

2019/20
Institutional Accountability
Plan and Report

University of Victoria

July 2020

Submitted by



University
of Victoria

U V I C

July 15, 2020

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 2019/20 reporting cycle.

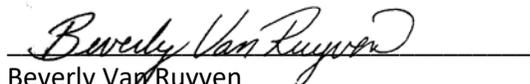
Framed by our university's Strategic Framework 2018-2023 goals, the Report highlights institutional achievements from the past year and outlines our priorities for the coming year. Together, these make a strong statement about our progress and alignment with the Ministry's service plan and our mandate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

The Report 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. We continue to make 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.

Since January 2020, UVic has been actively planning for and responding to the COVID-19 pandemic, and we continue to act on the advice of the Provincial Health Officer. As the health, safety and well-being of our campus community and our broader community is our top priority, some of UVic's initiatives will be paused while the university manages the COVID-19 pandemic. Our response will continue to evolve as we work together with other post-secondary institutions, public health officials and our provincial and federal governments. We are working with UVic's Indigenous students to ensure they are well supported during this time.

Many of our important accomplishments and initiatives from across the university, including our response to the COVID-19 pandemic, 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.

Yours sincerely,



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 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 greenest and best diversity employers.

We offer over 120 undergraduate and 160 graduate programs to more than 22,000 students on our diverse and welcoming West Coast campus. To date, we have conferred over 140,000 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.

Our response to COVID-19

Since January, UVic has been responding to the COVID-19 situation, following the advice and guidance of the Provincial Health Officer and Ministry of Health. The safety and well-being of our campus community and the health of our broader community is our top priority. As such, for the time being, some of the university's initiatives are paused while we navigate the pandemic. Our response will continue to evolve as we work together with other post-secondary institutions, public health officials and our provincial and federal governments.

The university established an academic Response Coordination Team in January 2020 to assist students and faculty overseas and to coordinate a consistent and clear response on behalf of the university. As the situation evolved, so did our structures, and we activated the Emergency Operations Centre on Feb. 27 to plan and respond to the local impact of the virus. Throughout the pandemic, we are providing up-to-date information to our community through targeted updates and our [COVID-19 website](#).

In mid-March, the campus transitioned from face-to-face to alternative modes of instruction and evaluation for the remainder of the term. Alternative grading options, including the COVID Pass/Fail, were made available to students to help ensure academic quality, support student success and alleviate stress during these challenging times. Most faculty and staff began working remotely, and in-person student services transitioned to alternative forms of communication and support. On March 19, UVic's first and only case of COVID-19 was confirmed, and senior university staff worked closely with the local health authority to mitigate risk and communicate with our community. At the end of March, we announced that all summer session courses would be delivered fully online, allowing students to continue to progress through their degree programs safely and from their home communities. In April, UVic began implementing a new and comprehensive suite of tools for online learning, teaching and collaboration.

In regard to the financial impact of the pandemic, the university develops an annual balanced budget that provides for financial flexibility in order to mitigate potential financial challenges. We are doing scenario modeling in response to COVID in consultation with the Senate Committee on the University Budget, and we will be reassessing the impact to our budget throughout the year, including incremental expenses, loss of revenue from ancillaries and reduction in enrolment. Budget discussions continue with full engagement of the Board of Governors.

The short-term UVic COVID-19 Emergency Bursary was established in April to help domestic and international students at the undergraduate and graduate level facing financial hardship as a result of the pandemic. These funds assisted students with a range of needs including job loss, housing, food security, tuition, technology for online learning, child care, mental health, and transportation. The fund was established with university funding as well as \$140,000 from the BC Government, \$57,000 from the UVic Students' Society, \$50,000 from the UVic Alumni Association and over \$100,000 individual donations from hundreds of alumni, faculty, staff and friends of the university. In total, the university offered over \$1.4 million in bursary support to approximately 2,000 students. As we transitioned away from the COVID-19 bursary, we made significant financial investments to our existing bursary and award programs to meet students' continuing need for financial assistance.

The university continues to actively plan for the winter session. We are committed to offering students options for staying on track, graduating on time, and meeting their learning goals. With these factors in mind, we will be offering academic programming predominantly online for the fall term. To support online learning, we are making significant investments in technology and software, including a new Learning Management System (LMS), and online teaching supports. Included in these supports is the hiring of 80 co-op students this summer to help transition courses to the new LMS.

We are taking a phased approach to resuming research activities for faculty and graduate students and are actively developing safe work plans that comply with health and safety requirements. A gradual return to campus for employees in academic, administrative and support units who have been working remotely is also being planned. Together, we will emerge from this crisis as an even stronger and more connected community.

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 2019/20

Due to the evolving situation with COVID-19, some of the university's initiatives are on pause.

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 is strongly committed to an inclusive and safe campus, and for the ninth time in as many years, UVic has been recognized as one of [Canada's Best Diversity Employers](#). Our Equity and Human Rights office continues to find ways to foster and support cross-portfolio collaboration on issues related to equity, diversity and inclusion, including development of a suite of equity, diversity and inclusion training and programs for staff and students. We also continue to implement our [Employment Equity Plan 2015-2020](#), with the primary objective of embedding equity, diversity and inclusion in all that we do.

For a summary of the review process of UVic's Sexualized Violence Prevention and Response Policy, see Priority #3 of the Mandate Letter 2020/21: Planning and Implementation.

Student recruitment and retention

We launched our [Strategic Enrolment Management \(SEM\) Plan](#) in April 2019. The plan is a guide for recruitment, retention and student success initiatives that will continue over 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

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.

EducationPlannerBC and the BC Graduation Program

UVic has been working closely with EducationPlannerBC to address the technical specifications and implementation requirements to onboard in September 2020, for applications to UVic for fall of 2021. In addition, we have a greater cross-institutional understanding of the BC Graduation Program after a campus-wide engagement effort. These efforts resulted in updates to our admissions policy and practices, which were approved by the University Senate, as well as an indication that students are smoothly transitioning to UVic.

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, 91 per cent of recent UVic grads were satisfied or very satisfied with their overall program, and 93 per cent were satisfied or very satisfied with the quality of instruction they received.

Student awards

Jasmine Dionne, a PhD student in political science, is the recipient of a Pierre Elliot Trudeau Foundation Scholarship for her research and commitment to the development of solutions to the Missing and Murdered Indigenous Women, Girls, and LGBTQ2S+. UVic students Hanna Jacobsen (sociology and gender studies) and Madeleine Kenyon (philosophy) received 2020 3M National Student Fellowships—two of 10 awarded across Canada. Both students are focused on researching and enhancing student mental health supports at UVic.

