



Royal Roads
UNIVERSITY



Institutional Accountability Plan & Report

2017/18 Reporting Cycle

June 2018

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Letter from Board Chair and President



June 07, 2018

Honourable Minister of Advanced Education
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 2017/18 reporting cycle has been prepared in accordance with the Ministry of Advanced Education guidelines, and is a reflection of the Royal Roads' Board of Governors approved strategic direction. During the course of 2017/18, Royal Roads developed a new 5-year business plan to 2021/22, and re-affirmed its strategic direction of growth and diversification.

The university remains a primarily graduate, blended university with a focus on applied and professional programs and research. Royal Roads' 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 programs offer high-quality, labour market focused options in the broader provincial post-secondary sector. In addition, Royal Roads 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, and ensuring alignment with the Government *Taxpayer Accountability Principles*.

We are pleased to report that consistent with prior years, Royal Roads University has achieved or exceeded all Ministry targets for fiscal year 2017/18.

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,

Kathleen Birney
Chair, Board of Governors

Allan Cahoon
President and Vice-Chancellor

Strategic Direction and Context

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 Profile

Mission, Vision and Values

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

- offer certificate, diploma and degree programs at the undergraduate and graduate levels in solely the applied and professional fields
- provide continuing education in response to the needs of the local community
- maintain teaching excellence and research activities that support the university's programs in response to the labour market needs of British Columbia

Since inception, Royal Roads has developed an enviable national and international reputation for delivering high-quality programs designed specifically for aspiring and experienced professionals who want to advance in the workplace. Now 23 years old, Royal Roads has nearly 25,000 alumni around the globe, including more than 6,300 in China and Taiwan.

Mission

We are leaders and partners creating an enduring prosperity. Our teaching and research transforms career and lives by solving problems and creating opportunities in the world.

Vision

We connect people, ideas, experiences and culture to change lives and the world.

Core Values

- Caring – Creating an inclusive, supportive community for our students and staff.
- Accountable – Being comfortable with delegation and taking responsibility for our actions in a performance-based culture.
- Creative – Committed to innovation in our learning and teaching model and continually questioning how and why we do things.

The university's mission, vision and goals are built around three core values: caring, accountable and creative, and our five strategic anchors (programs, process, people, place and profile) are outlined below

| | |
|--|---|
| <p>Programs <i>Grow, diversify and continuously improve the quality of domestic and offshore programs in support of labour market demand</i></p> | <p>Growth-strengthen and diversify revenue base through strategic growth, both domestically and internationally, while meeting contribution margin targets</p> <p>Quality-university of choice for relevant applied and professional high-quality, high-value education and research providing continuous opportunities to learn and transform lives and careers</p> <p>Technology-provide innovative and efficient IT services and support to transform Royal Roads' use of technology in its pedagogy</p> |
| <p>Process <i>Ensure Royal Roads is a financially sustainable organization</i></p> | <p>Financial Sustainability-guided by a strategic plan with sustainable and affordable growth in each academic business segment, ensure revenue and cost relationships are maintained and support costs are managed in relation to margin growth</p> |
| <p>People <i>Align resources and people to create a high- performance, inclusive and supportive organization</i></p> | <p>Workplace of Choice-an engaged, inclusive and caring workplace that supports professional and personal success and effectively advances Royal Roads' strategic objectives</p> <p>Diversity-a university committed to appreciating, acknowledging and celebrating the diversity of its students, faculty and staff</p> |
| <p>Place <i>Maintain the campus and online environments and invest for the future</i></p> | <p>Sustainable Stewardship-an organization respectful of its location, with appropriate and sustainable infrastructure and technology for its campus and online environments, which effectively advances Royal Roads' strategic objectives</p> |
| <p>Profile <i>Build and capitalize on the university's growing profile and reputation</i></p> | <p>Strong Reputation-a university strongly supported by and engaged with its students, alumni, donors, government, business and other partners and communities it serves</p> |

Environmental Scan

Trends in Post-Secondary Practice

As part of the business planning process, consideration of the current trends in post-secondary practice provides a view of the challenges and opportunities that lie ahead as universities prepare students for a rapidly evolving world:

- Accelerated study programs through a competency-based approach to learning that provide dynamic, adaptive, as-needed student-focused and personalized learning environments (i.e., micro-credentials).
- Increased experimentation in teaching and learning including high-velocity

learning (i.e., learning through delivery and problem solving).

- ↳ Mobile learning/ubiquitous learning (i.e., utilizing technologies which enable learning at any place, and on any device and operating system, at any time).
- ↳ A focus on green technology, climate change and a low carbon economy.
- ↳ Applied research relevant to the private sector.
- ↳ Study programs which integrate different places of learning (e.g., dual study programs that combine company-based (co-operative) training with university studies, or integrated study programs for students with a professional background that combine three places of learning: the university, professional practice and self-study in a private setting (at home, online)).

Through solid research and fact-based, astute business and academic decisions, the university will explore and take advantage of appropriate opportunities aligned with this strategy and its mandate.

Economic and Political Environment

Over the coming years, uncertainties generated by the recent change in federal government administration in the United States with implications of protectionism and the unorthodox approach now being taken by the U.S. President, combined with the potential fall-out of the Brexit vote, are expected to have an impact on the Canadian economic landscape. Further afield, moderate economic growth is expected in China and India which are markets of particular interest in Royal Roads' international recruitment plan.

The Business Council of British Columbia's revised outlook as of July 2017 calls for 2.7 per cent growth in British Columbia in 2017 and 2.5 per cent growth in 2018 with revisions that are "owing to sustained strength in the job market, robust consumer spending and a slight improvement in the global economic setting."¹

The Conference Board of Canada predicts that Real Gross Domestic Product, which measures economic growth minus inflation, is projected to grow at an average of 2.2 per cent per year through 2025. The board suggests a tightening domestic labour market, affected by a gap in the availability of skilled labour combined with high costs, will have implications on economic drivers².

