
PRE-DOCTORAL PSYCHOLOGY RESIDENCY 2027-2028



Student Wellness Centre
Counselling | Health | Multifaith

University of Victoria
Student Wellness Centre
– Counselling –
2027-2028 Pre-Doctoral Residency Program



Counselling at University of Victoria (UVic) Student Wellness Centre (SWC) provides psychological services to UVic students, as well as consulting services to members of the University community. Our CPA accredited Pre-Doctoral Psychology Residency Program adopts a scientist-practitioner model and is designed to be generalist in nature.

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

Counselling is a part of the Student Wellness Centre located in the Health and Wellness Building on campus and provides individual and group counselling to undergraduate and graduate students currently enrolled/registered at UVic. The Student Wellness Centre (SWC), housing both Health and Counselling, strives to provide holistic care and service delivery in a fully integrated, collaborative, inter-professional model in close partnership with Multifaith Services as a third unit within the SWC portfolio. Student Health is responsible for the delivery of the University's primary health care clinic and related programs and services for over 21,000 graduate and undergraduate students. Counselling is committed to fostering student success, engagement, and well-being through direct clinical/counselling services, training and mentorship, consultative services, critical management, and programming and program evaluation. Multifaith, located at the Multifaith Centre (MFC), focuses on fostering community and providing religious and spiritual support and spiritual care for the students and staff at the University of Victoria. The MFC provides students and the campus community with resources for spiritual learning, practice, meditation groups, weekly activities, retreats and workshops on a variety of interests. The Student Wellness Centre and Multifaith Centre, both under Student Wellness portfolio, collectively strive to provide holistic care and service delivery in a fully integrated, collaborative, inter-professional model, essential to serving students with quality care at a vibrant and engaging UVic community. The highly skilled and committed team of clinical and administrative professionals offers comprehensive care that reflects the health and wellness needs that most impact the young adult population in post-secondary.

Broadly at a larger institutional level, Student Wellness (home to Counselling) is under Wellness, Recreation and Athletics, which is a part of the Student Affairs division at UVic. Wellness, Recreation and Athletics is a new department within Student Affairs, with one of the priorities centering on building a new model for student health and wellbeing. Wellness, Recreation and Athletics places student learning at the centre of all efforts in support of both student academic achievement and personal, social, cultural and cognitive development. Wellness, Recreation and Athletics is accountable for the delivery of a wide range of programs, front-line services, policy management, and collaborative projects in support of the overall wellness of the UVic student population. The Wellness, Recreation and Athletics portfolio plays a key leadership role in supporting a campus culture of wellbeing, empathy, equity and social justice and in developing and implementing an integrated wellness strategy for our campus as well as ensuring that our student athletes are able to thrive as students and as athletes within their chosen sport. The Student Wellness (SWEL) unit supports holistic student wellness and lays the groundwork for an equitable and integrated approach to student wellbeing within a healthy and sustainable campus environment. Focused on supporting a campus culture of wellbeing, empathy, equity and social justice. This unit facilitates partnerships within the university and our local communities to enhance the student experience and student athlete experience.

Wellness, Recreation and Athletics also supports and/or closely collaborates with senior academic leaders, faculty, staff, student leaders, and a number of internal and external strategic partners beyond the department in order to achieve key Divisional & institutional goals. Reporting to the Provost & Vice President Academic, the Division of Student Affairs helps to transform students' lives by supporting and inspiring the highest standards of student learning and success, community engagement and staff development. The Division is comprised of 26 reporting units in four departments: Wellness, Athletics and Recreation, Student Development and Success, Campus Engagement, Office of the Registrar and Enrolment Management. The comprehensive and integrated range of services we provide make Student Affairs one of the most dynamic and diverse divisions on campus. Together, we support UVic's vision "to be a university of choice for outstanding students, faculty, and staff from BC, Canada, and around the world."

Diversity Statement*

At Counselling, we work with students, staff/faculty, and other practitioners who embody a wide variety of diversity dimensions, such as indigenous heritage, country of origin, gender, race, ethnicity, sexual orientation, age, physical ability, religion and spirituality. We respect the dignity and worth of all individuals and embrace human diversity within a warm, accepting, and confidential environment. We are committed to the celebration of diversity, promotion of social justice, and the development of multicultural competence/humility for our staff and trainees.