Faculty awards

Our excellence in teaching and research continues to make an impact. Business professor Brent Mainprize and associate professor of Indigenous education Edōsdi-Judy Thompson were announced as 2020 3M National Teaching Fellows. They are the fourth and fifth UVic scholars in six years to receive the award. Mainprize is program director and co-founder of Tribal Resources Investment Corporation's ACE program. Edōsdi's work focuses on the revitalization and reclamation of Indigenous languages. Cecilia Benoit, a scientist with the Canadian Institute for Substance Use Research (CISUR) and professor emerita of sociology, has been awarded the 2020 Killam Prize in Social Sciences from the Canada Council for the Arts. Benoit has made vital contributions to the advancement of class, race and gender equality in Canada. Theatre professor Mary Kerr is the first designer in history to win the prestigious Molson Prize. Kerr's visionary theatrical designs have transformed Canadian culture over the past five decades.

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

The Ocean-Climate Building at Queenswood, which officially opened in January 2019 with significant government funding, houses one of the largest concentrations of ocean-climate researchers in Canada. 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 has an allocation of 41 Canada Research Chairs (CRCs) in the areas of health sciences, engineering, natural sciences, social sciences, law and humanities. In the December 2019 CRC analysis of equity, diversity and inclusion, UVic continued to meet and exceed the equity targets for chair holder representation from women, visible minorities, persons with disabilities and Indigenous peoples. UVic is also home to one of the 24 prestigious Canada 150 Research Chairs, which is leading internationally in the development of advanced materials for health and clean energy applications.

Award winning research

The Victoria Hand Project received a \$1-million award from the 2019 TD Ready Challenge. Funds will enable the not-for-profit to provide low-cost prosthetic hands to Canadian and American amputees and will also support research trials on 3D-printed spinal braces to treat scoliosis in children.

Rankings and reputation

We are ranked as one of Canada's leading universities, consistently outperforming our peers—especially for our size. UVic is second among all Canadian universities in citation impact per faculty member (*QS Rankings*, 2020). 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 for the third consecutive year and have consistently ranked in the top three since this ranking's inception (*Maclean's*, 2020).

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 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. UVic is also the largest provider of graduate co-op in Canada—close to 400 UVic graduate students participate in co-op each year at the master's and doctoral level. 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 the priorities set out in the university's Strategic Framework. This past year, the Ministry of Advanced Education, Skills and Training granted the University of Victoria approval to offer the Master of Engineering in Industrial Ecology degree. The program is important for supporting clean growth and green jobs in the BC economy. In addition, a new master's degree program in biomedical engineering was recently approved by Senate. These graduate programs will position UVic,

a research-intensive university, to be nationally and internationally competitive in both recruitment and retention of high-caliber graduate students.

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 creating an inaugural Associate University Librarian–Reconciliation are just two of the significant steps UVic have recently taken toward 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. Construction of the centre will start this year.

Associate University Librarian–Reconciliation

Ry Moran has been appointed as Associate University Librarian–Reconciliation, a newly created position at UVic. This is the first such position in Canada. Moran was the director of the National Centre of Truth and Reconciliation since its inception in 2013, following three years serving as Director of Statement Gathering and the National Research Centre at the Truth and Reconciliation Commission of Canada. With Moran's arrival, a stronger connection will be made with internal and external stakeholders in deepening truth and reconciliation efforts across the university.

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

We expanded our unique and award-winning International Indigenous Co-operative Education Program, which received the 2019 British Columbia Council for International Education's Award for Outstanding Program in International Education for its high-quality and creative programming in international education. In addition, 10 new scholarships and awards have been created for Indigenous students since September 2018. Four of these new scholarships and awards were made available for the first time in September 2019 and recipients shared a total of \$23,200 in additional funding. Six new scholarships and awards will be offered for the first time in September 2020 and will provide more than \$166,000 in additional funding.

Recruitment of Indigenous faculty and staff

Over the past 12 months, UVic has hired twelve Indigenous faculty members in anthropology, environmental studies, psychology, geography, human and social development, and fine arts. We have also hired 11 Indigenous staff across the university, including an Indigenous Resurgence Coordinator in the Faculty of Fine Arts and an Indigenous Learning Specialist in the Division of Learning and Teaching Support and Innovation. 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.

Supporting Indigenous research and innovation

The BC Network Environments for Indigenous Health Research (NEIHR), based at UVic, aims to increase and accelerate Indigenous-led research through key partnerships, programs and supports. Charlotte Loppie, an internationally recognized leader in Indigenous health and professor with UVic's School of Public Health and Social Policy, was awarded \$3.5 million over five years from the Canadian Institutes of Health Research, which is funding nine networks across Canada.

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 are rated Gold by the Sustainability Tracking, Assessment & Rating System for a third time since 2014. UVic has adopted a new responsible investment policy with a commitment to reduce the carbon footprint of UVic's short term investments by 45 per cent and to make impact investments in support of alternative energy and Indigenous economic development.

Global leaders in climate change

A global impact ranking by Times Higher Education (THE) ranked UVic fourth among the world's universities for climate action—meaning research and action taken to understand and respond to the global challenge of climate change. The university registered global top 100 finishes in five of the eight United Nations Sustainable Development Goals (SDGs) in which it was ranked, including a #25 for responsible consumption and production, #61 in industry, innovation and infrastructure, #54 in sustainable cities and communities, #94 in peace, justice and strong institutions, and #82 overall performance in pursuit of the SDGs.

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 Greenway

The Campus Greenway Landscape Plan provides a framework and design vision for the implementation of improvements along the length of the university's Greenway. The idea for the Campus Greenway was established as a "Big Move" in the 2016 Campus Plan. One of the principles is to embed Indigenous culture, language, history

and connections to land into the design process. The opportunities for integrating storytelling elements, public art and traditional weaving design patterns reflect UVic's commitment to an inclusive and welcoming environment. Once completed, it will connect buildings and public spaces on campus and will act as the primary multi-modal pathway.

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 donors. This year, we raised \$19.12 million from 4,430 donors—surpassing our fiscal year goal of \$18 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. COVID-19 has presented unique challenges and the university is working on how to support international students and domestic students who want international experiences.

