



Royal Roads
UNIVERSITY



FUNDING REVIEW

LIFE.CHANGING

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Royal Roads University Snapshot

Royal Roads University (RRU) is the only public university in Canada created solely to address labour market demands through applied and professional programs. Our focused mandate and unique unicameral governance model affords RRU the flexibility to be nimble, responsive and innovative in structuring our programs to meet the needs of students, communities and BC's economy.

RRU students and our more than 32,000 alumni, spread across Canada and around the world, consistently describe our programs as life changing. Our new strategic vision—“Inspiring people with the courage to transform the world”—seeks to equip emerging leaders with the skills they need to thrive in an ever-changing world, and to make a positive impact in their workplaces and society.

We currently provide education to more than 4,000 students every year. Our Professional and Continuing Studies programs serve another 6,000 learners. The average age of an RRU student is 38, but we welcome learners of all ages.

Over the past 25 years we have continually responded to the demands of an evolving labour market, the continuing education needs of the community, and the policy and operational priorities of the province. Today we deliver over 60 programs in leadership, business, tourism, education and technology, climate and sustainability, peacebuilding, justice, disaster management and communications and culture. While 80% of our programs are graduate, we also offer 11 different undergraduate programs for 3rd and 4th year completion as well as 1st and 2nd year undergraduate programs for international students.

We continuously adapt our programs with insight from community and industry experts who contribute to program design. The result is a suite of interdisciplinary undergraduate, graduate, and doctoral programs that equip graduates with new ways to lead others and meet increasingly complex challenges. Our commitment to making change is evident in how we teach, learn and research; we are one of only seven in Canada to have achieved the Ashoka Changemaker Campus designation.

We pioneered the blended learning model in Canada—a unique contribution to the post-secondary landscape that allows students to learn at their convenience while staying connected to community. Our progressive model of applied education and practice meets students where they are, delivering blended, on-line, and in-person certificate and diploma programs along with professional graduate and undergraduate degree programs, and two applied research doctorates, one being the first of its kind in Canada.

**“Inspiring
people with
the courage
to transform
the world”**



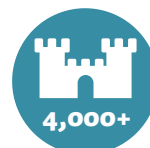
alumni



programs



graduate
programs



students
each year



Our Learning, Teaching and Research Model, is a signature pedagogy that is applied and authentic, caring and community-based, and transformational. Our 75 core faculty members are scholar-practitioners with academic credentials and professional expertise, and the research they conduct seeks to put theory into practice. We also work with a range of practitioner-scholars to teach courses for our students, to give them the opportunity to learn from professionals who are simultaneously applying what they are teaching. Supported-cohort-learning builds networks across professions as well as diverse and critical workplace skills. Our outcomes-based assessment focuses on the ability to demonstrate mastery of key competencies in every course and program.

We are committed to the recognition of life-long learning through our approach to flexible admission. We make it possible for learners from all backgrounds to be considered for admission based on their existing demonstrable skills and knowledge. Decades of experience have shown that these students excel, and this approach opens doors to higher learning for a diverse population of qualified candidates who otherwise would not meet traditional admission requirements.

The research conducted by our students and faculty is applied to real-world challenges and seeks to contribute to positive change in lives, organizations and communities. Students' research is often linked to their jobs or communities, with a strong emphasis on immediate application of beneficial outcomes.

RRU works constantly to strengthen partnerships with our local communities and build relationships with all levels of government. We are honored to work closely with Indigenous Elders and Indigenous education practitioners from across the province.

Our proposed West Shore campus, to be located in the heart of downtown Langford, will support learners anywhere along the road to higher learning. Developed through a collaborative partnership with RRU, UVic, and Camosun College, this new campus will be an innovative, inclusive and sustainable post-secondary project, possibly a first in Canada. Serving working families, new Canadians and Indigenous Peoples, the West Shore campus will promote fuller inclusion in the economy and society.

