

**ROYAL ROADS UNIVERSITY
THREE-YEAR SERVICE PLAN**

2006-2009



Presented to the Ministry of Advanced Education

May 26th, 2006



Advance in the workplace

ACCOUNTABILITY STATEMENT

The 2006 – 2009 Royal Roads University Service Plan was prepared in accordance with the Ministry of Advanced Education guidelines. All material fiscal assumptions and policy decisions as of May 26, 2006 have been considered. I am accountable for the context in which the plan has been prepared and the specific objectives that will be achieved.



Robert A. Skene, FCA
Chairman of the Board of Governors
And Acting President
Royal Roads University

MISSION

“To excel at the provision of continuous learning for people in the workplace”

Our mission at Royal Roads University is to deliver applied and professional programs to British Columbian, Canadian, and international learners. The complexity of society calls for a diversity of educational options. Royal Roads University's unique niche is to provide academic programs that anticipate and respond to a changing workplace. Our model allows us to expand access to post-secondary education beyond that served by residence-based programs.

We incorporate the expertise of industry, the public sector, and institutional partners in program development and instructional delivery to ensure the highest possible level of program relevance and quality.

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D) INTRODUCTION

Who We Are, Who We Serve

Royal Roads University is an innovative, special purpose university founded in 1995 to serve the labour market needs of British Columbians and Canadians in a global economy. We do this by focusing exclusively on applied and professional programs that link the challenges of a changing world to today's careers and tomorrow's opportunities.

We currently serve nearly 3,000 students and have more than 7,000 graduates working in 48 countries around the world. **In Canada, 65% of those we serve are right here in British Columbia.** Who are they?

- They are bright, young graduates of community colleges who are keen on earning accelerated undergraduate completion degrees that allow them to enter the workplace faster.
- They are young adults returning to school, as they continue to work, who are determined to complete the undergraduate education they may have missed out on earlier.
- They are working professionals who may already be managers or team leaders in their field. They are pursuing graduate programs that will enable them to increase their contribution to or assume new leadership responsibilities in their organizations and communities.

In addition, we attract similar students from all 10 provinces across Canada. We also offer graduate degrees and residencies overseas so as to strengthen international linkages, help create global citizens, and develop new economic opportunities for B.C. Furthermore, in line with our mandate, we provide continuing education to residents of the Western Communities on Vancouver Island.

How We Provide Value

Royal Roads is a unique university – but we are proud of our place within B.C.'s outstanding post-secondary education system. Through strong and positive relationships with colleges, university-colleges, and universities and through our special purpose mandate, we contribute value to the public education system and our students by:

- providing high quality education in a choice of delivery formats that respond to the needs of the workplace. In addition to our on-campus accelerated programs, our flexible learning model combines convenient online learning with short on-campus residencies enabling learners to keep working while learning.
- being the only public university in Canada that concentrates solely on applied and professional knowledge immediately relevant to the workplace. Few other universities have a faculty with the same mix of academic credentials and real-world experience that we do.

- focusing on applied research exclusively. Our research model is action oriented allowing both learners and faculty to address the complex decisions and issues they face in their own organizations, academic fields of study, and communities around the globe.
- facilitating a dynamic, outcomes-based learning experience. Our team approach to learning engages students and allows for the peer-to-peer inspiration and encouragement that motivates mutual success. It mirrors today's workplace where people in teams – often in distant locations and time zones – use technology to come together to solve problems and pursue new opportunities.

Royal Roads is a university designed for people who want to advance in the workplace. In this service plan, we outline our plans, performance, and commitment to continue to meet the needs of British Columbians, as we reach out to the rest of Canada and the world.

II) PLANNING CONTEXT

Royal Roads University: An Overview

Royal Roads University (RRU) offers innovative academic programs leading to certificates, diplomas, and degrees. Our focus is on providing learners with the best possible opportunities for professional advancement and personal transformation, as they contribute to society.

- Consistent with the principles of lifelong learning, all RRU programs are based on the power of learning communities that make extensive use of cohort-based programs, mentoring, teamwork, small group and problem-based learning. In the most recent two-year out survey of baccalaureate graduates¹, 72% of Royal Roads respondents rated their program 'very highly' for helping them develop group collaboration skills, compared to a system-wide average of 30%.
- RRU's delivery model benefits students, the government, industry, and the people of B.C. by producing more post-secondary graduates in less time, with less personal disruption, at a lower than average taxpayer cost, and at a very high level of quality. Since 2000/01, RRU has received less than 2% of the total provincial capital investment in university infrastructure, thereby demonstrating the value of our innovative made-in-B.C. learning model. For much of this period, RRU consistently exceeded ministry-set enrolment targets, even as we drew less on government funding. Operating grants per funded full-time equivalent (FTE) dropped from \$15,678 to \$7,016 in 2006/07.
- While focused on the needs of B.C. and Canadian learners, we also seek enrolments from international students. As knowledge-driven economies continue to expand and globalize, the workplace is increasingly complex. Engaging

¹ The University Presidents' Council B.C. Baccalaureate Outcomes 2005 Survey of 2003 Baccalaureate Graduates

learners from different cultures is critical to fostering global citizenship. Additionally, RRU's international activities promote British Columbia-Pacific Rim economic development and support the province's Asia-Pacific Gateway Strategy.

- The university has experienced considerable growth in its first decade. Royal Roads is well regarded for the quality of its programs: their content, mode, and manner of delivery. However, future growth will depend on our ability to continue to introduce new and relevant programs to the market. In addition to recently approved degrees in international hotel management, RRU is developing programs in the area of emergency and disaster management, community economic development, and health care leadership. We will also be pursuing applied doctoral degrees at the appropriate time.
- In 2003 RRU began a major review and update of its internal systems and learning platform so we could better respond to the challenges of growth and a diversified portfolio of programs. The reorganization and updating of systems is now well advanced and on track. In addition, we have been undertaking external reviews of academic programs. This has led to some redirection and fine tuning to keep pace with the changing needs and expectations of our learners and the workplace.
- As a smaller institution, Royal Roads gains much from collaborating with others. Our reputation for relevance depends upon the contribution of our advisory boards and the willingness of other institutions and organizations to allow their staff to teach in our programs and supervise student research. We are seeking increased collaboration within the B.C. and Canadian post-secondary system through transfer agreements, joint degrees, and laddering arrangements with complementary programs and institutions.
- In addition to our unique focus on applied and professional programs, RRU is the only university in Canada with a campus located on a national historic site (NHS). As such, the university is responsible for managing, maintaining, and educating the public about Hatley Park NHS, and safeguarding this national treasure. We believe we have developed an approach that will not only generate the revenue required to meet our legal obligation for stewardship, but will also strengthen and support the B.C. and Canadian tourism industry. This approach involves implementing the systems and processes required for environmentally-sensitive commercial tourism activities on the campus. Furthermore, we are building synergies with the tourism sector that will allow us to educate tourism professionals in response to market needs². Our new certificate and degree programs in this area have led to the creation of the Faculty of Tourism and Hotel Management. Our goal is to complement the education programs that already exist in the market, not compete with other institutions.

