

24 October 2024

RMC ALUMNI ASSOCIATION  
L'ASSOCIATION DES ANCIEN(NE)S DES CMR



# RMC Alumni Association Presentation to Annual General Meeting (AGM)

Canadian Military Colleges (CMCs)  
Renewal Strategy



# RMCAA has provided a comprehensive, evidence-based submission to the CMC Review Board: “Renewing the Canadian Military Colleges”

## Alumni Association has followed a step-wise approach to this project

### Key steps:

- 1) June 2022, RMCAA statement issued following Independent External Comprehensive Review (IECR) Report
- 2) May 2023, RMCAA issued RFP for advisory & research services
- 3) August 2023, RMCAA engaged Boston Consulting Group (BCG)
- 4) September 2023, CMC “Alumni Experience” survey
- 5) October 2023 – January 2024, RMCAA IECR Steering Committee engaged to guide and challenge project
- 6) February 2024, RMCAA board of directors endorses CMC renewal strategy and proactive engagement plan
- 7) March – June 2024, CMC renewal strategy modules released on **RMCAA website**: “our approach”, “what we heard”, “international comparisons”, “Seven propositions for renewal”, generating feedback from members
- 8) June 2024, RMCAA representatives meet with CMCRB, discuss overview of Renewal strategy, receive questions
- 9) August 2024, CMC alumni “Life Experience” survey
- 10) September 2024, RMCAA adjusts document based on member feedback and survey, makes submission.

## Followed a measured approach to communication and advocacy

RMCAA’s most important audience is our membership

Advocacy is focused on decision-makers (i.e., the Minister of National Defence - MND) and key advisors

Respecting the independence of the CMC Review Board (appointed by MND, 6 December 2023).

Recognizing systemic and cultural failings allowed sexual assault, harassment, discrimination and related misconduct to occur and persist at the CMCs and in the CAF

Recognizing the essential value for Canada of the Canadian Military Colleges as national institutions where a core of new leaders for the Canadian Armed Forces are shaped.

Understanding CMC Review Board plans to complete draft report by end-November, and to report to the Minister in early 2025

# Presentation to AGM

1 Context & overview of our work

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2 Our fact-based approach

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3 Highlight our perspectives on CMCs

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4 Share our recommendations on the Renewal Strategy for CMCs

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5 Discuss next steps



# We need to build a bold plan to renew the CMCs and regain trust of the public, while remaining true to the purpose & intent of the Colleges

## Remain focused on CMCs' raison d'être

The CMCs' current mission is to **educate, develop, and inspire bilingual, fit, and ethical leaders who serve the Canadian Armed Forces & Canada** and instill them with the competencies required to maintain excellence in the profession of arms.

This mission remains **consistent with the original intent of the CMCs when it was first established in 1874** “for the purpose of imparting a complete education in all branches of military tactics, fortification, engineering and general scientific knowledge in subjects connected with and necessary to a thorough knowledge of the military profession.” At the time, the government emphasized that graduates, trained as engineers, would contribute to nation building and that served as the program's foundation.

**The program will need to evolve to reflect the leadership needs of the nation today.**

## Recognize key distinctions between officer and naval cadets & civilian peers

Officer and naval cadets are **full time paid employees** of the CAF. As future officers, officer and naval cadets will be **leading soldiers, sailors and aviators to fight and win in the defence of Canada**. These individuals may be ordered or may have to order others **into harm's way** to perform their duties. This requires a high level of ethical judgment & public trust.

CMCs' mandate is to prepare officer and naval cadets for the profession of arms, which includes understanding the military's **unique governance and leadership role in Canadian society**. As such, cadets are members of society, but in part separate from it. This distinction is important to understand as we build a bold plan to renew the CMCs.

# Foundation of RMCAA's response recognizes the need for CMCs to evolve while remaining true to the original purpose of the institutions

To drive meaningful change at the CMCs while respecting the purpose and legacy of the Colleges, the RMCAA has identified actionable propositions. These **propositions are predicated on the following four core beliefs**:

1

There is a **role for the CMCs** in the broader CAF landscape to be a leadership center of excellence & to lead research in a fast-evolving security landscape

2

We believe that CMCs have an institutional **responsibility for the wellbeing and development of officer and naval cadets**

3

There is a **need for culture transformation at the CMCs**. We are **supportive of the holistic changes** required to cultivate the next generation of leaders for the CAF

4

**Support from the broader CAF** is required to prioritize the right investments. The CMCs are the foundations that can **help operationalize broader changes** in the CAF

The RMCAA is a strong supporter of the CMCs and believe in the evolution of the CMCs to better support the CAF and broader Canadian society. In presenting our propositions, we emphasize our **unwavering commitment to a comprehensive Renewal of the CMCs**.

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# We took a fact-based approach to develop a Renewal strategy for consideration

## RMCAA's strategy

We recognize the **importance of CMCs** to Canada, but also recognize that **significant change** is needed. We required outside expertise to help us develop a robust and evidence-based strategy for Renewal.

**RMCAA launched a competitive RFP process** to select an independent advisor. **Boston Consulting Group (BCG)** was the successful bidder.

