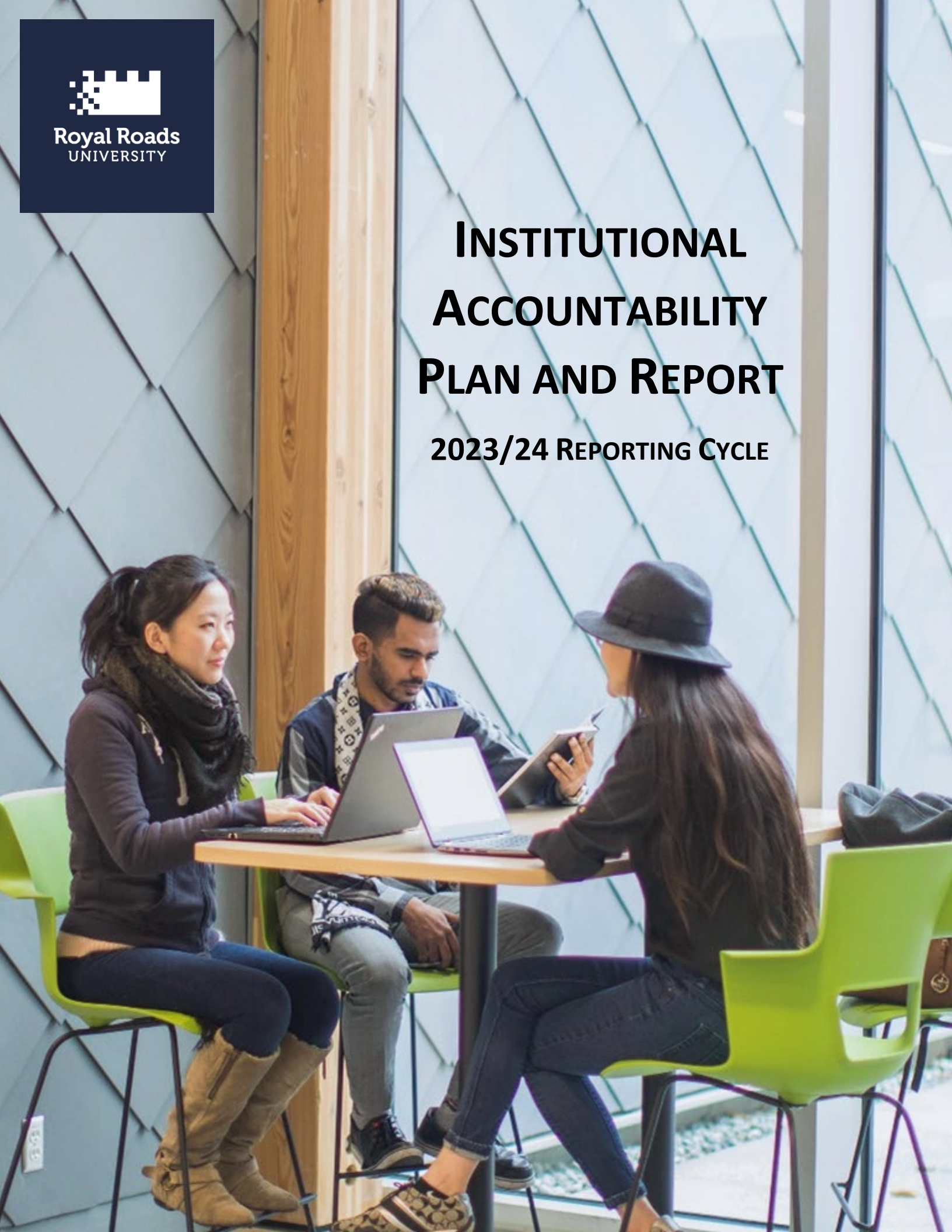




**Royal Roads**  
UNIVERSITY

# **INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT**

## **2023/24 REPORTING CYCLE**



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# 1.0 ACCOUNTABILITY STATEMENT: LETTER FROM BOARD CHAIR AND PRESIDENT



June 20, 2024

Honourable Minister of Post-Secondary Education and Future Skills  
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 2023/24 reporting cycle has been prepared in accordance with the Ministry of Post-Secondary Education and Future Skills 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 contents of this document reflect work completed to date in translating 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 2023/24.

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.

Handwritten signature of Nelson Chan in black ink.

Nelson Chan  
Chair, Board of Governors

Handwritten signature of Philip Steenkamp in black ink.

Philip Steenkamp  
President and Vice-Chancellor

## 2.0 INSTITUTIONAL CONTEXT

### Overview and History

*The campus is located on the traditional Lands of the Lekwungen-speaking Peoples, the Songhees and Esquimalt Nations. With gratitude, we live, work and learn here where the past, present and future of Indigenous and non-Indigenous students, faculty and staff come together.*

Royal Roads University was established in 1995 with a mandate to focus on applied and professional programs and research, delivered in a blended format, on campus and online. For over 25 years the University has established a strong reputation as an institution that delivers high-quality, life-changing education and research. 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; and
- maintain teaching excellence and research activities that support the university's programs in response to the labour market needs of British Columbia.

## 3.0 STRATEGIC DIRECTION

Royal Roads University's vision, *Learning for Life: 2045 and Beyond*, guides the development of the University's learning, teaching and research. The world is changing rapidly, profoundly impacting the way people live, work and learn. The economy, driven by technological innovation and artificial intelligence, is transforming at an astonishing pace. The climate crisis, a global existential threat, is also a major challenge for people everywhere. Addressing it and, increasingly, adapting to it, demands coordinated action at every level from the personal to the global. And all this is set against a backdrop of rising populism, civil unrest, war, mass migration and devastating pandemics. As one of British Columbia's research universities, RRU is well positioned to build on its *Learning for Life* 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*, RRU's 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*

