

June 25, 2018

The Honourable Melanie Mark  
Minister of Advanced Education, Skills and Training  
PO Box 9080 Stn Prov Govt  
Victoria BC V8W 9E2

Dear Minister Mark,

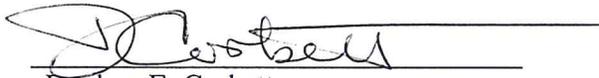
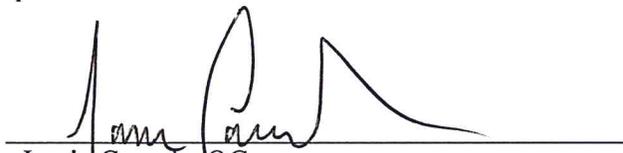
We are pleased to present to you the University of Victoria Institutional Accountability Plan and Report for 2018-19. UVic's Board of Governors has reviewed the document and we accept accountability for the plan's preparation and achieving its specific objectives.

This annual report and plan provides an overview of our priorities in the current context. Our strategic priorities are set out in our recently approved Strategic Framework (2018-2023).

We are pleased to highlight a number of key accomplishments and initiatives in the attached report. Over the past few years, UVic has completed and launched a range of planning documents including the Strategic Framework, Indigenous Plan, International Plan, Strategic Research Plan and a Campus Plan which are all helping to focus our strategic priorities. These plans align with the priority actions of Government.

The University continues to meet the targets provided under the Ministry's accountability framework and continues to exceed its enrolment targets. UVic has submitted a balanced budget and is positioned to continue benefitting all residents of the province by contributing to social and economic development initiatives.

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

  
\_\_\_\_\_  
Daphne E. Corbett  
Chair, Board of Governors  
\_\_\_\_\_  
Jamie Cassels, QC  
President and Vice-Chancellor

Enc. UVic 2018-19 Institutional Accountability Plan and Report



# Institutional Accountability Plan and Report 2017/18

University of Victoria

July 2018

Submitted by



University  
of Victoria

# Uvic

## Table of Contents

Strategic Direction.....	2
Strategic Framework.....	2
Strategic Priorities.....	2
Cultivate an extraordinary academic environment.....	3
Advance research excellence and impact.....	6
Intensify dynamic learning.....	9
Foster respect and reconciliation.....	9
Promote sustainable futures.....	11
Engage locally and globally.....	12
Strategic Context.....	13
External factors.....	13
Internal factors.....	14
Performance Plan.....	15
University of Victoria Strategic Plan Priorities.....	15
Ministry of Advanced Education’s Goals for 2017/18 to 2019/2020.....	15
Strategic Objectives and Performance Measures for BC Public Post-Secondary Education.....	15
UVic Strategies Aligned with Ministry Strategic Objectives.....	16
Summary of major institutional strategies and performance measures with system objectives.....	16
Performance Measures, Targets and Results.....	19
Financial Information.....	19
Summary.....	19
Appendix: Institutional Measures.....	20
Engagement surveys.....	20
Research measures.....	22
Co-op education work placements.....	25
International enrolment.....	25
Indigenous enrolment.....	26
UVic’s audited FTEs over 15 years.....	27
Awards and scholarships.....	27
Applicants, registrants with GPA.....	28
2017/18 Accountability Framework Performance Measure Results.....	29
Accountability Framework Performance Targets: 2018/19 to 2020/21.....	32

## Strategic Direction

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 local, national and global issues that matter to people, places and the planet.

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 and extraordinary 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.

Student enrolment in 2017/18 was 21,698 including 3,281 graduate students. UVic employs over 900 faculty and librarians, and over 5,300 other staff. As of May 2018, there have been 134,267 degrees and certificates awarded.

## Strategic Framework

On May 29 2018, the University’s Board of Governors approved the [University of Victoria’s Strategic Framework 2018-2023](#). The framework’s objective is to serve as a guide to our future—setting out high-reaching priorities in six key areas and articulating strategies to realize them. The strategic priorities set out in this framework will be coordinated through the Integrated Planning Committee to ensure a focused, cohesive and accountable approach to making progress towards each of our goals. An annual report will be provided to Senate, the Board and the university community.

### Our vision

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

### Our values

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

## Strategic Priorities

UVic’s 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. Our six key priorities are: Cultivate an extraordinary academic environment; Advance research excellence and impact; Intensify dynamic learning; Foster respect and reconciliation; Promote sustainable futures; Engage locally and globally.

## Cultivate an extraordinary academic environment

The University of Victoria will be recognized internationally as a university of choice for talented students, faculty and staff. People and place provide the foundation upon which we will continue to build an extraordinary environment for the creation, dissemination and mobilization of knowledge. Our beautiful Pacific coast location, inclusive and collegial culture, the influence of Indigenous and international perspectives, and our dedication to the highest standards of teaching, research and creative activity, and service make UVic the place where people want to learn, work, engage and discover.

### Campus Plan

The [Campus Plan](#) was completed and approved in December 2015. This plan is a guide for our future decisions on the physical development of the campus and provides 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 continues to occur in various incremental steps and will continue over the next ten years. A Campus Planning Committee continues to provide input and advice on implementation, timing and priorities of the plan on an ongoing basis.

### Alignment with K-12 curriculum

UVic has undertaken a project to align our admission and course pre-requisite requirements with the new K-12 curriculum. Senior university leaders are working with the Ministry of Education, Ministry of Advanced Education Skills and Training, and other post-secondary institutions to align institutional process with curriculum changes. A number of internal working groups and subgroups are working with Faculties, schools and departments to review internal processes and support students to be academically prepared when they join the university.

### Strategic Enrolment Management

UVic has ended its growth period and while changes in the enrolment profile will continue to occur, the university is expected to remain at about the same size. UVic is undertaking a Strategic Enrolment Management (SEM) approach to setting enrolment goals for the university and systematically examining student recruitment, retention and success initiatives. This process is intended to align student recruitment goals with student retention and success initiatives in order to optimize resources while maintaining overall student enrolment at about the current size. The planning will conclude in November 2018 and will articulate goals for the next five to ten years.

### Student recruitment

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. UVic is well positioned to join BC's Education Planner service in fall 2019.

### Student engagement and success

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 campus housing that is within a short walking distance of classrooms, labs, libraries, food services and recreational and social activities. The university has also begun planning for [new student housing](#) to respond to a broad range of student needs.

Student surveys, such as the National Survey of Student Engagement (NSSE), the Baccalaureate Graduate Follow-up Survey (BGS) and the Canadian Undergraduate Survey Consortium (CUSC), have consistently yielded high ratings on questions related to UVic's quality of student life and the campus experience. *See Appendix for engagement survey highlights.*

Given that our student body is becoming more diverse, we are focussed on developing complex and well-articulated responses to their needs. Students who come to UVic require active support to achieve their goals. Student success remains our central focus and improving student engagement and success is a key priority for 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 positive post-university outcomes.

### **Learning outcomes**

Faculties, units and programs use Senate approved university-wide [learning outcomes](#) as a guide for developing program specific and course specific learning outcomes. In addition to substantive content knowledge in their area of study, students in different programs will achieve learning outcomes according to the appropriate standards of their respective fields of study.

### **Top employer for diversity**

For the seventh time in as many years, the University of Victoria has been named one of Canada's Best Diversity Employers. The national competition recognized 70 employers that lead the way in creating inclusive and respectful work environments. UVic was among seven universities from across the country to be honoured. [UVic's employment equity plan](#) (2015-2020) outlines an inclusive understanding of equity, clarity on the links between equity and excellence, and concrete activities for individuals and units throughout the institution to build a more equitable and inclusive campus.

UVic established the world's first Chair in Transgender Studies to further research related to the lives of trans- and gender non-conforming people. The university's libraries and archives have committed to preserve the history of pioneering transgender activists, community leaders and researchers. The Transgender Archives actively acquires documents, rare publications and memorabilia of persons and organizations associated with transgender activism.

The Centre for Athletics, Recreation and Special Abilities (CARSA) has space for improved accessibility features, family change rooms with space for transgendered individuals. CanAssist located in CARSA involves faculty, students and staff to develop customized devices, technologies and services that promote independence and inclusion.

### **Division of Learning and Teaching Support and Innovation**

The Division of Learning and Teaching Support and Innovation (LTSI) is the university's primary support unit for teaching and learning excellence and is at the heart of UVic's commitment to cultivate an extraordinary academic environment. LTSI supports faculty and instructors with professional development and teaching enhancement; helps tomorrow's faculty, teaching assistants and graduate students prepare for the classroom and compete in the academic job market; assists instructors and students integrating innovative technologies to further learning; and fosters undergraduates' academic success with math support and academic communication skill development while exposing them to real-life research opportunities in their disciplines. LTSI 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.

### **Students with experience in care**

UVic, in partnership with the School of Child and Youth Care, has developed a blueprint for providing students with lived experience in care with effective wrap around supports from transition through to graduation. Creation of a new term position in UVic's Student Awards and Financial Aid office will focus on supporting this student population, as well as being a single point of contact. In addition, our current endowed scholarships are being re-positioned to provide additional bursary opportunities to these students. This project was partially funded by the Vancouver Foundation.

UVic hosted a provincial forum on the subject of supporting students with lived experience in care who may need more than tuition waivers or scholarships to succeed. Representatives from BC post-secondary institutions, the BC Council on Admissions and Transfer, the Ministry of Advanced Education, Skills & Training, and the Ministry of Children and Family Development participated in this forum.

### **Supporting a safe campus community**

The University of Victoria is committed to a safe and respectful environment where all of us can learn, teach, study, work and live free of sexualized violence, harassment and discrimination. In 2016, the University established the [Office of Student Life](#) (OSL) with the goal of promoting a safe and inclusive campus community in support of fairness, responsibility and respect for all. To reach this goal, the OSL investigates and responds to student non-academic conduct matters and collaborates with a number of university offices and student groups to offer preventative and educational programming intended to support the well-being and development of UVic students. The OSL applies a student-centred, holistic and solutions-focused approach to their work.

Through collaboration between a range of university offices and student groups, the university designs and delivers preventative and educational programming intended to support the wellbeing and development of students at the University of Victoria. For example, working with the University of Victoria Student Society (UVSS) and the Anti-Violence Project, the *Let's Get Consensual* campaign addresses the occurrence of sexualized violence on campuses through awareness and education initiatives. The OSL administers a peer-led, student focused bystander intervention program called, "Bringing in the Bystander". This workshop equips students with the skills and tools to recognize opportunities and overcome resistance to checking in and intervening when they observe the potential for sexualized violence to occur. Additional examples of program collaborations include a Student Life Leadership Program centred on consent and healthy relationships, an annual Sexualized Violence Awareness week as part of new-student orientation, and a variety of training/workshops offered by student groups.

UVic has 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. We are currently working on the development of an integrated health and wellness centre and have continued student mental health training for faculty/staff.