**BCG & RMCAA used a fact-based approach and consulted a wide range of experts & stakeholders** to better understand the current state of the CMCs and best practices from other military academies, civilian academic settings and industry. Inputs into this included:

- **Guidance of a dedicated, expert External Steering Committee** with decades of experience in education, public service and military
- **Launching a comprehensive alumni survey** that had over 1,400+ alumni responses
- **Conducting 40+ targeted interviews** with alumni, military, education & other experts
- **Reviewing 200+ alumni perspectives** & class submissions
- **Benchmarking across Five Eyes service academies<sup>1</sup>**, public academic institutions, private organizations and industry

1. US, UK and Australia service academies

## Three stage approach

1

### Strategic landscape review

- Alignment of objectives for CMC Renewal
- Review of reports and in-flight initiatives, including gaps and barriers to progress

2

### Opportunity identification, evaluation & prioritization

- Synthesis of insights across alumni survey, interviews, experts and benchmarking
- Identification, evaluation and prioritization of Renewal opportunities

3

### Summary & implications

- Summary of RMCAA's proposed Renewal strategy and set of Propositions

External Steering  
Committee (SteerCo)  
helped shape the  
overall framework  
and propositions

## Composition

Wide range of expertise, perspectives and experience in education, public service and military



**Michèle Mullen**

SteerCo Chair  
Director General,  
DND, RMCAA  
Board Director



**The Honourable  
Rebecca Patterson**

Canadian Senator &  
Rear-Admiral (Ret'd)



**Dr. Wanda Costen**

Dean, Smith School  
of Business,  
Queen's University



**Dr. Nancy Taber**

Professor and  
Program  
Director, Adult  
Education, Brock  
University



**The Honourable  
Erin O'Toole**

President &  
Managing  
Director, ADIT  
Former MP for  
Durham &  
Conservative  
Party Leader



**Christine  
Whitecross**

Lieutenant-General  
(Ret'd)  
Former Commandant  
of NATO Defence  
College



**Dr. Alice Aiken**

VP, Research  
and Innovation,  
Dalhousie University



**Eric Windeler**

Founder, Jack.org,  
Honorary Doctorate  
(LLD), Queen's  
University,  
for mental health  
expertise



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# Broad spectrum of inputs to inform our Renewal strategy

## ~1,400+ alumni completed the survey

- Comprehensive survey covering all relevant topics
- Diverse set of results: ~18% recent grads (post 2010), ~8% female, ~7% visible minority
- ~23% of alumni who were sent an email answered the survey<sup>1</sup>

## Benchmark across allied service academies

- Benchmarked US, UK, and Australia across comprehensive set of topics including the Cadet Wing, program design and other key topics

## ~40+ expert & alumni 1:1s, interviews or focus groups

- Military, education experts, government representatives and former commandants
- Profiles include Former U. S. Air Force Air Education & Training Commander, Former RMC Commandants, Former Commandant Sandhurst, former RMC Cadet Wing Commanders

## Best practices from academic institutions, other private organizations, and industry

- Includes key learnings from past culture & organizational change efforts

## ~200+ individual alumni emails and responses to RMCAA IECR Response inbox

- Received and integrated alumni perspective from interested parties & individual email submissions

## Past reports, CMC materials & academic studies

- Includes key CMC focused reports (e. g. , SSAV, OAG, IECR, MND), Statistics Canada surveys, CMC handbooks/materials and DRDC academic studies

## 4+ comprehensive Class and Branch submissions

- Received and integrated comprehensive input and submissions from various alumni branches & classes

## External Steering Committee collaboration

- External SteerCo meetings to refine opportunity areas and propositions
- Eight members with a mix of academic, military, political, mental health and alumni experiences

1. Median response rate from email list surveys is typically ~20%. Based on 7144 sent, 787 bounces and 1462 survey respondents.

# There are nuances and caveats to our research...

... but we still believe the integrity and robustness of our propositions

- 1 Our research was guided by a consensus that represents the majority opinion drawn from surveys, focus groups and interviews, but **acknowledges diverging perspectives**
- 2 **Inferences were drawn occasionally** due to practical limitations in data acquisition; these instances are clearly noted in footnotes
- 3 **Although we have not studied differences in “generational” groups**, we observed that older classes are more likely to have a positive experience at the CMCs versus newer classes
- 4 **Some instances of higher reported pressures & stress** may be attributed to the unique challenges of balancing academics with military training & athletics, and a wider course load; this programming is not mandatory in civilian universities



**Our final propositions were informed only after careful deliberation, debate and discussion** by a highly experienced and independent Steering Committee



**Our research input was not informed by a single source, but rather a broad spectrum of sources**, including surveys, interviews, focus groups, alumni email responses, class submissions, benchmarks with Allied militaries, and best-practices from civilian institutions

## The CMCs are critical to the development of leaders for the Canadian Armed Forces...

“Managing my responsibilities as a cadet and varsity athlete helped prepare me for the intensity of army operations”

—CMC Alum (Graduating Class of 2000-09)



Many alumni believe that the ROTP<sup>1</sup> CMC program was key to building **life-long relationships that have helped their CAF careers and beyond**<sup>2</sup>



86%<sup>3</sup>

of all alumni agree the CMCs have prepared them to **undertake leadership roles and for a career in CAF and beyond**



