



Institutional
Accountability
Plan and Report
2023-24



VIU

Accountability Statement

July 12, 2024

The Honourable Lisa Beare, MLA
Minister of Post-Secondary Education and Future Skills
Government of British Columbia

Dear Minister Beare,

Vancouver Island University (VIU) is pleased to submit our Institutional Accountability Plan and Report for 2023-24.

It has been a challenging year for VIU. Like many other post-secondary institutions, VIU has not seen student enrolments return to pre-pandemic levels. Many external factors, including record inflation and federal changes in the international student study permits, have negatively affected enrolment numbers and the university's operational costs, further exacerbating the challenges faced by VIU. Despite these challenges, we have confidence that our community is working together to become a more efficient and resilient organization able to adapt to the changing postsecondary landscape and corresponding fiscal realities.

2023-24 marks the halfway point for VIU's Strategic Plan, *People, Place, Potential*, and we are proud of our accomplishments in continuing to welcome a diverse student body and to strengthen our relationships with the many communities in our region. The plan will expire in 2026 and given VIU's financial challenges, the university recognizes that it may be necessary to review our strategic plan earlier than expected.

Although we are operating in a challenging financial climate, we continue to draw from our key values, to lead us in the work we do:

- **Understanding.** We seek to understand the diversity of thought, identity and experience of everyone at VIU, and to bring that openness of mind and that curiosity of spirit to all that we do.
- **Connection.** We believe in the power of personal connection and kindness in building experiences that matter.
- **Commitment.** We are motivated by a deep commitment and pride in the growth of our learners, our employees and our communities.

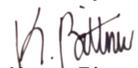
The Vancouver Island University Institutional Accountability Plan and Report shares some of the work we are doing to further implement the goals of our Strategic Plan, while also highlighting some of the obstacles that our institution and our students continue to face in a challenging economic climate. This report also reflects the efforts we are undertaking to meet the province's mandate letter priorities and the progress we've made on the province's goals for VIU.

We value the investment by the Province of British Columbia and the Ministry of Post-Secondary Education and Future Skills in Vancouver Island University. Funding for student housing and accessibility measures will help us continue to make post-secondary education accessible, and support for the Pathways Program will ensure more vulnerable and underrepresented students can follow their career dreams. Seat expansion funding for Computer Science and Technology programs provides access to training in a rapidly growing field with significant employment opportunities.

VIU prides itself on its commitment to providing high-quality learning. We remain committed to our visionary goal that "through the promotion of excellence in learning, we inspire our students and the people of Vancouver Island and coastal British Columbia as a trusted education partner in the search for sustainable cultural, economic, environmental and social prosperity."

We appreciate our partnership with the Province of British Columbia in helping us work toward this goal, and we look forward to continuing to deliver on our mandate.

Sincerely,



Karen Bittner
Acting Chair, Board of Governors
Vancouver Island University



Dr. Deborah Saucier
President and Vice-Chancellor
Vancouver Island University

Hay ch qu' sii'em siye'yu mukw mustimuxw.

(Thank you respected ones of this place).

The Vancouver Island University community acknowledges and thanks the Snuneymuxw, Quw'utsun, Tla'amin, Snaw-naw-as and Qualicum First Nation on whose traditional lands we teach, learn, research, live and share knowledge.



Vancouver Island University

2023-24 Institutional Accountability Plan and Report

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Strategic Direction and Context

University Overview

Vancouver Island University (VIU) is a public university on the west coast of Canada, on Coast Salish and Tla'amin lands. VIU employs over 1,300 faculty and staff¹ and serves a wide geographical area with campuses in Nanaimo (home of the Snuneymuxw First Nation); in the Cowichan Valley (home of the Quw'utsun Tribes); and in the qathet region (home of the Tla'amin Nation). VIU is also present in other parts of the island: at the Deep Bay Marine Field Station in Deep Bay, the Milner Gardens and Woodland in Qualicum Beach, and the G.R. Paine Horticulture Centre in the Regional District of Nanaimo. In addition to our campuses, these facilities provide learning and research opportunities for our community of students, scholars, and members of the public.

During the 2023-24 fiscal year, VIU welcomed more than 13,600 students (12 per cent domestic Indigenous, 76 per cent domestic non-Indigenous, and 12 per cent international)² or approximately 8,300 full-time equivalent (FTE) students². We take pride in our role as an open access institution and have a vibrant diversity of learning styles, languages spoken, and cultures on our campuses and at our locations. The results of our 2023 Student Success Survey showed that we continue to serve a diverse student population with 69 per cent of students responding that they are first-generation learners; 22 per cent identify as LGBTQ2S+; 17 per cent identify as a visible minority³; and three per cent identify as non-binary³.

As one of Canada's most inclusive universities, we place students and communities at the centre of our work, recognizing that education is a key determinant of social progress and economic prosperity. Our unique student experience includes small class sizes; dedicated, award-winning faculty; and exceptional undergraduate research opportunities that are often realized in collaboration with our many community partners. We also offer a wide variety of educational options and starting points, including upgrading, trades, and undergraduate and graduate programs, to support the varied educational needs of both our domestic and international students. This personalized approach prepares VIU students for success in the workforce and gives them the skills to act as responsible global citizens. At the foundation of this work is our focus on ensuring access to post-secondary education.

We expand access for students through dual credit programming with regional school districts and through our many partnerships with Indigenous communities to co-create land-based learning opportunities. Throughout our history, we have continuously adapted our programs in service to the regions we serve and in so doing have been a vital driver of positive social, environmental, and economic change. We see ourselves as a university built by and for our community.

¹ Source: VIU HRIS FTE and headcount stats (April 1, 2024)

² Source: Enrolment snapshot (May 1, 2024)

³ Source: Student Success Survey (Fall 2023)

Strategic Direction

VIU's first Strategic Plan, ***People, Place, Potential*** was launched in November 2021, with the launch of a new plan in 2026. The plan builds on our history and encapsulates a long-term vision, a declaration of our daily ambition, and a statement of the values that drive our actions.

The plan outlines six commitments for action to be achieved (see the goals and objectives section of the performance plan and report for more information) and VIU remains committed to those actions even in these unprecedented and trying financial times (see Appendix A: Financial information for more information).

Vision

Welcoming people, honouring place,
building potential.

Daily Ambition

Every day we welcome, support, and inspire
all those who study and work at VIU.

In our research and through our
partnerships, we seek to understand the
rich diversity of our region and to encourage
the well-being of our communities. We are
dedicated to helping our learners and our
communities embrace their potential.

Values

Understanding, Connection, Commitment



Strategic Context

External Factors

Population growth

Nanaimo continues to see net new residents relocating from other parts of the province, other provinces, and from other countries⁴. To accommodate the growing population, new housing units built in 2023 surpassed the housing needs assessment and 78 per cent of all new units were multi-unit dwellings which reflect the trend towards a more densely populated urban environment⁵. Although the average vacancy rate for rental apartments in Nanaimo in 2023 increased over the prior year (meaning more units were available for rent) the average rent cost for a two-bedroom apartment increased by 9 per cent⁶. From an employment perspective, the Vancouver Island/Coast region employment rate is better than the Provincial rate with unemployment in 2023 of 4.2 per cent compared to 5.2 per cent provincially and employment growth is forecasted to be 1.2 per cent annually⁷.

These demographic trends have positive implications for VIU. As VIU's largest location, the greater Nanaimo area is attracting new residents who will have access to an improving level of housing availability and job opportunities. The minimum wage for BC was increased on June 1, 2024, to \$17.40, which may help our low-income residents and students reduce the financial burden of persistently high rental costs.

Although the population is expected to continue to grow, there is a critical lack of housing and a lack of diversity in housing in the qathet Region with a vacancy rate in 2020 of 1.7 per cent⁸. The lack of local accommodations makes it challenging for the tiwšɛmawtx^w Campus to accommodate international students or other students who are not residents in the area. The housing shortage also negatively impacts Indigenous students from other communities or Nations who want to take courses on campus or in tišosəm. A multi-sector approach to intergenerational and cross-cultural housing needs would greatly increase our ability to serve learners outside the immediate area of qathet.

Flat or declining enrolment in Engineering programs

VIU currently offers three Engineering programs: a one-year Engineering Transfer certificate, a two-year Engineering Transfer Diploma, and a 2 ½ year Integrated Engineering Technologist Diploma. Despite enhanced efforts to market the Integrated Engineering Technologist Diploma, enrolments remain stagnant at three to five students per year. As a result, the program is unsustainable and was approved by the Board of Governors for cancellation in May 2024. Enrolments in the Engineering Transfer certificate/diploma remain steady. Course offerings in the Engineering Transfer Diploma are enhanced to provide a guaranteed pathway to the University of Victoria.

Poor performance in first year calculus as an indicator of lack of student readiness for university-level courses

Numeracy skills of students upon entrance have declined and this has led to a high fail rate in first year Calculus which is a requirement of all BSc and Engineering programs. This year we implemented a mathematics placement test during the first week of classes that showed approximately 30 per cent of students were not ready for calculus. In response we offered an alternative pre-calculus refresher course to students who scored poorly. ABE also offered an accompanying Foundational Skills course to Calculus students to help them transition to university and build learning strategies and study skills. These initiatives are aimed at enhancing student success and addressing access and barriers to education and training indicators of Stronger BC: Future Ready Action Plan in the mandate letter.

