

STRATEGIC ENROLMENT MANAGEMENT PLAN

UNIVERSITY OF VICTORIA
SPRING 2019

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Message from the Provost

The process of developing the University of Victoria's first Strategic Enrolment Management (SEM) Plan has allowed our community to engage in strategic multi-year planning, while working to align our enrolment goals with the Strategic Framework and other key institutional planning documents.

I would like to thank everyone who was involved in the SEM planning process and the extensive consultations that accompanied it. As chair of the Enrolment Management Working Group, I had the pleasure of working with faculty, staff and students from across the campus to identify the six enrolment goals that are at the core of our plan.

Each of the four SEM committees invested considerable time and effort to develop the respective supporting strategies, tactics and implementation plans that accompany each goal. The commitment and steadfast support of the committee members enabled us to develop an ambitious yet achievable plan for our institution.

Many thanks are also due to the members of the UVic community who took the time to participate in the SEM planning process by attending poster sessions, consultation events or by reaching out to committee members. Their engagement and feedback have been integral to the plan's success.

The goals, strategies and tactics outlined in this plan will guide university recruitment, retention and student success initiatives for the next five to ten years. This inaugural SEM Plan reflects the ambitions of our institution and positions the University of Victoria to achieve our enrolment priorities well into the future.

Yours sincerely,

Dr. Valerie S. Kuehne

Vice-President Academic and Provost

The University of Victoria: About us

Located in Victoria, the University of Victoria is a comprehensive research university that serves the people of Vancouver Island, British Columbia, Canada and the world. We take pride in our inclusive and increasingly diverse community of students, scholars and staff.

We are committed to a personally engaging, intellectually stimulating and extraordinary learning environment that supports the

development of students through a responsive curriculum, relevant academic support and a wide range of experiential learning activities and student support programs. Our strength lies in the integration of research, teaching and learning; the quality and accessibility of faculty and staff; and the excellence of our academic and research programs with their strong interdisciplinary and international focus.

UVic is the third-largest research university in British Columbia and is consistently ranked as one of Canada's best comprehensive universities. By any measure of research excellence, UVic is in the top 12 to 15 universities in Canada and in the top three Canadian universities without a medical school. At just over fifty years since the university's inception, student enrolment in 2018/19 was 21,863. Of that total, 14% were graduate students, 17% were international students representing 123 countries, and 6% self-identified as Indigenous students. UVic employs 827 faculty, 42 librarians and 7,118 other employees. As of November 2018, a total of 139,435 degrees and certificates had been awarded by UVic.

British Columbia is well known for its fully articulated post-secondary transfer system, where education taken at one institution is recognized at another. At UVic, transfer students account for about one fifth of new registrants. Over the last decade, the number of transfer students has decreased by 10% due to increased degree opportunities closer to home with the creation of teaching universities and the expansion of degree-granting rights to colleges and institutes. However, UVic will continue to create pathways from colleges and teaching universities to UVic as a way of ensuring access for students from across the province.

For historical enrolment information, please see the [Environmental Scan](#) available on the [SEM website](#).

Background

In 2017-2018, the University of Victoria completed a strategic enrolment management (SEM) approach to setting enrolment goals for the university and systematically examining

student recruitment, retention and success initiatives. This process aligns student recruitment goals with student retention and success initiatives in order to optimize resources while maintaining overall student enrolment at about the current level. The planning has set out the direction to align enrolment with the Strategic Framework over the next ten years.

The SEM enrolment goals, strategies and tactics will inform university recruitment and retention initiatives for the coming five to ten years. We have conducted modelling to measure the impacts of these goals on our enrolment profile and to help determine annual targets. For example, to strengthen our research intensity, the university proposes to increase substantially the proportion of graduate students while maintaining our total enrolment at the same level. This increase would necessitate a reduction in undergraduate enrolment, which would, in turn, need to be accomplished while still meeting our accountabilities to government and maintaining flexibility to respond to strategic growth as well as changes in student demand. As a result, the focus on enhancing quality at the undergraduate level will necessitate becoming more selective, increasing admissions cut-offs and thereby improving retention and graduation rates.

As with any plan, annual revisions may be necessary to respond to changes in the internal and external environments; these will be facilitated through regular meetings of the Enrolment Management Working Group and regular updates to Deans' Council and the UVic Executive.

