

# 2018/19 Institutional Accountability Plan and Report

University of Victoria

July 2019

Submitted by



University  
of Victoria



June 24, 2019

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

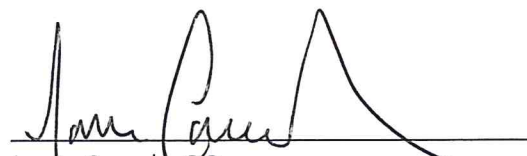
Dear Minister Mark,

We are pleased to submit the University of Victoria's Institutional Accountability Plan and Report for the 2018/19 reporting cycle.

Framed by our university's Strategic Framework 2018-2023 goals, the Report highlights institutional achievements from the past year and outlines our priorities for the coming year. Together, these make a strong statement about our progress and alignment with the Ministry's service plan and our mandate letter. The university continues to meet the targets provided under the Ministry's accountability framework, including submitting a balanced budget.

The Report also emphasizes our values and what sets UVic apart—such as our research excellence and commitment to fostering respect and reconciliation—while reinforcing our leadership in vital areas—such as dynamic learning and sustainable futures. In the first year implementing our Strategic Framework, we have made great progress toward our goal of being 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.

Many of our important accomplishments and initiatives from across the university could not have been possible without our community, research, industry and government partners. We look forward to continuing to work with you and the Ministry to achieve our shared goal of delivering quality education programs and services that people count on, building a better BC together.

  
Beverly Van Ruyven  
Chair, Board of Governors  
Jamie Cassels, QC  
President and Vice-Chancellor

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## Territorial acknowledgement

We acknowledge with respect the Lekwungen-speaking peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

## University overview

Since its establishment in 1963, the University of Victoria (UVic) has emerged as one of Canada's best comprehensive universities, ranked among the world's top research institutions. Year after year, we are recognized as one of Canada's best diversity employers as well as one of its greenest.

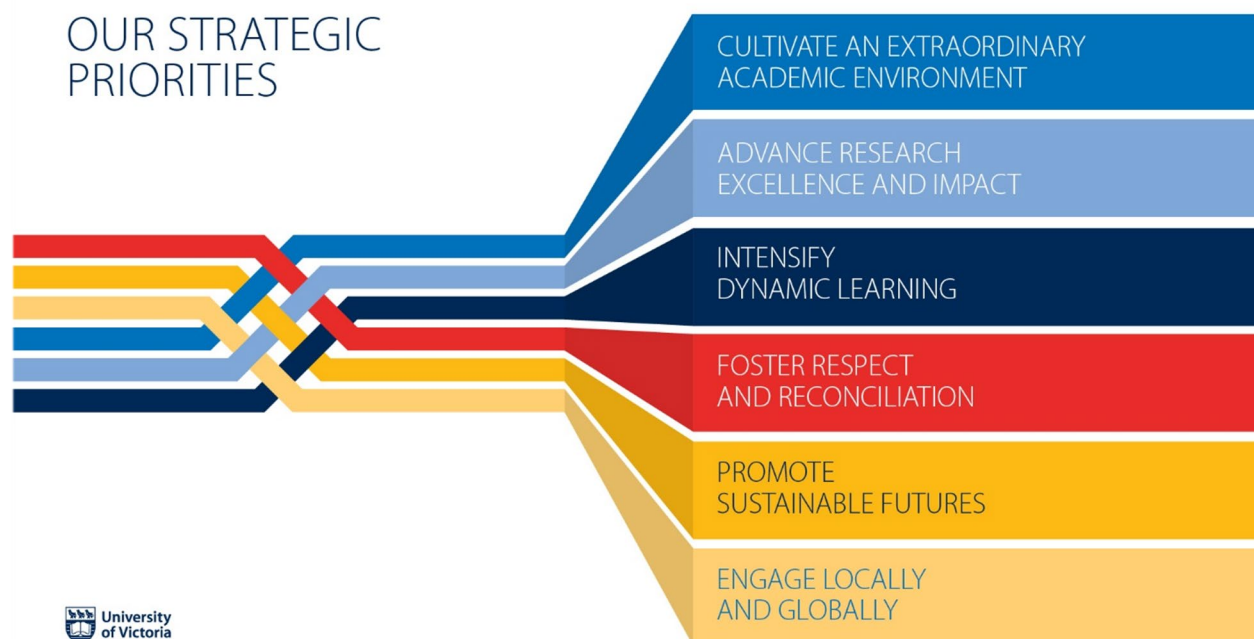
We offer over 120 undergraduate and 160 graduate programs to more than 21,000 students on our diverse and welcoming West Coast campus. To date, we have conferred over 130,000 degrees, certificates and diplomas and our alumni continue to have an impact on the world around us.

Our faculty, centres and networks work with strategic partners to conduct important research that tackles social, economic and environmental issues that matter. Issues like climate change, ocean health, clean growth, healthy communities and Indigenous law.

## Strategic direction

We are deeply committed to contributing to a better future for people, places and the planet. Our vision is to 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.

The [University of Victoria's Strategic Framework 2018-2023](#) serves as a guide to our future—setting out high-reaching priorities in six key interconnected areas and articulating strategies to realize them.



## Major accomplishments of 2018/19

The following initiatives make a strong statement about UVic's priorities and alignment with the Ministry's service plan and our mandate letter. The university is committed to excellence in research and creative activity, as well as teaching and engagement that serve students, communities and the world. Our priorities reflect our values and are what set UVic apart, while also reinforcing our leadership position in vital areas.

### Cultivate an extraordinary academic environment

Our goal is to be recognized internationally as a university of choice for talented students, faculty and staff. That's why our institutional plans—including our Strategic Enrolment Management Plan, Indigenous Plan and International Plan—are positioning us to attract, support and develop a diverse community here on the West Coast of British Columbia.

#### Building a more equitable and inclusive campus

UVic remains strongly committed to an inclusive and safe campus, and for the eighth time in as many years, UVic has been recognized as one of [Canada's Best Diversity Employers](#). Our Office of Equity and Human Rights continues to find ways to foster and support cross-portfolio collaboration on issues related to equity, diversity and inclusion. In support of the government's commitment to improving student safety and overall well-being, UVic has developed and implemented sexualized violence prevention programs—offering training and education to faculty, staff and students on this important issue. We also continue to implement our [Employment Equity Plan 2015-2020](#), including expanding training opportunities for committees and individuals.

