Overview

- The environment for post-secondary education
- Issues faced by Canadian universities
- UVic’s strategy for success, and Board Engagement
The advantage of thinking historically
1. Post-secondary in the Canadian federal context
2. From elite institutions to essential social service ("massification")
   – Growth of universities in Canada and worldwide
   – Increased participation and access
3. The emergence of the research mandate
4. Globalization (communications, transportation, technology, trade, etc.) and competition
5. Changing public attitudes and heightened social expectations
6. Technology, complexity and organizational change
7. Changes in the policy environment
8. Public finances and the sustainability challenge
1. Canada’s federal system

- Education: provincial
- Research: federal
- Student support: both
- Aboriginal student support: both
- International student policies: both

No national policy, but general uniformity across the country as policy winds blow east and west
2. Massification: growth of universities and participation

- 1960: 31
- 1980: 46
- 2015: 59

Canadian universities double from 1960 to 2015
Universities in BC: from 3 to 11 in 35 years

• 1980: 3 universities (UBC, UVic, SFU)
• 2000: 5 universities (UNBC, Royal Roads)
• 2015: 11 universities (TRU; Vancouver Island, Capilano, Emily Carr, Kwantlen, Fraser Valley)

• Plus two private universities
• and ten public colleges
Participation rates also increase

- Enrolments double from 1980

**Canadian universities attracted 1.2 million students in 2010**

- In 2010, there were 898,000 full-time students enrolled at Canadian universities – an unprecedented high – and 286,000 part-time students in credit programs.

Source: Statistics Canada data and AUCC estimates
• In the last 20 years, UVic’s enrolment grew by 70.58% while Greater Victoria (and Canada) grew by ~20%
• Participation rates, at age 18–21, have more than doubled over the last 30 years in Canada
Especially female participation

While we cannot ignore demography, the links are hard to find

Something other than demography is driving the different male and female enrolment trends
• UVic actual enrolments have exceeded demographic change
• BC’s 18-to-24 population fluctuates, but is not expected to fall below 2001 levels
Growth in federal support for research from $0.75 billion to close to $3 billion

- CFI: est. 1998 - $547M
- CRC: est. 2000 - $263.3M
- Indirect cost of research: est. 2001 - $332.4M
- Vanier scholarships: est. 2009 - $24.8M
- CFREF announced 2014
- SSHRC
  - 2012-13: $181M
  - 2000-01: $116M
- NSERC:
  - 2012-13: $721M
  - 2000-01: $495M
- CIHR:
  - 2012-13: $761M
  - 2000-01: $326M
4. Globalization

- Technology and communications
- Transportation
- International trade
- Problems without borders
- Growth of universities globally

... 

➢ Leads to changes in the orientation of research and education -- and global competition
Growing numbers of universities internationally

• In the UK:
Global competition

- For reputation, resources, students and faculty
- The rankings
Need for differentiation and positive impact

Marketing & Communications in Higher Education
CALL TO ACTION: MARKETING AND COMMUNICATIONS IN HIGHER EDUCATION
A space to discuss the ways in which we market and communicate about higher education and the collegiate experience.

Differentiation Is Hard. But Necessary.
August 18, 2015 - 10:15am
by Michael Stonor

MARKETING

Strategic Differentiation
Part one of a two-part column on institutional competition

By Robert A. Sevier — University Business, Sep 2008

University of Victoria

About UVic
A globally recognized research-intensive university, UVic offers innovative programs for more than 20,000 students. Our dynamic hands-on approach to learning—in Canada’s most extraordinary environment for discovery and innovation—gives students the UVic Edge.

The UVic Edge
Dynamic learning, vital impact and an extraordinary academic environment are the foundation of The UVic Edge. Learn more at uvic.ca/edge.

Dynamic learning
Dynamic learning creates a natural advantage for our students.

Vital impact
Vital impact drives our sense of purpose.