Alumni share that **coping with stress, problem-solving, decision making, and communications** were among the top competencies they developed during their time at the CMCs<sup>4</sup>



92%<sup>3</sup>

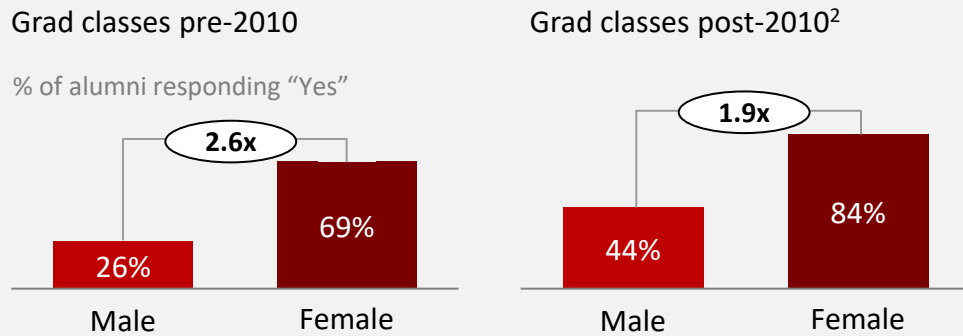
of all alumni agree their time at CMCs **prepared them to face and overcome challenges**

1. Regular Officers Training Plan. 2. Based on information from alumni interviews and focus groups. 3. Over two-thirds of recent graduates (2010-23) still agree with these statements. 4. The following % of survey respondents report they developed the following competencies at the CMCs: Coping with stress (82%), problem solving (79%), decision-making (77%), and communication (69%). Note: Total survey n = 1,462 (Male = 1,098, Female = 114, Non-Binary = 3, I prefer not to answer/blanks = 247). Response rates may vary by question due to skips or survey drop-off. Graduating class statistics analyze only undergraduate responses to prevent double counting. Sources: RMCAA Alumni Specific Survey (October 2023); BCG analysis

...yet, there is a burning issue with culture in the CMCs that must be addressed

**Recent female grads are ~1.9x more likely to have experienced discriminatory behaviours, such as unwanted sexual contact and harassment<sup>1</sup>**

**I personally experienced discriminatory behaviour, such as unwanted sexual contact & harassment<sup>1</sup>**

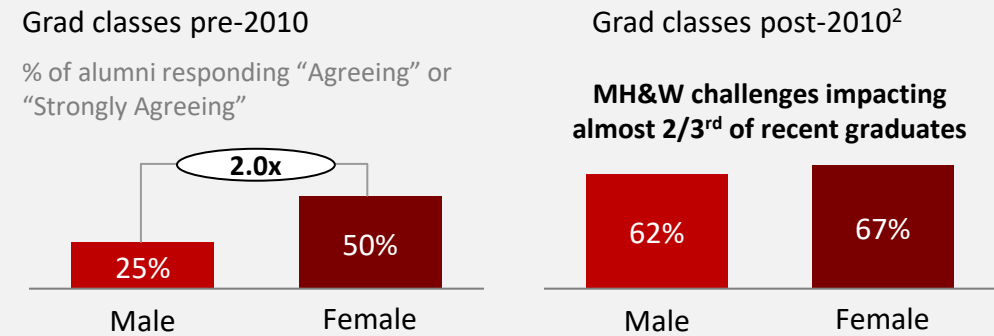


**“The attitudes [towards women] were disrespectful...This just made us feel unwelcome and soured the whole experience. Many officer cadets were gentlemen and stuck up for the ladies, but it was not encouraged.”**

—CMC Alum (Graduating Class of 2020-23)

**2/3<sup>rd</sup> of recent grads indicated they had mental health & wellbeing (MH&W) challenges at CMCs**

**I experienced challenges related to mental health & wellbeing**



**“I was aware of CAF mental health services but did not access them due to the very strong social stigma associated with going to health services in any capacity...”**

—CMC Alum (Graduating Class of 2010-19)

1. Other discriminatory behaviours included in this question includes racism, bullying & hazing. 2. May be influenced by recency effects, with global social movements that encourage reporting of discrimination and mental health & well-being (i. e. , Bell Let's Talk), which have also impacted civilian universities. Note: Total survey n = 1,462 (Male = 1,098, Female = 114, Non-Binary = 3, I prefer not to answer/blanks = 247). Response rates may vary by question due to skips or survey drop-off. Graduating class statistics analyze only undergraduate responses to prevent double counting. Sources: RMCAA Alumni Specific Survey (October 2023); BCG analysis

# Renewal of culture at CMCs will have lasting impact on improving the overall culture of the CAF

The CMCs must play an important role in positively shaping the behaviors & attitudes of new CAF leaders...

