

INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT

2021/22 Reporting Cycle



Royal Roads
UNIVERSITY

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ACCOUNTABILITY STATEMENT: LETTER FROM BOARD CHAIR AND PRESIDENT



October 13, 2022

Honourable Minister of Advanced Education and Skills 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 for the 2021/22 reporting cycle has been prepared in accordance with the Ministry of Advanced Education and Skills Training guidelines and reflects Royal Roads University's Board of Governors approved strategic direction.

The university remains a primarily graduate, blended university with a focus on applied and professional programs and research. Our 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 University programs offer high-quality, labour market focused options in the broader provincial post-secondary sector. In addition, Royal Roads University 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 Royal Roads University has substantially achieved all ministry targets for fiscal year 2021/22.

We welcome the opportunity to continue to work with the ministry to provide the highest quality As Board Chair and President, we accept accountability for this plan and look forward to its implementation.

Yours truly,

A handwritten signature in black ink, appearing to read "Nelson Chan".

Nelson Chan
Chair, Board of Governors

A handwritten signature in black ink, appearing to read "Philip Steenkamp".

Philip Steenkamp
President and Vice-Chancellor

INSTITUTIONAL CONTEXT

Overview and History

Royal Roads University rests upon the ancestral lands of the Xwsepsum (Esquimalt) and Lekwungen (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.

Royal Roads University (RRU) 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, RRU 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

As we celebrate the many achievements of Royal Roads University at the quarter-century mark, we reflect on the past to inform the future. In 2019, President Philip Steenkamp launched *Learning for Life: 2045 and beyond*, charting the university's vision, values, goals and commitments over the next 25 years. The world is changing rapidly, profoundly impacting the way we live, work and learn. The COVID-19 pandemic is a testament to the inter-connectedness of our world, and to the disproportionate impact suffered by vulnerable populations. The climate crisis—humanity's most urgent and existential global threat—demands swift and coordinated action at every level.

As one of British Columbia's Research Universities, Royal Roads is well positioned to build on its **Life. Changing** promise, through its signature Learning, Teaching and Research model, and its commitment to Indigenous Peoples, Climate Action, Equity, Diversity and Inclusion, and innovation and *changemaking*.

Operating under a collegial unicameral governance system, and guided by the Royal Roads University Act, Vision 2045 will continue to support the university's foundational purposes. The core elements of Vision 2045, as approved by the Board of Governors in June 2020, are as follows:

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

- *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

- *Any Age, Any Stage, Any Place - We're an engine of life-long learning for students no matter where they are in the world, their careers and their lives.*
- *Explore, Share, Advance - We support interdisciplinary research that pushes boundaries, removes barriers and finds solutions to today's critical issues.*
- *Invite In, Venture Out - We engage communities locally, nationally and globally – leaning into partnerships, learning from others and warmly welcoming all people.*
- *Vibrant and Sustainable - We champion a sustainable campus with leading-edge infrastructure and online platforms and aspire to be a top Canadian workplace that models and advances Truth and Reconciliation, Equity, Diversity and Inclusion.*

Five-Year Rolling Strategic Plan

In the fall, in alignment with the new vision, management proposed the development of a rolling five-year strategic plan to replace the current Five-Year Business Plan 2019/20-2023/24, and the adoption of a new planning framework that aligns all strategic and operational plans and initiatives with Vision 2045 for the period 2021-26.

Strategic Planning Framework

PLANNING FRAMEWORK

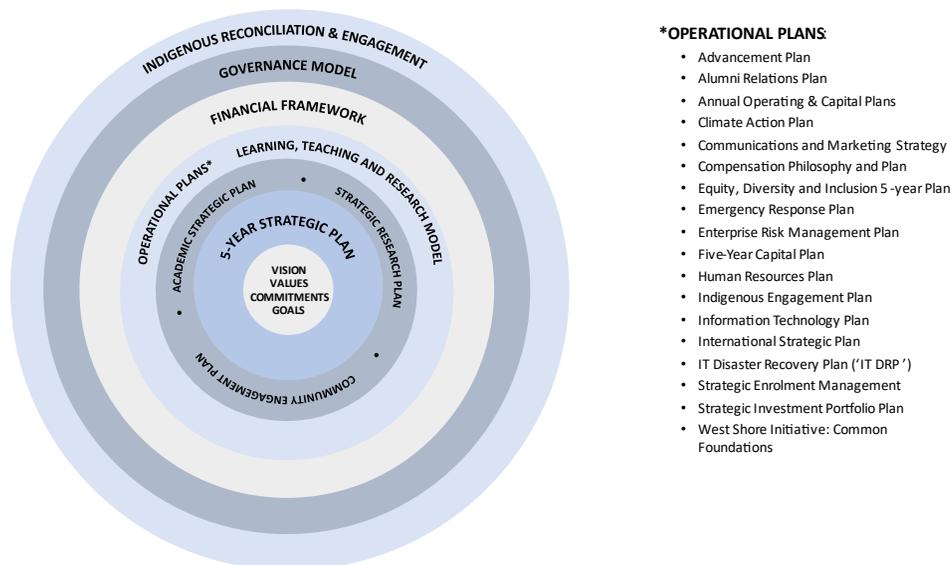


Figure 1: RRU's Strategic Planning Framework

Informed by the university's unique governance and business models and its institutional commitment to Indigenous Truth and Reconciliation and engagement, this plan provides strategic direction to all academic, research, financial and community engagement plans with functional and operational strategies and tactics across the university.

