

2005 ROYAL ROADS EDUCATION PLAN

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Executive Summary

The Vision

Royal Roads University (RRU), founded in 1995, has a unique mandate to prepare students to work in a knowledge-driven economy. The university, in large part, has met its mandate by surpassing projected enrolments, and by delivering applied academic programs that are cost-effective and well-received by students. In the next phase of its evolution the university plans to further realize its mandate by evolving to a mid-sized internationalized university, offering programs that range from certificates and diplomas through to Bachelor, Master and Doctoral degrees. True to its mandate the university will stay focused on delivering programs relevant to the workplace by expanding its repertoire to include programs in sectors of the economy that are central to the future of British Columbia – tourism, health, technology and global communication. The audiences for these programs however, need to be reconsidered. To date Royal Roads has focused on delivering education to mid-career learners, but as the concept of career changes from that of a single entity with a mid-point to a series of transitions, RRU needs to re-think and broaden its appeal to those who might want to take its programs as a way to start, enhance or complete a professional life. Royal Roads is also planning to deliver professional doctoral degrees. These degrees have established a very strong presence in Australia and the UK, and are also prevalent in the U.S. and Europe. They are perfectly aligned with the mandate of RRU and the workplace-related professional expertise of its practicing learners.

Strategic Initiatives

International Focus

The knowledge, skills and attitudes that individuals need to be successful at work evolve to mirror the needs of the marketplace. As global economies progressively become more integrated and interdependent, the ability for professionals to work across cultures and communities increases in importance. The vision for Royal Roads students, whether they are Canadian, landed immigrants or from other countries, is that they can learn and work effectively in multicultural environments. This objective will be met by having mixed cohorts of international and domestic students work together at the Victoria campus, and by fostering strategic alliances with other leading educational institutions so that there can be the opportunity for student exchanges. RRU has selectively made agreements with overseas universities and has initiated collaborations which involve the provision of RRU programming. Examples are Sharif University of Technology, Iran; the Beida Online unit of Peking University; Megatrends University, Belgrade; and Grenoble

Graduate School of Business, France . Moreover, RRU continues to create agreements with overseas institutions that contemplate both teaching and research collaboration, as well as the awarding of RRU credentials to students who do some of their work at their original institution. Examples are Makerere University in Uganda, and in China, Shandong Economic University, Shandong Normal University and Shanghai Normal University.

Quality

At Royal Roads, quality is defined in the context of learning and student outcomes.

Learners attending Royal Roads University (RRU) receive a relevant educational experience that fosters cognitive, social and cultural development, as well as the knowledge skills and attitudes required for workplace effectiveness. Workplace effectiveness is measured by learner and employer satisfaction, and also by the graduate's ability to improve industry standards by contributing to foundational theories and current research.¹

At the heart of this quality statement is the belief that Royal Roads is concerned with the broad scope of learner experience. In other words, there is an interest in what learners know when they come into the institution, what factors contribute to their learning on campus and at distance, what they know as they graduate, and also how effective they are in the workplace.

In the past year the university has put into place the following quality assurance practices:

1. A curriculum review process;
2. A global quality assurance framework; and
3. An external program review process.

Program Expansion and Access

A critical underpinning of delivering successful professional programs is flexible access that enables students to balance family and work with their studies. Flexible access is best achieved through progressive use of educational technologies, customized learning paths, and programming that runs the gamut from short modules that support on the job decision-making, to post-graduate degrees that link research to the workplace.

Several degree programs are at various stages of consideration in the planning process. Among them, two initiatives are of paramount strategic value to the future profile and growth of the university: Bachelor and Master degrees in International Hotel Management. These two degrees

¹ 2005 Royal Roads Quality Policy

are part of a larger strategic initiative to strengthen the university's mandate for public education as stewards of Hatley Park National Historic Site, the federally-designated site where the Royal Roads campus is located. The creation of degree, certificate and continuing studies programs in the hotel/tourism/leisure sector along with the construction of a hotel and conference centre on a site that has national historic status sets RRU apart. These initiatives will also respond to a worldwide demand for more tourism professionals as this industry grows. China, in particular, is poised to challenge the capacity of British Columbia to be a leading destination of choice for that country. As China opens up tourism travel and study abroad opportunities for its citizens, Canada anticipates achieving approved destination status – but it must be equal to the expected demand for services and skills.

A Master's program in Intercultural and International Communication will support the objective of creating an internationalized campus. The demand for education in intercultural and international communication has been demonstrated in the existing MA in Applied Communication which has introduced a well-subscribed stream in the area.

Two doctoral programs, a Doctor of Business Administration and a Doctor of Social Science, are also in advanced stages of preparation. Approval and launch of these doctoral degrees will allow Royal Roads to offer the full range of degree levels as contemplated by the *RRU Act* as well as demonstrate continued responsiveness to market conditions, which currently exhibit a very strong demand for doctoral degrees.

Academic Reorganization

The academic reorganization at RRU is an important element in enhancing our capacity to deliver quality doctoral degrees. Almost 10 years after its founding, Royal Roads implemented its first major revision to the academic administrative structure in April, 2005. Four academic Divisions and a Centre for Global and Executive Education have now been superseded by two academic Faculties and a focused Centre: 1. Faculty of Management, 2. Faculty of Social and Applied Sciences and 3. Pacific Centre for International Tourism and Hotel Management. Each Faculty and the Centre is responsible for the delivery of education both domestically and overseas. The Pacific Centre for International Tourism and Hotel Management is an academic complement to the business strategy for tourism at RRU. There is also a new School of Continuing Studies that has been created to respond to the continuing education needs that are part of the Royal Roads mandate. Collapse of academic activity into a smaller number of administrative units creates the

opportunity for interdisciplinarity, uniform practices and protocols, greater integration of domestic and overseas activities, and the removal of silos which mitigate against optimal educational opportunity.

Strengthening the Faculty Model

As the university grows, it is necessary to both attract qualified and well-regarded core faculty, and to build a stable base of committed and secure associate faculty. Royal Roads will continue to draw on the field experience that associate faculty bring to the classroom, by utilizing an employment model that enables them to contribute more broadly than is possible through course-by-course engagements.

In the first decade of the university, the small cadre of core faculty dedicated itself to building the institution, often at great personal opportunity cost with respect to individual research agendas. In response, RRU is reviewing faculty responsibilities with an eye to achieving balance between the roles of teaching, research and service. The market for academic talent is significantly shifting as a wave of retirements needs to be replaced by a not always adequate supply of qualified replacements. In an increasingly competitive marketplace Royal Roads needs to ensure that its capacity to attract excellent full-time faculty is enhanced by the creation or improvement of career building pathways.

Strengthening Research

Increasing the number of core faculty at Royal Roads is also an imperative if an institutional research agenda is to be successfully implemented. We have learned over the past 10 years that preparing students for today's labour market requires the close linking of theory to application.

The state of research at RRU has changed and grown significantly over the past several years. The Office of Research emphasizes the critical link between research endeavor and the learning achieved by students, and reflects how research has become an activity that can satisfy reasonable demands for accountability from key stakeholders, such as learners, policymakers, and the broader public. The majority of research at Royal Roads will use an interdisciplinary approach to focus on real world problem-solving.

Royal Roads: Expanding B.C.'s Human Resource Capacity through Quality Education

The cornerstone of economic viability for any jurisdiction, including British Columbia, is a highly skilled, adaptable and competent workforce. Royal Roads is contributing to B.C.'s human resource capacity by:

1. Delivering niche quality programs that are tailored to meet labour market demands;
2. Creating programs that not only focus on content expertise but also on the development of such critical workplace skills as interpersonal and intercultural acuity, technical proficiency, and strategic and ethical leadership.
3. Leveraging the outstanding natural and cultural assets of Hatley Park National Historic Site to create a B.C. center of excellence for tourism attraction and education.

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1. Precursors to the 2005 Education Plan: 1996 and 2001

In order to grasp some of the antecedents to the 2005 education plan – and also departures reflecting a much changed world – it is instructive to briefly review the original education plan from 1996 and its update in 2001.

