



Royal Roads
UNIVERSITY

INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT 2024/25



TABLE OF CONTENTS

1.0	ACCOUNTABILITY STATEMENT: LETTER FROM BOARD CHAIR AND PRESIDENT	2
2.0	INSTITUTIONAL CONTEXT	3
3.0	STRATEGIC DIRECTION.....	3
4.0	ENVIRONMENTAL SCAN	10
5.0	STRATEGIC ALIGNMENT WITH MINISTRY OBJECTIVES AND ACCOUNTABILITY FRAMEWORK.....	11
6.0	MANDATE LETTER PRIORITIES	11
7.0	REPORT ON STRATEGIC INITIATIVES.....	15
8.0	2024/25 PERFORMANCE MEASURES, TARGETS AND ASSESSMENT	19
9.0	FINANCIAL INFORMATION.....	21
	APPENDIX A	22
	APPENDIX B.....	26
	APPENDIX C.....	29



June 30, 2025

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 2024/25 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 achieved or substantially achieved all ministry targets for fiscal year 2024/25, with the exception of Credentials awarded for Bachelor's degrees.

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

2.0 INSTITUTIONAL CONTEXT

Overview and History

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

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

- offer certificate, diploma and degree programs at the undergraduate and graduate levels in the applied and professional fields;
- provide continuing education in response to the needs of the local community;
- deliver an educational experience through an online learning model that blends on-campus and distance learning to allow people to pursue education 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.

3.0 STRATEGIC DIRECTION

Royal Roads University's vision, *Learning for Life: 2045 and Beyond*, guides the development of the University's learning, teaching and research. The world is changing rapidly, profoundly impacting the way people live, work and learn. The economy, driven by technological innovation and artificial intelligence, is transforming at an astonishing pace. The climate crisis, 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.*

Three-Year Action Plan

The University's Board of Governors approved the Three-Year Action Plan, 2024/25 to 2027/28 (3YAP) in October 2024. This action plan was developed in alignment with Vision 2045 and reframes the preceding Five Year Rolling Strategic Plan as an action plan that responds to the rapidly changing environment and challenges. The 3YAP provides a rolling roadmap, to be updated each year, with a focus on driving enrolment growth and revenue generation. The 3YAP introduced a new planning framework (Figure 1) to align all strategic and operational plans across the University.



Figure 1: Royal Roads University Planning Framework

Informed by the University’s governance and business models, the 3YAP 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 3YAP will support decision-making at the University and provide guidance for resource allocation and regular operations. The core plans—Academic and Research—and operational plans are aligned under this framework and built on the foundation of RRU’s financial and governance models.

A unique approach

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 3YAP charts a bold course in deeply challenging times. It advances strategies to grow enrolments, balance the budget, and engage and align with diverse communities. The 3YAP is guided by RRU’s vision and focuses on priorities, actions, and opportunities to ensure the continued success of the university.

Strategy and Risk Management

While developing the 3YAP, 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).

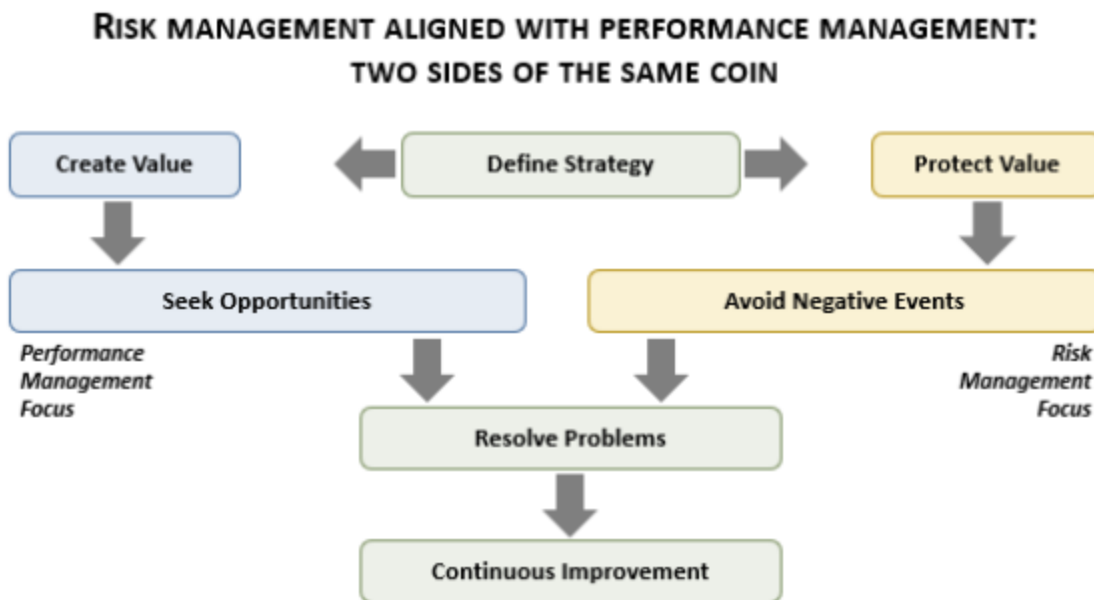


Figure 2. Two sides of the same coin

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 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.

Strategic Enrolment Management Plan

A Strategic Enrolment Management (SEM) Plan was developed by the university in 2024. The RRU 2024-2027 SEM Plan:

1. Provides informed guidance on the recruitment and retention of students for optimal enrolment.
2. Informs the development of existing and new academic programming to support optimal student enrolment.
3. Provides strategy and accountability for the university's enrolment management.
4. Supports the university's strategic commitments and goals.

