

1. What are the most important contributions your institution makes to the economic, social, and environmental health of British Columbia?

UVic is a people-focused and community-centric institution that welcomes and supports more than 22,000 students and 5,000 faculty and staff. Through the many contributions of our students, faculty, staff and alumni, as well as through key partnerships, UVic is a major contributor to the economic, social and environmental health of British Columbia.

As is the case across the post-secondary sector, UVic contributes to the provincial economy by providing high-quality education to a diverse population of students from every corner of BC, ensuring they gain job-ready skills that lead to good careers and fill vital labour market needs.

What differentiates UVic is that we attract 78% of our students from outside of the Greater Victoria region—and they stay. We receive four high school applications for every undergraduate space available and we consistently exceed our provincial enrolment targets. Students from across BC and Canada choose UVic because we are a top-ranked comprehensive research university, known for our commitments to sustainability, reconciliation, and social justice. As well, UVic is recognized as a national leader in providing work-integrated learning opportunities.

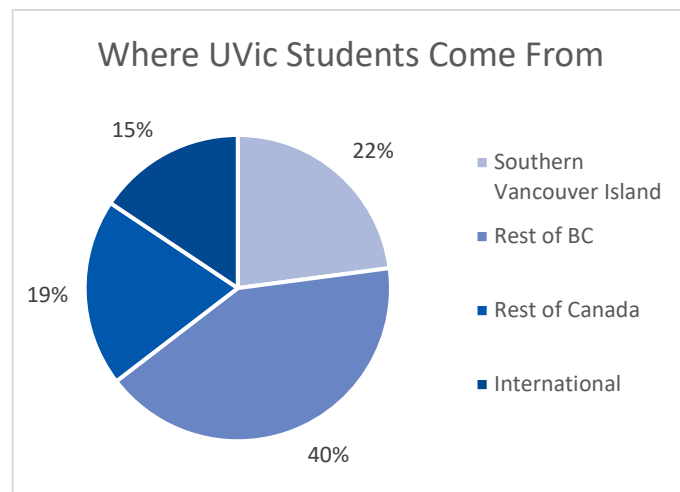


Figure 1: UVic educates students from every region in BC—from Dawson Creek and Haida Gwaii to Kelowna and Greater Vancouver.

Work-integrated learning includes practicum placements, field schools, international exchanges and research opportunities. Our co-op program is one of the biggest and oldest in Canada—the largest in Western Canada—and to date has achieved 100,000 placements with business, industry, government and non-profit employers across BC and the world. These mutually beneficial partnerships provide students from all disciplines with workplace experience, train future employees of the region, fill short-term vacancies and promote economic growth. In a typical year, three quarters of our co-op students have jobs lined up before they graduate.

Even during the pandemic, thanks to our extensive network of co-op employers, our co-op placements were better than the national average, ensuring students could continue to gain valuable program-related work experience during their studies—while also earning an income. National placements fell 15-30% while UVic's placements increased up to 40% during pandemic terms. As well, our nursing students supported the province's response to the pandemic through placements in vaccination clinics and other public venues.

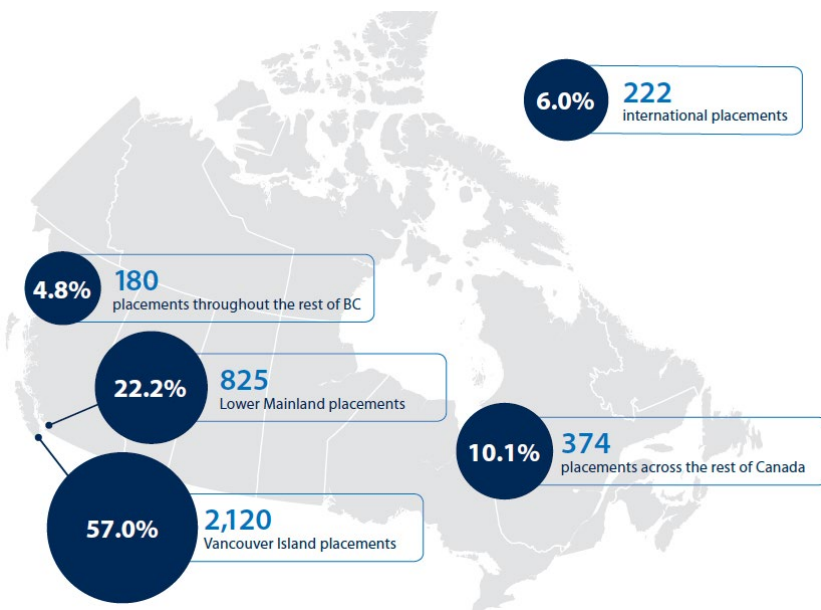


Figure 2: During the pandemic in 2020/21, 85% of our co-op placements were in BC, helping to support local and provincial economic recovery.

One-eighth of the Greater Victoria community are UVic graduates, and our community continues to grow. Our graduates contribute to the BC economy through good paying jobs that are fundamental in our community. Through our high-quality, research-enriched programming and work-integrated learning opportunities, we train high-tech professionals, teachers, entrepreneurs, nurses and many other professionals—including those grounded in arts, humanities and social sciences—who contribute to the educated workforce required by business and industry to advance inclusivity, reconciliation, clean growth and health care.

