

# Institutional Accountability Plan and Report 2024/25

## University of Victoria

Prepared for the Ministry of  
Post-Secondary Education and Future Skills

July 2025



University  
of Victoria



# Letter from Board Chair and President

June 30, 2025

Honourable Anne Kang  
Minister of Post-Secondary Education and Future Skills  
Government of British Columbia

Dear Minister Kang,

Thank you for your leadership of one of the most admired post-secondary systems in Canada. On behalf of the University of Victoria (UVic), we are pleased to submit our annual Institutional Accountability Plan and Report.

This is a pivotal time for British Columbia, and we are encouraged by the government's commitment to advancing economic growth, supporting communities, and improving access to education and training opportunities across the province. Our report responds to the priorities and principles outlined in your mandate letter, while also demonstrating how UVic is positioning itself to advance those priorities and realize those goals—working collaboratively with government, community, and industry partners.

Guided by our Strategic Plan, UVic provides leadership to our sector and communities in several ways: building a strong, inclusive economy; strengthening health care through education, training, and research; supporting Indigenous learners and reconciliation; improving affordability; and driving solutions for the climate crisis. We continue to seek opportunities to expand access to meaningful education and skills training, and to ensure that post-secondary institutions remain resilient, innovative, and responsive to emerging challenges.

Through our commitment to experiential and work-integrated learning, we are contributing to a future-ready workforce. The skills our students acquire in classrooms, labs, studios, workplaces, and in the field will be key drivers of the economy of the future—supporting BC's long-term prosperity. Notably, about three-quarters of our co-op students secure employment opportunities before they graduate, and graduates from all our programs achieve excellent labour market outcomes. Together, we are working toward a brighter, shared future for ourselves, our communities, and our world.

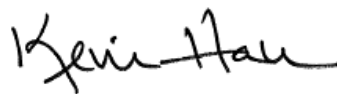
As Board Chair and President, we accept accountability for this plan and look forward to its implementation.

Sincerely,



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Paul Ramsey  
Chair, Board of Governors



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Dr. Kevin Hall  
President and Vice-Chancellor



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## Territory acknowledgement

**We acknowledge and respect the Ləkʷəŋən (Songhees and Xwsep̓əm/Esquimalt) Peoples on whose territory the university stands, and the Ləkʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.**

*We pledge to hold ourselves accountable to ʔetal nəwəl | ÁTOL,NEUEL by respecting the rights of one another, being in right relationship with all things, and by upholding the rights of Indigenous Peoples.*

Our Pledge, along with the Declaration on the Rights of Indigenous Peoples Act (DRIPA) and Xwkwənəjistəl | W̱CENENISTEL | *Helping to move each other forward* (UVic's Indigenous Plan), guides our actions toward a better future for Indigenous Peoples, communities and our institution.

### University overview

Since establishment in 1963, the University of Victoria (UVic) has become a top comprehensive research university and destination of choice for students, faculty and staff. For over 60 years, UVic has been committed to providing an excellent student experience in a supportive teaching and learning environment; to partnering with communities, governments and industries; and to pursuing research and creative activities that have local and global impact. We are grateful for and deeply honour our place on Coast Salish territory along with the responsibilities that come with living and working here.

UVic offers over 120 undergraduate and 160 graduate programs to approximately 22,000 students on our West Coast campus. Degree programs are offered in the Faculties of Education, Engineering and Computer Science, Fine Arts, Health, Humanities, Law, Science, and Social Sciences, as well as the Gustavson School of Business. Through our Division of Continuing Studies, we offer a comprehensive portfolio of programs in numerous academic disciplines, using diploma, certificate, degree and other programming models to serve adult, part-time, international and geographically dispersed students. To date, we have conferred over 150,000 degrees, certificates and diplomas, and our alumni continue to have an impact as engaged and thoughtful citizens of British Columbia and the world.

Our commitment to experiential learning ensures that all students have opportunities to gain valuable skills and competencies that, together with high-quality academic programming, lead to meaningful careers. Through research-enriched and innovative teaching, our undergraduate and graduate students benefit by learning from leading scholars and artists. Our commitment to providing meaningful hands-on learning opportunities to all students, across all disciplines, is

one of our defining features. In addition to learning in the classroom, lab and studio, we provide co-operative education, practicums, field schools and international exchanges. We have the largest co-op program in Western Canada, with placements available in almost every program.

Our faculty work with post-secondary, business, industry and community partners to conduct vital research that tackles social, economic and environmental issues that matter to British Columbians and the world. Our impact areas are climate, environmental change and sustainability; health and wellness; Indigenous-led scholarship; social justice and equity; and technology and the human experience. UVic has 900 faculty members, 37 Canada Research Chairs, and a strong representation of scholars recognized by the Royal Society of Canada—the nation’s highest academic honour for career achievement. UVic instructors are also well-represented among the winners of acclaimed national 3M Teaching Awards.

## Strategic direction and context

We are guided by our Strategic Plan, *Distinctly UVic*, which recognizes a strong foundation of excellence in teaching, research and creative works, and dedication to positive student outcomes. We are committed to education, discovery and the development and mobilization of knowledge, and to providing a supportive working and learning environment for our students, staff and faculty. Our areas of study and our strengths in research and scholarly activity are vast and contribute to a better world. UVic is distinct from other universities because we prioritize:

- **ʔetal nəwəl | ÁTOL,NEUEL.** *Respecting the rights of one another and being in right relationship with all things* reinforces UVic’s commitment to implement core local, national and international responsibilities and calls to action that support the rights and sovereignties of Indigenous Peoples.
- **People, place and the planet.** Our current social and environmental context demonstrates the urgent need to solve the issues threatening the well-being of Earth and all beings living here. The teaching of Sʔəʔtenxʷ | S,ÁEŁA’NŪ | *When things are in harmony* reinforces that all life is interconnected, with individual and community choices having far-reaching impacts. Healthy communities depend on responsible stewardship.
- **Culture of change and transformation.** We aspire to create a culture of courage, trust, curiosity and flexibility that will create powerful, positive change. Xəčɪŋəʔ nəwəl | XEĆINEŁNEUEL | *Actively planning and problem solving* teaches us to engage deeply with challenges and opportunities. Cultivating change means having the courage to take risks, embrace new ideas, and be open to learning and trying things in new ways.
- **Partnering for a shared future.** ʔəý nəwəl ʔist | ÍY,NEUELIST | *Moving forward together for the good of all* instructs us to come to the table as engaged and authentic partners. We co-create inclusive, values-based partnerships that are reciprocal, mutually beneficial and long-lasting. We acknowledge that lived experiences and diverse knowledge systems are essential in finding solutions to the challenges facing society and the planet.



## Our principles

Our principles reflect our identity and character, guiding how we function as an organization.

- **Operating with excellence.** We will pursue excellence in the way we teach, research, engage with the community and operate.
- **Contributing to change.** We will make meaningful contributions to social, cultural, economic and environmental progress.
- **Upholding Indigenous ways of knowing.** We will embrace and continuously promote Indigenous ways of knowing and being, with good hearts and minds.
- **Create a welcoming space.** We will cultivate an environment that is inclusive, equitable and supportive. UVic will be a place where each person feels like they belong.
- **Making room for risk-taking.** We will nurture a culture that fosters trust, respect and accountability—where curiosity, courageous action and an openness to challenge are valued and encouraged.
- **Honouring lifelong learning.** We will support learners through their lifelong educational journey, providing the skills and knowledge needed to reach their goals.
- **Lifting each other up.** We will commit to helping people succeed in their endeavours, because we know that purpose and fulfillment are foundational to the fullest expression of human well-being.
- **Adding value when we join others.** We will work to ensure our engagement with every partner is respectful, relevant and responsive through thoughtful dialogue and shared goals.

We are also guided by our other [institutional plans](#): the Indigenous Plan, Equity Action Plan, Aspiration 2030 (Research and Creative Works Strategy), Climate and Sustainability Action Plan, Accessibility Plan, and the Campus Plan, among others. UVic's Academic Action Plan is a roadmap for supporting the successful implementation of these plans as well as key external commitments.

## Rankings and reputation

We rank as one of Canada's leading universities, consistently outperforming our peers—especially for our size. Our national and international rankings highlights include:

- #2 university in Canada and #5 globally for climate action (THE Impact Rankings)
- #2 university in Canada and #4 globally for contributions to sustainable cities and communities (THE Impact Rankings)
- #2 comprehensive university in Canada (Maclean's)
- #1 in faculty awards among Canadian comprehensive universities (Maclean's)
- #1 university in Canada for promoting Indigenous visibility (Maclean's)
- #1 among comprehensive universities in medical/science grants per faculty (Maclean's)
- #1 university in Canada for faculty achievement in prestigious national awards (Maclean's)
- #1 in North America for international research collaborations (Leiden)
- #2 in Canada for Open Access publications (Leiden)
- #4 among all Canadian universities in citation impact per faculty member (QS rankings)

In December 2024, seven UVic scholars were named Highly Cited Researchers by Clarivate’s Institute for Scientific Information, recognizing their influential contributions to global research. Selection is based on multiple publications that rank in the top 1% by citations for their field and year, complemented by qualitative analysis and expert judgment to confirm a community-wide impact and international recognition.

In 2025, UVic was again named one of Canada’s Greenest Employers, recognizing organizations that lead the nation in creating a culture of sustainability and climate action. UVic was also recognized as one of Canada’s Best Diversity Employers for the 14th consecutive year, and one of British Columbia’s top employers for the fourth consecutive year—recognizing our role as an industry leader in offering an exceptional place to work.

### UVic’s global impact

The Times Higher Education Impact Rankings evaluate the work of universities around the globe to support and achieve the [United Nations’ Sustainable Development Goals \(SDGs\)](#). In our teaching, research and operations—advanced through extensive local, national and international partnerships—UVic is recognized by the Impact Rankings as a leader in pursuit of those goals, ranking second in Canada for contributions.



Figure 1: The United Nations Sustainable Development Goals (SDGs).

UVic is in the top 50 colleges and universities around the world in advancing and living up to the commitments of:

- SDG 1: No poverty — #26
- SDG 6: Clean water and sanitation — #39
- SDG 11: Sustainable cities and communities — #4 globally and #2 in Canada
- SDG 12: Responsible consumption and production — #39
- SDG 13: Climate action — #5 globally and #2 in Canada
- SDG 14: Life below water — #24
- SDG 15: Life on land — #41

In 2022, the United Nations Institute for Training and Research (UNITAR) and UVic established the first accredited International Training Centre for Authorities and Leaders (known by the French acronym CIFAL) on North America's west coast. CIFAL Victoria, based at UVic, is part of a global network of 33 training centres aimed at developing and strengthening our ability to better respond to challenges and facilitating city-to-city partnerships.

CIFAL Victoria delivers training activities and research that build on UVic's commitments to the SDGs and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). It connects the region with the global community and supports international knowledge-sharing and partnerships, as well as gathering and measuring data on our impact in advancing the SDGs, with a focus on four key themes:

- Oceans, climate and sustainability
- Innovation and entrepreneurship
- Decolonization and Indigenous knowledge
- Global health and well-being

Now in its third year of operations, CIFAL Victoria's network of partners, collaborators, instructors, and students grew significantly in 2024, with the number of people trained more than doubling compared to 2023. Of note are the new partnerships formed between CIFAL Victoria and universities in Southeast Asia; it is anticipated that these collaborative relationships will bring even more exciting opportunities in 2025/26.

## Enrolment and financial planning

Like many post-secondary institutions across Canada, UVic continues to navigate a challenging and evolving environment. Federal changes to international study permit regulations have introduced uncertainty and volatility regarding international enrolment and, consequently, our operating budget.

Following extensive scenario planning, stakeholder engagement—including with government partners—and careful monitoring of enrolment trends and global developments, the UVic Board of Governors approved a balanced budget for 2025/26 in March without the need for budget cuts and provided we continue to receive support from the Provincial Government. This is possible because of previous year budget reductions, government support, recruitment and retention efforts, and improved efficiencies. Our projections are guided by prudent enrolment targets that

reflect both domestic growth potential and international volatility. Student recruitment, retention and success remain key priorities across faculties and our Division of Student Affairs.

The environment and financial outlook for post-secondary education in Canada is constrained due to enrolments and funding models. Across Canada, many institutions have seen a decline in international student registrants. Most comparator universities, including in British Columbia, have implemented budgetary measures to offset the associated decline in international tuition income. At UVic, we achieved our 2024/25 enrolment targets set with the Board of Governors in March 2024 and continue to prioritize international enrolment rebuilding and other revenue generation initiatives. While there is limited scope for new investments in 2025/26, prudent planning will mitigate financial impacts and help to ensure a balanced budget.

Domestically, experts anticipate strong demographics in British Columbia, with growth in the 18-24-year-old cohort over the next 10 years. As such, UVic is likely to experience strong demand from domestic students in the coming years, provided we remain competitive with quality programming, scholarships and early offers of admission. While UVic continues to meet our domestic and graduate enrolment targets with the Ministry of Post-Secondary Education and Future Skills (PSFS), most of BC's 22 public institutions are not. UVic continues to look for opportunities to strengthen pathways and partnerships with colleges and other research universities.

UVic is already a leading collaborator in BC's post-secondary sector, with more student pathway opportunities than any other institution. There is an incredible value in this collaboration—it provides students with options, choice and flexibility, while also strengthening the sector. Over 4,100 of our students are transfers from other post-secondary institutions in BC, and they make up 32% of our population. We attract students from all other public post-secondary institutions in BC. UVic and Camosun have the single biggest transfer pathway in BC, with over 1,500 students per year transferring from Camosun College to UVic, particularly through our engineering bridge program and nursing partnership.

We continue to collaborate with Camosun and Royal Roads University on the newly named John Horgan campus, scheduled to open for September 2025 with UVic Continuing Studies programs and courses, which responds to the growing demand in the region. As well, we recently strengthened our distributed education programs in partnership with the University of British Columbia (UBC), with physical therapy and speech-language pathology programs now offered in addition to UBC's long-standing Island Medical Program.

While there isn't provincial funding available for general growth, UVic continues to successfully qualify for targeted, Ministry-funded academic expansions, providing more spaces for students within in-demand programs that align with community needs. In recent years, this has included nursing, health information science, computer science and software engineering. Future investments from the province will likely continue to be highly targeted and support government priorities, and their impacts are felt broadly at the university, including because they help to fund supports and services for all students.

UVic is a people-focused organization and recognizes the importance of supporting and retaining a diverse community of faculty and staff. While we were fortunate to receive provincial funding

for historic compensation mandates in 2023 through BC's Public-Sector Employers' Council, there is no annual lift to meet other inflationary pressures or cover additional costs incurred for things like utilities, software licenses and library collections.

The current external financial environment is constrained in British Columbia. The province continues to face a toxic drug crisis, health care worker shortage, high rates of inflation, and an inadequate supply and high cost of housing—all of which affect the Greater Victoria Area, the second largest metropolitan area in the province. UVic is positioning itself to help the province address some of these critical environmental and societal issues, including through our teaching and research priorities and experiential learning opportunities.

### Notable enrolment changes and tuition impact

In an increasingly competitive post-secondary market, we continue to reinforce the UVic value proposition to prospective students. Our domestic undergraduate enrolment has recovered following a decline in 2022/23 and is at its highest level to date. For 2024/25, actual enrolment was at 14,996 full-time equivalent students (FTE) on PSFS' target of 14,363. This is a result of strategic investments in entrance scholarships, earlier admission offers, and significant recruitment efforts within the faculties and in the Division of Student Affairs. Graduate enrolment is also tracking well, ahead of previous years, thanks in part to our research reputation and the quality of our faculty and graduate programs. Domestic applications remain strong for 2025/26, and we continue to prioritize investments in scholarships to attract and support a diverse and talented student population from across BC and Canada.

The challenge for UVic, as with other institutions, is the recruitment and retention of international students, who have an outsized impact on revenue as their education is not subsidized by the provincial government. The decline started in 2019/20, going from a high of 2,577 FTE in 2019/20 to 1,317 FTE in 2024/25 on an internal target of 1,339 FTE.

Compounding the challenge, we have been graduating more international students during this time period than we have been able to recruit, and lower enrolments in one year affect enrolments and budget for the next four-to-five years—the typical time it takes a student to earn their degree. By way of example, while the COVID-19 global pandemic is behind us, we are still experiencing some budget impacts from smaller entering classes due to various health and travel restrictions and advisories at that time.

For 2024/25, based on trends and expectations, we anticipated and set realistic internal enrolment and corresponding budget targets, which we expect to achieve. We are similarly planning prudently for 2025/26. International applications are down 13%, although we are seeing some areas of growth and opportunities. Several external factors are contributing to the complexities with international recruitment.

Firstly, Immigration, Refugees and Citizenship Canada (IRCC) experienced and implemented several process and policy changes in the past four years that has impacted the Canadian post-secondary sector. In 2022 and 2023, IRCC experienced a significant backlog of study permit requests and delays, leaving many students without study permits. Some students deferred while others chose institutions outside of Canada. Then, IRCC announced changes to study permit

requirements, with respect to new financial requirements, limits to hours worked in a week, and limits to online studying, which created uncertainties for students. A Provincial Attestation Letter (PAL) process was introduced, modified and expanded throughout 2024/25, with graduate students now requiring PALs as of January 2025.