This SEM Plan serves as a foundation for the full enrolment funnel. The plan identifies three overarching priorities of: **student enrolment and retention**, **academic programming**, and **Indigeneity** to guide the recruitment and retention of optimal students, development and delivery of academic programming, student service and supports, and responses to the TRC calls to action. There are goals, objectives and tactics identified within each priority area.

Strategic enrolment management is a shared responsibility across the university. Under the leadership of the Vice-President Academic and Provost, a Strategic Enrolment Steering Group, with associated working groups, oversees the successful implementation of the SEM Plan.

4.0 ENVIRONMENTAL SCAN

Political

- Changes to IRCC regulations continue to pose challenges for prospective and current international students with fewer study-permits for international students per institution.
- Institutions are under increased scrutiny by government and community to ensure compliance with several changes to the provincial quality standards and international student enrolment for post-secondary education institutions.
- The significant loss of international tuition revenue and limited province-based funding to cover escalating educational costs, deferred maintenance costs and mandated decarbonization targets adds to the financial pressures for post-secondary institutions.

Economic

- Climate change affects all sectors of the economy, with climate changing causing severe economic damages each year (\$38 trillion by 2049) and an income reduction of 19%. These damages are six times higher than the mitigation costs needed to limit global warming to two degrees¹.
- Workforce regulations, emerging needs, the growth of new “green” jobs, and the identification of skills and labour market gaps will shape the role of higher education.
- There is increasing interest in and demand by industry and organizations for short term programming that offers skills and training in specific areas (micro-credentials; professional development; skills and competency assessments).

Social

- Ensuring we demonstrate social purpose, impact and prioritize being a values-driven organization will not only bolster student recruitment and engagement it will also improve employee recruitment, satisfaction, morale and retention.
- Development and delivery of mental health and well-being supports and services for students, faculty and staff remains a priority for post-secondary education institutions.

Technological

- Artificial Intelligence (predominantly Generative AI and Machine Learning) is rapidly changing the technology landscape in both the learning technology space and the business technology space.
- Cyber security requires continued investment in expertise and resources.

¹Kotz, M., Levermann, A. & Wenz, L. The economic commitment of climate change. Nature 628, 551-557 (2024).

Environmental

- RRU is committed to responsible environmental performance.
- Public expectations alongside sophisticated public disclosures and reporting requirements mean that government and institutional commitments to climate action and sustainability must be credible, accountable, and transparent.

5.0 STRATEGIC ALIGNMENT WITH MINISTRY OBJECTIVES AND ACCOUNTABILITY FRAMEWORK

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

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

- alignment of the University’s goals and commitments to ministry strategic goals and system objectives;
- demonstrated progress towards priorities contained in the Minister’s 2025 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 2025/26 fiscal year to support achievement of priorities contained in the relevant mandate letters.

6.0 MANDATE LETTER PRIORITIES

Accomplishments and progress toward priority items contained in the Minister’s mandate letter for 2025 are identified below.

2025 MINISTER’S MANDATE LETTER PRIORITIES
6.01 In order to protect key services that British Columbians rely on, work with the Minister of Finance to review all existing Ministry of Post-Secondary Education and Future Skills programs and initiatives to ensure our programs remain relevant, are efficient, offer meaningful training opportunities for British Columbians, grow the economy, and help keep costs low. This is important in the context of current Provincial budget constraints, the job opportunities available and projected to be available for British Columbians in the near future, and the threat of American tariffs.
<p>PROGRESS</p> <p>Royal Roads University complies with the Ministry’s academic program quality assurance policies with annual and five-year program reviews. A component of the five-year review is program alignment with labour market needs and relevance within the respective sector. Additionally new program development requires a labour market assessment to ensure both need and alignment with industry.</p>

6.02 Work with ministerial colleagues who have identified shortages of key skilled workers and professionals that are constraining economic growth or service delivery to find practical, fast, and efficient ways to address shortages of those workers through training, credential recognition, career laddering, and other innovative approaches.
<p>PROGRESS</p> <p>Royal Roads University stays up to date with ministerial initiatives and funding opportunities for the development of both academic and professional development programming aligned with labour market needs. The university's internal process requires new program proposals to consider the labour market needs. RRU Professional and Continuing Studies continues to develop and deliver a robust suite of micro-credentials and other short, competency-based offerings (detailed below in the priorities from the University's Mandate letter for 2023/24).</p>
6.03 Work with post-secondary institutions to evaluate and advocate federally in relation to the funding challenges caused by the federal government's changes related to international students. Support schools in identifying structural solutions, new revenue streams, and cost reductions to ensure strong, sustainable public post-secondary schools, and training providers, who offer British Columbians the training and skills they need to be successful and help grow our provincial economy
<p>PROGRESS</p> <p>Royal Roads is working with Research Universities Council British Columbia (RUCBC) to develop a coordinated strategy with the Minister.</p>
6.04 Continue work with Indigenous partners to ensure that Indigenous learners can achieve their higher educational goals in ways that reflect a diversity of Indigenous cultures and values
<p>PROGRESS</p> <p>Royal Roads engages with a wide range of Indigenous partners to inform our work to support Indigenous People in attaining their educational goals. Our Heron People Circle of Old Ones/Elders advises senior leadership on broad educational strategic planning and is directly consulted on Indigenous Education initiatives. The university has been using the unique opportunity to engage with the peoples of these lands, the Songhees and Esquimalt Nations during the land disposition processes underway chartered by the Government of Canada. This has created channels for conversations with Chiefs and Councils about the educational needs of their Nations. We are also actively engaged with Indigenous partners in the design and delivery of programs – a selection of these is described in the Appendices.</p>
6.05 Support the Minister of Social Development and Poverty Reduction to enhance employment services and skills training for people facing multiple and complex barriers to assist them in exiting a cycle of poverty and build a dignified life.
<p>PROGRESS</p> <p>In 2024 RRU's Career Learning and Development team supported the development of new resources for people with barriers entering the workforce. This includes a new landing page: Accessibility & belonging in career management Royal Roads University as well as an enhanced network with RRU service providers and employers around how to support students with barriers in accessing career support.</p>
6.06 Work with the Minister of Housing and Municipal Affairs to ensure that post-secondary institutions that have identified opportunities in relation to using housing as an economic development tool are supported in delivering that housing urgently
<p>PROGRESS</p> <p>N/A</p>

