



VANCOUVER ISLAND UNIVERSITY
Institutional Accountability Plan and Report
2019 – 2020

June 18, 2020

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

Vancouver Island University (VIU) is pleased to submit the Institutional Accountability Plan and Report for 2019/20. This year marks the end of both Dr. Saucier's first year as President and Vice-Chancellor and Mr. McLachlan's first year as Chair of the Board of Governors. During this time, we have undertaken a community-wide strategic planning process, focused on building and strengthening the whole of our learners' experience and meeting them where they are at in their educational journey. We anticipate that this plan will receive Board approval in the winter of 2021. Our five-year strategic plan will reinforce and articulate our strengths, while maintaining VIU's commitment to Indigeneity. In line with this commitment, we will be piloting an integrated learning course called "All My Relations" to teach VIU employees and students to promote ally-ship with Indigenous students and local Nations.

VIU offers more than 120 programs that range from high school and adult basic education, to trades and robust undergraduate and graduate programming. These programs enhance our learners' lives, bringing them relevant experience that promotes success in their future careers. This work allows us to meet our mandate to serve the region with research and educational opportunities and promote economic and cultural recovery.

In 2019-2020, VIU enrolled almost 15,000 students accounting for approximately 9,000 full-time equivalent learners. A significant proportion of these students (roughly 11 percent, or about 1,500 students) self-declared as Indigenous. Initiatives such as our Tuition Waiver for Youth in Care and eleV program provide support for learners who are in need and allow them to participate in post-secondary education. These programs not only improve the prosperity of our learners but they support the ongoing needs of the communities we serve. Finally, we would like to thank the Province and you, Madame Minister, for funding the Indigenous Internship Leadership Program. To date we have placed 38 Indigenous Interns at companies such as Teck Resources and Mosaic Forest Management, and anticipate that we will place 50 interns by the end of the year.

In closing, we would be remiss not to comment on the impact of the COVID-19 pandemic on our programming, employees and learners. Transitioning 15,000 students into an online learning environment in one week took incredible effort and ingenuity on the part of our employees and tremendous dedication and resiliency by our learners. We are working hard to ensure that the fall semester will be engaging and of high quality. It has been an exceptionally challenging time for everyone, including yourself, and we are thankful for the leadership of our Provincial Government and the exceptional work of the Public Service. VIU will continue to follow the advice of the Provincial Health Officer, for whom we are thankful.

Although the long-term impacts of this ongoing situation are unknown, we know that VIU has a role to play in the economic, social and cultural recovery of the region, province and country. We will do so to the best of our ability.

Sincerely,



Manley McLachlan
Chair, Board of Governors
Vancouver Island University



Deb Saucier, Ph.D.
President and Vice-Chancellor
Vancouver Island University

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

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

1 UNIVERSITY OVERVIEW

Vancouver Island University (VIU) is focused on serving the students and communities of central Vancouver Island and the Sunshine Coast. VIU provides a powerful educational experience through its commitment to student success and engagement, providing its almost 15,000 learners the skills needed to succeed in life and in the workplace. More than 120 programs are offered by its nine faculties, ranging from Nursing to Culinary Arts, Carpentry to Hospitality, and Chemistry to Indigenous/Xwulmuxw Studies.

VIU has three campuses as well as four research stations and learning sites. The largest campus, with approximately 81 percent of full-time equivalent (FTE), is in Nanaimo on the traditional lands of the Snuneymuxw First Nation. The second largest campus, with approximately 8 percent of FTE, is located in Duncan on the traditional lands of the Quw'utsun Tribes territory. The third campus, with 2 percent of our FTE, is located in Powell River on the traditional lands of the Tla'amin First Nation. VIU's other sites provide experiential learning opportunities: Milner Gardens & Woodland (Kwalikum territory); the Parksville-Qualicum Centre in Parksville (Snaw-naw-as territory); the G.R. Paine Horticultural Training Centre in Nanaimo (Snuneymuxw territory); and the Deep Bay Marine Field Station just north of Bowser (Homalco territory). Under VIU's stewardship, these sites are home to a diversity of activities and research that enable the study of the environment, economy and people throughout the region.

2 STRATEGIC DIRECTION

2.1 Past and Future Strategies

The visionary goal and six strategic objectives of VIU today are articulated in the [Academic Plan: Promoting and Celebrating Access to Excellence](#) (Box 1). This central piece of VIU’s integrated planning process was first published in 2010 and updated in 2017, and continues to guide our planning into 2020-21.

Over the course of the coming year, VIU is crafting a new institution-wide five-year Strategic Plan that will articulate our renewed vision. This is the first time the University will integrate all departments’ priorities in one plan, an initiative designed to focus effort and reallocate resources to the services that are driving the biggest impact for our students. The engagement and data collection process began in 2020, continuing with online modifications as VIU implements pandemic measures. Based on extensive student, employee, and community input, the plan will propose renewed priorities for VIU, and will be tracked with indicators that align with Ministry of Advanced Education, Skills and Training (AEST) targets.

Initial conversations identified strengths (and challenges) in Broadening Access, Boosting Student Success, Engaging Community, Encouraging Discovery, all with a crosscutting goal of Deepening Reconciliation. After VIU-wide and community-wide input on a draft in the fall of 2020, a plan will be presented to the VIU Board for approval in time for the 2021 fiscal year.

2.2 External and Internal Context

2.2.1 VIU’s Pandemic Response

VIU’s new strategy will take into account the challenges and the opportunities facing our community – and all communities – in the face of the global COVID-19 crisis. As the pandemic hit, VIU quickly responded to BC’s Public Health Office guidelines to protect the health and well-being of its community members and began planning for learning in this new reality.

Immediate Response. On March 12, 2020 classes were postponed for one week, and faculty moved all remaining course content to an alternate delivery and assessment model for the Spring 2020 term. VIU’s Emergency Operations Centre and associated Policy Group (made up of the President, Provost, CFO and Vice-President Administration, Associate Vice-President of Human Resources, the University Secretary and the Chief Advancement Officer) were mobilized. Together, these teams were charged with providing a comprehensive response to this situation aimed at mitigating and managing the impacts of

Box 1: VIU’s Goal and Objectives

Goal

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

Objectives

- Student learning, engagement and success
- Academic community
- Indigenous commitment
- Program quality
- Community engagement
- Institutional effectiveness

the pandemic on the University. Based on the advice of the Emergency Operations Centre, the University directed departments across campus to move as many employees as possible to a work from home model, and services areas were tasked to shift operations to ensure ongoing supports for students and employees. VIU's employees undertook this monumental effort in a cohesive, effective and supportive way. VIU also established the Academic Continuity Committee to move VIU's programs to an alternate course delivery as well as to provide supports for students and employees including IT, Library, counselling, and advising. A number of sub-committees were also created to support the unprecedented amount of change the University needed to manage over a short period of time. This approach has continued through VIU's summer session and will guide the planning for Fall 2020, ensuring operations are occurring within the guidelines established by the Public Health Officer, WorkSafe BC, and AEST.

Hybrid Delivery Model. On May 11, VIU announced that the fall semester will be offered in a hybrid program delivery model. This decision was based on the advice and guidelines of BC's Public Health Office and in consultation with AEST and other post-secondary institutions. VIU believes that the hybrid model will best support the guidelines outlined by BC's Public Health Office, as the nature of our enterprise (e.g. 15,000 learners moving from class to class) does not easily support physical distancing. The idea behind a hybrid model is that the theory portion of classes will be delivered using educational technologies and the experiential components of courses will be re-imagined with a focus on essential competencies and personal safety. As VIU has a wide variety of programs, the nature of the approaches will vary. VIU has collaborated with universities around the world to develop the most effective hybrid models possible for students upon their return this fall.

Workplace Changes. For all employees, we will consider what the work day will look like going forward, particularly given the successes and effectiveness of many employees who are currently working from home. The University has started to explore possibilities for a more flexible approach to the work day, which could have an added benefit of improving the availability of spaces for our learners to interact.

Financial Impact. It is too early to know what the full financial impact will be on VIU. Travel restrictions and border closures will presumably cause a decline in international enrolment, and the limits on social interaction may have negative impacts on domestic enrolment. Further, the University has had to make unplanned expenditures in technology to shift to an alternative delivery model and provide new online supports to assist students.

Mental Health Considerations. Since the beginning of this crisis, VIU's Human Resources and Student Service areas have focused on providing continued and critical mental health supports for both employees and students. For example, existing counselling services were moved quickly to online formats and new supports were introduced. We will continue to prioritize supporting the mental health of our students and employees.

Vulnerable Community Considerations. As the crisis unfolded it became clear that our most vulnerable community members were being affected disproportionately. Some students did not have computers, laptops, or Wi-Fi. Some did not have safe places to study at home. VIU responded by loaning laptops and keeping some campus spaces -- such as the Library Commons -- open. As this situation is ongoing, the University will continue to reach out to vulnerable students to understand how best to support their educational journey and we will continue to advocate for further supports from provincial and federal governments, as well as community members.

Indigenous Student Considerations. Indigenous students are among the most vulnerable in our student body, particularly via disconnection from the very supportive learning community at VIU. The Department of Aboriginal Education and Engagement is working very closely with communities and students to understand the best way to support Indigenous learners through this time and also to look at more opportunities for community-based learning and supports. We are aware that 72 percent of people living on First Nations reserves in Canada – including many in VIU’s region – do not have reliable broadband access.¹

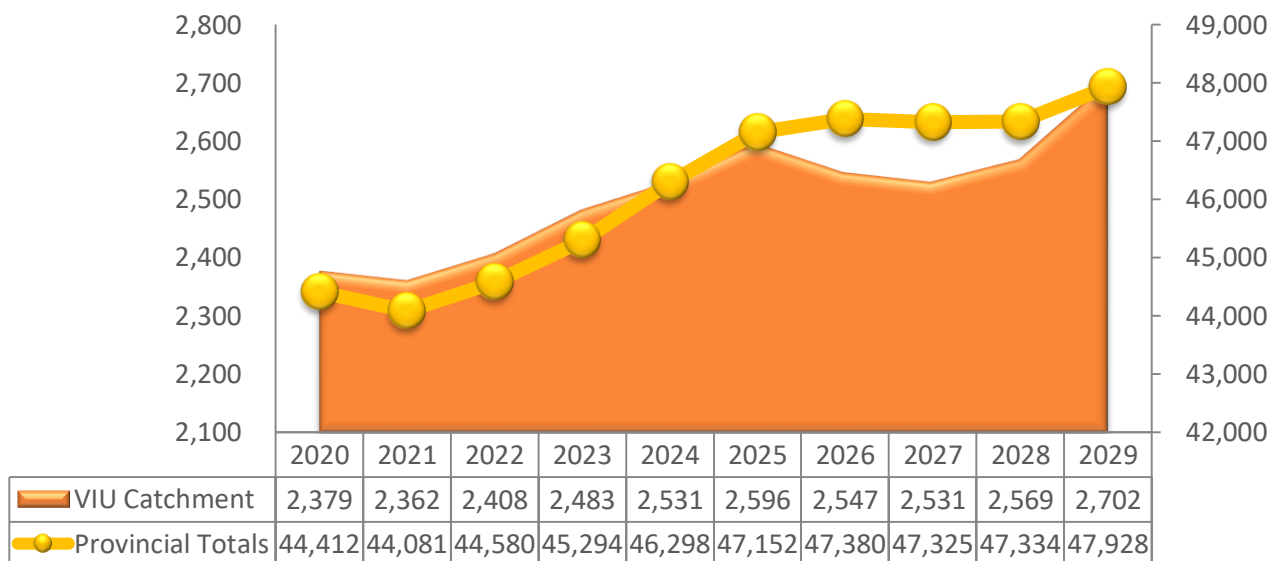
Community Support. As the crisis unfolds, post-secondary institutions across Canada are stepping up to support the broader community. VIU made many such contributions, from labs printing masks to research facilities re-focusing their studies on vaccines, and from donating medical supplies to fundraising to support vulnerable students. VIU will continue to look at other opportunities for the future. VIU’s office of Scholarship, Research and Creative Activity has established a number of research projects related to COVID-19. The progress of these projects will be reported in the IAPR 20-21. It is clear that the skills and expertise acquired through post-secondary education remains vital, to both individuals and the global community.