Indigenous International Mobility Program

UVic continues to create innovative opportunities for our Indigenous students to engage globally. The Indigenous International Mobility Program, established in 2015, supports Indigenous students in culturally relevant programming with international connections that enables students to develop employability skills while holding on to and strengthening their connection to their Indigenous identity, their values and traditions and their communities.

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.

Major priorities for 2020/21

Some of the university's initiatives will be paused while the university manages the COVID-19 pandemic, as the safety, health and well-being of our campus and broader community is our top priority. We are a campus that continues to evolve, and we will continue to make 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 and provincial funding for this project.

On-campus student 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 \$232.4 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 debt financing of \$123 million that UVic will pay back from housing fees as well as a grant of \$5.2 million in support of incremental expenditures to achieve Passive House.

Engineering and computer science expansion

We will be seeking project approval from the province in 2020 to expand our engineering and computer science programs, which includes 500 new student spaces, new faculty positions and student supports. We are finalizing plans for the addition and associated high bay structures lab and will be seeking project approval from the province in the current year.

Health Sciences Initiative

The Health Sciences Initiative (HSI) is aimed at enhancing the quality and raising the profile of health-related research, academic programs and related activities at UVic. The HSI 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 is often how partners learn about us. We plan to launch a new UVic website this summer, which will enhance our reputation and create an improved experience for all of our audiences.

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 be operational this year and will advance UVic's holistic model of student health and wellness by providing educational, collaborative and shared support spaces.

New mental health 24/7 program

We are in the process of implementing a comprehensive virtual student mental health support program, available 24/7 in multiple languages to all registered UVic students. This new program will be available this year and will support students located locally, nationally and internationally by phone, web and on-demand chat, with options for in-person counselling.

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. One in eight adults in Greater Victoria are UVic alumni—totalling over 42,000 people—and they are key contributors to the thriving knowledge economy, wellbeing and vibrant cultural life of our region. Over 86,000 of our alumni reside in BC. Globally, UVic has approximately 130,000 UVic alumni living in 131 countries around the world.

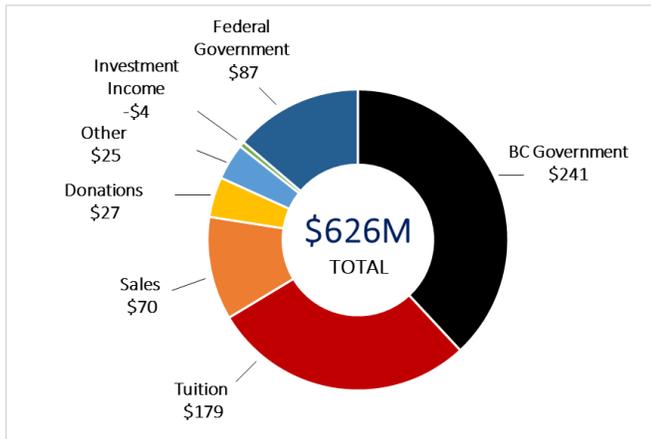
UVic has an approximately \$116 million a year research enterprise. We are consistently selected by ReSearch Infosource as one of Canada's Research Universities of the Year, and we continue to heighten our place in the top tier of the world's universities.



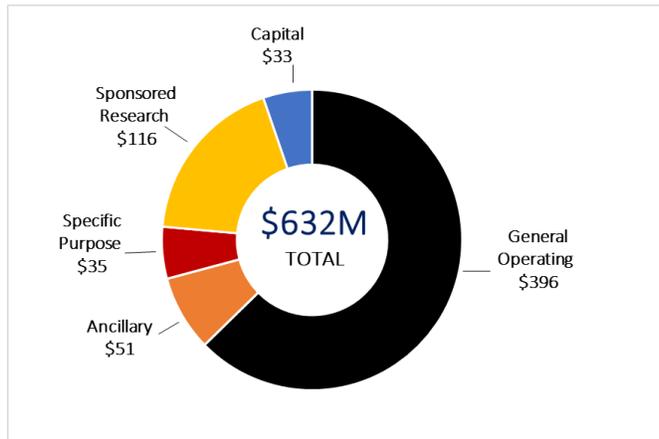
Sound financing for our university

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 2019/20*



Expenditures by fund 2019/20

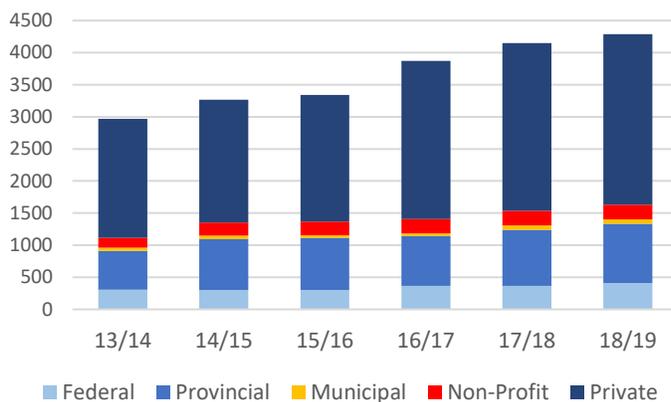


*Note that the source for the financial information reported is unaudited and internal, and therefore differs from audited financial statements.

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	93.3%	\$62,495
EDUCATION	93.0%	\$49,834
ENGINEERING	96.9%	\$75,413
FINE ARTS	92.9%	\$39,371
HUMAN & SOC. DEV.	98.9%	\$68,324
HUMANITIES	90.5%	\$51,144
LAW	97.8%	\$78,188
SCIENCE	92.9%	\$54,688
SOCIAL SCIENCES	92.5%	\$50,737
UVIC TOTAL	94.6%	\$59,999

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. As we respond to COVID-19, we will continue working to provide high-quality programming to our local, national and global communities as we emerge from these challenging times. Together, we are working to build a better, and safer, BC.

