Letter from Board Chair and President

July 15, 2021

Honourable Anne Kang
Minister of Advanced Education and Skills Training

Dear Minister Kang,

We are pleased to submit the University of Victoria’s Institutional Accountability Plan and Report for the 2020/21 reporting cycle. We are accountable for this plan and report and have included UVic’s major achievements of the past year and our goals for the future.

The Report highlights some of the most significant institutional initiatives of the past year, and especially those that link to UVic’s Strategic Framework and other institutional plans, and to the priorities identified by the Ministry of Advanced Education and Skills Training.

The Report emphasizes our values of excellence, integrity, freedom of inquiry, and equity, diversity and inclusion. It also demonstrates what sets UVic apart—including our research strengths and commitment to truth, respect and reconciliation—while reinforcing our leadership in vital areas like dynamic learning, sustainability and community engagement. We continue to make progress toward our goal of being the Canadian research university that best integrates outstanding scholarship, engaged learning and real-life involvement to contribute to a better future for people and the planet.

As part of our commitment to truth, respect and reconciliation, the university flags were lowered on May 28 in memory of the 215 children whose bodies were found on the grounds of the Kamloops Indian Residential School, and also to honour the thousands more children whose lives were lost while held in Canadian residential schools. In addition to supporting Indigenous students, faculty and staff during this difficult time, educational institutions have a responsibility to acknowledge and address our role in perpetuating colonial systems and violence inflicted on Indigenous people. A focus for UVic in the coming years will be undertaking open and honest conversations to understand and address how we can move forward with respect for Indigenous peoples in all areas of our institution, including through partnerships.

Another area of focus for the upcoming year will be emerging strong from the COVID-19 pandemic, building on strategic investments and lessons learned to better serve students and community for years to come. We are working together with other post-secondary institutions, public health officials, and the provincial and federal governments to fully resume on-campus activities this fall in a safe, equitable and accessible way. We are excited to welcome students to campus in September.

Many of our accomplishments and initiatives from across the university could not have been possible without our community, research, industry and government partners. We look forward to continuing to work with you and the Ministry to achieve our shared goal of delivering quality education programs and services that people count on, building a better BC together.

Yours sincerely,

Ms. Cathy McIntyre    Dr. Kevin Hall
Chair, Board of Governors  President and Vice-Chancellor
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Territorial acknowledgement

We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

We want to further acknowledge the traditional lands that many of us as individuals have occupied while working, teaching, learning and researching remotely during the ongoing COVID-19 pandemic.

The University of Victoria and all educational institutions have a responsibility to learn about the history of Canada and address our role in perpetuating colonial systems. Reconciliation is an ongoing process and a shared responsibility, and all Canadians benefit from the continuation and celebration of Indigenous culture and knowledge as the country works to reconcile its difficult and troubled history with Indigenous peoples.

University overview

Since its establishment in 1963, the University of Victoria (UVic) has emerged as one of Canada's best comprehensive universities, ranked among the world’s top research institutions. Year after year, we are recognized as one of Canada’s greenest and best diversity employers.

We offer over 120 undergraduate and 160 graduate programs to more than 22,000 students on our West Coast campus. To date, we have conferred over 140,000 degrees, certificates and diplomas, and our alumni continue to have an impact as engaged and thoughtful citizens of the world.

Our faculty, centres and networks work with strategic partners to conduct important research that tackles social, economic and environmental issues that matter. Issues like climate change, ocean health, clean growth, healthy communities and Indigenous law.

Our continued response to COVID-19

Since January 2020, UVic has been responding to the COVID-19 situation, following the advice and guidance of the Provincial Health Officer and Ministry of Health. Although the pandemic changed how we can do things, we have continued to deliver high-quality academic programming and ground-breaking research while prioritizing the safety and well-being of our campus community.

Despite its challenges and devastating impact on the world, the COVID-19 pandemic has provided opportunities for UVic as an institution to learn and grow. While some of the university’s initiatives were paused or slowed as we navigated the pandemic, other initiatives proceeded at a rapid pace as we adapted to better serve the UVic community. This report highlights some of those initiatives and emerging priorities.

We learned that we can adapt and move quickly in service to our community. We learned that we can deliver over 90% of our courses online while ensuring a high standard of quality. We learned that students appreciate being able to access some of our services remotely. We learned how to work together and collaborate in an online environment. Most importantly, we learned that we can still be a supportive community of teachers, researchers, learners and administrators even when we’re not able to physically be together. These learnings and outcomes, along with many of our new initiatives, will continue well beyond the end of the COVID-19 pandemic.

Financial impact and investments

In 2020/21, we invested $17.8 million in COVID-19 supports. The majority of these investments were made in support of teaching and learning, including hiring our own graduate students as additional Teaching Assistants for online courses. Online courses also required investments in a new suite of technologies, with undergraduate co-op students hired to help implement and support. Additional academic supports included course design and accessibility experts, faculty mentors and academic advising supports. We also substantially increased student bursary supports by $2.6 million, including through our emergency bursary program, and developed new ways for
students to connect virtually through a range of peer mentorship supports. Between these employment opportunities, bursaries and other supports, we helped address our students’ most pressing financial and personal needs through the pandemic.

While the majority of courses were delivered online, we had a significant number of face-to-face courses supported through enhanced cleaning and safety measures, including a new Classroom Safety Ambassador program. This program had the added benefit of re-deploying staff who were temporarily laid off due to the decrease in our on-campus population. Our research labs, music and art studios, offices, and other physical spaces also required enhanced cleaning and safety measures. Health and safety was a top priority for on-campus spaces and activities.

Estimated COVID-19 investments for 2020/21

These investments were made possible due to sound financial planning, including precautionary budget measures, early scenario modeling, and regular assessments of student enrolment. We are pleased to share that our enrolment remained steady and on-par with the previous year, and we met our Ministry of Advanced Education and Skills Training enrolment targets as well as our own institutional targets. As such, we experienced no operating budget shortfall, despite a significant loss of revenue from ancillaries, the Division of Continuing Studies, and other revenue-generating services.

A balanced budget for the 2021/22 fiscal year was approved by the Board of Governors in March 2021 and includes anticipated COVID-19 costs for the fall term and a recovery plan for revenue-generating services.

Returning to in-person education

UVic is well positioned to continue increasing our in-person education, supports and ancillary services, following public health direction towards full in-person resumption by September 2021. Faculty and staff will gradually return to offices over the summer, with approved safety plans in place. Support services currently offered virtually will be re-opened to visitors before the start of the term, although we are exploring continued virtual options where it makes sense to do so. Student housing will operate at near-to-full capacity. By fall, we expect a single Institutional Safety Plan will replace our more than 600 safety plans currently in place for buildings, classrooms, labs, studios and offices. We will continue to follow the latest public health protocols and guidelines.

Pre-pandemic, about 92% of our 3,000 undergraduate fall courses were offered in person. This September, in keeping with public health direction, we expect 88% to be offered in person. For equity and access, we added about
100 new online offerings for the fall term. These are courses that typically enrol a large number of international students, including our most popular first- and second-year courses. We will monitor demand to help ensure those who cannot come to campus have a range of study options available.

We are emerging from this crisis with new opportunities to engage as a community, and we look forward to welcoming all faculty, staff and students to campus in September.

**Strategic direction**

Our vision is to be the Canadian research university that best integrates outstanding scholarship, engaged learning and real-life involvement to contribute to a better future for people and the planet. The University of Victoria’s Strategic Framework 2018-2023 serves as our guide to achieving this vision—setting out high-reaching goals in six key interconnected areas and articulating strategies to realize them.

![Strategic Priorities](image)

Further, our values as outlined in our Strategic Framework inform our actions in achieving our vision:

- Excellence in all our endeavours
- Ethical and intellectual integrity
- Freedom of inquiry and freedom of speech
- Equity, diversity and inclusion

In November 2020, UVic welcomed a new president, Dr. Kevin Hall. President Hall is a civil engineer and experienced university leader known for his commitment to community engagement and supporting broad access to education. He is dedicated to advancing equity, diversity and inclusion, as well as truth, respect and reconciliation with Indigenous peoples. Through President Hall’s leadership, we are continuing to work towards a better future for all people, all places and our planet.

**Major accomplishments of 2020/21**

The following initiatives make a strong statement about UVic’s priorities and alignment with the Ministry’s service plan and our mandate letter. The university is committed to excellence in research and creative activity, as well as teaching and engagement that serve students, communities and the world. Our priorities reflect our values and are what set UVic apart, while also reinforcing our leadership in areas that are vital to creating innovative, vibrant and healthy societies for all.
Cultivate an extraordinary academic environment
Our goal is to be recognized internationally as a university of choice for talented students, faculty and staff. For the tenth time in as many years, UVic has been recognized as one of Canada’s Best Diversity Employers. Guided by our institutional plans—including our Strategic Enrolment Management (SEM) Plan, Indigenous Plan and International Plan—we aim to attract, support and develop a diverse community on the West Coast of BC.

Meeting student demand
Throughout the pandemic, we quickly adapted to online learning and teaching, offering high-quality academic programming to meet student demand in a safe and accessible way. We were particularly successful in meeting demand in summer 2020, which was fully online and our largest summer enrolment to date. From Sept. 2020 to April 2021, UVic offered a blend of in-person and online instruction. About 3,500 students attended in-person classes each term, out of a typical population of 22,000. Further, an estimated 5,000 students already located in the region accessed campus in person, including for study spaces, research and computing labs, libraries, food outlets, and health and wellness services. About 800 students lived on campus, 40% of typical capacity and the maximum allowed under public health guidelines.