As well, our research mission connects us to the most important issues of our time. Our research faculty and over 3,000 graduate students work to better understand and develop solutions to address climate change, clean energy systems, green cities, social justice and Indigenous laws and self-determination. They actively work with business, industry and community partners to directly support and address their specific needs as well. UVic's \$130 million a year (current) research enterprise supports scientific and creative activities that advance society and improve the lives of British Columbians. Our researchers are contributing to healthier societies and the social health of British Columbians by tackling the opioid crisis, training health care workers, 3D-printing prosthetics, developing novel vaccines and treating cancers in new and innovative ways—just to highlight a few examples.

As leaders in promoting sustainable futures, UVic has a long history of leading environmental, social and institutional sustainability through our research, academic programs, campus operations and the impact and influence of our students, faculty, staff and alumni. UVic was recently recognized by the Times Higher Education Impact Rankings as 12th in the world for our work to support the United Nation's Sustainable Development Goals, as well as 2nd on climate action (SDG 13), life on land (SDG 15) and 5th on life below the water (SDG 14). We demonstrate that impact across our academic programs, our campus operations, our interdisciplinary research and our work with local communities. As well, UVic was selected as one of Canada's Greenest Employers—a recognition that we have received eight times and that reflects our ongoing commitment to the environmental health of British Columbia and all of Canada.

UVic students benefit from learning from these experts in their fields, and students also have opportunities to participate in research in every year of their degree. It's not just the credential that students earn, but the job-ready skills they acquire during their time at UVic. We embed foundational skills such as teamwork, problem resolution, critical thinking and communications within the curriculum that form key learning outcomes for all graduates, and contribute to personal and professional growth.

2. What is your institution doing to promote Reconciliation with Indigenous People and First Nations?

Advancing truth, respect and reconciliation has been a major commitment of UVic's for many years, and one of our defining features. We are committed to creating better opportunities for Indigenous learners by implementing transformative programs and pathways, and we embrace and support Indigenous-led scholarship.

Our academic programs in Indigenous law (including the world's first JD/JID) education and language revitalization are international exemplars in meeting the needs of Indigenous communities. Indigenous health is one of the signature areas of our recent UVic Health Initiative, which includes academic programming and research. These programs are fundamental to the success of DRIPA, providing a welcoming and supportive learning environment where all students can contribute to advancing the rights of Indigenous peoples and support self-determination. Following the release of the provincial Declaration on the Rights of Indigenous People Action Plan 2022-2027, we started to draft a UVic DRIPA Action Plan.

The Vice-President Indigenous at UVic ensures Indigenous ways of knowing and being are included in institutional decision making. We are also fortunate to have influential Indigenous scholars and professionals as our Associate Librarian – Reconciliation and UVic Chancellor. We are increasing our already extensive efforts to recruit and retain Indigenous faculty and staff, including through the Indigenous Recruitment Support Fund in partnership with UVic's Faculty Association. UVic employs over 100 Indigenous faculty and staff—three of whom are Indigenous Resurgence Coordinators working within academic units to implement Indigenization and decolonization while also supporting Indigenous students. We aim to recruit and support more Indigenous faculty and staff through competitive recruitment packages, supports and appropriate recognition for service.

As per our Strategic Enrolment Management Plan that launched in 2019, we aim to double our Indigenous student population by 2029, where Indigenous students comprise at least 10% of the overall student population at UVic. We do so by increasing student pathway programs, enhancing supports and services, and providing a range of academic programs for Indigenous learners. Micro-credentials and laddering opportunities mean that students can earn a certificate in Indigenous language revitalization that can count towards a degree program.

The First Peoples House and Office of Indigenous Academic and Community Engagement offer a range of programs and events to develop and nurture relationships with Indigenous students and communities. Programs like LE, NONET support Indigenous students throughout their studies and help them to achieve success in their academic and personal endeavours—from recruitment to graduation and beyond.

