



Royal Roads
UNIVERSITY

INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT 2022/23 REPORTING CYCLE



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ACCOUNTABILITY STATEMENT: LETTER FROM BOARD CHAIR AND PRESIDENT



June 16, 2023

Honourable Minister of Post-Secondary Education and Future Skills
Government of British Columbia
Parliament Buildings, 501 Belleville Street
Victoria, BC V8V 1X4

Dear Minister,

The enclosed Royal Roads University Institutional Accountability Plan and Report for the 2022/23 reporting cycle has been prepared in accordance with the Ministry of Post-Secondary Education and Future Skills guidelines and reflects Royal Roads University's Board of Governors approved strategic direction.

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

The contents of this document reflect work completed to date in translating strategic direction into goals and outcomes, aligned with the mandate expectations set by the province. We are pleased to report that Royal Roads University has substantially achieved all ministry targets for fiscal year 2022/23.

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

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

Yours truly,

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

Nelson Chan
Chair, Board of Governors

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

Philip Steenkamp
President and Vice-Chancellor

INSTITUTIONAL CONTEXT

Overview and History

Royal Roads University acknowledges that the campus is on the traditional Lands of the Xwsepsum (Esquimalt) and Lekwungen (Songhees) ancestors and families. With gratitude, we live, work and learn where the past, present, and future of Indigenous and non-Indigenous students, faculty and staff come together.

Royal Roads University was established in 1995 with a mandate to focus on applied and professional programs and research, delivered in a blended format, on campus and online. For over 25 years the University has established a strong reputation as an institution that delivers high-quality, life-changing education and research. Through the *Royal Roads University Act*, RRU was created with a unique mandate and governance structure to:

- offer certificate, diploma and degree programs at the undergraduate and graduate levels in the applied and professional fields;
- provide continuing education in response to the needs of the local community;
- deliver an educational experience through an online learning model that blends on-campus and distance learning to allow people to pursue education from anywhere on the globe; and
- maintain teaching excellence and research activities that support the university's programs in response to the labour market needs of British Columbia.

STRATEGIC DIRECTION

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

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

VISION

Inspiring people with the courage to transform the world

CORE VALUES

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

COMMITMENTS

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

GOALS

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

Five-Year Rolling Strategic Plan

The University's Board of Governors approved the *Five-Year Rolling Strategic Plan* in June 2022. This plan was developed in alignment with Vision 2045 and provides the opportunity for RRU to be flexible, adaptive and responsive to the dynamic environments encountered. At the same time, a new strategic planning framework (Figure 1) was adopted to align all strategic and operational plans across the University.

