

Institutional Accountability Plan and Report 2023/24

University of Victoria

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

July 12, 2024



University
of Victoria



Letter from Board Chair and President

July 2, 2024

Honourable Lisa Beare
Minister of Post-Secondary Education and Future Skills

Dear Minister Beare,

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

Our report responds to the priorities and principles outlined in your Mandate Letter while also providing important context on UVic's research-enriched academic mission as well as our community-driven impact and collaborations. The report demonstrates our values and what sets UVic apart while reinforcing our leadership in vital areas, including putting people first; lasting and meaningful reconciliation; equity and anti-racism; a better future through fighting climate change; and, a strong, sustainable economy that works for everyone—all of which are essential to addressing the needs of British Columbians.

Since the launch of our Strategic Plan, *Distinctly UVic*, in fall 2023, we continue to build on a foundation of excellence in teaching, research and creative works, and dedication to positive student outcomes. Like all universities, at our core we are an institution defined by our commitment to education, discovery and the development and mobilization of knowledge, and to providing a supportive working and learning environment for students, staff and faculty. Our areas of study and our strengths in research in 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.
- **People, place and the planet.** When things are in harmony.
- **Culture of change and transformation.** Actively planning and problem solving.
- **Partnering for a shared future.** Moving forward together for the good of all.

Through our commitment to experiential and work-integrated learning, we are contributing to a future-ready workforce. The skills our students are learning in classrooms, labs, studios and workplaces will be a key driver of the economy of the future, supporting BC's economic prosperity. Notably, about three quarters of our co-op students secure employment opportunities before they graduate, and graduates from all of our programs achieve excellent labour market outcomes.

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

Sincerely,



Ms. Erinn Pinkerton
A/Chair, Board of Governors



Dr. Kevin Hall
President and Vice-Chancellor

Table of contents

- Territorial acknowledgement..... 2
- University overview 2
- Strategic direction..... 2
 - Our principles.....3
 - Rankings and reputation4
- Budget and enrolment context..... 5
 - Financial planning for the future.....6
 - Affordability7
 - Escalating costs8
- Major accomplishments of 2023/24..... 8
 - ʔetal nāwəl | ÁTOL,NEUEL8
 - People, place and the planet 10
 - Culture of change and transformation..... 11
 - Partnering for a shared future 13
- Major priorities for 2024/25 14
- Economic and social impact..... 15
 - Building skills and careers 16
- A final thought 17
- Alignment with Ministry’s Mandate Letter Priorities and Indicators 18
- Appendix A: Performance measures..... 24
- Appendix B: Lasting and meaningful reconciliation..... 29

Territorial acknowledgement

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

We 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.

This Pledge, along with the Declaration on the Rights of Indigenous Peoples Act (DRIPA) and Xʷkʷəŋəŋistəl | W̱ÇENENISTEL | *Helping to move each other forward*, UVic's new Indigenous Plan that launched in 2023, will guide our future actions. It is our commitment and hope that these actions will create 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 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, and to pursuing research and creative activities that make an impact, both locally and globally. 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, Human and Social Development, Humanities, Law, Science, and Social Sciences, as well as the Gustavson School of Business and the Division of Medical Sciences. 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 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 opportunities offered in almost every program.

Our over 900 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 an allocation of 37 Canada Research Chairs, and 98 faculty members have been elected to fellows of 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

Under the leadership of President Kevin Hall, who joined UVic in November 2020, we set out to create a new vision for the university. This was an exciting opportunity for our community to discuss what the future might

hold and how UVic can position itself well for that future. Following a thorough consultation process, our new Strategic Plan, [Distinctly UVic](#), launched in September 2023.

Our new plan is built on a strong foundation of excellence in teaching, research and creative works, and dedication to positive student outcomes. Students, teaching and research are our foundation. Like all universities, at our core we are an institution defined by our commitment 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 in 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 Sʔeətenx* | S,ÁÉLA’NW | 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. Xəčijət nəwəl | XEĆINEĽNEUEL | 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, Climate and Sustainability Action Plan, Accessibility Plan, and Campus Plan, among others. UVic's Academic Action Plan is a roadmap and framework to support successful implementation of these plans as well as key external commitments through actions, goals and initiatives.

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:

- #1 university in Canada for climate action (THE Impact Rankings)
- #1 among Canadian comprehensive universities for preparing career-ready students (THE Global University Employability Ranking)
- #1 in North America for international research collaborations (Leiden)
- #1 university in Canada for promoting Indigenous visibility (Maclean's)
- #1 among comprehensive universities in medical/science grants per faculty (Maclean's)
- #2 in Canada for Open Access publications (Leiden)
- #2 in Canadian comprehensive universities (Maclean's)
- #3 university in the world for climate action (THE Impact Rankings)
- #4 among all Canadian universities in citation impact per faculty member (QS rankings)

In 2024, UVic was again named one of Canada's Greenest Employers, recognizing Canadian employers 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 13th consecutive year, and one of British Columbia's top employers for the third consecutive year, recognizing our role as an industry leader in offering an exceptional place to work.

UVic in global top 10 for impact

The 2023 Times Higher Education (THE) Impact Rankings placed UVic ninth in the world and third overall in Canada for how universities scored across all 17 of the United Nations Sustainable Development Goals (SDGs), which are universal calls to action to end poverty, protect the planet, and ensure peace and prosperity. This annual analysis accentuates UVic's commitment to climate action through our research, stewardship, outreach, teaching and partnerships. 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 — #13
- SDG 6: Clean water and sanitation — # 29
- SDG 11: Sustainable cities and communities — #4
- SDG 12: Responsible consumption and production — #20
- SDG 13: Climate action — #3 globally, and first in Canada
- SDG 14: Life below water — #11
- SDG 15: Life on land — #24
- SDG 17: Partnerships for the goals — #44

UVic ranks first in Canada and third globally for climate action (SDG 13). Among notable UVic commitments are our climate-specific programs and degrees taught by internationally renowned faculty on a campus where

sustainability practices are well established, in a part of the world where dedication to a healthy environment underpins partnerships.



Figure 1: UVic is ranked 9th overall in the world and 3rd in Canada for our impact across all 17 of the UN SDGs.

In 2022, UVic and the United Nations Institute of Training and Research (UNITAR) established the first accredited International Training Centre for Authorities and Leaders (known by the French acronym CIFAL) on North America's west coast in Victoria. Through CIFAL Victoria, UVic delivers training activities and research that build on UVic's commitments to the United Nations SDGs and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). In its second year of operations, CIFAL Victoria increased training hours and UN-accredited course offerings exponentially while also furthering collaborations with our partners and community members.

Budget and enrolment context

Annually, the university develops a balanced budget that provides for financial flexibility in order to mitigate potential financial challenges.

Like many universities in Canada this year, UVic took measured steps to ensure a balanced budget for 2024/25. As with every year, our budget outlook is informed by several internal and external factors and closely linked to enrolment. Prudent planning began in fall 2023 and included monitoring enrolment patterns and world events, connecting with stakeholders and our government partners, and developing enrolment and budget scenarios.

Our domestic and graduate enrolments are healthy, and we expect to meet or exceed our Ministry targets. Our international undergraduate enrolment, however, is the lowest it has been in over 10 years, with a significant decline during the COVID-19 pandemic that has persisted into 2024. In consultation with our Board of Governors, UVic implemented differential reductions to our 2024/25 operating budget, totaling 4% overall. This is a different

approach from last year—which was an across-the-board 4% base budget reduction—and provided for more evidence-based, strategic decision making.

Our principled approach focused on minimizing disruptions to students and supporting the university’s core mission of education and research. Some areas were protected from the reduction at the outset, including student scholarships, bursaries and fellowships; the Student Wellness Centre; the Centre for Accessible Learning; faculty research grants; and the Vice-President Indigenous portfolio. The overall reduction was approximately \$13 million of our \$505 million operating budget.

As a people-focused institution, about 80% of our general operating budget goes towards salary and benefits. By area of function, 64% of expenses go towards academics and research, including all our faculty and staff who work in the academic faculties and all direct costs associated with our programs. Combined with student awards and services, as well as the library and its collections, about 80% of our budget is allocated to support academic and research functions. The balance of approximately 20% supports our physical plant, facilities and administration.

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

Financial planning for the future

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. For example, we launched a Bachelor of Science in Climate Science last year, which is unique in North America, as well as a new Master of Engineering in Biomedical Systems. 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, social work and joint Indigenous laws (JD/JID), 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.

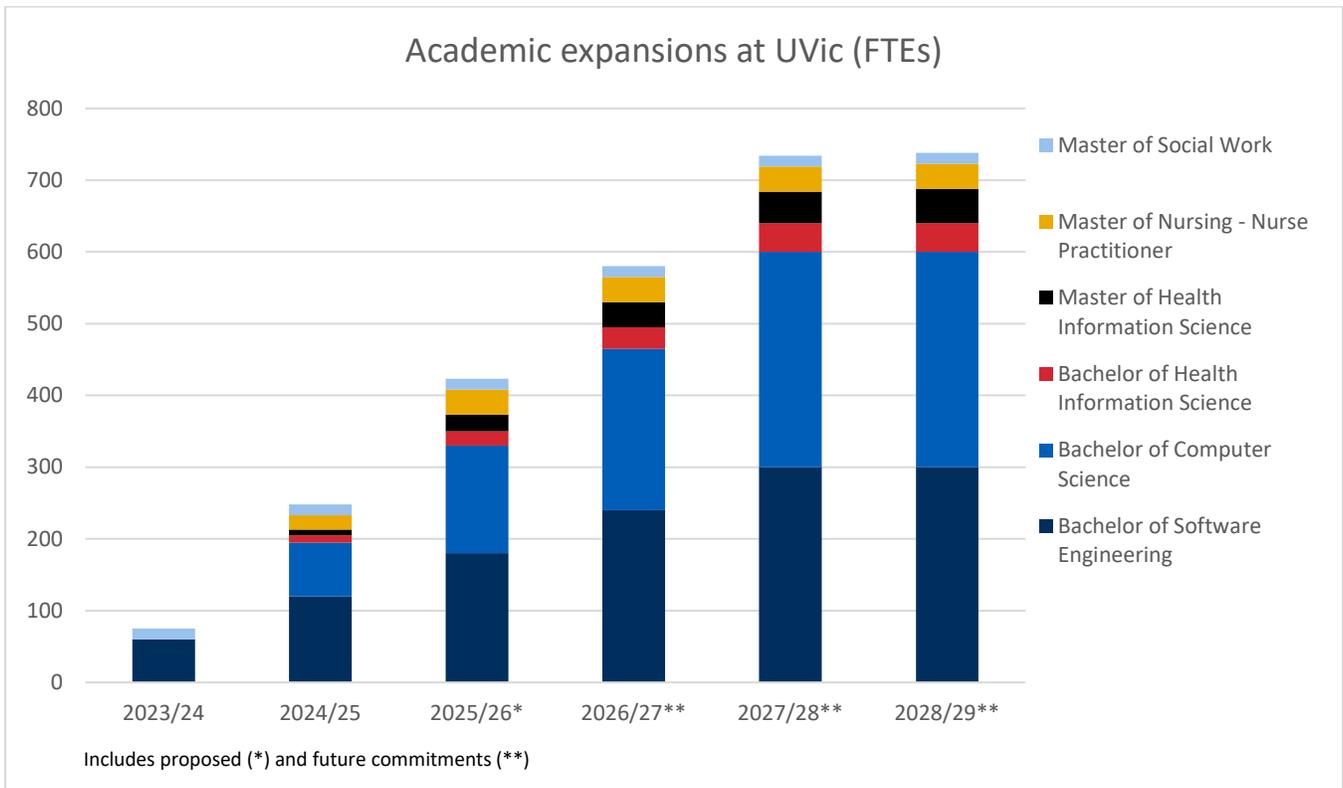


Figure 2: UVic is grateful for government support to help expand in-demand programs.

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 West Shore 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.