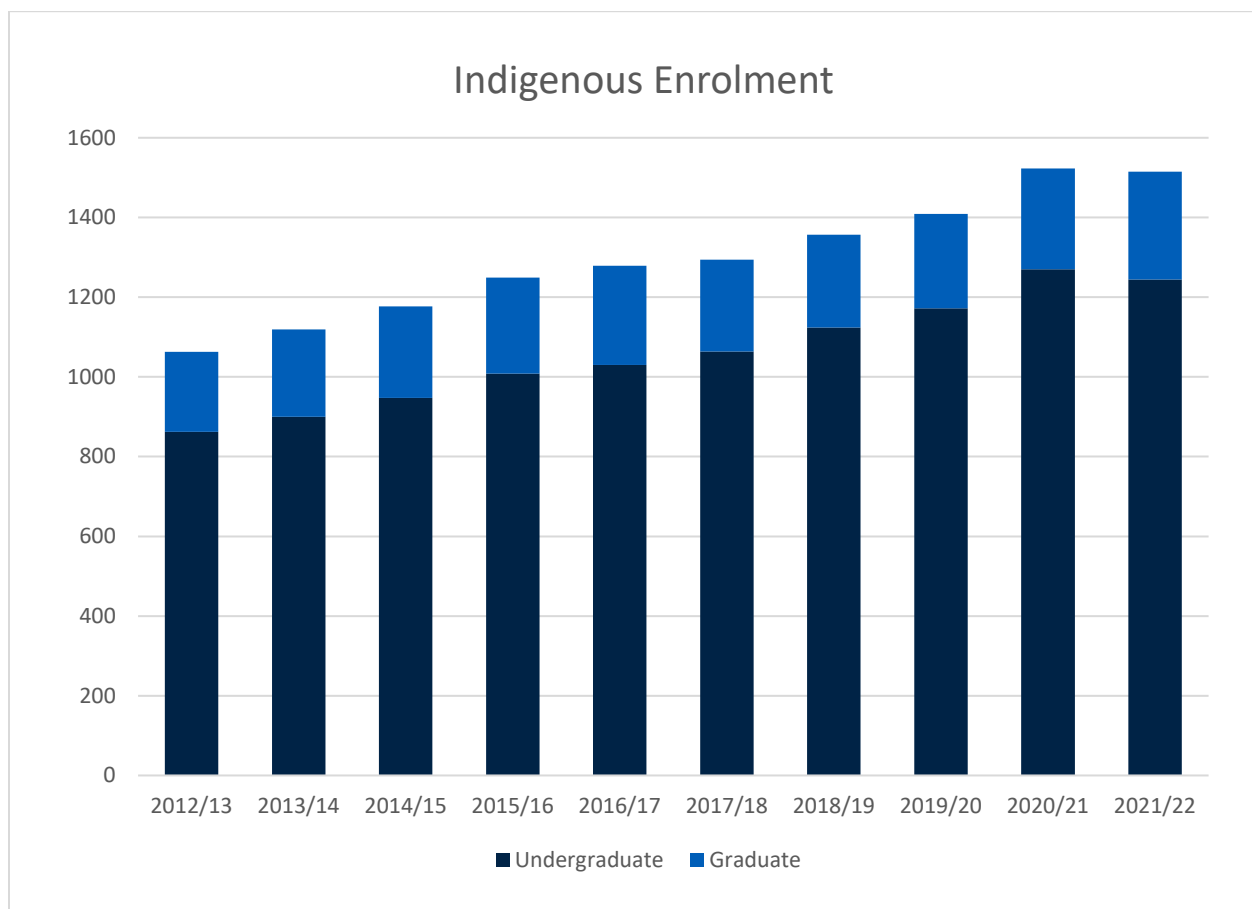


Figure 3: Since 2009/10, Indigenous enrolment has grown dramatically, from 973 to 1,515 students, and now represents 6.7% of the overall student population at UVic. Importantly for a research university, Indigenous enrolment in graduate programs has increased by 62% over the last 10 years, with 237 current graduate students—73 of whom are PhD students.

UVic is committed to extensive collaborations and engagement with Indigenous leaders and communities on university protocols, ceremonies, art, building designs, and in many other domains. We are currently developing a renewed strategy that integrates Indigenous cultures, histories, beliefs and ways of being and knowing across all aspects of the university’s mission. Our Indigenous Plan is being updated as well to ensure decolonization efforts—including in curriculum, spaces, structures, processes and policies—resonate across the university. Of particular importance, we aim to grow our partnerships and relationships with Indigenous communities to ensure a strong connection to our campus community so that the work of our faculty and students is grounded in the needs of community.

3. What is your institution doing to promote equitable access for people who come from disadvantaged socio-economic circumstances?

Through K-12 outreach and pathways, partnerships with colleges and institutes, student scholarships and bursaries, and student orientation programming, UVic is taking deliberate steps to reduce barriers to education and increase access and supports for equity-deserving groups. UVic is a top diversity employer and we aim to have our faculty and staff reflect the diversity of the student population.

We regularly analyse the socio-economic status profile of our incoming student population to ensure appropriate supports for access and affordability are in place. As well, one of our graduate students has founded the national Shoestring Initiative to advance socio-economic diversity at Canadian universities.

Our scholarship program is aligned with equity, diversity and inclusion goals to enhance representation from equity-deserving groups while also helping us to achieve our enrolment targets. For example, there are scholarships for Indigenous students, youth in care, students with disabilities, mature students, and students raised by single parents. As well, we offer scholarships for specific programs and diversity targets like women in engineering—to help us achieve our goal of recruiting 30% women into the Faculty of Engineering and Computer Science by 2030.

UVic also provides bursaries for students who demonstrate financial need, we have met 100% of student bursary demand over the last two years thanks to increased operational and donor funds. We also increased emergency funding during the pandemic, including to support students with technology needs.