...who can then cascade the culture into the rest of the CAF

Research shows that younger individuals are most likely to be influenced by others. For college-aged student, this effect will be most marked in their first year<sup>1</sup>

“

There is significant evidence suggesting that cultural competency education positively impacts the knowledge, skills, attitudes [...] of undergraduate students<sup>2</sup>

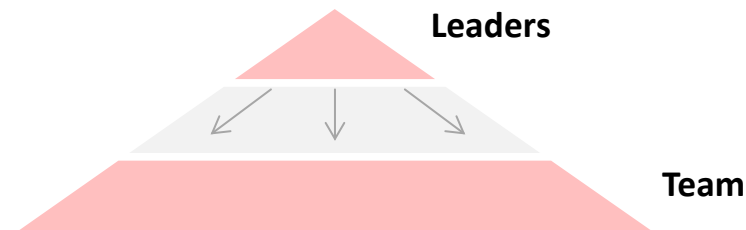


Leaders have a large **influence on culture** and cultural changes<sup>3</sup>

**Positive & adaptive leadership taught at CMCs will have long-term impact** to encourage positive cultural changes in the CAF *(Especially critical given an increasingly diverse CAF)*

**81%**

of alumni agree that the CMCs are the place where foundations can be laid for needed cultural changes in the CAF



1. Steinberg & Monahan, Dev Psychol, 2007; Foulkes et al. , Dev Sci, 2018  
2. Arruzza & Chau, J Educ Eval Health Prof, 2021

3. Morris et al. , Edu Management Admin & Leadership 2019. Sources: RMCAA Alumni Specific Survey (October 2023); BCG analysis



# Case Example: US Military Academy at West Point



Service academies  
have the potential to  
be beacons for positive  
leadership development



Highly regarded in academic rankings, e. g. :<sup>1</sup>

Hold the top 3 positions in Top US Public Schools

Ranked 8<sup>th</sup> top National Liberal Arts Colleges

Ranked as 4<sup>th</sup> Best Undergraduate Engineering Program

**Graduates better equipped to succeed compared to other US universities**

Median early career salary rank within top 15 of all US universities<sup>2</sup>

Graduation rate of ~85% vs. ~65% for US colleges<sup>2,3</sup>

**Widely recognized and renowned as being center of excellence for leadership<sup>3</sup>**

Forbes

Creating Leaders At West Point

Kevin Kruse Contributor @  
CEO of LEADx and author of Great Leaders Have No  
Rules.

Follow

The Street

Shock and Awe: West Point Grads  
Use Military Strategy to Win Big as  
CEOs

“ Today, however, it’s known as a world-class military training academy, and its legacy is that of **an institution that has forged countless leaders**. While most would assume that West Point has created many of our nation’s top combat leaders, many don’t realize the number of West Point graduates that have **attained remarkable success in other areas**. The academy was the leadership home of two US Presidents, numerous governors, senators, representatives, ambassadors, and 18 astronauts . ”

- Forbes

1. Based on US News & World Report rankings (May 2024). 2. West Point salaries & graduation rate based on Forbes article. Average US College graduate based on National Center for Education Statistics (NCES). 3. Inference based on news articles and alumni accomplishments. Source: US News & World Report rankings, Forbes—“Creating Leaders at West Point”, Forbes—“America’s Military Service Academies: An Outstanding Option for Undergraduate Education ”, National Center for Education Statistics (NCES)

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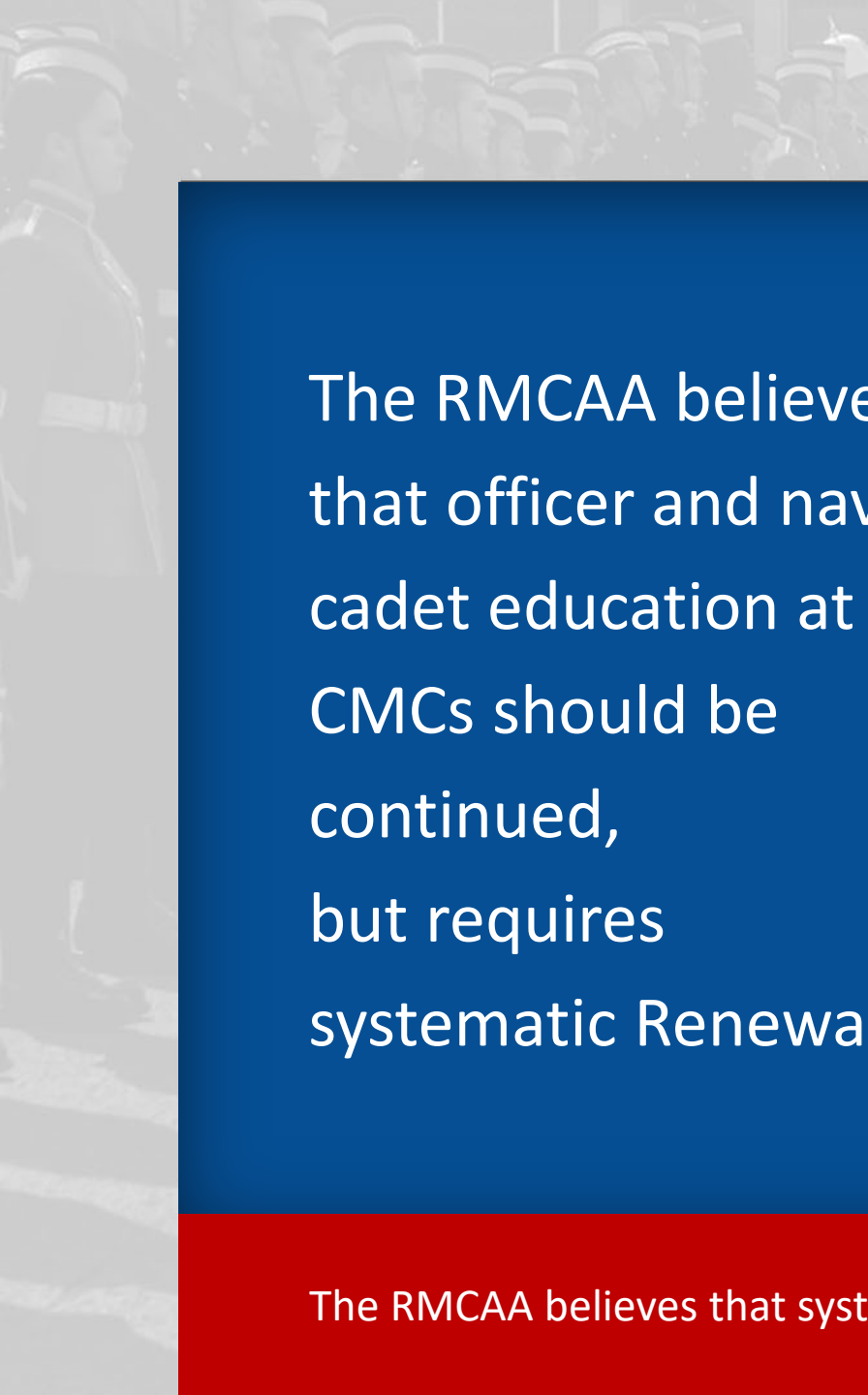
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The RMCAA believes that officer and naval cadet education at the CMCs should be continued, but requires systematic Renewal