2.2.2 Local Community and Economy

The pandemic also presents deep challenges for VIU’s communities and economies. The settler economies of Central Vancouver Island and coastal BC had been based on coal-mining and fishing, and forestry was, and still is, a primary economic driver. Today, a growing population of retirees is shaping the economy: almost 25 percent of the population is over the age of 65. Housing construction, healthcare, retail services, and leisure increasingly affect the labour market, as does growing tourism (at least in the years prior to the pandemic). Service-based occupations, public administration, professional, scientific and technical services, and social assistance also have a significant presence in the region.

Those industries drove a strong economy; in 2018, the region benefited from a low 4.7 percent-unemployment rate, even after job losses in the forestry sector and a decrease in the value of housing construction applications. These factors -- a tight labour market alongside well-paying jobs for applicants with only high school education -- have long discouraged enrolment in post-secondary education in the region. Our students are thus more mature (approximately half are 25 and older), more likely to be working part or full-time, and more likely to have children or other responsibilities at home in addition to their studies. To serve that population, VIU works with local industry, high schools, social service agencies, and First Nations to build programs that matter. That approach has paid off. For every 1,000 students who graduate from Grade 12 in our catchment area and who go on to post-secondary education, approximately 600 choose VIU. As COVID-19 reshapes our economy, VIU is once again ready to adapt to the changing needs of our students.

¹ <https://www.universityaffairs.ca/opinion/in-my-opinion/schrodingers-semester-lets-clear-the-uncertainty-for-fall-2020/>



Definition: Grade 12 public school headcount enrolment projections for B.C. and the VIU catchment area from 2020 to 2029. The VIU catchment area consists of the following school districts: Nanaimo-Ladysmith School District 68, Cowichan Valley School District 79, Qualicum School District 69, and Powell River School District 47. Enrolment projections include school-age students, as well as students older than school-age who attend B.C. public schools.

Analysis: The year 2021 marks the start of an upward trend in grade 12 enrolments for the VIU catchment area. Grade 12 enrolment in the VIU region is expected to increase by approximately 200 students (10 percent) over the next 5 years from 2,362 students in 2021 to 2,596 students in 2025.

Source: Retrieved from the BC Data catalogue (eduproj2020mar.xls)



2.2.3 Internal Factors

VIU is continuing its support to our community and our students, even at a time of pandemic, energized by new leadership, the successful conclusion of collective bargaining for two of three units, and the launch of a University-wide academic program review.

New President. 2019-2020 was a year of great change at Vancouver Island University. The academic year began with a new President and Vice-Chancellor in place – only the second in VIU’s history as a University. Replacing Dr. Ralph Nilson after 12 years, Dr. Deborah Saucier joined VIU from her role as President of Grant MacEwan University in Edmonton and prior responsibilities as Provost and Vice-President (Academic) at the University of Ontario Institute of Technology in Oshawa and Dean of Science at the same institution. Dr. Saucier began her academic journey on Vancouver Island, completing an International Baccalaureate at the Lester B. Pearson College of the Pacific and bachelor’s and master’s degrees in psychology at the University of Victoria. She obtained her PhD in psychology from the University of Western Ontario in 1995, and then worked as a psychology and neuroscience professor and researcher before becoming the Canada Research Chair in Behavioural Neuroscience at the University of Lethbridge. Dr. Saucier’s research has been funded by the Natural Science and Engineering Research Council (NSERC) and the Canadian Foundation for Innovation, among other funders. Dr. Saucier is a strong proponent of a well-rounded university experience that includes training in both the sciences and the humanities, and as a member of the Metis Nation of Alberta, is deeply committed to student success, Indigenous education, reconciliation and community engagement.

Collective Bargaining. VIU concluded successful collective bargaining processes with two of the three bargaining groups present at VIU. The Vancouver Island University Faculty Association has completed ratification of a collective agreement from April 1, 2019 to April 1, 2022. The Canadian Union of Public Employees Local 1858 notified VIU that its membership had ratified a new collective agreement from July 1, 2019 to June 30, 2022. The British Columbia Government Employees Union (BCGEU) at VIU has not yet begun the bargaining process.

Academic Quality Review. Academic quality at VIU is governed by the Senate through an educational quality assurance policy, which includes regular Program Reviews, Summative Program Assessment (SPA), and oversight of new programs and program changes through Curriculum Committee. Program review ensures programs are providing a high quality educational experience to students and serving the communities in VIU's region. The objective of SPA is to ensure that decisions regarding the change, expansion, reduction, or discontinuation of existing programs, can be based on rigorous, fair, and consistent assessment practices.

3 MAJOR ACHIEVEMENTS IN 2019-20

Many of VIU's major achievements in the past year also support government priorities across the post-secondary sector in BC. Results that align with those priorities are highlighted here under VIU's six strategic objectives (Appendix A offers a detailed crosswalk).

3.1 VIU Objective: Student Learning, Engagement and Success

VIU's commitment to student learning, engagement and success include a deep resolve to expand access to higher education and invest in student well-being.

3.1.1 Improving Access to Education

2019-20 Mandate Priority 2c. A core belief at the heart of everything VIU does is that anyone who wishes to access post-secondary education is welcome regardless of financial circumstances or other barriers. To help vulnerable, under-represented and low-income learners access education, the University has become a national leader in developing a number of innovative programs and supports. Some highlights are described here.

Tuition Waiver Program. In 2013, VIU introduced a Tuition Waiver Program for students who have spent time in the BC government care system – the first post-secondary institution in BC to offer such a program. Since then, VIU has welcomed 239 students into the program.² Recognizing that waiving tuition fees alone is not enough to ensure success, VIU created a Peer Support Navigator role in 2017. The Navigator continues to do extensive outreach work, organizing workshops and social events, and connecting students with services both on and off-campus. The VIU Foundation also supports the program by raising money to ensure basic needs are met. In 2019-20, close to \$100,000 was distributed to students in the program to help cover the additional expenses of attending school. In 2017, inspired

² In the 2019-20 academic year there were 95 students in the program, of which 76 percent were female, 31 percent self-identified as Indigenous, and 13 percent were single parents.

by VIU's program, the BC government introduced its own program for all public post-secondary institutions across the province, and institutions across the country continue to seek guidance from VIU on establishing their own tuition waiver program and wrap-around support services.

Canada Learning Bond and Other Grants. In 2013, VIU also started devoting resources to promoting the Canada Learning Bond (CLB) and other free education savings grants – government programs aimed at helping low-income families save for post-secondary education. Statistics show that youth who have as little as \$500 in the bank dedicated to post-secondary education are four times more likely to attend university. To access the grants, families must sign up their children for a Registered Education Savings Plan (RESP), a process that can be daunting for those with low financial literacy and distrust of institutions. VIU created the position of CLB Coordinator to help address those barriers.

Since VIU took a leadership role in building awareness about these programs, the number of children in our region accessing the CLB has increased from about 2,000 in 2013 to approximately 10,000 in 2019. In September 2019, the University organized a community sign-up event in partnership with all levels of government, Rotary Clubs, school districts and financial institutions at which more than 230 youth registered for an RESP, unlocking up to \$750,000 in grants for local low-income families. VIU held another sign-up event on Hornby Island in October 2019 in partnership with the island's Educational Society and the local credit union, and it is believed that 100 percent of all youth on Hornby Island now have RESPs. To continue sign-up efforts in the wake of the COVID-19 crisis, the CLB Coordinator launched a new platform on May 5, 2020, that offers virtual live guidance and video chat walk-throughs for families that want to set up an RESP (accessed at viu.ca/CLB). The CLB can be used at any post-secondary institution in Canada, so while VIU provides the supports required for students to sign up and access the bond, there is no obligation that these future post-secondary students come to VIU.

Financial Aid. To address financial barriers to accessing post-secondary, VIU's Financial Aid and Awards team supports students in many different ways, including online tools, workshops, downloadable resources, training, face-to-face individualized supports, employment opportunities and financial supports. The VIU Financial Aid Access Specialist role was recently created to complement the team's network of student-centred supports, with the goal of improving access to post-secondary for youth who have aged out of the care system and students from any at-risk, vulnerable and/or under-represented populations. The role works with individuals from the beginning of their post-secondary journeys through to graduation, building on personal growth, resilience, self-advocacy and responsibility to pursue a meaningful career path and lifelong healthy practices.

Transition Programs. A key part of improving access to post-secondary is meeting learners where they are in their educational journeys and ensuring they have the knowledge and skills they need for success. The Faculty of Academic and Career Preparation has developed programs to help students transition successfully to university-level academic programs. The Adult Basic Education Program provides wrap-around supports, including student success advisors, Aboriginal student transition advisors, Elders, volunteer tutors, peer tutors and learning centres. Over a five-year average, about 17 percent of all VIU degree graduates had enrolled in an Adult Basic Education course, and 30 percent of ABE students self-identify as Indigenous – a 20 percent increase over 2015-16.

The Aboriginal University Bridging Program (AUBP) is another key part of VIU's transition service. AUBP consists of Adult Basic Education courses, Indigenous recognition portfolio development and cohort supports. In 2019-20, the number of students participating in this program doubled from 2017-18 to 48 students.

VIU continues to work closely with literacy organizations and social service providers to help transition some of the most vulnerable and disenfranchised community members to post-secondary education. In 2019-20, VIU partnered with Nanaimo Literacy Central to offer a downtown Adult Basic Education course (Education and Career Exploration). The University also added a third cohort to the Nanaimo offerings and a single full-time program at the Cowichan Campus for the Workplace Essential Skills Training (WEST) program, which helps students with developmental and cognitive disabilities gain skills to secure meaningful work. The faculty continued with the Cooperative Entrepreneur Training Program, which provides students with cognitive barriers or who have faced employment challenges with the skills and support systems to be successfully self-employed.

Physical Accessibility. The physical accessibility of VIU's steep Nanaimo Campus is another barrier we are working to address. The Universal Access Committee – a group of professors, administrators, support staff and students – was formed in 2018 to help VIU understand access needs and make physical changes to the design of VIU's buildings and pathways. In the fall of 2019, the committee launched a new accessible campus map that points out barriers such as steep slopes and unpaved pathways and access points such as elevators and power doors. The University partnered with the Rick Hansen Foundation (RHF) to assess the physical accessibility of all buildings on campus, and 28 of 58 buildings on the campus have now been certified as RHF accessible. The University received \$240,000 from RHF to make infrastructure improvements to 12 buildings and areas.

Through the work of the Universal Access Committee, VIU has also made significant improvements in its washroom facilities, increasing access to gender-neutral washrooms in high-traffic areas of the Nanaimo campus. A renovation in the Library Commons, which will be completed in 2020-21, will provide these facilities in the busiest building on the campus. A child-friendly bathroom and study area are also being constructed as part of this renovation to ensure that students who are parents can access the library resources they need even when they cannot arrange childcare.