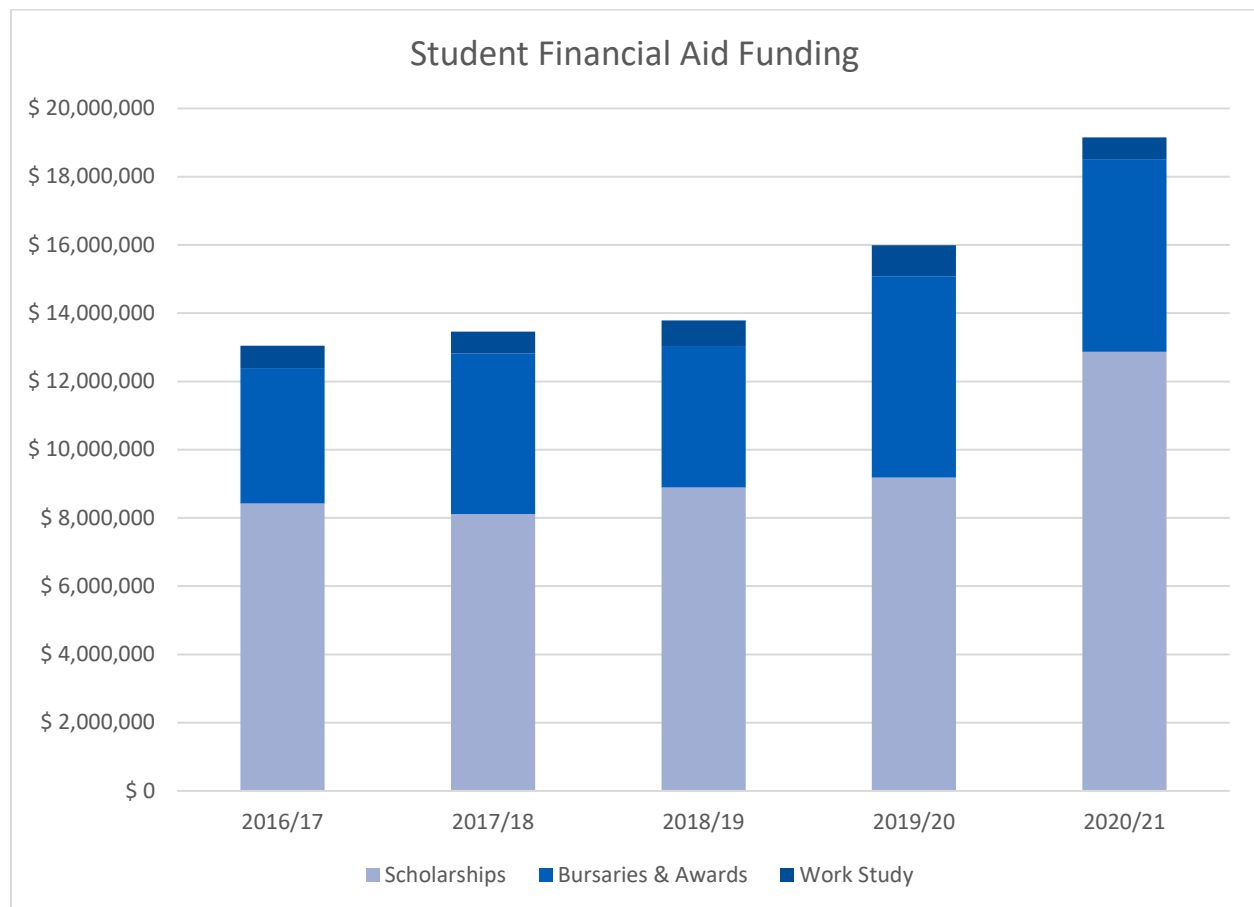


Figure 4: UVic provides a range of direct financial supports to our students including merit-based scholarships, needs-based bursaries and work study opportunities. When you factor in funding from research grants for graduate students, supports for students exceed \$51 million in the most recent year.

Pathway programs like HighTechU, Science Venture and Indigenous Mini U are popular with the community and introduce students to university life and our campus. Many of these programs have diversity targets: HighTechU, for example, encourages female-identifying students to explore STEM programs, and Indigenous Mini U is open to youth aged 11–17. We hope to scale up the size of such

pathway programs with increased funding, including from government, community partners and donors.

Uni 101 is a free UVic course introduced in 2006 that provides adult learners and those who experience barriers with skills to succeed in a post-secondary environment. Due to its overwhelming popularity and success, we added Uni 102 and 201. As well, laddering opportunities, micro-credentials, and certificates through Continuing Studies are designed to meet the needs of professionals and adult learners. Opportunities for upskilling and reskilling are available with options to put these credentials towards a university degree should a learner choose to pursue additional education.

Supporting people who come from disadvantaged circumstances extends to all aspects of education—from pathways and recruitment to graduation and career readiness. In 2019/20, UVic increased supports for students with disabilities in our co-operative and career services unit, building on our success with similar supports for Indigenous students.

Our Strategic Enrolment Management Plan has explicit goals to diversify our student population, including but not limited to students with lived experience in care and students of low socio-economic status. Enhancing our pathway programs and continuing to meet the financial needs of students through our scholarships and bursary programs will be important goals going forward, as well as continued services and resources to ensure all students are supported to succeed academically and professionally.

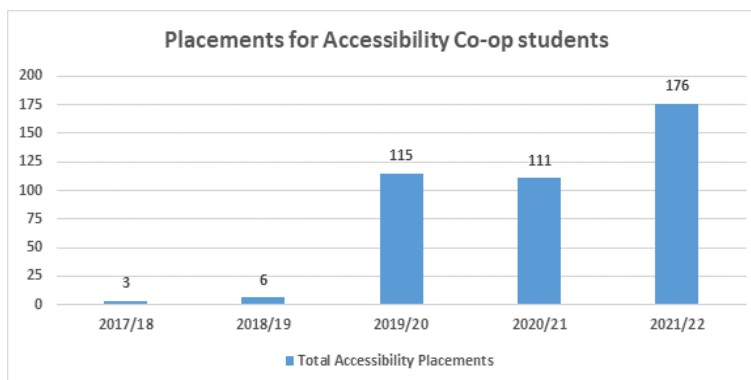


Figure 5: Co-op placements for students with disabilities have increased considerably since we took steps in our co-op office in 2019/20 to empower and support students with disabilities.