Strategic Planning Framework

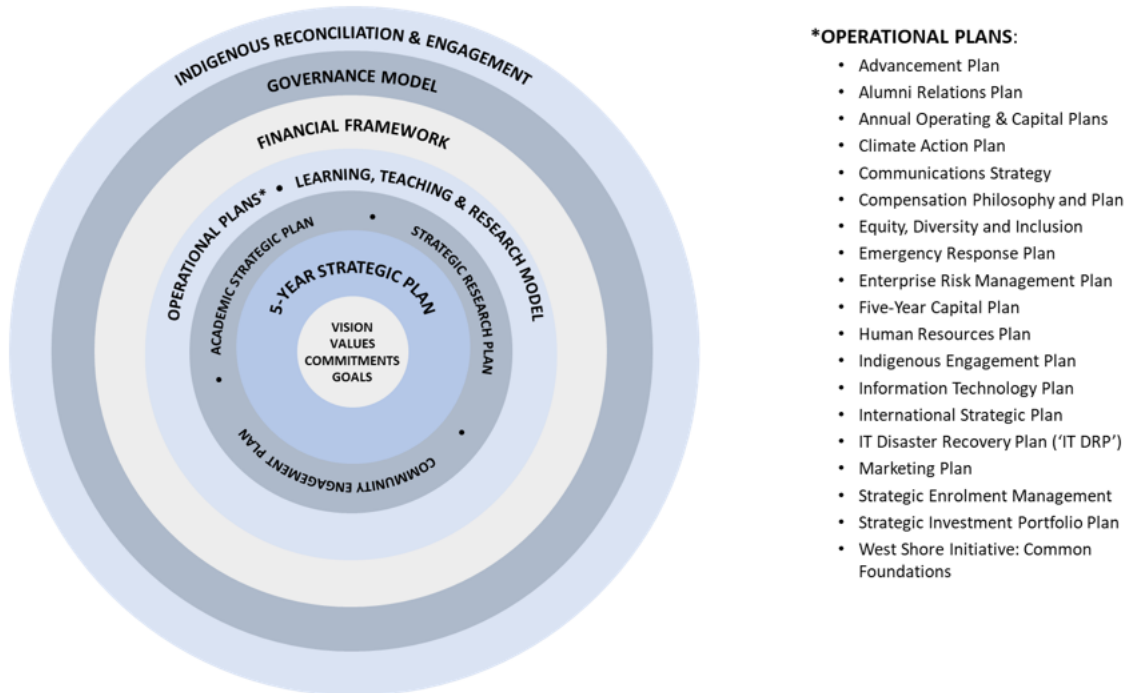


Figure 1: Royal Roads University Strategic Planning Framework

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

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

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

A unique approach

The strategic plan reflects post-secondary strategic management best practices and includes emerging trends, up-to-date plans and priorities, and projections for operating activities and capital investments through to 2026. To deliver on the University's mandate to be a flexible and entrepreneurial organization capable of swift response to a constantly changing labour market, the adopted framework embraces a unique approach in two ways.

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

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

Strategy and Risk Management

In the course of developing the strategic plan, it was understood that the University might be exposed to risk that could compromise objectives. These are two sides of the same coin: the key is balancing opportunity-seeking activities that create value with appropriate risk management practices to ensure that value for the University is protected (Figure 2).

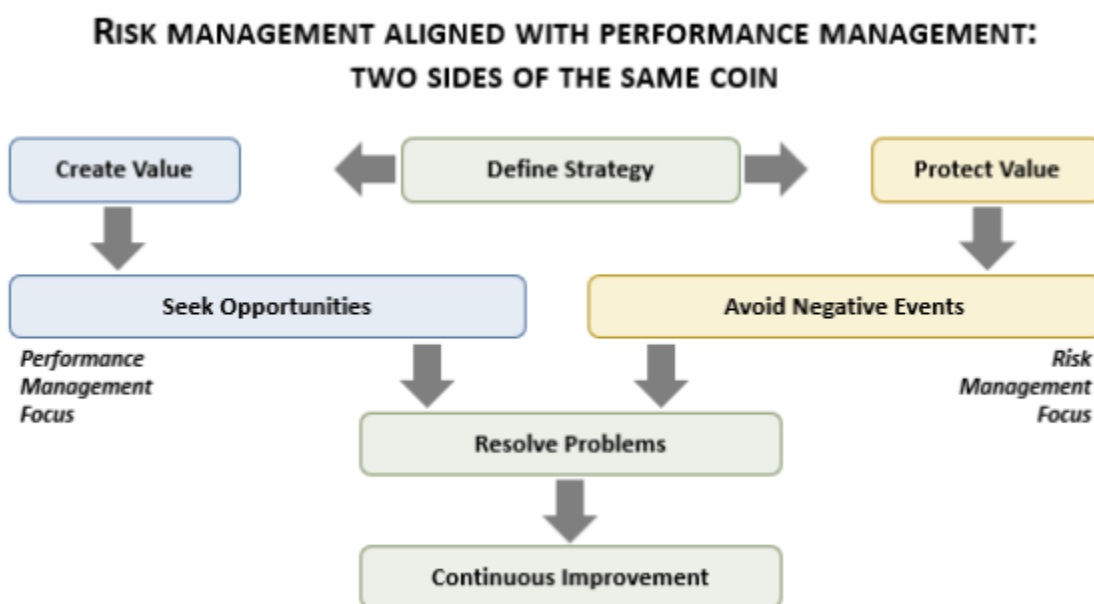


Figure 2. Two sides of the same coin

To that end, RRU undertakes proactive risk management to understand strategic and operational risks and opportunities and make informed decisions. The external and internal environmental scans conducted as part of the strategic planning process provide the first step in the University's enterprise risk management process.

As part of the University's Enterprise Risk Management Program, there is a process for identifying, monitoring and managing RRU's risks, as well as for reporting to the Board of Governors. The

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

importance of this ongoing process is to ensure that the Board and management can evaluate how the strategic environment is changing, what key risks and opportunities are emerging, how the risks are being managed, and whether the strategic direction requires modification.

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

Strategic Themes

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

Goal 1: Any Age, Any Place, Any Stage

Royal Roads University is an engine of life-long learning, connecting with students of any age, at any stage in their careers and from any place around the globe.

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

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

Themes

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

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

Goal 2: Explore, Share, Advance

Royal Roads research seeks to transform lives, communities and societies. Our research

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

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

Themes

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

Goal 3: Invite In, Venture Out

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

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

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

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

Themes

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

Goal 4: Vibrant and Sustainable

We honour the history and culture of those who have come before us: Indigenous communities, settlers, and those who attended Royal Roads as a military college. Today we work to create a highly engaged and inclusive campus, built on sustainable, leading-edge infrastructure and online platforms.