Counsellors provide a confidential and inclusive atmosphere in which students can explore any topics or situation and discuss any concerns they may have. Students are supported in working through their problems, to develop self-awareness, and to overcome problems by using new strategies.

* We are actively engaging in a consultation process around the Diversity Statement so that it can best reflect the current language and standards and incorporate diverse perspectives from our SWC team members.



The Residency Program

Our Residency has an inter-disciplinary emphasis, offering a rich developmental environment in which residents can realize their potential as members of a diverse inter-professional team. The range of experiences and opportunities our site provides is ideally suited to candidates looking to develop strong generalist skills with an adult population. The Residency with UVic Counselling is a full-time 12-month program wherein the resident completes a total of 1600 hours engaged in training on site.

As a complement to our generalist training program, our Residency also includes components we view as unique and as strengths of our program. We place a strong emphasis on attending to diversity, which is reflected in the structure of our clinical team, our seminar series, and the priorities Counselling has set around supporting students of diverse backgrounds. Residents have the opportunity to engage in clinical and community work in areas such as supporting trans/non-binary/gender fluid+ students, Indigenous students, and International students. Counselling has established inter-unit service collaborations with other service providers/units on campus; therefore, opportunities for direct clinical work and indirect educational experiences are available through UVic Eating Disorder Collaborative, Health, and Multifaith (e.g., inter-disciplinary eating disorder case consultation; psychology in primary care; group co-facilitation with a Spiritual Care Provider). In the summer of 2020, Counselling and Health, along with Multifaith, integrated to create the Student Wellness Centre, which provides additional opportunities for inter-disciplinary collaboration and consultation, and training.

The Residency is one of two training programs at Counselling, in addition to the Advanced Counselling/Psychotherapy program. Each year from September to April, there is a cohort of practicum counsellors who are supervised as they offer direct clinical services. They typically are from several UVic academic departments, including Counselling Psychology of the Faculty of Health, the CPA accredited Clinical Psychology program of the Psychology Department, and School of Child and Youth Care with Faculty of Human and Social Development. We also accept applications from and are building relationships with other universities across Vancouver Island and Canada to expand the inter-disciplinary nature of our training program. See Advanced Counselling/Psychotherapy Practicum program: <https://www.uvic.ca/student-wellness/wellness-resources/student-opportunities/index.php>). We currently have two doctoral students engaged in our Residency program and four graduate students in our Advanced Practicum program.

Our clinical team is multidisciplinary and practices from a range of theoretical perspectives and clinical approaches, including (but not limited to) Cognitive Behavioural, Interpersonal, Family Systems, Somatic Experiencing, and Brief Solution Focused. The resident has a range of opportunities to engage with clinical staff in different roles (e.g., group co-facilitator, case consultation), thus gaining exposure to different ways of working. Supervision of graduate level students completing studies in a range of disciplines related to the counselling field (e.g., Counselling Psychology, Clinical Psychology, Child and Youth Care) is a key activity for residents completing our program. In addition, there are opportunities to deliver didactic seminars to, and facilitate group supervision with, the team of practicum counsellors. For a more comprehensive outline of the Residency program, please refer to page 4-6 of this document.



We will be accepting applications for two pre-doctoral Residency positions for the 2027/2028 academic year. Application deadline: **November 5, 2026 – APPIC Member Number 1869.**

The annual stipend is \$46,000. In addition, residents will receive 15 days of paid vacation, all statutory holidays, 5 days and \$500 for professional development activities. Health and Dental insurance coverage is available at a graduate student rate through the UVic Graduate Student Society for residents who choose to opt in.

Residency Philosophy & Goals

At Counselling of the Student Wellness Centre at UVic, residents are viewed as early emerging professionals who are engaged in much of the same activities as the rest of the clinical team. Residents have access to the same on-site training/professional development opportunities as clinical staff and are included in the weekly case conferences and monthly SWC team meetings. All staff members of Counselling are integral to the learning and training environment and interact regularly with the resident in a supervisory role over the course of the Residency year. We strive to create a learning and work environment that is supportive and collegial, committed to professional development in the service of the client population with whom we work, and respectful of individual differences. We value the contribution of the resident to our team and welcome the knowledge they also bring to share with the team, site, and broader institution.

