

ACADEMIC PLAN 2006-2010

Royal Roads University

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PART 1 OVERVIEW

HISTORY AND MANDATE

Royal Roads University was founded in 1995, the purposes of the university are:

(a) to offer certificate, diploma and degree programs at the undergraduate and graduate levels in solely the applied and professional fields,

(b) to provide continuing education in response to the needs of the local community, and

(c) to maintain teaching excellence and research activities that support the university's programs in response to the labour market needs of British Columbia¹.

From the start, the university has been learner-focused and has made a conscious effort to put quality of learning and student engagement as a priority. We have been successful in this and over the last 10 years have introduced a variety of programming at the undergraduate and graduate level in line with our mandate.

TABLE 1: CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS BY DATE

Degree	Start Date
MA in Leadership (formerly MA in Leadership and Training)	July, 1996
BSc in Environmental Science	Sept, 1996
BCom in Entrepreneurial Management	Sept, 1996
MA in Environment and Management	Feb, 1998
MSc in Environment and Management	Feb, 1998
MA in Conflict Analysis and Management	Jan, 1998
Master of Business Administration	April, 1999
MA in Learning and Technology (formerly MA in Distributed Learning)	Sept, 2000
BSc in Environmental Management	April, 2002
MA in Interdisciplinary Studies	2002
MA Human Security and Peacebuilding	May, 2003
BA Applied Communication	July, 2003
MA Professional Communication (formerly MA in Applied Communication)	July, 2003
BA Justice Studies	Aug, 2003
MA Environmental Education and Communication	Aug, 2003
BA in International Hotel Management	Oct, 2006
MA in International Hotel Management	Nov, 2006

¹ Royal Roads University Act http://www.qp.gov.bc.ca/statreg/stat/R/96409_01.htm

Our market, the mature learner looking for accessible post-secondary education, is challenging to reach and our growth over the last ten years has been attributable to the careful selection of new applied programs and an understanding of our market. Recent declines in enrolment are primarily attributable to softening in business and management programs that is reflected in universities across Canada and the United States. Despite rhetoric to the contrary, there appears little statistical evidence for declining enrolment as a result of a robust economy.

TABLE 2: ENROLMENT PROFILE (FTE EQUIVALENT)

	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06
Undergraduate	289	291	287	306	361	434	467	549	577	630
Graduate	52	173	283	444	712	979	1,215	1,319	1,278	1,223
Exec Educ							175	186	103	*
	341	464	570	750	1073	1413	1,857	2,054	1,958	1,853

*Folded into undergrad or grad

MISSION, VISION AND VALUES

Our **Mission** is derived from, and consistent with, the legislation that created Royal Roads University:

As a distinct, special purpose university serving British Columbians, Canadians, and international learners, Royal Roads University offers undergraduate, graduate, and executive programs solely in applied and professional fields. We provide continuing education to serve the requirements and strengthen the prosperity of our local community. We are dedicated to teaching excellence and applied research activities that respond to B.C. and Canadian labour market needs.

Our **Vision** and values statements were crafted over several months following consultation with the broader community:

Royal Roads University is a recognized global leader in providing accessible, relevant and high quality education and applied research within a framework of social and environmental responsibility for those who wish to advance in the workplace .

Values

Service – supporting our students and our communities in meeting their goals

Sustainability – consciously make choices that foster a healthy social, economic, and environmental future.

Integrity – act with openness, honesty and respect in all that we do

Excellence – strive for the highest standards in all we do

Employee Satisfaction - to understand and fulfill faculty and staff expectations for personal and professional development, engagement, and success.

ENVIRONMENTAL SCAN

It is difficult to make comparisons to regional peers since reporting assumptions vary widely between institutions; however, there are some clear differences between RRU and our BC peers. SWOT, PEST and Risk Analyses can be found in Appendix A.

1. RRU is largely a graduate school. It is our intention to continue with this mix maintaining a relatively small suite of undergraduate programs that directly contribute to our graduate programming and allow us to maintain and enhance depth within select program areas. We will continue to offer only 3rd and 4th year undergraduate programs with our primary draw being from 2-year diploma granting institutions. Our graduate programs will continue to target the working professional.

TABLE 3: UNDERGRADUATE AND GRADUATE ENROLMENT (FTE) AT BC UNIVERSITIES

	UBC	SFU	UVIC	UNBC	RRU	TRU
Enrolment (05/06) undergraduate	28,309 (82%)	16,162 (85%)	13,461 (87%)	2,543 (88%)	629 (34%)	3,628 (100%)
Enrolment (05/06) graduate	6,369 (18%)	2,765 (15%)	2,036 (13%)	358 (12%)	1223 (66%)	0 (0%)

2. In line with our mandate RRU delivers the largest number of professional masters degrees in the Province with 41% of the system total for professional degrees and 16% of the total for all masters degrees.

TABLE 4: PROFESSIONAL MASTERS OFFERED AT BC UNIVERSITIES

	Prof. Masters	% Total Prof. M.
UBC	934	31.6%
SFU	616	20.8%
UVIC	162	5.5%
UNBC	24	0.8%
RRU	1221	41.3%
System	2957	100.0%

3. Our academic plan calls for the use of practitioners, with excellent academic qualifications, as a key component of our teaching philosophy. This results in RRU relying significantly more heavily on part-time associate faculty. Given this, one would expect a student to core faculty ratio to be somewhat higher than the norm. However, at 41:1 (see Table 5) we may be at risk of not having sufficient core faculty to sustain the academic depth required to support high quality in our programs and research.

TABLE 5: STUDENT AND FACULTY COUNTS AT BC UNIVERSITIES

	UBC	SFU	UVIC	UNBC	RRU
FTEs (05/06)	34,678	18,927	15,947	2,901	1,853
Faculty	2,048	759	790	357*	41
FTE/Faculty	17	25	20	8	45

*includes sessional and part time faculty

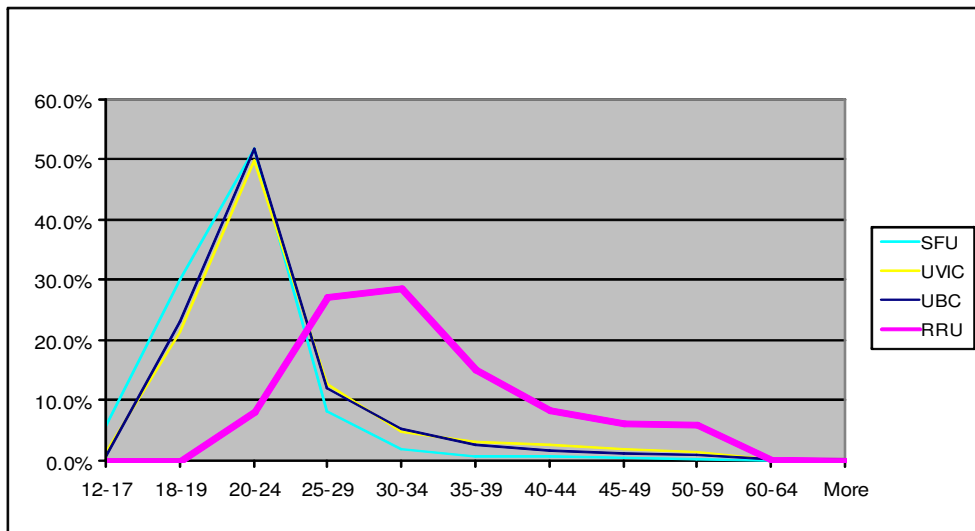
- RRU relies less on government revenue as a core source of funding and more on tuition. Our market and our programs allows us some latitude in tuition that a traditional market and degree would not allow. We must be cautious to maintain affordability so that access is not restricted.