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

Themes

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

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

ENVIRONMENTAL SCAN

Political

- Political stability continues to make Canada and BC attractive to business and immigration.
- Government welcomes international students studying in Canada, focusing national immigration strategy on IndoPacific region and ensuring alignment with trade objectives.
- Policymakers define the labour market and future of work, enabling access to education and an evidence-based approach to analysis of outcomes.
- BC economic recovery strategy: maintain, mature, restart with a focus on “future skills.”
- Provincial funding is insufficient to cover escalating educational costs.

Economic

- New provincial future skills plan supports readiness for in-demand jobs by:
 - making post-secondary education more affordable, accessible and relevant to British Columbians
 - helping people reskill to find in-demand jobs so more employers facing current and future skills shortages can find the people they need
 - breaking down barriers so everyone can find a job where they can thrive
 - addressing Indigenous Peoples' workforce priorities
 - ensuring people new to B.C. find a career in the field in which they are trained.²
- Students and parents are often unable to fund education due to the high cost of housing and living in the region and uncertainty in the labour market.
- Post-pandemic and geopolitical factors continue to influence economic growth projections, inflation and interest rates.
- Labour shortages are affecting all sectors.

Social

- Increasing mobility and diversity of society requires graduates to prepare for global careers and international learning opportunities.
- Consistent desire to travel to BC for in-person learning, particularly amongst international students.
- At the same time, there is a cross-section of students who are seeking flexible, shorter-term and online/blended learning experiences.
- Increased value of higher education completion and match between curricular and societal interests allowing university graduates to join the labour market performing the roles needed for economic and social progress.
- There is growing employer demand for graduates from multi-disciplinary backgrounds.
- Effective problem-solving and decision-making continue to be critical skills requirements in the workplace.
- Employers have a positive perception of, and willingness to participate in, applied learning programs.

² StrongerBC: Future Ready Action Plan <https://news.gov.bc.ca/releases/2023PSFS0023-000637> accessed 25 May 2023

Technological

- Students are increasing their requests to receive access to university services and information 24/7, which drives the requirement to evolve systems and services to self-service and expand support hours.
- High technology costs and the complexity of higher education's technological environment increase the potential for delayed adoption of new technologies and services.
- As the learning environment evolves, more post-secondary institutions are adopting blended-learning strategies (online, high-flexibility learning options) and will be seeking greater capacity to invest in the latest digital technologies and learning platforms.

Environmental

- The public expects responsible environmental performance in many forms and climate action objectives woven through virtually all initiatives.
- There continues to be an increased interest in global initiatives.
- Some career paths may be disrupted by climate change.
- There is increased anxiety about the climate emergency and how it will impact future generations.

Legal

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

STRATEGIC ALIGNMENT WITH MINISTRY OBJECTIVES AND ACCOUNTABILITY FRAMEWORK

As with all post-secondary institutions, Royal Roads University has an obligation and requirement to support the achievement of the advanced education system-wide goals and strategic objectives.

Satisfaction of this obligation is the primary purpose of this report and is documented through:

- alignment of the University's goals and commitments to ministry strategic goals and system objectives;
- demonstrated progress towards priorities contained in the University 2022/23 mandate letter;
- achievement of performance measures identified by the ministry with regards to system capacity, access, efficiency and relevance objectives;
- demonstration of sound fiscal management as identified in the University's financial statements; and
- identification of plans for the 2023/24 fiscal year to support achievement of priorities contained in the University 2022/23 mandate letter.

PROGRESS TOWARDS 2022/23 MINISTER'S LETTER PRIORITIES

Accomplishments and progress toward priority items contained in the Minister's letter for fiscal year 2022/23 are identified below.

