Institutional Accountability Plan & Report

2019/20 Reporting Cycle

September 2020
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LETTER FROM BOARD CHAIR AND PRESIDENT

October 8, 2020

Honourable Minister of Advanced Education, Skills and Training
Government of British Columbia
Parliament Buildings, 501 Belleville Street
Victoria, BC V8V 1X4

Dear Minister,

The enclosed Royal Roads University Institutional Accountability Plan and Report (IAPR) for the 2019/20 reporting cycle has been prepared in accordance with the Ministry of Advanced Education guidelines and reflects Royal Roads’ Board of Governors approved strategic direction. During fiscal year 2019/20, Royal Roads updated its five-year business. In the spring of 2020, the university also released a new strategic vision which sets a guiding light to the future.

The university remains a primarily graduate, blended university with a focus on applied and professional programs and research. Royal Roads’ business strategy aligns with the focus on ensuring students receive quality education and educational opportunities and securing the public post-secondary system’s role as an ongoing contributor to social and economic development. Royal Roads programs offer high-quality, labour market focused options in the broader provincial post-secondary sector. In addition, Royal Roads continues to support the Ministry’s plans and priorities.

The content of this document reflects work completed to date in translating the strategic direction into goals and outcomes, aligned with the mandate expectations set by the province. We are pleased to report that consistent with prior years, Royal Roads University has achieved all Ministry targets for fiscal year 2019/20.

We welcome the opportunity to continue to work with the Ministry to provide the highest quality education, research and community services to the citizens and communities of British Columbia.

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

Yours truly,

Nelson Chan
Chair, Board of Governors

Philip Steenkamp
President and Vice-Chancellor
INSTITUTIONAL CONTEXT

Overview and History
Royal Roads University rests upon the ancestral lands of the Xwsepsum (Esquimalt) and Lkwungen (Songhees) nations who shared traditional land resources with Scia’new (Beecher Bay), T’Sou-ke (Sooke) nations and many others. The university community raises its hands in appreciation for the nations’ continued participation in and contribution to this shared journey of discovery that is Royal Roads University.

Historically, the land upon which Royal Roads operates was a place of gathering for the people of Coast Salish heritage. It was called Teechamitsa – a place devoted to creating a common good through the growing and gathering of herbs and medicine. It is a place to reflect on change and support community needs and aspirations – a place of learning. Royal Roads is respectful of its location. Learning is enriched by the university’s strong commitment to the land to preserving nature. Situated on 565 acres that includes old-growth forests, world-class gardens, a migratory bird sanctuary and stunning views of mountains meeting the ocean, the campus is truly a place where powerful learning experiences are often just a walk in the woods away.

Royal Roads University is a distinct post-secondary institution that delivers high-quality applied and professional programs. Established by the provincial government in 1995 through the Royal Roads University Act, Royal Roads was created with a unique mandate and governance structure to:

- Offer certificate, diploma and degree programs at the undergraduate and graduate levels in the applied and professional fields
- Provide continuing education in response to the needs of the local community
- Deliver an educational experience through an online learning model that blends on-campus and distance learning to allow people to pursue education from anywhere on the globe
- Maintain teaching excellence and research activities that support the university’s programs in response to the labour market needs of British Columbia
STRATEGIC DIRECTION - VISION 2045

In the spring of 2020, as part of its 25th anniversary, Royal Roads revealed its new vision for the future. Building on a proud history of 25 years of exceptional blended learning and creating transformational leaders on a destination campus, the new vision sets the stage for the future of the university.

Vision
Inspiring people with the courage to transform the world

Core Values
Caring – A diverse and supportive community for our students, faculty and staff
Courageous – Bold in our actions; we welcome challenges and take thoughtful risks
Creative – Innovation in all we do; we continually seek new and better ways to do things

Commitments
Six critical commitments grounded in our goals and actions:

- Build on our strengths in applied and professional programming, inter and transdisciplinarity and innovative delivery
- Grow our innovative and entrepreneurial culture, and respond quickly to changes in the workplace and society
- Enhance the inclusion and engagement of people of diverse backgrounds and ideas in all aspects of university life
- Implement the recommendations of the Truth and Reconciliation Commission (TRC) and honour the spirit of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).
- Advance sustainability in all our academic programs and operations, with a focus on the UN Sustainable Development Goals
- Promote research and education to tackle the climate crisis, rapid advances in technology, and interconnected social, economic and political challenges

Goals
1. Any Age, Any Stage, Any Place
2. Explore, Share, Advance
3. Invite In, Venture Out
4. Vibrant and Sustainable
GOAL 1: ANY AGE, ANY STAGE, ANY PLACE
Royal Roads University is an engine of life-long learning, connecting with students of any age, at any stage in their careers and from any place around the globe.

Royal Roads is nimble and responsive to labour market demands and the needs of its students – answering the call of changing demographics, shifting workplaces, and global problems. The university dials in programming to current issues, offering first-rate teaching in climate change, sustainability, social change, and the human-machine interface. Royal Roads University is accessible, open, and flexible – engaging a wide range of learners from around the world with program schedules that allow them to maintain their jobs while increasing skills and knowledge.

Students say Royal Roads gives them education that is transformational. And that’s the aim of the university: to build leaders from all walks of life, from any community or country, who change the world.

Strategic objectives and initiatives

1.1 Program growth and diversification
Royal Roads continues to offer relevant and applied interdisciplinary programs and research that responds to the needs of aspiring and experienced professionals. The Learning, Teaching and Research Model (LTRM), reviewed and updated in 2019, is central to the university’s work and reflects its core values. The university will continue to develop programs and services that meet the needs of and supports Royal Roads students and alumni, the BC labour market, and the university’s internationalization strategy. The university will launch on average a minimum of two new academic programs annually.

The university will continue to pursue the introduction of the “challenge-based learning model” (CBL). This model is a collaborative, multidisciplinary approach to education in which faculty and students work together to learn about compelling issues and problems and propose and publish solutions openly leveraging the technology they use every day. The academic curriculum will embrace Challenge-Based Learning (CBL) and blend it with Design Thinking1 as its core instructional strategy. The university will design and implement first and second year CBL based programming to serve the growing needs of the West Shore and enhance pathways into Royal Roads’ undergraduate programs. All outcomes of the effort to redesign undergraduate programs are expected to respond to market needs while contributing positively to academic program quality and the student learning experience.

1.2 Academic organizational framework
With the objective of enhancing the student experience, Royal Roads will create an organizational framework that will support academic program delivery and ultimately improve the provision of student services. An element of this initiative will be a review and update to the academic organizational structure and alignment of associated operations and services to achieve a refreshed level of effectiveness and efficiency.

1.3 International engagement strategy
The university has developed a three-year international strategic plan, determining the focus on areas of international opportunities for domestic students, faculty exchange, offshore strategy, partnership selection, among others. Offshore programs will ensure academic, reputational, and financial viability through carefully selected partnerships.

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1 Design Thinking is a human centred approach that disrupts the rush to problem solving by engaging a process that builds empathy for those experiencing the challenge and seeks divergent and innovative solutions.
To better align with the university’s *Learning, Teaching and Research Model*, Royal Roads will create a larger portfolio of programs of study for international students through more flexible, laddering and on-campus options. Additionally, Professional and Continuing Studies will develop and implement a five-year plan for English language support to international students. The university will continue with plans to increase diversity of country of origin.