TABLE 6: GOVERNMENT AND TUITION REVENUE COMPARISONS AT BC UNIVERSITIES

	UBC	SFU	UVIC	UNBC	RRU	TRU
BC Gov Revenue 000s (% of total)	780.33 (49.7%)	186.1 (55%)	162 (41%)	45.6 (53%)	14.9 (33%)	48 (54%)
Tuition Revenue 000s (% of total)	265.7 (16.9%)	119,311 (35%)	91 (23%)	14.8 (17%)	23.6 (52%)	31.4 (38%)

- RRU, from its inception, focused on the needs of an underserved market. That is just as true today and the most recent demographics, both at the undergraduate and graduate level strongly indicate that we are indeed serving that function. Our undergraduate median is 31 years old – approximately 10 years older than our comparators. Similarly, our median graduate learner is 43 years old, 12 years older than our comparators. Figure 1 clearly shows how our demographic is quite different and has little overlap with our peers showing that we are indeed serving a different market.
- RRU uniquely is located on a national historic site by virtue of the 1995 negotiations between the province of BC and the Department of National Defence, the resulting lease agreement for a provincial public university on federal property requires RRU to preserve the 565 site and aging heritage buildings, while ensuring the provincial post-secondary and federal heritage education objectives are met. RRU is the university in Canada with this requirement. With no federal heritage funding RRU must creatively ensure the public interest is balanced with educational opportunities, optimizing the ‘outdoor classroom’ and creating a unique demonstration site.

FIGURE 1: AGE DISTRIBUTION FOR UNDERGRADUTE DEGREES AT FOUR BC UNIVERSITIES



STRATEGIC DIRECTIONS

Royal Roads University is, and will continue to be, a special purpose university within the BC System. We will support that special purpose with strong applied programming and research. Over the last several months, there have been numerous processes to examine the environment that RRU operates in, a SWOT, PEST and Risk Analysis can be found in the Appendix. A consideration of all the factors outlined therein resulted in the Board of Governors of the University approving the following strategic goals:

LEADERSHIP IN INNOVATIVE PROGRAMS AND RESEARCH

- The launch of new programs in Tourism and Hotel Management, Health Care Leadership and Management, Global Public Policy, New MBA concentrations, Disaster and Emergency Management, Business Informatics and Canada’s first Doctor of Social Science.
- New Centres and Institutes to support our teaching and applied research direction including, the Canadian Centre for Environmental Education, Centre for Health Care Leadership and Research and the Centre for Entrepreneurship and Education.

EXCELLENCE IN TEACHING AND APPLIED RESEARCH

- Building on the success of the Centre for Non-Timber Resources.
- A comprehensive academic quality framework and process.
- Strengthening research in our key areas of excellence, specifically sustainable development.
- Becoming a leader in learning and education research

MEETING THE NEEDS OF OUR COMMUNITY

- Launching and sustaining a vibrant continuing studies department
- Community driven research

- Managing the public education and heritage preservation requirements associated with the campus being located on Hatley Park National Historic Site.

BUILDING CAPACITY

- A human resource plan to attract and retain both core and associate faculty
- A suite of technology and support services to ensure the success of our existing and new programs and learners
- Working with the RRU Foundation to secure philanthropic support for the Academic enterprise

RRU is now at the stage of its development where we believe we can add considerable strength to the value of post-secondary interdisciplinary studies within the Province. There are three key areas where we have garnered success and can continue to build.

SUSTAINABLE DEVELOPMENT (BALANCING ENVIRONMENT, ECONOMY AND SOCIAL WELL-BEING)

We offer a suite of undergraduate and graduate programs in environmental studies and also house the Centre for Non-Timber Resources. In addition, we also have partnerships with the BC on-site Sewage Treatment Association (BCOSSA) and the Environmental Careers Organization (ECO Canada, a Federal Sector Council) to undertake professionally certified training and education. At the same time, we are located in a National Historic Site and are charged with the stewardship of this property. To this end, we are developing tourism related operations and educational programs. The artist and environmentalist, Robert Bateman, has recently announced that the University will also house the Robert Bateman Art and Environmental Education Centre. The unique circumstances allow Royal Roads University to become a demonstration campus for sustainable development, research, practice and education.

HEALTH CARE LEADERSHIP

Leadership Studies was the first graduate degree program launched at RRU and has long attracted those in hospitals, regional health authorities, government and policy agencies who are dealing with the complex issues of health care reform and best practice. We recognize the demand in this area and offer a graduate degree specializing in health care leadership as well as a certificate in Health Systems Leadership. We are also working with BCIT to launch a second graduate degree in health care management for practitioners. Furthermore, the new Centre for Health Leadership and Research will analyze complex issues of stewardship, accountability, system reform, and the role of health care leaders.

PUBLIC SECTOR RENEWAL AND GOOD GOVERNANCE

A three way partnership with Royal Roads University, Camosun College and the University of Victoria, resulted in “Leading the Way” a program designed to enhance the skills of public services managers. Over 2400 people have enrolled in the program and it has been a great success. We believe that with our suite of programming at RRU we can do much more to revitalize the public service and assist in succession planning and training to alleviate the impact of the impending demographic challenges. The whole issue of good governance, both domestically and internationally should constitute this third sector concentration.

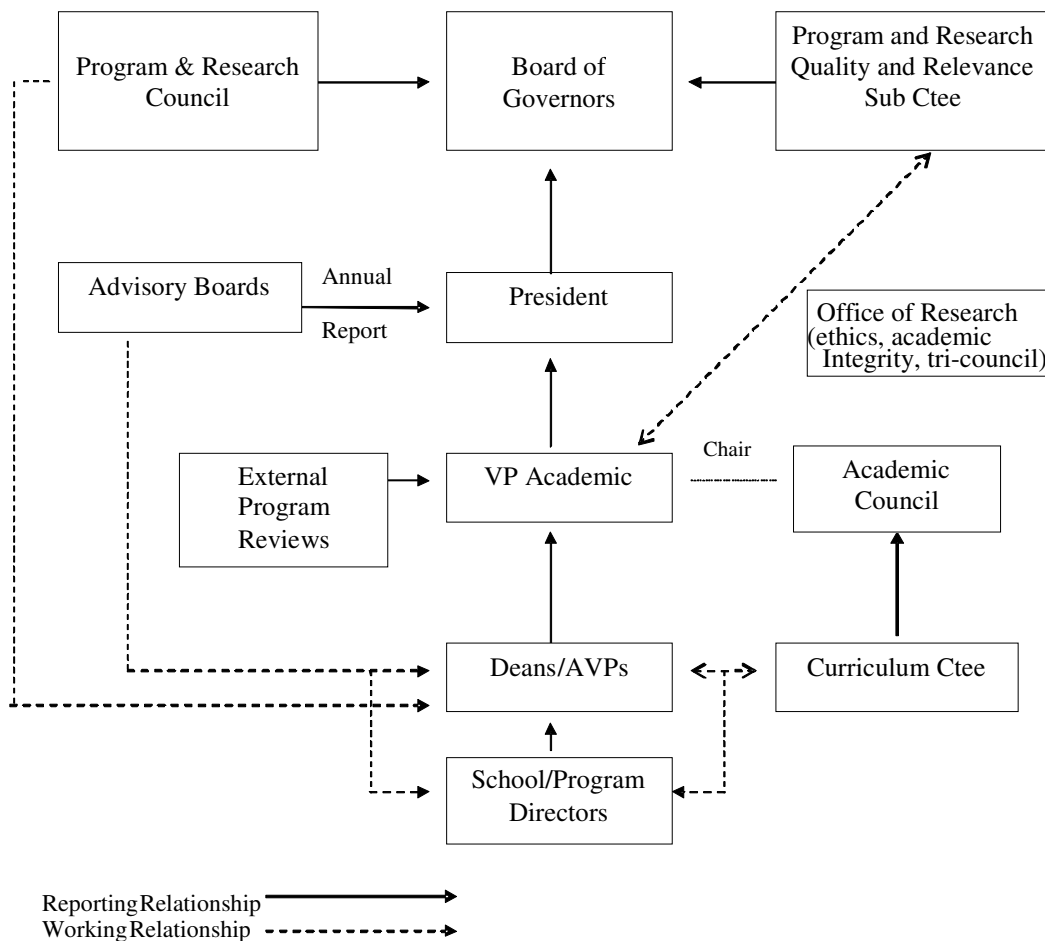
GOVERNANCE AND STRUCTURE FOR QUALITY

Quality programs and research are the most important factors in sustaining and building enrolment for the University. This commitment is achieved by a variety of processes outlined below. Even more importantly, it is part of our culture and needs active on-going support. Quality starts at the program development/market research stage, ensuring the suitability and relevance of our programs and continues to the first interaction of a prospect, to the classroom and graduation. There are many processes in support of academic quality, the principal bodies assigned are:

1. Program and Research Quality and Relevance sub-committee of the Board of Governors tasked with reporting to the Board on Academic Approvals and Reviews.
2. A Program and Research Council advising the Board on program and research priorities.
3. Ethical Review Board and Ethics Office.
4. Office of the VP Academic and Provost 7-year cyclical external review of all programs.
5. Academic Council responsible for academic standards on a variety of quality issues and a 3.5 year cyclical internal review of all programs.
6. Curriculum Committee of Academic Council – responsible for detailed examination of all new programs and any significant changes at the course and learning outcome level.
7. Advisory Boards comprised of practitioners and academics advising the university on the relevance and direction of programs at the individual school or faculty level.
8. A faculty organization with specific assigned responsibility for quality.

Some detail regarding clarity of role of each of these bodies is provided in following the diagram, recommendations and actions are also given.

FIGURE 2: ORGANIZATIONAL QUALITY STRUCTURE



BOARD OF GOVERNORS

Ultimately the Board is accountable for quality and has passed policy to require:

1. Quality to be monitored on an on-going basis by programs themselves and Advisory Boards.
2. An annual report from each program to the Program and Research Quality and Relevance sub-committee of the Board containing key criteria – enrolment, learner success, rationale for changes, etc.
3. A seven year external review cycle for all programs.
4. Workplace effectiveness by employer surveys.

Items 1 and 3 have been implemented fully and items 2 and 4 only partially.

Actions: Ensure that processes are in place to completely address items 1 – 4 in the Board Quality Policy by July 2007.

PROGRAM AND RESEARCH COUNCIL

At the highest level the program and research council advises the board on instructional program and research priorities, program objectives and desirable learning outcomes. In discussion with Program and Research Council Members it is apparent that a more focused mandate and agenda is required, although it is clear the Council feels it has a primary role in terms of research and a secondary role in research. RRU is compliant with the Tri-Council Memorandum of Understanding with all the requisite policies and procedures in place to carry out research.

Actions: Review Program and Research Council membership and terms of reference and implement new Council by June 2007.

PROGRAM AND RESEARCH QUALITY AND RELEVANCE COMMITTEE OF THE BOARD (PRQR)

PRQR is charged with approval of programs before they appear before the Board and monitoring and ensuring quality on behalf of the Board – it has a primary focus on programs and a secondary focus on research. The Chair has also requested a role for the committee with respect to the quality of Academic Services. The mandate and focus of the PRQR is currently under discussion with the committee members.

ACADEMIC COUNCIL

The Academic Council of the University is charged via the President and the Royal Roads University Act:

- (a) to set academic and other qualifications for admission of students to the university, including the recognition of prior experience,
- (b) to set conditions for examinations, including the qualifications that must be met in order to take examinations, how examinations must be conducted and how the results of examinations must be assessed and reported,
- (c) within priorities established by the board, to set curriculum content for courses of study, instruction and educational programs,
- (d) to award fellowships, scholarships, exhibitions, bursaries and prizes,
- (e) to set terms for student withdrawal from courses, programs and the university,
- (f) to set academic standards and standards for determining academic standing or grades,

- (g) to set criteria for awarding certificates and diplomas and granting degrees, and
- (h) to set criteria for recognition of academic excellence.

The Academic Council has only recently been given authority in this area by the Board/President and membership and structure needs to be reviewed. Academic Council also has a Quality Policy that states:

1. All new degree, diploma and credit-based certificate programs, and/or courses within, must be submitted to Academic Council for review and approval.
2. Any change to existing degree, diploma and certificate programs, and/or courses within, other than those specifically excluded by the Curriculum Committee, must be submitted to Academic Council for review and approval.
3. Any changes to existing programs and courses, for the purpose of customizing for special market needs, must be submitted to Academic Council for review and approval.
4. All programs and courses will be reviewed by Academic Council on a three-year cycle.
5. For the first three years of the introduction of a new program, the Division/School/Centre will be responsible for monitoring how the curriculum and courses are being received by learners and faculty, and adjusting accordingly. During this start up period, changes do not need to be referred to Academic Council, but should be made in consultation with appropriate support units. On an annual basis the Program Dean will provide an update with evidence to Academic Council regarding how a new program is being received and revised.
6. The Dean or Associate Vice President responsible for the receiving program must approve in writing arrangements for laddering and transfer from either credit programs or from non-credit executive education programs. The Registrar will create and maintain an internal transfer guide to document these internal arrangements. The transfer guide will be reviewed annually by Academic Council.
7. These policies will ensure that all programs and courses are reviewed in accordance with standard criteria. In addition, they will provide advanced notice to Marketing and Admissions, Office of the Registrar, University Life and Communications to plan roll-out strategies to support the programs, and to Academic and Information Services (AIS) and the Library, to ensure that appropriate resources are available to support the delivery of the new, or changed, program or courses.
8. It is intended that this policy enable rapid response to curriculum approval and change.

Action: Restructure Academic Council Membership to align with the RRU Act (increase Faculty participation). Adopt a sub-committee structure to deal with Admissions, Awards and Curriculum. (complete by December 31, 2006).

ADVISORY BOARDS

The University has actively used Advisory Boards from the beginning and they have been effective in building the programs to date. The engagement model could be improved and many Advisory Boards need new membership. Currently, there are the following Advisory Boards.

Faculty of Management

1. BCom Advisory Board – last met May 10, 2005
2. Business Advisory Board – last met June 10, 2005 - disbanded
3. DBA Development Board – last met Jan 9, 2005 - disbanded

Faculty of Social and Applied Science

Academic Plan – February 2007

1. School of Leadership Studies – last met Feb 9, 2006
2. School of Peace and Conflict Management – last met Mar 27, 2006
3. School of Communication and Culture - dissolved
4. School of Environment and Sustainability – last met Sept 27, 2006
5. WOWTC Advisory Board – last met June 8, 2006

Faculty of Tourism and Hotel Management

1. International Hotel Management Programs – last met April 7, 2006

Misc

1. Indigenous Advisory Board – dormant
2. First Nations Strategy – last met Sept 13, 2005

Action: Review Advisory Board structure and composition and reform boards as required by June 2007.

CURRICULUM COMMITTEE

The Curriculum Committee is a sub-committee of Academic Council and is responsible for preparing recommendations to Academic Council regarding new programs and has independent authority to approve changes in curriculum and courses. It is one of the most active committees in the university structure.