2022/23 MINISTER'S LETTER PRIORITIES
<p>1. Continue to work with the Ministry to resume full on-campus learning and services for students, faculty and staff, following the direction and guidance of the Provincial Health Officer and the COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector, and support your academic communities as you respond to COVID-19 impacts and recovery.</p>
<p>PROGRESS</p> <p>RRU's return to campus initiative was completed in November 2021.</p> <p>RRU is currently monitoring the lingering impacts of the pandemic and is ready to shift focus, increase layers of protection, and manage exposure to risk as required.</p> <p>The University's Communicable Disease Plan was updated in March 2023.</p>
<p>2. Work with the Ministry and your communities, employers and industry to implement post-secondary education and skills training for British Columbians, particularly those impacted by COVID-19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities.</p>
<p>PROGRESS</p> <p>RRU offers leading-edge programming that responds to the need for flexible, relevant and applied learning opportunities and experiences across many sectors and in many communities. Our Professional and Continued Studies (PCS) offerings are an active component in the academic mix at RRU, enhancing careers and enriching lives for more than 6,000 students, clients, and partners annually.</p> <p>PCS was successful in the Targeted Call for Future Skills Centre Project Partners, Project Connect II: Scaling Technology-Enabled Learning for Indigenous Communities Across Canada. In 2022, PCS connected, reconnected, and collaborated with Indigenous communities and nations within BC and Alberta to co-create and provide the experiential, culturally relevant, employment-focused Professional Project Administrator program. The Professional Project Administrator program continues throughout 2023.</p> <p>While continuing to deliver the year-round international pathway programs, PCS's Global Learning and Language Centre (GLLC) delivered a range of unique and engaging custom programs for learning groups from around the globe. The GLLC welcomed students from 15 different nationalities on campus during the year between open-enrolment and international custom-learning programs, including a transformative 10-day custom learning program, delivered to 20 scholarship students from the state of Guanajuato, Mexico. The program was offered thanks to an international partnership with JuventudEsGTO, a funding body in Mexico.</p> <p>PCS collaborated with Royal Bridge College to deliver the Graduate Diploma in Project Management and Organizational Leadership program using a HyFlex model to allow dual-language (English and Chinese) students in different countries to participate together in real-time regardless of their location, cultural setting and time zone.</p> <p>PCS launched the first-in-Canada Master of Arts in Executive and Organizational Coaching degree.</p> <p>Royal Roads University regularly participates in the Ministry-led Campus Navigator Community of Practice meetings.</p> <p>Our Career Learning and Development unit supports Work Integrated Learning opportunities for:</p> <ul style="list-style-type: none"> • Internships within 9 different masters-level programs (MGM, MATM, MACAM, MADEM, MAJUS, MHSP, MAGL, MACAL, MEM) • Internships within 4 different bachelor-level programs (BBA, BAIHM, BAGTM, BAIS)

- Practicums within 2 different bachelor-level programs (BAPC, BJUS)

Approximately 385 students were supported to engage in some form of Work Integrated Learning during the 2022-23 academic year.

3. Fully engage with government in implementing mandate commitments to support a future-ready workforce and post-secondary system, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross-government, community, sector and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds upon government's CleanBC strategy and supports a clean economic future.

PROGRESS

Through the [Climate Action Plan 2022-2027](#), RRU is activating climate leadership across focus areas including education, research, collaboration, partnerships, events, governance and operations. This ambitious five-year plan puts RRU on a path to climate leadership through three goals and 70 actions that span education, collaboration, partnerships, research, events and more.

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

For example:

- The MA in Climate Action Leadership (MACAL) program launched in May 2021 and began with a strong cohort of students who are currently in the process of completing that program. A second cohort started in April 2022, and a third cohort is scheduled to start in April 2024.
- RRU's Indigenous Environmental Leadership Pathway, designed and offered in partnership with ECO Canada, prepares Indigenous youth for environmental leadership roles in their nations and communities.
- A new online Graduate Certificate in Climate Risk and Resilience is in development for September 2023, and, in February 2023, PCS submitted a Climate Resilient Infrastructure micro-credential proposal to the Ministry of Post-Secondary and Future Skills.
- RRU's Indigenous Environmental Leadership Pathway, designed and offered in partnership with ECO Canada, prepares Indigenous youth for environmental leadership roles in their nations and communities.

RRU hosts several leading research chairs dedicated to sustainability and climate. Dr. Robert Newell is RRU's newest CRC in Climate Change, Biodiversity and Sustainability; his research focuses on integrated planning and policy, stakeholder engagement and sustainable community development. Other CRCs of note include Dr. Julie MacArthur (*Reimagining Capitalism*) and Dr. Tracy Smith-Carrier (*Advancing the UN Sustainable Development Goals*). See [Climate and Sustainability Research Highlights](#) for more.

Other initiatives of note:

- **Zero Carbon Design (ZCD) standards:** Leading green standards are guiding major renovations and new builds at RRU, including the Rose Garden Cottage renovation and the design of the Langford campus. The Langford campus will be the first post-secondary institution in BC to achieve ZCD certification. The Langford campus is also piloting innovative approaches, such as using low-carbon concrete with a 54% lower embodied carbon value than the Canadian national average.