Secondly, there is increased competition globally. Many of our principal source countries, including China, are increasing onshore domestic opportunities for students. The United Kingdom and United States remain the top destination for Chinese students, but Asian countries such as Japan, Hong Kong and Singapore are becoming increasingly popular.

Finally, geopolitical factors and diplomatic disputes may be impacting international interest. At UVic, we are experiencing a 41% drop in applications from India—one of our longstanding top three recruitment countries. The disputes have contributed to a decline in “Brand Canada,” with Canada no longer seen as a destination of choice for Indian students and potentially other countries as well. Our other top recruitment countries are China, which is showing a 16% drop, and the USA, which is showing an 18% increase.

These factors, and potentially more, contributed to international enrolment shortfalls across the sector that will potentially continue into 2025/26, although UVic may have successfully reset our enrolment levels for the time being, with opportunities for our recruiting team and partners to strengthen and diversify in some areas. International enrolment declines have an outsized impact on budgeted tuition revenue and, subsequently, our operating budget. To ensure a balanced budget, reductions were necessary in 2023 and again in early 2024, which included central supports and resources for individuals and offices to help manage transitions.

As the landscape continues to shift, a conservative set of assumptions continues to be proposed for 2025/26. Based on early enrolment projections, we do not anticipate operating budget reductions, but continued consideration is required including adequate contingencies to mitigate against enrolment fluctuations.

Efforts to rebuild enrolment include scholarships for domestic and international students. We are diversifying both in terms of recruitment countries and the programs we are marketing. Our partnership with Kaplan—an international agency with an expansive network of recruiters and agents in countries all over the world—contributed to our international student enrolment in 2024/25 and continues to support growth and diversification opportunities. UVic recruiters are also ramping up efforts, and senior leaders are visiting hubs in Central Asia and countries like China, India, Vietnam and the United Arab Emirates to support recruitment, make connections and enhance our reputation and profile.

Internally, we have clarified and sped up our admission processes for all students, with early offer letters going out in November, compared to January or February in previous years. Based on advice from Kaplan, we are increasingly sensitive to specific grading differences in countries and regions to ensure that we are assessing student achievement accurately. To reach more learners, we are strengthening pathway opportunities through our Division of Continuing Studies for students who do not initially meet English language and/or mathematics requirements. Once a student has applied, it will continue to be essential for our recruiters and faculties to connect

directly with that student to ensure they register. We can do this by emphasizing UVic's value proposition and our welcoming, inclusive community.

New degree programs and professional graduate degrees will also help to set us apart and attract new learners. For example, we are launching a new professional graduate program in engineering focusing on building envelopes and structures, and we are looking to relaunch an expanded Master in Management program not only in business, but also in partnership with other faculties. We continue to explore exciting possibilities with transnational education and are developing a framework for opportunities in Asia Pacific.

The provincial government's domestic tuition fee limit of 2% means that UVic must look elsewhere if we are to increase revenues to support priority investments and enhance the student experience going forward. International tuition rates, for example, are set by individual institutions rather than the provincial government. New this fiscal year, fees were approved in June 2024 to support fall recruitment efforts, and we are also providing more cost certainty to international students for the entirety of their four-year undergraduate degree. International tuition fees are set for year one of each degree program along with an inflationary increase in each subsequent year. Fees will increase by no more than inflation or 4% (whichever is less) each year of a student's four-year degree program. This means that, when they start their program, international undergraduate students will be able to calculate the total tuition required to complete their degree program, including annual increases.

We will continue to offer bursaries and programs like work study to support international and domestic students who demonstrate financial need, which may be increasingly in demand in the context of inflation and affordability more generally.

Inflation and rising costs associated with library acquisitions, software licenses, and the impact of the lower value of the Canadian dollar relative to the US dollar are examples of ongoing pressures that constrain financial planning. At UVic, these pressures have negatively impacted our budget in several areas, including information technology, research infrastructure, facilities management, and the University Libraries' collections and acquisitions budget.

As well, UVic, like other post-secondary institutions, faces potential cybersecurity threats, both in frequency and impact. As we continue to adopt new technologies to support our academic and research missions, it is critical that we invest in people and technology to protect information systems and data. The rising cost of construction and insurance also continues to be concerning, and we have several capital projects underway to support our educational mandate, including the engineering expansion, National Centre for Indigenous Laws, and West Shore campus in partnership with Camosun and Royal Roads.

As we plan for the university's 2025/26 budget, we are managing multi-year international undergraduate enrolment shortfalls but with an expectation that international enrolments will have largely stabilized in 2024/25 and 2025/26. We have seen how a smaller entering class one year persists throughout the time those students are enrolled, so for 4-5 years, but we are now closer with the size of our incoming classes to balance the number of those who are graduating after those 4-5 years. We are continuing to conduct extensive enrolment modeling and

simulations—to ensure we adequately understand a range of enrolment scenarios that may occur—and are planning our budget approach accordingly.

All our anticipated enrolment scenarios for 2025/26 indicate that setting a target slightly higher than the target set for 2024/25 is both a prudent and achievable approach. As noted above, our 2024/25 targets were met thanks to significant efforts across the university. Management believes that level can be close to being met again given our continued investments in student recruitment. The enrolment and budget targets set for 2024/25 included the rebuilding of our enrolment contingency, which continues to be a priority to ensure prudent financial management and protection against enrolment fluctuations.

Unlike the two previous fiscal years, the proposed enrolment and budget approach suggests enrolment targets will be achieved, that the operating budget will be balanced for 2025/26 and that no institutional budgetary reductions will be required.

Within the framework of our strategic plan and objectives, our budget approach will provide for continued rebuilding contingency and providing for increased operating costs. Modest investments will only be possible if enrolment expectations are met and would most likely be limited largely to limited-term allocations to support revenue growth and critical strategic needs. Our focus continues to be on enrolment and revenue diversification—with an emphasis on international undergraduate recruitment, professional programs and micro-credentials, and student success and retention—which will support financial sustainability in future years.

We continue to make progress in moving forward with our new budget model through extensive consultation and engagement in 2024/25 and in 2025/26. As work progresses, shadow-budgeting using the principles and approach of our proposed hybrid budget model will be rolled out. Aligned with our budget model principles, we intend to provide to budget leaders the clear links and accountability mechanisms between revenues, costs and allocations, as well as direction to incentivize and reward collaboration, innovation and entrepreneurialism.

### Planning for the future

A key area of focus is enhancing financial sustainability, including by prioritizing core mission and through revenue diversification. Given the close link between enrolments and budget, student recruitment and progression are a top priority.

Our plan for strengthening financial sustainability includes new strategies for enrolment as well as revenue diversification. With respect to enrolment, we have improved our admissions processes, with offer letters going out weeks earlier than in previous years. We have grown and supplemented our network of recruiters and increased progression efforts to ensure high performing applicants from countries around the world feel welcomed and register as UVic students.

As UVic rebuilds its international enrolment, we will ensure alignment between our strategic enrolment plan and the province's international education framework to ensure students continue to receive high quality education and supports along with transparency and predictability with respect to tuition fees. We are grateful to the province for assisting BC post-

secondary institutions to work within the new federal guidelines related to letters of attestations and study permits.

Domestically, experts anticipate a demographic surge in BC, with at least a 30% growth in the 18-24-year-old cohort over the next 10 years. As such, we are likely to see even greater demand from domestic students in the coming years. UVic, like other research universities in BC, is already at capacity with respect to funded domestic enrolments and we currently see over 16,000 applications for our 4,000 entry spaces each September. We are well positioned to work with the Ministry to help respond to the anticipated increase in demand from domestic applicants—from K-12 and BC’s transfer system—and are prepared to increase capacity for new students in collaboration with government.

With respect to revenue diversification, we are reaching new learners and increasing access to education through the development of new professional master’s programs, micro-credentials and degree programs. We are also exploring transnational education opportunities with select partners in Asia.

We are thankful to the Provincial Government for recent program expansions in computer science, software engineering, nursing, health information science, and social work, and we will continue to look for new opportunities that align with student demand and provincial priorities. UVic partners with government to ensure BC’s most critical labour market needs are addressed through careful planning and funded growth of high demand programs.

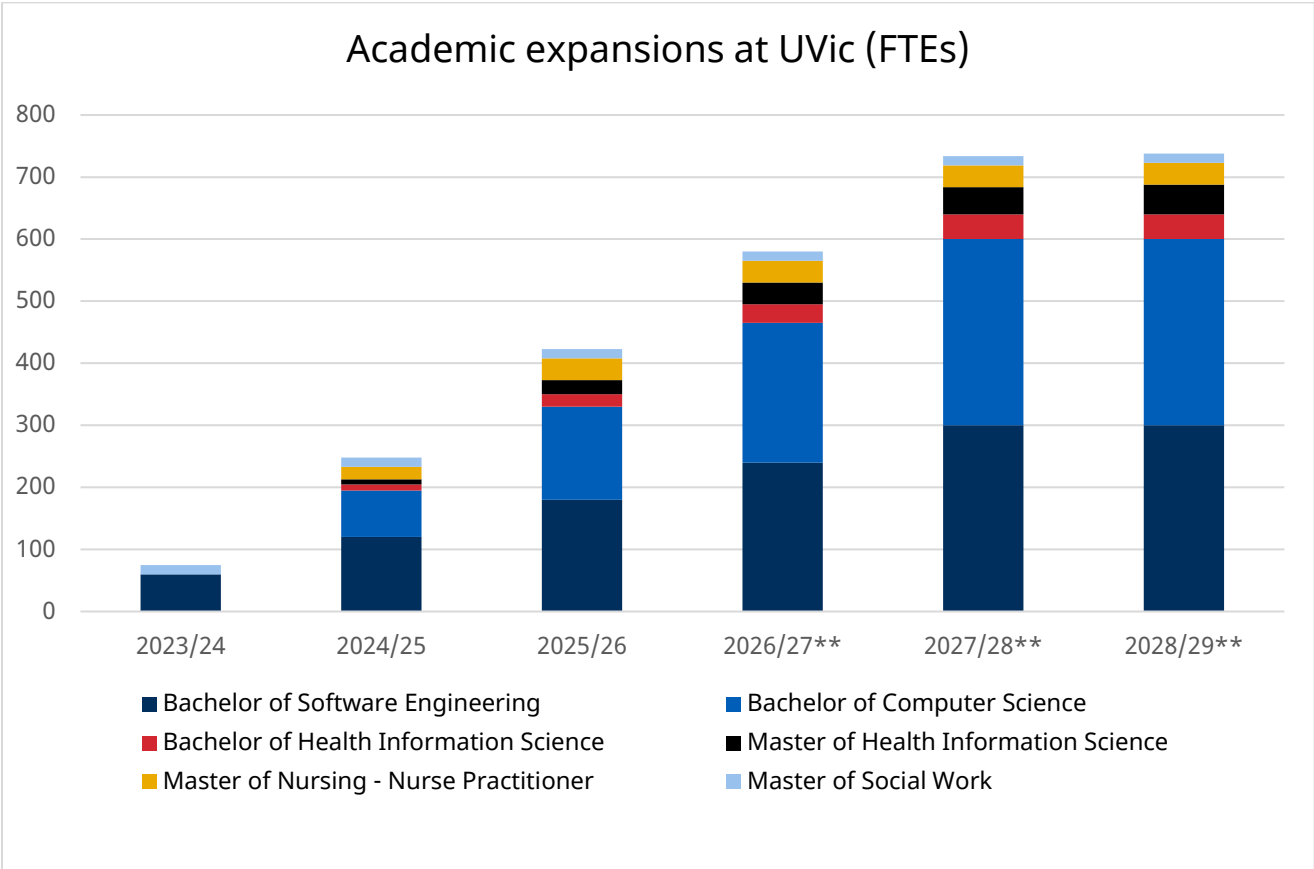


Figure 2: UVic is grateful for government support to help expand in-demand programs. \*\*Future commitments.

Our Division of Continuing Studies recently revised their pathway program and is continuing to grow and diversify. And, we will be meeting learners where they are through the new John Horgan campus opening in 2025 with our partners Royal Roads University and Camosun College.

In addition to academic opportunities, we have developed a new real-estate strategy and are revising our budget model to be more resilient to enrolment fluctuations and to align revenues and expenses with areas of demand and opportunity.

Along with many other post-secondary institutions in BC and Canada, national and global factors continue to create pressure and uncertainty with our enrolment and associated budget outlook. Our priority, as we diversify enrolments and position ourselves for the future with our strategic plans, is to continue to deliver quality education and innovative research, and to ensure our community of talented faculty and staff are well equipped to do so.

In a constrained budget environment, it is more important than ever to be a fiscally responsible steward of public funds and students' tuition dollars—focusing on investments to support our core mission and commitment to students while strengthening our value proposition locally and globally. Our priorities this year will help us meet our student recruitment and retention goals so that we can continue to invest in the strategic priorities that make UVic a great place for innovation and discovery.

### Affordability

Through a combination of university funding and donor support, UVic awards more than \$8 million annually in scholarships for domestic and international undergraduate students. In 2023/24, we increased student scholarships by \$2.5 million. In addition, we offer about \$4 million annually in bursaries and work study opportunities for undergraduate and graduate students who demonstrate financial need. For the past three years, we have met 100% of student financial needs through this bursary program.

For 2025/26, domestic undergraduate and graduate tuition will increase by 2%, aligned with the tuition limit policy, and international undergraduate tuition will increase by 6.75%, which reflects actual cost increases.

Affordable housing and food security are also areas of focus. We opened two new student housing buildings in 2022 and 2023, respectively, and are working with the province on a proposed 500-bed facility. To further support housing needs as well as diversify operating revenue, UVic's real estate strategy outlines the development of a new mixed-use University District near our main campus, including new housing and supporting commercial uses. In 2023, University Food Services launched value menus and a meal share program, and UVic Child Care Services—which receives funding from the BC Government to support \$10/day child care—has partnered with Living Edge to bring fresh fruit and vegetables to families in need. Over 100 families receive a bag of fresh produce every week through the program.

### Financial information

For detailed financial information, see our [Audited Financial Statements](#).

## Major accomplishments of 2024/25

The following initiatives, organized by our Strategic Plan priorities, demonstrate our commitment to community and the people of British Columbia. Our priorities reflect our values and why students, faculty and staff choose UVic, while also reinforcing our leadership in areas that are vital to creating innovative, vibrant and healthier societies for all. Inspired by and honouring place, we are a community-minded, globally engaged university where we transform ideas into meaningful impact.



### Campus revitalization

UVic is honouring its commitments to local Nations by creating campus spaces and initiatives that reflect Indigenous values, cultures and histories. Recent actions include the installation of banners, the cedar pattern on the campus greenway, the Indigenous naming of three student housing buildings, three ecological restoration sites, and the inclusion of natural elements in the construction of the National Centre for Indigenous Laws. At the 2024 Orange Shirt Day ceremony, UVic raised the Survivors' Flag in recognition of residential school Survivors.

### Decolonizing curriculum

When developing or revising their academic programs, units must address how their program promotes justice, equity, diversity and inclusion and whether there are opportunities to include perspectives on decolonization of the curriculum and/or program. The Office of Indigenous Academic and Community Engagement is consulted on all program developments and redesigns. As well, all faculty and academic staff are encouraged to apply for Indigenous and anti-racism grants to support the decolonization of their curriculum and other academic offerings.

### Growth in Indigenous student enrolment

Over the past 10 years, we have seen a dramatic growth in Indigenous enrolment. Self-reported Indigenous enrolment increased by 13% in 2024/25 from 1,160 students to 1,335. 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 58% over the last 10 years, and there are now 81 Indigenous PhD students at UVic—a 72% increase. UVic’s [Indigenous Students Viewbook 2025-26](#) outlines a range of entrance and program opportunities for new Indigenous students including members of local Nations.

### On-campus housing supports

UVic offers a suite of programming and initiatives to support students living on campus, including those from equity-deserving groups. These include Living Learning Communities (LLC) and resources that contribute to safer, more inclusive spaces. The Indigenous LLC in Sḡéqə ʔéʔlən (Sngequ House) provides a supportive and welcoming home for Indigenous students, where students share experiences, support one another and navigate university life together.

### Graduate nursing education

Indigenous communities and five BC universities, including UVic, have partnered to launch a first-of-its-kind master’s program that decolonizes and Indigenizes nursing where students live and work. Indigenous Graduate Education in Nursing (I-GEN) supports Indigenous nurse retention; strengthens partnerships with First Nations, Métis, and Inuk health leaders; and improves health outcomes in Indigenous communities. In fall 2024, 25 Indigenous nurses across BC—eight at UVic—began their studies through the program. The BC Government committed \$540,000 for the co-development and delivery of the program, including funding for students.



### Advancing our Equity Action Plan

Equity, diversity and inclusion are core values at UVic and form the foundation on which we do our work and interact with others. Guided by our Equity Action Plan, which launched in 2022, we are creating the conditions in which everyone feels a sense of belonging as connected and respected parts of the university community. Examples of recent initiatives include improved resources for instructors on universal design for learning, new tools for fair and equitable hiring practices, and the Advocacy for Inclusive Recreation Program.