Building a more equitable and inclusive campus
UVic is strongly committed to building a diverse and inclusive campus for all members of the UVic community. Our SEM Plan outlines strategies and tactics to diversify our student population, including doubling our Indigenous student population, providing pathways for students who have experienced barriers and attracting international students from all over the world. Our Equity and Human Rights office is facilitating a campus-wide collaboration to develop a new equity, diversity and inclusion framework, which will identify actions that can be taken to make campus more equitable, diverse and inclusive while also ensuring these values are embedded in all that we do.

Student health and wellness
The new Student Wellness Centre opened in 2020, bringing together physical health, counselling and multi-faith services for students. In tandem, we launched SupportConnect, a virtual 24/7 student mental health and wellness support program available in multiple languages, which provided vital support during the COVID-19 pandemic. UVic also has two dedicated Indigenous counsellors providing direct and culturally appropriate supports. The pandemic has underscored the need for accessible health and wellness programming and resources, and UVic will continue to prioritize student life programs, student mental health initiatives, sexualized violence prevention and awareness programs, and health services in the coming year.

Connecting new students
For fall term 2020, we designed online pre-arrival and orientation programs to support the transition of new students and introduce them to key resources. We also launched the award-winning New Student Connect program, which pairs new students with upper-year students in their faculty or peer group. These senior students help their peers transition to university and navigate academic life, while also building vibrant online communities. Peer groups were created for Indigenous students, students with lived experience in care, and LGBTQ+ students. Based on overwhelmingly positive feedback and an enrolment of about 3,700 students, we expanded the program into 2021 and will implement similar programming for fall 2021 and beyond.

Attracting and supporting talented students
Attracting and supporting a diverse community of talented students will always require investments in scholarships and bursaries. Our scholarship and bursary programs saw a significantly larger uptake this year than in years previous, partially as a result of financial burdens brought on by the pandemic, and we anticipate high demand next year. We continue to invest in graduate fellowship programs, including for Indigenous students and through the President’s Research Scholarships for students who hold prestigious fellowships from granting councils. Thank you to the Ministry for continuing to prioritize graduate students through the BC Graduate Scholarship program this year—this investment ensures that top innovators come to BC and contribute to a recovering and vibrant economy.

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Advance research excellence and impact
Our goal is to excel in diverse forms of research, innovation and creative activity, advancing human knowledge, improving and enriching lives and tackling global challenges. Our strategic investments in existing and emerging areas of research strengths foster partnerships and collaborations—presenting opportunities for maximum impact and heightening our place in the top tier of the world’s research universities.

Leaders in research resumption
As a research-intensive university, we worked quickly to safely re-open our research labs following the province-wide shutdown in response to the COVID-19 pandemic. Our goal was to minimize the negative impact on research output and on researchers disproportionately affected. We developed comprehensive research resumption plans, which were shared with the other research universities and used as a model in BC for safe resumption. A significant number of research labs re-opened before September 2020, with safety plans in place. Further, UVic was very successful at re-opening research spaces to upper-level undergraduate and graduate students, providing opportunities to engage in meaningful research-inspired learning.

Accelerating research
In a year like no other, UVic researchers pivoted research and studied solutions to build more resilient communities in the wake of COVID-19. To support and boost research through seed funding, UVic created the Research Accelerator Fund (RAF). The first RAF campaign focused on COVID-19 research that strives to make communities stronger and speed up recovery. Studies include the adverse and lingering effects of SARS-CoV-2 infection on the brain; risk factors for COVID-19 and forecasting infection counts; what has been helpful or harmful to our well-being; legal and political vulnerability in PPE supply chains; and use of assisted living technologies among vulnerable seniors.

Creating healthier societies
Collaborating with community groups and leaders, governments, health authorities and other health care agencies, more than 200 UVic researchers are providing evidence-based knowledge to improve the health and well-being of Canadians. We have several centres of research excellence that support healthy societies, including the Institute on Aging and Lifelong Health, Canadian Institute for Substance Use Research, and Centre for Indigenous Research and Community-Led Engagement. The ongoing UVic Health Initiative continues to enhance the quality and raise the profile of health-related research, academic programs and related activities at UVic.

Canada Research Chairs
UVic has an allocation of 36 Canada Research Chairs (CRCs) in the areas of health sciences, engineering, natural sciences, social sciences, law and humanities. Further, we are one of Canada’s most successful universities in recruiting a diverse group of CRCs. In the last CRC assessment of equity, diversity and inclusion, UVic continued to meet and exceed the equity targets for chair holder representation from women, visible minorities, persons with disabilities and Indigenous peoples and was recognized as a strong leader in the integration of best practices related to equity, diversity and inclusion. UVic is also home to a Canada 150 Research Chair in Materials Science, who is leading the development of advanced materials for health and clean energy applications.

Ocean and climate research
Home to one of the largest concentrations of ocean-climate researchers in Canada, UVic hosts three research and knowledge-sharing institutes focused on ocean and climate: Ocean Networks Canada, Pacific Climate Impacts Consortium and the Institute for Integrated Energy Systems. We also host and lead the Pacific Institute for Climate Solutions, a collaboration with BC’s three other research-intensive universities. Our researchers participating in these and other initiatives are conducting vital ocean and climate research, contributing to a better future for our planet.
Rankings and reputation
We are ranked as one of Canada’s leading universities, consistently outperforming our peers—especially for our size. UVic is third among all Canadian universities in citation impact per faculty member (QS Rankings, 2021). UVic-based researchers wrote a higher proportion of top-performing papers based on international collaborations than any other university in North America (Leiden Rankings, 2020). In the 10 years the Leiden Rankings have been released, UVic has claimed this spot nine times. We are ranked as the second best comprehensive school in Canada for the fourth consecutive year and have consistently ranked in the top three since this ranking’s inception (Maclean’s, 2020). UVic is ranked number one among Canadian comprehensive universities for preparing career-ready students by the Times Higher Education Global University Employability Ranking (2019).

Intensify dynamic learning
UVic continues to build on our dual commitment to excellence in teaching and research, working towards our goal of being Canada’s leader in research-enriched and experiential learning. Work-integrated learning is a vital element of UVic’s academic programming, and our co-op program is one of the largest in Canada. Through these local and international opportunities, we are equipping students for personal success and to contribute effectively as global citizens.

Practica during the pandemic
In collaboration with Island Health, UVic’s School of Nursing provided 19 students with direct experience working in health care during a global pandemic. Students were placed in COVID-19 vaccination clinics and other public venues, handling patient screening, consent, teaching, immunizing and monitoring health status of populations, in addition to campaigns to address vaccine hesitancy and confidence. Immunization clinics include those at the Victoria Conference Centre, in Indigenous communities and with seniors in long-term care. Through this educational approach, students gain skills and expertise that they can carry into the nursing workforce.

New and expanded academic programs
There are government-supported program expansions underway, based on student demand and provincial priorities. These include in engineering and computer science, the Nurse Practitioner program, and our JD/JID Indigenous law program. We continue to look for other potential areas of strategic growth, including health information science, as well as new academic program opportunities that align with institutional and provincial priorities. Our Master of Biomedical Engineering and Master of Management are two recent examples of new programs that will position UVic to be nationally and internationally competitive in the recruitment of outstanding graduate students.

Preparing students for great careers with co-op
Last year, and despite the challenges of the pandemic, our co-operative education program created over 3,700 domestic and international job placements for students. The 1,154 different employer organizations included governments, non-profits and private businesses. UVic is also the largest provider of graduate co-op in Canada—close to 400 UVic graduate students participate in co-op each year at the master's and doctoral level. Nearly three in four UVic co-op students receive an offer of employment before they graduate.

Experiential learning guarantee
When students take part in hands-on experiences, they develop valuable skills such as teamwork, communication, and community engagement. UVic’s new Co-Curricular Record (CCR) recognizes students’ co-curricular involvement, including volunteer and student leadership experiences. A student’s participation is validated by a faculty or staff member and students receive a record of the experience, which can be used in job applications and graduate school applications. Our goal is that by 2024, and as outlined in our SEM Plan, 100% of all undergraduate students will have the opportunity to complete at least one significant experiential learning opportunity before they graduate.
Community and international opportunities for students
More than 6,500 students participate in community-engaged learning at UVic in a typical year, and we offer over 1,300 community engagement initiatives in 85 countries. Our Experiential Learning Fund enhances opportunities for students to participate in experiential learning with not-for-profit organizations and NGOs by providing wage subsidies for co-op placements and travel subsidies for students engaged in opportunities outside Victoria.

Foster respect and reconciliation
We are committed to creating better opportunities for Indigenous learners by implementing transformative programs and pathways and by entering into and fostering respectful educational and research partnerships with Indigenous communities. Forty-eight Indigenous faculty members work here, and our programs in Indigenous law, education and health are international exemplars in meeting the needs of Indigenous communities and providing a welcoming and supportive learning environment.

Culturally relevant supports for Indigenous students
The Office of Indigenous Academic and Community Engagement offers a range of programs and events to develop and nurture relationships with Indigenous students and communities. Programs like LE, NONET help ensure Indigenous students are supported throughout their studies and achieve success in their academic and personal endeavours—from recruitment to graduation and beyond. To support student success during the pandemic, we increased one-to-one support; enhanced financial supports; and offered many programs and events virtually, including the Elders in Residence program.

Inaugural Associate Vice-President Indigenous
On April 1, Qwul’ših’yah’maht Robina Thomas began her term as the inaugural Associate Vice-President Indigenous. This newly established position underscores the importance of having an Indigenous person at the executive leadership table to ensure Indigenous ways of knowing and being are included in institutional decision making. Dr. Thomas also has responsibility for furthering the university’s commitment to truth, respect and reconciliation. Development of a strategy that integrates Indigenous cultures, histories, beliefs and ways of being and knowing across all aspects of the university’s mission is central to the role.