⁴ Source: [2024 State of the Nanaimo Economy](#), Migration, page 11

⁵ Source: [2024 State of the Nanaimo Economy](#), New Housing and Housing Stock, page 27

⁶ Source: [2024 State of the Nanaimo Economy](#), Rental Market, page 31

⁷ Source: WorkBC, Vancouver Island/Coast, [Labour Market Statistics](#), Unemployment Rate (2023), Forecasted Average Annual Employment Growth Rate 2028-2033

⁸ Source: [qathet Regional District Housing Needs Report](#) (December 2023), pages 39 & 50

Structural barriers to in-community program delivery

Tla'amin Nation requires certain programs and courses to be delivered in ʔišosəm to reduce learners' barriers to accessing post-secondary education and promote culturally safe learning environments. The increased costs associated with this delivery model, including increased coordination, student support resources, customized curricula, additional travel, etc., make it feasible only with external funding, some of which requires application by the Nation. These structural barriers delay the delivery of in-community programming and place an increased burden on Tla'amin Nation to provide its citizens with educational and professional development opportunities comparable to those available on campus. Enhanced resourcing and streamlined funding processes would increase the availability and expedite the delivery of Nation-requested programs.

Insufficient trades funding

The current Labour Market Outlook suggests that trades are in high demand with a focus on construction. The Future Ready Skills plan states that we are training the people today for the job skills required tomorrow. To meet the demand and support the Future Ready Skills plan Trades education requires a funding lift to support facility enhancement and to ensure that students are being trained on the most up to date equipment. Given the current housing crisis, there is a need to educate students even more quickly in the construction trades. To support the mandate of the province and housing crisis, further support is required to post-secondary institutions for trades seats, facility enhancements, and capital expenditures.

Although VIU researchers and students are positively contributing to the applied research priorities in the region in many priority areas, we could have much more impact. VIU could expand our impact in the region with renewed funding that supported the 2018-2022 Regional Initiatives Fund, which leveraged institutional expertise and provincial and community partner funding to engage students in applied projects in the region. Over 2024, VIU will continue to seek funding to rejuvenate this funding program for partners in our region.

Internal Factors

In 2024 VIU will continue undertaking a range of strategic actions to improve our financial health and reshape our institution. Summary of key strategic actions underway:

Retirement incentive program: Labour is VIU's largest expenditure, and in 2023, the first round of a retirement incentive program was offered as a mechanism to reduce the number of employees and drive long-term cost savings. The program was offered to the two faculty bargaining groups at VIU. With the decline in student enrolment over the last ten years, the institution must right-size its instructional staff size.

Program cancellations due to persistent low enrolment: VIU's Board of Governors approved four program cancellations in 2023-24; two programs were undergraduate and two were graduate. All programs had enrolment levels far below what reflects student demand, which impacted the overall student experience due to smaller cohort sizes. Deans are working closely with program chairs to review the financial health of all programs and to identify opportunities for efficiencies that would result in cost savings. In addition to academic program cancellations, in 2023-24 VIU wound down other non-mandated activities, such as ElderCollege and the HighSchool at VIU.

Operational restructuring to drive efficiencies: Several administrative service units have undergone or will be undergoing restructuring. These organizational changes are all aimed at promoting student experience, simplifying processes and eliminating redundancies among departments. Overall, the net result will be a more cost-effective and process-effective service delivery framework, which will realize improvements in services for the VIU community.

Operating expenditure reductions: All budget holders are looking for ways to achieve expenditure reduction targets. We recognize that small changes in expenditures are as important to the overall goal as examining larger ticket expenditures. We believe that together changing the culture around accountability for expenditures will result in a more efficient VIU.

Inflationary cost increases: Capital projects have been especially impacted by inflationary cost increases over the last few years. The scarcity of skilled trades combined with rising material costs and fixed funding envelopes is causing delays for many projects. Where additional funding cannot be secured, the scope of the projects will be reduced or rescoped.



Mandate Letter Reporting

Priority 1

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.

Faculty of Academic and Career Preparation

- The Workplace Essential Skills Training (WEST) program continues to support neurodiverse students to gain skills required to be successful in a wide range of employment scenarios. The program is being offered at both Nanaimo and Cowichan campuses, and 91 per cent of Nanaimo's WEST students are either working or have carried on with more training or education upon program completion. WEST is also being offered at the tiwšemawtx^w campus through an additional grant.
- Workplace and entrepreneurial skills curriculum are being developed for residents at the Nanaimo Correctional Centre (NCC), in partnership with the Faculty of Trades, through an external grant. This curriculum will be fully accessible to residents at NCC and will assist in transitioning interested residents to VIU programs after release. Part of this project is the development of a social enterprise that will support skill development and transition of the residents.
- Received \$1,000,000 from the Ministry of PSFS to continue its focus on pathways for high demand careers in health, technology, trades and early childhood education. To date, 230 students have accessed health, technology and ECEC pathways, with 113 students transitioning successfully into 20 post-secondary programs at VIU, and other pathways students have transitioned to post secondary programs at other institutions. All four Pathways initiatives support students with an individual education plan, curriculum that is relevant to their pathway, peer engagement, support from receiving faculty, and other wrap

around supports and is proving to be a successful model for access and for transitioning students to high demand post-secondary programs and careers.

- The Pathways to Trades for Newcomers is a unique program where refugees, permanent residents and other newcomers are provided with opportunities to train for high demand careers in the trades. There are 30 students currently enrolled in the formal program, and another 20 are supported by the Trades Pathways Coordinator with other steps of their academic journey.

Micro-credentials: Skills Enhancement for Newcomers Project

The project concluded in March 2024. Over 100 newcomers registered for the program, and VIU issued 55 micro-credentials in the three targeted Skills for Success: communication, collaboration, and adaptability. The micro-credential learning objectives were validated by professionals in three high-demand sectors: healthcare, construction and manufacturing, and supply chain industries. The micro-credentials also have applications in other industries.

Faculty of Education

- High retention rates have been maintained in undergraduate and graduate programs, graduating about 180 teachers yearly, along with 50 kinesiology graduates.
- Graduate programs in education fill a need in our local communities for educators with advanced administrative skills. VIU's programs attract numerous international students who are trained teachers, many of whom immigrate upon completing their graduate certification; many seek positions at local school districts. In 2024, three BC

Graduate Scholars will graduate from the Master of Education in Educational Leadership program (two of whom are Indigenous).

- A Literacy, Language, and Learning graduate diploma was launched that will enhance literacy teaching in the province.
- Participating in the Ministry of Education and Child Care initiative to promote teaching opportunities in rural and remote communities by distributing 5 scholarships to students who will complete summative practicums in northern BC, including northern Vancouver Island.
- In partnership with local school district and First Nations communities, an in-community offering of the Bachelor of Education program resulted in the graduation and subsequent in community employment of a small cohort of new Indigenous teachers.

Faculty of Health Sciences and Human Services

- Successful delivery of 190 FTE seats in the Health Care Assistant program (97 from the Partnership Pathway) at three different campuses: Nanaimo, Cowichan and tiwšɛmawtxʷ.
- Welcomed 80 students in the Bachelor of Science in Nursing (BSN program) and celebrated 94 graduates. The first BSN Access Program continues (launched in 22/23).
- Welcomed a Fall 2023 cohort of 23 students in the Practical Nursing Diploma and 15 students in the Practical Nurse Access Program (5 PNAP students were from qathet). We also celebrated 38 PN graduates.
- Welcomed a cohort of 38 students in the Dental Assistant Certificate and 19 students in the Dental Hygiene Diploma. Celebrated 30 DENA and 20 DHYG graduates.
- Expansion of the Early Childhood Education and Care (ECEC) program continued in 2023-24, including the delivery of two ECEC dual credit courses; completion of the first ECEC Online Certificate program and delivery of a second cohort; completion of the first ECEC work-integrated learning program and launch of a second cohort; and ongoing delivery of the ECEC special needs certificate.

- The first cohort of the Psychedelic Assisted Therapy program graduated in July 2023. The second cohort of 56 students started in Fall 2023.
- Delivered several short programs in allied health categories, such as Medical Device Reprocessing Technician and Hospital Unit Coordinator.
- Launched the Mental Health Care Assistant Diploma program (MHCA), which bridges the Health Care Assistant Certificate and the Community Mental Health Worker Certificate through learning that utilize an integrated experiential capstone project. Graduates will be equipped to meet clients' basic needs and support their mental health challenges.

Expanded health-seats

Capital funding from the Ministry of Post-Secondary Education and Future Skills (PSFS) for health expansion included renovations at the tiwšɛmawtxʷ campus to build the laboratory space necessary to locally train LPNs and RNs in qathet, and renovations to open a third nursing lab and to expand the Rehabilitation Assistant lab at the Nanaimo campus. All renovations are expected to be completed in 2024. The second intake of the BSN Access Program will expand in May 2024 with seats for eight more students to join from the tiwšɛmawtxʷ campus. VIU also partnered with Selkirk College on an inaugural Vancouver Island delivery of a Pharmacy Technician Diploma with an intake of 9 students. This is the only Pharmacy Technician program on Vancouver Island, a high priority for our workforce partners.

Faculty of Management

- The Accessibility and Inclusion in the Workplace professional development and training course was conducted twice in 2023. The course is designed to help public sector entities formulate accessibility plans and establish committees aligning with the B.C. Accessibility Legislation enacted in September 2022. Moreover, proficiency in management competencies—including leadership, workplace resilience, team dynamics, conflict resolution, and human resource management—remains pivotal in addressing the evolving demands of B.C.'s labor market.
- The Stronger BC: Future Ready Action Plan future skills grant has been successfully leveraged to increase access to affordable, flexible, and job-ready academic programming through the Event Management Certificate program.

- Community engagement is enhanced through various forms of applied learning. These include community-based class and consultancy projects, case studies and applied research in collaboration with community partners, and work-integrated learning, such as internships and co-op programs. These learning opportunities help students to develop practical and hands-on skills, enabling them to solve complex business problems in diverse real-life business environments.