² It is estimated that 84,000 new tourism professionals will be required by 2010 to support the government's tourism goals.

- The university is also pursuing a campus-wide improvement program that includes a new academic building (essential if growth is to be realised) and an Accommodation and Conference Centre that will meet the needs of our learners and visitors to Hatley Park, while providing a demonstration site for tourism-related programs.
- In the past year, Royal Roads has created a new Foundation Board of Directors which includes experienced philanthropists and business leaders from across the country. In addition to supporting greater access to post-secondary education for learners, the Foundation will continue to secure financial support for restoring and enhancing the campus's heritage assets on behalf of the people of Canada.

Through these and other steps, Royal Roads University is committed to providing high quality, cost-effective post-secondary education for career-focused learners. We will do so in a manner that is socially and environmentally responsible and globally in tune with the changing workplace.

III) ENVIRONMENTAL SCAN

Provincial and National Market

As with other post-secondary institutions across Canada, RRU continues to face increased domestic competition. The university system in B.C. has been extended with the expansion of UBC in the Okanagan and the creation of Thompson Rivers University. The establishment of a private university in Victoria is or will be offering some of our more in-demand programs (Bachelor of Commerce, MBA) in a similar format and B.C. community colleges have been approved to provide first degrees.

Within this environment, Royal Roads has managed to maintain enrolment levels overall, although it had planned on significant growth. To attract new enrolments, we recognize the need to solidify our reputation for quality and the imperative of being viewed as an innovative university with much to offer both undergraduate and graduate students.

Fortunately, we are well positioned to do so. An April 2006 Ipsos-Reid survey of the national working professional market demonstrated that despite a booming economy which softens demand for a return to school with this audience, the attributes offered by RRU have increased significantly in value, as compared to the benchmark 2004 survey.

These attributes include:

- an ability to work and go to school at the same time
- admissions criteria that place equal emphasis on work experience and academic records, and
- learning with peers who are also working professionals.

Furthermore, among those familiar with RRU, scores had improved in awareness of RRU's reputation for overall quality, innovation, employer satisfaction, and specialization in education for working professionals³.

The majority of RRU programs are at the graduate level for adults and we do not accept first and second year undergraduate students. Flexible admission criteria to promote access are also key to our mandate. These factors mean that RRU does not have the same ability as other universities to manage enrolment conditions through a lowering or raising of grade point average (GPA).

But we do have other enrolment management tools we are pursuing in a competitive environment. For example, we are actively seeking transfer agreements with other institutions both in B.C. and across Canada. Most of these agreements are at the program level (rather than course level typically found elsewhere). This means that learners transfer directly into the third year of an undergraduate program. We are also putting in place new strategies and plans that will provide more choice, convenience, and flexibility to prospective learners at all levels, as they consider their decision to return to school.

Labour Market Trends

There are six key labour market trends in Canada and B.C. that we are anticipating and responding to. They are:

1. A buoyant economy appears to be hiding from young people the hard fact that the probability of employment and earning power are directly linked to educational attainment. While those in the workforce having a post-secondary certificate or diploma earn on average 15% more per hour than those who have high school graduation as their highest level of education achievement, those with a university degree earn on average nearly 50% more than the high school graduate. Relatively low participation rates in university education currently and in the past suggest a burgeoning future demand by those in the workforce, who find their lack of a university degree is hindering career progression. **Response: RRU's learning model, which allows students to continue to work, and the university's support and encouragement to adults that they can succeed at post-secondary education even if their earlier experiences were not positive, assists this need.**
2. Over recent years, and in common with Canada as a whole, British Columbia has experienced substantial growth in employment. At the same time, demographics are resulting in a decreasing number of young people entering the labour market and an increasing proportion of the workforce reaching retirement age. There will be new opportunities for those traditionally disadvantaged in the labour market, such as aboriginal people, those with disabilities, and immigrants. In fact, immigrants will continue to be the main source of population growth, representing

³ Ipsos Reid Reputation Tracking Survey 2004-2006

- as much as 15% of new entrants to the labour market annually⁴. Post-secondary education will increasingly be asked to do more to help individuals within these groups enhance their value in the labour market. **Response: RRU is keen to do so, and plans to launch new engagement opportunities with First Nations, cultural diversity workshops, and bridging programs to ensure academic success for international students.**
3. Human Resources and Skills Canada (HRSC) foresees a gradual slowdown in labour force growth with the accompanying ageing of the workforce. This means the labour market challenge of the 1980s and early 1990s — creating enough jobs for Canadian workers — will be superseded by the challenge of finding enough workers for the specific jobs available, and sustaining a solid rate of growth in the economy. In the past, the economy benefited greatly from an expanding labour force and continuous increases in the employment rate. In the future, Canada's growth in gross domestic product (GDP) per capita will rely more and more on productivity growth, which depends on the workforce working smarter and a better educated workforce. **Response: RRU can help meet this need through its special purpose mandate and targeted focus on workplace requirements.**
 4. The nature of jobs also continues to change, as the educational requirements increase. The mix of production has shifted toward more knowledge-based industries, while the mix of jobs within industries has also shifted toward more knowledge-based occupations. Looking ahead, HRSC estimates that about two-thirds of new jobs that will become available will require some form of post-secondary education or be in management occupations. **Response: RRU specializes in management education in a diversity of fields, underpinned by its exclusive focus on applied and professional programs.**
 5. HRSC has observed that labour force quality is a key contributor to productivity. Higher levels of education and skills contribute to stronger growth both directly, in terms of worker productivity, and indirectly, by facilitating the adoption of new technologies and in helping workers adapt to changing labour market requirements. This suggests that future gains in workforce quality will increasingly depend on lifelong learning and re-skilling, and less on the educational attainment of labour market entrants. This is because the gap between the higher educational attainment of future labour market entrants and retiring workers is smaller than when the baby-boomers entered the labour force in the 1970s and 1980s. **Response: Through its blended model, RRU offers learning opportunities – both open enrolment and customized – that suit the personal circumstances of those already in the labour market.**
 6. HRSC expects that the labour market will do well and unemployment rates will continue to drop, as the proportion reaching retirement age increases but overall

⁴ HRSC Department Priorities and performance Measurement Framework: http://www.tbs-sct.gc.ca/est-pre/20052006/HRSDC-RHDCC/HRSDC-RHDCCr56_e.asp

population growth declines. Over the next 10 years, two out of three jobs will become vacant as a result of retirement. The loss of specific professional and craft skills in all walks of life is receiving increasing publicity, and governments are seeking to boost education in areas such as health care and the trades. The loss will be as great, if not greater, among those who have management and leadership responsibilities in all sectors. Our economy will remain buoyant only if we have people with the skills to successfully fill the vacancies left by those who retire. **Response: These posts will require the management, leadership, and problem-solving skills that Royal Roads specializes in. Furthermore, they will require the kind of executive programs linked to succession planning that RRU is already delivering through such initiatives as the Leading the Way program for the B.C. Government.**

International Market

The global demand for international education continues to grow with China, India, South Korea, Taiwan, Malaysia, Hong Kong, Indonesia, Singapore, and Thailand providing the majority of learners seeking to enrol in universities in English-speaking nations. Asia is expected to overwhelmingly dominate international education by 2025, with demand increasing to 70% from 43% primarily based on the needs of China and India, and new markets emerging in Turkey, Morocco, and Iran.