- **Climate risk and adaptation:** In 2022/23, preliminary research and consultation sought to define RRU's future work to conduct a climate risk assessment and subsequent adaptation plan. The early vision of this work includes a focus on promoting community-driven participation in decision-making, capacity building, and supporting vulnerable and impacted communities.
- **[The Farm @ RRU:](#)** The Farm offers a living lab through which RRU can decolonize curriculum and further its climate goals. In its first year of operation, the Farm's Giving Garden provided over 1,000 pounds of fresh food to people in need. In May 2023, RRU received a \$200K grant from TD Bank Group to expand the garden's production and establish a Market Garden to sell produce to the public. Funds raised will be reinvested in The Farm. Curriculum development is also underway for an elective course related to The Farm @ RRU that will be available across multiple programs.
- **Cascade Institute** – Based at RRU, this Canada research centre, led by Dr. Thomas Homer-Dixon, addresses crises affecting humanity through the convergence of environmental, economic, political, technological and health issues. In 2023, the institute moved into a new hub on the RRU campus, in a building renovated following green standards.
- **Relationship and network building:** RRU forged and advanced connections through initiatives including the Race to Zero for Colleges and Universities, the Sustainable Solutions Development Network, renewal of Ashoka designation, President's Task Force for Community Engagement, and the Air Travel Community of Practice. Preliminary discussions about climate collaborations and knowledge sharing continue with local government and post-secondary partners.
- **Climate-related events:** On March 1, 2023, RRU's Changemakers Speakers Series hosted Suzanne Simard speaking on "Finding the Mother Tree." The sold-out event provided an inspiring way to rethink our relationship with the natural world so we can begin to heal our climate. Dr. Thomas Homer-Dixon of the Cascade Institute at RRU will be speaking in May 2023 with a focus on the polycrisis and climate action. In December, a Master's of Climate Action Leadership summit will be held on campus. Alongside these talks, RRU will be kicking off a Fireside Chat for Climate Solutions speakers series.

PLANS TO SUPPORT 2023 MANDATE LETTER

The University awaits the 2023 Mandate Letter.

As provided to the Ministry in the 2022 IAPR, the table below indicates plans to support the 2023 Mandate Letter:

MANDATE LETTER FOR 2023
<p>1. Demonstrate your commitment to collaborating within your sector on new and priority initiatives , including:</p> <ul style="list-style-type: none"> Working to align education and skills training to goals of the BC Economic Plan; and Supporting the implementation of Skilled Trades Certification
<p>INITIATIVES AND PLANS</p> <p>RRU led the coordination and development of a business case recommending a visionary collaboration between three post-secondary institutions—Royal Roads University, Camosun College and the University of Victoria—along with School District 62 (Sooke) and the Justice Institute of BC to create a dynamic educational hub in downtown Langford; this initiative embodies the “decisive action” called for in the 2019 assessment of educational needs in Canada’s fastest-growing region and taking an inclusive approach, will address three significant and inter-connected barriers to post-secondary education for School District 62 graduates: tuition costs, limited and expensive housing options, and oppressively long commutes. The new West Shore Campus will boost post-secondary transition rates in the region and equip learners of all ages and stages with in-demand skills to ensure a resilient future.</p>
<p>2. Contribute to Ministry engagement on upcoming initiatives, including:</p> <ul style="list-style-type: none"> Stronger BC: Future Ready; The Ministry’s sexualized violence policy review; Further tech-relevant seat expansions; and The funding formula review of provincial operating grants.
<p>INITIATIVES AND PLANS</p> <p><u>The Future Ready: Skills for the Jobs of Tomorrow plan</u></p> <p>RRU students and our more than 32,000 alumni, spread across Canada and around the world, consistently describe our programs as life changing. Our new strategic vision—“Inspiring people with the courage to transform the world”—seeks to equip emerging leaders with the skills they need to survive and thrive in an ever-changing world, and to make a positive impact in their workplaces and society.</p> <p>We currently provide education to more than 4,000 students every year. Our Professional and Continuing Studies programs serve another 6,000 learners. The average age of an RRU student is 38, but we welcome learners of all ages.</p> <p>Over the past 25 years we have continually responded to the demands of an evolving labour market, the continuing education needs of the community, and the policy and operational priorities of the province. Today we deliver over 60 programs in leadership, business, tourism, education and technology, climate and sustainability, peacebuilding, justice, disaster management and communications and culture. While 80% of our programs are graduate, we also offer 11 different undergraduate programs for 3rd and 4th year completion as well as 1st and 2nd year undergraduate programs for international students.</p>

The Ministry's sexualized violence policy review

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

We are creating tomorrow's exceptional leaders

We equip RRU graduates with the competencies, knowledge, and skills to be courageous leaders in a volatile, dynamic and unpredictable world. Simply put, we help create changemakers. Our proudest accomplishment is hearing students describe their RRU learning experience as truly transformational—as Life.Changing.

A majority of our students are employed full time while attending RRU, minimizing career disruption, as they continue to contribute to the economy, as they grow new skills for immediate use in their workplaces. Because their education is focused on solving real-world issues, their employers quickly experience the positive impact of our teaching and learning.

Our cohort model attracts a network of highly qualified managers, directors, supervisors and executives who want to grow and develop further. As the cohort connects, students learn from each other, share experiences and knowledge, and generate ideas – creating dynamic professional networks. They learn essential core skills that advance organizations: how to think and solve problems, analyze situations critically, communicate and manage information, and pull together as a team for the best outcomes of all concerned. They go back to work tomorrow with the skills they learn at RRU today.

