



Institutional Accountability Plan and Report

2018/2019

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

Vancouver Island University students, staff, faculty, and administration acknowledge and thank the Snuneymuxw, Quw'utsun, Tla'Amin, Snaw-Naw-As and Qualicum peoples for welcoming students, staff, faculty, and administration to teach, learn, live and share educational experiences on the traditional territories of these nations.



VIU Elder-in-Residence Gary Manson shares his wisdom with students and employees alike.



July 9, 2019

The Honourable Melanie Mark, MLA
Minister of Advanced Education, Skills and Training
Government of British Columbia

Vancouver Island University (VIU) is pleased to submit the Institutional Accountability Plan and Report for the 2018/19 reporting cycle.

With a unique mandate as a special-purpose, regional university, VIU supports the well-being of the people of Vancouver Island and coastal British Columbia. The programs offered are developed to meet the needs of the region and improve economic sustainability. In support of this mandate, we offer more than 120 programs – from continuing education, adult basic education, trades and applied technology, to robust undergraduate and graduate programs.

At VIU, there are numerous opportunities to achieve success and improve one's life. Initiatives such as our flagship Tuition Waiver and EleV programs help ensure that those with the least support and greatest need discover that they matter and are able to participate fully in society with fulfilling careers and economic prosperity.

In the 2018/19 reporting cycle, VIU enrolled over 15,000 students for more than 9,000 full-time equivalent (FTE) students. A significant portion of these – approximately 12 percent, or more than 1,000 students – self-declared as Indigenous. Many programs are underway to help our Indigenous students thrive, including a variety of courses such as a Major and Minor Bachelor's degree in Indigenous Studies, traditional land-based courses, and more. Many individuals have been hired to help VIU play a pivotal role in Canada's Truth and Reconciliation journey. These include the VIU Elders, the Community Cousins, Indigenous Education Navigators, and administrators. This year, VIU expanded its structure to improve student mental health, safety, and supports for victims of sexual misconduct and violence.

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

Sincerely,

A handwritten signature in black ink, appearing to read "Makenzie Leine".

Makenzie Leine
Chair, Board of Governors
Vancouver Island University

A handwritten signature in black ink, appearing to read "Ralph Nilson".

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

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VIU's Dr. Ralph Nilson Centre for Health and Science opened in 2018.

Institutional Overview, Strategic Direction and Context

Vancouver Island University (VIU) is a place of educational excellence and social innovation in coastal British Columbia. As an institution, VIU is dedicated to serving the people of central Vancouver Island and the Sunshine Coast through student success and engagement, teaching the skills to succeed in careers and providing citizenship education.

The University has three campuses. The main campus in Nanaimo is on Snuneymuxw territory, where about 78 percent of VIU's 15,000 students are enrolled. The Cowichan Campus, located in Duncan on Cowichan Tribes territory, is unique in Canada with 23 percent of students who self-identify as Indigenous. A small campus serves Powell River on the Tla'amin Nation territory, where over 20 percent are dual credit students, those who are completing high school and earning post-secondary credentials at the same time.

VIU's other properties include the Parksville-Qualicum Centre, Milner Gardens and Woodland in Qualicum Beach, the G.R. Paine Horticultural Training Centre in Nanaimo, and the Deep Bay Marine Field Station just north of Bowser. The diversity of activities and research which occur at these locations under VIU's stewardship makes it a truly regional university dedicated to the study of its environment, economy, and people.

VIU's academy is made up of nine faculties: Academic and Career Preparation, Arts and Humanities, Education, International Education, Health and Human Services, Management, Science and Technology, Social Sciences, and Trades and Applied Technology. Through these faculties, more than 120 programs are offered, from Nursing to Culinary Arts, and Hospitality to Indigenous Studies.

Fall 2018 marked a special transformation at VIU with the opening of two new facilities. The newly-named Dr. Ralph Nilson Centre for Health and Science and the redeveloped Marine, Automotive and Trades Complex welcomed their first cohort of students. These LEED-gold certified buildings began operation along with the District Geo-Exchange Energy System, which uses energy generated from water trapped in old coal mines beneath the Nanaimo Campus to heat and cool buildings. Together, these projects represent a major step forward for VIU's sustainability goals.

In addition to enabling VIU to provide education to more students while mitigating impact on the environment, these buildings also house state-of-the-art research and education equipment for some of Canada's most in-demand sectors. VIU's Advancement Office undertook *ImagineVIU* – the largest charitable giving campaign in Central Vancouver Island's history, which raised \$5.5 million in funds for the buildings, programs, equipment, and students. In addition to raising much-needed funds, this campaign created an opportunity for VIU to build strong, enduring relationships with community members and businesses who rely on the institution to provide the educated workforce required for the region's economy to complete its transition from resource-based to knowledge-based.

Three of VIU's faculties stand out from other university structures. Academic and Career Preparation (ACP), International Education, and Trades and Applied Technology (TAT) are unique faculties at VIU and demonstrate VIU's dedication to addressing the economic and social needs of its region. One of VIU's values is access to excellence, which means access for all people to excellent post-secondary education. A number of students who began their journey in Adult Basic Education in ACP have eventually completed their studies at VIU with a Master's degree.

Another unique feature of the educational experience at VIU is the focus on undergraduate research. As a teaching-focused university, the institution is uniquely positioned to provide opportunities for students to participate in research projects usually reserved for graduate students at research-intensive institutions. This not only raises the calibre of research which is conducted at VIU; it also allows students to participate in important research projects so they can build their careers while still working toward their credentials. Projects from this year saw students from across the institution participate in undergraduate research in disciplines such as physical literacy, leadership, nursing, community planning, Indigenous studies, and horticulture. These projects are also partly responsible for higher-than-average acceptance rates for VIU graduates entering professional programs such as Medicine and Law.

In addition to excellent education, employees at VIU strive to provide a complete experience for students who choose to study here. To that end, the PACWEST (Pacific Western Athletic Association) athletics program is exceptional and this year the VIU Mariners made history with a record-breaking year that saw five teams go to Nationals and three come home with medals: the women's volleyball team won gold for the second year in a row, while the men's basketball team was also national champion. The men's volleyball team won bronze.

VIU's services and amenities enhance the student experience including a student medical clinic, student counselling services, Malaspina Theatre, on-campus housing with a first-year guarantee, The View

Gallery, and the Discovery Room – a fine dining experience operated by the VIU Culinary Arts and Hospitality students – as well as a campus pub and Starbucks Coffee café. Shq’apthut – VIU’s Aboriginal Gathering Place – is a uniquely beautiful space for all students, and specifically for VIU’s Indigenous students.

Context (External Factors)

As a regional institution, VIU’s primary focus is to provide educational services that meet local needs. Central Vancouver Island has a lower than provincial average transition rate, with about 44 percent of eligible secondary school graduates continuing on to post-secondary. Of these, about 60 percent choose VIU. Many who do come to VIU are the first in their family to attain post-secondary education, and child poverty rates are higher than the provincial average at over 20 percent.

These economic and social factors are of major concern to VIU and equipping the future workforce with relevant education to obtain in-demand jobs is an imperative for the institution. To achieve this, VIU works closely with its school districts to ensure that students in the K-12 system know about their options and understand they do not have to travel far from home, which adds to the cost of their education.

This year, VIU signed a Mid-Island Partnership Master Agreement with eight school districts on Vancouver Island and the Sunshine Coast in support of dual credit programming, which allows students to start their post-secondary journey while they are still in secondary school. This agreement represents a unique way of working together that encourages VIU and its school-district partners to support each other in providing enriched access and educational opportunities for the students of our region.

VIU is known across Canada for its Tuition Waiver Program, the first of its kind in BC and the model for the provincial government’s expanded program, which compels all post-secondary institutions in BC to provide access to education for people who are former youth under BC government care. Started in 2013, this program was created to help address the high rates of child poverty in the region and increase access to education to non-traditional and vulnerable learners. In addition to being part of VIU’s mandate, expansion of this program and other initiatives that improve access to education is an inherent value of the institution.



Strategic Direction

VIU's strategic direction is governed by a robust integrated planning process which ensures that all work units are heading in the same direction, doing work that is in line with the overall goals of the institution and that harnesses the strength of each area.