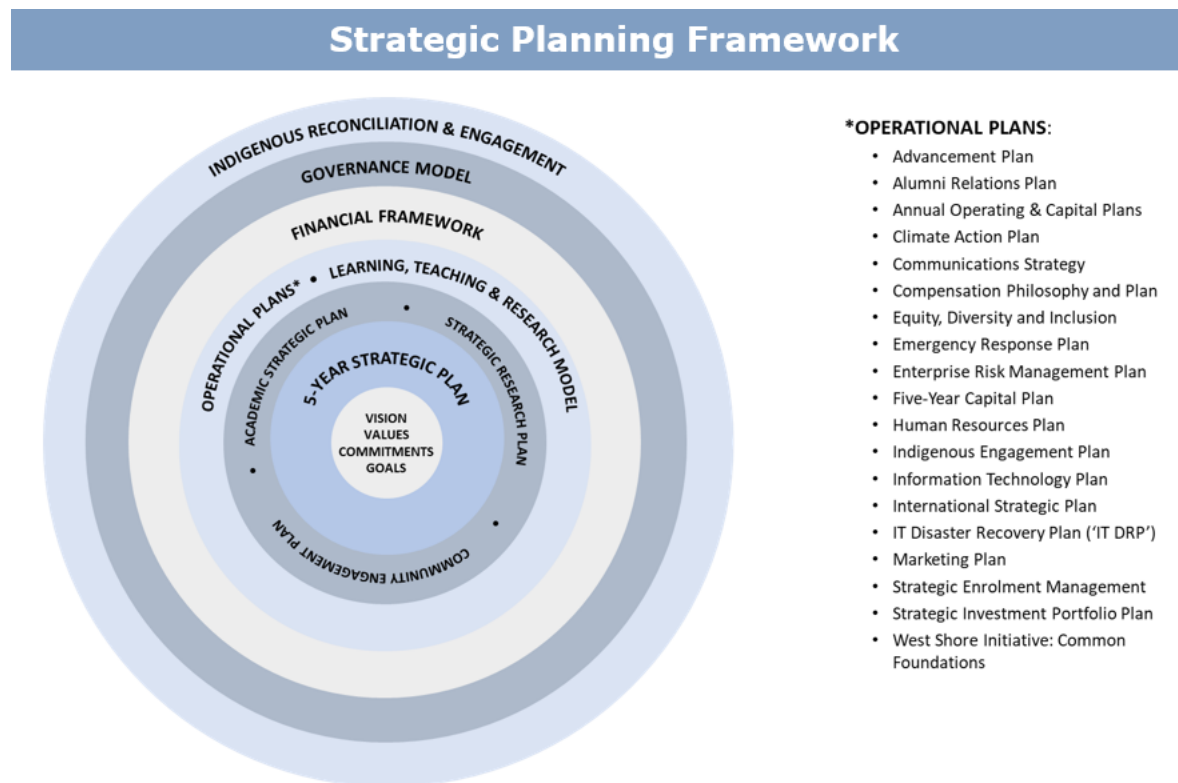
## GOALS

- *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 and Equity, Diversity and Inclusion.*

## Five-Year Rolling Strategic Plan

The University's Board of Governors approved the *Five-Year Rolling Strategic Plan* in June 2022. This plan was developed in alignment with Vision 2045 and provides the opportunity for RRU to be flexible, adaptive and responsive to the dynamic environments encountered. At the same time, a new strategic

planning framework (Figure 1) was adopted to align all strategic and operational plans across the University.



**Figure 1: Royal Roads University Strategic Planning Framework**

Informed by the University’s governance and business models, the strategic plan provides direction to all academic, research, financial and community engagement planning activities with functional and operational strategies and tactics across the University.

Given the operational complexity of a post-secondary institution and the need to enhance its capacity to respond to constantly changing external forces, the integration of specific strategic goals and objectives is vitally important to the success of RRU’s Strategic Planning Framework. This framework helps guide and configure evolving elements over time. Strategic goals and objectives are reviewed on an ongoing basis, and some may evolve based on the University’s changing needs.

The strategic plan supports decision-making at the University and provides guidance for resource allocation and regular operations. The core plans—Academic, Research and Community Engagement—and operational plans are aligned under this single framework and built on the foundation of RRU’s financial and governance models.

**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 to 2026. To deliver on the University’s mandate to be a flexible and entrepreneurial

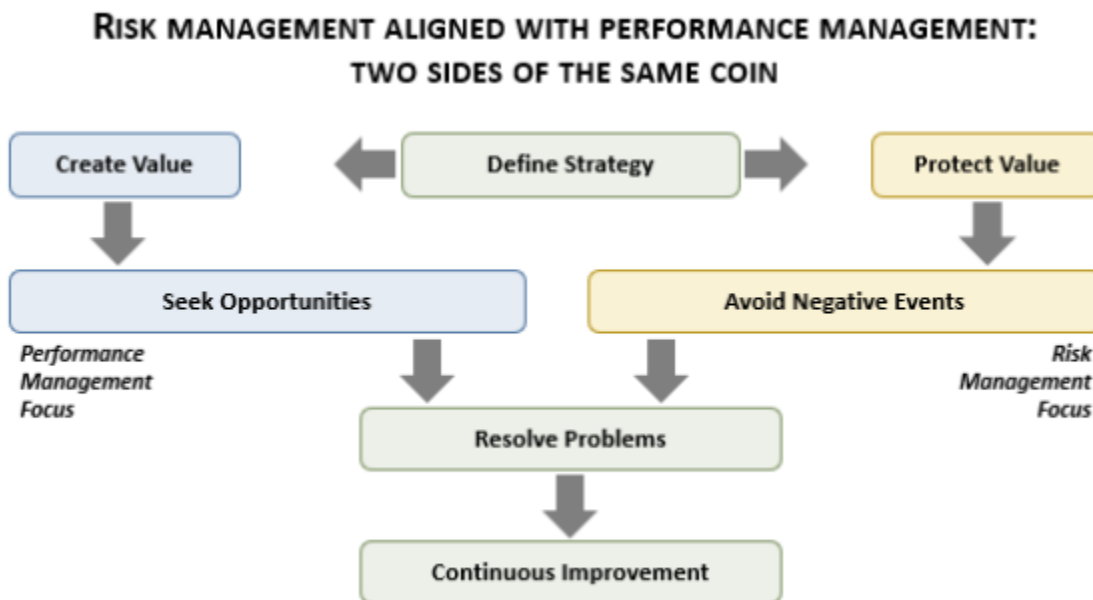
organization capable of swift response to a constantly changing labour market, the adopted framework embraces a unique approach in two ways.