The funding review formula review of provincial operating grants

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

REPORT ON STRATEGIC INITIATIVES

STRATEGIC INITIATIVES

1. Progress on the Truth and Reconciliation Calls to Action and UNDRIP

Please see Appendix A, Implementation of Truth and Reconciliation Commission's (TRC) Calls to Action and Articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at public post-secondary institutions in BC.

2. Sexual violence and misconduct prevention and response.

A cross-institutional Prevention and Response to Sexual Violence and Misconduct Advisory Committee continues to focus on the continuous improvement of the policy and procedures and the ongoing work to raise awareness and educate our university community.

In keeping with the annual communication action plan developed by the Advisory Committee, a series of communications are shared throughout the year, with an annual message coming from the President to constituent groups across the University community.

All new students and employees are provided sexual violence prevention and education training through our new student and employee orientation programs, and there are continuing activities throughout the year to raise awareness, educate, and promote access to resources. The RRU LaunchPad platform provides interactive training to every new student, supplemented by web-based resources and student activities. The four-module mandatory training program for new employees was previously rolled out for existing employees and remains available.

In late 2022, results from the Ministry-sponsored student survey were received that indicated that students want more training and information. In response, we have expanded our schedule of in-person training sessions for student leaders on Sexual Violence and Misconduct Prevention and plan to reintroduce student-led workshops this summer.

Student Services and Human Resources partnered in 2022/23 to pilot training on how to receive disclosures for staff who work in frontline positions. This training will be offered across the university community in 2023/24.

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

RRU continues to actively participate in the Tuition Waiver for Youth in Care program. With the planned expansion of our undergraduate programs to include years 1 and 2, and with the age restriction removed from waiver eligibility, we hope to increase the number of students supported by RRU and this tuition-waiver program. Former Youth in Care students who do not meet the tuition waiver eligibility requirements are invited to apply for RRU's Entrance Award/Bursary program for tuition assistance up to \$10,000, awarded through competition.

Our small class cohorts of students are supported by program and student services staff who quickly come to know students who might require additional support. Former Youth in Care, whether they self-identify or not, have a network of caring staff and faculty who can also access our 24/7 CARE Team, which offers personalized, student-centered, trauma-informed support for students.

In 2022/23, RRU saw one former youth in care benefit from the BC Government's tuition waiver program, totalling \$1,215.02 distributed in 2022/23, consistent with the number of qualified students supported over the previous fiscal year.

4. K-12 transitions and dual credit programming.

RRU has presented a proposal to the Ministry to offer the first two years of existing RRU bachelor's degree-completion programs aligned with recent changes to the K-12 curriculum, to explore the UN Sustainability Development Goals using challenge-based pedagogy. This programming will allow Canadian students to enter RRU bachelor's degrees directly from high school for the first time. The unique program is intended to appeal to first-generation university students who are seeking applied learning for social change, building from similar approaches in the K-12 curriculum.

RRU also continued to build our suite of micro-credential programs that can provide onramps for K-12 students who might not otherwise pursue post-secondary education at RRU or elsewhere. Students can enter the workforce while also taking these micro-credential programs, that they can build on later with further education. For example, our Climate Action Practitioner Micro-Credential is a Canadian first.

2021/22 PERFORMANCE MEASURES, TARGETS AND ASSESSMENT

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

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

For fiscal year 2021/22, Royal Roads University has achieved all targets except for student assessment of skill development and student assessment of usefulness of knowledge and skills in performing job.

The Ministry of Post-Secondary Education and Future Skills Accountability Framework provides specific measures that identify that the system is meeting its objectives. The Ministry assesses performance based on the following scale:

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

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

		2020/21	Actual 2021/22	2022/23	Target 2022/23	Assessment 2022/23
Student spaces	Total student spaces	2,040	2,710	2,451 ³	≥1,980	Achieved
Credentials awarded	Credentials	1,173	1,144	1,151	≥1,254	Substantially Achieved
Indigenous student spaces	Total Indigenous student spaces	135	145	183	>135	Achieved
	Ministry	135	145	183	>135	Achieved
Student satisfaction with education	Bachelor degree graduates	88.50%	94.60%	90.80%	≥90%	Achieved
		+/- 3.5%	+/- 3.0%	+/- 3.7%		
Student assessment of the quality of instruction	Bachelor degree graduates	91.40%	94.60%	92.40%	≥90%	Achieved
		+/- 3.1%	+/- 3.0%	+/- 3.4%		
Student assessment of skill development	Bachelor degree graduates	87.70%	89.10%	84.00%	≥85%	Achieved
		+/- 3.1%	+/- 3.3%	+/- 3.9%		
Student assessment of usefulness of knowledge and skills in performing job	Bachelor degree graduates	90.30%	87.00%	83.90%	≥90%	Substantially Achieved
		+/- 3.8%	+/- 5.0%	+/- 4.9%		
Unemployment rate	Bachelor degree graduates	7.60%	5.00%	3.90%	≤8.7%	Achieved
		+/- 3.2%	+/- 3.1%	+/- 2.5%		

³ The 2,451 number for 2022/23 includes 573 student spaces representing international graduate level students. Starting in 2021/22, RRU includes international graduate students in its reported FTEs, in alignment with other research universities.