UVic is a people-focused organization and recognizes the importance of supporting and retaining a diverse community of faculty and staff, especially through challenging fiscal and enrolment environments. In 2023, UVic concluded bargaining with all its employee unions, including the Faculty Association, and benefited from a historic mandate through BC's Public-Sector Employers' Council to offer competitive salaries and retain talent in a constrained and challenging labour market. Over the last five years, UVic's operating grant has increased 35%, mainly the result of funding for general wage increases and some targeted funding for expansion. This increased funding has resulted in the operating grant revenue increasing to 57% from 50% of operating revenue. Without this increased support from the province, UVic's required operating expense reductions for 2024/25 would have been almost \$30 million, rather than \$13 million communicated to campus in February 2024.

Affordability

Affordability is a growing concern among our student population. 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. Notably, for the past three years, we have met 100% of student financial needs through our bursary program, for students who demonstrated need.

For 2024/25, domestic undergraduate and graduate tuition will increase in 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. UVic opened the second of two new housing and dining facilities in fall 2023, and we are exploring options for additional student housing. Also in 2023, University Food Services launched value menus and a meal share program. 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.

Escalating costs

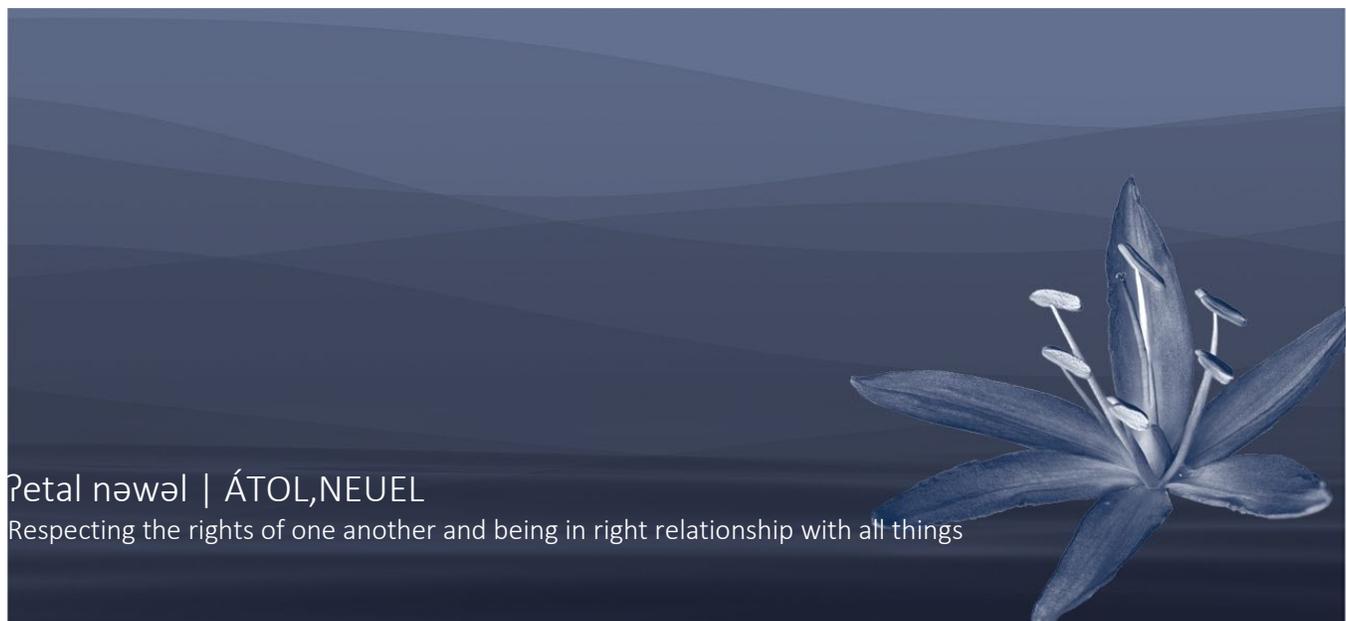
Inflation and rising costs associated with library acquisitions, software licenses, and the impact of the lower value of the Canadian dollar relative to the US dollar are examples of ongoing pressures that constrain financial planning. At UVic, these pressures have negatively impacted our budget in a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

As well, UVic, like other post-secondary institutions, continues to face potential cybersecurity threats, both in frequency and impact. As we adopt and increase use of new technologies to support our academic and research missions, especially in the context of increased access to education, it is critical that we invest in people and technology to protect our information systems and data. Many of these technologies are increasing in cost, in part due to high rates of inflation.

The rising cost of construction and insurance is also an area of concern going forward, and we have several capital projects underway to support our education and research mandate, including an expansion to our engineering and computer science building and the National Centre for Indigenous Laws.

Major accomplishments of 2023/24

The following initiatives, organized by our Strategic Plan priorities, demonstrate our commitment to community and alignment with the Ministry of Post-Secondary Education and Future Skills’ service plan and mandate letter. 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.



Petal nəwəl | ÁTOL,NEUEL

Respecting the rights of one another and being in right relationship with all things

A new Indigenous Plan for UVic

Working in consultation with Indigenous Elders, Knowledge Keepers, students, staff, faculty and community members, *X^wk^wənəŋjstəl | WĀENENISTEL | Helping to move each other forward* envisions a future where ways of knowing, being and learning are embedded into UVic's programs, systems and organizational structure. The plan, which launched in 2023, reinforces UVic's commitment to implement responsibilities and calls to action from all levels of government in support of the rights and sovereignties of Indigenous Peoples, including DRIPA.

Reclaiming Indigenous place names

In fall 2023, UVic completed a major expansion to our on-campus housing and dining facilities. The first building, which opened for fall 2022, is named Čeq^wəŋín ʔéʔləŋ (Cheko'nien House)—the name given to the territory that is now Oak Bay and the peoples who lived there. The second building is Sŋéqə ʔéʔləŋ (Sngequ House)—named after a village in what is now known as Cadboro Bay. By reclaiming place names, we honour the history of the lands that the university stands on, helping to revitalize the language and paying respect to the original caretakers.

Canada Excellence Research Chair

A globally renowned Indigenous art historian and curator joined UVic in 2023 as the inaugural Canada Excellence Research Chair in Decolonial and Transformational Indigenous Art Practices. The \$8-million research chair—funded through the Canada Excellence Research Chairs program and administered by the Social Sciences and Humanities Research Council on behalf of Canada's federal granting agencies—will advance reconciliation through the transformative power of art and innovative exhibition practices and support a new generation of students, researchers, educators, curators and artists to drive change through artistic practice.

Celebrating Indigenous scholarship

Annually, UVic recognizes outstanding teachers and researchers through our REACH Awards. In 2023, we revitalized the award program and developed two new awards for Indigenous scholarship. For researchers, *ʔəy nəwəl ʔist | ÍY, NEUELIST | Moving forward together for the good of all* recognizes Indigenous scholars who advance knowledge in the field of their study. For teachers, *Nəcamaat k^wəns čeʔi ʔəy šq^weləq^wən | ČANEUEL OL ÍY, ŠKÁLEŽEN | Work together with a good heart and mind* recognizes scholars who have reviewed and updated their curricula and pedagogical practice using decolonization and/or anti-racism approaches.

Integrating Indigenous knowledge into sustainability projects

A UVic-based research team received a \$2.5-million Social Sciences Humanities Research Council Partnership Grant to design and advance a sustainability framework for decision-making in Indigenous communities that ensures their values, knowledge and concerns are at the forefront as they assess development proposals on their lands. The Balance Co-Lab: Collaboration for Sustainable Communities will co-create customized sustainability assessment systems to enhance capacity in Indigenous organizations as they build environmental stewardship programs and evaluate development opportunities.

Growth in Indigenous student enrolment

Our strategic enrolment goals continue to include increasing our number of Indigenous students. Over the past 10 years we have seen a dramatic growth in Indigenous enrolment, from 1,086 to 1,497 students—a 38% increase. Currently, Indigenous students comprise over 6% of the overall student population and are enrolled in every faculty. Importantly for a research university, Indigenous enrolment in graduate programs has increased by 41% over the last 10 years, and there are now 73 Indigenous PhD students at UVic—a 170% increase.

Improving clean-energy systems in communities

Accelerating Community Energy Transformation (ACET) is a multi-partner research initiative led by UVic that helps small- to-mid-sized communities achieve their clean-energy systems goals. Funding recently announced from the Canada First Research Excellence Fund for ACET will support the work of more than 40 partners from First Nations, academia, private, public and philanthropic organizations. From harvesting offshore wind, tidal and solar

energy, to innovative low-carbon financing and governance models, ACET is integrating breakthrough renewable energy technologies and solutions that will help Canada get to net-zero emissions—one community at a time.



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 new supports for students with food insecurity, improved resources for instructors on universal design for learning principles, increased access to experiential learning for systemically and historically marginalized groups, and additional on-campus childcare options.

Improving accessibility for all

In response to the new *Accessible British Columbia Act*, UVic launched its inaugural Accessibility Plan on September 1, 2023 following months of consultations with the campus community and Accessibility Committee. The Accessibility Plan is a framework for units across campus to create more inclusive and accessible environments for all people, of all abilities, working towards a more access-centred campus. Through implementation of the plan, new themes are emerging about the experiences of persons with disabilities—themes of hope, and of progress.

Ethical engagement in digital spaces

In April 2024, we launched UVic’s inaugural Digital Learning Plan—a framework for advancing the use of digital technologies in learning and teaching while promoting approaches grounded in equity, inclusion and access. It affirms our commitment to increasing digital literacy for students, faculty and staff and acts as a guide for the continuous development of digital skills in ways that enable our community to navigate an increasingly digital world. The Digital Learning Plan aligns with the Ministry’s Digital Learning Strategy, and UVic continues to engage on shared digital initiatives through BCNET and the EducationPlannerBC Provincial Steering Committee.

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 over \$51 million in 2022/23, our last full reporting period. Our commitment to supporting the financial needs of

our students has grown an impressive 52% over the past decade—from \$33.5 million in 2012/13 to over \$51 in 2022/23.

New climate science degree program

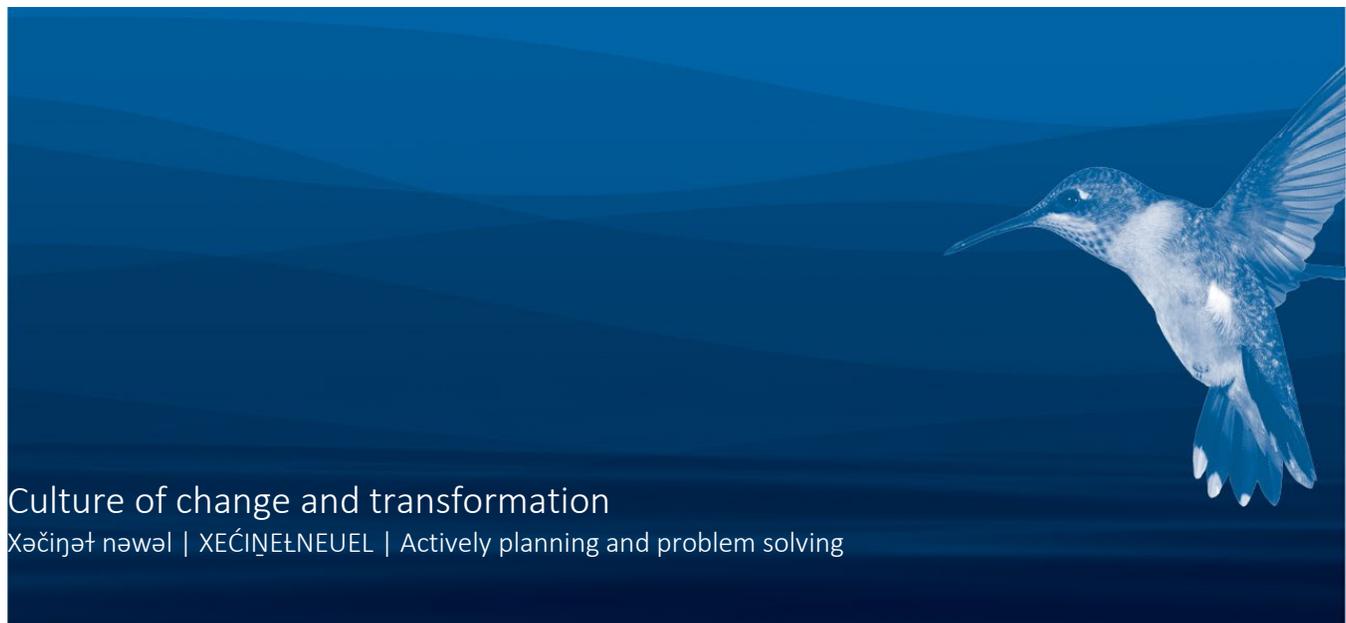
Our new Bachelor of Science in Climate Science was first offered in fall 2023. The interdisciplinary program, which is unique in North America, combines together multiple areas of expertise to prepare students for the future with influence and skills that turn climate science into climate action. Students learn about the science of human-caused climate change using programming, mapping and data science to better understand the impacts of climate change on communities—and their solutions. This is the first degree program on North America's West Coast to receive accreditation for delivering on the UN SDGs.