Emergency Bursaries. For some VIU students, the pandemic has meant reduced working hours, lost jobs, and fewer summer employment opportunities needed to pay rent and put food on the table. As requests for emergency financial support began to flood in, the VIU Students' Union donated \$75,000 to the University's emergency bursary program, matched by the VIU Foundation, and a new campaign was launched. The Financial Aid and Awards office pulled in staff from other departments across the University to help them distribute the total of \$437,500 to more than 1,400 students in less than a month. The VIU Foundation is working hard to continue raising funds for students.

3.1.2 Promoting Well-being

Supporting 2019-20 Mandate Priority 3. VIU is committed to improving the well-being of our students in the areas of physical health, mental health and the prevention of sexual violence and misconduct. During 2019-20 VIU sought to improve well-being through numerous initiatives.

Health Clinic. These vitally important sessions run throughout the academic year at full capacity and provide access to medical services that students may have difficulty accessing through the normal healthcare system.

From September, 2018 to August 2019, the professionals at the medical clinic completed 2,691 appointments (2,445 with nurse practitioners, 183 with medical doctors and 63 with the psychiatrist). From September, 2019 to February 28, 2020, 1,336 appointments were completed (1,264 with nurse practitioners, 72 with medical doctors and zero with the psychiatrist). The medical practitioners at VIU's clinic work at full capacity. More resources would help VIU meet a growing need in this area.

Mental Health. VIU invests heavily in mental health supports and activities (see Box 2). From September 2018 to August 2019 Counselling Services completed 2,525 appointments. From September 2019 to February 28, 2020, 1,442 appointments were completed. Following the imposition of pandemic measures, counselling services saw a large increase in appointments and VIU engaged additional counselling services to help students deal with mental and emotional hardship.

Sexual Violence Education and Awareness. VIU has been engaged in a full review of its Sexual Misconduct Policy and Procedure since early 2018. The review facilitated open and honest conversations about language, policy efficacy, and the institutional approach to dealing with sexual violence. VIU participated in the Plain Language Review process led by provincial partners and as a result opted for the editor of the review process to share a template of two one-page plain language information sheets; one for a survivor and one for a respondent. Methodology for the Policy and Procedure review included World Café structures where students and employees were invited to attend; group reviews by the VIU Student's Union, VIU Sexual Conduct Education and Response

Box 2: VIU Mental Health Initiatives

- Hiring of a Mental Health Strategist and six Student Wellness Promoters to deliver the peer-driven student support and connection program *Talk to Me* and to support activities aimed at enhancing student mental health and well-being.
- Mental health services for Aboriginal students include culturally appropriate counselling provided by an Indigenous professional; monthly workshops, *Honouring the Spirit with Peace: Energy Care for Indigenous Students*; support to students in the *Village Workshop*, an experiential workshop that involves legacy of residential schools and historic trauma; *Language in the Library* sessions; and capacity to deliver suicide awareness sessions from an Indigenous perspective.
- *Thrive Week* in October for all VIU community members focused on building positive mental health.
- *Biometrics Health Screening Days*, offering free physical and mental health screenings to students to educate, increase awareness, provide resources and encourage supportive mental health.
- International Day of Persons with Disabilities celebrations with a screening of the documentary *Shameless, The Art of Disability* and a student panel.
- COVID-19 Care Packages for students in residence and living in homestay to let them know they're not alone and their VIU community cares about them.
- #Social Strengthening COVID-19 eight-week Campaign to promote connection during the COVID-19 pandemic.
- Transitions Workshops to help peers gain necessary skills for transitioning into adulthood including topics such as LGBTQ2SIA+ Diversity and Inclusion and Sexual Health.
- Movies for Mental Health, two-hour workshops that use short films to foster dialogue and education around mental health.
- Collaborative Assessment, Referral and Education (C.A.R.E.) Team, a multi-disciplinary team of campus professionals who develop coordinated response plans for students – 49 last academic year -- who may be at risk of self-harm or have been impacted by trauma.
- Additional initiatives include: Bell Let's Talk Day, Counselling Health and Wellness, Early Alert System for faculty to alert counselling services about students who are struggling, SafeTALK training for students and student peer leaders, Stress Management Workshops and a range of staff training activities.

Steering Committee (SCERSC), VIU union partners (CUPE, VIUFA and BCGEU); as well as an email inviting general review from students and employees.

VIU has completed the consultation portion of the review and is in the process of making any amendments. The policy as it currently stands has been fully implemented and further developed as indicated by VIU's ongoing efforts in this area. The details of any changes to the policy will be reported in IAPR 2020-2021.

Box 3 describes the range of initiatives that VIU undertook in 2019-20 to raise awareness about sexual violence and to increase the capacity of our teams to act.

Box 3: Sexual Violence Education and Awareness

- Two-day Sexual Violence Risk and Assessment Protocol Workshop for staff already trained on violence risk assessment to be further trained on sexual violence risk assessment.
- Trauma Informed workshops to support VIU's administrators, counsellors, investigators and others who resource and assist members of the VIU community who may have recently experienced trauma.
- Hiring of a Student Sexual Misconduct and Response Education Program Leader, Fall and Spring semesters. Building on experience, having students in leadership positions has been highly effective in raising awareness, leading campaigns, and providing a student perspective to SCERSC on revisions to the policy and procedure.



3.2 VIU Objective: Academic Community

VIU prides itself on the strength of its academic community, including recent achievements in strengthening scholarship, research and creative activity in addition to VIU's excellent teaching record.

3.2.1 Strengthening Scholarship, Research and Creative Activity

VIU's Scholarship, Research and Creative Activity (SRCA) Office is committed to creating a culture of excellence in scholarship, research and creative activity so that all of our students and researchers are able to take part. Highlights from 2019-20 include the following accomplishments.

The Regional Initiatives Fund (RIF), a made-at-VIU model to facilitate community-university collaboration on applied research projects, received further funding from both the Real Estate Foundation of British Columbia and AEST. This successful model has enabled VIU to leverage cash from a wide range of regional partners to train students in applied research.

VIU also announced the appointment of a new BC Regional Innovation Chair in Tourism and Sustainable Rural Development, Dr. Patrick Brouder, and two new Canada Research Chairs: Dr. Amanda Wager, the Chair in Community Research in Art, Culture and Education and Dr. Whitney Wood, the new Chair in the Historical Dimensions of Women's Health.

Following last year's realignment of internal grant opportunities, the demand for funding continues to be high. 2019-20 saw a significant increase in external funding for capacity-building initiatives, including:

- A capacity building grant from the Tri-agencies to develop an Equity, Diversity and Inclusion plan.
- The Mount Arrowsmith Biosphere Region Research Institute funding from the Network Centers of Excellence to join the Canadian Mountain Network.
- Funding from Genome BC to utilize new tools to forecast and prevent norovirus contamination of farmed oysters with the Canada Research Chair in Shellfish Health and Genomics and the BC Shellfish Growers Association.
- Canada Foundation for Innovation funding for infrastructure to support three projects: (1) Canada's marine life is in hot water: laboratory for investigating heatwaves and aquatic animal health; (2) High resolution mass spectrometry for direct bio-analytical and environmental diagnostics; and (3) Macroanalysis/Big Data Machine Reading Tools for Microanalysis/Digital Text Analysis Tools for Open Access Research.
- MITACS funding for a post-doctoral fellow exploring social innovation in art galleries.

During the 2019-20 fiscal year, SRCA provided travel and conference funding to more than 90 students and our CREATE student conference received submissions from more than 400 students representing eight faculties.

Most recently, SRCA made a call for proposals on the impacts of COVID-19 on vulnerable, rural and remote populations. Research topics include:

- Supporting vulnerable populations and communities
- Impact of the pandemic on leisure and tourism in British Columbia
- Impacts on the pandemic on the delivery and efficacy of education
- Technological response projects



3.3 VIU Objective: Indigenous Commitment

Supporting 2019-20 Mandate Priority 1. On November 15, 2019, as VIU’s new President and Vice-Chancellor Dr. Deborah Saucier stepped into the packed, smoke-filled Snuneymuxw First Nation Longhouse near Nanaimo, she became the first university president to be installed in a longhouse, with acknowledgement to Indigenous traditions and culture. The ceremony, attended by employees, community members, government officials and representatives from post-secondary institutions across the country, was held at the longhouse in recognition of the longstanding and respectful relationship VIU has with the Snuneymuxw Peoples. It also served as an illustration of VIU’s commitment to working with the communities it serves. Saucier, who is Métis and wore her ceinture fléchée to the ceremony, was chosen as VIU’s next president in part for her commitment to Indigenous education and community engagement.

“This is a tangible demonstration that we have a commitment to community, that we will bring our people to community,” she explained in her installation speech. “It’s a two-way street and we will walk together with the communities we serve. I commit to you that I will listen hard to what is said, and to the silence between the words – to what is not said – to continue the conversation with the Nations about what their needs are and how to meet them.”

VIU’s History of Reconciliation. For VIU, reconciliation efforts focus on acknowledging history and traditions, valuing contributions, celebrating success, and building and nurturing relationships. VIU has a long history in advancing reconciliation, starting with a lecture series in the 1970s that promoted Indigenous leaders and gave prominence to the teaching of their cultures and histories. Other leading

reconciliation initiatives include: development of the Arts One First Nations program (the first of its kind in BC) in 1994; Elders-in-Residence who are recognized as faculty; in 2008, appointing Chief Shawn A-in-chut Atleo, a first for BC; the 'su'luqw'a' Community Cousins Aboriginal Mentorship Program in 2011; and appointing the institution's first Indigenous president in 2019.

Aboriginal Education Plan. VIU's Aboriginal³ Education Plan (AEP, 2018) utilizes a decolonization agenda, referencing the findings of Canada's Truth and Reconciliation Commission and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). This work includes partnerships among internal departments, community partners and school districts to enhance experiential education opportunities for our learners, alongside the development of innovative courses and programs for both students and employees. For instance, there is support for professional development opportunities for employees and students that include respectful ways of acknowledging, welcoming and including Indigenous learners. Another example is the tun sy'u wén process, which is informed by Coast Salish Elders. This process is embedded in the [Indigenous Learning and Recognition Portfolio](#) course, a core component in the Aboriginal University Bridging Program offered at both the Nanaimo and Cowichan campuses. The course is also offered as a dual credit course through School District 68 (Nanaimo-Ladysmith) and new in 2019-20 through School District 79 (Cowichan). This program positions learners to begin their educational journeys from a place of strength and resiliency through the exploration their history and traditions and the recognition of the gifts they bring with them to university life.

Elders in Residence. VIU's 10 Elders-in-Residence are a key part of the AEP, as they are both a valuable resource of Indigenous knowledge and they provide counselling, support, and guidance to all students at VIU. Elders are active in classroom instruction, traditional welcomes, teaching traditional protocols and cross-cultural sharing; notably, requests are increasing. Specific examples include Theyul'shenum Tseep: A Traditional Welcome for New Students; new employee orientations; classroom presentations and lectures; one-on-one meetings with employees and students to impart traditional knowledge; and the Semelshun Aboriginal Graduation Recognition Ceremonies (held twice annually).

Office of Aboriginal Education and Engagement. Indigenous student access and retention efforts are championed by The Office of Aboriginal Education and Engagement (OAEE), which is led by the Director of Aboriginal Education, Sharon Hobenshield, whose Indigenous name is Ha-Youly. OAEE's work is focused in four areas: youth mentorship, families and communities, supportive pathways, and transition to work. Some highlights of the work of the OAEE include: [Na'tsa'maht Shqwaluwun](#) (One Heart, One Mind) professional development series; reading circles; the popular Soup and Bannock Lunch & Learn Series; Coast Salish protocol sessions; and oversight of the eleV and the 'su'luqw'a' Community Cousins.