First, it acknowledges that strategic planning is a dynamic process that requires frequent reassessment, review and adjustment. The organizational capabilities developed through the planning process and plan implementation are critical for the plan's success. A commitment to constant interaction, dialogue and coordination between all areas of the University through the planning and implementation process is as important as the plan itself.

Second, it adopts systems thinking, shared leadership, innovation, and accountability as central organizational values to integrate functional units, increase collaboration and transparency, and improve synergy.

### Strategy and risk management

In the course of developing the strategic plan, it was understood that the University would be exposed to risk 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 for the University is protected (Figure 2).



**Figure 2. Two sides of the same coin**

To that end, RRU 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 the strategic planning process provide the first step in the University's enterprise risk management process.

As part of the University's Enterprise Risk Management Program, there is a process for regularly identifying, monitoring, mitigating and managing RRU'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 can evaluate how the strategic environment is changing, what key risks and opportunities are emerging, mitigation options, how the risks are being managed, and whether the strategic direction requires modification.

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.

## **Strategic Themes**

With Vision 2045 serving as its navigational mechanism, the University aligns its strategic, operational and functional plans and activities. Through a visioning lens, the University continues to identify value-added activities; simplify processes to create more time for value-added endeavours; and create synergies that build on collaborative action and shared leadership.

### ***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 – answering the call of changing demographics, shifting workplaces, and global problems. We dial in programming to the issues of our time, offering first-rate teaching in climate change, sustainability, social change, and the human-machine interface. We are accessible, open and flexible – engaging a wide range of learners from around the world with program schedules that allow them to keep their jobs while increasing skills and knowledge.*

In March 2022, the Board of Governors approved the *Academic Strategic Plan, 2022–2025*. The Academic Strategic Plan focuses on the core work of RRU—achieving excellence in learning, teaching and research—and is designed to guide the University's academic activities and establish its academic priorities over the plan's three years. The Academic Strategic Plan informs a reorganization of the academic portfolio to enhance academic program harmonization and allow greater engagement and personalized learning.

## Themes

1. *Teaching and Learning Excellence*: RRU offers a sustainable, complementary, responsive and adaptable suite of high-quality interdisciplinary credit and non-credit programs. Emerging pedagogies, curricular reforms and learning technologies are continuously researched, piloted and deployed to foster increasingly engaging learning environments. The University is in the process of an academic structural reorganization to enhance academic program harmonization and allow greater engagement and personalized learning.
2. *Student Success*: The University's vision is to inspire people with the courage to transform the world, and its purpose is to deliver a *Learning for Life* experience. Working with business and industry, the University continues to identify job market needs and student demands.



3. *Decolonization/Truth and Reconciliation*: In response to the TRC Calls to Action, RRU will develop new and refine existing inter- and transdisciplinary curricula to support the University's goals of Indigenization and decolonization.

**Goal 2: Explore, Share, Advance**

*Royal Roads research seeks to transform lives, communities and societies. Our 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*
- *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 our learning and teaching. It informs learning and teaching. In turn, teaching and learning is explored through research. Partnerships with those who may be affected by, or use, our research, are critical. Finally, research informs the university's operations and how we live and work at Royal Roads. We move forward with a spirit of inquiry, a quest for knowledge, and a commitment to action. Our 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.*

Themes

Research at the University is the subject of RRU's second strategic goal, and its core theme is "Interdisciplinary and Community Applied Research." The University's research seeks to transform lives, from local communities to global societies and inspires action to solve real-world problems. Research is meant to be developed and shared with practitioners who will implement the findings and results. As such, the University will prioritize research activities for their positive impact in the community. The University's Strategic Research Plan has been extended to run through to 2024-25 and will continue to guide research activities.

**Goal 3: Invite In, Venture Out**

*Our campus warmly welcomes all people and communities. We are proud to partner with leaders from local Indigenous communities and our colleagues in the education sector here at home and across the country. And we continue to strengthen relationships with partners in the cities on the West Shore, and Victoria, as well as with our provincial and federal governments.*

*Our graduates are local, provincial, national and international. For our alumni we are a constant touchpoint, creating life-long relationships for life-long learning. For local high school graduates and adult learners we are a community hub for studies and skill development in countless areas.*

*We are committed to reconciliation, implementing an Indigenous learning-framework that will reach into our operations, teaching and research.*

*We continually grow our profile and reputation across Canada and around the world, telling the Royal Roads story through our website and digital channels, at conferences and speaking engagements and through our wide professional networks. As we invite in and venture out, our aim is clear: to grow Royal Roads as a sought-after partner and destination.*

### Themes

1. *Community Engaged:* The University will engage with diverse communities to augment the University's understanding of, and actions toward, Truth and Reconciliation, climate action, equity, diversity and inclusion, innovation, and culture. A range of innovative global learning partnerships will be developed and promoted by the University. Development of a community engagement plan—one of the three core university plans—will identify strategic objectives in support of Vision 2045.
2. *Profile and Reputation:* The University will continue to build a broad-based and rigorous advancement program that will build on synergies and foster a closer long-term relationship with its Canadian and global alumni. To support this goal, the University will produce two plans, one for alumni and advancement and the second for communications and marketing.

### **Goal 4: Vibrant and Sustainable**

*We honour 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 we work to create a highly engaged and inclusive campus, built on sustainable, leading-edge infrastructure and online platforms.*

*We are devoted to sustainability and over the past few years have significantly reduced GHG emissions on campus. With a new Climate Action Plan in the works, we will reduce emissions further and roll out projects and initiatives to fight climate change, while helping our communities learn to adapt and be resilient.*

### Themes

1. **Financial Health:** The University will continue to focus on building ongoing working capital to maintain day-to-day operations and investment capital to support sustainable future growth. Rigorous analysis will be performed on all aspects of the University's academic programs and operational activities to ensure the University can continue to meet the needs of its students, employees and partners.
2. **Sustainability:** Sustainability applies not only to the environment and natural resources, but to social and economic resources as well. The University is committed to being a climate and sustainability leader in BC's post-secondary sector. Climate action is woven through the University's strategic priorities. RRU strives to build knowledge and capacity throughout the university community; demonstrate leadership with regard to climate action; enhance an institutional structure and culture that supports equity, diversity and inclusion (EDI); foster employee engagement to retain talent and encourage performance; and ensure IT systems and processes support the ongoing digital needs of the University. The University's Office of Human Rights and EDI developed a long-term plan to guide the University's EDI organization, governance and actions and is now doing a community-wide consultation to inform revisions to the document. Additionally, RRU continues to guide its Canada

Research Chair process to meet targets as defined by the Canada Research Chairs' Equity, Diversity and Inclusion plan.