Alignment with Ministry Strategic Objectives

Mandate Letter 2019/20 Required for Report	
<p>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.</p>	<p>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. In 2019, 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. <i>Please see Appendix B for more.</i></p>
<p>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:</p>	
<p>a. Improving access to post-secondary education with a focus on vulnerable and under-represented students</p>	<p>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. In 2018-19, 45 students received the UVic award (compared to 26 recipients in 2017-18), totaling \$200,055. Of these students, 32 also qualified for the BC Government Waiver (compared to 17 students in 2017-18).</p>
<p>b. Expanding programming aligned with high demand occupations and priority sectors (such as trades, technology and health).</p>	<p>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.</p> <p>We continue work on our new 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.</p>



<p>c. Expanding co-op and work-integrated learning opportunities for all students</p>	<p>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. More than 40 per cent of our eligible students take part in co-op. We have created new co-op coordinator positions to support Indigenous students and in response to the growth in engineering. We were selected by the province to be the lead institution for Work Integrated Learning pilot projects in BC. In response to the impact of COVID-19 on the availability of co-op experiences, UVic is hiring 70-80 students to move courses online.</p>
<p>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.</p>	<p>Mental health: 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:</p> <ul style="list-style-type: none"> • A Student Mental Health website and student-run blog; • The Office of Equity and Human Rights, which offers various supports for students and staff; • A Sexualized Violence Prevention and Support website and workshops, with information on respect and consent; • Bringing in the Bystander, an in-person workshop that empowers students to become active bystanders; • Step In, Speak Up, an online training program for new students to learn about bystander intervention and community expectations; • Let’s Get Consensual, a campaign offered by the UVic Student Society in partnership with various campus groups and offices as part of our Sexualized Violence Awareness Week; • The Anti-Violence Project, a campus group committed to addressing and ending gender-based violence at UVic and beyond; • Multifaith Services, which offers spiritual support and care for students and staff as well as regular mental health events; and • The Student Mental Health Literacy Program, a new training program for faculty, instructors, TAs and staff. <p>Sexual violence prevention and response: UVic is currently in the process of reviewing its Sexualized Violence Prevention and Response Policy (GV0245) as per provincial legislation. This process has been delayed due to</p>



COVID-19, and we are currently in the “analysis” phase. This includes reviewing the policy against relevant government legislation, university policies, present practices, university strategic and other plans, and with feedback received on the policy. The advisory committee and subcommittees will incorporate the findings from the analysis stage and share them back with the university community during a broad-reaching “consultation” phase, which will include all university stakeholders (students, staff, faculty and librarians). Consultations will be conducted through online feedback forms and digital meetings and town halls. Student representatives have been invited to sit on advisory committees and subcommittees.

UVic has made significant progress over the last three years implementing its sexualized violence prevention and response policy. This has been facilitated in part by a one-year policy implementation review process that UVic elected to undergo in 2018. Highlights of our policy implementation include the creation of a Sexualized Violence Resource Office that acts as a central hub for information, advice, support and policy options for the entire university community as well as a [Sexualized Violence Prevention website](#). Implementation has also involved the establishment of a university-wide Sexualized Violence Education and Awareness Advisory Committee that meets monthly to coordinate its prevention efforts; widespread training for all staff and faculty; a clearly established and integrated approach to data collection and reporting; a response coordination team; and clearly established investigation procedures.

UVic has an evolving three-year education and prevention plan. To date we have created a tailored in-person and online training program for students entitled Tools for Change. We also created a separate tailored program for faculty and staff that has had widespread uptake across campus (2,800 to date). As well, a university-wide consent campaign—“it starts with a conversation”—was launched in 2019. Future planning involves creating an online graduate student and teaching assistant program, an alcohol and consent campaign aimed at students, a power and privilege webinar series aimed at staff and faculty, and some smaller programs tailored to specific faculties including, for example, a “spotlight” program for the Faculty of Fine Arts.

4. Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program.

UVic initiated a campus-wide engagement effort to determine how best to respond to the new provincial graduation program. These efforts resulted in a greater cross-institutional understanding of the B.C. Graduation Program and updates to our admissions policy and practices, which



	<p>were approved by the University Senate. We are now seeing students smoothly transitioning to UVic as a result of this work.</p>
<p>5. Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate applicants.</p>	<p>UVic has been working closely with EducationPlannerBC to address the technical specifications and implementation requirements to onboard in September 2020, for applications to UVic for fall 2021. Unfortunately, this work has stalled as our institution is responding to the demands associated with COVID-19. As there is no clarity as to how long these current circumstances will impact our institutional plans and resources, we cannot comment at this time on when we will be able to re-engage.</p>
<p>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.</p>	<p>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.</p> <p>In addition to supporting international students navigate the pandemic, regular services and supports continue to be provided for current international students at UVic. Other international education initiatives, such as student mobility programs, will be reassessed as the university manages its response to the pandemic.</p>
<p>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.</p>	<p>The university develops an annual balanced budget that provides for financial flexibility in order to mitigate potential financial challenges. We are doing scenario modeling in response to COVID and will be assessing the impact to our budget throughout the year based on enrolments and other factors.</p>
<p>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.</p>	<p>UVic continues to comply with the 2 per cent limit on tuition and mandatory fees. For 2020, our annual tuition, including mandatory fees, for a domestic undergraduate student is estimated at \$3,455. See UVic Tuition Fees for more information.</p>



Mandate Letter 2020/2021

Required for Planning/Implementation

<p>1. Support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.</p>	<p>UVic’s Strategic Framework, SEM Plan and Indigenous Plan all contain strategies, goals and actions to respond to the TRC Calls to Action and UNDRIP. UVic continues to make progress as noted in the reporting template (Appendix B) and we plan to continue to address and implement more actions in the coming year.</p>
<p>2. Contribute to an accessible and relevant post-secondary system by:</p>	
<p>a. Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity;</p>	<p>Our SEM Plan will continue to guide the university’s recruitment, retention and student success initiatives for the next five to 10 years. In the context of remaining about the same size, our commitments include improving access for and increasing under-represented populations on our campus. A new scholarship program aims to increase the representation of women and Indigenous peoples in engineering. Most SEM initiatives are on pause as the university manages COVID-19.</p> <p>In 2018-19, 45 students received the UVic Youth in Care Tuition Award (compared to 26 recipients in 2017-18). Of these students, 32 also qualified for the BC Government Waiver (compared to 17 students in 2017-18).</p> <p>UVic is committed to providing a safe and inclusive living, working and learning environment for all people in our community. This commitment reflects our values of equity, diversity and inclusion. The Office of Student Life offers the Bringing in the Bystander workshop that builds awareness and skills to recognize and intervene in situations of sexualized violence. This workshop develops an understanding of the broad spectrum of behaviours of sexualized violence, including discrimination related to gender identity. The Office of Equity and Human Rights have resources and initiatives to remove barriers and increase access for trans, Two-Spirit and non-binary people at UVic, including an Inclusive Washrooms Advisory Group that is developing a set of principles and design recommendations to support the increase the number of inclusive washrooms.</p> <p>In 2020, the Coast Capital Savings Innovation Centre launched the Women's Entrepreneurship Ideate Program. WVenture is a 3-month program that helps women turn a “big idea” into a business through advancing their skills in business development, female mentors, and peer support.</p>