Faculty of Science and Technology

- A five-year Faculty Strategic Plan was developed and approved in 2023, which aims to increase recruitment and retention by 10 per cent over the next five years in the open enrolment BSc programs. In the first year, registrations increased by 7 per cent, retention from Term 1 (Fall) to Term 2 increased by 5 per cent, and retention between Term 1 to Term 4 (first year to second year) increased by 7 per cent. We continue to be challenged to track students who leave the BSc program, especially after Term 6 (second year).
- Faculty continue to be very successful in obtaining external research funding. Currently, 11 faculty hold NSERC grants, providing great opportunities for undergraduate students to participate in critical research skills, along with receiving compensation to do so. Several unique facilities support research and learning, including the Applied Environmental Research Laboratory, the Deep Bay Marine Field Station, and the VIU forest and woodlot.
- The Canada Research Chair (CRC) in Shellfish Health and Genomics continues to research the response of the Pacific oyster to two climate-change exacerbated threats: ocean acidification; and Vibrio bacteria. By determining the mechanisms involved in evolutionary adaptation, an expected outcome is the implementation of a selective breeding program to future-proof the Canadian shellfish industry against these challenges. This research has a direct benefit to the economy and food security.

Micro-credential: Indigenous Marine Technician Certificate Program (IMTCP)

Grants from the Ministry of PSFS and Environment Climate Change Canada allowed us to co-create this micro-credential in collaboration with the Office of

Indigenous Education and Engagement and community partners. The IMTCP was run as a pilot from December 2023- March 5th, 2024. (Total 5-weeks, non-consecutive) The program was a success, and we provided valuable training to 11 students from the Nanwakolas territory. This project was a joint effort and has potential for continued funding through Environment Climate Change Canada and Indigenous partner groups.

Micro-credential: Web Design for Small Business Owners

A stable online presence is a key ingredient in the success of any small business in today's world, yet the high costs associated with designing, developing, and maintaining a website can be a significant barrier for many small business owners. A new four-week micro-credential program hosted by the Computer Science Department bridges that gap by giving small businesses basic website design skills.

Tech Expansion: Computer Science Degree

We are in the first year of a tech expansion grant from the Ministry of PSFS to increase the number of domestic seats in the Computer Science Degree program by 42 FTE. We are already on track to meet this target and have exceeded first-year launch expectations.

Faculty of Social Sciences

- The Addiction Studies Certificate Program supports essential education in the current context of a toxic drug crisis.
- The Professional Indigenous Land Management Certificate enables students to qualify for the National Aboriginal Lands Managers Association's Certification.
- The CRC (Geography) in the Human Dimensions of Sustainability and Resilience research scope includes wildfires and related environmental management.
- The Coastal Hydrology Laboratory is addressing climate change by expanding networks of weather and water observation networks in remote BC.
- The Community Based Applied Interdisciplinary Research (CBAIR) enables interdisciplinary teams of students to work in partnership with community organizations to bring data-informed recommendations to support their success in achieving goals and beneficial impact.

- The Inside-Out Prison Exchange Program in partnership with several correctional centres in BC offers prison-based post-secondary academic courses to groups composed of both university students (outside students) and incarcerated students (inside students) who learn together. VIU offers support to formerly incarcerated students in continuing their university education upon release from prison.
- The Jarislowsky Chair in Trust and Political Leadership was established in 2023 as part of a five-university network across Canada to support innovative education/research network. This network is externally funded and initiated by Jarislowsky Foundation, among others. The network will inform curriculum, experiential learning, and community engagement focused on ethical politics, fiduciary responsibility, and democratic governance.

Faculty of Trades and Applied Technology

- The Pathways to Technology and the Pathways to Trades for Newcomers programs, funded with a \$250,000 contribution from the Ministry, prepare students with the basic education and English language skills needed to transition into post secondary technology and trades studies. Students who have successfully completed these programs have entered multiple technology and trades programs at VIU. VIU will apply for new funding for 2024-25.
- The Culinary Arts program partnered with BC Ferry Services to deliver Professional Cook Level 1. The six-week program was delivered in person to 16 BC Ferries employees. Further discussions are underway about offering additional apprenticeship levels to the Red Seal program. This type of industry partnership is funded and supported by SkilledTradesBC and represents an example of increasing access to relevant training for the British Columbia workforce.

Tech Expansion: Information Technology and Applied Systems - Web and Mobile Development Diploma

The Ministry supported \$100,000 in capital funding for this program. Students will benefit from having an up-to-date lab to apply their skills and knowledge learned in the classroom environment. Employers support this program, providing work integrated learning

experiences and hiring graduates. In addition, VIU received external funding from the Northpine Foundation and the Samuel Foundation that will total \$1.1M over several years. In 2023-24, the funding recognized was \$0.2M.

Highlights from the Cowichan campus

- In partnership with Skills Trades BC and Camosun College, VIU delivered the Women in Trades Training and Indigenous People in Trades Training programs. Students participated in either a trade sampler or foundation program, while receiving wrap around support designed to address the challenges that many underrepresented/vulnerable students face. A coach also supported the students to help them transition to work and maintain their employment in their chosen field.
- In partnership with Loaves and Fishes, a free food pantry program provides an easily accessed food option for students in need.
- In partnership with the Culinary Arts program, VIU developed a lunch program that provides the students an opportunity to develop their practical skills and provides over 2500 free lunches to students on campus throughout the year. This allows many students access to nourishment they may not otherwise have, ultimately supporting their success in their studies.

Highlights from the tiwšəmwtx^w campus

- Completed the delivery of a Heavy Equipment Operator program, funded by a project-based Labour Market Training grant, for former employees of the Paper Excellence pulp and paper mill that was closed in 2023. The eight graduates of this program were successfully retrained and have secured local employment.
- Developed and delivered two multi-day professional development workshops – Business Writing and Conflict Resolution – for Tla'min Nation government employees. Developed collaboratively with members of the Tla'amin Nation Education Team, these workshops were designed to achieve the required competencies through culturally safe, trauma-informed practice.

- Launched the Discovering your Relationship to ʔayʔajuθəm course. Developed and delivered by members of jehjeh Media, this course, which continues to be waitlisted after three deliveries, challenges residents of the qathet region to critically examine their relationship to ancestral Tla'amin lands, how they benefit from ongoing settler colonialism, and their role in restoring Tla'amin language and nationhood.
- Established the qathet Region Post-Secondary Education Steering Committee to guide the development of programs and courses. With representation from Tla'amin Nation, the City of Powell River, School District 47, the qathet Regional District, Vancouver Coastal Health, and every major local employer, this committee makes recommendations about program development and modes of delivery that align with current and projected labour market needs and economic opportunities.
- Established the qathet Region Food Systems Collective to address urgent food security needs in the region. Comprised of food systems practitioners, educators, researchers, and food producers as well as representatives from Tla'amin Nation, the City of Powell River, and School District 47, this group has launched a monthly mixer to develop strategic partnerships, developed four food systems, continuing education courses, and is pursuing funding to support local food systems research.

Micro-credential: Restorative Justice

Developed collaboratively with qathet Restorative Justice, the micro-credential was offered on campus and in ʔišosəm for Tla'amin Nation government employees. This micro-credential provides working professionals and other participants with enhanced conflict resolution and mediation skills informed by intersectional and decolonized approaches.

Highlights from Student Affairs

- The Career Studio offers drop-in services, workshops, specialized appointments, and preparation for job search and events that focus on career-readiness and engagement with employer partners. In 2023, 16 transition-to-work events (career fairs, labour market roundtables) reached approximately 2700 students and 300 employers. The Career Studio has had 322 appointments with students seeking resume help, interview prep, and job readiness skills.
- Counselling is a foundational student support service and VIU has counsellors at all three campuses. In 2023, there were 3,182 sessions, amounting to 2,446 session hours. Practicum students have contributed 685.25 session hours and gained valuable work experience. VIU plans to continue to offer an array of counselling services to students across the institution, while supporting early intervention and prevention. In 2024, international counselling services joined the Health & Wellness Centre's counselling team to increase access for all students to counselling services.
- VIU's Nanaimo campus houses a student health clinic. The clinic is a primary health care clinic run by nurse practitioners, who provide comprehensive clinical care, including diagnosing and managing disease/illness, prescribing medications, ordering/interpreting laboratory diagnostic tests, and initiating referrals to specialists. Between April 1, 2023, and early March 2024, VIU's medical clinic recorded 2,587 visits. Ongoing collaboration between VIU and Island Health Authority to offer one-off health care services, such as flu/vaccination clinics. VIU intends to renew its contract with Island Health to ensure we can continue to provide health services for our students. In the future, VIU is considering expanding its services to include employees to enhance staff recruitment and retention.

Priority 2

Working with Skilled Trades BC, Indigenous leadership and partners to ensure Indigenous voices are reflected in trades training decision-making that impacts Indigenous workers, businesses and communities.

Faculty of Trades and Applied Technology

Several of our programs are working in community on various initiatives, including an Aquaponics project in partnership with the Heiltsuk First Nation. The Aquaponics and Food Security and Wellness project is a comprehensive initiative to address food security and sovereignty, while incorporating community engagement and educational aspects to empower the people of the Heiltsuk Nation.

The Horticulture program has a contract with the Kitselas nation to offer an 8-week pre-apprenticeship program. The curriculum was co-created and will be delivered in the community with the intention of offering Horticulture apprenticeship levels. VIU will be asking for SkilledTradesBC funding to deliver the Horticulture apprenticeship levels.