Extraordinary environment
Our extraordinary academic environment inspires us to defy boundaries and innovate in exciting ways.
5. Changing public awareness and expectations

- Educational participation never higher
- High public expectations
- High public trust
- Media and political skepticism about the cost-benefit equation
Universities are most trusted institutions and are seen as performing well, but …

IMPRESSIONS OF EDUCATIONAL INSTITUTIONS

<table>
<thead>
<tr>
<th>Education Type</th>
<th>Positive</th>
<th>Neutral</th>
<th>Negative</th>
</tr>
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<tbody>
<tr>
<td>Canadian universities (2000)</td>
<td>77%</td>
<td>20%</td>
<td>2%</td>
</tr>
<tr>
<td>Apprenticeship programs (2000)</td>
<td>70%</td>
<td>26%</td>
<td>3%</td>
</tr>
<tr>
<td>Research based universities (2000)</td>
<td>67%</td>
<td>30%</td>
<td>3%</td>
</tr>
<tr>
<td>Polytechnic schools and institutes in Canada (2000)</td>
<td>64%</td>
<td>33%</td>
<td>2%</td>
</tr>
<tr>
<td>Canadian community colleges (2000)</td>
<td>63%</td>
<td>32%</td>
<td>5%</td>
</tr>
<tr>
<td>CEGEPs (481)**</td>
<td>59%</td>
<td>27%</td>
<td>14%</td>
</tr>
<tr>
<td>American universities (676)*</td>
<td>47%</td>
<td>47%</td>
<td>6%</td>
</tr>
<tr>
<td>European Universities (666)**</td>
<td>43%</td>
<td>53%</td>
<td>4%</td>
</tr>
<tr>
<td>Online universities (658)*</td>
<td>33%</td>
<td>50%</td>
<td>17%</td>
</tr>
</tbody>
</table>

When you think about each of the following, please indicate if you have a very positive, positive, neutral, negative or very negative impression?

*split sample **Quebec Only
Universities are trusted
Universities are doing valuable research, are practical, up to date

• ... and need to change

**WORD ASSOCIATIONS**

<table>
<thead>
<tr>
<th></th>
<th>Valuable research</th>
<th>80%</th>
<th>20%</th>
</tr>
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<tbody>
<tr>
<td>Practical</td>
<td>76%</td>
<td>74%</td>
<td>26%</td>
</tr>
<tr>
<td>Friendly</td>
<td>75%</td>
<td>71%</td>
<td>29%</td>
</tr>
<tr>
<td>Up to date</td>
<td>74%</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>Great future</td>
<td>71%</td>
<td>68%</td>
<td>32%</td>
</tr>
<tr>
<td>Open minded</td>
<td>71%</td>
<td>65%</td>
<td>35%</td>
</tr>
<tr>
<td>Adequately funded</td>
<td>46%</td>
<td>37%</td>
<td>63%</td>
</tr>
<tr>
<td>Shouldn't change too much</td>
<td>37%</td>
<td>63%</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Research of little value**
**Impactical**
**Unapproachable**
**Out of date**
**Best days have come and gone**
**Closed minded**
**Stale**
**Not really world class**
**Inadequately funded**

For each of the following pairs of words or thoughts, which is closer to what you think of Canadian universities?
6. Technological and organizational change

Technology
- As a tool for learning
- As a tool of research
- As a field of study
- As organizational infrastructure
Wider mandates, technological change, and heightened expectations lead to greater complexity, organizational change and a new division of work:

- Departmental admin support
- Student Services
- Computing
- Research Services
- Communications
- Development

Growth in Support/Admin versus faculty at 12 large universities (HESA)
7. The policy environment

- Universities positioned as source of human, social and economic capital
  - reliance on universities to educate
  - reliance on universities to produce knowledge and to mobilize that knowledge socially and economically

…… Leads to increased investment, increased accountability and heightened expectations for return on investment
Accountability and expectation of social and economic ROI
Accountability or control?

- Increased measurement and reporting
- Targeted funding for research and education (focus on labour market needs and economic innovation)
- Reduced board autonomy?
  - Tuition
  - Employment agreements
  - Budget: deficit and debt
  - Enrolments
  - Programs
Funding environment at the federal and provincial levels

- Restraint due to economic conditions
- Restraint due to social conditions (aging and health)
- Targeted research funding (federal)
  - Sometimes requiring provincial match
- Targeted education funding (provincial)
The math: simple but challenging

- Cost pressures at universities average 4% per year
- Tuition is ~30% of operating budget and is capped at 2%
- Operating grant is ~60% of operating budget and is at the same level as 2009
- The financial model 1995 to 2015: “grow to survive”
  - Student growth over 20 years 70%
  - Grant growth over 20 years 70%
  - Inflation over 20 years 46%
- Responses: new revenue sources (tuition and fundraising); administrative efficiencies; changes in educational delivery (technology; class size; professoriate)
• Enrolments continue to grow (up 10% since 2010)
• Government operating grant reduced (-2.5% since 2010)
• Annual capital allowance substantially reduced (from ~$6.5M to ~$650K)
• Tuition increases kept to 2%
• Budget balanced by absorbing cost pressures internally (administrative efficiencies; reduced staffing levels; larger classes; deferred maintenance)

The sustainability challenge: snapshot from 2010 to 2015
• **Massification**: Canadian universities, along with other North American and Western European countries grew in size and number to accommodate population growth, higher participation and the emergence of knowledge economies.