6.07 Work with the Minister of Housing and Municipal Affairs to enable privately owned new purpose-built rental buildings that, if partnered with a public post-secondary institution, receive special provision under the Residential Tenancy Act to be exclusively for students registered at that institution.
PROGRESS
N/A

Updates on progress toward priority items contained in the University’s Mandate letter for 2023/24 are identified below.

2023/24 MANDATE LETTER PRIORITIES
<p>6.1 Delivering educational and training programming as described in the StrongerBC Future Ready Action Plan to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change, including the continued expansion of access to affordable, accessible and relevant training, such as through micro-credentials and expanded health seats.</p>
<p>UPDATE</p> <p>Building on the vision of the <i>StrongerBC Future Ready Action Plan</i>, Royal Roads University (RRU) continues to advance educational and training programs that respond directly to the shifting needs of British Columbians and the province’s evolving labour market. Our programming emphasizes flexibility, relevance, and inclusion—ensuring learners can access affordable, skills-based education that prepares them to succeed in times of rapid change. A central focus has been the growth of micro-credentials and other short, competency-based offerings that enable individuals to upskill efficiently and meaningfully.</p> <p>Through funding from the Ministry of Post-Secondary Education and Future Skills, RRU has introduced several micro-credentials that align with priority areas for workforce development and economic recovery, including:</p> <ol style="list-style-type: none"> 1. Early Childhood Education Leadership 2. Marine Supply Chain and Logistics 3. Leading Digital Transformation 4. Managing Organizational Cybersecurity and Compliance 5. Real Estate Development (in partnership with Urban Development Institute), and 6. Professional Project Administrator (PPA) – now an award-winning program that is currently being scaled in partnership with Indigenous and regional organizations across Canada. <p>These offerings are aligned with provincial priorities such as climate action, digital innovation, supply chain resilience, and inclusive workforce development. We also participated in the Ministry-led Micro-Credential Assessment Project piloting the TRU Open Learning Credit Bank, demonstrating our commitment to quality assurance and credential portability.</p> <p>RRU’s Professional and Continuing Studies (PCS) team submitted 14 programs for StrongerBC grant funding, with a focus on labour market priorities such as project management, leadership, and digital transformation. In 2024-25, we delivered programming to over 450 learners through this initiative, providing affordable, flexible, and career-relevant training to British Columbians seeking to upskill or transition in their careers.</p> <p>Beyond micro-credentials, RRU offers a suite of graduate level certificates and diplomas that address topic areas tied to key labour market needs, including</p> <ul style="list-style-type: none"> • Supply Chain Management • Climate Resilience

- Project Management
- Change Management
- People and Culture
- Indigenous Economic Development
- Digital Transformation
- Financial Management
- Tourism Management

Our Global Learning and Language Centre (GLLC) has adapted its programming in response to IRCC changes, ensuring alignment with workforce priorities and PGWP eligibility. A new Digital Marketing specialization within the Global Workforce Skills program, for example, prepares international learners to contribute meaningfully to British Columbia's digital economy. The program serves as an on-ramp to graduate studies and future employment, with many participants engaged in local work experiences while studying.

We continue to collaborate with employers and industry to ensure training remains relevant and responsive. In 2024–25, RRU delivered custom and contract training to a range of public and private sector partners across the province. New executive and sector-specific programs—such as an upcoming Executive Leadership Certificate developed in partnership with a municipal government—reflect evolving workforce needs and organizational priorities.

Through these initiatives, RRU has demonstrated an ongoing commitment to supporting the goals of the StrongerBC Future Ready Action Plan. By delivering relevant, accessible, and affordable programming—grounded in industry need and designed for impact—we are helping British Columbians capitalize on emerging opportunities and build resilience for the future economy.

6.2 Working with SkilledTradesBC, Indigenous leadership and partners to ensure Indigenous voices are reflected in trades training decision-making that impacts Indigenous workers, businesses and communities.

UPDATE

Royal Roads is not mandated to offer trades training.

6.3 Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.

UPDATE

Royal Roads continues to work to create culturally sensitive learning environments in which Indigenous students feel safe and supported to participate to their full potential. We appreciate that the assessment of our success in this varies by individual experience, and so while we believe we are making progress in this area, at the same time emphasis is placed on making it easier for Indigenous students to find pathways to support outside of their academic program. As the vast majority of our instructors do not identify as Indigenous People, despite best intentions, there remains a lot of work to be done as they explore their self-location and become better equipped to understand the impacts of oppression of Indigenous Peoples and how to support them in higher education environments.

Examples of initiatives underway to address this are provided in Appendix B.

6.4 Developing and implementing protections for international students that support their fair treatment.

UPDATE

See section 7.6.