The education plan of 1996 declared, "Our proposal is ambitious, but realistic." There can be no doubting the ambition in 1996 and time has shown that there was more realism in the education plan than might be anticipated of a new institution bent on an idealistic quest for a revisioning of university education. Commitments to "...the goal for RRU to be global in perspective..." innovative, interdisciplinary, flexible in admissions assessments, and insistent on effective teaching and technological sophistication, are all explicit in 1996 as the form and substance of an emerging RRU make their first appearance. The characteristics of the student body, the professoriate, and the essential nexus at RRU of study and work as inextricably bounded, rather than as independent notions, also finds clear expression in 1996. Moreover, the general outlines of the programming areas were enunciated in 1996 and, to a large extent, have been brought to fruition subsequently. Naturally, there are proposals that have not yet materialized; for example, doctor of philosophy degrees or the establishment of an interdisciplinary undergraduate program based in an Honours College. Yet others have found alternative pathways; for example, the 1996 proposal for a BA in Cross Cultural Studies is present in the 2005 education plan in the form of a proposal for a BA in Global Studies, as well as in the MA in Intercultural and International Communication. Seeds sown in 1996 have surfaced a decade later bearing recognizable fruits, if sometimes with adaptations to the environment they occupy at germination. Naturally, there are also instances in which the plan and the reality differ markedly. For example, the 1996 plan declares, "All programs will be delivered in curriculum modules so students have multiple entry and exit points." In the event, the cohort model created an exactly opposite opportunity field for students, constraining rather than liberating them to exercise a wide range of choices about accessing their programs. In the 2005 education plan there is commentary about returning to the spirit of the intentions of the 1996 plan by reintroducing greater flexibility for students than has recently been the case.

In 2001, an update to the education plan declared its fidelity to the original, affirming "...its overarching principles have been constant and continue to guide our development." The update in 2001 elucidates these principles in some detail and founds upon them proposals for a series of new degrees, certificates and diplomas, with markedly mixed prognostication success. That

update makes a point of difficulties encountered in the degree approval process as a significant factor in slowing of progress towards the realization of the ambitions of the founders of the university. It is a telling and salutary point for those charged with enunciating what it is that will take RRU on the next leg of its journey. The answer to that question in the 2005 education plan is an attempt to emphasize what we do and plan to do, and why they are worthy of wide support; the foundations of RRU have proven to be rock solid and require no further repetition or reinforcement in the form of justifications. It is time to focus on the business at hand, and to provide a prospectus for it: this is what the 2005 education plan does, while recognising its debt to the pioneer clearing required of the drafters of those earlier plans.

2. Our Defining Mandate

Royal Roads University (RRU) is set apart from other academic institutions by its singular focus on preparing students to work in a knowledge-based economy.

Royal Roads University exists to provide high quality, innovative, competitively-priced, applied post secondary education to career-focused learners in Canada and abroad in a manner that meets their needs, is financially self-sufficient, and is socially and environmentally responsible. *Board Context Statement* (adopted June 2003).

RRU excels in enabling and encouraging learners to attain and retain their jobs as they acquire and apply new knowledge and skills, and earn degrees, diplomas and certificates. Within Canada the university is successfully positioned in a highly competitive sector as a first rank choice of educational institutions catering to the needs of career-focused students, for whom applied and professional education fits their requirements.

As knowledge-driven economies continue to expand, interconnect and globalize, the workplace similarly increases in complexity. Today's best-equipped workers are: a) highly literate and communicative in a range of media; b) effective in working with people from different backgrounds and cultures; c) knowledgeable about the complexity of systems; whether organizational, cultural, economic or organic; d) able to lead strategically and with ethical integrity; e) adept at identifying business opportunities, and, f) competent at staying current with continually changing bodies of knowledge. What RRU has learned in its first 10 years is that producing these kinds of graduates requires combining academic rigor with an applied understanding of the global labour market.

In 1995 Royal Roads was mandated to advance labour market preparedness by delivering programs that ranged from certificates and diplomas through to Bachelor, Master and Doctoral degrees.

RRU's Future: 2006-

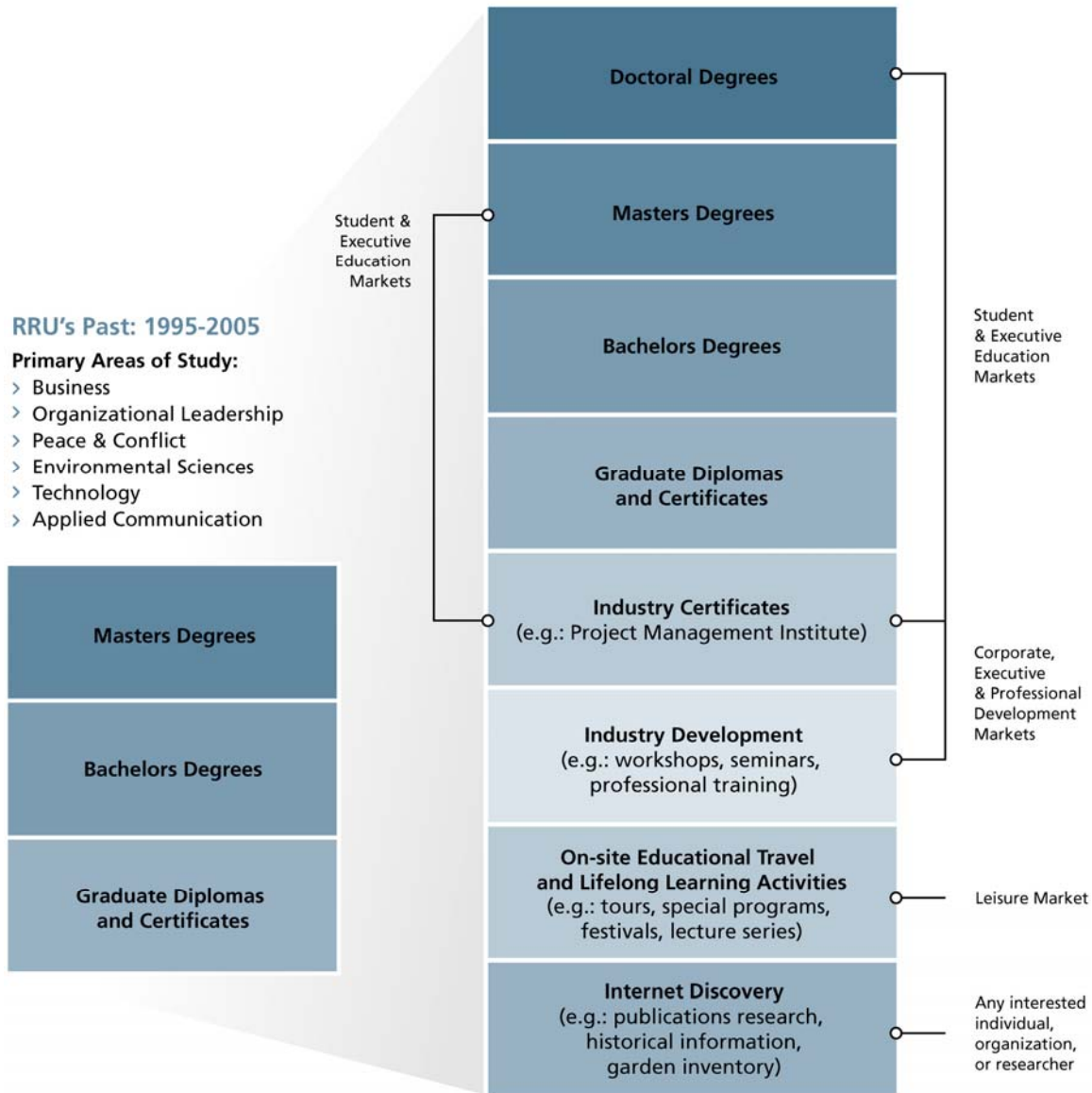
New Program Areas:

- > Doctorate in Business Administration
- > Doctorate in Social Sciences
- > MA in Tourism Mgt
- > MA in Teaching English to Speakers of Other Languages
- > MA in International Hotel Mgt
- > MBA for Experienced Mgrs
- > MBA for Global Mgrs
- > MA in Applied Communication
- > MA in Environmental Education and Communication
- > MA in Communications and Economic Development
- > MA in International and Intercultural Communication
- > MA in Health Leadership and Management
- > MA in Risk, Disaster, Emergency Management
- > MA in Community Economic Development
- > BBA in Entrepreneurial Management
- > BA in Global Studies
- > BCom, Global Management
- > BA, Hotel Management
- > BA in Information and Society
- > BA in Leadership Studies

RRU's Past: 1995-2005

Primary Areas of Study:

- > Business
- > Organizational Leadership
- > Peace & Conflict
- > Environmental Sciences
- > Technology
- > Applied Communication



3. How We've Done So Far

To date, Royal Roads has achieved its mandate. As evidenced by:

- a) Linking education to the workplace;
- b) The surpassing of Ministry of Advanced Education quality benchmarks;
- c) Enrolment history and projections;
- d) Educating more students at lower costs per full-time equivalent (FTE);
- e) Implementation of RRU education model elsewhere.

A. Linking Education to the Workplace

From inception, RRU has closely linked education to the workplace by using advisory boards, made up of the relevant industry specialists, to guide program development.