Mastercard and eleV. In partnership with the Mastercard Foundation, VIU offers the eleV program, which provides full scholarships (tuition, books and living allowance) and wrap-around supports for Indigenous youth aged 18-35. Supports include the Indigenous Education Navigators and through their PSE career, providing encouragement and advocacy, as well as practical assistance with groceries, accommodation or access to community resources. The ability to connect authentically with students is

³ We are undergoing a conversation with the Elders-in-Residence regarding a respectful term to use to capture activities that involve FNMI and non-status Indigenous peoples. Until we reach consensus on this issue, a variety of conventions are used at VIU. Departments and programs with 'Aboriginal' in the official name are described as such, as are departments and programs that use hul'q'umi'num words in their official names. The word Indigenous is used as a more all-encompassing term.

a crucial part of breaking down barriers to PSE and ensure the success of Indigenous learners. Other supports include an Indigenous Employment Navigator, and a Summer Community Internship Program, which provides internships with Indigenous lead companies such as Snaw-naw-as First Nation, Snuneymuxw First Nation and Khowutzun Forest Services. We have also expanded to focus on relationship-building efforts with students' families and communities, to help our learner's families and communities understand the demands of post-secondary education.

'su'luqw'a' Community Cousins. Aboriginal Mentors who follow students from high school through their PSE career to encourage successful completion and help students deal with any challenges they may encounter in a culturally appropriate and supportive way. This program is funded by the Peter Cundle Foundation.

Other Outreach. Other activity includes the summer camps, [Thuy'she'num Tu Smun'eem](#): Building a Foundation for our Youth and [haahuupa](#), which focusses on youth who have disengaged with the education system. The Thuy'she'num Tu Smun'eem camps were funded by The Peter Cundill Foundation and feature programming developed by students in the 'su'luqw'a' Community Cousins Aboriginal Mentorship Program, many of whom were previous participants.

Work with AEST. Employees at VIU work closely with their colleagues at AEST to improve educational opportunities for Indigenous students in the region VIU serves. Some examples are as follows:

- Sharon Hobenshield, Director of the Office of Aboriginal Education and Engagement, serves as Chair of Indigenous Leadership, which AEST is invited to participate.
- A day-long visit by AEST to VIU was planned so our partners in the Ministry could receive a thorough explanation of all programs. Note: This visit was cancelled due to a snowstorm, then the COVID-19 pandemic.
- Jennifer Christoffersen, Co-ordinator/ Educational Advisor, Services for Aboriginal Students, serves on the BC Aboriginal Post-Secondary Co-ordinators Committee, which is funded by AEST.

National Conversation on Reconciliation. VIU continues to drive the national conversation around reconciliation. Last summer, Yukon College, VIU and the McConnell Foundation, with support from Colleges and Institutes Canada and Universities Canada, hosted the inaugural summer institute, [Perspectives on Reconciliation](#), to support post-secondary institutions across Canada in advancing reconciliation.

In November 2019, VIU hosted the fifth annual Indigenous Speakers Series, held in partnership with CBC Radio One's *Ideas*. The speaker was [Max FineDay](#), Executive Director of the Canadian Roots Exchange and a nêhiyaw napew from the Sweetgrass First Nation in Saskatchewan, Treaty 6 Territory. His full-house talk was broadcast on *Ideas* in January, and clips were played by 233 different CBC Radio stations across the country on January 20 and 21, 2020, reaching an estimated 16 million people.

VIU also partnered with the National Indigenous Economic Development Board to host two events in 2020 at the Nanaimo campus focused on dialogue around economic reconciliation. The first event, called [Dialogue on Economic Reconciliation: A Panel Discussion](#), welcomed Indigenous academic and business leaders and [Closing the Gap: A Conversation on Indigenous Economic Reconciliation in Canada](#), featured Indigenous commentators and business leaders from our region.

The University also participated in the [Indigenous Homes Innovation Initiative](#), a program organized by Indigenous Services Canada, which supports Indigenous community initiatives to improve housing conditions in Indigenous communities. The University provided community planning advice to Indigenous innovators from across Canada.

Finally, we are proud to mention the work of Dr. Cynthia-Lou Coleman, VIU's fourth Fulbright Canada Jarislowsky Foundation Visiting Research Chair in Aboriginal Studies. While at VIU in 2019, she explored the similarities and differences in how Indigenous scientific and cultural issues are covered by the media in Canada and the United States. Coleman, a professor in the Department of Communication at Portland State University, provided knowledge and insight into ensuring Indigenous voices and perspectives are present in academia at VIU.



3.4 VIU Objective: Program Quality

VIU's commitment to program quality includes a rich experience for international students and life-changing opportunities for domestic students abroad.

3.4.1 Supporting International Students and International Education

Supporting 2019-20 Mandate Priority 6. VIU deploys a range of supports to welcome international students and to open doors for domestic students and faculty to expand their international study and research opportunities.

Dedicated Faculty. VIU is one of the few institutions with a dedicated Faculty of International Education. The department has earned respect for its balanced approach, and the expertise of its faculty is regularly sought after by other institutions and organizations, provincially, nationally and internationally. VIU's global engagement strategy recognizes that worldwide connections open opportunities for academic exchanges for students and instructors, and strong partnerships are vital in addressing global challenges including climate change and sustainability. Collaborations include formal partnerships with post-secondary institutions abroad, faculty consulting, student volunteering and support for civil society organizations from across the VIU community.

Centre for Intercultural Studies. A highlight of the past year has been the launch of the Centre for Intercultural Studies to provide professional development and training in intercultural competencies and understanding. The work of the Centre complements the intercultural events that are regular features of VIU's academic calendar, such as WorldVIU Days and Global Citizens' Week.

International Exchanges. VIU facilitates opportunities for students and teachers to study and work in other countries, and is working to increase the number and quality of international experiences (including a comprehensive overview of risk management in study abroad activities). A program to use the skills of returned study abroad students to recruit new participants has resulted in an increased uptake of opportunities.

International Recruitment. VIU has recruitment offices in China, India, Vietnam and Germany. In fiscal year 2019/20, more than 2,300 international students from 92 countries came to study at VIU. The University is supporting provincial priorities to further diversify the international student population from new and emerging source countries and is creating pathways for students from Latin America with the opening in 2020 of a new recruitment office in Quito, Ecuador.

English Language Learning. VIU's English Language Centre continues to work closely with AEST through the Deans and Directors of Development Education and BC Articulation meetings. The TESL Certificate program in the English Language Centre has been approved for accreditation through Teaching English as a Second Language (TESL) Canada. The VIU program is listed as a recognized teacher training program and VIU graduates will be able to apply for TESL Canada Professional Certification Standard I to teach ESL in Canada and abroad.

International Cooperation. In recent years, VIU has been involved in international cooperation projects aimed at helping partner countries build skilled workforces in Trinidad and Tobago, Ukraine, Tanzania, Kenya and Belize (Box 4). VIU also continues to be active in other international development projects in collaboration with institutional partners across Canada and across VIU.

International Exchanges. VIU has more than 20 exchange partner institutions around the world, and the Faculty of International Education is adding new ones every year. A new partnership will allow Canadian and Norwegian university students to benefit from interdisciplinary nature-based recreation and outdoor wellness education programs offered in both countries. This new initiative builds on VIU's membership within the University consortium and ongoing collaborative research with colleagues in Scandinavia associated with [VIU's World Leisure Centre of Excellence](#). Students from VIU have an opportunity to study at the University in Bø, and the [Norwegian School of Sport Sciences in Oslo](#), and students from those institutions can come to VIU to further their studies in courses related to Child and Youth Care (CYC), Recreation and Tourism Management, and Kinesiology.

Box 4: VIU, The University of Belize, and the Green Economy

The University is leading an \$825,000 Institutional Partnership under the [Skills to Access the Green Economy \(SAGE\)](#) program, implemented by Colleges and Institutes Canada (funded by Global Affairs Canada) to assist The University of Belize and the Institute of Technical Vocational Education and Training at Stann Creek and Toledo in Belize in delivering skills training programs that meet economic and environmental needs in the region. Over the next three and a half years, VIU is helping the institutions in Belize to create tailor-made preparatory programs in agro-forestry, fisheries and related preparatory programs to assist student entry to higher levels of education.

3.5 VIU Objective: Community Engagement

VIU works with its regional communities in many ways, including collaboration with industry and regional employers to ensure students are prepared for the labour market.

3.5.1 Meeting Labour Market Demands

Supporting 2019-20 Mandate Priority 2b. VIU responded to provincial labour market needs to fill high demand occupations in trades and technology and engineering with the launch of new programs and increasing student intake numbers for priority sectors in healthcare.

Forestry. Building on the strong foundation of the Forestry Operations Research, Education & Skills Training (FOREST) Centre, the Faculty of Trades and Applied Technology engaged with industry partners to identify sector requirements, with an emphasis on forest and logging on Vancouver Island. The 12-week Fundamentals of Forest Harvesting Practices (FFHP) Program was established, providing training for entry-level positions into the logging industry, concentrating on harvesting. The FFHP gained recognition from AEST, and as a result of its success, similar models were developed as pilot programs in five other institutions across BC.

Log Truck Driving. While working on the FFHP, industry stakeholders also identified the need for professional log truck drivers. A collaborative approach led to the establishment of the comprehensive Log Truck Driver training program. Eighteen students completed this program, which used a variety of training methods including mentorship with experienced drivers in the industry, and a final competency-based assessment as set out by the BC Forest Safety Council (BCFSC).

Healthcare. In response to the high demand for skilled healthcare workers in long term care, assisted living, and home support, the Faculty of Health and Human Services has increased the number of students in the Health Care Assistant (HCA) Program by 58. With the additional intake, a total of 151 students at our Nanaimo, Cowichan and Powell River campuses will have graduated by the end of the 2019-20 academic year. VIU successfully increased the HCA student enrolment with support of community funding contracts totaling \$631,255.

Early Childhood Education. The Early Childhood Education and Care (ECEC) program has also responded to the need for trained essential service workers. VIU has seen a steady increase in the number of students enrolling in these programs, from 50 students to an average of 63, with an additional 68 students enrolled in the ECEC certificate last year. In total, over 130 students are expected to complete these programs soon. Funding provided by AEST and the BC Aboriginal Childcare Society contract made these increases possible.

Engineering. The new Engineering Transfer Diploma (ETD) program launched in 2019-2020 builds on the success of the Engineering Transfer Certificate (ETC) by providing an option of completing the first-year engineering curriculum over two-years. That option could improve student success through self-selection into the appropriate credential (one-year ETC, or two-year ETD). Aiding student academic success and mobility for regional students has been a core feature of VIU's Engineering programs: ETC has proven to be a model for current work with the BC Council on Admissions and Transfer project to develop a common, first-year engineering curriculum province-wide. Key to the success of these programs has been an expansion of transfer agreements to most major receiving institutions in British Columbia and the University of Alberta with only minor changes to its curriculum template. Together, VIU's ETD and ETC share 54 seats.

3.5.2 Work-Integrated Learning

Supporting 2019-20 Mandate Priority 2c. VIU work-integrated learning (WIL) opportunities are delivered primarily through the Centre for Experiential Learning (CEL) and the Community-Based Applied Interdisciplinary Research program (CBAIR). Other WIL experiences are available through faculty-run practicums and clinical health placements.

Community-Based Applied Interdisciplinary Research. The Community-Based Applied Interdisciplinary Research course (CBAIR) has been engaging students and community members for six years. Begun as a collaboration between instructors in VIU's departments of Sociology, Criminology and Management, the course provides students with the opportunity to learn and apply research skills in a community-based setting. For the community, the program strengthens partnerships as it addresses real-world problems. Working with organizations from the mid-Vancouver Island area, VIU students have conducted research on issues in the region such as homelessness, environmental changes, after-school programs and food insecurity.