**GOAL 2: EXPLORE, SHARE, ADVANCE**

Research at Royal Roads University seeks to transform lives, communities, and societies. The university’s research:

- is purposefully designed to directly benefit the communities in which we live, work and play, be they local, national, or international;
- inspires action and solves real-world problems as we prepare for disruption on many fronts including education, technology, the natural world, and economic and social systems;
- is primarily inter and transdisciplinary, which by its nature is collaborative;
- knows no borders and seeks to inform both local and global contexts; and
- is designed to be shared and developed with practitioners who will implement the findings and results.

At Royal Roads, research is integral to and inextricably linked with its learning and teaching. While research informs learning and teaching, in turn, teaching and learning is explored through research. Partnerships with those who may be affected by, or use, the university’s research are critical. Research informs the university’s operations and how students, staff and faculty live and work at Royal Roads. Royal Roads moves forward with a spirit of inquiry, a quest for knowledge, and a commitment to action. The university’s aim is to teach students to explore, share, and advance solutions to critical issues, and ultimately show up as sought-after leaders in communities around the world.

**Strategic objectives and initiatives**

2.1 **Development of a three-year research strategy**

Royal Road University will develop a new strategic research plan that focuses on the university’s growth and diversification strategy, incorporating the ideas of the Royal Roads’ Ashoka U designation, showcasing the research done by faculty and students with an emphasis on Equity, Diversity and Inclusion, and research quality. Research is intrinsic to Royal Roads’ mandate, with over two-thirds of its students engaged in applied research projects as part of their program of studies. As a primarily graduate university, the university is fully committed to an interdisciplinary research agenda supported by membership in the Research Universities’ Council of British Columbia. Faculty research focuses on influencing practice and profession and is used in the classroom for learning. The university’s Canada Research Chairs focus their research in the areas of sustainable research effectiveness, sustainable entrepreneurship, and innovative learning and technology. Research leads to discovery, which informs teaching to ensure the university is always at the forefront of learning and change.

2.2 **Continuing to build the university as an applied research institution**

As one of the six research universities in the province of British Columbia, Royal Roads is committed to the support and promotion of research by faculty, staff, and students. Royal Roads strives to cultivate a leadership role in the areas of research quality, research effectiveness, and inter- and transdisciplinary research. The university supports a scholar-practitioner model, enabling faculty, staff, and students to address concrete issues and topics.
2.3 Cascade Institute
In March 2020, Royal Roads announced the launch of the Cascade Institute on the university’s campus, led by Dr. Thomas Homer-Dixon, noted professor and author of *The Upside of Down* and *The Ingenuity Gap*. The goal of the Cascade Institute will be to study, seek out and leverage intervention points within a myriad of complex issues, while offering information and training to others to use tools to analyze their environments and apply intervention. Climate change, technological change, economic disruption, political instability and social upheaval have created issues that need solutions, and the Cascade Institute will provide that opportunity. The Cascade Institute will include a faculty council of 20-30 academics from across Canada which will advise on areas of study and policy.

GOAL 3: INVITE IN, VENTURE OUT
The Royal Roads campus warmly welcomes all people and communities. The university is proud to partner with leaders from local Indigenous communities and colleagues in the education sector here at home and across the country. And, Royal Roads continues to strengthen its relationships with partners in the cities on the West Shore, and Victoria, as well as with provincial and federal governments.

The university’s graduates are local, provincial, national and international. For Royal Roads alumni, the university is a constant touchpoint, creating life-long relationships for life-long learning. For local high school graduates and adult learners, Royal Roads is a community hub for studies and skill development in countless areas.

Royal Roads is committed to reconciliation, implementing an Indigenous learning-framework that will reach into the university’s operations, teaching and research.

Royal Roads University will continually grow its profile and reputation across Canada and around the world, telling the university’s story through its website and digital channels, at conferences and speaking engagements, and through its wide professional networks. As the university invites in and ventures out, its aim is clear: to grow Royal Roads as a sought-after partner and destination.

Strategic objectives and initiatives

3.1 Engage alumni to support and promote Royal Roads in numerous ways
Royal Roads will advance its alumni relations through information gathered from recent engagement surveys. All strategies will be focused on creating strong, lasting ties and close contact between alumni and their university. Increased engagement with alumni will foster connection, support, learning, and inspiration.

3.2 Celebrating 25 years as a public university
2020/21 marks the university’s 25th year as a public university. The 25th anniversary of the university will serve as an excellent engagement tool that welcomes the larger community into celebrating and recognizing its unique contribution to the community at large. In its next phase of growth, with a new strategic vision, Royal Roads will implement a number of community engagement touch points.

Activities include a guest speakers’ series, the building of an annual fund appeal and increased engagement with alumni, amongst others. A Life-Long Learning alumni benefit program will coincide with the 25-year anniversary, allowing alumni to take specified courses at a reduced rate, building on their relationship with the university.

3.3 Integrated digital brand campaign
By strategically amplifying the story of the university’s successes and its unique value proposition to key target audiences, Royal Roads will positively impact enrolment and public perception. The university will drive brand awareness and enrolment through our Revival campaign--reflecting on both the
feedback/response to the work in market, and the societal changes we are seeing as daily life begins to resume. Through concrete proof points, such as our strength in online delivery and personal approach, we will demonstrate how Royal Roads offers a relevant learning experience unlike any other. The campaign messaging will be re-enforced through program-specific marketing tactics, webinars, and thought-leadership pieces. Supported by the findings of a market share study, a distinctive “always on” media approach will be designed to target prospect decision-making. The campaign will capitalize on the university’s investment in the web presence renewal to build awareness about Royal Roads, feature individual program streams, and seek to increase the volume of highly qualified prospects and associated conversion rates.

3.4 Mount major gifts campaign
The next four years will focus on building an annual fund appeal to engage alumni, faculty, staff, ex-cadets and community donors with a goal to prepare the donor pipeline for a major gift focused campaign in 2023/24. Efforts over the past five years have restored the advancement space in preparation for this new work. A vibrant annual fund appeal that serves as a strong foundation to attract donors to Royal Roads and continually nurture major gifts and planned giving programs is under development.

3.5 Land disposition
To ensure that the university realizes current and future land needs, relationship-building and communication of Royal Roads’ long-term plans will continue with the local First Nations, federal government, and other relevant parties central to the disposition of the Royal Roads lands. Aligned with the university’s commitment to equality, diversity, inclusion and reconciliation, and consistent with the framework agreements signed under the land disposition file with the Songhees Nation (2018) and the Esquimalt Nation (2019), the university will sustain its commitment to deepening its relationships with these Coast Salish indigenous communities. Development of a series of interim and definitive agreements will be prioritized.

In parallel, the land disposition process may be impacted by the outcomes of both the federal and provincial elections (2019 and 2021 respectively). Activity levels on land disposition file are expected to continue at a high level for the foreseeable future as the disposition process moves forward.

3.6 Strategic plan for Professional and Continuing Studies
During the planning period, the university will capitalize on continued growth in contract training, language training, and continuing studies. Growth in professional laddered (micro-credentialed) credit and non-credit programming related to Royal Roads key areas of expertise will be prioritized. A new strategic plan for professional and continuing studies will be aligned with a marketing and recruitment plan targeting growth offerings and an expanded client base in contract training.