GOALS:

1. To provide exposure to a breadth of presenting concerns within a diverse university student population;
2. To provide residents with exposure to and training in various approaches to assessment, as relevant to a collaborative, multidisciplinary university context;
3. To provide residents with in-depth training in a variety of therapeutic modalities used to address a wide range of mental health and wellness issues relevant to a university context;
4. To provide residents with exposure to the regular, consistent, and integrated application of a diversity lens, and associated intersectionalities, in the clinical work of a psychologist in a university setting;
5. To provide residents with in-depth training in and exposure to the provision of supervision;
6. To provide residents with training in the delivery of various models of group counselling (e.g., psycho-educational, experiential, process-based, skill-based);
7. To provide residents with experience in the role of “consultant” to the larger campus community to foster the development of consultation skills relevant to a psychologist in autonomous practice. This may include engaging in outreach activities and consulting as a member of on-campus multidisciplinary contexts (e.g., committees related to supporting students);
8. To foster the development of the resident’s approach to collegial practice in a multi-disciplinary setting;
9. To provide residents with an in-depth understanding of jurisprudence relevant to their practice as a psychologist.



10. To provide residents with training under a scientist-practitioner model to highlight the importance of evidence-informed practice as a psychologist.

Residency Activities

Note: We are structuring our program around the criteria outlined for registration with the College of Health and Care Professionals of BC. However, for any prospective registrant with the College, it is the resident's responsibility to ensure qualifications being met with the College.

Direct Service

Direct service hours will reflect at least 25% of the resident's total Residency experience (ranging from approximately 10-13 hours per week). Direct service includes providing individual and group counselling to university students presenting with a range of concerns, including depression, anxiety, relationships, career, body image and disordered eating, cultural adjustment and issues of diversity, substance use, and trauma. Informal intake/mental health assessment and risk assessment are also included in direct service hours. Assessment at Counselling emphasizes assessment as relevant to a university counselling centre and an intervention-focused Residency. At our site, assessment consists of clinical interviews and behavioural observation, psychodiagnostic assessment, application of the DSM-5-TR for diagnostic and differential considerations and the utilization of assessment measures contained within, self-report measures, collateral obtained from other relevant parties (e.g., physician, psychiatrist, nurse), and career assessment. Each resident is in the Behavioural Health Provider (BHP) role one day a week throughout the Residency year. The UVic clinical context is multi-disciplinary in nature with Counselling working in collaboration with Health. As a result of this context, the residents will be exposed to different types of assessments. The residents will complete psychodiagnostic assessments as part of their BHP role, as well as engage in context-driven case conceptualization, write integrated diagnostic reports, and offer feedback, resourcing, and referrals during a collaborative feedback session with a student. Residents are also trained to integrate findings associated with assessment tools used as a part of the Eating Disorder Collaborative (EDC) and in the BHP role. Residents will have the opportunity to be exposed to assessment procedures associated with the EDC on campus, which is interdisciplinary in nature (Psychiatry, GP, Psychologist, Dietitian, Nurse Practitioner). As a part of Gender Affirming Care at the Student Wellness Centre, some members of our Psychology Team have received training to provide Hormone Readiness Assessments (HRAs), which are also completed by our interdisciplinary health team. Training in HRAs can be available to residents as a part of their BHP role and as an additional component of training in assessment.

Psycho-educational and personality assessment is not currently a component of Counselling programming, nor of the Residency program.

Indirect Service

Indirect service relates to the administrative tasks associated with clinical work, including writing case notes, consultation with clinical staff or other campus professionals, responding to emails, preparing supporting documentation for students, videotape review, and preparing for professional development activities.