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 plan to electrify our on-campus boilers in 2025. In spring 2024, we achieved the Sustainability Tracking Assessment and Rating System (STARS) Platinum rating certification—two years ahead of our target date.

Active transportation

In 2023, the federal government invested nearly \$2.4 million in traffic-calming measures to make road crossings safer, as well as new pedestrian and bicycle pathways and improved lighting and signage in and around campus. Infrastructure Canada's funding is a significant step in supporting UVic's Cycling Plan—a series of strategies and goals aimed at making the UVic campus more bicycle-friendly and walkable. Now half-way through the 10-year plan, the campus community has already seen major changes along the main cycling corridors to campus.



Culture of change and transformation

Xəçinət nəwəl | XEĆINEĽNEUEL | Actively planning and problem solving

Accelerating the global shift to clean energy

UVic is leading a national, multi-partner research initiative that will help get Canada to net zero through 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 is helping to transform regional economies, inform inclusive national policies, and integrate

breakthrough renewable energy technologies that position UVic and Canada as a world leader in reducing greenhouse gas emissions and achieving net zero goals.

Training climate leaders

The recently launched Coastal Climate Solutions—a first-of-its-kind Canadian graduate training program—is preparing the next generation to tackle the climate crisis head on. During the program, more than 40 UVic climate change researchers will supervise graduate students working on aspects of coastal climate solutions, from marine renewables to green financing and policy through to coastal adaptation strategies. As well, the new UVic Sustainability Scholars Program offers paid internships for graduate students, pairing them with community, government, Indigenous, and not-for-profit partners to work on professional and applied research projects that advance sustainability.

Canada Research Chairs

UVic has an allocation of 37 Canada Research Chairs (CRCs) in the areas of health sciences, engineering, natural sciences, social sciences, law and humanities. Notably, we are one of Canada's most successful universities in recruiting a diverse group of CRCs. In the last CRC assessment of equity, diversity and inclusion, UVic continued to meet and exceed the equity targets for chair holder representation from women, visible minorities, persons with disabilities and Indigenous peoples and was recognized as a leader in the integration of best practices related to equity, diversity and inclusion.

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. Some of these spaces will be offered at the West Shore campus when it opens next year, through our Computing Gateway that will provide up to the first two years of coursework for students studying computer science, data science or software engineering. UVic met or exceeded our enrolment targets every year of the previous expansion including through enhanced pathways with our post-secondary partners such as Camosun College—the single largest post-secondary pathway in BC.

Sustainable aviation

UVic's Centre for Aerospace Research (CfAR) was recently announced as Bombardier's first academic partner on the pan-Canadian and sustainability-focused EcoJet Research Project. EcoJet explores blended wing body aircraft configuration and advanced new technologies to reduce business jets emission by up to 50%. The technology has the potential to transform the Canadian and global aerospace industries and to forge a new path forward in the field of sustainable aviation technologies. CfAR has taken a critical and leading role in the project with scale model design, manufacture and flight testing.

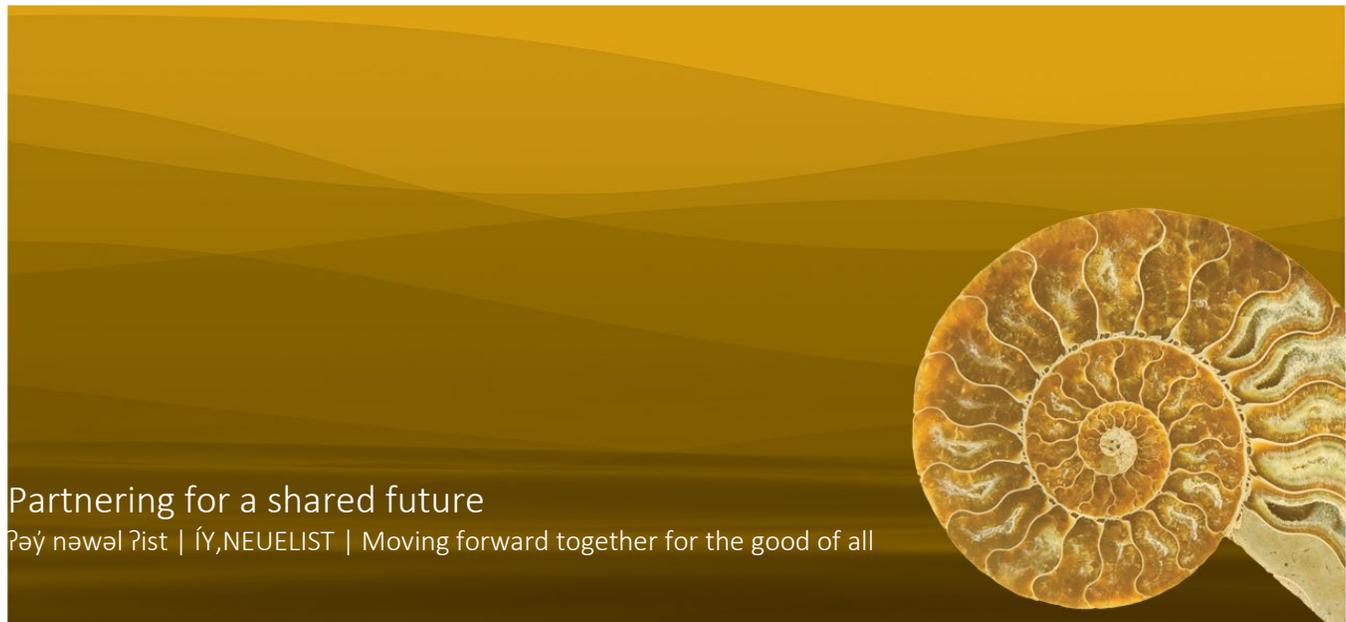
Graduate student fellowships and scholarships

We invest annually in graduate fellowship programs, including for Indigenous students and through the President's Research Scholarships for students who hold prestigious fellowships from granting councils. Graduate students also received funds as part of sponsored research funding obtained by our faculty members, as well as through teaching assistant and research assistant placements. We would like to thank the Ministry for continuing to offer the BC Graduate Scholarship program and for its support to MITACS—these investments help to ensure that top innovators come to BC and contribute to a recovering and vibrant economy.

Research internships for undergraduate students

In 2022, we launched a new research-enriched and applied learning program for undergraduate students. Through a 12-week paid internship model, first- and second-year students from various disciplines engaged in hands-on research under the supervision of a UVic researcher, potentially leading to future careers in government, industry, community and education. A total of 20% of internships are reserved for students from

under-represented groups annually. This award program complements our research-enriched program for third- and fourth-year students that encourages undergraduates to pursue innovative and original research under the mentorship of a faculty supervisor.



Supporting the health care needs of our community

UVic is proud to partner with the province and other post-secondary institutions to help meet the growing health and wellness needs of BC communities and to address systemic barriers to health care. For example, the province recently funded expansions in our nurse practitioner and health information sciences programs, which will be part of a new Faculty of Health along with neuroscience, social work, public health, clinical psychology, counselling psychology, and kinesiology, among other programs. The Faculty of Health will become operational in May 2025, providing opportunities for new in-demand programs and experiential learning opportunities that benefit community, including through a planned teaching and training health academy. We will work with our government and institutional partners like UBC on the new spaces required to realize and ensure the success of our health programming and clinical training.

Distributed medical education

For 20 years, UVic has successfully 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 will expand the number of spaces available to students in 2024 and, based on the success of this distributed education model, have signed new agreements with UBC to offer their master's of physical therapy and master's of speech-language pathology beginning August 2024. Courses will initially be offered at renovated space at the Vancouver Island Technology Park while we develop space at the Gordon Head campus.

More affordable child care

UVic has been providing child care services to our community for over 40 years, and all UVic child care centres were approved by the province in 2022/23 to become \$10 a Day ChildCareBC Centres. With the new fee structure, UVic families have seen their monthly child care fees reduced to no more than \$200. UVic currently offers 116 child care spaces on campus, and there continues to be a significant demand from students, staff, faculty and the wider community. UVic renovated our Queenswood Campus in 2024 to increase UVic's supply of child care spaces to 153 and help meet the immense demand. The project is supported by the Childcare BC New Spaces Fund.

Preparing students for great careers through co-op

UVic has the largest co-op program in Western Canada and one of the largest in Canada. Over 65% of our undergraduate and graduate students participate in the program. In a typical year we place approximately 4,400 students, and 60% of UVic co-op students receive an offer of employment before they even graduate. The private sector makes up 70% of our employers, including not-for-profit organizations, and the public sector makes up 30%. We recently expanded our supports and staffing complement to ensure Indigenous students and students with disabilities at UVic can access co-op offerings in an equitable way.

Upskilling and reskilling through micro-credentials

UVic continues to expand our micro-credential offerings in strategic areas of growth that align with our research strengths, build on industry partnerships, and create new opportunities for learners. Our Division of Continuing Studies offers many sought-after micro-credentials, and we are working with government and industry partners such as Microsoft, Telus and the Canada Border Services Agency to help professionals and employers with upskilling and reskilling. Continuing Studies and the Faculty of Engineering and Computer Science are proud to support the StrongerBC Future Ready Action Plan and empower British Columbians through short-term training opportunities and access to up-skilling and re-skilling for in-demand jobs.

Inspiring greater inclusivity in politics

UVic partnered with Equal Voice to host two events in February 2024 that aimed to address disparities and provide tools for change. The first was an interactive, in-person Campaign School where participants earned a CIFAL Victoria certification backed by the United Nations. The course offered skills and resources to run for political office at any level in Canada. The second was the Women Leading Change in Politics Panel, which featured the Attorney General of BC, the former Minister of Justice, and other prominent female politicians and leaders.

Substance testing

The UVic-led Substance Drug Checking is a team of chemists, social workers, computer scientists, pharmacists, and people who use drugs, partnering to provide and evaluate drug checking services on Vancouver Island since 2018. Substance Drug Checking offers free and confidential drug checking services, operating in partnership with SOLID Outreach, AVI Health and Community Services, Port Alberni Shelter Society, Vancouver Island Mental Health Society, Duncan Lookout Housing and Health Society, Vancouver Island University, and the Island Health Authority. In 2023—the 7th year of the overdose crisis fueled by the toxic unregulated drug supply—the team tested 9,676 samples, a 55% increase from 2022.

Major priorities for 2024/25

Several initiatives are underway or planned for 2024/25, 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.

National Centre for Indigenous Laws

A vision already more than 10 years in the making, the National Centre for Indigenous Laws (NCIL) at UVic is getting closer to becoming a publicly accessible national and international forum for dialogue, gathering, teaching and furthering the resurgence of Indigenous laws. The building, funded by the BC and federal governments, the Law Foundation of BC and other supporters, will house the joint degree program in Canadian Common law and Indigenous legal orders (JD/JID), the Indigenous Law Research Unit, as well as ceremonial and community spaces. Slated to open in late 2024, the NCIL has already received a 2023 Canadian Architect Award of Excellence, celebrating its Coast Salish design elements and focus on bringing the surrounding forest into the building.

