



INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT

2020/21 REPORTING CYCLE



Royal Roads
UNIVERSITY

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LETTER FROM BOARD CHAIR AND PRESIDENT



June 17, 2021

Honourable Minister of Advanced Education and Skills Training
Government of British Columbia
Parliament Buildings, 501 Belleville Street
Victoria, BC V8V 1X4

Dear Minister,

The enclosed Royal Roads University Institutional Accountability Plan and Report (IAPR) for the 2020/21 reporting cycle has been prepared in accordance with the Ministry of Advanced Education and Skills Training guidelines and reflects Royal Roads University's Board of Governors approved strategic direction.

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

The content of this document reflects work completed to date in translating the strategic direction into goals and outcomes, aligned with the mandate expectations set by the province. We are pleased to report that Royal Roads University has substantially achieved all ministry targets for fiscal year 2020/21.

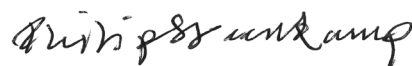
We welcome the opportunity to continue to work with the ministry to provide the highest quality education, research and community services to the citizens and communities of British Columbia.

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

Yours truly,



Nelson Chan
Chair, Board of Governors



Philip Steenkamp
President and Vice-Chancellor

INSTITUTIONAL CONTEXT

Overview and History

Royal Roads University rests upon the ancestral lands of the Xwsepsum (Esquimalt) and Lkwungen (Songhees) nations who shared traditional land resources with Scia'new (Beecher Bay), T'Sou-ke (Sooke) nations and many others. The university community raises its hands in appreciation for the nations' continued participation in and contribution to this shared journey of discovery that is Royal Roads University.

Royal Roads University (RRU) is a distinct post-secondary institution that delivers high-quality applied and professional programs. Established by the provincial government in 1995 through the Royal Roads University Act, RRU was created with a unique mandate and governance structure to:

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

STRATEGIC DIRECTION - VISION 2045

In the spring of 2020, as part of its 25th anniversary, RRU revealed its new vision for the future. Building on a proud history of 25 years of exceptional blended learning and creating transformational leaders on a destination campus, the new vision sets the stage for the future of the university.

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*
- *Explore, Share, Advance*
- *Invite In, Venture Out*
- *Vibrant and Sustainable*

Goal 1: Any Age, Any Stage, Any Place

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

RRU is nimble and responsive to labour market demands and the needs of its students – answering the call of changing demographics, shifting workplaces, and global problems. The university dials in programming to current issues, offering first-rate teaching in climate change, sustainability, social change and the human-machine interface. Royal Roads University is accessible, open and flexible – engaging a wide range of learners from around the world with program schedules that allow them to maintain their jobs while increasing skills and knowledge.

Students say RRU gives them education that is transformational. And that's the aim of Royal Roads University: to build leaders from all walks of life, from any community or country, who change the world.

1.0 STRATEGIC OBJECTIVES AND INITIATIVES

1.1 Program growth and diversification

Royal Roads University continues to offer relevant and applied interdisciplinary programs and research that responds to the needs of aspiring and experienced professionals. The *Learning, Teaching and Research Model* (LTRM), reviewed and updated in 2019, is central to the university's work and reflects its core values. The university will continue to develop programs and services that meet the needs of and supports RRU's students and alumni, the BC labour market, and the university's internationalization strategy. RRU will launch on average a minimum of two new academic programs annually.

The university will continue to pursue the introduction of the "challenge-based learning model". This model is a collaborative, multidisciplinary approach to education in which faculty and students work together to learn about compelling issues and problems and propose and publish solutions openly leveraging the technology used every day. The academic curriculum will embrace Challenge-Based Learning (CBL) and blend it with Design Thinking¹ as its core instructional strategy. RRU will design and implement first and second year CBL based programming to serve the growing needs of the West Shore and enhance pathways into the university's undergraduate programs. All outcomes of the effort to redesign undergraduate programs are expected to respond to market needs while contributing positively to academic program quality and the student learning experience.

1.2 Academic organizational framework

With the objective of enhancing the student experience, RRU will create an organizational framework that will support academic program delivery and ultimately support the continuous improvement of services that support the university's students. An element of this initiative will be a review and update to the academic organizational structure and alignment of associated operations and services to achieve a refreshed level of effectiveness and efficiency.

1.3 International engagement strategy

The university has developed a three-year international strategic plan determining the focus on areas of international opportunities for domestic students, faculty exchange, offshore strategy, partnership

¹ Design Thinking is a human-centred approach that disrupts the rush to problem solving by engaging a process that builds empathy for those experiencing the challenge and seeks divergent and innovative solutions.

selection, among others. Offshore programs will ensure academic, reputational and financial viability through carefully selected partnerships.

To better align with the university's *Learning, Teaching and Research Model*, RRU will create a larger portfolio of programs of study for international students through more flexible, laddering and on-campus options. Additionally, Professional and Continuing Studies will develop and implement a five-year plan for English language support to international students. The university will continue with plans to increase diversity of country of origin.

Goal 2: Explore, Share, Advance

Research at Royal Roads University seeks to transform lives, communities and societies. The university's research²:

- is purposefully designed to directly benefit the communities in which it lives, works and plays, be they local, national, or international;
- inspires action and solves real-world problems as it prepares 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; and
- is designed to be shared and developed with practitioners who will implement the findings and results.