According to the 2017 provincial government study "*British Columbia Labour Market Outlook: 2017 Edition*,"³ the province will have over 917,000 job

¹<http://www.bcbc.com/publications/2017/bc-economic-momentum-carries-on>. Accessed August 2017

² "The Economic Outlook: Looking ahead to a better 2017", presented by Pedro Antunes, Deputy Chief Economist, The Conference Board of Canada, January 2017

³ B.C.'s Labour Market Outlook: 2017 Edition, accessed May 25 2018: <https://www.welcomebc.ca/Choose-B-C/Why-Choose-British-Columbia-Canada/B-C-2025-Labour-Market-Outlook>

openings by 2027, with an estimated 36 per cent of those openings requiring a bachelor, graduate or professional degree. Approximately 42 per cent of those jobs will be in occupations requiring diploma, certificate or apprenticeship training. Combining these two groups means that almost 80 per cent of future job openings will require some form of post-secondary education. Having the right mix of education and training programs available to meet those emerging labour market needs will be essential for the economic success of B.C.

Almost 70 per cent of job openings will be due to retirements and illness/deaths. Nearly half of those jobs will be filled by new entrants in the workplace, with migrants expected to fill 35 per cent of future supply needs (27 per cent from other countries and 8 per cent from the rest of Canada).

New priorities from the recently elected minority provincial government in British Columbia will translate into additional challenges and opportunities for the university. The joint agreement between the province's NDP and Green parties, along with each party's respective political priorities and agendas, will require additional analysis in order to identify linkages, alignments and academic and business opportunities, leading to a stronger understanding, awareness and advocacy by and with political leaders.

Competitive Landscape, Technological Change and Evolving Student Needs

Like many other sectors, the post-secondary landscape is faced with ongoing challenges associated with increased costs; intense provincial, national and international competition; increased government regulation and reporting requirements; reduced public funding; and unpredictable economic conditions. At the same time, student expectations are evolving and their learning requirements expanding to include more technology, 24/7 access, flexibility and compressed time frames.

In a progressively competitive environment, students are demanding not only a high-quality education, but also a high-quality student experience. Universities are responding by developing and delivering the four components of the student experience: the application experience; the academic experience; the campus experience; and the graduate experience.

Royal Roads is not immune to these conditions. To address this increased competitive pressure and differentiate itself in this crowded space, the university must maintain and develop relevant and distinct programming, while meeting and exceeding high-quality standards and educational opportunities throughout the student experience life cycle. In order to support the success of its students, it must build on the brand promise "Life.Changing" and ensure that its capital and technology structures and operations are efficient and effective.

Significant Shifts and a Refocus With a 25-Year Horizon

With more than two decades of progressive growth as an institution, Royal Roads University is now at a crossroad in terms of its organizational maturity. Opportunities positioned are representative of the organization's objectives as it reaffirms its sustainable growth and diversification agenda, setting it up for success through to a 25-year horizon. Ensuring that processes, functions and decision-making are robust, Royal Roads is positioning itself for long-term success in terms of its confidence, readiness and capability of its academic programming, business processes, human resources, data and technology performance measurements and risk management.

The following points represent significant shifts and refocusing of priorities:

- **Market-driven programs:** The continued development of domestic educational programs that are responsive to market and employer-driven needs is foundational to Royal Roads' strategic academic approach. Partnerships with industry, employers and government will ensure the university captures the skills and competencies needed for an ever-changing workplace. The university will underscore this development with an interdisciplinary approach to its programming, research and teaching: taking the best ideas from multiple perspectives and applying them in unique ways to help provide innovative solutions to the world's most complex problems. As an example, the university will include the design and delivery of demand driven, short, specialized micro-credentials. Based on consultation with business and organization partners, these types of courses will focus on specific competencies or skills and have the ability to stand alone or be combined with other courses in credit or non-credit formats.
- **Internationalization and diversification:** As part of its sustainable and long-term growth efforts, Royal Roads University must strive to meet its internationalization and diversification goals in terms of its academic program offerings and its student population. The university will refocus its efforts on an internally-resourced international recruitment team and forge a broader range of academic partnerships-domestic and international-that will lead to a more diverse student population. Implementing its global marketing strategy, the university will continue to expand and improve upon existing partnerships, including those with accredited international post-secondary institutions. These partnerships will also include more opportunities for student and faculty exchanges in support of diversity and intercultural understanding and awareness at Royal Roads.
- **Reconciliation:** The context of the long history of the lands at Royal Roads combined with the spirit and intent of authentic reconciliation in Canada, come together at this time for the university. Through academic programs and the business operations of the university, Royal Roads will live its learning and recommit its efforts on Indigenization and reconciliation. The university takes seriously the recommendations of the Truth and Reconciliation Commission and the Principles of Indigenous Education

adopted by Universities Canada. Royal Roads can make advances toward true reconciliation by assisting and supporting Indigenous students to achieve their education and career development goals; educating non-Indigenous members of the university community about the histories, cultures and integral role of Indigenous peoples in Canada; and finding ways to work together.

Market segmentation: Royal Roads will embrace a market-segmentation strategy that purposefully targets prospective domestic student audience groups based on motivations and barriers, rather than blanket marketing or strictly by demographic segmenting. The opportunity and benefits of segmenting prospects by motivation (and psychographics) begins with understanding the “why” (motivation) first and then determining the “how/what” (area of study and method of delivery).

▫ **Strong financial model:** Royal Roads will continue to develop an effective financial strategy to efficiently align resources to strategic priorities and improve processes to support managerial decision-making through financial analytics, using the existing strength of Royal Roads’ financial model and creating new ways to sustain and grow to meet market demand and student needs.

▫ **Workplace of choice:** Royal Roads promotes a regenerative work culture to build trustful, supportive work relationships that create a sense of individual ownership in the organization’s results and success through transparent, two-way communication; work empowerment; innovative practices; and informed risk taking.

▫ **Building infrastructure:** Strategic investment in capital infrastructure is integral and essential for long- term business planning and building for the future. The emphasis on capital investments is critical for Royal Roads, particularly given that capital is not only about bricks and mortar, but also technology—the life-blood of the university’s academic pedagogy, program delivery and business operations. These investments will have an impact on margins in the short term, but it is hoped they will gain positive momentum in the longer term.