RRU also surveys employers of RRU graduates to ensure that students have the appropriate knowledge, skills and attitudes.²

B. Surpassing Quality Benchmarks

The BC Ministry of Advanced Education evaluates the quality of post-secondary education by reference to:

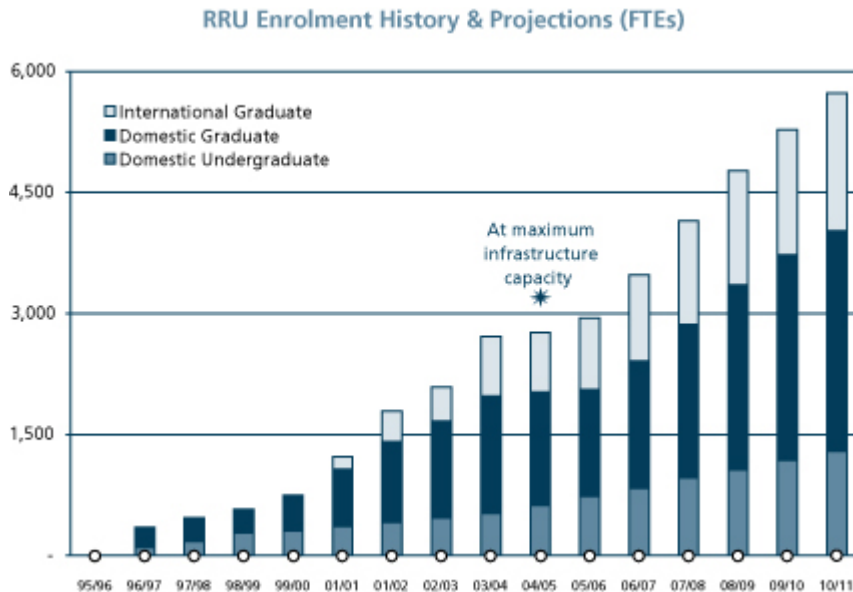
- ✓ Student outcomes in terms of skills gained and unemployment rates;
- ✓ Graduate satisfaction with the education received; and
- ✓ Assessment of the quality of instruction and the usefulness of the knowledge and skills acquired while studying in the subsequent performance of jobs.

For each parameter the Ministry sets high quality benchmarks for the system and individual institutions. An independent survey of B.C. undergraduates measures performance; in their most recent survey responses, Royal Roads undergraduates indicate that the university outperforms the benchmark for each measure, and in most instances, substantially surpasses the standard (see Appendix B).

² Young, Trace. Assessment of the Bachelor of Science in Environment Science at Royal Roads University. 2002.

C. Enrolment History and Projections

RRU has an impressive enrolment track record in three areas: undergraduate, graduate and international students.



As the above diagram indicates, RRU is now operating at capacity with 2,000 full-time equivalent students. RRU's plans to grow the annual student population significantly will continue to put pressure on campus facilities. In response RRU has proposed a campus-wide improvement plan³ that includes:

- Improvements to roads, site services, parking and garden restoration;
- Attention to deferred maintenance on heritage structures;
- The development of a new academic building;
- The development of a Hotel and Conference Centre.

³ *An Investment in the Future: The Campus-Wide Improvement Plan*, March 2005.

D. The Value Proposition

The Royal Roads education delivery model enables the university to deliver higher education at an operating cost that is one-third lower, per full-time equivalent (FTE) student, than the other universities in the province⁴.

The RRU model is also the most cost effective from a capital budget perspective. Since 2000/01, RRU has received less than 2% of the total provincial capital investment in university infrastructure⁵. During this period RRU consistently exceeded its ministry-set enrolment targets (120%, 115%, 116%, 119%, and 107%, respectively) even though operating grants per funded FTE dropped from \$15,678 to \$6,845.

RRU's delivery model benefits students, the province, industry, and the people of British Columbia by producing more post-secondary graduates in less time, with less personal disruption, at a lower taxpayer cost, and at a very high level of quality.

RRU's fees are set with the market in mind, while the modes of delivery are also a factor in determining the demand structure for RRU's programs. At the undergraduate level fees are generally above those of other institutions in the province, but the accelerated or blended programs permit students to substitute time and/or convenience, as significant economic inputs to decision making, for dollar expenditures per se, in their calculus of value for money. RRU's delivery modes permit students to continue to contribute to the B.C. economy as they continue to learn or else to ready themselves for such a contribution at an earlier date than would be possible under normal university timeframes. The enhanced cost of programs also has the effect of returning more revenue to B.C. from students from out of province than would otherwise be the case – this is an important benefit to B.C. given the national audience for Master's programs at RRU.

⁴ The University of British Columbia, Simon Fraser University, the University of Victoria and the University of Northern British Columbia produced FTEs at an average cost of \$10,056 in 2004/05, Royal Roads average cost per FTE was \$6,845, 32% less.

⁵ Total provincial investments have been \$518 million; RRU has received \$9.3 million.

E. Implementation of RRU Education Model Elsewhere

An informal measure of RRU's success is the extensive take up of the learning model by other institutions. Universities once claiming that educational technologies detract from the academic experience now embrace the flexibility and improved learning that blended learning can provide.

The question facing Royal Roads is not whether its model is successful, but how can that success be built upon? The university plans to better prepare graduates by more closely aligning two worlds that have historically been seen as incompatible: the world of work and the world of academia. RRU has learned over the past 10 years that preparing students for today's labour market requires:

- Linking theory to application;
- Having a faculty model that supports both academics and practitioners; and
- Having a governance structure that is both tight, to ensure quality, and loose, to enable the timely delivery of a range of programs, from industry certifications to doctoral programs.

Royal Roads is preparing for the future by building on the components that have made it successful; namely, the delivery of applied academic programs using flexible formats and progressive educational technologies.

4. Redefining the Market for Applied and Professional Education

The RRU Act is specific about the kind of education to be provided at the university, namely professional and applied, but is silent on the audience to whom it is to be delivered. On the other hand, the 1996 education plan is specific about the latter question: "The major thrust of the educational program at RRU will be on mid-career men and women, at both undergraduate and graduate levels." By thus specifying mid-career learners as the audience for applied and professional education, the 1996 plan defined a market segment for RRU. In doing so it implicitly excluded other potential audiences for applied and professional education; for example people who are not in their mid-career phase but nevertheless are actually in search of such focused education. Among this group are younger students with a very clear sense of career goals and the education needed to prepare for specific career pathways, or else people in the very early stages of a career, who are newly appreciative of the education required to progress in the workplace. Moreover, in a world in which the concept of a career as a singular entity within which there is a mid point has long since been replaced by multiple working experiences of different sorts for a

great number of people, reference to 'mid-career men and women' is an echo of the past rather than a siren call to the future.

In practice, of course, the reality is that Royal Roads has always served an audience that found its way to the university, on its own terms, rather than those RRU advertised as its own targets - notwithstanding the undoubted fact that the majority of RRU students can, in fact, be characterised by the term 'mid-career.' Thus, the undergraduate programs are very largely populated by students who have barely embarked on working life, if at all, while graduate programs also admit students who wish to undertake a Master's program in order to enter the workforce at an appropriate level. For example, women with degrees and young families who are now ready to add a working life to their family formation find our programs well suited to their needs. Older individuals well past mid-career also see value in RRU degrees, often for their sense of self rather than for career advancement purposes specifically. These and other examples indicate that the time has come to diminish the focus on who the students are (mid career), and focus instead on what the education is - applied and professional. In effecting this change of emphasis, RRU actually expands the market for its degrees to a wider segment of the population without any loss of the appropriateness of Royal Roads for those students who fit the description 'mid career.' As RRU globalizes, this shift in emphasis will be even more important because the notion of 'mid-career', outmoded as it is, may not resonate at all with many students from overseas.

5. Refining and Strengthening Our Model One Component at a Time

A. Moving From Local to Global Communities

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, small group learning, teamwork, and problem-based learning.

Learning communities have been successful in teaching our graduates critical thinking and team skills. RRU is now exploring how integrated learning communities can also be used to promote cultural acuity, which is a key competency for today's exceptional global citizens.

As an institution, Royal Roads will need to practice, as well as teach, cultural acuity if it is to have credibility as a global organization. This will mean having a campus of culturally-diverse staff, as well as faculty and students who understand the richness of experience to be derived from working in a multicultural milieu.

Royal Roads graduates will have global sensitivities whether they are Canadian, landed immigrants or from other countries. In addition to using learning communities, this objective will be met by: 1. globalizing the Victoria campus, and 2. by fostering strategic alliances with other leading educational institutions.

RRU will have its headquarters in Canada and will continue to derive its guiding values and principles from its Canadian operation: namely the delivery of high quality applied programs using a range of educational models and technologies. To expand its global market RRU has begun to foster strategic alliances with other leading educational institutions (Sharif University of Technology, Iran; Beida University, Peking; Megatrend University of Applied Science, Belgrade; Grenoble Graduate School of Business, France). While cultural differences will be recognized and accommodated, RRU will not compromise its commitment to quality or brand image.