Real estate strategy

We are creating a real estate strategy that incorporates residential, commercial and other amenities within a short walk of the university campus, focusing on high-density as well as mixed-use development. While this phased development will take time, once completed it will help enhance our extraordinary academic environment, help address the housing pressures in our surrounding communities, and diversify our revenue streams. By developing new housing and support services within walking distance of our campus, we strive to develop a more connected, inclusive and accessible UVic.

Teaching and training health care professionals

Several innovative health initiatives are underway at UVic. To meet clinical instructional requirements and support training needs for existing and future expanded seats in health programs, we are exploring the establishment of a community health centre model. The proposed UVic Community Health Centre Academy will focus on both team-based care and training and provide training and upskilling opportunities. It 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. The goal is purpose-built spaces on and off campus that create opportunities for students to learn and practice across a range of health care professions.

Supporting lifelong learners

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, is continuing to expand and explore a range of new micro-credentials and training opportunities. These will help with upskilling and reskilling for professionals to take the next steps in their careers and to help position them for the labour market demands of the future. Aligned with this, we are developing a new strategic plan for the Division that includes rebranding.

West Shore Computing Gateway

UVic, Royal Roads University and Camosun College are partnering to establish a dynamic community-based education hub in Langford. The partnership aims to improve transition rates from K-12 to post-secondary, with programming designed to meet student demand and the economic and labour market needs of communities in the West Shore and the province. UVic plans to offer the Computing Gateway program at the West Shore Campus, which will provide students with up to the first two years of coursework in one of UVic's computing-centric degrees: Computer Science, Data Science or Software Engineering. Construction of the shared building is underway, led by Royal Roads, with an anticipated opening of September 2025.

Collaborating for climate action

UVic is home to one of the largest concentrations of ocean-climate researchers in Canada. We host three research and knowledge-sharing institutes focused on ocean and climate: Ocean Networks Canada, Pacific Climate Impacts Consortium and the Institute for Integrated Energy Systems. We also host and lead the Pacific Institute for Climate Solutions (PICS), a collaboration with BC's three other research-intensive universities. This year, in its 15th year, PICS is undergoing a refocusing effort to better align climate research across our academic network with the priorities of decision makers and communities throughout BC and Canada.

Economic and social impact

Globally, UVic has over 150,000 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, wellbeing 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 many more essential jobs. 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](#) 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 accounts for a substantial portion of our economic and social impact. UVic attracts an approximately \$140 million a year in sponsored research, and we are consistently selected by ReSearch 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 of our programs achieve excellent labour market outcomes.

Faculty	% satisfied with program	% in the labour force	Average salary
Business	81%	93%	\$66,028
Education	80%	94%	\$60,200
Engineering and Computer Science	84%	94%	\$86,844
Fine Arts	88%	94%	\$69,998
Human and Social Development	89%	96%	\$75,272
Humanities	94%	84%	\$54,154
Law	82%	94%	\$101,878
Science	92%	83%	\$59,456
Social Sciences	91%	90%	\$59,157
UVic overall	89%	91%	\$68,764

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: 2023 Survey of 2021 UVic Baccalaureate Graduates.

UVic has one of Canada's largest and oldest co-op programs in Canada, which creates 4,300 job placements in a typical a year. In 2021/22, we surpassed 100,000 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 65%—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 60% of graduating co-op UVic students received offers of employment before they graduate.

Over 5,200 UVic students access career supports through our Career Services, which includes workshops, mock interview clinics, career fairs, networking events, career panels and employer information sessions. For the past 10 years, 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.

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.

As demonstrated throughout this report, experiential learning is an integral part of the university's mission—and we do it well. We equip students for personal success and to contribute effectively as community members and global citizens. Through work integrated learning, students put their knowledge into practical usage, and make critical labour market connections. In recent years, UVic has placed special emphasis on:

- Expanding hands-on learning opportunities within STEM fields. All UVic engineering students are required to take a minimum of four co-op terms as part of their degree requirements.
- Our Health Information Science programs, which train undergraduate and graduate students at the nexus of healthcare and technology including through co-op requirements. The program has an almost 100% rate of employment for graduates.
- Providing co-op opportunities for graduate students. UVic has one of the highest proportions of graduate students in Canada participating in co-op as part of their degrees.
- Increasing 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.

A final thought

UVic will continue to work with our government, business and community partners to deliver on our commitments to people, place and planet. Our strength lies in the integration of research, teaching and learning; the quality and dedication of faculty and staff; and the excellence of our research programs and creative activities with their local and global focus. We are committed to creating a better and more just world through education, research and action. Together, we are working to build a better British Columbia.

Alignment with Ministry’s Mandate Letter Priorities and Indicators

In addition to the above highlights, we are further aligning with the Ministry’s priorities through the following achievements, efforts and initiatives.

Delivering educational and training programming as described in the StrongerBC Future Ready Action Plan to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change, including the continued expansion of access to affordable, accessible and relevant training, such as through micro-credentials and expanded health seats.	
Programming	<p>UVic is committed to playing a positive role in the success of StrongerBC and supports training programs 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.</p> <p>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.</p>
Micro-credentials	<p>Micro-credentialing is an exciting area of growth for UVic, and we continue to explore strategic partnerships designed to benefit a range of learners and professionals at every stage of their lives. UVic is developing and delivering micro-credentials that respond to changing labour market needs and help people reskill, upskill and advance their professional careers. Here are some examples from our Division of Continuing Studies:</p> <ul style="list-style-type: none"> • 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. • Last year, we offered 29 programs in support of the StrongerBC Future Skills Grant (FSG), including in business intelligence and data analytics, digital planning for the cultural sector, finance, Indigenous cultural stewardship, and marketing communication, among others. • UNITAR-CIFAL-certified programs and courses include Knowledge Democracy in Higher Education, Community Engaged Scholarship for Today’s World, Transformative Climate Action, Climate Action Planning, Restoration of Natural Systems, Ecological Restoration, Mapping with Drones, and Population Health Data Analysis. Several of these are approved for FSG funding. • Learners who have completed our redesigned Facing Human Wrongs: Climate Complexity and Relational Accountability, a six-week online intensive course, say it is transformative. <p>In collaboration with DigiBC, UVic’s Faculty of Engineering and Computer Science developed three micro-credentials to address needs within the workforce, including in biomedical device development and graphics and processing for video game development.</p>
Expanded health seats	<p>UVic offers undergraduate and graduate health-related programs in the Faculties of Science, Social Sciences, Education, Human and Social Development and the Division of Medical Sciences, which provide pathways to post-graduate studies, medical education, professional education and employment in health fields.</p>

	<p>Our institution is proud to work in partnership with Camosun College, Aurora College (NWT), College of the Rockies and Selkirk College to help deliver our Bachelor of Science in Nursing across the province and beyond, to help train much-needed nurses equipped to work in health care settings and support diverse communities.</p> <p>We continue to work with our institutional partners to increase our enrolment and retention in our nursing programs to meet the needs of the province, and we have a partnership with UBC to deliver physical therapy and speech-language pathology. We are also exploring opportunities with the Ministry on further expansions of the Nurse Practitioner program as well as opportunities to launch a post-baccalaureate Bachelor of Science in Nursing (BSN).</p> <p>UVic is proud to lead the launch of a Master of Indigenous Nursing program in collaboration with Thompson Rivers University, UBC, Trinity Western University, and the University of Northern British Columbia (UNBC). This program will train and empower Indigenous nurses with a high-level of expertise to work in their own communities and knowledge systems by equipping them with relational practices to aid with spiritual, mental and physical wellness. The institutions jointly received \$683,000 from the Canadian Institutes of Health Research (CIHR) to develop and launch the project, which supports recommendations from the TRC Calls to Action and In Plain Sight report.</p> <p>UVic’s School of Health Information Science is the oldest, largest and most comprehensive health information science program in Canada. As the leading program in the country, we have been providing students with skills in health informatics, digital health and information technology for over 35 years. Upon graduation, our students secure a near 100% employment rate in their field and work throughout the public and private sectors.</p> <p>Since 2012, UVic has offered a degree in Biomedical Engineering, the first of its kind west of Ontario. The program provides students with specialization in medical device design, biomechanics, prosthetics, medical imaging and 3D tissue printing. We are excited to now offer a Master of Engineering Biomedical Systems.</p> <p>UVic is committed to working with the province to ensure the success of the BC Health Human Resources Strategy, released in 2022. We look forward to contributing to provincial efforts to retain health care workers; modernize the system through innovation, research, and technology; reduce barriers to help recruit workers; and train the next generation of health care professionals.</p>
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Continue to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.

<p>Academics and research</p>	<p>UVic is a national leader in Indigenous education and research, and our programs in Indigenous law, languages, education and health are international exemplars in meeting the needs of Indigenous communities and providing a welcoming and supportive learning environment.</p> <p>Student support programs, like LE,NONET, ensure our students are supported throughout their studies and achieve success in their academic and personal endeavours—from recruitment to graduation and beyond. Weekly math tutoring and writing supports are available to Indigenous undergraduate students, as is academic advising.</p> <p>Our Centre for Indigenous Research and Community-Led Engagement partners with communities and governments to help address important issues such as health, food security and climate throughout our province.</p> <p>UVic leads the CIHR-funded BC Network Environment for Indigenous Health Research (BCNEIHR), which supports capacity development, research and knowledge translation. BCNEIHR also supports Indigenous student research as well as facilitates community-led research partnerships. The partnership has researchers from UBC, Simon Fraser University, UNBC, Emily Carr University, Royal Roads University, North Island College, Vancouver Island University, Thompson Rivers University, Capilano University, and Vancouver Community College. BCNEIHR also has partnerships with Island Health, First Nations Health Authority, and several Indigenous nations and communities across the province.</p>
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<p>Community supports</p>	<p>Our Office of Indigenous Academic and Community Engagement offers a range of programs and events designed to develop and nurture relationships with Indigenous students and communities. This includes the Elders in Residence program, networking and social events, and traditional crafts workshops. LE,NONET Campus Cousins are Indigenous upper-level undergraduate and graduate students who support community building by hosting academic events (e.g., study halls, learning communities, workshops) and social and cultural events (e.g., feasts, movie nights, game nights).</p> <p>Undergraduate and graduate students can choose to live in the Indigenous Living Learning Community in the new Sn̓éqə ʔéʔlən (Sngequ House), which includes 40 private rooms, shared living and dining spaces, a communal kitchen, and access to academic and cultural supports from Indigenous mentors and student staff on site, in the Indigenous student lounge, and at the First Peoples House.</p> <p>UVic has dedicated Indigenous counsellors available for Indigenous students in addition to the supports provided to all students through the Student Wellness Centre and SupportConnect, a free and confidential mental health support line available 24/7.</p>
<p>Co-op, work-integrated learning and career planning</p>	<p>UVic has the highest amount of Indigenous co-operative education placements in Canada. This is, in part, a result of the following initiatives:</p> <ul style="list-style-type: none"> • A dedicated Indigenous co-op and career coordinator. • Culturally relevant co-op positions with Indigenous bands and organizations as well as large companies, government ministries and other groups that impact Indigenous communities. • A bi-annual Indigenous Career Fair and Mock Interview Clinic for Indigenous Students. • The award winning Indigenous International Work-Integrated Learning Exchange Program—the first of its kind in the world—which connects Indigenous students attending UVic with co-op opportunities at partner institutions in Australia. • The Indigenous Co-operative Education Wage Subsidy Program, which provides funding to Indigenous community organizations to cover a portion of the cost of hiring a co-op student. • The LE,NONET Community Internship, which provides 120 hours of work experience with an Indigenous community or organization of a student’s choice. <p>Our co-op team also includes an equity, diversity and inclusion employment development officer, and an equity, diversity and inclusions career educator. These roles support UVic students and alumni who self-identify as members of one or more marginalized groups during their career development journey.</p>
<p>Developing and implementing protections for international students that support their fair treatment.</p>	
<p>Recruitment and retention</p>	<p>The internationalization of our campus has been a UVic priority for many years and figures prominently in our strategic enrolment plan. The plan includes steps to recruit and retain a diverse group of students and provide a range of supports and services to ensure their success. UVic plans to further diversify the countries from which we recruit students and diversify the range of academic programs in which international students enrol.</p> <p>Once admitted, our International Centre for Students team provides students with pre-arrival support and settlement services, including with respect to immigration, housing and finance, health insurance, and working in Canada. Our International Student Welcome and other orientation events connect new students with the campus community, and our UVic Global Community provides opportunities for students, staff and faculty to share perspectives, celebrate diversity, foster intercultural connections and cultivate an inclusive and globally minded campus.</p>
<p>Fees and financial supports</p>	<p>We are working on an international tuition fee framework that improves the transparency and predictability of tuition fees for prospective and current international students. Key to that framework is a proposal for the Board of Governors’ consideration and approval that provides new students with the proposed tuition fees for the entirety of their degree program at UVic.</p>