	<p>UVic is exploring the establishment of a Campus Navigator position and participation in the Ministry-led Campus Navigator Community of Practice.</p>
<p>b. Ensuring student safety and inclusion;</p>	<p>UVic remains strongly committed to an inclusive and safe campus. Our Equity and Human Rights Office has developed a suite of equity, diversity and inclusion training and programs. These include, bias-free hiring training, anti-racism programming, and sexualized violence prevention programs—offering training and education to faculty, staff and students on this important issue. UVic will be participating in the Sexual Violence and Misconduct Student Climate Survey.</p> <p>Work is ongoing to create a new health and wellness centre to integrate physical health and counselling for students.</p> <p>In August 2020, a comprehensive virtual student mental health support program will be available 24/7 in multiple languages to all registered UVic students. The program will support UVic students located locally, nationally and internationally by phone, web and on-demand chat, with options for in-person counselling. This program offers an innovative way to meet growing demands by students, student societies, staff and academic administrators to have a student mental health support model that extends beyond the traditional on-campus service delivery, as well as keep offerings in-line with our peer institutions in BC. To best serve UVic students, this program will be part of the integrated mental health supports offered through the new health and wellness centre and coordinated with those UVic mental health supports offered outside the wellness centre. The 24/7 mental health program will complement our current mental health support programs and will allow faculty members and staff to point students to the supports they need both inside and outside of normal business hours. Staff and faculty can use this resource for consultation when supporting a student who is struggling with their mental health, and the 24/7 service provider will be well connected to the wellness centre so that appropriate referrals to community-based and on-campus resources can be made.</p>
<p>c. Enhancing system innovation through participating in a post-secondary digital system strategy, including delivery of Education Planner and other digital learning activities and initiatives;</p>	<p>UVic participates in the post-secondary digital system strategy through our work on Education Planner and with BCNET. UVic has made progress towards implementing Education Planner and plays a role in governance of this initiative by participating in the Education Planner Steering Committee and other project committees. With BCNET, UVic participates on the Board as well as in developing and using shared services for the post-</p>



	secondary sector, which includes cybersecurity and other technologies that support learning and teaching.
d. Providing programming that meets local, regional or provincial labour market and economic needs; and	This past year, the Ministry of Advanced Education, Skills and Training granted UVic approval to offer the Master of Engineering in Industrial Ecology degree. The program is important for supporting clean growth and green jobs in the BC economy. In addition, a new master's degree program in biomedical engineering was recently approved by University Senate. These graduate programs will position UVic, a research-intensive university, to be nationally and internationally competitive in both recruitment and retention of high-caliber graduate students.
e. Working with the Ministry to implement a student-centred international education framework that supports the success of domestic and 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, our International Plan and Strategic Enrolment Management Plan. COVID-19 has presented unique challenges and the university is working on how to best support international students and domestic students who want international experiences.
3. Develop and recognize flexible learning pathways for students to access postsecondary education and skills training including:	
a. Actively engaging with your local school districts to expand dual credit opportunities for students;	<p>UVic has been providing an opportunity for individual high school students to register in a credit course through Accelerated Entry since 1971. In 2009, an arrangement with SD61 enhanced this special admission category by creating the uStart dual credit program, specifically geared toward students in their grade 12 year. We receive approximately 25-40 applications annually. For 2020-21, 31 applications have been submitted by students from all seven high schools in the district.</p> <p>In addition, we continue to update and improve processes, procedures, and tools that interface with and support new high school applicants to the university, to ensure the transition experience is as smooth as possible.</p> <p>UVic offers a range of supports to high school students and new students in the transition to post-secondary education:</p> <ul style="list-style-type: none"> • New Student Connect Program - The New Student Connect program is an online university community where new students from all over the world connect with others entering their first-year at UVic. Throughout the 2020-2021



Academic year, an Engage Leader (EL) will check in with students regularly. They provide ongoing support and information about things relevant to each student's unique university journey. The EL's are upper-year students who share information about student life, the UVic student community, and the services and supports available. Using the Microsoft Teams platform, the EL connects each student with a group of other first-year students in the same faculty, and will lead activities and events to help build community.

- [Academic Advising](#) - Academic advisers help to match programs and opportunities to student's abilities, interests and career goals.
- [Registration 101](#) - Registration 101 webinars are for new undergraduate students coming to UVic in September and include information about: meeting the academic requirements stated in the offer of admission, planning courses for the first year, and seeing how course registration works at UVic.
- [Destination UVic](#) - Destination UVic is an on-campus event in May that is open to applied/admitted students. The focus of this event is on registration, academic advising, support services and tours of the campus and residences.
- [Student Recruitment Team](#) – We assist prospective students and their families with any questions they have or resources they need, from first point of contact to orientation.
- [Pre-Arrival Program](#) – Students complete an online pre-arrival program in the months before they start at UVic. This program allows students to: learn what to expect at UVic, inside and outside the classroom; learn what supports and services are available; explore some strategies for university success; feel ready and confident to start the term
- [New Student Welcome](#) - New Student Welcome is UVic's official orientation program for all new undergraduate first-year, transfer, and exchange students. The two-day program will introduce students to their faculty, academic expectations, support services and fellow students. New Student Welcome will take place entirely online in fall 2020, with programming spread over two days.