### **Quality Assurance Process Audit**

This year, the University of Victoria will participate in a quality assurance process audit of our internal program review policies and processes by the Degree Quality Assessment Board (DQAB). The University has a robust program review process that ensures internal and external accountability of academic programs. Every five to seven years, as set out by UVic policy, academic units undergo a comprehensive review of the effectiveness of academic programs to foster ongoing improvements, maintain a standard of excellence and ensure accountability. The University looks forward to working with DQAB.

## Advance research excellence and impact

The University of Victoria will excel in diverse forms of research and creative activity, innovation and knowledge mobilization that advance human knowledge, improve and enrich lives, tackle global challenges, and promote the sustainability of the planet. We will heighten our place in the top tier of the world's research universities.

### Global rankings and reputation

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.

- Top 15 research universities in Canada
- Maclean's Magazine: UVic is ranked 2nd among Canadian comprehensive universities; top of all comprehensive universities in medical and science grants; ranked 2nd in scholarships, bursaries and student awards; and ranked 3rd in faculty awards, citations and total research dollars.
- ReSearch Infosource 2017: UVIC was ranked in the Top 20 for Research University of the Year in Canada, and has been named a "Research University of the Year" for 12 of the past 14 years.
- Leiden: UVic was ranked in 181st place in the world for all sciences. It ranks 57th for research impact in math and computer science. Those scores put UVic 1st in Canada for scientific impact in math and computer science. UVic is 1st in Canada for highest proportion of internationally co-authored research, and 1st in Canada for international collaboration in physical sciences and engineering. UVic is 3rd in Canada for collaboration in all sciences. UVic retains its place among the top-ranked in Canada for scientific impact.
- Times Higher Education's (THE) 2018 World University Rankings: UVic was ranked 15th in Canada, and Top 350 among the world's universities. In early 2013, THE ranked UVic first in Canada and 20th globally among universities less than 50 years old.
- UVic is identified in the 2018 QS World University Rankings by Subject in the top 200 institutions globally for research in four QS subject areas: English language and literature, earth and marine sciences, geography and philosophy.

### Strategic Research Plan

The UVic [Strategic Research Plan](#) aims to position UVic's research programs at the cutting edge of societal and economic demands for the future. The Strategic Research Plan (SRP) provides important direction, identifying eight areas of dynamic research capability and five priorities for action.

### Research funding

In 2017/18, UVic received approximately \$118M in external research funding and over the past five years UVic's external research funding has been at a stable level of about \$100M. UVic is among the top universities in Canada for research funding, with particular expertise in partnered research and large-scale research infrastructure. For example, UVic researchers are the second-highest awardees of CFI funding, on a per-researcher basis. *See Appendix for research funding graphs.*

### Areas of strength

UVic's SRP describes our major areas of research strength and capability, including: 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. Provincial investment continues to enhance UVic's research capabilities and has enabled research excellence in these areas:

- **Ocean Networks Canada (ONC)**, UVic's flagship for ocean science and technology, monitors the west and east coasts of Canada and the Arctic, enabling evidence-based decision-making on ocean management, disaster mitigation, and environmental protection. ONC delivers data in real-time for scientific research,

using its 6 ocean observatories, 850+ km of seafloor cable, 10 high-frequency radars, and 400 instruments that contain over 5,000 sensors. Annually, ONC generates \$35 million in economic impact to BC and ONC has strong links across the region's marine sector, having partnered with 22 BC companies to date. In 2016 the Province invested \$5M in ONC to increase the development and use of earthquake early warning systems. Later this year, UVic will open the doors of its new Ocean and Climate Campus that co-locates UVic's world-leading ocean and climate change research and technology development, including ONC and Environment Canada's Canadian Centre for Climate Modelling and Analysis.

- The **Pacific Institute for Climate Solutions (PICS)** brings together leading researchers to study the impacts of climate change and to develop positive approaches to mitigation and adaptation. 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. PICS has supported 41 projects, created 31 White Papers with policy recommendations, organizes about 40 public events per year and has funded 100 internships and 125 graduate fellowships.
- The **Pacific Climate Impacts Consortium (PCIC)** produces knowledge and tools for measuring the impacts of climate variability and change in the Pacific and Yukon Region of Canada in support of long-term planning. PCIC is partnered with more than 40 public and private sector organizations and organizes its activities around three themes: regional climate impacts, hydrologic impacts, and climate analysis.
- The **Institute for Integrated Energy Systems (IESVic)**'s is creating pathways to sustainable energy systems through the development of new technologies, processes, and systems. IESVic has 75 researchers working across six themes, has published 200 papers and received 80 patents. IESVic's West Coast Wave Initiative (WCWI) is determining the feasibility of wave energy conversion, including developing wave energy assessment methods, developing wave energy converters and exploring grid integration. Last year, Western Economic Diversification Canada made an investment of \$1.4 million to establish the Pacific Regional Institute for Marine Energy Discovery (PRIMED) here at UVic.
- The **Canadian Institute for Substance Use Research (CISUR)**, formerly CARBC, is dedicated to the study of substance use and addiction in support of community-wide efforts to promote health and reduce harm. CISUR has been collaborating with the Ministry of Health and all health authorities in BC to describe patterns of service delivery for people with substance use problems and to identify gaps. The Centre has also developed tools which estimate need for treatment services for people with alcohol and drug problems in different parts of the province. In 2016-17, CISUR received \$3.3M in new funding, published 100 peer-reviewed publications and generated 545 media stories.
- UVic's **Pan-Canadian Proteomics Centre (PCPC)** focuses on technology development for protein identification and characterization, quantitative proteomics for biomarker discovery and validation, and bioinformatics. The PCPC is working to solve problems ranging from the biological mechanisms behind muscular dystrophy to the development of inexpensive tools for screening the health of newborn babies.
- The **Neil and Susan Manning Cognitive Health Initiative** is an innovative five-year clinical research project to integrate leading-edge research and care for patients living with cognitive health issues on Vancouver Island. A Victoria family affected by cognitive health issues initiated the partnership project between Island Health, the University of Victoria, and the University of British Columbia through a generous pledge of \$2.5 million to the Victoria Hospitals Foundation. The project focus is on improving the accuracy and early detection of cognitive disorders, increasing treatment options, and improving the coordination of care.

- Led by UVic with 18 collaborating Canadian universities, **ARIEL at TRIUMF** is being developed to deliver unprecedented intensities of rare isotopes that are used for scientific discovery across a broad range of applications from medicine, to advanced materials, to our fundamental understanding of the world around us. The Province has invested \$40M in ARIEL over the course of its two-phased development.
- **TRIUMF** is in the midst of a multi-year effort to establish an **Institute for Advanced Medical Isotopes (IAM)**, which would feature major infrastructure for creating and handling these radioactive products, as well as laboratories for testing them in scientific and clinical settings. The backbone of IAM will be a cyclotron, a room-sized instrument that accelerates streams of protons to high velocities and drives them into targets made of specially selected elements, which in turn spawns radioactive versions of other elements. UVic's Medical Physics Program will have strong links to the IAM.
- Compute Canada, in partnership with regional organizations WestGrid, Compute Ontario, Calcul Québec and ACENET, leads the acceleration of research innovation by deploying state-of-the-art advanced research computing (ARC) systems, storage and software solutions. Together these partners provide essential ARC services and infrastructure for Canadian researchers and their collaborators in all academic and industrial sectors. UVic hosts the **Arbutus** system, an OpenStack cloud, with emphasis on hosting virtual machines and other cloud workloads. The system, provided by Lenovo, has 6,944 CPU cores across 248 nodes, each with on-node storage and 10Gb networking. It accesses 1.6PB of persistent storage, primarily via Ceph in a triple-redundant configuration. The system became operational in September 2016, as an expansion to the Compute Canada "Cloud West" system.

### Knowledge mobilization

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.

### #BCTECH strategy

UVic will deliver on the Government of BC's significant expansion of tech seats with increased opportunities for work integrated learning and co-op placements. As one of several institutions working together on this initiative, UVic is committed to supporting talent development and growth in regional and provincial technology training and expertise – including support to new Digital Supercluster initiative – and in doing so, further strengthen BC's vibrant and diverse economy.

### Undergraduate research awards

As a research intensive university, our undergraduate student programs are enriched by the opportunity to participate in research. The Jamie Cassels Undergraduate Research Awards (JCURA) continue to be well subscribed, providing an opportunity for over 100 undergraduates to participate with faculty in original research each year. By pairing professors with students, the JCURA program provides research opportunities rarely encountered at the undergraduate level. The program encourages the development of strong academic relationships. It funds collaborative research projects between faculty and undergraduates, giving promising students the opportunity to be immersed in dynamic learning and an appetite for original research in the process.

### **Innovation and entrepreneurship**

With an emphasis on partnerships in UVic's Strategic Research Plan, the university has renewed and expanded its commitment to innovation and entrepreneurship. The Coast Capital Savings Innovation Centre (CCSIC) provides on-campus incubator services designed to help students, faculty, staff and recent grads take business concepts from idea to incubator-ready. The centre focuses on supporting 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. This 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.

### **Intensify dynamic learning**

The University of Victoria will be Canada's leader in research-enriched and experiential learning. Our focus on teaching excellence and an exceptional student experience will ensure that UVic students are transformed by their time at UVic, and are equipped for personal success and to contribute effectively as alumni and global citizens.

### **Destination university**

Over 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. In order to ensure that our students share a strong sense of belonging, 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.

### **Experiential learning**

UVic has the highest proportion of co-op students in western Canada. In 2017/18, more than 4,145 co-op work term placements were made across Canada and in 39 other countries. UVic has the highest number of graduate co-op placements in Canada with over 452 Master's and PhD students completing work terms in 2017/18. Co-op participation is mandatory in business, engineering, health information science, public administration, and recreation & health education. At the end of May 2018, UVic exceeded 83,100 placements. *See Appendix for co-operative education work placements.*

Another 3,000 students participate annually in other experiential educational programs, such as clinical courses, practica and field schools, link academic study with community-based learning opportunities, engaging students in the real issues and concerns of local, regional, national and international communities. UVic aims for all graduating undergraduate students to have an opportunity to complete at least one significant experiential learning opportunity.

### **Foster respect and reconciliation**

The University of Victoria will be a global leader in creating better opportunities for Indigenous students, entering respectful educational and research partnerships with Indigenous communities, and fostering respect, reconciliation and mutual understanding.

UVic is deeply committed to the ongoing and collective post-secondary response to the Truth and Reconciliation Commission's calls to action.

### **Indigenous Plan**

The University of Victoria approved its first [Indigenous Plan](#) in January 2017 to reaffirm our commitment to act on specific calls to action from the Truth and Reconciliation Report, to enhance educational opportunities for Indigenous students and to further develop initiatives and programs of education, research, outreach and

engagement with an Indigenous focus. Continuing our support of the highly successful and nationally recognized LE,NO<sub>NET</sub> program is a key component of these initiatives.