## IECR Recommendations

### Recommendation

**28**

The Cadet Wing responsibility and authority command structure should be eliminated.

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### RMCAA's Perspective

The RMCAA's view is that the **Cadet Wing must be vastly improved so that it can achieve desired leadership outcomes** while minimizing misconduct—including abuse of power. As such, the Cadet Wing should be retained, but **require more robust guardrails**.

### Recommendation

**29**

An expert panel should review the benefits, disadvantages, and costs of continuing to educate cadets at the CMCs.

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### RMCAA's Perspective

The RMCAA believes that the CMCs have an important role to play in the future of Canada. The CMCs are unique, national institutions, that each have played a key role in the history of building Canada as a country. It is not enough, however, to rely on this legacy of contribution to Canada as the rationale for their continuation. **Improvement is needed.**

# Our seven actionable propositions to drive CMC Renewal

## 1 Purpose of the CMCs

Recenter focus of CMCs on original purpose (to develop future CAF leaders) & modernize four pillars to better reflect evolving CAF leadership doctrine

## 2 Program Structure

Maintain CMCs as degree-granting institutions with hallmark ROTP<sup>1</sup> program and explore adding a one-year program for other officer streams

## 3 Cadet Wing

Reorient Cadet Wing's purpose, scope & structure to ensure it is an effective mechanism for peer leadership, while limiting possibility of misuse of power

## 4 Instructors and Staff

Increase quality & bolster effectiveness of Training Wing staff by attracting, selecting, training, and incentivizing those with a strong record of leadership & mentorship

## 5 Equity, Diversity and Inclusion (EDI)

Strengthen accountability, initiatives & support to attract, select, include & retain diverse officer and naval cadets, staff and instructors at the CMCs

## 6 Grievances and Mental Health

Ensure CAF framework & policies related to grievance management and mental health supports consider CMC's unique context (including vulnerable & minority populations)

## 7 Student Quality of Life

Review all elements of a healthy student life to enable officer and naval cadets to thrive in their academic experience

1. Regular Officers' Training Plan



# Proposition 1: Purpose of the CMCs

Recenter focus of CMCs on original purpose (to develop future CAF leaders) and modernize four pillars to better reflect evolving CAF leadership doctrine



## Recommendations

1A

### Add foundational pillar of Character & Professionalism

*Explicitly embed leading and acting with strength of character, professionalism & Charter values into the overall framework of the CMC program that cuts across the four original pillars*

1B

### Refresh positioning of military pillar

*Modernize “Military” Pillar to focus on adaptive leadership skills & ability to lead in different contexts vs. strictly command and control*

1C

### Broaden fitness pillar to be “health, physical & mental fitness”

*Expand “Physical Fitness” pillar from solely focusing on physical fitness to encompassing mental and emotional health/well-being*

## Supporting Research

Majority of alumni believe that pillars need to be modernized:

**68%+**

of alumni agree with adding Character & Professionalism pillars<sup>1</sup>

**73%**

of alumni do not agree that the most effective leaders were Strict & Rigid<sup>2</sup>

**61%**

of alumni agree with adding Resilience as a core pillar

“ There are 3 Cs for leadership: Competencies, Character and Commitment. During my time at RMC Kingston, **training on Key Leadership Competencies** was missing. Additionally, **training in Character leadership** was also missing. ”

–CMC Alum (Graduating Class of 2000–2009)