#### Student recruitment and retention

We launched our [Strategic Enrolment Management \(SEM\) Plan](#) in April 2019. The plan will guide university recruitment, retention and student success initiatives for the next five to ten years. In the context of remaining about the same size, our commitments include recruiting the very best undergraduate students, diversifying our international undergraduate student population, increasing our enrolment of Indigenous students, and increasing under-represented populations on our campus. We also aim to increase the proportion of graduate student enrolment.

#### Students with lived experience in care

Working closely with our School of Child and Youth Care, UVic has developed supports for students with lived experience in care—from transition to university through to graduation. The UVic Youth in Care Tuition Award and Tuition Waivers are offered to assist students who are former BC Youth in Care, as defined by the Child, Family and Community Service Act. The award covers tuition and mandatory fees required for the completion of a first undergraduate degree. Eligible applicants may also receive funding for books, supplies and living expenses.

#### Align institutional processes with K-12 curriculum changes

We continue to work on aligning 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 working groups are reviewing internal processes and supports for students to ensure seamless transition and support their academic success.

#### High student satisfaction

UVic consistently receives excellent feedback from our students through surveys such as the National Survey of Student Engagement, the Baccalaureate Graduate Follow-up Survey, and the Canadian Undergraduate Survey

Consortium. In a recent follow-up survey, conducted two years after graduation, 92 per cent of recent UVic grads were satisfied or very satisfied with their overall program, and 94 per cent were satisfied or very satisfied with the quality of instruction they received.

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## Advance research excellence and impact

We are working to excel in diverse forms of research and creative activity, advancing human knowledge, improving and enriching lives and tackling global challenges. Our investments in capital projects, faculty positions and university-wide research initiatives will foster high-quality collaborations—heightening our place in the top tier of the world’s research universities.

### Our research strengths

Sustainability, healthy societies, social justice, jobs and a strong economy are at the core of UVic’s commitment to meaningful change. Our [Strategic Research Plan 2016-2021](#) describes eight areas of research strength: 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.

### Ocean and climate research

UVic’s \$9.5 million Ocean-Climate Building officially opened in January, thanks in part to significant government funding. The complex provides physical space for collaborations among one of Canada’s largest concentrations of climate and ocean researchers. UVic hosts three research and knowledge-sharing institutes focused on ocean and climate: Ocean Networks Canada, Pacific Climate Impacts Consortium and the Institute for Integrated Energy Systems. We also host and lead the Pacific Institute for Climate Solutions, a collaboration with BC’s three other research-intensive universities. In addition, UVic is home to two Environment Canada labs: the Canadian Centre for Climate Modelling and Analysis and the Water and Climate Impacts Research Centre.

### Canada Research Chairs

UVic now holds 41 Canada Research Chairs in the areas of health sciences, engineering, natural sciences, social sciences and humanities. We were one of only 10 universities to achieve the “Fully Satisfies” rating on equity, inclusion and diversity associated with the Canada Research Chairs programs. In 2018, we welcomed a Canada 150 Research Chair, who will lead development of the Laboratory for Synthetic Self-Assembled Materials.

### Rankings and reputation

We are ranked as one of Canada’s leading universities, consistently outperforming our peers—especially for our size. UVic is third among all Canadian universities in citation impact per faculty member, and we’re 97th in the world across all fields (*QS Rankings*, 2018). UVic-based researchers wrote a higher proportion of top-performing papers based on international collaborations than any other university in North America (*Leiden Rankings*, 2019). In the nine years the Leiden Rankings have been released, UVic has claimed this spot eight times. We are ranked as the second best comprehensive school in Canada and have consistently ranked in the top three since this ranking’s inception (*Maclean’s*, 2019).

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## Intensify dynamic learning

UVic continues to build on our dual commitment to excellence in teaching and research, working towards our goal of being Canada’s leader in research-enriched and experiential learning. In order to ensure every student is

able to engage in dynamic learning, we have made substantial investments directly in the faculties, strengthened our supports in experiential learning and community engagement, and explored new international opportunities.

### **Preparing students for great careers with co-op**

Last year, our co-operative education program—one of Canada’s largest—created more than 4,000 domestic and international job placements for students across a wide range of employers, including government, non-profits and private businesses. Nearly three in four UVic co-op students receive an offer of employment before they graduate.

### **Community and international opportunities for students**

More than 6,500 students participate in community-engaged learning at UVic each year, and we offer over 1,300 community engagement initiatives in 85 countries. Our recently created Experiential Learning Fund will enhance opportunities for students to participate in experiential learning with not-for-profit organizations and NGOs. Support activities include wage subsidies for co-op placements and travel subsidies for students engaged in opportunities outside Victoria.

### **New academic programs**

We continue to develop and evolve high-quality academic programs that align with our strengths and directions. In the past year, we launched a joint JD/JID Indigenous law program, a Certificate in Indigenous Language Proficiency and an Indigenous Studies Major. Our Master of Engineering in Applied Data Science prepares students and professionals for high-demand careers that tackle large and complex data sets, and work is underway to deliver a Master of Engineering in Industrial Ecology. Both programs align with the government’s commitment to expand programs for the growing knowledge-based economy.

### **Experiential learning notation**

As outlined in our SEM Plan, we have set a goal that by 2024, 100 per cent of all graduating undergraduate students will have the opportunity to complete at least one significant experiential learning opportunity. Upon completion, students will receive an experiential learning notation on their transcript or co-curricular record.

## **Foster respect and reconciliation**

One of UVic’s defining features is our profound commitment to reconciliation with Canada’s Indigenous Peoples. Launching the world’s first Indigenous law degree program and hosting the National Building Reconciliation Forum are just two of the significant steps UVic has taken this year towards becoming a global leader in creating opportunities for Indigenous students and advancing reconciliation. We continue our work responding to the TRC’s Calls to Action and UNDRIP (see [Appendix B](#)) and supporting the government’s commitments in developing a comprehensive post-secondary strategy.