Pathways for Indigenous youth
UVic has created or expanded several pathway opportunities in recent years, including the Indigenous Youth 3C Challenge—a non-credit entrepreneurship program to encourage Indigenous youth to engage in the economy in their own terms—and Indigenous Student Mini-University—a week-long summer camp that gives BC youth a taste of university life. Other immersive and Indigenous-focused programs include the Opening My World of Learning Program and the Living Lab Project. During the pandemic, many of these pathway programs moved online. Through initiatives like these, Indigenous student applications and new admissions have increased over the years, with applications up 14% and new student registrations up 15% this past year.

Growth in Indigenous student enrolment
As part of the SEM Plan launched in 2019, we are committed to doubling Indigenous enrolment by 2029, where Indigenous students comprise at least 10% of the overall student population at UVic. Over the past 10 years we have seen a dramatic growth in Indigenous enrolment, from 982 to 1,508—a 54% increase. Currently, Indigenous students comprise over 6% of the overall student population and are enrolled in every faculty. Importantly for a research university, Indigenous enrolment in graduate programs has increased by 50% over the last 10 years, and there are now 71 Indigenous PhD students at UVic—a 184% increase.

Supporting Indigenous research, innovation and culture
Our Centre for Indigenous Research and Community-Led Engagement partners with communities and governments to help address important issues such as health, food security and climate throughout our province. The BC Network Environment for Indigenous Health Research, based at UVic, aims to increase and accelerate Indigenous-
led research through key partnerships, programs and supports. And Dr. Onowa McIvor, a UVic President’s Chair in the Department of Indigenous Education, co-leads NETOLNEW—a SSHRC-funded collaboration with nine Indigenous partners in six provinces to support and expand language revitalization efforts across Canada.

**Strengthening Indigenous partnerships**

Through UVic’s Indigenous Community Engagement Council, we continue to strengthen relationships with local Indigenous communities. Outreach and collaboration also happens through the Office of Indigenous Academic and Community Engagement and our faculties. Community partnerships have substantially increased this year, with several communities providing language and educational programming, including new partnerships with the Tla’amin, Tseycum and Tsawout Nations.

Guided by our [Indigenous Plan](#), we are building on our longstanding relationships with Indigenous communities to develop new and expanded educational, research and student services with an Indigenous focus. We continue our work responding to the TRC’s Calls to Action and UNDRIP ([see Appendix B](#)) and fully support the government’s Aboriginal Service Plan.

**Promote sustainable futures**

Our faculty and students are passionate about tackling real issues related to climate change and the environment—and it shows. UVic has become a global leader in environmental, social and institutional sustainability through academics, research, partnerships and campus operations. We continue to review and renew our approach to sustainability in every domain, including through the development of a new campus-wide action plan.

**Global leaders in climate action**

UVic is one of the world’s leading universities in helping to address the most urgent problems of humanity, according to Times Higher Education. Their Impact Rankings are organized around the UN’s 17 Sustainable Development Goals (SDGs) and how university research, stewardship, outreach and teaching advance efforts to meet them. UVic is among the world’s top-100 performing universities in addressing nine of the 17 UN SDGs, including sustainable cities and communities (SDG 11), the pursuit of clean water (SDG 6), life below water (SDG 14), reducing inequality (SDG 10), industry, innovation and infrastructure (SDG 9), and the pursuit of zero hunger (SDG 2). UVic is ranked #16 globally for climate action (SDG 13).

**Sustainability-integrated learning**

Sustainability is integrated as a key part of UVic’s academic curriculum in nearly every major field, with over 600 undergraduate and graduate courses including a sustainability theme. Academic units with a sustainability focus or stream include the School of Environmental Studies, the School of Earth and Ocean Sciences, the Department of Geography, and the Gustavson School of Business, home to the Centre for Social and Sustainable Innovation. Our field schools connect students with nature to promote a deeper understanding of things like wildlife, glaciers, and ecosystems—as well as the importance of good conservation monitoring and management to protect life on our planet.

**Conservation research**

Over 130 faculty and researchers across 30 academic departments are engaged in sustainability research. Recently, two positions have been created to further position UVic as a national leader in environmental advocacy and research: the UVic Impact Chair in Ocean Ecosystem Change and Conservation in the biology department and the Wayne Crookes Professorship in Environmental and Climate Journalism in the writing department. Additionally, marine ecologist and conservation biologist Dr. Julia Baum and hydrologist and groundwater scientist Dr. Tom Gleeson were appointed as UVic President’s Chairs to help advance UVic’s commitment to sustainability.

**A greener campus**

UVic is consistently listed as one of Canada’s Greenest Employers. Sustainable initiatives that supported UVic’s selection for 2021 include the Campus Sustainability Fund; the campus community garden; and progress toward
becoming a zero-waste campus through composting, water conservation and recycling. We are also making major landscape enhancements through the Campus Greenway Plan and implementing our Campus Cycling Plan, which will create an All Ages and Abilities (AAA) cycling network on campus.

**Responsible investing**
The university’s working capital fund is now free of any fossil-fuel investments, with the move of $80 million to a short-term bond fund that focuses on reducing the carbon intensity of the investments within the pool. The working capital fund also makes investments in energy companies that support Indigenous economic development. Also in keeping with UVic’s commitment to promote sustainable futures, we invested $10 million to further our responsible investment policy goals in a renewable power impact fund that will measure the carbon emissions avoided by the fund’s investments.

**Cultivating a culture of philanthropy**
We continue to advance a culture of philanthropy on campus and in the community, establishing and fostering valuable relationships with donors to help ensure a sustainable financial future. This year, we surpassed our fundraising goal to raise a total of $28.6 million from 4,962 donors. Of these funds raised, 28% went towards student awards and 22% went towards research chairs and professorships in accordance with donor wishes.

**Engage locally and globally**
UVic is fostering connections and mobilizing knowledge—from the local Ideafest research festival to the national Building Reconciliation Forum to our international partnerships. We continue to work with the Ministry to develop a balanced approach to international education while also enhancing our reputation, building on the success of our faculty and alumni and using The UVic Edge to position ourselves to the world.

**New look for UVic online**
Ahead of our predominantly online fall 2020 term, we launched a new central UVic website to better serve our students, partners and community. Potential students can more easily learn about us—including what we value, our academic programs and our research strengths—while current students can more easily learn about and access our supports and services. The new and award-winning design is fully compliant with Web Content Accessibility Guidelines and provides an improved user experience for all audiences.

**New websites to support community**
In response to the pandemic, we launched two new websites specifically for teaching and learning online, to support instructors and students respectively. We also created The Great Indoors online platform, where members of the UVic community could come together to share ideas, have conversations, support each other, and learn from UVic researchers and artists. Featured on this platform was Good Company, a YouTube show in which UVic Chancellor Shelagh Rogers chatted with UVic colleagues during the pandemic.

**International mobility programming**
International exchange, field schools, internships and co-ops provide students with culturally-relevant opportunities to engage globally. Notably, through our award-winning Indigenous International Mobility Program, Indigenous students develop employability skills while maintaining and strengthening their connection to their Indigenous identity, their values and traditions, and their communities. Although much of our student mobility programs are temporarily on hold for health and safety reasons, we have been able to find co-op placements for students in their home countries and are offering virtual programming opportunities through faculties.

**Arts and culture**
We have BC’s only stand-alone Faculty of Fine Arts, home to nationally and internationally recognized creative scholars and practitioners. With one of the most comprehensive applied theatre programs in North America, UVic attracts students from around the world who use performance art to spark social change. In a typical year, the
faculty offers over 150 community events a year—from concerts and theatre performances to readings and exhibits. Much of these continued to be offered virtually during the pandemic.

**Connecting experts with communities**
The UVic Speakers Bureau reflects our commitment to community engagement and to lifelong learning for everyone. The program—the only university-wide bureau of its kind in Canada—brings the expertise of UVic faculty, staff, graduate students and retirees to audiences across southern Vancouver Island. K-12 is the largest audience category for the bureau. Now in its 40th season, volunteer speakers were able to reach audiences virtually during the COVID-19 pandemic.

**Major priorities for 2021/22**
We are a campus that continues to evolve, learn and respond to the changing needs of people, places and the planet. Our values and commitment to making the world a better place for all citizens inform our priorities and guide us in our decision making. Some areas of focus for the upcoming year include the student experience, research performance and recognition, community and alumni engagement, climate action, and financial sustainability. We also continually recommit to building a more diverse, equitable and inclusive campus while also advancing truth, respect and reconciliation.

**Improve the student experience**
As part of our commitment to choice, quality and continued innovation, UVic will likely look different as we emerge from the COVID-19 pandemic and leverage learnings from the past year. UVic has for decades offered a substantial amount of online or hybrid instruction, particularly in social work, child and youth care, nursing, public health, and teacher education programs. This past year has further demonstrated that some students prefer the online or hybrid educational experience as it is high quality, affords convenience and flexibility, and appeals to students with different learning preferences and varying socio-economic situations. The same is true for some of our student supports and services. Equipping students for academic and personal success will remain our priority.

**Advance truth, respect and reconciliation**
Following a national dialogue and consultations with Indigenous communities, construction will begin on the National Centre for Indigenous Law and Reconciliation this year, to house the joint JD/JID program and Indigenous Law Research Unit. The project has been awarded to an Architectural Prime Consultant led by native-owned and operated Two Row Architect, and will be designed to reflect and honour the long-standing relationships between UVic and the Songhees, Esquimalt and WŚÁNEĆ Peoples. UVic thanks the federal and provincial governments and the Law Foundation of BC for helping to fund this project to celebrate Indigenous laws and advance reconciliation.

**Make student living more affordable**
UVic is moving ahead with two major projects to make living more affordable. Construction continues on our new on-campus student housing and dining buildings, which will provide 782 beds (620 net new) to students and free-up rental spaces in Victoria. The buildings are designed to be accessible, welcoming and inclusive, targeting both LEED Gold and Passive House Standard. The province is providing debt financing of $123 million that UVic will pay back from housing fees as well as a grant of $5.2 million to achieve Passive House Standard. To further make living more affordable and meet urgent demand in our community, we are expanding our child care spaces with nearly $1.5 million in provincial funding. UVic thanks the province for its immense support on these important community-building projects.