	<p>There are many grants, awards and programs available to UVic international students, including entrance scholarships for academically outstanding students as well as bursaries and part-time employment opportunities for students who demonstrate financial need.</p> <p>Our first-year on-campus housing guarantee applies to all undergraduate students entering UVic from high school, including international students. Housing and meal plan rates are the same for all students. The Global Citizenship Community is a place for international and Canadian students to live together on the same floor of a residence building and share cultures, languages and ideas.</p>
<p>Meeting or exceeding the financial targets identified in the Ministry’s Service Plan tabled under Budget 2023.</p>	
<p>UVic meets or exceeds all financial targets with the Ministry of Post-Secondary Education and Future Skills. UVic’s audited financial statements meet all reporting requirements.</p>	
<p>Complying with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure programs are affordable.</p>	
<p>UVic continues to comply with the province’s tuition limit policy. For 2024/25, domestic undergraduate and graduate tuition will increase by 2%.</p>	
<p>Long-term strategic initiative: sexualized violence prevention and response</p>	
<p>UVic’s Sexualized Violence Resource Office, located within Equity and Human Rights (EQHR), aims to create ongoing, tailored training for student, staff and faculty on sexualized violence prevention and response. The office leads an institutional team to collaborate on the creation and implementation of an evolving three-year strategic education plan to continually respond to trends in reporting and identified needs. They have a dedicated sexualized violence prevention and support website with resources, supports, policy information and contacts, as well as an updated section on alcohol and consent.</p> <p>Sexualized violence prevention and response programming across UVic is offered through EQHR, the Office of Student Life, and/or other groups, including the student-led Anti-Violence Project. Several workshops were revamped or newly developed following the Ministry’s 2022 sexualized violence student perception survey.</p> <ul style="list-style-type: none"> • Tools for Change: Preventing Sexualized Violence at UVic – a workshop for students that focuses on developing a deep understanding of sexualized violence, learning practical tips and everyday language to meaningfully ask for and give consent, developing strategies for preventing sexualized violence and gaining knowledge of campus resources and supports. • Starting the Conversation: Preventing and Responding to Sexualized Violence at UVic – training for staff and faculty on how to identify sexualized violence, how to respond to a disclosure, where to get support, the UVic Sexualized Violence and Prevention Policy, and how to prevent sexualized violence. • Social and Professional Competency Training – a two-hour training session designed to increase graduate student and teaching assistant’s understanding and sense of responsibility regarding UVic’s Sexualized Violence Prevention and Response Policy and Discrimination and Harassment Policy. • Spotlight on Inclusion – a short, in-person program designed for actors, stage crew, and directors on the unique circumstances of the performing arts including the prevention and response to sexualized violence as well as discrimination and harassment. • Understanding Consent Culture – a consent workshop providing information, skills and opportunity to understand and practice consent through activities and discussion. • Supporting a Survivor – a workshop covering the differences between support, disclosure and reporting, providing approaches and tools for supporting survivors of sexualized violence (e.g., active listening, believing survivors, busting myths, showing empathy, making referrals). • Men’s Circle – a space where men and masculine-identified folks can meet to connect, learn about systems and structures that uphold gender-based violence, share lived experiences and stories, and work on strategies for dismantling and challenging gender-based violence and other structures of oppression on campus and in the larger community. 	

- Engagement Men – a new program launched in 2024 after being piloted in September 2023 with male student-athletes. The program seeks to support male-identifying students in unlearning harmful gender norms and scripts while learning important new skills around communication, consent, boundaries and accountability.

As well, Campus Security has workshops on topics including how to diffuse difficult clients, tactical communications, active threat, and emergency preparedness. Since 1995, Campus Security has employed a Personal Safety Manager to address security concerns and develop and promote campus-wide personal safety programs.

Sexualized Violence Awareness Week is an annual occurrence in September, timed to coincide with new student welcome and orientation. The week is coordinated by UVic’s Sexualized Violence Prevention Coalition, which works collaboratively across campus to prevent sexualized violence at UVic. It is comprised of the Office of Student Life, EQHR, the University of Victoria Students’ Society (UVSS), and the Anti-Violence Project. The coalition works in partnership with multiple student-facing units on campus, including athletics and recreation, student housing, the International Centre for Students, and the Student Wellness Centre. The coalition raises awareness among the student population by providing information and tools to support students in preventing the occurrence of sexualized violence and to know what to do, and where to go, when it does occur.

We also have multiple student-focused awareness-raising campaigns throughout the year on how to receive a disclosure, what consent is, how to practice consent in the context of substance use, and more. Starting February 2024, we began piloting an anonymous disclosure service for anyone impacted by sexualized violence.

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

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.

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.

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 (2023/24):

- 51 students received the UVic award, compared to 46 recipients in the previous year (2022/23), totaling \$200,561. Of these students, 47 also qualified for the BC tuition waiver program with a total of \$348,253 disbursed in 2023/24, representing an increase of 73.6% over last year.
- Nine students with lived experience in care graduated from UVic, compared to 10 the previous year.
- Due to the recent BC tuition waiver age expansion, four out of eight previously ineligible students were able to receive BC tuition waiver approval.
- There is a total of 63 registered former youth in care students. Of the 63 registered students, 10 of them had not yet applied for the UVic Award and two were not eligible as they were enrolled in a second credential.

UVic is committed to helping ensure that all former youth-in-care who wish to attend to post-secondary can do so.

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 111 students participating in 2023/24.

	2019/20	2020/21	2021/22	2022/23	2023/24
Dual-credit students	128	124	145	133	111
Courses taken	630	571	661	625	562

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

UVic's Sexualized Violence Resource Office, located within Equity and Human Rights (EQHR), aims to create ongoing, tailored training for student, 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. They have a [dedicated sexualized violence prevention and support website](#) with resources, supports, policy information and contacts, as well as an updated section on alcohol and consent.

EQHR works with our Ministry partners through its ongoing involvement on the Sexualized Violence Advisory Group, who worked closely with the Ministry on their sexualized violence action plan as well as the data and reporting working group, which resulted in the creation of a provincial toolkit on best practices for collecting and reporting out on sexualized violence statistics.

Sexualized violence prevention and response programming across UVic is offered through EQHR, the Office of Student Life, and/or other groups, including the student-led [Anti-Violence Project](#). Several workshops were revamped or newly developed following the Ministry's 2022 sexualized violence student perception survey.

- Sexualized Violence Foundations Series – a three-part education series for students, whereby Session 1 covers students' rights and responsibilities regarding sexualized violence, Session 2 provides highly interactive and tool-based consent education, and Session 3 (under development) covers prosocial bystander intervention.

- Sexualized Violence Prevention and Response Training – training for staff and faculty on how to identify sexualized violence, how to respond to a disclosure, where to get support, the UVic Sexualized Violence and Prevention Policy, and how to prevent sexualized violence.
- Social and Professional Competency Training – a two-hour training session designed to increase graduate student and teaching assistant’s understanding and sense of responsibility regarding UVic’s Sexualized Violence Prevention and Response Policy and Discrimination and Harassment Policy.
- Spotlight on Inclusion – a short, in-person program designed for actors, stage crew, and directors on the unique circumstances of the performing arts including the prevention and response to sexualized violence as well as discrimination and harassment.
- Understanding Consent Culture – a consent workshop offered through the student-led Anti-Violence Project that provides information, skills and opportunity to understand and practice consent through activities and discussion.
- Supporting a Survivor – another Anti-Violence Project workshop covering the differences between support, disclosure and reporting, providing approaches and tools for supporting survivors of sexualized violence (e.g., active listening, believing survivors, busting myths, showing empathy, making referrals).
- Men’s Circle – a space where men and masculine-identified folks can meet to connect, learn about systems and structures that uphold gender-based violence, share lived experiences and stories, and work on strategies for dismantling and challenging gender-based violence and other structures of oppression on campus and in the larger community.
- Engaging Men – a 6-week intensive program aimed at male student-athletes. The program seeks to support male-identifying students in unlearning harmful gender norms and scripts while learning important new leadership skills around communication, consent, boundaries and accountability.

EQHR provided a total of 34 sexualized violence prevention educational sessions to students, staff and faculty this year. Through these 34 sessions, EQHR reached 758 UVic community members. This included 15 hours of instruction to a cohort of 25 male athletes through the Engaging Men Program.

As well, Campus Security has workshops on topics including how to diffuse difficult clients, tactical communications, active threat, and emergency preparedness. Since 1995, Campus Security has employed a Personal Safety Manager to address security concerns and develop and promote campus-wide personal safety programs.

Sexualized Violence Awareness Week is an annual occurrence in September, timed to coincide with new student welcome and orientation. The week is aimed at raising awareness among the student population by providing information and tools to support students in preventing the occurrence of sexualized violence and to know what to do, and where to go, when it does occur.

We also have multiple student-focused awareness-raising campaigns throughout the year on how to receive a disclosure, what consent is, how to practice consent in the context of substance use, and more. UVic also provides an anonymous disclosure service for anyone impacted by sexualized violence.

In June 2024, UVic launched the Sexualized Violence Prevention and Response policy review process. The review will include robust community consultation through surveys, focus groups and constituent committees. Community consultation will take place over the fall 2024 term to ensure the broadest range of participation. From January 2025 through March 2025, the project team will incorporate the consultation results and committee feedback and finalize the policy for approval by the Board of Governors. UVic has an engaged community and expects a significant amount of feedback through the consultation process. For this review period, the primary focus is on definitions, principles, accountabilities and policy scope.