Mission Statement

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

Purpose

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

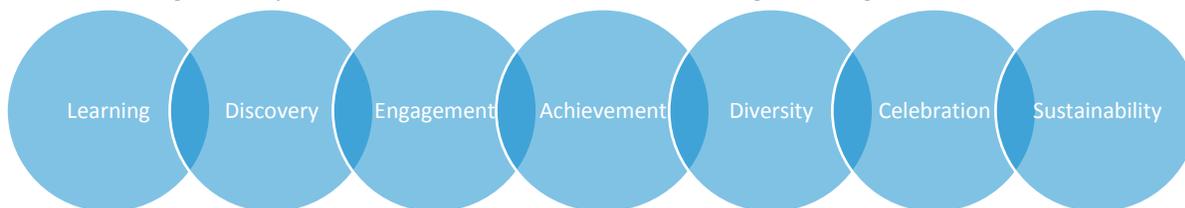
Visionary Goal

As a trusted educational partner in the promotion of sustainable cultural, economic, environmental, and social well-being, we inspire our students, faculty and staff, our communities, and the people of

Vancouver Island and coastal British Columbia through our commitment to excellence in learning, student success, respectful discourse, Indigenous ways of knowing, and personal well-being.

Core Values

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



LEARNING

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

RESPECT

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

DISCOVERY

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

ENGAGEMENT

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

ACHIEVEMENT

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

DIVERSITY

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

CELEBRATION

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

SUSTAINABILITY AND WELL-BEING

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



Going Forward

VIU's strategic direction has been steady for some years. In July 2019, VIU welcomed new President, Dr. Deborah Saucier. She is the first new president at VIU since it achieved full university status and it is anticipated she will implement new strategic goals over the course of her tenure.



Elders and students meet at VIU's Shq'apthut: A Gathering Place.

Truth and Reconciliation, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and Vancouver Island University

Vancouver Island University continues to implement its *Aboriginal Education Plan* (updated January 2018), which involves numerous activities in support of a decolonization agenda driven, in part, by the findings of the Truth and Reconciliation Commission. The Plan builds on the good work that VIU has undertaken for more than 20 years at all of its campuses – in course design, pedagogy, history, and community relations. Much of this work is organized and implemented by the Office of Aboriginal Education and Engagement (OAEE). OAEE strives to work in a good way, ensuring the mind, body, spirit balance. It is a vision that is consistent with Indigenous philosophy and what the Hul'qumi'num Elders refer to as Na'tsa'maht Shqwaluwun.

Our Elders are the heart and spirit of everything we do related to Indigenous education at VIU. VIU has seven Elders at 3.3 FTE in the Core/Base funding and three Elders at 1.6 FTE in off-grant funding. Elders are especially critical to ensuring that the institutional Indigenous commitment remains authentic and relevant. The Elders are increasingly being invited into classrooms to share their knowledge and expertise. In 2018, the Elders based in Nanaimo participated in 223 different activities in addition to providing one-on-one support for students. These activities included providing traditional welcomes,

attending planning meetings related to program and service development, sharing their teachings in classrooms, sitting on hiring committees, co-facilitating the Indigenous perspectives professional development and offerings, and leading ceremonies.

EleV, funded by MasterCard Foundation (2017-2022), is focused on collaborative learning partnerships with Indigenous communities. The program offers full scholarships (tuition, books and living allowance) for Indigenous youth aged 18-35. Education and Employment Navigators are part of the support network available to Indigenous youth and community to co-create pathways to success. *EleV* is comprised of four program elements: youth leadership, supportive pathways, transitions between Qeq (baby) and grade 16, and transitions to employment. Multiple years of funding allows time and space to co-create programming informed by students and communities, and to do the work with integrity, leading to successful outcomes.

The *Aboriginal Community-Based Training Partnership Program (ACBTP)*, funded by the Ministry of Advanced Education and Ministry of Indigenous Relations and Reconciliation (2013-2019), focuses on building partnerships between public post-secondary institutions and Indigenous communities to improve access to post-secondary education and training within Indigenous communities. VIU's involvement with this grant has largely been in the area of eco-tourism, stewardship training, carpentry, transition to employment, and forestry, and involves courses related to leadership and economic development as well. Work in this area includes partnerships with Coastal First Nations, Nanwakolas Council, Lil'wat Nation, Heiltsuk Nation, and most recently Snuneymuxw First Nation and Gitksan Development Corporation. To date 96 students have completed the Stewardship Certificate program and 68 enrolled in the Eco-tourism program; however, the real achievement in these community-based deliveries is that the trust and relationships fostered through the implementation and delivery process do not end with the program.

Thuy'she'num Tu Smun'eem: Building a Foundation for our Youth, funded by Peter Cundill Foundation (2017-2019), comprises three five-day summer camps for Indigenous youth (grade 8 to 12). The primary focus is to celebrate the education and cultural components that support youth/students' ongoing learning journeys and to encourage them to explore VIU's programs and campuses, and to support Elder teachings and land-based learning as well. This program nurtures confidence and a sense of belonging among Indigenous youth, as they begin to envision themselves in higher education. As student success in education creates pride and hope for everyone, true transformation takes place, not only for the youth but also for their families and communities.

OAE has steadily advanced its slate of services and programs. Most recently, in 2018, off-grant out-paced operating funding – \$2.4 million to \$750,000 in financing OAE activity. The Aboriginal Service Plan (ASP), funded by the Ministry of Advanced Education, supports numerous community-led activities such as language revitalization and adult learning programs, as well as internal course and program development. In what follows, some of the main activities are described.

The 'su'luqw'a' Community Cousins program, funded by Royal Bank of Canada, is an Indigenous mentorship program at Vancouver Island University. Indigenous students complete 5-10 hours of classroom training and team building activities outside the classroom. Training includes mentorship from an Indigenous perspective, self-awareness, communication, leadership, self-care, and an exploration of personal values with an emphasis on narrative or "telling one's story" as a path to self-empowerment through outreach to others. The process provides opportunity to build capacity for

Indigenous students as peer mentors, but also promotes student leadership that enriches VIU's campus community and reflects the core values of the institution.

Na'tsa'maht Shqwaluwun Professional Development (PD) offerings has been providing learning opportunities at VIU for over 10 years. OAEI has collaborated with the Centre for Innovation and Excellence in Learning (CIEL) to continually deepen and extend the dialogue for enhancing Indigenous perspectives by holding space for faculty through Indigenous learning circles. As well, OAEI and CIEL host a three-part new faculty orientation series that is inclusive of teachings involving the land and water. Last year, the OAEI organized and facilitated 260 hours in PD offerings, including 80 KAIROS Blanket Exercises, involving over 1000 individuals.

The Students as Partners Group was initiated in partnership with CIEL and International Education, who invited Indigenous, international and domestic students to work alongside faculty, staff, and Elders to discuss, question, and contribute to the dialogue around Indigenous and Reconciliation at VIU. The objective was to create an interdisciplinary, extracurricular group of 20 students to come together throughout the year and build community, trust, and relationships. The highlight of this year's activities was participating in University of Victoria's Truth and Reconciliation Commission (TRC) Education Forum. The experience resulted in a desire among students to give back, through continuing the conversation at VIU related to enacting the TRC's Calls to Action.

In partnership with CBC Radio, VIU continues to host the *Indigenous Speakers Series*, an annual series focused on reconciliation and engagement with Canada's Indigenous peoples. The lectures are broadcast on CBC Radio One's *Ideas* program.

There are ongoing discussions to consider creating a Faculty of Indigenous Engagement and Learning (FIEL) at VIU. A series of consultations began in 2017 and have included VIU Elders, Hwulmuxw Mustimuxw Siiem, faculty members, and students. The next step is to create a proposal, to be submitted under Policy 31.17 (Establishment or Discontinuance of a Faculty). A working group of volunteers, co-chaired by the Provost and Vice-President, Academic and the Director of Aboriginal Education and Engagement, is tasked with leading discussions as well as with creating the proposal and bylaws.

Vancouver Island University embraces the opportunities and challenges of Indigenous in this era of reconciliation. The culture and practice of VIU is changing, with increased recognition of Indigenous protocol, ceremony, culture, and knowledge systems. At the same time, we need to be continually reflective in our practice to ensure we remain consistent with Na'tsa'maht Shqwaluwun.

The highest honour VIU can accord anyone is an Honorary Doctorate. These are awarded to encourage a standard of excellence and innovation which is exemplary to students, employees and society in general. At the 2019 Spring convocation, 14 Honorary Doctorates were presented, and of those, 13 were given in recognition of work done to further the rights of Indigenous Peoples in Canada.

Nine of these were given to the Skidegate Haida Immersion Program Elders (whose average age was 84), in recognition of their lifetime of dedication to preserving and revitalizing their language, and in doing so, preserving their culture. VIU President Emeritus Ralph Nilson described this process as an honour to VIU and an opportunity to learn. Hereditary Haida Chief Miles Richardson called it a "true act of Truth and Reconciliation."

Global philanthropists Reeta Roy and Peggy Woo of the Mastercard Foundation were honoured for their support of the EleV learning partnership, an education initiative led by Indigenous communities to support Indigenous learners at VIU and Yukon College.