GOAL 4: VIBRANT AND SUSTAINABLE
Royal Roads honours the history and culture of those who have come before us: Indigenous communities, settlers, and those who attended Royal Roads as a military college. Today the university works to create a highly engaged and inclusive campus, built on sustainable, leading-edge infrastructure and online platforms.

The university is devoted to sustainability and over the past few years has significantly reduced greenhouse gas emissions on campus. With a new Climate Action Plan in the works, Royal Roads will reduce emissions further and roll out projects and initiatives to fight climate change, while helping the university’s communities learn to adapt and be resilient.

Royal Roads’ magnificent campus, combined with a focus on taking on the world’s toughest problems, makes it an extraordinary place to work and learn. It means the university’s faculty, staff and students
are as exceptional as its surroundings. The aim is to make Royal Roads a workplace of choice and the university of choice for learners who want the best in real-world teaching and research.

4.1 Multi-year climate mitigation and adaptation plan
Royal Roads is beginning to explore the concept of climate mitigation and consider initiatives that will reposition the notion of sustainability with the aim of making the organization more resilient within the broader landscape. The multi-year plan will outline strategies to mitigate and adapt to the changing climate in BC. It is anticipated that the government will prioritize this level planning and risk management in addition to work underway through the carbon neutral action framework already in place.

4.2 Long-term campus plan
Aligning with the emerging long-term university vision and considering campus and infrastructure requirements of a growing and modern institution, a long-term campus plan will be developed. Strategically positioned in relation to the land disposition process, the university will pursue its objectives around acquisition of a campus footprint. Royal Roads will continue to focus on student accommodation needs and the associated impact on the student learning experience.

4.3 Equity, diversity and inclusion commitment
Equity, diversity, and inclusion (EDI) initiatives carry great value for individuals, the university, and the future. Universities as cultural change institutions, with their research, teaching and community engagement mandates, are uniquely positioned to affect national and international conversations; this is the place where tomorrow’s influential professionals are trained and educated. Royal Roads is taking its responsibility seriously to provide opportunities and venues to foster intercultural understanding and connection and to be a catalyst for EDI and recognizing that at this university: Everyone Counts.

Over the next five years, Royal Roads will strengthen its EDI commitment, guided by the purpose of employment equity aligned with other universities across Canada, the BC Public Service Diversity, Inclusion and Respect Action Plan\textsuperscript{2} and the Canada Research Chairs Program’s Equity, Diversity and Inclusion Action Plan\textsuperscript{3}.

The university’s commitment to EDI will be met through completion of the Everyone Counts benchmarking survey followed by development and implementation of a training plan including resources that will go on to inform EDI policies and practices. Findings from the EDI survey will guide efforts in gauging and sustaining the participation of and addressing the underrepresentation of individuals who identify as women, persons with disabilities, Indigenous peoples, members of visible minorities, sexual minorities, and gender minorities.

4.4 An engaged, inclusive and caring workplace
Fostering a culture of high performance and customer service continues to be a top priority at Royal Roads. An employee engagement action plan will be developed and include several key action items including an assessment of organizational engagement (such as through a cultural values assessment survey), development and implementation of a new, online employee orientation program, continued and proactive relationship building with the university’s unionized employee groups (RRUFA and CUPE Local 3886).

The Employee Learning Framework is the result of a multi-year project that was informed by the work of the organizational Leadership Development Ad Hoc Committee. With this framework now in place, the university is well positioned to take the next steps in its strategy to develop its employees, especially those in formal leadership roles, and creating a culture of high performance.

\textsuperscript{2} \url{https://www2.gov.bc.ca/assets/gov/careers/about-the-bc-public-service/diversity-inclusion-respect/diversity-inclusion-text-only-plan.pdf}

\textsuperscript{3} \url{http://www.chairs-chaires.gc.ca/program-programme/equity-equite/action_plan-plan_action-eng.aspx}
4.5 **Web presence renewal project**
Through the lens of a strategic program identified as the digital communications platform (DCP), the university will integrate solutions and tools that support the full lifecycle of enterprise digital communications needs. Stakeholders will receive information in their preferred way, on their preferred device. Rather than a single website, the new platform will ultimately be an integrated collection of solutions tied together through common user interface, branding, content management strategies, and most importantly, governance. A significant capital investment in Royal Roads web presence has been prioritized.

4.6 **Develop and implement enterprise resource planning (ERP)**
Taking a program approach, a complete enterprise resource planning renewal affects core business systems (financial, student information, human resources) will be undertaken in order to ready the university’s operations for the future. The goal of the program is to evolve Royal Roads’ systems and business processes in order to increase system capabilities and re-focus operational capacity. This will position operational units to mature capabilities and thereby meet the fundamental goals of the university: grow student enrolment and enhance the student experience. At the completion of this renewal initiative, key benefits realized will include improvements to the student experience, university operations, internal controls and asset safeguarding, and system functionality.

4.7 **Enterprise risk management framework**
The university will continue to manage and mitigate risks through its enterprise risk management framework. With a focus on enhancing disaster recovery capabilities and continuing to concentrate on cybersecurity, a virtual data centre will be created. Outcomes of this initiative will mature IT operations, reduce risk and include a critical level of redundancy and control systems that will promote business continuity.

Any form of stoppage to critical operations demands an effective response. Over the next five years, Royal Roads will develop and test a fully documented business continuity plan recognizing that core operations must be continuously delivered while minimizing interruption and mitigating associated risk. A best practice approach will ensure that all elements of the organization are reflected in the business continuity plan, and relevant university leaders and business units are fully aware of how the plan may affect their work.
COVID-19 Impacts
The advent of the COVID-19 pandemic has been a tipping event. It has caused a fundamental and irreversible system shift in Canadian society and human civilization more generally. Neither will return to the status quo ante.

Until 60-80% of the population has been infected by the virus or immunized by a vaccine, “life as we have known it for the past decades will not resume” (Potvin, 2020). The effects of the pandemic will affect social, behavioral, economic, and political systems in complex and intersecting ways. These effects, in turn, will have an impact on the post-secondary sector and on Royal Roads including a demand for learning in real time.

Possible post-secondary education effects from the pandemic include:
I. Federal, provincial, and municipal government tax revenues have declined sharply and will continue to be severely reduced for the foreseeable future, which will impact funding streams for post-secondary institutions.
II. Governments may recognize the value of post-secondary institutions for counter-cyclical fiscal policy (a strategy to counter boom or recession through fiscal measures) and for upgrading human capital.
III. High unemployment and economic insecurity will sharply lower education consumers’ ability to pay tuition.
IV. Post-secondary institutions will need to adjust in-class, laboratory, extracurricular, and residential activities to accommodate testing for the virus and social distancing.
V. The high cost of hybrid/flexible learning, where students choose whether they wish to learn online or in a classroom setting means supporting two models concurrently, with continued expenses on the “bricks-and-mortar” side of the ledger.
VI. The effects of enrollments in PSI’s may increase or decrease depending on a range of factors that include the downturn in the economy, higher unemployment and employment uncertainty, and level of government investment/support for helping individuals adjust to the changing labour market.