The results of these projects were scheduled to be presented by students at VIU's CREATE conference in the spring 2020. In previous years, some students also traveled to present at BCStudies and at international conferences (e.g. Couch Stone International Symposium; the National Council on Undergraduate Research (NCUR); the British Conference of Undergraduate Research.) This year, students were accepted to present at (the later cancelled) CREATE and NCUR at Montana State University. Instead, students hosted a Grand Finale in April, where they invited their community clients and VIU leaders to hear the results of their research virtually.

Centre for Experiential Learning. VIU's Centre for Experiential Learning (CEL) supports internship and co-op programs across the University, including the Bachelor of Hospitality Management, Computer Science, Culinary Arts, Engineering, Creative Writing, Geography, Interior Design and much more.

In 2019 in partnership with North Island College, VIU secured funding in round one of the *Co-op and Work-Integrated Learning Initiative* announced by AEST in conjunction with the Accountability Council for Cooperative Education and Work Integrated Learning. The development phase of the project is now underway. It aims to increase workplace-integrated learning across the region through the development of a "regional hub" and regional initiatives, including technology to connect employers across the island. Partnerships with local Chambers of Commerce and others are a key component of the project and will allow for widespread implementation. Work has slowed under pandemic restrictions but is continuing in preparation for full implementation when possible.

Other successes in the last year include:

- Collaboration with the professional baking program to launch co-operative education as a component of their diploma program beginning in fall 2020.
- Addition of a new internship course in Geography (offered in the spring 2020 semester).
- Piloting of a program to provide new internship opportunities for Indigenous students in cooperation with communities (currently on pause, pending pandemic restrictions).
- Launch of the third phase of the employer engagement activity, *VI Solutions*, which matches local organizations with multi-disciplinary teams of students to explore solutions to operational or business opportunities or challenges experienced by those organizations. The competition responds to the existing labour gap across Vancouver Island, (identified in the 2018 Labour Roundtable Discussions conducted in collaboration with the Greater Nanaimo Chamber of Commerce, Vancouver Island Economic Alliance (VIEA) and other community partners), raises awareness of the VIU student talent pool, and generates work-integrated learning and career development experiences for students. Modifications to the final presentations and competition format were made due to pandemic restrictions.

Other Initiatives. Other programs across VIU also contribute to work-integrated learning for our students and to the wider economic health of our region.

VIU works closely with its Deputy Minister Champion from the federal government to promote work-integrated learning opportunities through internship and transition-to-work bridging programs that include the Federal Student Work Experience Program (FSWEP), the Recruitment of Policy Leaders Program (RPL), the Financial Officer Recruitment and Development Program and the Recruitment of Foreign Service Workers Program. VIU has also been working to introduce students to the opportunities for Indigenous students to participate in the provincial government's Indigenous Youth Internship Program (IYIP).

VIU also works with the British Columbia Assembly of First Nations and the Business Council of British Columbia to support the Indigenous Intern Leadership Program. Launched in January 2019, the initiative works with employers, young Indigenous professionals and the 25 post-secondary institutions in British Columbia to find meaningful employment for Indigenous graduates across the province – 33 interns are currently placed. The program also provides training, mentoring and career development support to participants.

Further, VIU is actively engaged in support of the economic vibrancy of our communities. As a member of the City of Nanaimo's Economic Development Task Force, VIU supports efforts to create economic development plans, sector strategies, business retention programs and investments to strengthen and diversify the local economy and to create meaningful employment opportunities for students. Likewise, VIU works with the Coastal Communities Procurement Initiative that includes communities across Vancouver Island and the Sunshine Coast to explore how strengthening local economies and leveraging tax dollars can create employment opportunities that will benefit students and communities.

3.6 VIU Objective: Institutional Effectiveness

In 2019-20, two major institutional initiatives have contributed to VIU's plan for greater effectiveness in its operational systems and better workplace and workforce support. We also report on our ongoing efforts to reduce greenhouse gas emissions.

3.6.1 Project AURORA

VIU is currently engaged in Project AURORA (A Unified Renewal of Related Applications) to replace its legacy finance, human resources/payroll, and student information systems. This renewal will align VIU's systems with its mission of fostering student success and will also result in increased efficiencies in finance, human resources, student service, and other service departments. Project AURORA is sponsored by VIU's Senior Executive and is overseen by an advisory committee that includes representatives from across the University. Project AURORA represents a significant change for VIU and is expected to be substantially complete by December 2021.

3.6.2 Implementing The People Plan

After a year of extensive engagement, VIU's new human resources strategy, [The People Plan](#), was announced in the fall of 2019. The plan's five Invitations for Action create space for employees to propose and put in place initiatives to increase well-being and productivity at work. In addition to employee-level engagement, the People Plan identifies commitments to leadership training, systems upgrades for efficiencies, recognition programs and health and well-being activities, and more. The launch of some initiatives has been affected by pandemic restrictions; the team is working to consider alternate approaches.

3.6.3 Lowering Greenhouse Gas Emissions

[Supporting the VIU Mandate Letter](#). VIU aims to reach provincial targets for reduction of greenhouse gas emissions: a decrease of 40 percent from 2007 levels by 2030 and for each subsequent calendar year.⁴ While VIU has made important changes, such as building envelope upgrades, HVAC improvements and tuning, lighting systems upgrades and a geo-exchange system (that makes use of the heating/cooling properties of flooded mine shafts under the Nanaimo campus), we have seen only modest decreases in energy use.

⁴ Aligned with the Climate Change Accountability Act, this number may shift on December 31, 2020 when a BC greenhouse gas emissions target for a specified year that is earlier than 2030 is established by the Ministry of Environment & Climate Change Strategy.

The challenge arises from lowering our emissions at a time of growth in VIU’s footprint. While new buildings have been highly efficient, existing buildings with poor efficiency have not been removed or upgraded. Even the new Health and Science Centre, though heated and cooled through the extremely efficient geo-exchange system and achieving LEED Gold certification, has been a net addition to VIU’s overall greenhouse gas emissions.

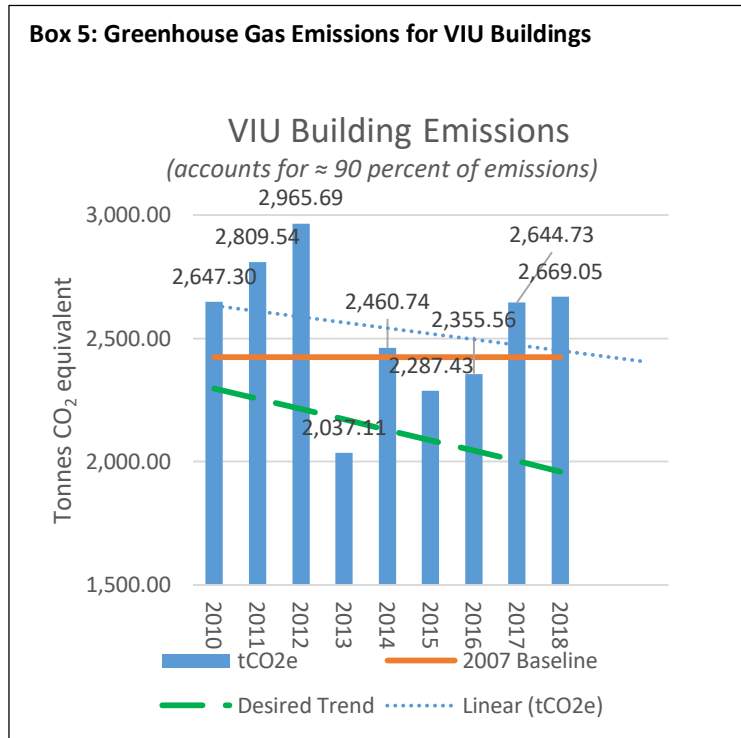
Replacement of buildings with poor environmental performance is the backbone of VIU’s *Campus Master Plan* established in 2009. This plan defines the staged replacement of buildings until 2050; the key to VIU’s goal to meet its climate change obligations.

Box 5 outlines VIU’s GHG emissions attributable to buildings, which account for at least 90 percent of total emissions. Emissions from fleet vehicles and office supplies (paper) are included in separate annual reports to the province. Fuel shows little change over the period, while paper consumption has shown a steady decline across this period.

VIU has additionally worked with our student union and other stakeholders in reducing our environmental footprint to become more sustainable. The institution recognizes the need for decisive action in this area.

3.6.4 Financial Performance

Supporting 2019-20 Mandate Priorities 7 and 8. For the most recent financial information, please see the Audited Financial Statements available at gov.viu.ca/financial-planning/audited-financial-statements.





4 PERFORMANCE PLAN FOR 2020-21

As we launch our plans for 2020-21 and adapt them to the circumstances of today's pandemic, VIU remains committed to building a powerful academic and personal experience for our students. Some of the elements of that plan are highlighted here.

4.1.1 Nurturing Relationships with Indigenous Communities

Supporting 2020-21 Mandate Priority 1. In 2020-21, the Office of Aboriginal Education and Engagement (OAAE) plans to focus on co-creating and nurturing relationships with Indigenous communities on Vancouver Island and beyond, as well as with colleagues within the institution. The following programs put this vision into practice:

- Relational Land-Based Learning
- eleV Learning Partnership for Indigenous Youth
- 'su'luqw'a' Community Cousins Aboriginal Mentorship Program
- Thuy'she'num Tu Smun'eem summer camps

Each of these program areas are informed and guided by Indigenous communities and students, Elders and learning partners, and uphold the principles embedded in UNDRIP and the TRC's Calls to Action. For 2020-21, OAEE is working with a number of community partners on land-based learning proposals designed to leverage the funding AEST has provided to enable communities to direct their own education, including: Nanwakolas Council, Coastal First Nations – Great Bear Initiative, Heiltsuk Tribal Council, Nuu-chah-nulth Tribal Council, North Island College, Snuneymuxw First Nation, Penelakut First Nation, Snaw'nav-as First Nation and Tillicum Lelum Aboriginal Friendship Centre.

The University has also identified the need to provide more transition-to-work experiences as a key component of success for Indigenous learners. Recent graduates of the eleV program indicated that they would have benefitted from relevant work mentorship with a peer who had recently transitioned into the workforce, felt they lacked networking opportunities and work planning support in the early stages of their education, and needed childcare for time spent in the job search, interview and practicum processes. Soft skill development was also mentioned along with scenario-based exercises and role-playing interviews. VIU's new Indigenous Employment Navigator attached to the eleV program will focus on developing resources and programming to support students in their transition to employment, in order to fill the gaps identified by alumni. The eleV program's Summer Community Internship Program will continue in a remote format for summer 2020.

4.1.2 Increasing Access and Boosting Student Success

Supporting 2020-21 Mandate Priority 2. VIU takes a direct focus on boosting access for vulnerable and underrepresented groups by providing a network of robust supports that begin while students are in grade school, through our promotion of the Canada Learning Bond, which VIU plans to grow with a variety of access events aimed at vulnerable community members in our region. The work of the Universal Access Committee is supported by the entire institution. This committee works to decrease physical barriers for all people in accessing the physical and technical resources of VIU. Plans for the upcoming year include a variety of building retrofits and the completion of universal access washrooms in the most high-traffic area on VIU's Nanaimo campus – the library. These will be barrier-free in all aspects. An area for parent-students is also being built in the library so children can accompany their parents if childcare is not available. All this work is funded through grant applications submitted by the Universal Access Committee.

VIU has recently created a new position, the Financial Aid Access Specialist, to ensure applications for bursaries and scholarships are easy to complete, accessible and available to all students. A renewed focus is being placed on building strong community partnerships, including work with advocacy groups, to build awareness about programs and funding at VIU in underrepresented populations.