**Expand engineering and computer science**
UVic received approval and funding from the province to expand our engineering and computer science programs over five years, which includes 500 new student spaces, new faculty and staff positions and student supports. We are finalizing plans for the addition to our Engineering and Computer Science Building and a high bay structures lab. Our Faculty of Engineering recently received approval from the Board of Governors to change its name to the Faculty of Engineering and Computer Science, to be more inclusive of our computer science students, staff and faculty and to help support recruitment. To support diversity, we are working on shifting enrolment to have 30%
female students by 2030, with revised pathway programs and new scholarships and awards to help us achieve this important goal.

**Integrate equity, diversity and inclusion into decision making**
Better data helps support strategic decision making. As UVic works to incorporate and promote equity, diversity and inclusivity, we are improving our data collection, reporting and analytical capabilities. These enhancements will ensure our equity, diversity and inclusion targets cascade to all units on campus, identifying gaps and providing resources to improve recruitment and retention for those who have historically experienced barriers. Recent work from the province—building on UVic’s leadership in the BC Registrar’s Association—has recently mandated the expansion of data collection to include more gender and sex identity options for our students. Our SEM Plan includes strategies, tactics and actions to improve access for students who have experienced barriers, including first-generation students.

**Refocus our institutional plans**
Work is underway to develop a new Research and Creative Works Strategy for the university, provisionally titled, *Aspiration 2030: Creating a better world through curiosity, engagement and innovation*. This strategy will define our research priorities and opportunities for the rest of this decade, build on UVic’s appeal as a university of choice for diverse and high-quality faculty and students, raise our external profile and attract new partnerships, and direct our research efforts toward societal impact. Also underway is a new Climate and Sustainability Action Plan—aligning academics, research and campus operations—as well as updates to our International Plan and Indigenous Plan over the coming year to ensure we working together towards common goals in these priority areas.

**Economic and social impact**
UVic is committed to helping build a future economy that is clean, innovative and people-focused, where all British Columbians can access high-quality education, knowledge and skills that lead to career-building jobs.

Every day in communities around the world, UVic alumni are making a difference—starting right here. One in eight adults in Greater Victoria are UVic alumni—totalling over 42,000 people—and they are key contributors to the thriving knowledge economy, wellbeing and vibrant cultural life of our region. Over 86,000 of our alumni reside in BC. Globally, UVic has over 140,000 UVic alumni, with 62 alumni regions, chapters and networks worldwide.

Our operations generate billions of dollars in annual economic input in the province—including through salaries and benefits, spin-off companies, patents and licenses, student and visitor spending, taxes, and the effects of an educated workforce. Our research, technology and innovation accounts for a substantial portion of our economic and social impact. UVic has an approximately $125 million a year research enterprise. We are consistently selected by Re$earch Infosource as one of Canada’s Research Universities of the Year, and we continue to heighten our place in the top tier of the world’s universities.

Work is underway to update our economic impact analysis to fully quantify how UVic creates value and helps drive economic prosperity in BC.

**Sound financing for our university**
Annually, the university develops a balanced budget that provides for financial flexibility in order to mitigate potential financial challenges, including those caused by the ongoing COVID-19 pandemic. In recent years, our planning and budgeting processes have become more transparent and data-informed, better aligning our resources with our priorities.

As a people-focused institution, 77% of our general operating revenue goes towards salary and benefits. By area of function, 64% of expenses go towards academics and research, including all our faculty, instructors and staff who work in the academic faculties and all direct costs associated with our programs. Other areas include the library and its collections and our student scholarships and bursary program. For detailed financial information, see our [Audited Financial Statements](#).
Building skills and careers

Through our comprehensive work-integrated learning opportunities, we are equipping students for personal success and fulfilling careers.

UVic has one of Canada’s largest and oldest co-op programs in Canada, which creates around 4,000 job placements in a typical year. Since launching in 1976, we have made nearly 100,000 placements. Co-op provides students with an average monthly salary of over $3,000 and more than 40% of our eligible students take part. Despite the pandemic, our co-op placements were better than the national average, with fall term 2020 placements up 5.4% from last year. Of these placements, 84% were in BC, helping to support the local and provincial economic recovery.

Further, UVic’s Co-op and Career Services has been transitioning students to employment in a pandemic-influenced workforce through their Gear Up to Graduate program. The program includes a resource hub for graduates to refine skills and find jobs in a related field of study. In part because of our work-integrated learning programming and student-focused services, graduates from all of our programs achieve excellent labour market outcomes.

Student satisfaction and labour market outcomes

<table>
<thead>
<tr>
<th>Faculty</th>
<th>% satisfied with program</th>
<th>% in the labour force</th>
<th>Median salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>83%</td>
<td>91%</td>
<td>$69,000</td>
</tr>
<tr>
<td>Education</td>
<td>92%</td>
<td>96%</td>
<td>$54,000</td>
</tr>
<tr>
<td>Engineering and Computer Science</td>
<td>93%</td>
<td>94%</td>
<td>$82,000</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>85%</td>
<td>87%</td>
<td>$42,000</td>
</tr>
<tr>
<td>Human and Social Development</td>
<td>91%</td>
<td>97%</td>
<td>$72,000</td>
</tr>
<tr>
<td>Humanities</td>
<td>94%</td>
<td>83%</td>
<td>$49,000</td>
</tr>
<tr>
<td>Law</td>
<td>97%</td>
<td>98%</td>
<td>$85,000</td>
</tr>
<tr>
<td>Science</td>
<td>94%</td>
<td>80%</td>
<td>$55,000</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>95%</td>
<td>86%</td>
<td>$50,000</td>
</tr>
<tr>
<td>UVic overall</td>
<td>91%</td>
<td>90%</td>
<td>$63,000</td>
</tr>
</tbody>
</table>

Source: 2020 Survey of 2018 UVic Baccalaureate Graduates

Co-op and community service learning placements by employer type

We have worked hard to grow Indigenous student participation in co-op, including through our award-winning International Indigenous Co-operative Education Program. We now have the highest percentage of Indigenous students enrolled in co-op of any Canadian institution. Our dedicated Indigenous co-op coordinator helps tailor career development opportunities and reduce financial barriers. Further, the Aboriginal Canadian Entrepreneurs
Program at UVic assists prospective Aboriginal entrepreneurs through an innovative and culturally-relevant curriculum that includes workshops, coaching and mentorship designed to empower students with the tools and expertise needed to run a business.

Our Division of Continuing Studies offers diploma and certificate programs, upskilling and reskilling courses, and micro-credentials that lead to job placements. We are building on the success of our existing micro-credentialing programs with community and industry partners to explore micro-credentialing opportunities with Canadian Forces Base Esquimalt and Canada Border Services Agency. We also continue to partner with other post-secondary institutions to make education more accessible for learners in the West Shore.

Partnerships with other post-secondary institutions, all levels of government, industry, business and the community are essential as we ensure BC has the talent, skills and training needed for its economic recovery.

A final thought
Guided by our institutional Strategic Framework, UVic will work with our government, business and community partners to deliver on our commitments to people, places and the planet. Our strength lies in the integration of research, teaching and learning; the quality and accessibility of faculty and staff; and the excellence of our research programs with their strong interdisciplinary and international focus.

As this report demonstrates, we have achieved much and advanced as an institution in recent years, but we recognize that we still have a lot of work to do. This is especially true in the areas of truth, respect and reconciliation, as well as equity, diversity and inclusion more broadly. We are absolutely committed to creating a better and more just society for all citizens, both locally and internationally, through education, research and action. Together, we are working to build a better, and safer, BC.

Alignment with Ministry’s strategic objectives

<table>
<thead>
<tr>
<th>Mandate Letter 2020/21</th>
<th>Required for Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>UVic’s Strategic Framework, SEM Plan and Indigenous Plan all contain strategies, goals and actions to respond to the TRC Calls to Action and UNDRIP. We fully support government’s commitment to a comprehensive post-secondary strategy to support Indigenous students. Our progress is summarized in the reporting template (<a href="#">appendix B</a>), and we will continue to work collaboratively to address and implement further actions in the coming year.</td>
</tr>
<tr>
<td>2. Contribute to an accessible and relevant post-secondary system by:</td>
<td></td>
</tr>
<tr>
<td>a. Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity;</td>
<td>Our 2019 SEM Plan continues to guide the university’s recruitment, retention and student success initiatives for the next five to 10 years. Commitments include improving access and retention for under-represented populations on our campus, as well as diversifying our student population. Some notable initiatives undertaken in 2020/21 to support SEM include:</td>
</tr>
</tbody>
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</tr>
</tbody>
</table>
- A new scholarship program to increase the representation of women and Indigenous peoples in engineering and computer science.
- Supporting students with lived experience in care, including through the UVic Youth in Care Tuition Award. In our last reporting cycle, 46 students received this award, totaling $163,039. Of these students, 30 also qualified for the BC Government Waiver.
- The New Student Connect program, which includes “pods” for LGBTQ+ students, international students, and students with lived experience in care to connect with and support one another.