## 4.0 ENVIRONMENTAL SCAN

### Political

- Most recently the federal government implemented changes to IRCC regulations limiting the number of study-permits for full time undergraduate international students per institution.
- BC has implemented changes to the provincial quality standards for post-secondary education institutions programming and enrolment for international students.
- Province-based funding is insufficient to cover escalating educational costs, deferred maintenance costs and mandated decarbonization targets.
- The outcome of the pending federal election may have significant impacts (negative or positive) on the post-secondary sector with changes in government priorities and appointment of new leaders.
- Increasing ideological divide between the purpose of higher education and the role of post-secondary to create and sustain extractive, growth-oriented models of consumption and production.

### Economic

- Of the roughly one million job openings expected over the next decade in BC, about 75% will require post-secondary education or training.<sup>1</sup>
- Climate change will affect all sectors of the economy, with climate changing causing severe economic damages each year (\$38 trillion by 2049) and an income reduction of 19%. These damages are six times higher than the mitigation costs needed to limit global warming to two degrees.<sup>2</sup>
- There will be significant implications on workforces and labour markets as rapid, complex, and unpredictable developments shape society (AI, climate change, geopolitical instability, technology, etc.).
- Workforce regulations, emerging needs, the growth of new “green” jobs, and the identification of skills and labour market gaps will shape the role of higher education.
- The emergent nature of climate risks and climate impacts – and the speed at which those are escalating – requires rapid upskilling and reskilling in the workforce across a broad range of professions, functions and sectors.
- Higher interest rates and inflation continue to influence the ability to fund education.

### Social

- With approximately 800 000 British Columbians experiencing mental illness or substance abuse and insufficient treatments and supports<sup>3</sup>, the health and well-being amongst students, staff and faculty must be a priority.

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<sup>1</sup> [B.C.'s Labour Market Outlook: 2023 Edition](#)

<sup>2</sup> Kotz, M., Levermann, A. & Wenz, L. [The economic commitment of climate change](#). Nature 628, 551–557 (2024).

<sup>3</sup> [CHMA – Facts and Figures](#)

- Faculty burnout and academic integrity were identified as one of the most pressing challenges in the 2023 Pan-Canadian
- An outcome of COVID has been supporting staff and faculty who wish to work from home periodically or as a regular part of their work week.

### Technological

- Digital transformation continues to be a priority and necessity for the higher education sector. Not only moving learning into virtual or blended spaces but also ensuring the business operations are aligned with technological trends.
- Professional development to equip faculty and staff with the skills and knowledge required with advances in technology.
- The rapid adoption of Artificial Intelligence (predominantly Generative AI and Machine Learning) by the broader public and software vendors is rapidly changing the technology landscape in both the learning technology space and the business technology space.
- Cyber security requires continued investment in expertise and resources.

### Environmental

- RRU is committed to responsible environmental performance.
- Public expectations alongside sophisticated public disclosures and reporting requirements mean that government and institutional commitments to climate action and sustainability must be credible, accountable, and transparent.
- All career paths will be disrupted by climate change and the deterioration of the environment.
- There is high anxiety about the climate and nature emergency and how it is impacting well-being and jeopardizing the life of future generations.
- Climate impacts are being felt now and will continue to increase in intensity and severity; we need to pay more attention to adaptation and preparedness in all aspects of the institution's future viability (operations, education, services, etc.).
- Of the [nine planetary boundaries](#) that regulate the stability and resilience of the Earth system, six boundaries are now transgressed increasing the risk of generating large-scale abrupt or irreversible environmental changes.<sup>4</sup>

### 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.

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<sup>4</sup> Stockholm Resilience Centre. Stockholm University. [Planetary Boundaries](#).

## 5.0 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 the University's goals and commitments to ministry strategic goals and system objectives;
- demonstrated progress towards priorities contained in the University 2023/24 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 2024/25 fiscal year to support achievement of priorities contained in the University 2023/24 mandate letter.

## 6.0 2023/24 MANDATE LETTER PRIORITIES

Accomplishments and progress toward priority items contained in the mandate letter for fiscal year 2023/24 are identified below.