Frank Brown, a member of the Heiltsuk First Nation, has dedicated his life to advancing Indigenous sovereignty, cultural resiliency, and environmental stewardship, for which VIU honoured him with an Honorary Doctorate.

Finally, Patricia Erb, survivor of the “Dirty War” in Argentina, was recognized for her lifetime dedication to giving voice to voiceless, including her extensive work on issues of decolonization and cultural preservation with Indigenous Peoples of Latin America and Canada.

VIU is a values-based institution and these values are demonstrated by who is chosen for its highest honours. Recognizing champions of Truth and Reconciliation and UNDRIP makes a strong statement about who the heroes of the institution are.

As a symbol of the respect for the Snuneymuxw Nation, the Cowichan Tribes and the Métis Nation, VIU requested flags from these nations to fly on the Nanaimo and Cowichan campuses (the Snuneymuxw in Nanaimo and the Cowichan Tribes in Duncan). The requests were graciously accepted, and the flags now fly along with the Canadian, British Columbia, and VIU flags.

Specific TRC and UNDRIP Initiatives

TRC Call to Action and UN Declaration on the Rights of Indigenous Peoples Article	Progress (NA/ in Progress, Implemented)	Initiative and Partnership Details (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.)
<p>1: Social Work</p> <p>We call upon the federal, provincial, territorial, and Indigenous governments to commit to reducing the number of Indigenous 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 Indigenous communities and families to provide more appropriate solutions to family healing.</p>	<p>Implemented</p>	<p>VIU has two programs that lead to employment in child-welfare: the Bachelor of Social Work and the BA (Child and Youth Care).</p> <p>SOCW 421: Social Work Practice with Indigenous Communities is an examination of the historical and contemporary relationships between Canada and Indigenous peoples, which analyzes the impact of colonialism on Indigenous communities, families, and peoples, and provides students with strategies for reconciliation and respectful and empowering anti-oppressive social-work practice.</p> <p>For the BA in Child and Youth Care, CYC), CYC 321: Contact and Colonization: Implications for CYC Practice is a required course and, in addition, Aboriginal ways of knowing and being are integrated throughout all four years of the curriculum.</p>

<p>12: EARLY CHILDHOOD EDUCATION We call upon the federal, provincial, territorial, and Indigenous governments to develop culturally appropriate early childhood education programs for Indigenous families.</p>	<p>Implemented</p>	<p>VIU's Early Childhood Education and Care (ECEC) Diploma fully integrates Aboriginal ways of knowing and being throughout the curriculum. In addition, last year federal funding provided the ECEC Certificate at the Cowichan Campus explicitly for Quw'utsun students. Provincial funding for the next 2 years will enable expansion of the ECEC diploma to provide several new initiatives, including on-line education for Aboriginal Headstart educators and Diploma courses, as well as Special Needs and Infant Toddler courses for the Quw'utsun certificate graduates.</p>
<p>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS We call upon post-secondary institutions to create university and college degree and diploma programs in Indigenous languages.</p>	<p>In Progress</p>	<p>VIU offers a Major and Minor in Indigenous/Xwulmuxw Studies. The name was changed this year to include the Hul'qumi'num word for 'original peoples', correctly reflecting one of the languages of the peoples of the lands on which the program is offered. Students from other programs take courses as electives. The department also offers four courses in Coast Salish Language (Hul'q'umi'num', levels 1 through 4) which can be used within a Minor in Languages and Culture.</p>
<p>23: HEALTH-CARE PROFESSIONALS We call upon all levels of government to increase the number of Indigenous professionals working in the health-care field, ensure the retention of Indigenous health-care providers in Indigenous communities, and provide cultural competency training for all healthcare professionals.</p>	<p>In Progress</p>	<p>VIU reserves seats for Indigenous students in all health care programs and ensures that all students receive cultural competency training.</p>
<p>24: MEDICAL AND NURSING SCHOOLS We call upon medical and nursing schools in Canada to require all students to take a course dealing with Indigenous health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Indigenous rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>In Progress</p>	<p>This call to action requires instructors/professors to be educated alongside their students so that Indigenous knowledge is embedded within the curriculum as a whole.</p> <p>During the past year, all three of VIU's Nursing programs have accessed the Aboriginal Service Plan (ASP) fund to create learning opportunities for their faculty and students together. Practical Nursing and Health Care Assistant programs facilitated the Building Bridges Program on both the Nanaimo and Cowichan Campus. The BSN program accessed the BC Provincial Indigenous Cultural Safety Curriculum, and engaged a follow-up speaker on Indigenous ways of knowing within the local cultural and historical context. An across-faculty opportunity for all Health</p>

		and Human Services Faculty (HHS) was provided on Fostering Resilience in Indigenous Children. This workshop enabled all the HHS faculty and students collectively to increase their understanding of the health issues that are enmeshed within the Indigenous community due to the legacy of the residential school system.
<p>28: LAW SCHOOLS We call upon law schools in Canada to require all law students to take a course in Indigenous people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, Indigenous law, and Indigenous –Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.</p>	Implemented	<p>VIU offers the Legal Studies Certificate Program for students preparing to enter a Law degree. The program requires a course which includes the history of colonization and the legal rights of Indigenous peoples. A number of courses deal with Indigenous legal issues in relation to the history and rights of Indigenous peoples in a variety of disciplines are offered.</p> <p>For example, GEOG 365 includes a full week on the constitutional and legal basis for Indigenous sovereignty. Court cases involving Indigenous issues are embedded within the curriculum in a number of Social Science courses. Indigenous governance issues are brought to light in courses in Political Studies where coursework addresses the impact of Canada’s legal framework on Indigenous people.</p>
<p>57: PUBLIC SERVANTS We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Indigenous peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, Indigenous law, and Indigenous – Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	In Progress	<p>VIU hosted the Canada School of Public Service -- Executive Leadership Development Program Study Tour (Nanaimo) to discuss the institution’s leadership and support for Indigenous students and our commitment to the TRC.</p> <p>VIU employees access a variety of professional development through Na’tsa’ maht Shqwaluwun, One Heart, One Mind, including an orientation for all new employees to Indigenous protocol and local territory.</p>
<p>62: TEACHER EDUCATION 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.</p>	Implemented	<p>The Faculty of Education at VIU has integrated Indigenous ways of knowing and teaching methods across curricula, and teaches students to bring these methods into their classrooms in support of the new K-12 curricula. To achieve this, the Faculty has worked closely with the three VIU Elders assigned to Education. In addition, specific courses are offered to Education students in Indigenous Studies.</p> <p>In Fall 2019, VIU will offer year-4 Education students an intensive Indigenous Education module at the</p>

		<p>Cowichan campus. It was developed in partnership with regional Elders and revered community members who have been involved in the planning and implementation process. This course was funded by the BC Ministry of Education, which stipulated that 15 students should take the course. It will have 30 enrolled.</p> <p>Education 203 is a sustainability, land-based course which teaches Indigenous stewardship of the land and integrates traditional ecological knowledge with western scientific disciplines.</p>
<p>86: JOURNALISM AND MEDIA SCHOOLS We call upon Canadian journalism programs and media schools to require education for all students on the history of Indigenous peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights and law, and Indigenous–Crown relations.</p>	In Progress	<p>VIU offers a Minor in Journalism. Students are actively encouraged to complete a Major in another area, including Indigenous/Xwulmuxw Studies.</p> <p>VIU offers a Minor in Media Studies which is multi-disciplinary in nature, with a particular focus on the impact of media on culture and content production.</p>
<p>92: BUSINESS SCHOOLS 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 Indigenous rights, Indigenous law, and Indigenous–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	In Progress	<p>The BBA and the MBA programs reside in the Faculty of Management. The Faculty has an Elder attached to support faculty and curriculum development.</p>
<p>UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION 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: <i>Article 14</i></p>	In Progress	<p>The Return of Ancestral Remains to Clackson First Nation: (15)</p> <p>VIU has been working with the Clackson First Nations regarding the return of ancestral remains that were discovered in the VIU Anthropology Lab in 2014. The skull and leg bone were discovered with a note that indicated that the remains were initially uncovered in a cave on the southwestern tip of Valdez Island in 1973. It was arranged with the Clackson First Nation for VIU to undertake a more comprehensive analysis of the remains and then to arrange for the</p>