6.5	Meeting or exceeding the financial targets identified in the Ministry's Service Plan tabled under Budget 2023.
UPDATE RRU has received approval from the Ministry and Treasury Board to have a deficit operating budget for the year ending March 31, 2025. The actual deficit is lower than the approved amount.	
6.6	Complying with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure programs are affordable.
UPDATE RRU complied with the Tuition Limit Policy and increased domestic tuition fees by 2% in September 2024. The fee increase was approved by the Board and applied to domestic tuition and mandatory fees. The annual Student Fees Submission report was completed in June 2024.	

7.0 REPORT ON STRATEGIC INITIATIVES

STRATEGIC INITIATIVES	
7.1	Progress on the Truth and Reconciliation Calls to Action and UNDRIP
Please see Appendix A, Implementation of Truth and Reconciliation Commission's (TRC) Calls to Action and Articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at public post-secondary institutions in BC.	
7.2	Sexual Violence Prevention and Response Initiatives
<p>As the Royal Roads University Policy on Sexual Violence and Misconduct states, we stand united against sexual violence in our university community.</p> <p>Over the past year, the cross-institutional Prevention and Response to Sexual Violence and Misconduct Advisory Committee has focused on the continuous improvement of our approaches to supporting the ongoing work to raise awareness and educate our university community. The Committee annually renews and implements a communication action plan of a series of communications that are shared throughout the year, including an annual message to the university community from the President.</p> <p>All new students and employees receive sexual violence prevention and education training through our new student and new employee orientation programs, and there are continuing activities throughout the year to raise awareness, educate, and promote access to resources. The <i>RRU LaunchPad</i> platform provides interactive training to every new student, supplemented by web-based resources and student activities. A mandatory online training program for new employees is also provided. This is offered on a rolling basis to new employees as they join the university.</p> <p>Our last community consultation and policy review was conducted in 2024. The consultation process received several recommendations, which were reviewed by the sub-committee and integrated where appropriate. Here is a summary of the changes that were incorporated into the most recent draft:</p> <ul style="list-style-type: none"> • update to the new policy template and format. • explicit acknowledgement that we will not tolerate sexual misconduct. • expansion of community members definition. • identifiable hyper-links to the glossary, and to the procedures. <p>Our next policy review is scheduled for Q1/Q2 2027.</p>	

The following new initiatives were also introduced over the last year:

- In the spring of 2024, Royal Roads staff and students assisted in the testing of BCcampus' new online modules for preventing technology-facilitated sexual violence. 16 individuals participated.
- In the fall of 2024, Royal Roads launched a new process for *Safe Disclosure* which allows for the collection of anonymous disclosures.
- Following the launch of the Safe Disclosure Form, a working group was established to help build awareness within the RRU community about the new tool. This resulted in the creation of two stand-up banners that can be used during new student orientations, community events, and sexual violence prevention month, as well as the purchase of branded notepads to use as student give-aways. The banners and notepads have a QR code that links to the Sexual Violence Prevention and Response Page.
- In the winter/early spring of 2025 RRU worked in collaboration with Victoria Sexual Assault Centre to offer workshops for staff, faculty and students on how to receive a disclosure of sexual violence or misconduct. 46 individuals participated.
- In the winter of 2025, RRU participated in the *Student Perceptions of Sexualized Violence* survey, 125 students started the survey and 116 completed it.

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

- Current and updated policy and procedures can be found here:
 - [Sexual Violence or Misconduct - Non-Student Survivors | Royal Roads University](#)
 - [Sexual Violence or Misconduct - Student Survivors | Royal Roads University](#)

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

In 2024-25, three former youth in care (FYIC) were able to benefit from the BC Government's tuition waiver program. This is an increase over last year and the year prior. A total of \$17,106 was disbursed among the three students (\$4,275.63 was distributed in 2023-24, and \$826.45 was distributed in 2022-23).

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

A team of representatives from Indigenous Education, Student Success and the Office of Human Rights, Equity, Diversity & Inclusion, as well as students who are FYIC, completed several initiatives. These include:

- Launching a new searchable landing page created for FYIC prospective and current students: <https://www.royalroads.ca/current-students/financial-aid-awards/former-youth-care>.
- Publishing an article about the Tuition Waiver Program at RRU in the spring 2025 edition of *FosterLine*, the BC Foster Parents Association newsletter.
- Working with Recruitment to develop content about the *Tuition Waiver Program* for recruitment webinars and presentations.
- Working with Enrolment Services and Admissions to develop a process where applicants can self-disclose as a FYIC and be referred immediately to services and resources

- Acquiring two digital wayfinding units to help students find support services. These self-service tools, placed in high-traffic areas, help students find out about the Provincial Tuition Waiver program and other support services if they chose not to disclose at the admissions stage. They are intended to help students learn about what services exist and how to access them through accessible messaging. This also includes information about building facilities like trans-friendly washrooms, child nursing spaces, accessible routes.

7.4 K-12 transitions and dual credit programming.

RRU will accept first year university students into its new Undergraduate Certificate programs in September 2025 as part of the West Shore initiative. RRU has developed a new suite of undergraduate programs that are designed to offer students maximum flexibility in areas of study and completion pathways. Students have the option to successfully complete an undergraduate certificate and continue into second year with an undergraduate diploma or opt to graduate with an undergraduate certificate credential. Likewise, should a student opt to stop their studies after successfully completing an undergraduate diploma, they can receive an undergraduate diploma. Students have the option to seamlessly move from year two into third- and fourth-year studies via a RRU undergraduate completion degree.