Supervision & Case Management

Residents will receive weekly individual supervision from a Licensed Psychologist directly related to their clinical and professional development. Supervision will typically consist of 4 hours per week and may also include informal consultation with clinical staff and/or direct supervisor. Residents have both a primary and secondary supervisor, and the roles for each supervisor and supervision meeting are clearly outlined in a supervision agreement for Residency. Participation in weekly clinical supervision with all clinical staff is another activity of supervision.

Residents will also have the opportunity for one semester (January – April) to supervise graduate level practicum students completing a practicum placement with Counselling. Residents will supervise both the individual and group work of practicum counsellors and will also receive their own individual and group supervision of their development as a supervisor.

Didactic

Residents will receive at least 35 hours of orientation at the outset of the Residency program and will participate in our weekly training seminar series (2 hours weekly). Residents are expected to participate in all professional development opportunities organized through Counselling. Residents will also participate in at least five days of professional development activities chosen and organized by the resident (e.g., attending a clinical conference, enrolling in a clinical workshop/seminar).

Research

Residents will have 3.5 hours per week to focus on research either related to their own dissertation research or to engage in research associated with Counselling delivery, applied research projects, program development and evaluation, and/or outreach and consultation activities.

Administrative

Residents will participate in relevant meetings and/or serve as a representative on relevant committees.

Core Competencies

Core competency training follows a developmental model, with the progression and sequencing of training beginning with more supervision and scaffolding at the start of Residency and then moving toward increasing independence in practice over the course of Residency and as competency is demonstrated (e.g., co-facilitating a group initially, and then leading a group). This training structure is meant to support the resident to move toward autonomy/independent practice, well-rounded skill sets, and areas of specialization. Our Residency program has 7 core competency areas, which map onto the 5 functional competencies and integrates the 8 foundational competencies outlined in the 6th Edition of the CPA Accreditation Standards. These competencies include: (1) intervention (individual and group counselling), (2) assessment, (3) supervision in professional practice, (4) consultation and outreach, (5) applied research, program development and program evaluation, (6) diversity, and (7) professional ethics, conduct, and standards.



Training in core competency areas comes from didactic learning opportunities, group-based consultation, one-on-one supervision, and independent learning undertaken by the resident. Training in core competency areas is provided in a weekly seminar (2 hours weekly) and is organized in a didactic and interactive format. In addition to the didactic component, relevant scholarly literature will be identified as preparatory work. Seminars will be delivered by the clinical staff of Counselling, highlighting the expertise of individual practitioners and overseen by Licensed Psychologist supervisors responsible for the Residency program. We also arrange to have guest presenters who are Psychologists working in community with a particular area of expertise. Our Residency site has also worked to establish relationships with other Residency sites, which has afforded opportunities to participate in some additional seminars throughout the Residency year. We continue to look at ways to expand these opportunities for training and resident connection. Other professional development opportunities will be organized throughout the year and will be tailored to meet the resident's training goals. The resident will also participate in weekly group-based supervision (i.e., clinical supervision) with all members of the clinical staff, which focuses on case conceptualization and treatment planning, clinical intervention, contextual and diversity considerations, addressing ethical and professional issues, and practitioner reflexivity. Training also occurs in the context of individual and group supervision, and through the resident's involvement in outreach and program development activities. Independent study will be undertaken by the resident as it relates to their learning goals and learning edges in clinical work.

Evaluation

Formal evaluations will take place at the mid-point and end of the Residency program, with the purpose to provide feedback to the resident on professional growth and development. The written evaluations will also be shared with the applicant's host institution as documentation of the resident's progress. Informal evaluation will occur throughout the year, with regular intervals at 3-month milestones.

Evaluation is designed to be a collaborative process, and residents are also invited to provide feedback about the Residency and supervisory experience. Residents will receive detailed information about the evaluation procedures, including due process protocol, in advance of, and at the outset of the Residency program.