NEW PROGRAM QUALITY PROCESS

The Quality Process for new degree programs is laid out in Figure 3. Essentially, it is a two stage process:

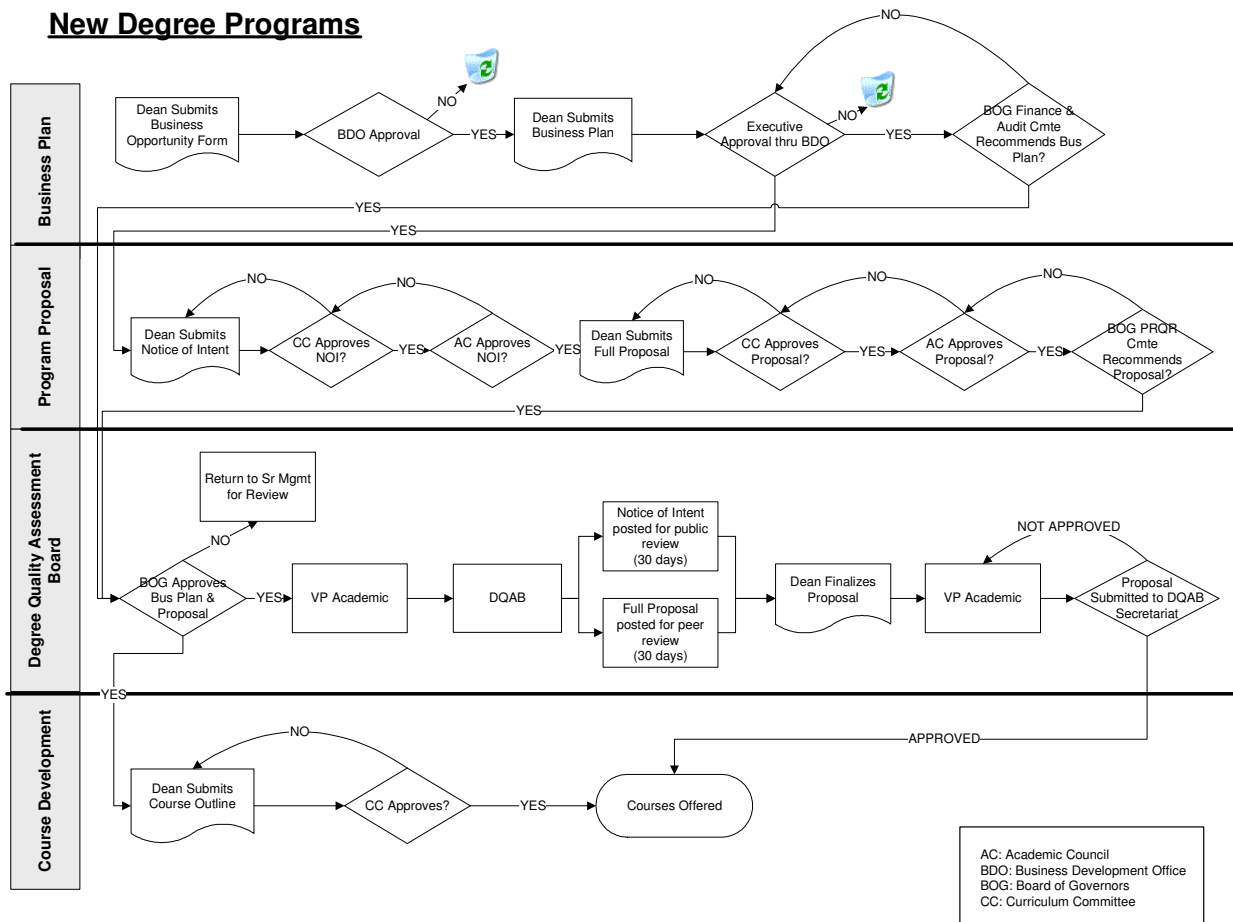
1. The development and approval of a business plan for the new program; and,
2. The development and approval of a detailed academic plan for the new program.

Both need final approval at the Board and by the Ministry of Advanced Education prior to launch.

Meetings are being held with the faculties to clarify and streamline this process and a Program Development Oversight Committee will be struck from the three faculties to manage and track progress of new programs, including the implementation phase.

Action: Strike a program development and implementation oversight committee by December 31, 2006.

FIGURE 3: QUALITY PROCESS FOR NEW DEGREE PROGRAMS



FACULTY ENGAGEMENT

CORE FACULTY

We have a model of student engagement that relies on a high degree of interaction between our core faculty and learners. We rely heavily on our faculty as the key factor in our successful student engagement model. As we grow, it will be essential to attract and retain a stable and sustainable teaching and research capacity. The average student:faculty ratio for the G10 (top ten Canadian Research Universities) is 27:1 (G10 Data Exchange²). For a small university more focused on teaching the ratio is even lower, for example, St Mary’s University 18:1³. A more applied university such as Ryerson has a student:faculty ratio of 20:1⁴

Our current student: core faculty ratio is 45:1. The faculty association has raised concerns over workload issues and it is clear that action must be taken. The issue of faculty workload is complex. There are many ways to do this including – reducing the number of credits taught by faculty, redesigning the programs to achieve a more efficient use of faculty, increasing the number of faculty to achieve a broader spread of associate faculty mentoring and student interaction, greater clarity in the

² <http://www.provost.utoronto.ca/English/page-6-17700-1.html>

³ [http://www.smu.ca/downloads/stu-fac_ratio\(May2006\).pdf#search=%22student%20faculty%20ratios%22](http://www.smu.ca/downloads/stu-fac_ratio(May2006).pdf#search=%22student%20faculty%20ratios%22)

⁴ <http://www.petersons.com/UGChannel/code/instvc.asp?inunid=8381&sponsor=1>

role of faculty and administrative personnel e.g., marketing, admissions, program support staff. Some of these options are constrained by the collective agreement.

Action: A comprehensive review of faculty workload respecting the collective agreement to be completed by March 31st, 2006.

Recommendation: Set a target for student:faculty ratio in cooperation with the Faculty Association and the Executive by January 30th, 2007. A phased human resource plan must accompany the target.

Professional development for faculty is also a priority. The collective agreement makes available funding for personal development and pooled funds for larger projects. In addition, the Chair of Faculty Development will be working to make available to all faculty, training and education related to the scholarship of teaching and learning. In addition, the Office of Research will continue to supply excellent services in support of grant applications and ethical review requirements.

ASSOCIATE FACULTY

In 1996 the Education Plan called for faculty to be hired on "...limited term appointments.." supplemented by a variety of other academics, practitioners and professionals, creating a unique composition of faculty held together by a dedicated group of full time faculty employees. Common to those engaged at Royal Roads was the requirement that they be scholar-teachers whose research would "...focus on the needs of the professional and applied fields that make up the academic programs at RRU". This vision became formalised into the division between core faculty and associate faculty, the latter made up of a number of categories of experts from academia, the professions, business, industry and the public service.

Among the associate faculty, however, are individuals who have built an enduring relationship with RRU and others who have contributed a limited number of times. Although this model of faculty engagement has served RRU well, there are several reasons why it needs to be refined. For example, associate faculty are relatively expensive to recruit, train and retain, and for those who build a strong relationship with RRU there is uncertainty in their future with us. This is because, hitherto, associate faculty have been engaged on an as-needed basis with no guarantee of future work. Such a practice works against the building of loyalty or the sense that associate faculty are genuinely valued in our community. We need to build a robust and sustainable engagement model for associate faculty who have served us well and are willing to commit to further substantial contribution, in return for which we should be prepared to offer more certainty, security and professional development/support. As the university grows, it is more than ever necessary to build a stable base of committed and secure associate faculty who feel able to contribute to the university more broadly than is possible through their course by course engagements.

An associate faculty engagement plan will need to be phased:

Stage 1: includes immediate actions to improve representation within the University and make PD resources available to associate faculty, for example:

- Complete an on-line survey for associate faculty development and support needs and implement an associate faculty development framework (March 2007)
- Investigate immediate contract and benefits options (Fall 2006)
- The Instruction Skills Workshop on-line will be made available at no cost to all associate faculty (Fall, 2006)
- Develop our on-line learning platform as an associate faculty forum for discussion (Jan 15, 2006)

Academic Plan – February 2007

- Add Associate Faculty to various boards across the university (start immediately)
- Engage associate faculty with research via on-line discussion (starting initially with Health Care Leadership)
- A Field Guide Book to teaching at RRU is going to press and will be delivered to all associate faculty (March 31, 2007)
- Inclusivity in discussion regarding associate faculty contracts

Stage 2: includes setting up an Associate Faculty Liaison person at the university to design and host discussions with associate faculty to explore their needs and make recommendations.