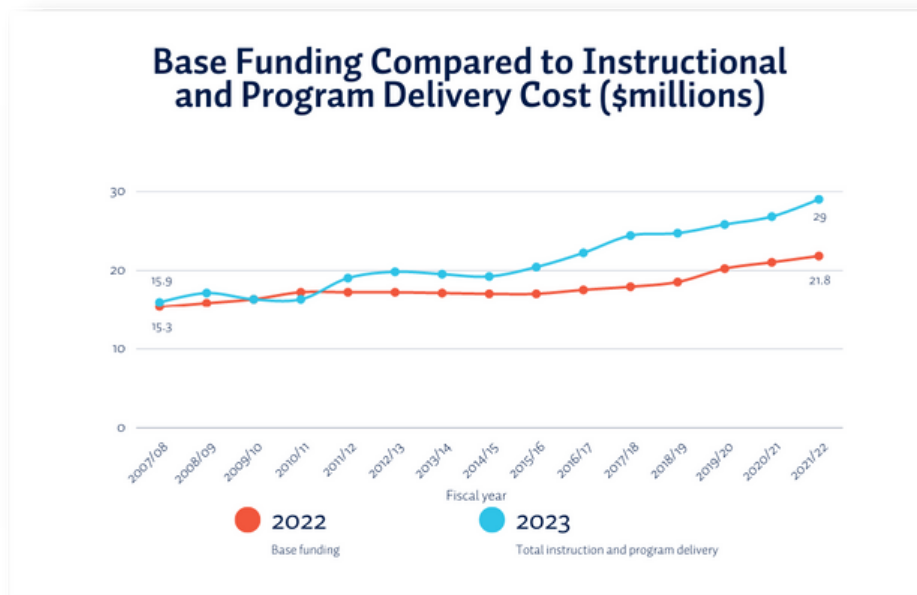


When RRU was established in 1995, it was assumed the university would become largely financially self-sufficient over time. In developing the original operating plan, it was also thought most students would be mid-career professionals whose employers would pay their tuition and provide workplace benefits and other support services. As such, many traditional student services were not included in the university's initial operating model and not priced into the initial grant allocation.

Government base funding increases have not kept pace with the increase in the cost for instructional and program delivery. As shown in Figure 1, government base funding was aligned with instructional and program delivery costs in 2007/08 compared to 2021/22 where instructional and program delivery costs exceeded government base funding by \$7.2M.

Through careful and strategic fiscal management, RRU has consistently been able to deliver balanced budgets, even throughout the pandemic. Students and faculty continued to offer a full range of courses, programs, and research, while at the same time, no staff were laid off. However, this was only accomplished by making tough decisions, including unsustainable cuts in certain areas which have compounded a financial model already under considerable strain. Meeting current and future student needs will require a change in how funding is allocated, including additional financial grants and/or a change in tuition caps, and investment in digital and other student services.

Figure 1: Base funding compared to instructional and program delivery cost in millions



Links:

[Unicameral governance model](#)

[Strategic vision](#)

[Learning Teaching Research Model](#)

[Ashoka Canada](#)

QUESTION #1

What are the most important contributions your institution makes to the economic, social, and environmental health of British Columbia?

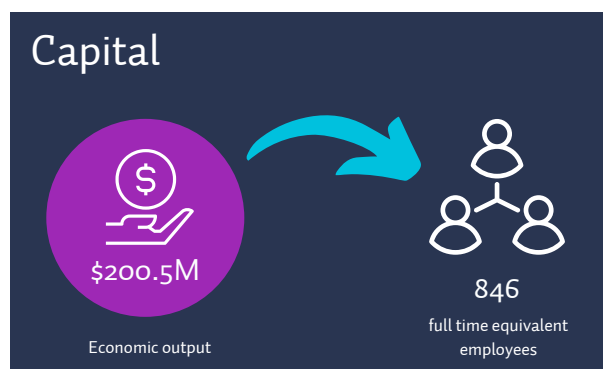
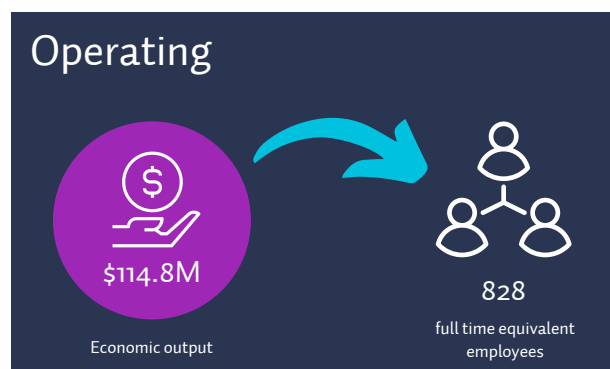
We are a strong economic driver for south Vancouver Island

Royal Roads University generates economic activity across southern Vancouver Island and throughout BC through direct expenditure on goods and services, the employment of staff and faculty, and the generation of revenues for all three levels of government. The economic impacts created by RRU fall into three categories:

Operating expenditures

Between 2018/19 and 2021/22 RRU's operating revenue was approximately \$76 million annually. Of this

- Approximately 74 per cent was paid to labour, 25 per cent was paid to suppliers
- Total annual economic output was \$114.8 million
- Total annual GDP of \$84.2 million
- Total annual tax revenues of \$7.6 million for the provincial government
- Total annual tax revenues of \$10.3 million for other levels of government
- Operating expenditures also created 828 full time equivalent employees (FTEs)



Capital expenditures

Between 2008/09 and 2021/22 RRU invested approximately \$134M million in capital assets. This included

- \$104.5 million in upgrades to facilities and buildings, \$12 million for furnishings and technology assets and \$18.5 million for the purchase of land
- Capital spending generated total annual economic output of \$200.5 million
- Total annual GDP of \$100.1 million
- Total annual tax revenues of \$11.3 million were generated for the provincial government
- Total annual tax revenues of \$16.2 million for other levels of government
- Capital expenditures also created 846 full-time equivalent employees (FTEs)¹

¹: All economic impact data obtained from Royal Roads University's audited financial statements, 2008/09 – 2021/22.