However, in several of these countries, the demand for degrees underwritten by a western university, but delivered in the home country, is growing even more quickly. In many instances, degrees awarded by institutions in Canada, which is viewed as being relatively politically-neutral, are likely to be preferred to those awarded by universities in some other western nations.

In recognition of the importance of international education to the provincial economy, inter-cultural cooperation, and world peace efforts, the B.C. Government is well advanced in developing a broad-based international education strategy. A recent report prepared by the Ministry of Advanced Education identifies steps to further expand international education opportunities through the recruitment of international students, offshore delivery of programs, student and faculty exchanges, dual programs, and other partnerships.

Royal Roads University strongly supports these initiatives and goals. We recognize that participation in the international education marketplace builds an emotional link on the part of Canadian and B.C. learners to those regions of the world that are becoming more important in terms of trade, immigration, political stability, and environmental progress.

To this end, RRU has recently rationalised its operations in Asia to facilitate further growth, ensure quality, and create institutional partnerships that will contribute to our global focus and the government's strategic goals for international education. This has included appointing a full-time director of Asia operations, creating tighter legal and business relationships with affiliates who represent RRU in Asia, and initiating

partnerships with leading Chinese universities, such as Shandong Normal University and Shandong Economic University. We have also increased recruitment of international students, who are currently in accredited private colleges in the Lower Mainland and wish to complete their undergraduate education at a Canadian university.

IV) THE CHALLENGES AND OUR RESPONSES

When established in 1995, Royal Roads University benefited from being first in the field to combine the following:

- Concerned solely with addressing the applied and professional knowledge needs of the global workplace
- Espoused life-long learning
- Focused primarily on the needs of the mid-career learner
- Utilized a blended model of learning (a combination of short residencies and distributed learning) that suited the personal circumstances of many of its target learners
- Placed heavy emphasis on the ‘learner’ rather than the ‘student’
- Emphasized the development of team-based problem solving and information technology skills
- Focused on four pillars: leadership, entrepreneurship, conflict resolution, and sustainability.

It is this singular focus on and response to the needs of those who wish to advance in the workplace – whether pursuing undergraduate, graduate, or executive education – that we must maintain and enhance.

Many challenges face a new university. While seeking to establish its own niche and character, it will be judged against standards promoted and fiercely protected by institutions which have been long established. Opinion leaders in communities will tend to support and promote their alma mater or local university. It also takes time to raise awareness and generate interest in a new university’s programs.

With regard to this last point, university-sponsored polls by Ipsos-Reid suggest there is considerable potential for Royal Roads to increase its prospect pool by enhancing awareness of what it has to offer. Perhaps not surprisingly, given that Royal Roads is a young university, only a small proportion of the university’s target market outside of B.C. has a current and relevant impression of ‘who RRU is and what RRU stands for’. We are structuring our advertising and recruiting strategy to reflect this reality, by extending awareness and deepening familiarity.

In the longer term, the quality of research and strength of academic faculty are closely aligned to a university’s reputation. In RRU’s case, increased attention to our applied research mandate in recent years has resulted in greater awareness of the benefits that Royal Roads adds to post-secondary research and significant gains in grant awarding. RRU has also sought in myriad ways to strengthen the overall quality and contribution of

its faculty in teaching excellence and applied research. These principles are embedded both in the university's quality policy and collective agreement with faculty.

As previously noted, Royal Roads University aspires to be Canada's university for those who wish to advance in the workplace. In many parts of the world, the global economy and information technology are fostering the ascendancy of a new form of knowledge in post-secondary education: one that leads to increases in productivity and to more efficient, and potentially, more satisfying labour processes. Boud and Symes⁵ have observed that the challenge for post-secondary education is to ensure that such knowledge work benefits not just business and industry, but also individuals and communities.

Royal Roads accepts this challenge and continues to seek the optimum balance. We also recognize that our special purpose mandate brings with it a wider opportunity for contributing to the post-secondary system within B.C. and elsewhere.

For example, our small size, youth, and disciplined focus may provide an environment that can more easily identify, develop, and bring to market new program and delivery initiatives than that of our larger sister institutions. These initiatives are often later embraced and extended by the post-secondary system, once they have been launched and nurtured by RRU. The advantage of our mandate and risk-taking culture means that we can incubate emerging fields of study and new ways of creating increased access for learners that will later be adopted and refined by others for broader benefit to the system.

Of course this is not to suggest that other universities and colleges don't undertake similar pioneering innovation or leadership. They certainly do. But RRU's exclusive focus on the workplace allows us to grapple with labour market challenges for new education solutions that may be outside the realm of the traditional academy.

Leveraging Our Competitive Advantage

1) **Quality and Relevance.** At Royal Roads, we remain confident of our ability to grow. We see opportunities for what we deliver, when, how, where, and to whom. For example:

- Our target market is the adult who wants high quality, career-related learning opportunities.
- We deliver education at a time, place, and pace that suits individual circumstances.
- All the signs are of a growing demand for work-relevant learning. We plan to enhance and expand to areas of direct relevance to the B.C. economy: tourism, hotel management, leadership, and the practice of management in new fields.

⁵ Boud D. and Symes C. (2004) Working Knowledge: Productive Learning at Work., *Productive Learning at Work Conference*, University of Technology, Sydney, Australia

- The absence of a limited academic year allows the university to offer programs and courses at a time that best suits the learner, all 12 months of the year, while minimizing university costs through full utilization of physical and human resources.
- Web-based delivery through our blended learning model facilitates credit accumulation, credit for non-traditional learning, and a high level of awareness and sensitivity to learners' needs and external perceptions of quality.

Furthermore, Royal Roads is responding to the needs of corporate learners with both customized and open enrolment programs that meet the needs of organizations preparing employees for performing in a global marketplace. Such programs will only remain in demand if the content and the learning experience is of the highest quality. RRU already has a reputation for a high level of personal service to its learners, and we are seeking to maintain this level and extend it to all aspects of our operation.