Stage 3: includes implementing a new, equitable, contracting and financial framework for associate faculty engagement.

Actions: Continue to meet quarterly with Associate Faculty and refine a phased plan that deals with increasing the engagement of associate faculty by reviewing contractual and financial relationships and increasing the involvement of associate faculty in the life of RRU. Plan complete by June 2007.

RECRUITMENT AND MARKETING STRATEGY

INTRODUCTION – THE NEW ENVIRONMENT⁵

Four months ago, Statistics Canada reported that university enrolments for the first time ever had exceeded the one-million mark in Canada in 2004/05.⁶ Yet instead of rejoicing over buoyant demand, many in post-secondary education fear the coming sea change.

The strong undergraduate enrolment of recent years – created by the wave of the “echo generation” moving *into* universities – will soon disappear due to that same generation moving *out*.⁷ Tellingly, their demographic replacement is nowhere in sight. And while one million university students signal the cresting of a breakwater, the 2.1% year-over-year increase underpinning it represents the lowest rate gain in university enrolment in a decade.

As regions across the country, both rural and urban, begin to experience shrinking elementary and high school populations, the implications are becoming more pronounced. Compounding the challenge, government funding – a critical element of a public education system – has urgent and new claims upon it. These come from an ageing demographic concerned with health care, and more recently, Canadians of all ages who demand greater investment in climate change solutions.

In essence, many smaller and mid-size Canadian universities and colleges face multi-level threats: dwindling demand for their services, higher costs, worrisome structural deficits, and constrained funding. Here in B.C., UNBC has publicly announced a budget crisis, BCIT is closing two forestry programs, and northern and rural colleges face steep enrolment declines. Meanwhile, the sector awaits the recommendations of a Premier-driven inquiry into the future of post-secondary education.

Alberta, with its roaring economy, is committed to a sizeable investment in post-secondary education and attracting more students. Ontario, which is expected to bear the brunt of the coming demographic change, has already completed its own investigation into the sector and is grappling with the future. Other provinces realize the status quo of a ready pipeline is no longer, and the post-secondary talk is all about “enrolment management.”

If the mood is sombre, it is also one of much sharpened competition.

THE PERFORMANCE OF RRU

Unlike other public universities across the country, Royal Roads University has never depended upon the 18-24-year-old student to drive enrolment or ever-expanding largesse from government. From the beginning, its audience has been older (average age 39), already employed, and primarily interested in pursuing graduate education to advance their careers.

This audience’s appetite to pay higher tuition fees has been balanced by the RRU model that lets them continue to work as they do so. In this sense, RRU has finely honed a marketplace position of being the only public university in Canada to exclusively offer applied and professional program for people in the workplace.

Even at the undergraduate level, RRU’s few programs have historically been targeted to those in their late 20s seeking to upgrade or complete their credentials by fast tracking a first degree. Yet in the last two to three years, we, too, have

⁵ This analysis discusses the domestic market only

⁶ Statistics Canada <http://www.statcan.ca/Daily/English/061107/d061107a.htm>

⁷ Demographer David Foot, speech to Ontario Confederation of University Faculty Associations, reported in Globe & Mail, Jan. 22/07

benefited from the echo generation, after choosing to expand our undergraduate offerings and more aggressively recruit younger students directly from the college system.

This strategy, in the short term, has been of significant benefit. It has helped mitigate the recent and very real impact of waning educational demand among our core working professional audience, due to the counter-cyclical effects of a strong economy.

Ipsos-Reid's national market research studies, specifically commissioned for RRU in 2004 and 2006, show a dramatic drop in desire among this audience to return to (any) university. Those interested in taking a university course decreased by 34% from 2004 to 2006 (96% to 62%), while those interested in taking a university program decreased by 23% (76% to 53%).⁸

At the same time, the 2006 study showed that barriers which prevent a return to school among working professionals – time away from family, job pressures, cost – are seen as greater disincentives, while motivators – personal fulfillment, additional credentials, an ability to do one's job better – are viewed as less compelling.

In this dynamic environment, Royal Roads has, nonetheless, made important gains over the last year. Recruitment of new students exceeded budget forecasts and *grew by 15%*, from 1,088 new registered learners in 2005/06 to a forecast of 1,247 new students⁹ for 2006/07.

Furthermore, growth has been achieved across all categories – graduate, undergraduate, and certificate programs – at a time when RRU has faced considerable internal uncertainty and reputation pressures. These have included the departure of a president; the departure of a vice-president, Academic; the departure of a dean of the Faculty of Management; and the unionization of faculty.

Despite this growth, a number of factors have continued to adversely affect our ability to confidently achieve Ministry-set FTE targets (which exclude international students) or internal business plan targets.

For example, the attrition of *continuing* students, often due to career and family responsibilities of our older demographic audience, can have a significant impact, particularly on smaller programs. Furthermore, many new students often register for a program – following a lengthy decision-making process in which one-quarter of them re-think their choice *after* they apply – but then defer before the first day of classes.

This change of mind is often due to the same lifestyle issues experienced by continuing students. Alternatively, want-to-be students may strongly doubt their academic ability to return to school after an absence that can involve decades.

These issues underline the need for the faculties and the university as a whole to develop an *ongoing* retention strategy, something that has received sporadic but not comprehensive attention due to competing priorities. Indeed, they are the *familiar* challenges of attempting to manage individual circumstances to optimal ends. Yet in 2006/07, Royal Roads also faced *specific* challenges on the enrolment front.

For example, RRU felt the *continuing impact* of unsuccessful programs cancelled in the previous two years, dramatically smaller MBA enrolment over the same period, and past tuition increases. Leadership, long a flagship program, saw a decrease in demand that seems to have its source in no single cause. The MALT-Justice program was cancelled, and a new intake of the Conflict-Thai program was indefinitely deferred due to political unrest in Thailand.

⁸ Ipsos-Reid Reputation and Tracking Research, 2004-2006

⁹ 2006/07 forecast of new registered learners as of Jan. 31, 07

Other specialized programs – highly valued for their strategic and reputation qualities in the university – continue, realistically, to have limited opportunities to grow or produce higher margins. In addition, the 2006 launch of new programs in learning technology and international hotel management was soft. Recruiting into new programs is compromised, in part, because of tight timelines to go to market, launch dates that remain out of our control due to the requirement for DQAB approval, and a competitive market for faculty appointments.

The executive education market, always dynamic, also saw program cancellations and was essentially flat aside from the impact of a new certificate in Environmental Practice (which, in turn, achieved less enrolment than forecast by the partner organization). Finally, the mix between graduate, undergraduate, and certificate enrolment, staggered intakes throughout the fiscal year, and weaker performance at the start of the fiscal can all affect FTE totals.

As the year unfolded, new marketing and recruitment strategies were put in place in the fall to drive a recovery of forecasted FTE loss. These strategies were successful, with recruitment of new students into remaining 2006/07 programs exceeding budgeted targets, in some cases by more than 30%. The results well position us for the coming year and allow us to further build on such momentum – a critical factor in the time ahead.

Analysis of Upcoming Market Factors

Without doubt, we will need to get smarter and increasingly strategic in our response to a changing market. While undergrad enrolment will continue to be an essential element of our future mix of programs, the decreasing population of this demographic is likely to limit the growth potential and heighten competition among institutions for the audience that remains.