4. What are your major challenges in enhancing the contribution your institution makes to the economic, social, and environmental health of British Columbia?

We want to be more flexible, more responsive, more innovative, and more collaborative while remaining accountable to British Columbians. We are interested in exploring how we can do more to help the province meet its goals—particularly with targeted strategic growth in areas of economic demand to meet labour market shortages, including in health, technology and social services. Our principal constraint is that the current post-secondary funding model does not provide for funded growth to help us offer programs and spaces to meet that need.

We want to collaborate more with other post-secondary partners to meet these needs through enhanced transfer pathways, bridge programs (including the highly successful engineering bridge) and dual admission options. Transfer pathways are mutually beneficial, providing students with flexibility and multiple institutions with enrolment. While upper-year education can be more expensive, larger institutions can more easily absorb the higher cost and provide access to specialized labs and studios. We would like to increase our dual admissions and transfer opportunities for students through co-

branding and guaranteed admissions—which would enhance enrolment at the originating institutions, as students will see the clear path to eventually enrolling at UVic.

While there are many enabling pathways and the post-secondary system in British Columbia has many efficiencies, there remain some cumbersome processes and limits which constrain our ability to enhancing our contribution to the economic, social and environmental health of the province. In particular, the degree approval process for new programs is slow and we end up losing out on potential students and revenue. Students have many choices outside of the province, if BC is slow to grant approvals for the programs they seek.

The role of a university has changed markedly in the past two decades. The expectation from students and their parents is that universities need to support the “whole student”—not just classroom education but also services, supports and opportunities that contribute to a transformative experience. Universities are expected to (and we want to) address pressing societal and community issues such as affordability, housing, health care and child care through campus services, research and outreach. This is magnified on a campus where the majority of students come from away—at UVic that comprises some 78% of our student population.

The existing funded model never anticipated the costs to provide such a comprehensive range of services and supports to students. We are no longer just looking at the cost to offer high-quality academic programs but to support the whole student, to ensure a positive experience. Student supports have broadened to increase student success and support specific needs (e.g., advising, tutoring, help centres, technology supports, wellness supports, etc.), orientation and student life programming (e.g., sexualized violence prevention, EDI workshops, etc.). Supporting a student is more costly now than ever before.

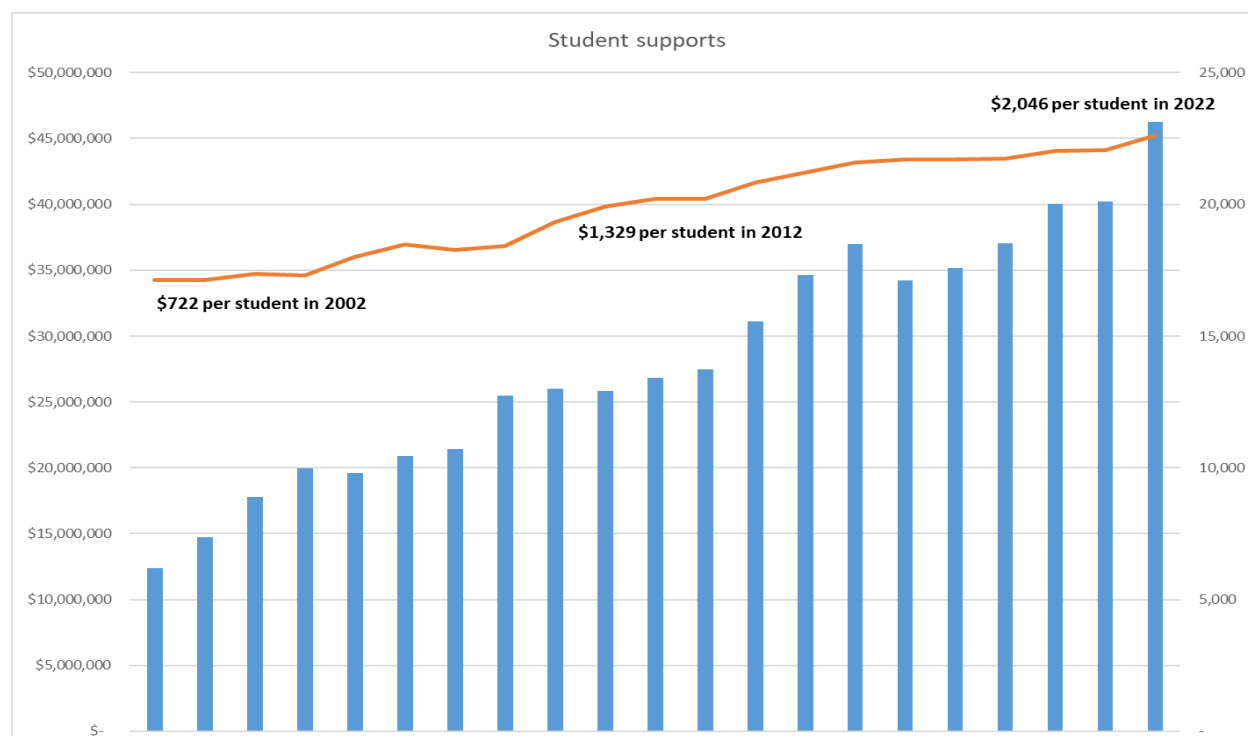


Figure 6: Last year, UVic invested \$46 million in the full range of student supports in the Division of Student Affairs—a 73% increase over the past 10 years and a 274% increase over the past 20 years. The cost per student has also increased.