These strategic alliances with other institutions will be forged to encourage mutually beneficial collaboration in the areas of teaching, learning, research, and community development.

Potentially, these alliances will also foster cooperation in the areas of courseware development and distribution, innovative credit transfer, and staff and learner exchanges.

One of the first steps towards internationalizing the Royal Roads campus is to create a safe and culturally-sensitive environment for overseas students to engage in RRU programs; for domestic learners, we will develop programs that improve understanding as to the value of studying with people from different cultures. To meet these goals Royal Roads is creating a Centre for English Language and Culture (CELC) that will provide structured, centralized support for the development of written communication skills and intercultural understanding. The Centre will serve students, faculty and RRU staff, including those who come from overseas for programs to be delivered at the RRU campus.

B. Academic and Institutional Quality

Institutional Quality Policy

A 2004 survey⁶ sponsored by Royal Roads revealed that the number one factor taken into consideration by our target market when selecting a school is academic quality.

At Royal Roads, quality is defined in the context of learning and student outcomes.

Learners attending Royal Roads University (RRU) receive a relevant educational experience that fosters cognitive, social and cultural development, as well as the knowledge skills and attitudes required for workplace effectiveness. Workplace effectiveness is measured by learner and employer satisfaction, and also by the graduate's ability to improve industry standards by contributing to foundational theories and current research.⁷

At the heart of this quality statement is the belief that Royal Roads University is concerned with the broad scope of learner experience. In other words, there is an interest in what learners know when they come into the institution, what factors contribute to their learning on campus and at distance, what they know as they graduate, and also how effective they are in the workplace.

Implementation of Quality Policy

In the past year the following components of the Royal Roads Quality Policy have been implemented:

- a) The Program and Research Quality and Relevance Committee (of the Board of Governors), in consultation with the VP Academic, is responsible for designing quality assurance (QA) policy and procedures. The QA policy itself is approved by the Academic Council of the university;

⁶ Ipsos Reid, Royal Roads University Reputation, 2004.

⁷ 2005 Royal Roads Quality Policy

- b) All curriculum is reviewed by Curriculum Committee, a sub-group of Academic Council;
- c) RRU programs are approved by the Degree Quality Assessment Board (B.C. Government);
- d) All parts of the university (i.e., both academic and operational) are required to engage in a process of quality assessment and improvement:
 - The academic programs primarily evaluate quality through self-studies, external reviews, and learner and employer feedback. Program advisory boards also meet on a regular basis to ensure that Royal Roads University programs remain relevant to market demands and meet the changing needs of society.
 - The operational units of the university draw from a range of quantitative and qualitative methods (peer reviews, learner feedback, external reviews, and key indicators).

The evaluation of institutional quality is ongoing and iterative, although the frequency of evaluations varies. For example, learner feedback is solicited at the end of every course, while external reviews occur every seven years.

The RRU Quality Policy applies to both undergraduate and graduate programs, current and planned programs, executive programs, and on-campus and distance-based programs. RRU's Quality Policy is on the corporate website (www.royalroads.ca). When appropriate the results of various quality assessments are also made public.

Measuring Quality on a Learning Continuum

To evaluate the quality of the RRU learning experience, qualitative and quantitative measures are taken at key points of the learning cycle, including university entrance, learning on campus, and by distance. Surveys of workplace effectiveness have been completed by some programs, on an occasional basis. In the future we intend to make this activity a higher priority for programs. In addition, the underlying structures and services of the university (i.e., information technology, computer helpdesk, human resources, library, etc.) engage in quality review processes.

Global Quality Assurance Framework

One of the challenges of moving to a global market is that distance, language and culture ensure that the university's standards can potentially make it more difficult to ensure and monitor quality. To ensure that the university's standards are maintained, across all programs and locations, a *Global Quality Assurance Framework* has been put into place that specifies the following expectations and benchmarks:

a) Partnership Accreditation

It is critically important that Royal Roads' global partners be accredited and to ensure that our partners both protect the integrity of RRU programs and contribute positively to the university's global reputation. Partnership agreements are approved by the Vice President, Academic, followed by a formal orientation process, and monitored and evaluated on an annual basis.

b) Program Approval

Consistent with Royal Roads' Quality Policy, all new programs must be approved by Academic Council and the delivery of an existing program in a new location requires approval of Curriculum Committee, which is a sub-committee of Academic Council.

c) Admissions Standards

Ensuring that applicants to Royal Roads' global programs meet entrance requirements is a key component of the quality assurance framework. Royal Roads therefore evaluates applicants for global programs on the basis of their academic credentials, work experience, and extra-curricular activities. Where applicable, RRU requires applicants to provide official transcripts and degree certificate(s) in sealed university envelopes with certified literal translations.

d) Program Assessment

Formal external reviews are particularly important for Royal Roads to demonstrate accountability for its practices, expand its global reputation, and provide feedback for the continuous improvement of our global programs. Consistent with Royal Roads' Quality Policy, global programs are to be regularly assessed by external reviewers.

C. Research Themes Linked to Teaching and Learning

The state of research at RRU has changed and grown significantly over the past several years. The Office of Research emphasizes the critical link between the research endeavor and the learning provided students, and reflects upon how research has become an activity that can satisfy the reasonable demands for accountability from key stakeholders, such as learners, policymakers, and the broader public. Research at RRU is applied in nature, reflecting the applied and professional programming of the university's mandate. The following principles, approved by the Board of Governors, 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 real world 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 encouraged;
- Recognizing the tremendous value in the 'intellectual capital' of workplace research projects, links between learners' host organizations and 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.

As part of the university's restructuring, the Office of Research's mandate now incorporates innovation and commercialization. A business plan on a consulting enterprise is under development. As part of the restructuring, the strategic and operational research lead position has been designated Associate Vice President of Research (formerly Director of Research).

In 2004, Royal Roads University was awarded full institutional membership in the Canadian Association for Graduate Studies as well as full membership in the Western Canadian Deans of

Graduate Studies. RRU is also a member of the Federation of Social Sciences and Humanities of Canada.

Research Themes Revisited

Earlier Education Plans identify the “four pillars” that have served as the central focus for our programs: empowering leadership, management and entrepreneurship, conflict resolution, and environmental sustainable development. In keeping with our integrated approach to education, all degrees at Royal Roads integrate learning related to the four pillars. Our thinking around these integrating themes, or pillars, has broadened to include research as well as teaching. To more closely connect classroom practice with research theory, one should inform the other, and both should focus on common themes. A review is underway in order to ensure the research theme areas are articulated in a way that 1) reflects the research being carried out at RRU and 2) provides a link to classroom practice.

It is clear at this point that two areas, in particular, will form the focus for further research at RRU: 1) learning and innovation; and 2) sustainable communities and societies. The first theme capitalizes on a decade of successful experience in developing and experimenting with new ways of learning, including the comprehensive use of advanced technologies. This theme also allows us to expand on the empirical results of institution-wide experimentation in new modes of teaching and learning, and to distill the practical applications of learning innovations. The second theme, sustainable communities and societies incorporates a variety of research foci across the university including governance, environmental solutions, community learning and development, culture and conflict, and communication. Recent activity in this area includes the establishment of the university’s first Canada Research Chair as well as the establishment of its first organized research unit – the Centre for Non-Timber Forest Resources.

D. Faculty: scholars, teachers, practitioners

In 1996 the Education Plan recognised the need to revise the faculty composition, complement and focus compared to the typical patterns to be found at traditional universities. That plan called for a minority of faculty to be hired on "...limited term appointments.." supplemented by a variety of other academics, practitioners and professionals, creating a unique composition of faculty held together by a dedicated group of full time faculty employees (1996, Education Plan, p. ii).

Common to those engaged at Royal Roads was the requirement that they be scholar-teachers whose research would "...focus on the needs of the professional and applied fields that make up the academic programs at RRU" (1996, Education Plan, p. ii). This vision became formalised into the division between core faculty and associate faculty, the latter made up of a number of categories of experts from academia, the professions, business, industry and the public service.

Among the associate faculty, however, are individuals who have built an enduring relationship with RRU and others who have contributed a limited number of times. Although this model of faculty engagement has served RRU well, there are several reasons why it needs to be refined. For example, associate faculty are relatively expensive to recruit, train and retain, and for those who build a strong relationship with RRU there is uncertainty in their future with us. This is because, hitherto, associate faculty have been engaged on an as-needed basis with no guarantee of future work. Such a practice works against the building of loyalty or the sense that associate faculty are genuinely valued in our community. We are currently engaged in reviewing an alternative model for the engagement of associate faculty who have served us well and are willing to commit to further substantial contribution, in return for which we should be prepared to offer more certainty and security. As the university grows, it is more than ever necessary to build a stable base of committed and secure associate faculty who feel able to contribute to the university more broadly than is possible through their course by course engagements.