COVID-19 Response and Recovery
Royal Roads’ response to the pandemic is guided by the following principles:
• The health and safety of students, faculty, staff, others using our campus, and the broader community are our priority.
• Our decisions will be guided by the best information available (e.g. Federal Health and Travel Advisories, BC Centre for Disease Control, the Public Health Authority).
• We expect, and anticipate, compliance with public health prevention requirements.
• We recognize that risk and vulnerability is not the same for everyone and will endeavour to create safe alternatives for as long as is necessary.
• Longer-term desired outcomes will guide our short-term planning.

At the onset of the pandemic (March 2020), the university quickly converted all on-campus and hybrid programming to strictly on-line delivery. This was accomplished quickly thanks to the university’s already established expertise in online program delivery. For the short term, Royal Roads has made the decision to stay fully online until January 2021. It is assumed that blended and face-to-face learning may not be possible for 18–24 months, or if permitted, it will require a different form.

The pandemic has highlighted that while over 80% of post-secondary institutions are offering online credit courses, the number of online credit course enrolments across the sector remains low (8%) (Canadian Digital Learning Research Association, 2018). Thus, Royal Roads still has a significant comparative advantage with experience in delivering quality programming in an online space that can distinguish us from other institutions.

The unique nature of Royal Roads’ programming and its relatively small size create both unique financial vulnerabilities, and programming and marketing opportunities. Under the assumptions that:

4 As identified in SURVIVING, THRIVING OR RADICAL REVISIONING Scenarios and Considerations for Pandemic Recovery and Response Planning
5 (see ppforum.ca/policyspeaking/a-policymakers-recovery-agenda-for-higher-education for a recent discussion of a recovery agenda for higher education)
6 For current details on COVID-19 Response and Recovery please see our website (https://www.royalroads.ca/news-events/covid-19)
• a return to normal is not possible/desirable;
• alternative delivery models are needed for a sustained period of time; and
• current risks and vulnerabilities will continue, and new ones will emerge.

The university is targeting a recovery response that looks to survive and thrive, and even radically envision a new tomorrow.

In the short term, Royal Roads will continue with adaptations and innovations (survive) while simultaneously strategizing about how these current shifts or other adaptations and delivery models could be leveraged to support longer term organizational sustainability and resilience (thrive). With this model, the sooner Royal Roads makes transitions that can be sustained, the less vulnerable the university is to the indirect and ripple effects of the pandemic. Additionally, it would be necessary to adapt existing programming or develop programming to meet new educational needs created by the pandemic and cascading effects.

In the longer term, the university aims to transition to a new normal of operations that is different from the past. At the same time, Royal Roads’ plan is to ensure that any changes made support future business continuity and resilience during future pandemics or other events such as a catastrophic earthquake. Consideration of opportunities for continued collaboration and/or partnership within the post-secondary sector will be key.

Keys to success in this journey forward include:

• Build on Royal Roads’ signature pedagogy through application of the Learning, Teaching and Research Model (LTRM)
• Leverage 25 years of experience delivering online learning
• Continue flexible program delivery
• Distinguish Royal Roads from other newly online universities
• Draw on the wisdom of others
STRATEGIC ALIGNMENT WITH MINISTRY OBJECTIVES AND ACCOUNTABILITY FRAMEWORK

As with all post-secondary institutions, Royal Roads University has an obligation and requirement to support the achievement of the advanced education system-wide goals and strategic objectives. Satisfaction of this obligation is the primary purpose of this report and is documented through:

- Alignment of Royal Roads’ goals and commitments to ministry strategic goals and system objectives
- Demonstrated progress towards priorities contained in the university 2019/20 mandate letter
- Achievement of performance measures identified by the ministry with regards to system capacity, access, efficiency and relevance objectives
- Demonstration of sound fiscal management as identified in the university’s financial statements
- Identification of plans for the 2020/21 fiscal year to support achievement of priorities contained in the university 2020/21 mandate letter
PROGRESS TOWARDS 2019/20 MANDATE LETTER PRIORITIES

Accomplishments and progress toward priority items contained in the mandate letter for fiscal year 2019/20 are identified below.

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<th>2019/20 MANDATE PRIORITY</th>
<th>Progress and Accomplishments</th>
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| 1. Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the Ministry and local Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration. | Royal Roads continues to advance work across the institution to action and integrate Indigenous student success initiatives and responses to the TRC Calls to Action and the UN Declaration on the Rights of Indigenous Peoples.  
  - An Indigenous Education and Student Services Planning Framework was approved and implemented in 2019-2020 that guided this work.  
  - The Manager, Indigenous Education and Student Services was granted a one-year funded study leave in September 2019, investing in capacity to propel work in support of decolonization and the shared goal of walking forward in a new way with Indigenous peoples.  
  - The university was not able to recruit an Indigenous academic planning lead as had originally been anticipated, but with the benefit of a generous grant from the Ministry of Advanced Education, Skills and Training, Wassenas Counselling and Education Consulting was engaged to inform Indigenous curriculum development. Their report\(^7\), which expanded beyond this single area of focus to make recommendations regarding Indigenizing the institution, was gratefully received in March 2020. |

Accomplishments pertaining to specific TRC calls to action and UNDRIP are included in Appendix B.

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\(^7\) Further details on the report are provided in Appendix B under TRC call to action #57
### 2019/20 MANDATE PRIORITY

2. Work closely with government to support implementation of priority initiatives, including:

   a) Improving access to post-secondary education with a focus on vulnerable and under-represented students
   
   b) Expanding programming aligned with high demand occupations and priority sectors
   
   c) Expanding co-op and work-integrated learning opportunities for all students

### Progress and Accomplishments

**Improving access**

**Tuition waiver for youth in care program**

The university continues to participate in the Tuition Waiver for Youth in Care program. Most Royal Roads students are typically above the age-qualification; however, one eligible student was able to leverage the program at the university during fiscal year 2019/20.

**Flexible admissions**

Flexible admission provides an alternative pathway to enter post-secondary education and has been a foundational practice at Royal Roads since its inception. As is frequently the case for those from vulnerable and under-represented groups, flexible admissions permits applicants with a complex learning history an opportunity to find a place in post-secondary education that recognizes the various contributions that formal and informal education and real-world life experiences make to an applicant’s capacity to be successful in a post-secondary program.

**Learning, Teaching and Research Model**

The Royal Roads Learning, Teaching and Research Model, revised in 2019-2020, now incorporates a holistic approach to the student experience that is rooted in three core areas: applied and authentic; caring and community-based; and transformational. These areas create an openness in curriculum, learning experiences and research engagements that is intentionally supportive of all students, but which, based on the experience of Royal Roads, particularly addresses the needs of those from vulnerable and under-represented peoples. For example, the caring and community-based area of emphasis is described as intentionally inclusive and diverse, community-based learning, supportive, team-based, co-creative, and place and virtual-space based.

**Equity, diversity & inclusion**

The Diversity Action Group is a grassroots group comprised of students, faculty and staff that has self-organized a range of activities throughout the year for almost a decade. The President’s Steering Committee on Equity, Diversity & Inclusion, which was established in 2019-2020, has been instrumental in advancing work across the institution to support vulnerable and under-represented peoples. The university also received an NSERC Equity, Diversity & Inclusion Capacity-Building Grant that has been deployed to support Everyone Counts, a range of initiatives intended to create and maintain safe, inclusive and responsive action and spaces for everyone.