▫ **Technology:** This is fundamental to the design of program delivery structures and an essential component of both online and face-to-face programs. Royal Roads will aspire to use new and innovative technology, such as cloud-based applications, to enhance performance and operational efficiency. This will improve student success through learning in a technology environment that is up-to-date, user-friendly, secure and responsive to information access needs.

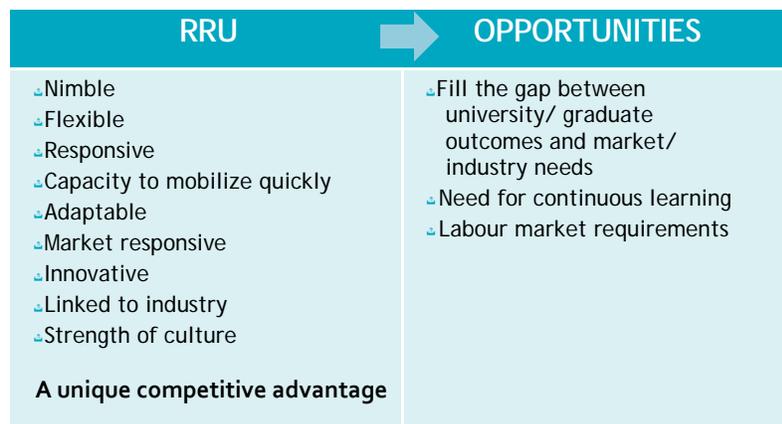
▫ **Campus:** The University will continue to emphasize its role as a responsible and respectful steward of the physical and natural campus environment. This will be combined with appropriate capital infrastructure investments that include energy efficiencies and reduced carbon emissions. Royal Roads is preparing for project opportunities from enhanced provincial and

federal capital funding programs. This will allow increased investment in activities that support the needs of a growing and diverse student population.

▫ **Alumni connection:** Royal Roads will continue to focus on building and strengthening continuous and vibrant connections with this important community by enhancing alumni engagement on Royal Roads Connect. The university will continue to celebrate the personal and professional achievements of its alumni while facilitating alumni celebrations and outreach activities that support its goals for public engagement, student recruitment, fundraising and advancement.

Value Proposition

Royal Roads’ unique competitive advantage positions the university to fill a gap and seize new opportunities in the post-secondary marketplace over the next five years.



Programs

Royal Roads University is a vibrant, robust and relevant community of people transforming knowledge and experience into opportunity. From its inception in 1995, Royal Roads set out to change the way universities work, by building something new, something specifically designed for students. Royal Roads pioneered the blended-learning model in Canada. This model combines short-term on-campus residencies with online learning and teaching built on the strengths of team-based, applied and experiential practices.

Royal Roads has a mandate to respond to the needs of current and future workforces. The quality of its distinctive academic programming is the bedrock of its success and the opportunity for the university to build on that success remains significant. Royal Roads graduates are problem solvers in a world searching for solutions. The university provides programs relevant to the big questions being asked in contemporary society. The university’s future growth will continue to be founded on the strong interplay between collaborative, experiential and applied learning.

Research is intrinsic to Royal Roads' 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, Royal Roads 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 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.

Interdisciplinary Approach and Other Shared Program Elements

In 2017/18, Royal Roads introduced an academic theme of interdisciplinary programming and course options. This approach takes the best ideas from multiple perspectives and applies them in unique ways to help provide solutions to the world's most complex problems. The university will continue to assess this strategy as an essential shift that touches virtually all program areas. It will also structure its academic portfolios and program delivery options to optimize this shift, maximizing its impact on the service and quality of Royal Roads programs and the student-learning experience.

All the university's programs share a number of distinct, fundamental curriculum-design elements, learning processes, and support services that work together to foster authentic, relevant and meaningful student learning. Programs are primarily delivered in a blended model consisting of short, intensive, on-campus residencies, and fully online teaching and learning: an ideal combination for working professionals.

The Royal Roads academic model fosters a positive and collaborative learning environment that attracts motivated and goal-oriented individuals, resulting in high retention and completion rates. Approximately 70 per cent of Royal Roads students study while continuing their full-time employment. When students bring their work experience into the team environment classroom, it becomes an integral part of the learning for all students.

Royal Roads University's accelerated undergraduate completion programs and accelerated master's programs help students move into the workforce more quickly. Many programs also include work- integrated learning components to help students get hands-on experience so they can change careers or advance further in their current roles or organizations. Aligned with Royal Roads' internationalization strategy and the priorities of the province, the university has also incorporated full-time pathway programs for international students in support of their academic success.

Royal Roads now offers close to 60 graduate degrees and certificates, undergraduate degree-completion and other programs in eight key areas:

- Business and Management
- Leadership Studies
- Communication and Culture
- Environment and Sustainability
- Education and Technology
- Tourism and Hospitality Management
- Humanitarian Studies
- Interdisciplinary (self-directed) Studies

The university delivers programs in several distinct models, geared towards the differentiated needs of its students:

- Blended, combining online and short on-campus residency modules, at both graduate and undergraduate levels
- On-campus, third and fourth year accelerated undergrad degree completion models
- On-campus, accelerated graduate programs
- On-campus International Study Centre (ISC), creating first and second year pathways for international students into undergraduate and graduate programs
- Fully online
- Programs offered internationally with offshore partners

Internationalization

Internationalization at Royal Roads University fulfils two needs: it provides an additional opportunity to deliver on its unique mandate by increasing student diversity and it ensures a more diversified revenue base for the institution's sustainable and strategic growth.

Internationalization consists of three main activities:

- ↳ Building and creating international programs through strategic university partnerships that enhance the student experience and attract international prospects to domestic and offshore programs (e.g., block transfer agreements, international pathways, dual degrees and international field schools).
- ↳ Student and faculty mobility in support of international and intercultural understanding, research, internships and student and faculty exchange.
- ↳ Recruiting international students in key markets using internal resources and collaborating strategic international partners and international organizations (e.g., Global Affairs Canada, BC Trade and Investment, Canadian Bureau of International Education, British Columbia Council on International Education, Education Victoria, Maple Leaf Education Systems, and Concord College of Sino- Canada).