1. 78% of alumni agree with adding Professionalism. 68% of alumni agree with adding Character. 2. 50% agreed that the most effective leaders were empathetic and servant, while 23% were neutral about either option. Note: Total survey n = 1,462 (Male = 1,098, Female = 114, Non-Binary = 3, I prefer not to answer/blanks = 247). Response rates may vary by question due to skips or survey drop-off. Graduating class statistics analyze only undergraduate responses to prevent double counting. Sources: RMCAA Alumni Specific Survey (October 2023); BCG analysis



# Proposition 2: Program Structure

Maintain CMCs as degree-granting institutions with hallmark ROTP program and explore adding a one-year program for other officer streams

## Recommendations

2A

### Retain CMCs as undergrad degree granting institutions

*Underscore criticality of institutions able to deliver military-oriented programs & research as a valuable asset in a rapidly evolving defence & security environment*

2B

### Maintain the four/five year<sup>1</sup> program structure at the CMCs as the hallmark ROTP experience

*Recognize the benefits that a four/five year<sup>1</sup> runway provides for most officer and naval cadets to build in-depth skills, experience and deepen peer relationships*

2C

### Consider adding prerequisite military program for ROTPs/ officers who attended civilian universities

*Evolve CMCs to become true CAF leadership centers of excellence and form a cornerstone of the officer training curriculum  
Potential to introduce a more diverse student population as role model for junior cadets*

## Supporting Research

### Service academies remain critical route for officer commissioning and military-specific academic education:

**~30%**

of CAF officer intake is attributed to ROTP

Most major allies (incl. US, Australia, France, Netherlands, Belgium) use service academies as undergraduate-degree institutions

CMCs remain only institutions in Canada offering dedicated military-specific academic programs (I. e. , Military & Strategic Studies, Graduate War Studies Program)

### Majority of alumni had a net-positive experience at the CMCs:

**85%**

of alumni believe their time at the CMCs prepared them well to undertake leadership roles<sup>2</sup>

**84%**

of alumni really enjoyed their time at the CMCs<sup>3</sup>

1. 5-year if including Prep Year at RMC Saint-Jean. 2. 82% of female and non-binary alumni and 65% of 2010-23 alumni expressed the same opinion. 3. 75% of female and non-binary alumni and 64% of 2010-23 alumni expressed the same opinion. Note: Total survey n = 1,462 (Male = 1,098, Female = 114, Non-Binary = 3, I prefer not to answer/blanks = 247). Response rates may vary by question due to skips or survey drop-off. Graduating class statistics analyze only undergraduate responses to prevent double counting. Sources: RMCAA Alumni Specific Survey (October 2023); Canadian Military Journal - The Royal Military College, A National Institution (2023), public web search; BCG analysis

# Proposition 3: Cadet Wing

Reorient Cadet Wing's purpose, scope & structure to ensure it is an effective mechanism for peer leadership, while limiting possibility of misuse of power



## Recommendations

- 3A Refresh the Cadet Wing's foundation & modus operandi to better embed principles of adaptive leadership**  
*Shift leadership principles, training & feedback towards a more modern vision of leadership, incl. emphasis on EDI; better understand and classify types of Cadet Wing leadership roles*
- 3B Maintain overall Cadet Wing structure, but increase rotations to provide wider breadth of experiences**  
*Increase frequency of position rotations to ensure balanced exposure to a variety of leadership roles & situations; review 200+ leadership roles to ensure relevancy (i.e., reduce admin roles)*
- 3C Add leadership capability assessments from junior leadership roles as criteria for more senior appointments**  
*Add leadership capability as criteria to select officer & naval cadets who proved themselves in Jr roles*
- 3D Shift sanctioning authority to instructors with active coaching to senior cadets on process/outcomes**  
*Remove all authority to impart sanctions for infractions from Cadet Wing and shift to instructors, to minimize possible misuse of power*
- 3E Apply a "rehabilitation not retribution" lens to individualized performance correction & support**  
*Transition role of Senior Cadet Wing leader from disciplinarian to one of coach and supporter for junior peers (e.g., academic tutoring, peer-led PT sessions)*
- 3F Formalize better feedback mechanisms for cadet leaders to enable them to adapt & adjust leadership style**  
*Incorporate 360-degree feedback, including instructor and peer evaluations, to expand development for leadership style & capability*

## Supporting Research

### Majority of alumni view the Cadet Wing as a form for experiential learning for leadership...

**81%**

of alumni agree that the Cadet Wing enables experiential leadership opportunities<sup>1</sup>

**81%**

of alumni disagreed that the Cadet Wing should be dismantled<sup>2</sup>

**“ It gives opportunities for aspiring leaders to experience leadership in a setting where they can make mistakes before they are leading real troops. ”**

– CMC Alum  
(Graduating Class of 2010-23)

### ...however, there needs to be significant reform of the Cadet Wing

**27%**

of alumni agree the selection process for leaders was fair & just

**1.5x**

more likelihood for female and non-binary cadets to agree that senior cadets had too much power over peers

**35%**

of female and non-binary cadets agreed or are neutral that senior Cadet Wing leaders had skills to handle sensitive events