At RRU, research is integral to and inextricably linked with its learning and teaching. While research informs learning and teaching, in turn, teaching and learning is explored through research. Partnerships with those who may be affected by or use the university's research are critical. Research informs the university's operations and how students, staff and faculty live and work at RRU. RRU moves forward with a spirit of inquiry, a quest for knowledge and a commitment to action. The university's 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.

2.0 STRATEGIC OBJECTIVES AND INITIATIVES

2.1 Development of a three-year research strategy

Royal Road University will develop a new strategic research plan that focuses on the university's growth and diversification strategy, incorporating the ideas of RRU's Ashoka U designation, showcasing the research done by faculty and students with an emphasis on equity, diversity and inclusion, and supporting research quality. Research is intrinsic to RRU's mandate, with over two-thirds of its students engaged in applied research projects as part of their program of studies. As a primarily graduate university, RRU is fully committed to an interdisciplinary research agenda supported by membership in the Research Universities' Council of British Columbia. Faculty research focuses on influencing practice and profession and is used in the classroom for learning. The university's Canada Research Chairs focus

² As identified in the *Strategic Research Plan, 2020-2021 to 2022-2023* <https://www.royalroads.ca/sites/default/files/2021-03/Strategic-Research-Plan.pdf>

their research in the areas of sustainable research effectiveness, sustainable entrepreneurship and innovative learning and technology. Research leads to discovery which informs teaching to ensure the university is always at the forefront of learning and change.

2.2 Continuing to build the university as an applied research institution

As one of the six research universities in the province of British Columbia, RRU is committed to the support and promotion of research by faculty, staff and students. The university strives to cultivate a leadership role in the areas of research quality, research effectiveness, and inter- and transdisciplinary research. RRU supports a scholar-practitioner model, enabling faculty, staff and students to address concrete issues and topics.

2.3 Cascade Institute

In March 2020, RRU announced the launch of the Cascade Institute on the university's campus, led by Dr. Thomas Homer-Dixon, noted professor and author of *The Upside of Down* and *The Ingenuity Gap*. The goal of the Cascade Institute will be to study, seek out and leverage intervention points within a myriad of complex issues, while offering information and training to others to use tools to analyze their environments and apply intervention. Climate change, technological change, economic disruption, political instability and social upheaval have created issues that need solutions, and the Cascade Institute will provide that opportunity. The Cascade Institute will include a faculty council of 20-30 academics from across Canada which will advise on areas of study and policy.

Goal 3: Invite In, Venture Out

The RRU campus warmly welcomes all people and communities. The university is proud to partner with leaders from local Indigenous communities and colleagues in the education sector here at home and across the country. RRU continues to strengthen its relationships with partners in the cities on the West Shore and Victoria, as well as with provincial and federal governments.

The university's graduates are local, provincial, national and international. For RRU alumni, the university is a constant touchpoint, creating lifelong relationships for lifelong learning. For local high school graduates and adult learners, RRU is a community hub for studies and skill development in countless areas.

RRU is committed to reconciliation, implementing an Indigenous learning framework that will reach into the university's operations, teaching and research.

Royal Roads University will continually grow its profile and reputation across Canada and around the world, telling the university's story through its website and digital channels, at conferences and speaking engagements, and through its wide professional networks. As the university invites in and ventures out, its aim is clear: to grow RRU as a sought-after partner and destination.

3.0 STRATEGIC OBJECTIVES AND INITIATIVES

3.1 Engage alumni to support and promote Royal Roads University in numerous ways

RRU will advance its alumni relations through information gathered from recent engagement surveys. All strategies will be focused on creating strong, lasting ties and close contact between alumni and their university. Increased engagement with alumni will foster connection, support, learning and inspiration.

3.2 Celebrating 25 years as a public university

2020/21 marks the university's 25th year as a public university. The 25th anniversary of the university will serve as an excellent engagement tool that welcomes the larger community into celebrating and recognizing its unique contribution to the community at large. In its next phase of growth, with a new strategic vision, RRU will implement a number of community engagement touch points.

Activities include a guest speakers' series, the building of an annual fund appeal and increased engagement with alumni, amongst others. A lifelong learning alumni benefit program will coincide with the 25-year anniversary, allowing alumni to take specified courses at a reduced rate, building on their relationship with the university.

3.3 Integrated digital brand campaign

By strategically amplifying the story of the university's successes and its unique value proposition to key target audiences, RRU will positively impact enrolment and public perception. The university will drive brand awareness and enrolment through its revival campaign – reflecting on both the feedback/response to the work in market, and the societal changes seen as daily life begins to resume. Through concrete proof points, such as RRU's strength in online delivery and personal approach, the university will demonstrate how it offers a relevant learning experience unlike any other. The campaign messaging will be re-enforced through program-specific marketing tactics, webinars and thought-leadership pieces. Supported by the findings of a market share study, a distinctive "always on" media approach will be designed to target prospect decision-making. The campaign will capitalize on the university's investment in the web presence renewal project to build awareness about RRU, feature individual program streams, and seek to increase the volume of highly qualified prospects and associated conversion rates.

3.4 Mount major gifts campaign

The next four years will focus on building an annual fund appeal to engage alumni, faculty, staff, ex-cadets and community donors with a goal to prepare the donor pipeline for a major gift-focused campaign in 2023/24. Efforts over the past five years have restored the advancement space in preparation for this new work. A vibrant annual fund appeal that serves as a strong foundation to attract donors to RRU and continually nurture major gifts and planned giving programs is under development.