### Ethical and innovative use of GenAI

UVic is taking a proactive and balanced approach to integrating Generative AI tools across teaching, learning, research and the workplace, aligned with our Digital Learning Plan. Instructors have the flexibility and are supported to set course-specific usage, and students are expected to use GenAI ethically and cite it appropriately. We have also developed draft guidelines addressing the use of GenAI in research, focusing on authorship accountability, transparency, data security, and ethical implications. UVic Libraries offer AI-related training and resources for all members of our community.

### Student supports and financial aid

Attracting and supporting a diverse community of talented students will always require investments in scholarships and bursaries. Across all types of student financial assistance received by undergraduate and graduate students including scholarships, fellowships, bursaries and the work-study program, UVic distributed almost \$57 million in 2023/24, our last full reporting period. Our commitment to supporting the financial needs of our students has grown an impressive 59% over the past decade—from \$35.9 million in 2012/13 to over \$57 million in 2023/24.

### Working towards net zero

UVic's Climate and Sustainability Action Plan 2030, which launched in fall 2022, provides an integrated approach to respond to the challenges of climate change and embrace opportunities for positive action. To support our target of reducing campus operations greenhouse gas emissions by 50% below our 2010 baseline by 2030 and net zero by 2040, we are working to electrify our on-campus boilers. The project, with funding support from BC Hydro's Low Carbon Electrification Program, is expected to reduce annual campus greenhouse gas emissions by approximately 4,900 tonnes annually when it's completed in December 2026.

### Overdose prevention and harm reduction

UVic is taking a comprehensive approach to overdose prevention and response, focusing on harm reduction, education, and emergency preparedness. Measures include enhanced access to naloxone and Automatic External Defibrillators (AEDs), additional staff training, updated emergency protocols, improved signage for emergency response, and the integration of harm reduction information into student orientation. UVic's Canadian Institute for Substance Use Research is a national leader in substance use and addictions research and works closely with community and government partners to promote health and reduce harm.



## Culture of change and transformation

Xəçinǝt nəwəl | XEĆIÑEĒNEUEL | Actively planning and problem solving

### Faculty of Health

On May 1, 2025, UVic officially launched the Faculty of Health. Rooted in principles of equity, inclusion and social accountability, the Faculty of Health positions UVic to address some of the most pressing and complex health challenges of our time. An Indigenous Wellness Engagement Group provided direction, shared innovative ideas, and developed recommendations for a distinctions-based approach to health education and training at UVic, which served as a foundational lens. Under the leadership of the inaugural Dean, we continue to explore opportunities to strengthen our health profile through high-quality programs, training and research.

### Data to inform inclusive action

UVic's Better Data Project focuses on enhancing the collection, management, and use of identity data across campus to inform inclusive action. All UVic employees and students are encouraged to complete a questionnaire that includes six identity categories: gender, sexual orientation, disability, Indigenous, racial and/or ethnocultural, and religious and/or spiritual. Data is used to inform reviews of support structures to ensure they respond to the diverse needs of our students and employees; strategies to enhance both student and employee recruitment, retention, and advancement; and evaluation of key institutional plans.

### Engineering and computer science expansion

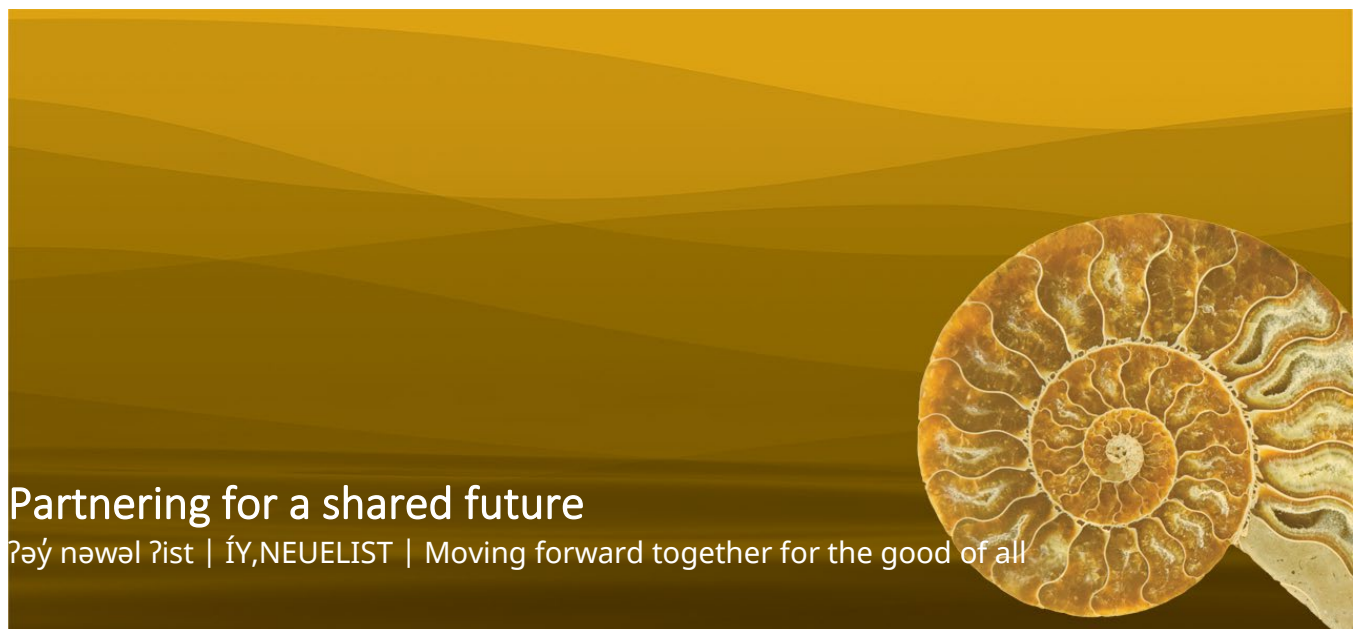
Building on the success of our previous five-year expansion, UVic received funding from the province for another 640 student spaces in software engineering, computer science and health information science beginning fall 2023. This includes faculty and staff positions, student supports and equipment. Two buildings to support our technology expansions are nearing completion and are expected to open in late 2026: new space for civil engineering and biomedical engineering, and a high-bay research and structures lab. These projects, valued at \$150 million, are generously supported by the province with an investment of \$96.5 million.

### Accessible education

A revised policy on academic accommodations was approved by Senate in 2024, following three years of consultations with students, faculty and staff. The new policy better aligns with current law and best practices while also advancing the priorities of UVic’s Accessibility Plan and Equity Action Plan. As well, new guidelines on course outlines encourage instructors to adopt inclusive and universal design for learning principles in developing courses where appropriate. We continue to develop and offer resources, supports and workshops related to academic accommodations, for both students and instructors.

### Upskilling and reskilling

To complement the work of government-supported programs such as the StrongerBC Future Skills Grant, UVic’s Division of Continuing Studies, in partnership with our academic faculties, continues to expand and explore a range of new micro-credentials and training opportunities. Examples of recently approved micro-certificates include Digital Planning for the Cultural Sector, Indigenous Cultural Stewardship, Indigenous Language Documentation, and Professional Communication in the Workplace.



### Accelerating the global shift to clean energy

UVic continues to lead a national, multi-partner research initiative to help get Canada to net zero, supported by an \$83.6-million investment from the Canada First Research Excellence Fund. Accelerating Community Energy Transformation (ACET) is a collaborative initiative that brings together diverse partners—including Indigenous, rural and remote communities—to create innovative, place-based solutions for energy system transformation. The initiative will transform regional economies, inform inclusive national policies, and integrate breakthrough renewable energy technologies to position UVic and Canada as world leaders in reducing greenhouse gas emissions.

### Developing a syphilis vaccine

Known as one of the world's first global diseases, syphilis cases have been on the rise in recent years. UVic is leading an international team of researchers to develop a vaccine and hosts the only lab in Canada studying the bacterium that causes syphilis. While antibiotics are the current course for treatment, a vaccine would get ahead of the resurging illness. The project is supported by the National Institute of Allergy and Infectious Diseases (NIAID) of the National Institutes of Health (NIH) in the US, with 7.8 million USD over five years to engineer a hybrid protein with a goal of preventing infectious and congenital syphilis.

### Humanizing the consequences of climate change

UVic's award winning Climate Disaster Project is an international teaching newsroom that trains students to work on the frontlines of humanitarian crises and create an archive of eyewitness accounts. Over 200 students in 13 post-secondary institutions have been trained in trauma-informed interviewing skills and have co-created approximately 300 disaster-survivor testimonies. Many have appeared in local, national and international publications and have been featured in national radio and television broadcasts and at the Royal BC Museum.

### Distributed medical education

For 20 years, UVic has delivered the Island Medical Program (IMP) in partnership with UBC, Island Health and the Province of BC. We have more than 500 IMP alumni with about 20% of graduates actively practicing on Vancouver Island and 70% in BC. We expanded the number of spaces available to students in 2024 and, based on the success of this distributed education model, began offering UBC's Master of Physical Therapy and Master of Science in Speech-Language Pathology programs in August 2024.

### Connecting climate action champions

In May 2025, UVic hosted the Victoria Climate Connections, bringing together more than 100 climate professionals to strengthen collaboration and highlight the UVic's leadership in climate research and innovation. The event also marked the official launch of the UVic Climate Connector online platform aimed at fostering connections among climate and sustainability researchers, and with climate solutions-seekers in British Columbia and beyond, to accelerate climate action.

## Major priorities for 2025/26

Several initiatives are underway or planned for the coming year, in support of our strategic priorities and goals. Together, we are driving innovation and preparing the next generation of leaders, thinkers and citizens to succeed and co-create a better world.

### Student recruitment and success

UVic continues to invest in student recruitment and success, which is foundational to our mission, impact and financial sustainability. Key initiatives include expanding programs in high-demand fields, enhancing pathway programs and partnerships with other institutions, strengthening our international recruitment network, and marketing to strategic geographic regions. UVic also continues to prioritize academic, financial, and health and well-being supports and services to attract and retain a diverse student population.

### National Centre for Indigenous Laws

A vision more than 10 years in the making, UVic's National Centre for Indigenous Laws (NCIL), slated to open in summer 2025, will be a publicly accessible national and international forum for dialogue, gathering, teaching and furthering the resurgence of Indigenous laws. The building, supported by funding from the provincial and federal governments, the Law Foundation of BC and others, will house the joint degree program in Canadian Common law and Indigenous legal orders (JD/JID), the Indigenous Law Research Unit, and ceremonial, classroom and community spaces. NCIL has already received a Canadian Architect Award of Excellence for its Coast Salish design elements and focus on bringing the surrounding forest into the building.

### Real estate strategy

Inspired by similar developments at other Canadian universities, UVic's real estate strategy lays out a multi-phase vision for making our campus more inclusive, connected and accessible. Once completed, new housing and services will help address housing and affordability pressures in our surrounding communities while diversifying revenue streams to support university priorities in the years to come. The first property slated for redevelopment is the Ian Stewart Complex and adjacent lands, a combined 14-acre parcel of land.

### Health vision

With the Faculty of Health now established, we are looking to develop our longer-term vision for health programming, training and research, in partnership with government, community and industry. Our proposed community health centre model will build capacity in the health care system, provide students with in-community experience, appoint diverse health care practitioners as affiliate faculty, and socialize the concept of team-based health care, including evaluative research data and knowledge mobilization.

### Indigenous Learning Baskets

UVic is developing a series of Indigenous Learning Baskets to support faculty and instructors in integrating Indigenous knowledge, understanding and perspectives into their classrooms. Designed for use across all disciplines, these resources will include lessons from Indigenous experts and can be used as standalone modules or integrated into existing curricula. This initiative supports the university's Indigenous Plan commitments and aligns with the implementation of DRIPA.

## Economic and social impact

Globally, UVic has over 160,000 UVic alumni, with 62 alumni regions, chapters and networks worldwide. We are 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. One in eight adults in Greater Victoria are UVic alumni and they are key contributors to the thriving knowledge economy, well-being and vibrant cultural life of our region. Over 90,000 of our alumni reside in BC and contribute to the provincial economy as teachers, health care practitioners, entrepreneurs, high-tech professionals, government employees, and other essential professions. We are

preparing students with the essential skills needed for thriving businesses, government and industry, and to meet the most pressing needs of the province and its people.

An independent study and analysis in 2022 determined that UVic’s activities, students and alumni help generate \$3.3 billion to BC’s economy and overall prosperity. Our [Economic Impact Report](#) confirms that UVic’s total impact in BC supported 40,595 jobs. The economic impact for Greater Victoria is \$1.8 billion, or one out of every nine jobs.

Our operations generate billions of dollars in annual economic impact 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 account for a substantial portion of our economic and social impact. UVic attracts over \$160 million a year in sponsored research, and we are consistently selected by Re\$earch Infosource as one of Canada’s Research Universities of the Year.

**Building skills and careers**

Through our comprehensive work-integrated learning opportunities, we are equipping students for personal success and fulfilling careers. Times Higher Education ranks UVic #1 among Canadian comprehensive universities for preparing career-ready students.

In part because of our work-integrated learning programming, student-focused services, and employer outreach, graduates from all our programs achieve excellent labour market outcomes.

Faculty	% satisfied with program	% in the labour force	Average salary
Business	88%	98%	\$71,891
Education	77%	83%	\$68,340
Engineering and Computer Science	88%	95%	\$88,795
Fine Arts	95%	95%	\$50,885
Human and Social Development	94%	96%	\$85,060
Humanities	89%	77%	\$61,467
Law	96%	100%	\$111,768
Science	93%	78%	\$64,686
Social Sciences	90%	93%	\$64,601
<b>UVic overall</b>	<b>90%</b>	<b>90%</b>	<b>\$74,702</b>

Figure 3: Student satisfaction and labour outcomes. Graduates report being 89% satisfied or very satisfied with their program of study at UVic. Of UVic graduates in the labour force and not enrolled in further education, 93% are employed. Source: 2024 Survey of 2022 UVic Baccalaureate Graduates.

UVic has one of Canada's largest and oldest co-op programs in Canada, which creates about 4,000 job placements in a typical a year. We have surpassed 109,000 co-op placements since launching in 1976, with students participating in 13 co-op program areas from 51 academic departments and schools. Co-op exists for almost every program, except for those that already offer practica, internships or other work-integrated education. More than half—about 61%—of eligible students take part. About half of co-op placements are on Vancouver Island, and our location in the capital of BC enables placements with provincial government and agencies, helping to meet their workplace needs. We also place students in international settings, in over

30 countries. Annually, about 70% of our graduating co-op students receive offers of employment before they graduate.

Over 4,600 UVic students access career supports through our Career Services, which include workshops, mock interview clinics, career fairs, networking events, career panels and employer information sessions. For over a decade, we have partnered with Camosun to promote co-operative education to employers across the Greater Victoria region. Through sponsorship agreements, we collaborate with the Victoria Chamber, Westshore Chamber of Commerce and Saanich Peninsula Chamber to engage with current and prospective employers.

We have worked hard to grow Indigenous student participation in co-op, including through our award-winning International Indigenous Co-operative Education Program, and 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, and we continue to partner with other post-secondary institutions to make education more accessible for learners in BC’s rapidly growing West Shore region, including through the new campus anticipated to open for fall 2025.

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 economic recovery and growth.

### Mandate priority reporting

In addition to the above highlights, we are advancing the Ministry’s priorities—including those articulated in the Minister’s 2025 Mandate Letter—through the following achievements, efforts and initiatives.

Ensure programs remain relevant, are efficient, offer meaningful training opportunities for British Columbians, grow the economy, and help keep costs low.
UVic is committed to playing a positive role in the success of StrongerBC and supports training programs, like the Future Skills Grant, related to the pillars of the plan, such as life science, technology, health programs, and more. We continue to encourage lifelong learning and remove barriers to education wherever possible, and we are also committed to continued collaborations with industry and local employers to ensure that our programming is responsive to emerging labour market trends and needs.
All new and proposed programs at UVic undergo the rigorous approval process under the province’s Degree Quality Assessment Board which ensures that there is strong alignment between program outcomes and the labour market and societal needs of the province. Similarly, every existing program at

UVic undergoes a cyclical Academic Program Review to ensure program quality, efficiency, research relevance and positive outcomes for students. A key component of these reviews is a comprehensive data package which provides program-level information on student demand, enrolments and course taking, degrees granted as well as graduate outcomes. Baccalaureate graduate outcomes surveys are key components of the academic program review. UVic underwent a complete provincial Quality Assurance Process Audit in 2019 in which the external and provincial auditors described UVic as “commendable” with no requirements for follow-up progress reports.

UVic maintains partnerships and agreements with institutions across BC to facilitate transfers and delivery of programs in all regions of the province. This includes BC’s single largest post-secondary pathway, which is UVic’s long-standing and important relationship with Camosun College. Pathways between UVic and Camosun include university-transfer programs, nursing, and Engineering Bridge programming. Through the Island Medical Program, UVic works in partnership with UBC to deliver UBC’s MD undergraduate program to communities on Vancouver Island. This program is part of a long-term strategy to address physician shortages in rural, remote, coastal and Indigenous communities within the province.

As the largest provider of co-operative education in Western Canada, UVic maintains a deep relationship with employers in BC, Canada and the world to ensure our students are prepared to enter the workforce and contribute meaningfully to society and the provincial economy. Universal co-op is a fundamental component of several of our programs and work-integrated-learning is available in every program at UVic at both the undergraduate and graduate level.