The Strategic Framework and other institutional plans

UVic's success is built on the provision of a high-quality education and outstanding student experience, excellence in research and the conscious integration of research and teaching, within a diverse campus and welcoming West Coast environment.

UVic's **Strategic Framework** was developed through university-wide consultation to set the vision and direction of the university over the next five years. Our six key priorities are as follows: cultivate an extraordinary academic

environment, advance research excellence and impact, intensify dynamic learning, foster respect and reconciliation, promote sustainable futures, and engage locally and globally.

Over the past three years, we have put considerable effort into the development of other important institutional plans, including the Indigenous Plan, the International Plan, the Strategic Research Plan, the Campus Plan, the Employment Equity Plan, and the Communications and Marketing Plan. All of these institutional plans can be viewed on the [UVic website](#).

Together, the Strategic Framework and institutional plans provide important direction for the university, including the setting of enrolment priorities.

Looking forward: Enrolment priorities

The SEM process has allowed the UVic community to engage in strategic multi-year planning and has assisted with the alignment of enrolment goals with the implementation of the Strategic Framework and other institutional plans.

UVic has aligned our overall enrolment goals with the priorities outlined in the Strategic Framework.

CULTIVATE AN EXTRAORDINARY ACADEMIC ENVIRONMENT

UVic attracts high-quality undergraduate and graduate applicants, is committed to offering a competitive financial assistance program, and has high reported levels of student satisfaction. UVic is committed to improving student success, a key factor in student retention and student graduation. Success is built on high-quality instruction, solid programming and curricula, student engagement and best-in-class student support programs and services. We are committed to ensuring that our curricular and co-curricular programs are as accessible as possible for all students. We want to recruit the highest-quality students and support them to succeed.

ADVANCE RESEARCH EXCELLENCE AND IMPACT

Integrating and aligning research and education is a priority for UVic. Maximizing research opportunities for undergraduate and graduate students will support our ability to recruit top students and re-shape our enrolment. We are committed to fostering high-quality research and creative activity across all disciplines and ensuring that learning in every program is enriched by the research culture and activities of the university.

INTENSIFY DYNAMIC LEARNING

UVic is known for offering students diverse forms of hand-on learning experience. We have a widely known cooperative education program, which creates more than 4,000 job placements per year both domestically and internationally. We have an extensive program of practica placements and many other dynamic learning opportunities. Our focus on research-intensive learning, teaching excellence and an exceptional student experience will ensure that students are transformed by their time at UVic. We are committed to providing experiential learning for students so that they are equipped for personal success and to contribute effectively as alumni and global citizens.

FOSTER RESPECT AND RECONCILIATION

Indigenous student enrolment has grown dramatically over the past 10 years and UVic is committed to doubling enrolment over the next 10 years. We are dedicated to increasing the success of Indigenous students, faculty and staff and to implementing initiatives to ensure a welcoming campus for all. Further, we are committed to advancing the applicable calls to action of the Truth and Reconciliation Commission and the goals of our own Indigenous Plan.

PROMOTE SUSTAINABLE FUTURES

UVic is committed to being a global leader in social, environmental and institutional sustainability through our research and academic programs as well as our operations. We recognize that many of our prospective students are interested in educational programs that tackle the biggest social and environmental issues facing the planet and we are committed to providing these opportunities both inside and outside the classroom. We will continue to engage the community in careful planning, such as in the Campus Plan and the SEM process. We are committed to remaining approximately the same size, with a focus on shifting the enrolment profile of the university student population over the next five to 10 years. The current enrolment size is a relative strength—UVic is large enough to offer a broad range of academic programs at the undergraduate, master's and doctoral levels, yet small enough to ensure personal attention to education and support.

ENGAGE LOCALLY AND GLOBALLY

Currently, UVic is unique in that over 70% of its students come from outside the region, the highest proportion of any university west of Quebec. Diversifying our student population by expanding our connections and partnerships with communities locally and globally is an enrolment goal. We are committed to diversifying the international undergraduate student population by country, growing the Indigenous graduate and post-doctoral student population, and increasing under-represented populations on our campus. We will work to ensure that all students are well supported when they arrive on campus and through to their graduation.

SEM: Summary of process

In 2017-2018, the University of Victoria integrated a SEM plan into our institutional planning structure. We worked with Dr. Tom Green, Dr. Brent Gage and Mr. Stan Henderson from AACRAO Consulting, an industry leader in SEM work across North America.