The delivery of first year programming has meant the addition of specialized undergraduate recruiters working directly with local and regional high schools, a younger student demographic and parents/caregivers. To date recruitment activities have included high school visits/presentations; open houses; webinar forums; social activities with prospective students; and enhanced community presence at local events.

Plans are underway to work with School District 62 to develop dual credit programming for September 2026.

7.5 Work-Integrated Learning

Royal Roads' focus on applied learning continues to strengthen the connection between student academic learning, professional skills, and personal development with emerging labour market needs.

The Department of Experiential Learning has expanded its services and teaching capacity to address emerging workforce trends, including the ethical and effective use of generative AI in career development and in new program workshops that highlight how academic team skills—such as collaboration, conflict management, and teamwork—translate to the workplace. The department has also expanded its digital resources and professional services to support students from equity deserving groups to explore, understand, and confidently articulate their own unique value in the workplace. By integrating traditional career education with evolving technologies and emerging labour market needs, Royal Roads continues to enhance student success in both work-integrated learning and long-term career growth.

Engaging students in WIL dramatically changed this past year. Lifting the work hour restrictions for international students has resulted in students electing to remain in low-skilled jobs to pay their bills versus seeking a high-skilled WIL opportunity in an economically challenging time. These influences have resulted in Career Advisors seeing dramatic increases in one-on-one career advising appointments.

Of the nine types of WIL defined by CEWIL Canada, Royal Roads currently offers five:

WIL Type	Program	WIL Students
Co-op Education	Business: Year 2 Business Pathways Bachelor of Business Administration BA Global Tourism Management BA International Hotel Management MA Tourism Management	26

Internships	Business: Master of Global Management	5
	Social Sciences: BA Interdisciplinary Studies MA Global Leadership MA Climate Action Leadership MA Conflict Analysis & Management MA Human Security & Peacebuilding MA Disaster & Emergency Management MA Justice Studies	10
Entrepreneurship	Business: Bachelor of Commerce in Entrepreneurial Management	8
Applied Research Projects	Applied research projects are embedded as a requirement or course completion option into most RRU programs	
Field Placement	Social Sciences: BA Professional Communication BA Justice Studies	44
	Applied Sciences: BA/BSc in Environmental Practice Grad Cert in Science & Policy of Climate Change	54
Total		147

7.6 Developing and implementing protections for international students that support their fair treatment

Royal Roads University recently updated its International Education Strategic Plan (IESP) (2025-2027) to ensure compliance with the new Ministry regulations. The IESP prioritizes three areas: Academic Programming; International Student Recruitment and Retention; and Equity, Anti-Racism and Diversity.

Academic Programming

RRU is committed to continuing the internationalization of its academic programming, ensuring that all students have opportunities to develop intercultural understanding and global awareness, have exposure to diverse perspectives, and to be engaged in critical discourse about global events and challenges.

Actions:

1. Integrate global learning outcomes into curricula.
2. Enhance internationalization of curriculum resources and training available to faculty.
3. Assess curricula alignment with goals and objectives of the RRU IEP as part of the five-year review process.

International Student Recruitment and Retention

RRU's Strategic Enrolment Management Plan guides the university's approach to student recruitment and retention. The university is committed to ensure international student enrolment does not exceed 30% of its total. Equally important is the provision of global experiences for our domestic students that will enhance their intercultural competencies and prepare them for success in a diverse and interconnected world. RRU's recruitment and admissions processes uphold the Education Quality Assurance (EQA) requirements for transparency, clarity, and ethical conduct.

Actions:

Update the international student recruitment plan and materials to reflect an understanding of and response to current global trends and regulatory challenges.

Strengthen existing partnerships and expand education abroad programs to increase the number of exchange students - inbound and outbound.

Grow institutional and corporate partnerships to expand custom program offerings and increase student enrollment in GLLC programs.

Equity, Antiracism and Diversity

RRU's core values to be caring, courageous and creative are foundational in how we collectively foster learning and working communities that are equitable, diverse, and inclusive. The RRU Anti-Racism Action Plan, Equity, Diversity and Inclusion Action Plan, Accessibility Plan, and stated principles for serving Indigenous Peoples guide the university's policies and practices to identify and address barriers and to do better.

Actions:

Building on existing initiatives, continue development of intercultural competencies of faculty and staff through information, education, and training.

Create and disseminate a repository of resources on teaching international students topics related to Indigenous Peoples, including residential schools, in the lands now known as Canada.

RRU is currently reviewing and updating its Internationalization Plan. The review requires a consultative approach with university stakeholders (faculty, staff and students) and the final plan is expected to be finalized by March 2026.

8.0 2024/25 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	2024/25 ASSESSMENT
Total student spaces	Achieved
Credentials awarded – Bachelor's degree	Not Achieved
Credentials awarded – Graduate, First Professional and Post-Degree	Substantially Achieved
Total Indigenous student spaces	Achieved
Student satisfaction with education – Bachelor's degree graduates	Achieved
Student assessment of the quality of instruction – Bachelor's degree graduates	Achieved
Student assessment of skill development – Bachelor's degree graduates	Achieved
Student assessment of usefulness of knowledge and skills in performing job – Bachelor's degree graduates	Achieved
Unemployment Rate – Bachelor's degree graduates	Achieved

For fiscal year 2024/25, Royal Roads University has achieved or substantially achieved all targets except for Credentials awarded – Bachelor's degree.

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

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

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

[Accountability Framework - Province of British Columbia \(gov.bc.ca\)](https://www.gov.bc.ca/accountability-framework/).