In 2020, the Coast Capital Savings Innovation Centre launched the Women’s Entrepreneurship Ideate Program, a three-month program that helps women, including students, turn a “big idea” into a business. The first cohort of 31 women started in fall 2020.

b. Ensuring student safety and inclusion;

As defined in our Strategic Framework, UVic is committed to providing a safe and inclusive environment for all people in our community. Some initiatives to further this work include:

- Transitioning Bringing in the Bystander workshops online during the pandemic. This workshop builds awareness and skills to recognize and intervene in situations of sexualized violence. Students who complete the training receive a certificate for participation and credit on their co-curricular record.
- Additional sexualized violence training and education for faculty, staff and students. Once launched, UVic will participate in the Sexual Violence and Misconduct Student Climate Survey.
- Resources and initiatives offered through Equity and Human Rights (EQHR) to remove barriers and increase access for trans, Two-Spirit and non-binary people.
- A suite of equity, diversity and inclusion workshops and programs for faculty, staff and students, such as anti-racism programming and Indigenous Cultural Acumen Training.
- A new Anti-Racism Initiative Grant to support faculty and staff to substantially revise programs, courses, curricula or learning resources.
- Updating campus spaces to be more inclusive, including increasing the number of inclusive washrooms as recommended by the Inclusive Washrooms Advisory Group’s report.

UVic made significant advancements in student mental health and wellness resources in 2020/21:
• We opened the Student Wellness Centre (SWC), bringing together health, counselling and Multifaith supports to provide an integrated, holistic approach to students’ health and well-being.

• We implemented SupportConnect, a comprehensive virtual 24/7 student mental health support program. 360 students accessed this program since launching in September, with some students using it multiple times. The program is part of the integrated mental health supports offered through the SWC and coordinated with mental health supports offered outside the SWC. It is also a resource for faculty and staff consultation when supporting students who struggle with mental health.

In response to the pandemic, we launched UVic’s Self-Isolation Program (SIP) to support the safe arrival of international students to Canada. Since its launch in fall 2020, SIP has supported approximately 450 students arriving for study with UVic. SIP provides assistance with transportation and accommodations for the quarantine period, as well as social programming, health and well-being supports, and financial supports.

c. Enhancing system innovation through participating in a post-secondary digital system strategy, including delivery of Education Planner and other digital learning activities and initiatives; UVic participates in the post-secondary digital system strategy through our work on Education Planner and with BCNET. UVic has made progress towards implementing Education Planner and plays a role in governance of this initiative by participating in the Education Planner Steering Committee and other project committees. With BCNET, UVic participates on the Board as well as in developing and using shared services for the post-secondary sector, which includes cybersecurity and other technologies that support learning and teaching.

d. Providing programming that meets local, regional or provincial labour market and economic needs; and Last year, the Ministry granted UVic approval to offer the Master of Engineering in Industrial Ecology degree. The program is important for supporting clean growth and green jobs in the BC economy. In addition, a Master of Management program and Master of Biomedical Engineering program were also recently approved.

e. Working with the Ministry to implement a student-centred international education framework that supports the success of domestic and international students. UVic works with student societies and international students to achieve a balanced approach to international education, aligned with BC’s International Education Framework, our International Plan and our SEM Plan. COVID-19 presented unique challenges and the university has responded by implementing new international student support programs and innovative initiatives to ensure our students and researchers are supported in their global activities.

Last year, UVic’s Office of Global Engagement and International Student Services focused on strategies for supporting current
3. Develop and recognize flexible learning pathways for students to access postsecondary education and skills training including:

<p>| | |</p>
<table>
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</thead>
</table>
| a. Actively engaging with your local school districts to expand dual credit opportunities for students; | UVic has been providing opportunities for high school students to register in a credit course through Accelerated Entry since 1971. In 2009, an arrangement with SD61 enhanced this special admission category by creating the uStart dual credit program, specifically geared toward grade 12 students. We receive approximately 25-40 applications annually, with 31 applications in 2020/21 submitted by students from all seven high schools in the district.

Further, we continue to update and improve processes, procedures, and tools to support new high school applicants as they transition into the university. These transition supports also set students up for academic and personal success throughout their university degree. Some current examples include:

- **New Student Connect** – an online university community where new students connect with others entering their first-year at UVic and who are supported by upper-level student leaders. These Engage Leaders check in with students regularly and provide ongoing support and information about things relevant to each student’s university journey.
- **Academic Advising** – advisers help match programs and opportunities to student’s abilities, interests and career goals.
- **Registration 101** – webinars for new undergraduate students include information about meeting academic requirements, selecting courses and course registration.
- **Discover UVic** – an online event for undergraduate students to learn about what it means to be a UVic student, including information about the co-op program and hands-on learning.
- **Student Recruitment Team** – assists prospective students and their families with questions and resources, from first point of contact to orientation.
- **Pre-Arrival Program** – this online program allows students to learn what to expect inside and outside of the classroom, learn about supports and services, explore strategies for university success, and feel ready and confident to start the term.
• **New Student Welcome** – UVic's orientation program for all new undergraduate first-year, transfer and exchange students. The two-day program introduces students to their faculty, academic expectations, support services and fellow students. It was delivered online in fall 2020, with programming spread over two days. Additionally, there are **orientation events** specific to international students, Indigenous students, and students living in residence.

b. Supporting lifelong learning pathways across the public postsecondary system; and

Much of our recruitment success can be attributed to strong pathway and outreach programs, including:

• **Science Venture** – workshops, after school clubs, summer camps, and events designed for K-12 students to stimulate an interest and passion for STEM, established in 1991.
• **HighTechU** – a learning community for high-school-aged youth in BC to make connections, build professional skills, and explore diverse education and career pathways related to technology.
• **3C Challenge** – an opportunity for Indigenous people, ages 18 to 35, to develop their business skills and explore their entrepreneurial spirit, co-developed with the BC Association of Aboriginal Friendship Centres.
• **Indigenous Mini-University** – a week-long summer camp that gives BC youth a taste of university life. The 17th annual Mini-U will be hosted through an online platform this year.
• **Opening My World of Learning (OWL)** – a new and immersive program that explores university education, campus life and Indigenous cultural experiences.
• **The Living Lab Project** – experiential learning programs designed to provide knowledge, skills, tools and curriculum for environmental education, monitoring and eco-cultural restoration.

Further, in a typical year we visit schools, host school fieldtrips to see our facilities and hold annual events on campus. Our Speakers Bureau program connects UVic experts with students in the K-12 system, promoting lifelong learning and fostering connections with UVic early on.

Our Division of Continuing Studies provides adult and continuing education programming in co-operation with UVic faculties and community partners. The **Pathways & Opportunities** initiative for Indigenous adult learners helps potential students learn about the benefits of a post-secondary education and envision their future educational options.
c. Advancing and supporting open learning resources.

To support online teaching and learning during the COVID-19 pandemic, we developed online resources and supports for instructors and students:

- **Teach Anywhere** – provides instructors with resources on course design and redesign, learning technologies, strategies to enhance teaching effectiveness, and a range of workshops and courses.
- **Learn Anywhere** – provides students with academic supports, online tools, strategies to support well-being and learning, and opportunities for hands-on learning.
- A new and comprehensive suite of technologies for online learning, teaching and collaboration, including CourseSpaces, Zoom, Kaltura, Microsoft Teams, and CrowdMark. Many of these will continue to be used as we transition back to in-person education.

UVic Libraries is dedicated to exploring and promoting open education resources, through which UVic students and faculty can access open textbooks. In 2019, we collaborated with our students’ society to offer a grant for the purpose of the adoption, adaptation, or development of open educational resources for undergraduates. The aim is to replace existing and often costly textbooks or other educational resources. The COVID-19 pandemic has further underscored the need for accessible education resources, with many instructors exploring and integrating open education resources in their courses.

<table>
<thead>
<tr>
<th>4. Strengthen workforce connections for student and worker transitions by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health);</td>
</tr>
</tbody>
</table>

UVic offers undergraduate and graduate health programs in the Faculties of Science, Social Sciences, Education, Human and Social Development and the Division of Medical Sciences that provide pathways to post-graduate studies, medical education, professional education and post-graduate employment in the health fields.

We continue to work with our institutional partners to increase our enrolment and retention in our nursing programs. This year, we completed the third year of our Nurse Practitioner expansion.

In BC, the technology industry is the biggest and fastest growing sector in the province. UVic has the second largest engineering faculty in BC with 2,500 full-time equivalent undergraduate students and more than 500 graduate students. An expansion is underway to create more spaces for engineering and computer science students, along with necessary resources.
### b. Increasing co-op and work-integrated learning opportunities;

As demonstrated earlier in this report, hands-on experiential learning is an essential part of the student experience. In addition to our successful co-op program, we also provide practica placements, community service learning placements, field schools, internship opportunities, international student mobility programming, and in-course hands-on learning integration.

Over the past few years, UVic has placed special emphasis on:

- Expanding hands-on learning opportunities within STEM. All UVic engineering students are required to take a minimum of four co-op terms.
- Providing co-op opportunities for graduate students. UVic has one of the highest proportions of graduate students in Canada participating in co-op as part of their degrees.
- Increasing co-op placements among Indigenous students, including through a dedicated co-op coordinator, wage subsidies with Indigenous community organizations, and the Indigenous International Work Integrated Learning Exchange Program.
- Increasing community-based learning opportunities, including through our Experiential Learning Fund. The fund includes the Community-Engaged Learning Grant, Research-Enriched Teaching Grant, and Field-Based Learning Grant, as well as the CEL Emergent Activities Fund.

Overall, we made 3,704 co-op placements in 2020/21. Although there was a decline in placements due to COVID-19, it was only -9.8% over last year compared to the national average of -25% across all institutions. The [Co-op & Career Annual Report](#) provides additional data.

### c. Responding to the reskilling needs of British Columbians to support employment and career transitions; and

UVic Co-op and Career supports the employment and career transitions of all UVic students. Our 2019/20 convocation surveys show that 66% of UVic students had received offers of employment by their graduation date. Of those, 86% reported that their positions were career-oriented and in their chosen field.