In the first decade of RRU, the small cadre of core faculty dedicated itself to building the institution, very often at great personal opportunity cost with respect to individual research agendas. As the first stage of maturity in the size of the institution and the emergence of critical mass of core faculty in some programs is reached, it becomes increasingly clear that the use of a singular faculty rank, namely the generic term 'professor', masks tremendous variation in the core faculty. This consideration looms large in our capacity to be an attractive place to job seekers,

some of whom do not understand our use of the generic professor term. In an increasingly competitive marketplace, we need to consider how to position RRU as an attractive choice in order to secure quality faculty for performance-based contracts.

E. Governance and Organizational Structure

The addition of undergraduate and graduate degree programs, the need for increased quality and consistency in program delivery, and the clarification of faculty roles and responsibilities have all contributed to the need for a new academic structure.

New Academic Organization Designed to Deliver

In April 2005, almost 10 years after its founding, Royal Roads implemented its first major revision to the academic administrative structure. The new structure continues to observe the founding educational principles of sustainability, leadership, conflict resolution, and entrepreneurship. It also retains the original global perspective of the university, while integrating experience gained in the decade and a fresh understanding of the opportunities afforded by the emergence of global education as a strategic opportunity being pursued by numerous institutions worldwide.

In the first decade Royal Roads added degree programming that, while not articulated in the 1996 Education Plan, is nevertheless in conformity with our mandate; that being to provide opportunities related to workplace needs. Technology-rich degrees in knowledge management and distributed learning, as well as applied communication degrees, are in this category. The advent of these degrees, among other natural developments, increasingly required greater expansiveness in Divisions that were more narrowly constituted at inception. The coherence of those Divisions became compromised through accretions of compatible yet angular additions, just as a newly emerged strategic focus on global education brought to the fore the need for clarity and integration of global perspectives at Royal Roads.

Four academic Divisions and a Centre for Global and Executive Education have now been superseded by two academic Faculties and a specialised Centre. Each is responsible for the delivery of its education both domestically and overseas. Additionally a School of Continuing Studies has been created to respond to the continuing education needs that are part of the Royal Roads mandate.

The Faculty of Social and Applied Sciences (FSAS) absorbs three earlier divisions, namely, Science, Technology and Environment; Peace and Conflict Studies; and Organizational Leadership and Learning. In this Faculty, five Schools are responsible respectively for degree, diploma and certificate programming as well as executive education, for all students studying in all locations by whatever delivery modality. The Schools are Sustainability and Environment; Peace and Conflict Management; Information and Society; Leadership Studies; and Communication and Culture.

The Faculty of Management mirrors, in its own domain, the responsibilities of FSAS, which are managed across the range of available programming from the Dean's office via Associate Deans and Program Directors.

Additionally, a proposed strategic development of programming in the hospitality/tourism/hotel management area will be brought to life through the creation of the Pacific Centre for International Tourism and Hotel Management. Such a development is synergistic with planned tourism business development, capitalising on the National Historic Site that Royal Roads occupies and the demonstrable need for more trained professionals for the hospitality/tourism industry in British Columbia.

Critical mass of intellectual capacity, especially in a small university such as Royal Roads, is a sustaining requirement of faculty who need to interact with colleagues for their own, as well as their colleagues continued intellectual wellbeing. Such interaction is more easily achieved when colleagues are located in the same academic structure that affords them opportunities for both formal and informal interaction. Engaged faculty, constantly renewed by the stimulus of learning from and with colleagues in close proximity, will rebound to the benefit of students who are the immediate recipients of the integration of various inputs to individual knowledge. The intellectual wellbeing of faculty is clearly understood in the 1996 Education Plan, which references the scholarly work undertaken by faculty as a measure by which the university is judged. That measure is as applicable now as it was then. The link to the quality of graduates is also clearly made in the 1996 Education Plan. Indeed that plan is plain in its message: "In the end, it is well-recognised that great universities are known for only two things - the quality of their graduates and the quality of the scholarly work produced" (1996 RRU Education Plan, p. ii). The new

academic administrative structure at Royal Roads is designed to make our approach to the achievement of the goal specified here all the more transparent and refined.

Collapse of academic activity into a smaller number of administrative units creates the opportunity for the attainment of interdisciplinarity that has always characterised the educational plans of Royal Roads. For the first time one Dean, through the creation of FSAS, will have authority to manage the flow across Schools of intellectual content and capital, student choices, and needed financial resources to ensure the nurturing of faculty sensitivities to the holistic nature of knowledge, as well as student access to the specialised and generic elements needed to achieve the competencies required of successful members of the workforce. Moreover, the integration of domestic and overseas activities can be more easily achieved within a structure in which the Dean has more capacity to deploy resources than previously. The creation of uniform practices and protocols, so far as they make sense across the university, will greatly enhance the possibilities for domestic students undertaking overseas residencies and vice versa, integration of students from various locations and programs into courses in which they share a common interest, and the removal of silos which mitigate against optimal educational opportunity.

The introduction of a new academic administrative regime at Royal Roads, while it builds on past successful practice, also recognises the unfolding of an emerging set of demands in the modern world. On reflection, the 1996 Education Plan was quite prescient in its assessments of requirements at the turn of the century. The new academic organizational structure is not so much a radical rupture as an adjustment to better carry through the important intent of the 1996 Education Plan, which is "... to demonstrate how a university can be more relevant and self-sustaining" (1996 RRU Education Plan, p. iii). With a new structure in place and an injunction to the Deans to create commensurate processes aligned with the educational objectives of the university, it is to be hoped that the 2005 Education Plan, at its administrative foundational base, has the necessary solidity to support the delivery of education that meets the needs of students, their employers and the society, as well as the needs of faculty whose contribution to the enterprise is also better enabled by the creation of new academic structures.

Role of Academic Council and the Program and Research Council

The Academic Council and the Program and Research Council are important bodies in the university. The former provides a forum for the discussion of policy issues relating to academic matters, as well as the approval of programmatic innovations and changes that are offered to the President as recommendations for his disposition. The work of Academic Council, with respect to programs, is greatly enhanced by the work of the Curriculum Committee of Council, particularly as it involves new program proposals and major changes to the curriculum. The Program and Research Council is legislated to advise the Board on the instructional programs and research priorities.

In their roles as discursive rather than determinative bodies, these Councils have created a lively environment for the exchange of alternative viewpoints on academic matters, neatly balancing the required sense of executive direction with collegial inputs. The Academic Council membership has been revised to encourage a greater sense of focus in the conduct of its business. The new Academic Council will contain fewer members, with the resulting expectation that an even stronger sense of engagement in the affairs of Academic Council will emerge, and that this engagement will work toward providing the President with well-debated recommendations.

New Strategic Directions for the Faculty of Social and Applied Sciences

The Faculty of Social and Applied Sciences (FSAS) contains a broad array of substantive domains that build upon the essential founding interests of RRU in leadership, conflict management, sustainability, as well as an emergent interest in communication. The role of technology in the delivery of education in these areas is also represented in this Faculty as the connectivity of technology and society is made manifest. These themes capture critical elements of what is required to both understand the way in which modern society functions, as well as key skills that are increasingly demanded of participants in the knowledge economy. At the base of the FSAS is a renewed sense of the interconnection of knowledge in the social worlds that ground it, and of the applications that are enabled by such a learning milieu. It will be the task of the Faculty to ensure that graduates take with them a sense of the wholeness of socially-constructed knowledge, even as they move off to more specific and specialised work relating to sustainability, communication, leadership, and conflict management in their various combinations.

In addition to the existing degrees in the FSAS, others noted elsewhere in the Education Plan are in the planning phases. For example, these new degrees reflect urgent needs for health care leaders with insight into processes and practices that can break free from ineffective and expensive drains on resources, both human and fiscal. Risk, emergency and disaster management is a field that is taking on added recognition as society becomes ever more complex; requirements for high level formal training are a natural consequence. These are two examples of RRU's commitment to continue to provide education in areas for which society is expressing a demand. They are also important additions to the array of substance that makes its way into the ever increasing richness of the materials that are available to those studying in the FSAS.

The Faculty intends to create a complex of activity for continuing and executive education, through to Bachelors, Master's and a Doctoral degree. A strong intellectual community tied together by a common interest in the social world and the way in which it can be brought to bear on the needs of society, principally, but not only, through workplaces, will enable the FSAS to fulfil its potential. In this community, RRU anticipates the interest in the social world and its potential will come from students attracted from around the world. The existing and emerging strength in themes that are readily associated with the successful construction of viable societies, can lead only to the increasing attraction of the Faculty.

New Strategic Directions for the Faculty of Management

Over the next three years the Faculty of Management will move from having two, to having five, quality academic programs that will be offered globally:

1. Doctorate of Business Administration (DBA),
2. Master of Business Administration for Experienced Managers,
3. Master of Business Administration with a focus on global management,
4. Bachelor of Business Administration with a focus on entrepreneurial management,
5. Bachelor of Commerce with a focus on global management skills.