We are creating tomorrow's exceptional leaders

We equip RRU graduates with the competencies, knowledge, and skills to be courageous leaders in a volatile, dynamic and unpredictable world. Simply put, we help create changemakers. Our proudest accomplishment is hearing students describe their RRU learning experience as truly transformational—as Life.Changing.

A majority of our students are employed full time while attending RRU, minimizing career disruption, as they continue to contribute to the economy and grow new skills for immediate use in their workplaces. Because their education is focused on solving real-world issues, their employers quickly experience the positive impact of our teaching and learning.

Our cohort model attracts a network of highly qualified managers, directors, supervisors and executives who want to grow and develop further. As the cohort connects, students learn from each other, share experiences and knowledge, and generate ideas – creating dynamic professional networks. They learn essential core skills that advance organizations: how to think and solve problems, analyze situations critically, communicate and manage information, and pull together as a team for the best outcomes of all concerned. They go back to work tomorrow with the skills they learn at RRU today.

**"You know how the
tagline for Royal Roads
is 'life changing'?
They're not kidding, this
was life changing."**

- Barbara Horsefall, RRU graduate
Governor General Gold Medalist



Link:

Quote: [Come as you are: In ceremony and education](#)

LIFE.CHANGING

Creating a workforce to manage climate adaptation

RRU is committed to the CleanBC plan by being a climate and sustainability leader in B.C.'s post-secondary sector, and climate action is woven through the university's strategic priorities. We escalated our commitment to climate change mitigation and adaptation through a new Climate Action Plan 2022-2027. This ambitious five-year plan puts RRU on a path to climate leadership through three goals and 70 actions that span education, collaboration, partnerships, research, events and more.

The Environmental Careers Organization of Canada (ECO Canada) and RRU founded the Canadian Centre for Environmental Education as a formal partnership to advance education, training and professional development tailored to Canada's environmental sector. Today our suite of climate-action programs is one of this country's largest and most comprehensive, and our Climate Action Practitioner Micro-Credential is a Canadian first. We are creating a climate action workforce that can lead for positive change.

In 2012 we created the Resilience by Design lab, which seeds change through research, innovation, and connection. The lab works specifically with youth across Canada on applied, participatory research that addresses the inter-related problems of climate change, disasters and conflict. Believing in the potential of youth as resilience leaders and changemakers, faculty use creative process, innovation, and research to shape strategies, practices, and policies that reduce disaster risk and increase climate adaptation in communities around the world.

In 2020 we launched The Cascade Institute, a Canadian research centre created to address the poly-crisis of environmental, economic, political, technological and health issues. Institute researchers identify, and help implement, interventions that could rapidly shift humanity's course toward fair and sustainable prosperity. The institute acts as a network hub among scientifically aligned research institutes around the world to focus mitigation strategies and amplify expertise.

Early in 2022, we created a living lab for experiential learning, breaking ground on a large-scale food security project. The Farm@RRU will include a market garden, an Indigenous food and medicine garden, a poly-culture orchard, an apiary and more. This project will provide students, faculty and researchers space to design and test sustainable strategies, while offering a harvest for community.



Climate Action Practitioner
Micro-Credential is a
Canadian first



Links:

[CleanBC](#)

[Climate Action Plan](#)

[Resilience by Design Lab](#)

[Cascade Institute](#)

[The Farm@RRU](#)

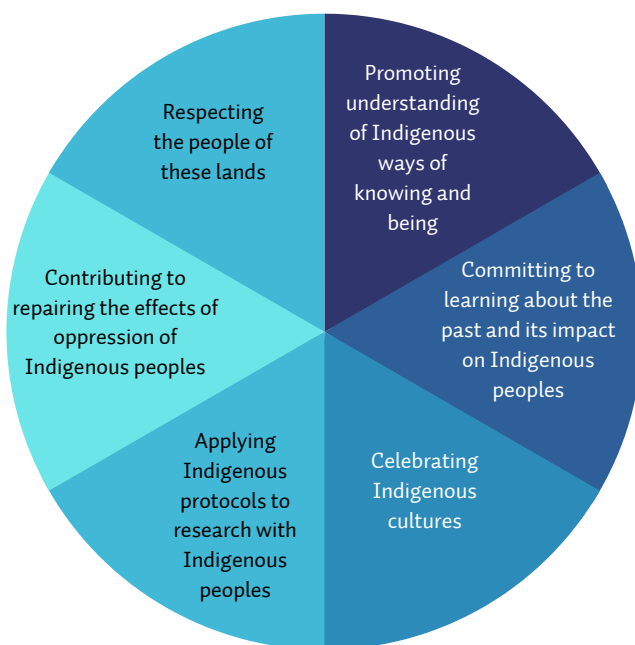
QUESTION #2

What is your institution doing to promote Truth and Reconciliation with Indigenous People and First Nations?

There is much work to be done to walk in a new way with Indigenous Peoples on the long journey towards truth and reconciliation. As a small institution, we are working hard to identify and prioritize the actions that can make the most impact. Our Heron People, the Old Ones of the local Nations, asked by their Chiefs and Councils to work with us, continue to provide us with advice and counsel. For this we are immensely grateful.