### **World’s first Indigenous law program**

In 2018, Elders, national and provincial leaders, scholars and members of the university community gathered to launch the world’s first Indigenous law program. Graduates of UVic’s joint JD/JID degree program will be able to pursue a career in common law enhanced with a deep understanding of Indigenous legal knowledge. In 2019, we secured significant provincial and federal funding to expand this program—including \$9 million from the federal government to help build a new national centre for Indigenous law and reconciliation.

### **National Building Reconciliation Forum**

In 2018, UVic welcomed 250 participants to the fourth National Building Reconciliation Forum, in partnership with



Universities Canada. The annual gathering explored how universities, government and Indigenous communities can work together to answer the Truth and Reconciliation Commission's Calls to Action.

### **Pathways for Indigenous youth**

UVic has created or expanded several pathway opportunities in recent years, including the Indigenous Youth 3C Challenge—a non-credit entrepreneurship program to encourage Indigenous youth to engage in the economy in their own terms—and Indigenous Student Mini-University—a week-long summer camp that gives BC youth a taste of university life. UVic's Indigenous student enrolment has grown dramatically over the past 10 years, and as part of our SEM Plan, we are further committed to doubling enrolment over the next 10 years.

### **Support for Indigenous students**

Since fall 2017, Indigenous students have accessed 19 new awards and scholarships funded by donors. Coupled with other university funding, this totals more than \$1.8 million in support for Indigenous students. We also expanded our unique and award-winning International Indigenous Co-operative Education Program.

### **Recruitment of Indigenous faculty and staff**

Over the past 18 months, UVic has appointed five Indigenous faculty members to newly funded tenure-track positions in humanities, law, nursing and public administration. We have also hired 20 Indigenous staff across the university. Our Indigenous-focused units include the Centre for Indigenous Research and Community-Led Engagement; Office of Indigenous and Academic Community Engagement; and the recently created Department of Indigenous Education in the Faculty of Education.

Our respect and reconciliation priorities, goals and strategies are outlined in our [Indigenous Plan 2017-2022](#). Learn more about how we're implementing the TRC's Calls to Action and UN Declaration on the Rights of Indigenous Peoples in [Appendix B](#).

## **Promote sustainable futures**

Our faculty and students are passionate about tackling real issues related to climate change and the environment—and it shows. UVic has become a global leader in environmental, social and institutional sustainability through research, partnerships and campus policies. We continue to be recognized as one of Canada's Greenest Employers, and we are listed in the top 100 green employers in the world—9th in North America—for doctoral institutions by the Sustainability Tracking, Assessment & Rating System.

### **Sustainability research and curricula**

Over 130 faculty and researchers across 30 academic departments are engaged in sustainability research, including the School of Environmental Studies, the School of Earth and Ocean Sciences, the Department of Geography, and the Gustavson School of Business, home to the Centre for Social and Sustainable Innovation. In 2018/19, we offered nearly 600 undergraduate and graduate courses that include sustainability themes in various disciplines.

### **Campus Cycling Plan**

Our first Campus Cycling Plan—designed to create a more bicycle-friendly campus—was approved in 2018 following significant campus-wide consultation. The plan is an important step towards our goal of increasing sustainable modes of transportation to campus. For this, we received the New and Emerging Planning Initiatives merit award from The Canadian Institute of Planners.



### **District Energy Plant**

The new high-efficiency District Energy Plant will be the backbone of campus heating when it comes online this summer. With its new natural gas boilers, it's expected to result in about a 10 per cent reduction in energy use and greenhouse gas emissions. All nine buildings constructed on campus in the past 12 years have been LEED Gold certified.

### **Cultivating a culture of philanthropy**

Our five-year development plan is advancing the culture of philanthropy on campus and in the community, and we're continuing to build valuable relationships with new donors. This year, we raised nearly \$19 million from 4,795 donors—surpassing our fiscal year goal of \$16 million.

## **Engage locally and globally**

UVic is fostering connections and mobilizing knowledge—from the local Ideafest research festival to the national Building Reconciliation Forum to our international partnerships. We continue to work with the Ministry to develop a balanced approach to international education while also enhancing our reputation, building off the success of our faculty and alumni and using The UVic Edge to position ourselves to the world.

### **International opportunities for students**

We have seen increases in a number of international student mobility initiatives since implementing our International Plan. In 2018, we saw a 9 per cent increase in the number of outbound international student exchanges and a 17 per cent increase in inbound student exchanges. Thanks to 18 new partnerships with international institutions to support faculty and student exchanges for teaching and research, we now have 216 active agreements. Since 2016, we have offered 27 international field schools.

### **Arts and culture**

We have BC's only stand-alone Faculty of Fine Arts, home to nationally and internationally recognized creative scholars and practitioners. With one of the most comprehensive applied theatre programs in North America, UVic attracts students from around the world who use performance art to spark social change. The faculty offers over 150 community events a year—from concerts and theatre performances to readings and exhibits—and our Farquhar Auditorium has been an important cultural centre on campus for our broader community for 40 years.

### **Healthy communities**

Working with community groups and leaders, governments, health authorities and other health care agencies, more than 200 UVic researchers are providing evidence-based knowledge to improve the health and well-being of Canadians. We have several centres of research excellence that support healthy societies, including the Institute on Aging and Lifelong Health, Canadian Institute for Substance Use Research, and Centre for Indigenous Research and Community-Led Engagement.

### **Celebrating alumni success**

UVic grants about 5,000 degrees per year and our alumni continue to have an impact on people, places and the planet. UVic writing alumna Esi Edugyan won the 2018 Scotiabank Giller Prize and is one of only three authors to twice win the Giller Prize, along with M.G. Vassanji and Alice Munro. *The Globe and Mail* named her their 2018 artist of the year.

## Major priorities for 2019/20

We are a campus that continues to evolve, and there are several exciting academic and capital projects underway to support students and faculty. Our SEM Plan will guide our student recruitment efforts, and we are making progress in advancing our reputation worldwide, building research partnerships, improving our rankings and positioning ourselves as a destination of choice for students, faculty and staff.