2023/24 MANDATE LETTER PRIORITIES	
6.1	<p>Delivering educational and training programming as described in the StrongerBC Future Ready Action Plan to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change, including the continued expansion of access to affordable, accessible and relevant training, such as through micro-credentials and expanded health seats.</p>
<p><b>PROGRESS</b></p> <p>In alignment with the goals outlined in the StrongerBC Future Ready Action Plan, Royal Roads University is dedicated to delivering comprehensive educational and training programs to equip British Columbians with the skills and knowledge needed to thrive in the face of unprecedented change. The initiatives focus on providing accessible, relevant, and affordable training opportunities, including the expansion of micro-credentials.</p> <p>We are actively involved in developing and delivering micro-credential programs to address emerging needs. With funding from the Ministry of Post-Secondary and Future Skills, we developed micro-credentials in Infrastructure and Climate Resilient Planning and Truth and Reconciliation at Work. These programs will launch in 2024. Additionally, we have proposed funding be provided for the development of new micro-credentials, including AI in the Workplace and Early Childhood Education Leadership, that also align with the plan's emphasis on building a skilled workforce.</p> <p>We offer a range of graduate certificates and diplomas, including those in Project Management, Change Management, and Climate Risk. We are actively building out technology relevant programming to support increased demand for digital skills including a graduate certificate in Digital Transformation and undergraduate programming and stackable micro-credentials that will focus on topics like cybersecurity, digital marketing, data analytics, etc. Our Global Learning and Language Centre's international programs, including the Global Workforce Skills program, aim to provide students with globally relevant skills and experiences, supporting the plan's vision of preparing British Columbians for success in a globalized economy. These programs aim to equip individuals with the skills necessary to adapt to changing demands in the workforce, supporting the plan's objective of preparing British Columbians for new opportunities.</p> <p>In the fall of 2023, we responded to the PSFS Ministry's StrongerBC future skills grant and delivered programming to over 300 grant applicants looking for high-demand competency-based skills programming. We are piloting several initiatives that can provide access to micro-credentials/dual credit for high school students. We partnered with Pearson College to deliver undergraduate courses in climate science and leadership as part of their new Climate Action Leadership Diploma and are working with Seabird Island Band to offer courses from our Certificate in Ecological Restoration to students in Grade 12 (38 students). We developed and delivered new undergraduate programs specifically for Indigenous students: the Professional Project Administrator program - employment-focused online training designed to equip students with the relevant applied learning to build a professional, industry-transferable skill set and an Indigenous Environmental Leadership Undergraduate Certificate designed to prepare Indigenous learners to work with environmental organizations in their communities and Nations to identify and address environmental challenges. Approximately 125 students participated in these initiatives during fiscal year 2023/24.</p> <p>We are committed to supporting the goals outlined in the StrongerBC Future Ready Action Plan through our educational and training initiatives. By providing accessible, relevant, and affordable programs, fostering community engagement, and advancing research and professional development, we aim to contribute to the province's readiness for the future. We look forward to continuing our efforts to equip British Columbians with the skills and knowledge needed to thrive in an ever-changing world.</p>	

<p>6.2 Working with SkilledTradesBC, Indigenous leadership and partners to ensure Indigenous voices are reflected in trades training decision-making that impacts Indigenous workers, businesses and communities.</p>
<p><b>PROGRESS</b></p> <p><i>Royal Roads is not mandated to offer trades training.</i></p>
<p>6.3 Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.</p>
<p><b>PROGRESS</b></p> <p>Royal Roads University continues to work to create culturally sensitive learning environments in which Indigenous students feel safe and supported to participate to their full potential. We appreciate that the assessment of our success in this varies by individual experience, and so while we believe we are making progress in this area, at the same time emphasis is placed on making it easier for Indigenous students to find pathways to support outside of their academic program. As many of our instructors do not identify as Indigenous People, despite best intentions, there remains a lot of work to be done as they explore their self-location and become better equipped to understand the impacts of oppression of Indigenous Peoples and how to support them in higher education environments.</p> <p>Examples of initiatives underway to address this are provided in Appendix B.</p>
<p>6.4 Developing and implementing protections for international students that support their fair treatment.</p>
<p><b>PROGRESS</b></p> <p>Royal Roads University takes a holistic approach to supporting our international students. A wide range of student support services are provided that contribute to student orientation, integration, success, and retention by staff who have themselves been international students or who have a good deal of experience working in support of them.</p> <p>We provide a continuum of supports from prospect to graduate for all students, with specialized offerings for international students where appropriate. Our facility with online delivery allows us to reach out to international students before they arrive and provide channels for support. We are one of a few institutions to offer Registered International Student Immigration Advising to prospective students, for example. Although we do not have long-term campus housing, we play an active role in supporting their search for housing well before their arrival, with many, many students participating in our online workshops where in addition to learning about housing in our region, they are able to connect with other international students to collaborate on their housing search. Our small class sizes and cohort model allow us regular contact with our students and insight into how each student is doing academically and personally and to tailor support as needed.</p> <p>RRU's International Strategic Plan is under review. RRU is convening a cross-functional working group to develop a new International Education Plan. This work will be led through the Office of the Vice-President Academic and Provost, with a completion date of March 31, 2025.</p>
<p>6.5 Meeting or exceeding the financial targets identified in the Ministry's Service Plan tabled under Budget 2023.</p>
<p><b>PROGRESS</b></p>
<p>Royal Roads University experienced financial challenges and received approval from the Ministry and Treasury Board to have an approved deficit for the year ending March 31, 2024. The University has submitted a three-year deficit mitigation plan and is currently working on addressing financial challenges.</p>
<p>6.6 Complying with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure programs are affordable.</p>

## PROGRESS

Royal Roads University complied with the Tuition Limit Policy and increased domestic tuition fees by 2% in September 2023. The fee increase was approved by the Board and applied to domestic tuition and mandatory fees. In June 2023, we completed the annual Student Fees Submission report.

## 7.0 REPORT ON STRATEGIC INITIATIVES

### STRATEGIC INITIATIVES

#### 7.1 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.

#### 7.2 Sexual violence and misconduct prevention and response.

As the Royal Roads University Policy on Sexual Violence and Misconduct states, we stand united against sexual violence in our university community.

Over the past year, the cross-institutional Prevention and Response to Sexual Violence and Misconduct Advisory Committee has focused on the continuous improvement of our approaches to supporting advisors and the ongoing work to raise awareness and educate our university community. The Committee annually renews and implements a communication action plan of a series of communications that are shared throughout the year, including an annual message to the university community from the President.

All new students and employees are provided sexual violence prevention and education training through our new student and employee orientation programs, and there are continuing activities throughout the year to raise awareness, educate, and promote access to resources. The RRU LaunchPad platform provides interactive training to every new student, supplemented by web-based resources and student activities. In response to the survey of post-secondary institutions the Ministry commissioned in 2022, we have expanded our schedule of in-person training sessions for student leaders and introduced student-led workshops.

A mandatory online training program for new employees is also provided. This is offered on a rolling basis to new employees as they join the university.

Our staff and students assisted in the testing of BCcampus' new online modules for preventing technology-facilitated sexual violence.

The policy review has been completed and recommendations have been advanced for executive consideration before presentation to the Board. Feedback was gathered through face-to-face consultation sessions, asynchronous online platforms, and confidential email. Four areas of improvement were identified, and a new text has been proposed.