	<p>Implemented</p>	<p>Hwulmuxw Mustimuxw Siiem (Aboriginal Advisory Committee) (14)</p> <p>For 15 years VIU has had an advisory committee composed of First Nation and Metis representatives from the regions we serve. The committee meets three to four times a year to discuss educational needs from the community and review relevant new programming developed by VIU. In addition, VIU has explicitly signed partnership agreements with local and regional First Nations and the Metis to provide in-community educational programming designed in collaboration with the community.</p> <p>Furthermore, the Cowichan Campus Academic Administrator convenes a Community Partners meeting, consisting of the Chief of Cowichan Tribes, the Education Director of the Cowichan Tribes, the SD79 Superintendent of Schools, the Chair of the SD79 Board of Trustees, the VP Academic, the Mayor of the City of Duncan, the Mayor of North Cowichan, and both the MP as well as the MLA for the region. The Cowichan Community Economic and Education Leaders Advisory Committee includes all seven local First Nations, as well as other Indigenous organizations,</p> <p>At the Powell River Campus the partnership with the Tla’amin has been ongoing since a tripartite learning Partnership Agreement was signed in 2010 between School District 47, VIU and Tla’amin, In anticipation of an effective treaty date, April 5, 2016, an MOU was signed to collaborate on development and delivery of educational needs for the Nation’s economic development. Since February 2016, over 15 different types of training deliveries to 160 citizens have occurred (stretching from Strategic Planning to Wildland Fire Fighting and an ITA Construction Craft Worker program).The Powell River Campus secured \$73,000 from the Canada Council in support of a community-led Reconciliation Canoe Carving Project - Hehewshin (meaning The Way Forward).</p> <p>https://www.youtube.com/watch?v=_IFv2b80rkM</p> <p>The campus hosted a five-part Reconciliation Conversation Series on the “Understanding the Reconciliation Conversation – who are we as Treaty People?”</p>
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Students gather beside VIU's Library on the Nanaimo campus.

Improving Access to Post-Secondary Education

A primary focus of VIU is to create opportunities for vulnerable and underrepresented learners to access post-secondary education. A variety of programs have been developed to do this. One is the Tuition Waiver Program which VIU launched in 2013 – the first of its kind in BC. Any person formerly a youth in the care of the Ministry of Child and Family Services has her/his tuition waived. In 2017, the BC government followed VIU's lead and launched a program that required all post-secondary institutions in BC to have such a program. While the government program covers students until the age of 26, VIU's has no age limit. This year there were 80 students in the program across a broad variety of academic, non-academic, and trades and technology programs. This number is down from the previous year, partly as of result of the new provincial program that allows tuition waiver students to transfer to institutions that are closer to their home towns where they may have more supports.

Although all BC institutions have this program, VIU is still unique in the wrap-around supports it provides to students, which ensure that they can focus on their studies. Funds are made available to help cover daycare costs, BC Hydro bills, groceries, and more.

Last year, the Financial Aid and Awards Office captured and disbursed approximately \$27,451,099. This is approximately \$1.3 million more than the previous year. This money supported about 195 more students than the year before, which was up over 600 students from the year before that. VIU's

Advancement Office, responsible for increasing the number of bursaries and scholarships available to VIU students, is busier than ever.

VIU continues to grow its efforts to promote the Canada Learning Bond program, which aims to start families off on their education savings plan for their children. Research indicates that as little as \$500 in education savings can make the difference in a student attending post-secondary or not. The VIU program teaches families how to apply for the Canada Learning Bond and access that first \$500 in seed money; VIU encourages the community to donate additional funds. This is part of the way VIU is making life more affordable for British Columbians and helping non-traditional learners transform their lives through education.

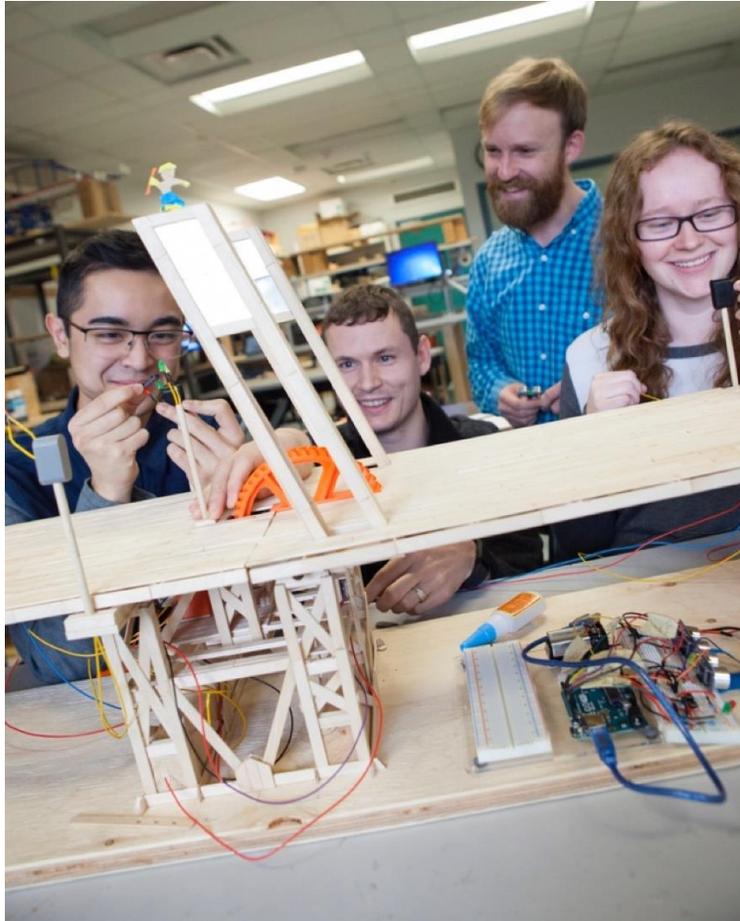
In 2018, VIU established the Universal Access Committee, a committee of professors, administrators, support staff, and students who help VIU understand the needs of all people to access education, as well as make physical changes to the design of VIU's buildings and pathways to remove barriers. This requires facilities designers to understand the needs of persons with physical, mental, or invisible disabilities, and such an approach is required to ensure that any gender or religious perspective is respected and that all students feel comfortable and supported at VIU. To do so, the Universal Access Committee has been busy writing grant applications, some of which have been successful. Construction was completed on two universal access bathrooms in the middle of the Nanaimo campus. Many automatic door openers have been installed, and re-mapping activities are underway to help people learn the best route from one building to another. The Nanaimo campus' natural geography brings additional challenges to students and employees with mobility challenges because it is situated on a large hill. The Facilities team has accepted the Universal Design Principles as its guiding light for all future projects. VIU received a grant from the Rick Hanson Foundation to perform accessibility audits on all buildings and hired an Access Specialist to ensure that these principles are followed. The Human Rights and Respectful Workplace Office created the first-ever Access and Inclusion Award, which was awarded to the Chair of the Universal Access Committee.

The values of VIU dictate that all possible efforts must be taken to provide access to education for all. The community only grows richer, more rounded, and better able to adapt to the challenges of the future when there is a place for everyone.

Dual Credit Programs

VIU entered into a Mid-Island Partnership Master Agreement this year with eight School Districts on Vancouver Island. This agreement significantly enhances access to educational opportunities for secondary students in our region.

For the 2018/19 year, total unique headcount in dual-credit was approximately 540, 14 more than the previous year. These students attend a wide range of programs, from Bachelor programs to Cook Training to Electrician to Health Care Assistant.



VIU is developing a Diploma of Engineering Design and Practice.

Growth in Trades, Technology and Health Care

Both the Faculty of Trades and Applied Technology and the Faculty of Health and Human Services had transformational years at VIU. Each moved into new, state-of-the-art spaces which provide students with a classroom experience that is as close to the work world as possible. This experiential approach to learning ensures that graduates are ready for careers upon program completion.

Trades and Applied Technology programs are highly subscribed, with most Red Seal programs at or close to capacity. The new facilities for trades and applied technology programs help attract students who want to learn in the most modern environments.

VIU's Bachelor of Science in Nursing program has a long waitlist each year with plans to expand the program in the future. Other healthcare-related programs include but are not limited to Dental Hygiene, both diplomas and bachelor degrees in social work, diploma and degree options in Child and Youth Care and Community Mental Health Worker programs in which students receive their certificate in two semesters allowing them seek work in a field with a very high employment rate.

To meet more student needs in these areas in the future, VIU is launching Majors in Chemistry (hosted in the new Health and Science Building and in Mathematics; a Diploma of Engineering Design and

Practice, an Advanced Esthetics and Hairdressing Diploma, and a Web and Mobile Development Diploma.

Experiential Learning and Co-op Opportunities

Work-integrated learning (WIL) and co-operative education experiences that integrate classroom theory with practice provide a solid foundation for personal and professional success. This occurs through the development and delivery of curricular, pedagogic, and assessment practices across a range of academic disciplines, and is vital to providing students with career-related experiences that contribute to future employment. This past year, the Centre for Experiential Learning engaged in initiatives to develop and provide opportunities for Indigenous students, including consultation with students and Elders about how to incorporate culturally appropriate learning into the WIL classroom and workplace. Opportunities for expanding WIL and co-op experiences in computer science and engineering were undertaken as well as development of opportunities in new program areas. Continued work with community partners to connect students with employers in phase III of a multi-year initiative is also ongoing.