**Address shortages of skilled workers and professionals through training, credential recognition, career laddering, and other innovative approaches.**

UVic offers a diverse range of micro-credentials and certificates designed to provide learners with specialized, career-developing skills that meet current industry demands. These programs are short in duration and competency-based, allowing for quick upskilling or reskilling. These credentials can serve as standalone qualifications or as entry pathways to longer credentialed programs, facilitating ongoing professional development and career advancement.

For example, in 2021, we began collaborating with Microsoft Canada to integrate Microsoft curriculum and certification into business and technology micro-credentials. Through the program, learners are equipped with relevant employment skills and prepared to take exams to become Microsoft certified. UVic is a certified Certiport testing centre—the only one on Vancouver Island—which allows us to facilitate certification exams for Microsoft and other technical programs from Adobe, Apple, Autodesk, QuickBooks and Unity.

The following programs were approved for the province’s StrongerBC Future Skills Grant, which provides financial assistance up to \$3,500 for eligible short-term skills training at public post-secondary institutions:

- Administrative Technology
- Applied AI
- Business Communication
- Business Intelligence and Data Analytics
- Change Resilience in the Workplace
- Climate Action Planning
- Collections Management
- Crisis Communication for Public Relations Professionals
- Ecological Restoration
- Emergency Management for Organizational Continuity

- Equity, Diversity and Inclusion
- Essential Soft Skills Training
- Fire Ecology for Environmental Restoration
- Fundamental Leadership Skills
- Inclusive Leadership Strategies
- Indigenous Cultural Stewardship
- LiDAR Fundamentals for Climate Change Risk Analysis
- Mapping with Drones
- Marketing Communication
- Practical Leadership for Technology and Engineering
- Professional Communication in the Workplace
- Strategies and Actions for Independent Living (SAIL)
- Teaching the Holocaust
- Wound Care for Clients Experiencing Inequities
- Wound Management for Health Professionals Level I & II

Several of these are also [UNITAR-CIFAL-certified](#) programs and courses.

Identify structural solutions, new revenue streams, and cost reductions to ensure strong, sustainable public post-secondary schools.

Like other post-secondary institutions in BC and Canada, UVic has had to navigate the impacts of changes to immigration, study and work permits for our international students, faculty and staff. A reduction in international enrolment, beginning in 2022/23 and signals that the federal government will continue to limit the number of students coming to Canada requires sustainable financial solutions. UVic has moved thoughtfully to reduce its budget, generate new revenues, and find cost savings while continuing to preserve its core mission and the quality of its academic and research enterprise.

Recent structural solutions include the creation of the Faculty of Health, disestablishment of the Faculty of Human and Social Development, and the amalgamation of four academic departments in the Faculty of Humanities to form the School of Languages, Linguistics and Cultures. These changes align with our academic and research aspirations while also creating new opportunities to collaborate, share workload, build efficiencies and reduce costs.

UVic will ensure its international tuition rates remain competitive, benchmarking against national and international peers, all of which ensure transparency and predictability for our students. Our international tuition fee framework means that students can see the entire cost of their degree prior to enrolling. A comprehensive range of supports and services tailored to our international students are available to ensure international students are well supported in their academic programs and in their experiences in Canada, including finding work-study and co-op jobs and timely graduation. After graduation, many international students continue to live and work in careers in BC and Canada.

To ensure ongoing sustainability, UVic has been shifting its budget model to ensure that its foundation is based on predictable and stable enrolment levels from both domestic and international students with an appropriate mix of undergraduate and graduate programs, both research-intensive and professionally oriented. The budget model work includes improving the financial acumen and decision-support tools available to budget leaders, providing a shared commitment to the overall financial health of the university. UVic's robust policy on position control ensures that no hiring of continuing faculty or staff members occurs without a stable underlying budget and this position control extends to ensure that work is not duplicated across administrative or academic areas.

UVic will continue to focus on a sustainable level of international enrolment, but one that is fully diversified across a wide array of geographies and programs of study. Some programs, like our suite of

professional graduate programs which include the Master in Technology and Information Security, Master of Data Science, Master in Management and the recently approved Doctorate in Engineering are aimed at mid-career learners to ensure we diversify to non-traditional university audiences. We will continue to reach new learners and increase access to education through the development of new professional master's programs, micro-credentials and degree programs. We are also exploring transnational education opportunities with select partners in Asia.

We will further diversify revenue through active engagement of our alumni and donor community in our comprehensive campaign focused on key areas of impact—support, climate action, health and reconciliation—and by proceeding with the University District, which will combine much-needed housing and commercial uses that contribute to a vibrant community benefiting the broader region.

**Continue to work with Indigenous partners to ensure that Indigenous learners can achieve their higher educational goals.**

The Office of the Vice-President Indigenous is responsible for the development of a strategy that integrates Indigenous cultures, histories, beliefs and ways of being and knowing across all aspects of the university's mission. The office seeks guidance and direction from Elders, Knowledge Keepers, colleagues and community leaders to achieve this visionary direction.

As well, the Vice-President Indigenous co-chairs the Indigenous Community Engagement Council, which provides a forum for discussion among local Chiefs, community leaders and UVic leadership. Council members advise and support UVic in the implementation of the Strategic Framework and Indigenous Plan.

The Office of Indigenous Academic and Community Engagement (IACE) serves as a hub for cultural, academic and community connections. IACE works closely with Indigenous students, staff, faculty, Elders and community to create opportunities for meaningful engagement, ensuring that Indigenous perspectives and voices are woven into the fabric of our work.

IACE's primary responsibility is supporting the success of Indigenous students. The office also manages the First Peoples House, builds and supports Indigenous partnerships, and helps to ensure Indigenous content and ways of knowing are included in UVic curriculum and events.

**Enhance employment services and skills training for people facing multiple and complex barriers.**

UVic offers a comprehensive suite of employment services and skills training programs designed to support individuals facing various barriers to employment, including disabilities, financial challenges, and systemic inequities. These include:

- Tailored career resources, guidance and advice, and workshops aimed at helping BIPOC, LGBTQ2IA+, students with disabilities and/or mental health challenges, and international students bring their unique identities to the workplace, find inclusive employers, and navigate disclosure decisions. This is supported by a dedicated Accessibility and Inclusion Co-op and Career Coordinator.
- The Work Study Program offers part-time, on-campus employment opportunities to students with documented financial need.
- CanAssist's Job Journey program is tailored for job seekers aged 15 and older who self-identify as having a disability and/or mental health barrier to employment.
- Professional development and learning opportunities for employees that include workshops, training and funding support.
- In-house training on occupational health and safety, wellness and mental health, ergonomics, onboarding, leadership, team development, and more.

- UVic provides resources to support fair and equitable hiring, including online equity training for appointment, reappointment, promotion, and tenure committees.
- Continuing Studies offers a micro-certificate designed to help professionals develop skills in intercultural communication, confront systemic barriers, and foster inclusive workplaces.

### Identify opportunities in relation to using housing as an economic development tool.

We currently house approximately 3,000 residence beds in 23 dormitory buildings with a mixture of single and double rooms. Our family housing complex includes 181 units in apartment and townhouse layouts, including some accessible units for residents with disabilities.

We recently opened two new LEED Gold and Passive House designed buildings that increased on-campus housing capacity by 25%. Čeqwəŋjɪn ʔéʔləŋ (Cheko'nien House), which opened in September 2022, includes a large multi-purpose lounge designed for programs, events and socializing; a community kitchen for programs and events; multiple study rooms and lounges on each floor; and a residence dining hall. Sŋéqə ʔéʔləŋ (Sngequ House), which opened in September 2023, includes a mix of traditional dormitory floors as well as new pod communities featuring single dormitory rooms with access to a shared kitchen and living space. There is also classroom space and an Indigenous student lounge.

To further meet the growing demand for on-campus accommodation, enhance the student experience, and create supportive living communities, UVic is proposing the development of a new, 500-bed student residence dedicated to upper-year undergraduate and graduate students. The project, currently in the planning and design phase, is targeting September 2029 for occupancy.

As well, UVic's real estate strategy outlines the development of a new mixed-use University District near our main campus—one that encompasses new housing and supporting commercial uses. This will help meet community housing demands while also diversifying revenue for the university in support of our academic and research mission.

### Long-term strategic initiative: sexualized violence prevention and response

UVic's Sexualized Violence Resource Office (SVRO), located within Equity and Human Rights (EQHR), creates ongoing, tailored training for students, staff, and faculty on sexualized violence prevention and response. The office collaborates with campus partners on the creation and implementation of an evolving three-year strategic education plan to continually respond to trends in reporting and identified needs. It maintains a [dedicated sexualized violence prevention and support website](#) with resources, support services, policy information, and contacts, including sections on alcohol and consent, and information for international students.

The SVRO works collaboratively with on- and off-campus partners through its ongoing involvement in the provincial Sexualized Violence Advisory Group, the UVic Consent Coalition (involving student staff and leaders across campus), and its Culture in Consent working group, which consults on and develops resources for international students related to sexualized violence prevention.

The SVRO offers the following sexualized violence prevention programming:

- Sexualized Violence Foundations Series – A three-part education series for students. Session 1 covers students' rights and responsibilities regarding sexualized violence; Session 2 provides highly interactive, tool-based consent education; and Session 3 covers prosocial bystander intervention. An online version of Session 1 will launch in July 2025. As of August 2025, students in varsity sports and executives of student clubs will be required to complete the online version of Session 1.
- Sexualized Violence Prevention and Response Training – Training for staff, faculty, and librarians on how to identify sexualized violence, how to respond to a disclosure, where to get support, the

UVic Sexualized Violence Prevention and Response Policy, and how to prevent sexualized violence.

- Social and Professional Competency Training – A two-hour training session designed to increase graduate students’ and teaching assistants’ understanding of, and responsibility under, UVic’s Sexualized Violence Prevention and Response Policy and Discrimination and Harassment Policy.
- Engaging in Trauma-Informed Practice – Newly launched in 2025, this training for staff, faculty, and librarians covers foundational concepts on the neurobiology of trauma, trauma-informed practice (TIP), and how to apply TIP when engaging with students and colleagues who have been impacted by sexualized violence.
- Spotlight on Inclusion – An in-person program designed for actors, stage crew, and directors, focused on the unique circumstances of the performing arts and the prevention and response to sexualized violence, discrimination, and harassment.
- Engaging Men – A six-week intensive program aimed at male student-athletes. The program supports male-identifying students in unlearning harmful gender norms and scripts while developing leadership skills related to communication, consent, boundaries, and accountability.

The SVRO provided a total of 29 sexualized violence prevention education sessions to students, staff, and faculty as of the writing of this report. Through these 29 sessions, the SVRO reached 679 UVic community members, including 15 hours of instruction to a cohort of 20 male athletes through the Engaging Men program. Statistics are collected annually from September to August, and the office anticipates reaching an additional 100–150 students through orientation programming held each August.

Other groups on campus run additional sexualized violence prevention programming that EQHR promotes and supports when appropriate:

- Understanding Consent Culture – A consent workshop offered through the student-led Anti-Violence Project, providing information, skills, and opportunities to understand and practice consent through activities and discussion.
- Supporting a Survivor – Another Anti-Violence Project workshop that covers the differences between support, disclosure, and reporting, and provides tools for supporting survivors of sexualized violence (e.g., active listening, believing survivors, busting myths, showing empathy, making referrals).
- Men’s Circle – A space run by the Anti-Violence Project where men and masculine-identified individuals can meet to connect, learn about systems and structures that uphold gender-based violence, share lived experiences, and develop strategies for challenging and dismantling gender-based violence and other systems of oppression on campus and in the wider community.
- Campus Security Workshops – Topics include de-escalating difficult situations, tactical communications, active threat response, and emergency preparedness. Since 1995, Campus Security has employed a Personal Safety Manager to address security concerns and promote campus-wide personal safety programs.

The SVRO, along with campus partners such as Student Wellness, the Office of Student Life, and the Anti-Violence Project, hosts two awareness weeks annually, in September and February. Consent Awareness Week (CAW) in September coincides with new student welcome and orientation and aims to raise awareness among students by providing tools to prevent sexualized violence and respond when it occurs. In February 2025, the SVRO collaborated with partners to host the first Healthy Relationships Week, featuring tabling, pop-up education events, and social media campaigns focused on consent and building healthy interpersonal relationships.

In June 2025, UVic completed a review of its Sexualized Violence Prevention and Response Policy. The review included extensive community consultation through surveys, focus groups, and constituent committees. Consultation took place in fall 2024, and from January to March 2025, the drafting committee integrated the feedback into the revised policy. The updated policy is currently awaiting

approval from the Board of Governors. The key updates focus on definitions, guiding principles, accountabilities, and policy scope.

EQHR also recently completed a review of the Discrimination and Harassment Prevention and Response Policy, which now includes definitions of microaggressions and systemic discrimination. Both definitions encompass gender-based discrimination, thereby expanding the university's ability to address gender-based violence on campus.

**Long-term strategic initiative: Former Youth in Care – supports for students who are former youth in care, including participation in the provincial tuition waiver program**

UVic is committed to supporting students with lived experience in government care. We recognize the systemic and personal barriers that former youth in care students face in both accessing and navigating post-secondary education, and we are actively working to ensure these students feel safe, seen, and supported.

In 2014/15, we created the University of Victoria Youth in Care Award. Originally, the award covered up to eight terms of funding or completion of a first degree, whichever came first, of actual tuition costs excluding mandatory fees. Entering, in-course and transfer students who met the eligibility criteria and who were registered in their first undergraduate degree were eligible to apply.

UVic's Youth in Care Award has no age limit and the minimum amount of time in care to qualify for the award is 12 months. Time in care must have been in the province of BC. Academic merit is not a basis for the award. In our most recent year of reporting (2024/25):

- In 2024/25, UVic provided the UVic Tuition Award to 51 former youth in care (the same number as the previous year), disbursing \$300,967 in institutional tuition waivers. This reflects a 13.6% decrease compared to 2023/24.
- 12 students with lived experience in care graduated from UVic (compared to 9 the previous year).
- There was a total of 74 registered former youth in care students. Of the 74 registered students, 17 of them had not yet applied for the UVic award and 6 were not eligible as they were enrolled in a second credential.

In 2017/18, we amended the terms of reference for the award to complement the new BC Provincial Tuition Waiver Program announced by the Ministry in September of that year. The UVic award now covers the actual tuition costs and mandatory fees for all terms of study required for completion of a first undergraduate degree for students previously in care in BC for at least one year but who do not meet the Provincial Tuition Waiver Program age or number of years in care criteria. In addition, donor-provided funds support book costs and living expenses.

- In the 2024/25 fiscal year, 47 former youth in care students also benefited from the BC Government's tuition waiver program (the same number as the previous year), with a total of \$426,834 distributed in waivers.
- The Ministry also provided UVic with \$536,760 to support the Learning for Future Grant for eligible participants in the Provincial Tuition Waiver Program.

Current strategies to identify former youth in care and support include:

- Self-identification through the admission process. This information is collected securely and confidentially and is shared only with a designated staff member in the Student Awards and Financial Aid office. This early identification allows UVic to offer timely, targeted outreach and support from the point of admission onward.
- Proactive outreach and communications. Using data gathered from the application process, UVic conducts direct outreach to former youth in care students to raise awareness of financial aid (including the Provincial Tuition Waiver Program, UVic Tuition Award, and Learning for Future

Grant) and other relevant services. Outreach is conducted with sensitivity and a trauma-informed approach to ensure students feel comfortable engaging with supports.

- A dedicated institutional contact. UVic recently created and filled the new role of Program Support Assistant – For Former Youth in Care, who serves as a consistent point of contact for former youth in care students, helping them with financial aid navigation, advocacy, and referrals to other services.

The establishment of the Program Support Assistant role marks a significant milestone in UVic’s commitment to equitable access and ongoing support for former youth in care students. Going forward, this position will help UVic build partnerships with community organizations, school districts, and youth-serving agencies to better reach students who may not yet be attending post-secondary and to raise awareness about available supports. The position also aims to strengthen cross-campus collaboration to improve coordination of services and foster a welcoming, inclusive environment for former youth in care students across all areas of campus life.

### Long-term strategic initiative: K-12 transitions and dual credit programming

UVic provides an extensive range of K-12 pathway activities to ensure students can successfully transition into the post-secondary system:

- Science Venture and HighTechU provide STEM-related outreach activities, with streams for equity-deserving groups.
- Indigenous Mini-University Summer Camp is a week-long program for Indigenous youth entering grades 9–12 filled with academic, physical, creative, cultural and social activities. Students explore on-campus life and experience the opportunities and Indigenous supports at UVic and the surrounding communities.
- The Living Lab Project, a community land- and water-based eco-restoration program, provides four weeks of land-based summer programming for local youth from several Nations, including Songhees, Esquimalt and Tseycum First Nations, as well as supporting K-12 Indigenous-led land- and water-based curriculum development.
- The BC Indigenous Youth 3C Challenge is a non-credit entrepreneurship program that encourages Indigenous youth to engage in the economy on their own terms.
- The Opening My World of Learning program, offered in partnership with TRICORP, is an immersive program that explores university education, campus life and Indigenous cultural experiences.
- Partnering with the Verna J. Kirkness Science Foundation, UVic welcomes Indigenous high school students for a week in May to conduct research in STEM fields.