Additional breakdown of the skill development assessment is provided below.

		2020/21	Actual 2021/22	2022/23	Target 2022/23	Assessment 2022/23
Bachelor degree graduates	Skill development	87.70%	89.10%	84.00%	≥85%	Substantially Achieved
		+/- 3.1%	+/- 3.3%	+/- 3.9%		
	Written Communication	87.60%	89.10%	86.60%		
		+/- 3.7%	+/- 4.3%	+/- 4.4%		
	Oral Communication	88.40%	93.00%	89.20%		
		+/- 3.5%	+/- 3.5%	+/- 3.9%		
	Group collaboration	88.50%	89.80%	82.30%		
		+/- 3.5%	+/- 4.1%	+/- 4.9%		
	Critical Analysis	92.00%	94.60%	86.80%		
		+/- 3.0%	+/- 3.1%	+/- 4.3%		
	Problem resolution	83.20%	82.00%	76.30%		
		+/- 4.1%	+/- 5.2%	+/- 5.4%		
	Learn on your own	89.00%	89.80%	87.70%		
		+/- 3.5%	+/- 4.2%	+/- 4.2%		
	Reading and comprehension	85.40%	85.60%	80.30%		
		+/- 3.9%	+/- 4.9%	+/- 5.2%		

FINANCIAL INFORMATION

RRU considers financial performance and reporting an integral element to the overall management of the University. The audited financial statements for the fiscal year ending March 31, 2023, are available on the University's website at <http://www.royalroads.ca/about/plans-reports>.

APPENDIX A – IMPLEMENTATION OF TRUTH AND RECONCILIATION COMMISSION'S (TRC) CALLS TO ACTION AND ARTICLES OF THE UNITED NATIONS DECLARATION (UN DECLARATION) ON THE RIGHTS OF INDIGENOUS PEOPLES AT PUBLIC POST-SECONDARY INSTITUTIONS IN BC

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

TRC CALL TO ACTION AND UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
1: SOCIAL WORK	
We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	While Royal Roads University does not offer a social work program, our Bachelor of Arts in Justice Studies students may have experience in child welfare, move into social work upon graduation, or work with social workers. In the spirit of the Calls to Action, content related to the first Call on Child Welfare is included in several courses.
12: EARLY CHILDHOOD EDUCATION	
We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
	N/A
16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS	
We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
	N/A

23: HEALTH-CARE PROFESSIONALS

We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.

PROGRESS

Ongoing

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

The School of Leadership Studies continues to evolve work to increase Indigeneity across the programs of the school, including the Master of Arts in Leadership–Health designed for health care administrators and leaders. In addition to continuously evolving content and delivery, programs sometimes include an Indigenous Scholar in Residence.

24: MEDICAL AND NURSING SCHOOLS

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

N/A

28: LAW SCHOOLS

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.

PROGRESS

Ongoing

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

While the university does not have a law program, many of its courses in the Justice Studies focus on the law, with some graduates continuing on to law school. The Bachelor of Arts in Justice Studies program includes a mandatory Indigenous Perspectives on Justice (JUST308) course and continues to include Indigenous content in most courses. At the graduate level, the Master of Arts in Justice Studies has both mandatory and optional courses in Indigenous perspectives. Along with the Justice Studies programs at the undergraduate and graduate levels, the Master of Arts in Conflict Analysis and Management program that shares some commonalities with legal studies also emphasizes intercultural competency, conflict resolution, human rights, and anti-oppressive practice. The latter program includes an Indigenous program advisory group.