Given the operational complexity of a post-secondary institution as unique as RRU, and the need to enhance its capacity to respond to constantly changing external forces, the integration of specific strategic and operational goals and key performance indicators (KPIs) is vitally important to the success of the strategic planning framework. Reinforced by strong KPIs, the framework will help guide and configure all evolving elements over time. KPIs are reviewed on an ongoing basis, and some may evolve based on the university's needs.

This overarching plan will support decision-making at the university, and guide resource allocation and regular operations. All three core plans—Academic, Research and Community Engagement—and 18 operational plans are aligned under this single framework, all built on the foundation of RRU's financial framework and governance model.

A unique approach

The strategic plan reflects post-secondary strategic management best practices, and includes emerging trends, up-to-date plans and priorities, and projections for operating activities and capital investments through 2025-26. To deliver on RRU's mandate to be a flexible and entrepreneurial organization capable

of swift response to a constantly changing labour market, the adopted framework embraces a unique approach.

First, it acknowledges that strategic planning is a dynamic process that requires frequent reassessment, review and adjustment. As argued by strategic management scholar Henry Mintzberg¹, the organizational capabilities developed through the planning process and plan implementation stages are critical for the plan's success. A commitment to constant interaction, dialogue, and coordination between all areas of the institution through the planning and implementation process will be as important as the plan itself.

Next, as a rolling plan, it permanently maintains a five-year outlook, constantly readjusting strategies and tactics in the short term while providing a clear sense of direction over the longer term.

Finally, it adopts systems thinking, shared leadership, and innovation and accountability as central organizational values to integrate functional areas, increase collaboration and transparency, and improve synergy. As noted by sociologist Philip Selznick, "strategies take on value only as committed people infuse them with energy." (Selznick, 1957)

Strategy and Risk Management

In the course of developing a strategic plan, it is understood that an organization might be exposed to risks that could compromise objectives. These are two sides of the same coin: the key is balancing opportunity-seeking activities that create value with appropriate risk management practices to ensure that value is protected.

To that end, the university undertakes proactive risk management to understand strategic and operational risks and opportunities and make informed decisions. The external and internal environmental scans conducted as part of this strategic planning process provide the first step in the university's extensive risk management process. To map potential risks, it's essential to know the general landscape first.

As part of the RRU's enterprise risk management program, there is a structured process for identifying, monitoring and managing the university's risks, as well as for reporting to the Board of Governors. The importance of this ongoing process is to ensure that the board and management review how the strategic environment is changing, what key risks and opportunities are looming, how they are being managed and whether the strategic direction should be modified.

The university has adopted eight key categories for monitoring and managing risks:

- Strategic and governance
- Academic program/enrolment
- Quality of academic experience
- Financial sustainability
- Technology
- People and Culture
- Operations
- Reputation

Risk management allows the board and management to better understand barriers to the university's strategic vision. Aligning risk and strategy increases the likelihood of long-term success, bolstering transparency and allowing for maximum allocation of resources along the way.

RRU Initiatives 2021-26

Strategic Themes, Objectives and Key Performance Indicators

Vision 2045 serves as a north star to guide our efforts into the future. Across the university, units are aligning their functional plans, actions and KPIs with the shared vision, commitments and goals. It is the right moment to question everything we do through a visioning lens: identifying the things that add the most value; simplifying processes to reduce time spent doing things that don't add value; creating synergies that build on collaborative action while building better work-life balance across the institution.

¹ Mintzberg, Henry. *The Fall and Rise of Strategic Planning* HBR January-February 1994

It is a process that invites us to break down silos and create a lasting culture change through shared leadership.

Vice-president portfolio and operational KPIs will be continuously built as we move through the five-year rolling strategic plan. To that end, we reviewed best practices at other PSIs in Canada and the U.S. and cross-referenced with measures included in the provincially mandated Institutional Accountability Report Plan (IAPR), along with our past operating and strategic plans. Some KPIs were taken from the current and Board-approved Academic Strategic Plan, Research Strategic Plan, International Strategic Plan and Climate Action Plan; many others will emerge from the process of building new plans.

Goal 1: Any age, Any Place, Any Stage

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. We are nimble and responsive to labour market demands and the needs of our students. We dial in programming to the issues of our time. We are accessible, open and flexible. This goal is organized into three main themes:

1. *Teaching and Learning Excellence*: We offer a sustainable, complementary, responsive and adaptable suite of high-quality interdisciplinary credit and non-credit programs. We continuously research, pilot and deploy emerging pedagogies, curricular reforms and learning technologies to foster increasingly engaging learning environments. We will streamline our academic organizational structure and deepen program harmonization to allow greater engagement and more personalized learning.