1. 79% of female and non-binary alumni and 62% of 2010-23 alumni expressed the same opinion. 2. 71% of female and non-binary alumni and 56% of 2010-23 alumni expressed the same opinion. Note: Total survey n = 1,462 (Male = 1,098, Female = 114, Non-Binary = 3, I prefer not to answer/blanks = 247). Response rates may vary by question due to skips or survey drop-off. Graduating class statistics analyze only undergraduate responses to prevent double counting. Sources: RMCAA Alumni Specific Survey (October 2023); BCG analysis

# Proposition 4: Training Staff

Increase quality & bolster effectiveness of Training Wing staff by attracting, selecting, training, and incentivizing those with a strong record of leadership & mentorship



## Recommendations

4A

### Improve staff to officer & naval cadet ratio by expanding sources of instructors including reservist & peer academy secondees

*Use added capacity for increased after-hours supervision & mentorship (e. g. , better load management between administrative vs. mentorship duties, shifts while officer and naval cadets are in classes versus after hours, creating more interaction opportunities and mentorship time)*

4B

### Raise quality of instructors by having more stringent selection criteria & aligning incentives to attract talent

*Increase desirability of instructor positions by aligning promotion board, pay, performance reviews, and incentives with the position  
Elevate selection criteria to ensure high quality instructors (e. g. , minimum # of years of experience post-grad)*

4C

### Expand leadership training & coaching for instructors that extend beyond direct military experience

*Consider offering instructors a part-time Master's in Leadership degree at Queen's University that runs concurrent with their CMC Instructor posting  
Provide training on how to lead, coach & influence younger, less mature cadets who might need more support through complex issues*

## Supporting Research

Training Wing staff play a central role as educators & role models for officer and naval cadets, representing their first exposure to military leadership, ethos & ethics...

“They showcase to cadets **how to lead their troops** in the future.”

—Former CAF leader

...however, opportunity to improve instructor quality

**29%**

of alumni agree the CMCs are prestigious postings and good for career advancement

**Only 50%**

of alumni agreed that instructors at the CMCs were good leadership role models<sup>1</sup>

“It was not prestigious to be posted there as an instructor...”

—CMC Alum (Graduating Class of 2010-2019)

1. 30% of female & non-binary alumni, and 19% of 2010-23 alumni expressed the same opinion. Note: Total survey n = 1,462 (Male = 1,098, Female = 114, Non-Binary = 3, I prefer not to answer/blanks = 247). Response rates may vary by question due to skips or survey drop-off. Graduating class statistics analyze only undergraduate responses to prevent double counting. Sources: RMCAA Alumni Specific Survey (October 2023), Expert interviews; BCG analysis

# Proposition 5: EDI

Strengthen accountability, initiatives & support to attract, select, include & retain diverse officer and naval cadets, staff and instructors at the CMCs



## Recommendations

5A

### Develop & externally share explicit CMC leadership commitments & cohesive strategy to improve EDI

*Build comprehensive equity, diversity & inclusion strategy that includes visible leadership commitments/goals, accountability for KPIs and enablement plans for the senior CMC leaders*

5B

### Expand recruitment pool through a more targeted value proposition and presence in diverse communities

*Develop more targeted recruitment practices aimed at more diverse population (e. g. , physical presence in diverse communities, refreshed value proposition)*

5C

### Improve retention of diverse officer and naval cadets through more individualized & targeted interventions

*Refresh retention interventions to target root causes (e. g. , racism, sexism, ableism, homophobia) and adopt broader best practices  
Formalize exit interview process to form basis of root cause analysis*

5D

### Develop robust measurement systems & drive accountability across instructors/squadrons

*Establish measurement system that has defined EDI goals & metrics that are transparent and able to be segmented*

## Supporting Research

### CMCs lags civilian peers in diversity representation

**~23%**

women in CMCs vs. **~50%**<sup>1</sup> in Canadian universities

**~24%**


visible minorities in CMCs vs. **~40%** in Canadian universities


### Retention amongst female officer and naval cadets lower


**71%**

of female releasers did so voluntarily, compared to 55% of males  
(RMC St Jean data from 2010-16)

### Broad EDI efforts across civilian university, examples include:

 **McGill** Published a EDI Strategic Plan for 2020-2025 with five main aspirations

 **Western** Offer Big Sister, Little Sister mentorship program for female engineers

 **Queens** Interim metrics developed to help monitor efforts publicly to increase the representation from under-represented groups

1. Overall female student enrollment for all university programs; does not factor in enrollment by type of program (e. g. , STEM programs tend to have lower female enrollment) Sources: RMCAA Alumni Specific Survey (October 2023), Statistics Canada, Queen's University, Maclean's Education, IECR Report, "A Study of the Regular Officer Training Plan Using Gender-Based Analysis Plus: Phase 1"—DRDC, public web search; BCG analysis

# Proposition 6: Grievances and Mental Health

Ensure CAF framework & policies related to grievance management and mental health supports consider CMCs' unique context (including vulnerable & minority populations)



## Recommendations

6A

### Educate and deter harmful behaviours by developing & rolling-out more holistic prevention program

*Build cohesive education & deterrence program that includes a GBA+ approach, greater supervision & enhanced training (e. g. , unconscious bias training); create specific program for 1<sup>st</sup> years, recognizing they live away from home for the first time & require more support*

6B

### Develop investigative policy consistent with CAF's revised grievance management framework, but ensure policies consider CMC's unique context and demographics