Based on broad community consultation we created a planning framework to describe the actions we will take in our commitment to Indigenous Peoples. Comprising guiding principles and six core elements, the framework connects to learning, teaching, research and engagement. In our Learning, Teaching and Research Model, respect for Indigenous Peoples and traditions is embedded in the core category of transformational values.

In 2020, the most recent year for available Post-Secondary Central Data Warehouse statistics, Indigenous student enrolment at RRU climbed by 14.2 percent over the previous year, one of only two of the 21 participating institutions to see an increase that year.



We are reviewing our existing curriculum, identifying opportunities to decolonize content and learning contexts, to introduce Indigenous perspectives, and to create contexts for Indigenous and non-Indigenous peoples to work together for positive change. A careful approach to adding courses that are focused on Indigenous Knowledges and practices has been undertaken.

We are launching an Emerging Indigenous Scholars Circle. This group of recent Indigenous doctoral graduates, recruited to three-year limited terms, will be given opportunities to teach, conduct research, and participate in service to the university and community. The goal is to prepare these scholars for Canada Research Chairs and full-time roles at RRU or other institutions.



We have also undertaken a range of programs in partnership with Indigenous groups and communities. In every case we have worked with a community to develop a program we have then adapted – or have plans to adapt – for other communities.

- Starting in 2013 we piloted training focused on native plant propagation and environmental restoration in northeastern and southeastern BC (Saulteau, West Moberly and Ktu'naxa Nations), which has since been offered in the Tsawout, Scia'new, Kitselas and Lax Kw'alaams communities.
- In 2018/19 we offered the Certificate in Cultural and Natural Resources Assessment program, in partnership with the Kitselas and Haisla Nations.
- In 2020, with Metis Nation BC, we launched a Professional Project Administrator (PPA) program to deliver a mix of credit and non-credit courses for Métis students, preparing them for high-demand jobs.
- In 2021 we launched the Graduate Certificate in Indigenous Economic Development for 20 Indigenous working professionals in partnership with the Haisla Nation.

Since 2017 we have supported the First Nations Technology Council in designing and delivering programs that build technology skills for Indigenous Peoples across BC. As we work towards the approval of the proposed West Shore campus we are in conversation with Indigenous groups and communities around academic programing and campus functional and aesthetic design.

After a extensive consultation and deliberation, our 2022-2025 academic strategic plan identified three areas of emphasis that will provide pathways towards truth and reconciliation over this period: deepening our understanding of worldviews, deepening our relationships with Indigenous Knowledges, and building competencies to better serve Indigenous students.

By supporting Indigenous students in achieving their education and career goals, educating non-Indigenous community members about the persistent legacy of colonialism and the integral role of Indigenous Peoples in Canada, and finding good ways to work together, we are walking in a new way with Indigenous Peoples.



Link:

[Post-secondary Central Data Warehouse](#)

3 areas of emphasis that will provide pathways towards truth and reconciliation over this period:

1. Deepening our understanding of worldviews
2. Deepening our relationships with Indigenous Knowledge
3. Building competencies to better serve Indigenous students

QUESTION #3

What is your institution doing to promote equitable access for people who come from disadvantaged socio-economic circumstances?

Expanding access to post-secondary education for everyone

Our flexible admission approach makes it possible for people from disadvantaged socio-economic circumstances to access post-secondary education by valuing and evaluating a wide range of educational, career and life experiences. Staff invest time to work with applicants to present their best case for admission and help them navigate the system. Adjudicators review sometimes lengthy and complicated applications to bring together a mix of previous education, work and volunteer experiences, documenting prior learning. This approach gives people who have not had the opportunity or resources to pursue post-secondary education a chance to do so.


Once admitted the flexibility continues. Our blended and online programs allow people to keep working, caring for family, or remain in a home community while they pursue their studies. They do not have to relocate and bear the costs of moving, accommodation, and in many cases maintaining two households, to come to Royal Roads. We come to them.

We provide a myriad of program offerings tailored to help people succeed. Students who don't have the time or resources to take a full degree can assemble a credential, stacking up micro-credentials, certificates or diplomas that eventually result in a degree. Targeted micro-credentials provide just-in-time learning to help professionals acquire key labour market skills. Accelerated programs provide condensed, high quality learning so graduates can quickly use new knowledge in the workforce.

Students who have access to fewer financial resources can have their education disrupted by what might be a relatively minor unexpected cost for others, but our emergency financial aid program allows these students to keep studying. Just under 5% of our students received some form of emergency financial assistance in 2021-2022.

Our learning-community approach, with small cohorts of students who complete their programs together, integrates academic support and personalized care, helping us to connect with students. This benefits all students but has proven especially important in retaining and supporting students from disadvantaged socio-economic circumstances towards timely completion of their credential.

Our proposed West Shore campus exemplifies the decisive action needed to provide high-quality post-secondary education to underserved learners, particularly on the South Island. The new campus will draw in students from Indigenous communities, working families and new Canadians, providing more options to access courses and programs that build progressive success and certifications.