We were unable to join one of the validation sessions for post-secondary institutions for the Ministry's sexualized violence action plan that were offered in partnership with Naqsmist, however staff have reviewed "all sessions collated notes" and consulted with colleagues from other institutions who were able to attend.

#### 7.3 Former Youth in Care – supports for students who are former youth in care, including participation in the provincial youth waiver program.



The 2023-2024 fiscal year saw two former youth in care (FYIC) benefit from the BC Government's tuition waiver program, with a total of \$4,275.63 distributed, representing an increase of 417% over last year (\$826.45 disbursed in 2022-2023).

Students who self-declare FYIC are directed to Gwen Campden, Campus Navigator and Associate Director Student Success, to support their funding eligibility questions, Provincial Tuition Waiver Program (PTWP) application, and student support service questions. FYIC who are not eligible for PTWP funding are welcome to apply for Entrance Awards (valued between \$2,000 to \$10,000) for exceptional life circumstances.

Our small class cohorts of students are supported by program and student services staff who quickly come to know students who might benefit from 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-centred, trauma-informed support for students.

A team of representatives of the office of Human Rights, Equity, Diversity and Inclusion, Indigenous and non-Indigenous Student Services, and students who are FYIC, is working on several initiatives. These include:

- Developing a video on trauma-informed practice that is specific to FYIC and includes an Indigenous perspective, for posting to the Counselling playlist on the RRU YouTube channel. The aim of this video is to help instructors and staff develop their courses and services using a trauma-informed lens for respectfulness and inclusion.
- Exploring a network and peer mentorship opportunities with staff at RRU or students at other schools, and alumni.
- Creating a campaign to promote awareness of the PTWP and its availability at Royal Roads for outreach to re-training centres community agencies that support FYIC.
- Working with Enrolment Services and Admissions to consider the establishment of an optional FYIC disclosure opportunity during the prospect and admissions process so that they will receive information on relevant and potentially relevant RRU supports.
- Seeking additional channels for students who are not comfortable disclosing their FYIC status during the Admissions process to improve campus navigation and student services wayfinding signage through the lens of a vulnerable student.

#### 7.4 K-12 transitions and dual credit programming.

With the planned September 2025 opening of the West Shore campus, we are in the consultative process of developing its undergraduate strategy to inform and support RRU policy and programming in undergraduate education. Four-year undergraduate programming in business and environmental science is in development with an expected intake for September 2025 on the West Shore campus.

Programming for the West Shore campus is moving through internal and external approval processes. We are proposing a phased approach in offering the programming, beginning with a minimum of two four-year undergraduate programs, and adding additional undergraduate programming based on student demand and labour market needs. Dual credit programs are being considered.

#### 7.5 Work-Integrated Learning

During the 23/24 fiscal year, Royal Roads University invested in work-integrated learning as an important pillar of its applied programming. The new Department of Experiential Learning specifically supports students in WIL pathways and long-term career management. The department has three service units: Employer Services, Career Advisors, and Team Coaching. Through this department, students are engaged in targeted teaching and learning that focuses on career- and team-based skills for engaging in WIL opportunities and long-term career pathways.

Of specific importance is the Employer Services unit within Career Learning and Development. Employer Services is a crucial connection between RRU and industry and community. The unit's primary focus is creating meaningful, respectful, and mutually beneficial WIL partnerships with the goal to develop WIL opportunities that support students' career pathways. Employer Services has three full-time staff and two short-term project-based staff; their focus is on job curation, industry events, panels and conversations, community engagement, WIL opportunity risk assessment, and employer outreach.

Of the nine types of WIL defined by CEWIL Canada, we offer six:

WIL Type	Program	WIL Students
Co-op Education	<i>Business:</i> Year 2 Business Pathways Ba Business Administration BA Global Tourism Management BA International Hotel Management MA Tourism Management	32
Internships	<i>Business:</i> Master of Global Management	76
	<i>Social Sciences:</i> BA Interdisciplinary Studies MA Global Leadership MA Climate Actions Leadership MA Human Security & Peacebuilding MA Disaster & Emergency Management MA Justice Studies  <i>Applied Sciences:</i>	26
Entrepreneurship	<i>Business:</i> <i>Ba of Commerce in Entrepreneurial Management</i>	6
Service Learning	<i>Social Sciences:</i> Year 1 Pathways	6
Applied Research Projects	Applied research projects are embedded as a requirement or course completion option into most RRU programs	
Field Placement	<i>Social Sciences:</i> BA Professional Communications BA Justice Studies	57
	<i>Applied Sciences:</i> Indigenous Education Leadership Pathways BA/Sc in Environmental Practice Grad Cert in Science and Policy of Climate Change	66
Total		269

Project-Based Learning (PBL): we also include project-based learning as a form of WIL. PBL brings industry and community partners into the classroom to present real issues and problems faced by their organizations. Students will typically work in teams throughout the academic course to research similar issues in the real world, and how these gaps are being addressed at other organizations. The final assignment of PBL courses is typically a business proposal, which is submitted as a report and presented to the organization as a live proposition.

Due to the academic rigour of RRU WIL courses, students are supported in a hybrid model. The Career Learning and Development (CLD) office teaches the non-academic internship and career management course (ICM). The course spans 10-15 weeks, and teaches students job search skills and activities, employer and community

partner engagement, long-term career management strategies, and risk management practices. All students who wish to enroll in a co-op, internship, or field placement (practice) course are required to pass the ICM prerequisite course. The academic WIL course is managed through the program office and taught by a faculty member who specializes in that specific WIL activity or field. However, the CLD career advisor remains connected throughout the course, providing non-academic support to students, conducting site visits, and answering to employer/partner questions or concerns.

## 8.0 2023/24 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	2023/24 ASSESSMENT
Total student spaces	<b>Achieved</b>
Credentials awarded – Bachelor	<b>Substantially Achieved</b>
Credentials awarded – Graduate, First Professional and Post-Degree	<b>Achieved</b>
Total Indigenous student spaces	<b>Achieved</b>
<b>Student satisfaction with education</b> – Bachelor's degree graduates	<b>Achieved</b>
<b>Student assessment of the quality of instruction</b> – Bachelor’s degree graduates	<b>Substantially Achieved</b>
<b>Student assessment of skill development</b> – Bachelor’s degree graduates	<b>Achieved</b>
<b>Student assessment of usefulness of knowledge and skills in performing job</b> – Bachelor's degree graduates	<b>Substantially Achieved</b>
<b>Unemployment Rate</b> – Bachelor's degree graduates	<b>Achieved</b>

For fiscal year 2023/24, Royal Roads University has achieved all targets except for Bachelor credentials awarded, student assessment of quality of instruction and student assessment of usefulness of knowledge and skills in performing job.