### National centre for Indigenous law and reconciliation

The national centre for Indigenous law and reconciliation will house the province-funded joint JD/JID as well as the Indigenous Law Research Unit. The centre will be designed to reflect and honour the long-standing relationships between UVic Law and the Songhees, Esquimalt and WSÁNEĆ Peoples. UVic has received significant federal funding for this project.

### Student health and wellbeing

Work is underway to create a new Health and Wellness Centre to integrate physical health and counselling for students. The on-campus facility will advance UVic's holistic model of student health and wellness by providing educational, collaborative and shared support spaces.

### On-campus housing and dining

As a destination university in one of the most constrained rental markets in Canada, there is high demand for additional student housing. Work is underway on UVic's largest construction project—a \$197 million expansion of our on-campus student housing and dining facilities. The project will provide 782 beds (620 net new) and will make campus a more welcoming, accessible and inclusive space for students while also freeing up much needed rental spaces in our community. Design and construction is targeting both LEED Gold and Passive House Standard. The province is providing financing for \$123 million that UVic will pay back as a loan, from housing fees.

### Engineering and computer science expansion

Thanks to provincial support, we are expanding our engineering and computer science programs, which includes 500 new student spaces, new faculty positions and student supports. In 2019, we hope to finalize plans with the province to build an addition to the Engineering/Computer Science Building on campus to accommodate this growth.

### Health Sciences Initiative

Consultative work is underway to enhance the quality and raise the profile of health research and academic programs at UVic. The Health Sciences Initiative will integrate research in lifelong health—including healthy aging, translational medicine, Indigenous health and mental health—and health-related programming in various disciplines.

### Website redesign

Our website is our most accessible and heavily used student recruitment tool, and it's often how partners learn about us. Progress is underway to launch a new UVic website in early 2020, which aims to enhance our reputation and create an improved experience for all of our audiences.

# Economic and social impact

UVic operations generate \$3.7 billion in annual economic activity—including direct and indirect expenditures such as salaries and benefits, spin-off companies, patents and licenses, student and visitor spending, taxes and the effects of an educated workforce. Our research and technology innovation accounts for \$1.09 billion of that.

Every day in communities around the world, UVic alumni are making a difference—starting right here. The one in eight adults in Greater Victoria who are UVic alumni, totalling over 42,000 people, are key contributors to the thriving knowledge economy, wellbeing and vibrant cultural life of our region. Over 71,000 of our alumni reside in BC. Globally, UVic has approximately 130,000 UVic alumni living in 131 countries around the world.

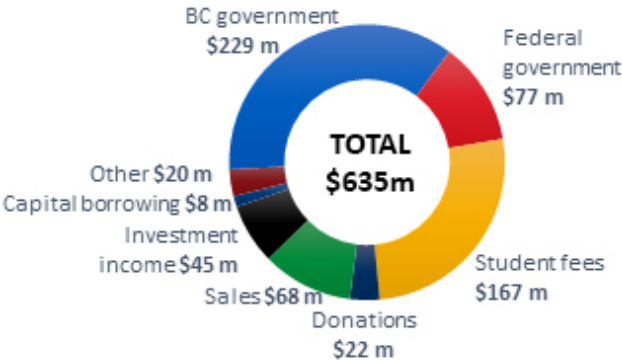
UVic has an approximately \$110 million a year research enterprise. We are consistently selected by Re\$earch Infosource as one of Canada’s Research Universities of the Year, and we continue to heighten our place in the top tier of the world’s universities.



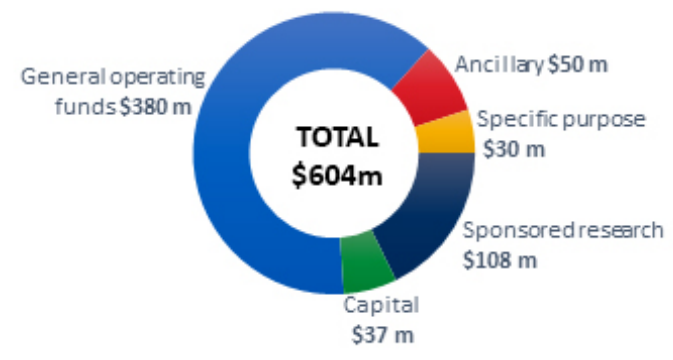
# Sound financing for our university

Annually, the university develops a balanced budget that provides for financial flexibility in order to mitigate potential financial challenges. In recent years, thanks in part to the implementation of the Enhanced Planning Tools and revisions to our Budget Model, our planning and budgeting processes have become more transparent and data-informed, better aligning our resources with our priorities.

Revenues by source 2018/19\*



Expenditures by fund 2018/19

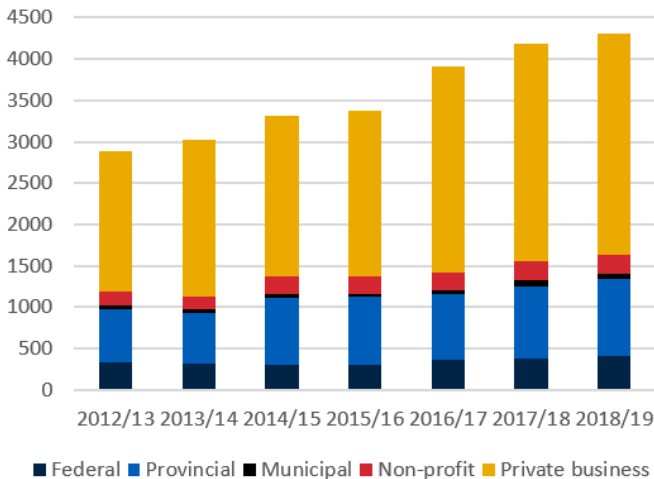


\*Note that the source for the financial information reported is unaudited and internal, and therefore differs from audited financial statements.

# Building skills and careers

UVic is committed to providing experiential learning opportunities for students so that they are equipped for personal success and to contribute effectively as alumni and global citizens. We have one of Canada's largest and oldest co-op programs in Canada, which creates more than 4,000 job placements every year. More than 40 per cent of our eligible students take part in co-op. We also have an extensive program of practica placements. Graduates from all of our programs achieve excellence labour market outcomes.