3.5 Land acquisition

To ensure that the university realizes current and future land needs, relationship-building and communication of long-term plans will continue with the local First Nations, federal government and other relevant parties central to the federal disposition of the "Royal Roads lands". Aligned with the university's commitment to equality, diversity, inclusion and reconciliation, and consistent with the framework agreements signed with the Songhees Nation (2018) and the Esquimalt Nation (2019), the university will sustain its commitment to deepening its relationships with these Coast Salish Indigenous communities. Development of a series of interim and definitive agreements will be prioritized.

In parallel, the federal disposition process may be impacted by the outcomes of future federal and provincial elections (on or before 2023 and 2024 respectively). Activity on the land acquisition file are expected to continue at a high level for the foreseeable future as the federal disposition process advances.

3.6 Strategic plan for Professional and Continuing Studies

During the planning period, the university will capitalize on continued growth in contract training, language training and continuing studies. Growth in professional ladder (micro-credentialed) credit and non-credit programming related to RRU's key areas of expertise will be prioritized. A new strategic plan for professional and continuing studies will be aligned with a marketing and recruitment plan targeting growth offerings and an expanded client base in contract training.

Goal 4: Vibrant and Sustainable

RRU honours the history and culture of those who have come before us: Indigenous communities, settlers and those who attended RRU as a military college. Today the university works to create a highly engaged and inclusive campus, built on sustainable, leading-edge infrastructure and online platforms.

The university is devoted to sustainability and over the past few years has significantly reduced green house gas emissions on campus. With a new climate action plan in the works, RRU will reduce emissions further and roll out projects and initiatives to fight climate change while helping the university's communities learn to adapt and be resilient.

RRU's magnificent campus, combined with a focus on taking on the world's toughest problems, makes it an extraordinary place to work and learn. It means the university's faculty, staff and students are as exceptional as its surroundings. The aim is to make RRU a workplace of choice and the university of choice for learners who want the best in real-world teaching and research.

4.1 Multi-year climate mitigation and adaptation plan

RRU is beginning to explore the concept of climate mitigation and consider initiatives that will re-position the notion of sustainability with the aim of making the organization more resilient within the broader landscape. The multi-year plan will outline strategies to mitigate and adapt to the changing climate in BC. It is anticipated that the government will prioritize this level of planning and risk management in addition to work underway through the carbon neutral action framework already in place.

4.2 Long-term campus plan

Aligning with the emerging long-term university vision and considering campus and infrastructure requirements of a growing and modern institution, a long-term campus plan will be developed. Strategically positioned in relation to the land acquisition process, the university will pursue its objectives around acquisition of a campus footprint. In addition, RRU will continue to focus on student accommodation needs and the associated impact on the student learning experience.

4.3 Equity, diversity and inclusion commitment

Equity, diversity and inclusion (EDI) initiatives carry great value for individuals, the university and the future. Universities as cultural change institutions, with their research, teaching and community engagement mandates, are uniquely positioned to affect national and international conversations; this is the place where tomorrow's influential professionals are trained and educated. RRU is taking its responsibility seriously to provide opportunities and venues to foster intercultural understanding and connection, and to be a catalyst for EDI, recognizing that at this university "Everyone Counts".

Over the next five years, RRU will strengthen its EDI commitment, guided by the purpose of employment equity aligned with other universities across Canada, the BC Public Service *Diversity, Inclusion and Respect Action Plan*³ and the Canada Research Chairs Program's *Equity, Diversity and Inclusion Action Plan*⁴.

The university's commitment to EDI will be met through completion of the Everyone Counts benchmarking survey followed by development and implementation of a training plan including resources that will go on to inform EDI policies and practices. Findings from the EDI survey will guide efforts in gauging and sustaining the participation of and addressing the underrepresentation of individuals who identify as women, persons with disabilities, Indigenous Peoples, members of visible minorities, sexual minorities and gender minorities.

4.4 An engaged, inclusive and caring workplace

Fostering a culture of high performance and customer service continues to be a top priority at RRU. An employee engagement action plan will be developed and include several key action items including an assessment of organizational engagement (such as a cultural values assessment survey), development and implementation of a new, online employee orientation program, and continued and proactive relationship building with the university's unionized employee groups (RRUFA and CUPE Local 3886).

The Employee Learning Framework is the result of a multi-year project that was informed by the work of the organizational Leadership Development Ad Hoc Committee. With this framework now in place, the university is well positioned to take the next steps in its strategy to develop its employees, especially those in formal leadership roles, and creating a culture of high performance.

4.5 Web presence renewal project

Through the lens of a strategic program identified as the digital communications platform (DCP), the university will integrate solutions and tools that support the full lifecycle of enterprise digital communication needs. Stakeholders will receive information in their preferred way, on their preferred device. Rather than a single website, the new platform will ultimately be an integrated collection of solutions tied together through common user interface, branding, content management strategies and, most importantly, governance. A significant capital investment in RRU's web presence has been prioritized.

4.6 Develop and implement enterprise resource planning (ERP)

Taking a program approach, a complete enterprise resource planning renewal affecting core business systems (financial, student information, human resources) will be undertaken in order to ready the university's operations for the future. The goal of the program is to evolve RRU's systems and business processes in order to increase system capabilities and re-focus operational capacity. This will position operational units to mature capabilities and thereby meet the fundamental goals of the university: grow student enrolment and enhance the student experience. At the completion of this renewal

³ <https://www2.gov.bc.ca/assets/gov/careers/about-the-bc-public-service/diversity-inclusion-respect/diversity-inclusion-text-only-plan.pdf>

⁴ http://www.chairs-chaires.gc.ca/program-programme/equity-equite/action_plan-plan_action-eng.aspx

initiative, key benefits realized will include improvements to the student experience, university operations, internal controls and asset safeguarding, and system functionality.