Clinical Supervisors and Psychology Team

Dr. Ai-Lan Chia (she/her)

Psychologist, CHCPBC

Clinical Counselling Director

Clinical Supervisor

I am a registered psychologist with the College of Health and Care Professionals of British Columbia, with my doctoral degree in clinical psychology. I also had an English undergraduate and a Counselling masters' degree. I had worked in college and university counselling centres, community mental health, psychiatric inpatient, and primary care hospital settings, before I joined UVic Counselling in 2008, seeing students individually, as a couple, and in groups. I taught courses at UVic, have been appointed



as Adjunct Assistant Professor by Department of Psychology, supervised graduate students clinically, and co-coordinated Advanced Counselling/ Psychotherapy Practicum program. In 2014, I took on Associate Director's role, overseeing day-to-day operations of Counselling and representing Counselling as an alternate to Director if needed. My therapy approaches draw on cognitive behavioural, mindfulness, and psychodynamic perspectives. I see psychotherapy as an opportunity for change, by clients reflecting upon their struggles and inner-strengths, and by practicing self-compassion and acceptance. I have assisted students dealing with a variety of issues, including depression, panic attacks and anxiety, eating disorder and body image, stress, life transition, and relationship challenges. As a member to UVic Collaborative Eating Disorder Clinic, I see students with varying degrees of eating disorders and collaborate with Eating Disorder program in Victoria. Working with cultural issues in psychology is another passion of mine, such as negotiating multiple identities, navigating university as a residential student, and offering sessions in Mandarin Chinese.

Dr. Leah Wilson (she/her)

Psychologist, CHCPBC

Psychology Team Lead and Director of Training, Psychology Residency, Counselling
Clinical Supervisor

Since 2005 I have been training and working in the counselling field with people of all ages, with a particular focus on working with youth and young adults. I have settler ancestry and have lived and worked on the land of the Coast and Straight Salish peoples for most of my life. My pronouns are she and her. I completed my Ph.D. in Counselling Psychology with the University of British Columbia and am a Psychologist (#1014611) with the College of Health and Care Professionals of BC. After studying and working on the Lower Mainland and Eastern Canada, I am pleased to return to the community in which I was raised. I embrace an interpersonal and humanistic approach to counselling, which means I value individuals' expertise on their own lives/lived experience, and I view the therapeutic relationship as key in supporting change/growth. From a strengths-based perspective I work to support students to develop new skills to cope with life demands and distress and to achieve their own unique goals. I believe in an individual's capacity for change and growth. I recognize that people are part of a larger network (such as family, community, romantic partners) and I am sensitive to the role different systems may play in an individual's life, struggles, and resilience. In addition to expertise in interpersonal and cognitive-behavioural therapy, I also bring a developmental and contextual approach to my work. In addition to providing counselling to all students, I have a particular focus on working to support students of diverse backgrounds. I have engaged in training related to providing culturally competent care, supporting Trans and non-binary folks, and am part of the BC Network of Trans Service Providers. I work collaboratively with individuals to determine their needs and develop a counselling plan moving forward to address main concerns.

Dr. Keara Rodd (she/they)

Psychologist, CHCPBC

Clinical Supervisor

I am a Registered Psychologist with the College of Health and Care Professionals of British Columbia and received by Ph.D. in Clinical Psychology from the University of Victoria in 2022. Prior to my

doctorate, I received my M.Sc. in Clinical Psychology from the University of Victoria in 2017 and an undergraduate degree in Psychology at Queen's University in 2015. I have settler ancestry and grew up on the traditional and unceded lands of the Mississaugas of the Credit First Nation, moving to British Columbia and living/working on the lands of the Lekwungen speaking peoples since 2015. I completed my Residency at Eastern Health in Newfoundland and have worked in hospital settings, private practice, and community mental health in addition to at Counselling Services. I have taught graduate courses in the Psychology Department at the University of Victoria and offered Clinical Supervision to practicum, Residency, and Clinical Psychology students. I joined Student Wellness at the University of Victoria in 2023, stepping into my current role within the Behavioural Health Provider program and the Eating Disorder Collaborative.