Indigenization and Reconciliation

An increased emphasis on the Indigenization and reconciliation priority for the university will manifest itself through many channels. Rather than taking a traditional top-down approach to defining Indigenization and reconciliation and its expression across the university, Royal Roads has chosen a grass-roots approach, propelled in part by a generous grant from the provincial government

intended to support the success of Indigenous and Métis students.

This approach is intended to raise awareness internally about the rich culture and history of Indigenous peoples, the injustice and impact of colonialist policies, the horrors of residential schools and their intergenerational trauma, and what it means to take an Indigenous perspective in the workplace. The hope is that by doing so, the university community will systemically undertake Indigenization and reconciliation in a way that is authentic and sustained.

There has been a growing understanding of the appropriate protocols for how this work should evolve in the context of the culture of the nations upon whose ancestral land the university rests and the teachings of Elders of many nations. Understanding and respecting these protocols has gone a long way toward creating the positive relationships that are the necessary foundation for working together. The experiences of many faculty and staff in program development and delivery, research, and other related activities that have involved Indigenous people and communities, has provided rich opportunities for learning to walk together as well. Direct actions that align with the shared teachings have been critical to the development of the strong relationship Royal Roads now enjoys with the local nations.

Program Content Demand

The university will develop and introduce new degree and certificate programs in response to market demand and it will continue to ensure its programs are aligned with government plans and priorities.

Responding to feedback from the marketplace, high-quality degree programs are being personalized to allow individuals to build on existing professional and academic credentials. The College of Interdisciplinary Studies serves as a collaborative hub for the two existing faculties to deliver Royal Roads' current interdisciplinary offerings and explore new programming in this area. Specifically, the college delivers three interdisciplinary degree programs, year one of the international undergraduate pathway programs and a series of graduate certificate programs.

The delivery of international and domestic contract training continues to align with the domestic academic programs in order to maximize their direct and indirect returns for the university, with modest projected growth. They also offer Royal Roads an opportunity to test the market with new programs and enhance its collaboration with industry and strategic international partners.

Domestic Programs

Royal Roads will ensure that all major new program initiatives are consistent with the academic and business objectives of the university and are screened to ensure they are market-driven and applied, aligned with core competencies, enhance the institution's reputation, contribute to enrolment growth and meet financial objectives. New programs will be based on identified opportunities, institutional strengths, program successes and

existing operational achievements.

Offshore Programs

Royal Roads also has an active presence in Asia Pacific markets. Over the past 16 years, the university has successfully offered offshore degree programs in China, Hong Kong and Taiwan. The university will continue to offer for-credit programs including a Diploma in Tourism and Hospitality Management, an MA in Environment and Management and an MA in Educational Leadership and Management. Over the next five years, the university will continue to partner with well-established universities and other reputable organizations to develop and offer further programs based on Royal Roads' Board of Governors guidelines and business and academic criteria.

Professional and Continuing Studies

In 2016, a fully integrated department of Professional and Continuing Studies (P&CS) was established to align similar functions and share resources in the delivery of master's level graduate certificates, non-credit courses and custom designed and delivered programs (both domestic and international).

P&CS offerings are an active component in the academic mix at Royal Roads, enhancing careers and enriching lives for more than 3,700 students annually. P&CS programs help shape and sustain a culture and continuum of innovative, lifelong learning by offering more than 200 short, unique and non-credit courses and certificates in the domains of professional advancement, green learning, personal enrichment and academic support (e.g., academic writing and accounting preparatory courses).

P&CS also offers organizations relevant graduate certificate programs specializing in a variety of professional fields (e.g., executive coaching, project management and workplace innovation), as well as contract training to various public- and private-sector organizations. P&CS courses, certificates, workshops and programs are offered in a variety of ways including face-to-face, blended and online.

All graduate certificate programs offered through P&CS allow transfer credits into a variety of master's programs at the university. This creates a pathway for students who would like to continue their learning experience at Royal Roads.

P&CS will continue to introduce new courses and programs annually that meet the competency demands and workforce skills, and support the provincial government's goal of building a strong, sustainable, innovative economy that works for everyone.

First Nations Technology Council Partnership

Through the partnership with the First Nations Technology Council the *Foundations in Innovations and Technology* (FiiT) program will be delivered online, harnessing Royal Roads' ground breaking, technology-enabled teaching and learning expertise. This comprehensive digital skills program is designed for First Nations communities cross the province. It supports the full and equitable participation and leadership of Indigenous Peoples in the provinces

fastest growing sector. The program will also be showcased at the #BCTECH Summit in May 2018.

Quality—University of choice for relevant, applied professional, high-quality, high-value education and research, providing continuous opportunities to learn and transform lives and careers

Using a multifaceted approach, Royal Roads will maintain its focus on high-quality educational experiences for the university's targeted mix of graduate and undergraduate students. Academic quality across all program areas will be monitored through the work of the Curriculum Committee, Academic Council, Program and Research Council, as well as by engaging program advisory councils composed of a mix of internal and external subject matter experts and gathering feedback from students and alumni and input from employers.

From a system-wide perspective, in 2017/18 the university reviewed its quality assurance processes by participating in the pilot quality assurance audit mandated by the provincial Degree Quality Assessment Board.

Curriculum Committee processes that were streamlined in 2016/17 have resulted in more effective course and program review and approval. At the same time, these processes maintain oversight of academic quality and new initiatives. For example, program mapping provided by the Centre for Teaching and Educational Technologies (CTET) provides data that better informs learning design.

Ongoing faculty development services and technical support will be reinforced based on the current review of the CTET function, and new directions will follow from the results. This will also inform the development of STUDIO, the popular and productive service that provides just-in-time support of academic quality for faculty who need assistance, whether in course or in the process of developing one.