4.7 Enterprise risk management framework

The university will continue to manage and mitigate risk through its enterprise risk management framework. With a focus on enhancing disaster recovery capabilities and continuing to concentrate on cybersecurity, a virtual data centre will be created. Outcomes of this initiative will mature IT operations, reduce risk and include a critical level of redundancy and control systems that will promote business continuity.

Any form of stoppage to critical operations demands an effective response. Over the next five years, RRU will develop and test a fully documented business continuity plan recognizing that core operations must be continuously delivered while minimizing interruption and mitigating associated risk. A best practice approach will ensure that all elements of the organization are reflected in the business continuity plan, and relevant university leaders and business units are fully aware of how the plan may affect their work.

ENVIRONMENTAL SCAN – COVID-19⁵

COVID-19 Impacts

The advent of the COVID-19 pandemic has been a tipping event. It has caused a fundamental and irreversible system shift in Canadian society and in human civilization more generally; neither will return to the status quo ante.

COVID-19 Response and Recovery⁶

Royal Roads University's response to the pandemic was guided by the following principles:

- The health and safety of students, faculty, staff, others using the university campus, and the broader community are RRU's priority.
- The university's decisions will be guided by the best information available (e.g., federal health and travel advisories, BC Centre for Disease Control, public health authorities – federal and provincial).
- RRU expects, and anticipates, compliance with public health prevention requirements.
- The university recognizes that risk and vulnerability is not the same for everyone and will endeavour to create safe alternatives for as long as is necessary.
- Longer-term desired outcomes will guide RRU's short-term planning.

At the onset of the pandemic (March 2020), the university quickly converted all on-campus and hybrid programming to strictly online delivery. This was accomplished quickly thanks to the university's already-established expertise in online program delivery; during fiscal year 2020/21, all programming was delivered online. For the 2021/22 year there are plans for on-campus programming to be offered in a phased and gradual way beginning in September 2021.

The pandemic has highlighted that while over 80% of post-secondary institutions are offering online credit courses, the number of online credit course enrolments across the sector remains low (8%)⁷. Thus, Royal Roads University still has a significant comparative advantage with experience in delivering quality programming in an online space that can distinguish it from other institutions. Marketing and recruitment campaigns were constructed to highlight these advantages, resulting in a surge of domestic applications and an overall increase in domestic enrolments compared to fiscal year 2019/20.

RRU was able to deliver its programs and progress towards its strategic objectives while focusing on supporting student, faculty, staff and the community as the pandemic continued to evolve.

Key supports for students included:

- adapting all on-campus programming elements to online delivery including on-campus residencies for blended programs and offshore, multilingual programs, and pairing instructional designers with faculty to continue to provide rich, high-quality learning experiences;
- shifting programming to asynchronous delivery where required to support international student residency in many different time zones;
- offering just-in-time support for faculty, moving all faculty development workshops online, and increasing training to support teaching activities in virtual classroom settings;
- transitioning library reference and writing support instruction and services entirely online with librarians who are increasingly embedded in discussion groups in research-intensive courses;
- engaging team coaches to support relationship development and community building among students and cohorts to foster cultures of collaboration and cooperation for team-based learning online through integrated course activities;
- maintaining bookstore operations to serve students at a distance by increasing shipping and offering in-person, "curb-side" pick-up compliant with safety protocols;

⁵ As identified in Surviving, Thriving or Radical Revisioning, Scenarios and Considerations for Pandemic Recovery and Response Planning https://www.royalroads.ca/sites/default/files/rru-scenario-planning_aug_2020.pdf

⁶ Link for current details on COVID-19 Response and Recovery: <https://www.royalroads.ca/news-events/covid-19>

⁷ Canadian Digital Learning Research Association, [2018 national enrollmentsnapshot_en.pdf \(cdlra-acrf.ca\)](https://www.cdla-acrf.ca/2018-national-enrollmentsnapshot-en.pdf)

- continuing co-curricular events in online environments such as the international Design Thinking Challenge coordinated by the Faculty of Management and the bi-annual Leadership Conference hosted by the School of Leadership Studies;
- increasing emergency financial aid by reallocating existing funding and supported by a generous provincial grant of \$140K for emergency funding for students living in British Columbia;
- adjusting due dates for tuition payments and suspending late fees during the initial commencement of the pandemic;
- facilitating weekly counselling group sessions on building resilience during the first months of the pandemic along with program-specific group sessions for cohorts that transitioned from on-campus to online;
- contacting all students who had academic accommodations in place as they moved into online study to arrange for appropriate changes as required;
- shifting all student orientation activities into online platforms and augmenting existing online initiatives such as LaunchPad, the university's online orientation to Royal Roads University and learning environments. Further, LaunchPad Live!, formerly designed to prepare students to be on campus, was redesigned as a series of online workshops to prepare students for online learning;
- continuing to engage with students through a wide range of student activities online both synchronously and asynchronously, such as regular Friday afternoon social events and weekly video exercise classes;
- offering new group online drop-ins for international students facilitated by a Registered International Student Immigration Advisor;
- creating an Indigenous Student E'lun⁸, a facilitated online space for Indigenous students to connect weekly and share information, resources and support;
- expanding the Community Service Leadership Program online with support from an intern funded through a work-integrated learning grant from the Ministry of Advanced Education and Skills Training;
- reaching out to students individually to develop online internships and opportunities with industries that were negatively affected by the pandemic, supported by a targeted search for internship opportunities that could be completed online; and
- offering a new workshop, Navigating Career Transitions in the COVID Environment, and undertaking a Ministry of Advanced Education and Skills Training grant-funded initiative to develop interactive online career resources for students and alumni.

