the Nanaimo campus began with a vision from the VIU Students’ Union to create three totem poles representing the three major language groups on Vancouver Island.

INDIGENOUS PERSPECTIVES IN TEACHING AND LEARNING

To engage with Indigenous perspectives, VIU’s Centre for Innovation and Excellence in Learning (CIEL) regularly collaborates with VIU’s Office of Aboriginal Education and Engagement. Indigenous Learning Circles are a way to deepen the conversation about how to more effectively support the experience of Aboriginal students on campus. These circles involve faculty, students, and an Elder exploring the various issues that shape the experience of Aboriginal students. The circles also include discussions on how to optimize course design and

classroom engagement to accommodate Indigenous perspectives. The CIEL is also a part of the Educational Developers Caucus Action Group on Indigenous Teaching and Learning, a nation-wide action group related to Indigenous teaching and learning in higher education. As part of this group, the CIEL is assisting with an environmental scan of teaching and learning centres in Canada in order to identify models and practices that best engage with Indigenous perspectives.

2.4 INTERNATIONAL EDUCATION

VIU welcomes students from around the world and values their vital role in creating a vibrant social and cultural environment on campus. Among the leading native countries of VIU International Students are China, India, Japan, German, and Saudi Arabia (please see Figure 2). VIU faculty and students also have the opportunity to gain international experience through engagement in innovative projects and partnerships worldwide. VIU actively takes part in global citizenship by participating in humanitarian causes that support students and scholars from countries facing conflict.



INTERNATIONAL DEVELOPMENT WEEK AND VIU WORLD DAYS

Each year, Vancouver Island University marks International Development Week (IDW) with campus events, visiting speakers, and classroom dialogues. These events explore issues of global development both at home and abroad. This year, the theme of International Development Week was Global Citizenship, which celebrated change-makers in the VIU community and beyond who were taking action on global development issues.

In 2016, VIU joined Scholars at Risk, an international network of higher education institutions dedicated to promoting academic freedom worldwide. As part of IDW, VIU hosted Hossein Raeesi (pictured below), a lawyer and human rights advocate. Since relocating to Canada in 2012, Mr. Raeesi has been collaborating with human rights organizations to continue his research and writing on human rights in his home country of Iran. Mr. Raeesi wrote about his experience at VIU:

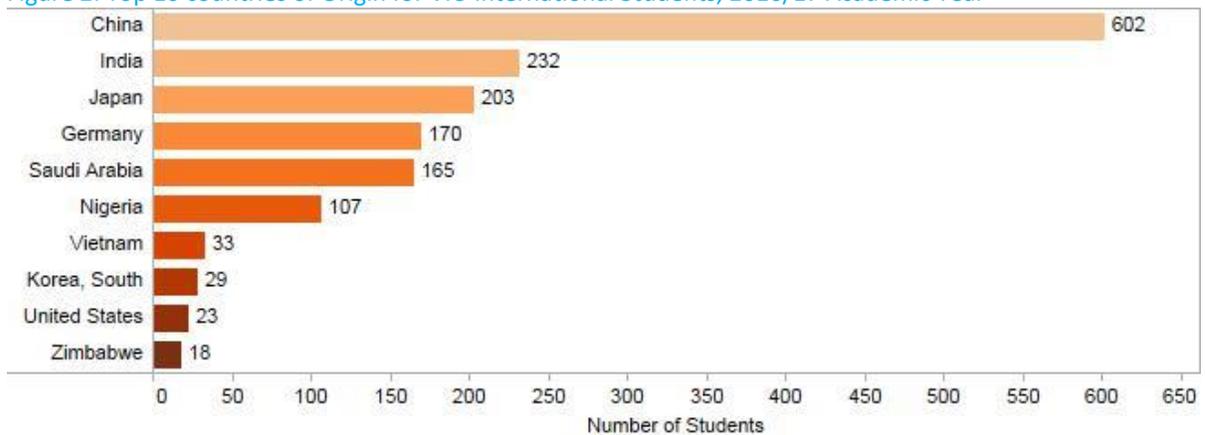
As part of the Scholars at Risk Program, Hossein Raeesi visited VIU in February 2017



“I am eternally grateful for everything that Vancouver Island University has done to support the Scholars at Risk (SAR) program. I was the visiting scholar at VIU for two weeks from Feb 6th to Feb 18th. In this role I did four speaking engagements and participated in a conference. I enjoyed my stay in Nanaimo and involvement with VIU International Development Week. I also learned a lot about the VIU community. I found that the VIU President, Deans, faculty, staff, and students are kind, supportive, and passionate about building global peace and justice. While I was at VIU, I had the invaluable chance to share my experiences with students. It was my great pleasure to be a part of an intellectual community of advocates of global human rights and justice.”

VIU World Days raises awareness and builds appreciation for the cultural diversity at VIU. This year focused on how the Arts can be used to explore diversity and help create a connected community at VIU. Events this year included live music performances, art and film showcases, international food, and discussions on how to continue to grow a thriving and connected international community at VIU.

Figure 2: Top 10 countries of Origin for VIU International Students, 2016/17 Academic Year



Source: VIU 5-Year Data Point, May 2017

INTERNATIONALIZATION GRANTS AND SCHOLARSHIPS

With the Global Engagement Grant Program, VIU ensures support for its faculty and staff with travel and program development funding as they work towards VIU's internationalization goals. The Global Engagement Travel Grant assists VIU faculty and staff to explore or develop international teaching and learning opportunities that directly benefit the VIU community. The Global Engagement Program Development Grant supports faculty and staff as they develop curriculum and university programming that is international in nature, and provides students with the attitudes, skills and knowledge to perform effectively in an international and inter-cultural environment. The Global Engagement International Work Opportunity Grant engages VIU faculty and staff in short-term, high-quality, international workplace-based experiences that support development projects.

In 2016/17, the Global Engagement Travel Grant supported faculty trips to South Africa, the West Indies, Finland, China and the United Kingdom. Please see below for a testimonial from Professor Imogene Lim, who travelled to China:

“Attending a conference called “Chinese Food and Culture in Local and Global Perspectives” was a dream come true. It had been my interest to develop a field school in culinary anthropology and this was an excellent opportunity make this a reality for VIU Anthropology and Global Studies students. During my visit to China, I found an excellent site for the field school in a Kaiping village. It will not only serve my original aim of providing a culinary anthropology experience, but the village offers close access to a UNESCO World Heritage Site, which together emphasizes geographical, economic, and historical perspectives. I can now envision this field school opportunity expanding beyond Anthropology and Global Studies students to include students from across the Faculty of Social Sciences, as well as, VIU’s art programs.”

Seven VIU students were awarded Queen Elizabeth Scholarships (QES) during 2016/17, the inaugural year for VIU’s participation in the Queen Elizabeth Scholarship Program. These QES scholars will complete internships in Belize during the summer of 2017, and the program will also provide full scholarships for seven Belizean students to study at VIU. VIU is partnering with Belize because of shared challenges and opportunities around coastal resilience and climate change.

VIU’s participation in the Queen Elizabeth Scholarship Program, and the involvement of VIU students in international field schools, aligns with the strategy listed under Goal 2 of the Ministry of Advanced Education’s 2017-18 service plan. Such initiatives continue to promote the two-way flow of students.

The World University Service of Canada (WUSC) Local Committee is a group of VIU students who are passionate about making a difference in their global community. WUSC is a Canadian non-profit organization, whose biggest project is the Student Refugee Program (SRP). This program provides student refugees with the opportunity to study in Canada, and, as a local committee since 2009, VIU’s WUSC committee fundraises so that two student refugees per year can study at VIU. Please see below for a testimonial from Lauren Rogers, the co-chair of VIU’s WUSC, along with a photo of the WUSC co-chairs and the sponsored students.



“VIU’s WUSC Local Committee has sponsored a total of 15 students to study at VIU. This year, VIU WUSC sponsored two students from Somalia, and one from Syria. My schooling, in both Political Science and Global Studies, is what has encouraged my involvement with WUSC, as both encompass a very international focus. Through WUSC, I have become incredibly passionate about problems that transcend state borders, and how women and girls are affected by such phenomena in particular. My future plans are to attend grad school to study international development with a focus on gender, a passion that has stemmed greatly from my involvement with WUSC.”

Mandate
Letter
Priority #3:
International
Education -
Advance the
two-way flow
of students

VIU’s World
University
Service
(WUSC) Local
Committee
supports
refugee
students to
attend VIU

THE HIGH SCHOOL AT VIU

The High School at VIU is also providing educational opportunities to refugee students. The High School has welcomed six Syrian students and one Sudanese student, tuition-free, in order to give them access to intensive ESL instruction. The High School also provides free classroom space to the Central Vancouver Island Multi-Cultural Society's after-school English tutoring program for children of refugees. Additionally, The High School is participating in the Global and Intercultural Skills Program, a pilot program with the BC Ministry of Education. BC's Global and Intercultural Skills Program promotes and recognizes the development of global and intercultural knowledge and skills that students will need to thrive in an increasingly diverse world. The program has credit requirements for students in grades 10-12 including language study and a global intercultural experience.