The KPIs we will use to track our performance include: student FTEs to monitor growth over time; a breakdown of program/credential types (undergraduate, graduate, micro-credentials, professional studies) to identify growth shifts; student-to-employee ratios (core faculty, program support and academic support) to ensure learners are effectively supported in their journeys; and domestic-to-international enrolment ratios to ensure appropriate diversity.

2. *Student Success*: Our vision is to inspire people with the courage to transform the world; our purpose is to deliver a Life. Changing experience. We identify job market needs and student demands in consultation with business and industry. To track our performance in this area, we will monitor retention and the number of graduates and further refine our metrics on post-graduation career progression and community impact. (These will be discussed separately as part of the Academic Strategic Plan implementation.)
3. *Decolonization/Truth and Reconciliation*: In response to the TRC Calls to Action, RRU will develop new and refine existing interdisciplinary and transdisciplinary curricula to support institutional goals of Indigenization and decolonization. KPIs will include tracking curricula and learning resources related to Indigenous Peoples in Canadian history; improving individual and institutional competencies to serve Indigenous students; and growing the number of Indigenous faculty, associate faculty and staff at RRU.

Goal 2: Explore, Share, Advance

The second goal refers to RRU research, which seeks to transform lives, communities and societies. Designed to directly benefit the communities in which we live, work and play, RRU research inspires action and solves real-world problems. It is primarily inter- and trans-disciplinary, which is by nature collaborative. It knows no borders and strives to inform both local and global contexts. It is meant to be developed and shared with practitioners who will implement the findings and results. To track our progress, we will monitor research revenue funding (as reported to the Canadian Association of University Business Officers) and our funding success against the national average. In addition, we will prioritize research for its positive impact in the community.

Goal 3: Invite In, Venture Out

The third goal references engagement in the broadest sense. Our campus warmly welcomes all people and communities. We are proud to partner with leaders from local Indigenous communities, colleagues from across the educational sector, and governments at all levels. Our alumni span the globe and together we create life-long relationships that support life-long learning. We have identified two general themes:

1. *Community Engaged*: We will engage key communities to focus on Truth and Reconciliation, climate action, EDI, innovation and culture. We will build and promote a range of diverse and innovative global learning partnerships. The VPCA is currently developing the Community Engagement Plan—one the three core university plans noted in the planning framework—and will identify appropriate KPIs as a result of that process.
2. *Profile and Reputation*: We will continue to build a broad-based and rigorous advancement program to secure significant annual revenue for RRU. To build synergies and foster a closer long-term relationship with our alumni in Canada and around the world, the VPCA will develop a two-year Alumni and Advancement plan. Similarly, the recent consolidation of Communications and Marketing into the VPCA aims to strengthen student enrolment and community engagement, guided by a two-year Communications and Marketing plan currently in development.

Suggested KPIs to track performance include dollars raised through annual advancement campaigns; alumni engagement numbers; unique web visits, social channels volume and reach, and percentage of top-of-mind aided and unaided data.

Goal 4: Vibrant and Sustainable

Our last goal honours the history and culture of those who came before us and acknowledges our continuing work to create an engaged and inclusive campus, built on sustainable, leading-edge infrastructure and online platforms. Our new Climate Action Plan commits RRU to reducing our green house gas emissions towards a net zero goal, and helping our communities become more adaptable, resilient and regenerative. We have identified two general themes:

1. **Financial Health**: The university defines financial stability as the ability to start, grow and maintain organizational systems over short- and long-term horizons. This requires ongoing working capital to maintain day-to-day operations and investment capital to support future growth. KPIs to track financial health include our investment balance, net operating income, financial sustainability ratio as reported by the composite score range, and net contribution margin.
2. **Sustainability**: Sustainability—that is, the ability to meet our own needs without compromising the ability of future generations to meet their own—is a term with broad meaning. It applies not only to the environment and natural resources, but also to social and economic resources. At Royal Roads, we strive to build knowledge and capacity throughout the university community; to demonstrate leadership with regard to climate action; to build an institutional structure and culture that supports Equity, Diversity and Inclusion; to foster employee engagement to retain talent and encourage loyalty and performance; and to ensure our IT systems support the ongoing digital needs of the university.

Suggested KPIs include: GHG emissions based on a 2010 established baseline; ensuring all students, staff and faculty complete training in theories and practices that positively impact climate change; and tracking the number and quality of partnerships with Climate Actions stakeholders. The new Office of Human Rights and EDI will develop a long-term plan in 2022/23 to guide the university's EDI organization, governance and actions, and will identify further targets through this process. Finally, we will continue to guide our Canada Research Chair process to meet targets as defined by the Canada Research Chairs' Equity, Diversity and Inclusion plan.