In addition to providing real-time, hands-on undergraduate training aligned to today's labour market, the campus will be a locus of community engagement, revitalizing Langford's downtown core and propelling economic growth. The new West Shore campus will be transformational: boosting local economies, advancing Indigenization and positively changing life trajectories.

QUESTION #4

What are your major challenges in enhancing the contribution your institution makes to the economic, social and environmental health of British Columbia?


When Royal Roads was established in 1995, there was good intention for the university to become largely self-sufficient so early government funding was set at a level to support a small start-up. It was also assumed that the working professionals enrolling in our programs would not need academic or personal support; they were adults with workplace competencies already living full lives. Five years in it became clear that to maintain access and quality, self-sufficiency was not possible. No matter their age, students needed academic support as they managed the challenges of higher learning.

While the idea of self-sufficiency was abandoned 20 years ago, the provincial funding grant was never adjusted to reflect this change leading to the university being publicly funded at a lower level than other BC universities.

RRU's greatest challenge is the need for comprehensive funding that explicitly acknowledges the broad range of goals and needs of the university. A funding model based on identified needs and subject to regular re-evaluation would avoid underfunding and ensure student service needs are being met.

A further challenge facing the entire post-secondary sector is the complex and pervasive need for information technology. Students expect seamless digital service, including back-office functions, with appropriate access and security services delivered anywhere, at any time. This need is foundational and fundamental, but not recognized or adjusted for within the current funding model.

Unique to RRU is the relatively high operating costs associated with its aging infrastructure being located on a national historic site with sensitive environmental features and the many agreements and covenants that entails. Adding to the challenges, RRU is located on the grounds of a former estate which was adapted and expanded to become a military base. The buildings and facilities were not originally intended to be a university. RRU has developed a capital program, often funded from own-source revenue, to gradually modify and renovate facilities across its campus, improving their functionality to better support learning. The unique nature of the site and corresponding maintenance and repair needs coupled with environmental restrictions that limit revenue development, continues to put pressure on the university's financial situation.





As we enthusiastically embrace the opportunity to offer greater numbers of students a larger range of innovative learning experiences—both online and in-person—our need for government support is growing commensurately. Before adjusting for inflation, costs to meet student needs have grown by an average 5.6% a year between 2009/10 and 2019/20, while government grants increased at an average of 1.8% annually during the same period. This is exacerbated by a cap on domestic tuition of 2% annually, which continues to widen the funding gap and create additional financial challenges.² Since RRU currently leases the land the campus sits on, the university has not been able to leverage it for ancillary revenue opportunities. This has pushed RRU to fund immediate student needs through other means, including raising tuition, especially for international students. The higher cost of tuition is becoming a significant barrier to student access. Funding challenges also limit our ability to offer financial aid to students, which would help offset tuition and other costs, and increase access.

QUESTION #5

What are the most significant contributions your institution makes in collaboration with the other parts of BC's PSE system?

Royal Roads was founded to focus expressly on applied and professional programs that address the labour market needs of British Columbia, filling a niche that no other BC institution then occupied. Our programs then, and now, complement those offered by other post-secondary institutions. We may offer similar credentials, but our approach to admissions, multiple entry points, varied modes of delivery, the applied nature of our programs, and high touch services, make the RRU experience different. Although there are more institutions doing some of the things we do, we are less likely to duplicate offerings or compete with other institutions for the same students.

We remain an engaged partner in BC's post-secondary education system, consulting widely with other institutions, scholars, professional peers and sector organizations. We are active participants in the BC Council on Admissions and Transfer, BCNET, the BC Council for International Education, and BCcampus. We are also keen collaborators in cross-sectoral initiatives, such as the development of the Pulling Together Indigenization Guides facilitated by BCcampus, and prevention and response to sexual violence and misconduct education resources.



In the early days, our undergraduate completion programs were designed to be destinations for college transfer students. This provided an alternative to traditional institutions, including full recognition of credits earned elsewhere, and an ability to complete a degree in a compressed timeframe. While options for students across the sector have changed since then, those early collaborations with other institutions, and our efforts to continuously improve accessibility for students, have resulted in a suite of 268 transfer agreements.

Mentioned previously, the proposed West Shore campus strongly reflects the positive power of institutional collaboration. Over the past four years RRU has worked in close partnership with the UVic and Camosun College to develop a rigorous and innovative business plan for the new campus. The Justice Institute of BC will also offer programming. Additional institutions are expected to join as the campus develops. Strongly supported by local governments, school districts, the business sector, community groups, and Indigenous nations across South Vancouver Island, the new campus aims to transform the West Shore, bringing a wide array of high quality post-secondary programs to thousands of people.

The innovative structure of the proposed campus and the collaboration that brought the plans together is an exemplary illustration of RRU's collaborative approach. It's what we teach in the classroom and practice in our work.

"It's one of the things that made me love my experience at Royal Roads ... they embraced allowing me to do things my way and taking this journey and discovering myself, my own identity, and how I wanted to do this research."

- Barbara Horsefall, RRU graduate
Governor General Gold Medalist



Link:

Quote: [Come as you are: In ceremony and education](#)

QUESTION #6

What stands in the way of you collaborating more with the rest of BC's PSE system?