**CARE team**

Royal Roads has had a wrap-around student support structure for many years that is centred on a CARE Team located in Student Services. A cross-functional team of professional staff, the CARE Team assesses, refers, and/or responds to students who have been identified by faculty or staff who need support. There are centralized channels for faculty and staff to use to refer student concerns to the CARE Team which has capacity to assist students directly or refer to university or community resources. This team, supported by Student Services, program staff and facilitated by the university’s largely cohort-based learning model, responds as a Campus Navigator position might in another institution.

**Expanded high demand programming**

**New program launches**

Royal Roads continued to develop and introduce new degree and certificate programs in response to market demand and ensure its programs are aligned with government plans and priorities. In fiscal year 2019/20, the university launched the following new academic programs:

- Graduate certificates in:
  - Asia Pacific Trade and Investment
  - International Business and Innovation – Europe
  - Personal and Professional Leadership Development
  - Management and Leadership
- Doctor of Business Administration
- Master of Arts in Justice Studies

In addition, Royal Roads also developed the following new programs with expected launch in fiscal year 2020/21 pending Ministry Degree Quality Assessment Board approval

- Master of Arts in Executive and Organizational Coaching
- Master of Arts in Climate Action Leadership
- Master of Science in Management

**Expanded work integrated learning programming**

The Learning, Teaching and Research Model includes applied and authentic learning as one of its three core areas of emphasis, which is described in part as “experiential and participatory”. This is powerfully manifested through a range of experiential learning activities that are described in framework developed in 2018/19 and is now
To respond to increasing student and labour market demand for work integrated learning, a job developer role was continued through 2019/2020 with the generous support of the Ministry of Advanced Education, Skills and Training. This expanded employer networking opportunities and allowed for increased partnerships and collaboration with Vancouver Island post-secondary institutions. For example, Royal Roads was pleased to facilitate a panel on work integrated learning opportunities along with representatives from other Vancouver Island post-secondary institutions at the Vancouver Island Economic Alliance’s State of the Island Economic Summit in January 2020.

**2019/20 MANDATE PRIORITY**

3. Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.

**Progress and Accomplishments**

**Student mental health framework**

The Student Mental Health Framework launched in March 2019 provided guiding principles and core elements that continued to be considered and addressed through 2019/2020. This document reflects the university’s aspirations for “a state in which every student can successfully navigate the normal stresses of being a student, can realize their own academic potential, and can work productively towards fulfilling their own human potential and achieving their life-changing educational goals.”

The online orientation (RRU LaunchPad) includes links to resources that support student success and updates were made in 2019/2020 to address growing interest in mental health and wellbeing. The Bachelor of Arts in Professional Communication continued to use MindWell, an online tool that engages students in mindfulness practices that was piloted in 2018/2019.

Counselling services continue to be offered on-campus, by phone, online (e.g., Skype, Bluejeans), and email. The CARE Team is available to assess, refer, and/or respond to students who have been identified by faculty or staff members as requiring support or intervention. In addition to providing support to individual students, the CARE Team is a point of convergence for student issues and works to identify systemic institutional responses to emerging student needs.

Student Success staff members (counsellors, academic strategist and accessibility services staff) delivered a range of mental health and wellbeing topics such as Building Resilience and Managing Stress, Exam Anxiety and Test-taking Skills, Green Wellbeing and Time Management throughout the year.

Royal Roads celebrates Mental Health Awareness Week each May, including a series of events and education campaigns coordinated by Student Success and supported by the Diversity Action Group.

Student Services continues an active communication campaign with faculty, associate faculty and staff on topics such as responding to a student in distress, directories for on-campus and off-campus resources, and links to university protocols and policies that support student wellbeing. These resources are also linked to a page for faculty and staff on the student counselling site: [http://www.royalroads.ca/current-students/resources-faculty-staff](http://www.royalroads.ca/current-students/resources-faculty-staff).

Recreation Centre staff also continued to target activities and opportunities that promote student wellness, working closely with student Campus Ambassadors and student Engagement Assistants to deliver programming that responds to student interest such as yoga, Bollywood dance, trail hikes and student tournaments.

**Sexual Violence and Misconduct Policy**

A review of the university’s policy on Sexual Violence and Misconduct was undertaken in 2019/20 in compliance with referent legislation. This involved online and in-person consultation with students, faculty, staff and associate faculty. It also included an external review of the policy and procedures for plain language, which was conducted by a contractor made available to us through the Ministry of Advanced Education, Skills and Training. The review did not result in any substantive changes to the policy but did support some new language and re-phrasing in the procedures documents.

Throughout 2019/20, members of Student Engagement facilitated eight workshops related to sexual violence prevention for students and two directed to employees in Human Resources and Student Services. In addition, 12 student ambassadors received workshop facilitator training in 2019/2020. This was done to help foster a student peer culture around sexual violence and misconduct prevention. The university anticipates having more student-led education and training in 2020/2021 as a result of this initiative.

**2019/20 MANDATE PRIORITY**

4. Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program.

**Progress and Accomplishments**
Undergraduate programming and challenge-based learning

In partnership with the University of Victoria and Camosun College, Royal Roads completed a comprehensive business case in support of a new West Shore Campus that would increase access opportunities for students in the West Shore Community. The business case included detailed enrolment projections that would support projected education needs for the next 25 years. In parallel with the business case, the university began design work around new challenge-based learning for year 1 and 2.

### 2019/20 MANDATE PRIORITY

5. Continue to actively participate in the implementation of the Education Planner BC common application system for all undergraduate applicants.

**Progress and Accomplishments**

The university is in the process of upgrading its enterprise systems, including its student information system. Preliminary requirements have been gathered from the Education Planner BC team. As the system is upgraded, the requirements will be incorporated, and the university will participate in the common application system.

In the interim, programming and admission information for the university is available and integrated into Education Planner BC web pages and data repositories, allowing students to evaluate and consider Royal Roads University in achieving their educational goals.

### 2019/20 MANDATE PRIORITY

6. Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.

**Progress and Accomplishments**

The university continued to actively participate in discussions with the ministry and the BC Council for International Education throughout 2019/20.

In developing its 3-year International Education Strategy (IES), the university carefully reviewed the Canadian national international education strategy and reviewed provincial goals and objectives to ensure alignment. Primary goals of the university’s IES are to:

- increase diversity of country of origin for international students;
- increase international opportunities for domestic students and faculty; and
- create more programming opportunities for international students to enhance domestic and international student interaction.

### 2019/20 MANDATE PRIORITY

7. Meet or exceed the financial targets identified in the Ministry’s three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results.

**Progress and Accomplishments**

The university has posted a surplus for the 2019/20 fiscal year. In addition, Royal Roads completed all reporting requirements in support of ministry’s forecast and financial management processes.

### 2019/20 MANDATE PRIORITY

8. Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.

**Progress and Accomplishments**

The university did not implement any new fees in 2019/20 and all existing domestic tuition and mandatory fees were within the two percent cap.
2019/20 PERFORMANCE MEASURES, TARGETS AND ASSESSMENT

Performance is measured, and outcomes are reported in the context of the Ministry’s results-based accountability framework for the provincial post-secondary system. A series of performance measures are tied to five key strategic system objectives – capacity, accessibility, quality, relevance and efficiency.