Skilled TradesBC training seats and utilization rates⁹

Program Type	Capacity (# seats)	Target utilization rate	Actual utilization rate
Apprenticeship Programs	947	88.4%	86.3%
Foundation Programs	502	89.5%	95.2%
Explore Programs	112	n/a	89.3%
TOTAL	1,561		89.4%

⁹ Source: VIU Fiscal 2023/24 Reconciliation Summary Report_SkilledTradesBC

Priority 3

Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.

VIU's Centre for Innovation and Excellence in Learning has worked in partnership with the Office for Indigenous Education and Engagement to design and deliver a suite of training opportunities for faculty members working to Indigenize and decolonize their teaching practices.

Faculty of Academic and Career Preparation

- The Aboriginal University Bridging Certificate Program (AUBP) continues to support Indigenous students transitioning from community to university programs through Indigenous-focused upgrading and key supports, including community-building and transition advising. The program has been audited and student success enhancements will be implemented in fall 2024.
- The partnership with Nuu-chah-nulth continues to co-create and co-teach the Indigenous Learning and Recognition course (ILRP 100). This initiative prioritizes community-led and Indigenous leadership to boost Indigenous participation in educational delivery.
- A partnership with the Snaw-naw-as First Nation provides on-site Adult Basic Education (ABE) programming adapted to fit the individual needs of Indigenous learners.
- Engagement with Malahat First Nation is ongoing to discuss the possibility of an in-community Learning Hub to support their members. The Nation will be seeking funding to support this initiative.

Faculty of Management

- With Indigenous leadership and partners, VIU has worked to deliver and enhance programming that supports Indigenous-led initiatives. These include successful deliveries of the Stewardship Technician Training Program, refinement of the Business Fundamentals for Indigenous Communities Certificate and ongoing collaboration with the Indigenous Leadership Initiative (ILI), all in support of Indigenous-led conservation priorities and training.
- Expanded partnerships with industry leaders such as the British Columbia Investment Corporation, and provincial networks such as the Ch'nook Scholars program, in successful initiatives that directly support Indigenous learners in business.

Faculty of Social Sciences

- The production of short films about a group of Elders was screened in November 2023 and provided a unique opportunity for the VIU community to bear witness to these Elders. Government personnel and other educational institutions have requested the films for screening. Several Indigenous/Xwulmuxw Studies students were invited to bring the Coast Salish Elders and their videos to the BC Legislature to offer teachings and a learning opportunity to the Speaker of the House, the Sargeant-at-Arms, and their staff.
- "Land as Life" (IND 300) allowed students to complete a one-week intensive immersion course among the Tla'amin Peoples. This is the 22nd year this course has been successfully run. It offers a life changing experience for students to connect with and learn from the Tla'amin Peoples.

VIU Library

- The creation of *Language in the Library* initiative connects Indigenous and non-Indigenous students with Coast Salish lands languages.

Cowichan Campus

- Two Elder-in-Residence positions provide cultural teachings, support, and guidance to our Indigenous students through classroom presentations and one-on-one interactions.
- Our Elders-in-Residence guided the development of events on campus for National Day for Truth and Reconciliation. The focus was on providing students and staff the opportunity to witness Indigenous cultural events and develop a further understanding of the truths associated with Residential Schools, while honoring the souls of the children that did not return home and the strength of the survivors that did. VIU's Culinary Program also partnered with Skilled Trades BC in the preparation of a feast using traditional foods harvested within the region.
- The Thuy'shenum Program was delivered in partnership with Cowichan, Chemainus, Malahat, and Penelakut Nations. This 2-week Program, embedded with cultural knowledge and teachings, is designed to provide Indigenous students with the foundational skills to transition successfully to post-secondary education.

tiwšəməwtx^w Campus

- Currently delivering an in-community Early Childhood Education Certificate program in ʔišosəm for a cohort of Tla'amin/Indigenous students. Graduates of this program, contracted by the Nation and funded by the Post-Secondary Partnerships Program, will find immediate employment at the newly built Chichuy Daycare and Preschool in ʔišosəm.
- We recognize that instructors require training to ensure cultural sensitivity and safety, especially when teaching in the community. Locating culturally safe instructors has been difficult, particularly for courses in business, governance, and other areas that have not traditionally included Indigenous Knowledges and experiences in their curricula. Coordinated, standardized, and mandated instructor training would facilitate greater Indigenous student participation and success in post-secondary education.

Priority 4

Developing and implementing protections for international students that support their fair treatment.

VIU does not currently have a standalone International Education Strategic Plan. Rather, internationalization commitments are embedded in VIU's Strategic Plan, People, Place, Potential, and the six foundation plans that support it. VIU's first Strategic Enrolment Management (SEM) Plan was finalized in March 2024 and places significant focus on international student enrolment planning. These include goals, strategies, and tactics related to international recruitment, retention, and student success. With the SEM plan now in place, VIU will begin to develop an International Plan that will summarize our international commitments across all integrated planning documents.

VIU has implemented several initiatives to improve the international student experience, and we are well-positioned to support international students achieve positive education outcomes in our region.

Protections implemented in 2023-24

- VIU made changes to the tuition due dates, tuition refund dates and eligibility, and acceptance deposit practices so that the requirements for both international and domestic students were more closely aligned.
- VIU implemented a third-party payment platform (PayMyTuition) to reduce financial barriers for international students in paying their tuition and fees. The platform allows students to pay tuition from their home country in their home currency, providing them the opportunity to pay how they want while enjoying competitive exchange rates. In addition, the platform provides students with an efficient tuition and fees refund experience, if needed.
- Changes to international student tuition and mandatory fees occurred bi-annually and were effective September 1st. To achieve consistency with the domestic student experience, VIU has shifted to annual tuition and fee increases effective April 1st for all students.

- VIU will decrease the number of international recruitment agents used to better manage our relationships with agents (including training, engagement, and monitoring activities/results) and to build stronger, well-supported pathways for students. A smaller number of high-quality agents are expected to yield more applications and students better prepared for their VIU experience. To date, we have terminated 64 agent contracts, and we anticipate another 59 to 84 contracts will also be ended.

Future Protections Underway

- To further advance VIU's commitment to tuition transparency for international students, we have provided notice of our intent to link annual international tuition increases to the Consumer Price Index (CPI), with a cap of 5% per annum. This change will provide prospective and current students with an advanced understanding of tuition expectations and allow them to plan appropriately to fund their studies.
- Effective fall 2024, mandatory fee calculation processes have been updated to ensure consistency in the amounts charged for Student Services Fees and Student Activity Fees for all students, including international. This is critical, as all students have equal access to all supports, services and activities funded by these fees.
- VIU commenced a process to review operations in the International Education portfolio in fall 2023 to ensure systems and processes meet the needs of today's students, employees and the community. Two significant changes identified in the review will see international student services and supports shifting from the current centralized model to a decentralized one that will enable VIU to become a truly internationalized institution with shared accountability across the institution.

Priority 5

Meeting or exceeding the financial targets identified in the Ministry's Service Plan tabled under budget 2023.

The Ministry of Post-Secondary Education and Future Skills (the Ministry) expects all institutions to have an annual balanced budget. VIU received approval from the Ministry for a budgeted deficit for the fiscal 2023-24 year, with a three-year Deficit Mitigation Plan that will return VIU to balanced budgeting by the end of 2025-26.

As VIU has not seen enrolments return to pre-pandemic levels, alongside unprecedented inflation, a strong labour market, and the lingering effects of the Covid-19 pandemic have all combined to result in increased costs to deliver teaching, learning, and student services. VIU's Deficit Mitigation Plan charts a path for the university to return to meeting the balanced annual budget target of the Ministry while prioritizing its continued commitment to student learning.

For additional information on VIU's finances, see Appendix A: Financial Information.

Priority 6

Complying with the Tuition Limit Policy, which sets a two per cent cap on tuition and mandatory fee increase for domestic students to ensure programs are affordable.

VIU continues to limit domestic tuition and mandatory fee increases to two percent, as mandated. VIU submits annual tuition and mandatory fee data to the Ministry as required. However, we recognize that this tuition limit is not keeping pace with inflationary costs for supplies or the increasingly costly investments needed in technology and capital required for high quality education in the 21st century.



Reporting on Strategic Initiatives

Sexualized Violence Prevention and Response Initiatives

VIU's sexual misconduct policy has been reviewed and updated, as required by the Sexual Violence and Misconduct Policy Act in May 2024. VIU has received Ministry funding of \$17,690 for anonymous sexualized violence reporting. VIU has undertaken numerous initiatives that support engagement, awareness and prevention of sexual violence. Some of these initiatives include:

- Implementation of a new case management system (Maxient).
- Implementation of an online anonymous reporting form for members of the community to inform the institution about incidences of sexualized violence and misconduct.
- Updated web content related to sexual misconduct to increase access and increase understanding.
- Sexualized Violence: Training, Education and Prevention (STEP) Committee meets every six weeks.
- STEP events consist of consent information, healthy relationships, information and resource promotion, and safer sex information. Highlights: consent bingo, Residence move-in, RockVIU new student orientation, National Consent Week, Long Night Against Procrastination, 16 Days of Activism Against Gender-based Violence. 15 STEP events occurred in the Fall 2023 semester reaching over 1,100 students; 10 STEP events occurred in the Spring 2024 semester reaching over 460 students.
- A summer working group has been developed to inform web content updates.
- Ongoing promotion of *Safer Campuses for Everyone* on-line asynchronous course. Currently, 143 students and employees have completed the course. An additional 53 have started it but not yet completed.
- Continue to deepen relationships across the institution through collaborations within the student engagement portfolio, VIU Student Residence, VIU Student's Union, and the VIU Library.

Multiple offices at VIU participated in the Engagement Sessions hosted by Naqsmist consulting.