UVic offers the Accelerated Entry program for high-achieving high school students who want to enrol in dual-credit courses at UVic, with 112 students participating in 2024/25.

	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
<b>Dual-credit students</b>	128	124	145	133	111	112
<b>Courses taken</b>	630	571	661	625	562	557

While hundreds of dual-credit courses are available, most students enrol in about 20 of the most popular foundational first-year undergraduate courses:

- CHEM 101: Fundamentals of Chemistry
- MATH 100: Calculus I
- BIOL 184: Evolution and Biodiversity
- PHYS 110: Introductory Physics I
- MATH 109: Introduction to Calculus
- PHYS 102A: General Physics I

- ECON 103: Principles of Microeconomics
- CSC 110: Fundamentals of Programming I
- PSYC 100A: Introduction to Psychology I
- SOCI 100A: Introduction to Sociology: Understanding Social Life

The West Shore campus partnership between UVic, Royal Roads University and Camosun College aims to improve transition rates from K-12 to post-secondary, with programs and courses designed to meet student demand and the economic and labour market needs of communities in the West Shore and the province.

### Long-term strategic initiative: work-integrated learning

As demonstrated throughout this report, work-integrated learning is a core part of the university's mission—and we do it well. UVic offers hands-on experience integrated with research-inspired teaching to accelerate personal growth and career success. We equip students for personal success and to contribute effectively as global citizens.

Since 1986, UVic has led a project that collects statistical data from public post-secondaries that run approved co-op programs and other forms of work-integrated learning. A new database—the British Columbia Co-operative Education and Work-Integrated Learning ([BC COWIL](#)) Statistical Database—launched in 2024 and serves as a centralized repository for data from public post-secondary institutions, supporting accountability and facilitating the tracking and reporting of student work experiences.

Work-integrated learning at UVic includes co-operative education, internships, entrepreneurship, community-engaged learning, applied research, practicum or clinical placements, and field schools.

Our co-op program, established in 1976, is one of the largest and oldest in Canada, enabling students to put their knowledge into practical usage and make critical labour market connections. Co-op integrates academic studies with relevant paid work experience in more than 40 academic areas, with one in three UVic undergraduates taking part. Students generally complete three or four work terms during their program to graduate with a co-op designation. Students in programs without a mandatory co-op requirement may choose to complete one or two work terms during their program, earning a work experience notation on their transcript.

In recent years, our Co-operative Education and Career Services team has placed special emphasis on:

- Expanding 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.
- Supporting students who self-identify as members of one or more marginalized groups (e.g., 2SLGBTQIA+, BPOC, persons with disabilities, people with international pathways, etc.) during their career development journey. For example, CanWork is a work-integrated learning program designed to support UVic students with disabilities or mental health challenges gain degree-relevant work experience. Our co-op team includes an equity, diversity and inclusion employment development officer as well as an equity, diversity and inclusions career educator.
- Supporting Indigenous students through tailored programs such as the bi-annual Indigenous Career Fair and Mock Interview Clinic for Indigenous Students, Indigenous Co-operative Education Wage Subsidy Program, and the award winning Indigenous International Work-Integrated Learning Exchange Program. The dedicated Indigenous co-op and career coordinator helps students find culturally relevant co-op positions with Indigenous bands and organizations as well as large companies, government ministries and other groups that impact Indigenous communities.
- Increasing community-based and international learning opportunities, including through our Experiential Learning Fund, scholarships and other funds for students. Grants support student mobility as well as wage subsidies for community, non-profit and NGO employers.

- Preparing students for meaningful employment through our Career Services' Gear Up to Graduate program, which includes a resource hub for graduates to refine skills and find jobs in a related field of study, as well as through workshops and career fairs.

Internships are discipline-specific placements that are structured and supervised and typically run for 12-16 months. Students may be paid, unpaid (although this is unusual in Canada), or be given academic credit for an internship. Internship programs are offered through the Centre for Asia-Pacific Initiatives, Water and Climate Impacts Research Centre, Pacific Institute for Climate Solutions, and UVic-Mitacs. The LE, NONET Community Internship provides 120 hours of work experience with an Indigenous community or organization of a student's choice.

Entrepreneurship opportunities through our Gustavson School of Business pairs students with community mentors to help leverage funding, resources and/or space to develop an early-stage business start-up that addresses real-world issues, for academic credit. As well, UVic's Innovation Centre is a venture incubator that provides support and mentorship to students, faculty, staff and alumni to take their business concepts from idea to investor ready.

With respect to accreditations and membership, our staff connect with several professional associations that promote work-integrated learning and career development across the post-secondary sector:

- All our co-op degree programs are accredited by [Co-operative Education and Work Integrated Learning Canada \(CEWIL\)](#).
- We're a member of the [Canadian Association of Career Educators and Employers \(CACEE\)](#).
- We hold an institutional membership with the [Association for Co-operative Education and Work-Integrated Learning BC and Yukon \(ACE-WIL\)](#) and many staff are active on province-wide committees and boards.
- We're a member of the [World Association for Co-operative Education \(WACE\)](#), an organization that strives to advance work-integrated learning through a global network.
- We're a member of the [National Association of Colleges and Employers \(NACE\)](#), which connects more than 5,200 college career professionals and helps forecast trends in the job market.

#### Long-term strategic initiative: developing and implementing protections for international students that support their fair treatment

UVic's [International Education Strategic Plan \(IESP\)](#), published in March 2025, affirms our intention to continue welcoming international students while ensuring enrolment remains sustainable and responsive to student demand and institutional capacity. The plan outlines a balanced approach to enrolment that supports access to high-quality educational experiences for both domestic and international students. It also emphasizes continued attention to graduate-level international enrolment and explores new opportunities for mobility, exchange and outbound learning for UVic students.

Recognizing the need to provide meaningful and effective supports for international students, UVic's IESP outlines a range of priorities to enhance the student experience—from orientation and integration services, to career development, housing and immigration advising. In alignment with UVic's broader equity and inclusion goals, the plan also underscores the importance of culturally responsive services and programs that foster a strong sense of belonging for international students within the campus community. For example:

- The International Student Welcome Week introduces students to campus and community life as well as campus supports and services.
- The UVic Global Community brings together students, staff and faculty from diverse backgrounds to share perspectives, celebrate diversity and engage in meaningful intercultural dialogue.

- The Conversation Partners and Mentorship Programs provide students with opportunities to build connections, strengthen their networks, practice language skills, and create lifelong friendships.
- The UVic Libraries International Commons provide a welcoming space for students to study, access academic resources, and connect with peers in a supportive, inclusive environment.

In recent years, UVic has taken steps to improve financial transparency, predictability and supports for international students. In 2024, UVic implemented a revised approach to international undergraduate tuition fees, which provides cost certainty to international students for the entirety of their four-year undergraduate degree, including annual increases. Tuition fees for incoming undergraduate students are now set in advance for the first year of their program, with annual increases capped at inflation or 4%, whichever is less. This change helps students plan and budget more effectively. Additionally, international tuition rates are determined earlier in the recruitment cycle, ensuring students have clear financial information when making enrolment decisions.

To further support access and fair treatment of international students, UVic offers:

- Comprehensive support in navigating key aspects of immigration, settlement and community integration.
- Entrance and in-course scholarships, awards and bursaries to assist students with tuition costs.
- Financial literacy workshops to help students manage expenses and explore funding options.
- An on-campus housing guarantee for all first-year undergraduate students entering UVic from high school.
- Off-campus housing resources and advising to help students navigate the local rental market, tenant rights education, and housing workshops.
- A comprehensive framework for student health and wellness, including a multifaith centre that ensures faith-based supports and community building.
- Work Study and Co-operative Education programs, which provide employment opportunities.
- Job search assistance, networking events, and employer connections through Career Services.
- Guidance on the Post-Graduation Work Permit and other immigration pathways.

The goals and performance indicators identified in our IESP are informed by and aligned with the goals and objectives of UVic's Strategic Enrolment Plan to ensure that our internationalization efforts are supported by a robust system of performance measurement and accountability.

## Appendix A: Performance measures and targets

This Institutional Accountability Plan and Report forms part of the accountability framework for BC's public post-secondary institutions. That framework ensures students receive quality educational opportunities relevant to their needs and the needs of the labour market as well as ensuring the post-secondary system contributes to the province's social and economic development. Performance measures and their assessments for 2024/25 (which appear on the following pages in the template provided by the Ministry) ensures a direct link between activities at the institutions and the strategic objectives of the post-secondary system: capacity, access, quality, relevance and efficiency.



		Actual			Target	Assessment
		2022/23	2023/24	2024/25	2024/25	2024/25
Student spaces	Total student spaces (PSFS)	17,151	17,537	17,919	≥16,745	Achieved
	Nursing and other allied health programs	608	611	875	≥792	Achieved
Credentials Awarded	Total Credentials	4,399	4,264	4,374		Not Assessed
	Bachelor		3,035	3,072	≥3,132	Substantially Achieved
	Certificate		67	85	≥68	Achieved
	Diploma		65	73	≥93	Not Achieved (non-core activity)
	Graduate, First Professional and Post-Degree		1,097	1,144	≥1,077	Achieved
Indigenous student spaces	Total Indigenous Student Spaces	1,055	1,079	1,109	≥1,050	Achieved
	Ministry (PSFS)	1,055	1,079	1,109		
Student satisfaction with education	Bachelor degree graduates	88.9% +/- 1.5%	88.3% +/- 1.5%	90.2% +/- 1.8%	≥90%	Achieved
Student assessment of the quality of instruction	Bachelor degree graduates	90.1% +/- 1.4%	89.6% +/- 1.4%	91.7% +/- 1.7%	≥90%	Achieved
Student assessment of skill development	Bachelor degree graduates	82.8% +/- 1.3%	83.0% +/- 1.3%	83.0% +/- 1.6%	≥85%	Substantially Achieved
Student assessment of usefulness of knowledge and skill..	Bachelor degree graduates	83.4% +/- 2.0%	85.5% +/- 1.9%	86.9% +/- 2.3%	≥90%	Substantially Achieved
Unemployment Rate	Bachelor degree graduates	7.5% +/- 1.3%	7.5% +/- 1.3%	7.4% +/- 1.7%	≤11.8%	Achieved
Sponsored Research Funding	Sponsored research funding from all sources (million \$)	139.7	139.7	168.0	≥139.7	Achieved
	Federal sources (million \$)	90.8	94.2	122.2		
	Provincial sources (million \$)	16.3	17.0	12.8		
	Other sources (million \$)	32.6	28.5	33.0		



		2022/23	Actual		Target	Assessment
			2023/24	2024/25	2024/25	2024/25
Bachelor degree graduates	Skill development	82.8% +/- 1.3%	83.0% +/- 1.3%	83.0% +/- 1.6%	≥85%	Substantially Achieved
	Written Communication	85.1% +/- 1.7%	84.6% +/- 1.7%	85.3% +/- 2.2%		
	Oral Communication	78.1% +/- 2.0%	77.5% +/- 2.0%	79.6% +/- 2.5%		
	Group collaboration	77.4% +/- 2.0%	78.8% +/- 2.0%	75.5% +/- 2.6%		
	Critical Analysis	90.4% +/- 1.4%	90.7% +/- 1.4%	90.2% +/- 1.8%		
	Problem resolution	76.9% +/- 2.0%	77.9% +/- 2.0%	75.0% +/- 2.7%		
	Learn on your own	86.8% +/- 1.6%	86.7% +/- 1.6%	88.4% +/- 1.9%		
	Reading and comprehension	85.8% +/- 1.6%	85.6% +/- 1.7%	86.9% +/- 2.1%		

Please consult the 2024/25 Standards Manual for a current description of each measure.

#### Student Spaces

Results from the 2024/25 reporting year are based on data from the 2024/25 fiscal year; results from the 2023/24 reporting year are based on data from the 2023/24 fiscal year. Only Ministry funded Full-Time Equivalents are included.

#### Indigenous Student Spaces

For Indigenous Student Spaces, results for the previous fiscal year are reported. Results from the 2024/25 reporting year are based on data from the 2023/24 fiscal year; results from the 2023/24 reporting year are based on data from the 2022/23 fiscal year. Both Ministry and SkilledTradesBC (formerly the Industry Training Authority) funded Full-Time Equivalents are included. Institutions provide their own target and assessment for Indigenous Student Spaces.

#### Credentials Awarded

The total number of credentials awarded are reported but only the Credentials awarded for each credential type are assessed. The credential target assessment is based on the number of credentials awarded in the most recent fiscal year as a percentage of the average number of credentials awarded in the previous three fiscal years. Targets are set in the previous reporting year for the next reporting cycle. In accordance with the data masking policy, any value less than 10 has been excluded to protect confidentiality.

Prior to the 2023/24 reporting cycle, the credential target was based on the average number of credentials awarded in the last three fiscal years and the year over year change in FTEs.

#### Student Outcomes Measures

Results from the 2024/25 reporting year are based on 2024 survey data; results from the 2023/24 reporting year are based on 2023 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%.

#### Assessment Scale

Performance measure results are assessed on a three-category scale: Achieved, Substantially Achieved, or Not Achieved .

N/A = not assessed

Target Assessment Scale	Description
Achieved	100% or more of the target
Substantially achieved	90% to <100% of the target
Not achieved	<90% of the target

# University of Victoria

Accountability Framework Performance Measure Targets: 2025/26 to 2027/28

Performance measure <sup>1</sup>	2025/26	2026/27	2027/28
<b>Student spaces<sup>2</sup></b>			
Total student spaces	16,920	16,928	16,937
Nursing and other allied health programs	832		
<b>Domestic<sup>3</sup> credentials awarded</b>			
Bachelor	3,097	TBD	TBD
Certificate	79		
Diploma	75		
Graduate, First Professional and Post-Degree	1,096		
<b>Student Outcomes</b>			
Student satisfaction with education	≥ 90%		
Student assessment of the quality of instruction			
Student assessment of usefulness of knowledge and skills in performing job			
Students' assessment of skill development (average %)	≥ 85%		
Unemployment rate	≤ unemployment rate of the population aged 18-29 with high school credentials or less		

1. Please consult the 2024/25 Standards Manual for a current description of each measure.

2. FTE Student Enrolment Targets as of April 2, 2025.

3. Student Transitions Project, Fall 2024 submission. Credentials awarded to international students are excluded, except for those awarded to international graduate students at research intensive universities. Credentials awarded by other agencies, such as SkilledTradesBC, are excluded. The institution-specific credential target is based on the average number of credentials awarded by an institution in the 2021/22 to 2023/24 Fiscal years. Targets are set in the previous reporting year for the next reporting cycle. Targets are not assessed where three years of credentials are not reported, or less than 10 credentials are awarded in a given year. See the 2024/25 Standards Manual for details.

## Appendix B: Lasting and meaningful reconciliation

Progress on implementation of the Truth and Reconciliation Commission’s Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, and In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care Report Recommendations for Public Post Secondary Institutions in B.C.

Using the Ministry’s reporting template, the University of Victoria has outlined our ongoing progress toward meaningful and lasting reconciliation. This work has been guided by our [Indigenous Plan 2017–2022](#) and informed by engagements with Indigenous faculty, staff, students, alumni, Elders and community members. Their wisdom, service, and contributions have shaped our efforts to date and continue to guide us as we collectively implement our renewed Indigenous Plan, [X̱wkw̱ənəjstəl | W̱C̱ENENISTEL | Helping to move each other forward](#).

TRC CALL TO ACTION <sup>1</sup> and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
<p><b>PROGRESS</b></p> <p>Identify whether the initiative is:</p> <ul style="list-style-type: none"> <li>• New<sup>2</sup></li> <li>• Planned / In progress / Implemented or</li> <li>• Ongoing</li> </ul>	<p><b>INITIATIVES AND PARTNERSHIPS</b></p> <p>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.</p>
1: SOCIAL WORK	
<p>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.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>Implemented</p>	<ul style="list-style-type: none"> <li>• Since 2000-01, UVic has offered a <a href="#">Bachelor of Social Work (BSW) – Indigenous Specialization</a> and a <a href="#">BSW – Indigenous Child Welfare Specialization</a>.</li> <li>• In 2009, UVic launched a <a href="#">Master of Social Work (MSW) – Indigenous Specialization</a> for Indigenous students. Like the standard BSW and MSW programs, the Indigenous specialization programs critically examine the legacy of colonial and oppressive practices and explore alternative approaches grounded in decolonialization, equity, anti-racism, and social justice.</li> <li>• The School of Social Work includes a dedicated Field Placement Coordinator who supports Indigenous students and fosters partnerships with Indigenous agencies across Canada.</li> <li>• All BSW students at UVic are required to complete two courses with an Indigenous focus. MSW students complete at least one Indigenous content-focused course, with additional Indigenous content embedded throughout the broader curriculum.</li> <li>• In 2019-20, two new courses were added to the <a href="#">MSW Foundation</a> program. These courses explore the historical and contemporary experiences of Indigenous Peoples, introduce anti-colonial policy analysis, and examine the implications of decolonizing social work practice.</li> </ul>

<sup>1</sup> "..." represents omitted text not related to post-secondary education from the original Call to Action.