Results from internal and external surveys of students have been consistently positive over the years. This feedback provides insight into the experience of students and where improvements can be made to continually enhance quality. The university will keep monitoring these indicators and respond as appropriate. The student feedback plan will be reviewed in 2018/19 and adjustments considered in this year and on a biannual basis thereafter to balance the advantages of benchmarking with changes in response to emerging needs.

While there are elements of Royal Roads' learning model that other institutions may now imitate, students and alumni attest that the Royal Roads University student experience is different. The amount and type of student support significantly affect student success and satisfaction, and play a key role in distinguishing the student experience. These services will continue to evolve based on changing priorities resulting from curricular reviews and revisions.

Impacts on co-curricular and extra-curricular services, which are tied to student academic outcomes and shifting student needs, will also be monitored and resourced accordingly in order to continue to support student access, retention and success.

Technology—Provide innovative and efficient IT services and support to transform Royal Roads' use of technology in its pedagogy

Digital technology is a critical enabler of the Royal Roads learning model. It is also foundational to collaborative, team-based, experiential and technology-enabled learning; all elements of Royal Roads' learning model that continue to differentiate our students' learning experience. Although the university pioneered a new blended learning model in Canada over two decades ago, it is no longer alone in the field. Royal Roads will see a shift in how it invests, manages and finances this essential resource and element of the Learning and Teaching Model.

The Royal Roads technology plan supports the learning and teaching model by addressing the rapid changes in technology and meeting the university community's evolving need to:

- ↳ Provide a robust and scalable suite of learning tools to support student success.
- ↳ Support the student experience with more online capabilities throughout the student lifecycle.
- ↳ Provide immediate access to information with a technology environment that is user-friendly, responsive and secure.
- ↳ Provide for efficiencies in cost management by identifying opportunities for automation improvements.

Process

Financial Sustainability—Guided by a strategic plan, with sustainable and affordable growth in each academic business segment, ensure revenue and cost relationships are maintained and support costs are managed in relation to margin growth

Royal Roads continues to chart its own course by building on a firmly established foundation of success based on its unique mandate. The drivers of change are many and have combined in a pressing call to action for the university sector. A few of the many challenges pressing on the post-secondary sector are shifts in demographics, new partnerships, changing research agendas, sustainable funding, applied focus and the internationalization of education. Royal Roads' success is in part due to the strength of its financial model. The university operates under a business model that requires it to adhere to high levels of integrity; namely, to be efficient (cost conscious), accountable,

performance-management driven, service-oriented and respectful. Unlike many post-secondary institutions, Royal Roads carries no operating debt.

Plans and Priorities

Guided by a Board of Governors' policy that targets overall annual expenses at 95 per cent of revenues, Royal Roads will continue to operate efficiently and effectively. The university's flexible business model and structured business discipline have consistently produced sound financial performance. This has provided both the resources to re-invest regularly in the development of academic programs to sustain future growth and build a framework within which the academic outcomes have excelled.

Partnering with the provincial government on the Administrative Service Delivery Transformation (shared services) initiative, Royal Roads is focused on saving costs, achieving administrative efficiencies, sharing best practices, and enhancing the quality of services across the sector. In addition, the university will continuously improve its business processes.

Royal Roads continues to participate in the development and implementation of a common application system for all public post-secondary sector institutions in the province. Working collaboratively with the EducationPlannerBC (EPBC) Royal Roads is actively developing strategy and processes to fully onboard to EPBC by September 2018.

Royal Roads will maintain a healthy financial position over the next five years. With expanded emphasis on infrastructure investments, the composite financial health ratios will reduce, but otherwise remain, strong.

People

***Work Place of Choice** An engaged, inclusive and caring workplace that supports professional and personal success and effectively advances Royal Roads' strategic objectives*

Royal Roads University is committed to developing an engaged, high-performance workplace of choice that encourages new ideas and approaches to learning and teaching, and is supported by an inclusive and caring "regenerative work culture" based on transparency, empowerment, trust and pride. It is a culture that focuses on student success, and that appreciates, acknowledges and celebrates the diversity of students, faculty and staff.

With greater workplace transition taking place as the population ages, a diversified, and evolving intergenerational workforce will emerge. The university will strive to provide an environment that encourages employees' professional and personal development and success, and will support and promote organizational wellness and health in its workforce.

To achieve its academic and financial mandate, Royal Roads will continue to maintain a workforce that is aligned, efficient and motivated. An integrated

human resources strategy ensures that the overall staff complement is shaped in a timely way to meet the academic growth and diversification plan. Furthermore, it adopts a compensation strategy that is fair, equitable and affordable, both within Royal Roads' business model and the Government of B.C. compensation framework.

Plans and Priorities

Staff Complement–Growth

The human resources complement is comprised of full-time permanent employees (both faculty and staff); contracted associate faculty delivering programs on a part-time basis; and additional contracted professional staff who support university operations.

Effective alignment and strategic management of the university's human resources are critical factors in the success of its growth and diversification agenda. These enable it to continue to be a customer-focused organization, providing high-quality academic programs.

As a fundamental component of the total workforce, Royal Roads continues to rely on associate faculty, allowing the university to mobilize teaching resources in response to student demand. This model is calibrated to align with the full-time faculty complement, to ensure the cornerstone of Royal Roads' academic delivery model and student experience remains strong, flexible and demand-focused.

Royal Roads continues to invest in faculty and associate faculty as enrolments increase. Growth in staffing and other costs are targeted to those support areas that require additional resources in order to provide quality services to students as their numbers increase.

Staff complement growth is consistent with projected growth in student FTEs and is intended to preserve student-to- staff service levels for faculty, program support and academic support areas. Administrative support roles will grow proportionally with overall staff growth rates.

Compensation Strategy

Royal Roads approaches its employee compensation from a "total rewards" perspective. Base salaries are complemented by a merit-based compensation framework that depends on the university's annual performance planning and management framework. Total compensation and benefits are consistent with a relevant labour market (comparable-sized organizations and public sector institutions) in which the university competes for talent.