Key supports for faculty and staff included:

- convening the university's emergency operations centre team to guide and action pandemic response requirements;
- forming the university's team of recovery planning expertise to research and inform specific recovery initiatives relevant to campus operations and ongoing business activities;
- supporting faculty and staff transitions to work from home when roles and assignments could be effectively carried out from a remote workspace;
- in keeping with public health and WorkSafe BC requirements, prioritizing development and continuous updates to exposure control and safety plans and protocols, completing risk and hazard assessments, documenting a comprehensive contingency plan to guide exposure case management, and implementing mandatory safety training for employees;
- ensuring that emergency supplies and personal protective equipment were stocked and available for employees working on campus throughout the pandemic; and
- offering a variety of professional and personal resilience building resources and development courses and promoting outreach through the university's employee family assistance program.

Supports extended to the broader community included:

⁸ E'lun is the English word that most closely translates to "house" in the Lekwungen language.

- continuing to promote individual and community wellbeing and the benefits of nature and the outdoors through free access to the campus grounds and gardens when permitted by public health authorities;
- converting select university activities to online and free service (e.g., 25th anniversary speaker series); and
- participating in local/municipal business recovery planning forums.

STRATEGIC ALIGNMENT WITH MINISTRY OBJECTIVES AND ACCOUNTABILITY FRAMEWORK

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

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

- alignment of RRU's goals and commitments to ministry strategic goals and system objectives;
- demonstrated progress towards priorities contained in the university 2020/21 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 2021/22 fiscal year to support achievement of priorities contained in the university 2021/22 mandate letter.

At the time of preparation of this report, the 2021/22 mandate letter was not available to the university. Accordingly, plans to address mandate priorities for 2021/22 are not addressed in this report.

PROGRESS TOWARDS 2020/21 MANDATE LETTER PRIORITIES

Accomplishments and progress toward priority items contained in the mandate letter for fiscal year 2020/21 are identified below.

2020/21 MANDATE PRIORITY 1. Support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.
INITIATIVES AND PLANS Initiatives and planned activities pertaining to specific TRC calls to action and UNDRIP are included in Appendix B.

2020/21 MANDATE PRIORITY 2. Contribute to an affordable and accessible post-secondary system by: <ul style="list-style-type: none">• Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity;• Ensuring student safety and inclusion;• Enhancing system innovation through participating in a post-secondary digital system strategy including delivery of Education Planner and other initiatives;• Providing programming that meets local, regional or provincial labour market and economic needs; and• Working with the ministry to implement a student-centered international education framework for British Columbia that supports the success of domestic and international student.
INITIATIVES AND PLANS Increasing participation and student success <p>RRU continues to support the Tuition Waiver for Youth in Care program and offer flexible admission that provides direct benefit to vulnerable and under-represented groups. As the <i>Learning, Teaching and Research Model</i> continues to be manifested in curriculum planning and faculty development initiatives, attention will be paid to the needs of vulnerable and under-represented peoples as well.</p> <p>After broad RRU-community engagement through focus groups, the Anti-Racism Task Force (ARTF), under the President’s Steering Committee on Equity, Diversity and Inclusion completed the 2021 RRU Anti-Racism Action Plan. The document contains 23 calls to action and 123 recommended actions organized into five themes: 1) Building Space, Place and Connection; 2) Supporting Our Students; 3) Transforming Research and Curriculum; 4) Creating an Anti-Racist Environment; and 5) Developing an Anti-Racism Framework in Governance. Development of an implementation plan will occur in fiscal year 2021/22.</p> <p>RRU’s cohort-based learning model of small groups of students (less than 50) is complemented by staff directly assigned to cohort support providing an integrated “campus navigator” function since the first programs were offered 25 years ago. In addition to this, the university has a CARE Team that meets regularly to make connections across services in support of students who self-identify, or are identified by anyone in the university, as in need of support. These structures provide “wrap around” support for RRU’s students.</p> Student safety and inclusion <p>RRU continues to advance work to prevent and respond to sexual violence and misconduct. Our online training module, adapted from the work RRU participated in as a member of the Research Universities of British Columbia initiative to create common curriculum, was made available to share with other institutions through BCcampus in 2020-2021. (https://commons.royalroads.ca/sexualviolenceeducation/)</p> System innovation <p>RRU is undertaking a complete enterprise resource planning (ERP) renewal project that will improve core business systems (financial, student information and human resources). The goal of this multi-year program is to evolve RRU’s systems and business processes to increase system capabilities and re-focus operational capacity. This will thereby meet the fundamental goals of the university: growing student enrolment and enhancing the student experience. In 2020/21, the work on the ERP renewal project focused on data governance, student management fundamentals, and other foundational components critical for future system development. The ERP used by the university is one of the supported ERPs in the post-secondary digital system strategy. Once renewal is complete, RRU will be a willing participant as the digital system strategy continues to unfold.</p> Local, regional and provincial labour market needs <p>RRU’s distinctive challenge-based learning (CBL) method engages high school students in the process of design thinking to solve community problems. Pop-up university events will be staged to introduce high school students to this innovative and empowering approach to learning.</p> Common Foundations <p>To expand its undergraduate offering, and create full four-year degree programs, RRU is proposing to launch a new two-year Common Foundations program that will provide all domestic undergraduates with a “common foundation” of learning before they enter any of the university’s existing 3rd and 4th year programs, allowing</p>

them to complete their entire undergraduate degree with Royal Roads University. This new undergraduate preparatory program is distinguished by the innovative CBL curriculum, closely aligns with BC’s new K-12 Know-Do-Understand framework and has significant potential for province-wide application in higher learning. Targeted to the needs of students on the West Shore, the expanded undergraduate programming would provide cornerstone programming for the proposed new West Shore Campus.