4.1.3 Promoting Well-being

Supporting 2020-21 Mandate Priority 2. Building on VIU's successes in supporting student well-being, the following programs are planned for 2020-21 to promote mental health and prevent sexual violence.

Mental Health. VIU's Student Affairs team has developed the following plan to build on the robust measures currently in place to support students' mental health needs and address concerns:

- VIU hosted a virtual Vancouver Island Student Leadership Conference – *Resilient Minds, Brilliant Leaders* -- during the summer of 2020 via an online platform to help connect students with a passion for leadership. The conference sought to address current mental health issues facing post-secondary students.
- VIU will host a Nutrition Month for March 2021: events will focus on the link between healthy nutrition and healthy minds.
- The Collaborative Assessment, Referral and Education (CARE) Team will revise and update the Terms of Reference, revisit membership and examine training opportunities for team members.
- VIU will offer more workshops for Indigenous students on topics such as Colonized Classrooms, and will host a panel to discuss the film *CRAZYWISE: Psychosis and Spiritual Awakening* in collaboration with an Indigenous student and an Elder.

Sexual Violence Education and Awareness. Increasing awareness and education about sexual misconduct remains an ongoing institutional priority. Plans for the 2020-21 academic year include the following measures:

- VIU will support one staff member to become a certified trainer for *In This Together Sexual Violence Prevention* workshop to offer three workshops related to sexual violence prevention to students and staff: Consent 101, Citizenship 101 (active bystander intervention) and Support 101 (responding to disclosures).
- VIU will offer the *Our Bodies, Our Minds* two-hour workshop for post-secondary students, which explores the mental health impacts that sexual violence can have on survivors and communities.
- VIU will continue its partnership with National Moose Hide Campaign through activities and events.
- VIU will hold the *Yes Means Yes Workshop*, by West Coast Leaf, for students and employees.
- The University will install a Sexual Conduct Education and Response Committee (SCERSC) information and resource table at multiple engagement events hosted throughout the year.
- The *Courage to Act* VIU team member, serving as an expert with the *Can Justice Heal: Alternative Resolutions* community of practice, will build a tool kit and develop best practices for a skill sharing workshop scheduled for January 2021. Once completed, this resource will be available to all Canadian post-secondary institutions.

4.1.4 Strengthening Workforce Transitions

Supporting 2020-21 Mandate Priority 4. In the coming year, VIU will continue to invest in programs to build a successful transition to the workforce for our students.

VIU's work-integrated learning initiatives will continue into the next academic year to provide this essential experience for VIU students. Due to the COVID-19 pandemic, VIU fully expects that the crisis will create more opportunities for students to gain meaningful experience in a variety of areas that community partners indicate have been affected by the pandemic and require research and programming to help restore services.

Faculty in Engineering, Trades and Technology continue to build capacity to meet student and BC labour market needs of the future. Launching in 2020-2021, the Integrated Engineering Technologist Diploma (IETD) will add an additional 40 seats to VIU's Engineering Programs by embedding the successful ETC

into a regional terminal credential. Upon completion of the IETD, students may directly enter the workforce as Civil, Mechanical or Drafting Technologists, or transfer to continue progression towards an Engineering Degree.

The combination of an eight-month work stoppage in the BC forest industry and the imposition of pandemic restrictions have disrupted some pilot projects and postponed some trades programs. VIU has since resumed working with industry and the Ministry of Forests, Lands, Natural Resource Operations and Rural Development to re-establish training to meet the growing demand for Log Scalers.

Breaking down barriers for women and Indigenous Peoples entering the trades is the focus of two new partnerships between Camosun College and VIU's Cowichan Campus. Supports for two streams of training are being offered: the Women-only Trades Sampler Program as well as trades Pre-Apprenticeship (Foundation) or Apprenticeship programs. Both are designed to address the low representation of women in Red Seal and provincial trades for the Vancouver Island and Coastal region.

Another new program sponsored by the [Province of BC and the Industry Training Authority BC \(ITA\)](#) will provide an opportunity for Indigenous students to explore career options in trades. Camosun and VIU will receive almost \$1.4 million over two years to provide exploratory trades skills foundations courses to 160 participants. The [ITA Indigenous Peoples in Trades Training](#) initiative is part of a long-term strategy to match skills to the needs of BC's workplace, and will create pathways for Indigenous workers to take advantage of the tens of thousands of in-demand jobs forecasted in the trades over the next decade.

A new Information Technology and Applied Systems diploma in web and application development is set for implementation in September 2021. The program will address growth in the IT sector on Vancouver Island and meet the demand of businesses to find skilled workers who can fill the current and projected job openings.

VIU is also prepared to continue addressing the needs of the vulnerable populations residing in urban, rural and remote communities, including those isolated further by the COVID -19 pandemic. Health and Human Services continues to anticipate demand for more Health Care Assistants and has submitted a funding uplift amount for ongoing support based on 16.5 SFTE (22 students) for the HCA program.

4.1.5 Supporting International Students and International Education

Supporting 2020-21 Mandate Priority 2. Due to the COVID-19 pandemic, VIU is exploring a variety of ways to support our international students who had to return home with their studies incomplete. Our online and hybrid models for the fall 2020 semester are currently under development and look very strong. Employees in the Faculty of International Education are reaching out to students to ensure they have the supports they need to continue and complete. International recruiters are using digital technology and small meetings wherever possible to promote VIU. The University anticipates a decrease in our overall international student population for 2020-2021.

4.1.6 Expanding Learning Opportunities

Supporting 2020-21 Mandate Priority 3. The COVID-19 pandemic has created an opportunity for VIU to consider how to expand learning pathways through hybrid and online delivery models. Finding ways to support mature students' lifelong educational needs is an important focus for the University. The

development of online courses will allow non-traditional students in our region to access post-secondary education while working full-time, looking after their children, meeting additional commitments, or living outside the region.



5 A FINAL THOUGHT

As VIU adapts to the new reality of learning under the pandemic, we have been addressing the most important challenges facing our students, our employees, and our communities. We have transitioned our learning online while keeping in place the personalized connection that our students value so highly. We have sought to support all who are struggling through personalized teaching support, technology help and equipment loans, extra academic accommodation, expanded counselling, and financial support.

At the same time, we also see opportunities. The launch of the new strategic planning process just prior to the imposition of restrictions was especially timely. VIU – like universities around the world – has a new opportunity to think about how to serve under-represented student communities near and far, to offer wrap-around services in innovative ways, to re-think our workplaces, and to experiment with new

kinds of cooperation with community and university partners. We look forward to our coming year with a re-energized commitment to student success and innovation in learning.

6 APPENDICES ATTACHED

Appendix A: Performance Measure Results

Appendix B: Mandate Priority #1 Progress Report

Appendix C: VIU Alignment with AEST Priorities

**Appendix A: Vancouver Island University
2019/20 Accountability Framework Performance Measure Results**

Performance measure ¹	Reporting year					
	2018/19 Actual	2019/20 Target	2019/20 Actual	2019/20 Assessment		
Student Spaces²						
Total student spaces	5,901	6,434	5,966	Substantially achieved		
Nursing and other allied health programs	562	582	595	Achieved		
Developmental programs	760	840	597	Not achieved		
Credentials awarded³						
Number	2,370	2,373	2,395	Achieved		
Aboriginal student spaces⁴						
Total Aboriginal student spaces	1,160	Maintain or increase	1,217	TBI		
Ministry (AEST)	1,027		1,050			
Industry Training Authority (ITA)	133		167			
Student satisfaction with education^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	91.0%	2.4%	≥ 90%	91.0%	2.3%	Achieved
Trades foundation and trades-related vocational graduates	86.1%	3.2%		87.9%	3.1%	Achieved
Former apprenticeship students	97.2%	2.9%		92.4%	4.1%	Achieved
Bachelor degree graduates	93.7%	1.6%		92.2%	1.8%	Achieved
Student assessment of the quality of instruction^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	90.7%	2.4%	≥ 90%	94.3%	1.9%	Achieved
Trades foundation and trades-related vocational graduates	89.5%	2.9%		91.2%	2.7%	Achieved
Former apprenticeship students	95.8%	3.5%		93.6%	3.9%	Achieved
Bachelor degree graduates	94.5%	1.5%		93.4%	1.7%	Achieved
Student assessment of skill development^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	87.1%	2.6%	≥ 85%	88.6%	2.7%	Achieved
Trades foundation and trades-related vocational graduates	84.2%	3.0%		84.6%	3.2%	Achieved
Former apprenticeship students	89.6%	4.2%		87.6%	4.7%	Achieved
Bachelor degree graduates	87.1%	2.1%		89.7%	2.0%	Achieved
Student assessment of usefulness of knowledge and skills in performing job^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	90.5%	2.9%	≥ 90%	88.8%	3.0%	Achieved
Trades foundation and trades-related vocational graduates	81.3%	4.3%		86.9%	3.8%	Achieved
Former apprenticeship students	93.8%	4.6%		86.3%	5.8%	Achieved
Bachelor degree graduates	87.9%	2.4%		88.4%	2.5%	Achieved
Unemployment Rate^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	6.8%	2.3%	≤ 8.9%	5.9%	2.1%	Achieved
Trades foundation and trades-related vocational graduates	8.3%	2.9%		9.3%	3.0%	Achieved
Former apprenticeship students	7.1%	4.6%		5.2%	3.5%	Achieved
Bachelor degree graduates	5.2%	1.5%		4.9%	1.6%	Achieved

Discussion Item: Not Achieved: Developmental Programs delivery 597/840 (71%)

Historically, VIU has been including all domestic developmental activity when reporting toward the Ministry target - activity that is eligible for tuition reimbursement and activity that is not. Beginning in fiscal year 2019/20, VIU improved the technical processes used to identify this activity and is now able to filter for eligible activity (the restatement is provided below). Since fiscal year 2015/16, VIU's ABE delivery has increased by 9% (508 to 555). VIU has worked with AEST to renegotiate the Developmental target to better reflect actual delivery levels. VIU expects targets to be reduced to 613 in 2020/21 and 631 in 2021/22. The overall VIU target will not be impacted by this change. This should result in delivery levels around 90% to 95%.

Notes:

1. This is a manual process performed on a data source created at May 1, 2019 and may not match precisely with Ministry analyses.
2. Values in restatement may vary slightly from previously reported numbers.