Appendix A: Performance measures

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 for 2023/24 (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
		2021/22	2022/23	2023/24	2023/24	2023/24
Student spaces	Total student spaces (PSFS)	17,417	17,151	17,537	≥16,573	Achieved
	Nursing and other allied health programs	604	608	611	≥755	Not Achieved *
Credentials Awarded	Total Credentials	4,382	4,399	4,264		Not Assessed
	Bachelor			3,035	≥3,131	Substantially Achieved
	Certificate			67	≥67	Achieved
	Diploma			65	≥104	Not Achieved **
	Graduate, First Professional and Post-Degree			1,097	≥1,097	Achieved
Indigenous student spaces	Total Indigenous Student Spaces	1,033	1,055	1,079	≥1,000	Achieved
	Ministry (PSFS)	1,033	1,055	1,079		
Student satisfaction with education	Bachelor degree graduates	92.4% +/- 1.2%	88.9% +/- 1.5%	88.3% +/- 1.5%	≥90%	Substantially Achieved
Student assessment of the quality of instruction	Bachelor degree graduates	93.2% +/- 1.1%	90.1% +/- 1.4%	89.6% +/- 1.4%	≥90%	Achieved
Student assessment of skill development	Bachelor degree graduates	84.4% +/- 1.2%	82.8% +/- 1.3%	83.0% +/- 1.3%	≥85%	Substantially Achieved
Student assessment of usefulness of knowledge and skill..	Bachelor degree graduates	84.7% +/- 1.9%	83.4% +/- 2.0%	85.5% +/- 1.9%	≥90%	Substantially Achieved
Unemployment Rate	Bachelor degree graduates	8.0% +/- 1.3%	7.5% +/- 1.3%	7.5% +/- 1.3%	≤9.2%	Achieved
Sponsored Research Funding	Sponsored research funding from all sources (million \$)	123.7	139.7	139.7	≥139.7	Substantially Achieved
	Federal sources (million \$)	89.3	90.8	94.2		
	Provincial sources (million \$)	9.3	16.3	17.0		
	Other sources (million \$)	25.2	32.6	28.5		

		2021/22	Actual		Target	Assessment
			2022/23	2023/24	2023/24	2023/24
Bachelor degree graduates	Skill development	84.4% +/- 1.2%	82.8% +/- 1.3%	83.0% +/- 1.3%	≥85%	Substantially Achieved
	Written Communication	84.7% +/- 1.7%	85.1% +/- 1.7%	84.6% +/- 1.7%		
	Oral Communication	78.1% +/- 1.9%	78.1% +/- 2.0%	77.5% +/- 2.0%		
	Group collaboration	78.6% +/- 1.9%	77.4% +/- 2.0%	78.8% +/- 2.0%		
	Critical Analysis	91.0% +/- 1.3%	90.4% +/- 1.4%	90.7% +/- 1.4%		
	Problem resolution	80.2% +/- 1.9%	76.9% +/- 2.0%	77.9% +/- 2.0%		
	Learn on your own	89.7% +/- 1.4%	86.8% +/- 1.6%	86.7% +/- 1.6%		
	Reading and comprehension	88.0% +/- 1.5%	85.8% +/- 1.6%	85.6% +/- 1.7%		

* UVic has worked with partner colleges and the Ministry of Post-Secondary Education and Future Skills to increase retention rates and transfers into UVic programs. In collaboration with PSFS, UVic has reset the 2024/25 FTE target for Nursing and other allied health programs to better match the expected flow of students from partner institutions.

** UVic enrolls relatively few students in certificate and diploma programs and so we expect levels to fluctuate from year to year. As well, diploma and certificate programs are sometimes offered on a contract basis and so may not be offered at the same scale every year.

		2018/19	2019/20	Actual 2020/21	2021/22	2022/23
Credentials Awarded (restated)	Total Credentials	4,252	4,351	4,355	4,441	4,402
	Bachelor	2,927	3,007	3,035	3,175	3,184
	Certificate	35	54	64	50	86
	Diploma	140	94	100	125	88
	Graduate, First Professional and Post-Degree	1,150	1,196	1,156	1,091	1,044

Please consult the 2023/24 Standards Manual for a current description of each measure.

Student Spaces

Results from the 2023/24 reporting year are based on data from the 2023/24 fiscal year; results from the 2022/23 reporting year are based on data from the 2022/23 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 2023/24 reporting year are based on data from the 2022/23 fiscal year; results from the 2022/23 reporting year are based on data from the 2021/22 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

Annual performance is based on the number of credentials awarded in the most recent fiscal years; e.g. results from the 2023/24 reporting year are based on data from the 2022/23 fiscal year. Targets are set in the previous reporting year for the next reporting cycle; e.g. targets for the 2023/24 reporting year are a three-year average of the 2019/20, 2020/21, and 2021/22 fiscal years.

However, before the 2023/24 reporting year, annual performance is measured using a rolling three-year average of the most recent fiscal years; e.g. results from the 2021/2022 reporting year are based on a three-year average of the 2018/19, 2019/20, and 2020/21 fiscal years; results from the 2022/2023 reporting year are based on a three-year average of the 2019/20, 2020/21, and 2021/22 fiscal years.

Appendix B - Credentials Awarded (Restated)

Credentials Awarded data reported in Appendix B are included for the institution's reference only where trending data may be of use in the assessment of 2023/24 performance measure results. Credentials awarded follow PM2 measure specifications (e.g., 2022/23 credentials are for the 2021/22 fiscal year). Numbers less than 10 have been masked with an *. Appendix B is not a reporting requirement in the Institutional Accountability Plan and Report.

Student Outcomes Measures

Results from the 2023/24 reporting year are based on 2023 survey data; results from the 2022/23 reporting year are based on 2022 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

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 template provided by the Ministry, the University of Victoria has summarized our progress toward lasting and meaningful reconciliation, which has been guided by our [Indigenous Plan 2017–2022](#) and engagements with Indigenous faculty, staff, students, alumni, Elders and community members. They represent the wisdom, service and efforts of many and position us as we work together to implement the renewed Indigenous Plan, [Xʷkʷənənɪstəl | W̱CENENISTEL | Helping to move each other forward.](#)

TRC CALL TO ACTION ¹ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
PROGRESS	INITIATIVES AND PARTNERSHIPS
Identify whether the initiative is: <ul style="list-style-type: none"> • New² • Planned / In progress / Implemented or • Ongoing 	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.
1: SOCIAL WORK	
We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented	<ul style="list-style-type: none"> • Since 2000/01, we have offered a Bachelor of Social Work (BSW) - Indigenous Specialization and a Bachelor of Social Work - Indigenous Child Welfare Specialization. • We launched a Master of Social Work (MSW) Indigenous Specialization for Indigenous students in 2009. Similar to the standard BSW and MSW programs, each specialization interrogates historically oppressive practices within a specific context and considers alternative methods of engagement that are centered in the values of decolonialization, equity, anti-racism and social justice. • The School of Social Work has one Field Placement Coordinator dedicated to supporting Indigenous students and fostering relationships with Indigenous agencies across Canada. • All UVic BSW students complete two required Indigenous content-centered courses. Within the master’s program, students are required to complete one Indigenous content-focused course, and additional relevant content is incorporated throughout the curriculum. • In 2019/20, two courses were added to the Master of Social Work Foundation program that explore historical and contemporary processes and the impact of these policies and processes on Indigenous people and introduces anticolonial policy analysis and the implications of decolonizing social work.
Ongoing	<ul style="list-style-type: none"> • We are actively engaged in preferential hiring of Indigenous faculty members in both the teaching and research streams. • An Indigenous liaison is assigned to every Indigenous student completing a field course to ensure strong support for students in their practicum assignments.

¹ “...” represents omitted text not related to post-secondary education from the original Call to Action.

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

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"> UVic’s School of Child and Youth Care (CYC) continues to deliver land-based learning in conjunction with local community members. The undergraduate curriculum was renewed in 2020. The master’s program curriculum was renewed in 2022. Two courses were added for Indigenous students in fall 2019 (at the 100 and 300 levels). CYC strives to ensure appropriate, meaningful education—including land-based learning opportunities—that is culturally appropriate for CYC Indigenous students to prepare them to work with and support children, youth and families. The School mission states that “we place a strong emphasis on supporting Indigenous student success through culturally responsive teaching and support.” The Indigenous-led Kinship Rising project focuses on healing from colonial, gender-based violence by restoring sacred teachings of gender well-being. Kinship Rising promotes gender resurgence through art, land-water relations and reconnection with all our relations. It also involves community-based programs, partnerships and collaborative projects with students in faculty research and Indigenous based-community practicums.
Ongoing	<ul style="list-style-type: none"> CYC has an Indigenous specialization stream that introduces students to critical theory and necessary protocols for respectful entry into child and youth care practice in Indigenous contexts. Undergraduate and graduate curriculum development addresses themes such as Indigenous early years/early childhood; Indigenous child and youth development; Indigenous family systems; Indigenous research; land-based pedagogies/working with Elders and knowledge keepers; using 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 intended for both Indigenous and non-Indigenous students. Students’ final practicum must be in an Indigenous setting. The Early Childhood Education Years specialization consists of four courses that address the impacts of colonization on early childhood. All undergraduate and graduate courses in CYC include Indigenous content throughout the curriculum. CYC is in the process of recruiting an Indigenous limited hire, with expertise in early childhood, to bolster our existing Indigenous faculty complement and provide additional supports to Indigenous students.

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"> The course “Introduction to SENĆOŦEN” was offered and ran with two sections. Lieutenant Governor Janet Austin invited the instructor to teach her SENĆOŦEN. A Stz’uminus cohort completed the Certificate in Indigenous Language Revitalization (CILR) and are now transitioning to the diploma program through Indigenous Education. The first national online cohort of the CILR was launched to provide opportunities for individual Indigenous learners who may not have the capacity (funding, volume of learners, etc.) to offer the cohort-based program in their own communities. Moving this program required hiring experts in Indigenous language to redevelop eight online courses.
Ongoing	<ul style="list-style-type: none"> Indigenous language teaching at UVic is informed by more than 40 years of experience offering Indigenous language programming in-community in order to empower adult language learners to increase language proficiency and support language revitalization in their communities. UVic offers the following undergraduate Indigenous language programs: <ul style="list-style-type: none"> Certificate in Indigenous Language Revitalization Certificate in Indigenous Language Proficiency Diploma in Indigenous Language Revitalization

	<ul style="list-style-type: none"> ○ Bachelor of Arts in Indigenous Studies ○ Bachelor of Education in Indigenous Language Revitalization • UVic offers the following graduate non-degree and degree programs: <ul style="list-style-type: none"> ○ Certificate in Indigenous Nationhood ○ Graduate Certificate in Indigenous Language Revitalization ○ Master of Arts in Indigenous Language Revitalization ○ Master of Education in Indigenous Language Revitalization • In partnership with the En-owkin International School of Writing and Visual Arts, UVic offers a Foundations in Fine Arts certificate for mature Indigenous learners who want to develop specialized skills in creative writing and/or visual arts in an Indigenous context. • Through the School of Indigenous Governance, UVic offers a course on Indigenous Introduction to Local Lands, Waters and Languages led by Indigenous knowledge holders. This course centers Coast Salish knowledges, 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.
New	<ul style="list-style-type: none"> • In consultation with Indigenous subject matter experts, UVic launched a new 3-course micro-certificate in Indigenous Language Documentation that provides training on language documentation and reclamation initiatives. • New partnership initiatives launched this year include the first cohort of a Bachelor of Arts in Indigenous Language Proficiency, in partnership with the W'SÁNEĆ Adult Education Centre, and programming in communities speaking SENĆOŦEN, Kwakwaka'wakw and Hul'q'umi'num. • The Indigenous Education Department entered into a search for a Canada Research Chair in Indigenous Language Revitalization.

23: HEALTH-CARE PROFESSIONALS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<ul style="list-style-type: none"> • Students in our Master of Public Health and Social Policy 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 have the opportunity to develop a practicum in an Indigenous community or organization. We prioritize applications from Indigenous students. • Students in our Bachelor of Arts in Health and Community Services 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. Students with sufficient background have the opportunity to develop a practicum in an Indigenous community or organization. Applications from Indigenous students are prioritized. • Our School of Public Health and Social Policy (PHSP) continues to develop relationship with local community, in community, through artwork by a local Indigenous woman. The 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.
Implemented	<ul style="list-style-type: none"> • 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. • All students in our Bachelor of Arts in Public Health 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 have the opportunity to develop a practicum in an Indigenous community or organization. We prioritize applications from Indigenous students.