Co-op and community service learning placements by employer type



Employment rates by degree type—two years after graduation

UVIC GRADUATES BY FACULTY	EMPLOYMENT RATE	AVERAGE ANNUAL INCOME
BUSINESS	91%	\$62,334
EDUCATION	86%	\$48,177
ENGINEERING	92%	\$75,833
FINE ARTS	88%	\$45,042
HUMAN & SOC. DEV.	96%	\$64,858
HUMANITIES	85%	\$41,774
LAW	100%	\$84,633
SCIENCE	70%	\$52,264
SOCIAL SCIENCES	86%	\$48,156
UVIC TOTAL	87%	\$57,647

Indigenous youth are Canada’s fastest growing demographic, with nearly 300,000 young people on the cusp of entering the workforce. In the past 10 years, our Indigenous student participation in co-op has grown from near-zero to 19 per cent—thanks to work-integrated programs specific to Indigenous students. Our dedicated Indigenous co-op coordinator has helped tailor career development opportunities and reduce financial barriers.

For more financial information, see our [Audited Financial Statements](#).

## A final thought

Guided by our institutional Strategic Framework and Ministry priorities, UVic will continue to deliver on our commitments to people, places and the planet. Our work with government, business and community partners—at home in Canada and in communities around the globe—has helped make UVic a leader in a wide range of fields, including Indigenous languages and law, clean energy, earth and oceans, climate change, high-energy physics and health. Together, we are working to build a better BC.

## Alignment with Ministry Strategic Objectives

Mandate Letter 2018/19 Required for Report	
1. Actively participate in an engagement process with the Ministry and Indigenous partners to develop a comprehensive post-secondary strategy that responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples.	One of UVic's defining features is our profound commitment to reconciliation with Canada's Indigenous Peoples. We continue to respond to the TRC's Calls to Action and UNDRIP and support government's key commitments in developing a comprehensive post-secondary strategy. This year, we launched the world's first Indigenous law degree program and hosted the National Building Reconciliation Forum. These are just two of the significant steps we have taken towards becoming a global leader in creating opportunities for Indigenous students and advancing reconciliation.
2. Work closely and in collaboration with government to support the implementation of priority initiatives, including those outlined in the Minister's mandate letter. Specific actions include, but are not limited to:	
b. Continue to improve the education success of former youth in care who pursue post-secondary education, including implementation of the tuition waiver program and other supports at your institution.	UVic has developed supports for students with lived experience in care—from transition to university through to graduation. The UVic Youth in Care Tuition Award and Tuition Waivers are offered to assist students who are former BC Youth in Care. The award covers tuition costs and mandatory fees required for the completion of an undergraduate degree. Eligible applicants may also receive funding for books, supplies and living expenses.
c. Expand technology-related programming and other programs that align with the growing knowledge-based economy.	UVic has launched a Master of Engineering in Applied Data Sciences and our Board of Governors have recently approved a Master of Engineering in Industrial Ecology. Both programs are key to the knowledge-based economy.
3. Improve student mental health, safety and overall well-being, including creating greater awareness of available supports.	UVic offers a variety of supports, services and opportunities to promote student mental health. Supports and services are available to students from all areas of the UVic community, and information and training is available to faculty and staff to assist in responding to students, including but not limited to: <ul style="list-style-type: none"> <li>• A <a href="#">Student Mental Health website</a> and student-run <a href="#">blog</a>;</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">The Office of Equity and Human Rights</a>, which offers various supports for students and staff;</li> <li>• A <a href="#">Sexualized Violence Prevention and Support</a> website and workshops, with information on respect and consent;</li> <li>• <a href="#">Bringing in the Bystander</a>, an in-person workshop that empowers students to become active bystanders;</li> <li>• <a href="#">Step In, Speak Up</a>, an online training program for new students to learn about bystander intervention and community expectations;</li> <li>• <a href="#">Let's Get Consensual</a>, a campaign offered by the UVic Student Society in partnership with various campus groups and offices as part of our Sexualized Violence Awareness Week;</li> <li>• The <a href="#">Anti-Violence Project</a>, a campus group committed to addressing and ending gender-based violence at UVic and beyond;</li> <li>• <a href="#">Multifaith Services</a>, which offers spiritual support and care for students and staff as well as regular mental health events; and</li> <li>• The <a href="#">Student Mental Health Literacy Program</a>, a new training program for faculty, instructors, TAs and staff.</li> </ul>
4. Align your institutional processes with the K–12 curriculum changes to ensure the seamless transition of students entering post-secondary education.	UVic continues to work on aligning 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 UVic working groups are reviewing internal processes and supports for students to ensure seamless transition and support their academic success.
5. Work closely with the Ministry to develop a balanced approach to international education.	Informed by the principles articulated in our International Plan, our SEM Plan sets out ambitious goals to attract, retain and support a diverse population of international students. UVic works with its Board of Governors, student societies and international students to achieve a balanced approach to international education, aligned with BC's International Education Framework.
6. Comply with government's two percent cap on tuition and mandatory fee increases.	UVic continues to comply with the 2 per cent limit on tuition and mandatory fees.

## Mandate Letter 2019/20

### Required for Planning/Implementation

1. Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the Ministry and local, regional and other Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples.	UVic's Strategic Framework, SEM Plan and Indigenous plan all contain strategies, goals and action plans to respond to the TRC Calls of Action and UNDRIP. UVic continues to make progress as noted in the reporting template ( <a href="#">Appendix B</a> ) and we plan to continue to address and implement more actions in the coming year.
2. Work closely with government to support implementation of priority initiatives, including those outlined in the Minister's mandate letter. Specific actions include, but are not limited to:	
a. Improving access to post-secondary education with a focus on vulnerable and under-represented students.	Our SEM Plan will guide the university's recruitment, retention and student success initiatives for the next five to ten years. In the context of remaining about the same size, our commitments include improving access for and increasing under-represented populations on our campus.
b. Expanding programming aligned with high demand occupations and priority sectors (such as trades, technology and health).	We are expanding our engineering and computer science programs, which includes 500 new student spaces, new faculty positions and student supports. In addition, we are working with government on an expansion of Nurse Practitioner spaces. Consultative work is underway on our Health Sciences Initiative, which will integrate research in lifelong health and health-related programming in various disciplines including priority areas such as Health Information Sciences.
c. Expanding co-op and work-integrated learning opportunities for all students.	Our co-operative education program is one of Canada's largest, and we create more than 4,000 domestic and international job placements for students every year. We have created new co-op coordinator positions to support Indigenous students and in response to the growth in engineering.  Recently, we were selected by the province to be the lead institution for Work Integrated Learning pilot projects in BC.



3. Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.	UVic remains strongly committed to an inclusive and safe campus. Work is underway to create a new Health and Wellness Centre to integrate physical health and counselling for students. We will continue to offer workshops and programs in our Office of Equity and Human Rights and promote our various campus events and supports.
4. Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program.	UVic continues to work on aligning our admission and course pre-requisite requirements with the new K-12 curriculum. Senior university leaders will continue to work with the Ministry of Education, Ministry of Advanced Education Skills and Training and with other post-secondary institutions to align institutional process with curriculum changes and provide supports for students to ensure seamless transition and support their academic success.
5. Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate applicants.	UVic and EducationPlanner BC (EPBC) project teams are meeting regularly to discuss and plan the integration of UVic undergraduate applications to the EPBC service. The two teams met for a half-day session in May to develop new joint timelines, including a revised scope. Our current go live date is September 2020, determined jointly with EPBC and the project team.
6. Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.	Informed by the principles articulated in our International Plan, our SEM Plan sets out ambitious goals to attract, retain and support a diverse population of international students. UVic works with its Board of Governors, student societies and international students to achieve a balanced approach to international education, aligned with BC's International Education Framework.
7. Meet or exceed the financial targets identified in the Ministry's three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results.	Annually, the university develops a balanced budget that provides for financial flexibility in order to mitigate potential financial challenges. We anticipate continuing to meet financial targets and deliver a balanced budget.
8. Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.	UVic will continue to comply with the Tuition Limit Policy for domestic students and has created more financial supports for all students. Our budget for the upcoming year includes an additional \$2 million for both undergraduate and graduate scholarships, bursaries and graduate fellowships. Additionally, we are pleased to work with the government on the new BC Graduate Scholarship Program.

## Appendix A: Performance Measure Results

Performance Measure (PM) <sup>1</sup>	Reporting year					
	2017/18 Actual		2018/19 Target	2018/19 Actual		2018/19 Assessment <sup>2</sup>
Capacity (PM1): Student spaces						
Total student spaces	16,767		15,918	16,796		Achieved
Nursing and other allied health programs	653		710	602		Not achieved
	Under-enrolment in Nursing is due to enrolment attrition from institutional partners. Persistence plan with partners is now in place.					
Capacity (PM2): Credentials awarded						
Number	4,295		4,303	4,283		Substantially achieved
Access (PM3): Aboriginal student spaces						
Total Aboriginal student spaces	841		830	844		Achieved
Ministry (AEST)	841			844		
Industry Training Authority (ITA)	N/A			N/A		
Quality (PM4): Student satisfaction with education						
	%	+/-		%	+/-	
Bachelor degree graduates	92.2%	0.9%	≥ 90%	92.8%	1.0%	Achieved
Quality (PM5): Student assessment of the quality of instruction						
	%	+/-		%	+/-	
Bachelor degree graduates	92.5%	0.9%	≥ 90%	93.4%	0.9%	Achieved
Quality (PM6): Student assessment of skill development						
	%	+/-		%	+/-	
Bachelor degree graduates	83.9%	1.1%	≥ 85%	84.4%	1.1%	Achieved
Relevance (PM7): Student assessment of the usefulness of knowledge and skills in performing job						
	%	+/-		%	+/-	
Bachelor degree graduates	83.2%	1.6%	≥ 90%	85.0%	1.6%	Substantially achieved
Relevance (PM8): Unemployment rate						
	%	+/-		%	+/-	
Bachelor degree graduates	6.8%	1.0%	≤ 8.0%	7.8%	1.1%	Exceeded
Capacity (PM9): Sponsored research funding						
Sponsored research funding from all sources (million \$)	\$114.9		≥ previous year	\$111.9		Substantially achieved
Federal sources (million \$)	\$68.7			\$72.5		
Provincial sources (million \$)	\$21.1			\$9.9		
Other sources (million \$)	\$25.1			\$29.4		

Performance Measure (PM)	Reporting year					
	2017/18 Actual		2018/19 Target	2018/19 Actual		2018/19 Assessment*
Quality (PM6A-J): Bachelor degree graduates' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	83.9%	1.1%	≥ 85%	84.4%	1.1%	Achieved
Written communication	83.9%	1.3%		83.0%	1.4%	
Oral communication	80.2%	1.4%		79.0%	1.6%	
Group collaboration	78.9%	1.4%		80.3%	1.5%	
Critical analysis	91.6%	1.0%		92.5%	1.0%	
Problem resolution	78.4%	1.5%		77.8%	1.6%	
Learn on your own	88.5%	1.1%		89.1%	1.2%	
Reading and comprehension	86.9%	1.2%		89.2%	1.2%	

<sup>1</sup>Consult the [2018/19 Standards Manual](#) for a current description of each measure.

<sup>2</sup>Scale for target assessments

Assessment	Percentage
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

## Performance Targets: 2019/20 to 2021/22

Performance measure <sup>1</sup>	2019/20	2020/21	2021/22
<b>Student spaces<sup>2</sup></b>			
Total student spaces	16,103	16,103	16,263
Nursing and other allied health programs	720		
<b>Domestic<sup>3</sup> credentials awarded</b>			
Number	4,296	TBD	TBD
<b>Student outcomes</b>			
Student satisfaction with education	≥ 90%		
Student assessment of the quality of instruction			
Student assessment of usefulness of knowledge and skills in performing job			
Students' assessment of skill development (average %)	≥ 85%		
Unemployment rate	7.8%	< unemployment rate of individuals with high school credentials or less	

<sup>1</sup>Consult the [2018/19 Standards Manual](#) for a current description of each measure.