The Ministry of Post-Secondary Education and Future Skills Accountability Framework 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://www.gov.bc.ca).

		Actual			Target	Assessment
		2021/22	2022/23	2023/24	2023/24	2023/24
<b>Student spaces</b>	Total student spaces	2,710	2,451	2,119 <sup>3</sup>	≥1,980	Achieved
<b>Credentials awarded</b>	Total credentials	1,144	1,151	1,248		Not assessed
<b>Credentials awarded</b>	Bachelor			231	≥245	Substantially Achieved
	Graduate, First Professional and Post-Degree			1,017	≥907	Achieved
<b>Indigenous student spaces</b>	Total Indigenous student spaces	145	183	156	>135	Achieved
	Ministry	145	183	156	>135	Achieved
<b>Student satisfaction with education</b>	Bachelor's degree graduates	94.60% +/- 3.0%	90.80% +/- 3.7%	86.0% +/- 4.1%	≥90%	Achieved
<b>Student assessment of the quality of instruction</b>	Bachelor's degree graduates	94.60% +/- 3.0%	92.40% +/- 3.4%	83.4% +/- 4.3%	≥90%	Substantially Achieved
<b>Student assessment of skill development</b>	Bachelor's degree graduates	89.10% +/- 3.3%	84.00% +/- 3.9%	84.0% +/- 4.1%	≥85%	Achieved
<b>Student assessment of usefulness of knowledge and skills in performing job</b>	Bachelor's degree graduates	87.00% +/- 5.0%	83.90% +/- 4.9%	84.8% +/- 4.8%	≥90%	Substantially Achieved
<b>Unemployment rate</b>	Bachelor's degree graduates	5.00%	3.90%	7.3%	≤9.2%	Achieved
		+/- 3.1%	+/- 2.5%	+/- 3.2%		

<sup>3</sup> The 2,119 number for 2023/24 includes 547 student spaces representing international graduate level students. Starting in 2021/22, RRU includes international graduate students in its reported FTEs, in alignment with other research universities.

Additional breakdown of the skill development assessment is provided below.

		Actual			Target 2023/24	Assessment 2023/24
		2021/22	2022/23	2023/24		
Bachelor's degree graduates	Skill development	89.10% +/- 3.3%	84.00% +/- 3.9%	84.0% +/- 4.1%	≥85%	Achieved
	Written Communication	89.10% +/- 4.3%	86.60% +/- 4.4%	89.6% +/- 3.6%		
	Oral Communication	93.00% +/- 3.5%	89.20% +/- 3.9%	85.4% +/- 4.1%		
	Group collaboration	89.80% +/- 4.1%	82.30% +/- 4.9%	85.6% +/- 4.1%		
	Critical Analysis	94.60% +/- 3.1%	86.80% +/- 4.3%	85.4% +/- 4.1%		
	Problem resolution	82.00% +/- 5.2%	76.30% +/- 5.4%	72.3% +/- 5.3%		
	Learn on your own	89.80% +/- 4.2%	87.70% +/- 4.2%	90.8% +/- 3.4%		
	Reading and comprehension	85.60% +/- 4.9%	80.30% +/- 5.2%	80.6% +/- 4.8%		

## 9.0 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, 2024, are available on the University's website at <https://www.royalroads.ca/about/who-we-are/administration-governance/governance/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	
<b>1: SOCIAL WORK</b>	
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.	
<b>PROGRESS</b>	<b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>
Ongoing	We do not offer programs in social work, but 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. Content related to the first Call to Action is included in several courses.
<b>12: EARLY CHILDHOOD EDUCATION</b>	
We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	
<b>PROGRESS</b>	<b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>
	N/A
<b>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</b>	
We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.	
<b>PROGRESS</b>	<b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>
	N/A
<b>23: HEALTH-CARE PROFESSIONALS</b>	
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.	

<b>PROGRESS</b>	<b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>
Ongoing	The Master of Arts in Leadership–Health designed for health care administrators and leaders is continuously evolving content and delivery. As noted in Appendix C, the program will consider mandatory strategies and targets provided by the In Plain Sight recommendations when they are released.
<b>24: MEDICAL AND NURSING SCHOOLS</b>	
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.	
<b>PROGRESS</b>	<b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>
	N/A
<b>28: LAW SCHOOLS</b>	
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.	
<b>PROGRESS</b>	<b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>
Ongoing	<ul style="list-style-type: none"> <li>Although Royal Roads does not have a law school, many of our Justice Studies courses focus on law, with some graduates continuing to law school.</li> <li>A mandatory Indigenous Perspectives on Justice (JUST308) course is included in the Bachelor of Arts in Justice Studies program and there is related content in many courses.</li> <li>At the graduate level, the Master of Arts in Justice Studies has a required course titled Indigeneity and Justice (JUST504) along with optional courses in Indigenous perspectives.</li> <li>The Master of Arts in Conflict Analysis and Management program as a dedicated Indigenous advisory group. This program also includes intercultural competency, conflict resolution, human rights, and anti-oppressive practices.</li> </ul>
<b>57: PUBLIC SERVANTS</b>	
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.	
<b>PROGRESS</b>	<b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>
Ongoing	We continue to update and refine the Foundations module developed through the Ministry-funded Pulling Together Guides project coordinated by BCcampus tailored to the Royal Roads teaching and learning context. The module was targeted for faculty and academic portfolio staff in Fall 2023.
Ongoing	Global Perspectives on Indigenous Ways of Knowing (INDS400), offered as an elective in the Bachelor of Interdisciplinary Studies program, is also provided tuition-free to 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
Ongoing	COMM 443 Communication in Indigenous Contexts is 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.
Ongoing	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.
Ongoing	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>Indigenous topics or themes continue to be incorporated into courses in all programs such as:</p> <ul style="list-style-type: none"><li>• History of Indigenous Peoples in Canada</li><li>• Indigenous knowledge of resources and landscapes</li><li>• Indigenous relationships to the land</li><li>• Indigenous ways of knowing and being</li><li>• Indigenous rights</li><li>• Indigenous Peoples and trade</li><li>• Indigenous entrepreneurship</li></ul> <p>The Graduate Certificate in Indigenous Economic Development was offered and learning from that experience is being applied to revisions that will strengthen the program for a next offering in 2025.</p>