ENVIRONMENTAL SCAN

Political

- Political stability makes Canada and BC attractive to business and immigration
- Government is open to international students studying in Canada, “stimulating innovation and developing important cross-cultural competencies.”
- Policymakers define the labour market and future of work, helping to unlock access to education and building the labour market information capacity necessary to track and prepare for possible changes.
- Public funding of PSE may be impacted by recent public PSI funding review and potential changes to policy.
- Province-based funding is insufficient to cover escalating educational costs

Economic

- There is a need for post-secondary education or training, such as a certificate or college diploma, apprenticeship training or a bachelor's, graduate or professional degree over the next decade. (The BC Labour Market Outlook cites 77% of more than 860,000 job openings in BC alone).
- Students and parents are often unable to fund education due to the high cost of housing and living in the region and uncertainty in the labour market.
- Post-pandemic and geopolitical factors are creating uncertainty around projected economic growth, inflation and interest rates.
- A downturn in the economy potentially limits opportunities for applied learning.
- Prime-aged postsecondary-educated displaced workers will create educational opportunities .
- Labour shortages are affecting all sectors.
- Worker skills do not necessarily align with emerging and expanding sectors.
- Workers and employers need to adapt quickly to the demands of a diverse and rapidly evolving economy.

Social

- Increasing mobility and diversity of society requires graduates to prepare for global careers.
- Increased value of higher education completion and match between curricular and societal interests allowing university graduates to join the labour market performing the roles needed for economic and social progress.
- There is growing employer demand for graduates from multi-disciplinary backgrounds.
- Selected skills gained importance in the post Covid-19 labour market. As of December 2021, more than half (52.7%) of employed Canadians worked in occupations where active learning skills are important, up 2.6 percentage points from 2019. Active learning involves understanding the new information of both current and future problem-solving and decision-making.
- Employers have a positive perception of, and willingness to participate in, applied learning programs.
- Students are seeking flexibility via shorter term and online/blended learning.

Technological

- E-connectivity and the increased use of internet for personal, retail and financial services has led to increased demand for 24/7 self-service access at universities.
- High technology costs with relatively long payback periods potentially reduce uptake of new technologies.
- Increased technology might increase energy use, impacting environmental and carbon strategies.
- More PSIs are adopting blended learning strategies and may have greater capacity to invest in latest digital technologies/learning platforms.

Environmental

- The public expects responsible environmental performance.
- There is an increased interest in global initiatives.
- Some career paths may be disrupted by climate change.
- There is increased anxiety about the climate emergency and how it will impact future generations.

Legal

- Compliance costs are increasing due to regulatory changes related to climate change, diversity and inclusion, etc.
- A lack of knowledge, understanding and/or accountability of legal requirements could lead to non-compliance.

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 RRU's goals and commitments to ministry strategic goals and system objectives;
- demonstrated progress towards priorities contained in the university 2021/22 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; and
- identification of plans for the 2022/23 fiscal year to support achievement of priorities contained in the university 2021/22 mandate letter.

PROGRESS TOWARDS 2021/22 MANDATE LETTER PRIORITIES

Accomplishments and progress toward priority items contained in the mandate letter for fiscal year 2021/22 are identified below.

2021/22 MANDATE LETTER PRIORITIES
<p>1. Work with the Ministry to resume full on-campus learning and services for students, faculty and staff by fall 2021, following the direction and guidance of the Provincial Health Officer and the COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector, and support your academic communities throughout 2021/22 as you respond to COVID-19 impacts and recovery.</p>
<p>PROGRESS</p> <ul style="list-style-type: none"> • RRU's return to campus initiative was completed in November 2021; simultaneously, the Blended Work Arrangements pilot program was launched • As COVID-19 has evolved, RRU has adjusted its campus posture and layers of protection accordingly and reviewed business continuity plans • RRU is currently operating and monitoring the lingering impacts of the pandemic within the framework of the communicable disease plan, however, is ready to shift focus, increase layers of protection and manage exposure risk as required
<p>2. Work with the Ministry and your communities, employers and industry to implement post-secondary education and skills training for British Columbians, particularly those impacted by COVID-19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities.</p>
<p>PROGRESS</p> <p>Royal Roads University offers leading-edge programming that responds to the need for flexible, relevant learning opportunities and experiences across many sectors and in many communities. Our Professional and Continued Studies (PCS) offerings are an active component in the academic mix at RRU enhancing careers and enriching lives for more than 6,000 students annually.</p> <p>In 2021/22, PCS wrapped up MAEST funded micro-credentials Leading Projects in a Digital Environment and Workplace Communication Skills as well as Community Workforce Response Grant programs: Business Administration Essentials, Supervisory Skills, and Mineral Exploration, Geoscience and Environmental Field Assistant.</p> <p>In partnership with Haisla Nation, PCS delivered a Certificate in Cultural and Natural Resources Assessment and with funding from the Post-Secondary Partnership Program (PSP) PCS developed and delivered a Graduate Certificate in Indigenous Economic Development.</p> <p>In partnership with First Nations Technology Council and with funding from MAEST, PCS collaborated on the development of a Network Technician program for Indigenous students. The pilot program started online October 4th.</p> <p>PCS was successful in the Targeted Call for Future Skills Centre Project Partners. Project Connect II: Scaling Technology-Enabled Learning for Indigenous Communities Across Canada. The Professional Project Administrator program continues throughout 2023.</p> <p>PCS, in partnership with Seabird Island Band, and with funding from BC Government, is delivering Ecological Restoration Certificate at Seabird Island Band.</p> <p>In partnership with the South Island Prosperity Partnership (SIPP), PCS assisted with an application to the International Economic Development Council (IEDC) Award Program. SIPP received a Silver award for Partnerships with Education and recognized the success of MicroStartBC, a website and marketing campaign developed with the University of Victoria and Royal Roads in response to workforce disruption.</p> <p>PCS, in collaboration RRU's Resilience by Design Lab, was successful in our proposal to the Ministry of Advanced Education and Skills Training for the development and delivery of a Climate Adaptation Micro-credential that started in March 2022.</p> <p>Royal Roads University regularly participates in the Ministry-led Campus Navigator Community of Practice meetings.</p>
<p>3. Fully engage with government in implementing mandate commitments to support a future-ready workforce and post-secondary system, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross-government, community, sector and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds upon government's CleanBC strategy and supports a clean economic future.</p>
<p>PROGRESS</p> <p>Royal Roads University is committed to being a climate and sustainability leader in B.C.'s post-secondary sector, and climate action is woven through the university's strategic priorities. RRU escalated its commitment to climate change mitigation and adaptation through a new Climate Action Plan 2022-2027. This ambitious five-</p>