These offices include:

- The Diversity, Equity and Human Rights where reports are currently filed.
- Office of Conduct and Care, where both survivors and respondents seek support throughout the process
- Office of the AVP Student Affairs
- STEP team members

As the VIU Sexualized Violence and Misconduct policy was well under review and in the approval process during the time of the Engagement Sessions, the draft did not inform the policy directly; however, the Sexual Violence Action Plan (SVAP) will be used as the framework in the full review and revision of the Sexualized Violence and Misconduct procedure. In addition, the 12 actions within the five priority areas of the SVAP will additionally serve as a guide for the work being done within VIU, particularly in the areas of, *Lifting up Indigenous Approaches, Improving Data Collection and Reporting, Increasing Prevention through Awareness and Training and Maintaining Privacy and Confidentiality.*

Former Youth in Care

Supports for students who are former youth in care, including participation in the provincial tuition waiver program

Former Youth in Care (FYIC) qualify for participation in the Provincial Tuition Waiver Program (BC PTWP). VIU saw an 82 per cent increase in qualifying students in 2023-24 (197 students in 2023-24 compared to 108 in 2022-23). A total of \$919,347 was distributed between April 1, 2023, and March 31, 2024, representing a 156 per cent increase over the previous year's distribution of \$359,778. VIU offers many supports for students through the Financial Aid and Awards team. The strategies employed by VIU to determine current and prospective FYIC students are summarized below:

Community Outreach: Works with the VIU Recruitment team to inform high school counsellors of the student funding opportunities and the BC PTWP. Participates in community events available to the public, parents, and students about the availability of financial aid resources and the BC PTWP. Builds relationships with government and non-profit organizations that provide services to youth in and out of care and adults experiencing social and economic challenges.

Ongoing Communication: Students who first apply to VIU are provided an opportunity to self-identify and indicate if they were a former youth in care. Students are then contacted with a follow up email encouraging them to reach out for further information including the application process to access the BC PTWP. This initiative combined with website, rack card and info session opportunities as well as face-to-face communication assist in creating awareness to internal and external support workers, parents, community partners and students from varying social and economic backgrounds.

Case by Case Management: First point of contact for prospective vulnerable and under-represented students seeking information about funding supports and BC PTWP. Provides initial screening and review of applications with candidates, provides clarity of funding, and determines if additional supports are required before entrance to VIU. VIU Financial Aid Access Specialist assists FYIC students’ access, navigate and apply for internal and external community supports available for FYIC and under-represented students.

Wrap-around Care Approach: VIU Financial Aid team provides individualized service for students from the inquiry stage through to graduation. Assists in navigating the university system and maintains regular contact with students to track their academic progress. Incorporates as part of the individualized service, a wrap-around care approach that integrates connection with other VIU departments and community services as appropriate.

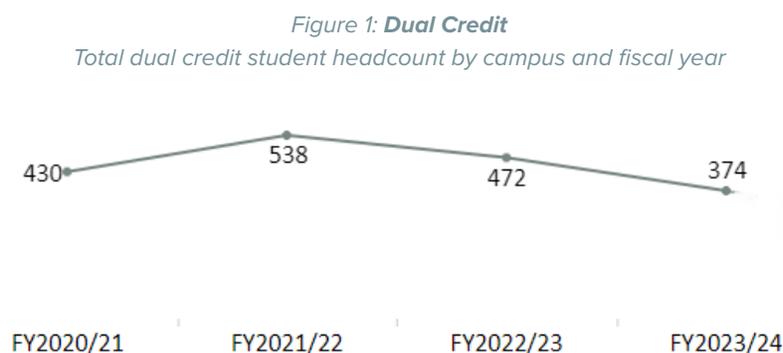
Campus Outreach Initiatives: Students are referred to supports including Aboriginal Student Advisors, Academic Advising, Accessibility Services, Counselling Services, Student Residence, and off-campus housing supports. Communicates and encourages students to join interactive events available. Participates in committees related to supporting at risk students, such

as Collaborative, Assessment, Referral, and Education (CARE) Team, Youth Futures Education Fund (YFEF), Campus Navigator Community of Practice meetings facilitated by StudentAid BC and Financial Aid Communication Team (FACT).

K-12 Transitions and Dual Credit Programming

Through dual credit offerings at post-secondary institutions, high school students can take university programming while enrolled in high school. At VIU, high school students may take up to four academic courses, enroll in one Trades and Applied Technology program, or sign up for one Health Sciences and Human Services certificate program in a year. The dual credit programming counts towards both high school graduation and VIU credentials.

In 2023-24, VIU offered dual credit programming in-person at all three campuses (Nanaimo, Cowichan, and tiwšəməwtx^w), in community, and on-line. VIU welcomed dual credit students from eleven school districts, with Nanaimo-Ladysmith (SD 68) and Cowichan Valley (SD 79) accounting for over two-thirds of the total¹⁰. Twenty different programs had dual credit students in 2023-24, and over half of all students chose to enroll in a Trades and Applied Technology program¹⁰. Increasing the participation of underrepresented groups in skilled trades is essential for diversity in the workforce. However, dual credit enrolment numbers indicate a declining trend, with 2023-24 having nearly 21 per cent fewer students¹⁰ than the prior year as shown in Figure 1 (below). However, the majority of the decline¹⁰ was due to the Cowichan Valley school district, which we understand was awaiting clarity on policy. VIU anticipates a return to previous enrolment levels in the Cowichan Valley in 2024-25.



Source: Enrolment snapshot (May 1, 2024)

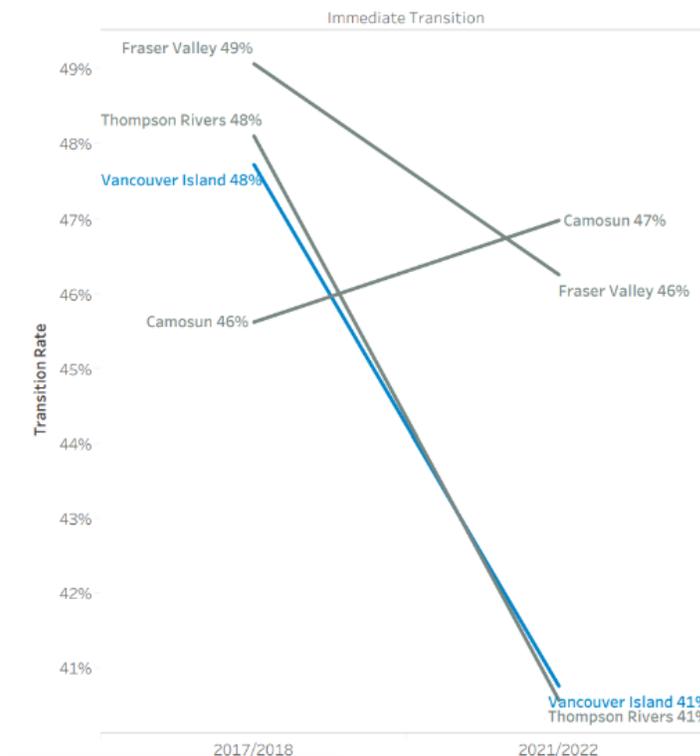
¹⁰ Source: General 5-Year Enrolment Data Point (May 1, 2024)

Highlights of 2023-24 dual credit activity includes:

- The Faculty of Health Sciences and Human Services completed the contract delivery of the Educational Assistant and Community Support Worker program or School District 63.
- The Faculty of Trades and Applied Technology (TAT) has a robust dual credit program, working with several school districts.
- TAT worked closely with School Districts 68 and 69 on delivering a Women in Trades Training (WITT) and Indigenous Peoples in Trades Training (IPTT) programs. The WITT sampler has been enhanced by including female instructors and mentors, whereas the enhancement of the IPTT sampler includes Cultural learning field trips and mentorship. Both programs have been supported with funding from SkilledTradesBC and Industry.

Not every high school graduate will transition to university after high school. For those who do, the transition can be immediate (meaning in the year following graduation) or delayed (meaning any time in the future). The immediate transition rate of high school graduates from the Vancouver Island College Region¹¹ to any public post-secondary institution in B.C. decreased after the pandemic, with 41 per cent¹² for the graduating class of 2021-2022 transitioning to post-secondary in 2022-2023. There are 15 college regions in B.C., with the Vancouver Island Region ranking tenth. Prior to the pandemic for the Vancouver Island Region in 2017-2018, 48 per cent of high school graduates immediately transitioned to public post-secondary¹¹. These decreases are not unique to the Vancouver Island region, as the immediate transition rates have decreased across numerous regions (Figure 2).

Figure 2: **Immediate Transition Rates**
Immediate transition rates by college region and grade 12 graduation year.



Source: STP Enrolment and STP Credential files assembled by the Ministry of Education based on November 2023 STP data submissions received from contributing institutions.

¹¹ Source: Province of British Columbia, [College Regions - Province of British Columbia \(gov.bc.ca\)](https://www2.gov.bc.ca/gov2/colleges)

¹² Source: STP Enrolment and STP Credential files assembled by the Ministry of Education based on November 2023 STP data submissions received from contributing institutions.

Work-Integrated Learning

VIU is committed to creating meaningful Work-Integrated Learning (WIL) opportunities for students and currently has over 100 identified courses that provide WIL experiences. At VIU, we define WIL as a formalized partnership between a student, their academic institution, and an organization, which is facilitated by the Centre for Experiential Learning (CEL).

- 286 WIL opportunities through the CEL, which supports the CEWIL iHub Project Funding Grant administration to further enable faculty to increase funding and support to student WIL.
- 5 projects in 5 different areas (Science & Technology, Trades & Applied Technology, Academic & Career Prep, Health Sciences & Human Services, Student Affairs) received \$163,817.14 in funding
- 99 work-integrated learning opportunities for students

To further enrich the experiential learning journey of VIU students, VIU remains steadfast in its dedication to enhancing the Co-Curricular Record (CCR), which provides a platform for recording learning beyond traditional classrooms. The CCR is a tool to capture and professionally communicate students' learned competencies that derive from their experiences. These initiatives focus on fostering VIU's Graduate Attributes¹³, nurturing essential professional competencies, and offering skill-building experiences that are crucial for career readiness.