<sup>2</sup>Interim FTE Student Enrolment Targets as of April 2, 2019.

<sup>3</sup>Credentials awarded to international students are excluded, except for those awarded to international graduate students at research intensive universities. Credentials awarded by other agencies, such as the ITA, are excluded. The institution-specific credential target is based on the average number of credentials awarded by an institution in the last three years and the year-over-year change in FTEs. See 2018/19 Standards Manual for details.

## **Appendix B: Progress on implementation of TRC's Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples (Mandate Priority #1)**

Using the template provided by the Ministry, the University of Victoria has addressed our progress towards relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples. Our efforts have been largely guided by our [Indigenous Plan 2017–2022](#).

<b>TRC CALL TO ACTION<sup>1</sup> and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE</b>	<b>PROGRESS</b> (N/A, In Progress, Implemented) <sup>2</sup>	<b>INITIATIVE AND PARTNERSHIP DETAILS</b> (Please provide key progress details for initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Please include links where relevant/possible.)
<b>1: SOCIAL WORK</b> We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.	Implemented	<ul style="list-style-type: none"> <li>• Since 2000-2001, a <a href="#">Bachelor of Social Work (BSW) Indigenous Specialization</a> and a <a href="#">Bachelor of Social Work Indigenous Child Welfare Specialization</a> have been offered for Indigenous students. A <a href="#">Masters of Social Work (MSW) Indigenous Specialization</a> for Indigenous students was launched in 2009. Similar to the standard BSW and MSW programs, each specialization interrogates historically oppressive practices within a specific context and considers alternative methods of engagement that are centered in the values of anti-oppression and social justice.</li> <li>• All UVic BSW students complete two required Indigenous content-centered courses.</li> <li>• Within the master's program, one unit is dedicated to theory/practice pertaining to Indigenous peoples, and additional relevant content is incorporated throughout the curriculum.</li> </ul>
<b>12: EARLY CHILDHOOD EDUCATION</b> We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	Implemented	<ul style="list-style-type: none"> <li>• UVic's School of Child and Youth Care has an <a href="#">Indigenous specialization stream</a> that introduces students to critical theory and necessary protocols for respectful entry into child and youth care practice within Indigenous contexts. This specialization is intended for both Indigenous and non-Indigenous students. Students' final practicum must be in an Indigenous setting.</li> <li>• The <a href="#">Early Childhood Education Years specialization</a> consists of four courses that address the impacts of colonization on early childhood.</li> </ul>
<b>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</b> We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.	Implemented	<ul style="list-style-type: none"> <li>• Indigenous language teaching at UVic is informed by more than 40 years' experience offering Indigenous language programming in community in order to enable adult language learners to increase language proficiency and support language revitalization in their communities.</li> <li>• UVic offers the following undergraduate Indigenous language programs:               <ul style="list-style-type: none"> <li>○ <a href="#">Certificate in Aboriginal Language Revitalization</a></li> <li>○ <a href="#">Certificate in Indigenous Language Proficiency</a></li> <li>○ <a href="#">Diploma in Indigenous Language Revitalization</a></li> </ul> </li> </ul>

<sup>1</sup> "... " represents omitted text not related to post-secondary education from the original Call to Action.

<sup>2</sup> Use N/A if there is no relevant program on this subject offered at institution.

		<ul style="list-style-type: none"> <li>○ <a href="#">Bachelor of Arts in Indigenous Studies</a></li> <li>○ <a href="#">Bachelor of Education in Indigenous Language Revitalization</a></li> <li>• UVic offers the following graduate non-degree and degree programs: <ul style="list-style-type: none"> <li>○ <a href="#">Certificate in Indigenous Nationhood</a></li> <li>○ <a href="#">Graduate Certificate in Indigenous Language Revitalization</a></li> <li>○ <a href="#">Master of Arts in Indigenous Language Revitalization</a></li> <li>○ <a href="#">Master of Education in Indigenous Language Revitalization</a></li> </ul> </li> </ul>
<b>23: HEALTH-CARE PROFESSIONALS</b> We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.	Implemented	<ul style="list-style-type: none"> <li>• The Island Medical Program (IMP), delivered in partnership with UBC and Island Health, has graduated 22 students who self-identified as Indigenous, with nine currently enrolled. IMP admissions includes an Indigenous pathway that aims to fill 5% of seats with qualified Indigenous applicants.</li> <li>• Students in our <a href="#">Bachelor of Arts in Health and Community Services</a> can focus on Indigenous Peoples' Health and as part of the program requirements take three courses on traditional healing in Indigenous communities, wise practices in Indigenous community health and Indigenous global health.</li> </ul>
<b>24: MEDICAL AND NURSING SCHOOLS</b> We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	Implemented	<ul style="list-style-type: none"> <li>• IMP students are trained to work with Indigenous communities through meetings with key health contacts and leaders. They explore systemic practices, learn Indigenous perspectives on wellness, cultural humility, cultural safety approaches in health care practice and celebration of diversity, enabling them to better address the needs of Indigenous individuals and communities.</li> <li>• School of Nursing offers a course that develops student's understanding of socio-cultural history and current context that shapes the lives of Indigenous people and their communities' health in Canada.</li> </ul>
<b>28: LAW SCHOOLS</b> We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.	Implemented	<ul style="list-style-type: none"> <li>• In 2018, UVic launched a four-year joint degree program in <a href="#">Canadian Common Law (JD) and Indigenous Legal Orders (JID)</a>. Elements of the program are taught through intensive, mutually-illuminating comparison in courses that deal with Canadian law and one or more Indigenous legal traditions.</li> <li>• The compulsory Coast Salish Legal Studies course introduces the legal tradition of this region, using legal categories drawn from that tradition and exploring how those categories relate to concepts within Coast Salish languages. A crucial dimension of the program is its community-based field schools. Students learn from community-based experts on a particular Indigenous Peoples' legal order, observe the ways in which Indigenous legal processes are</li> </ul>