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.

While all of RRU's programs are designed to respond to the critical issues of our time, offering research-informed curricula taught by experts in climate change, sustainability, and social change, RRU's suite of climate-action programs is one of Canada's largest and most comprehensive, with graduate, undergraduate, diploma, certificate, and professional continuing studies.

In June 2021, RRU launched the MA Climate Action Leadership (MACAL) designed to train learners who want to create the social, political, environmental and economic changes needed to lead Canada towards a low-carbon, resilient future.

RRU's Indigenous Environmental Leadership Pathway, designed and offered in partnership with ECO Canada, prepares Indigenous youth for environmental leadership roles in their nations and communities.

PLANS TO SUPPORT 2022/23 MINISTER'S LETTER OF DIRECTION

In addition to continuing to make substantive progress on the 2021/22 priorities, the following plans support the Minister's 2022/23 Letter of Direction.

2022/23 MINISTER'S LETTER OF DIRECTION

1. Demonstrate your commitment to collaborating within your sector on new and priority initiatives , including:
 - Working to align education and skills training to goals of the BC Economic Plan; and
 - Supporting the implementation of Skilled Trades Certification

INITIATIVES AND PLANS

RRU led the coordination and development of a business case recommending a visionary collaboration between three post-secondary institutions—Royal Roads University, Camosun College and the University of Victoria—along with School District 62 (Sooke) and the Justice Institute of BC to create a dynamic educational hub in downtown Langford; this initiative embodies the “decisive action” called for in the 2019 assessment of educational needs in Canada's fastest-growing region and taking an inclusive approach, will address three significant and inter-connected barriers to post-secondary education for School District 62 graduates: tuition costs, limited and expensive housing options, and oppressively long commutes. The new West Shore Campus will boost post-secondary transition rates in the region and equip learners of all ages and stages with in-demand skills to ensure a resilient future.

2. Contribute to Ministry engagement on upcoming initiatives, including:

- The Future Ready: Skills for the Jobs of Tomorrow plan;
- The Ministry's sexualized violence policy review;
- Further tech-relevant seat expansions; and
- The funding formula review of provincial operating grants.

INITIATIVES AND PLANS

The Future Ready: Skills for the Jobs of Tomorrow plan

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 survive and 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.

The Ministry's sexualized violence policy review

Royal Roads continues to be a strong supporter of the ministry's initiatives related to prevention and response to sexual violence. Following on our work to create shared educational resources that have been made available to other institutions through BCcampus and our direct participation in the development of the recent student sexual violence climate survey. We are committed to the current policy review and have identified two leads to represent the university through the consultation process and potential future engagement in this work.

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, as they 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.

The funding review formula review of provincial operating grants

On June 30, 2022 Royal Roads University sent in its funding review submission to the Ministry of Advanced Education Skills Training and Mr. Don Wright who is leading the funding review process. Royal Roads executive team met with Mr. Wright in late June to discuss work of the university over the past 25 years, the strong alignment of programs and courses to labour market needs, and the value of its teaching and learning model to help create exceptional leaders. The 10 questions posed by Mr. Wright were answered in detail as part of the submission along with six concluding recommendations. Royal Roads University looks forward to working through the funding review process with Mr. Wright and others from the Ministry of Advanced Education Skills Training over the next several months.