Our academic delivery will be supported by a strong research agenda that will be applied and focused on the following areas of management:

1. Operating Management,
2. Global Management,
3. Entrepreneurial Management,
4. Responsible Management.

New Strategic Direction for the Pacific Centre for International Tourism and Hotel Management

The Pacific Centre for International Tourism and Hotel Management will be home to degree programs, executive education, and professional development activities that focus on the needs of tourism and hotel professionals seeking advancement, as well as those who aspire to careers in this sector. Additionally the Centre will be a locus for applied research which produces immediately relevant knowledge to position British Columbia as a leader in the sector.

All tourism and hotel management education at RRU will add value to existing degrees in the province via a unique curriculum that optimizes the educational opportunities associated with operating the Hatley Park National Historic Site and the future hotel and strategic alliances with tourism educational institutions. The existing curriculum at RRU is well suited to professionals in this industry who increasingly need an understanding of leadership, conflict resolution, sustainability, and communication, as well as general business acumen. The global context within which skills in these areas

will increasingly need to be deployed also resonates with RRU's global approach to education. The tourism and hotel industry is clearly seasonal in nature and its requirements for timely programming can be well met by RRU, which itself can be very flexible with respect to the scheduling of education.

Tourism is the third largest economic sector in the province of British Columbia and a growth industry on the world stage. In British Columbia alone, market studies have identified that the tourism industry will need 84,000 new workers over the next decade, 19,000 of whom will be in the accommodations sector alone.

Currently on the west coast of North America there exists the opportunity for increased access to accredited, online training and development opportunities with tourism professionals. Royal Roads will add value to the existing Bachelor degrees in the province through a unique curriculum that introduces new courses that optimize the educational opportunities provided by Hatley Park National Historic Site and a future hotel.

Through partnerships with other academic institutions, RRU will collaboratively develop and deliver graduate certificates in tourism and horticulture and create opportunities for students to ladder into formal degree programs.

Library as Partner in Achieving Strategic Directions

Library services and resources are a critical underpinning of learner success, quality curriculum development, and research. The November 2004 *Maclean's* survey of university graduates finds that "not surprisingly, universities with the richest library collections fared well when rated by their graduates." Services to facilitate access to those collections are also crucial.

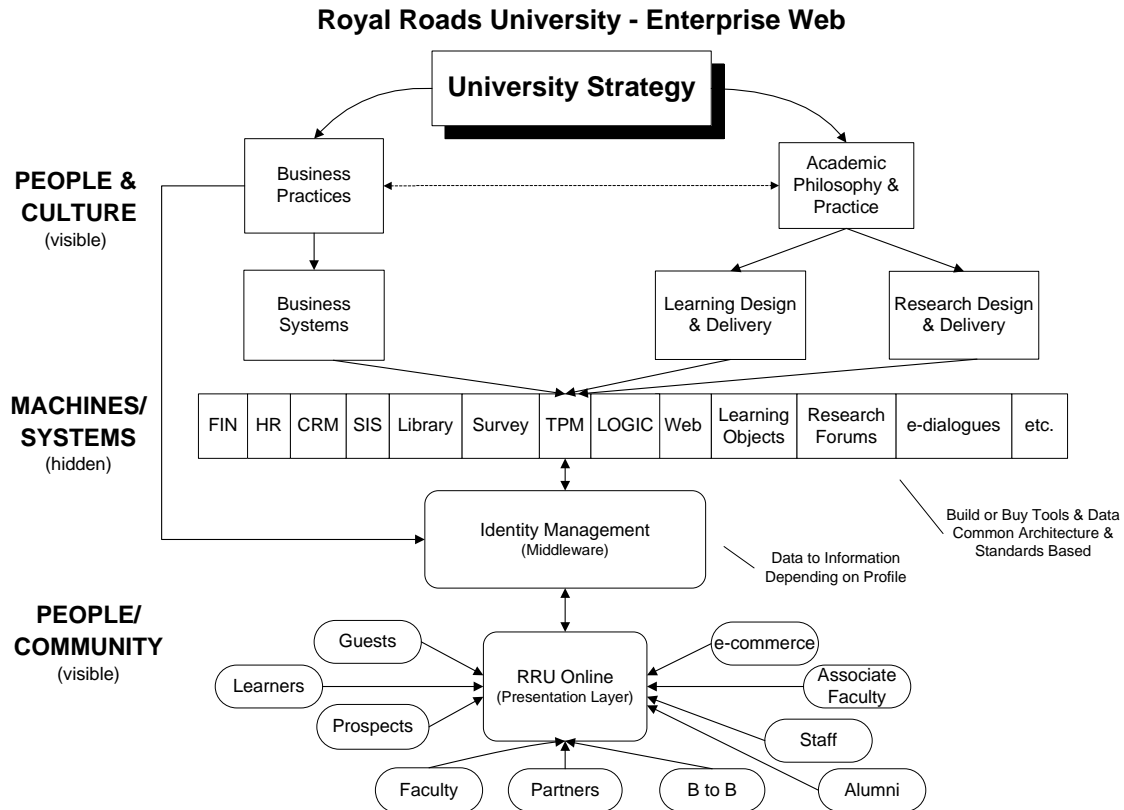
The Library is aligned with the academic organization of the university to assure that collections and services are effectively integrated with learning and research activities. The Library contributes to the achievement of cross-institutional abilities by graduates⁸ in the conduct of research and in critical thinking by supporting curriculum development and by assisting learners to build information literacy and research skills for their programs of study and for lifelong learning.

⁸ RRU has cross-institutional abilities in: Communications, learning, human interaction and teamwork, critical thinking, and global awareness.

F. Building on Advanced Technologies – METRO

Educational technologies have enabled Royal Roads to deliver flexible programs to working students. In this regard, technology has been integral to our success. The development of a personalized, integrated, online environment that provides the infrastructure to support RRU's business model and lifelong learning mandate builds on that success. The METRO project will provide:

- Personalized information and services to serve an increasingly sophisticated user;
- A personalized and streamlined approach to RRU's interaction with students to retain and expand RRU's market;
- Development of a scalable model for program development and delivery that allows for growth;
- A new Student Information System (SIS) to handle continued student growth;
- An enhanced e-learning system that takes advantage of the advances in distance learning and collaboration technology that have occurred in the past few years;
- The creation of a unique and intuitive community interface to help differentiate RRU;
- The development of tools to assist in building and sustaining learner based (and other) communities that assist in life-long learning and help to strengthen ties to the University.



G. Cohorts and Individual Learning Paths

From the outset, complete degrees at Royal Roads have been considered the basic unit around which all planning has taken place. A cohort of students begins a degree at a fixed point in time and proceeds together in lock step through the various elements of the program to arrive at the end, with cohort intact and a shared experience with little scope for differential course choice along the way. Team-building skills and the construction of a learning community, along with efficiencies in costs of delivery, are undoubted benefits of the cohort experience embedded in a coherent degree program.

There is, however, a significant degree of inflexibility built into this model. Once started a student is compelled to keep in step with the cohort or face the prospect of waiting for the next cohort to reach the same point of the program in order to latch onto it and take up the program again. While members of a cohort always encourage lagging colleagues to keep pace – very often successfully – there are inevitably many circumstances in the lives of students carrying family and work-

related obligations that force them to lag behind and interrupt their progress for a year. A year away can often be enough to take a student away from their path toward a Royal Roads degree. Apart from such unfortunate slippage in the number of a beginning cohort that perseveres to the end, there is a second negative element in the cohort model, namely, the inability of Royal Roads to accept students into individual courses of interest. Thus, it has been virtually impossible for students from other universities to take an individual course at Royal Roads or for our students to use a course from elsewhere as part of a Royal Roads degree. In the balance of the pros and cons of the cohort model, overall there has been enough general support to not call into question its fundamental utility at Royal Roads.

There are two shifts that now cause us to posit that it is a good moment to introduce more flexibility without the need to undermine the cohort model as the standard delivery modality at Royal Roads. First the 1996 Education Plan was clear in its intent that Royal Roads eschew "... traditional academic departments ..." so that the organizational structure could be "... reflective of the interdisciplinary nature of our programs." Although it is already true that within specific degree programs there is a large measure of interdisciplinarity, student demand for yet more breadth has only recently begun to be accommodated through the encouragement of enrolment in the MA in Interdisciplinary Studies. This degree permits students to construct and gain approval for a coherent assemblage of courses drawn from diverse programs, in order to construct a viable degree. In the process of assembling a degree of choice, students place themselves outside any cohort, and find themselves dropping in and out of particular cohorts. Although few students have thus far proceeded this way, it is already clear that there is a latent demand for this pattern and only the lack of knowledge of the opportunity has held back enrolments. In principle, a degree composed of a mixture of, for example, conflict management, leadership and applied communication is attractive to members of the workforce who recognise the importance of these issues in their workplaces, while in practice such a personalised degree permits a student to prepare appropriately for the particularity of their careers.