The purpose of the SEM process was to create sustainable enrolment outcomes aligned with the University of Victoria's vision and mission and with the priorities of the Strategic Framework.

SEM planning allowed the university to strategically implement key objectives of the Strategic Framework related to student enrolment, retention and success. This process was informed by the significant internal and external consultation conducted in the Strategic Framework planning process and included opportunities for faculty, administrators, staff and students to provide input and feedback. The SEM process was built on the university's existing approaches to enrolment management and was intended to complement the work done by faculties and units to recruit and retain students. It was a data-informed process and used relevant information from alumni, industry and government partners in the development of strategies and tactics.

Phase one

This process began by bringing together a UVic SEM planning group called the Enrolment Management Working Group (EMWG) to consult with AACRAO Consulting. Phase one included the project initiation, data collection and the development of a campus communication and engagement plan.

Phase two

Phase two involved the training of the EMWG and project committees, working group and committee activities, and SEM plan development. The UVic planning committees were broadly representative of the university community and their role was to develop goals, strategies and supporting tactics. For a complete list of committee members, please see Appendix A. Campus-wide consultation also occurred during this phase. For a complete list of campus consultations, please see Appendix B.

The final SEM plan was launched in April 2019.

For an outline of the process plan, please visit the [SEM website](#).

Goals, strategies and tactics

The following goals, strategies and tactics were developed during phase two of the SEM process.

GOAL 1

By 2024, strengthen the entering domestic undergraduate class by

- a. increasing the % of first-time enrolling students who have an entering average of 80% or higher from 79% to 89%;
- b. increasing the % of admitted students with an entering average of at least 90% or higher who choose to register at UVic from 37% to 45% ; and
- c. enhancing and developing initiatives that increase the representation of under-represented populations, including but not limited to students with lived experience in care and students of low socio-economic status.

Strategy 1: Re-align and enhance admission policies and procedures for students in targeted groups a, b and c above.

Tactic 1: Create mechanisms to identify high-achieving students (80%+ and 90%+).

Strategy 2: Re-align and enhance our entrance scholarship and needs-based financial aid programs to provide incentives for students in targeted groups a, b and/or c above.

Tactic 1: Move application, admission and scholarship offer dates to an earlier point in the year.

Tactic 2: Increase the number of entering students with admission averages of 90% or higher by enhancing the competitiveness of our entrance scholarship program in support of Goal 1.

Tactic 3: Offer a bursary program with earlier application and notification dates to enable students to choose UVic at an earlier point in their decision-making process.

Tactic 4: Work with Development to raise additional funds for bursary funding to be used as a recruitment tool.

Tactic 5: Create an entrance scholarship program awarded both on the basis of admission average, with additional funding awarded on the basis of demonstrated financial need.

Strategy 3: Enhance and develop targeted events, communications and activities to support the conversion of 90%+ students in alignment with UVic's communications and marketing plan.

Tactic 1: Develop and implement a central recruitment communications plan for 90%+ students delineated by faculty.

Tactic 2: Develop a Scholars Program.

Tactic 3: Implement an integrated CRM system that meets the needs of the communications and marketing plan above and our goals.

Strategy 4: Develop and implement a communications and transition plan for under-represented student populations in alignment with UVic's communications and marketing plan.

Tactic 1: Develop outreach, communications, events and university pathways for under-represented groups identified in Goal 1.c.

GOAL 2

By 2024, improve undergraduate student retention from year 1 to year 2 as well as overall progression to

- a. 85% for new student (direct entry and transfer) retention (up from 82%);
- b. 85% for new Indigenous student retention (up from 80%);
- c. 85% for new international student retention (up from 83%); and
- d. 72% for student graduation within 7 years (up from 64%).

Strategy 1: Implement a student and learning-focused academic advising system. This strategy will address each of the target populations named in [Goal 2](#).

Tactic 1:	Complete a self-study on current UVic practices, structures and processes related to academic advising across all disciplines.
Tactic 2:	To support student retention, develop a UVic Advising Framework that reflects best practices in academic advising and reflects the priorities of individual faculties and UVic's strategic priorities.
Tactic 3:	Informed by the UVic Advising Framework, support faculty, course instructors and administrative staff to establish a UVic academic advising forum with a focus on professional development opportunities and resources.