<sup>2</sup> New initiatives start in the current reporting year and have not been previously reported on.

Ongoing	<ul style="list-style-type: none"> <li>We are actively engaged in the preferential hiring of Indigenous faculty across both teaching and research streams.</li> <li>An Indigenous liaison is assigned to each Indigenous student completing a field course, ensuring individualized support and guidance throughout their practicum assignments.</li> </ul>
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## 12: EARLY CHILDHOOD EDUCATION

We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented	<ul style="list-style-type: none"> <li>UVic's <a href="#">School of Child and Youth Care (CYC)</a> continues to integrate land-based learning in collaboration with local community members. The undergraduate curriculum was renewed in 2020, followed by the renewal of the master's program in 2022.</li> <li>In fall 2019, two Indigenous-focused courses were introduced at the 100- and 300-levels.</li> <li>CYC is committed to providing meaningful and culturally appropriate education—including land-based learning opportunities—to prepare students to effectively support children, youth, and families. The School's mission states that it places a "strong emphasis on supporting Indigenous student success through culturally responsive teaching and support."</li> <li>The Indigenous-led Kinship Rising project focuses on healing from colonial and gender-based violence by restoring sacred teachings of gender well-being. It promotes gender resurgence through art, land-water relationships, and reconnection with all relations. The project incorporates community-based programs, partnerships, faculty-led research collaborations, and Indigenous community-based practicums.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>CYC has an <a href="#">Indigenous specialization stream</a> that introduces students to critical theory and essential protocols for engaging respectfully in child and youth care practice within Indigenous contexts. Undergraduate and graduate curriculum development focuses on themes such as Indigenous early years/early childhood; Indigenous child and youth development; Indigenous family systems; Indigenous research; land-based pedagogies and working with Elders and knowledge keepers; applying Indigenous models in frontline 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 designed for both Indigenous and non-Indigenous student, and the final practicum must be completed in an Indigenous setting.</li> <li>The <a href="#">Early Childhood Education Years specialization</a> consists of four courses that explore the impacts of colonization on early childhood.</li> <li>All undergraduate and graduate courses in CYC include Indigenous content throughout the curriculum.</li> <li>CYC is currently recruiting an Indigenous limited-term hire with expertise in early childhood education to strengthen its existing Indigenous faculty complement and enhance supports for Indigenous students.</li> </ul>

## 16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented	<ul style="list-style-type: none"> <li>The course "Introduction to SENĆOŦEN" was successfully delivered in two sections. Notably, Lieutenant Governor Janet Austin invited the instructor to teach her SENĆOŦEN.</li> <li>A Stz'uminus cohort completed the <a href="#">Certificate in Indigenous Language Revitalization (CILR)</a> and is now transitioning to the diploma program through Indigenous Education.</li> <li>The first national online cohort of the CILR was launched to expand access for individual Indigenous learners who may not have the capacity—due to funding, cohort size, or other limitations—to host the cohort-based program in their own communities. This initiative required the hiring of Indigenous language experts to redevelop eight online courses.</li> <li>In consultation with Indigenous subject matter experts, UVic has developed a three-course micro-certificate in Indigenous Language Documentation, which offers specialized training to support language documentation and reclamation efforts.</li> </ul>

Ongoing	<ul style="list-style-type: none"> <li>• <a href="#">Indigenous language</a> instruction at UVic is informed by more than 40 years of experience delivering community-based programming, aimed at empowering adult learners to increase language proficiency and support revitalization efforts within their communities.</li> <li>• UVic offers the following undergraduate Indigenous language programs: <ul style="list-style-type: none"> <li>○ <a href="#">Certificate in Indigenous Language Revitalization</a></li> <li>○ <a href="#">Certificate in Indigenous Language Proficiency</a></li> <li>○ <a href="#">Diploma in Indigenous Language Revitalization</a></li> <li>○ <a href="#">Bachelor of Arts in Indigenous Studies</a></li> <li>○ <a href="#">Bachelor of Education in Indigenous Language Revitalization</a></li> </ul> </li> <li>• UVic also offers the following graduate-level non-degree and degree programs: <ul style="list-style-type: none"> <li>○ <a href="#">Certificate in Indigenous Nationhood</a></li> <li>○ <a href="#">Graduate Certificate in Indigenous Language Revitalization</a></li> <li>○ <a href="#">Master of Arts in Indigenous Language Revitalization</a></li> <li>○ <a href="#">Master of Education in Indigenous Language Revitalization</a></li> </ul> </li> <li>• In partnership with the En-owkin International School of Writing and Visual Arts, UVic offers a <a href="#">Foundations in Fine Arts</a> certificate, designed for mature Indigenous learners seeking to build specialized skills in creative writing and/or visual arts in an Indigenous context.</li> <li>• Through the School of Indigenous Governance, UVic offers a course titled “Introduction to Local Lands, Waters and Languages” led by Indigenous knowledge holders. This course centers Coast Salish knowledge, languages and governance on their territories to educate students about local territorial laws and protocols as a way of supporting students' ability to build reciprocal relationships.</li> <li>• The Department of Indigenous Education continues to support the ongoing language cohorts by providing learners with opportunities to process from certification-level through to master’s level education. Current programming continues in communities speaking SENĆOŦEN, Kwakwaka, Hul’q’umi’num, and Inuktitut.</li> <li>• New partnerships with Indigenous language communities are regularly established, requiring ongoing curriculum development tailored to the specific needs and goals of each community.</li> </ul>
New	<ul style="list-style-type: none"> <li>• The Department of Indigenous Education, in partnership with the WSÁNEĆ School Board, was approved for a Bachelor of Arts credential in Indigenous Language Proficiency. The first cohort declared in January 2024, as third-year students. Learners who complete their fourth year of instruction will receive their BA in Indigenous Language Proficiency as early as 2025. This program centers fluency building in SENĆOŦEN and is taught by local SENĆOŦEN instructors and knowledge-holders, most of whom are also graduates of IED’s Masters in Indigenous Language Revitalization graduate program.</li> <li>• UVic was awarded a Canada Research Chair position in Indigenous Language Revitalization in 2024.</li> <li>• The <a href="#">NEȶOLNEW Research Partnership</a> hosted the 30th annual <a href="#">Stabilizing Indigenous Languages Symposium (SILS)</a>, which brought 360 attendees to Snéqə ʔéʔləŋ (Sngequ House). Centered around the theme Kinship, Connections &amp; Leadership in Indigenous Language Revitalization, the symposium fostered a rich exchange of innovative ideas towards advancing language revitalization efforts.</li> </ul>

### 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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<ul style="list-style-type: none"> <li>• Students in our <a href="#">Master of Public Health and Social Policy</a> program can focus on Indigenous Peoples’ Health. The program requires three courses on Indigenous Community Engagement and Leadership, Indigenous Public Health and Social Policy and Indigenous Health Research Methodologies. Students with sufficient background can develop a practicum in an Indigenous community or organization. We prioritize applications from Indigenous students.</li> <li>• Students in our <a href="#">Bachelor of Arts in Health and Community Services</a> can focus on Indigenous Peoples’ Health. The program requires three courses on Traditional Healing in Indigenous Communities, Wise Practices in Indigenous Community Health, and Indigenous Global Health.</li> </ul>

	<p>Students with sufficient background can develop a practicum in an Indigenous community or organization. Applications from Indigenous students are prioritized.</p> <ul style="list-style-type: none"> <li>• Our <a href="#">School of Public Health and Social Policy (PHSP)</a> continues to develop relationships with local community, in community, through artwork by a local Indigenous woman. This work embodies our aspirations and practice and the ways in which we hope to move forward. Through invitation from the artist, we have started to go to community to remove invasive species, working on the land with those whose historical relationships with the land continue to this day. Through this work, and these relationships, we aim to grow, learn and offer a healthy and safer space for sharing ways of knowing and being.</li> </ul>
Implemented	<ul style="list-style-type: none"> <li>• PHSP offers classes on Indigenous Health and Indigenous Healing and Wellness. In 2023, registration capacity for each class was increased to 60 and 50 students, respectively.</li> <li>• All students in our <a href="#">Bachelor of Arts in Public Health</a> are required to take a course on the Introduction to Indigenous Health in Canada. Students in the program can further focus on Indigenous Peoples' Health and, as part of the program requirements, take three courses on traditional healing in Indigenous communities, wise practices in Indigenous community health, and Indigenous global health. Students with sufficient background can develop a practicum in an Indigenous community or organization. We prioritize applications from Indigenous students.</li> <li>• PHSP has established 48 Indigenous Public Health practicum placements in a variety of settings including research centres, health authorities, government and Indigenous community organizations.</li> </ul>
New	<ul style="list-style-type: none"> <li>• PHSP developed an annual retreat, led by Indigenous faculty members, to acknowledge and connect with the territory, learn more about the relationship of the First Peoples with these lands, as well as engage with ongoing impacts of the colonial structure on those relationships.</li> <li>• The newly established Faculty of Health has put together a working group to redevelop the Masters in Indigenous Community Counselling Program as a base-funded program. Work is currently underway to propose the program with the hope of launching in 2026.</li> </ul>

#### 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 (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<ul style="list-style-type: none"> <li>• To date, UVic's <a href="#">Island Medical Program (IMP)</a>, delivered in partnership with UBC and Island Health, has graduated 32 students who self-identify as Indigenous, with 14 currently enrolled. IMP admissions include an Indigenous pathway that aims to fill as many seats as possible with qualified Indigenous applicants.</li> <li>• IMP students 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.</li> <li>• Through working with Indigenous communities and leaders, IMP developed an Indigenous Specific Anti-Racism Training (ISART) course which is anticipated to be adopted by Island Health. Students in this course will learn about cultural safety and cultural humility.</li> <li>• UVic's <a href="#">School of Nursing (SON)</a> offers an Indigenous-focused required course in the fourth year that develops students' understandings of socio-cultural history as well as current contexts that shape the lives of Indigenous people and their communities' health in Canada. Concepts of cultural safety, humility and Indigenous-specific racism are explored through a variety of lenses and learning activities. The school also initiated a community-based collaborative learning unit with the Tsartlip and Tsawout First Nations, as a senior level nursing practice experience, led by Indigenous faculty.</li> <li>• UVic student admissions through Camosun College have doubled the dedicated seats for Indigenous nursing students (from eight to 16), now at 10% of total admissions to the bachelor program. Additionally, we now have two dedicated seats for Indigenous students in each of our program streams for our graduate Master of Nursing program (a total of eight seats).</li> <li>• The Indigenous Initiatives Committee, led by Indigenous faculty and composed of faculty and</li> </ul>

	<p>students at UVic and Camosun College, has implemented initiatives to combat racism with a focus on healing and health.</p> <ul style="list-style-type: none"> <li>• There are currently six self-identified Indigenous faculty members within the School of Nursing, which represents a six-fold increase since 2017.</li> <li>• The School of Nursing is integrating new BC College of Nurses and Midwives Board-approved practice standards on Indigenous cultural safety, cultural humility, and anti-racism across its programs.</li> </ul>
<b>New</b>	<ul style="list-style-type: none"> <li>• UVic’s School of Nursing (SON), in collaboration with 4 other BC PSIs, launched the <a href="#">Indigenous Graduate Education in Nursing (IGEN) Project</a>. This initiative is designed to articulate across each of the partner institution’s graduate-level Indigenous Nursing programs, providing financial and cultural support for Indigenous nurses, revising admissions, and connecting nurses in the program cross-institutionally as a cohort. This initiative will also foster institutional collaboration on curriculum development and serve to support the development of educational best practices in Indigenous Nursing.</li> <li>• The first student cohort for UVic’s recently developed <a href="#">Masters of Nursing - Indigenous Wellness</a> stream was admitted in September 2024.</li> <li>• Beginning September 2025, the four-year Bachelor of Science in Nursing curriculum will require the completion of two mandatory Indigenous content courses. The updated learning outcomes align with professional practice standards, integrating CASN cultural humility and cultural safety, BCCNM Indigenous cultural safety, and cultural humility and anti-racism practice standards.</li> </ul>

## 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.

<b>PROGRESS</b>	<b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>
<b>Implemented</b>	<ul style="list-style-type: none"> <li>• In 2018, UVic launched a four-year joint degree program in <a href="#">Canadian Common Law (JD) and Indigenous Legal Orders (JID)</a>, with the first cohort graduating in spring 2022. The program offers intensive, mutually illuminating instruction in courses that deal with Canadian law and one or more Indigenous legal traditions.</li> <li>• Since spring 2021, field schools have been conducted with Indigenous communities, including Cowichan Tribes, Shuswap Nation Tribal Council, North Island communities, Mamalilikulla First Nation and Pedzeh Ki First Nation in the Northwest Territories. These programs engage students in community-identified and community-led projects aligned with diverse priorities such as education, land stewardship, child and family services, language revitalization, and heritage preservation. Each field school experience provides students with unique opportunities to immerse themselves in Indigenous legal orders and cultural practices while contributing meaningfully to community development initiatives.</li> <li>• UVic Law offers the <a href="#">Inuit Women Legal Scholar Award</a>, providing one or more awards of at least \$5,000 to entering or continuing undergraduate Inuit women students in the Faculty of Law. Recipients are recognized for their demonstrated leadership within their schools or communities.</li> <li>• To honour the oral traditions of many Indigenous Peoples, Indigenous applicants to the JD and JD/JID programs now have the option to submit a video in place of a written reference letter.</li> <li>• In December 2022, the <a href="#">Indigenous Law Research Unit (ILRU)</a> was awarded a \$1.2M grant from the Law Foundation of British Columbia (\$400K annually for three years) to stabilize staffing, enhance operations, and deepen relationships with community partners, legal professionals, and organizations in support of its mission to rebuild Indigenous laws and governance systems.</li> <li>• In 2022, the Faculty of Law hired an Indigenous Law Librarian to expand the collection of materials supporting Indigenous legal studies, and a Strategic Advisor to the Dean on the National Centre for Indigenous Laws (NCIL). These additions brought the total number of Indigenous faculty members in UVic Law to eight.</li> <li>• In fall 2022, 12 third-year students in the JD/JID program participated in a student-led course on the UNDRIP. Under faculty supervision, students explored the opportunities and challenges</li> </ul>

	of implementing UNDRIP in relation to Indigenous legal orders, presenting their final projects in a public forum at the end of the term.
Ongoing	<ul style="list-style-type: none"> <li>The compulsory <a href="#">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.</li> <li>A defining feature of the program is its community-based field schools, there students engage with community experts on specific Indigenous Peoples' legal order, observe contemporary Indigenous legal practices, and contribute to law-related projects in partnership with the community.</li> <li>UVic's first-year law students are invited to participate in an <a href="#">Indigenous Perspectives Camp</a>, a student-led initiative that offers first-year law students the opportunity to learn about Indigenous cultures, experiences, traditions, history and perspectives on law and society. Typically held in partnership with a local or Island Nation, the camp attracts many student participants and has been offered for over 25 years.</li> <li>Extensive Indigenous content—aligned with the Truth and Reconciliation Commission's Call to Action #28—is embedded across the law curriculum. This includes core courses such as Constitutional Law, Criminal Law, Legislation and Policy, Legal Research and Writing, Property, Torts, Administrative Law, and Legal Ethics and Professionalism, as well as electives including Family Law, Intellectual Property, International Human Rights and Dispute Resolution, and Taxation.</li> <li>The Faculty of Law offers an intensive summer course in Indigenous Legal Methodologies.</li> <li>The mandatory, full-time, two-week introductory Legal Process course includes an introduction to Indigenous legal traditions, land-based learning, legal pluralism, and cultural competency, along with orientation to the Indian Residential Schools Settlement Agreement and the TRC.</li> <li>A Professional Specialization Certificate in Intellectual and Cultural Property Law is scheduled to launch in 2024. This non-credit program uniquely bridges Canadian intellectual property law with the recognition and protection of Indigenous laws and culture.</li> <li>Construction of the National Centre for Indigenous Laws (NCIL) remains on schedule for completion in 2025. Both the building and function of the NCIL has been shaped by over a decade of collaboration with local and national Indigenous communities and partners.</li> </ul>
New	<ul style="list-style-type: none"> <li>In response to feedback from previous field school Nation hosts and alumni, the Faculty of Law is piloting two new seminars – “Understanding and Healing Lateral Violence” and “Conflict Transformation”—as potential mandatory preparatory training for field school preparation. Both seminars are delivered in partnership with the Indigenous Perspectives Society.</li> <li>The Law Work Experience Program (LWEP) launched in fall 2024 for JD/JID students, with five students placed for summer 2025. Many of these placements are with Indigenous Nations or organizations and involve engagement with Indigenous laws and legal orders.</li> <li>Two new roles—Administrative Coordinator, Indigenous Initiatives and Strategic Advisor to the Dean on the Centre for Indigenous Laws (CIL)—have been established and filled to enhance the sustainability and growth of Indigenous-focused existing programming.</li> <li>Through increased fundraising efforts, the Faculty of Law now provides more than \$295,000 in annual support and awards to over 50 students, significantly expanding access and opportunities.</li> </ul>
<b>57: PUBLIC SERVANTS</b>	
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.	
<b>PROGRESS</b>	<b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>
Ongoing	<ul style="list-style-type: none"> <li>The <a href="#">School of Indigenous Governance (IGOV)</a>, a leading school for the advancement of Indigenous knowledges, creativity and activism, continues to offer the Indigenous Introduction to Local Lands, Waters and Languages course. This course centres Coast Salish knowledge, languages and governance on their territories to educate students about local territorial laws and protocols as a way of supporting students' abilities to build reciprocal relationships.</li> </ul>