2.5 FACILITIES UPGRADES

In response to recent labour market demands, VIU has increased its offerings in the Faculties of Health and Human Services and Trades and Applied Technology, which have been co-located in the same building. In addition, the buildings which house the Faculty of Science and Technology are reaching the end of their life-cycle and it is no longer cost effective to repair and upgrade the space. New physical structures have become essential and VIU is upgrading its teaching and learning facilities in order to optimize student learning, engagement, and, ultimately, success. All the new facilities will be built to LEED (Leadership in Energy and Environmental Design) standards to fulfill VIU's sustainability goals.



HEALTH AND SCIENCE CENTRE



The new Health and Science Centre (pictured to the left) is currently under construction and will enhance access to programs, ensure that students meet program learning outcomes, and be more operationally cost effective. The building will include 24, 40 and 75 seat classrooms, wet and dry teaching and applied research laboratories, clinical and simulation laboratories, faculty and staff offices, and meeting, collaboration, and informal study spaces. The new Health and Science Centre will provide facilities for senior undergraduate students to do research and

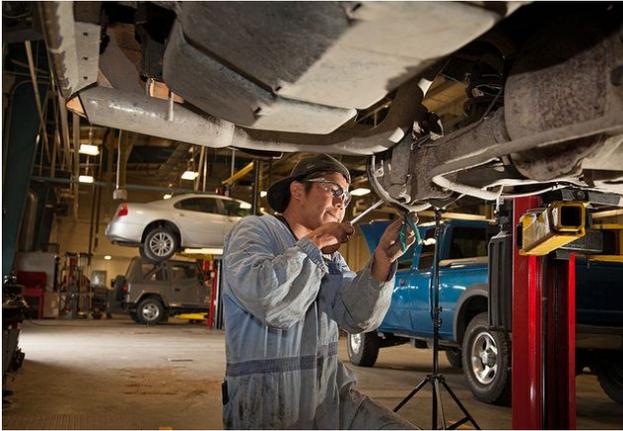
will also allow the Chemistry Department to offer a Major. The new Health and Science Centre is expected to be complete by Fall 2018.

AUTOMOTIVE AND MARINE TRADES REDEVELOPMENT

Mandate
Letter Priority
#1:
Implementing
BC Skills for
Jobs Blueprint

Mandate
Letter Priority
#2: BCTECH
Strategy

In line with the BC Skills for Jobs Blueprint, VIU is committed to increasing its investment in infrastructure for skills and trades training. Structures that house the Automotive and Motorcycle and Marine (M&M) programs will be rebuilt, renewed, and renovated. This will include the addition of bays for new marine liquefied natural gas (LNG) technologies and the creation of an Acceleration Discovery Space where students and industry can



work on new and experimental tools and techniques. In the current automotive building, the existing classrooms will be renewed and upgraded to dry labs to improve functionality and reduce space constraints. A new Trades Discovery Space will include dry labs, a student commons area, a Heavy Marine LNG Lab, and an Accelerator Discovery Lab. The construction of a new space will allow for the M&M and Heavy Duty Mechanic programs to take advantage of synergies and consolidate lab work into one place. These upgrades recognize the importance of hands-on

experience for students in industry-focused programs. Actively aligning its program delivery with the BC Tech Strategy, VIU's Trades graduates will enter the workforce prepared to utilize their skills in the growing technology sector, deepening the BC talent pool.

DISTRICT GEO-EXCHANGE ENERGY SYSTEM

VIU has a unique opportunity to utilize existing resources to develop a sustainable energy solution for the Nanaimo campus. The Nanaimo campus is situated above a flooded coal mine and the water from the mine is a source of energy that will form the basis of a District Geo-Exchange Energy system. Water drawn from the mine shafts will be circulated through an open-loop system of heat exchangers. Heat pumps will then transfer thermal energy from the source system to the distribution system in order to heat and cool building spaces. With this project, VIU's Nanaimo campus could reduce its carbon output for heating and cooling to nearly zero. VIU can also offer real-world learning to physics, engineering and power engineering students, and provide the general public an opportunity to observe this state-of-the-art system in operation.

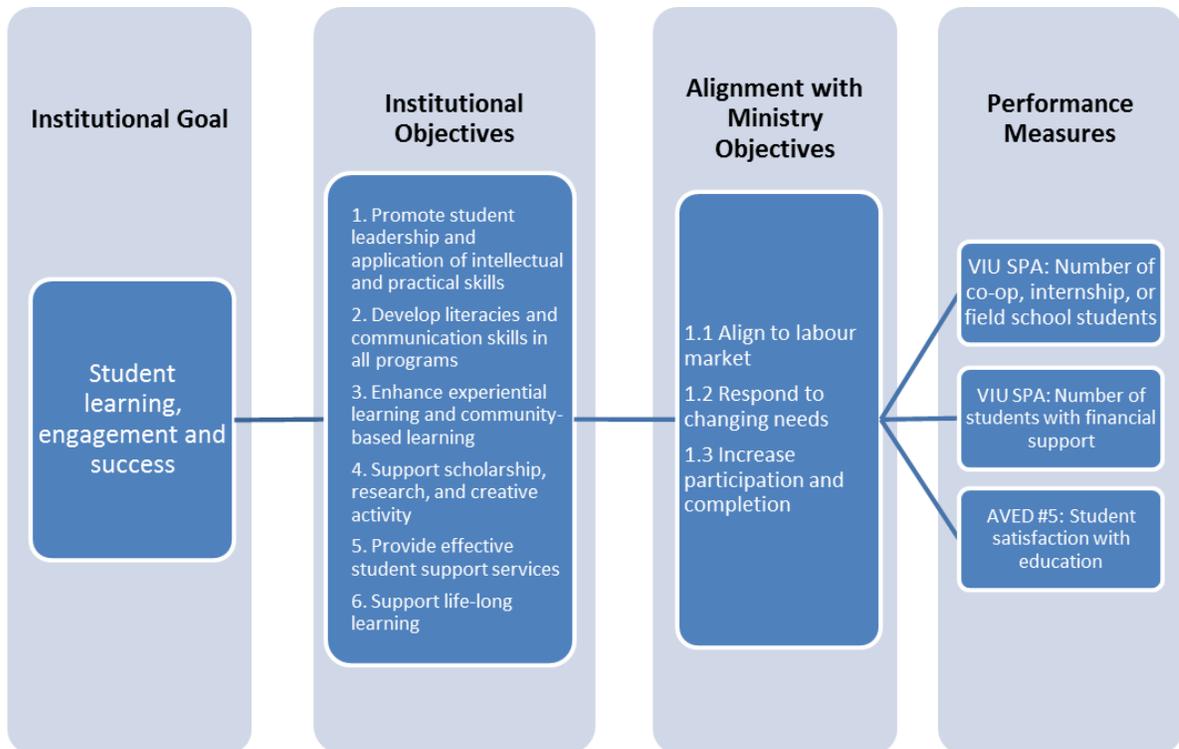
3. GOALS AND OBJECTIVES

This section outlines six key objectives from the updated Academic Plan and the initiatives related to these objectives that have been undertaken over the past year. This integrated planning process ties all initiatives back to the Academic Plan, the centerpiece of VIU’s strategic direction. In the following sections, initiatives of each area are highlighted as areas of focus and/or success in 2016/17.

3.1 STUDENT LEARNING, ENGAGEMENT AND SUCCESS

VIU strives to build and maintain a campus community which promotes student leadership and enables students to apply their intellectual and practical skills through community-based learning activity. In an effort to foster life-long learning, VIU provides effective support services to students to improve their quality of life. The Student Affairs and Experiential Learning departments at VIU are instrumental in creating and enhancing opportunities available to students that will help them develop into well-rounded and socially-responsible citizens.

VIU’s objectives align with Ministry Objectives and VIU uses both Ministry and its own performance measures (Summative Program Assessment) to assess the achievement of its objectives.



EXPERIENTIAL LEARNING

VIU recognizes the importance of balancing its excellence in classroom teaching with experiential education opportunities for students. The Centre for Experiential Learning (CEL) offers courses that help students enrolled in co-operative education and internship programs find work experience within their fields of study. New for Fall 2016 was a third-year planning course available to all bachelor degree students - Planning for Upper-Level Internship (INTP 300). This course provided bachelor degree students with the resources and support they needed to locate a work term that would enable them to utilize their classroom knowledge in the field. To support the BC Tech strategy, VIU has demonstrated a commitment to expanding work-integrated learning in its existing programs. These internships will expand the opportunities that VIU students have to engage with the sophisticated technology found in many of today’s workplaces.

Mandate Letter Priority #2: BCTECH Strategy

VIU introduced a Co-Curricular Record (CCR) in 2016/17. During the first phase of its implementation, approximately 200 students engaged in various leadership initiatives and earned a notation on their CCR that recognized their learning outside of the classroom. The CCR documents students' learning relative to VIU's recently-developed Graduate Attributes.