<p>b. Supporting lifelong learning pathways across the public postsecondary system; and</p>	<p>UVic supports many learning pathway programs. For students in K-12, we offer programs such as HighTechU, Indigenous Mini-U, and Science Venture, as well as school visits, fieldtrips to see our facilities and annual events hosted on campus. Our Division of Continuing Studies provides adult and continuing education programming in co-operation with UVic faculties and community partners. The Pathways & Opportunities initiative for Indigenous adult learners helps potential students learn about the benefits of a post-secondary education and envision their future educational options.</p>
<p>c. Advancing and supporting open learning resources.</p>	<p>UVic’s Division of Learning and Teaching Support and Innovation has developed online resources and supports for instructors preparing to teach online and students preparing for online learning. Teach Anywhere and Learn Anywhere were recently launched to support the academic needs of our learning community.</p> <p>As part of UVic Libraries and through the Office of Scholarly Communication, the Online Academic Community is dedicated to exploring and promoting open education resources. This community offers students and faculty access to open resources, including open textbooks, and also provides an open resource framework and information on the concept of open resources. In 2019, The University of Victoria Students’ Society (UVSS), the Division of Learning and Teaching Support and Innovation (LTSI), UVic Libraries (Libraries) and University Systems collaborated to offer a grant for the purpose of the adoption, adaptation, or development of open educational resources (OERs) for undergraduates with the aim of replacing existing textbooks or educational resources that can be prohibitively expensive.</p>
<p>4. Strengthen workforce connections for student and worker transitions by:</p>	
<p>a. Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health);</p>	<p>UVic offers a range of undergraduate and graduate health programs in the Faculties of Science, Social Sciences, Education, Human and Social Development and the Division of Medical Sciences. Through the new Health Sciences Initiative we are exploring how to enhance the quality and raise the profile of health-related research, academic programs and related activities at UVic. We are working with our institutional partners to increase our enrolment and retention in our undergraduate Nursing programs. In addition, expansions are currently planned or underway in health information science, nurse practitioner and advanced nurse leadership programs, computer science, engineering and kinesiology. UVic does not offer trade programs or Early Childhood Education.</p>



<p>b. Increasing co-op and work-integrated learning opportunities;</p>	<p>As home to one of the largest co-operative education programs in Canada, UVic is committed to enriching student learning through work term experiences related to students' individual academic areas. Over the past few years, UVic has placed special emphasis on expanding hands-on learning opportunities within our STEM areas—in particular, engineering and computer science. UVic has the second largest engineering faculty in BC with 2,400 full-time equivalent undergraduate students and more than 500 graduate students. Our Faculty of Engineering is known for its co-op program, which is a required part of all UVic engineering programs and optional in computer science. We are a Canadian leader in graduate co-op, with one of the highest proportions of graduate students participating in co-op as part of their degrees. In BC, the technology industry is the biggest and fastest growing sector in the province. Overall, there are more than 1,300 employers who hire UVic engineering and computer science co-op students each year, many of whom are part of the BC technology industry. Download the Co-op & Career Annual Report 2018/19 for more information.</p> <p>Over the past 6 years, the UVic co-op program has increased the number of co-op experiences by 51.3 per cent overall, growing from 2,834 placements in 2012-13 to 4,288 placements in 2018-19. More than 43 per cent of our eligible students take part in co-op at UVic and integrate applied workplace learning into their academic studies. While this growth has been seen across the university in all degree areas, our Faculty of Engineering placements have increased by 112 per cent over the same time period. We also have an extensive program of practica placements, as well as community service learning placements, field school and internship opportunities, and in-course hands-on learning integration. Graduates from all of our programs achieve excellent labour market outcomes, with 75 per cent of UVic co-op graduates securing a job offer before the end of their degree.</p>
<p>c. Responding to the reskilling needs of British Columbians to support employment and career transitions; and</p>	<p>UVic Co-op and Career supports the employment and career transitions of all UVic students. Our convocation surveys show that 58 per cent of UVic students had received offers of employment by their graduation date, and of those, 85 per cent reported that their positions were career oriented and in their chosen field. In fall 2020, UVic Co-op and Career will see the launch of an innovative new work-integrated learning employment support program for UVic students with disabilities who self-identify as requiring accommodations and personalized supports.</p>



<p>d. Supporting students' awareness of career planning resources (such as the Labour Market Outlook).</p>	<p>UVic Co-op and Career supports the career development of all UVic students. Last year, close to 10,000 students accessed career services opportunities, attending close to 7,000 career-related workshops and presentations, including a range of programming delivered at the program and faculty level. Co-op and Career is developing a new web-based tool to support students to explore and understand their program-specific career options, competencies and hands-on learning opportunities.</p>
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Appendix A: 2019/20 Accountability Framework Performance Measure Results

Performance measure ¹	Reporting year					
	2018/19 Actual	2019/20 Target	2019/20 Actual	2019/20 Assessment		
Student Spaces²						
Total student spaces	16,796	16,105	16,817	Achieved		
Nursing and other allied health programs	602	722	626	Not achieved		
	Under-enrolment in Nursing is due to enrolment attrition from institutional partners. Persistence plan with partners is now in place.					
Credentials awarded³						
Number	4,283	4,296	4,265	Substantially achieved		
Sponsored Research Funding						
Sponsored research funding from all sources (million \$)	\$111.9	≥ previous year	\$114.1	Achieved		
Federal sources (million \$)	\$72.5		\$77.1			
Provincial sources (million \$)	\$9.9		\$11.7			
Other sources (million \$)	\$29.4		\$25.3			
Aboriginal student spaces⁴						
Total Aboriginal student spaces	844	850	935	Achieved		
Ministry (AEST)	844		935			
Industry Training Authority (ITA)	N/A		N/A			
Student satisfaction with education^{5,6}						
	%	+/-	%	+/-		
Bachelor degree graduates	92.8%	1.0%	≥ 90%	91.4%	1.2%	Achieved
Student assessment of the quality of instruction^{5,6}						
	%	+/-	%	+/-		
Bachelor degree graduates	93.4%	0.9%	≥ 90%	92.4%	1.1%	Achieved
Student assessment of skill development^{5,6}						
	%	+/-	%	+/-		
Bachelor degree graduates	84.4%	1.1%	≥ 85%	86.5%	1.1%	Achieved
Student assessment of usefulness of knowledge and skills in performing job^{5,6}						
	%	+/-	%	+/-		
Bachelor degree graduates	85.0%	1.6%	≥ 90%	84.7%	1.8%	Substantially achieved
Unemployment Rate^{5,6}						
	%	+/-	%	+/-		
Bachelor degree graduates	7.8%	1.1%	≤ 9.1%	6.7%	1.2%	Achieved

Notes:

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

N/A - Not assessed

1 - Please consult the [2019/20 Standards Manual](#) for a current description of each measure.

2 - Annual performance is measured using a rolling three-year average of the most recent fiscal years.

3 - Results from the 2018/19 reporting year are based on data from the 2017/18 fiscal year; results from the 2019/20 reporting period are based on data from the 2018/19 fiscal year.

4 - Results from the 2018/19 reporting year are based on 2018 survey data; results from the 2019/20 reporting year are based on 2019 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%.

5 - As of the 2019/20 reporting year, the trades foundation and trades-related vocational graduates have been split out from the former diploma, associate degree and certificate students. 2018/19 actuals have been restated using the revised student groupings.