2) **Global Focus.** We see this as the planned process by which the university undertakes to make it possible and practical for all of its key constituents – learners, faculty and staff – to identify, experience, appreciate, and understand two critical and occasionally contradictory aspects:

- political, economic, technological, and cultural forces are increasingly worldwide in scope, and
- local, distinctive, and unique aspects of people and places that distinguish them from other people and places (e.g., ethnic identity) can and do withstand the power of global forces.

Congruent with this is the need for post-secondary education to help create global citizens in a world that is increasingly inter-connected. Our global focus will support the provincial government's agenda for international education and the Asia-Pacific Gateway Strategy.

3) **Heritage Location.** An additional competitive advantage that Royal Roads has is also something of a challenge, and that is its location. Consistent market research has shown that prospective learners rate attendance at university in their home region or city as very important to their decision criteria in choosing an institution for study.

On the other hand, and in RRU's case, there is considerable evidence that many learners consider the Royal Roads campus to be a wonderful location in which to study. Location on a national historic site is an advantage that the university is determined to make full use of, not only to attract learners, but also to generate the revenue necessary to maintain and enhance the grounds and buildings. We have identified remarkable opportunities on the site for experiential travel programs linked to learning. A full suite of programs and services are under development.

Enabling more people to benefit from and enjoy Hatley Park activities also provides a distinct competitive advantage in support of the new Faculty of Tourism and Hotel Management. Royal Roads will become a demonstration site of excellence in tourism and hotel management education, visitor experiences, and sustainable tourism development.

4) Applied Research. Research is critical in underpinning the quality and relevance of our programs and has a crucial role in building and sustaining our competitive advantage. Our applied research model is highly interdisciplinary and focuses on real world problems with immediate outcomes.

Reflecting the fact that our educational programs are based solely in applied, professional fields, the majority of faculty research at RRU is problem solving and action oriented in nature, and addresses the university's social and environmental responsibilities in B.C., Canada, and beyond. Practical knowledge generated from seeking innovative solutions to real-life problems is funnelled back, in turn, into curriculum development and instruction for the benefit of learners. Research collaborators come from all sectors – industry, government, organizations, and communities. As the university extends its reach internationally, research collaborations that reinforce mutual sharing of knowledge become an important source of new knowledge creation.

5) Collaboration. Lastly, Royal Roads seeks to establish a competitive advantage through cooperation and collaboration. The fact that we were designed to be distinct from other post-secondary institutions also means we have expertise that can complement the work of others and create benefits for RRU, our students, and the community. Examples include:

- Our partnership with the Innovation and Development Corporation at the University of Victoria to access resources that will help expand commercialization opportunities. Also involved in this pilot program are Malaspina University-College, Camosun College, and North Island College
- Our extensive transfer agreements that provide students at institutions with two-year programs clear access to the third year of a RRU baccalaureate degree.
- Our cooperation with other post-secondary institutions in the delivery of programs. A long-standing relationship with the Justice Institute of B.C. has been complemented by working with the British Columbia Institute of Technology (BCIT) to develop a health care leadership and management joint degree program. We are also drawing on the expertise and resources of Capilano College in the delivery of a new tourism and hotel management programs, and have worked closely with the University of Victoria and Camosun College to develop and deliver the Leading the Way program to the B.C. Government.
- Our plans to open up Hatley Park as a visitor destination have involved extensive consultation with the local tourism sector. These plans will enrich and complement other tourist attractions in the Victoria area and boost economic development.

Focus on Research

Research was identified in the Royal Roads University Act (1995) as a key component in one of its three stated purposes, i.e., “to maintain teaching excellence and research activities that support the university’s programs in response to labour market needs of British Columbia.” The Board of Governors approved a research policy in 1998

positioning the importance of research to the mandate of the university. The policy was revised in 2002, emphasizing the integral role research should play in Royal Roads University's strategic direction, the importance of research to the teaching and learning functions at RRU, the contribution research can make to the economic and social development of the province and beyond, and the positive impact to the university in making research a high priority.

The following principles guide the research agenda:

- The majority of research at RRU will focus on real-world problem solving.
- Action research and action learning will guide a large portion of research projects, as these methodologies are complementary to problem solving.
- Interdisciplinarity in research will complement RRU's flexible, interdisciplinary approach to education.
- Funds to support research will be sought from private industry, foundations, and international sources, as well from provincial government sources and federal major granting councils. The latter will be encouraged where such funds provide leverage for private partnership development.
- Research innovation will be encouraged, and where feasible, commercialization of research will be supported.
- Recognizing tremendous value in the "intellectual capital" of the workplace research projects, links between learners' sponsoring organizations, employers, and the university will be fostered.
- Industry, inter-institutional, and community-based research that is dependent on effective alliances and collaborative networks within industry, the business community, corporations, government, communities, and the public will be encouraged.

Clearly, research is intended to be highly complementary to and integrated with our teaching programs, further enhancing our reputation and underlining our credibility in academic and other circles. RRU's strategic research themes – learning and innovation and sustainable communities and societies – reflect the interdisciplinary nature of the academic programs.

V) STRATEGIC DIRECTION

Royal Roads University has three principles embedded in its strategic direction:

- **To enable continued, substantial growth while at the same time ensuring the quality of the educational experience provided to learners**
- **To partner with the province to meet its objectives and demonstrate superior returns on investment through high quality and cost-effective program delivery**
- **To conduct institutional affairs in a manner that is collaborative and respectful of the rights of others and supportive of sustainable use and improvement of the natural environment**

The demand for post-secondary learning, in general, and for the type of learning provided by Royal Roads, in particular, is strong in Canada and elsewhere. We believe we can and must continue to grow our enrolment, while ensuring the quality of the educational experience.

We have already achieved substantial growth since we were established. We expect that over the next three years, with economies of scale and other efficiencies, we will make considerable progress toward long-term financial growth. However, this depends much on our securing additional and purpose-built academic space and accommodations that better meet the needs of our learners.

10-Point Action Plan

Royal Roads believes the competitive advantages discussed in the previous section will be further enhanced by 10 key actions:

i) Fine tuning and refocusing of programs: The Faculty of Management is in the process of a wide-ranging redirection that will result in considerably more emphasis being placed on management practices. In addition the Faculty of Social and Applied Sciences continues to apply the advice resulting from external reviews to ensure ongoing relevance with the workplace.

ii) Widening our offerings to better support the B.C. economy: In addition to developing new programs, we are establishing new centres and partnerships that are both academic and executive in nature. Examples include a partnership with the Canadian Centre for Environmental Education that will enhance the education, training, professional development and mobility of environmental professionals both within Canada and internationally. We are also further building on our long-term relationship with the Department of National Defence to enable achievement of the educational goals of Canadian Forces personnel and reservists.

Building on the success of our master's program and executive courses in leadership, a Leadership Centre focused on health care is in advanced stages of planning. Additionally, we have created a partnership to develop and implement a series of projects that will lead to the creation of an Institute for Ethical leadership at RRU.