Competition for funding

The unique histories, strategic positions and cultures of each post-secondary institution make BC a province rich in choice for students. While collaboration between institutions is expanding and growing, there are not many incentives to cooperate, and it is easy for institutions to stay inwardly focused. Every BC post-secondary institution is committed to high quality education. However, the perspective each takes on the relative quality of its educational offerings compared to others can create inefficiencies and barriers for students. While it is important to protect institutional independence, more could be done to promote credit recognition, and to reduce program duplication. There is also room for greater collaboration in administrative infrastructures, such as information technology systems, purchasing, and the like.

The current funding approach focuses on a government allocation to each post-secondary institute that only partially covers costs, with the expectation that institutions will fund the remaining expenses from a combination of student fees (capped at 2% annually for domestic students) and other funding sources. This competition for scarce financial resources to address mounting costs, is not conducive to encouraging collaboration. And while revenue from international students has been used to “close the gap”, that has likely reached its limits and is no longer a sustainable strategy for balancing budgets.

Collaboration would greatly benefit the post-secondary system, but the current funding approach, which has led to competition for resources, does not incentivize a “working together” approach.

Transferability, student mobility and program duplication

While the principles of the British Columbia Council on Admissions and Transfer (BCCAT) are sound in theory, they can be highly restrictive and complex in practice. For instance, numerous courses and programs, while similar in concept and practice, do not carry equal credential status between institutions.

Where there were once clear boundaries for programming at different institutions, these have broadened, often to serve regional needs, resulting in a duplication of offerings. To balance the system and decrease competition, work could be done to reduce duplication. With institutions competing for students, time and resources that could be devoted to developing innovative and responsive education is spent delivering “same-as” programs that don't serve regional needs or provincial priorities. There is significant potential for system-wide collaboration around similar degrees – considering unique institutional approaches – to generate transferability, mobility, and the promotion of interdisciplinary learning.

Aging systems that don't connect

As the rapid pace of technological change continues to reshape our world and student expectations, it is critical that systems are integrated, connected, and mutually supportive. Good work has been advanced in this area, with projects such as the province's Education Planner tool, and MAEST's Digital Learning Framework. Still, more can be done to align experiences for students across the sector. Some systems are more current than others, but many are aging out, offer no cross-sector collaboration, and are not supported through government funding.



Link:

[BC Education Planner](#)

QUESTION #7

What are the key economic, demographic, social and technological trends that will unfold over the next 30 years that will impact BC's PSE system?

How, what, and where people learn is changing

As our province evolves to meet the challenges of technological transformation, soaring economic inequality, an aging workforce, the climate emergency, and truth and reconciliation, our post-secondary student population will become increasingly diverse and demanding. Our "classrooms" will consist of learners of every age, at every stage of their careers, from every place around the world.

Traditional university course content and delivery modes are likely to become less relevant for the next generation of globally connected students who will have high expectations for on-demand, life-long learning that accommodates their lifestyles, and is germane to emerging economic and social needs - and their careers.

Student demographics are rapidly changing

The future will see a larger population of returning-to-learn students. An ever-evolving labour market will continue to drive the decisions students make around post-secondary education. Propelled by labour market demands, employers and students will look to post-secondary institutes to respond.

Offering micro-credentials through integrated learning pathways will be in high demand as students seek "just-in-time" educational experiences that allow them to continually remain competitive and successful in our rapidly changing economy.



Digital everything

New digital technologies will continue to close the gap between virtual and physical spaces as our students are already adept at travelling seamlessly between the two. They will expect post-secondary institutions to meet them wherever and whenever they are ready, by providing rapid response and 24/7 on-demand and uncomplicated access to focused learning through the latest technologies.

Social values are changing society

The polarization of social views will increasingly challenge our efforts toward diversity, inclusion and truth and reconciliation. Disenfranchised learners have traditionally included women, members of Indigenous and other BIPOC communities, and students with disabilities; these communities are at risk of being further marginalized and underrepresented in a highly divided society.

By contrast, disruptive events—from rising authoritarianism to geo-political conflicts to disease epidemics—will drive the urgent demand for values-based learning that helps the next generation reimagine and realize a future in which we live together more successfully, in more equitable and just societies. As we continue the important work of truth and reconciliation, we will all be learning and engaging in Indigenous ways of knowing and being, to inform practices and policies in our institutions, communities, and the province.

Environmental and ecological changes are demanding responses

The accelerating consequences of the climate emergency will challenge post-secondary institutions to show stronger leadership through funding applied research, becoming innovation incubators, and offering more programs in disaster response, mitigation, adaptation, and resilience.

Health and wellness challenges will increase expectations for supports

The next generation of students will have intense exposure to the troubling changes happening in our world. They'll be impacted by the inter-connectedness, complexities and underlying causes of social injustice, authoritarianism, environmental degradation, and economic unfairness. Even while they are seeking the professional skills they need to make a difference, they will require the personal supports they need to cope.