Types of WIL at VIU include but are not limited to:

- Apprenticeship (Trades)
- Internships/Co-ops
- Work Experience
- Community and Industry Research Projects
- Field Placements
- Mandatory Professional Practicum
- Mandatory Clinical Placement

In January 2023, CEL underwent a review specifically focusing on the oversight of WIL. This resulted in a decision to decentralize the instructional components of WIL programs affiliated with CEL to faculty areas for oversight beginning in September 2024.

Over the next academic year, the CEL will redesign itself as a centralized support hub through the Career Studio for faculty areas, providing administrative and service support related to WIL, career education for WIL preparatory learning, job development, employer relations, and WIL tracking database configuration. The CEL will function as a service and support hub for career readiness, employer relations, job development, and WIL resources, and will support reporting to the ministry WIL database, align with VIU commitments and the Strategic Enrollment Management Plan.

Faculty areas are also reviewing the types of WIL in their program areas to align with WIL types suitable for their program needs.

¹³ Source: [VIU's Graduate Attributes](#)



Performance Plan and Report

Goals and Objectives

VIU's 2021-26 Strategic Plan, *People, Place, Potential* outlines six priority commitments for action, interwoven with cross-cutting goals to advance VIU's Indigenous commitments, deepen equity, diversity and inclusion; broaden cultural competencies in a global world; and support the UN Sustainable Development goals. VIU recognizes that the plan was developed at a time when the university was planning for a period of growth. As we move forward through these unprecedented and trying financial times, we remain committed to honouring the existing plan and our commitments within.

Our six commitments are:

1. Welcome a larger and more diverse population of learners
2. Become a more inclusive and healthier place for work and study
3. Grow to be the region's hub for research and expertise
4. Build stronger partnerships with indigenous communities
5. Become a leader in learning for new generations
6. Expand life-enriching and career-building experiences

The integrated planning framework includes plans for six foundation plans that will support the strategic plan. While work is in progress on the **Operations Plan** and the **External Relations Plan**, completed foundations plans include:

- **The Academic Plan**, *Weaving Our Journey Together*, which centers on helping our learners embrace their potential through the pursuit of knowledge and theory concurrent with skill development and competencies relevant to academic disciplines, professional education, and technical instruction. The Academic Plan also outlines VIU's holistic approach to education that embraces teaching, learning, and scholarship with and for students and the families and communities that surround them.

- **The Scholarship, Research and Creative Activity Plan**, *Transforming Learning through Knowledge Creation*, which establishes the goals, objectives and strategies for Scholarship, Research, and Creative Activity (SRCA) at VIU.
- **The Student Affairs Plan**, *Enter with Curiosity; Leave with Confidence* which outlines the key goals to enhance student well-being, increase student access, amplify VIU's work-integrated learning and career exploration, honour Indigenous ways of knowing and being and deepen our commitment to equity, diversity and inclusion.
- **The People Plan**, VIU's human resources strategy, communicates the key people-focused actions that will foster the success and well-being of all VIU employees as they contribute to student achievement.

In March of 2024, VIU finalized a **Strategic Enrolment Management (SEM) Plan**. Although this plan is not one of the named foundation plans, it will be pivotal to VIU's continued success. The SEM plan sets out five goals to be achieved over the next five years to guide university recruitment, retention and student success actions.

The SEM goals are:

1. Regain and stabilize VIU's student enrolment
2. Recognize, embrace and support students looking to VIU as an initial step in their educational journey
3. Following the Strategic Retention Model (SRM), increase student persistence by 3 per cent annually to reach the goal retention rates
4. Enact the Truth and Reconciliation Commission (TRC) of Canada's Calls to Action by increasing Indigenous learner access to education
5. By 2027, VIU will enhance and expand experiential learning opportunities that lead to career building-experiences

In addition, VIU has drafted an **Accessibility Plan** for 2023-2026. Although this plan is not one of the named foundation plans, it cements a deep commitment to accessibility and inclusion at VIU to ensure all feel included and can equally access the university programs, services, and facilities. This includes removing barriers that people with disabilities and other marginalized communities face. VIU aims to meet or exceed the Accessible B.C. Act requirements to better support students, employees, and the broader community.

Performance Measures and Results 2023-24

2023/24 Accountability Framework Performance Measure Results



Ministry of
Post-Secondary Education
and Future Skills

Vancouver Island University

		Actual			Target 2023/24	Assessment 2023/24
		2021/22	2022/23	2023/24		
Student spaces	Total student spaces (PSFS)	5,786	5,649	5,947	≥6,688	Not Achieved
	Nursing and other allied health programs	637	673	708	≥765	Substantially Achieved
	Developmental programs	461	451	513	≥568	Substantially Achieved
Credentials Awarded	Total Credentials	2,371	2,337	2,873		Not Assessed
	Bachelor			735	≥722	Achieved
	Certificate			937	≥949	Substantially Achieved
	Developmental			180	≥187	Substantially Achieved
	Diploma			268	≥275	Substantially Achieved
	Graduate, First Professional and Post-Degr..			217	≥211	Achieved
	Short Certificate			536	≥456	Achieved
Indigenous student spaces	Total Indigenous Student Spaces	1,127	1,084	1,112	Maintain	Achieved
	Ministry (PSFS)	958	956	956		
	SkilledTradesBC	169	128	156		
Student satisfaction with education	Former diploma, associate degree and certi..	92.9% +/- 1.9%	87.4% +/- 2.9%	87.1% +/- 3.2%	≥90%	Achieved
	Trades foundation and trades-related vocat..	88.7% +/- 3.3%	84.4% +/- 4.6%	84.5% +/- 4.4%		Substantially Achieved
	Former apprenticeship students	87.5% +/- 3.7%	88.8% +/- 4.4%	85.9% +/- 6.5%		Achieved
	Bachelor degree graduates	92.3% +/- 2.0%	88.7% +/- 2.5%	93.1% +/- 2.1%		Achieved
Student assessment of the quality of instruction	Former diploma, associate degree and certi..	92.6% +/- 1.9%	92.6% +/- 2.2%	89.9% +/- 2.9%	≥90%	Achieved
	Trades foundation and trades-related vocat..	93.7% +/- 2.5%	92.8% +/- 3.2%	87.2% +/- 4.0%		Achieved
	Former apprenticeship students	93.9% +/- 2.6%	94.9% +/- 3.1%	95.8% +/- 3.7%		Achieved
	Bachelor degree graduates	93.5% +/- 1.8%	89.9% +/- 2.4%	93.4% +/- 2.0%		Achieved
Student assessment of skill development	Former diploma, associate degree and certi..	88.4% +/- 2.7%	86.4% +/- 3.1%	85.5% +/- 3.0%	≥85%	Achieved
	Trades foundation and trades-related vocat..	86.7% +/- 3.3%	84.5% +/- 4.1%	81.5% +/- 4.0%		Achieved
	Former apprenticeship students	81.9% +/- 4.1%	81.3% +/- 5.4%	80.4% +/- 6.2%		Achieved
	Bachelor degree graduates	88.5% +/- 2.1%	85.4% +/- 2.6%	87.0% +/- 2.3%		Achieved
Student assessment of usefulness of knowledge and skills in performing job	Former diploma, associate degree and certi..	90.7% +/- 2.6%	90.8% +/- 2.8%	92.8% +/- 2.6%	≥90%	Achieved
	Trades foundation and trades-related vocat..	88.2% +/- 4.0%	88.0% +/- 4.7%	85.7% +/- 4.9%		Achieved
	Former apprenticeship students	88.1% +/- 3.8%	93.3% +/- 3.9%	93.9% +/- 4.7%		Achieved
	Bachelor degree graduates	90.3% +/- 2.5%	85.9% +/- 3.1%	90.4% +/- 2.7%		Achieved
Unemployment Rate	Former diploma, associate degree and certi..	5.9% +/- 1.9%	2.3% +/- 1.4%	4.1% +/- 2.0%	≤8.5%	Achieved
	Trades foundation and trades-related vocat..	10.5% +/- 3.4%	6.3% +/- 3.2%	8.8% +/- 3.7%		Achieved
	Former apprenticeship students	4.9% +/- 2.4%	4.3% +/- 3.0%	2.9% +/- 3.2%		Achieved
	Bachelor degree graduates	5.1% +/- 1.7%	5.6% +/- 1.9%	4.1% +/- 1.7%		Achieved

Discussion

Total Student Spaces: 5,947/6,688 (88.9 per cent)

VIU reports an overall student FTE delivery rate of 88.9 per cent for fiscal year 2023-24. While this result is still below the target of 90 per cent, it is an improvement over 2022-23's 86 per cent utilization and reflects the initiatives underway at the institution. VIU has finished implementing an SRM and finalized our first SEM Plan in March 2024. We are currently implementing a student support framework for students in the first year of our three largest standard degree programs (Bachelor of Arts, Bachelor of Business Administration, and Bachelor of Science) that includes supplemental instruction, early diagnostics, and early alert integrated into learning communities. These efforts are expected to create a strong sense of belonging for students within their programs and at VIU, strengthening student self-efficacy, and enhancing students' perception of the curriculum they are studying by helping them link their learning to real world experiences. Although these strategies will take time to demonstrate effectiveness, we are confident in the strategies we have selected, knowing they are grounded in research and focused on student success.