Notes:

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

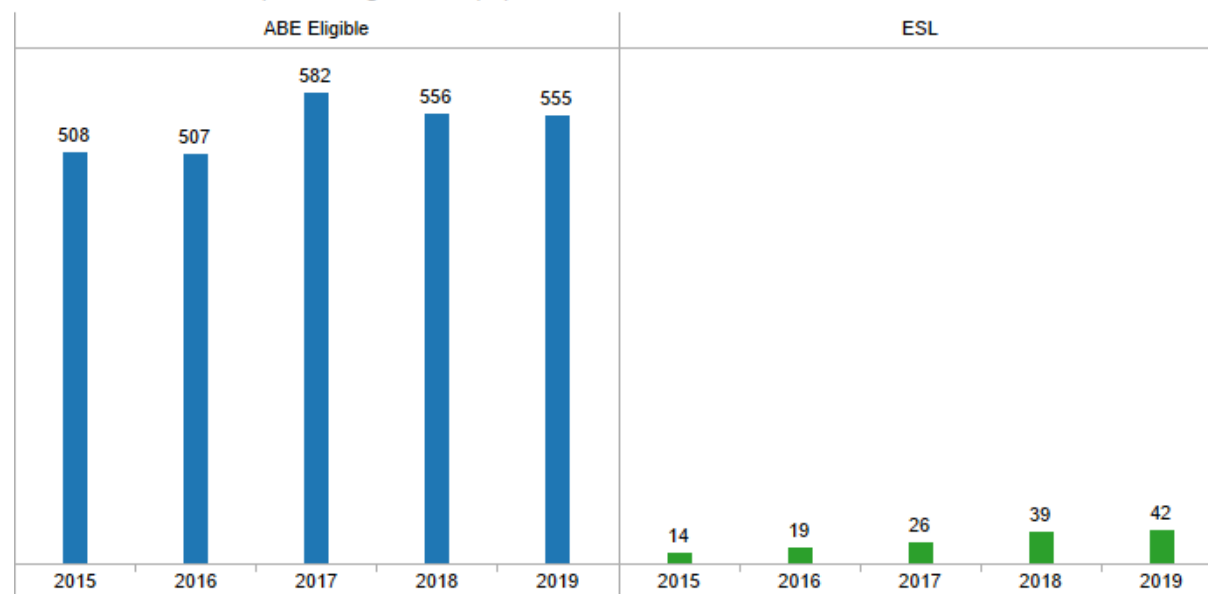
N/A - Not assessed

- ¹ Please consult the 2019/20 Standards Manual for a current description of each measure. See https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf
- ² Results from the 2018/19 reporting year are based on data from the 2018/19 fiscal year; results from the 2019/20 reporting period are based on data from the 2019/20 fiscal year.
- ³ Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2019/20 reporting year are a three-year average of the 2016/17, 2017/18, and 2018/19 fiscal years.
- ⁴ Results from the 2018/19 reporting year are based on data from the 2017/18 fiscal year; results from the 2019/20 reporting period are based on data from the 2018/19 fiscal year.
- ⁵ Results from the 2018/19 reporting year are based on 2018 survey data; results from the 2019/20 reporting year are based on 2019 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.
- ⁶ As of the 2019/20 reporting year, the trades foundation and trades-related vocational graduates have been split out from the former diploma, associate degree and certificate students. 2018/19 actuals have been restated using the revised student groupings.

As of 2019/2020 reporting year, the exceeded category has been removed. Performance measure results will now be assessed on a three-category scale: Achieved, Substantially Achieved, or Not Achieved.

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

Vancouver Island University Tuition Eligible Activity by Fiscal Year



Source: OUPA D5 data point at May 1, 2019; Tableau workbook: FY 19-20 Year End

APPENDIX
Vancouver Island University
2019/20 Accountability Framework Performance Measure Results

Performance measure	Reporting year					
	2018/19 Actual		2019/20 Target	2019/20 Actual		2019/20 Assessment
Former diploma, associate degree and certificate students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	87.1%	2.6%	≥ 85%	88.6%	2.7%	Achieved
Written communication	77.3%	3.9%		87.3%	3.1%	
Oral communication	84.8%	3.2%		82.8%	3.4%	
Group collaboration	87.5%	2.8%		90.8%	2.4%	
Critical analysis	90.6%	2.5%		90.9%	2.3%	
Problem resolution	86.0%	2.9%		88.3%	2.6%	
Learn on your own	88.9%	2.7%		90.7%	2.4%	
Reading and comprehension	92.5%	2.2%		90.7%	2.4%	
Trades foundation and trades-related vocational graduates' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	84.2%	3.0%	≥ 85%	84.6%	3.2%	Achieved
Written communication	68.5%	5.8%		68.4%	6.7%	
Oral communication	77.2%	4.8%		81.0%	4.8%	
Group collaboration	91.2%	2.7%		88.6%	3.1%	
Critical analysis	87.6%	3.1%		90.0%	2.9%	
Problem resolution	81.8%	3.6%		85.9%	3.4%	
Learn on your own	86.7%	3.2%		85.9%	3.4%	
Reading and comprehension	90.6%	2.8%		87.0%	3.3%	
Former apprenticeship students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	89.6%	4.2%	≥ 85%	87.6%	4.7%	Achieved
Written communication	N/A	N/A		N/A	N/A	
Oral communication	N/A	N/A		N/A	N/A	
Group collaboration	91.3%	5.1%		92.9%	4.5%	
Critical analysis	95.8%	3.5%		90.9%	4.6%	
Problem resolution	90.1%	5.3%		92.0%	4.5%	
Learn on your own	93.1%	4.5%		86.3%	5.8%	
Reading and comprehension	97.2%	2.9%		91.7%	4.7%	
Bachelor degree graduates' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	87.1%	2.1%	≥ 85%	89.7%	2.0%	Achieved
Written communication	86.3%	2.3%		89.2%	2.3%	
Oral communication	88.3%	2.1%		88.8%	2.2%	
Group collaboration	87.1%	2.2%		90.1%	2.1%	
Critical analysis	92.2%	1.7%		91.9%	1.9%	
Problem resolution	81.4%	2.6%		87.4%	2.4%	
Learn on your own	89.8%	2.0%		90.8%	2.0%	
Reading and comprehension	85.8%	2.4%		89.6%	2.2%	

APPENDIX B

MANDATE PRIORITY PROGRESS #1 REPORT

Employees at VIU work closely with their colleagues in the Ministry of Advanced Education, Skills and Training (AEST) to improve educational opportunities for Indigenous students in the region VIU serves. Some examples are as follows:

- Sharon Hobenshield, Director of the Office of Aboriginal Education and Engagement, serves as Chair of Indigenous Leadership, which AEST is invited to participate.
- A day-long visit by AEST to VIU was planned so our partners in the Ministry could receive a thorough explanation of all programs. Note: This visit was cancelled due to a snowstorm, then the COVID-19 pandemic.
- Jennifer Christoffersen, Co-ordinator/ Education Advisor, Services for Aboriginal Students, serves on the BC Aboriginal Post-Secondary Co-ordinators Committee, which is funded by AEST.

RIGHTS OF INDIGENOUS PEOPLES	PROGRESS (Please identify if New or Continuing and if N/A, In Progress, or Implemented)	INITIATIVE AND PARTNERSHIP DETAILS (Please provide key progress details for initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Please include links where relevant/possible.)
1: SOCIAL WORK We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others	Continuing Initiatives Implemented	VIU has two programs that lead to employment in child-welfare: The Bachelor of Social Work and the Bachelor of Child and Youth Care. SOCW 421: Social Work Practice with Indigenous Communities is an examination of the historical and contemporary relationships between Canada and Indigenous peoples, which analyzes the impact of colonialism on Indigenous communities, families, and peoples, and provides students with strategies for reconciliation and respectful and empowering anti-oppressive social-work practice. For the BA in Child and Youth Care, (CYC), CYC 321: Contact and Colonization: Implications for CYC Practice is a required course and, in addition, Aboriginal ways of knowing and being are integrated throughout all four years of the curriculum.

<p>who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>		
<p>12: EARLY CHILDHOOD EDUCATION</p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	<p>Continuing Initiatives</p> <p>Implemented</p>	<p>VIU’s Early Childhood Education and Care (ECEC) Diploma fully integrates Aboriginal ways of knowing and being throughout the curriculum. In addition, last year federal funding provided the ECEC Certificate at the Cowichan Campus explicitly for Quw’utsun students. Provincial funding for the next two years will enable expansion of the ECEC diploma to provide several new initiatives, including on-line education for Aboriginal Headstart educators and Diploma courses, as well as Special Needs and Infant Toddler courses for the Quw’utsun certificate graduates.</p>
<p>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</p> <p>We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p>	<p>New Initiative</p> <p>Implemented</p>	<p>VIU has created a Hul’qumi’num certificate course, which will begin in January 2021.</p>
	<p>Continuing Initiatives</p> <p>Implemented</p>	<p>VIU offers a Major and Minor in Indigenous/Xwulmuxw Studies. The name was changed to include the Hul’qumi’num word for ‘original peoples’, correctly reflecting one of the languages of the peoples of the lands on which the program is offered. Students from other programs take courses as electives. The department also offers four courses in Coast Salish Language (Hul’q’umi’num’, levels 1 through 4), which can be used within a Minor in Languages and Culture.</p>
<p>23: HEALTH-CARE PROFESSIONALS</p> <p>We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care</p>	<p>Continuing Initiatives</p> <p>Implemented</p>	<p>VIU reserves seats for Indigenous students in all health care programs and ensures that all students receive cultural competency training. VIU also has an Elder that specifically support the Health and Human Services faculty.</p>

<p>field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.</p>		
<p>24: MEDICAL AND NURSING SCHOOLS</p> <p>We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>Continuing Initiatives</p> <p>Implemented</p>	<p>This call to action requires instructors/professors to be educated alongside their students so that Indigenous knowledge is embedded within the curriculum as a whole.</p> <p>During the past year, all three of VIU’s Nursing programs have accessed the Aboriginal Service Plan (ASP) fund to create learning opportunities for their faculty and students together. Practical Nursing and Health Care Assistant programs facilitated the Building Bridges Program on both the Nanaimo and Cowichan Campus. The BSN program accessed the BC Provincial Indigenous Cultural Safety Curriculum, and engaged a follow-up speaker on Indigenous ways of knowing within the local cultural and historical context. An across-faculty opportunity for all Health and Human Services Faculty (HHS) was provided on Fostering Resilience in Indigenous Children. This workshop enabled all the HHS faculty and students collectively to increase their understanding of the health issues that are enmeshed within the Indigenous community due to the legacy of the residential school system.</p>
<p>28: LAW SCHOOLS</p> <p>We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights,</p>	<p>Continuing Initiatives</p> <p>Implemented</p>	<p>VIU offers the Legal Studies Certificate Program for students preparing to enter a Law degree. The program requires all students to take a course that includes the history of colonization and the legal rights of Indigenous peoples. A number of courses that deal with Indigenous legal issues in relation to the history and rights of Indigenous peoples in a variety of disciplines are offered.</p> <p>For example, GEOG 365 includes a full week on the constitutional and legal basis for Indigenous sovereignty. Court cases involving Indigenous issues are embedded within the curriculum in a number of Social Science courses. Indigenous governance issues are brought to light in courses in Political Studies where coursework addresses the impact of Canada’s legal framework on Indigenous people.</p>

<p>Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.</p>		
<p>57: PUBLIC SERVANTS</p> <p>We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>Continuing Initiatives</p> <p>Implemented</p>	<p>VIU employees access a variety of professional development through Na'tsa' math Shqwaluwun, One Heart, One Mind, including an orientation for all new employees to Indigenous protocol and local territory.</p>
<p>62: TEACHER EDUCATION</p> <p>We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal</p>	<p>Continuing Initiatives</p> <p>Implemented</p>	<p>The Faculty of Education at VIU has integrated Indigenous ways of knowing and teaching methods across curricula and teaches students to bring these methods into their classrooms in support of the new K-12 curricula. To achieve this, the Faculty has worked closely with the three VIU Elders assigned to support Education. In addition, specific courses are offered to Education students in Indigenous Studies.</p>

<p>peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</p>	<p>Continuing Initiatives Implemented</p>	<p>In fall 2019, VIU offered year-four Education students an intensive Indigenous Education module at the Cowichan campus. It was developed in partnership with regional Elders and revered community members who have been involved in the planning and implementation process. This course was funded by the BC Ministry of Education, which stipulated that 15 students should take the course. It will have 30 enrolled. Funding for a second cohort of students will begin in fall 2020.</p>
	<p>Continuing Initiatives Implemented</p>	<p>Education 203 is a sustainability, land-based course which teaches Indigenous stewardship of the land and integrates traditional ecological knowledge with western scientific disciplines.</p>
<p>86: JOURNALISM AND MEDIA SCHOOLS We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.</p>	<p>Continuing Initiatives Implemented</p>	<p>VIU offers a Minor in Journalism. Students are actively encouraged to complete a Major in another area, including Indigenous/Xwulmuxw Studies.</p>
	<p>Continuing Initiatives Implemented</p>	<p>VIU offers a Minor in Media Studies which is multidisciplinary in nature, with a particular focus on the impact of media on culture and content production.</p>