REPORT ON STRATEGIC INITIATIVES

STRATEGIC INITIATIVES	
1. Progress on the Truth and Reconciliation Calls to Action and UNDRIP	Please see Appendix A, 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 public post-secondary institutions in BC.
2. Sexual violence and misconduct prevention and response.	<p>The cross-institutional Prevention & Response to Sexual Violence & Misconduct Advisory Committee continues to focus on the continuous improvement of the policy and procedures and the ongoing work to raise awareness and educate our university community. Self-serve online workshop and resources for students, available through our online new student orientation course and the website, were reviewed and minor updates made to keep the content current. The pandemic continued to interfere with the rollout of student-led workshops, however staff-led sexual violence education and prevention workshops were included in various student programming activities.</p> <p>Training for employees that was delayed due to the COVID-19 pandemic was launched in 2021-2022. A four-module Sexual Violence Prevention and Education training has been added as a mandatory training requirement for all new employees.</p> <p>A working group co-convened by Student Services and the Centre for Teaching & Educational Technologies began investigating ways to support students and faculty in learning environments and learning communities where difficult conversations emerge, including those related to sexual violence and misconduct, equity, diversity and inclusion and the intersections of these.</p> <p>Results of the ministry-sponsored Sexual Violence & Misconduct Student Climate Survey will help to inform activities for 2022-2023</p>
3. Former Youth in Care – supports for students who are former youth in care, including participation in the provincial youth waiver program.	<p>Accessibility for Former Youth in Care, vulnerable and other underrepresented student groups</p> <p>RRU actively participates in the Tuition Waiver for Youth in Care program. As the university does not provide undergraduate year 1 and year 2 domestic programming, and the majority of students are above the age qualification, fewer waivers have been provided than might be the case at other institutions, but where they have been extended the students have been most grateful.</p> <p>Our small class cohorts of students are supported by program and student services staff who quickly come to know students who might require additional support. Former Youth in Care, whether they self-identify or not, have a network of caring staff and faculty who can also access our 24/7 CARE Team which offers personalized, student-centered, trauma-informed support for students.</p>

4. K-12 transitions and dual credit programming.

Royal Roads has invested in the development of an undergraduate degree track, the first two years of which align with recent changes to the K-12 curriculum, using challenge-based learning pedagogy. This new program would be the first Royal Roads undergraduate program designed for domestic students and is intended to appeal to first-generation university students who are seeking applied learning for social change, building from similar approaches in the K-12 curriculum.

We have continued to build our suite of micro credential programs that can provide onramps for K-12 students who might not otherwise pursue post-secondary education at Royal Roads and elsewhere. For example, our Climate Action Practitioner Micro-Credential is a Canadian first.

2021/22 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.

PERFORMANCE MEASURE APPLICABLE TO ROYAL ROADS UNIVERSITY	2021/22 ASSESSMENT
Total student spaces	Achieved
Total credentials awarded	Substantially Achieved
Total Aboriginal ² student spaces	N/A
Student satisfaction with education - Bachelor degree graduates	Achieved
Student assessment of the quality of instruction - Bachelor degree graduates	Achieved
Student assessment of skill development - Bachelor degree graduates	Achieved
Student assessment of usefulness of knowledge and skills in performing job - Bachelor degree graduates	Achieved
Unemployment Rate - Bachelor degree graduates	Achieved

For fiscal year 2021/22, Royal Roads University has achieved all targets except for total credentials awarded. The credentials awarded measure is based on a three-year average of credentials awarded covering fiscal years 2017/18 through to 2019/20. Credentials awarded have decreased in recent years consistent with lower student FTEs for fiscal years 2018/19 and 2019/20. At 99% of target, the variation can be attributed to a change in mix favoring longer programs over shorter ones.

The Ministry of Advanced Education and Skills 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:

ASSESSMENT	PERCENTAGE
Achieved	100% or more of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
Not assessed	Measures without targets and survey results with less than 20 respondents or a margin of error or 10% or greater

Full details on the definition and calculation methodology used for each measure can be found at: [Accountability Framework - Province of British Columbia \(gov.bc.ca\)](https://www2.gov.bc.ca/gov/content/education-training/advanced-education-skills-training/accountability-framework).

		2019/20	Actual 2020/21	2021/22	Target 2021/22	Assessment 2021/22
Student spaces	Total student spaces (AEST)	2,031	2,040	2,710 ³	≥1,980	Achieved
Credentials Awarded	Credentials	1,216	1,173	1,144	≥1,152	Substantially Achieved

² 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](#)

³ The increase in the number of student spaces is related to a change in the University's reporting pattern to include its international graduate students into the FTE calculation. Royal Roads University is considered a research institution and in alignment with other BC research institutions, received permission to make this change. We submitted the FTE report in the Fall of 2021 following this new practice.