We wish to collaborate with government on addressing these and other challenges which affect our ability to fully contribute to the goals of the province. As a further example, support for graduate student funding in BC is not competitive with other provinces. A program to provide parity with respect to a graduate scholarship program and support for key initiatives such as MITACS will help attract and retain talent critical to BC’s economic and innovation agenda and take advantage of the leverage provided by federal programs.

There is an unmet demand for more student housing, as well as affordable housing for graduate students, students with families, post-docs, and new staff and faculty. We have the physical space for more housing buildings on campus but moving forward requires debt approval, which is limited and tightly controlled by government. Increasing housing on our properties has the added benefit of building community on campus while reducing housing pressures for British Columbians outside of the university. Related, UVic provides on-campus childcare spaces for students, staff and faculty yet cannot meet the demand every year. Funding and flexibility from the province could help us be more entrepreneurial and contribute more to meeting the housing, childcare and health and wellbeing needs of our community, making life more affordable for British Columbians.

Moreover, when we build new buildings, or when we convert or retrofit existing buildings, we aim to achieve the highest environmental standards. Our two new housing and dining buildings are mass-timber construction and target both Passive House and LEED Gold standards. We are working towards being a zero-waste and net-zero campus, exploring technologies like thermal energy recovery from waste heat sources and the incorporation of campus-scale heat pumps into our district energy system. The challenge is that it’s expensive to “go green”—even shifting from natural gas to hydroelectric energy has significant long-term costs. Grants and supports would help us to further advance our work as a model for sustainable operations in BC, building on our strengths as an international leader in sustainability programming and research.

5. What are the most significant contributions your institution makes in collaboration with other parts of BC’s PSE system?

We are a leading collaborator in the post-secondary sector in the province, with more student pathway opportunities than any other institution. There is an incredible value in this collaboration—it provides students with options, choice and flexibility, while also strengthening the BC post-secondary sector.

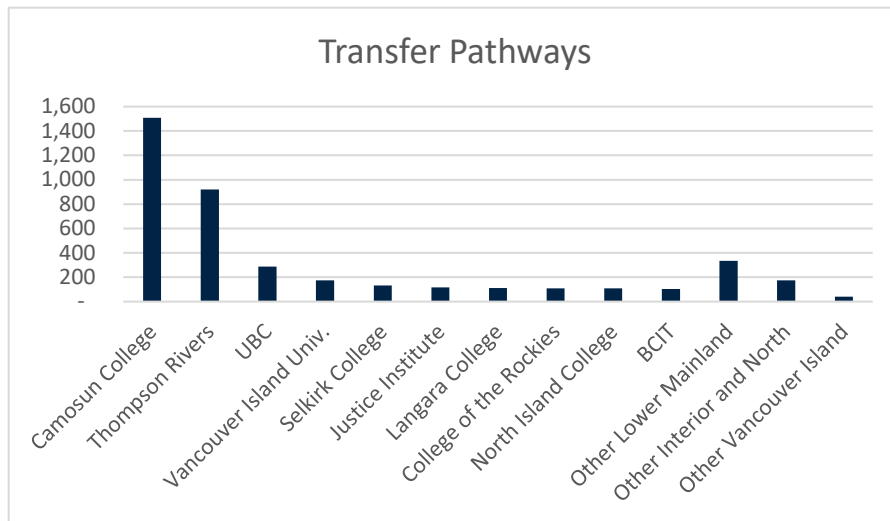


Figure 7: Over 4,100 of our students are transfers from other post-secondary institutions in BC, and they make up 32% of our population. We attract students from all of the other 24 public post-secondary institutions in BC.

UVic and Camosun have the single biggest transfer pathway in BC, with over 1,500 students per year transferring from Camosun College to UVic. We collaborate to meet employer demand in BC's technology sector, including through our bridge program with Camosun. We further collaborate with Camosun to meet the province's health care needs through our nursing partnership.

Our Island Medical Program (IMP) partnership with UBC, Island Health and the Province of British Columbia has been a successful distributed education model since 2004. We have almost 500 MD alumni from the IMP, with nearly 70% currently practicing in BC. We are actively advocating to grow our health care programming, including nursing and physical therapy, through collaborations with other post-secondary institutions.

Our partnerships also help strengthen Indigenous educational opportunities including advancing reconciliation through an Indigenous Entrepreneurship program with Coast Mountain College and a Bachelor's of Education program in Indigenous Education in partnership with individual or groups of language communities.

We are interested in more dual admissions programs like the one between UVic and North Island College as well as enhanced partnerships with Camosun College and Royal Roads University on joint projects like the West Shore campus, working together to respond to the growing demand in the region. In addition to co-operation through education programs, we have a range of examples of shared administrative and research facilities like BCNET, TRIUMF, and the Pacific Climate Impacts Consortium. The Bamfield Marine Sciences Centre is a notable example of a partnership between UVic, UBC and SFU that benefits students from across BC through research-enriched experiential learning.

UVic Libraries is also highly collaborative, and a leader in open access materials. As well, we have the capacity to offer some specialized services and functions that smaller institutions may not be able to, such as occupational health and safety, internal audit, human resources training, and more.