Student Safety and Overall Mental Health

The mental health and safety of both students and employees is of primary concern at VIU. Knowing the university experience can be a stressful one for many, Student Affairs in collaboration with the Safety and Security Team has developed a comprehensive preventative mental health strategy and a variety of tools to ensure that all at VIU are safe. Please see the details of this plan below.

Statistics

For the 2018-2019 Academic year (figures are to the end of May 2019):

- Overall the Health and Wellness Clinic had 2,545 patients (comprising two full-time Nurse Practitioners, sessional General Practitioner and Psychiatrist) and completed 2,238 appointments (does not include students who booked appointments and then did not show).
- Of the 2,545 patients with 2,238 appointments, there were 44 mental health case management meetings that included counsellors, nurse practitioners, and the psychiatrist.
- Of the 2,545 patients with 2,238 appointments, the general practitioner had 27 sessions of 3.5 hours.
- Of the 2,545 patients with 2,238 appointments, the psychiatrist had nine sessions of four hours.
- Counsellors had a total of 2,248 appointments (does not include students who booked appointments and then did not show), 382 of which were booked as urgent.

Sexual Violence Education and Awareness

Initiative One -ROCK VIU – August 30, 2018

The Sexual Conduct, Education and Response Steering Committee (SCERSC) participated at the VIU Connect Fair during the one-day ROCK VIU event. The fair was an opportunity for students to have fun and learn more about over 30 services for students both on and off campus. SCERSC promoted awareness, education, and response to sexual misconduct on campus with a booth display, reading

material, and SCERSC representatives available to talk with students, faculty, and staff.

Initiative Two - Health & Wellness Fair - Oct 2, 2018

Held during the first annual THRIVE week, which is a series of events for the entire VIU community focused on building positive mental health. THRIVE is a way of thinking and acting that promotes positive mental wellbeing and resilience. THRIVE is an opportunity to join others on campus to create the conditions that support positive mental well-being for our campus community. During the THRIVE week, SCERSC participated in the Health and Wellness fair to promote awareness regarding education and response to Sexual Misconduct.

Initiative Three - 16 Days of Activism Against Gender-Based Violence - November 25 - December 10, 2018

The United Nations, the Government of Canada, the City of Nanaimo, and many community and campus organizations supported this campaign, which has the following general aims:

Educate: inform and draw awareness to the issue of sexual and gender-based violence.

Engage: facilitate opportunities for diverse participation and dialogue in the community against sexual and gender-based violence.

Empower: provide tools and resources on activism against sexual and gender-based violence in order to further an equal, just and safe society, locally and abroad.

Source: <http://www.wiiscanada.org/16days/>

SCERSC collaborated with VIUFA, VIUSU, and CUPE to spotlight issues concerning gender-based violence in 16 locations on campus. The aim was to raise awareness, spark debate, and urge students, faculty, and staff to work for its prevention and elimination. The UN-designated theme for this year's campaign is **#HearMeToo**. VIU community members linked to the locations listed below made use of a public space in their respective area. They created a display that speaks to the concept of #HearMeToo, what gender-based violence and its prevention means to each area, and areas committed to displaying their message from November 25 to December 10.

Re-circulated Stall Street Journals and BC Ministry of Education posters on the education and prevention of sexual misconduct on campus – Aug 28, 2018

The stall street journals were part of the original SCERSC initiative on sexual misconduct education whereby small posters were placed in washroom stalls across campus. The BC Ministry posters were distributed and posted in high-traffic areas of student buildings across all campuses.

Plans for 2019/2020 Academic Year

Student Plan includes:

- A. Broad-based training (to apply to all the VIU community) with involvement/consultation with students.
- B. Consent and Healthy Masculinity
Real Consent Package

- C. Consent and Empowerment
- D. Other and By-Stander Training (to be built in fall 2019)

Faculty/Admin Plan includes:

- A. Trauma-informed training provided by an external counsellor that has delivered similar training to UBC.

Sexual Harassment

The Office of Human Rights and Respectful Workplace is working with Student Affairs (Disability Access Services) to provide training in Fall 2019 to all faculty on the duty to accommodate.

Supporting or Preventing Mental Health Concerns

The following activities were undertaken in 2018/2019 to improve the overall well-being in the area of mental health:

Initiative One – Hired a Mental Health Strategist (July 2019)

Sustaining positive mental well-being continues to present significant challenges for students striving to complete their educational goals. While one-on-one counselling services provides valuable support, unfortunately the demand for mental well-being resources continues to outstrip the capacity available. As a result, a greater emphasis on research-based preventative education and initiatives is needed. Reporting to the Director of Student Services, the Mental Health Strategist is primarily responsible for developing and providing strategic evidence-based mental well-being initiatives and activities that support the learning outcomes identified by the Division of Student Affairs and align with the strategic goals and objectives of the institution.

The Mental Health Strategist will serve as a member of the counselling team and work in collaboration with other Student Affairs departments and the broader university community. The *Mental Health Strategist* will work primarily at VIU's Nanaimo campus but will also provide support to the Cowichan and Powell River campuses.

The Mental Health Strategist is an advocate for positive mental health and well-being and will accomplish this goal by fostering internal and external partnerships in support of the development and implementation of evidence-based initiatives and activities.

Initiative Two – Talk to Me program

In an effort to combat loneliness and decrease the potential for mental health challenges to arise, the Talk to Me program was created. The goal of the program is to “increase social connection (face to face or groups), teach social skills, and increase opportunities for students to connect with one another.

Initiative Three – Movies for Mental Health (Art with an Impact: Movies for Mental Health)

“Movies for Mental Health (M4MH) are two-hour workshops on college and university campuses that focus on empowering young adults, educators, health professionals, and community members to gain a better understanding of mental health within their environment. Knowing that art speaks the language of our interior worlds, we harness film to engage with young people on the vital topic of mental health, inspiring and empowering them to tell their own stories and access resources available to them.”

Some of the mental health education outcomes include:

- Reduced feelings of isolation, and both personal and public stigma around mental illness.
- Increased awareness of real experiences of mental illness.
- Direct connection with mental health resources available on campus and in the community.
- Increased intent to reach out for help for a mental health issue if/when necessary.

VIU Report: Peak attendance was 46, almost entirely students (only five faculty and staff attended in addition to the two panelists and a community member from Vancouver Island crisis line). Attendees included a large number of young men, which marked a shift in this demographic's engagement with mental health initiatives.

Initiative Four – Mental Health First Aid

Mental Health First Aid (MHFA) is the help provided to a person developing a mental health problem, experiencing the worsening of an existing mental health problem, or in a mental health crisis. Just as physical first aid is provided until medical treatment can be obtained, MHFA is given until appropriate support is found or until the crisis is resolved.

How Mental Health First Aid helps by:

- Engaging confidentially where a person may be a danger to him- or herself or others.
- Providing help to prevent a mental health problem from developing into a more serious state.
- Promoting the recovery of good mental health.
- Providing comfort to a person experiencing a mental health problem.

Nanaimo participants: 13 staff members

Powell River participants: 20 staff, students and community people.

Initiative Five – Counsellor/Disability Access Advisor

Within the last two years, VIU has hired a Disability Access Specialist with a mental health focus. This position works directly with students with disabilities to ensure appropriate accommodation for their emotional, physical, financial, and health needs in order to enhance the quality of their learning experience. It is responsible for providing expertise and case management of complex student mental health/psychiatric issues, crisis management, and for developing initiatives (groups, workshops) designed to support and maximize the educational experience of students with mental health disabilities. It also offers expert advice and consultation for faculty, and develops and provides educational opportunities to faculty and staff regarding mental health disabilities and their impact on students' academic performance.

Initiative Six – Harm Reduction Forum (a collaboration with the Vancouver Island Health Authority, students, and community partners)

VIU hosted a harm reduction forum (2016-2019) to address the impact of the opioid crisis in Nanaimo. Employees worked in collaboration with Island Health and community partners (e.g., Medical Health Officer, Harm Reduction Outreach, Substance Use services, RCMP) as well as individuals with lived experience. The working group consists of VIU nurse practitioners, third-year nursing students, nursing faculty, psychology faculty, residence and counselling/student affairs employees.