We remain committed to establishing a portfolio of applied programs at the doctoral level. The Doctorate of Social Science is in the final stages of planning, and while market conditions have led to a deferral of our proposal for a Doctorate in Business Administration, we intend to re-launch these plans when conditions improve.

iii) Enhancing personalized service: A hallmark of RRU's service to learners is an extraordinary degree of individual engagement appropriate to providing professional services to adults. Learners greatly appreciate this *personalized* type of service and it has been a critical factor in our reputation and recruitment.

As the institution grows, increased attention and care – as well as creative use of tools and approaches – are required to maintain the individualized nature of engagement with learners. To this end, we are consolidating all RRU technology-delivered services within a single systems framework (METRO). This \$7.2 million, three-year project will enable us to supply services on demand through a single online window that is fully customizable for and/or by the user.

iv) Building communities: Anecdotal evidence from RRU cohorts suggests that learner and institutional success accrues from the strong bonds that develop among learners and with faculty. As the numbers of RRU learners and graduates grow, the capacity to build and sustain communities is essential to retaining a relationship based on lifelong learning. This will continue to be a key focus of RRU, underpinned by new ambassador and mentorship programs.

v) Ensuring flexible access: A critical underpinning of delivering successful professional programs is flexible access that enables students to balance family and work responsibilities with studying. Flexible access is best achieved through progressive use of educational technologies, customized learning paths, and programming that runs the gamut from short modules which support on-the-job decision-making, to post-graduate degrees that link research to the workplace. Such access also facilitates participation by minority groups such as aboriginal people and immigrants.

vi) Going international: Our domestic market is at the core of our activities and will continue to be the focus for growth. However, in reaffirming our commitment to provincial needs, we must also look to global horizons. RRU will identify and evaluate selected international markets of benefit to Canadian learners, and where we are likely to attract enrolments of qualified, career-oriented learners, thereby contributing to gross domestic revenue and B.C. strategic goals.

vii) Updating and expanding teaching space: RRU is at academic capacity and will be unable to contribute to additional provincial FTE targets without additional physical capacity. Currently, we deliver high-quality programs to a very discerning market (mid-career learners) in many sub-standard, non-functional spaces. To address this challenge, we have developed a campus-wide improvement plan. We are seeking funds for a new academic building and completing negotiations with a partner to establish an Accommodation and Conference Centre on campus.

viii) Maintaining and enhancing our heritage assets: It is clear we cannot charge a premium on our fees to meet the costs of maintaining a national historic site and still remain competitive with others who operate from purpose-built campuses with no heritage responsibilities. To meet this challenge, we will provide tourism services, visitor experiences, and education to the learning and enrichment traveler. In association with the new degrees in tourism and hotel management, these services will help increase the number of qualified tourism professionals by optimizing the unique attributes of RRU and Hatley Park National Historic Site.

ix) Developing continuing education: A new Continuing Studies department will offer a rich array of credit-based and lifelong learning programs targeted to support the learning needs of working professionals and the rapid expansion of population and development in the West Shore communities. Building on our current executive education programs, courses launched this September will complement and expand the diversity of learning opportunities at Royal Roads University.

x) Pursuing new business: We recognize that we must actively seek new business. To this end a Business Development Office is being established. Further, we recognize that investment in and commercialization of innovation is key to RRU being financially sustainable, our capacity to offer quality programs, and our ability to protect and enhance our heritage assets, while we invest in research and development, facilities, and people. This will require more than having revenues meet costs. We must generate revenue in excess of costs to continually invest in our future.

VI) STRATEGIC GOALS

GOAL#1 – GROWTH

➤ Expansion of our Learning Path

We aspire to increase the number of learners served in a cost-effective manner. Growth in any period of time will depend on:

- Sustained and growing demand for well-established programs
- Bringing recently-introduced programs to stable levels of enrolment
- Introduction of new programs
- Broadening of the range of programs we offer and groups of learners served

In the current strong economic and employment climate and with increased capacity in post-secondary education, we expect enrolments for existing programs will not grow substantially in the near future. Instead, immediate growth will likely result from bringing recently-introduced programs to maturity, while longer-term growth will come from diversification of our program portfolio. We plan to expand our program offerings in areas of significance to the B.C. and the Canadian economies.

To better facilitate the next phase of growth and our expansion of offerings, the academic schools were brought together under two faculties in 2005: the Faculty of Management and the Faculty of Social and Applied Sciences. Additionally, we have created a new Faculty of Tourism and Hotel Management in recognition of the significance that planned activities in this area will assume, and to ensure a clear focus on program development and implementation.

➤ **Domestic Academic Programs**

Through the introduction of new programs, new options within existing programs, and different modes of delivery, we plan to grow domestic program participation by 100% over the next six years at both the graduate and undergraduate levels. About 40% of this growth will be achieved over the next three years.

RRU plans to broaden its current program offerings. While the primary thrust will be on expansion of our portfolio of master's programs, we also envisage new programs at the baccalaureate and doctoral levels and new industry certificate programs.

Our analysis of market trends has led the Faculty of Management to focus on advancing the practice of management. This will be done by emphasizing the broad financial, social and environmental responsibilities of the 21st century organization in an increasingly global context.

The MA in Leadership continues to be sought after and received enthusiastically. This degree and our executive programs in leadership attract the attention of individuals and organizations seeking to secure culture change and/or facilitate succession planning.

We also plan to launch several new graduate and undergraduate programs over the period of this Service Plan, in addition to the recently approved degrees in international hotel management. Those in an advanced stage of consideration include master's degrees in disaster and emergency management and in community economic development, and a master's degree in health care leadership and management to be offered jointly with BCIT.

➤ **Executive Education**

Executive programs are expected to grow by 200% over the next six years, with a third of this growth occurring over the next three. We expect the growth to occur on four fronts:

- Certificates that are recognised by professional and licensing bodies for professional development or initial certification.
- Customized programs as exemplified by the Leading the Way program for the provincial government.
- Social programs bringing together business leaders and talented youth from tough socio-economic realities.
- Career updating programs for information technology (IT) professionals, including leadership and management programs.

➤ **International Programs**

Our international FTE level is expected to grow over the next three years. Royal Roads plans to continue to learn from its current activities and apply these lessons as we participate in international markets. The focus of our international activities will remain

on Asia. We also expect to see growth in the number of international learners participating in full-time programs and short residencies on our campus.

Our existing overseas programs attract a very high calibre of learner. Frequently, these learners hold senior positions in state-run and private organizations. Securing their allegiance to a Canadian university can only help improve Canada's influence and trade opportunities.

We are optimistic that our portfolio of international programs will expand and can do so in a way that meets all quality standards. In partnership with seven universities, we recently launched the MA in Conflict Analysis and Management in Thailand, and discussions are underway regarding offering the MA in Leadership in Hong Kong, and versions of the MA/MSc in Environment and Management and the BSc. in Environmental Science in China. Initial enrolments are projected to be modest but are expected to yield revenue in excess of direct costs.