In fall 2020, UVic Co-op and Career and CanAssist piloted CanWork, an innovative work-integrated learning employment support program for UVic students with disabilities who self-identify as requiring accommodations and personalized supports. Over 85 students expressed interest in participating and 30 students were selected on a first come, first serve basis. Of those, 82% of the participants confirmed that they felt more confident in self-advocacy regarding employment.
<table>
<thead>
<tr>
<th>Supporting students’ awareness of career planning resources (such as the Labour Market Outlook).</th>
</tr>
</thead>
<tbody>
<tr>
<td>UVic Co-op and Career supports the career development of all UVic students. Last year, close to 8,000 students accessed career services opportunities, attending close to 5,000 career-related workshops and presentations, including a range of programming delivered at the program and faculty level. Co-op and Career is developing a new web-based tool to support students to explore and understand their program-specific career options, competencies and hands-on learning opportunities.</td>
</tr>
</tbody>
</table>

The Division of Continuing Studies piloted two provincially-funded micro-credentials to help over 600 British Columbians upskill and reskill: 1) Essential Skills for Data Literacy, and 2) Skills to Support Independent Living. The Division also launched five new micro-credentials in areas of business, health, emergency planning, and teachers’ education.
## Appendix A: 2020/21 Accountability Framework Performance Measure Results

### Performance measure 1

<table>
<thead>
<tr>
<th>Reporting year</th>
<th>2019/20 Actual</th>
<th>2020/21 Target</th>
<th>2020/21 Actual</th>
<th>2020/21 Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Spaces</strong>&lt;sup&gt;2&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total student spaces</td>
<td>16,817</td>
<td>16,265</td>
<td>16,869</td>
<td>Achieved</td>
</tr>
<tr>
<td>Nursing and other allied health programs</td>
<td>626</td>
<td>732</td>
<td>604</td>
<td>Not achieved</td>
</tr>
</tbody>
</table>

The demands and composition of Nursing programming has shifted over recent years and targets may no longer be relevant to the realities of current programming. Progress is underway to review nursing FTE targets in consultation with the Ministry to ensure delivery targets are appropriate to existing and future contexts.

### Credentials awarded<sup>4</sup>

| Number | 4,265 | 4,273 | 4,321 | Achieved |

### Sponsored Research Funding

<table>
<thead>
<tr>
<th>Sponsored research funding from all sources (million $)</th>
<th>$114.1</th>
<th>$125.0</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal sources (million $)</td>
<td>$77.1</td>
<td>$86.8</td>
<td></td>
</tr>
<tr>
<td>Provincial sources (million $)</td>
<td>$11.7</td>
<td>$11.7</td>
<td></td>
</tr>
<tr>
<td>Other sources (million $)</td>
<td>$25.3</td>
<td>$26.5</td>
<td></td>
</tr>
</tbody>
</table>

### Aboriginal student spaces<sup>4</sup>

| Total Aboriginal student spaces | 935 | 950 | 976 | Achieved |
| Ministry (AEST) | 935 | 976 | |
| Industry Training Authority (ITA) | N/A | N/A | |

### Student satisfaction with education<sup>5,6</sup>

| Bachelor degree graduates | 91.4% | 1.2% | ≥ 90% | 91.7% | 1.1% | Achieved |

### Student assessment of the quality of instruction<sup>5,6</sup>

| Bachelor degree graduates | 92.4% | 1.1% | ≥ 90% | 92.3% | 1.1% | Achieved |

### Student assessment of skill development<sup>5,6</sup>

| Bachelor degree graduates | 86.5% | 1.1% | ≥ 85% | 84.0% | 1.2% | Achieved |

### Student assessment of usefulness of knowledge and skills in performing job<sup>5,6</sup>

| Bachelor degree graduates | 84.7% | 1.8% | ≥ 90% | 87.7% | 1.6% | Substantially achieved |

### Unemployment Rate<sup>5,6</sup>

| Bachelor degree graduates | 6.7% | 1.2% | ≤ 17.7% | 9.0% | 1.3% | Achieved |

---

**Notes:**

N/A - Not assessed.

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

1 Please consult the 2020/21 Standards Manual for a current description of each measure.

2 Results from the 2020/21 reporting year are based on data from the 2020/21 fiscal year; results from the 2019/20 reporting period are based on data from the 2019/20 fiscal year. 2020/21 actuals and targets are as of June 1, 2021.

3 Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2020/21 reporting year are a three-year average of the 2017/18, 2018/19, and 2019/20 fiscal years.

4 Results from the 2020/21 reporting year are based on data from the 2019/20 fiscal year; results from the 2019/20 reporting period are based on data from
the 2018/19 fiscal year.

5 Results from the 2019/20 reporting year are based on 2019 survey data; results from the 2020/21 reporting year are based on 2020 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.

<table>
<thead>
<tr>
<th>Target assessment scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieved</td>
<td>100% or more of the target</td>
</tr>
<tr>
<td>Substantially achieved</td>
<td>90% to &lt;100% of the target</td>
</tr>
<tr>
<td>Not achieved</td>
<td>&lt;90% of the target</td>
</tr>
<tr>
<td>Not assessed</td>
<td>Measures without targets or survey results with less than 20 respondents or a margin of error of 10% or greater</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Reporting year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2019/20 Actual</td>
</tr>
<tr>
<td>Bachelor degree graduates' assessment of skill development</td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>+/-</td>
</tr>
<tr>
<td>Skills development (avg. %)</td>
<td>86.5%</td>
</tr>
<tr>
<td>Written communication</td>
<td>87.3%</td>
</tr>
<tr>
<td>Oral communication</td>
<td>82.3%</td>
</tr>
<tr>
<td>Group collaboration</td>
<td>80.4%</td>
</tr>
<tr>
<td>Critical analysis</td>
<td>92.7%</td>
</tr>
<tr>
<td>Problem resolution</td>
<td>81.8%</td>
</tr>
<tr>
<td>Learn on your own</td>
<td>91.4%</td>
</tr>
<tr>
<td>Reading and comprehension</td>
<td>89.2%</td>
</tr>
</tbody>
</table>

Accountability Framework Performance Targets: 2021/22 to 2023/24

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2021/22</th>
<th>2022/23</th>
<th>2023/24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student spaces²</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total student spaces</td>
<td>16,418</td>
<td>16,493</td>
<td>16,493</td>
</tr>
<tr>
<td>Nursing and other allied health programs</td>
<td>735</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic³ credentials awarded</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>4,318</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>2021/22</th>
<th>2022/23</th>
<th>2023/24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student satisfaction with education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student assessment of the quality of instruction</td>
<td>≥ 90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student assessment of usefulness of knowledge and skills in performing job</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students’ assessment of skill development (average %)</td>
<td></td>
<td></td>
<td>≥ 85%</td>
</tr>
<tr>
<td>Unemployment rate</td>
<td>≤ unemployment rate of the population aged 18-29 with high school credentials or less</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B: Progress on implementation of TRC’s Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples (Mandate Priority #1)

Using the template provided by the Ministry, the University of Victoria has summarized our progress towards implementation of the Truth and Reconciliation Commission’s Calls to Action and articles of the United Nations Declaration on the Rights of Indigenous Peoples at Public Post-Secondary Institutions in BC.

Our progress has been guided by our Indigenous Plan 2017–2022 and in consultation with faculty, staff, students, alumni, community and partners. They represent the wisdom and efforts of many.

<table>
<thead>
<tr>
<th>TRC CALL TO ACTION(^1) and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE</th>
<th>INITIATIVES AND PARTNERSHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRESS</td>
<td>Identify whether the initiative is:</td>
</tr>
<tr>
<td></td>
<td>• New(^2)</td>
</tr>
<tr>
<td></td>
<td>• Planned vs In Progress vs Implemented or</td>
</tr>
<tr>
<td></td>
<td>• Ongoing</td>
</tr>
<tr>
<td></td>
<td>If there is no relevant program show as N/A.</td>
</tr>
<tr>
<td>PROGRESS</td>
<td>Provide key details 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. Include links where relevant. Add rows to report on additional initiatives as required.</td>
</tr>
</tbody>
</table>

1: SOCIAL WORK

We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.

<table>
<thead>
<tr>
<th>PROGRESS</th>
<th>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td>• Since 2000/01, a Bachelor of Social Work (BSW) Indigenous Specialization and a Bachelor of Social Work Indigenous Child Welfare Specialization have been offered for Indigenous students.</td>
</tr>
<tr>
<td></td>
<td>• A Master of Social Work (MSW) Indigenous Specialization for Indigenous students was launched in 2009. Similar to the standard BSW and MSW programs, each specialization interrogates historically oppressive practices within a specific context and considers alternative methods of engagement that are centered in the values of anti-oppression and social justice.</td>
</tr>
<tr>
<td></td>
<td>• All UVic BSW students complete two required Indigenous content-centered</td>
</tr>
</tbody>
</table>

\(^1\) “…” represents omitted text not related to post-secondary education from the original Call to Action.

\(^2\) New initiatives start in the current reporting year and have not been previously reported on.
We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

<table>
<thead>
<tr>
<th>PROGRESS</th>
<th>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</th>
</tr>
</thead>
</table>
| Implemented | • The Child and Youth Care undergraduate curriculum was updated by an Indigenous faculty member in 2020.  
• Two Circle courses were implemented for Indigenous students in fall 2019 (at the 100 and 300 level) to ensure appropriate, meaningful education that is culturally appropriate for CYC Indigenous students to prepare them to work with and support children, youth and families. |
| Ongoing | • UVic’s School of Child and Youth Care has an [Indigenous specialization stream](#) that introduces students to critical theory and necessary protocols for respectful entry into child and youth care practice within Indigenous contexts. Curriculum development at the undergrad and graduate levels address numerous themes, such as Indigenous early years/early childhood, Indigenous child and youth development, Indigenous family systems, Indigenous research, land-based pedagogies/work with Elders and knowledge keepers, using Indigenous models in front line practice with children, youth, families and communities, and promoting Indigenous scholarship related to law in child and family services, mental and holistic health, counselling and child welfare. This specialization is intended for both Indigenous and non-Indigenous students. Students’ final practicum must be in an Indigenous setting.  
• The [Early Childhood Education Years specialization](#) consists of four courses that address the impacts of colonization on early childhood. |

We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.