Dr. Vanessa Vegter (she/they)
Provisional Psychologist, CHCPBC
Bio pending

Dr. Jakkapan Karnjanavijaya (he/they)
Provisional Psychologist, CHCPBC

I am currently a Provisional Psychologist with the College of Health and Care Professionals of British Columbia, working toward full licensure in 2026. I completed my PhD in Counselling Psychology at the University of Alberta in 2025, and prior to my doctorate, completed a MEd in Counselling Psychology and MPH in Public Health in 2020 and 2017, respectively. I am originally from Bangkok, Thailand, and immigrated to northern British Columbia in the 2000's, on the unceded territory of the Lheidli T'enneh First Nation. I joined Student Wellness at the University of Victoria in 2025, and my current role as a Provisional Psychologist has me working with a team of interdisciplinary health providers within our Behaviour Health Program. My approach to counselling is person-centered and strengths based, integrating from a breadth of evidence-based modalities.

Student Wellness Centre Staff

Manager, Mental Health Outreach and Training

Dawn Schell, Canadian Certified Counsellor, Certified Career Development Practitioner

Counsellors

Staci Coleman, Registered Clinical Social Worker

Crystal James, Registered Clinical Social Worker

Roger John, Counsellor for Indigenous Students, Registered Clinical Counsellor

Sheahan Letondre, Registered Clinical Counsellor

Emma Mason, Registered Clinical Counsellor

David Palmer-Stone, Registered Clinical Counsellor



June Saracuse, Registered Clinical Counsellor, Somatic Experiencing Practitioner

Adam Tran, Registered Clinical Counsellor

Behavioural Health Provider

Dr. Keara Rodd, Psychologist

Incoming Residents (2026-2027 year)

Mackenzie B., Lakehead University, Pre-Doctoral Resident

Shannen R., University of Toronto, Pre-Doctoral Resident

Incoming Practicum Counsellors (2025-2026 year)

Anzhelika, UVic, Counselling Psychology, Advanced Practicum Counsellor

Gail, City University, Advanced Practicum Counsellor

Mehreen, UVic, Counselling Psychology, Advanced Practicum Counsellor

Sean, UVic, Clinical Psychology, Advanced Practicum Counsellor

Student Welcome Team

Anna Fodchuk

Geraldine (Geri) Kiss

Jett Cooper

Stephanie Goodwin

Jennifer Ligue

Eileen Coyle

Sara Riemer

Julia Sharpe



Application Details

We are an APPIC member (APPIC Member Number 1869) and will be participating as a member in the APPIC match for the 2027-2028 Residency year. Applications to our site are to be submitted through APPIC. We follow all APPIC and NMS policies and procedures for each of the three match phases.

Criminal Record Check

A satisfactory criminal record check will be required of applicants who successfully match to our site in order to provide services to vulnerable populations. For more information on criminal record checks and working with vulnerable populations in British Columbia please review the following links:

<https://www2.gov.bc.ca/gov/content/justice/criminal-justice/bcs-criminal-justice-system/understanding-criminal-justice/how-works/criminal-records/criminal-record-checks>

<https://www2.gov.bc.ca/gov/content/safety/crime-prevention/criminal-record-check>

Canadian Psychological Association Accreditation Status

We had our site visit from the Canadian Psychological Association (CPA) in April 2022, and were confirmed as a CPA accredited site as of November 2023. Our site received accreditation for a five-year term as of the 2021/2022 internship year. Our self-study for re-accreditation is due December 2026, and our reaccreditation year will be 2026/2027.

For more information, here is the CPA contact information:

CPA's Accreditation Office

Email: accreditationoffice@cpa.ca

Phone: 613-237-2144, ext. 334 OR Toll-free: 1-888-472-0657 ext. 334

Address: 141 Laurier Avenue West, Suite 702 Ottawa, Ontario K1P 5J3

For more information about our Pre-doctoral Psychology Residency Program, please contact:

Leah Wilson, Ph.D., Psychologist, CHCPBC #1014611

Director of Training and Psychology Team Lead

Student Wellness Centre

Counselling | Health | Multifaith

Division of Student Affairs | [University of Victoria](https://www.uvic.ca)

2300 McKenzie Ave, Victoria, BC Canada V8N 5M8

Phone: 1-250-721-8563

THE UNIVERSITY

The University of Victoria (UVic) is located on the edge of the city of Victoria on Vancouver Island in the Pacific Ocean on Canada's West Coast. UVic is a mid-sized "comprehensive" university offering undergraduate, graduate and professional degrees in many disciplines. As an autonomous degree-granting institution since 1963, it began its history in 1903 as Victoria College in affiliation with Montreal's McGill University. UVic has a teaching staff of over 2,300 and approximately 22,020 students (including undergraduate and graduate). At UVic, we acknowledge and respect the Lək̓ʷəŋən (Songhees and Xwsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