		being employed today, and work with the community on law-related projects. The study enables students to acquire an understanding of the institutions, sources of law, forms of reasoning, principles, and procedures particular to that Indigenous Peoples' law.
<b>57: PUBLIC SERVANTS</b> We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	Implemented	<ul style="list-style-type: none"> <li>• UVic's School of Public Administration offers a <a href="#">Diploma in Indigenous Community Development and Governance</a>, which was founded on the vision of Indigenous leaders and administrators. The program's purpose is to train and strengthen the capacity of Indigenous and non-Indigenous administrators who are working or plan to work for Indigenous communities and organizations.</li> <li>• Our Certificate in the Administration of Indigenous Governments provides students who are practicing or aspiring managers in the public and non-profit sector to broaden their understanding and intercultural competency. Students can use credits earned towards a Diploma in Public Sector Management.</li> </ul>
<b>62: TEACHER EDUCATION</b> We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.	Implemented	<ul style="list-style-type: none"> <li>• In the Faculty of Education, every student teacher requires one mandatory course on Indigenous Education in their program of study. By addressing changes in history, education, and policies as well as the contributions to the Canadian landscape by Aboriginal people in the preparation of future teachers, we hope to contribute to the inclusion and expansion of relevant content in the K-12 curriculum and programs. We are working closely with local school districts and with our Advisory Board on Indigenous Education.</li> <li>• Indigenous education has been growing in the Faculty of Education since 1999, and in 2017, we created the <a href="#">Department of Indigenous Education</a>. We wrapped up the first study of the Mentor-Apprentice Program (MAP) in BC this fall. The research project—<i>NETOLNEW</i>—was funded through a SSHRC Partnership Development Grant.</li> </ul>
<b>86: JOURNALISM AND MEDIA SCHOOLS</b>	N/A	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>92: BUSINESS SCHOOLS</b> We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and	Implemented	<ul style="list-style-type: none"> <li>• Our MBA and BCOM students are introduced to human rights in general and the UNDRIP, including the rights to development and self-determination.</li> <li>• Students also learn about a range of issues that have been endured by Indigenous peoples, with particular attention given to the context related to extractive industry projects and Indigenous communities.</li> <li>• Within the context of Indigenous community relations with extractive industries, students are trained to use a framework for stakeholder</li> </ul>



<p>Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>		<p>engagement and consultation that conforms with UNDRIP as well as the UN Guiding Principles on Business &amp; Human Rights (Murphy and Vives, 2013). Students practice using this framework in a stakeholder dialogue simulation exercise that simulates a dialogue process between multiple Indigenous communities, a mining company, and a national government.</p> <ul style="list-style-type: none"> <li>• MBA students are also provided a broader introduction to the history of Indigenous peoples in Canada by a visiting First Nations elder. This includes the effects of the Residential School system as well as an introduction to cultural values that guide many Indigenous communities in terms of development.</li> </ul>
<p><b>UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION</b></p> <p>How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:</p> <p><i>Article 14</i></p> <ol style="list-style-type: none"> <li>1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.</li> <li>2. Indigenous individuals, particularly children, have the right to all levels and forms of education</li> </ol> <p><i>Article 15</i></p> <ol style="list-style-type: none"> <li>1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.</li> </ol> <p><i>Article 21</i></p>	<p>Implemented</p>	<ul style="list-style-type: none"> <li>• Chaired by the President and the Executive Director, Indigenous Academic and Community Engagement, UVic has established an Indigenous Community Engagement Council. The Council advises on matters related to Indigenous education and research, the educational goals and aspirations of Indigenous communities, and the promotion of mutual understanding and respect between UVic and local Indigenous communities.</li> <li>• UVic offers the Verna Kirkness Science and Engineering Education Program to increase the number of First Nations, Métis and Inuit students entering science and engineering programs in Canada.</li> <li>• The week-long <a href="#">Indigenous Student Mini-University</a> summer camp gives BC youth in grades 8 to 12 a taste of university life. Mini-U is open to Indigenous students (First Nations, status/non-status, Métis and Inuit).</li> <li>• UVic offers a Pathways &amp; Opportunities initiative for adult learners supported by the Aboriginal Service Plan, which provides a way to learn about the benefits of a post-secondary education and envision educational options in the future. Sessions take place in community, at Camosun College and at UVic. Our Indigenous language revitalization programs, offered in collaboration with the Department of Linguistics and the Division of Continuing Studies, seek to support Indigenous communities to retain and revive their own language.</li> <li>• <a href="#">LE, NONET</a> provides a suite of programs and courses designed to welcome and support Indigenous students (status, non-status, Inuit, Métis) throughout their university journey(s). A weekly seminar provides students with the knowledge and skills necessary to work in Indigenous communities, with Indigenous organizations, or within campus-based academic research teams through a research apprenticeship or community internship. It includes a basic overview of historical and contemporary issues facing Indigenous peoples, and an</li> </ul>

<p>1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.</p>		<p>introduction to western and Indigenous research methodologies. A graduate seminar offers an opportunity to explore themes and issues related to Indigenous research methods and community engagement.</p> <ul style="list-style-type: none"> <li>• The <a href="#">Aboriginal Canadian Entrepreneurs (ACE)</a> in the Gustavson School of Business helps aspiring Aboriginal entrepreneurs through an innovative curriculum focused on bridging Aboriginal culture with business start-up. The ACE program is built around providing individual support and mentorship, providing students with resources to build their careers and have a real-world impact.</li> <li>• UVic's Gustavson School of Business Executive Programs, in partnership with TRICORP, presents important training for Canada's Aboriginal Financial Institutions and community band officers.</li> <li>• The <a href="#">Empowering Aboriginal Generation of Leaders and Entrepreneurs Program (EAGLE)</a> is focused on energizing and enabling all adult First Nations individuals to explore opportunities in order to realize the dreams they have for themselves and their community through leadership and entrepreneurship.</li> <li>• UVic's Faculty of Education offers a wide array of diplomas, certificates, undergraduate and graduate programs to honour <a href="#">Indigenous languages</a>. For over 40 years, UVic researchers, instructors, students and collaborators have been deeply immersed in local and national efforts, working with Indigenous communities, organizations, Elders, community-based researchers, language-revival specialists, community language experts and educators. This includes our Bachelor of Education, diploma and master's in Indigenous language revitalization.</li> </ul>
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