RRU's undergraduate advantage is largely due to its innovative degree completion model, which lets full-time students enter the workplace faster through programs that compress two years into one, or allows online students to continue to work full-time as they complete their degrees. Unfortunately, barriers to entry are not high, as the model can be easily replicated by competitors. To date, the desire to do so by other institutions has been limited, but this may change.

Furthermore, the financial margins achieved by RRU undergraduate programs are less than those of our graduate programs. This, alone, should shape its appropriate share of RRU's program mix (without negating the value that we provide the province by ensuring access to mid-to-late 20-somethings, who in the past have been underserved by traditional universities).

At the graduate level, attracting working professionals into applied and professional programs is likely to be seen more and more by other institutions as a source to replace lost revenue at the undergraduate level. In the near term, however, recruitment of this audience will continue to be affected by the demands and opportunities of a healthy economy.

For example, the latest job report from Statistics Canada¹⁰ shows the Canadian economy added 88,900 jobs in January, far exceeding economic predictions of 13,000 jobs for the month. These gains are largely being driven by the four western provinces – and particularly B.C. and Alberta, key enrolment regions for RRU – which all posted record highs for employment last month.

As previously noted, motivation to return to school weakens in a strong economy. Non-working time becomes more precious, career demands on employees soar, a shortage of talent opens up new job opportunities, and less people feel the need to upgrade their credentials.

¹⁰ As reported in the Globe & Mail, Feb. 9/07

In this tough recruiting environment, Royal Roads University, however, possesses some key advantages:

- One, is that among working professionals, our attributes are seen as highly desirable, and more so than ever. The 2006 Ipsos-Reid survey placed a higher value than it did in the 2004 survey on the ability to work with peers, being taught by a faculty of practicing professionals, and being able to continue to work while applying new knowledge. Furthermore, the fact that we are the only public university in Canada to specialize in serving this audience places us in the position of category leader, an attribute that can be further leveraged through greater consumer awareness of our “specialist” status.
- Two, is that among those working professionals who are *familiar* with Royal Roads, we rank well on a comparative basis with other Canadian universities. In fact, we hold leadership positions in innovation, specialized education for working professionals, faculty who are working professionals/or are seasoned academics with real world experience, the variety of delivery options, programs aligned with professional associations, students with business experience, and students who are working professionals. The 2006 Ipsos Reid survey also pointed to important gains in perception of quality.
- Three, we have organized and pursued marketing and recruitment strategies that are well ahead of a competition that has long relied on a comfortable market of high school leavers and defined geographic catchments. As many colleges and universities begin to struggle with the new enrolment reality, we have absorbed lessons learned from a market that has *always* been more difficult to reach and convert.
- Four, even in an environment where the working professional audience demonstrates less interest in education than it has previously, there is opportunity to capture greater market share – *provided we can reach them*. In other words, we have a product that is in demand. Our challenge is ensuring people are aware and familiar with what we offer, so we can convert their interest into program applications, and convert applicants into registered learners – the kind of learners who show up the first day of class, successfully complete their studies in a reasonable timeframe, and graduate from Royal Roads University.

To illustrate this demand, the chart below quantifies the size of the working professional audience in four key provinces according to Statistics Canada demographic data.¹¹ This data has been combined with the 2006 Ipsos Reid research, which identified that five in 10 working professionals would consider taking a full university program, while six in 10 would consider taking a university course. The consolidated result is the total population and core target market for RRU.

TABLE 7: WORKING PROFESSIONALS IN FOUR PROVINCES

Province	Working professionals 25-55 yrs	Considering further education (53%)	Considering a full program	Considering a course
British Columbia	1,029,575	545,675	272,838	327,405
Alberta	821,395	435,339	217,669	261,203
Saskatchewan	215,725	114,334	57,167	68,600
Ontario	3,119,705	876,325	438,162	525,795
Total	5,186,400	1,971,673	985,836	1,183,003

¹¹ Defined as “people, between 25-55 years, employed in a professional role.”

The size of this market, however, is challenged by the low familiarity of the audience with Royal Roads – a small, young, largely distance-based university, geographically located on the western-most edge of the country. The next chart¹² combines the Statistics Canada and Ipsos Reid findings with additional data from the working professional audience who have heard of, are familiar with, have a somewhat correct perception of, and are likely to consider enrolling with Royal Roads University.

TABLE 8: ASSESSMENT OF MARKET SIZE

Province	Unaided awareness RRU	Working professionals considering a full program – who are aware of RRU	Heard of RRU	Working professionals considering a full program – who has heard of RRU	Heard of and familiar with RRU	Working professionals considering a full program – who are familiar with RRU	Working professionals considering full program – with a somewhat correct perception of RRU (50%)	Somewhat correct perception of RRU and very likely to consider enrolling (28%)	Somewhat correct perception, very likely to consider enrolling and preference for RRU learning model (33%)
British Columbia	20%	54,567	75%	204,628	43%	87,990	43,995	12,318	4,067
Alberta	5%	10,883	41%	89,244	26%	23,203	11,601	3,248	1,071
Sask.	2%	1,143	31%	17,721	23%	13,148	6,574	1,840	607
Ontario	1%	4,381	24%	105,158	21%	22,083	11,041	3,091	1,020
Total	7%	70,974	41%	416,751	32%	146,424	73,211	20,497	6,765

The end result is an obvious one: due to low familiarity, we have an audience that is a fraction of what it could be. The response is equally obvious. Like any organization, if we are to increase our market share, we must gain more market intelligence to better define our market potential and target audience. Equally, we must develop and execute strategies that create greater awareness, deepen familiarity, and increase the sales of our product and services.

¹² Statistics Canada, Community Profiles, 2001 – 2004 and Ipsos Reid Reputation and Tracking Research, 2004-2006

In the first instance, we are improving our market research strategy in a number of ways. For example, research now underway will further quantify demand for specific RRU programs, not just the university itself. This will allow us to improve the accuracy of our enrolment forecasts and optimally assign resources to high-demand programs. Other research being planned will gather greater insight into customer profiles, customer satisfaction, and validation of the benefits of an RRU education.

As for successful strategies for marketing and sales, we continue to build on tactics that achieved the increase in student growth of the past year. In addition, we are putting in place both structural changes and new efforts that will bring a sharpened focus to program sales and new business development. These are described in more detail in the next section.

MARKETING, SALES, AND BUSINESS DEVELOPMENT

A) AWARENESS AND FAMILIARITY

Increasing awareness and familiarity of Royal Roads University has but one end: driving more prospects into the sales funnel so those leads can be qualified and converted into students for RRU programs.

The university and its programs are currently promoted in a number of ways. This includes online marketing of the RRU website through keywords and search engine advertising, website optimization, traditional media (high reach newspapers, specialty publications, and radio), intensified use of direct marketing to professional associations and organizations, and targeted media relations to obtain earned editorial.

In addition, the recruitment strategy provides an opportunity for directly selling RRU – the institution and its programs – to interested audiences and involves both faculty and alumni participation. In 2006/07, execution of this strategy included 57 information sessions across the country, 15 conferences, 17 education fairs, more than 25 college visits, and program-specific online information sessions held every week.

Looking ahead, tactics will be adjusted to deepen penetration through more program-specific initiatives that will allow greater opportunity to showcase individual programs and faculty/alumni engagement. Marketing and sales will shift from a strong institutional focus to seven theme areas – leadership, management, environment, communication, tourism and hotel management, peace and conflict, and learning technology – while still showcasing the innovative RRU advantage that encompasses all programs at Royal Roads. Furthermore, greater emphasis will be placed on penetrating specific sectors, such as health care, the military, education, public service, technology, etc.

To ensure an optimal balance between promotion and recruiting, consolidated marketing and sales plans are now being developed for all programs. Staff resources and budget are also being redeployed to ensure optimal execution, given the associated increased workload of program-specific plans.