		2019/20	Actual 2020/21	2021/22	Target 2021/22	Assessment 2021/22
Indigenous student spaces	Total Indigenous student spaces	138	135	145	>135	Achieved
	Ministry (AEST)	138	135	145	>135	Achieved
Student satisfaction with education	Bachelor degree graduates	91.2% +/- 3.5%	88.5% +/- 3.5%	94.6% +/- 3.0%	≥90%	Achieved
Student assessment of the quality of instruction	Bachelor degree graduates	94.2% +/- 2.9%	91.4% +/- 3.1%	94.6% +/- 3.0%	≥90%	Achieved
Student assessment of skill development	Bachelor degree graduates	90.3% +/- 3.3%	87.7% +/- 3.1%	89.1% +/- 3.3%	≥85%	Achieved
Student assessment of usefulness of knowledge and skills in performing job	Bachelor degree graduates	85.6% +/- 4.7%	90.3% +/- 3.8%	87.0% +/- 5.0%	≥90%	Achieved
Unemployment Rate	Bachelor degree graduates	6.0% +/- 3.0%	7.6% +/- 3.2%	5.0% +/- 3.1%	≤11.6%	Achieved

Additional breakdown of Skill development assessment is provided below:

		2019/20	Actual 2020/21	2021/22	Target 2021/22	Assessment 2021/22
Bachelor degree graduates	Skill development	90.3% +/- 3.3%	87.7% +/- 3.1%	89.1% +/- 3.3%	≥85%	Achieved
	Written Communication	95.0% +/- 2.7%	87.6% +/- 3.7%	89.1% +/- 4.3%		
	Oral Communication	94.2% +/- 2.9%	88.4% +/- 3.5%	93.0% +/- 3.5%		
	Group collaboration	88.5% +/- 3.9%	88.5% +/- 3.5%	89.8% +/- 4.1%		
	Critical Analysis	92.8% +/- 3.2%	92.0% +/- 3.0%	94.6% +/- 3.1%		
	Problem resolution	87.5% +/- 4.1%	83.2% +/- 4.1%	82.0% +/- 5.2%		
	Learn on your own	88.0% +/- 4.2%	89.0% +/- 3.5%	89.8% +/- 4.2%		
	Reading and comprehension	86.8% +/- 4.2%	85.4% +/- 3.9%	85.6% +/- 4.9%		

FINANCIAL INFORMATION

RRU 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, 2022 are available on the university's website at <http://www.royalroads.ca/about/plans-reports>.

APPENDIX A – 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 PUBLIC POST-SECONDARY INSTITUTIONS IN BC

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. Institutions will have addressed relevant TRC Calls to Action articles of the UN Declaration on the Rights of Indigenous Peoples to varying degrees. Please complete the following table to provide an at-a-glance summary of your institution’s progress. If there is no relevant program/initiative show as N/A.

TRC CALL TO ACTION AND UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
1: SOCIAL WORK	
We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
On-going	While Royal Roads does not offer a social work program, our Bachelor of Arts in Justice Studies students may have experience in child welfare, move into social work upon graduation, or work with social workers. In the spirit of the Calls to Action, content related to the first Call on Child Welfare is included in several courses.
12: EARLY CHILDHOOD EDUCATION	
We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
	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.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
	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.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
On-going	The School of Leadership Studies continues to evolve work to increase Indigeneity across the programs of the school, including the Master of Arts in Leadership – Health designed for health care administrators and leaders. In addition to continuously evolving content and delivery, programs sometimes include an Indigenous Scholar in Residence.
24: MEDICAL AND NURSING SCHOOLS	
We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

	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.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
On-going	While the university does not have a law program, many of its courses in the Justice Studies focus on the law, with some graduates continuing on to law school. The Bachelor of Arts in Justice Studies program includes a mandatory Indigenous Perspectives on Justice (JUST308) course and continues to include Indigenous content in most courses. At the graduate level, the Master of Arts in Justice Studies has both mandatory and optional courses in Indigenous perspectives. Along with the Justice Studies programs at the undergraduate and graduate levels, the Master of Arts in Conflict Analysis and Management program that shares some commonalities with legal studies also emphasizes intercultural competency, conflict resolution, human rights, and anti-oppressive practice. The latter program includes an Indigenous program advisory group.
57: PUBLIC SERVANTS	
We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New	Supported by generous funding received from the Ministry of Advanced Education and Skills Training in 2020-2021, an Indigenous Education Advisor was engaged to work with faculty across all programs of the university and this role has now been made a regular full-time manager. While this role does provide subject matter, expertise related to Indigeneity across the curriculum, the incumbent also works one-on-one and with groups of faculty, addressing the topics identified in this Call to Action. For example, Giiwitaa: Around in a circle, a monthly faculty group is facilitated to provide a forum for peer discussion and a speakers’ series was launched.
New	Two of the modules developed through the ministry-funded Pulling Together Guides project coordinated by BCCampus were adapted as blended offerings tailored to the Royal Roads teaching and learning context. The Curriculum Developers module was offered as a nine-week course for faculty and instructional designers and the Foundations module was adapted for students in the Bachelor of Business Administration program.
New	Discussion groups were facilitated for senior leaders and employees in the wake of the media release of the Kamloops Indian Residential School unmarked graves in June 2021 that continued for several months that explored many of the topics listed in this Call to Action. An open discussion group continues to meet.
New	In addition, more than 90 non-Indigenous employees came together in a ReconciliACTION group that saw several sub-groups take on a number of peer led actions, including a book club, a letter writing campaign group focused on advocating for improved conditions for Indigenous Peoples, an initiative to increase confidence and competence in conducting land acknowledgements, and the like.
On-going	The university continues to provide INDS 400 Global Perspectives on Indigenous Ways of Knowing offered as an elective in the Bachelor of Interdisciplinary Studies program and as a tuition-free general studies course available to all employees.
62: TEACHER EDUCATION	
We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
	N/A
86: JOURNALISM AND MEDIA SCHOOLS	
We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.	