PEER-SUPPORTED LEARNING



In an effort to support students in difficult courses during the first and second years of university, VIU has launched the Peer Supported Learning (PSL) initiative. In PSL, student leaders who have successfully passed the course, are trained to facilitate group study sessions for students in the following courses: Accounting 100, 101, 201, Economics 100, and English 115. In subsequent years, PSL will be expanding its support to other academic areas at VIU. As PSL is open to all students enrolled in these courses, it attracts

students with a diverse range of personal strengths and learning styles. PSL is a way to build community and promote good learning practices amongst students early on in their university careers. This will ultimately result in higher retention and progression rates.

INCREASES IN FINANCIAL AID

VIU offers a variety of financial assistance to students who require funding to attend and is committed to supporting students in their search for financial assistance. In the 2016/17 academic year VIU disbursed over \$2.4 million in student scholarships, awards and bursaries, a 25% increase from the previous year. The need, and the number of students applying for financial assistance, is increasing annually and VIU will continue to seek additional sources of funding from community partners and donors to support the growing needs of VIU students and programs. As an innovator and leader in developing new programs and strategies to support low-income and vulnerable populations, VIU was the first post-secondary institution in British Columbia to launch a Youth in Care Tuition Waiver program that waives tuition for students who have grown up in the foster care system. VIU's program is still the largest in the province, with 70 students supported in 2016/17, and is a first step for these students in overcoming financial barriers to success in higher education.



Ruby Barclay, a Youth in Care Tuition Waiver student who has become a leader and changer maker in the VIU community, wrote about the impact of the program:

"The Tuition Waiver Program has supported me by making post-secondary education an option and reality in my journey of adulthood. Being not only a first-generation university student but also a former youth in care, this educational opportunity has allowed me to grow, both in terms of my academic learning and in my sense of self, and it has sparked aspirations for my career. My time at VIU has allowed me to shift not only my perspective of the future, but also my narrative, as I hope it does for every other

student with the opportunity to be a student, advocate and change maker on our campus, in our classrooms and in our society.”

Further to supporting prospective students in need, VIU is the only university that is part of the Canada Learning Bond (CLB) Champion’s Network, a network of organizations across Canada that work with Employment and Social Development Canada to help promote and raise awareness of the Canada Learning Bond, which provides financial contributions to low-income families so that their children can attend university. From 2012 to 2016, the uptake of children eligible for the CLB increased from 23% to 33% in the Regional District of Nanaimo and the Cowichan Valley Regional District. However, the number of children from low income families eligible for the Canada Learning Bond also increased by over 4500 in these regions during the same time period. As such, there were over 9000 eligible children in the VIU region who had not received the CLB in 2016. In a proactive step, VIU has partnered with local governments and community organizations such as the Regional District of Nanaimo (RDN) to grow awareness of the CLB and ensure that families in need have access to the CLB.

VIU ATHLETICS

Athletics enrich students’ educational experience and contribute to a vibrant and exciting campus culture. The 2016/17 season was one of many VIU successes. The VIU Mariners were the PACWEST Aggregate Champions for the eleventh consecutive year. Three PACWEST Championships (women’s soccer, women’s volleyball, and men’s basketball) and four National CCAA medals (bronze in women’s volleyball; silver and two bronze medals in badminton) contributed to recognition of the Mariners as the top PACWEST athletics program. Six of the eight Mariners teams competed at Nationals.



VIU student-athletes and coaches were also recognized for significant achievements. This included 17 PACWEST All-Stars, 19 PACWEST Academic Excellence Awards, 4 All-Canadians, 5 Academic All-Canadians, a National Coach of the Year, 2 PACWEST Coaches of the Year, and two CCAA Players of the Year. VIU student-athletes also took the two top PACWEST Player of the Year honours across all women’s and men’s sports. VIU is also excited to announce new the VIU Mariner’s Hockey Team, which will join the BC Intercollegiate Hockey League in 2017-18.

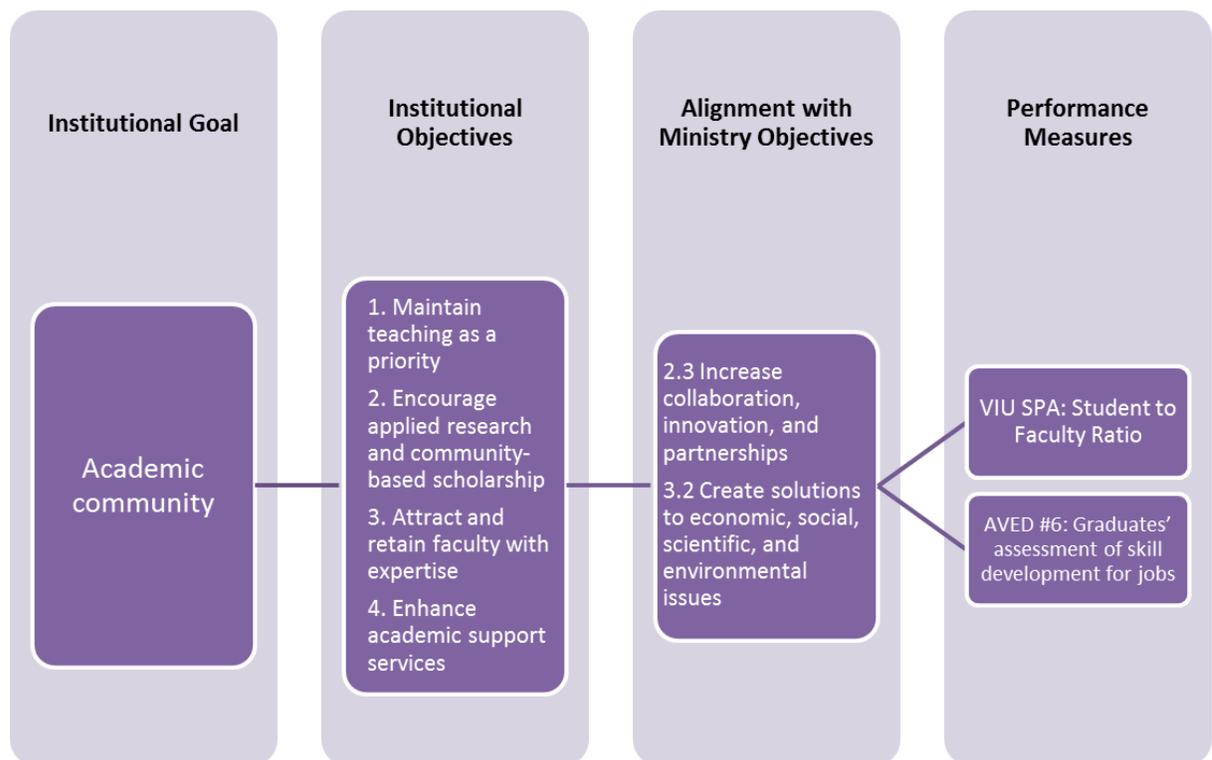
HEALTH AND WELLNESS CLINIC

In May, 2015, VIU opened the Student Health Clinic at the Nanaimo campus. In the 2016/17 academic year, the Clinic more than doubled its patient case files by serving more than 1,400 students and accumulating a total of more than 2,000 patient files. The partnership between Island Health and VIU has been invaluable, as Island Health now provides two full-time nurse practitioners and has introduced several hours of psychiatric care each month. The Student Health Clinic aims to involve its students in responsible health and wellness, and also advances the recommendations in VIU’s Academic Plan and Enrolment Management Plan related to student learning, engagement, and success, community engagement, institutional effectiveness, campus life, and

student wellness. The Clinic is meeting an identified gap in providing health care, education, and preventative medicine for all VIU students.

3.2 ACADEMIC COMMUNITY

VIU maintains teaching as a top priority as a means of supporting student learning and establishing its institutional identity. It is imperative VIU ensure there are supports that will empower faculty to continue building the expertise needed to address the ever-evolving needs of the student community. At VIU, the Centre for Innovation and Excellence in Learning (CIEL) offers guidance on best practices in teaching and optimizing the student learning experience. This section outlines notable initiatives of the CIEL that have taken place over the past year, as well as the efforts of the Office of Scholarship, Research, and Creative Activity, and the Department of Student Affairs.



CARPENTRY HARMONIZATION PROJECT

VIU was the lead institution in the development of provincial teaching and learning resources for the pan-Canadian apprenticeship carpentry curriculum which will enable inter-provincial labor mobility. VIU's CIEL was highly involved in this intensive curriculum enhancement project. Work began in June 2016, and involved eight carpentry instructors in a four-day curriculum design session. From Fall 2016 to April 2017 VIU also facilitated the creation of assessment tools and project activity plans for the four levels of the carpentry curriculum. This effort involved carpentry instructors from around the province and will provide instructors with well-designed and rigorous teaching and learning resources for the newly aligned curriculum. These resources and teaching tools now provide consistent, well-defined, student-centered assessments and activities that instructors across the province can use to support high quality teaching and learning. A central repository has also been set up to share these new materials with BC instructors.