<table>
<thead>
<tr>
<th>Performance measure applicable to RRU</th>
<th>2019/20 Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total student spaces</td>
<td>Achieved</td>
</tr>
<tr>
<td>Total credentials awarded</td>
<td>Achieved</td>
</tr>
<tr>
<td>Total Aboriginal(^8) student spaces</td>
<td>Achieved</td>
</tr>
<tr>
<td>Student satisfaction with education - Bachelor degree graduates</td>
<td>Achieved</td>
</tr>
<tr>
<td>Student assessment of the quality of instruction - Bachelor degree graduates</td>
<td>Achieved</td>
</tr>
<tr>
<td>Student assessment of skill development - Bachelor degree graduates</td>
<td>Achieved</td>
</tr>
<tr>
<td>Student assessment of usefulness of knowledge and skills in performing job Bachelor degree graduates</td>
<td>Achieved</td>
</tr>
<tr>
<td>Unemployment Rate - Bachelor degree graduates</td>
<td>Achieved</td>
</tr>
</tbody>
</table>

Royal Roads University has achieved all targets for fiscal year 2019/20. In addition, performance measures pertaining to bachelor degree graduates' assessment of satisfaction, quality, skill development and usefulness of knowledge have all increased significantly from fiscal year 2018/19 measures.

Appendix A contains performance measures for the university with comparisons against 2018/19 measures and 2019/20 targets.

FINANCIAL INFORMATION

Royal Roads considers financial performance and reporting an integral element to the overall management of the university. The audited financial statements for the fiscal year ending March 31, 2020 (as well as prior years) are available on the university’s website at:

http://www.royalroads.ca/about/plans-reports.

\(^8\) Please note that Aboriginal and Indigenous are both used as an inclusive reference to First Nations, Inuit, and Métis peoples. The British Columbia government is now using the term Indigenous as the collective term for First Nations, Inuit, and Métis peoples where appropriate. The term Aboriginal is used in reference to data collected based on the Aboriginal Administrative Data Standard
FY2020/21 MANDATE PRIORITY ITEM PLANS

Initiatives and planned activities in to achieve priority objectives contained in the Royal Roads University 2020/21 Mandate Letter are identified below:

<table>
<thead>
<tr>
<th>2020/21 MANDATE PRIORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.</td>
</tr>
</tbody>
</table>

**Initiatives and Plans**

Recognizing that the university has grown in its work in this area, the decision to decentralize support for Indigenous initiatives was made in 2019-2020 and is being actioned throughout 2020-2021. This will embed work that explores walking in a new way forward with Indigenous peoples across the university, with a coordinating group that will be convened by the newly defined role of Manager, Indigenous Engagement.

An action plan for key recommendations from the Wassenas Counselling & Education Consulting report will be implemented in 2020/21, also supported in a large part by the Ministry’s generosity. This funding is primarily dedicated to an Indigenous Education Advisor role focused on working with faculty to implement responses to the Calls to Action and to address UNDRIP in curriculum and approaches to learning and teaching. The action plan also identifies priorities related to integrated planning, increasing the representation of Indigenous peoples throughout the university community and ongoing learning opportunities for immigrant-descendant and immigrant university community members.

Initiatives and planned activities pertaining to specific TRC calls to action and UNDRIP are included in Appendix B.

<table>
<thead>
<tr>
<th>2020/21 MANDATE PRIORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Contribute to an affordable and accessible post-secondary system by:</td>
</tr>
<tr>
<td>• Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity;</td>
</tr>
<tr>
<td>• Ensuring student safety and inclusion;</td>
</tr>
<tr>
<td>• Enhancing system innovation through participating in a post-secondary digital system strategy including delivery of Education Planner and other initiatives;</td>
</tr>
<tr>
<td>• Providing programming that meets local, regional or provincial labour market and economic needs; and</td>
</tr>
<tr>
<td>• Working with the Ministry to implement a student-centered international education framework for British Columbia that supports the success of domestic and international student.</td>
</tr>
</tbody>
</table>

**Initiatives and Plans**

**Increasing participation and student success**

Royal Roads will continue to support the Tuition Waiver for Youth in Care program and offer flexible admission that offers direct benefit to vulnerable and under-represented groups. As the Learning, Teaching and Research Model continues to be manifested in curriculum planning and faculty development initiatives, attention will be paid to the needs of vulnerable and under-represented peoples as well. At the same time, the President’s Steering Committee is advancing its work through striking an Anti-Racism Task Force and continuing programming online with the Diversity Action Group, including a panel discussion on Race and Privilege on June 10, 2020 that drew 50 participants, the maximum permitted on the platform within minutes of the start of the session.

The CARE Team will continue to evolve its service model in the context of the current pandemic and the university will participate in the ministry-led Campus Navigator Community of Practice in 2020/21 to learn and share promising practices.

**Student safety and inclusion**

The Associate Vice-President, Student & Academic Services has served on the Sexual Violence & Misconduct Student Climate Survey planning committee and Royal Roads will administer the survey when it is released for
distribution. The Ministry of Advanced Education, Skills and Training has recently reached out to Royal Roads to request that its online sexual violence education training and resources for students be shared through BCcampus with other post-secondary institutions across the province. Work is underway to create a generic version that to be hosted by BCcampus so that it can be adapted by interested institutions. Royal Roads continues to engage with the Royal Roads University Student Association on a peer-to-peer support model.

System innovation
Royal Roads is undertaking a complete enterprise resource planning (ERP) renewal project that will improve core business systems (financial, student information and human resources). The goal of this multi-year program is to evolve Royal Roads’ systems and business processes to increase system capabilities and re-focus operational capacity. This will thereby meet the fundamental goals of the university: growing student enrolment and enhancing the student experience. In 2020/21, the work on the ERP renewal project will focus on data governance, travel and expense management, student management fundamentals, and other foundational components critical for future system development. The ERP used by the university is one of the supported ERPs in the post secondary digital system strategy. Once renewal is complete, RRU will be a willing participant as the digital system strategy continues to unfold.

Local, regional and provincial labour market needs
There is a clear need and demand for first and second year post-secondary education options in the West Shore – particularly for university courses. The university’s academic team will finalize the proposed challenge-based academic model for undergraduate programming and anticipates launching the initial phase implementation on its campus in September 2021 and active engagement and recruiting of local students will continue in fiscal year 2020/21.

International education framework
Implementation of the three-year international strategic plan will guide Royal Roads’ offshore and in-house recruitment strategies, and partnership and agent selection. The partnership with Study Group concludes in August 2020 and Royal Roads will be advancing enrolments by developing relationships with new business partners, actively engaging with existing partners, and expanding its agent network in international offshore programs. Focus will be placed on improving enrolment targets and increasing student diversity, student quality/fit, and value to the university. Professional and Continuing Studies will plan for new pathway programs to launch in September 2020.

### 2020/21 MANDATE PRIORITY

<table>
<thead>
<tr>
<th>3.</th>
<th>Develop and recognize flexible learning pathways for students to and between post-secondary institutions, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Actively engaging with your local school districts to expand dual credit opportunities for students;</td>
</tr>
<tr>
<td></td>
<td>• Supporting lifelong learning pathways; and</td>
</tr>
<tr>
<td></td>
<td>• Advancing and supporting open learning resources.</td>
</tr>
</tbody>
</table>

### Initiatives and Plans

#### Supporting lifelong learning pathways
In fiscal year 2020/21, the university, through its professional and continuing studies divisions, will prioritize professional laddered (micro-credentialed) credit and non-credit programs to attract new and continuing students, and provide students with additional options for program completion.