➤ **Growth in Research**

Royal Roads University has developed a balance in research-to-teaching program activity appropriate to our organizational size, age, and mandate. We have steadily built our research capacity, particularly over the past six years, and have received research grants and contracts from over 70 funders including: Social Sciences and Humanities Research Council (SSHRC), Natural Sciences and Engineering Research Council (NSERC), Canadian Foundation for Innovation (CFI), British Columbia Knowledge Development Fund, International Development Research Centre (IDRC), Canada Corps/Canadian International Development Agency (CIDA), Western Economic Diversification, World Bank, a number of First Nation bands, B.C. Ministry of Forests, J.W. McConnell Family Foundation, Natural Resources Canada, Pacific Forestry Centre, the Canadian Bar Association, and Health Canada.

Two CFI/BCKDF/industry projects – one focused on innovative waste management and the other on atmospheric monitoring and evaluation – have been funded under the New Opportunities program. Our first organized research centre, the Centre for Non-Timber Resources, has been established with \$2.3 million in research grants and contracts to date. And RRU's first Canada Research Chair (CRC), the CRC in Sustainable Community Development, was established last year through the one-time-only competition for small universities.

The research effort at Royal Roads continues to grow, thereby reflecting our success in securing funding from these sources. Furthermore, to facilitate the commercialization of our assets, we have entered into a partnership with the Innovation and Development Corporation at the University of Victoria in a pilot program with Malaspina University-College, Camosun College, and North Island College.

GOAL #2 – MAINTAIN/ ENHANCE QUALITY

Our focus on working professionals means that RRU learners bring knowledge and experience from the workplace, the need for flexible learning options, the desire to relate theory to practice, and an expectation of quality programs, applied research, and services.

The need to deliver outcomes-based programs informs the way RRU approaches quality management. The quality initiative at RRU has two main objectives: one, to ensure that RRU delivers high-quality academic programs reflective of its mandate; and two, to ensure that RRU graduates perform effectively in the workplace. To this end:

- Royal Roads has in place a formal, transparent policy committing the university to ensuring the quality and continuous improvement of academic programs. The Program and Research Quality and Relevance Committee (of the Board of Governors), in consultation with the Vice President, Academic, is responsible for designing and approving quality assurance practices and procedures.
- The strength of faculty—and their teaching and research efforts—is integral to quality at Royal Roads University.
- All academic programs are subject to internal and external reviews on a regular cycle, according to pre-set criteria. Each year, 15% of programs are subject to external review.
- RRU participates in the appropriate accreditation and certification processes and these standards are integrated into our own quality review processes for programs.
- There is documentation to guide the quality assurance process, and this documentation is available on the corporate website. There is also a procedure for the regular review of RRU’s quality assurance policy and related processes.

GOAL #3 – IMPROVE RETURNS ON INVESTMENT

➤ Building capacity

Royal Roads University will continue to invest in building capacity and improving the return on investment through new technology, business analysis and development of new opportunities, and cost-effective campus infrastructure.

- In 2004/05 the ‘Evergreen’ strategy to sustain our technology capability was launched, as was a multi-year project (METRO) to update and enhance our systems. Both are well advanced. Relevant technology has the capacity to enhance communications and knowledge-sharing, the collection and analysis of data, and the storage and availability of information pertinent to our business. The potential to automate systems also offers the opportunities for cost-savings and the timely availability of information in support of business decision-making.
- All potential new academic programs at RRU must be supported by a well-argued academic and business case, which is subject to detailed scrutiny. New programs are evaluated in terms of their potential return on investment, including an

investment analysis (internal rate of return/net present value/payback period); risk sensitivity analysis; use of scarce resources; and strategic value (alignment with mission, enhancing RRU reputation, delivering quality, and supporting sustainable growth). Proponents are required to identify success factors, e.g., academic success including enrolment targets, completion rates, and learner satisfaction; financial returns; faculty development; and reputation-building.

- RRU has developed a campus-wide improvement program that encompasses improvements to roads, site services, and parking; garden restoration; and the construction of two new buildings: an academic building and an Accommodation and Conference Centre. Business cases for the buildings have been prepared. An agreement with potential partners for the Accommodation and Conference Centre is near and discussions continue with the Ministry of Advanced Education on the academic building. Both are critical to the university's longer-term expansion. All educational spaces on campus are currently at 100% capacity and growth is dependent on securing additional academic and residential facilities.

➤ **Leveraging Employee Commitment**

RRU has initiated a human resources strategy to ensure we can continue to attract and retain talented, committed employees and provide rewards and recognition that are in keeping with government guidelines for the post-secondary sector.

We are well advanced in ensuring that all employees have clearly defined roles and responsibilities and understand how their participation contributes to the annual goals derived from the operational plan. A leadership and management development program is being initiated, and is part of a long-term strategy to address issues of succession and build the competencies necessary to sustain quality and growth.

The recent actions of RRU core faculty to unionize and the successful conclusion of a collective agreement following two years of discussion and negotiation – while creating initial tensions – have also brought new stability to faculty-employer relations. Overall, the current environment is positive and communications are proceeding well. RRU is also taking steps to improve the engagement and commitment of our highly valuable associate faculty.

Key actions in the coming year will be to stabilize senior management, focus priorities on growth in the domestic market, and pragmatically pursue our international activities, all underpinned by quality and an emphasis on the education needs of the workplace.

VII) OBJECTIVES, CRITERIA, MEASURES, AND TARGETS

Royal Roads University has continually met or exceeded Ministry of Advanced Education targets for capacity, accessibility, efficiency, quality, and research. The following table summarizes the university's targets against the ministry's Accountability Framework. More detail is provided in the following pages.

Capacity Parameters	2006/07		2007/08		2008/09	
	MAVED Target	RRU Domestic Target	MAVED Target	RRU Domestic Target	MAVED Target	RRU Domestic Target
Total learner spaces expressed as FTE	1,930	1,986	1,970	2,386	2,010	2,748
Percentage annual activity occurring between May and August	21%	30%	21%	30%	21%	30%
Accessibility						
Number and % Aboriginal Learners	Maintain / increase	Maintain	Maintain / increase	Maintain	Maintain / increase	Maintain
Number of FTE learners on programs or courses fully available on line	80	583	80	716	80	824
Efficiency						
Number of degrees, diplomas and certificates awarded	1,377	1,258	1,385	1,295	1,408	1,584