Ongoing priorities 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,NO<sub>NET</sub> 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 Office of Indigenous Academic and Community Engagement**

The Office of Indigenous Academic and Community Engagement (IACE) supports the success of Indigenous students attending UVic. IACE connects students with educational, financial and cultural resources on campus and in local communities, as well as manages the First Peoples House, builds and supports Indigenous partnerships, and ensures that Indigenous content and ways of knowing are included in UVic curriculum and events.

### **Indigenous student enrolment**

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. Indigenous enrolment is monitored to ensure that access to education is enhanced for this group. The number of Indigenous students at UVic, as determined through self-identification and identification through BC Ministry of Education Personal Education Numbers (PEN), has grown significantly over the past 15 years. *See Appendix for Indigenous enrolment.*

### **Indigenous graduation ceremony**

In June and November of each year, the First Peoples House hosts Indigenous Recognition Ceremonies to celebrate the accomplishments of Indigenous graduates. Organized by the Office of Indigenous Academic and Community Engagement (IACE), the ceremony is rooted in the traditions of the Coast Salish peoples. This event also recognizes those who have supported the students and contributed to their success.

### **First Peoples House**

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.

### **Elders' Voices**

Elders' Voices is an ongoing partnership project between the University of Victoria and Camosun College. Based on recommendations by UVic students, faculty, staff and administration, the Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being. Elders' Voices programming includes Elders in Residence, a program available to community members from September through April.

### **Aboriginal Service Plan**

UVic's [Aboriginal Service Plan](#) is a three-year strategic planning document comprising a series of year-round activities, initiatives and events to support Indigenous students in their post-secondary journeys; this includes Elders in Residence, tutoring, weekly presentations, arts and culture workshops, a Week of Welcome, and a Week of Wellness.

Through funding from the Aboriginal Service Plan, UVic implemented the Aboriginal STEM Outreach program for Indigenous youth. The program—facilitated by faculty, staff and students from the Faculties of Science and Engineering—enables 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.

### **Joint Degree Program in Canadian Common Law and Indigenous Legal Orders JD/JID**

The joint degree program in Canadian Common Law (JD) and Indigenous Legal Orders (JID) will welcome its first intake of students in September 2018. It will be the first program of its kind in the world. Students will graduate in four years with two professional degrees: a Juris Doctor (JD) and a Juris Indigenarum Doctor (JID). Combining intensive study of Canadian Common Law with intensive engagement with Indigenous laws, the JD/JID will develop the skills needed to practice within Canadian Common Law, with Indigenous legal orders, and at the interface between them.

### **National Building Reconciliation Forum 2018**

University of Victoria has been selected to host the 2018 National Building Reconciliation Forum in November, with a focus on Indigenous language revitalization and economic growth of Indigenous communities. Our researchers, students and collaborators have been immersed for decades in local and national efforts to carry forward a dialogue to create meaningful and lasting change to foster truth and reconciliation. It is exciting that we will welcome over 250 participants and leaders from across Canada to the forum.

## **Promote sustainable futures**

The University of Victoria will be a global leader in environmental, social and institutional sustainability through our research, academic programs, campus operations, and the impact and influence of our students, faculty, staff and alumni.

### **Academic programs: environmental sustainability**

Ensuring sustainability of the environment will require new knowledge, understanding and practice. Sustainability issues are addressed in approximately 20% of academic courses and over 70% of programs. Students in many programs have an opportunity to engage in coursework, fieldwork, and research projects involving aspects of environmental and social sustainability. Over 130 faculty and staff researchers across 30 academic departments are engaged in sustainability research, including the School of Environmental Studies, the School of Earth and Ocean Sciences, the Centre for Social and Sustainable Innovation in the Gustavson School of Business and the Department of Geography.

### **Campus operations**

UVic regularly monitors and updates its [Sustainability Policy](#) and [Sustainability Action Plan](#). The current 5 year Action plan extends to 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 Facilities Management Department advances sustainability in operations through its grounds, capital development, energy management and waste reduction units. Individually, these units provide expertise and day to day oversight of the majority of the Sustainability Action Plan goals.

Major reductions in energy use, LEED Gold buildings, staff and student sustainability action teams, and recycling and composting programs have resulted in a gold rating in 2017 in the Sustainability, Tracking, Assessment and Rating System (STARS) administered by the Association for the Advancement of Sustainability in Higher

Education (AASHE). UVic currently has the second highest STARS rating among the 75 Canadian universities registered with STARS. Only 107, or approximately 12%, of the 900 institutions who have registered to use the STARS reporting tool have received a gold rating.

### **Carbon neutrality**

UVic's P.B. Gustavson School of Business is investing in five carbon offset projects to achieve carbon neutrality starting this year. In purchasing carbon offsets, the School enables projects that either effectively reduce the greenhouse gas emissions of current activities, or remove from the atmosphere an equivalent amount of greenhouse gas produced by the school's international travel. The projects are located both locally and internationally—three projects in Uganda, Honduras and Thailand, and two environmental projects in BC—further reflecting Gustavson's global approach. Each of the international offset projects are Gold Standard Certified—meeting at least two of the United Nation's Sustainable Development Goals.

### **Financial / institutional sustainability**

Annually, the university develops a balanced budget that provides for financial flexibility in order to mitigate potential future financial challenges. In a post-secondary environment where enhancing the quality of academic programs is critical, it is more important than ever to align the university's resources with its priorities. In recent years, with the roll-out of the Enhanced Planning Tools (EPT) and initial revisions to our Budget Model, our planning and budgeting processes have become more transparent and data-informed to facilitate planning and better align resources with university priorities.

### **Engage locally and globally**

The University of Victoria will be a preferred partner and a leader in local and global engagement. Working together for mutual benefit with community, private sector, government and other educational and research organizations, UVic will expand and inform its approach to engaged research, creative activity, learning and knowledge mobilization to foster connections and co-create positive change.

### **International Plan**

A refreshed [International Plan](#) (2016-2021) will guide UVic's initiatives in the coming years. 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.

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.

### **Civic engagement**

UVic is committed to making a difference in the civic life of our communities, and ensuring students have 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.

## Community-based research

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 Canadian Institute for Substance Use Research, 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 communities to address 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).

## CanAssist

CanAssist 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.

## Educational outreach and programming

The breadth and extent of UVic's educational outreach and programming is reflected in over 15,900 Continuing Studies registrations per year, with programming at its campus location and distance programs. In addition, public events, such as the UVic Speakers Bureau and Ideafest, make knowledge and research accessible to a broad audience. Ideafest is an annual cross-campus festival of research and creative projects that celebrates the diversity of research at UVic. This year, the festival engaged more than 4,700 participants from both on-campus and off-campus communities, and showcased over 40 events, with topics ranging from human health to climate change. Volunteers in the 2016/17 Speakers Bureau season reached an audience of 18,000 people, with school groups the single largest audience category.

# Strategic Context

## External factors

Important changes in the University of Victoria's planning and operational context were identified during the university's recent strategic planning process:

**Growth** – has affected both the number of universities and student participation rates in BC, Canada and worldwide over several decades; increased demand for PSE; and led to recognition that universities are essential engines of individual and social prosperity. The growth in the number of institutions has increased competition and the need to focus on and communicate our differentiating strengths.

**Globalization** – has changed what we teach and research, where we study and learn, and what students need to flourish in the modern world. Economies and institutions are increasingly interconnected and interdependent, and our world's greatest problems today are international in character.

**Technology** – has transformed the world and our daily lives—how we communicate, what and how we teach, research and learn, how we collaborate and organize our institutions and ourselves; and is in fact challenging the very ideas of “teaching,” “the degree” and place-based education.

**Widened research mandate** – has reshaped the university, the scope and level of activity, organizational focus and culture, and governmental and public expectations. Universities are expected to conduct fundamental research, along with research that responds to immediate challenges, drives innovation, creates partnerships across business, industry and civil society, and nurtures the next generation of talent. The pursuit of research funding is increasingly competitive and demands that we demonstrate world-class quality and impact.

**Rising expectations and the evolving social contract** – has increased the importance of post-secondary education and research leading to heightened concern for transparency and accountability. Governments and employers often hold universities accountable for job preparation, labour supply shortages or surpluses and skills mismatches. Universities continue to stress the importance of autonomy and the fundamental value of freedom of inquiry. Our social contract will continue to evolve.

## Internal factors

**Inclusive excellence:** Our talented people, longstanding commitment to equity, diversity and inclusion, and an institutional culture of collaboration, collegiality and mutual respect are the conditions that support excellence and our claim to an extraordinary academic environment.

**Place:** UVic is located on the traditional territory of the Lkwungen-speaking peoples, and the Songhees, Esquimalt and WSÁNEĆ communities that have historical relationships with this land that continue to this day. These facts shape our history and our future. UVic is surrounded by ocean and an extraordinary natural environment that inspires many of our programs, an ethic of sustainability, strong relationships in the Asia-Pacific region, and an international outlook, with 75 per cent of our students coming from outside the immediate region. *See Appendix for international enrolment.*

**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 26 percent growth and graduate education experiencing 45 percent growth. Over that period, the University of Victoria has experienced total growth of 29 percent. UVic has ended its growth period and while changes in the enrolment profile will continue to occur, the university is expected to remain at about the same size. The supply of potential applicants is limited by low growth in the youth population, except for youth populations of Indigenous and new Canadians. A Strategic Enrolment Management framework is being implemented to establish and monitor our enrolment objectives. *See Appendix for audited FTEs.*

**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 have also focused on the expansion of research graduate programs and we have succeeded in achieving graduate growth targets funded by the Ministry. *See Appendix for awards and scholarships.*

**Student recruitment:** Demographic changes coupled with the rapid expansion of the BC system pose some special challenges and opportunities for UVic. Through Strategic Enrolment Management, our goal will be to continue to attract diverse groups of excellent students who 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 continues to be high academic standards for admitted students. *See Appendix for applicants and registrants by GPA.*

# Performance Plan

## University of Victoria Strategic Plan Priorities

There are six strategic priorities in the *University of Victoria's Strategic Framework 2018-2023*:

- Cultivate an extraordinary academic environment
- Advance research excellence and impact
- Intensify dynamic learning
- Foster respect and reconciliation
- Promote sustainable futures
- Engage locally and globally

## Ministry of Advanced Education's Goals for 2017/18 to 2019/2020

<b>Goal 1:</b> Students are supported to achieve their education, employment and training goals	<b>Goal 3:</b> An education and training system that maximizes social and economic benefits and supports British Columbia's diverse communities
<b>Goal 2:</b> Ensure a high quality post-secondary education system that provides BC with a global competitive advantage	<b>Goal 4:</b> Citizens are informed and engaged with government in a way that is inclusive, and builds both trust and quality of life

## Strategic Objectives and Performance Measures for BC Public Post-Secondary Education

SYSTEM STRATEGIC OBJECTIVES	DEFINITION	PERFORMANCE MEASURES
<b>Capacity</b>	The BC public post-secondary system has sufficient capacity to meet the evolving needs of the province.	<ul style="list-style-type: none"> <li>• Student spaces</li> <li>• Credentials awarded</li> <li>• Sponsored research funding</li> </ul>
<b>Access</b>	The BC public post-secondary system provides equitable and affordable access for residents.	<ul style="list-style-type: none"> <li>• Credentials awarded to Aboriginal students (System Measure)</li> <li>• Aboriginal student spaces</li> <li>• Transition rate of high school students to public post-secondary education (System Measure)</li> <li>• Loan repayment as a percent of income (System Measure)</li> <li>• Participation rate (System Measure)</li> </ul>
<b>Quality</b>	The BC public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.	<ul style="list-style-type: none"> <li>• Student satisfaction with education</li> <li>• Student assessment of the quality of instruction</li> <li>• Student assessment of skill development</li> </ul>
<b>Relevance</b>	The BC public post-secondary system is relevant, having the breadth and depth of programming to meet the evolving economic needs of the province.	<ul style="list-style-type: none"> <li>• Student assessment of the usefulness of knowledge and skills in performing job</li> <li>• Unemployment rate</li> </ul>
<b>Efficiency</b>	The BC public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investments.	<ul style="list-style-type: none"> <li>• Year-to-year retention rate (System Measure)</li> <li>• Time to completion (System Measure)</li> </ul>

## UVic Strategies Aligned with Ministry Strategic Objectives

Given the vision and priorities of UVic’s Strategic Framework, the goals and objectives of the Ministry of Advanced Education, and the current planning context, we have identified 23 institutional strategies that align with Ministry objectives. These strategies are associated with specific objectives and performance measures.