TRANSFORMATIONAL CURRICULUM REDESIGN

VIU's CIEL works closely with faculty on projects aimed to enhance student learning. As a result of a project-based approach to course and program re-design, more than 100 VIU faculty members over the past three years have adopted, or are in the process of adopting, teaching practices that engage students more deeply in their academic endeavors. These course and program re-design projects engage a group of faculty over a full semester or year in making changes to a course, course sequence, or curriculum. Each project starts with a faculty learning process through readings and discussion led by CIEL instructional support faculty and followed by an experiential phase in which faculty members temporarily adopt a student's perspective as learners. From there, they proceed to specific course and assignment design activities, receiving feedback from peers and the CIEL staff. During implementation of the new design in the classroom, faculty engage in ongoing reflection, which is based on the collection of data from students, and a peer observation in the classroom. The project culminates in a closing reflection which identifies lessons learned and plans for the future.

TECHNOLOGY

CIEL is responsible for managing and supporting the educational technologies at VIU and provides a suite of educational technology tools that faculty, staff and students can utilize. These tools are leveraged to provide students with flexible delivery options, enhance existing courses, and develop offerings to support students as they develop digital literacies. VIU's Learner Management System, VIULearn, is being upgraded to the latest version of Desire to Learn (D2L) in April 2017. In the summer of 2015, VIU was the first institution to upgrade its system to include "Continuous Delivery", allowing updates that improve the mobile learning experience, and provide a better user interface for all students and faculty. These changes will greatly enhance support for distance learners. An upgrade to VIUTube, the University's video hosting service, will offer more flexibility for faculty and students to create, develop, and share dynamic, on-demand learning resources. VIUOnline Rooms, VIU's web conferencing tool, is being upgraded to a new, internet browser-based experience. This upgrade alleviates challenges associated with installing programs and updating software, allowing students and faculty to focus on learning. Experience using increasingly sophisticated learning and communication technologies will ensure the adaptability of VIU graduates as they enter the workforce in BC's growing technology section.

Mandate
Letter
Priority:
Promote the
Development
and Use of
Online
Resources

FACULTY SCHOLARSHIP AND RECOGNITION

Scholarship, Research, and Creative Activity (SRCA) is an expanding area of focus at VIU as the university continues to carry out its mandate to offer the best student learning experience. Student engagement with faculty on scholarship, research, and creative activity is a vital way to ensure that students have the opportunity to go beyond the regular classroom experience in their studies. The Office of SRCA makes this learning experience possible, as the office provides assistance to faculty members applying for research grants as well as operational support with research projects. Students are also able to use the Office's services to apply for Undergraduate and Graduate Research Awards and funding opportunities to present research at conferences. An annual highlight for VIU students and faculty is the CREATE Conference, which provides a platform to students from all disciplines to share their scholarly efforts through a variety of mediums including posters, oral presentations, and artwork. Some active research labs and programs involving VIU students and faculty include:



- The Mount Arrowsmith Biosphere Region Research Institute
- Applied Environmental Research Laboratories
- Six Psychology Labs
- The Canadian Letters and Images Project

The Teaching Design and Practice Awards recognize the excellence of faculty members in teaching and student learning at VIU. Faculty members are recognized specifically for how they design and develop learning opportunities for students. There are ten awards in order to recognize more than just one faculty member, and to recognize faculty members who are excelling across various institutional initiatives. Also, the multiple award winners are instrumental helping to build a community of learning where teaching best practices are shared amongst faculty colleagues. Some of the Teaching Design and Practice Awards Include:

- Teaching Design and Practice that Aids in Student Learning and Increasing Retention
- Teaching Design and Practice for Community-Based Learning in Regional Communities
- Teaching Design and Practice that Uses Technology to Enhance Student Learning



VIU Provost Dr. Dave Witty with winners of the Teaching Design and Practice awards

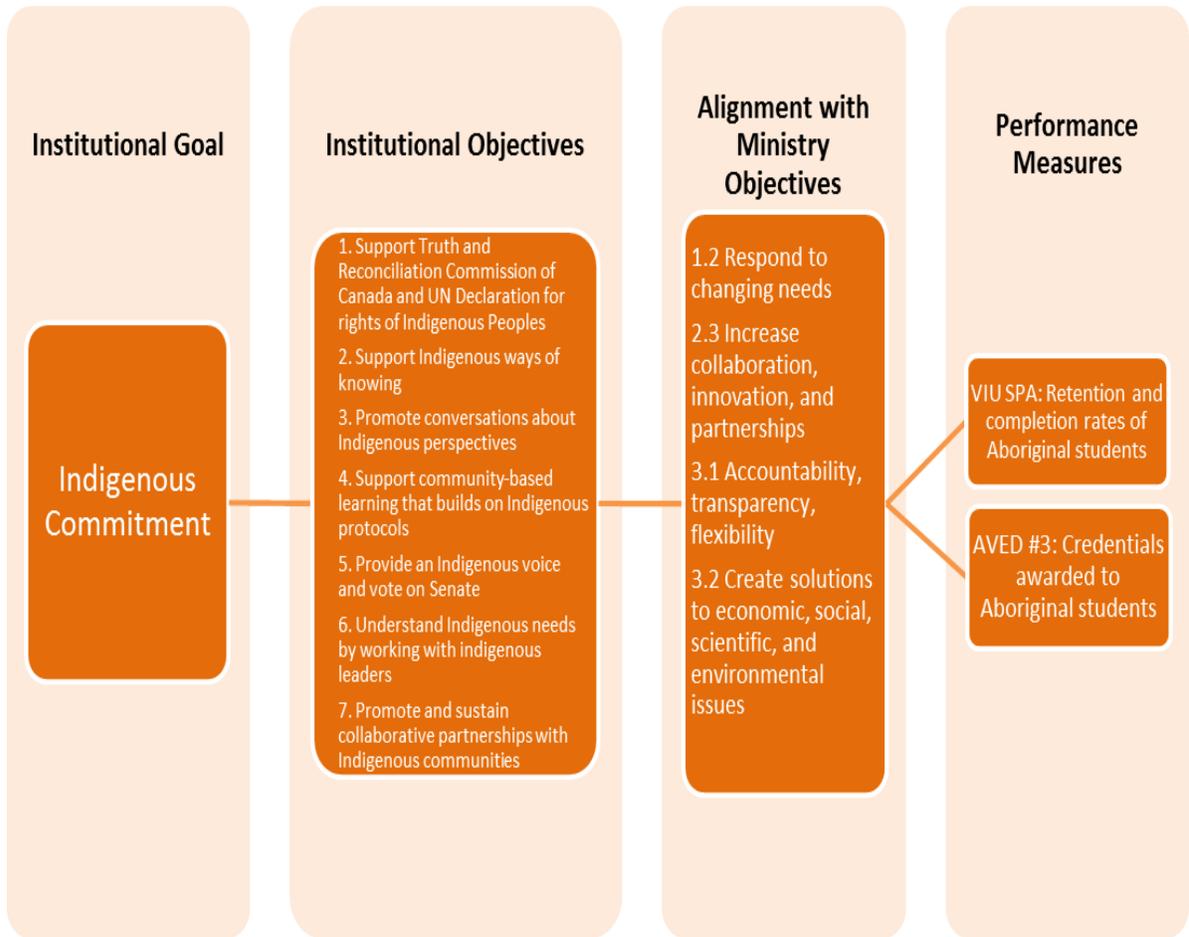
FURTHERING EFFORTS TO ENSURE A SAFE AND SUPPORTIVE CAMPUS

In order for members of the VIU academic community to most effectively engage in teaching and learning, they must feel safe and supported on campus. To this end, Student Affairs has worked to promote greater awareness of programs and services on campus that offer increasing levels of intervention in response to the mental health and wellness needs of students. The Early Alert program enables faculty to alert the student services team, by way of an email, to a student who is struggling in class and may benefit from support services. The student is contacted and offered an appointment and services to meet their needs. The Collaborative Assessment, Referral, and Education (C.A.R.E.) Committee reviews students of concern who come to the attention of Chairs, Associate Deans, and Deans based on multiple faculty concerns. Finally, the Risk and Threat Assessment Team (RTAT) is trained in immediate assessment and determines if further intervention is necessary when serious threats to personal safety arise. The three programs are currently working to educate the VIU community about the program objectives, how to access each program, membership/oversight of each program, and contact person(s) for each program, etc. Enhanced knowledge of these services will further VIU's mission to maintain a safe learning environment where all community members feel supported and empowered to utilize support services. VIU is also committed to providing and maintaining a safe and secure learning and working environment where all members of the university community feel free from any form of sexual misconduct and violence. VIU has therefore developed a Sexual Misconduct Policy in response to recent legislation that requires all BC post-secondary institutions to develop and adopt a stand-alone sexual misconduct and violence policy.

Mandate Letter
Priority:
Promote a Safe Campus and Develop Policies for Preventing Sexual Misconduct

3.3 INDIGENOUS COMMITMENT

VIU is a leader in supporting the work of the Truth and Reconciliation Commission of Canada, and, as illustrated in Section 2.3, is committed to ensuring that Indigenous ways of knowing are included in all of its programs and services. VIU’s outreach to Indigenous communities extends beyond its physical campuses. By embedding programs in Indigenous communities, and developing collaborative relationships with them, VIU gains an understanding of Indigenous needs and how to best serve them through quality, Indigenous-focused programming.