This initiative involved a panel of six thoughtful, articulate, respectful speakers and 55 people were in attendance with a great cross-section of experience. The medical health officer shared higher level info e.g., on statistics and patterns. Community partners spoke about current initiatives and prevention. Individuals with lived experience sharing their stories had a deep impact on attendees and panelists. Dynamic discussion about stigma of drug use and the importance of talking about it to decrease isolation and reduce risk overdosing alone occurred.

Additional initiatives

Bell “Let’s Talk”

Capacity to Connect workshops for faculty, recognizing students in distress

Early Alert System for faculty to alert counselling services about students who are struggling

Mental Health Break (December with VIU Students’ Union)

Counsellors- Groups

Indigenous student groups + Activity



VIU is working to recruit more women into construction trades.

BC Graduation Program

VIU has developed a comprehensive strategy designed to support the next generation of modern learners who will be fully equipped to explore their curiosity and exploit the educational opportunities presented to them while they attend university. Recommendations on course equivalencies have been accepted and VIU has capacity to handle students who graduated from secondary school before or after the curricula changes.

New curriculum has been developed with a focus similar to the BC curriculum with personalized, place-based, and big-question focused learning at the heart of it. Active achievement, technological integration, and international and Indigenous perspectives and knowledge are fully integrated. A series of workshops was held in the 2017/2018 academic year to teach instructors about these changes and discuss ways of implementing them in their curricula. VIU was in a good position to work with these changes thanks to its established focus on experiential learning.

Orientation Activities for New Students

“Ready, Set, Go - Launchpad to Success at VIU” is an online course designed to help all incoming students by providing relevant information about VIU. It includes information about registration, planning their first semester, getting ready to come to VIU, and what to expect as their first semester starts. Launchpad is presented to new students in a medium familiar to them and allows them to make a successful transition to first-year university. The associated website also enables incoming students to connect online with both their peers and VIU student ambassadors while they are preparing to begin their studies at VIU. Students are also able to attend “RockVIU”, an orientation event held annually before the first week of classes that offers a full day of group activities, as well as sessions for parents.

Recruiting and Retaining Quality Students in Quality Programs

The “Fun at VIU” program entered its second year with a goal of drawing students into social activities both on and off campus. VIU’s Campus Recreation and Outdoor Recreation areas offer a host of activities for students, including skiing, hiking, kayaking, and the VIU Amazing Race, in addition to intramural sport and fitness programs. VIU has also increased student supports on campus for mental health through the student Health and Wellness Centre and counselling services. As well, the Nanaimo and Cowichan campuses have each hired counsellors to specifically support VIU’s Indigenous students. For academic support, students can access the Peer-Supported Learning program, where senior students lead informational study sessions for specific courses. There is also the Writing Centre at the Nanaimo Campus, which offers writing assistance to all VIU students. University-level writing can present a challenge to students, but the Writing Centre can help students navigate these challenges by providing support in areas including writing thesis statements, developing ideas, and reading academic articles. The Centre also offers English Language support to International students in order to support their needs and help them build the skills that will lead to their academic success.

EducationPlannerBC

There are two ways for domestic students to apply for programs at VIU. One is through paper documents. The other is online through EducationPlannerBC. The vast majority of domestic students use the system when applying. Administrators at VIU have been working closely with EducationPlannerBC to expand the system so international students applying at VIU can also use it. The date for this to go live has not yet been determined, but much work has taken place.



VIU attracts students from more than 87 countries around the world.

International Education

VIU is one of only a few institutions with a Faculty of International Education. This was done to provide a “home-base” for VIU’s approximately 2,660 international students, offering a wide range of activities, and to provide opportunities for students and employees to learn about different cultures, as well as foster awareness of global issues, develop global citizenship skills, and celebrate diversity. This year, VIU held its annual Global Citizens Week with the theme of Sustainability in Action. This popular event was well attended, and the series featured artistic performances, celebrations, panel discussions, and learning opportunities from around the world and from local First Nations on the relevant theme.

WorldVIU Days is held each year to raise awareness and build appreciation for the cultural diversity at VIU – more than 87 different nations at VIU. This features the very popular Intercultural Hip Hop Forum, which explores identity, culture, and community-building through hip hop with workshops, performances and a panel discussion.

VIU’s Dean of International Education participated in a fact-finding meeting held at Simon Fraser University to begin the development of a provincial framework for International Education at post-secondary institutions.



Totems representing the three Indigenous language groups on Vancouver Island stand next to Shq'aphut: A Gathering Place.

Performance Plan

Outlined below are VIU's goals and objectives as well as the progress made on them in the last year. Following that are VIU's Performance Measures, which were all substantially achieved. These show that VIU is following both the plans of AEST as well as those it makes for itself in its pursuit of educational excellence, high employment standards, and strong community engagement.

VIU's targets follow Performance Measures, after which can be found this year's financial information.

Goals and Objectives

The goals and objectives at VIU are articulated in the Academic Plan: Promoting and Celebrating Access to Excellence. This key piece of VIU's integrated planning process was first published in 2010 and was updated in 2017. To ensure the institution is achieving what was laid out in the Academic Plan, the Planning and Priorities Committee of Senate regularly checks progress and enacts any actions required to complete the six primary objectives or carry out the details of the 35 action items. VIU's Provost and VP Academic tracks progress and reports this progress to Senate regularly. The last report was delivered in April of 2019.

Considerable progress has been made since 2017. Of the 35 action items, four of those items (or 11 percent) are complete and extended into next steps beyond the requirement of the Academic Plan. Below is a summary of the goals on which VIU has made progress.

Visionary Goal

VIU's visionary goal, as articulated in the Academic Plan, has not changed this year. It remains:

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

Objective One: Student Learning, Engagement and Success

The recommendations toward this objective are intended to support the experience of students, affirm the principles underlying the institution, and ensure that appropriate services are provided to support both the student community and the interface between academic and student communities.

Action Item One: Launch an initiative to develop a comprehensive plan to implement Senate-adopted Graduate Attributes.

Status: Partially Complete – Reports from each Faculty Dean went to Senate in Spring 2018 for review and approval. Each Faculty is implementing those plans within its programs and incorporating the Graduate Attributes into the program outcomes.

Action Item Four: Engage in continuous dialogue with Indigenous Peoples to enhance the opportunities for student learning that include the education recommendations of the Truth and Reconciliation Commission of Canada Calls to Action.

Status: Ongoing – VIU has made significant strides on this item as outlined throughout this report. The Office of Aboriginal Education and Engagement continues to make recommendations as to how VIU can continue its journey of Truth and Reconciliation.

Action Item Five: Develop a robust and innovative student scholarship, research and creative activity environment that will facilitate student success.

Status: Ongoing – Every year, a broad range of activities that build on this item are completed. Some highlights of 2018/19 include the [VIU student-led climate change symposium](#); [a variety of professional learning opportunities for faculty and staff](#); the annual [Research and Creative Activity Symposium](#) in which faculty and students, can demonstrate through a variety of means, their findings and learning; reports such as VIU's report on its actions to achieve the [UN Sustainable Development Goals](#); and a wide range of work conducted through [VIU's 17 research centres, institutes, and laboratories](#).

Action Item Six: Complete a Student Services Plan for Student Affairs.

Status: Complete – The framework for this plan was approved by Senate and the Board of Governors (June 2019) and action items going forward have been developed.

Action Item Eight: Explore enhanced ways and means of supporting student recruitment and retention and success.

Status: Ongoing – Each year, the Office of Future Students examines data that helps provide a picture of where recruitment efforts should occur. The plan is implemented and results are reported on. Applications to VIU are up 6.9 percent from year 2017-2018. The Retention Working group has implemented and is evaluating a series of measures such as early alert, peer supported learning, and success coaching. Retention and graduation for the first to second year students in bachelor degrees was 74 percent for the 2016/17 cohort, an increase from 60 percent in 2012/13. A dashboard of recruitment and retention measures and evaluation of measures to support has been developed.

Objective Two: Academic Community

The objective states:

The recommendations toward this objective are intended to support the character, achievements and strengths of our various teaching communities, affirm the principles underlying the academic community, and ensure that appropriate services are aligned to support academic activities.

Action Item Nine: Explore and promote a transition in faculty workloads to support faculty well-being, scholarship and institutional service.

Status: Complete – Workloads have been studied and reported on. The conclusion at this point is that teaching workload cannot be adjusted without significant cost to the university. The report was shared with the Vancouver Island University Faculty Association. The Provost Office continues to work with the Faculty Association to explore strategies to support faculty well-being through workload modifications.

Action Item 11: Continue to evolve institutional academic support units, such as the Centre for Innovation and Excellence in Learning and the Writing Centre, by linking them more directly to the work of VIU's Senate.

Status: Partially Complete – The Planning and Priorities Committee of Senate has developed a proposed assessment tool for institutional academic units, including the Centre for Innovation and Excellence in Learning (CIEL) and the Writing Centre. It is expected to be adopted in Fall 2019.