6. What stands in the way of you collaborating more with the rest of BC's PSE system?

We are a research university that actively collaborates in the BC public post-secondary ecosystem, including extensive student pathways, shared administrative services and research facilities. We want to build on our strengths in this area to continue fostering strong relationships with other post-secondary institutions on Vancouver Island and across the province, and to continue exploring new opportunities locally and provincially that provide students with more choice and flexibility.

UVic meets all of its enrolment accountabilities through a combination of direct entry pathways—from high school to transfer pathways from our post-secondary partners. This ensures that we continue to diversify our student population. The quality, breadth and depth of our academic programming attracts students from other post secondary institutions to complete their studies, and we have the resources to support them to achieve personal and career success. Our experiential learning opportunities and research-enriched education programs are highly sought after by transfer students, with about one-third of our enrolment from BC being from students with prior post-secondary experience.

UVic values those transfer pathways. We are prepared to do more and we have capacity to do more, but we are constrained by funded seats as well as capital and physical infrastructure limitations. For example, we have a 15% classroom space shortfall based on government-approved space standards. A post-secondary funding model that responds to shifts in enrolment and helps institutions meet that

demand through collaborative pathways and capital investments would ensure that spaces would be available for students to study where they wish.

We support and aim to develop more guaranteed pathways so that students can enrol at one institution knowing that they can transfer to UVic to complete their degree, such as the long-established dual admission pathway we have with our partner, North Island College. Similarly, the engineering bridge program with Camosun and other institutions ensures that students who start their program elsewhere can complete an accredited Bachelor of Engineering degree at UVic with mandatory co-op education and be prepared to enter some of the most highly sought occupations in BC.

A post-secondary funding model that recognized collaboration seats between institutions would help foster more partnerships and pathways and would help institutions that struggle to fill seats. Students would be attracted to those originating institutions, knowing their pathway also provides for a guaranteed place at the University of Victoria. Additional collaborations will improve enrolments at all institutions.

7. What are the key economic, demographic, social and technological trends that will unfold over the next 30 years that will impact British Columbia's PSE system?

UVic is well positioned to adapt to change, and we are leaders in addressing some of the most pressing global issues of our time, including climate change, sustainability, clean energy, reconciliation, equity, technology and health. We are solutions-oriented and improve the quality of life for British Columbians through academics, research, creative activities and training future generations. Universities are leaders in innovation, which drives social change, economic growth and prosperity.

Regionally, the cost of living continues to increase, housing remains unaffordable to many, and access to health care and childcare is severely constrained. Fortunately, there are many jobs available across multiple sectors in BC, although many require post-secondary education. The demand for undergraduate and graduate degrees, particularly those with work experience, is increasing. One million job openings are predicted and institutions like UVic are key to delivering the human capital to meet demand.

Over the next 30 years, it will be imperative to further advance equity, diversity, inclusion and belonging to make the world a better place for all people. This will include mending rifts in social division, such as negative attitudes towards racial difference and immigration. Universities must lead by example and UVic demonstrates its commitment in tangible ways, including enhancing access to equity-deserving groups, and putting truth, respect and reconciliation at the forefront of our decision making and mission. Our cross-campus efforts contribute to making us one of Canada's top diversity employers year after year.

Technology-enabled education is growing in the global higher-education sector, and students increasingly seek hybrid education options to fit their lifestyles and learning objectives. Options span from fully online courses and programs to those in-person but with significant technological enrichment. The province of BC will need to match pace with this pedagogically-driven global change if we expect to meet students' increasingly diverse needs in how and when they access and engage with education. As our labour market will continue to require upskilling and retooling, post-secondary education must respond with flexible learning options for adult learners.

We need to understand and respond to increased expectations around the student experience, and offer appropriate supports and services (e.g., mental health and wellness, housing, childcare, advising, drop-in academic centres, etc.). For today's students, a university education is more than a degree, it's an experience, and UVic is nurturing informed global citizens who want to contribute to a better future for people and the planet. Expectations around these transformative experiences will continue to grow. Student learning happens both inside and outside of the classroom environment, and there is also an increased expectation around work-integrated learning from students and employers alike that we need to meet in order to fulfil our commitment to our students.

We must be aware of the international environment in which we operate. Changing global events could shift significantly post-pandemic and in a challenging world context. These changes impact our ability to recruit world-class faculty and also impact the ease with which international students can come here to study. International education is a key part of our educational delivery model and so institutions must be nimble and responsive to that changing global context.

8. How do you think the PSE system needs to evolve in response to those trends?

The BC public post-secondary system needs to respond to and anticipate how these trends will unfold. At its heart, the system needs to provide better and more equitable access for students, ensuring a welcoming and inclusive space for an increasingly diverse student population and the community.

Our system must adapt to changes in student demand and provide the programs that students want, as well as how they want to learn. During the pandemic, we learned that students want a customized experience—they want to choose what, how and when they learn. One way of evolving to respond to this trend is to offer more online, technology-enhanced, and hybrid learning options, which has the additional benefit of supporting accessibility.

Across Canada, an increasing number of students are seeking academic accommodations. About 10% of UVic's student population currently registers with our Centre for Accessible Learning, which facilitates tutoring, adaptive technologies, notetaking and other services for students with disabilities. Not only do we have a duty to accommodate and reduce barriers to access, but the more we can invest in accessible and inclusive learning tools, the better the learning environment is for everyone.