With this in mind, Royal Roads continues to take a strategic approach to the management of its compensation plans, ensuring that decisions and actions align with the outcomes of its business plan and comply with the requirements of the public-sector compensation policy and the government's fiscal mandate.

Royal Roads' approach to compensation planning continues to consider all employee groups. Specific

compensation plans describe the performance-based approach to compensation (at both organizational and individual levels), and the university's commitment to fairness, equity and transparency.

Royal Roads seeks to maintain competitive rates of pay in relation to the current labour market, while ensuring that compensation decisions are aligned across all employee groups. However, compensation caps and executive freezes make it increasingly challenging to attract and retain high-quality faculty and administrators.

Place

***Sustainable stewardship**—An organization respectful of its location, with appropriate and sustainable infrastructure and technology for its campus and online environments, which effectively advances Royal Roads' strategic objectives*

Historically, the land upon which Royal Roads operates was a place of gathering for the people of Coast Salish heritage. It was called *Teechamitsa*-a place devoted to creating a common good through the growing and gathering of herbs and medicine. It is a place to reflect on change, community needs and aspirations-a place of learning.

Royal Roads is respectful of its location. Learning is enriched by the university's strong commitment to the land and to preserving nature. Situated on 565 acres that include old-growth forests, world-class gardens, a migratory bird sanctuary and stunning views of mountains meeting the ocean, the university lands are truly a place where powerful learning experiences are often just a walk in the woods away.

Fundamental to a long-term investment in campus capital infrastructure is the university's commitment to its stewardship responsibilities on the national historic site and its long-term interest in the property. Principles guiding future campus planning and development will continue to align with Royal Roads' business objectives.

Learning is also enhanced at Royal Roads through the university's online environment. For over two decades the university has worked to cultivate and improve the virtual learning experience for students studying from all parts of the province and beyond.

With growth and its impact beginning to materialize, the university is better anticipating the increasing pressures exerted on the existing physical and technological infrastructure. While fulfilling its stewardship goal, Royal Roads will continue to leverage the value of the physical and virtual campus in support of its mission, business imperatives and a changing student population. The university will optimize the existing infrastructure and create new and innovative spaces to meet current and future academic program needs.

Approval in 2016/17 of the \$24.8M Centre for Environmental Science & International Partnership (CESIP) project, in parallel with a suite of deferred maintenance initiatives, intensified activity in the university's capital infrastructure program. Increased opportunities for private and government investments that support the university's long-term asset management and growth plans are expected to continue during the planning period.

By implementing the provincial government's multi-year deferred maintenance funding framework, the university has been able to prioritize and finance initiatives over multiple fiscal cycles. This allows projects to be executed and completed in a more proactive fashion. Aligning with the university's new business plan goals and financial model, investments in the range of \$5.0M annually are anticipated as the university aims to address immediate deferred maintenance issues. These plans will include a continued commitment to reducing the university's carbon emissions and remain a carbon neutral operation.

Profile

***Reputation**—A university strongly supported by and engaged with its students, alumni, donors, government, business and other partners and communities it serves*

Strategic Context

Royal Roads continually receives high marks from those who know the university best. Students and the expanding group of worldwide alumni strongly endorse the quality of interdisciplinary programming and the benefits of collaborative learning. Royal Roads students and alumni are actively applying their knowledge to create opportunity and value in the lives of people beyond the borders of the university.

It's not just Royal Roads' alumni and students. The university is also a source of inspiration to many external audiences as well, impressed with the quality of education, faculty and research and its committed and passionate staff. While the university's focus remains on providing a life-changing educational experience, it also recognizes the importance of developing these partnerships in all their forms.

Royal Roads understands its role as a neighbour in the evolving and growing Westshore and Greater Victoria region, as a collaborator with its sister institutions on the island, as a clearly differentiated element of the post-secondary sector within the province and as an advocate for university education nationally in partnership with Universities Canada.

With its 23-year history of progressive success, Royal Roads is poised to further enhance its profile and reputation.

The 2014-2018 Indigenous Education and Student Services (IESS) strategic direction made clear that Royal Roads University contributes to reconciliation

through education, aligning with the Truth and Reconciliation Commission of Canada's Calls to Action, Universities Canada's 13 Principles on Indigenous Education, and the provincial government's Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan: 2020 Vision For The Future. Excellent progress has been made toward the recommendations that were identified in that strategy, including developments in programming and research. As a natural outcome of this work, there is also a growing enthusiasm for supporting reconciliation work and increasing the university's emphasis on Indigenous education. This enthusiasm has been evidenced by an increasing number of proposals for initiatives. Consultation is now underway to review and refresh the strategy.

Royal Roads will create and launch a Three Island Nations Indigenous Education Advisory Committee and an Indigenous Education Planning Circle, as well as develop and implement an Indigenous Cultural Representation Plan. It will also initiate plans to assist and support Indigenous students in achieving their education and career development goals; educate non-Indigenous members of Royal Roads' university community about the histories, cultures and integral role of Indigenous peoples in Canada; and find ways to work together.

Plans and Priorities

The Royal Roads alumni community includes both university graduates, domestic and international, and ex-cadets from Royal Roads' 55-year history as a military college. Their positive actions in their lives, work and communities help reinforce a positive reputation for the university. Royal Roads has been building continuous and vibrant relations with this community, and will continue to facilitate alumni recognition and celebrations that support Royal Roads' public engagement, student recruitment, as well as fundraising and advancement.

The university will also continue to develop partnerships with donors and supporters to advance additional student funding in support of outstanding students and students in need. It will also pursue support for applied research, as well as for campus infrastructure, heritage and gardens that directly benefit the experience for all.

Through direct and indirect engagement and other government relationship-building activities at all levels, the university will continue to build an awareness of its value proposition, will explore opportunities for aligning priorities, and will work together with government leaders to help solve common issues affecting their constituents. The university will also work to build a reputation with its government stakeholders for offering sound policy and training advice.