As of the 2019/20 reporting year, the "exceeded" category has been removed. Performance measure results will now be assessed on a three-category scale: Achieved, Substantially Achieved, or Not Achieved.

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

Performance measure	Reporting year					
	2018/19 Actual		2019/20 Target	2019/20 Actual		2019/20 Assessment
Bachelor degree graduates' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	84.4%	1.1%	≥ 85%	86.5%	1.1%	Achieved
Written communication	83.0%	1.4%		87.3%	1.4%	
Oral communication	79.0%	1.6%		82.3%	1.6%	
Group collaboration	80.3%	1.5%		80.4%	1.7%	
Critical analysis	92.5%	1.0%		92.7%	1.1%	
Problem resolution	77.8%	1.6%		81.8%	1.7%	
Learn on your own	89.1%	1.2%		91.4%	1.2%	
Reading and comprehension	89.2%	1.2%		89.2%	1.3%	

Accountability Framework Performance Targets: 2019/20 to 2021/22

[Ministry will provide an update in September 2020]

Performance measure ¹	2019/20	2020/21	2021/22
Student spaces²			
Total student spaces	16,105	TBD	TBD
Nursing and other allied health programs	720		
Domestic³ credentials awarded			
Number	4,296	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			
Students' assessment of skill development (average %)	≥ 85%		
Unemployment rate	7.8%	< unemployment rate of individuals with high school credentials or less	

¹Consult the 2019/20 Standards Manual for a current description of each measure.

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

³Credentials 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](#).

UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS (Please identify if New or Continuing and if N/A, In Progress, Implemented)	INITIATIVES and PARTNERSHIPS 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.)
1: SOCIAL WORK 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.	Continuing Initiative Implemented	<ul style="list-style-type: none"> • Since 2000-2001, a Bachelor of Social Work (BSW) Indigenous Specialization and a Bachelor of Social Work Indigenous Child Welfare Specialization have been offered for Indigenous students. A Masters of Social Work (MSW) Indigenous Specialization 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. • All UVic BSW students complete two required Indigenous content-centered courses. • 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.
12: EARLY CHILDHOOD EDUCATION We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	Continuing Initiative Implemented	<ul style="list-style-type: none"> • UVic's School of Child and Youth Care has an Indigenous specialization stream that introduces students to critical theory and necessary protocols for respectful entry into child and youth care practice within Indigenous contexts. Curriculum development at the undergrad and graduate levels address numerous themes, such as Indigenous early years/early childhood, Indigenous child and youth development, Indigenous family systems, Indigenous research, land-based pedagogies/working with Elders and knowledge keepers, using Indigenous models in front line practice with children, youth, families and communities, and promoting Indigenous scholarship related to law in child and family services, mental and holistic health, counselling and child welfare. This specialization is intended for both Indigenous and non-Indigenous students. Students' final practicum must be in an Indigenous setting. • The Early Childhood Education Years specialization consists of four courses that address the impacts of colonization on early childhood.
	New Initiative Implemented	<ul style="list-style-type: none"> • Indigenous faculty member Sarah Wright Cardinal renewed the undergrad curriculum. • Two Circle courses were implemented for Indigenous students in fall 2019 (at the 100 and 300 level) to ensure appropriate, meaningful education that is culturally appropriate for CYC Indigenous students to prepare them to work with and support children, youth and families.



<p>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</p> <p>We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p>	<p>Continuing Initiative Implemented</p>	<ul style="list-style-type: none"> 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. UVic offers the following undergraduate Indigenous language programs: <ul style="list-style-type: none"> Certificate in Indigenous Language Revitalization Certificate in Indigenous Language Proficiency Diploma in Indigenous Language Revitalization Bachelor of Arts in Indigenous Studies Bachelor of Education in Indigenous Language Revitalization UVic offers the following graduate non-degree and degree programs: <ul style="list-style-type: none"> Certificate in Indigenous Nationhood Graduate Certificate in Indigenous Language Revitalization Master of Arts in Indigenous Language Revitalization Master of Education in Indigenous Language Revitalization
	<p>New Initiative Implemented</p>	<ul style="list-style-type: none"> IED 159 Introduction to SENCOTEN was offered and ran with two sections, taught by Joe Seward. Lieutenant Governor Janet Austin invited Seward to teach her SENCOTEN.
<p>23: HEALTH-CARE PROFESSIONALS</p> <p>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.</p>	<p>Continuing Initiative Implemented</p>	<ul style="list-style-type: none"> 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. Students in our Bachelor of Arts in Health and Community Services 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.
<p>24: MEDICAL AND NURSING SCHOOLS</p> <p>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.</p>	<p>Continuing Initiative Implemented</p>	<ul style="list-style-type: none"> 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.
	<p>New Initiative Implemented</p>	<ul style="list-style-type: none"> The School of Nursing (SON) offers an Indigenous focused required course in the fourth year that develops students' understandings of socio-cultural history, current contexts that shape the lives of Indigenous people and their communities' health in Canada. Concepts of cultural safety, humility and racism are explored through a variety of lenses and learning activities. In addition, the SON has initiated a community based collaborative learning unit (CLU) with the Tsartlip and Tsawout First Nations, as a senior level nursing practice experience, led by Leanne Kelly. UVic student admissions through Camosun College have doubled the dedicated seats for



		<p>Indigenous students (from 8 to 16), now at 10% of total admissions to the BSN program. In addition, we now have dedicated seats for Indigenous students in our graduate Master of Nursing program.</p>
<p>28: LAW SCHOOLS</p> <p>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 anti-racism.</p>	<p>Continuing Initiative Implemented</p>	<ul style="list-style-type: none"> • In 2018, UVic launched a four-year joint degree program in Canadian Common Law (JD) and Indigenous Legal Orders (JID). 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. • 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 where students learn from community-based experts on a particular Indigenous Peoples’ legal order, observe the ways in which Indigenous legal processes are 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.
<p>57: PUBLIC SERVANTS</p> <p>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.</p>	<p>Continuing Initiative Implemented</p>	<ul style="list-style-type: none"> • UVic’s School of Public Administration offers a Diploma in Indigenous Community Development and Governance, 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. • 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.
	<p>New Initiative Implemented</p>	<ul style="list-style-type: none"> • UVic’s School of Public Administration has developed a competency framework (Indigenous History, Traditions, Knowledge Bases and Governance Structures). The objective is that all our MPA and MA in Community Development students graduate with these competencies. All new courses must consider this framework in their design. Faculty members are taking into consideration this framework to design their courses. • The Graduate Evaluation Certificate has been changed to include as a requirement a course titled Culturally Responsive Evaluation.