CONTINUING TO BE A LEADER ON THE PATH TO RECONCILIATION

For many years, VIU has been a leader on the journey to reconciliation between Canada’s Aboriginal peoples and non-Aboriginal peoples. One of VIU’s fundamental values is to build and maintain positive reciprocal relationships with Indigenous communities and create an environment for Aboriginal students that is welcoming, supportive, and culturally-relevant. In the 2016/17 academic year, VIU hosted “Reconciliation Road” consisting of a series of events to continue the journey on the road to reconciliation.

VIU hosted Ron Bull in the Fall of 2016. Mr. Bull is pictured here leading a seminar for faculty on incorporating indigenous perspectives into curriculum.

Situated on the traditional territory of the Snuneymuxw people, VIU's Nanaimo campus is an appropriate venue for events that will continue the journey to reconciliation. Since 2015, VIU has annually hosted the Indigenous Speakers Series in partnerships with CBC Radio One, *Ideas* with the goal of presenting inspiring, provocative speakers to engage audiences in having dialogues around the process of reconciliation. In Fall 2016, The Witness Blanket, a nationally recognized and thought-provoking contemporary art installation about the impacts of Canada's residential school era, was displayed at VIU. In conjunction with the Blanket installation, the 'Su'luqw'a' and the VIU Elders were trained, with faculty and staff, to facilitate the KAIROS Blanket Exercise. Designed as an experiential exercise to help people understand the history and impact of colonization, the Blanket Exercise is offered every 2 to 3 weeks for students, staff, faculty, and community members. In 2016, VIU hosted Testify, a curated pairing of artists and legal thinkers who worked in conversation with each other to



create art and written work about Indigenous laws and opportunities. In Fall 2016, Ron Bull a senior Indigenous scholar from Otago Polytechnic in New Zealand, visited VIU. His work focuses on strengthening the confidence of faculty and staff in working with Indigenous peoples, and incorporating Indigenous knowledge into curriculum. At VIU, Mr. Bull engaged in a variety of meetings, discussions and presentations, and shared his stories and expertise. He was able to end his day at the Witness Blanket Installation ceremony, a moving event for the VIU community. In 2016-17, VIU also hosted Dr. Roy Janisch, its inaugural Fulbright Canada Jarislowsky Visiting Research Chair in Aboriginal Studies.

COLLABORATION WITH INDIGENOUS COMMUNITIES

In the past year, VIU has established more partnerships to deliver training in Indigenous communities including the Aboriginal Ecotourism Training Program (pictured to the right) in collaboration with the Helitsuk First Nation and the First Nations Stewardship Technicians in Training Program with the Nanwakolas Council. These initiatives involve VIU faculty visiting communities to provide the training, which creates a reciprocal learning opportunity for both faculty and the communities. All of these programs serve the needs of the communities by offering students skills for employment locally in growing fields that will further their unique educational and career pathways. The Stewardship program, in particular, aligns with the BC Tech Strategy, as it offers technical training. Other planned involvement with Indigenous communities include conducting in-community orientations for incoming students and involving Aboriginal VIU alumni in strengthening relationships with their home communities. VIU's engagement with



Ministry
Mandate
Letter
Priority 4:
Aboriginal
Post-
Secondary
Education
and Training
Policy

Indigenous communities aligns with Goal 2 of the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan: *Community-based delivery of programs is supported through partnerships between public post-secondary institutions and Aboriginal institutions and communities.*

HWULMUXW MUSTIMUXW SIIEM

VIU's First Nations Advisory Committee, Hwulmuxw Mustimuxw Siem, (HMS) represents the interests of multiple Indigenous communities and is a formal communication channel between VIU and Aboriginal peoples with respect to issues that concern Aboriginal education. Key responsibilities of the HMS include support of Services for Aboriginal Students (SAS), assisting in the recruitment of Aboriginal scholars, and providing direction to all reciprocal engagements between VIU and Indigenous communities. Membership on HMS includes representatives from First Nation and Metis communities, Aboriginal service providers and a cross-section of stakeholders from VIU including faculty members, administrators, and Elders in Residence. The committee is instrumental in providing oversight to all of the Indigenous initiatives outlined in this report.

SHQWI QWAL FOR INDIGENOUS DIALOGUE AND CENTRE FOR PRE-CONFEDERATION TREATIES AND RECONCILIATION

In an effort to welcome members from all parts of society to take part in VIU's conversations on reconciliation, VIU named Chief Shawn A-in-chut Atleo the Shqwi qwal (speaker) for Indigenous dialogue at VIU. Chief Atleo (pictured below) continues to play an important role in engaging VIU's Aboriginal and non-Aboriginal partners and stakeholders in these discussions. In the words of Chief Atleo:

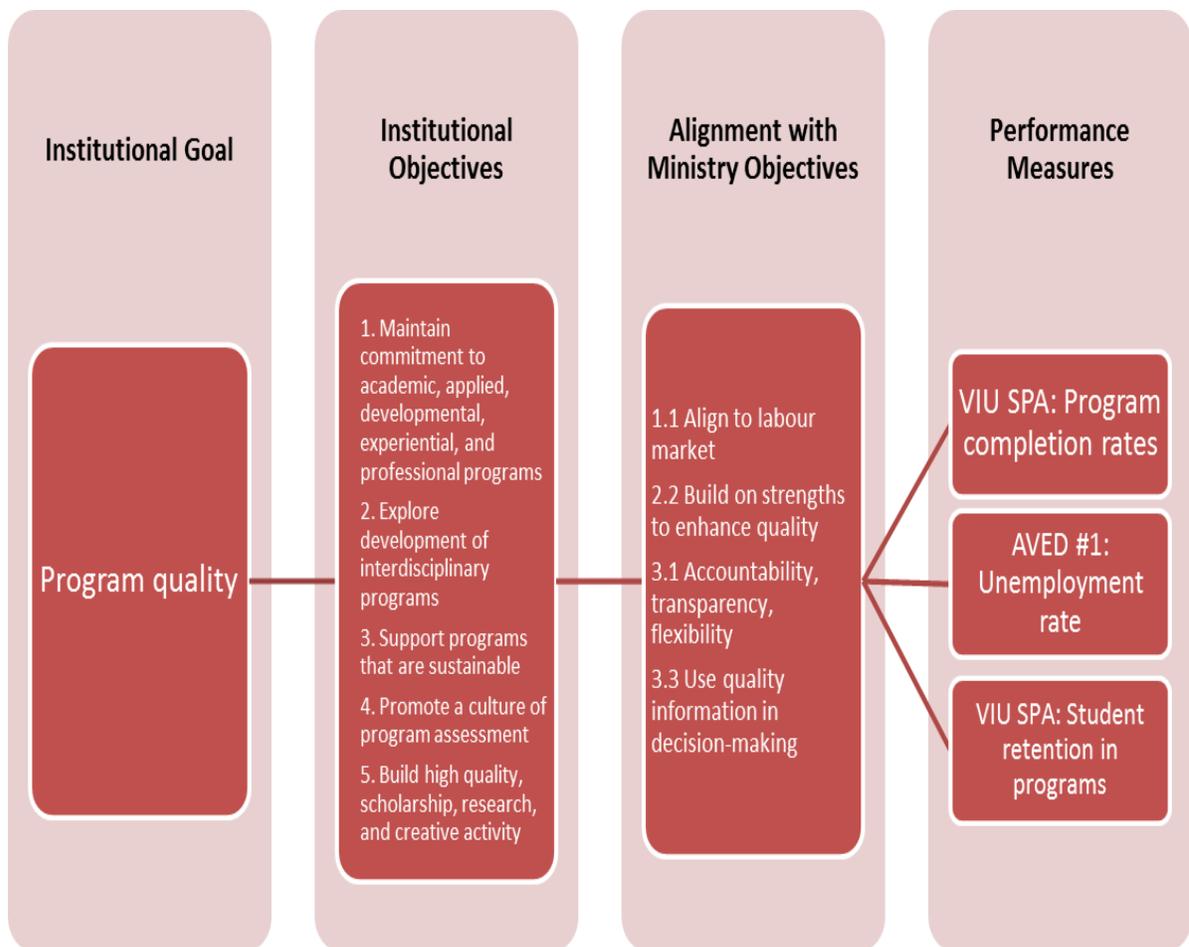


“As Shqwi qwal I will be engaging people from all different sectors of society in conversations - conversations that can help us to move forward, towards a place of true reconciliation. The academic environment creates a complimentary and supportive path for dialogue as freedom of speech, debate and difficult dialogues are welcomed and indeed encouraged.”

VIU also recognizes the history of Aboriginal peoples in Canada with the Centre for Pre-Confederation Treaties and Reconciliation. In this time of reconciliation, it is imperative for both business and First Nations leaders to hear one another and engage in discussions of current political and economic issues. In order to strengthen these relationships, a Memorandum of Understanding has also been signed between the Centre for Pre-Confederation Treaties and Reconciliation at VIU, the Shqwi qwal for Indigenous Dialogue at VIU, and Reconciliation Canada.