• **Knowledge engines**: Canada, along with those other countries made large investments in research, looking to universities to produce new knowledge, technology and innovation.

• **Heightened expectations**: expanded mandates and social role have created heightened interest and expectations of universities in the general public; and has also increased governmental expectations of accountability and return on investment.

• **Competition**: growth of universities worldwide, along with the other forces of globalization have increased competition for talent and resources among universities.

• **Complexity**: Expanded mandates, technology, heightened expectations and accountability have changed the mix of expertise required and the dynamics of the organization.

• **Accountability and scarce resources**: Growth of the system coupled with expanded mandates have increased system costs at the same time that other social services put increased pressure on public finances → expectations of efficiencies, self-reliance.
1. Growth plan: focus on excellence in research and education - quality not quantity
   - Responsive programming (revised and new) responding to social need and student demand
   - Reaching into new populations (international, socio-economic, indigenous)

2. Build on differentiating strengths
   - Dynamic learning: enhancing the educational experience for our students through an emphasis on excellence in teaching; experiential learning; the integration of research and teaching, and student-success programming
   - Vital Impact: supporting and enhancing research excellence and impact (Strategic Research Plan and faculty recruitment); responsive to social need; focus on role in community
   - Extraordinary environment (physical and human) – renewed campus plan, internal communications project; labour relations; employment equity; co-curricular student programming aimed at health and wellness and individual development

3. Assessing progress and aligning resources with priorities (Enhanced Planning and Integrated Planning)

4. Reputational advancement (the Edge)
• The Board of Governors …

• Summary of UVic’s strategic goals, priorities and initiatives: Board activities aligned with strategic priorities and emerging issues

<table>
<thead>
<tr>
<th>GOALS</th>
<th>OBJECTIVES</th>
<th>CURRENT STRATEGIES &amp; INITIATIVES</th>
<th>REGULAR REPORTS TO BOARD AND SENATE</th>
<th>BOARD AND SENATE ACTION</th>
</tr>
</thead>
</table>
| PEOPLE: Recruit and retain a diverse group of exceptionally talented students, faculty and staff and support them in ways that allow them to achieve their highest potential. SP p. 14 | • Be a diverse, welcoming learning community… SP obj 1  
• Achieve internationally benchmarked excellence in both education and research, in an integrated way and on a human scale, allowing for the development of community and connections. CC p. 4  
• Capitalize on UVic’s optimal size. SP p. 11, CC p. 4  
• Sustain and build upon UVic’s culture of respect, inclusion and collaboration. CC p. 7 | • Renewed focus on services and strategies aimed at creating engagement, effective support, connections and community both on and off campus. SP Obj 17, CC p. 4, PBF p. 2  
○ Develop and implement a campus communications strategy and engagement framework. CC p. 7, PBF pp. 2, 7  
• Implement new employment equity plan. SP Obj 1, PBF p. 5  
• VPFO service excellence initiative | Board:  
• Planning and budget framework  
• Annual institutional accountability report to the Ministry of Advanced Education (includes key student outcomes and institutional performance measures)  
• External Relations reports (e.g., re internal communication initiatives)  
Board and Senate:  
• Reports on honors and awards | Board:  
• Approve budget framework  
• Approve enrolment targets (on Senate recommendation)  
• Approve collective agreements  
• Approve policies (e.g., human rights)  
• Approve compensation plans for non-unionized groups  
• Approve pension plan amendments  
Senate:  
• Recommend enrolment targets to board  
• Approve policies (e.g., accommodation of students with a disability) |
• In sum:
  – Universities are critical social assets
  – Universities are complex and dynamic organizations
  – Along with other universities, UVic faces many challenges but has distinctive strengths and a meaningful strategy
  – The Board will be informed and engaged about how its work relates to strategic goals and initiatives

• VPs to speak about their offices’ roles in the implementation of strategic goals and their priorities for the year

• Question: based on the above, are there topics on which you would like further information or engagement in 2015-16?