Strategy 2: Implement a comprehensive well-being framework that supports student development and academic success. This strategy will address each of the target populations named in [Goal 2](#).

Tactic 1:	Complete a comprehensive review of current UVic campus practices, programs and services, as well as a review of current literature and post-secondary best practices, to create and implement a Well-Being Framework and action plan with deliverables and assessment strategies to launch in the fall of 2021.
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Strategy 3: Implement student-centred practices that support retention and timely completion. This strategy will address each of the target populations named in [Goal 2](#).

Tactic 1:	Review and refine policies, practices and regulations that support student engagement and success with academic advising and appropriate course enrolment (e.g., academic probation, requirements to withdraw).
Tactic 2:	Identify and improve practices and intersection of practices that impact student retention and progression pathways through the institution. This tactic may bridge Goal 1 and Goal 2 .

Strategy 4: Implement specific academic and co-curricular engagement strategies for undergraduate students beginning in first year. This strategy will address each of the target populations named in [Goal 2](#).

Tactic 1:	Develop an implementation plan that reflects best practices in learning, teaching and student engagement in curricular experiences.
Tactic 2:	Develop a co-curricular implementation plan, including a UVic co-curricular record, that reflects best practices in student engagement and aligns with UVic Learning Outcomes and our experiential learning framework.
Tactic 3:	Develop and implement a new model for the Learning Commons.

GOAL 3

By 2024, 100% of all graduating undergraduate students will have the opportunity to complete at least one significant experiential learning opportunity as designated by an experiential learning notation on their transcript or a validated co-curricular record.

Strategy 1: Create a framework for experiential learning (curricular and co-curricular) that realizes Strategy 3.1 of the Strategic Framework.

Tactic 1:	Develop a shared definition of experiential learning in relation to curricular and co-curricular opportunities.
Tactic 2:	Communicate and consult to promote a greater understanding of experiential learning in relation to UVic Learning Outcomes.
Tactic 3:	Using the typology of curricular and co-curricular experiential learning as defined in Tactic 1 , set targets to increase student engagement in experiential learning, including subtypes.
Tactic 4:	Identify and implement the most effective method for recording experiential learning on the transcript (curricular and co-curricular).

Strategy 2: Develop a framework for academic and non-academic units to implement significant experiential learning opportunities (curricular and co-curricular).

Tactic 1:	Promote and encourage students to participate in significant experiential learning opportunities, including identifying and reducing barriers.
Tactic 2:	Promote and enhance by academic unit discipline-appropriate experiential learning opportunities in undergraduate curricula.
Tactic 3:	Promote experiential learning through enhancing co-curricular opportunities for students.

GOAL 4

By 2024, the university will strengthen the international undergraduate student population by

- a. building a cohort of international undergraduate students that will comprise approximately 17% of our undergraduate population;
- b. further diversifying the international undergraduate student population by country; and
- c. rebalancing the international undergraduate student representation across faculties.

Strategy 1: Review and revise the international tiering strategy to support **b.** above.

Tactic 1: Evaluate and identify new countries for recruitment to support **a.**, **b.** and **c.**

Tactic 2: Align recruitment resources with the revised international tiering strategy.

Tactic 3: Align the Continuing Studies ELC Pathways Program with the revised international tiering strategy.

Strategy 2: Ensure that admission policies, procedures and communications support the enrolment of an internationally diverse student population who are well positioned for UVic success.

Tactic 1: Ensure current admissions timeline and entrance requirements support the enrolment of an internationally diverse student population who are well positioned for UVic success.

Tactic 2: Enhance support of current and new 2 + 2 and dual degree partnerships (research, success and future apps).

Strategy 3: Support and enhance recruitment and global engagement initiatives that will rebalance international student population across all faculties.

Tactic 1: Co-develop faculty-level recruitment plans that inform the activities of the Student Recruitment Office and clarify the role of faculty in recruiting international students.

Tactic 2: Consolidate and strengthen exchange agreements.

Tactic 3: Target scholarships or other incentives for particular programs aligned with prioritized tiers.

GOAL 5

By 2029, graduate enrolments will increase from 16% to 20% of the total student population.