3.4 PROGRAM QUALITY

Maintaining a commitment to a viable mix of high-quality academic, applied, developmental, experiential and professional programs is key to VIU's role as a regional teaching-intensive university. VIU endeavors to deliver its programs in a manner that promotes interdisciplinary collaboration, and takes advantage of VIU's multiple sites, which offer an array of learning spaces, technologies, and facilities. With a strong focus on program quality, VIU has built a culture of program assessment and continuous improvement. The Office of University Planning and Analysis provides support and guidance to VIU's quality assurance functions.



PROGRAM REVIEW CYCLE

In order to optimize the capability of programs to meet the needs of students, departments undergo regular program review, a formative assessment procedure that entails identifying the strengths of programs and potential areas for improvement. There are three primary stages of program review, with each stage typically taking a full academic year: Year 1 (Self-Study), Year 2 (External Review), and Year 3 (Action Plan). Each year, as many as 10 different degree programs are undergoing program review. Program review typically operates on a seven-year cycle, overseen by the Planning and Priorities Committee, the Senate committee responsible for “policies on, processes for, and issues arising from, the evaluations of departments, programs, and educational services.”

Figure 3: Programs Currently Under Review



SUMMATIVE PROGRAM ASSESSMENT

Summative Program Assessment (SPA) is a quality assurance process undertaken every five years at VIU. SPA assesses all of VIU’s programs on a set of common metrics across six areas: Context, Relevance, Quality, Financial Performance, Access, and Institutional Priorities. SPA ensures the continuous improvement of the institution by assessing the alignment of all programs both with the institution’s mission and student and external needs. Each individual program in SPA is given a recommendation from the Provost to either Maintain, Expand, or Review. The most recent SPA took place in 2015 and resulted in seven programs receiving a “Review” recommendation and thirteen receiving an “Enhance” recommendation. In addition, Senate approved the global recommendations as part of the 2015 SPA, and the following recommendations have been met with significant action since then:

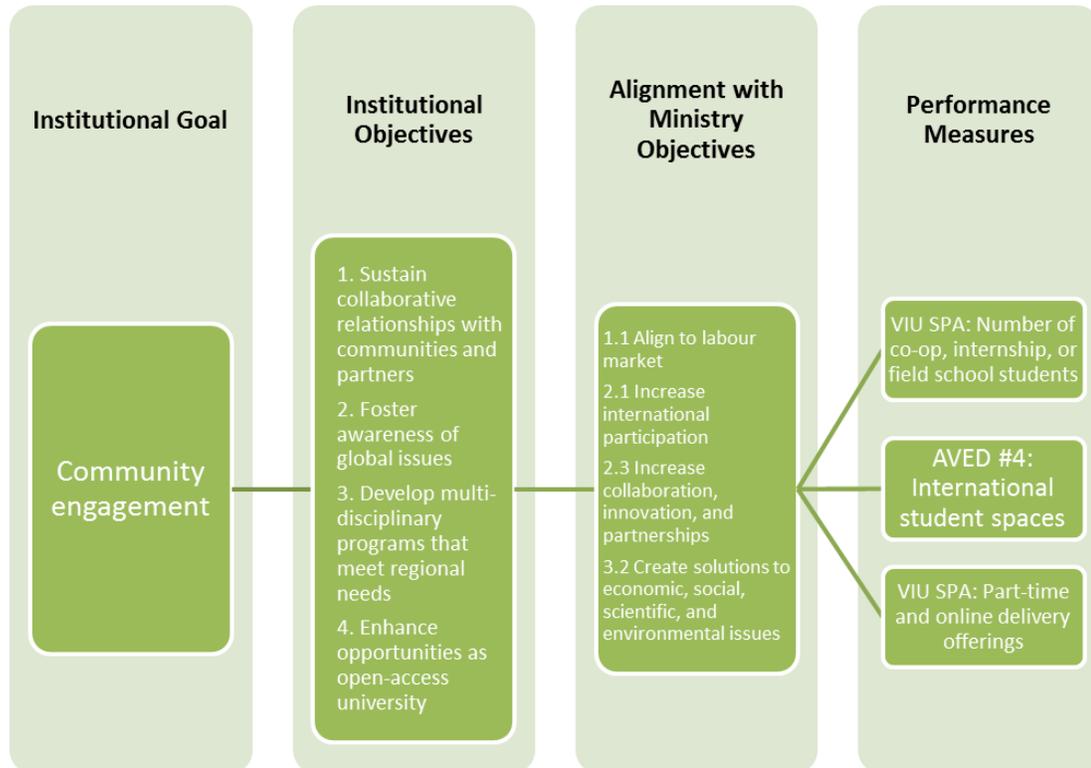
2015 SPA Recommendation	2016/17 Action
Incorporating criteria related to Aboriginal content, including a new Graduate Attribute related to Indigenous perspectives.	New Graduate Attribute called “Indigenous Perspective” was developed.
Greater consideration of interdisciplinary planning and programming.	Increased cross-disciplinary discussion regarding increasing interdisciplinary programs and courses.
Identifying retention rates, and strategies in course offering and program delivery that will increase retention rates.	Establishment of the Retention Task Force

QUALITY ASSURANCE PROCESS AUDIT

VIU has taken the initiative to enhance its quality assurance procedures by participating in the Ministry of Advanced Education’s (AVED) initial pilot of the Quality Assurance Process Audit. In April 2017, a team of auditors participated in a two-day site visit at VIU during which they reviewed VIU’s quality assurance procedures and offered recommendations for enhancements. These recommendations will be put forward to Senate through the Planning and Priorities Committee and the Program Review Oversight Committee.

3.5 COMMUNITY ENGAGEMENT

VIU sustains collaborative relationships with community partners. These relationships may involve community-based research or placement of students in experiential learning opportunities that are beneficial to both the institution and the broader community. Community engagement fosters in students an awareness of the regional, national, and global issues and conditions in which VIU is embedded. These partnerships also ensure that VIU offers suitable responses to the economic, environmental, and social needs of the region.



MAINTAINING THE VITALITY OF ISLAND COMMUNITIES

In 2016, several VIU professors led the “Where is Here: Small Cities, Deep Mapping and Sustainable Futures” cultural mapping project. While small cities are struggling to thrive in a changing economic landscape, downtown areas in these cities are “beacons” of civic identity and offer opportunities for economic and social development. This project asked residents in Nanaimo, Port Alberni, and Courtenay to tell a story on video about the place within the downtown core of their resident city where they felt most connected to their community. The videos of residents talking about their “connect-spots” were uploaded onto an online map that was accessible to the wider public, an important first step in making these downtowns more vibrant.

In another project, the City of Parksville is seeking a strategy to maintain and improve its parks for sustained use. This effort engages VIU students in the Master of Community Planning program by having them conduct research in the community and present data. The deliverables include an asset inventory, comprehensive Geographical Information System (GIS) mapping and analysis, tourist and resident surveys, and an action plan for the parks.

SUSTAINING AND ENHANCING OUR REGION'S ECOSYSTEM

VIU is a driver of community efforts to sustain its local ecosystem. Through undergraduate research projects, students and faculty in the Biology Department have undertaken research to tag geese in order to develop a strategy that will manage large populations. Students in Biology and Fisheries and Aquaculture have also conducted studies monitoring the levels of microplastics in clams and oysters collected off the coast of the



Island. Microplastics are a growing concern in marine environments and, thus, research is needed to better understand their potential impacts on the coastal ecosystem in which VIU finds itself. Additionally, six VIU students became LakeKeepers in the summer of 2016. They determined the health of two lakes in the Regional District of Nanaimo. Some of these students were from VIU's Mount Arrowsmith Biosphere Region Research Institute (MABRRI). MABRRI's mission is to advance a program of inquiry that involves regional stakeholders in meaningful explorations of local issues. VIU has also signed an MOU with the Nanaimo Port Authority that will not only expand experiential learning opportunities

for students, but also strengthen the collaborative effort required to maintain and enhance the sustainability of the region. VIU is distinguished by its spectacular natural setting and all of these community efforts illustrate VIU's commitment to making its region even more sustainable.

"In this project, we continuously monitored Cameron Lake and Spider Lake for eight weeks. These lakes were chosen because they were identified as lakes of interest by the Ministry of Environment (MOE) and the Regional District of Nanaimo's Drinking Water and Watershed Protection Program (DWWP). By monitoring these lakes, and collecting baseline data, we are able to understand some of the effects brought about by climate change, which may lead to more informed management decisions regarding our freshwater resources. This project has helped to expand my knowledge about freshwater systems and limnologic processes. It has allowed me to employ the skills I have acquired through my work at the Mount Arrowsmith Biosphere Region Research Institute (MABRRI) and my education at VIU. In fact, I look forward to furthering my education by pursuing the Advanced Diploma in GIS here at VIU, in the fall of 2017."

-Ryan Frederickson, Natural Resource Geography Student and Participant in the LakeKeepers Program

"The shellfish industry is an important part of BC's economy and provides many local jobs in the VIU region. However, little is known about the human health impacts of ingesting microplastics through shellfish and how microplastics will affect the shellfish industry. My research with locally-farmed oysters investigated the implications of these issues for the local industry. I think it is very important for students to have opportunities to be involved in research and I hope VIU continues to increasingly support student research. Through the multitude of hands-on training and field work in the Fisheries and Aquaculture program, I secured summer employments as a research assistant on various projects. These experiences and my undergraduate research project, have allowed me to develop my skills as a researcher, which will benefit me in my future career. I plan on continuing my studies at the graduate level, and will use the many skills I gained during my time at VIU to succeed."