Lifelong Learning

As the BC government strives to power up a sustainable post-pandemic economy, the West Shore Campus project is ready to reignite—with a recovery-focused approach. A capital business plan is being submitted to the MAEST that proposes a West Shore Campus on Vancouver Island in downtown Langford and promises to reshape BC’s educational and economic landscape. Together, Royal Roads University, the University of Victoria, and Camosun College (the PSI Partners) on the West Shore Campus will support learners anywhere along the road to higher learning. Whether completing their Dogwood Certificate, pursuing a professional diploma, earn micro-credentials or an undergraduate degree, students will be able to access the three post-secondary partners, offering learners a broad range of stackable and transferable academic programming that can be delivered in-person, online and in blended formats. With the potential to open in September 2024 if approval is granted, the new West Shore Campus will provide upskilling and reskilling for those displaced from the workforce and close the gap for those structurally disadvantaged by the pandemic, including women, youth, Indigenous and other marginalized communities. By 2028/29, it is anticipated that over 1,000 student FTEs annually will benefit and equip learners of all ages and stages with in-demand skills to ensure a resilient future.

International education framework

Implementation of the three-year international strategic plan continues to guide RRU’s offshore and in-house recruitment strategies as well as partnership and agent selection. The partnership with Study Group concluded in August 2020 and RRU is now advancing enrolments by developing relationships with new business partners, actively engaging with existing partners, and expanding its agent network in international offshore programs.

In direct alignment with the International Strategic Plan, Professional and Continuing Studies has launched the Global Learning and Language Centre with expanded English-language programming and pathway programs. Originally intended to launch in September 2020, the COVID-19 pandemic has caused a significant reduction in the level of participation by international students in these types of programs and has subsequently delayed the launch of many these programs until September 2021.

2020/21 MANDATE PRIORITY

3. Develop and recognize flexible learning pathways for students to and between post- secondary institutions, including:
- Actively engaging with your local school districts to expand dual credit opportunities for students;
 - Supporting lifelong learning pathways; and
 - Advancing and supporting open learning resources.

INITIATIVES AND PLANS

Supporting lifelong learning pathways

In fiscal year 2020/21, the university, through its professional and continuing studies divisions, has prioritized professional ladder (micro-credentialed) credit and non-credit programs to attract new and continuing students as well as provide students with additional options for program completion. New provincially funded micro-credentials, Leading Projects in a Digital Environment and Workplace Communication Skills, were full.

The university continues planning around the launch a new alumni program in 2020/21 that will encourage alumni to return to the university to pursue additional educational opportunities and upgrading.

Supporting open learning resources

RRU continues to promote open educational resources and pilot open pedagogical approaches such as Master of Arts in Learning and Technology led by Program Head Dr. Elizabeth Childs, whose research focus includes designing open educational environments. Open texts are promoted through the university’s Centre for Teaching and Educational Technologies (see <https://ctet.royalroads.ca/open-textbooksr> for details).

2020/21 MANDATE PRIORITY

4. Strengthen workforce connections for student and worker transitions by:
- Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health);
 - Increasing co-op and work-integrated learning opportunities;
 - Responding to reskilling needs to support employment transitions; and
 - Supporting students’ awareness of career planning resources (such as the Labour Market Outlook).

INITIATIVES AND PLANS

Aligning programming to high opportunity and priority occupations

New programming initiatives continue to be undertaken to position the university for long-term growth and diversification. New programming launched or developed in fiscal year 2020/21 includes:

- MA in Climate Action and Leadership (awaiting approval from the ministry to launch)
- MA in Executive and Organizational Coaching (awaiting approval from the ministry to launch)
- Graduate Certificate in Transforming Child Protection to Wellbeing
- Graduate Certificate in Financing Social Impact
- MBA/Masters in Global Management Dual Degree (first intake January 2021)
- Graduate Certificate in Strategic Enrolment Management (first intake November 2021)
- MA Leadership Specialization in Executive Leadership (first intake April 2021)

In addition, many programs have opened specialization and elective options to allow pursuit of electives and certificates from other program areas allowing for individualized education that meets students’ specific career goals.

Increasing work integrated learning opportunities

The COVID-19 pandemic created a significant challenge for work integrated learning as many internships were canceled in the early days of the pandemic, coinciding with the internship period for many undergraduate programs. This was particularly significant for students in the School of Tourism and Hospitality Management as the tourism industry was, and continues to be, significantly impacted by the constraints of life in this pandemic. To accommodate the evolving situation, students were offered an alternative pathway to completion of the internship requirement during this period. Notwithstanding this, the university continued to recruit and support internships, with the positive effect of providing richer learning opportunities than might otherwise have been the case as there was a notable shift in the level of complexity and learning engagement in internships completed during the pandemic.