There is a second reason to permit more flexibility in student pathways than heretofore. As Royal Roads becomes more global, it is inevitable that students will increasingly be attracted to opportunities they encounter by virtue of their interaction with global learners and also by their take up of residencies overseas. Exposure to appealing opportunities and experiences will increasingly cause students to wish for alternative ways to mix life, work and educational experiences without detracting from their ability to earn a degree. As an institution determined to

contribute to the capacity of students to become global citizens, RRU should encourage their progress to this goal and facilitate their educational journey by making it feasible for them, through flexibilities, to navigate their personal pathways and timelines. In doing, students ought to feel as comfortable at Royal Roads in their idiosyncratic engagement of the university as the majority of students would continue to do inside the comfort of a cohort.

H. RRU Degree Programs Current and Future

A comprehensive listing of enrolments for current and future degrees is attached as Appendix C. Since the 2001 update to the Education Plan, notable additions to the inventory of degree programs offered are two Bachelor programs, in Justice Studies and Applied Communication respectively, and new Master's programs in Applied Communication, Environmental Education and Communication, Human Security and Peace Building, and Knowledge Management. Scheduled for launch later in 2005 are on campus versions of the two Bachelors degrees above. The Master of Arts in Teaching English to Speakers of Other Languages (TESOL), for which Ministry approval has been received, is to be launched in the summer of 2006.

Several degree programs are at various stages of consideration in our planning process. Among them, two initiatives are of paramount strategic value to the future profile and growth of the university. A Bachelor and a Master's degree in international hotel management, to be located in the new Pacific Centre for International Tourism and Hotel Management, are at an advance stage of preparation. The first graduate certificate, Strategic Leadership in Tourism, will be launched in October 2005, and a unique online tourism training program will launch in January, 2006. These programs are part of a larger strategic initiative to bring focus to hospitality/tourism/hotel management in conformity with a comprehensive positioning of Hatley Park as a destination site for international and domestic visitors and tourists, including those wishing to undertake educational experiences of various sorts here. Plans for the construction of a hotel on the site are part of the overall strategy. Proposals for the Bachelor and Master's degree in international hotel management are expected to clear internal approvals before the summer of 2005 and be ready for forwarding to DQAB immediately thereafter. The preferred launch date would be 2006, provided DQAB approval is secured in sufficient time to permit adequate planning for their launch. In addition to the hotel management degrees, a Master's degree in tourism management will be introduced at a later date. Together these new academic programs will create significant strength in areas critical to the British Columbia economy.

Two doctoral programs are also in advanced stages of preparation. These programs are professional doctorates that have been designed with the commentary of DPRC in mind, in response to an earlier proposal for a Ph. D. at RRU. Since that time, the concept of a professional doctorate has gained tremendous purchase in many excellent universities throughout the world. These doctorates are typically made available to students who share the profile of RRU students and the dissertation components are often explicitly connected to workplaces. There is no less requirement for rigour and scholarly demonstration in professional doctorates, which are explicitly accepted as equivalent in status to Ph. Ds. The academic reorganization at RRU is an important element in enhancing capacity to deliver quality doctoral degrees. The Faculty of Social and Applied Sciences (FSAS) contains about 20 full time faculty with more arriving in 2005-6. Along with adjunct and other closely associated scholars, the critical mass required for doctoral programming and supervision has been attained – at a level well beyond that at many existing departments with doctoral granting authority in numerous universities. The FSAS is currently engaged in preparing a proposal for a Doctor of Social Science degree, a designation that has gained significant currency in institutions through the world. The Faculty of Management is similarly constructing a proposal for a DBA degree. Both these degree are expected to clear all hurdles at RRU and be ready for submission to DQAB well before the end of 2005. Launch of these degrees can be anticipated in 2006, provided approvals are received expeditiously. Approval and launch of these doctoral degrees will allow Royal Roads to offer the full range of degree levels as contemplated by the *RRU Act* as well as demonstrate continued responsiveness to market conditions, which currently exhibit a very strong demand for doctoral degrees.

Within the Faculty of Social and Applied Sciences other degree developments augment and complement existing degree programming. Sustainable communities are an important research theme at RRU, building on the important place sustainability holds in the foundational principles at the university. A proposal for a Master's degree in Community Economic Development has already been debated once in Academic Council and can be expected to be ready for DQAB consideration by the summer of 2005. Also in advanced stages of discussion with Chinese universities is the prospect of delivering the Bachelor in Environmental Sciences and the Master's in Environment and Management in China, a country with pressing environmental problems in dire need of trained environmental professionals. These degrees, which do not require further external approvals, could be offered by early 2006. A joint Master's degree in Health Care Leadership and Management with BCIT currently has a notice of intent posted and will be ready for launch soon after approval is attained. RRU is particularly pleased to have been able to work

co-operatively with another post-secondary BC institution to construct a degree program badly needed in this a critical sector. The success of the Master's degree in Applied Communication and RRU's focus on global education has made the introduction of a new degree in international and intercultural communication a natural development. It is anticipated that the intercultural degree proposal will make its way through the approvals process in 2006. There are several areas in which serious investigative work is underway, but it is too early yet to say when proposals will emerge. Examples are a Master's degree in the area of risk, disaster and emergency management, and Bachelor degrees in global studies, information, technology and society, and in leadership respectively.

Within the Faculty of Management a recent review has determined the existing MBA and BCom degrees will be revised to serve segmented markets. In the case of the MBA, there is a need for an MBA in Management Practices for experienced learners and also an MBA in Global Skills for younger students. This market segmentation of more and less experienced learners requiring somewhat different products also applies at the Bachelor level - hence the creation of two BCom degrees is contemplated. It will be necessary to seek DQAB approval for these reorganized degrees. An important context in the revisioning of business degrees is the sharpened focus on global learning at RRU, for both domestic and international students.

Clearly, the programming offered and planned by RRU places a significant emphasis on the attraction of international learners. In order to ensure these learners not only succeed at RRU but also count their time here as positive and memorable, we are creating a Centre for English Language and Culture. Among the activities of this Centre will be language training for non-native speakers of English, as well as programs to improve the cultural acuity of everyone at Royal Roads, including staff, faculty and students, both domestic and overseas.

6. Conclusion

As Royal Roads completes a decade of activity following its creation, the record of continuous growth and innovation founded on solid and enduring principles is consistent and transparent. The opening of the second decade sees a much changed world, with global forces now thoroughly insinuated into most aspects of life, and nowhere more urgently than in the education sector. Universities throughout the world are now enjoined, in order to do the work of preparing their graduates for the world adequately, to consider the kind of world graduates will be entering and the knowledge and skills they will require to attain their goals as they contribute to the making of futures for everyone. Throughout the post-secondary sector, institutions have crafted global policies of various sorts including, in the most vigorous of institutions, the establishment of 'global practices' which see education under their names conducted in disparate venues throughout the world via a plethora of governance and delivery models. Royal Roads has made a strategic decision to be a participant in this unfolding pattern rather than passively observe it. Such participation is an enhancement to, not a replacement of our core responsibility for educating domestic students. That task cannot be adequately conducted any longer, except by explicit reference to the global realities they face; it requires no less than the offering of appropriate degrees and curriculum, mixing of students from various places, and opportunities for coursework to be undertaken in places other than the home place.

The 2005 Education Plan update not only outlines the specific activities that characterise the natural evolution of the university and adds these activities to the documentary rendition of the ambitions of the institution captured in the 1996 and 2001 statements, but it also registers its own vision of what the future requires of Royal Roads if it is to remain responsive to our mandate. Central to that mandate is the need to be attentive to the needs of the workplace, especially insofar as it is a locus of the health of the economy of British Columbia. Only then can Royal Roads establish the kinds of degrees for which it has been established; at this time the introduction of hotel management, health care and doctoral degrees signal the university's continued focus on its mandate. There is a second imperative embedded in the *RRU Act*, that is, the requirement to build relationships within the Pacific Rim. Clearly, RRU's efforts in that part of the world, already quite substantial, are ready for the next step forward. Both strong governance structures and a variety of programming are required to attain critical mass in that region of the world and both these projects are well underway. Together our domestic and international activities establish Royal Roads as a global institution with a strong domestic base –

a positioning that is consistent with both our mandate and the dictates of the modern world for those 'to whom the future belongs.'