B) INCREASING CONVERSION

CRM management and sales conversion tactics took a significant leap forward with new prospect management software being installed in June 2006. The software – while still requiring further business analysis and integration with the student information system – allows us to better know and manage leads for optimum recruiting.

As prospect pool volumes are recorded for a full-year cycle, we will gain improved intelligence on conversion rates and the category volume required for each program to maximize the conversion of prospects to applicants to registered learners. Currently, about 65% of all applicants to the university become registered learners. The balance do not meet our admission standards or choose to not proceed to registration.

In concert with the new CRM software, an integrated phone system was also implemented in 2006. Through a consolidated single department, 98% of in-bound calls (approximately 1,100 a month) are now being answered live and in real-time. A further 1,200 outbound follow-up calls a month are being placed to prospects and applicants. This volume of prospect management will be optimized going forward through the “opening up” of the CRM system to individual programs which have the resources to participate in lead follow-up.

Additional metrics for prospect management in 2006 included an average of 15 new prospects a day requesting material via the website, 20 new prospects a day contacting us via the phone, 10 to 15 new prospects daily who e-mail for information, 125 outbound e-mails per day to prospective learners and applicants, and the management and adjudication support of an average of 45 applications per month.

C) SINGLE TO BLOCK SALES AND BUSINESS DEVELOPMENT

If Royal Roads is to support the cost structure of an efficient and effective public university, it must grow a student body that is larger than that of an inner city high school. Through growth, we can support new initiatives and invest resources in key areas that contribute to an outstanding experience for our students and other stakeholders.

The ability to execute multi-year sales, block enrolment sales, strategic alliances with professional and other associations, and increased enrolment from organizations and targeted sectors of the economy is critical to increasing enrolment. To this end, a new Business Development Office was created in late spring 2006, reporting to the acting president, with a mandate to secure business-to-business opportunities and strategic alliances, while also assisting in the assessment of new program development.

Activities during the year involved securing learner line of credit programs with three major banks, developing a business plan to achieve increased enrolment from DND, and working with a number of associations to enhance RRU’s profile in the local Victoria community. In addition, meetings with academic units from across the university produced an inventory of potential enrolment and business development opportunities and a New Program Assessment process was designed to streamline new initiatives.

Looking forward, a need was identified to integrate business development and business-to-business sales with marketing and recruitment strategies. As such, the Business Development Office is being incorporated into the portfolio of the VP, University Relations and will work closely with the Marketing and Enrolment Services team.

Consolidated and program-specific plans, now being finalized, will produce corporate and organizational tactics designed to drive enrolment targets through sales calls and recruitment events. These tactics, in turn, will leverage and optimize existing faculty and alumni networks. Key target audiences will be HR decision-makers, business influencers, and professional associations.

To ensure optimal execution, Royal Roads will invest in a contracted team of business development officers will defined sales targets, who will be located in Vancouver, Calgary, and Toronto, with a fourth officer responsible for increasing DND enrolment. All positions will be led by the Executive Director of Business Development, who will also be responsible for identifying, managing and reporting on new business opportunities. Analysis of such opportunities will be done through a team with academic, financial, and market research expertise.

OTHER CONSIDERATIONS FOR ANALYSIS AND ACTION

In summary, the new marketing, sales, and business development strategy involves an integrated structure, consolidated plans, redeployed resources and budget, and new investment in a sales and business development team. It is designed to

drive enrolment by expanding the prospect pool, improving conversion, and seeking out new target audiences and new business opportunities. Greater profile will be provided to programs, while still highlighting the Royal Roads advantage.

In addition to these initiatives, a number of other considerations require analysis and action. These include:

- **The Royal Roads delivery model** – The 2006 Ipsos-Reid research clearly showed that among working professionals, a residency option located only in Victoria was viewed as a barrier to enrolment. More analysis needs to be given to locating residencies in other cities and regions of Canada, so as to capitalize on growth opportunities.
- **New programs** – the timely development of new programs (and the sun-setting of mature programs) is critical to enrolment growth and management. Due to the continuing uncertainty of DQAB exemption, our need for primary and secondary market research, and the imperative of adequate time for new program promotion, the timeline for bringing new programs to market has been extended in the 2007/08 academic plan. Nonetheless, new programs remain an essential source of growth and their sequencing – balancing high demand programs with those smaller and more strategic in nature – needs careful analysis to ensure issues of capacity and financial investment are optimized.
- **Retention as well as recruitment** – this issue was discussed earlier in the text. Because the success of new student recruitment can be negatively offset by poor retention, best practice strategies that can be employed across programs require development and execution. This needs to be made a priority.
- **Pricing strategies** – While degree program pricing is currently constrained by the province to increases of no more than 2%, more analysis is required to ensure that RRU programs remain competitive while maximizing revenue opportunities. This needs to be incorporated within market research strategies. Furthermore, when pursuing block or multi-year sales from organizations, the Business Development Office needs flexibility in terms of setting pricing strategies that can optimize volume and revenues.
- **Executive education consolidation** – Non-degree programs, both credit and non-credit, are not well aligned with an overall strategy to boost enrolment or manage outcomes. Consolidation of these programs into a single organizational structure with dedicated recruitment resources may offer more opportunity to successfully market their attributes, increase sales, and develop new business opportunities.

CONCLUSION

Despite a dynamic external market, extensive demographic change, a robust economy, and the internal uncertainty of the past year, enrolment achievements and progress have been made in 2006/07. A year-over-year intake of 15% more students is a testament to the dedication and commitment of employees across the university, successful marketing and recruitment strategies, and appeal of our offerings.

Nonetheless, more can and must be done if we are to support the current and growing cost structure of our university. The actions outlined above will position Royal Roads University to more fully realize its potential and achieve its strategic goals in a changing environment.

FACULTY PLANS AND ENROLMENT PROJECTIONS

The **Faculty of Social and Applied Science (FSAS)** is working on the following new degree programs; MA in Health Care Leadership and Management (joint degree RRU/BCIT), MA in Disaster and Emergency Management, MA Teachers of English to Students of Other Languages (TESOL), Doctor of Social Science, MA Community Economic Development, BA Leadership, BSc Informatics, MSC Business Informatics, BA Global Public Policy. It is important to immediately start a more detailed market analysis for these new programs. The faculty is also significantly strengthening its research agenda by launching a research forum series and forming a research committee to advance interdisciplinary research in the faculty. The faculty has set eight major goals.

1. Reconfigure and Renew Advisory Boards
2. Develop New Programs
3. Review and Revise Organizational Structure
4. Formalize and Expand International Agreement for the Delivery of Degree Programs
5. Enhance the Curriculum of Existing Programs
6. Expand and Support Existing Programs
7. Recruit Faculty
8. Engage Associate Faculty
9. Explore Opportunities for First Nations Programming

Action: Immediately launch a more detailed market analysis for each of the proposed new programs.

The **Faculty of Management** will be concentrating on recruiting a new Dean and building capacity for research in the faculty. Faculty recruitment will be a priority. Major revisions to existing programs will be undertaken and new programs offerings produced. The Faculty of Management has set 16 goals:

1. Engage in a directed recruitment campaign for faculty and leadership team members.
2. Implement Multiple MBA Entry Points
3. Enhance the Curriculum of Existing Programs
4. Align for Accreditation
5. Implement Advanced Management Series
6. Implement International Academic Management Policies and Procedures
7. Build External Networks
8. Establish Advisory Boards
9. Design and Implement New Graduate Level Program
10. Design and Implement New MBA Concentrations
11. Implement Custom Workshops
12. Recruit Faculty
13. Investigate Learner Mentorship Opportunities
14. Garner External Funding
15. Develop Doctorate of Business Administration Proposal
16. Engage Associate Faculty Engagement

The new **Faculty of Tourism and Hotel Management** will be concentrate on establishing the faculty, building enrolment in the new BA and MA in International Hotel Management, developing new programs and recruiting faculty, associate faculty and staff to support growth. The Faculty has set 8 goals:

1. Implement Programs
2. Attract, Train and Retain Faculty and Staff; including associate faculty engagement activities

3. Establish an Industry and Tourism Education Market Presence
4. Develop Additional Programs
5. Collaborate on Major Capital Initiatives & Tourism Operations
6. Establish a Research Capacity
7. Secure External Funding
8. Establish Performance Management Capacity

TABLE 9: DOMESTIC FTE PLAN BY FACULTY

FACULTY	2006/7	2007/8	2008/9	2009/10
Social and Applied Science	1111	1271	1521	1707
Management	739	836	953	1054
Tourism and Hotel Management	20	89	193	259
TOTAL	1870*	2196	2667	3020
Strategic Plan Estimates	1986	2386	2748	2882
Difference	(116)	(190)	(81)	138

*Most recent estimate for 2006/7 is 1910 FTE

Action: Immediately develop strategies to close the gap between the strategic plan estimates and the academic plan estimates for FTE enrolment.