		Actual			Target	Assessment
		2022/23	2023/24	2024/25	2024/25	2024/25
Student spaces	Total student spaces	2,451	2,119	2,000 ³	≥1,980	Achieved
Credentials awarded	Total credentials	1,151	1,248	1,164	≥1,218	Not assessed
	Bachelor's degree		231	185	≥237	Not Achieved
	Graduate, First Professional and Post-Degree		1,017	979	≥981	Substantially Achieved
Indigenous student spaces	Total Indigenous student spaces	183	156	154	>135	Achieved
	Ministry	183	156	154	>135	Achieved
Student satisfaction with education	Bachelor's degree graduates	90.8%	86.0%	92.5%	≥90%	Achieved
		+/- 3.7%	+/- 4.1%	+/- 4.0%		
Student assessment of the quality of instruction	Bachelor's degree graduates	92.4%	83.4%	95.4%	≥90%	Achieved
		+/- 3.4%	+/- 4.3%	+/- 3.1%		
Student assessment of skill development	Bachelor's degree graduates	84.0%	84.0%	89.9%	≥85%	Achieved
		+/- 3.9%	+/- 4.1%	+/- 3.9%		
Student assessment of usefulness of knowledge and skills in performing job	Bachelor's degree graduates	83.9%	84.8%	89.2%	≥90%	Achieved
		+/- 4.9%	+/- 4.8%	+/- 5.2%		
Unemployment rate	Bachelor's degree graduates	3.9%	7.3%	10.6%	≤11.8%	Achieved
		+/- 2.5%	+/- 3.2%	+/- 4.7%		

³ The 2,000 number for 2024/25 includes 613 student spaces representing international graduate level students. Starting in 2021/22, RRU includes international graduate students in its reported FTEs, in alignment with other research universities.

Additional breakdown of the skill development assessment is provided below.

		Actual			Target 2024/25	Assessment 2024/25
		2022/23	2023/24	2024/25		
Bachelor's degree graduates	Skill development	84.0%	84.0%	89.9%	≥85%	Achieved
		+/- 3.9%	+/- 4.1%	+/- 3.9%		
	Written Communication	86.6%	89.6%	93.3%		
		+/- 4.4%	+/- 3.6%	+/- 3.8%		
	Oral Communication	89.2%	85.4%	91.3%		
		+/- 3.9%	+/- 4.1%	+/- 4.3%		
	Group collaboration	82.3%	85.6%	88.7%		
		+/- 4.9%	+/- 4.1%	+/- 4.8%		
	Critical Analysis	86.8%	85.4%	94.4%		
		+/- 4.3%	+/- 4.1%	+/- 3.5%		
	Problem resolution	76.3%	72.3%	84.3%		
		+/- 5.4%	+/- 5.3%	+/- 5.7%		
	Learn on your own	87.7%	90.8%	93.3%		
		+/- 4.2%	+/- 3.4%	+/- 3.9%		
	Reading and comprehension	80.3%	80.6%	87.3%		
		+/- 5.2%	+/- 4.8%	+/- 5.2%		

9.0 FINANCIAL INFORMATION

RRU considers financial performance and reporting an integral element to the overall management of the University. The audited financial statements for the fiscal year ending March 31, 2025, will be available on the University's website at <http://www.royalroads.ca/about/plans-reports> after the Public Accounts for the Province of British Columbia are released.

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	We do not offer programs in social work, but our Bachelor of Arts in Justice Studies students may have experience in child welfare, move into social work upon graduation, or work with social workers. Content related to the first Call to Action is included in several courses.
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
New	With funding from the province, we have developed an Early Childhood Education Leadership micro-credential (and suite of self-directed courses). The ECEL micro-credential courses support early childhood leaders in developing inclusive, empathetic, and ethical practices that resonate with the TRC's Calls to Action. A number of courses include explicit or implicit connections to reconciliation and Indigenous inclusion.
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
Ongoing	The Master of Arts in Leadership–Health designed for health care administrators and leaders is continuously evolving content and delivery. As noted in Appendix C, the program will consider mandatory strategies and targets provided by the In Plain Sight recommendations when they are released.

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>Although Royal Roads does not have a law school, many of our Justice Studies courses focus on law, with some graduates continuing to law school.</p> <p>A mandatory Indigenous Perspectives on Justice (JUST308) course is included in the Bachelor of Arts in Justice Studies program and there is related content in many courses.</p> <p>At the graduate level, the Master of Arts in Justice Studies has a required course titled Indigeneity and Justice (JUST504) along with optional courses in Indigenous perspectives.</p> <p>The Master of Arts in Conflict Analysis and Management program has a dedicated Indigenous advisory group. This program also includes intercultural competency, conflict resolution, human rights, and anti-oppressive practices.</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	With funding from the province, we have developed and delivered Truth and Reconciliation in the Workplace . This is a new micro-credential that was developed in partnership with First Nations Technology Council. There are four courses that make up this program: Foundations of

	Truth and Reconciliation at Work, Decolonizing Organizational Systems, Indigenous and Non-Indigenous Worldviews in the Workplace, Foundations of Collective Leadership.
Underway	A set of learning objectives for faculty and staff education and training initiatives is being developed.
Ongoing	Royal Roads continues to update and refine the Foundations module developed through the Ministry-funded Pulling Together Guides project coordinated by BCcampus tailored to the Royal Roads teaching and learning context.
Ongoing	Global Perspectives on Indigenous Ways of Knowing (INDS400), offered as an elective in the Bachelor of Interdisciplinary Studies program, is also provided tuition-free to employees.