Similarly, we will want to explore flexible ways for all students to access university supports and services. Our virtual 24/7 student mental health program, for example, was used frequently throughout the pandemic. We also found that some students appreciated being able to book virtual appointments for academic advising.

To attract students, we will need to enhance existing pathways and look for alternative pathways beyond straight from local high school, including through the BC transfer system but also through certificates and micro-credentials that can ladder into degree programs. Students should have the option to start their education anywhere in BC and then transfer seamlessly to a world-class university like UVic, with all of the benefits and opportunities that a comprehensive research university provides.

Key to the student experience and positive graduate outcomes are research-enriched programs as well as experiential learning and work-integrated learning opportunities. Students want to participate in finding solutions to the world's challenges and they want to be equipped to enter the workforce and

contribute to social and economic prosperity—both personally and for the betterment of society. At UVic, we inspire lifelong learning and equip our students to be not only global citizens but to inspire change.

To continue providing the full suite of supports and services that students have come to expect and rely on, universities may look to further diversify revenues or adjust international enrolment and tuition fees. As well, with appropriate funding and debt room for borrowing, post-secondary institutions can provide additional housing, child care, and access to health services. These supports and services create a holistic student support model as well as a strong sense of community, helping to ensure student success, timely graduation and positive outcomes.

9. How does your institution need to evolve in response to those trends?

UVic is well positioned to respond to and anticipate the direction of the aforementioned trends. Our university is often described as “the right size”—we offer the full suite of programs in every major discipline while also providing opportunities for students, faculty and staff to develop personal and long-lasting connections and engage in life-changing opportunities. We continue to work towards being a more equitable, accessible and welcoming campus for all, recognizing that this requires an intentional shift in culture that involves challenging people, practices, processes and systems.

Our location is a major draw as well, particularly from regions around the province, but also from the rest of Canada and beyond. Our access to nature and incredible West Coast research centres like the Bamfield Marine Science Centre positions us well to be a leader in climate action, and our campus commitment to net-zero means we are quickly becoming a model for how to operate and live sustainably. Many students choose UVic because of this commitment.

Going forward, we want to provide even more opportunities for diverse students from across BC and Canada to engage with us, and learn with us. We can do this, for example, through alternative pathways, looking beyond GPA to improve access for equity-deserving groups and adult learners. We need to meet learners where they are and offer what they are interested in, and we see opportunity in projects such as the West Shore campus in Langford in partnership with Camosun College and Royal Roads University.

We will build on the strength of our transfer programs and other pathways to ensure that students can ladder into the degree programs of their choice. We also see opportunity through micro-credentials, including reskilling and upskilling with business and industry and other organizations, which can ladder into certificate, diploma or degree programs. The pandemic has shown us that investments in teaching and learning technologies and investments in classroom infrastructure can provide for excellent learning outcomes to help students meet their goals through learning at their own pace.

Because of our size, we can be flexible and adapt to changing labour market and societal demands. We know what we’re good at, we know what learners want, and we are responsive to community needs. By providing increased opportunities for every student to engage in experiential learning, we are helping to ensure that students have the skills they need to contribute to the workforce as thoughtful and engaged community members.

An essential aspect of equipping students for personal and professional success is ensuring appropriate supports, including financially and for physical and emotional well-being. UVic is a community—a home

away from home for many students—and we need to provide more than a commuter campus. This includes access to safe housing, child care, and health and wellness services. UVic can be a key contributor to helping address housing shortages in the region, and we are eager to provide more student residence spaces and more housing options in community.

As well, flexible learning options and the ability to connect virtually with campus services and resources will increase access.

10. Considering the above, what modifications to the funding formula would you recommend?

We suggest that the following concepts be taken into consideration with any modifications to BC's post-secondary funding formula, building on what's already working well:

- Be transparent and provide appropriate mechanisms and funding for institutions to help government meet its goals (e.g., producing job-ready graduates, meeting provincial and regional labour market needs, providing work-integrated learning opportunities, advancing reconciliation, achieving sustainability targets, affordability, etc.).
- Be developed to provide a level of financial stability for institutions, that can address inflationary pressures and that also includes key accountabilities, such as enrolment levels.
- Consider its intersection with the tuition limit policy to ensure that the framework provides for the longer-term financial health of institutions.
- Reflect different costs associated with different programs.
- Recognize the cost of research-enriched learning and teaching, as well as experiential programming and work-integrated learning.
- Recognize the cost of educating and supporting the “whole student,” rather than simply the cost of direct instruction and academic supports. Students' expectations of post-secondary institutions and the student experience have evolved beyond academics, and a revised funding model should reflect the supports and services that have increased significantly over the years. This includes, for example, mental health and wellness supports, accessibility supports for students with disabilities, supports for Indigenous learners and financial supports. The importance of offering appropriate supports and services is magnified on a campus where the majority of students are away from their families and home communities, and includes housing, child care and healthcare needs.
- Provide for more investments in graduate training to advance the knowledge economy. Graduate fellowships are a successful recruitment and retention tool and help support the province's innovation agenda.
- Recognize the increased costs, both operational and capital, that institutions will face to address climate change goals and legislative requirements.

Taken together, we advocate for creating space for collaborations and innovation, improving access to education for all, and increasing supports for students. We thank the Ministry for the opportunity to engage on the post-secondary funding review, and we take seriously our stewardship of public funds and our responsibilities to the people of British Columbia.