In the following table we identify strategies and performance measures and indicate which system objective each addresses. In the section following the table, further information, background and performance data on the objectives is provided.

### Summary of major institutional strategies and performance measures with system objectives

SYSTEM STRATEGIC OBJECTIVES	INSTITUTIONAL STRATEGY	PERFORMANCE MEASURES
Capacity	1.1 Attract, support and develop a diverse community of talented students, faculty and staff through enhanced resources and programs—including scholarships, academic chairs, professional support programs and workplace practices that recognize excellence and promote wellness.	Student spaces Strategic Enrolment Management process
	2.1 Take the strategic risks and make the investments necessary to pursue and support more opportunities for collaboration, innovation, partnership and external research funding.	Credentials awarded Credentials awarded to Aboriginal students (System Measure)
	2.3 Invest strategically in existing and emerging areas of research strength that present opportunities for growth, maximum impact and further global prominence.	Sponsored research funding
	2.4 Provide resources and develop targeted initiatives to recruit and support a diverse and talented community of researchers, including graduate students and post-doctoral fellows.	Implementation of the Strategic Research Plan Number of Highly Qualified Personnel
	4.3 Increase the number and success of Indigenous students, faculty, staff and leaders at UVic by developing priority recruitment strategies across the university, along with programs to support success.	Increased enrolment of and support services for Aboriginal students
Access	1.2 Embed practices of equity, diversity, accessibility, inclusion and dialogue throughout the university community so that all members feel welcomed, valued and supported to achieve their highest potential.	Increased Aboriginal student spaces Implementation of the Indigenous Plan

	6.3 Improve community access to UVic and ensure we are a welcoming and culturally aware place for all community members and partners.	<p>Loan repayment as a percent of income (System Measure)</p> <p>Participation rate (System Measure)</p> <p>Continued participation of Aboriginal youth in access and preparatory programs</p> <p>Transition rate of high school students to public post-secondary education (System Measure)</p>
Quality	1.3 Advance service excellence and collaboration by updating systems, spaces, processes and policies so they fully underpin research and teaching, maximize efficiency, and ensure our accountability and responsibility to our people, partners and society as a whole.	<p>Student satisfaction with education</p> <p>Student assessment of the quality of instruction</p>
	1.4 Implement internal communications practices that enhance individual, unit and organizational effectiveness, promote a sense of shared enterprise and meaningful purpose, and facilitate opportunities for collaboration across the campus.	<p>Student assessment of skill development</p>
	1.5 Increase the vibrancy of campus life by enhancing the natural and built environment to create more opportunities for interaction and collaboration; and develop infrastructure and programmatic initiatives, including additional student housing and increased opportunities for recreation, cultural activities and social interaction.	<p>National Survey of Student Engagement Results (NSSE)</p> <p>Course Evaluation Survey (CES)</p>
	3.2 Ensure that across all programs, in and out of the classroom, students actively develop the skills, abilities and attributes that support academic and personal success, lifelong learning, leadership and social responsibility, as set out in the University of Victoria Learning Outcomes.	<p>Regular Academic Program Reviews by external reviewers</p>
	4.4 Implement transformative programs to provide a welcoming, inclusive campus environment for all, and include the entire university community in Indigenous-engaged learning to promote mutual understanding and respect.	<p>Learning Commons Utilization Rates</p> <p>Use and satisfaction with undergraduate advising</p>
	5.1 Continue to build world-leading research and educational programs that contribute to sustainability on a global scale.	<p>Enhancement of services that support the academic success international students</p>

	6.1 Develop and support initiatives, including student mobility and research partnerships in priority countries and regions; experiential and community-based learning and research; intercultural curricula; and other programs to enhance local and global awareness and connections.	
Relevance	2.2 Integrate and align research and education by fostering high-quality research and creative activity across all the disciplines, and by taking focused steps to ensure that learning in every program is enriched by the research culture and activities of the university.	Student assessment of the usefulness of knowledge and skills in performing job
	3.1 Extend UVic’s expertise and leadership in experiential learning so that every student has the opportunity to engage in, and be recognized for, research, work-integrated, community-engaged or other forms of experiential learning.	Unemployment rate Baccalaureate Graduate Survey Results on program relevance to employment
	3.3 Foster teaching excellence and innovation by supporting and recognizing inspiring teachers who use evidence-based teaching practices to enhance student engagement and learning, including technology-integrated, interdisciplinary, experiential and other transformative learning experience	Undergraduate research awards
	3.5 Develop and evolve high-quality academic programs that align with UVic strengths and directions; are responsive to student interest and social need; provide students with meaningful opportunities to engage with issues from diverse perspectives; and are financially sustainable.	Increased participation in Co-operative Education and other forms of experiential learning
	5.4 Ensure that students have opportunities to engage with issues, principles and practices that support social and environmental sustainability, and to develop the knowledge and ethical orientation to contribute to a just, socially responsible and sustainable future.	
Efficiency	2.5 Promote more collaboration, partnerships and interdisciplinary approaches on campus and with our external colleagues and partners by increasing support, reducing obstacles, and facilitating engagement through our research centres and other entities.	Year-to-year retention rate (System Measure)
	3.4 Design and continually update quality curricular and co-curricular programs that positively impact the student experience, foster wellness and resilience, and support the achievement of educational goals and timely graduation.	Increase retention rates Time to completion (System Measure)
	4.2 Develop new pathways for access to higher education for Indigenous students.	Academic partnerships with Aboriginal communities
	4.5 Foster respectful partnerships with Indigenous communities, governments and organizations— developing and supporting educational and research programs that align community needs and priorities with UVic strengths and capabilities.	

## Performance Measures, Targets and Results

See attached.

## 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>

## 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 by their department chair and dean, along with data from student's course evaluation surveys (CES). Departments are also subject to vigorous external review every five to seven years.

Moving forward, our commitment and promise include:

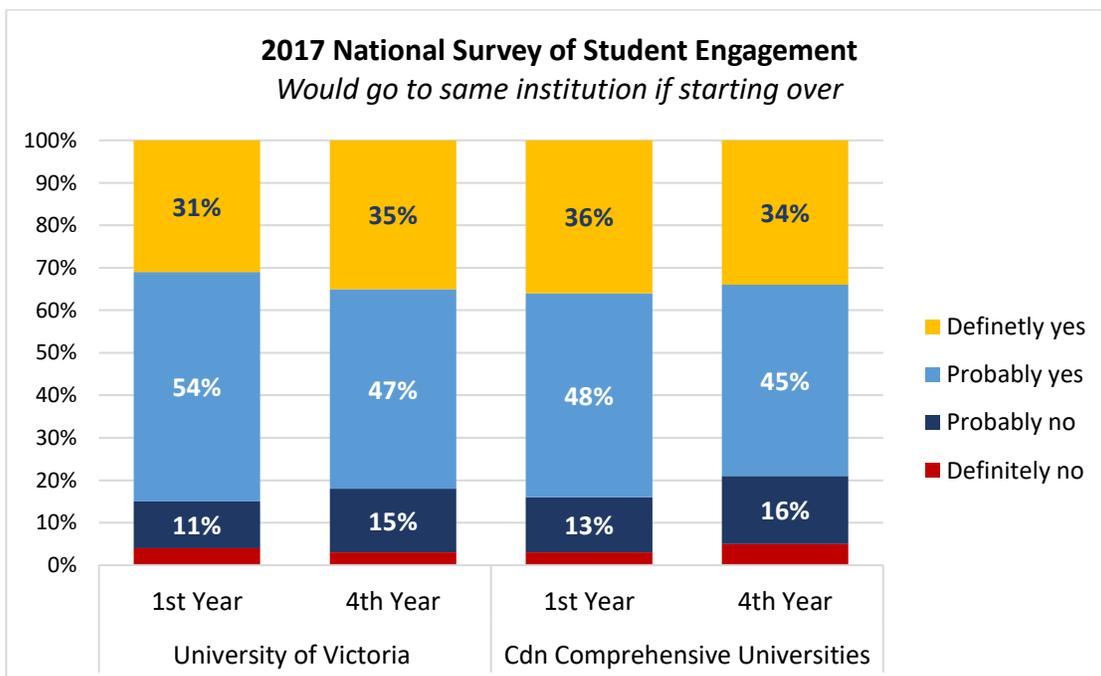
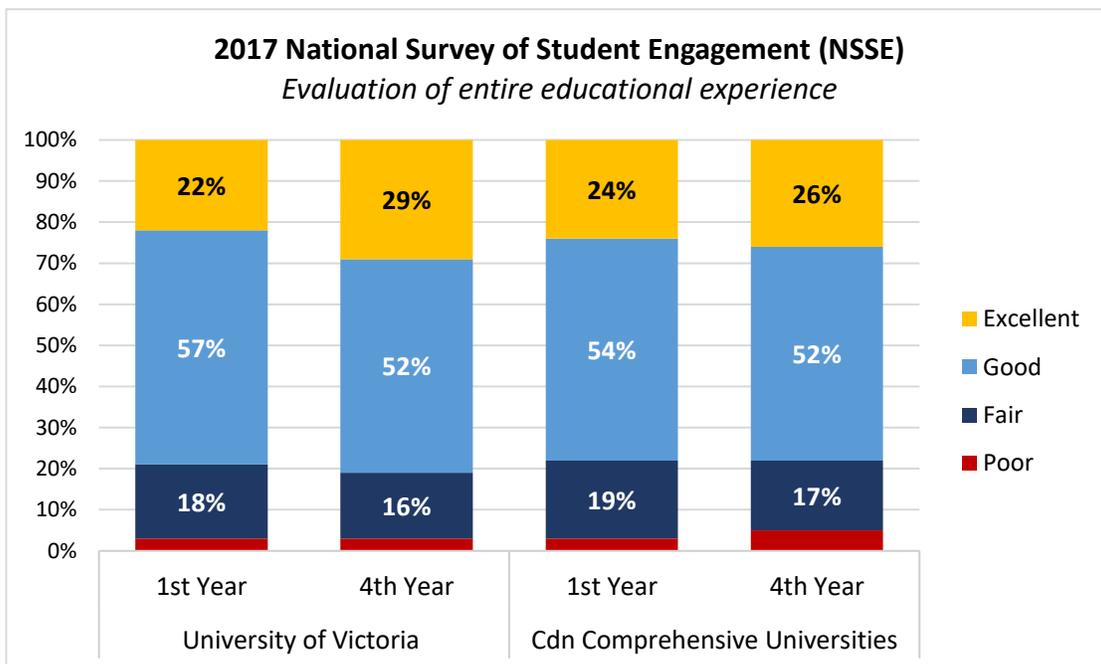
- operating programs as efficiently and effectively as possible to ensure student demand is being met;
- contributing to students' career success and to government's vision of shared prosperity for everyone;
- realigning and reallocating programs to ensure responsiveness to student demand and labour 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 Quality Assurance Process Audit Framework, the Administrative Service delivery Transformation initiative, Education Planner and the redesigned K-12 curriculum changes.