Performance Targets 2024-25

Vancouver Island University

Accountability Framework Performance Measure Targets: 2024/25 to 2026/27

Performance measure ¹	2024/25	2025/26	2026/27
Student spaces²			
Total student spaces	6,647	6,634	6,634
Nursing and other allied health programs	704		
Developmental programs - Tuition Compensation Eligible	568		
Domestic³ credentials awarded			
Bachelor	730	TBD	TBD
Certificate	905		
Diploma	272		
Developmental	183		
Short Certificate	522		
Graduate, First Professional and Post-Degree	199		
Student Outcomes			
Student satisfaction with education	≥ 90%		
Student assessment of the quality of instruction			
Student assessment of usefulness of knowledge and skills in performing job			
Students' assessment of skill development (average %)	≥ 85%		
Unemployment rate	≤ unemployment rate of the population aged 18-29 with high school credentials or less		

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

2. FTE Student Enrolment Targets as of June 25, 2024

3. Student Transitions Project, Fall 2023 submission. Credentials awarded to international students are excluded, except for those awarded to international graduate students at research intensive universities. Credentials awarded by other agencies, such as SkilledTradesBC, are excluded. The institution-specific credential target is based on the average number of credentials awarded by an institution in the 2020/21 to 2022/23 Fiscal years. Targets are set in the previous reporting year for the next reporting cycle. Targets are not assessed where three years of credentials are not reported or less than 10 credentials are awarded in a given year. See the 2023/24 Standards Manual for details.

Appendices

Appendix A: Financial Information

In 2023-24, VIU was required by the Ministry to create a Deficit Mitigation Plan after the 2022-23 fiscal year marking the fourth consecutive year of annual operating deficits. The President, the Provost and Vice-President Academic and the Chief Financial Officer and Vice-President Administration set a 10 per cent expenditure budget reduction target to be achieved by the 2025-26 fiscal year. Non-academic units were expected to realize a five per cent in-year expenditure reduction in 2023-24, with the remainder to be achieved in subsequent years. Academic units were given three years to achieve their targets.

There are many unknowns related to revenues (such as international student enrollment due to policy changes). The three-year window was chosen to allow sufficient time to make the required changes in both academic and service units, as well as extensive analysis of business practices across all areas that would allow these units to become more efficient and effective.

The University expects to return to a balanced budget position by the end of fiscal 2025-26 and remains committed to its learners, to inspiring people and place, and to our values of understanding, connection and commitment.

The 2023-2024 Annual Financial Report can be found on our website [here](#) and details of the Deficit Mitigation Plan can be found [here](#).

Appendix B:

Reporting on Lasting and Meaningful Reconciliation

Progress is being made on the implementation of the Truth and Reconciliation Commission’s (TRC) Calls to Action, articles of the United Nations Declaration on the Rights of Indigenous Peoples (UN Declaration), and the recommendations from the *Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care Report* for public post-secondary institutions in B.C.

TRC CALL TO ACTION¹⁴ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE 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 social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools and 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	Continuing: 15 per cent of seats are reserved for underprivileged students including Indigenous students in the Social Services Diploma
Implemented	Continuing: 25 per cent of seats are reserved for underprivileged students including Indigenous students in the Bachelor of Social Work

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	Continuing: Early Childhood Education and Care (ECEC) worked with tiwšemawtx ^w campus to hire a local instructor chosen by the community and mentored by the ECEC faculty.
On-going	Continuing: The program has two Indigenous faculty members including the Innovation Chair in Early Childhood Development and integrates Indigenous perspectives throughout.
Implemented	Continuing: The tiwšemawtx ^w campus supported a grant application to the Post-Secondary Partnership program to fund the development of an Early Childhood Education Certificate Program through Tla’amin’s new Child Development Resource Centre. The program was developed and launched in 2023 and will finish in July 2024.
Planned	New: The tiwšemawtx ^w campus supported a grant application to the Post-Secondary Partnership program to fund the development of an Education Assistant and Community Support Certificate Program to be delivered in partnership with Tla’amin’s beginning in September 2024.
Implemented	Ongoing: The Faculty of Academic and Career Preparation (ACP) works with the tiwšemawtx ^w campus to provide upgrading to indigenous students specifically bound for the Human Services certificate programs (the ECEC program finished in April 2023 and the EACS program launching in Fall 2024) offered at that campus. Students are enrolled in upgrading courses concurrently with certificate program courses. These students are connected through ACP’s Pathways initiative and the model is adapted slightly for a cohort delivery.

¹⁴ "... " represents omitted text not related to post-secondary education from the original Call to Action.

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	On-going: The tiwšɛmawtxʷ campus is supported a grant application to Post-Secondary Partnership program to fund the development of a language education course to be offered through VIU within Tla'amin territory.
Implemented	New: Launched the Discovering your Relationship to ʔayʔajuθəm course. Developed and delivered by members of jehjeh Media, this course, which continues to be waitlisted after three deliveries, challenges residents of the qathet region to critically examine their relationship to ancestral Tla'amin lands, how they benefit from ongoing settler colonialism, and their role in restoring Tla'amin language and nationhood.

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
On-going	Continuing: The following health programs have space reserved for Indigenous students: <ul style="list-style-type: none"> - Six seats Bachelor of Science in Nursing program - Two seats Dental Hygiene Diploma - Two seats Medical Device Reprocessing Technician Certificate - Three seats (two in Nanaimo, one in tiwšɛmawtxʷ) Practical Nursing to Bachelor of Science in Nursing Bridge-in (Option C) - Nine seats Psychedelic-Assisted Therapy Graduate Certificate - Eight seats (four in Nanaimo, four in Duncan) Practical Nursing Diploma - Four seats (two in Nanaimo, two in tiwšɛmawtxʷ) Practical Nursing, HCAS-LPN Bridge - Thirteen seats (four in Nanaimo, six in Cowichan, and three in tiwšɛmawtxʷ) Health Care Assistant Certificate - One seat Dental Assistant Certificate
Implemented	Continuing: The Faculty of Health Sciences and Human Services is increasing opportunities for student practice experiences with Indigenous community partners.
Implemented	Continuing: The Healthcare Assistant and Practical Nursing programs work with VIU Elders and community partners to integrate Indigenous ways of knowing and being.

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
Implemented	Continuing: The integration of BC College of Nurses and Midwives Cultural Safety program for all nursing students.
Implemented	Continuing: First-year Nursing students participate in the Kairos Blanket exercise, which explores the history of Canada from an Indigenous perspective.
Implemented	Continuing: Third-year Nursing students participate in the Village Workshop, in which participants explore their own, personal role in supporting the revival of the values of many Indigenous villages across Canada.
Implemented	Continuing: First Nations Wellness I and II, Models and Strategies is offered through Health Sciences and Human Services.
Implemented	Continuing: Indigenous research methodologies are explored in fourth year of the Bachelor of Science in Nursing.
Implemented	Continuing: Indigenous ways of knowing and being were incorporated throughout curricula and more practicum opportunities were offered in Indigenous settings.

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
Implemented	Continuing: Criminology has a required course on Indigenous history and concerns.
Implemented	Continuing: Eight seats in the Bachelor of Arts, Criminology are reserved for Indigenous students.

57. PUBLIC SERVANTS

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Planned	New: VIU's Office of Indigenous Engagement and Education, along others across campus will offer a series of positive disruptions starting in May 2024 to create space for employees to join the ongoing conversation and work to support decolonized thinking and doing in the academy. Topics for the series will include Podcasting as a Practice of Decolonization; Decolonizing and Indigenizing post-Secondary Curriculum and Assessment Design; How to Provide a Sense of Belonging in Post-Secondary; and Knowing (our) Place: Land Acknowledgements and Embracing Truth in Reconciliation
On-going	Continuing: Each year, VIU offers the KAIROS blanket exercise for employees to understand the effects of colonialism.
Implemented	Continuing: Ceremonies and events are held for Every Child Matters (Sept 28), National Truth and Reconciliation Day (on campuses Sept 29), and National Indigenous History Month and National Indigenous Peoples Day to celebrate, learn and build awareness and allyship.
On-going	Continuing: Ceremonies and events are held for Every Child Matters (Sept 28), National Truth and Reconciliation Day (on campuses Sept 29), and National Indigenous History Month and National Indigenous Peoples Day to celebrate, learn and build awareness and allyship.
Implemented	Continuing: The Bachelor of Arts in Indigenous/Xwulmuxw Studies continues, housed in the Faculty of Arts and Humanities.

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
Implemented	Continuing: The Faculty of Education hired a full-time instructional position for a teacher educator with knowledge and experience of Indigenous pedagogies. Course work in the Bachelor of Education program reflects the integration of Indigenous Knowledge. The program prepares students for teaching at various school levels and has a thoroughly articulated grounding in the Principles of Teaching and Learning, embedded and extended practica, as well as <i>First Peoples Principles of Learning</i> . In line with BC's redesigned curriculum, the program, and its delivery, is informed by personalized learning allowing for greater flexible learning environments well versed in ecological and environmental learning and Aboriginal perspectives and knowledge.
Implemented	Continuing: An access initiative for Indigenous students in the Bachelor of Education program is in place, alongside flexible admission in graduate programs. About 10 per cent of Education students are Indigenous.
Implemented	Continuing. Developed a new rural and remote Bachelor of Education program in partnership with local indigenous communities which is focused on graduating more Indigenous teachers. The first cohort of graduated in May 2024 and a second cohort will start in September 2024.
Implemented	Continuing: An Indigenous course (EDTE 330) was added to the post-Baccalaureate program.
Implemented	Continuing: VIU's Faculty of Education offers an EDUC 450 course alongside ILRP 100 for teacher reflections on how they will apply their cultural learning in the classroom to help school district teachers understand Indigenous ways of knowing and being.