<table>
<thead>
<tr>
<th>PROGRESS</th>
<th>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</th>
</tr>
</thead>
</table>
| Ongoing | • Indigenous language teaching at UVic is informed by more than 40 years’ experience offering Indigenous language programming in community in order to enable adult language learners to increase language proficiency and support language revitalization in their communities.  
• UVic offers the following undergraduate Indigenous language programs:  
  • [Certificate in Indigenous Language Revitalization](#)  
  • [Certificate in Indigenous Language Proficiency](#)  
  • [Diploma in Indigenous Language Revitalization](#)  
  • [Bachelor of Arts in Indigenous Studies](#)  
  • [Bachelor of Education in Indigenous Language Revitalization](#)  
• UVic offers the following graduate non-degree and degree programs:  
  • [Certificate in Indigenous Nationhood](#)  
  • [Graduate Certificate in Indigenous Language Revitalization](#) |
### 23: HEALTH-CARE PROFESSIONALS

We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.

<table>
<thead>
<tr>
<th>PROGRESS</th>
<th>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td>• Dr. Onowa McIvor in UVic’s Department of Indigenous Education co-leads NETOLNEW, a national and collaborative project to support and expand language revitalization efforts across Canada.</td>
</tr>
</tbody>
</table>

| New      | • Students in our Bachelor of Arts in Health and Community Services can focus on Indigenous peoples’ health. Program requirements include three courses on traditional healing in Indigenous communities, wise practices in Indigenous community health and Indigenous global health. Applications from Indigenous students to this program are prioritized.  
• Students in our Master of Public Health and Social Policy can now also focus on Indigenous peoples’ health. As part of the program, students learn about Indigenous community engagement and leadership, Indigenous public health and social policy and Indigenous health research methodologies. Applications from Indigenous students to this program are prioritized. |

### 24: MEDICAL AND NURSING SCHOOLS

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 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.

<table>
<thead>
<tr>
<th>PROGRESS</th>
<th>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</th>
</tr>
</thead>
</table>
| Ongoing  | • The Island Medical Program (IMP), delivered in partnership with UBC and Island Health, has graduated 22 students who self-identified as Indigenous, with nine currently enrolled. IMP admissions includes an Indigenous pathway that aims to fill 5% of seats with qualified Indigenous applicants.  
• IMP students at UVic are trained to work with Indigenous communities through meetings with key health contacts and leaders. They explore systemic practices, learn Indigenous perspectives on wellness, cultural humility, cultural safety approaches in health care practice and celebration of diversity, enabling them to better address the needs of Indigenous individuals and communities.  
• A required course in the School of Nursing focuses on understandings of socioeconomic history, current contexts that shape the lives of Indigenous people and their communities’ health in Canada. Concepts of cultural safety, humility and racism are explored through a variety of lenses and learning activities. In addition, the school has initiated a community-based collaborative learning unit with the Tsartlip and Tsawout First Nations. |
• School of Nursing admissions through Camosun College have doubled the dedicated seats for Indigenous students (from 8 to 16), now at 10% of total admissions to the Bachelor of Science in Nursing program. In addition, we now have dedicated seats for Indigenous students in our Master of Nursing.

### 28: LAW SCHOOLS

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.

#### PROGRESS

<table>
<thead>
<tr>
<th>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ongoing</strong></td>
</tr>
<tr>
<td>• In 2018, UVic launched a four-year joint degree program in <a href="https://example.com">Canadian Common Law (JD) and Indigenous Legal Orders (JID)</a>. Elements of the program are taught through intensive, mutually-illuminating comparison in courses that deal with Canadian law and one or more Indigenous legal traditions.</td>
</tr>
<tr>
<td>• Ry Moran began his role as UVic’s inaugural Associate University Librarian – Reconciliation in October 2020. In this role, Moran supports existing initiatives and projects at UVic including the Faculty of Law’s JD/JID program, the study and understanding of Indigenous laws, and the Indigenous Law Research Unit.</td>
</tr>
<tr>
<td><strong>Ongoing</strong></td>
</tr>
<tr>
<td>• The compulsory <a href="https://example.com">Coast Salish Legal Studies course</a> introduces the legal tradition of this region, using legal categories drawn from that tradition and exploring how those categories relate to concepts within Coast Salish languages. A crucial dimension of the program is its community-based field schools where students learn from community-based experts on a particular Indigenous Peoples’ legal order, observe the ways in which Indigenous legal processes are being employed today, and work with the community on law-related projects. The study enables students to acquire an understanding of the institutions, sources of law, forms of reasoning, principles, and procedures particular to that Indigenous Peoples’ law.</td>
</tr>
<tr>
<td><strong>Ongoing</strong></td>
</tr>
<tr>
<td>• UVic’s first-year JD students are invited to participate in an <a href="https://example.com">Indigenous Perspectives Camp</a>, which has just celebrated its 25th anniversary. It attracts a large number of student participants.</td>
</tr>
<tr>
<td><strong>Ongoing</strong></td>
</tr>
<tr>
<td>• Substantial indigenous content is incorporated into compulsory courses in Constitutional Law, Criminal Law, Law, Legislation &amp; Policy, Legal Research &amp; Writing, Property, Torts, Administrative Law, and Legal Ethics &amp; Professionalism, and into elective courses such as Family Law, Intellectual Property, International Human Rights and Dispute Resolution, and, Taxation.</td>
</tr>
<tr>
<td><strong>New</strong></td>
</tr>
<tr>
<td>• A compulsory Legal Process class to introduce Indigenous legal traditions.</td>
</tr>
</tbody>
</table>

### PUBLIC SERVANTS

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.

#### PROGRESS

<table>
<thead>
<tr>
<th>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ongoing</strong></td>
</tr>
<tr>
<td>• The Indigenous Cultural Acumen Training (ICAT) is a campus-wide workshop to support the ongoing work of making UVic a better place for Indigenous</td>
</tr>
</tbody>
</table>
students and community members, and, by extension, for all students, faculty and staff. The session offers foundational information about the colonial context (historical and current) of Indigenous people in Canada. It also comprises a response to the Calls to Action from the Truth and Reconciliation Commission Final Report.

**Ongoing**

- Our Certificate in the Administration of Indigenous Governments provides students who are practicing or aspiring managers in the public and non-profit sector to broaden their understanding and intercultural competency. Students can use credits earned towards a Diploma in Public Sector Management.
- UVic’s School of Public Administration has developed a competency framework that includes Indigenous history, traditions, knowledge bases and governance structures. The objective is that all our MPA and MA in Community Development students graduate with these competencies. All new courses must consider this framework in their design, and faculty are encouraged to review existing courses.

**New**

- The Graduate Evaluation Certificate has been updated to include a required course on culturally responsive evaluation.
- Three core courses in the *Master of Arts in Community Development* were redesigned to include Indigenous history, rights and perspectives. This is part of an ongoing commitment to introduce more Indigenous-focused content in courses.
- The Diploma in Indigenous Community Development and Governance continues, but UVic is working on a proposal to secure sustainable and long-term funding for this program and to use the courses of the diploma to offer a professional certificate and a minor in Indigenous Community Development and Governance.
- Two new courses have been introduced in four of our undergraduate programs as well as in some of our certificate and diploma programs: understanding Indigenous Governance in Canada and governance for planetary health. This will increase the educational offerings on Indigenous governance for current public servants.
- The recruitment of an *Impact Chair in Transformative Governance for Planetary Health* will further research and engagement with Indigenous groups. The chair will also further develop courses on governance for planetary health that will include sessions on climate justice and Indigenous health frameworks.

---

**62: TEACHER EDUCATION**

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

**PROGRESS**

**NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS**

**Ongoing**

- In the Faculty of Education, every student teacher requires one mandatory course on Indigenous Education in their program of study which is satisfied by taking IED 373. By addressing changes in history, education, and policies as well as the contributions to the Canadian landscape by Aboriginal people in the preparation of future teachers, we hope to contribute to the inclusion and expansion of relevant content in the K-12 curriculum and programs. We continue to work closely with local school districts and with our Advisory Board on Indigenous Education.
- Indigenous education has been growing in the Faculty of Education since 1999,
and in 2017, we created Indigenous Education. The research project—NETOLNEW—was funded through a SSHRC Partnership Grant and is entering its third year.

- Each year, in addition to the above mandatory course, Indigenous Education offers elective courses in Indigenous pedagogies (374) and the History of Indigenous Education in Canada (371). In June, teacher education students may enroll in an intensive 4-course Summer Institute in Indigenous Education that provides experiential learning opportunities to deepen knowledge of Indigenous worldviews, histories, knowledge and perspectives to better prepare them to understand and explain the rights and responsibilities of Indigenous people and settlers living in Canada.

- Indigenous Education will offer an integrated 10 course set for working teachers in Teaching and Learning Indigenous Perspectives from summer 2020-summer 2021. Teachers taking the set of courses will develop skills and confidence to integrate Indigenous perspectives into their teacher identities and practices, and will be eligible for pay upgrades upon completion.

- We expanded application of the Mentor-Apprentice Program (MAP) in our Indigenous Language Revitalization (ILR) programming. The B.Ed. in ILR will graduate Indigenous teachers in 2020 and accept a new cohort of future Indigenous teachers.

| New | • Indigenous Education Post-Degree Professional Program (PDPP) (Elementary focused) is a new program at UVic. The post-degree professional program will provide aspiring teachers, both Indigenous and non-Indigenous, with a relevant, relational and transformative education designed to foster a deeper understanding of First Nations, Inuit and Métis histories, cultures and ways of knowing and being. The program is designed to enhance relational accountabilities with local indigenous people and communities. Graduates of the 24-month program will receive a Bachelor of Education degree and are eligible to apply for a BC Teaching Certificate. |

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### 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.