**"I came out a person that knows I can
have impact in the world."**



Link:

Video: [Spring 2022 graduation](#)

QUESTION #8

How do you think the PSE system needs to evolve in response to those trends?

How, what, and where people learn is changing

To keep our economy and our society strong and stable over the next 30 years, the full participation of a highly skilled, adaptable and engaged workforce is required. The post-secondary system will need to ensure admissions policies and academic programs are inclusive and relevant, reflecting workforce needs. Post-secondary institutes will need to lean into effective learning outcomes, embracing education that relies on the application of knowledge and active and experiential learning that allows students to immediately apply their new skills in the real world.

The interconnectivity of complex issues will favour integrated approaches to solutions, and the post-secondary system will be required to nurture core skills— such as critical thinking, communication, collaboration and the ability to lead teams — as fundamental to personal growth and professional success.

In our highly mobile and diverse society, not all student qualifications will look the same. The onus will be on post-secondary institutions to develop a wider range of assessment criteria that facilitate enrolment and transferability system wide. More flexible delivery modes and expanded options for learning aligned to the job market, delivered in a range of lengths, will be required.

Student demographics are rapidly changing

Not all learners will be of traditional university age as more older students seek upskilling and reskilling. The post-secondary system needs to play a stronger role in ensuring valuable knowledge is not lost between generations by embracing “students” as a part of a multi-generational, continuous learning community.

An increasing number of this aging cohort will be demanding a level of highly specialized health and social services that workers from around the globe can help provide. Given the current government funding model and tuition cap, the post-secondary system is incented to see international students more as a revenue source than as a critical talent pool needed to meet the future needs of the labour market and drive prosperity in Canada.



Digital has changed everything

To keep pace with student and employer expectations, the post-secondary system will need to invest heavily in, and collaborate more on, technological solutions ranging from admissions processes to online teaching to cyber-security and administrative operations. Even as the system becomes nimbler in providing asynchronous and online opportunities, post-secondary institutes will be called on to humanize and contextualize content. We will best be served by using digital technology to share knowledge and build student capacity and capability to engage in a range of environments.

Social values are changing society

The post-secondary system exists not only to respond to the future, but to shape it. It must do that by leading through example, being a role-model for rational, sophisticated reasoning, and serving as centres of excellence for equity, diversity, inclusion and truth and reconciliation.

Equipping students to be engaged citizens with a sense of responsibility, empathy, and compassion for the causes of social and economic injustice will need to be at the core of the teaching, learning and research experience.

The post-secondary system will need to reflect decolonization in its governance, strategic approaches, and curriculum. Through concerted action, the post-secondary system can mobilize its collective assets, resources, and relationships to cope with systemic challenges and become a bolder engine for positive social change.

Environmental and ecological emergencies are demanding response

Post-secondary institutions must become the places where students can prototype, pilot and prove new approaches to climate mitigation and adaptation. They must be facilitated to share their learnings across public and private sectors, creating roadmaps others can follow. Post-secondary institutions must lead, becoming clearinghouses for climate research and examples of zero-carbon campuses.

Health and wellness challenges are changing expectations for supports

The social, ecological and economic challenges we face as a society are complex and interconnected. As students try to navigate these challenges personally and professionally, the post-secondary system must develop a much fuller suite of programs and services built on compassion and understanding.

QUESTION #9

How does your institution need to evolve in response to those trends?

How, what, and where people learn is changing

In response to a rapidly changing labour market and a confluence of global challenges, Royal Roads will continue to realign its structures, processes and culture. We will ensure we are delivering programming that is responsive and provides students with relevant skills in new, changing and emerging contexts. We will stay entrepreneurial, pivoting as needed to meet student and employer expectations.

Our university will continue to innovate in learning and teaching, evolving our signature Learning Teaching and Research Model to further advance insights around how people learn best. As we build on our strengths in applied and professional programming, inter and trans disciplinary our student experience will always keep pace with workplace needs.

Enhancing our approach to flexible admissions, we will continue to recognize credentials in all their various forms, bringing people of diverse backgrounds and ideas into every aspect of university life. Further, we will expand flexibility and openness in the development and evaluation of academic content and continually innovate delivery of our programs.

Student demographics are rapidly changing

As we build on our position as a university of choice for learners of all ages, we will constantly assess what skills different learners need to thrive in a rapidly changing world and customize content and delivery modes accordingly. As labour-market needs continue to shift, we will adapt our programming to areas of demand. We will continue to seek collaboration on transferability and mobility, reduction in program duplication and specialization across the sector where and when it makes sense.

Digital is changing everything

Royal Roads will acquire and maintain technologies to support cohesive, contemporary learning, and to support students and their learning experience. While continuing to invest in those tools, we must ensure they remain tools only, secondary to the primary purpose of providing compassionate, caring, and responsive environments for our students, faculty, and researchers.



Social values are changing society

To advance the important work of enabling our students to become the changemakers we need in the world, we will continue to focus on developing intercultural mindsets, values, and knowledge in addition to tangible skills. We embrace our responsibility to model, create and promote diverse and inclusive ways of knowing and learning.