- a. Graduate enrolments of Indigenous students will grow from 18.3% to 22% of all Indigenous students;
- b. Research programs will comprise 75% of base-funded graduate enrolments (currently 65%);
- c. 2, 3 and 4-year graduation rates for thesis-based master's students will increase from 30%, 57% and 65% to 57%, 65% and 70%; and
- d. 4, 5 and 6-year graduation rates for PhD students will increase from 17%, 36% and 48% to 36%, 48% and 60%.

Strategy 1: Facilitate a comprehensive institutional assessment to maximize research opportunities and timely graduation.

- Tactic 1:** In association with the Office of the VPR, clarify the definition of a "research-based" graduate program.
- Tactic 2:** Identify challenges preventing timely graduation, with a focus on 2, 3 and 4-year completion rates for master's degrees and 4, 5 and 6-year completion rates for doctoral degrees.
- Tactic 3:** Identify existing graduate programs with demonstrated market demand that can be expanded to provide new research opportunities. Linked to [Tactics 6.3.1](#) and [6.3.3](#).
- Tactic 4:** Identify and implement alternative modes of course/program delivery to increase student access to graduate programming.

Strategy 2: Increase infrastructure to support Indigenous graduate students.

- Tactic 1:** Build cultural acumen among graduate advisors, graduate secretaries and supervisors so they can better respond to the unique situations of Indigenous graduate students and help the students navigate any academic and administrative barriers in their program(s).
- Tactic 2:** Increase the number of Indigenous faculty and staff available to advise Indigenous students. Connected to Strand 2 of the Indigenous Plan.
- Tactic 3:** Identify more dedicated spaces for Indigenous students for cultural activities such as meeting with Elders, community building, etc., to supplement First Peoples House.
- Tactic 4:** Re institute and expand the SAGE (Supporting Aboriginal Graduate Enhancement) program for support and peer mentorship of Indigenous students, including wrap-around services for a cross-departmental PhD cohort.
- Tactic 5:** Offer greater research training for Indigenous graduate students by augmenting the resources of CIRCLE.
- Tactic 6:** Develop a comprehensive assessment of Indigenous student housing needs to inform both current UVic housing admissions plans and future UVic housing expansion plans. Overlaps with [Tactic 5.6.7](#).

Strategy 3: Create and continually assess a comprehensive graduate student recruitment plan.

- Tactic 1:** Create a survey with ancillary tools and modify the Canadian Graduate & Professional Student Survey (CGPSS) to refine graduate student recruitment methods.
- Tactic 2:** Informed in part by [Tactic 1](#), develop a comprehensive Institutional Communication Plan for graduate student recruitment, with strategies to respond to the student from their initial inquiries to their formal application.

Strategy 4: Recognizing that student support is key to the recruitment and success of graduate students, work with the Office of the VPR and other offices to increase external research funding.

Tactic 1:	Work with the Office of the VPR to institute and promote universal comprehensive peer review of grant applications.
Tactic 2:	Provide incentives and mandates for students to apply for grants and scholarships.
Tactic 3:	Consult with line deans to ensure that external donor support is sought for graduate student funding.
Tactic 4:	Recognizing that creating and updating the Common CV (CCV) presents a significant impediment to grant application for many faculty members, work with Research Services to create a simplified way to update the CCV.

Strategy 5: Recognizing that a world-class reputation is critical to the recruitment of top researchers and students, raise our profile as a research-intensive university.

Tactic 1:	Nominate more faculty and graduate students for major awards and profile the successful candidates. Linked to Tactic 4.3.2 .
Tactic 2:	Raise our national and international rankings by comprehensive data submissions to the appropriate ranking agencies.
Tactic 3:	Improve the collection and advertisement of faculty biographies and achievements for recruitment of top-tier graduate students and faculty members.

Strategy 6: Enhance the quality of the graduate student experience.

Tactic 1:	Work to identify and implement, where appropriate, pathways from honours/undergrad to graduate programs.
Tactic 2:	Work with the AVP Faculty Relations and Academic Administration to formalize the faculty training processes to articulate clearly the roles and responsibilities of the graduate supervisor, committee members and students in the supervisory relationship.
Tactic 3:	Find ways to improve communication between the student and all members of the supervisory committee.
Tactic 4:	Develop wider opportunities for part-time study (and part-time fees) for students with documented hardships. Unlike undergraduate students who are charged by the unit, graduate students taking 3.0 units or more are considered full-time and charged full-time fees unless they are students with a disability. Linked to Tactic 5.1.4 .
Tactic 5:	Evaluate current international graduate student support services and assess current strengths and opportunities for enhancements.
Tactic 6:	Implement a support model specific to distance graduate students to ensure appropriate access is available to learning and support programs and services (e.g. Counselling Services, the Centre for Academic Communication, etc.)
Tactic 7:	Develop a comprehensive assessment of graduate student housing needs to inform both current UVic housing admissions plans and future UVic housing expansion plans. Sub-tactic under 5.2.4 .
Tactic 8:	Develop a co-curricular credit system to enable graduate students to enhance their CVs. Work on this tactic in alignment with Goal 3 strategies and tactics that pertain to future development of the co-curricular record. Linked to Tactics 2.4.2 and 3.2.3 .