Quality Parameters	MAVED Benchmark	RRU Baseline	RRU 202006/09 Targets
Student satisfaction with education	90% satisfied or very satisfied	99.2% (2004 survey)	Maintain satisfaction levels
Student assessment of quality of instruction	90% rate it good or very good	99.2% (2004 survey)	Maintain satisfaction levels
Student evaluation of skills gained	85% indicate high level of skill gained	89.5%	
<ul style="list-style-type: none"> Written communication Oral communication Group collaboration Critical analysis Problem resolution Reading and comprehension Learn on own 		<ul style="list-style-type: none"> 88.4% 90.9% 96.8% 90.4% 89.5% 80.2% 90.2% 	Maintain satisfaction levels
Student assessment of usefulness of knowledge and skills in performing job	90% judge knowledge and skills to be useful or very useful	95.7% (2004 survey)	Maintain satisfaction levels
Unemployment rate	Maintain below unemployment rate for persons with high school credentials (B.C. high school graduates 14.8%, university graduates 7%)	1.7% (2004 survey)	Maintain low unemployment rates

Research	RRU Targets		
	2006/07	2007/08	2008/09
Maintain or increase level of external funding	\$1,700k	\$2,125k	\$2,125k

4.1 Capacity

4.1.1 Total learner spaces expressed as FTE

MAVED Targets

RRU Learner FTE targets	2006/07 FTE	2007/08 FTE	2008/09 FTE
Overall Student FTE Targets	1,930	1,970	2,010

Royal Roads University Targets

Royal Roads University - FTE Growth				
	2005/06 Actual	2006/07 Plan	2007/08 Forecast	2008/09 Forecast
Domestic				
Academic Degrees - Undergraduate	614	731	817	911
Academic Degrees - Graduate	1132	1145	1455	1713
	1746	1876	2272	2624
Executive Education				
Credit Based Programs	105	110	114	124
Total Domestic	1851	1986	2386	2748
International				
Academic Degrees - Graduate & Undergrad	1036	1039	1140	1255
Total University	2887	3025	3526	4003

4.1.2 Percentage Annual Activity between May and August

MAVED system target: EETs (Equivalent Enrolments Taught) 21 per cent

Royal Roads targets: For bachelor programs:

The target EETs for the year and the summer by fiscal year (April-March)					
2006/7		2007/8		2008/9	
EETs for year	EETs for Summer	EETs for year	EETs for Summer	EETs for year	EETs for Summer
731	219.3	817	245.1	911	273.3
	30%		30%		30%

Royal Roads targets: For graduate programs:

The target FTEs for the year and the summer by fiscal year (April-March)		
2006/7	2007/8	

FTE for year	FTE for Summer	FTE for year	FTE for Summer	FTE for year	FTE for Summer
1145	343.5	1455	436.5	1713	513.9
	30%		30%		30%

4.2 Accessibility

4.2.1 Number and Percentage Aboriginal Learners

MAVED target: Maintain or increase

Royal Roads target

Number and % Aboriginal Learners					
2006/7		2007/8		2008/9	
Number	%	Number	%	Number	%
27	1.4	33	1.4	38	1.4%

4.2.2 Learner FTE on courses or programs offered wholly on- line and leading to a credential that is achievable on-line of by other distance methodologies

MAVED target: 80 FTE

Royal Roads target

Learner FTE on Course available on-line		
2006/7	2007/8	2008/9
583	716	824

4.3 Efficiency

4.3.1 Number of degrees, diplomas and certificates awarded

MAVED targets

	Baseline	2006/7	2007/8	2008/9
Number awarded	1,369 (2004/05 3 yr average)	1,377	1,385	1,408

	The target number of credentials that will be awarded, by academic year (September-August)		
	2006/7	2007/8	2008/9
Master's degrees	867	873	1038
Graduate Certificates	67	45	73
Bachelors degrees	307	365	455
Undergraduate certificates	17	11	18
Total	1,258	1,295	1,584

4.3.2 Program graduation rates

MAVED targets: Contribute to system wide targets

Baseline data: 83.6. credentials awarded per 1,000 B.C. population aged 18-29 in 2001/02; 85.3 in 2003/04

RRU targets: See 4.3.1

4.4 Quality

4.4.1 Student Satisfaction with Education

MAVED target: Maintain a high level of student assessment (benchmark = 90%)

RRU targets

	Learner satisfaction with Learning		
Baseline	2006/7	2007/8	2008/9
99.2% (2004 survey)	Maintain or enhance 2000/2001 satisfaction levels		

4.4.2 Student Assessment of Quality of Instruction

MAVED target: Maintain a high level of student assessment (benchmark = 90%)

RRU targets

	Learner Assessment of Quality of Instruction		
Baseline	2006/7	2007/8	2008/9
99.2% (2004 survey)	Maintain satisfaction levels		

4.4.3 Student Outcomes: Skills Gained

MAVED targets: Maintain a high level of skill gain (benchmark 85%)

RRU targets

Skill	Baseline	2006/7	2007/8	2008/9
Written communication	88.4%	Enhance satisfaction levels to and beyond baseline		
Oral communication	90.9%			
Group collaboration	96.8%			
Critical analysis	90.4%			
Problem resolution	89.5%			
Reading and comprehension	80.2%			
Learn on your own	90.2%			
Average	89.5%			

4.4.4 Student Assessment of Usefulness of Knowledge and Skills in Performing Job

MAVED target: Maintain a high level of student assessment (benchmark 90%)

RRU targets

	Learner Assessment of Usefulness of Knowledge and Skills in Performing Job		
Baseline	2006/7	2007/8	2008/9
95.7%	Maintain satisfaction levels		

4.4.5 Student Outcome: Unemployment Rate

MAVED target

Maintain unemployment rate for former learners below rate for persons with high school credentials only in the region. (In B.C 2002, total unemployment rate 11.2%, High School Graduates 14.8%, University graduates 7%.)

RRU targets

	Learner Outcomes: Unemployment Rate		
Baseline (2002)	2006/7	2007/8	2008/9
1.7%	Maintain low level of unemployment		

4.5 Research

4.5.1 Sponsored funding from all sources

MAVED target: Maintain or increase level of funding

RRU targets

	Total spending on Research sponsored by external sources		
Baseline (2001/02)	2006/7	2007/8	2008/9
\$514k (from 2003/04 fiscal year)	\$1,700k	\$2,125k	\$2,655k

VII) Summary Financial Outlook

Consolidated Results

Over the next three years, growth in our academic offerings coupled with our plans to diversify our revenue streams through growth in our commercial operations, will realize substantial gains in the university's operating surplus.

Royal Roads University - Consolidated Financial Results					
	2004/05	2005/06	2006/07	2007/08	2008/09
	Actual	Actual	Plan	Forecast	Forecast
	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)
Revenue					
Tuition Revenue	21,075	23,600	23,541	28,899	33,440
Other Revenue	5,053	5,891	5,972	8,261	9,969
	26,128	29,491	29,513	37,160	43,409
Expenses	35,883	41,397	41,830	48,744	53,912
	(9,755)	(11,906)	(12,317)	(11,584)	(10,503)
Provincial Grant	13,363	14,897	14,299	15,334	16,448
Net Amortization	(994)	(935)	(1,082)	(1,318)	(1,605)
Surplus/(Deficit)	2,614	2,056	900	2,432	4,340

The financial performance for 2005/06 shows a downturn from 2004/05 due to a drop in enrolment in the more profitable programs offered by the university and delays in start-up of new programs. Overall enrolments have been maintained through growth in undergraduate programs which are less profitable. This situation is expected to continue throughout 2006/07, but will improve in subsequent years, due to the introduction of new degree programs that are approved or whose development is near completion. Surpluses generated in the next three years will be used for the further development of new degree programs.