We will also continue to deliver on our commitment to Indigenous Peoples by addressing the six elements of our Indigenous Planning Framework, including specific actions that respond to:

- the Truth and Reconciliation Commission's Calls to Action,
- the calls for justice from the Missing and Murdered Indigenous Women and Girls Inquiry, and
- the UN Declaration on the Rights of Indigenous People.

Environmental and ecological emergencies demand response

As we respond to the climate crisis, we will continue to advance sustainability in all our academic programs, research, engagement, and operations with a focus on the UN Sustainable Development Goals. Our research will be shaped to address the climate emergency and other pressing world issues – rapid advances in technology and interconnected social, economic and political challenges.

We will continue to make our mark as a centre of excellence in climate adaptation, mitigation, and resilience studies for a growing international community of learners, researchers and teachers. In particular, we will focus on developing the workforce needed to respond and adapt to the challenges of climate change and building resilient communities.

Health and wellness challenges are changing expectations for supports

We will endeavour to better understand the individual and collective talents, abilities, challenges and needs of our university community to develop programs that respond to each of them with the compassion, caring, and mental health and wellness supports they need to thrive.

"Having my beliefs tested, my eyes opened even wider than they had been during my career was really, for me, a huge boost to how I was able to represent Canada abroad."

- Kim Ursu, RRU graduate
Ambassador of Canada to Panama



Link:

Quote: [These new graduates 'rock': Chancellor's Award Winners](#)

QUESTION #10

Considering the above, what modifications to the funding formula would you recommend?

We recommend that the following principles guide any modifications to the funding formula:

- Predictable: Adequate, stable, and long-term funding that supports a financially sustainable and high-quality post-secondary education sector focused on serving students and communities
- Responsive: Short-term funding that inspires responses to emerging needs and fosters collaboration
- Rationalized: Block funding that is based on clearly articulated assumptions, objectives and accountabilities that support integration and collaboration and reflect our current context
- Clear: A transparent funding model that is easily understood by all stakeholders

1. Aligning Royal Roads University to the current context

The decision to relinquish the goal of financial self-sufficiency was taken in 2000, but no commensurate adjustment has been made to the block transfer provided to the university. Exercising prudent financial stewardship, RRU has nevertheless grown and evolved to provide a suite of applied and professional socially and economically responsive programs, but the current funding model is not sustainable. A new funding formula is needed to recognize our present-day context and sector contributions. This would give us the capacity to continue to provide high quality, distinctive programs and expand access and supports for students. Committing to long-term block funding, with periodic review to ensure an adequate allocation relative to the environment, would reinforce stability and efficiency for RRU, and the sector overall.

2. Short term support for immediate and emerging needs

Short-term funding that enables timely responses to emerging needs and fosters collaboration could propel nimbleness, flexibility and efficiencies. Rather than a competitive process for funding for short-term targeted seats, an approach that identifies areas of excellence that capitalize on various institutional strengths, regional accessibility and potential for distributed economic growth across the province could encourage rationalization and collaboration. Increasing support for shared infrastructure would allow individual institutions to retain their distinct place in the sector, while reducing duplication of effort and cost.



3. A focus on lifelong learning

Traditionally, university funding has not included non-credit programming; however, increasingly there is a demand to build pathways from non-credit to credit programs. With the increased focus on micro-credentials and stackable pathways there is a need to reconsider funding allocations for continuing education and lifelong learning. A new funding model could support the entire learning pathway so students can assemble credentials that matter, upskilling and reskilling at a pace that fits with available time, resources, and life circumstances.

4. IT development and maintenance

Technology has broadened opportunities for students to participate in post-secondary education. Digital transformation is critical for universities to operate effectively and fully support students. Technology enhances the student experience, from the admissions process to the delivery of education. Technology improvements, such as the transition to cloud computing and cybersecurity protection, allows operations to be more efficient and secure. To enhance and improve service and operations delivery, there is a need to fund technology development and maintenance as part of the government funding for post-secondary institutions.

5. Leaning into key government priorities

Over the past few years post-secondary institutions and government have committed to make significant progress in advancing key priorities, including Truth and Reconciliation, Climate Action, Equity, Diversity and Inclusion, Sexual Violence Prevention, and Mental Health Support. All these require significant resources, and while funding has been provided by government in some areas a large gap remains, especially for smaller institutions. A new funding model should take these, and any other government mandated priorities, into account and provide funding that supports both individual institutions and sector-wide collaboration. These areas would greatly benefit from co-operation and collaboration among institutions, both in approaches to funding and sharing of best practices, policies, and services.

6. Enhanced student financial assistance

In RRU's early days it was assumed that students enrolled in our programs would not require financial assistance as they would be simultaneously employed, with many receiving tuition assistance from their employer. Today, far fewer students receive financial assistance from their workplace. Furthermore, our students are seeking career advancement or change, and are often stretched financially to access our high quality, life changing programs. Student financial assistance is an economic multiplier – as we support them financially in their studies, they can contribute to the labour market as their careers are propelled forward. Enhancing student financial assistance within a new funding model would provide critical student support and economic growth.