GOAL 6

By 2029, Indigenous students will comprise at least 10% of the overall student population at UVic.

Strategy 1: Create a warm, welcoming and respectful learning environment and sense of place.

Tactic 1: Expand inclusion of Indigenous ways of knowing and being in academic programs and services.

Tactic 2: Develop opportunities for all members of the UVic community to gain a better understanding of Indigenous peoples, histories and cultures and the impacts of colonization.

Tactic 3: Provide opportunities to recognize Indigenous students' identities.

Tactic 4: Implement processes to deal with racism and discrimination across the university.

Strategy 2: Develop and implement a recruitment, admission and transition plan for Indigenous students.

Tactic 1: Implement a coordinated and focused outreach and recruitment plan for island-based communities K-12 (southern/northern Gulf Islands and Vancouver Island-based communities).

Tactic 2: Create pathways and first-year cohort programming.

Tactic 3: Enhance BC college transfer pathway programs for Indigenous students.

Tactic 4: Develop a targeted recruitment program for Indigenous students at the point of admission.

Strategy 3: Increase the success of Indigenous students across academic programs of study.

Tactic 1: Increase the capacity of programming involving Elders and Knowledge Keepers.

Tactic 2: Implement a cross-campus leadership program (modelled on Campus Cousins).

Tactic 3: Work with Indigenous students and communities to develop new or expand existing academic program opportunities.

Tactic 4: Create more opportunities for cultural learning through land-based and water-based learning, and community-engaged learning.

Strategy 4: Provide sustainable institutional supports for Indigenous students, faculty and staff.

Tactic 1: Establish sustainable support for LE, NONET programming.

Tactic 2: Increase the number of scholarships, fellowships and bursaries for Indigenous students.

Tactic 3: Recognize Indigenous and non-Indigenous faculty and staff for significant contributions to programming for Indigenous students.

Next steps

In spring 2019, a five-year implementation plan and committee structure will be developed. SEM implementation will commence and will align with the institutional budget-planning processes already in place (i.e. academic resource planning, integrated planning and enhanced planning tools). A SEM summit will be held annually to continue to advance the SEM plan and its implementation and report on progress to the campus community.

Conclusion

The SEM process has allowed the UVic community to engage in strategic multi-year planning and has assisted with the alignment of enrolment goals with the implementation of the Strategic Framework and other institutional planning documents. The SEM enrolment goals, strategies and tactics outlined in this document will inform university recruitment, retention and student success initiatives for the coming five to 10 years. With implementation plans to accompany each goal of the SEM plan, UVic will be well positioned to achieve our enrolment priorities well into the future.

Appendix A: Committee membership

Enrolment Management Working Group and Committee Membership List

Enrolment Management Working Group (EMWG)	Member
Vice-President Academic and Provost (Chair)	Dr. Valerie Kuehne
Associate Vice-President, Student Affairs	Mr. Jim Dunsdon
Associate Vice-President, Academic Planning	Dr. Nancy Wright
Associate Dean, Faculty of Graduate Studies	Dr. Stephen Evans
Dean, Faculty of Social Sciences	Dr. Catherine Krull
Dean, Fine Arts	Dr. Susan Lewis
Director, School of Earth and Ocean Sciences, Faculty of Science	Dr. Stan Dosso
Department Chair, Computer Science, Faculty of Engineering	Dr. Ulrike Stege
Department Chair, History, Faculty of Humanities	Dr. John Lutz
Executive Director, Indigenous Academic and Community Engagement (IAAC rep)	Dr. Robina Thomas
Acting Executive Director, Co-op and Career, and Community-University Engagement	Ms. Andrea Giles
Executive Director, Academic and Resource Planning	Mr. Tony Eder
Chief Information Officer	Ms. Wency Lum
Director of Outreach, University of Victoria Students Society	Mr. Pierre-Paul Angelblazer
COMMITTEE SUPPORT:	
	Ms. Lleona Downie