-Matt Miller, Fisheries and Aquaculture Student

SERVICE TO THE LOCAL COMMUNITY

VIU's main campus is located adjacent to the Harewood area of Nanaimo. This has presented an opportunity for collaboration between the Department of Child and Youth Care and the Harewood community. Child and Youth Care (CYC) students, through the Centre for Outreach and Community Care, have assessed community needs, and designed and delivered programs in response to those needs. For example, the "I Have a Dream" program has connected CYC students with children at a local school, providing them with healthy snacks and a listening ear, letting the children know that they are valued and that their dreams are achievable. Through trips to the main VIU campus, elementary school students visit university programs that encourage them to dream big, such as Culinary Arts and Fisheries and Aquaculture. In another example, CYC students have connected with residents of the King Arthur Court housing complex where they have provided therapeutic recreational activities, drop-in counselling to the community school, and have helped clean up the property. In addition, as part of a year-long course, students in the Faculty of Social Science conducted community-based research projects for numerous organizations in the region during the 2016-17 academic year. Organizations included the City of Nanaimo, Island Crisis Care Society, and Parksville-Qualicum Community Foundation. There are many examples of how VIU uses engagement with the broader community as a vehicle to enhance student learning and build enduring reciprocal partnerships.

2017 MBA GAMES

A team of VIU's MBA students were the overall winners of the 2017 MBA Games, hosted at VIU



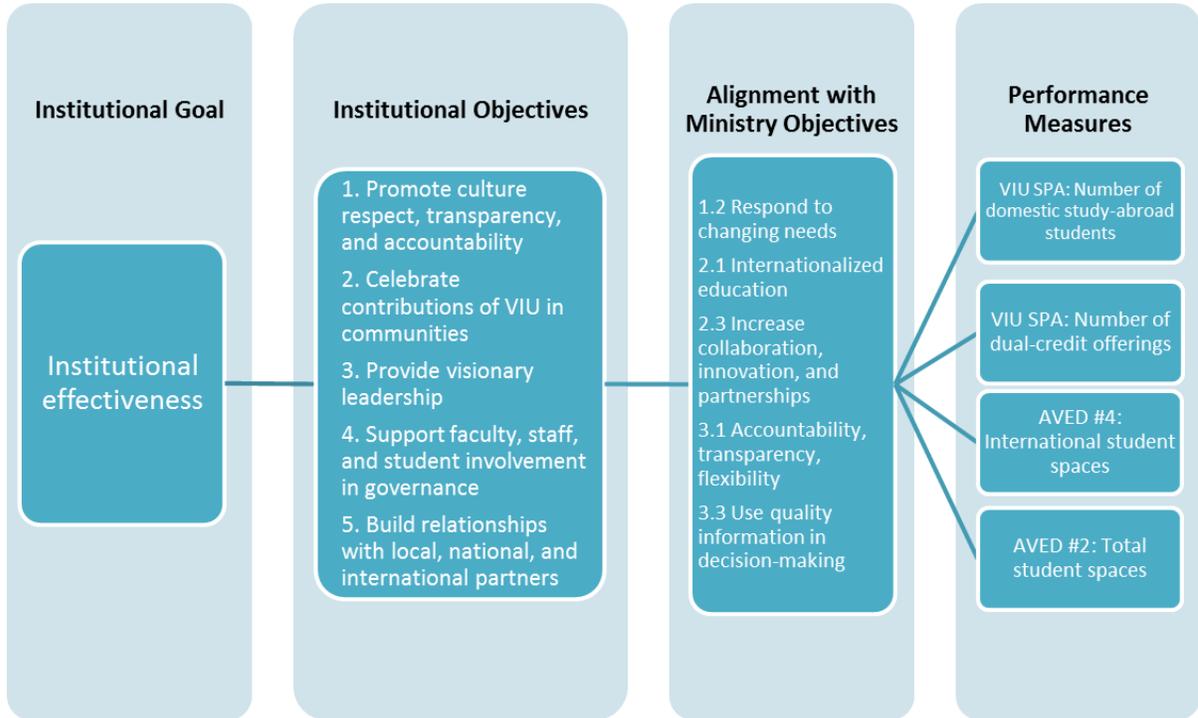
The MBA Games, an annual national competition for MBA students, was held in Nanaimo in January 2017. This marked the first time in the event's 30-year history that it was held on the West Coast. Over 500 students competed from 19 universities with the MBA students (pictured to the right) from VIU becoming the overall winners of the MBA Games. The event also raised \$300,000 for its charity partner, the

Moose Hide Campaign, a charity whose goal is to end violence against Indigenous and non-Indigenous women and children. Funding will go towards the Safe Spaces, Safe Places initiative, which aims to end violence against women on Canadian university campuses. The Games addressed reconciliation directly throughout the three days, engaging students in land-based learning with Elders and in the KAIROS Blanket Exercise.

"One of the most valuable lessons that has emerged from our partnership is the demonstration of the importance of the responsibility that educational institutions, community foundations, and business organizations have in taking the lead in reconciliation – education is a powerful tool and it must be used appropriately. We must use it as a tool to build relationships, to better understand our past, and to have challenging conversations that explore complex topics such as reconciliation. Therefore, education is critical to the process of reconciliation and healing." Omar Karim, Chair of the Organizing Committee, MBA Games.

3.6 INSTITUTIONAL EFFECTIVENESS

VIU is committed to its mandate and offers a comprehensive range of programs that enable all learners to pursue their post-secondary educational goals, preparing them for rewarding careers and creating new opportunities. VIU is a values-based institution in which a culture of accountability, safety, transparency and well-being for all faculty, staff, and students is paramount. This culture contributes to the reputation and success of an institution whose value and contribution to its communities can be celebrated.



GROWING PROGRAMS THAT LEAD TO IN-DEMAND JOBS

VIU recognizes the importance of educating students in areas that will enable them to become employed in high demand occupations, including those in the health and resource sectors. The number of student FTEs in Health and Human Services has increased by over 100, an 18% increase, since 2011/12, and the number of student FTEs in Trades and Applied Technology has increased by over 300, or 24%, since 2011/12. The construction of the new Health and Science Centre will further increase both VIU’s capacity for in-demand health programs as will the upgrades to the Trades facilities. In addition, VIU is continuing to expand its Fundamentals of Engineering Certificate Program that was introduced in fiscal year 2015/16. This program has strong student demand in the VIU region and has seen an 85% increase in FTEs since its launch in 2014/15. In accordance with the BC Skills Gap Plan, VIU met its target. By the end of the 2017/18 fiscal year, 22% of VIU’s operating grant will be allocated to program FTEs that lead to high demand occupations, including those involving new technologies (BC Tech Strategy).

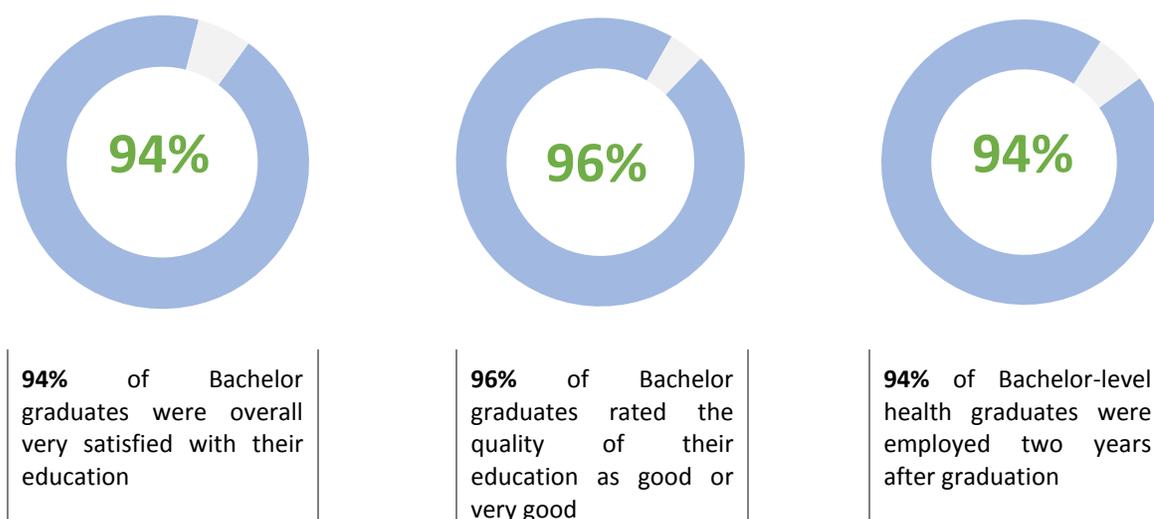
POSITIVE REFLECTION FROM GRADUATES AND GRADUATING STUDENTS

VIU measures its effectiveness as an institution by surveying its graduates and graduating students. According to the Baccalaureate Graduate Survey (BGS) data from 2011 to 2015, 94% of graduates, two years after completing their programs, indicated they were satisfied or very satisfied with their education and 96% rated

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the quality of instruction as good or very good. According to the BGS data, 85% of graduates reported being employed two years after graduation, and outcomes were even more positive for graduates in health fields, as 94% of 2009-2013 graduates were employed two years after graduating. On the 2015 National Survey of Student Engagement (NSSE), the percentage of fourth-year VIU students who had taken courses with a community-based learning project exceeded the national average (65% to 52%), as did the percentage of senior students who reported talking about career plans with a faculty member (25% to 19%). This data illustrates how VIU's emphasis on experiential learning and excellence in teaching prepare graduates to fill in-demand jobs in an array of fields.

