



Strategic Research Plan Summary

2020-2021 to 2024-2025

Royal Roads University acknowledges that the campus is located on the traditional lands of the Xwsepsum (Esquimalt) and Lekwungen (Songhees) ancestors and families who have lived here for thousands of years. This land has been part of the fabric of the life of Indigenous communities long before Hatley Castle was built, and it will be long into the future. It is with gratitude that we now learn and work here, where the past, present and future of Indigenous and non Indigenous students, faculty and staff come together.

Hay'sxw'qa si'em!

Inspiring people with the courage to change the world

Royal Roads research seeks to contribute to positive change in individuals' lives, communities and societies. Our research is intentionally designed to directly benefit the communities in which we live, work and play, be they local, national, or international. Royal Roads research aims to inspire action and address real-world challenges such as those in education, technology, information, the natural world, and social systems as we prepare for a disruptive future. Our research is primarily inter- and trans-disciplinary, which by their nature are collaborative. Partnerships with those that may be impacted by, or use the research are critical. Research undertaken at Royal Roads knows no borders and seeks to inform both local and global contexts. Royal Roads recognizes the importance of, and need for, decolonization in terms of research – research areas, research design, research participation, access to research, and research dissemination – and is committed to practices of decolonization in research. We are committed to removing barriers for equity-seeking groups with regard to both their inclusion in the conduct and leadership of research and access to research. Our research is designed to be shared and to be developed with practitioners who may benefit from the findings and results. Research is integral to and inextricably linked with our learning and teaching model – research informs learning and teaching, and our teaching and learning is explored through research. In addition, research informs the university's operations, our practice, and how we live and work at the university. We move forward with a spirit of inquiry, and a quest for knowledge and insight with a commitment to action.

Statement on equity, diversity and inclusion

Royal Roads commits to conducting quality research, which takes relevant diverse perspectives into account throughout the research process (Bear & Wooley, 2011; Leung et al., 2008; Lightfoote et al., 2014; NSERC, 2017; Parker, Pelletier & Croft, 2015). “When equity, diversity and inclusion considerations and practices are integral to research participation, to the research itself, and to research training and learning environments, research excellence, innovation and creativity are heightened across all disciplines, fields of study and stages of career development” (Government of Canada, 2019, para. 13). Ensuring inclusivity and integrating diversity into research data collection and dissemination is imperative. Our research serves the global community, uncovering and addressing systemic issues related to equity, diversity and inclusion that create barriers for members of equity-seeking groups.

Purpose

The 5-year Strategic Research Plan (SRP) presented here can be viewed as a guiding and directional document. As a university wide plan, it calls for commitment, support and action from all areas of the university including, but not limited to senior management, deans, faculty, research services, the library, marketing, communications, computer services, and student services. It is meant to be a starting point to build a vigorous research climate and culture within Royal Roads and to guide the development of specific areas of focus as we move into the future. The SRP is meant to be dynamic, continuously evolving as new challenges and information emerge. It builds on and flows from Royal Roads' vision “Inspiring people with the courage to change the world”. The SRP also flows from and builds on Goal 2 of the new strategic vision, *Learning for Life: 2045 and beyond*.

Goals, objectives and actions

The Strategic Research Plan includes four goals: advance, enable and support quality research; expand the visibility, reach, and impact of RRU research; identify and focus on priority challenge areas for research at Royal Roads; and expand opportunities to conduct research into learning and teaching at Royal Roads University. Each goal, objectives and specific actions are provided below.

Goal 1 – Advance, enable and support quality research

Objective 1.1 Develop a statement and description of RRU research.

Objective 1.2 Support and promote a vigorous research culture and climate that promotes equity, diversity and inclusion and creates research relevant to diverse audiences throughout Royal Roads.

Objective 1.3 Enhance research effectiveness.

Objective 1.4 Increase support for faculty research.

Objective 1.5 Support student research and the recruitment of strong student researchers.

Objective 1.6 Foster engagement in Royal Roads' research with associate faculty.

Objective 1.7 Improve the quality of faculty research grant proposals.

Objective 1.8 Increase capacity in digital research methods across RRU.

Goal 2 – Expand the visibility, reach, and impact of RRU research

Objective 2.1 Assess the impact and reach of Royal Roads' research.

Objective 2.2 Identify strategies to develop research skills for students.

Objective 2.3 Adopt a university wide strategy on research data management and open scholarship.

Objective 2.4 Showcase Royal Roads faculty, student, alumni, staff and associate faculty research to highlight the importance, value, reach and impact of our research.

Goal 3 – Identify and focus on priority challenges for research at Royal Roads

Objective 3.1 Identify current and select future research theme areas for Royal Roads University research.

Objective 3.2 Build leadership and capacity in themes/priority challenge areas.

Goal 4 – Expand opportunities to conduct research into learning and teaching at Royal Roads University

Objective 4.1 Establish a learning futures group/lab/cluster.

Objective 4.2 Improve the way we conceptualize and communicate the Learning, Teaching and Research Model (LTRM) internally (for more coherence) and externally (to attract students, faculty and partners).

References

- Bear, J. B., & Woolley, A. W. (2011). The role of gender in team collaboration and performance. *Interdisciplinary science reviews*, 36(2), 146-153.
- Government of Canada 2019, Dimensions: equity, diversity and inclusion Canada, accessed October 20, 2020, http://www.nserc-crsng.gc.ca/NSERC-CRSNG/EDI-EDI/Dimensions-Charter_Dimensions-Charte_eng.asp
- Leung, A. K. Y., Maddux, W. W., Galinsky, A. D., & Chiu, C. Y. (2008). Multicultural experience enhances creativity: The when and how. *American psychologist*, 63(3), 169.
- Lightfoote, J. B. et al. (2014). Improving diversity, inclusion, and representation in radiology and radiation oncology part 1: why these matter. *Journal of the American College of Radiology : JACR*, 11(7), 673-80.
- Natural Sciences and Engineering Research Council of Canada (NSERC). (2017). NSERC's framework on equity, diversity and inclusion. Retrieved from http://www.nserc-crsng.gc.ca/NSERC-CRSNG/EDI-EDI/index_eng.asp
- Parker, R., Pelletier, J., & Croft, C. (2015). *WWEST's gender diversity in STEM: A briefing on women in science and engineering*. Blurb, San Francisco, CA. Retrieved from <http://www.blurb.ca/books/6803988-wwest-s-gender-diversity-in-stem>