<p>92: BUSINESS SCHOOLS</p> <p>We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>Continuing Initiatives</p> <p>Implemented</p>	<p>The BBA and the MBA programs reside in the Faculty of Management</p> <p>The Faculty has an Elder dedicated to support faculty and curriculum development. The existing Business Fundamentals for Aboriginal Communities is being redesigned in response to community consultations to better reflect desired learning outcomes for leadership and innovation in support of community.</p>
	<p>New Initiative</p> <p>Implemented</p>	<p>A new degree, Bachelor in Indigenous Leadership and Development, is in early-mid stages of development. A redesign of the MBA program has led to the planned introduction of a cultural technician role to provide faculty and students with curricular and learning supports for Indigenous commitments. The BBA program is entering a program review this year, which will enable it to implement considerations in support of this.</p>

<p>UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION</p> <p>How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:</p> <p><i>Article 14</i></p> <ol style="list-style-type: none"> 1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning. 2. Indigenous individuals, particularly children, have the right to all levels and forms of education 	<p>Continuing Initiative</p> <p>Implemented</p>	<p>Hwulmuxw Mustimuxw Siiem (Aboriginal Advisory Committee) (Article 14)</p> <p>For 15 years VIU has had an advisory committee composed of First Nation and Métis representatives from the regions we serve. The committee meets three to four times a year to discuss the educational needs of communities and review relevant new programming developed by VIU. In addition, VIU has explicitly signed partnership agreements with local and regional First Nations and the Métis to provide in-community educational programming designed in collaboration with the community.</p> <p>Furthermore, the Cowichan Campus Academic Administrator convenes a Community Partners meeting, consisting of the Chief of Cowichan Tribes, the Education Director of the Cowichan Tribes, the SD79 Superintendent of Schools, the Chair of the SD79 Board of Trustees, the VP Academic, the Mayor of the City of Duncan, the Mayor of North Cowichan, and both the MP as well as the MLA for the region. The Cowichan Community Economic and Education Leaders Advisory Committee includes all seven local First Nations, as well as other Indigenous organizations.</p> <p>At the Powell River Campus, VIU’s partnership with the Tla’amin Nation has been ongoing since a tripartite learning Partnership Agreement was signed in 2010 between School District 47, VIU and Tla’amin. In anticipation of an effective treaty date, April 5, 2016, an MOU was signed to collaborate on development and delivery of educational needs for the Nation’s economic development. Since February 2016, more than 15 different types of training has been delivered to 160 citizens ranging from Strategic Planning to Wildland Fire Fighting and an ITA Construction Craft Worker program. The Powell River Campus secured \$73,000 from the Canada Council in support of a community-led Reconciliation Canoe Carving Project - Hehewshin (meaning The Way Forward). https://www.youtube.com/watch?v=_IFv2b80rkM</p> <p>In 2017, the campus hosted a five-part Reconciliation Conversation Series on “Understanding the Reconciliation Conversation – who are we as Treaty People?”</p>
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<p><i>Article 15</i></p> <p>1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.</p>	<p>Continuing Initiative</p> <p>In Progress</p>	<p>The Return of Ancestral Remains to Clackson First Nation: (Article 15) VIU has been working with the Clackson First Nations regarding the return of ancestral remains that were discovered in the VIU Anthropology Lab in 2014. The skull and leg bone were discovered with a note that indicated that the remains were initially uncovered in a cave on the southwestern tip of Valdez Island in 1973. It was arranged with the Clackson First Nation for VIU to undertake a more comprehensive analysis of the remains and then to arrange for the repatriation of the remains to Valdes Island. VIU will work with Clackson to ensure that the proper cultural protocols are followed and VIU has agreed to cover the costs associated with the repatriation of the remains.</p>
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<p><i>Article 21</i></p> <p>1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.</p>	<p>Continuing Initiative</p> <p>Implemented</p>	<p>Partnership with British Columbia Business Council and the BC Assembly of First Nations (Article 21)</p> <p>The Indigenous Leadership Internship Program supported by the Champions Table is an innovative transition to work program for recent Indigenous graduates across BC in partnership with the British Columbia Business Council (BCBC), the BC Assembly of First Nations (BCAFN) and Vancouver Island University. VIU helped to secure funding from the Province of BC to support the development, implementation and management of the program.</p>
	<p>New Initiative</p> <p>In Progress</p>	<p>Honouring Nations (Article 21)</p> <p>VIU is working with the University of Saskatchewan and the Harvard Project on American Indian Economic Development’s flagship “Honoring Nations” program to establish a program in Canada that will be administered out of the University of Saskatchewan in partnership with other universities. It is expected that VIU will be a key “Honouring Nations Canada” program partner in British Columbia. VIU has been working with the Harvard Project team as well as the University of Saskatchewan to support the efforts to develop a program that will celebrate, document and disseminate outstanding examples of Indigenous governance and successful community economic development. The program is expected to launch sometime in the fall of 2019.</p>
	<p>New Initiative</p> <p>In Progress</p>	<p>BC Collaborative for Social Innovation (BCCSI) Indigenous Social Innovation Action Area (Article 21)</p> <p>The BCCSI is a ground-breaking social innovation initiative supported by the McConnell Foundation to create an innovative partnership among four universities in order amplify the impact they are having on the communities they serve. VIU is leading the Indigenous Social Innovation Action Area by hosting a full-day workshop with all the university partners. The workshop will serve to inform a series of community consultations and recommendations to develop a more targeted, community-led program on Indigenous social innovation.</p>
	<p>New Initiative</p> <p>In Progress</p>	<p>VIU Partnership with the National Indigenous Economic Development Board (NAIEDB) (Article 21)</p> <p>VIU is collaborating closely with the National Indigenous Economic Development Board, which also keeps officials informed of sectors with employment opportunities. VIU has entered into an MOU to continue to work with the NAIEDB to explore ways to support local communities to participate in meaningful economic development and entrepreneurship opportunities that align with their values and approaches to economic self-determination aspirations.</p>

	<p>New Initiative In Progress</p>	<p>Supporting National Indigenous Initiatives to Advance Indigenous Innovation through Research and Knowledge Sharing (Article 21) VIU is working in partnership with Indigenous Works, a well-established Indigenous organization, to develop a new planning initiative to advance Indigenous Innovation to support economic well-being. VIU has taken a leadership role to shape this initiative, which now includes more than 27 Charter partners that will work to support research and knowledge sharing. Charter partners include many universities, granting agencies, Indigenous economic development organizations and influential thought leaders across the country.</p>
	<p>New Initiative Implemented</p>	<p>The Professional Indigenous Lands Management (article 21) is intended for individuals working as lands managers/planners in Indigenous communities. This six-course certificate offers a solid foundation in land use planning, management, and protection. The credits from the certificate may be laddered into further studies at VIU at undergraduate and graduate levels. In addition, the certificate has been certified by the National Aboriginal Lands Management Association as meeting the requirements for Phase 1 of the two-phase certification program offered by this agency. VIU is one of three institutions across Canada chosen by the Association to deliver this training.</p>

APPENDIX C: VIU ALIGNMENT WITH MINISTRY PRIORITIES

2019-20 Priorities	VIU Initiatives
<p>1. Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the Ministry and local, regional and other Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples.</p>	<p>See section 3.3.</p>
<p>2. Work closely with government to support implementation of priority initiatives, including those outlined in the Minister’s mandate letter. Specific actions include, but are not limited to:</p> <ul style="list-style-type: none"> a) Improving access to post-secondary education with a focus on vulnerable and under-represented students. b) Expanding programming aligned with high demand occupations and priority sectors (such as trades, technology and health). c) Expanding co-op and work-integrated learning opportunities for all students. 	<p>--</p> <p>See section 3.1.1.</p> <p>See section 3.5.1.</p> <p>See section 3.5.2.</p>
<p>3. Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.</p>	<p>See section 3.1.2.</p>
<p>4. Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program.</p>	<p>Beginning in 2015, VIU engaged fully in discussions of the new B.C. Graduation Program through the joint Ministry Think Tank led by Jan Unwin and other system-wide discussions. Dr. Unwin also visited the University’s Provost Council early on to discuss the possibilities and potential of the revised curriculum suggestions. VIU was well prepared for the transition. The new curriculum has been reviewed and the Senate has agreed on equivalencies for program admission and individual course prerequisites. The required Numeracy and Literacy assessments have also been reviewed, and VIU has decided that the Registrar will not use these results for admission or course prerequisites; however, new students will be advised how they might use their results to explore support services and complementary courses to help them transition into post-secondary studies.</p>
<p>5. Continue to actively participate in the implementation of the <i>EducationPlannerBC</i> common application system for all undergraduate applicants.</p>	<p>The vast majority of domestic applicants to VIU use <i>EducationPlannerBC</i> (EPBC). Administrators have been working closely with EPBC to find ways that international students can also use the system. VIU has also had meaningful and productive involvement with EPBC through membership on its Policy Working Group, Operations Committee, and Technical Working Group.</p>

6. Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.	See section 3.4.1.
7. Meet or exceed the financial targets identified in the Ministry's three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results.	See section 3.6.4.
8. Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.	See section 3.6.4.
2020-21 Priorities	VIU Initiatives
1. Support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.	See section 4.1.1.
<p>2. Contribute to an accessible and relevant post-secondary system by:</p> <ul style="list-style-type: none"> • Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity; • Ensuring student safety and inclusion; • Enhancing system innovation through participating in a post-secondary digital system strategy, including delivery of Education Planner and other digital learning activities and initiatives; <ul style="list-style-type: none"> • Providing programming that meets local, regional or provincial labour market and economic needs; and • Working with the Ministry to implement a student-centred international education framework that supports the success of domestic and international students. 	<p style="text-align: center;">--</p> <p style="text-align: center;">See section 4.1.2.</p> <p style="text-align: center;">See section 4.1.3.</p> <p>In addition to VIU's ongoing use of <i>BCEducationPlanner</i>, the University has become both a sender and a receiver within the BC post-secondary system of electronic transcripts, <i>TranscriptsBC</i>, and has responded fully to the changes and the additional opportunities inherent in the significant updates to the BC Secondary School electronic transcript delivery.</p> <p style="text-align: center;">See section 4.1.4.</p> <p style="text-align: center;">See section 4.1.5.</p>
<p>3. Develop and recognize flexible learning pathways for students to access postsecondary education and skills training including:</p> <ul style="list-style-type: none"> • Actively engaging with your local school districts to expand dual credit opportunities for students; • Supporting lifelong learning pathways across the public postsecondary system; and • Advancing and supporting open learning resources. 	<p style="text-align: center;">--</p> <p>All three of VIU's campuses support dual credit opportunities for regional students. Partnerships with districts across Vancouver Island are in negotiation.</p> <p style="text-align: center;">See section 4.1.6</p> <p>VIU has one of the largest open learning collections in British Columbia, which is available through the Library. Library staff work closely with Faculty to provide open learning resources for their instruction.</p>
4. Strengthen workforce connections for student and worker transitions by:	--

- Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health);
- Increasing co-op and work-integrated learning opportunities;
- Responding to the reskilling needs of British Columbians to support employment and career transitions; and
- Supporting students' awareness of career planning resources (such as the Labour Market Outlook).

See section 4.1.4.

See section 4.1.4.

See section 4.1.4.

VIU's Career Services Office helps students prepare for entry into the workforce in an education-relevant, fulfilling field.