Figure 4. Post-Graduation Outcomes for VIU Bachelor-level Graduates



Source: 2011-15 Baccalaureate Graduate Survey

PROVINCIAL COLLABORATIONS TO STREAMLINE APPLICATION AND ADMINISTRATIVE DELIVERY

As with all other public post-secondary institutions in BC, applicants to VIU are now directed through EducationPlannerBC, the common application system. Members of the VIU community were involved in the development of this system through the EducationPlannerBC Steering Committee and Working Groups. This illustrates the collaborative approach inherent in VIU's mandate and Academic Plan through which VIU engages with its partners to improve the experience for students at both the local and provincial levels. VIU also supports the Administrative Service Delivery Transformation (ASDT) Initiative as VIU's Chief Financial Officer and Vice President, Administration, sits on three committees: the ASDT Initiative group, the ASDT Steering committee and the ASDT ERP group. VIU has led the way in selecting an ERP vendor to support the ASDT initiative.

PROJECT AURORA

VIU is currently engaged in a renewal of its information systems in order to continue delivering a quality educational experience. Project AURORA (A Unified Renewal of Related Applications) has been launched to upgrade VIU's information systems. This renewal will align VIU's infrastructure with its mission of fostering student success and will also result in increased efficiencies in finance, human resources, student service, and other service departments. Project AURORA is sponsored by VIU's Senior Executive and is overseen by an advisory committee that includes senior representatives from across the university. As Project AURORA

represents a significant change for VIU, it is expected to take the next three academic years, at a minimum, to implement.

4. PERFORMANCE MEASURES

This section reports the 2015/16 Accountability Framework Performance Measures provided by the Ministry of Advanced Education. Ministry assessments are based on the following scale.

STUDENT SPACES

	2015/16 Actual	2016/17 Target	2016/17 Actual	2016/17 Assessment
Total student spaces	5,885	6,496	5,825	Not achieved
Nursing and other allied health programs	564	608	597	Substantially achieved
Developmental programs	664	805	678	Not achieved

Total student spaces

In the 2016/17 Fiscal Year, VIU provided education to approximately 5,800 full-time equivalent students in ministry-countable programs, thereby achieving 90% of the ministry's 6,496 target. This represents a slight decline in the number of total student spaces over the past two years. VIU faces a challenge with a declining number of grade 12 graduates in its region. Also, grade 12 to post-secondary transition rates average 45% in the VIU region, which is lower than the provincial average of 53%. Despite these trends, VIU has been able to meet 100% of its Skills Gap Plan targets, which demonstrates VIU's commitment to providing students with relevant job skills.

Developmental programs

Although VIU's Adult Basic Education (ABE) programs have experienced an overall decline in Student FTEs over the past several fiscal years both the Cowichan and Parksville campuses have seen growth in ABE programs over the past two years. Furthermore, the Workplace Essential Skills Training (WEST) Program, now offered at the Cowichan campus, has seen growth, and work placements have become required for all WEST students. Finally, to best accommodate working ABE students, the Faculty of Academic and Career Preparation (ACP) has begun to implement flexible delivery options for ABE courses including online and evening courses.

CREDENTIALS AWARDED

	2015/16 Actual	2016/17 Target	2016/17 Actual	2016/17 Assessment
Number	3,382	3,359	3,423	Achieved

ABORIGINAL STUDENT SPACES

	2015/16 Actual	2016/17 Target	2016/17 Actual	2016/17 Assessment
Total Aboriginal student spaces	1,098	Maintain or increase	1,121	Achieved
Ministry (AVED)	923		933	
Industry Training Authority (ITA)	175		188	

STUDENT SATISFACTION WITH EDUCATION

	2015/16 Actual		2016/17 Target	2016/17 Actual		2016/17 Assessment
	%	+/-		%	+/-	
Diploma, associate degree and certificate graduates	87.0%	2.9%	≥ 90%	93.0%	2.1%	Achieved
Former apprenticeship students	92.3%	3.3%		92.8%	3.5%	Achieved
Bachelor degree graduates	95.9%	1.4%		95.8%	1.4%	Achieved

STUDENT ASSESSMENT OF QUALITY OF INSTRUCTION

	2015/16 Actual		2016/17 Target	2016/17 Actual		2016/17 Assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate	90.8%	2.5%	≥ 90%	94.3%	1.9%	Achieved
Former apprenticeship students	92.4%	3.2%		94.6%	3.0%	Achieved
Bachelor degree graduates	96.7%	1.3%		96.3%	1.3%	Achieved

STUDENT ASSESSMENT OF SKILL DEVELOPMENT

	2015/16 Actual		2016/17 Target	2016/17 Actual		2016/17 Assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate	84.7%	3.2%	≥ 85%	89.0%	2.7%	Achieved
Former apprenticeship students	86.6%	4.6%		87.2%	5.0%	Achieved
Bachelor degree graduates	88.6%	2.3%		90.0%	2.1%	Achieved

STUDENT ASSESSMENT OF USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB

	2015/16 Actual		2016/17 Target	2016/17 Actual		2016/17 Assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate	91.4%	3.0%	≥ 90%	87.2%	3.5%	Achieved
Former apprenticeship students	95.5%	2.9%		92.0%	4.4%	Achieved
Bachelor degree graduates	87.3%	2.9%		89.3%	2.5%	Achieved

UNEMPLOYMENT RATE

	2015/16 Actual		2016/17 Target	2016/17 Actual		2016/17 Assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate	10.8%	3.1%	≤ 12.1%	10.6%	2.9%	Exceeded
Former apprenticeship students	7.3%	3.4%		15.2%	5.1%	Achieved
Bachelor degree graduates	7.9%	2.1%		7.1%	2.0%	Exceeded

FORMER DIPLOMA, ASSOCIATE DEGREE AND CERTIFICATE STUDENTS' ASSESSMENT OF SKILL DEVELOPMENT

	2015/16 Actual		2016/17 Target	2016/17 Actual		2016/17 Assessment
	%	+/-		%	+/-	
Skills development (avg. %)	84.7%	3.2%	≥ 85%	89.0%	2.7%	Achieved
Written communication	77.6%	4.2%		78.0%	4.2%	
Oral communication	80.1%	3.8%		86.3%	3.3%	
Group collaboration	90.3%	2.6%		93.2%	2.1%	
Critical analysis	85.7%	3.1%		91.9%	2.3%	
Problem resolution	84.3%	3.2%		87.1%	2.8%	
Learn on your own	85.1%	3.2%		90.2%	2.5%	
Reading and comprehension	89.5%	2.7%		93.6%	2.1%	

FORMER APPRENTICESHIP STUDENTS' ASSESSMENT OF SKILL DEVELOPMENT

	2015/16 Actual		2016/17 Target	2016/17 Actual		2016/17 Assessment
	%	+/-		%	+/-	
Skills development (avg. %)	86.6%	4.6%	≥ 85%	87.2%	5.0%	Achieved
Written communication	64.1%	8.9%		70.9%	8.1%	
Oral communication	74.7%	7.7%		71.0%	9.0%	
Group collaboration	91.1%	3.7%		91.5%	3.9%	
Critical analysis	95.3%	2.6%		91.7%	3.8%	
Problem resolution	91.3%	3.5%		90.8%	3.9%	
Learn on your own	94.6%	2.8%		92.6%	3.6%	
Reading and comprehension	95.2%	2.7%		91.5%	3.9%	

BACHELOR DEGREE GRADUATES' ASSESSMENT OF SKILL DEVELOPMENT

	2015/16 Actual		2016/17 Target	2016/17 Actual		2016/17 Assessment
	%	+/-		%	+/-	
Skills development (avg. %)	88.6%	2.3%	≥ 85%	90.0%	2.1%	Achieved
Written communication	86.5%	2.5%		90.1%	2.2%	
Oral communication	88.4%	2.3%		90.7%	2.1%	
Group collaboration	90.2%	2.1%		89.3%	2.2%	
Critical analysis	92.0%	1.9%		93.8%	1.7%	
Problem resolution	84.6%	2.6%		84.7%	2.6%	
Learn on your own	90.8%	2.1%		91.2%	2.0%	
Reading and comprehension	87.8%	2.4%		90.6%	2.1%	

5. FINANCIAL INFORMATION

Vancouver Island University's audited financial reports can be viewed on the VIU website at:

<http://www2.viu.ca/financialplanning/financialstatements.asp>