Ongoing	The Bachelor of Business Administration program incorporates an Indigenous Business in Canada theme in its project-based format so that students engage with at least one First Nation client in completing their program.
New	The Master of Business Administration program underwent its five-year review this past year and following on a recommendation of the external reviewers, an Indigenous Business in Canada course will be incorporated into the program in future.

# APPENDIX B

## UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION	
<p>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:</p> <p><i>Article 14</i></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Indigenous individuals, particularly children, have the right to all levels and forms of education</li> </ol> <p><i>Article 15</i></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><i>Article 21</i></p> <ol style="list-style-type: none"> <li>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.</li> </ol>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>Royal Roads continues to work in support of the aims of UNDRIP through a framework for planning that was developed in 2019/20. Six core principles that align with UNDRIP. These include:</p> <ul style="list-style-type: none"> <li>• We acknowledge that Indigenous Peoples have lived in the Lands we now call Canada since time immemorial. We specifically acknowledge the campus is located on the traditional Lands of the Lekwungen Peoples, the Songhees and Esquimalt Nations.</li> <li>• We acknowledge and respect the diversity of Indigenous Peoples across Canada and around the world and their ownership of their cultures.</li> <li>• We recognize the strength and resiliency of Indigenous Peoples.</li> <li>• Immigrant-descendants and immigrants who work at Royal Roads are committed to listen and learn to create a new way forward with Indigenous Peoples.</li> <li>• We are committed to having the difficult conversations that are a natural part of change, and we affirm the right of everyone to be treated with respect as we navigate these together.</li> </ul>
New	<p>An Indigenous business faculty position was established and filled in 2023-2024 with the hiring of Cowichan Tribes member and Cowichan Tribes Council member Tasha Brooks who, in addition to her academic work, brings a wealth of experience in community-based economic development. Her experience and community connections have already been leveraged to bring students into community for project-based learning.</p>

New	Building on a relationship that goes back to 2017 and includes joint development of a network technician program, Royal Roads has partnered with the First Nations Technology Council to co-create a micro-credential focused on Truth and Reconciliation in the workplace, and how to move beyond inclusion.
New	The School of Environment and Sustainability, in partnership Indigenous Knowledge Keepers and with ECO Canada, has introduced a new fully online, undergraduate program in Indigenous Environmental Leadership. The program provides pathways to further post-secondary education at both the Bachelor’s and Master’s levels. Graduates will become environmental leaders in their nations and communities while those already working in the field can upgrade their knowledge and credentials as well as contributing to the development in their communities and nations to identify and address environmental issues.
Ongoing	The first two Emerging Indigenous Scholars of our Emerging Indigenous Scholars Circle were hired in 2023-2024 in this initiative that will eventually see six early career Indigenous faculty join Royal Roads on staggered three-year limited terms. Two more scholars will be hired in 2024=2025 and two more in 2025-2026. The purpose of this initiative is to support early career Indigenous faculty to develop teaching, research and service competencies to prepare them for appointments at Royal Roads or other institutions and readiness for opportunities such as Canada Research Chairs.
Ongoing	An internal grant envelope continues to support faculty-led projects that explore ways in which the university can continue to develop relationships with Indigenous Knowledges in curriculum, drawing on funding generously provided by the Ministry. Five projects were supported in 2023-2024.
Ongoing	Supported by the Future Skills Centre and in partnership with Métis Nation BC, Royal Roads once again offered the five-month employment-focused online Professional Project Administrator (PPA) program for Indigenous students. The program draws on culturally informed approaches and support of Elders and connections to community, with specific skill development learning outcomes. Project Connect, also supported by the Future Skills Centre, has followed each offering to engage interested program graduates as research assistants in evaluating the impact of the program and bringing forward improvements rooted in participants’ experiences for future offerings.

## Appendix C

### In Plain Sight Report Recommendations Reporting for Post-Secondary Institutions

In Plain Sight recommendation #8 - please list all health programs offered by your institution and any accreditation standards that relate to cultural safety and humility training. If an accredited program does not have a related standard, indicate N/A for the program.	
Program Name	Accreditation Standard Details (If none exist, N/A)
Master of Arts in Health Leadership	<ul style="list-style-type: none"> <li>N/A</li> </ul>

In Plain Sight recommendation #14 - The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.		
For all health programs offered at your institution, please identify what new, ongoing, or completed actions have supported the recruitment of Indigenous individuals to senior positions to oversee and promote system change, and the quantitative impact of these actions.		
Program	Progress	Actions
Master of Arts in Health Leadership	Ongoing	Consistent with Royal Roads' scholar-practitioner model, most courses in the program are taught by contract instructors. The program continues to seek Indigenous instructors.

In Plain Sight recommendation #18 - The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.		
Please identify any existing strategies your institution has, targets that have been identified by program area, and outcomes related to the identification, recruitment, and graduation of Indigenous students. Note - the B.C. government has not yet set mandatory strategies and targets related to recommendation #18. Information collected in the first year of In Plain Sight Reporting will be used to identify promising policies and practices that have already been implemented by post-secondary institutions.		
Strategies	Targets by Program Area	Outcomes
A strategic enrolment management plan is currently under development. This will incorporate mandatory strategies and targets when they are released.		

In Plain Sight recommendation #21 - All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.

*For all health programs offered at your institution, please identify whether mandatory cultural safety and humility training components are new this year, ongoing, or fully implemented. Under actions, please list and describe the mandatory training components. If there are none, please indicate N/A for that program.*

Program	Progress	Actions
Royal Roads does not offer health practitioner programs.		