57: PUBLIC SERVANTS

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

<p>PROGRESS</p> <p>Continuing</p> <p>Continuing</p> <p>Continuing</p> <p>Ongoing</p>	<p>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</p> <p>Supported by generous funding received from the Ministry of Post-Secondary Education and Future Skills in 2020/21, an Indigenous Education Advisor was engaged to work with faculty across all programs of the university and this role has now been made a regular full-time manager. While this role does provide subject matter, expertise related to Indigeneity across the curriculum, the incumbent also works one-on-one and with groups of faculty, addressing the topics identified in this Call to Action. For example, Giiwitaa: Around in a circle, a monthly faculty group is facilitated to provide a forum for peer discussion and a speakers' series was launched.</p> <p>Three of the modules developed through the Ministry-funded Pulling Together Guides project coordinated by BCcampus were adapted as blended offerings tailored to the Royal Roads teaching and learning context. The Curriculum Developers module was offered as a nine-week course for faculty and instructional designers and the Foundations module was adapted for students in the Bachelor of Business Administration program.</p> <p>The employee-led ReconciliACTION group saw several sub-groups take on a number of peer-led actions following the June 2021 media release of the unmarked graves at the Kamloops Indian Residential School. The smaller action groups include a letter-writing campaign group focused on advocating for improved conditions for Indigenous Peoples; an initiative to increase confidence and competence in conducting land acknowledgements; and a discussion group exploring decolonization.</p> <p>The university continues to provide course INDS 400 Global Perspectives on Indigenous Ways of Knowing, offered as an elective in the Bachelor of Interdisciplinary Studies program and as a tuition-free general studies course available to all employees.</p>
<p>62: TEACHER EDUCATION</p>	
<p>We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</p>	
<p>PROGRESS</p>	<p>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</p> <p>N/A</p>
<p>86: JOURNALISM AND MEDIA SCHOOLS</p>	
<p>We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.</p>	
<p>PROGRESS</p> <p>New</p>	<p>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</p> <p>COMM 443 Communication in Indigenous Contexts is core course in the Bachelor of Applied and Professional Communication. This course introduces foundational concepts relating to Indigenous Peoples and perspectives the context of communication, historical narratives, and cultural studies.</p>

Ongoing	In the Master of Arts in Professional Communication program, content related to Indigenous epistemologies and practices have been incorporated into research methods and theory courses. The program also incorporates a guide to conducting ethical dialogues in classrooms that is intended to facilitate conversations about Canada's past, present and future relationships with Indigenous Peoples.
Ongoing	The Master of Arts in Intercultural and International Communication program has many courses that address this call to action such as IICS515 - Intercultural Theory and Practice and IICS638 - Contemporary Issues in Communication. Field trips to local First Nations and Indigenous cultural events and resources are regularly incorporated into the curriculum.
92: BUSINESS SCHOOLS	
We call upon the corporate sector in Canada to provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>The Faculty of Management continues to incorporate Indigenous topics or themes into courses in all programs such as:</p> <ul style="list-style-type: none"> • History of Indigenous Peoples in Canada • Indigenous knowledge of resources and landscapes • Indigenous relationships to the land • Indigenous ways of knowing and being • Indigenous rights • Indigenous Peoples and trade • Indigenous entrepreneurship

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

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

Article 14


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

Article 15

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

Article 21

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>A framework for planning initiatives related to implementing the UNDRIP, reconciliation, Indigenization and decolonization was developed in 2019/20 that continues to be infused through institutional work. This includes a set of principles supported by six core elements, represented as a circle to symbolize the equality of each of the elements and to honour the circle, which is important in many Indigenous cultures. The elements are interconnected, and the university is committed to engaging and growing in all six areas.</p> <p>Topics related to the rights of Indigenous Peoples are included across programs, and the Bachelor and Master of Arts in Justice Studies programs provide specific focus on the UNDRIP.</p> 
New	A director of Indigenous education role was created in 2022–2023 to facilitate work in this area. An Indigenous curriculum developer, funded by the generous grant from the Ministry, was also hired and has begun work on a two-year diploma program rooted in land-based pedagogy.
New	Taking a collective approach, discussions to shape an Indigenous education plan began in 2022/2023, which will be developed throughout the coming year.
New	An Emerging Indigenous Scholar's Circle was launched with the hiring of an Indigenous faculty member Chair and recruitment for the first two new scholars of an eventual group of six on staggered three-year limited terms. These Emerging Scholars will be supported to develop teaching, research and service competencies to prepare them for appointments at Royal Roads or other institutions.

Continuing	Royal Roads continues to support the First Nations Technology Council in designing and delivering programs that build technology skills for Indigenous Peoples across BC, a partnership that began in 2017.
Continuing	Based on the success of a pilot project initiated in 2020/2021, and using funds allocated by the ministry, an internal grant envelope continues to support faculty-led projects that explore ways in which the university can manifest developing relationships with Indigenous Knowledges in curriculum.
Continuing	In partnership with Métis Nation BC, Royal Roads launched a Professional Project Administrator (PPA) program in September 2021 to deliver a mix of credit and non-credit courses for Métis students, preparing them for high-demand jobs. The Program's success has led to additional cohorts being added.
Continuing	As work advances on the new campus on the West Shore, conversations with Indigenous groups and communities around academic programing and campus functional and aesthetic design are continuing.