Action Item 13: Identify supports for enhancement of faculty scholarship, research and creative activity and service.

Status: Partially Complete – Deans were asked to identify supports needed for their faculty to be able to participate in scholarly research. A review of internal grant opportunities has been completed and grants have been realigned. Funding was received from the BC Real Estate Foundation to create a Regional Initiatives Fund for grants. Internal applications significantly exceeded the available funds over the last two years.

Objective Three: Indigenous Commitment

This objective states:

The recommendations toward this objective are intended to provide direction and engagement for the VIU community to address the emerging dialogue related to Indigenous Rights and Title, and the Truth and Reconciliation Commission of Canada and the United Nations Declaration on the Rights of Indigenous People.

These six action items are well underway, as indicated previously in this report.

Action Item 14: Explore and promote Indigenous content, considerations, cultural understanding, perspectives, traditional knowledge, and ways of knowing into and across the institution, including curriculum development.

Status: Ongoing – Faculty Councils have been asked to explore and develop strategies internal to their academic departments and disciplines that enhance the institutional commitments and action to the important regional, provincial, and national dialogue. Deans report the results of their work to the Planning and Priorities Committee of Senate on an annual basis.

Action Item 15: Recognize the United Nations Declaration of Rights of Indigenous People (UNDRIP) and the Truth and Reconciliation Commission of Canada (TRC) Calls to Action in education as foundational documents for informing Indigenous matters at VIU.

Status: Ongoing – Activities discussed on pages 10 through 21 in this report.

Action Item 16: Continue to engage in local, regional, national and international dialogues related to promotion of Indigenous programming and content in governance, curriculum, and community outreach.

Status: Ongoing – As discussed earlier in this report, VIU has created a variety of relationships such as its partnerships with the MasterCard Foundation and Yukon College for EleV. Funding sources are continuously being sought.

Action Item 17: Provide support in matters related to the advancement of Indigenous rights, title, and reconciliation.

Status: Ongoing – VIU continues to work with Indigenous communities to understand and support their efforts to achieve reconciliation.

Action Item 18: Explore structural opportunities to enhance Indigenous engagement within the institution.

Status: Complete – The University Secretariat provided a report to the Board of Governors on options available. These options have led to extended actions VIU is considering.

Action Item 19: Build upon the Senate approved Aboriginal Education Plan and re-evaluate its content and recommendations as needed.

Status: Ongoing – The Office of Aboriginal Education reports annually to the Planning and Priorities committee of Senate on the [Aboriginal Education Plan](#), which was updated in January 2018.

Objective Four: Program Quality

This objective states:

The recommendations outlined below are intended to identify the mix, expectations and priorities, and provide support for synergistic collaboration.

Action Item 21: The Provost's Office is requested to create a Provost Council Task Force to explore ways and means of enhancing inter-campus and inter-departmental collaboration and interdisciplinary activity, and to report to Senate on findings.

Status: Partially Complete – The Provost has two committees working on preparing reports and recommendations, which will be presented to Senate in Fall 2019.

Action Item 22: Working with Faculties, the Dean of International Education and Director of the Office of Aboriginal Education are requested to explore this topic, develop a process for dialogue to support specific actions that enhance intercultural collaboration on campus and develop a 'White Paper' for distribution to the campus community.

Status: Initiated – A steering committee has been formed to discuss how international and Indigenous members of the VIU community can further the work of Truth and Reconciliation.

Objective Five: Community Engagement

This objective states:

The recommendations outlined below are intended to build institutional capacity and effective relationships with local communities and with regional, national and international education providers.

Action Item 24: Enhance the participation of Indigenous communities in all aspects of the University, including in-community program delivery.

Status: Ongoing – This is ongoing work of the Office of Aboriginal Education and Engagement. This is directly linked to Action Item 19.

Action Item 25: Support faculty classroom and applied research opportunities that provide benefit for communities, faculty and students.

Status: Partially Complete – The Centre for Experiential Learning has enhanced this activity in association with communities, faculty and students, and reports annually to the Provost on the operational plan established in 2017.

Action Item 26: Recognize and celebrate faculty, staff and student contributions to community well-being, development and interaction.

Status: Ongoing – New awards have been created to help recognize excellence in employees at VIU. These include the President's and Provost's Awards, which were expanded in Fall 2018, and the Access and Inclusion Award created by the Human Rights and Respectful Workplace. In Spring 2019, the VIU People Plan: Matter Here was completed. This three-year strategic plan describes many avenues for recognition and improved workplace culture.

Action Item 28: Recognize, encourage and support programs relevant to our region with a special focus upon coastal and island issues.

Status: Ongoing – The Senate Standing Committee on Planning and Priorities continues to identify specific coastal and island themes that should help guide new program development while continuing to evaluate, monitor, identify, and promote appropriate programs that are relevant to our region. At the beginning of each calendar year, this discussion takes place. See the *New Programs* section of this report.

Action Item 29: Ensure robust communications and relationship building with partners in the regions that inform, promote, and celebrate VIU's activities and partner engagement.

Status: Ongoing – The University Relations department continues to develop strong communication plans and fundraising initiatives that highlight institutional strengths. The success of the ImagineVIU capital campaign is a great example of this work.

Objective Six: Institutional Effectiveness

This objective states:

The recommendations outlined below are intended to empower institutional activities with timely and effective support building on the transparent and accountable administrative infrastructure of policies, procedures, integrated planning, organizational structure, and services.

Action Item 30: Recognize diversity matters across the Institution.

Status: Complete and ongoing – The identified action was the creation of the People Plan, which has occurred and includes specific action items on initiatives that celebrate diversity. Implementation of the plan will begin in Fall 2019 with the return of all employees. VIU was awarded two years of funding from the Natural Sciences and Engineering Research Council (NSERC) to further develop and enhance the structures and related measures for ensuring a diverse representation of people and identities among employees.

Action Item 32: Continue to build institutional capacity and institutional advancement through institution-wide initiatives, such as technology renewal, the provision of high quality learning environments, and systematic review of organizational structures.

Status: Ongoing – The Provost, Chief Financial Officer and Chief Advancement Officer continue to work closely together to explore, identify, and recommend required investments across VIU to continue to support the dynamic evolution of VIU. This included the Network Remediation Project, Phase I, which will ensure Project AURORA, the implementation of a new Enterprise Resource Planning (ERP) system, is successful.

Action Item 33: Promote thrive-ability, wellness and associated holistic approaches to supporting faculty, staff and student well-being.

Status: Partially Complete – The institution committed to promote and support holistic and connected approaches to wellness as articulated by acknowledging the Nuu-chah-nulth principle of Hishook is Tsawalk (everything is one, and all is connected). The People Plan Invitation for

Action: “Encourage Employee Well-being” articulates a strategy for this.

Action Item 34: Continue to support high-quality professional development for faculty and staff.

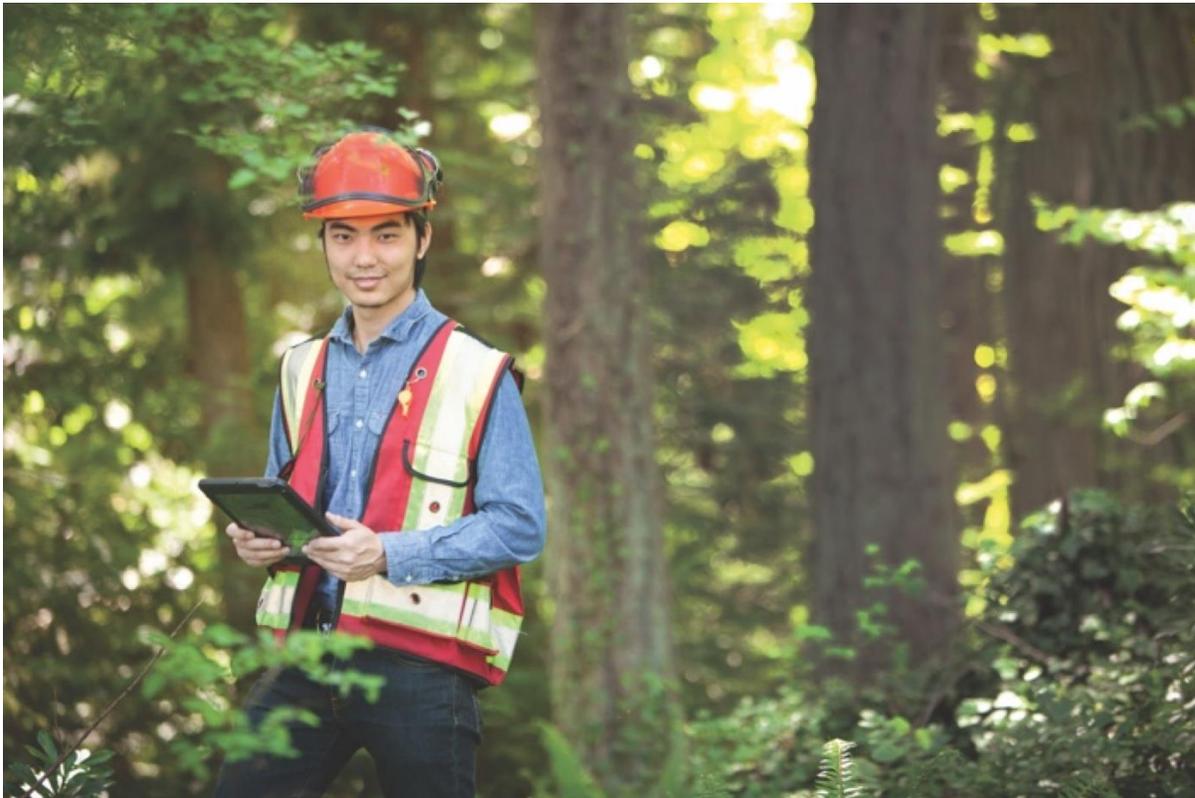
Status: Ongoing – The Chief Financial Officer and Provost continue to work with employee Labour Relations Groups and with our excluded staff to explore, identify, and make available high-quality professional development for all our employees.