62: TEACHER EDUCATION

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New	With support from Heritage BC, the City of Victoria, and local First Nations Elders, RRU faculty member Dr. Geoffry Bird launched a film and a curriculum resource kit for teachers in K-12 education dedicated to the service and sacrifice of Indigenous veterans. <i>“Story Pole: Indigenous Veterans and the Tallest Pole in the World”</i> explores the story of Indigenous Veterans and how they are remembered today. The purpose of the Story Pole project, comprising the film and the education toolkit and its resources, is to provide an opportunity for teachers and students, Indigenous and non-Indigenous, to discuss and learn about Indigenous ways of remembering and commemorating the past. Story Pole – Royal Roads University

86: JOURNALISM AND MEDIA SCHOOLS

We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	COMM 443 Communication in Indigenous Contexts is core course in the Bachelor of Arts in Professional Communication. This course introduces foundational concepts relating to Indigenous Peoples and perspectives the context of communication, historical narratives, and cultural studies.
Ongoing	In the Master of Arts in Professional Communication program, content related to Indigenous epistemologies and practices have been incorporated into research methods and theory courses. The program also incorporates a guide to conducting ethical dialogues in classrooms that is intended to facilitate conversations about Canada's past, present and future relationships with Indigenous Peoples.
Ongoing	The Master of Arts in Intercultural and International Communication program has many courses that address this call to action such as IICS515 - Intercultural Theory and Practice and IICS638 -

	Contemporary Issues in Communication. Field trips to local First Nations and Indigenous cultural events and resources are regularly incorporated into the curriculum.
92: BUSINESS SCHOOLS	
We call upon the corporate sector in Canada to provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>Indigenous topics or themes continue to be incorporated into courses in all programs such as:</p> <ul style="list-style-type: none"> 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
Ongoing	The Graduate Certificate in Indigenous Economic Development was offered and learning from that experience is being applied to revisions that will strengthen the program for a next offering in 2026.
Ongoing	The Bachelor of Business Administration program incorporates an Indigenous Business in Canada theme in its project-based format so that students engage with at least one First Nation client in completing their program.
New	The Master of Business Administration is currently developing an Indigenous Business in Canada course which will be incorporated into the program in future.

APPENDIX B

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION	
<p>How is the university working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:</p> <p><i>Article 14</i></p> <ol style="list-style-type: none"> 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> <p>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.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>Royal Roads continues to work in support of the aims of UNDRIP through a framework for planning that was developed in 2019/20. Six core principles that align with UNDRIP. These include:</p> <ul style="list-style-type: none"> • We acknowledge that Indigenous Peoples have lived in the Lands we now call Canada since time immemorial. We specifically acknowledge the campus is located on the traditional Lands of the Lekwungen Peoples, the Songhees and Esquimalt Nations. • We acknowledge and respect the diversity of Indigenous Peoples across Canada and around the world and their ownership of their cultures. • We recognize the strength and resiliency of Indigenous Peoples. • Immigrant-descendants and immigrants who work at Royal Roads are committed to listen and learn to create a new way forward with Indigenous Peoples. • We are committed to having the difficult conversations that are a natural part of change, and we affirm the right of everyone to be treated with respect as we navigate these together.
New	<p>Building on a relationship that goes back to 2017 and includes joint development of a network technician program, Royal Roads has partnered with the First Nations Technology Council to co-create a micro-credential focused on Truth and Reconciliation in the workplace, and how to move beyond inclusion. As noted above, the program launched this year.</p>
New	<p>The Professional and Continuing Studies proposal to Future Skills Centre “Northern Pathways: Strengthening Indigenous Partnerships in Post-Secondary Education,” was approved for April 1, 2024 to September 30, 2024. This project was focused on how we build successful relationships between post-secondary institutions and communities in northern Canada. This included work in:</p>

	<ol style="list-style-type: none"> 1. Nunavut, where we traveled to Cambridge Bay (Iqaluktuuttiaq), to engage with regional leadership to explore Nunavut’s devolution goals/capacity-building needs. 2. Manitoba, where we joined our University College of the North partners to complete a relationship building and needs assessment tour visiting communities (e.g., Norway House, Cross Lake, Nelson House), and regional employers. Understanding employer needs is critical to successful skills-focused programming for the north. The format of the tour met both institution’s goals to deepen our understanding of community priorities for relationships with post-secondary institutions. 3. Northwest Territories, where we traveled to the Sahtu Region, to develop relationships in order to better understand community priorities for strengthening leadership – especially among youth – to support self-government goals for the Sahtu.
New	<p>Professional and Continuing Studies’ recent proposal to Future Skills Centre (FSC) – <i>Building Foundations for an Inclusive Northern Economy: Advancing Innovations within the Northern and Indigenous Skills Ecosystem</i> – was approved for funding. Project timeline: January 2025 to September 30, 2025 and will continue to focus on delivery of programs. Throughout this project Royal Roads University continues to support the capacity-building priorities of Indigenous communities through training initiatives co-developed with Manitoba Keewatinowi Okimakanak (MKO) and the Sahtu Region. With MKO, we are delivering professional development for Employment and Training Coordinators and daycare operators across member communities, including courses in collective leadership, operations management, business writing, and proposal writing. We are also co-designing a bridging program to strengthen math, science, and study skills for 15 learners preparing for water plant operator training—critical in communities affected by boil water advisories. In the Sahtu Region, we are collaborating with the Délı̨nę Got’ı̨nę Government and the Sahtu Dene Council on remediation-focused programming (e.g., archaeology and revegetation skills) and community leadership training in project management, proposal writing, and digital literacy. These efforts reflect a responsive, relationship-based approach to reconciliation, prioritizing community-led planning, local delivery, and long-term partnership.</p>
New	<p>Professional and Continuing Studies partnered with Rupertsland Institute (RLI) in Alberta on the delivery of our Professional Project Administrator program in Spring of 2025. A previous delivery with RLI was completed in 2023.</p>
New	<p>A four-part learning series titled <i>Seeking Understanding: Indigenous Identities and (RR)U</i>, was organized by faculty members of RRU’s Indigenous Scholars Circle, Dr. Tasha Brooks and Dr. Shauneen Pete. This series engaged administrators and scholars from across Canada in the following interactive sessions:</p> <ul style="list-style-type: none"> • <i>Building Personal Awareness</i> • <i>White claims to Indigenous identity</i> • <i>Building responsibility to address Indigenous Identity Fraud</i> • <i>Institutional responsibilities, followed by a World Café event</i> <p>Dr. Christine Webster, Member of RRU’s Emerging Indigenous Scholars Program presented at the Association of Graduate Education Students (AGES) Conference, April 2024, on the topic of <i>Indigenous Worldviews and Research in Academia</i>.</p> <p>Dr. Tasha Brooks, faculty in RRU’s School of Business and member of Cowichan Tribes, and in collaboration with a Nuu-chah-nulth Elder, launched a Podcast called <i>Bannock and Business Pitch</i>.</p>