	<ul style="list-style-type: none"> <li>• The <a href="#">Master of Arts in Indigenous Governance</a> builds on traditional strengths and is dedicated to the resurgence and practice of Indigenous ways of knowing and being. Central to the program’s curriculum is engagement with gendered perspectives, innovative scholarship and land-based curriculum.</li> <li>• UVic’s <a href="#">School of Public Administration</a> (SPA) has developed a competency framework encompassing Indigenous history, traditions, knowledge systems and governance structures, ensuring that all Master of Community Development students graduate with these competencies.</li> <li>• Students in SPA’s diploma and major programs are required to take a course in either Understanding Indigenous Governance in Canada or Governance for Planetary Health.</li> <li>• The <a href="#">Graduate Evaluation Certificate</a> now includes a mandatory course on culturally responsive evaluation.</li> <li>• The Master of Public Administration and Master of Community Development programs are committed to an Equity Admissions approach, resulting in a truly diverse student cohort poised to become the next generation of public sector leaders.</li> <li>• UVic introduced a new <a href="#">Diploma in Indigenous Community Development and Governance (ICDG)</a> designed to build relevant knowledge, skills, and competencies for leadership and administration roles within Indigenous communities and organizations. Delivered online, the ICDG program enables learners to live and work in their communities while pursuing flexible, professionally relevant development. Ongoing guidance is provided by the program’s Indigenous Advisory Group.</li> <li>• The Institute for Indigenous Governance (IGOV) recently launched a <a href="#">Doctor of Philosophy in Indigenous Governance</a>, advancing the field through original community-engaged research and deep theoretical understanding. Graduates demonstrate excellence in theory creation, research, and effective communication.</li> <li>• The <a href="#">Graduate Certificate in Indigenous Nationhood</a> is now integrated into IGOV’s programming. Students gain an interdisciplinary perspective on governance, politics, and law while developing skills as researchers, scholars, and community leaders. Those in the Master of Arts in Indigenous Governance can combine these programs for a comprehensive study of law, politics, and governance intersections.</li> <li>• New program opportunities are being explored, including a non-credit stream of ICDG to broaden learner access, and a new undergraduate course titled Social-Ecological Justice and Action for Planetary Health.</li> <li>• SPA is actively engaged in the preferential hiring of Indigenous instructors and has appointed a part-time Indigenous program manager to support these initiatives.</li> <li>• SPA has developed a new three-year Strategic Plan that outlines specific objectives on reconciliation, decolonization, anti-racism, diversity and inclusion.</li> </ul>
New	<ul style="list-style-type: none"> <li>• Beginning in 2024, IGOV partnered with the Molokai Heritage Trust to offer, for the past two years, experiential learning opportunities that immerse students in Indigenous knowledge and governance practices through field-based learning and community-engaged research.</li> <li>• The Faculty of Human &amp; Social Development (HSD) hired a full-time Director of Indigenous Initiatives tasked with developing and overseeing a broad range of academic supports for students, cultural supports for faculty, staff, and students, and establishing a culturally safe space. Building on this foundation, HSD also created a half-time Indigenous Community Engagement Coordinator role to support Indigenous students, staff, and faculty, provide guidance on local protocols, and serve as a liaison between the community and the faculty. Both positions will continue within the newly formed Faculty of Health.</li> </ul>
<b>62: TEACHER EDUCATION</b>	
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	<ul style="list-style-type: none"> <li>• Indigenous Education has been growing in the Faculty of Education since 1999; in 2017, we created a <a href="#">Department of Indigenous Education</a>.</li> <li>• The research project—<a href="#">NEZOLNEW</a>—funded through a SSHRC Partnership Grant, came</li> </ul>

	<p>together in June 2024 for the final All Partners' Gathering at the First Peoples House at UVic. This occasion marked the end of the seven-year grant and provided a meaningful opportunity to connect in person and reflect on both the learning and achievements accumulated over the years.</p> <ul style="list-style-type: none"> <li>• Every student teacher is required to complete one mandatory course in Indigenous Education. By addressing historical, educational, and policy changes, as well as the contributions of Aboriginal people to the Canadian landscape, this course supports the preparation of future teachers and aims to advance the inclusion and expansion of relevant content in the K-12 curriculum and programs.</li> <li>• Indigenous Education also offers courses focused on Indigenous pedagogies and the history of Indigenous education in Canada. Every June, teacher education students may enroll in an intensive four-course Summer Institute in Indigenous Education, which provides experiential learning opportunities to deepen their understanding of Indigenous worldviews, histories, knowledge and perspectives. This prepares them to better understand and explain the rights and responsibilities of Indigenous Peoples and settlers living in Canada.</li> <li>• Indigenous Education offers an integrated 10-course program in Teaching and Learning Indigenous Perspectives for students, pre-service teachers, and practicing teachers. Participants develop the skills and confidence to meaningfully incorporate Indigenous perspectives into their teacher identities and practices. This program remains a priority for school districts across the province, as its courses are designed to meet Standard 9 of the BC Teachers' Council's Professional Standards.</li> </ul>
Implemented	<ul style="list-style-type: none"> <li>• The <a href="#">Indigenous Education Post-Degree Professional Program</a> (elementary focused) is a new offering at UVic. This 20-month program provides aspiring teachings—both Indigenous and non-Indigenous—with 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. It is also designed to enhance relational accountabilities with local Indigenous peoples and communities. Graduates receive a Bachelor of Education degree and are eligible to apply for a BC Teaching Certificate. The program was launched in fall 2023, and the inaugural cohort of 10 students completed their studies in May 2025. The next I-PDPP cohort is scheduled to begin in September 2025.</li> </ul>
New	<ul style="list-style-type: none"> <li>• The Faculty of Education has created two new Indigenous faculty positions jointly appointed between the Department of Indigenous Education and Department of Curriculum and Instruction. The Department of Curriculum and Instruction is hopeful that these co-appointments will support efforts to build a meaningful Indigenous presence in the design and delivery of teacher education programs.</li> </ul>
<b>86: JOURNALISM AND MEDIA SCHOOLS</b>	
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.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	N/A
<b>92: BUSINESS SCHOOLS</b>	
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.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented	<ul style="list-style-type: none"> <li>• The <a href="#">Peter B. Gustavson School of Business</a> launched an MBA in Advancing Reconciliation in May 2023. This custom program focuses on Indigenous reconciliation and works in partnership with the BC Association of Aboriginal Friendship Centers. The first cohort of MBA-AR students will complete the program in June 2025, with the second cohort starting in January 2026.</li> </ul>

<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• UVic’s Indigenous Cultural Acumen Training (ICAT) and other learning workshops are now part of all faculty, staff and student orientation activities.</li> <li>• Students in our <a href="#">Master of Business Administration (MBA)</a>, <a href="#">Master of Management (MM)</a> and <a href="#">Bachelor of Commerce (BCOM)</a> programs are introduced to human rights broadly, including the UNDRIP, with emphasis on the rights to development and self-determination. They also explore a range of issues experienced by Indigenous Peoples, with particular attention given to extractive industry projects and Indigenous communities.</li> <li>• Within the context of Indigenous community relations with extractive industries, students are introduced to a framework for Aboriginal–Crown stakeholder relations. This includes skills-based training in intercultural competency, conflict resolution, human rights and anti-racism.</li> <li>• BCOM students participate in an ICAT session and complete a self-location assignment during orientation, encouraging reflection on the land they are from, the land they live on, stewardship, and related responsibilities. They also complete a Truth and Reconciliation reflection and action plan assignment. Additional Indigenous content—such as case studies—is encouraged across all programs.</li> <li>• MBA, MM and <a href="#">Master of Global Business (MGB)</a> students receive an overview of the history of Indigenous Peoples in Canada delivered by a visiting First Nations Elder, including impacts of the Residential School system and an introduction to cultural values that guide development in many Indigenous communities.</li> <li>• MBA students view the video “Indigenous and Canadian Histories 101: What you Didn’t Learn in High School” and complete a follow-up historical exploration, research, and report assignment. This assignment forms the basis of a facilitated discussion on Indigenous histories co-led by a visiting Elder and the instructor.</li> <li>• In the MBA Business and Sustainability course, students are introduced to key human rights instruments relevant to the rights of Indigenous Peoples and examine how federal and provincial governments are implementing UNDRIP.</li> <li>• The MBA Foundations of Stability course introduces the business case for sustainability, sustainability reporting, socially responsible investing, First Nations/Indigenous approaches to economic development, ethics, gender equity, and human rights.</li> <li>• PhD students are introduced to the unique challenges facing Indigenous Peoples through core courses and workshops. They are encouraged to conduct research that addresses pressing global societal issues, including those impacting Indigenous communities and stakeholders. Activities include ICAT sessions, research with Indigenous communities, and discussions on decolonizing business education.</li> </ul>
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## 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.

## NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

UVic supports these articles in five key areas, as outlined below. These initiatives and programs have been developed in consultation with Indigenous students and/or local Indigenous nations, communities and organizations, and are designed to meet the educational needs of these groups. Our ongoing institutional goals include increasing Indigenous student enrolment, retention and success. Additional initiatives and programs are highlighted throughout UVic's Institutional Accountability Plan and Report and are intended to be illustrative rather than comprehensive.

### Governance and Community Collaboration

- In alignment with UVic's strategic plans and commitments to truth, respect, and reconciliation with Indigenous Peoples—particularly Indigenous students, staff, faculty and the communities and Nations we live and work alongside—the [Vice-President Indigenous \(VPI\)](#) position was established in 2022. The VPI reports to the President and works with members of the Executive Council. Staffing in the Office of the Vice-President Indigenous has grown from 3.5FTE positions in 2022 to 12FTE (with one position pending hire) as of 2025.
- In 2023/24, UVic initiated a search to appoint several Associate Deans Indigenous (ADIs), expanding Indigenous senior academic leadership and representation across all faculties. ADIs are primarily responsible for guiding the implementation of the new Indigenous Plan and supporting Indigenous faculty through appointment, reappointment, tenure and promotion processes. To date, three ADIs have been appointed, with work underway to appoint three more during this reporting period.
- The university's renewed Indigenous Plan, [Xʷkʷənənɪstəl | WʕENENISTEL | Helping to move each other forward](#), launched in September 2023 following two years of engagement. A collaborative reporting strategy is currently in development.
- UVic holds a standing agenda item with the Songhees Nation and hosts the Indigenous Community Engagement Council, co-chaired by an Indigenous community representative and the VPI. This forum provides an opportunity for leaders from Indigenous Nations and representatives from local school boards to share educational priorities with university leadership.
- Indigenous staff at the university are eligible for paid leave to participate in ceremonial gatherings or fulfill cultural responsibilities.
- The university follows Coast Salish protocols for ceremonies and daily practices (e.g., territorial welcomes, hand-delivered invitations, calling witnesses, honouring relationships, etc.). New Indigenous faculty and staff members are invited to a Blanketing Ceremony, where they may request permission to work and live on these territories.
- During convocation, UVic hosts Indigenous Recognition Ceremonies in which graduating Indigenous students are blanketed and celebrated for their achievements.
- Based on extensive consultation with Elders and Knowledge Holders, the university has implemented a comprehensive [smudging policy](#) (covering residences, classrooms and offices) and developed procedures to expedite and prioritize cultural handshakes and honoraria payments.
- The university updated policies and practices related to building naming and renaming, enabling new and existing buildings to receive names from local Indigenous languages. In 2023, our two newest housing and dining buildings were gifted Indigenous names.
- Planning and construction processes for new buildings have been revised to ensure community consultation—especially in how the university respects the land (e.g., the use of trees) and incorporates Coast Salish design elements. Cultural workers have been hired to lead protocols that initiate and conclude construction (e.g., blessing the land and brushing out spaces prior to opening).
- UVic has established a Repatriation Committee to guide the respectful care of its Indigenous art collection, for rematriation/repatriation processes, and to inform the commissioning and presentation of Indigenous art on campus.
- In March 2022, NĪ TU,O Child and Family Services, in partnership with the Faculty of Law's Indigenous Law Research Unit (ILRU), launched a new [toolkit](#) on Child and Caregiver Nurturance and Safety centered on Coast Salish knowledge and law.
- In 2022, the Nijikiwendidaa Anishnaabekwewag Services Circle released a [report](#) that highlights Anishnaabeg kinship-centered governance and family law. The report reflects two years of research conducted in partnership with ILRU.
- The new [Seedling Project](#) seeks to reshape relationships with the land and honour intergenerational responsibilities through art, governance, law and technology. As part of the project, a cedar sapling is being nurtured with the intention of it becoming a totem pole once it reaches maturity centuries from now.
- Building on the success of a previous initiative that recruited 15 Indigenous scholars to UVic, our ratified [Collective Agreement](#) includes a renewed commitment to increasing and supporting Indigenous faculty and librarians through the Indigenous Recruitment Support Fund.
- Guided by a Programming Circle of Indigenous artists, administrators, academics and leaders, [Voices in Circle](#) is a

presentation and engagement series that features both established and emerging Indigenous artists.

- Since the launch of the Indigenous Plan, the Office of University Communications and Marketing, in collaboration with other partners across campus, has launched two [?etalnəw' əf |ÁTOL,NEUJEL](#) promotional campaigns. During 2023/24, over \$12M was raised through these initiatives to support research, awards and programs.
- In 2024, the University of Victoria and Ts'uibaa-asatx Nation [signed a five-year collaboration agreement](#) outlining a framework for joint engagement initiatives on a 25-acre property in Lake Cowichan, which was donated to UVic in 1967. The Office of the Vice-President Indigenous is committed to renewing, developing, expanding collaboration agreements with local Nations and looks forward to working together to identify and become accountable to those Nations' aspirations and priorities.
- Over the past year, a working group of Indigenous staff and faculty at UVic has led the development of Indigenous Standards of Practice (ISP). This project focuses on creating guidelines to better support Indigenous students, staff, faculty, and other university community members who engage with the Discrimination and Harassment Prevention and Response Policy.

### Community Youth Outreach Programming

- The [Indigenous Mini-University Summer Camp](#) is a week-long program for Indigenous youth entering grades 9–12. The camp is filled with academic, physical, creative, cultural and social activities. Students explore campus life and discover the opportunities and Indigenous supports available at UVic and in the surrounding communities.
- UVic participated in the [2024 Gathering Our Voices conference](#), connecting Indigenous youth from across the province and providing tools to help them contribute their gifts to their communities and beyond.
- The [Living Lab Project](#) is a community land- and water-based eco-restoration program offering four weeks of summer programming for local youth from several Nations, including the Songhees, Esquimalt and Tseycum First Nations. The project also supports Indigenous-led curriculum development for K-12 land- and water-based learning.
- The [BC Indigenous Youth 3C Challenge](#) is a non-credit entrepreneurship program that encourages Indigenous youth to engage in the economy on their own terms.
- The [Opening My World of Learning Program](#), offered in partnership with TRICORP, is an immersive program that explores university education, campus life and Indigenous cultural experiences.
- UVic's [Science Venture](#) and [HighTechU](#) provides STEM-related outreach to Indigenous youth across BC. These programs include visits to Indigenous communities and partnerships such as the one with the [Verna J. Kirkness Science Foundation](#), which gives Indigenous high school students an opportunity to spend a week in May conducting STEM research.
- UVic employs two full-time [Indigenous Student Recruiters](#) who serve different regions across BC. These recruiters travel regularly to schools, youth gatherings, and conferences to build relationships with prospective Indigenous students.
- The Office of Indigenous Academic and Community Engagement (IACE), often in collaboration with Indigenous Student Recruiters, regularly hosts Indigenous youth at the First Peoples House. This includes the annual Indigenous Student Education Fairs, which invite Indigenous students from local area school districts and the [W̱SÁNEĆ School Board](#) to campus to connect with Indigenous student support staff, explore academic programming, and hear directly from current Indigenous students.

### Current Student Supports

- Beginning in September 2024, UVic offers a tuition waiver for local First Nations students taking Indigenous Language courses, ranging from certificate to graduate levels.
- IACE hosts a range of events for self-identified Indigenous students, including weekly Noon Networking sessions, where different UVic departments, offices, and organizations provide information sessions. A series of orientation events also takes place every September and January.
- [LE,NONET](#) provides a suite of programs and courses designed to welcome and support Indigenous students (status, non-status, Inuit, Métis) throughout their university journeys, notably the [LE,NONET Campus Cousins](#) program. Campus Cousins host multiple events per week and provides ongoing peer mentorship, support, and community-building for Indigenous students on campus.
- The [Elders-in-Residence Program](#), established in 2007, continues to serve students and classroom teaching.
- Cultural activities (e.g., beading, drum making, traditional teachings, Circles) were offered throughout the pandemic via hybrid programming, combining in-person and online formats to improve safety and access for both on-campus and distance students. This model will continue due to its benefits for all students.
- Several food security initiatives support Indigenous students on campus. For example, lunch is provided in the First Peoples House at least twice weekly, food is stocked in the FPH student lunch room, and many events hosted in the Ceremonial Hall include food as a protocol. The [Native Students' Union](#) also partners with local food sustainability initiatives, such as the Good Food Box, to support UVic students.