Undergraduate Student Recruitment and Conversion Committee (SRC)	Member
Associate Vice-President Student Affairs (Chair)	Mr. Jim Dunsdon
Director, Student Recruitment and Global Engagement	Ms. Carolyn Russell
Associate Dean, Faculty of Humanities	Dr. Lisa SurrIDGE
Associate Dean Undergraduate Studies, Faculty of Social Sciences	Dr. Rosaline Canessa
Chair, Electrical and Computer Engineering	Dr. Michael McGuire
Manager, Strategic Marketing	Mr. Nick Clewley
Dean, Continuing Studies	Dr. Jo-Anne Clark
Associate Director, Student Recruitment	Mr. Zane Robison
LE, NONET Academic Co-ordinator (IAAC rep)	Dr. Robert Hancock
Director, Undergraduate Admissions	Ms. Wendy Joyce
Enrolment Analyst, Student Recruitment and Global Engagement (Data rep)	Ms. Leah Toews
Analyst/Statistician, Institutional Planning & Analysis (Data rep)	Mr. Robert Lee
Director, Student Awards and Financial Aid (Data rep)	Ms. Lori Nolt
COMMITTEE SUPPORT:	
	Ms. Jessica Gelowsky

Undergraduate Student Retention and Success Committee (SRS)	Member
Associate Vice-President Academic Planning (Chair)	Dr. Nancy Wright
Executive Director, Student Services	Mr. Joel Lynn (on GRR)
Associate Dean, Faculty of Science	Dr. Robin Hicks
Associate Dean, Faculty of Fine Arts	Dr. EvanThia Baboula
Director, Division of Learning and Teaching Support and Innovation	Dr. Laurene Sheilds (on GRR)
Director, Academic Advising and International Student Services	Ms. Susan Corner
Associate Registrar, Undergraduate Admissions, Records, Curriculum & Calendar	Ms. Laurie Barnas

Undergraduate Student Retention and Success Committee (SRS)	Member
LE,NONET Experiential Learning Coordinator (IAAC rep)	Ms. Lalita Kines
Director, Academic Commons & Strategic Assessment (LIB rep) & Director, Student Academic Success (LTSI)	Dr. Shailoo Bedi
Communications and Research Analyst, Office of the President (Data rep)	Ms. Kalen Schick
Associate Dean Undergraduate, Faculty of Engineering (Data rep)	Dr. LillAnne Jackson
Executive Director, Academic Resource Planning (Data rep)	Mr. Tony Eder
COMMITTEE SUPPORT: Ms. Sandra Duggan	

Graduate Recruitment and Retention Committee (GRR)	Member
Associate Dean, Faculty of Graduate Studies (Chair)	Dr. Stephen Evans
Associate Dean Research, Faculty of Humanities	Dr. Margaret Cameron
Associate Vice-President, Research	Dr. Lisa Kalynchuk
Executive Director, Student Services	Mr. Joel Lynn (on SRS)
Chair, Graduate Students' Society	Mr. Arash Isapour
Director, Graduate Admissions and Records	Ms. Ada Saab
Associate Dean, Faculty of Graduate Studies	Dr. Cedric Littlewood
Associate Dean, Faculty of Human & Social Development	Dr. Esther Sangster-Gormley
Associate Dean Research, Engineering	Dr. Hausi Muller
Associate Dean, Faculty of Education	Dr. Catherine McGregor
Assistant Professor, Law	Ms. Maneesha Deckha
LTSI Executive Director	Dr. Laurene Sheilds (on SRS)
Associate Dean, Faculty of Graduate Studies (SOSC rep)	Dr. Marsha Runtz
LE,NONET Academic Co-ordinator (IAAC rep)	Dr. Rob Hancock
Associate Registrar, Financial Aid, Support Services and Information Systems (Data rep)	Ms. Wendy Taylor
SAS Business Intelligence Manager (Data rep)	Ms. Cheryl Sivertson
Programmer Analyst, University Systems (Data rep)	Ms. Kristen Ficke
COMMITTEE SUPPORT: Ms. Cathy Stacey	