Respond to re-skilling needs to support employment transitions

Flexible admissions which supports alternative pathways to post-secondary education is particularly enabling to mid-career employment transitions. Flexible admission provides an alternative pathway to enter post-secondary education and has been a foundational practice at RRU since its inception. As is frequently the case for those from vulnerable and under-represented groups, flexible admissions permits applicants with a complex learning history an opportunity to find a place in post-secondary education that recognizes the various contributions that formal and informal education and real-world life experiences make to an applicant’s capacity to be successful in a post-secondary program.

For the 2019/20 academic year, the average age of undergraduate domestic students at the start of their program was 29 years, highlighting RRU supports both career advancement and career transition.

2020/21 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	2020/21 ASSESSMENT
Total student spaces	Achieved
Total credentials awarded	Substantially Achieved
Total Aboriginal ⁹ student spaces	Substantially 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	Achieved
Student assessment of usefulness of knowledge and skills in performing job - Bachelor degree graduates	Achieved
Unemployment Rate - Bachelor degree graduates	Achieved

For fiscal year 2020/21, Royal Roads University has achieved all targets except for total credentials awarded. The credentials awarded measure is based on a three-year average of credentials awarded covering fiscal years 2017/18 through to 2019/20. Credentials awarded have decreased in recent years consistent with lower student FTEs for fiscal years 2018/19 and 2019/20. At 99% of target, the variation can be attributed to a change in mix favoring longer programs over shorter ones.

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, 2021 (as well as prior years) are available on the university’s website at <http://www.royalroads.ca/about/plans-reports>.

⁹ Aboriginal and Indigenous are both used as an inclusive reference to First Nations, Inuit, and Métis peoples. The British Columbia government is now using the term Indigenous as the collective term for First Nations, Inuit, and Métis peoples where appropriate. The term Aboriginal is used in reference to data collected based on the [Aboriginal Administrative Data Standard](#)

APPENDIX A – PERFORMANCE MEASURES

2020/21 Accountability Framework Performance Measure Results

The Ministry of Advanced Education and Skills Training Accountability Framework for post-secondary education provides specific measures that identify that the system is meeting its objectives. The ministry assesses performance based on the following scale:

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

Full details on the definition and calculation methodology used for each measure can be found at:

[Accountability Framework - Province of British Columbia \(gov.bc.ca\).](#)

Performance Measure	REPORTING YEAR					
	2019/20 Actual		2020/21 Target	2020/21 Actual		2020/21 Assessment
Student spaces						
Total student spaces	2,031		1,980	2,040		Achieved
Credentials awarded						
Total Credentials awarded	1,216		1,190	1,173		Substantially Achieved
Aboriginal student spaces						
Total Aboriginal student spaces	138		> Last Year	135		Substantially Achieved
Ministry (AEST)	138			135		
Industry Training Authority	N/A			N/A		
Student satisfaction with education	%	+/-		%	+/-	
Bachelor degree graduates	91.2%	3.5%	≥ 90%	88.5%	3.5%	Achieved
Student assessment of the quality of instruction	%	+/-		%	+/-	
Bachelor degree graduates	94.2%	2.9%	≥ 90%	91.4%	3.1%	Achieved
Student assessment of skill development	%	+/-		%	+/-	
Bachelor degree graduates	90.3%	3.3%	≥ 85%	87.7%	3.1%	Achieved
Student assessment of usefulness of knowledge and skills in performing job	%	+/-		%	+/-	
Bachelor degree graduates	85.6%	4.7%	≥ 90%	90.3%	3.8%	Achieved
Unemployment rate	%	+/-		%	+/-	
Bachelor degree graduates	6.0%	3.0%	≤ 17.7%	7.6%	3.2%	Achieved

Additional breakdown of Skill development assessment is provided below:

Performance Measure	REPORTING YEAR					
	2019/20 Actual		2020/21 Target	2020/21 Actual		2020/21 Assessment
Bachelor degree graduates' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	90.3%	3.3%	≥ 85%	87.7%	3.1%	Achieved
Written communication	95.0%	2.7%		87.6%	3.7%	
Oral communication	94.2%	2.9%		88.4%	3.5%	
Group collaboration	88.5%	3.9%		88.5%	3.5%	
Critical analysis	92.8%	3.2%		92.0%	3.0%	
Problem resolution	87.5%	4.1%		83.2%	4.1%	
Learn on your own	88.0%	4.2%		89.0%	3.5%	
Reading and comprehension	86.8%	4.2%		85.4%	3.9%	

Appendix B – Mandate Priority #1 Progress Report


Progress on 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 British Columbia.

TRC CALL TO ACTION ARTICLES	
1: SOCIAL WORK	
We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
On-going	While RRU does not offer a social work program, its Bachelor of Arts in Justice Studies students may have experience in child protection, move into social work upon graduation, or work with social workers. As such, the university has incorporated information about the overrepresentation of Indigenous children in the child protection system and the protocols in place to redress this imbalance within the RRU’s course on Family and Justice (JUST308).
12: EARLY CHILDHOOD EDUCATION	
We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
	N/A
16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS	
We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
	N/A
23: HEALTH-CARE PROFESSIONALS	
We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New	The School of Leadership Studies has undertaken a series of initiatives in 2020-2021 to increase Indigeneity across the programs of the school, including the Master of Arts in Leadership – Health designed for health care administrators and leaders. The intention of this work is to respond authentically to the aims of reconciliation and to continually improve the attractiveness of the program to Indigenous students.
24: MEDICAL AND NURSING SCHOOLS	
We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
	N/A