*Recognize need to maximize accessibility & security for CMC's specific demographics (i.e., minor/vulnerable populations), which means creating CMC-specific resources (e.g., dedicated ombudspersons & sexual assault support coordinator for CMCs)*

6C

### Strengthen support resources & mental health programs

*Review and strengthen existing mental health support resources/programs, including reducing stigma associated with use, providing more transparency/anonymity around available resources and enhancing peer-support programs*

## Supporting Research

**Majority of alumni believe that peer behaviours and practices are responsible for discriminatory issues...**

**72%+**

of alumni believe peer pressure, legacy practices (i. e. , hazing, rituals), and lack of role models are responsible for higher levels of discriminatory behaviour at the CMCs relative to other universities

**... and believe a holistic prevention program is needed to address issues**

**69%+**

of alumni believe enhanced enforcement of discipline and professionalism, enhanced ethics/leadership training and more serious sanctions would have high impact to eliminate undesirable behaviours

**As well, many question both access to and quality of support of mental health services**

**44%**

of recent alumni (2010-23) disagree mental health services provided adequate support for issues they are facing

1. Specifically, the following %s of alumni believe each factor was responsible: peer pressure (81%), legacy practices (76%), lack of leadership role modelling (72%). 2. Specifically, the following %s of alumni believe each actions would be impactful: enhanced enforcement (74%), enhanced ethics/leadership/professionalism training (71%), more serious sanctions (69%). Note: Total survey n = 1,462 (Male = 1,098, Female = 114, Non-Binary = 3, I prefer not to answer/blanks = 247). Response rates may vary by question due to skips or survey drop-off. Graduating class statistics analyze only undergraduate responses to prevent double counting. Sources: RMCAA Alumni Specific Survey (October 2023); BCG analysis



# Proposition 7: Quality of Life

Review all elements of a healthy student life to enable officer and naval cadets to thrive in their academic experience



## Recommendations

7A

### Review academic offering to better balance overall needs of CAF, future officer & naval cadets and CMCs' ability to deliver

*Recommend that the CMC Review Board conduct a thorough analysis leading to a potential reset of the CMC's degree offerings to balance future CAF needs and enhance ability to attract diverse talent*

7B

### Invest in major physical infrastructure upgrades

*Prioritize infrastructure investments aimed at increasing officer and naval cadet security (e.g., better lighting, functional locks on all doors)  
Invest in core facilities to ensure comparability with civilian universities and in select areas, create top-tier infrastructure to attract top talent*

7C

### Develop campus alcohol/substance use policy & interventions to enhance student health & well-being

*Reset alcohol/substance use policy & programs to support broader safety & health initiatives (e.g., mess monitors to prevent overconsumption, Safe Serve certifications etc.)*

7D

### Review & adjust broader CMC rituals, policies & procedures to enhance officer and naval cadets' physical & mental well-being

*Conduct holistic review of all formal and informal rituals, policies & procedures with lens of improving the overall well-being and security of officer and naval cadets (e.g., policies around locking doors, off-campus passes, special requests for changes)*

## Supporting Research

1/5<sup>th</sup>

the number of programs are offered at CMCs vs. typical civilian universities<sup>1</sup>

91%

of alumni agree that boarding was a beneficial part of their experience, but many believe living facilities at RMC were sub-par<sup>2</sup>

“ The living facilities when I was at RMC were **sub-par...** ”

—CMC Alum (Graduating Class of 2010-19)

58%

of recent (class of 2010-23) alumni agree there was a culture on campus that encouraged drinking (vs. 47% of alumni from all years)

1. Based on comparison of number of programs on RMC vs. civilian university websites (i.e., Waterloo, Queens). May vary depending on university. 2. Based on inference from interviews, focus groups and physical state of infrastructure on campus. Note: Total survey n = 1,462 (Male = 1,098, Female = 114, Non-Binary = 3, I prefer not to answer/blanks = 247). Response rates may vary by question due to skips or survey drop-off. Graduating class statistics analyze only undergraduate responses to prevent double counting. Sources: RMCAA Alumni Specific Survey (October 2023); University programs web search, BCG analysis

# Presentation to AGM

- 1 Context & overview of our work

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- 2 Our fact-based approach

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- 3 Highlight our perspectives on CMCs

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- 4 Share our recommendations on the Renewal Strategy for CMCs

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- 5 Discuss next steps



# RMCAA is taking a measured approach to communication and advocacy to support : “Renewing the Canadian Military Colleges”

## Alumni Association next steps

### Next steps:

- 1) November 2024, engage key advisors in the CAF/DND
- 2) January 2025, engage Minister of National Defence
- 3) February 2025, engage other defence stakeholders

Expecting the Minister to receive the CMC Review Board’s report by February and to issue an immediate response.

However, in any scenario implementation will require a multi-year plan.

## Key messages

RMCAA’s desired outcome in calling for “renewal” is to address the root causes – systemic and cultural – that allowed abuse to persist at the CMCs.

The Canadian Military Colleges are national institutions where a core of new leaders for the Canadian Armed Forces and Canada can be shaped.

Renewing the CMCs is an opportunity to have a lasting impact on improving the overall leadership and culture of the CAF and Canada as a nation.

Thank you