<p>62: TEACHER EDUCATION</p> <p>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>	<p>Continuing Initiative Implemented</p>	<ul style="list-style-type: none"> • In the Faculty of Education, every student teacher requires one mandatory course on Indigenous Education in their program of study which is satisfied by taking IED 373. 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. • Indigenous education has been growing in the Faculty of Education since 1999, and in 2017, we created Indigenous Education. The research project—<i>NETOLNEW</i>—was funded through a SSHRC Partnership Grant and is entering its third year.
	<p>New Initiative Implemented</p>	<ul style="list-style-type: none"> • Each year, in addition to the above mandatory course, Indigenous Education offers elective courses in Indigenous pedagogies (374) and the History of Indigenous Education in Canada (371). In June, teacher education students may enroll in an intensive 4-course Summer Institute in Indigenous Education that provides experiential learning opportunities to deepen knowledge of Indigenous worldviews, histories, knowledge and perspectives to better prepare them to understand and explain the rights and responsibilities of Indigenous people and settlers living in Canada. • Indigenous Education will offer an integrated 10 course set for working teachers in Teaching and Learning Indigenous Perspectives from summer 2020-summer 2021. Teachers taking the set of courses will develop skills and confidence to integrate Indigenous perspectives into their teacher identities and practices, and will be eligible for pay upgrades upon completion. • We expanded application of the Mentor-Apprentice Program (MAP) in our Indigenous Language Revitalization (ILR) programming. The B.Ed. in ILR will graduate Indigenous teachers in 2020 and accept a new cohort of future Indigenous teachers.
<p>86: JOURNALISM AND MEDIA SCHOOLS</p>	<p>N/A</p>	<p>N/A</p>
<p>92: BUSINESS SCHOOLS</p> <p>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 Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>Continuing Initiative Implemented</p>	<ul style="list-style-type: none"> • Our MBA and BCOM students are introduced to human rights in general and the UNDRIP, including the rights to development and self-determination. 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. • Within the context of Indigenous community relations with extractive industries, students are trained to use a framework for stakeholder Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism. • MBA students are also provided a broader introduction to the history of Indigenous peoples in Canada by a visiting First Nations elder, including the effects of the Residential School system as well as an introduction to cultural values that guide many Indigenous communities in terms of development.



	<p>New Initiative Implemented</p>	<ul style="list-style-type: none"> BCOM students take part in a 2-hour Indigenous Cultural Acumen Training session as part of their orientation programming. The session offers foundational information about the colonial context (historical and current) of Indigenous people in Canada to all members of the university community.
<p>UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION</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? Include the following:</p> <p><i>Article 14</i></p> <ol style="list-style-type: none"> 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. Indigenous individuals, particularly children, have the right to all levels and forms of education <p><i>Article 15</i></p> <ol style="list-style-type: none"> 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. <p><i>Article 21</i></p> <ol style="list-style-type: none"> Indigenous peoples have the right, without discrimination, to the 	<p>Continuing Initiative Implemented</p>	<p>UVic has done work in support of these articles in five key areas, as outlined below.</p> <p>These initiatives and programs have been developed in consultation with Indigenous students and local Indigenous nations and organizations, and designed to meet the educational needs of these groups. Three key UVic strategic documents (Strategic Framework, Indigenous Plan and Strategic Enrolment Management Plan) have set goals to increase Indigenous student enrolment, retention and success.</p> <ol style="list-style-type: none"> <u>Governance and Community Collaboration</u> <ul style="list-style-type: none"> Co-chaired by the President and the Executive Director and Special Advisor to the President, Indigenous Academic and Community Engagement (IACE), UVic has established an Indigenous Community Engagement Council. Two Indigenous Community Engagement Council meetings were hosted last year, with a focus on Pathways and Transition programs, local Indigenous student enrolment, Aboriginal Service Plan updates and Indigenous Plan progress report. <u>Community Youth Outreach Programming</u> <ul style="list-style-type: none"> Verna Kirkness Science and Engineering Education Program Indigenous Student Mini-University Camp <u>Current Student Programming</u> <ul style="list-style-type: none"> Elders in Residence <u>Pre-Employment Programming</u> <ul style="list-style-type: none"> Pathways & Opportunities initiative introducing adult learners to the possibilities of a post-secondary education <u>Academic Programming</u> <ul style="list-style-type: none"> 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 language. LE, NONET provides a suite of programs and courses designed to welcome and support Indigenous students (status, non-status, Inuit, Métis) throughout their university journeys. The Aboriginal Canadian Entrepreneurs (ACE) in the Gustavson School of Business helps aspiring Aboriginal entrepreneurs through an innovative curriculum focused on bridging Aboriginal culture with business start-up knowledge



<p>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>		<ul style="list-style-type: none"> • 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. • The Empowering Aboriginal Generation of Leaders and Entrepreneurs Program (EAGLE) 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.
	<p>New Initiative Implemented</p>	<ol style="list-style-type: none"> 1. <u>Governance and Community Collaboration</u> <ul style="list-style-type: none"> • The university follows Coast Salish protocols (ex. Territorial welcomes, hand-delivering invitations and honouring relationships). • The Indigenous Plan commits to improve community relationships and include Indigenous representation in governance structures at the university (Strand 5). • Based on extensive consultation with Elders and knowledge holders, the university has developed and implemented a comprehensive smudging policy (covering residences, classrooms and offices). • The university has updated policies and practices related to building naming and renaming, making it possible to give new and existing buildings names from local Indigenous languages. • IACE has consulted with local language champions to request text for signage. • Planning and construction processes for new building construction have been revised to ensure community consultation regarding respect for the land (use of trees) and inclusion of Coast Salish design elements. 2. <u>Community Youth Outreach programming</u> <ul style="list-style-type: none"> • Opening my World of Learning (OWL) Program offered by Gustavson School of Business and TRICORP • ISPARC youth sports camp 3. <u>Current Student programming</u> <ul style="list-style-type: none"> • Land and water-based activities (e.g., hunting, plant walks) • Cultural activities (e.g., sweat lodges, drum making, All Nations feast) 4. <u>Pre-Employment programming</u> <ul style="list-style-type: none"> • Indigenous Career Fairs (2/year) • Indigenous Co-operative Education Placements - UVic offers 50% subsidies to Indigenous communities to hire Indigenous Co-op students (to a maximum of \$5,000)