New	<ul style="list-style-type: none"> PHSP established 48 Indigenous Public Health practicum placements in a variety of settings including research centres, health authorities, government and Indigenous community organizations.
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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
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Ongoing	<ul style="list-style-type: none"> To date, UVic’s Island Medical Program (IMP), delivered in partnership with UBC and Island Health, has graduated 32 students who self-identify as Indigenous, with 14 currently enrolled. IMP admissions includes an Indigenous pathway that aims to fill as many seats as possible with qualified Indigenous applicants. 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. UVic’s School of Nursing (SON) 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. 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). The Indigenous Initiatives Committee, led by Indigenous faculty and composed of faculty and students at UVic and Camosun College, has implemented anti-Indigenous-racism initiatives with a focus on healing and health.
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New	<ul style="list-style-type: none"> Through working with Indigenous communities and leaders, IMP developed an Indigenous Specific Anti-Racism Training (ISART) course which is anticipated to be used by Island Health Through this course, students will learn about cultural safety and cultural humility. In partnership with other BC nursing schools, we are developing an Indigenous Wellness MN/MSN educational stream. We are integrating new practice standard on Indigenous cultural safety, cultural humility, and anti-racism across our programs—approved by the British Columbia College of Nurses and Midwives Board. We currently have six self-identified Indigenous faculty members within the School of Nursing, which represents a six-fold increase since 2017. In SON’s incoming 2024/2025 cohort, there are 16 graduate students who self-identify as Indigenous, with five of them in the nurse practitioner stream.
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28: LAW SCHOOLS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
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<p>Implemented</p>	<ul style="list-style-type: none"> • In 2018, UVic launched a four-year joint degree program in Canadian Common Law (JD) and Indigenous Legal Orders (JID), with the first cohort graduating in spring 2022. Elements of the program are taught through intensive, mutually-illuminating comparison in courses that deal with Canadian law and one or more Indigenous legal traditions. • Since spring 2021, field schools were conducted with Indigenous communities, including Cowichan Tribes, Shuswap Nation Tribal Council, North Island communities, Mamalilikulla First Nation and Pedzeh Ki First Nation in the North West Territories. These programs engaged 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 provided students with unique opportunities to immerse themselves in Indigenous legal orders and cultural practices while contributing meaningfully to community development initiatives. • UVic Law has a new Inuit Women Legal Scholar Award. One or more awards of at least \$5,000 each are given to entering or continuing undergraduate women Inuit students in the Faculty of Law who have demonstrated leadership experience in their school or community. • An option has been added for Indigenous applicants to the JD and JD/JID program to submit a video in lieu of a written reference letter. This is being done in recognition and honour of the oral traditions of many Indigenous peoples. • In December 2022, the Indigenous Law Research Unit (ILRU) received a \$1.2M grant (\$400K annually for three years) from the Law Foundation of British Columbia to stabilize and enhance staffing and operations as well as to explore dynamic new relationships with community partners, legal professionals, scholars, practitioners and organizations in the service of their mission of rebuilding Indigenous laws and governance systems. • In 2022, the Faculty of Law hired an Indigenous Law Librarian to build the collection of materials that support the study of Indigenous laws. They also hired a Strategic Advisor to the Dean on the National Centre for Indigenous Laws (NCIL), bringing the overall number of Indigenous faculty in UVic Law to eight. • In fall 2022, 12 students in the third-year cohort of the JD/JID program in the Faculty of Law participated in a student-led course focused on UNDRIP. Under faculty supervision, students selected specific topics regarding the opportunities and challenges created by the implementation of UNDRIP and how UNDRIP relates to Indigenous legal orders. Students presented their final projects in a public forum at the end of the term.
<p>Ongoing</p>	<ul style="list-style-type: none"> • The compulsory Coast Salish Legal Studies course introduces the legal tradition of this region, using legal categories drawn from that tradition and exploring how those categories relate to concepts within Coast Salish languages. • A crucial dimension of the program is its community-based field schools. Students learn from community-based experts on a particular Indigenous Peoples' legal order, observe the ways in which Indigenous legal processes are being employed today and work with the community on law-related projects. • UVic's first-year law students are invited to participate in an Indigenous Perspectives Camp, a student-led initiative that provides an opportunity for first-year law students to learn about Indigenous cultures, experiences, traditions, history and perspectives on law and society, generally held in partnership with a local or Island Nation. It attracts many student participants and has been offered for over 25 years. • Substantial Indigenous content, and Call to Action #28 subject matter, is incorporated into compulsory courses in Constitutional Law; Criminal Law; Legislation and Policy; Legal Research and Writing; Property; Torts; Administrative Law; and Legal Ethics and Professionalism, as well as into elective courses such as Family Law; Intellectual Property; International Human Rights and Dispute Resolution; and Taxation. • The Faculty of Law offers an intensive summer course in Indigenous Legal Methodologies. • The compulsory, full-time, two-week introductory Legal Process class includes a half-day introduction to Indigenous legal traditions as well as other instruction designed to prepare students to engage with law and reconciliation, including introductions to land-based learning, theories of legal pluralism and research on cultural competency. Legal Process also includes an introduction to the Indian Residential Schools Settlement Agreement and the TRC. • Construction for the NCIL is on track for completion in 2024. Both the building and function of

	<p>the NCIL has been developed over 10 years through extensive engagement with local and national Indigenous communities and stakeholders. Its roots are a direct response to the fulfillment of Calls to Action 27, 28, and especially 50 of the TRC: “In keeping with the United Nations Declaration on the Rights of Indigenous Peoples, we call upon the federal government, in collaboration with Aboriginal organizations to fund the establishment of Indigenous law institutes for the development, use, and understanding of Indigenous laws and access to justice in accordance with the unique cultures of Aboriginal peoples in Canada.”</p>
New	<ul style="list-style-type: none"> A non-credit Professional Specialization Certificate in Intellectual and Cultural Property Law is scheduled for offering in 2024. This program uniquely combines Canadian intellectual property laws with the recognition and protection of Indigenous laws and culture.
57: PUBLIC SERVANTS	
<p>We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<ul style="list-style-type: none"> The School of Indigenous Governance (IGOV), a leading school for the advancement of Indigenous knowledges, creativity and activism, continues to run a formal course offering in Local Indigenous 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. The Master of Arts in Indigenous Governance 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 an engagement with gendered perspectives, innovative scholarship and a land-based curriculum. UVic's School of Public Administration (SPA) has developed a competency framework around Indigenous history, traditions, knowledge bases and governance structures. The objective is that all Community Development master students graduate with these competencies. Students enrolled 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. The Graduate Evaluation Certificate now includes a required course on culturally responsive evaluation. The Masters of Public Administration and Masters of Community Development programs are committed to an Equity Admissions approach in their selection of learners. This approach has been impactful in recognizing a truly diverse student cohort who will be the next generation of public sector leaders. UVic introduced a new Diploma in Indigenous Community Development and Governance (ICDG) for students to build knowledge, skills and competencies applicable to administration and leadership roles in Indigenous communities and organizations. Delivered online, ICDG programs enable learners to live and work in their own communities while completing flexible, relevant professional development. Ongoing guidance is provided by the program's Indigenous Advisory Group.
New	<ul style="list-style-type: none"> IGOV recently launched a new Doctor of Philosophy in Indigenous Governance. The projects in this program advance the field of Indigenous Governance and Nationhood through demonstrated abilities in comprehending, creating, and applying theories, conducting original community-engaged research and communicating their work effectively. The Graduate Certificate in Indigenous Nationhood (IN) has been integrated into IGOV's programming. Students in this program gain an interdisciplinary perspective on the intersections of governance, politics and law while developing skills to become researchers, scholars and community leaders. Students in the Master of Arts in Indigenous Governance can combine these two programs for an even more well-rounded examination into the intersections of law, politics and governance. New program opportunities for a non-credit stream of ICDG to reach a broader community of learners and a new undergraduate course in Social-Ecological Justice and Action for Planetary

	<p>Health are being explored.</p> <ul style="list-style-type: none"> • We are engaged in the preferential hire of Indigenous SPA instructors and a part-time program manager. • SPA developed a new three-year Strategic Plan that outlines specific objectives on Reconciliation, Decolonization, anti-racism, diversity and inclusion.
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62: TEACHER EDUCATION

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
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Ongoing	<ul style="list-style-type: none"> • Indigenous education has been growing in the Faculty of Education since 1999; in 2017, we created a Department of Indigenous Education. • The research project—NE7OLNEW—was funded through a SSHRC Partnership Grant and is entering its fifth year. • Every student teacher requires one mandatory course on Indigenous Education in their program of study. By addressing changes in history, education, and policies as well as the contributions to the Canadian landscape by Aboriginal people in the preparation of future teachers, we hope to contribute to the inclusion and expansion of relevant content in the K-12 curriculum and programs. • As well, Indigenous Education offers courses in 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 that provides experiential learning opportunities to deepen knowledge of Indigenous worldviews, histories, knowledge and perspectives to better prepare them to understand and explain the rights and responsibilities of Indigenous people and settlers living in Canada. • Indigenous Education offered an integrated 10-course set for working teachers in Teaching and Learning Indigenous Perspectives in 2022 and 2023. Teachers develop skills and confidence to integrate Indigenous perspectives into their teacher identities and practices, and they will be eligible for pay upgrades upon completion. • We expanded application of the Mentor-Apprentice Program (MAP) in our Indigenous Language Revitalization (ILR) programming. The Bachelor of Education in ILR will graduate a dozen Indigenous teachers in 2023. • Through the Division of Continuing Studies, we continue to offer relevant professional development workshops for French immersion teachers. This year that included a workshop on First Peoples Principles of Learning: Integrating systemic inequalities and biases within French language education in BC and Anti-Oppressive Practices.
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Implemented	<ul style="list-style-type: none"> • Indigenous Education Post-Degree Professional Program (elementary focused) is a new program at UVic. The post-degree professional program will provide aspiring teachers, both Indigenous and non-Indigenous, with a relevant, relational and transformative education designed to foster a deeper understanding of First Nations, Inuit and Métis histories, cultures and ways of knowing and being. The program is designed to enhance relational accountabilities with local Indigenous people and communities. Graduates of the 20-month program will receive a Bachelor of Education degree and are eligible to apply for a BC Teaching Certificate. The program launched in fall 2023.
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86: JOURNALISM AND MEDIA SCHOOLS

We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
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N/A	N/A
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92: BUSINESS SCHOOLS

We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti- racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented	<ul style="list-style-type: none"> The Peter B. Gustavson School of Business 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.
Ongoing	<ul style="list-style-type: none"> UVic’s Indigenous Cultural Acumen Training (ICAT) or other learning workshops are now part of all faculty, staff and student orientation activities. Our Master of Business Administration (MBA), Master of Management (MM) and Bachelor of Commerce (BCOM) students are introduced to human rights in general and the UNDRIP, including the rights to development and self-determination. Students also learn about a range of issues that have been endured by Indigenous peoples, with particular attention given to the context related to extractive industry projects and Indigenous communities. Within the context of Indigenous community relations with extractive industries, students are trained to use a framework for stakeholder Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights and anti-racism. BCOM students take part in an ICAT session and take part in a self-location assignment during orientation, allowing them to reflect on the land they are from, the land they live on, stewardship, etc. They also do a Truth and Reconciliation reflection and action plan assignment. Other Indigenous content, such as case studies, is encouraged in all programs. MBA, MM and Master of Global Business (MGB) students are given a broad introduction to the history of Indigenous peoples in Canada by a visiting First Nations Elder, including the effects of the Residential School system as well as an introduction to cultural values that guide many Indigenous communities in terms of development. MBA students watch a video titled “Indigenous and Canadian Histories 101: What you didn’t learn in high school” and follow up with a historical exploration, research and report assignment. This piece then provides input to a facilitated discussion of “Indigenous Histories” co-facilitated by a visiting Elder and the instructor. In the MBA Business and Sustainability course, students are introduced to specific human rights instruments relevant to the rights of Indigenous People and learn about how the national and provincial governments are working to implement UNDRIP. 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. PhD students are introduced to the unique challenges facing Indigenous people through doctoral-level core courses and workshops. Students are encouraged to conduct research that tackles important global societal issues, including those that affect Indigenous communities and stakeholders. Activities include ICAT session(s), conducting research with Indigenous communities and discussions on decolonizing business schools.