On campus you are close to the ocean, mountains, forest, and city, which serves as a breathtaking West Coast backdrop enriching your overall campus experience. Our campus is located on 402 acres of beautiful, park-like property, just 15 minutes from downtown Victoria and within walking distance of the Pacific Ocean, as well as many shops and restaurants. UVic is consistently ranked among the top five universities in Canada for scientific impact. Our vibrant Pacific Rim community, rich with Indigenous and international perspectives, will inspire you to bold new ways of thinking. It's a unique and welcoming academic setting that extends far beyond borders of campus, across British Columbia, to all corners of the world.

(Adapted from UVic's Discover Your Edge: Undergraduate Viewbook, 2016; and Residence Services: <http://www.uvic.ca/residence/visitors/index.php>; and the Graduate Student Handbook, 2016).

LIVING AND WORKING IN VICTORIA

The City of Victoria is located in the southern tip of Vancouver Island on the west coast of Canada. It is the Capital of British Columbia and has a population of approximately 80,017 with the larger Capital Regional District (CRD; surrounding municipalities) totaling 412,465ⁱ. With two universities (UVic and Royal Roads University) and one college (Camosun College), Victoria has a large population of university students. Victoria is on the traditional territory of the lək̓ʷəŋən People, now known as the Songhees Nation and Xwsepsəm Nation, and the People "...have stewarded these lands and waters since time immemorial."ⁱⁱ To learn more about the lək̓ʷəŋən People, please visit: <https://songheesnation.ca/community/l-k-ng-n-traditional-territory>. Southeastern Vancouver Island is and has been home to the Songhees, Esquimalt, Tsartlip, Tseycum, Pauquachin, Scia'new, Tsawout, and T'Sou-ke bands, all part of the Saanich Nation of the Coast Salish peoplesⁱⁱⁱ.

"Anchored by the spectacular Inner Harbour, downtown Victoria is the economic heart of the region that includes 13 municipalities. The region's strategic location as a gateway to the Pacific Rim, its proximity to American markets, and its many sea and air links, make Victoria a hub for tourism, business development, and economic investment.

Located in a sub-Mediterranean zone, Victoria enjoys the mildest climate in Canada. This, combined with spectacular outdoor settings adorned with ocean views and mountain vistas, encourage year-round recreational opportunities including hiking, golfing, cycling, gardening, and kayaking.



Victoria is home to a vibrant and eclectic arts and culture community, from world class performing arts, museums, and festivals to local authors and artisans. The juxtaposition of heritage charm and modern urban living is part of what makes Victoria one of the most uniquely special places in Canada.” (City of Victoria Annual Report, 2015, p. 5).

To get a better sense of Victoria and surrounding areas, here is a link to a Victoria area map provided by Tourism Victoria: <http://www.tourismvictoria.com/plan/maps-geography/>.

Off Campus Housing

UVic partners with Places4Students.com to provide off-campus listings for renters and landlords. Click this link to find out more information about finding housing in Victoria.

<http://www.uvic.ca/residence/home/home/off-campus/>

Used Victoria (<http://www.usedvictoria.com/>), Craigslist (<http://victoria.craigslist.ca/>), and Kijiji (<http://www.kijiji.ca/>) are also commonly used sites to search for accommodation in Victoria.

ⁱ <https://www.crd.ca/media/file/crd-2019-2038-population-dwelling-units-and-employment-projection-repor>

ⁱⁱ <https://www.tourismvictoria.com/plan-your-trip/about-greater-victoria/indigenous-culture>

ⁱⁱⁱ <http://www.tourismvictoria.com/plan/about-victoria/first-nations/>

Note: aerial image on cover page from: <https://onedublin.org/2011/12/09/canadian-universities-for-american-students-affordable-education-excellence/university-of-victoria-aerial-view/>