## Appendix: Institutional Measures

### Engagement surveys

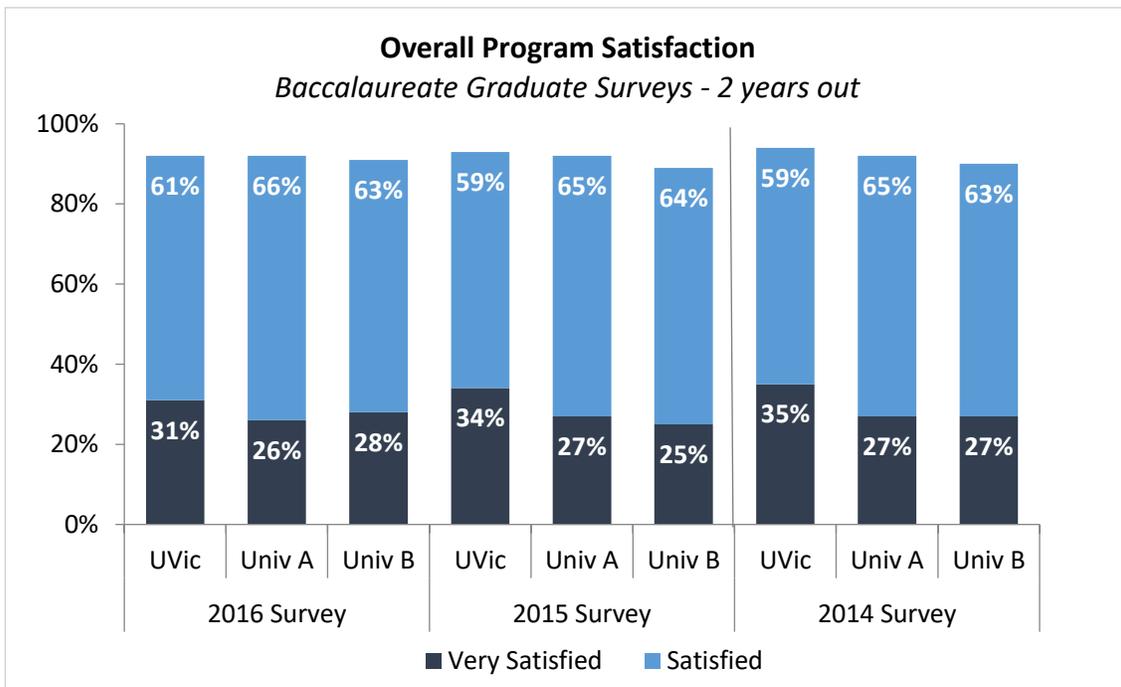
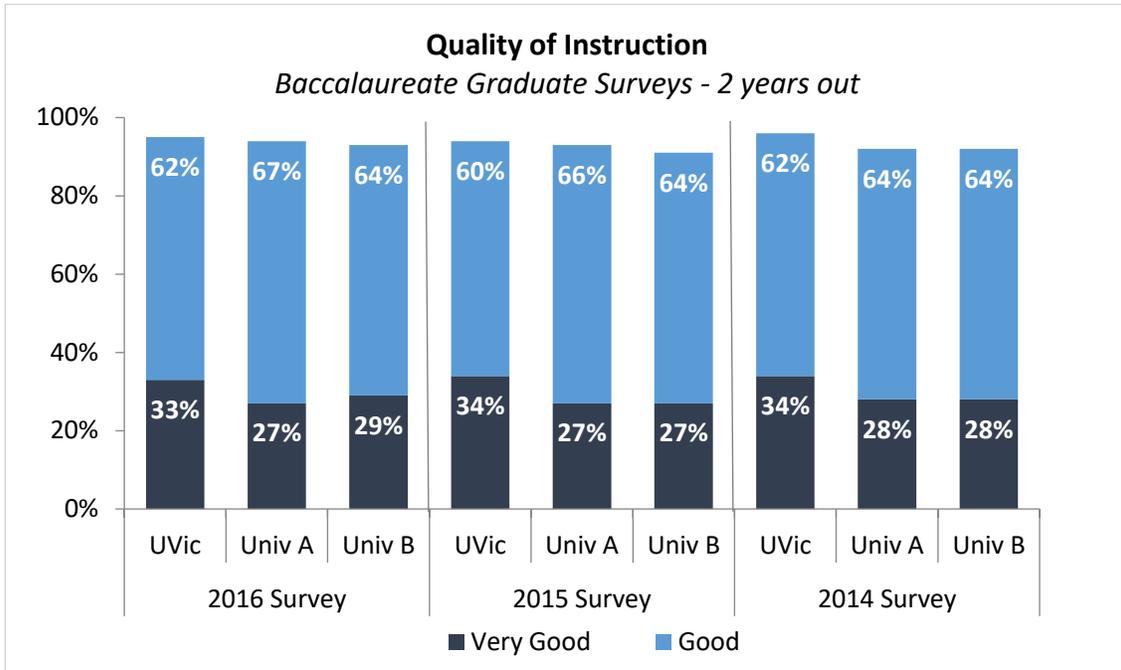
#### National Survey of Student Engagement (NSSE)

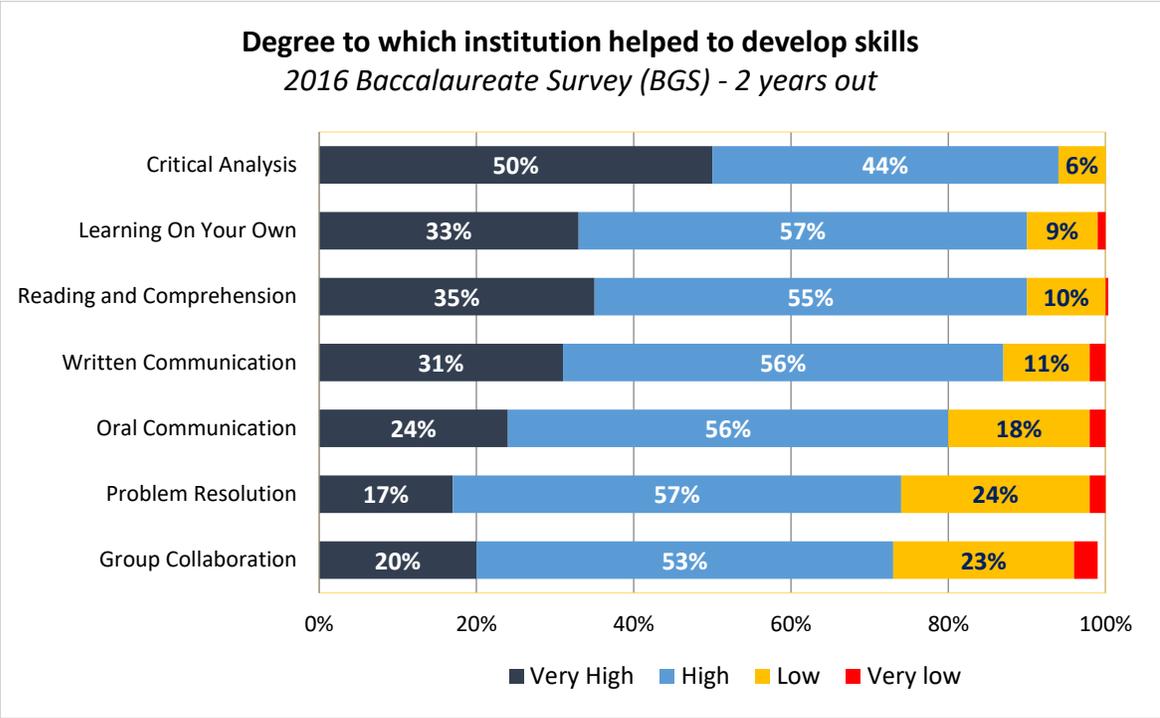
The University of Victoria participated in the National Survey of Student Engagement (NSSE) in 2006, 2008, 2010, 2012, 2014, and 2017, and the results continue to be very positive for UVic.