Appendix A. Competitive Analysis

1. The TUPC Survey of Graduates aspires to survey all BC Baccalaureate Graduates, 1 2 or 5 years after graduation. The TUPC looks to the University Directors of Institutional Research to advise on questionnaire design.
2. The Centre for Educational Information surveys all graduates from BC community colleges, university colleges and institutes annually on behalf of the Ministry of Advanced Education

Competitive Comparisons: How We Are Doing

As indicated by the TUPC survey of graduates

Our graduates responses in the 1999 and 2000 TUPC surveys compare to responses across the province (all) as follows:

2000 survey of 1998 graduates

(number of respondents/ number of graduates)

Current and Potential Sources	Very Satisfied %	Satisfied %	Would select same program again %
All BC respondents (6,357/10,481)	36	58	73
All BC B.Com related (129/225)	30	64	75
RRU B.Com (62/94)	52	37	82
All BC Env Sc (48/66)	57	36	86
RRU Env Sc (28/40)	82	14	85

1999 survey of 1997 graduates			
<i>(number of respondents/ number of graduates where available)</i>			
Current and Potential Sources	Very Satisfied %	Satisfied %	Would select same program again %
All BC respondents (5,711/10,316)	30	58	77
All BC B.Com related (541)	33	59	84
RRU B.Com (60)	43	51	93
All BC Env Sc (934)	27	57	68
RRU Env Sc (2)	31	41	66

CEI 2001 BC Student Outcomes Survey

Population: responses/ surveyed

Satisfaction with studies

Quality of Teaching

Current and Potential Sources	Completely %	Mainly %	V. Good \$	Good \$
All graduates (18,567/30,457)	42	43	37	43
BA Bus and Manag. (3291/5340)	41	45	30	48
BA Bus Admin and Manag. Gen. (770/1320)	31	51	23	51
BA Business General (39/78)	23	38	21	44
B.Sc Ag. Nat Resource (486/779)	39	48	34	48
B.Sc Env Science (10/15)	30	60	10	60

Appendix B. Surpassing Ministry Quality Benchmarks

MAVED system target: EETs (Equivalent Enrolments Taught) 21%

Royal Roads targets: **For bachelor programs:**

The target EETs for the year and the summer by fiscal year (April-March)

2004/5		2005/6		2006/7	
EETs for year	EETs for Summer	EETs for year	EETs for Summer	EETs for year	EETs for Summer
655	196	824	247	975	292
	30%		30%		30%

Royal Roads targets: **For graduate programs:**

The target FTEs for the year and the summer by fiscal year (April-March)

2004/5		2005/6		2006/7	
FTE for year	FTE for Summer	FTE for year	FTE for Summer	FTE for year	FTE for Summer
1,523	456	1,826	547	2,262	678
	30%		30%		30%

Number of learner places (FTE) on fully on-line courses available to any qualified learner

MAVED target: **40 spaces**

Royal Roads targets

FTE on fully on-line courses available by fiscal year (April-March)

2004/5	2005/6	2006/7
450	580	740

(Capacity is infinite as long as requirements for minimum number of registrants are met.)

Efficiency

Number of degrees, diplomas and certificates awarded

MAVED targets

Baseline	2004/05	2005/06	2006/07

Number awarded	573 (2001/02) 832 (2002/03)	3% increase on 2001/02 baseline 590	4.5% increase on 2001/02 baseline 599	6% increase on 2001/02 baseline 607
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RRU targets

The target number of credentials that will be awarded, by academic year (September-August)

	2004/5	2005/6	2006/7
Masters degrees	510	571	595
Graduate Certificates	155	156	170
Bachelors degrees	159	264	374
Undergraduate certificates	64	102	86
Total	888	1,093	1,229

Number of block and course transfer agreements in place (as receiver)

MAVED targets: Contribute to system wide target

RRU targets (Applicable only to bachelors programs)

Number of block and course transfer agreements in place (as receiver)

Baseline	2004/5	2005/6	2006/7
79	Maintain	10% increase	10% increase

Learner satisfaction with transfer

MAVED targets: Contribute to system wide target

RRU targets (Applicable only to bachelors programs)

Learner satisfaction with transfer arrangements

Baseline	2004/5	2005/6	2006/7
88.6% (+/- 10.5%)	Maintain satisfaction levels		

Appendix C. 6-year Enrolment Projections for Existing and New Programs

		2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Graduate Programs							
Faculty of Management	DBA	0	5	16	29	34	39
	MBA GM			12	50	87	109
	MBA ExpM			140	300	340	380
	MBA EX	269	264	120			
	FOM TOTAL	269	282	331	447	544	623
FSAS	MALT General	298	313	326	330	330	330
	MALT JPSL	50	56	60	60	60	60
	MALT HLTH	68	71	72	72	72	72
	MALT ED BC	14	0	0	0	0	0
	MALT ED						
	Alberta	53	18	0	0	0	0
	MALT Total	483	458	458	462	462	462
	MEM	82	91	100	100	100	100
	MA EEC	41	53	61	66	74	78
	MA AC	93	94	97	100	100	100
	MAAC-IIC	16	43	59	69	79	89
	MACAM	71	89	91	91	91	91
	MA HSPB	51	63	77	80	80	80
	MADL	29	28	56	69	70	70
	MA KM						
	DSS	0	5	16	29	34	39
	MA Healthcare Leadership		22.5	60	85	97.5	100
	MA TESOL	7.5	40	62.5	92.5	100	100
	MEM offshore	0	34	57	67	77	87
	MA Comm						
	Econ Dev	0	15	50	80	95	100
	MA DMEP		11	38	57	59	64
	MCAM - Thailand	11	29	41	51	61	67
	MADL rephrased	0	27.5	56.25	68.75	70	70
	MACED		15	50	80	95	100
	MA Informatics			25	55	65	75
	FSAS TOTAL	884	1118	1455	1702	1810	1872
Pac Centre T and H Man	Masters Hotel Mgmt		13	43	68	83	95
	Masters Tourism Man			13	43	68	83
	Pac Centre Total	0	13	55	110	150	178
All Graduate Programs	Total	1154	1412	1841	2259	2503	2673

Undergraduate Programs

Faculty of Management	Bcom Ent Mgmt new online		15	48	74	85	117
	Bcom GMS-online		20	67	127	186	237
	Bcom online	107	113	68			
	Bcom GMS		129	262	312	372	400
	Bcom evening	16					
	Bcom Daytime	210	92				
	FOM TOTAL	333	369	445	513	644	754
FSAS	BSc ES	56	56	65	75	80	80
	BSc EM	25	29	46	64	68	70
	BA AC (online)	75	84	93	99	100	100
	BAAC (on campus)	39	73	87	97	100	100
	BA Jus on-camp	28	56	66	70	80	80
	BA Jus -on-line	55	71	76	76	76	76
	BSc offshore	12	35	59	69	79	89
	BA global studies	0	30	70	90	100	100
	BA Info & Society	0	0	25	55	65	70
	BA Leadership Studies	0	30	70	90	100	100
	FSAS TOTAL	289	463	655	784	848	865
Pac Centre T and H Man	B Hotel Mgmt		35	78	125	173	196
	B Tourism Mgmt			35	78	125	173
	Pac Centre Total	0	35	113	203	298	369
All Undergrad	TOTAL	623	867	1213	1499	1790	1988

International Programs

Faculty of Management	DBA Asia			5	0	29	40
	MBA EX Iran	48	89	96	130	171	180
	MBA ExpM Asia	1000	1008	1227	1472	1766	2120
	MBA Global Management			6	27	48	60
	Bcom GMS Online - Iran		3	35	86	119	140
	Bcom GMS - Asia			35	105	170	250
	Total	1048	1100	1404	1820	2304	2790

Certificate/Diploma Programs

Faculty of Management	CPR	7	10	11	13	13	14
	CEC	24	25	27	34	40	42
	CPM	17	24	27	29	29	29
	CHR	11	13	14	14	14	14
	CIT		10	11	13	20	28
CNTR	Grad C NTFP	0	0	10	10	15	15
	u/g C NTFP	0	10	10	12	12	15
DTO	Grad C SLT	0	13	13	13	13	13
FSAS	CKM	4.2	5.4	6	6	6	6
	DICNSA	3.9	4.5	6	6	6	6
	CEEC	2	2.5	3	3.5	4	4.5
	DEEC	1.2	1.7	1.2	1.2	1.2	1.2
	DCAM	1	2	3	4	5	6
	GCSLT	12.5	12.5	12.5	12.5	12.5	12.5
	CPS	3.5	3.25	5	5	5	5
	Total	87	136	159	175	195	210

DOMESTIC

Undergraduate	623	867	1213	1499	1790	1988
Graduate	1154	1412	1841	2259	2503	2673
Cert/Dip	87	136	159	175	195	210
Total	1863	2415	3213	3933	4488	4871

INTERNATIONAL

Undergraduate	0	3	70	191	289	390
Graduate	1048	1097	1334	1629	2014	2400
Cert/Dip						
Total	1048	1100	1404	1820	2304	2790

BOTH	TOTAL	2911	3515	4616	5753	6792	7660
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