The university will launch a new alumni program in 2020/21 that will encourage alumni to return to the university to pursue additional educational opportunities and upgrading.

#### Supporting open learning resources
“Openly practiced” is one of the key phrases that describes the applied and authentic emphasis of the Learning, Teaching and Research Model, reflecting Royal Roads commitment to advancing and supporting open learning and resources. Royal Roads has encouraged the use of open educational resources in course development through the Centre for Teaching & Educational Technologies since its inception and has for many years hosted an [Open Educational Resource repository](#). Canada Research Chair in Innovative Learning and Technology Dr. George Veletsianos has been a thought leader within Royal Roads and beyond as he publishes widely and speaks regularly.
on the benefits of and approaches to open learning. The Master of Arts in Learning and Technology has been experimenting with open pedagogical practices for several years now as well. Several faculty members in the School of Tourism & Hospitality Management are engaged in projects related to open texts, including an update to *Introduction to Tourism and Hospitality in BC*.

### 2020/21 Mandate Priority

#### 4. Strengthen workforce connections for student and worker transitions by:
- Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health);
- Increasing co-op and work-integrated learning opportunities;
- Responding to reskilling needs to support employment transitions; and
- Supporting students’ awareness of career planning resources (such as the Labour Market Outlook).

### Initiatives and Plans

**Aligning programming to high opportunity and priority occupations**

New programming initiatives will be undertaken to position the university for long-term growth and diversification. Priorities for 2020/21 will include advancing proposals for new degrees in climate action leadership and executive and organizational coaching; redesign and expansion of undergraduate programming; and enhancing synergies across programs. Opening specialization and elective options responds to increasing student demand for individualized education that meets their specific career goals.

**Increasing work integrated learning opportunities**

Work integrated learning support for students will be significantly augmented in 2020/21 thanks to the Ministry of Advanced Education, Skills and Training for funding four proposals under the ministry’s Co-op and Work-Integrated Learning Initiative that was launched in 2019. Funding was allocated to:
- Work-Integrated Learning Skills and School to Work Transition Platform
- Job Developer, Diversity and Inclusion
- Two successive six-month graduate internship positions that will oversee the expansion of the Community Service Leadership Project; and
- One six-month graduate internship position that will explore the process of STHM CEWIL Accreditation.

This is particularly welcome at this extraordinary time as the economy has been buffeted by the effects of the current pandemic and the very nature of work is changing in some sectors.

**Respond to re-skilling needs to support employment transitions**

Flexible admissions which supports alternative pathways to post-secondary education is particularly enabling to mid-career employment transitions.
### APPENDIX A–PERFORMANCE MEASURES

#### 2019/20 Accountability Framework Performance Measure Results

The Ministry of Advanced Education, Skills and Training Accountability Framework for post-secondary education provides specific measures that identify that the system is meeting its objectives. The Ministry assesses performance based on the following scale:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieved</td>
<td>100% or more of the target</td>
</tr>
<tr>
<td>Substantially achieved</td>
<td>90% - 99% of the target</td>
</tr>
<tr>
<td>Not achieved</td>
<td>Less than 90% of the target</td>
</tr>
<tr>
<td>Not assessed</td>
<td>Measures without targets and survey results with less than 20 respondents or a margin of error or 10% or greater</td>
</tr>
</tbody>
</table>

Royal Roads University has achieved all targets for fiscal year 2019/20. In addition, performance measures pertaining to bachelor degree graduates’ assessment of satisfaction, quality, skill development and usefulness of knowledge have all increased significantly from fiscal year 2018/19 measures.

<table>
<thead>
<tr>
<th>Performance measure¹</th>
<th>Reporting year</th>
<th>2018/19</th>
<th>2019/20 Target</th>
<th>2019/20 Actual</th>
<th>2019/20 Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Actual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Spaces²</td>
<td></td>
<td></td>
<td>2,062</td>
<td>1,980</td>
<td>2,031</td>
</tr>
<tr>
<td>Total student spaces</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credentials awarded³</td>
<td></td>
<td></td>
<td>1,178</td>
<td>1,170</td>
<td>1,216</td>
</tr>
<tr>
<td>Total Credentials awarded</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aboriginal student spaces⁴</td>
<td></td>
<td></td>
<td>132</td>
<td>&gt; Last Year</td>
<td>138</td>
</tr>
<tr>
<td>Total Aboriginal student spaces</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ministry (AEST)</td>
<td></td>
<td>132</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industry Training Authority</td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student satisfaction with education⁵,⁶</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td>89.3%</td>
<td>3.4%</td>
<td>≥ 90%</td>
<td>91.2%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Student assessment of the quality of instruction⁵,⁶</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td>91.0%</td>
<td>3.1%</td>
<td>≥ 90%</td>
<td>94.2%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Student assessment of skill development⁵,⁶</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td>87.6%</td>
<td>3.1%</td>
<td>≥ 85%</td>
<td>90.3%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Student assessment of usefulness of knowledge and skills in performing job⁵,⁶</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td>80.5%</td>
<td>4.7%</td>
<td>≥ 90%</td>
<td>85.6%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Unemployment Rate⁵,⁶</td>
<td></td>
<td></td>
<td>4.9%</td>
<td>2.5%</td>
<td>≤ 9.1%</td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Additional breakdown of Skill development assessment is provided below:

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2018/19 Actual</th>
<th>2019/20 Target</th>
<th>2019/20 Actual</th>
<th>2019/20 Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor degree graduates' assessment of skill development</td>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
</tr>
<tr>
<td>Skills development (avg. %)</td>
<td>87.6%</td>
<td>3.1%</td>
<td>≥ 85%</td>
<td>90.3% 3.3%</td>
</tr>
<tr>
<td>Written communication</td>
<td>87.4%</td>
<td>3.7%</td>
<td>95.0%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Oral communication</td>
<td>90.5%</td>
<td>3.2%</td>
<td>94.2%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Group collaboration</td>
<td>83.5%</td>
<td>4.0%</td>
<td>88.5%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Critical analysis</td>
<td>91.7%</td>
<td>3.0%</td>
<td>92.8%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Problem resolution</td>
<td>81.4%</td>
<td>4.3%</td>
<td>87.5%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Learn on your own</td>
<td>92.9%</td>
<td>2.8%</td>
<td>88.0%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Reading and comprehension</td>
<td>85.6%</td>
<td>3.9%</td>
<td>86.8%</td>
<td>4.2%</td>
</tr>
</tbody>
</table>
APPENDIX B–MANDATE PRIORITY #1 PROGRESS REPORT

Progress on Implementation of Truth and Reconciliation Commission’s (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at Royal Roads University:
<table>
<thead>
<tr>
<th>TRC CALL TO ACTION and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE</th>
<th>PROGRESS</th>
<th>NEW INITIATIVES AND PARTNERSHIPS</th>
<th>CONTINUING INITIATIVES AND PARTNERSHIPS</th>
</tr>
</thead>
</table>
| 1: SOCIAL WORK  
We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing. | Complete | See also note under UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION regarding curriculum development | Royal Roads does not offer a social work program, however its Bachelor of Arts Justice Studies students often come to the program with experience in social work or choose careers in this area upon graduation. The curriculum in this program incorporates examination of the overrepresentation of Indigenous children in the child welfare system and the protocols in place to redress this imbalance, most notably in the Family and Justice (JUST308) course. |
| 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. | N/A | N/A | N/A |
| 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. | N/A | N/A | N/A |
| 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. | Complete | See also note under UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION regarding curriculum development | The Master of Arts in Leadership – Health which attracts a range of health care practitioners and administrators includes courses that relate to developing Indigenous cultural competencies for health care leaders, including LEAD 526 – Fundamentals for Personal Leadership & Learning and LEAD 527 – Communications & Leadership in Groups & Teams. |
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.