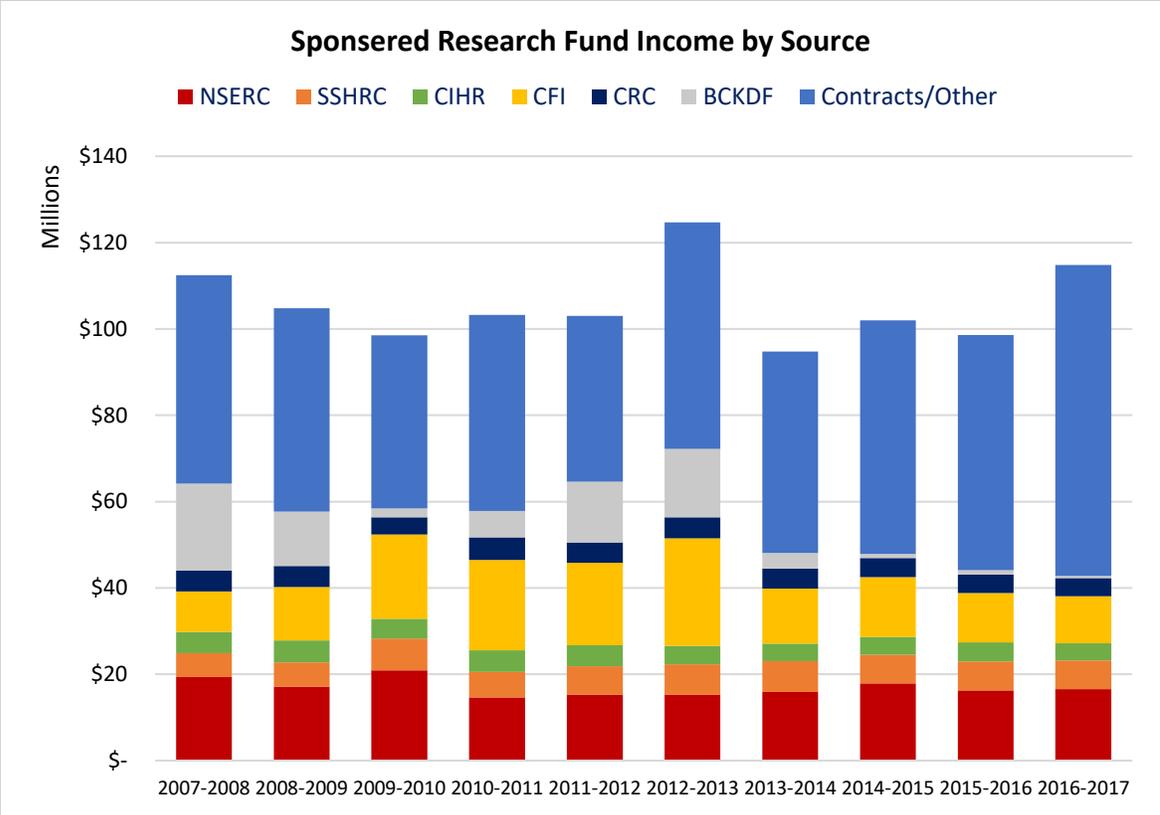
### Baccalaureate Graduate Survey

The annual Baccalaureate Graduate Survey measures how satisfied graduates are with the overall quality of instruction and overall quality of their education. UVic consistently has a large proportion of graduates who are *very satisfied* with their studies. UVic graduates consistently give high ratings for their instructors and overall experience, as well as for the skills they have acquired during their studies.

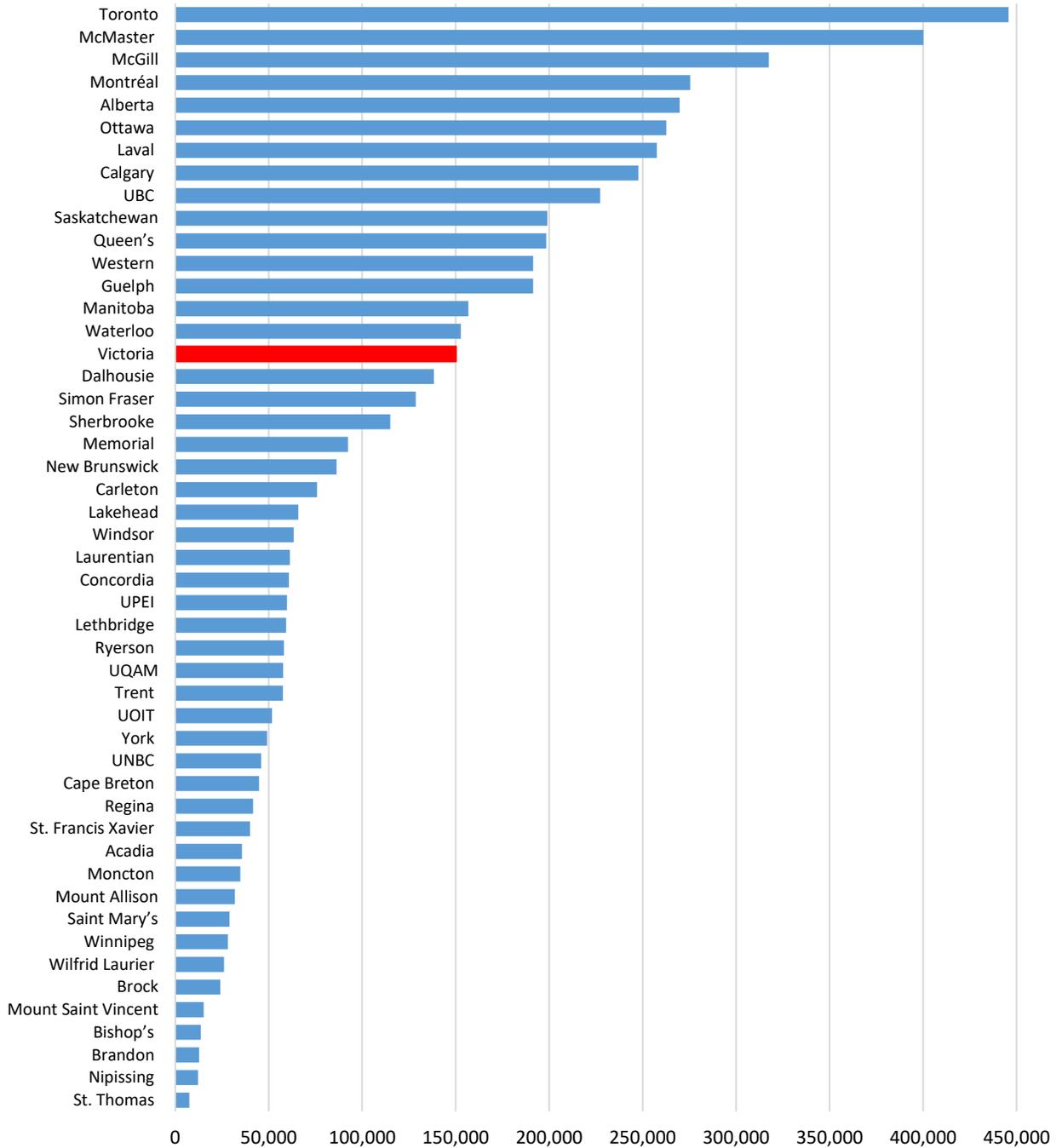




Research measures

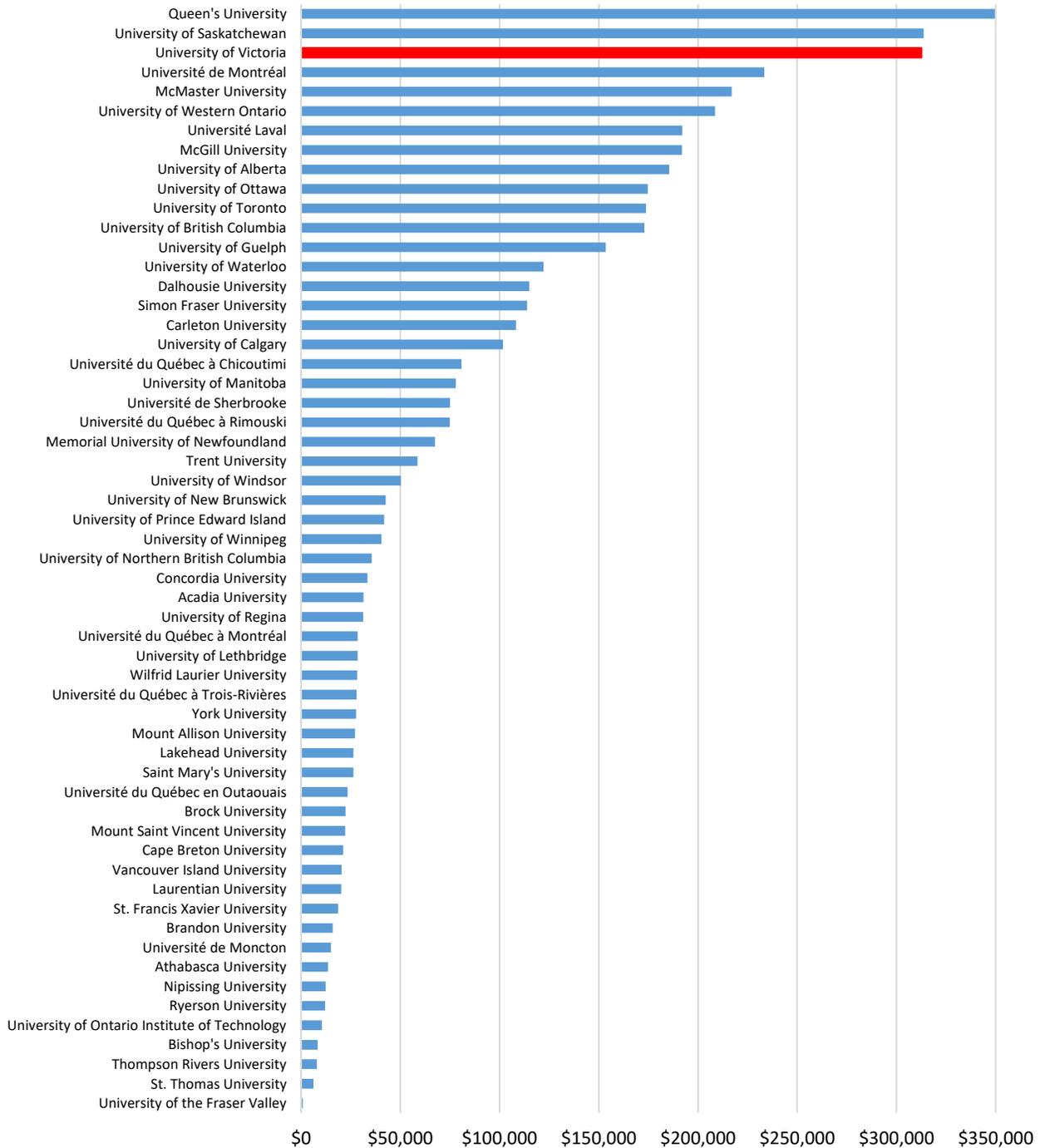


### Total research dollars per faculty member : 2017/18



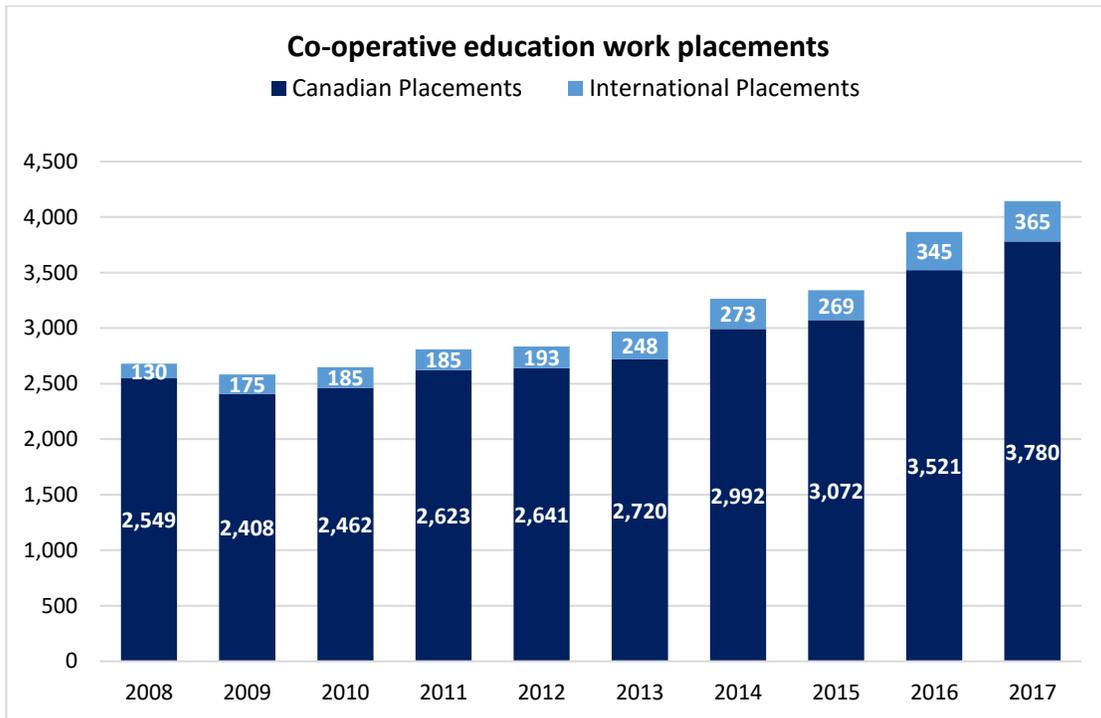
Source: Social Sciences and Humanities Research Council of Canada, Natural Sciences and Engineering Research Council of Canada, and the Canadian Institute of Health Records (2015/16), as reported in 2018 Macleans