28: LAW SCHOOLS	
We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>While the university does not have a law program, many of its courses in the Bachelor of Arts in Justice Studies focus on the law with graduates in the program continuing on to law school. RRU has introduced a mandatory Indigenous Perspectives on Justice (JUST308) course, as well as woven Indigenous content into most of its courses. The university also emphasizes skills in intercultural competency, conflict resolution, human rights and anti-oppressive practice.</p> <p>Similarly, the Master of Arts in Justice Studies has both mandatory and optional courses in Indigenous perspectives. All programs in the School of Humanitarian Studies emphasize intercultural competency, conflict resolution, human rights and anti-oppressive practice, but particularly the Conflict Analysis and Management and Justice Studies programs.</p>
57: PUBLIC SERVANTS	
We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New	Supported by generous funding received from the Ministry of Advanced Education and Skills Training in 2020-2021, an Indigenous Education Advisor was engaged to work with faculty across all programs of the university. This provided much needed capacity to provide consultation, advising and support to faculty in their learning journeys.
New	Following a report prepared by Wassenas Counselling & Education consultants Drs. Stan, Peggy, Shawn and Alex Wilson, also funded by the Ministry of Advanced Education and Skills Training, a number of initiatives were undertaken. Of these, the one most connected to this call to action has been the creation of a blended Indigenous cultural training course building on curriculum developed through a ministry funded project coordinated by BCcampus. The first “Foundations” online asynchronous module, complemented by in-person sessions, was piloted in 2020-2021. It is anticipated that this will be rolled out to all employees – and made available to students – in 2021-2022.
Ongoing	The university continues to provide INDS 400 Global Perspectives on Indigenous Ways of Knowing, developed and taught by Cliff Atleo Jr., a Tsimshian (Kitsumkalum/Kitselas) and Nuuchahnulth (Ahousaht) scholar. It is offered as an elective in the Bachelor of Interdisciplinary Studies program and as a tuition-free general studies course available to all employees.
62: TEACHER EDUCATION	
We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
	N/A
86: JOURNALISM AND MEDIA SCHOOLS	
We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>The School of Communications and Culture offers three core programs, all of which include topics that address this call to action and there is increasing work to integrate these topics in curricula, supported by Indigenous-authored publications and resources.</p> <p>Development is underway for a course that focuses on Indigenous epistemologies in communication contexts will be offered in the Bachelor of Applied and Professional Communication.</p>

Ongoing	In the Master of Arts in Professional Communication program, the university has incorporated understanding of Indigenous epistemologies and practices into its research methods and theory courses and added live organizational cases into its first residency as part of the problem-based learning experiential and team-based learning model. 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 and about Canadian/modernist culture itself.
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
New	The Bachelor of Business Administration program was revised during 2020-2021 based on challenge-based pedagogy that integrates Indigenous histories, Knowledges and perspectives across the curriculum. Courses are now under development for offering in the coming year.

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION	
<p>How is the university working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:</p> <p><i>Article 14</i></p> <ol style="list-style-type: none"> 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 <p><i>Article 15</i></p> <ol style="list-style-type: none"> 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. <p><i>Article 21</i></p> <ol style="list-style-type: none"> 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	A framework for planning initiatives related to implementing the UNDRIP, reconciliation, Indigenization and decolonization was developed in 2019/20 that began to be infused through institutional work in 2020/21. 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.

	<div></div> <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>
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New	<p>Following up on a report prepared by Wassenas Counselling & Education consultants Drs. Stan, Peggy, Shawn and Alex Wilson, also funded by the Ministry of Advanced Education and Skills Training, a number of initiatives were undertaken. The consultants’ report was shared widely in the university community and all faculty were invited to provide feedback. A response to the report with recommended next steps was developed and shared for feedback and ultimately endorsed by the university’s Executive Team. Next steps accomplished in 2020/21 included:</p> <ul style="list-style-type: none">• Commit to hiring one regular full-time Indigenous faculty member in 2020/21 as an immediate and meaningful response to the demand.<ul style="list-style-type: none">- Funding for a regular full-time faculty member has been allocated in the 2021/22 budget beginning in September 2021.• An Indigenous Education Advisor was engaged to work with faculty across all programs of the university, supported by generous funding received from the Ministry of Advanced Education and Skills Training in 2020-2021.<ul style="list-style-type: none">- As the institutional budget was developed for 2021/22, plans to fund the Indigenous Education Advisor role from operating funds were identified to solidify four full-time regular positions for Indigenous incumbents with distinct but interconnected mandates for student support, curriculum development and faculty support, teaching and research and internal and external engagement.
New	<ul style="list-style-type: none">• Continue to develop relationships with Indigenous Knowledges. Support the Indigenous Education Advisor as they lead an initiative to clarify purpose and intention for this work through internal academic governance structures such as the Academic Leadership Team and Academic Council.<ul style="list-style-type: none">- This will be an ongoing endeavour supported by the regularization of the Indigenous Education Advisor in the 2021-2022 budget.
New	<ul style="list-style-type: none">• Create a mechanism to determine and fund pilot projects that explore ways in which the university can manifest developing relationships with Indigenous Knowledges in curriculum. This could include drafting guidelines for the development of courses that have a primary focus on or include topics related to Indigenous peoples and recommend options for learning objectives and assessments.<ul style="list-style-type: none">- During the 2020/21, seven projects across six academic units received funding from the Ministry of Advancement and Skills Training totaling \$25,364.- Funding has been received for 2021/22 and a plan is being developed to deploy those funds to support Indigenous education and student success.