Action Item 35: Create accessible spaces and places that encourage interaction between and among faculty, staff, and students, as well as the members of communities we serve.

Status: Complete – In the Campus Plan update, led by the Associate Vice-President, Facilities and Ancillary Services, recommendations have been made that examine and identify commons spaces and interaction spaces across the institution. The Universal Access Committee was created to find funds to improve access for all at VIU. Two universally-accessible bathrooms were built and automatic door openers were placed on many bathrooms. Additional changes to enable access will occur in the next year with funding support from AEST.

Into the Future

VIU will start the next academic year with a new President and Vice-Chancellor. President Emeritus Dr. Ralph Nilson recently completed his third term as president, having served since 2007. VIU’s new President Dr. Deborah Saucier will determine the next update to VIU’s goals and objectives.



VIU launched a Fundamental of Forest Harvesting Practices Certificate in 2019.

New Programs

In response to VIU's own goals and objectives, as well as the priorities laid out by the Ministry of Advanced Education Skills and Technology, the following new programs were approved by Senate.

- The Fundamentals of Forest Harvesting Practices Certificate – implementation date: April 2019
 - This program was approved to meet the needs of the coastal communities VIU serves.
- Bachelor of Arts, Honours in Anthropology – implementation date: September 2019
 - This fulfills a request from VIU students for an Honours option in addition to the Major.
- Graduate Diploma in International Trade – Implementation date: September 2019
 - This diploma provides a graduate-level education for business professional with a focus on international trade.
- Graduate Diploma in Project Management – implementation date: September 2019
 - This program complements VIU's popular Master of Business Administration and provides specialized education in the fast-growing field of project management.

The following programs are under development or review and have not yet been approved, but are expected to be in 2019-20 and 2020-2021.

- Diploma of Engineering Design and Practice – anticipated implementation: 2020

- This two-year credential supplements VIU's current transfer programs for students interested in pursuing careers in engineering.
- Graduate Diploma in Hospitality Management – anticipated implementation: 2020
 - This graduate-level diploma helps hospitality professionals take their knowledge to the next level, which matters for a region heavily reliant on tourism.
- Bachelor of Arts /Bachelor of Science Minor in Aquaculture – anticipated implementation: 2021
 - This will allow bachelor students to achieve a minor in an important economic driver to the BC coastal region.
- Information Technology and Applied Systems (ITAS) - Web and Mobile Development Diploma– anticipated implementation: 2021
 - Web and mobile development is an important area of the applied technologies for economic growth.
- Master of Arts in Community-Based Cultural Practices – anticipated implementation: 2021
This graduate program will provide a program that addresses the question of how culture is produced, performed, and sustained in daily life. The significance of the professional cultivation of such practice is magnified in a region where intercultural exchange, Indigenization, accessibility, and sustainability are also foundational social and economic imperatives. In particular, this program will help students understand vital Indigenous and community-based cultural practices – an important contribution to education in Truth and Reconciliation.

Performance Measures

This section reports the 2018/19 Accountability Framework Performance Measures provided by the Ministry of Advanced Education. Ministry assessments are based on the following scale.

STUDENT SPACES

	2017/18 Actual	2018/19 Target	2018/19 Actual	2018/19 Assessment
Total student spaces	5,956	6381	5901	Substantially achieved
Nursing and other allied health programs	569	582	562	Substantially achieved
Developmental programs	725	805	760	Substantially achieved

CREDENTIALS AWARDED

	2017/18 Actual	2018/19 Target	2018/19 Actual	2018/19 Assessment
Number	2,340	2,351	2370	Achieved

ABORIGINAL STUDENT SPACES

	2017/18 Actual	2018/19 Target	2018/19 Actual	2018/19 Assessment
Total Aboriginal student spaces	1,156	Maintain or increase	1160	Achieved
Ministry (AEST)	956		1027	
Industry Training Authority (ITA)	201		133	

STUDENT SATISFACTION WITH EDUCATION

	%	+/-		%	+/-	
Diploma, associate degree and certificate graduates	91.4%	2.0%	≥ 90%	88.7%	2.0%	Achieved
Former apprenticeship students	95.7%	2.8%		97.2%	2.9%	Exceeded
Bachelor degree graduates	92.2%	1.9%		93.7%	1.6%	Achieved

STUDENT ASSESSMENT OF QUALITY OF INSTRUCTION

	%	+/-		%	+/-	
Former diploma, associate degree and certificate	90.6%	2.1%		90.1%	1.9%	Achieved

Former apprenticeship students	90.3%	4.2%	≥ 90%	95.8%	3.5%	Exceeded
Bachelor degree graduates	93.5%	1.7%		94.5%	1.5%	Achieved

STUDENT ASSESSMENT OF SKILL DEVELOPMENT

	%	+/-		per cent	+/-	
Former diploma, associate degree and certificate	86.4%	2.0%	≥ 85%	85.8%	2.0%	Achieved
Former apprenticeship students	86.0%	4.3%		89.6%	4.2%	Exceeded
Bachelor degree graduates	88.3%	2.1%		87.1%	2.1%	Achieved

STUDENT ASSESSMENT OF USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB

	%	+/-		%	+/-	
Former diploma, associate degree and certificate	82.2%	3.2%	≥ 90%	86.2%	2.5%	Substantially Achieved
Former apprenticeship students	90.8%	4.4%		93.8%	4.6%	Achieved
Bachelor degree graduates	89.0%	2.6%		87.9%	2.4%	Achieved

UNEMPLOYMENT RATE

	%	+/-		%	+/-	
Former diploma, associate degree and certificate	7.1%	2.0%	≤ 8.6%	7.5%	1.8%	Exceeded
Former apprenticeship students	4.4%	3.0%		7.1%	4.6%	Exceeded
Bachelor degree graduates	5.5%	1.8%		5.2%	1.5%	Exceeded

Notes:

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

N/A – Not assessed

1) Please consult the 2018/19 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.

2) Results from the 2017/18 reporting year are based on data from the 2017/18 fiscal year; results from the 2018/19 reporting period are based on data from the 2018/19 fiscal year.

3) Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2018/19 reporting year are a three-year average of the 2015/16, 2016/17, and 2017/18 fiscal years.

4) Results from the 2017/18 reporting year are based on data from the 2016/17 fiscal year; results from the 2018/19 reporting period are based on data from the 2017/18 fiscal year.

5) Results from the 2017/18 reporting year are based on 2017 survey data; results from the 2018/19 reporting year are based on 2018 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%.

Accountability Framework Performance Targets

Vancouver Island University Accountability Framework Performance Targets: 2018/19 to 2020/21

Performance measure	2019/20	2020/21	2021/22
Student spaces			
Total student spaces	6,468	6,468	6,452
Nursing and other allied health programs	606		
Developmental programs	840		
Domestic Credentials awarded			
Number	2,373	TBD	TBD
Student Outcomes			
Student satisfaction with education	≥ 90%		
Student assessment of the quality of instruction			
Student assessment of usefulness of knowledge and skills in performing job			
Student's assessment of skill development (average 5)	≥ 85%		
Unemployment rate	7.6%	< unemployment rate of individuals with high school credentials or less	

1. Please consult the 2018/19 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.

2. Interim FTE Student Enrolment Targets as of April 2, 2019.

3. 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.

Financial Information

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

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