- The [Native Students' Union](#) organizes numerous activities to foster community among Indigenous UVic students, including regular meetings and feast nights.
- Indigenous-specific supports—such as counsellors, nurses, tutors, advisors, co-op coordinators, advocates, emergency bursaries, housing priority, and so forth—are provided through IACE and the Office of Student Life, including new student support positions.
- With the opening of the [Snéga ʔéʔlən \(Sngequ House\)](#) in 2023, UVic added 40 residences reserved for Indigenous students. In addition to its existing Indigenous Student Life Advisor positions, Residence Life launched the [Indigenous Living Learning Community](#) (ILLC) initiative to support Indigenous students living in residence. Residents have access to academic and cultural supports from Indigenous mentors and student staff on site, shared living and dining spaces, and a large communal kitchen fully equipped with appliances. The ILLC, largely facilitated by student staff, has become a vital connection point for Indigenous students across UVic.
- [Snéga ʔéʔlən \(Sngequ House\)](#) also features an Indigenous student lounge on its first floor, providing additional gathering space for Indigenous students on campus.

### Pre-Employment Programming

- Through funding provided by the Ministry, and in partnership with the BC WIL Council and six BC post-secondary institutions, UVic led a provincial initiative to develop a [WIL Resource Hub](#) with the Association for Co-operative Education and Work-Integrated Learning BC/Yukon to support Indigenous student access, retention, and success in WIL programs.
- The [Pathways and Opportunities program](#) introduces adult learners to the possibilities of a post-secondary education through education fairs, campus tours, and outreach in partnership with the Indigenous recruiter at UVic.
- UVic offers 50% subsidies to Indigenous communities to hire Indigenous co-op students (to a maximum of \$5,000) and has an Indigenous Co-op Coordinator to support placements.
- The Indigenous Co-op Coordinator hosts Indigenous Career Fairs twice per year as well as [mock interview clinics for Indigenous students](#) with prospective employers.
- Indigenous students can complete the [LE, NONET Community Internship](#) to gain 120 hours of work experience with an Indigenous community or organization of their choice.

### Academic Programming

- Since the 1970s, UVic has been a leader in post-secondary Indigenous language revitalization in Canada. Our [Indigenous language revitalization programs](#) are designed to support Indigenous communities in retaining and reviving their languages. The Department of Linguistics, Indigenous Education and the Faculty of Education offer a graduate certificate and master's degree (MA or MEd) in Indigenous Language Revitalization—the first program of its kind in Canada. Programs are also delivered in collaboration with Continuing Studies.
- In March 2024, UVic's Senate and Board of Governors approved the creation of a new Faculty of Health, which was officially launched on May 1, 2025. This new faculty will serve vital community needs, including through Indigenous-led scholarship and by addressing systemic barriers to healthcare. To support this work, an Indigenous Wellness Working Group has been established to ensure that the distinct rights, interests, needs, knowledges, and perspectives of Indigenous Peoples are acknowledged, affirmed and embedded into the structure of the faculty.
- UVic offers a Foundations in Indigenous Fine Arts certificate program run in partnership with the En'owkin International School of Writing and Visual Arts in Penticton, BC. Courses are community-based and emphasize Indigenous perspectives and cultural content.
- Established in 2020, the [Associate University Librarian—Reconciliation \(AUL-R\)](#) position—the first of its kind in Canada—strengthens UVic's truth and reconciliation efforts across campus. The AUL-R supports implementation of UNDRIP and the TRC Call to Action 57, and advances the TRC's Principles of Reconciliation by advising internal and external stakeholders and helping lead institutional change in areas such as Indigenous law, research, commemoration, health, memorialization, responsibilities of businesses and more.
- The School of Indigenous Governance offers [graduate programs](#) that prepare future Indigenous leaders through innovative models of governance and nationhood models rooted in Indigenous ways of knowing and learning, community-based research, and intersectional, critical, and Indigenous feminist approaches. In 2023, the Division of Continuing Studies partnered with Indigenous Studies to open seats in IS100: *Responsibilities and Reciprocity in the Place You are Now* for community and professional learners.
- The Department of Geography offers several Indigenous-focused [field schools](#). For example, the 2023 Indigenous Knowledge, Science and Resource Management Field School is an intensive, land-based program based in Heiltsuk Territory at the remote Koeve River Lodge, delivered in partnership with the QQS Projects Society.
- The Gustavson School of Business partners with NCIED and TRICORP to deliver a wide range of educational programs tailored to the needs of Indigenous Nations, organizations, and communities. These programs are designed with and for

each community and delivered in a supportive learning environment.

- [Gustavson 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 current Gustavson Indigenous programs, including the provision of Indigenous and non-Indigenous instructors and facilitators.
- NCIED advances wellness and economic development through community-led research and culturally relevant education. Its work is grounded in a commitment to removing systemic barriers to postsecondary education. Programs include the [Visiting Indigenous Leaders Program](#) and the [Indigenous Management and Leadership Programs](#) both of which support succession planning, impact expansion, and leadership development.
- [Indigenous Advancement of Cultural Entrepreneurship \(I-ACE\)](#), formerly ACE, features a new logo and online learning platform, while maintaining its award-winning approach to entrepreneurial training. Launched in 2013 through a partnership between TRICORP and the Gustavson School of Business, the program recently celebrated its 50<sup>th</sup> graduating cohort and in 2022 received the Economic Reconciliation Award from the BC Economic Development Association.
- The [Canadian Aboriginal Management Program](#), offered in partnership with TRICORP, equips band managers and Aboriginal Financial Institution employees with tools to grow their organization's impact and support Aboriginal entrepreneurs.
- The [Empowering Aboriginal Generation of Leaders and Entrepreneurs \(EAGLE\)](#) program provides Indigenous adults (18+) with culturally supportive learning environment to explore leadership and entrepreneurship, and to pursue goals that benefit their communities.
- The Indigenous Co-operative Education program facilitates the Indigenous International WIL Exchange Program in partnership with Australian post-secondary institutions.
- A new [micro-certificate in Indigenous Cultural Stewardship](#) was launched to offer specialized training in building respectful relationships with Indigenous communities and supporting cultural heritage preservation. The program has been recognized by the [Canadian Museums Association, BC Museums Association, and Heritage BC](#).
- [Facing Human Wrongs 2.0: Climate Complexity and Relationality](#) is a new six-week online course that explores systemic violence with a focus on climate change and decolonization. The course helps participants develop tools for navigating complexity and holding space for uncertainty. Half of the proceeds are redistributed to Indigenous communities in South America (Huni Kui, Tremembé, Pitaguary and Fulni-ô Indigenous communities) who inspire and inform the course's content and pedagogy.
- UVic has introduced changes to full-time course load requirements, particularly where doing so helps students—especially adult learners—retain their 'full-time' designation with a reduced course load. These updates respond to calls for greater accessibility for Indigenous students and provide increased flexibility for financial aid eligibility, including Post-Secondary Student Support Program (PSSSP) funding.
- The university continues to raise the profile of Indigenous research through new awards and recognitions, including: a first-of-its-kind Canada Excellence Research Chair in Decolonial and Transformational Indigenous Art Practices; a Canada Research Chair in Indigenous Language Revitalization; a new Indigenous Scholar REACH Award for Excellence in Research ʔəy̓ nəwəl ʔist | ÍY,NEUELIST | Moving forward together for the good of all; and three prestigious Royal Society of Canada recognitions of excellence.
- Through the Office of the Vice-President Research & Innovation, UVic is expanding dedicated support for Indigenous-led research and creative endeavors in 2024/25. This includes increased internal funding for Indigenous scholars and the Centre for Indigenous Research & Community-Led Engagement (CIRCLE).
- The university is piloting a new initiative to strengthen respectful research partnership agreements with Indigenous communities. In 2024, UVic refined resources to support ethical research practices, Indigenous self-determination, and data sovereignty, with plans to expand access in 2025.

## In Plain Sight

Using the template provided by the Ministry, the University of Victoria has summarized our progress toward the In Plain Sight recommendations.

To support the creation of the university's new Faculty of Health, which became operational May 1, 2025, an Indigenous Wellness Working Group was created to design an engagement approach and make recommendations that ensure the unique rights, interests, needs, knowledge and perspectives of Indigenous Peoples are acknowledged, affirmed and implemented into the new faculty. The Working Group submitted an [interim report](#) in January

**In Plain Sight recommendation #8 - please list all health programs offered by your institution and any accreditation standards that relate to cultural safety and humility training. If an accredited program does not have a related standard, indicate N/A for the program.**

<b>Program Name</b>	<b>Accreditation Standard Details (If none exist, N/A)</b>
Island Medical Program (with UBC)	N/A
Nursing	<p><a href="#">The British Columbia College of Nurses and Midwives</a> has established practice standards for all registrants focused on cultural safety, cultural humility and anti-racism. These standards are organized into six core concepts:</p> <ul style="list-style-type: none"> <li>• Self-reflective practice</li> <li>• Building knowledge through education</li> <li>• Anti-racist practice</li> <li>• Creating safe health care experiences</li> <li>• Person-led care</li> <li>• Strengths-based and trauma-informed practice</li> </ul> <p>In alignment with these professional requirements, the Bachelor of Science in Nursing (BSN) program at UVic will implement updated learning outcomes effective September 2025. The revised 4-year curriculum will integrate:</p> <ul style="list-style-type: none"> <li>• The Canadian Association of Schools of Nursing (CASN) standards for cultural humility and cultural safety</li> <li>• BCCNM standards for Indigenous cultural safety, cultural humility, and anti-racism in practice</li> </ul>
Public Health and Social Policy	N/A
Social Work	N/A

**In Plain Sight recommendation #14 - The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.**

*For all health programs offered at your institution, please identify what new, ongoing, or completed actions have supported the recruitment of Indigenous individuals to senior positions to oversee and promote system change, and the quantitative impact of these actions.*

<b>Program</b>	<b>Progress</b>	<b>Actions</b>
Nursing	New	<ul style="list-style-type: none"> <li>• The School of Nursing currently has six self-identified Indigenous faculty members, representing a six-fold increase since 2017.</li> <li>• A faculty member in the School of Nursing is co-chairing the Faculty of Health's <a href="#">Indigenous Wellness Working Group</a>, which is developing recommendations to help root the Faculty of Health in the wisdom of First Nations, Inuit and Métis Elders and Knowledge holders that prioritize the importance of a culturally safe and caring educational environment.</li> </ul>

Public Health and Social Policy	Completed	<ul style="list-style-type: none"> <li>• Through the Indigenous Recruitment Support Fund, the School of Public Health and Social Policy recruited two Indigenous faculty members in 2021/22.</li> <li>• In 2022/23, PHSP completed a preferential hire for a three-year, limited-term Assistant Teaching Professor, welcoming a self-identified Indigenous woman with outstanding expertise in pedagogy, curriculum development, and academic leadership. In addition, two tenure-track Assistant Professors were successfully hired.</li> </ul>
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**In Plain Sight recommendation #18 - The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.**

*Please identify any existing strategies your institution has, targets that have been identified by program area, and outcomes related to the identification, recruitment, and graduation of Indigenous students. Note - the B.C. government has not yet set mandatory strategies and targets related to recommendation #18. Information collected in the first year of In Plain Sight Reporting will be used to identify promising policies and practices that have already been implemented by post-secondary institutions.*

Strategies	Targets by Program Area	Outcomes
UVic's <a href="#">Island Medical Program (IMP)</a> admissions include an Indigenous pathway.	Island Medical Program aims to fill as many seats as possible with qualified Indigenous applicants.	To date, the IMP has graduated 32 students who self-identify as Indigenous, with 14 currently enrolled.
The Faculty of Human and Social Development (HSD) prioritizes applications from Indigenous students.	<p>HSD aims to fill as many seats as possible with qualified Indigenous applicants.</p> <p>Each of the program streams for our graduate Master of Nursing program has two dedicated seats for Indigenous students for a total of eight seats.</p>	<p>The figures below indicate Indigenous student graduation and enrollment numbers from the Faculty of HSD:</p> <ul style="list-style-type: none"> <li>• Bachelor of Child and Youth Care: 131 graduated, 53 currently enrolled.</li> <li>• Bachelor of Science in Nursing: 341 graduated, 48 currently enrolled.</li> <li>• Bachelor of Social Work: 373 graduated, 84 currently enrolled.</li> <li>• Master of Nursing: 26 graduated, 20 currently enrolled.</li> <li>• Mater of Public Health: 30 graduated, 12 currently enrolled.</li> <li>• Master of Social Work: 107 graduated, 45 currently enrolled.</li> </ul>
UVic's School of Nursing (SON), in collaboration with four other BC PSIs, launched the <a href="#">Indigenous Graduate Education in Nursing (IGEN) Project</a> . This initiative connects to UVic through SON's Master of Nursing – Indigenous Wellness stream.	<p>(From program webpage)</p> <p>1) Identify optimal learning processes and outcomes during an Indigenous-focused education, training, and mentorship experience.</p> <p>2) Explore with a cohort of graduate students the aspects of education, research, and mentorship in Indigenous health most effective in supporting their development as proficient nursing leaders.</p>	The first cohort of UVic's Master of Nursing – Indigenous Wellness Stream began their studies in September 2024.

	<p>3) Develop, monitor, and evaluate curriculum, a range of experiential learning and Indigenous community placement opportunities offered in the program.</p> <p>4) Engage the cohort of students, community mentors, and faculty in co-creating knowledge exchange activities and providing intergenerational mentorship to support nurses in their communities and students in their Schools of Nursing.</p> <p>5) Implement the most beneficial evaluation processes and tools for supporting graduate students in achieving their career goals.</p>	
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**In Plain Sight recommendation #21 - All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.**

*For all health programs offered at your institution, please identify whether mandatory cultural safety and humility training components are new this year, ongoing, or fully implemented. Under actions, please list and describe the mandatory training components. If there are none, please indicate N/A for that program.*

<b>Program</b>	<b>Progress</b>	<b>Actions</b>
<i>Instructions: Please identify program area here.</i>	<i>Identify whether the initiative is:</i>	<i>Instructions: Please provide key details on initiatives relating to In Plain Sight recommendation #21 for all health programs that are offered or being developed at your institution. If there are no new, ongoing, or completed initiatives for a program, comment N/A.</i>
School of Public Health and Social Policy	Ongoing	<ul style="list-style-type: none"> <li>• Students in our <a href="#">Master of Public Health and Social Policy</a> program can focus on Indigenous Peoples’ Health. The program requires three courses on Indigenous community engagement and leadership, Indigenous public health and social policy, and Indigenous health research methodologies. Students with sufficient background can develop a practicum in an Indigenous community or organization. We prioritize applications from Indigenous students.</li> <li>• Students in our <a href="#">Bachelor of Arts in Health and Community Services</a> can focus on Indigenous Peoples’ Health. The program requires three courses on: Traditional Healing in Indigenous Communities, Wise</li> </ul>

		Practices in Indigenous Community Health, and Indigenous Global Health. Students with sufficient background can develop a practicum in an Indigenous community or organization. We prioritize applications from Indigenous students.
School of Public Health and Social Policy	Ongoing	<ul style="list-style-type: none"> <li>All students in our <a href="#">Bachelor of Arts in Public Health</a> are required to take a course on the Introduction to Indigenous Health in Canada. Students in the program can further focus on Indigenous Peoples' Health and, as part of the program requirements, take three courses on: Traditional Healing in Indigenous Communities, Wise Practices in Indigenous Community Health, and Indigenous Global Health. Students with sufficient background can develop a practicum in an Indigenous community or organization. We prioritize applications from Indigenous students.</li> </ul>
Island Medical Program (with UBC)	Ongoing	<ul style="list-style-type: none"> <li>IMP students 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.</li> </ul>
Island Medical Program (with UBC)	Ongoing	<ul style="list-style-type: none"> <li>Through working with Indigenous communities and leaders, IMP delivers an Indigenous Specific Anti-Racism Training course, which is anticipated to be used by Island Health. Through this course, students will learn about cultural safety and cultural humility.</li> </ul>
School of Nursing	Ongoing	<ul style="list-style-type: none"> <li>UVic's <a href="#">School of Nursing</a> offers a required fourth year course with an Indigenous focus, designed to deepen students' understanding of the socio-cultural history and current contexts that shape the health of Indigenous peoples and their communities in Canada. Through diverse lenses and learning activities, students explore concepts of cultural safety, cultural humility, and Indigenous-specific racism. The School has also launched a community-based collaborative learning unit with the Tsartlip and Tsawout First Nations, providing senior-level nursing students with a practice experience led by Indigenous faculty.</li> </ul>
School of Nursing	New	<ul style="list-style-type: none"> <li>Beginning September 2025, the curriculum for the four-year Bachelor of Science in Nursing program will include two mandatory courses on Indigenous content. Updated learning outcomes align with professional practice requirements and</li> </ul>

		integrate the CASN cultural humility and cultural safety standards, as well as the BCCNM standards for Indigenous cultural safety, cultural humility, and anti-racism.
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