In accordance with Ministry policy, the university has maintained tuition levels in line with the British Columbia's Consumer Price Index (CPI). Academic costs are expected to grow in line with increased enrolments, while incorporating efficiencies and economies of scale in the academic operations. The university intends to focus on containing growth in support costs as the academic and commercial operations expand in the coming years.

Ongoing investment in academic program development is viewed as essential to our long-term success. Program development is anticipated across all divisions, and is an underpinning to the projected growth in FTEs over the plan period and beyond.

XI) CONCLUSION

Royal Roads University will continue to exercise its mission in a way that is valued locally, nationally, and internationally among learners, employers and governments. In conformity with our special purpose mandate, we will:

- Enable learners to enhance their knowledge and skills pertinent to work in the 21st. century in order to develop as individuals and to play a fuller role in their communities.
- Recognize learning through the awarding of credentials (and credit towards them) that are valued in the labour market and within the education community.
- Provide collaborative, innovative, and cost-effective solutions to problems through research and consultancy.
- Serve the local community by providing access to the campus and its facilities, and by providing continuous education, outreach support, and advocacy, and through actions that promotes British Columbia-Pacific Rim economic development.
- Provide employment opportunities that are stimulating, challenging, and fulfilling and encourage and empower individuals to develop themselves.

Appendix A. Summary of Degree, Certificate and Diploma Programs

Programs Currently Offered by RRU

Degree	Start Date
MA in Leadership and Training	July, 1996
BSc in Environmental Science	Sept, 1996
BCom in Entrepreneurial Mgt	Sept, 1996
MA in Environment and Management	Feb, 1998
MSc in Environment and Mgt	Feb, 1998
MA in Conflict Analysis and Management	Jan, 1998
Master of Business Administration	May, 1999
* MA in Distributed Learning In October, 2005 RRU received approval from DQAB to rename the Masters of Arts in Distributed Learning (MADL) to MA in Learning and Technology. MA in Learning and Technology	Sept, 2000 Aug, 2006
BSc in Environmental Management	April, 2002
MA in Knowledge Mgt	Jan, 2002
MA Human Security and Peace building	May, 2003
BA Applied Communication	July, 2003
MA Applied Communication	July, 2003
BA Justice Studies	Aug, 2003
MA Environmental Education and Communications	Aug, 2003
BA in International Hotel Management	Sept, 2006
MA in International Hotel Management	Jan, 2007

Proposed Programs Awaiting DQAB Approval

Proposed Program	Approval Status	Proposed Launch Date
MA in Healthcare Leadership and Mgt (joint degree: RRU/BCIT)	May 06 – concluded site visit Scheduled for June 06 DQAB agenda.	Sept 06
MA Disaster Mgt	Completed first DQAB review; in process of organizing site visit	April, 2007
Doctorate of Social Science	Proposal completed. Initiating internal approval processes.	Spring, 2007
MA Community Economic Development	Completing internal approval processes. Scheduled for fall DQAB agenda.	June, 2007
BSc Info Tech & Society	Proposal in progress.	Fall, 2007
MSc Info Tech & Society	Proposal in progress.	Fall, 2007
BA Global Studies	Proposal in progress.	Fall, 2007
BA Leadership & Mgt	Proposal in progress.	Spring, 2007
MA Tourism Mgt	TBA	

Certificate and Diploma Programs Currently Offered by RRU

Certificates

Environment Education and Communication Graduate Certificate
Executive Coaching Graduate Certificate
Human Resources Management Graduate Certificate
Non-Timber Forest Products Undergraduate Certificate
Personal Leadership in the Public Sector: Graduate Certificate
Project Management Graduate Certificate
Public Relations Management Graduate Certificate
Strategic Leadership in Tourism Graduate Certificate

Diplomas

Conflict Analysis and Management Graduate Diploma
Environment Education and Communication Graduate Diploma
Industry Certified Network Security Analyst Diploma

Courses, Seminars and Conferences

Building Sustainable Communities
Classic Studies of Leadership in Organizations
Customized Leadership Development Programs
Developing Leadership Impact: Executive Retreat
Financial Management for Leaders
The Gemini Project
IT Executive Leadership Program
Leadership in Organization
Leading and Managing Organizational Relationships
Westcoast Onsite Wastewater Training Centre (WOWTC)

Appendix B. RRU Centres of Excellence

Centre for Teaching and Educational Technologies (CTET)

CTET is a unit of professional and technical staff responsible for the design, development and delivery of all online and blended academic courses at the university, corporate client contracts for online training and development, learner technical training, and faculty training and development.

The Canadian Centre for Environmental Education

The Canadian Centre for Environmental Education will offer education, training, professional development and accreditation for members of the environmental professions, including the delivery of an online university certificate program in environmental practice that is expected to be launched September, 2006. The centre will also develop a system for recognizing the environmental academic credentials of immigrants to Canada and provide a national database of all post-secondary environment programs.

Established March 31, 2006 the centre is a partnership between Royal Roads University and the Environmental Careers Organization of Canada (ECO Canada) to meet the needs of the expanding labour market in the environmental sector.

Centre for Non-Timber Resources

The purpose of the Centre is to support and encourage sustainable utilization of non-timber forest resources in the temperate and boreal regions of the world. "Sustainable utilization" refers to the protection and enhancement of subsistence, cultural, recreational and commercial uses, as well as the protection of ecosystem values. The principal focus of the centre is the wise use of non-timber forest resources to diversify and sustain rural and resource-dependent economies.

Centre for Advanced Management

The Centre for Advanced Management at Royal Roads University offers cutting-edge executive education that responds to the need for flexible, relevant programs.

These programs allow managers to focus on areas of professional interest and strength, build on existing skills and experience, and apply new knowledge and strategies in the workplace. Programs can be taken as stand-alone certificates, or used to ladder into Royal Roads University's innovative graduate degrees. In addition, some programs prepare participants for professional designations in high-demand fields.

The Centre for Advanced Management is designed for those looking for educational opportunities that add breadth, depth, and earning power to their career, while still meeting professional and personal responsibilities.

Westcoast Onsite Wastewater Training Centre (WOWTC)

The School of Environment and Sustainability offers professional development courses at its Westcoast Onsite Wastewater Training Centre (WOWTC) and various

communities throughout B.C. These courses have been developed in partnership with the British Columbia Onsite Sewage Association and with support from Environment Canada through the Georgia Basin Ecosystem Initiative and the Ministry of Health.