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
On-going	Continuing: VIU continues the search for an Indigenous instructor for the Creative Writing and Journalism program.

92. BUSINESS SCHOOL

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
On-going	Continuing: VIU continues to work with Indigenous leadership and partners towards delivering and enhancing programming that supports Indigenous-led initiatives. This includes contributing to further successful deliveries of the Stewardship Technician Training Program, refinement of the Business Fundamentals for Indigenous Communities Certificate and ongoing collaboration with the Indigenous Leadership Initiative (ILI) in support of Indigenous-led conservation priorities and training.
On-going	Continuing: Expanded partnerships with industry leaders such as the British Columbia Investment Corporation, and provincial networks such as the Ch'nook Scholars program, in successful initiatives that directly support Indigenous learners in business.
Implemented	Continuing: An Indigenous Cultural Technician offering is part of the Master of Business Administration program.
Implemented	Continuing: VIU has an Elder-in-Residence assigned to the Faculty of Management to provide an Indigenous lens and offer opportunities for learning and consultation.
Implemented	Continuing: One seat per intake of the MBA program is reserved for Indigenous students, and Indigenous students applications are prioritized under the Indigenous Access Initiative for the Graduate Diploma in International Trade and the Graduate Diploma in Project Management.

UNITED NATIONS DECLARATION OF 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:

1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Article 14 In progress	New: VIU is actively supporting the reclamation of post-secondary education in the qathet region under Tla'amin Nation law. Provision 111 in the Tla'amin Final Agreement (2016) recognizes the Nation's right to "make laws in relation to post-secondary education provided by a Tla'amin Institution on Tla'amin Lands." Resurging traditional educational systems and extending Tla'amin Law over post-secondary education would fundamentally alter the way post-secondary education is administered and delivered within traditional Tla'amin territory and restore the Nation's authority to educate residents in the qathet region. The systemic barriers and discrimination that Indigenous students face when attending post-secondary institutions would cease; Indigenization and decolonization strategies would be unnecessary; and education could function as a site of Indigenous self-determination and sovereignty-making rather than as a tool of assimilation and colonization that has resulted in widespread abuse and trauma. Funding is required to design a process to pursue this innovative and unprecedented work.
Article 14 In progress	New: We will be increasing the number of multi-day training workshops delivered in t̓išosəm, as directed by Tla'amin Nation. Priority areas include business administration, office skills, environmental monitoring, and governance. As described above, the main barriers are the costs of in-community delivery and lack of culturally safe instructors.
Article 14 Implemented	Continuing: The Indigenous Commitments Committee is a Senate standing committee to advise Senate regarding Indigenization initiatives relevant to academic planning, curriculum, and policies. It was created to ensure Indigenous Peoples' right to govern their education is upheld. At least 50 per cent of the members of this committee must be Indigenous, including Elders and community members.
Article 15 Implemented	Continuing: VIU's partnership with Snaw-naw-as First Nation provides Adult Basic Education courses through a community-based program called Learning Hub: Keys to Success. The goal of this program is to provide a community-based, culturally guided, caring, and supportive hub—a place where students want to come to explore/realize their potential and move forward with their learning pathways, and it will shorten the gap between secondary and post-secondary education. This program was developed to build a Learning Hub that was established in the community and could potentially exist beyond the two terms of the contract delivery.
Article 15 Implemented	Continuing: VIU's partnership with Stz'uminus First Nation provides Adult Basic Education courses through a community-based program called Community Based University College Entrance program. The goal of this program is to provide a community-based, culturally guided, caring, and supportive program that will provide students with the skills they are seeking to be able to move forward with their pathway. It will be delivered in a multi-level small class setting in the community. This program was developed to deliver three terms in community and then allow students to transition to the Cowichan campus to continue their upgrading.
Article 15 Implemented	Continuing: VIU's partnership with Pacheedahdt First Nation provides Adult Basic Education courses through a community-based program and a small group hybrid delivery. Designed to help meet the employment needs of the community, the program assisted students in gaining pre-requisites to be successful in further post-secondary education.
Article 15 Implemented	Continuing: VIU has two interdisciplinary studies courses that bring Indigenous and western perspectives together on specific topics: INTR 111 Indigenous Science & Western Science of the Human Body; INTR 211 Indigenous & Western Sciences of Plants and the Environment.

UNITED NATIONS DECLARATION OF THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Article 14.2, 15 Implemented	Continuing: Two new courses have been developed in Academic and Career Preparation under the Aboriginal University Bridging Program: Thuy'shenum, Preparing Oneself for the Future, I and II. These courses provide culturally relevant aspects while preparing students to enter university.
Article 15, 21	Continuing: VIU has a partnership with the First Nations Health Authority WATCH program to assist First Nations with the safe and sustainable harvest of shellfish in their traditional territories. VIU supports WATCH's educational activities with First Nation participants, leading to a partnership with the Canadian Food Inspection Agency to expand marine bio toxin testing for First Nations on the coast.
Article 15, 21 Implemented	Continuing: Through its involvement with the EcoForum, VIU supports the K'omoks First Nation and the Department of Fisheries and Oceans in the piloting of an Area Based Aquaculture Management program in Baynes Sound. This program is the first of its kind in the Pacific Region and is a step toward co-management of marine resources between First Nations and the Government of Canada.
Article 21 Implemented	Continuing: The Faculty of Management has three indigenous focused courses in undergraduate curriculum that support of the Business Fundamentals for Indigenous Communities certificate: MGMT 161 – Indigenous Leadership; MGMT 181 – Fundamentals of Indigenous Entrepreneurship; and MGMT 261 – Indigenous Values in Business.
Article 15, 21 In progress	Continuing: The Professional Indigenous Lands Management Certificate is offered in partnership with the National Aboriginal Lands Managers Association (NALMA). It is both a stand-alone certificate and considered by NALMA to meet all requirements of their Level 1 Certification. The completion of the VIU Certificate enables students to go on to NALMA Level 2 Certification, which is well recognized across Canada. This Certificate is of interest to students currently employed or interested in gaining employment in lands, resources, and planning with Indigenous communities. The six courses are scheduled over the summer session, and students can choose to complete all six in one summer or extend their program over several years.
Article 15, 21 Implemented	Continuing: The Indigenous Protected and Conserved Areas (IPCA) Planning Advanced Certificate addresses the need for a comprehensive and holistic program relating to the protection and conservation of the lands and waters across Canada. It contributes to the development of a network of IPCA certified professionals who will play a critical role in Canada's achievement of the "30 per cent by 2030" goal. This Advanced Certificate is of interest to individuals involved in land use planning, parks, environmental protection, and conservation or other areas relating to culture, lands, waters, air, and wildlife.
Articles 15, 21 Implemented	<ul style="list-style-type: none"> • First Nation- 5-Week Environmental Technician Certificate Program training –Deroche BC February-March 2023 • The Gitxaala Nation [cooperation project] in April 2023 included the two-week Fish and Construction Skills. • First Nation- 5-Week Environmental Technician Certificate Program training –Williams Lake BC, April-May 2023 • The Cowichan First Nation cooperation project in June- July 2023 included the five-week Environmental Technician Certificate Program & Stewardship. • One-time Aboriginal Skills Plan funded Skill builder program delivered in partnership with the Tla'amin Nation and School District 47 finished in June 2023

continued

UNITED NATIONS DECLARATION OF THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Article 21 Implemented	Ongoing: The Office of Indigenous Education and Engagement is part of the 2 Eyed Seeing Network (2ESN) which is building capacity for meaningful Indigenous employment opportunities.
Article 15, 21 Implemented	Ongoing: The Office of Indigenous Education and Engagement is involved in the Digital Super Cluster, which is building capacity through connectivity in remote communities, working toward better access to educational opportunities for young people without leaving their community.
Article 21 Implemented	Ongoing: Business Fundamentals for Indigenous Communities, funded by Malahat Nation, was implemented with support from Professional Development and Training, Cowichan Campus. Delivered in-community and offered in conjunction with Academic and Career Preparation upgrading, the program extends from January 2022 to March 2023.
Article 21 In progress	New: We are currently working with the shisháhl Nation to help address their educational and professional development needs. They require Heavy Equipment Operator training in the community to facilitate members' participation in the labour force.

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 in the program.

Program Name	Accreditation Standard Details (if none exist, N/A)
All licensed nursing programs – Practical Nursing and Bachelor of Science in Nursing	BC Colleges of Nurses & Midwives (BCCNM) – Indigenous Cultural Safety, Cultural Humility, and Anti-Racism
All Health Sciences and Human Services programs at VIU	Health Standards Organization (HSO) standard 75000:2022 – British Columbia Cultural Safety and Humility Standard

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

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

Program	Progress	Actions
Early Childhood Education and Care (ECEC)	On-going	<ul style="list-style-type: none"> One Indigenous professor also serving third term as the BCRIC in Aboriginal Early Childhood Development (AECD) One Indigenous professor working with BCRIC AECD to integrate Indigenous knowledge into the curriculum
Bachelor of Social Work Degree	New	<ul style="list-style-type: none"> Converted from probation to regular status, one Indigenous professor as of August 2024
Child and Youth Care	On-going	<ul style="list-style-type: none"> Some courses in program are taught by Elders

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	Target by Program Area	Outcomes
Reserve seats for Indigenous students under Indigenous Access Initiative	Goal is to reserve 1 – 5 seats per Health program	Self-identifying Indigenous students have their application prioritized

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.

Programs	Progress	Actions
All Health Sciences and Human Services programs	On-going	<ul style="list-style-type: none"> • Integrated trauma informed practice approach and cultural safety • Indigenizing curriculum • Elders in residence support knowledge sharing