### Canada Foundation for Innovation (CFI) cumulative funding 2018 per 2017 full-time faculty

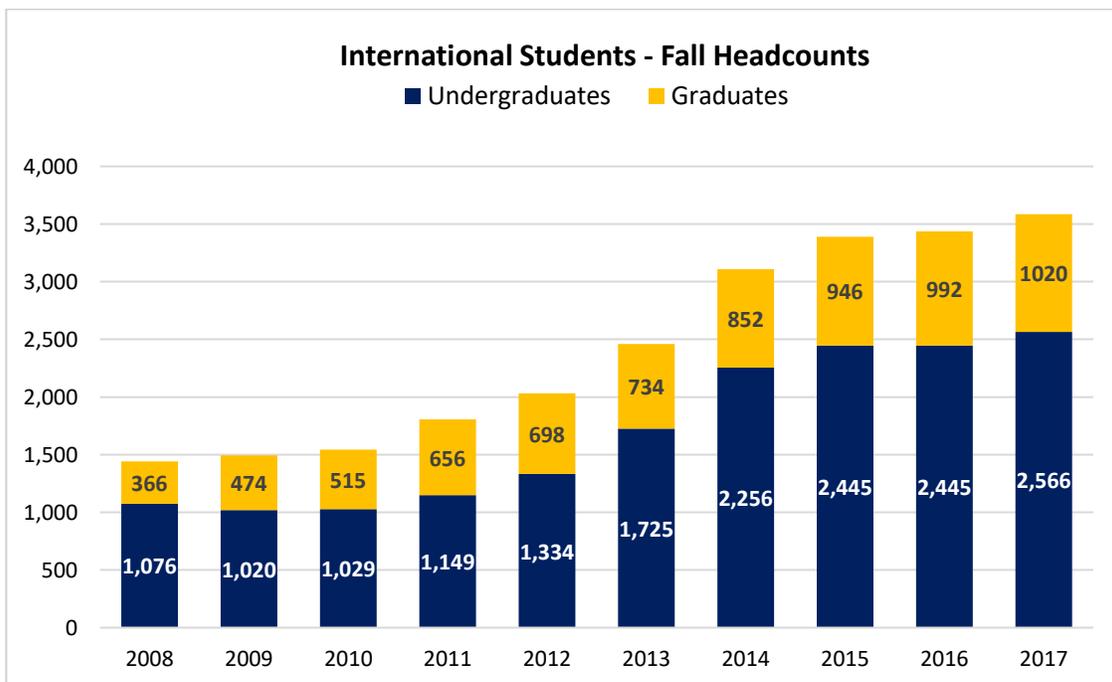


Note: Full-time faculty data includes 2016 faculty data at institutions where 2017 data was not available.  
2018 CFI data source: <http://www.innovation.ca/en/funded-projects>

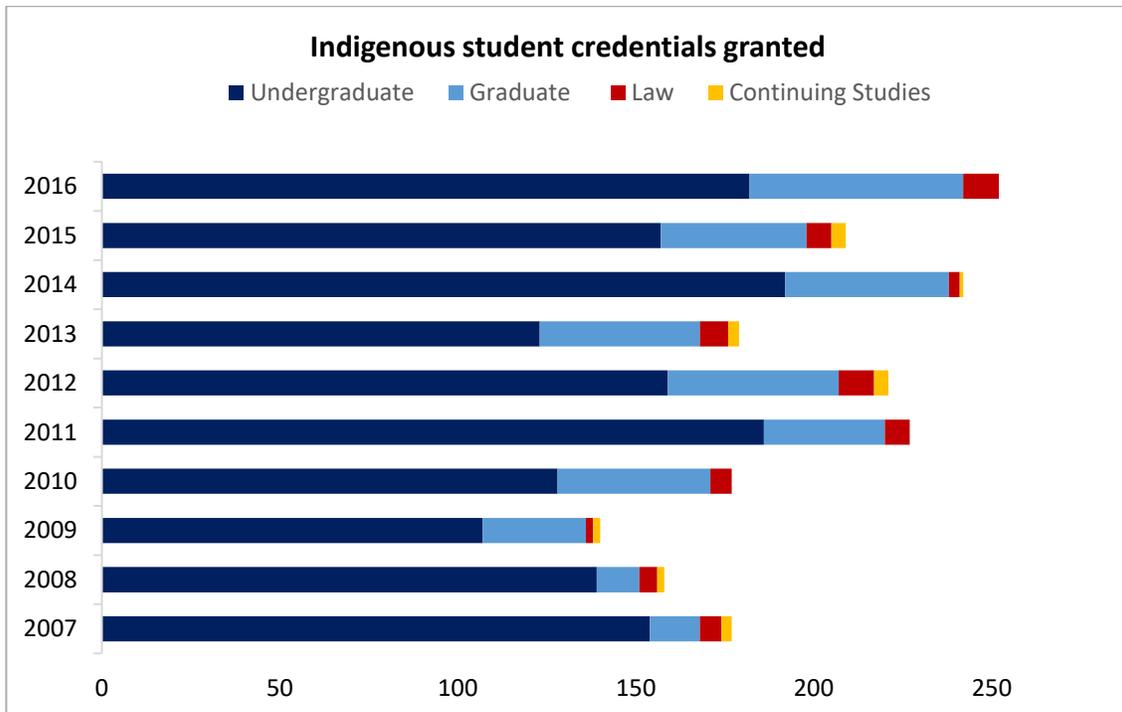
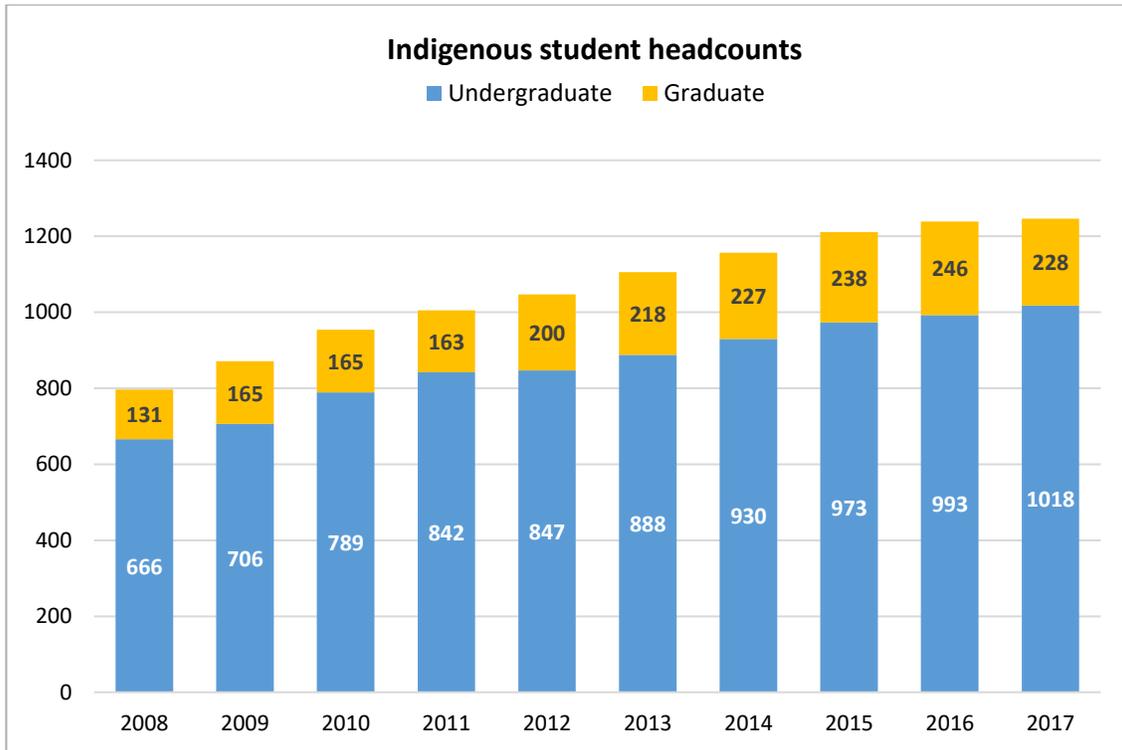
## Co-op education work placements