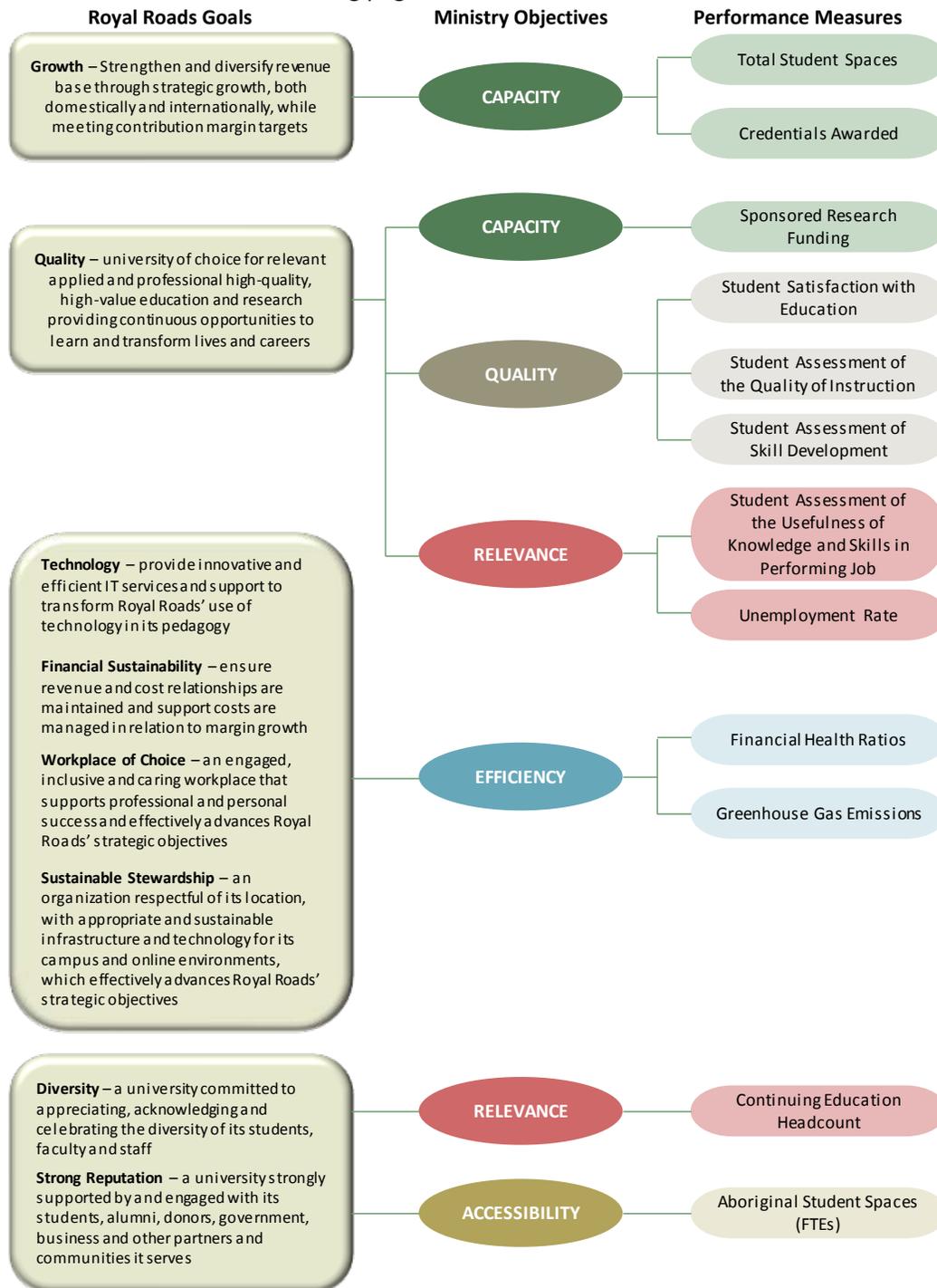
Overall, the university will continue its work to build its profile and reputation by sharing its successes, telling its stories and communicating and promoting its unique value proposition. It will do this not only with those who know the university well, but also more broadly to targeted government officials and departments, to strategic academic partners, as well as industry and business partners and associations, donors and potential students. By building and

reinforcing these relationships and partnerships, new networks of influential external advocates will emerge: champions of the university and its mandate.

Performance Plan: Goals, Objectives Performance Measures and Targets

Alignment with Ministry Objectives

For the purposes of aligning the university’s goals for the current reporting period with the Ministry accountability framework, Royal Roads has mapped its strategic anchors and goals to provincial objectives and measures on the following page.



Performance Measures and Targets

Performance is measured and outcomes are reported in the context of the Ministry's results-based accountability framework for the provincial post-secondary system. Within this context, the framework serves to benefit students by ensuring they receive quality education and educational opportunities relevant to their needs and the needs of the labour market, as well as all BC residents by ensuring the public post-secondary system's ongoing contribution to social and economic development. A series of performance measures are tied to 5 key strategic objectives – capacity, accessibility, quality, relevance, and efficiency. Performance measures also include measures which are specific to Royal Roads.

The following pages assess Royal Roads performance using the measure under the Ministry of Advanced Education's Accountability Framework for post-secondary education. The Ministry assess performance based on the following scale:

| Assessment | Percentage |
|------------------------|--|
| Exceeded | 110% or more of the target |
| Achieved | 100% - 109% 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 |

Results

The university's capacity to meet or exceed performance targets is reflected in the following tables. The data represents the results reported for the 2016/17 and 2017/18 fiscal years and summarizes targets up to fiscal year 2018/19 for the performance measures identified in figure 1.