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New	COMM 443 Communication in Indigenous Contexts was launched in 2021-2022 as core course in the Bachelor of Applied and Professional Communication. This course introduces foundational concepts relating to Indigenous Peoples and perspectives the context of communication, historical narratives, and cultural studies.
On-going	In the Master of Arts in Professional Communication program, content related to Indigenous epistemologies and practices have been incorporated into research methods and theory courses. The program also incorporates a guide to conducting ethical dialogues in classrooms that is intended to facilitate conversations about Canada's past, present and future relationships with Indigenous Peoples.
On-going	The Master of Arts in Intercultural and International Communication program has many courses that address this call to action such as IICS515 - Intercultural Theory and Practice and IICS638 - Contemporary Issues in Communication. Field trips to local First Nations and Indigenous cultural events and resources are regularly incorporated into the curriculum.

92: BUSINESS SCHOOLS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>The Faculty of Management continues to incorporate Indigenous topics or themes into courses in all programs such as:</p> <ul style="list-style-type: none"> • History of Indigenous Peoples in Canada • Indigenous knowledge of resources and landscapes • Indigenous relationships to the land • Indigenous ways of knowing and being • Indigenous rights • Indigenous Peoples and trade • Indigenous entrepreneurship

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

How is the university working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:

Article 14

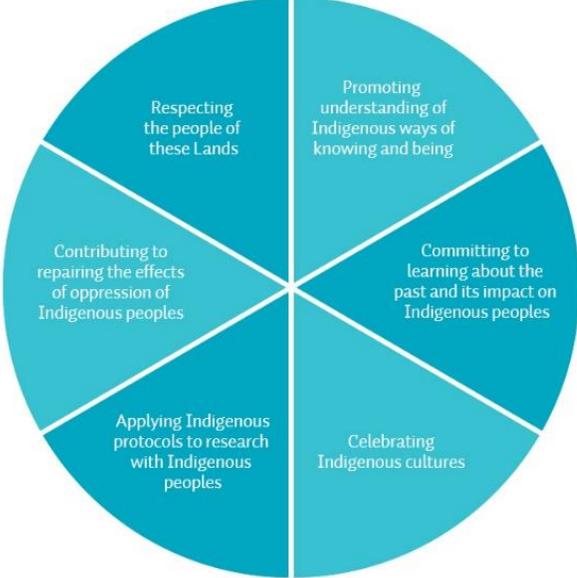
1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education

Article 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories, and aspirations which shall be appropriately reflected in education and public information.

Article 21

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>A framework for planning initiatives related to implementing the UNDRIP, reconciliation, Indigenization and decolonization was developed in 2019/20 that continues to be infused through institutional work. This includes a set of principles supported by six core elements, represented as a circle to symbolize the equality of each of the elements and to honour the circle, which is important in many Indigenous cultures. The elements are interconnected, and the university is committed to engaging and growing in all six areas.</p> <p>Topics related to the rights of Indigenous Peoples are included across programs, and the Bachelor and Master of Arts in Justice Studies programs provide specific focus on the UNDRIP.</p> 
On-going	<p>Royal Roads continues to support the First Nations Technology Council in designing and delivering programs that build technology skills for Indigenous Peoples across BC, a partnership that began in 2017.</p>
On-going	<p>Based on the success of a pilot project initiated in 2020-2021, and using funds allocated by the ministry, an internal grant envelope was opened in 2021-2022 that has seeded five faculty-led projects that explore ways in which the university can manifest developing relationships with Indigenous Knowledges in curriculum.</p>
New	<p>In partnership with Métis Nation BC, Royal Roads launched a Professional Project Administrator (PPA) program in September 2021 to deliver a mix of credit and non-credit courses for Métis students, preparing them for high-demand jobs.</p>
New	<p>In partnership with Haisla Nation, Royal Roads offered a six-month Graduate Certificate in Indigenous Economic Development for Indigenous working professionals that began in October 2021.</p>
New	<p>As we work towards the approval of the proposed West Shore campus we are in conversation with Indigenous groups and communities around academic programming and campus functional and aesthetic design.</p>