## International enrolment



## Indigenous enrolment

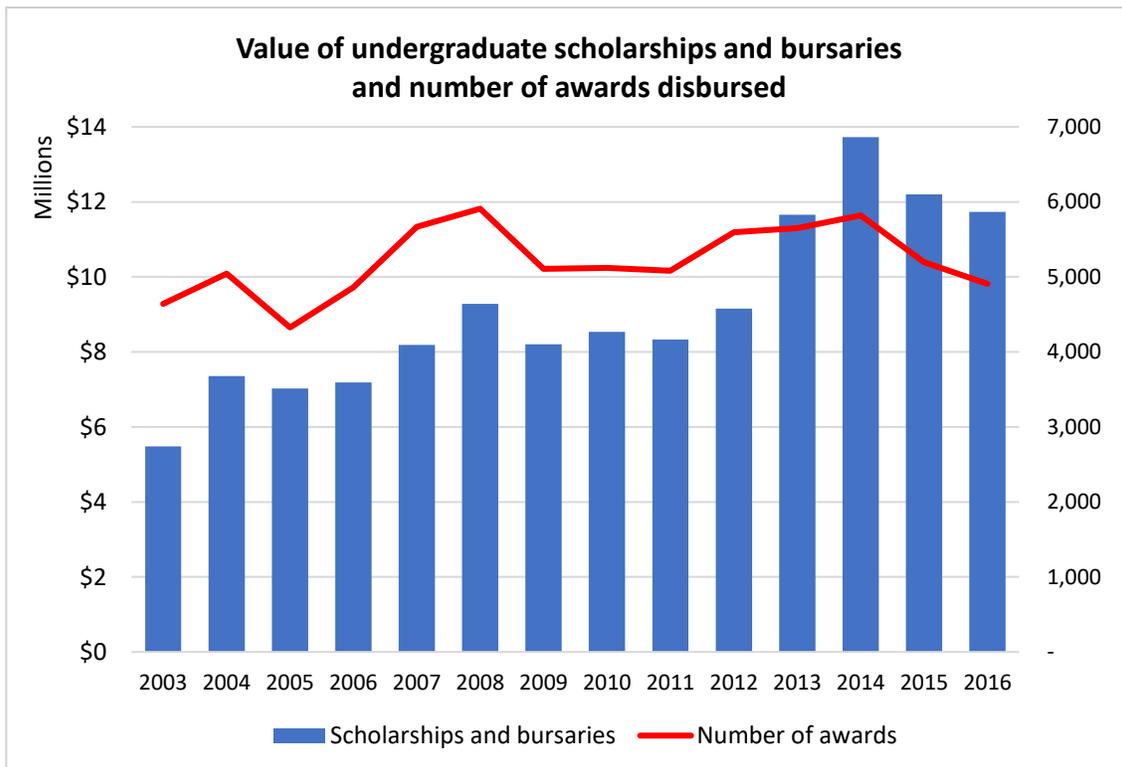


## UVic's audited FTEs over 15 years

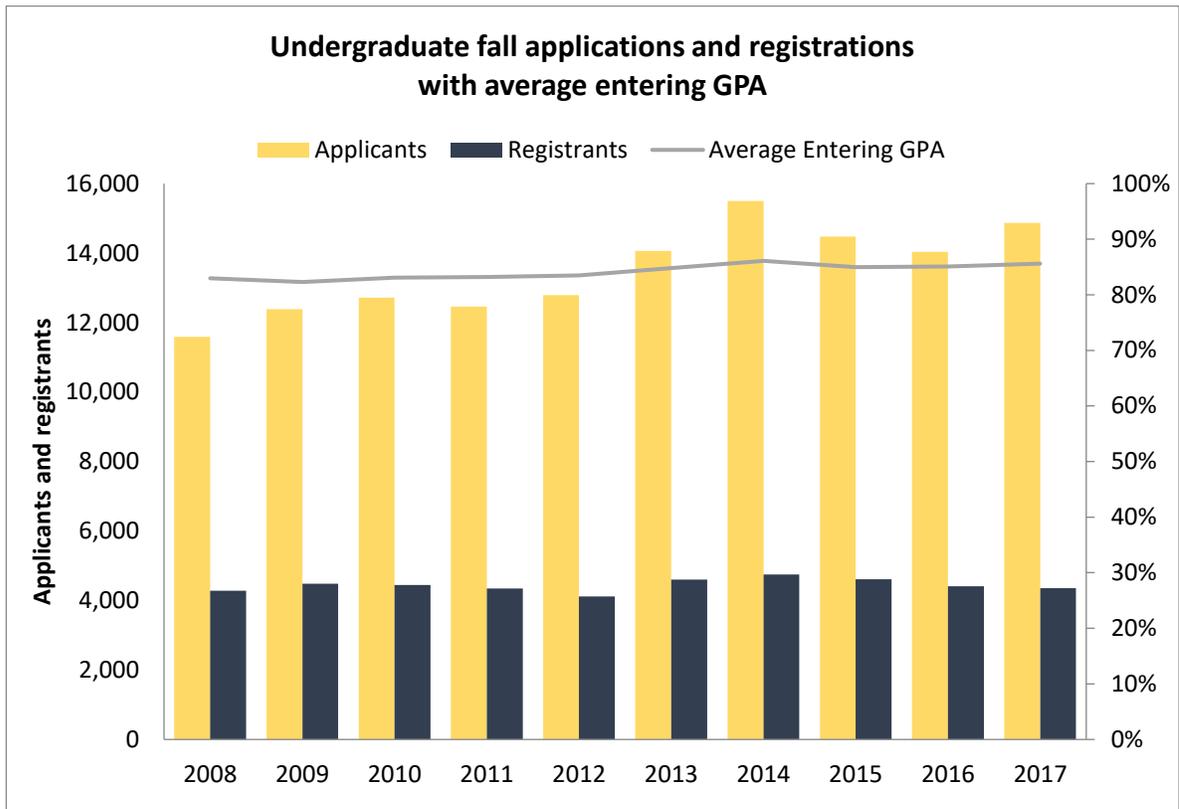
Year	Undergraduate	Graduate	Total
2003/04	12,822	2,008	14,830
2004/05	13,018	2,012	15,030
2005/06	13,461	2,036	15,497
2006/07	13,694	2,096	15,790
2007/08	13,450	2,122	15,572
2008/09	13,648	2,252	15,900
2009/10	14,182	2,447	16,629
2010/11	14,828	2,678	17,506
2011/12	14,815	2,808	17,623
2012/13	14,726	2,847	17,573
2013/14	15,065	2,952	18,017
2014/15	15,381	2,986	18,367
2015/16	15,772	3,002	18,774
2016/17	16,087	2,955	19,042
2017/18	16,155	2,903	19,058

Note: Includes international students

## Awards and scholarships



## Applicants, registrants with GPA



**University of Victoria**  
**2017/18 Accountability Framework Performance Measure Results**

Performance measure <sup>1</sup>	Reporting year					
	2016/17 Actual	2017/18 Target	2017/18 Actual	2017/18 Assessment		
<b>Student spaces<sup>2</sup></b>						
Total student spaces	16,922	15,863	16,767	Achieved		
Nursing and other allied health programs	764	705	653	Substantially achieved		
<b>Credentials awarded<sup>3</sup></b>						
Number	4,300	4,326	4,295	Substantially achieved		
<b>Sponsored Research Funding<sup>4</sup></b>						
Sponsored research funding from all sources (million \$)	\$99.6	≥ previous year	\$114.9	Exceeded		
Federal sources (million \$)	\$70.2		\$68.7			
Provincial sources (million \$)	\$6.0		\$21.1			
Other sources (million \$)	\$23.4		\$25.1			
<b>Aboriginal student spaces<sup>4</sup></b>						
Total Aboriginal student spaces	822	830	841	Achieved		
Ministry (AEST)	822		841			
Industry Training Authority (ITA)	N/A		N/A			
<b>Student satisfaction with education<sup>5</sup></b>						
	%	+/-		%	+/-	
Bachelor degree graduates	92.3%	0.9%	≥ 90%	92.2%	0.9%	Achieved
<b>Student assessment of the quality of instruction<sup>5</sup></b>						
	%	+/-		%	+/-	
Bachelor degree graduates	94.5%	0.8%	≥ 90%	92.5%	0.9%	Achieved
<b>Student assessment of skill development<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Bachelor degree graduates	85.2%	1.0%	≥ 85%	83.9%	1.1%	Achieved
<b>Student assessment of usefulness of knowledge and skills in performing job<sup>5</sup></b>						
	%	+/-		%	+/-	
Bachelor degree graduates	82.9%	1.5%	≥ 90%	83.2%	1.6%	Substantially achieved
<b>Unemployment Rate<sup>5</sup></b>						
	%	+/-		%	+/-	
Bachelor degree graduates	8.1%	1.0%	≤ 10.6%	6.8%	1.0%	Exceeded

**Notes:**

TBI - Institutions are required to include their target and assessment.

TBD - for measures where results are still to be received, the fields have been labelled as "To Be Determined".

N/A - Not applicable

<sup>1</sup> Please consult the 2017/18 Standards Manual for a current description of each measure. See [https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards\\_manual.pdf](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf)

<sup>2</sup> Results from the 2016/17 reporting year are based on data from the 2016/17 fiscal year; results from the 2017/18 reporting period are based on data from the 2017/18 fiscal year.

<sup>3</sup> Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2017/18 reporting year are a three-year average of the 2014/15, 2015/16, and 2016/17 fiscal years. Changes have been made to the Credentials Awarded methodology. The details of the new methodology can be found on page 17 of the 2017/18 Standards Manual . Results from the 2016/17 reporting year have been recalculated to reflect the change in methodology.

<sup>4</sup> Results from the 2016/17 reporting year are based on data from the 2015/16 fiscal year; results from the 2017/18 reporting period are based on data from the 2016/17 fiscal year.

<sup>5</sup> Results from the 2016/17 reporting year are based on 2016 survey data; results from the 2017/18 reporting year are based on 2017 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%.

<sup>6</sup> Changes have been made to the Student assessment of skill development methodology to better reflect the answers provided by individual students. The details of the new methodology can be found on page 21 of the 2017/18 Standards Manual . Results from the 2016/17 reporting year have been recalculated to reflect the change in methodology.

Target assessment scale	Description
Exceeded	110% or more of the target
Achieved	100% - 109% of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
Not assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets

**APPENDIX**  
**University of Victoria**  
**2017/18 Accountability Framework Performance Measure Results**

Performance measure	Reporting year					
	2016/17 Actual		2017/18 Target	2017/18 Actual		2017/18 Assessment
<b>Bachelor degree graduates' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	85.2%	1.0%	≥ 85%	83.9%	1.1%	Achieved
Written communication	85.1%	1.2%		83.9%	1.3%	
Oral communication	81.6%	1.3%		80.2%	1.4%	
Group collaboration	79.9%	1.4%		78.9%	1.4%	
Critical analysis	93.4%	0.8%		91.6%	1.0%	
Problem resolution	78.0%	1.4%		78.4%	1.5%	
Learn on your own	89.3%	1.1%		88.5%	1.1%	
Reading and comprehension	88.8%	1.1%		86.9%	1.2%	

**University of Victoria**  
**Accountability Framework Performance Targets: 2018/19 to 2020/21**

<b>Performance measure</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>
<b>Student spaces</b>			
Total student spaces	15,918	16,048	16,168
Nursing and other allied health programs	710		
<b>Credentials awarded</b>			
Number	4,303	TBD	TBD
<b>Student satisfaction with education</b>			
Baccalaureate graduates	≥ 90%		
<b>Student assessment of the quality of instruction</b>			
Baccalaureate graduates	≥ 90%		
<b>Students' assessment of skill development (average %)</b>			
Baccalaureate graduates	≥ 85%		
<b>Student assessment of usefulness of knowledge and skills in performing job</b>			
Baccalaureate graduates	≥ 90%		
<b>Unemployment rate</b>			
Baccalaureate graduates	8.0%	< unemployment rate of individuals with high school credentials or less	
<b>Sponsored research funding</b>			
Funding from all sources (million \$)	\$114.9	≥ previous year	