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 support of UVic's strategic plans and commitments toward truth, respect and reconciliation with Indigenous Peoples, and in particular, the Indigenous students, staff, faculty at UVic and the communities and Nations we live and work alongside, the [Vice-President Indigenous \(VPI\)](#) position was established in 2022, reporting to the President and working with members of Executive Council.
- In 2023/24, a search was initiated to appoint several Associate Deans Indigenous (ADIs), expanding Indigenous senior academic leadership and representation across all faculties. ADIs will principally be responsible for guiding the implementation of the new Indigenous Plan and supporting Indigenous faculty members through appointment, reappointment, tenure and promotion processes.
- The university's renewed Indigenous Plan, [Xʷkʷənənistəl | WŁENENISTEL | Helping to move each other forward](#), launched in September 2023 following two years of engagement. A collaborative reporting strategy is currently in development.
- The development of a Collaboration Agreement with the Ts'uubaa-asatx First Nation is underway to revitalize and initiate shared use of UVic's Cowichan Lake property.
- UVic holds a standing agenda spot with the Songhees Nation and hosts the Indigenous Community Engagement Council which is co-chaired by an Indigenous Community representative and the VPI. This provides an opportunity for leadership from Indigenous nations and representatives from local school boards to share their educational needs and priorities with university leadership.
- Indigenous staff members at the university have a paid leave policy so they may participate in ceremonial gatherings or cultural responsibilities.
- The university follows Coast Salish protocols for ceremonies and day-to-day activities (e.g. Territorial welcomes, hand-delivering invitations, calling witnesses, honouring relationships, etc.). New Indigenous staff and faculty members are invited to a Blanketing Ceremony wherein they may request permission to work and live on these territories.
- During convocation, the university hosts Indigenous Recognition Ceremonies where graduating Indigenous students are blanketed and celebrated for their accomplishments.
- Based on extensive consultation with Elders and Knowledge Holders, the university developed and implemented a comprehensive [smudging policy](#) (covering residences, classrooms and offices) and created procedures to expedite and prioritize cultural handshakes and honoraria payments.
- The university updated policies and practices related to building naming and renaming, making it possible to give new

and existing buildings names from local Indigenous languages. Our two new housing and dining buildings were gifted Indigenous names in 2023.

- Planning and construction processes for new building construction have been revised to ensure community consultation in the ways that the university respects the land (e.g. uses trees) and includes Coast Salish design elements. Cultural workers have been hired to offer protocol initiating and concluding construction (e.g. to bless the lands and brush out spaces prior to their opening).
- UVic has established a Repatriation Committee to create guidelines for the respectful care of its Indigenous art collection, for repatriation/repatriation, and for the commission and presentation of Indigenous art on campus.
- In March 2022, NĪL 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.
- The Nijkiwendidaa Anishnaabekwewag Services Circle released a [report](#) in 2022 that shines light on Anishinaabeg kinship-centered governance and family law. The report is the result of two years of research undertaken in partnership with ILRU.
- The new [Seedling Project](#) seeks to reshape relationships with the land and honour intergenerational responsibilities to the land through art, governance, law and technology. The project is caring for a cedar tree sapling that will be carved into a totem pole once it reaches full maturity several centuries from now.
- Building on the success of a previous program that recruited 15 Indigenous scholars to UVic, our ratified [Collective Agreement](#) includes a commitment to increasing and supporting Indigenous faculty and librarians through the Indigenous Recruitment Support Fund.

Community Youth Outreach Programming

- [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.
- UVic participated in the [2024 Gathering Our Voices conference](#), which connected Indigenous Youth from across the province and provided them with tools to contribute their gifts to their communities and the world.
- 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.
- UVic's [Science Venture](#) and [HighTechU](#) reach many Indigenous youths in BC and provide STEM-related outreach activities to various Indigenous communities. We also partner with the [Verna J. Kirkness Science Foundation](#) to provide Indigenous high school students the opportunity to spend a week in May conducting research in STEM fields.
- In 2022/23, Indigenous Academic and Community Engagement (IACE) offered an online Indigenous Student Education Fair in partnership with Camosun College that reached 193 Indigenous students from grades 10–12 in school districts 61, 62, 63, 68, 79, Stz'uminus and WSÁNEĆ.

Current Student Supports

- Starting in September 2024, UVic will offer tuition-free language courses, ranging from certificate to graduate levels, for Indigenous students from the local Nations.
- IACE hosts a range of events for self-identified Indigenous students, including weekly Noon Networking sessions, wherein various UVic departments, offices and organizations host information sessions for Indigenous students and a series of orientation events 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.
- 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 through hybrid programming, providing some in-person and online offerings, improving safety for all students and access for distance students. This model will continue as it benefits on- and off-campus students.
- Various food security programs are being provided to Indigenous students. For example, lunch in the First Peoples House twice weekly, Good Food Bags weekly, gift cards for lunch (when not on campus) and food in the First Peoples House.
- Indigenous-specific supports (e.g., counsellors, nurses, tutors, advisors, co-op coordinators, advocates, emergency bursaries, housing priority, etc.) are provided through IACE and the Office of Student Life, including new student support

positions.

- The [Native Students' Union](#) organizes a number of activities to help build a sense of community among Indigenous UVic students. Regular events include meetings and feast nights.

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 yearly 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

- Beginning in the 1970s, UVic has been a leader in post-secondary Indigenous language revitalization in Canada. Our [Indigenous language revitalization programs](#) seek to support Indigenous communities to retain and revive their language. The Department of Linguistics, Indigenous Education and the Faculty of Education offers 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 offered in collaboration with Continuing Studies.
- In March 2024, UVic's Senate and Board of Governors voted in favour of establishing a Faculty of Health which will become operational on May 1, 2025. This new faculty will serve vital community needs, including through Indigenous-led scholarship and addressing systemic barriers to healthcare. As part of this process, an Indigenous Wellness Working Group has been formed to ensure that the unique rights, interests, needs, knowledge and perspectives of Indigenous Peoples are acknowledged, affirmed and implemented into the structure of the faculty.
- UVic offers a Foundations in Indigenous Fine Arts certificate program run in co-operation with the En'owkin International School of Writing and Visual Arts in Penticton, BC. Courses are community-based and have an emphasis on Indigenous peoples' perspectives and cultural content.
- The [Associate University Librarian-Reconciliation \(AUL-R\)](#), established in 2020 and the first such position in Canada, enables a stronger connection with internal and external stakeholders in deepening truth and reconciliation efforts across the university. The AUL-R advances implementation of UNDRIP; ensures implementation of TRC Call to Action 57; ensures implementation of the Principles of Reconciliation as expressed in the TRC's reports; provides advice, guidance and direction to a broad range of internal and external stakeholders; and assists in advancing a broad range of Calls to Action including, but not limited to, calls on Indigenous law, research, commemoration, health, memorialization, responsibilities of businesses and more.
- The School of Indigenous Governance offers [graduate programs](#) which support the training and education of future Indigenous leaders through innovative models of governance and nationhood that draw inspiration from Indigenous ways of knowing and learning, community-based research practices, and intersectional, critical, and Indigenous feminist approaches. In 2023, 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, experiential, field-based, and culturally-grounded field school based at the remote Koeye River Lodge, Heiltsuk Territory, offered in partnership with the QQS Projects Society.
- UVic's Gustavson School of Business partners with NCIED and Tribal Resources Investment Corporation (TRICORP) to provide a range of relevant and responsive educational programs to support capacity building for Indigenous Nations, organizations and communities. All programs are customized for each community and provided in a supportive 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 supports wellness and economic development in Indigenous Nations and communities through community-led research and culturally appropriate educational programs delivered in community. Work reflects a commitment to

education that redresses the historical and continued barriers that Indigenous peoples have faced in accessing and participating in postsecondary education. The [Visiting Indigenous Leaders Program](#) contributes to the development of the next generation of Indigenous and non-Indigenous leaders. There are also [Indigenous Management and Leadership Programs](#) that build on participants' training, experience and management skill set to support taking on senior management positions, increasing their organization's impact in their community, or facilitating succession planning.

- [Indigenous Advancement of Cultural Entrepreneurship \(I-ACE\)](#) is a rebranding of the ACE program that includes a new logo and online learning platform, while maintaining the same award-winning entrepreneurial training. At the invitation of TRICORP, the program was co-developed in 2013 with Gustavson School of Business to meet labour market demands in northwestern BC. The program recently celebrated the graduation of its 50th cohort. In 2022, I-ACE received an Economic Reconciliation Award from the BC Economic Development Association.
- The [Canadian Aboriginal Management Program](#), offered in partnership with TRICORP, provides band managers and employees of an Aboriginal Financial Institution with tools to enhance their organization's impact in community and on the lives of Aboriginal entrepreneurs.
- The [Empowering Aboriginal Generation of Leaders and Entrepreneurs \(EAGLE\)](#) program provides a culturally appropriate and engaging environment that supports Indigenous women and men (age 18+) to explore leadership and entrepreneurship opportunities to realize the dreams they have for themselves and their community.
- 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 successfully developed and launched that provides specialized training to develop more respectful relationships with Indigenous communities and support the preservation and stewardship of Indigenous tangible and intangible culture and heritage. This program was well-received and recognized by [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 designed to guide participants through an exploration of ongoing systemic violence with a focus on climate change and decolonization. Participants develop tools to navigate complexity and hold space for uncertainty. Half of all proceeds are redistributed to Indigenous communities in South America (Huni Kui, Tremembé, Pitaguary and Fulni-ô Indigenous communities) of the land and water protectors who have inspired and supported the pedagogical intent and approach of this course.

In Plain Sight Report Recommendations Reporting for Post-Secondary Institutions

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 will become 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 2024 with recommendations that will have significant implications for the Faculty of Health.

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.		
Program Name	Accreditation Standard Details (If none exist, N/A)	
Island Medical Program (with UBC)	N/A	
Nursing	The British Columbia College of Nurses and Midwives has set out practice standards on cultural safety, cultural humility and anti-racism for all registrants. These standards are organized into six core concepts, with principles within each concept. The concepts are self-reflective practice, building knowledge through education, anti-racist practice, creating safe health care experiences, person-led care, and strengths-based and trauma-informed practice.	
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.		
<i>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.</i>		
Program	Progress	Actions
Nursing	New	<ul style="list-style-type: none"> The School of Nursing currently has six self-identified Indigenous faculty members, representing a six-fold increase since 2017. A faculty member in the School of Nursing is co-chairing the Faculty of Health's Indigenous Wellness Working Group, 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.

Public Health and Social Policy	Completed	<ul style="list-style-type: none"> Through the Indigenous Recruitment Support Fund, the School of Public Health and Social Policy recruited two Indigenous faculty members in 2021/22. In 2022/23, PHSP completed the preferential hire of a three-year, limited-term Assistant Teaching Professor, offering the position to a self-identified Indigenous woman who brings exemplary pedagogical, curricular and administrative knowledge to the school. Additionally, we completed hires for two Indigenous, tenure-track Assistant Professors.
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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 Island Medical Program (IMP) admissions includes 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"> Bachelor of Child and Youth Care: 92 graduated, 45 currently enrolled. Bachelor of Science in Nursing: 269 graduated, 30 currently enrolled. Bachelor of Social Work: 318 graduated, 53 currently enrolled. Master of Nursing: 20 graduated, 11 currently enrolled. Mater of Public Health: 15 graduated, 12 currently enrolled. Master of Social Work: 80 graduated, 44 currently enrolled.

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.

Program	Progress	Actions
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<p><i>Instructions: Please identify program area here.</i></p>	<p><i>Identify whether the initiative is:</i></p>	<p><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></p>
<p>School of Public Health and Social Policy</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Students in our Master of Public Health and Social Policy 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 have the opportunity to develop a practicum in an Indigenous community or organization. We prioritize applications from Indigenous students. • Students in our Bachelor of Arts in Health and Community Services 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. Students with sufficient background have the opportunity to develop a practicum in an Indigenous community or organization. We prioritize applications from Indigenous students.
<p>School of Public Health and Social Policy</p>	<p>New</p>	<ul style="list-style-type: none"> • All students in our Bachelor of Arts in Public Health 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 have the opportunity to develop a practicum in an Indigenous community or organization. We prioritize applications from Indigenous students.
<p>Island Medical Program (with UBC)</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • 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.

Island Medical Program (with UBC)	New	<ul style="list-style-type: none"> Through working with Indigenous communities and leaders, IMP developed 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.
School of Nursing	Ongoing	<ul style="list-style-type: none"> UVic's School of Nursing 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.