<table>
<thead>
<tr>
<th>PROGRESS</th>
<th>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### 92: BUSINESS SCHOOLS

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.

<table>
<thead>
<tr>
<th>PROGRESS</th>
<th>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</th>
</tr>
</thead>
</table>
| Ongoing | • Our Master of Business Administration (MBA) and Bachelor of Commerce (BCom) students are introduced to human rights in general and UNDRIP, including the rights to development and self-determination. Students also learn about a range of issues that have been endured by Indigenous peoples, with particular attention given to extractive industry projects and indigenous communities.  
• Within the context of Indigenous community relations with extractive industries, |
students are trained to use a framework for stakeholder Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

- BCOM students take part in ICAT as part of their orientation programming.
- MBA and Master of Global Business (MGB) students are provided a broader introduction to the history of Indigenous peoples in Canada by a visiting First Nations Elder, including the effects of the residential school system as well as an introduction to cultural values that guide many Indigenous communities in terms of development.
- MBA students complete a historical exploration assignment based on the film “Indigenous and Canadian Histories 101: What you didn’t learn in high school,” followed by a facilitated discussion of Indigenous histories co-facilitated by a visiting Elder.
- PhD students are introduced to the unique challenges facing Indigenous people through doctoral-level core courses and workshops. Students are encouraged to think critically and to conduct research that tackles important global societal issues, including those that affect Indigenous communities. This includes conducting research with indigenous communities and discussions on decolonizing business schools.

New

- The Peter B. Gustavson School of Business has been actively recruiting Indigenous faculty and staff. An Assistant Professor from the Indigenous community of Wendake recently joined, who has observed incongruities between Indigenous ways of organizing and contemporary colonial models and who aims to translate Indigenous knowledge and challenge colonial assumptions.
- BCOM students take part in a self-location assignment, allowing them to reflect on the land they came from, the land they live on and stewardship. They also do a Truth and Reconciliation reflection and action plan assignment.
- The BCOM RBC Case Competition featured an Indigenous company case that all core students participated in.
- The new Master of Management (MM) Program will provide students with the same orientation as MBA and MGB, including ICAT.
- An MBA course on Foundations of Stability shows how business can be sustainable, profitable and a force for social change, including through First Nations/Indigenous approaches to economic development, human rights and anti-racism.
UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES
IMPLEMENTATION

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:

Article 14

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.

Article 15

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.

Article 21

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.

PROGRESS | NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
---|---
As demonstrated throughout this report, UVic has worked in support of these articles in various ways, guided by our Strategic Framework, Indigenous Plan and Strategic Enrolment Management Plan.

Further, we have identified five key areas that we would like to emphasize, outlined below. These initiatives and programs have been developed in consultation with Indigenous students and local Indigenous nations and organizations, and are designed to meet the educational needs of these groups.

GOVERNANCE AND COMMUNITY COLLABORATION

CONTINUING

- UVic has an Indigenous Community Engagement Council co-chaired by the President and the AVP Indigenous (formerly Special Advisor to the President).
- The university follows Coast Salish protocols, including territorial welcomes, hand-delivering invitations and honouring relationships.
- The Indigenous Plan commits to improving community relationships and including Indigenous representation in governance structures at the university.
- Based on extensive consultation with Elders and knowledge holders, the university has developed and implemented a comprehensive smudging policy (covering residences, classrooms and offices).
- Planning and construction processes for new building construction have been revised to ensure community consultation regarding respect for the land (use of trees) and inclusion of Coast Salish design elements.

NEW

- In 2021 we appointed the inaugural Associate Vice-President Indigenous. This position is a member of the University Executive, guiding and influencing key decision making at the institution.
- In 2020, we appointed the inaugural Associate University Librarian—Reconciliation (AUL-R)—the first such position in Canada. Through this appointment, a stronger connection will be made with internal and external stakeholders in deepening truth and reconciliation efforts across the university.
In this role, the AUL-R:

- Advances implementation of UNDRIP within UVic Libraries and across campus;
- Ensures implementation of TRC Call to Action 57 including through learning sessions;
- Ensures implementation of the Principles of Reconciliation as expressed in the TRC’s reports;
- Provides advice, guidance and direction to a broad range of internal and external stakeholders to the University community;
- Continues to support and advance the important work of the National Centre for Truth and Reconciliation; and,
- Assists in advancing calls on Indigenous law, research, commemoration, health, memorialization, responsibilities of businesses and more.

- The university is updating policies and practices related to building naming and renaming, making it possible to give new and existing buildings names from local Indigenous languages. UVic has consulted with local language champions to request text for signage.

- Reconciling Ways of Knowing online forum joined UVic's Victoria Forum on November 12, 2020, to present “Millennia of Experience, Drawing on Indigenous Knowledge in Responding to COVID-19.” The dialogue explored how collaboration between Indigenous knowledge and science can improve public health outcomes. NCIED and Gustavson School of Business are partners in the Reconciling Ways of Knowing Forum.

- UVic hosted the WestVAC/WestVPR 2021 conference for academic leaders in western Canada. The topic was “Thickening Inclusion,” which included Indigenous perspectives and a dialogue on how to improve university cultures, policies and structures for BIPOC faculty, staff and students.

- UVic hosted an Indigenous Student Education Fair in partnership with Camosun College to share information about programs, opportunities and the student experience. Together we reached 193 Indigenous students from local high schools, tribal schools and adult education programs.

- We expanded the Elders in Residence program and shifted from an honoraria payment structure to Specialist Instructor contracts to reflect the level of cultural expertise they bring to the university.

- Beginning stages of developing a guidelines on how to better, more respectfully care for Indigenous art collections (which may include rematriation/repatriation) and developing guidelines for commission and presenting Indigenous art on campus.

- The Legacy Gallery has hired a full time Curator, Indigenous Art and Engagement to work with the gallery to honour Article 31 (1) and will lead in the repatriation work as per Articles 11 and 12.

### COMMUNITY YOUTH OUTREACH PROGRAMMING

Since the launch of our Indigenous Plan in 2017, UVic has created or expanded several pathway opportunities for Indigenous students, including:

- **Verna Kirkness Science and Engineering Education Program**
- **Indigenous Student Mini-University Camp**
- **Opening my World of Learning (OWL) Program**
<table>
<thead>
<tr>
<th>CURRENT STUDENT SUPPORTS</th>
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<tbody>
<tr>
<td><strong>CONTINUING</strong></td>
</tr>
<tr>
<td>• LE,_NONET provides a series of programs designed to welcome and support Indigenous students (First Nations, Inuit and Métis) throughout their educational journey at UVic.</td>
</tr>
<tr>
<td>• LE,_NONET Campus Cousins are Indigenous upper-level undergraduate and graduate students who support community building in the First Peoples House by hosting academic events (study halls, learning communities, workshops) and social and cultural events (feasts, movie nights, game nights).</td>
</tr>
<tr>
<td>Through partnerships with local Indigenous communities and funding from BC Government’s Aboriginal Service Plan, UVic offered the following services and supports throughout the pandemic:</td>
</tr>
<tr>
<td>• Elders-in-Residence</td>
</tr>
<tr>
<td>• Land and water-based activities (e.g., hunting, plant walks)</td>
</tr>
</tbody>
</table>
### ACADEMIC PROGRAMMING

#### CONTINUING
- **Indigenous language revitalization programs**, offered in collaboration with the Department of Linguistics and the Division of Continuing Studies, seek to support Indigenous communities to retain and revive their language.
- **GSB Executive Programs**, in partnerships with TRICORP, Coast Mountain College, First Nations Technology Council, BC Provincial Government and Service Canada, is responsible for the in-community and online delivery of the GSB Indigenous programs, including the provision of Indigenous and non-Indigenous instructors and facilitators.
- The **Empowering Aboriginal Generation of Leaders and Entrepreneurs Program (EAGLE)** provides a culturally appropriate and engaging environment that supports Indigenous people (age 18+) to explore leadership and entrepreneurship opportunities for themselves and their community.
- Since 1998/99, we have offered a **Master of Arts in Indigenous Governance** and a **PhD in Indigenous Governance by Special Arrangement**. These programs support the development of future Indigenous leaders by focusing on Indigenous resurgence, good governance and excellent scholarship that draws inspiration and guidance from traditional Indigenous knowledge.

#### NEW
- The **Master of Arts in Indigenous Governance** program was revitalized to build on traditional strengths, dedicated to Indigenous ways of knowing and being, innovative scholarship and teaching methods.
- UVic’s **School of Business**, in partnership with the Tribal Resources Investment Corporation (TRICORP), provides a range of relevant and responsive educational programs to support capacity building for Indigenous Nations, organizations and communities. All programs, delivered by invitation, are customized for each community and provided in a supportive environment.
- The **National Consortium for Indigenous Economic Development (NCIED)**, an initiative of the School of Business and Faculty of Law, supports wellness and economic development in Indigenous nations and communities through community-led research and culturally appropriate educational programs delivered in community.
- The NCIED **Visiting Indigenous Leaders Program** contributes to the development of the next generation of Indigenous and non-Indigenous leaders. Visiting leaders meet with students, faculty and staff to ensure that the research and educational programs address Indigenous wellness and economic development and maximize conditions for Indigenous economic strength and resilience.
- **Indigenous Advancement of Cultural Entrepreneurship (I-ACE)** provides award-winning entrepreneurial training. At the invitation of TRICORP, the program was co-developed in 2013 with School of Business to meet labour market demands in northwestern BC.
- **Indigenous Management and Leadership Programs** build on participants’ training, experience and management skill set to support taking on senior management positions, increasing their organization’s impact in their community, or facilitating succession planning.