| N/A | N/A | N/A |

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.

| Complete | See also note under UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION regarding curriculum development | N/A |

Royal Roads does not have a law school, but many courses in the Bachelor of Arts in Justice Studies (BJUS) focus on law with graduates subsequently pursuing law degrees. Students in this program take a mandatory course in Indigenous Perspectives on Justice (JUST308) and Comparative Global Legal Approaches and Philosophies (JUST403) which explores the Canadian legal system in the context of European and non-Western systems and Indigenous self-government models. Graduate programs in the School of Humanitarian Studies where the BJUS program is located emphasize intercultural competency, conflict resolution, human rights, and anti-oppressive practice, with additional emphasis on these topics in the Master of Arts in Conflict Analysis and Management and Master of Arts in Justice Studies.
### 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.

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<th>In Progress</th>
<th>Four feathers guide</th>
<th>Wassenas and faculty education</th>
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Following from a conversation with Indigenous scholar Shawn Wilson, the opportunity to engage Wassenas Counselling & Education emerged in Fall 2019. Wassenas Counselling & Education is the consulting firm operated by Shawn and his parents and sister, Peggy, Stan and Alex Wilson all of whom are Indigenous scholars who collectively have decades of experience in post-secondary education in Canada, the United States and Australia. Shawn, Peggy and Stan Wilson came to visit the campus in January 2020 and Peggy and Stan Wilson stayed until March 2020. Shawn was able to visit twice during this period – returning a third time but leaving soon thereafter due to restrictions that were imposed as a result of the COVID-19 pandemic. In their time on campus, the Wilsons met with students, faculty and staff individually and in groups. They also offered workshops and advising, contributing to the university community in myriad ways.

The Wassenas report identified recommendations that have led to an action plan that includes improving representation in staff and faculty ranks, improving relationships and understanding with Songhees and Esquimalt first nations, improved connection with Old Ones/Elders as well as specific recommendations on integrating Indigenous Knowledge program content, library collections and ongoing professional development.

The College of Interdisciplinary Studies offers an undergraduate online course titled Global Perspectives on Indigenous Ways of Knowing (INDS400), developed and taught by Cliff Atleo Jr., a Tsimshian (Kitsumkalum/Kitselas) and Nuu-chah-nulth (Ahousaht) scholar. Offered as an elective in the Bachelor of Interdisciplinary Studies program, the course is also available as an open general studies course in which employees can enrol.

Work continues to create an interactive asynchronous online course based on the Foundations module developed as one of the six “Pulling Together” guides developed by BC post-secondary sector contributors and funded by the Ministry of Advanced Education, Skills & Training and coordinated by BCcampus. Tailored to respect the Lekwungen and Kosapsum peoples on whose traditional lands the Royal Roads campus is located, and to address the Royal Roads context, this course will be piloted for all...
employees. Participants will have the opportunity to participate in associated synchronous engagement opportunities as well. The project has been underway for some time due to limited capacity to support its development. A contractor was engaged in 2019/2020 and it is now targeted to be piloted in September 2020.

### 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.

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

| In progress | A new course has been approved for the Bachelor or Arts in Communication program that will be developed and co-taught by an Indigenous associate faculty member and an immigrant-descendant core faculty member to model partnership for understanding as Indigenous approaches to communication are explored alongside those of the dominant culture. | The School of Communications and Culture offers three programs that can lead to careers in journalism and the media. The Bachelor of Arts in Professional Communication includes modules integrated into select courses in the program that address communication issues relating to Indigenous Peoples of Canada and the world. Indigenous scholarship is also incorporated into Communication Theory (COMM310) and Sustainability Communication (COMM464). The Master of Arts in Professional Communication program incorporates Indigenous epistemologies into theory and research methods courses. Guest speakers such as Zaa Joseph (Tl’azt’en) continue to be engaged to enrich learning environments, speaking on Indigenous perspectives and challenging critical thinking about colonization in the academy and in Canadian society. The Master of Arts in Intercultural and International Communication program includes topics identified in the Calls to Action in courses such as Intercultural Theory and Practice (IICS515) and Contemporary Issues in Communication (IICS638). Field trips to local First Nations and Indigenous cultural events and resources continue to be regularly incorporated into the curriculum. |

| In progress | See also note under UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION regarding curriculum development | |

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<th><strong>92: BUSINESS SCHOOLS</strong></th>
<th><strong>In Progress</strong></th>
<th><strong>See note under UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION regarding curriculum development</strong></th>
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<td>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.</td>
<td>The Faculty of Management is comprised of two schools, the School of Business and the School of Tourism &amp; Hospitality Management. Courses in these schools address topics such as the history of Indigenous peoples of Canada and Indigenous ways of knowing and being, relationships to the land, rights, entrepreneurship, tourism and trade. Co-curricular initiatives continue to be offered, such as the Meaning of Land activity stream in the Bachelor of Business Administration program that combines on campus activities and field trips to explore traditional relationships with land and the implications for this in business contexts and a themed residency learning experiences, such as a recent residency focused on Indigenous engagement and international trade in the dual Masters of Global Management/Masters of Business Administration program offered in partnership with Management Centre of Innsbruck.</td>
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How is RRU 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.

Royal Roads embraces UNDRIP in its broad interpretation and in many respects. Initiatives that are intended to respond to the Rights of Indigenous Peoples are consistent with the Calls to Action, and with an understanding that we have work to do that is not confined to these mandates to find a new way to walk forward with Indigenous peoples for the better future for all. Ongoing work is aligned to the core elements of the planning framework, intentionally presented in a circle.

For example, a revision was made to the Research Ethics Policy to include a section on Research Involving Indigenous Peoples that is informed by Indigenous protocols, aligning with Article 15 of UNDRIP and the core element of Applying Indigenous protocols to research with Indigenous peoples. Faculty champions on Indigenous perspectives in research contexts and research ethics involving Indigenous peoples and Indigenous communities have been recruited and training had begun prior to the pandemic.
Also, in support of Article 15 and celebrating Indigenous cultures, the university has hosted a public National Indigenous Peoples Day celebration since 2017. Funding from the Ministry allowed the university to host the first canoe challenge in 2017, delivering on a vision of Songhees Elder Butch Dick to see canoes in his Nation’s traditional waters of Esquimalt Lagoon. The day has become a terrific opportunity for people to gather together and celebrate the diverse cultures and resiliency of Indigenous Peoples. The celebration has grown each year and has now become a signature event for the local community, with approximately 2,000 people in attendance in 2019. This year a video celebration was shared. Notwithstanding the challenges of the pandemic, this was done in partnership with the Ministry of Indigenous Relations and Reconciliation, University of Victoria, Camosun College, Sooke Family Resource Centre, ISPARC, Métis Nation of Greater Victoria, West Shore Parks & Recreation, Power to Be, Vancity Credit Union, School District 62 – Aboriginal Education Department, Island Métis Family & Community Services Society and Ocean Spirit Canoe Family.