Ministry Objective - Capacity

| CAPACITY | | | |
|--|------------------------|---------------------------|-----------------------------|
| Performance Measure: Total Student Spaces | | | |
| | Ministry Target | Royal Roads Actual | % of Ministry Target |
| 2016/17 | 1,980 | 2,168 | 109% |
| 2017/18 | 1,980 | 2,154 | 109% |
| Performance Assessment | Achieved | | |
| | Ministry Target | Royal Roads Target | % of Ministry Target |
| 2018/19 | 1,980 | 2,167 | 109% |

| CAPACITY | |
|---|-----------------|
| Performance Measure: Credentials Awarded | |
| 2016/17 Actual | 1,175 |
| 2017/18 Target | 1,130 |
| 2017/18 Actual | 1,173 |
| Performance Assessment | Achieved |
| 2018/19 Target | 1,185 |

| CAPACITY | |
|--|------------------------------------|
| Performance Measure: Sponsored Research Funding (\$000) | |
| 2016/17 Actual | \$2,031 |
| 2017/18 Royal Roads Target | ≥ previous year |
| 2017/18 Actual | \$2,234 |
| Performance Assessment | Royal Roads Target Achieved |
| 2018/19 Royal Roads Target | ≥ previous year |

Ministry Objective - Quality:

| QUALITY | |
|--|-----------------|
| Performance Measure: Student Satisfaction with Education | |
| 2016/17 Actual | 90.0% ± 3.0% |
| 2017/18 Target | ≥ 90% |
| 2017/18 Actual | 92.5% ± 2.7% |
| Performance Assessment | Achieved |
| 2018/19 Target | ≥ 90% |

| QUALITY | |
|---|-----------------|
| Performance Measure: Student Assessment of the Quality of Instruction | |
| 2016/17 Actual | 93.4% ± 2.5% |
| 2017/18 Target | ≥ 90% |
| 2017/18 Actual | 93.1% ± 2.6% |
| Performance Assessment | Achieved |
| 2018/19 Target | ≥ 90% |

| QUALITY | |
|---|-----------------|
| Performance Measure: Student Assessment of Skill Development (Avg. %) | |
| 2016/17 Actual | 87.8% ± 3.2% |
| 2017/18 Target | ≥ 85% |
| 2017/18 Actual | 90.8% ± 2.7% |
| Performance Assessment | Achieved |
| 2018/19 Target | ≥ 85% |

Ministry Objective - Access:

| ACCESSIBILITY | |
|---|-----------------|
| Performance Measure: Aboriginal Student Spaces (FTEs) | |
| 2016/17 Actual | 99 |
| 2017/18 Royal Roads Target | ≥ previous year |
| 2017/18 Royal Roads Actual | 120 |
| Performance Assessment | Exceeded |
| 2018/19 Royal Roads Target | TBD |

Ministry Objective - Relevance:

| RELEVANCE | |
|---|-----------------|
| Performance Measure: Student Assessment of Usefulness of Knowledge and Skills in Performing Job | |
| 2016/17 Actual | 86.7% ± 3.7% |
| 2017/18 Target | ≥ 90% |
| 2017/18 Actual | 86.1% ± 4.1% |
| Performance Assessment | Achieved |
| 2018/19 Target | ≥ 90% |

| RELEVANCE | |
|--|--|
| Performance Measure: Unemployment Rate | |
| 2016/17 Actual | 2.4% ± 1.6% |
| 2017/18 Target | ≤ 10.6% |
| 2017/18 Actual | 6.2 % ± 2.7% |
| Performance Assessment | Exceeded |
| 2018/19 Target | ≤ unemployment rate for individuals with high school credentials or less |

| RELEVANCE | | |
|-------------------------------|---|--------------------------------------|
| Performance Measures: | Continuing Education Headcount ³ | Continuing Education Paid Enrolments |
| 2016/17 Actual | 4,076 | 3,614 |
| 2017/18 Royal Roads Target | ≥ previous year | ≥ previous year |
| 2017/18 Actual | 3,786 | 3,389 |
| Performance Assessment | RRU Targets Sustainably Achieved | |
| 2018/19 Royal Roads Target | TBD | TBD |

Ministry Objective - Efficiency:

| EFFICIENCY | |
|--|-------------------------------|
| Performance Measure: Greenhouse Gas Emissions ⁴ | |
| 2016 Actual | 1,010 metric tonnes |
| 2017 Royal Roads Target | Maintain or reduce emissions |
| 2017 Actual | 1,016 |
| Performance Assessment | Substantially Achieved |
| 2018 Royal Roads Target | Maintain or reduce emissions |

Financial Health & Sustainability

The Ministry Institutional Accountability Plan and Report template does not include financial health and sustainability targets. However, a brief summary of the university’s financial profile is included as a means of providing an integrated measure of Royal Roads performance.

The financial health tool includes 3 ratios plus a composite score:

- The primary reserve ratio provides a measure of the university’s liquidity and margin against adversity
- The equity ratio measures the university’s capital resources and ability to borrow
- The net income ratio measures the university’s ability to operate within its means

The composite score is determined by converting each of the three ratios into a strength index and then taking the weighted average of the three. The composite score rating scale follows:

| Composite Score Range | Rating |
|-----------------------|-----------|
| 2.5 to 3.0 | Excellent |
| 1.5 to 2.4 | Good |
| 1.0 to 1.4 | Fair |
| -1.0 to 0.9 | Poor |

Royal Roads has built and consistently maintained a strong financial position representing a continued focus on fiscal responsibility. This focus is aligned with the university's strategic objectives as well as the Ministry's efficiency objectives.

| EFFICIENCY | | | | | |
|--|-----------------------|--------------|------------------|-----------------|-----------|
| Performance Measure: Financial Health Ratios | | | | | |
| | Primary Reserve Ratio | Equity Ratio | Net Income Ratio | Composite Score | Rating |
| 2016/17 Actual ¹ | 0.712 | 0.396 | 0.025 | 3.8 | Excellent |
| 2017/18 Royal Roads Target ² | 0.524 | 0.338 | 0.047 | 3.06 | Excellent |
| 2017/18 Actual ¹ | 0.710 | 0.356 | 0.025 | 3.63 | Excellent |
| Performance Assessment | Achieved | | | | |
| 2018/19 Royal Roads Target ² | 0.530 | 0.313 | 0.01 | 2.87 | Excellent |
| ¹ Consolidated | | | | | |
| ² Unconsolidated | | | | | |

Financial Information

Royal Roads 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, 2018, (as well as prior years) are available on the university's website at: <http://www.royalroads.ca/about/plans-reports>.