Ongoing	<p>This initiative embarks on a transformative journey to reshape the common narrative around Indigenous business and highlights the inspiring yet underrepresented stories of innovators who are creating impactful changes in the business world.</p> <p>The School of Environment and Sustainability, in partnership Indigenous Knowledge Keepers and with ECO Canada, continues to offer a fully online, undergraduate program in Indigenous Environmental Leadership. The program provides pathways to further post-secondary education at both the Bachelor's and Master's levels. Graduates become environmental leaders in their nations and communities while those already working in the field can upgrade their knowledge and credentials as well as contributing to the development in their communities and nations to identify and address environmental issues.</p>
Ongoing	<p>RRU's Emerging Indigenous Scholars Circle continued to expand as two new scholars were added in 2024-25. This brought the current number up to four. Two more will be added in 2025-2026. This initiative will eventually see six early career Indigenous faculty join Royal Roads on staggered three-year limited terms. The purpose of this initiative is to support early career Indigenous faculty to develop teaching, research and service competencies to prepare them for appointments at Royal Roads or other institutions and readiness for opportunities such as Canada Research Chairs.</p>
Ongoing	<p>An internal grant envelope continues to support faculty-led projects that explore ways in which the university can continue to develop relationships with Indigenous Knowledges in curriculum, drawing on funding generously provided by the Ministry. 10 research projects were funded in 2024-25.</p>

APPENDIX C

In Plain Sight Report Recommendations Reporting for Post-Secondary Institutions

In Plain Sight recommendation #8 - please list all health programs offered by your institution and any accreditation standards that relate to cultural safety and humility training. If an accredited program does not have a related standard, indicate N/A for the program.		
Program Name	Accreditation Standard Details (If none exist, N/A)	
Master of Arts in Health Leadership	N/A	
In Plain Sight recommendation #14 - The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.		
For all health programs offered at your institution, please identify what new, ongoing, or completed actions have supported the recruitment of Indigenous individuals to senior positions to oversee and promote system change, and the quantitative impact of these actions.		
Program	Progress	Actions
Master of Arts in Health Leadership	Ongoing	Consistent with Royal Roads' scholar-practitioner model, most courses in the program are taught by contract instructors. The program continues to seek Indigenous instructors.
In Plain Sight recommendation #18 - The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.		
Please identify any existing strategies your institution has, targets that have been identified by program area, and outcomes related to the identification, recruitment, and graduation of Indigenous students. Note - the B.C. government has not yet set mandatory strategies and targets related to recommendation #18. Information collected in the first year of In Plain Sight Reporting will be used to identify promising policies and practices that have already been implemented by post-secondary institutions.		
Strategies	Targets by Program Area	Outcomes
A strategic enrolment management plan was approved this year which included recommendations and actions for improving the capacity to support Indigenous students. This rolling plan will incorporate mandatory strategies and targets when they are released.	Strategy 1) Advance university policies, practices, and academic programming to reflect our continued learning and understanding of Indigenous ontologies, cultures, and communities. 2) Building capacity To be completed by 2026/2027 1. Increase prospective and current Indigenous students' access to	

	<p>and availability of personalized academic advising support.</p> <ol style="list-style-type: none"> 2. Increase the complement of Indigenous faculty core positions, exclusive of the Emerging Indigenous Scholars Circle. 3. Add Indigenous instructional designers to support the development and implementation of curriculum and learning resources to enhance understanding of Indigenous people. 4. Invite and support the active engagement of Indigenous Adjunct Faculty, one for each area in the new Faculty of Interdisciplinary Studies. 5. Work toward a minimum increase of 10 % in Indigenous student enrolment. 6. Develop and implement training and support for faculty and associate faculty to better equip them to support Indigenous students in learning environments. 7. Develop a two-year land-based credential designed for Indigenous students. <p>Advance Indigenous Education Programming as an Integral Part of RRU Academic Programming</p> <p>Ongoing</p> <ol style="list-style-type: none"> 1. Develop and implement curriculum and learning resources within graduate and undergraduate academic programs designed to enhance understanding of Indigenous Peoples. 2. Support and reflect the RRU Indigenous Education Plan in RRU student enrolment and academic planning. 	
<p>In Plain Sight recommendation #21 - All B.C. university and college degree and diploma programs for health practitioners include <u>mandatory</u> components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.</p>		

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

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