Data Analysis and Benchmarking Committee	Member
Executive Director, Academic Resource Planning (Chair)	Mr. Tony Eder
Enrolment Analyst, Student Recruitment and Global Engagement	Ms. Leah Toews
Analyst/Statistician, Institutional Planning & Analysis	Mr. Robert Lee
Communications and Research Analyst, Office of the President	Ms. Kalen Schick
Associate Dean Undergraduate, Faculty of Engineering	Dr. LillAnne Jackson
Associate Registrar, Financial Aid, Support Services and Information Systems	Ms. Wendy Taylor
SAS Business Intelligence Manager	Ms. Cheryl Sivertson
Programmer Analyst, University Systems	Ms. Kristen Ficke
Director, Student Awards and Financial Aid	Ms. Lori Nolt
COMMITTEE SUPPORT: Ms. Kalen Schick	

Appendix B: Consultations

Audience	Key EMWG contact	Information/ Consultation/ Responsibility	Planned and completed communications
UVic Executive Council	Dr. Valerie Kuehne	Information/ Consultation	SEM planning update (Completed – Nov. 7, 2017) Draft SEM goals (Completed – Mar. 6, 2018) Recommended SEM goals (Completed – Apr. 10, 2018) Recommended SEM goals, strategies and tactics (Completed – Nov. 29, 2018) SEM plan (Completed – Feb. 19, 2019)
President’s Advisory Council	Dr. Valerie Kuehne	Information/ Consultation	SEM presentation (Completed – Nov. 21, 2017) Goals update (Completed – May 15, 2018) Invitation to the Community Poster Session (Completed – May 31, 2018) Invitation to the SEM Information Session (Completed – Dec. 3, 2018) SEM plan (March 2019)
Deans’ Council	Mr. Jim Dunsdon	Information/ Consultation (Responsible for communication to faculty)	SEM planning update (Completed – Oct. 18, 2017) SEM plan/process presentation (Completed – Dec. 8, 2017) Recommended SEM goals (Completed – Apr. 11, 2018) Standing agenda item (Completed – Sept.– Dec. 2018) SEM plan (March 2019)
Senate	Dr. Valerie Kuehne	Information/ Feedback	Goals announced in remarks (Completed – May 4, 2018) Plan announced in remarks (Completed – Dec. 7, 2018) SEM Plan (March 2019)
Board of Governors	Dr. Valerie Kuehne	Information/ Feedback	SEM plan (March 2019)

Audience	Key EMWG contact	Information/ Consultation/ Responsibility	Planned and completed communications
Associate Deans/ Department Chairs/ Directors	Mr. Jim Dunsdon EMWG members	Information/ Feedback	SOSC Chairs & Dirs (Completed – Nov. 29, 2017)
			SCIE Chairs & Dirs (Completed – Feb. 15, 2018)
			HUM Chairs & Dirs (Completed – Feb. 28, 2018)
			SEM Committee members (Completed – Mar. 2, 2018)
			ENGR Chairs & Dirs (Completed – Mar. 9, 2018)
			Senior Leaders Retreat (Completed – Mar. 8, 2018)
			EDU Chairs & Dirs (Completed – Mar. 19, 2018)
			Tri-Faculty Deans (Completed – Mar. 20, 2018)
			FINE Chairs & Dirs (Completed – Mar. 21, 2018)
			LIBRARIES (Completed – Apr. 24, 2018)
			UC+M (Completed – May 7, 2018)
Campus community	Dr. Valerie Kuehne	Information/ Feedback	Campus Update (Completed – Apr. 27, 2018)
			Ring and Campus Checklist (details in Communications Plan)
			Administrative and Senior Leaders Retreat (Completed – Mar. 8, 2018)
			Community Poster Session (Completed – May 31, 2018)
			SEM Information Session (Completed – Dec. 3, 2018)
Student Affairs	Mr. Jim Dunsdon	Information/ Feedback	STUA Council (Completed – Dec. 4, 2017)
			STUA Council & Guests Consultation Session (Completed – Nov. 6, 2018)
			STUA Council (Completed – Fall 2018 unit presentations)
Indigenous Academic Advisory Committee	Dr. Robina Thomas	Information/ Feedback	Consultation session on goals, strategies and tactics for Goal 6 (Completed – Dec. 5, 2018)

If you have any issues with the accessibility in this document or would like any clarification or additional information, please contact:

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