TABLE 10: ENROLMENT PLAN FOR ALL CREDIT PROGRAMS

Program	Recruitment Projections				Headcount after attrition (2.5% attrition)				FTE Projections			
	1	2	3	4	1	2	3	4	1	2	3	4
Faculty of Tourism and Hotel Management												
MA International Hotel Management	9	25	30	35	9	33	61	84	4	20	41	55
MA Community Tourism Development	0	0	20	30	0	0	19	28	0	0	10	14
BA International Hotel Management (on-campus)	15	30	40	45	15	44	67	82	16	45	68	83
BA International Hotel Management (on-line)	0	20	38	45	0	20	57	100	0	11	40	69
Cert in Tourism Leadership	0	20	25	25	0	20	24	24	0	4	5	5
Cert in Tourism Entrepreneurship	0	20	25	25	0	20	24	24	0	9	11	11
Cert in Destination Development	0	0	20	25	0	0	20	24	0	0	9	11
Cert in Responsible Tourism	0	0	20	25	0	0	20	24	0	0	9	11
Total	24	115	218	255	24	137	292	390	20	89	193	259

TOTAL DOMESTIC FTE (FTHM)									20	89	193	259
Faculty of Management												
MBA – Exec	161	165	180	200	365	446	492	521	263	247	289	348
BCom – on campus	149	162	200	200	254	308	367	387	274	346	401	420
BCom – on-line	76	95	100	100	208	247	259	283	132	161	172	193
Cert Exec Coaching	67	80	80	80	104	150	116	116	35	38	39	39
Cert Project Management	43	72	54	56	101	88	100	104	22	22	26	27
Cert. Human Resources	21	28	30	32	46	47	55	59	12	11	14	15
Cert. Public Relations	17	25	25	25	17	24	47	47	1	11	12	12
Total	534	627	669	693	1095	1310	1436	1517	739	836	953	1054
TOTAL DOMESTIC FTE (FOM)									739	836	953	1054

FACULTY OF SOCIAL AND APPLIED SCIENCES													
	Recruitment				Headcount after attrition (2.5% attrition)				FTE				
	1	2	3	4	1	2	3	4	1	2	3	4	
DSocSci	0	0	10	20	0	0	10	30	0	0	7	20	
School of Leadership Studies													
MA Leadership	143	130	140	140	397	357	367	392	241	215	249	267	
MA Leadership Health	61	65	72	72	136	167	188	197	88	115	124	132	
MA Leadership JPSL	0	0	0	0	36	15	0	0	25	6	0	0	
BA Leadership Studies	0	0	40	45	0	0	39	82	0	0	20	60	
Grad Cert in Health Systems Leadership	0	20	25	30	0	20	24	29	0	11	13	16	
Total School	204	215	277	287	569	559	618	700	354	347	406	475	
School of Peace and Conflict Management													
MA Human Security and Peacebuilding	29	25	30	70	45	50	52	57	42	45	49	52	
MA Conflict Analysis and Management	30	35	40	40	74	96	101	112	60	63	72	78	
BA Justice Studies	56	55	60	60	129	124	133	141	100	96	107	113	
MA Interdisciplinary Studies	4	5	3	3	7	11	12	11	4	8	9	7	
MA Disaster and Emergency Mgmt	0	45	50	50	0	43	89	94	0	43	89	94	
BA Global Public Policy	0	0	25	60	0	0	24	57	0	0	14	43	
Total School	119	165	208	283	255	324	411	472	206	255	340	387	
School of Information and Society													
MA Learning and Technology	18	30	35	40	18	45	78	99	12	32	49	59	
MA Learning and Technology – TLITE	0	9	9	9	0	12	18	18	0	11	16	16	
Grad Cert Learning and Technology	1	3	5	5	1	4	8	10	1	2	4	4	
BA Informatics	0	0	30	35	0	0	29	62	0	0	17	48	

FACULTY OF SOCIAL AND APPLIED SCIENCES												
	Recruitment				Headcount after attrition (2.5% attrition)				FTE			
	1	2	3	4	1	2	3	4	1	2	3	4
Total School	19	42	79	89	19	61	133	189	13	45	86	127

School of Communication and Culture												
BA Applied Communication	69	75	80	80	149	160	183	193	116	136	151	156
MA Professional Communication	45	50	50	50	131	129	136	144	84	85	98	99
MA Prof Comm IIC	55	50	50	50	100	146	149	144	79	102	100	99
Total School	169	175	180	180	380	435	468	481	279	323	349	354

School of Environment and Sustainability												
BSc Environmental Management	26	0	35	0	50	21	54	33	29	18	36	29
BSc Environmental Science	44	50	50	50	70	91	97	97	76	91	95	95
MA Env Education and Comm.	18	25	30	35	67	70	70	84	43	41	45	54
Cert in Env Ed and Comm	8	5	5	5	8	5	5	5	4	3	3	3
MA/MSc Env and Mgmt	35	50	50	50	122	144	144	144	78	96	96	96
Cert in Env Practice	185	330	360	405	175	321	351	396	29	54	59	66
Total School	316	460	530	545	492	652	721	759	259	303	334	343
TOTAL FACULTY	832	1057	1284	1404	1715	2031	2361	2631	1111	1271	1521	1707

Notes: Year 1 = 2006/7, 2 = 2007/8, 3 = 2008/9, 4 = 2009/10

Recruitment = Learners new into the program that year, Enrolment = total number of learners seen in that fiscal year, FTE = Full time equivalent contribution to that fiscal year based on credit allocation for that fiscal year.

TABLE 11: PROGRAM MIX BY FTE

FACULTY	2007/8	2008/9	2009/10
Graduate	1239 (56%)	1485 (56%)	1644 (54%)
Undergraduate	957 (44%)	1180 (44%)	1375 (44%)

The current mix of graduate and undergraduate education offers advantages in faculty recruitment and retention and allows depth to be built within the Faculty.

Recommendation: Maintain the Grad:Undergrad ratio or close to current levels

The new **Department of Continuing Studies** will be solely focused on recruitment into the existing comprehensive suite of programs. This plan calls for steady growth in this important area which includes but is not limited to:

1. Ongoing extensive promotion, networking and PR
2. Ongoing design and implementation of programming
3. Ensuring a high level of quality in all aspects of delivery and engagement
4. Community and capacity building
5. Exploring further opportunities for collaboration and external funding
6. Answering the need for contract training for business, NGO's, agencies and government

It is important to be clear on the role of continuing studies the department of tourism, conferences and events, research centres and the Faculties such that there is no duplication of effort and no internal competition. The Faculties have the knowledge and skills to deal with quality issues related to for-credit programming and so all for credit programming should reside in the Faculties. Continuing Studies has processes and procedures enabled to allow for rapid adjustment to market and some customized programming – in general, all not-for-credit programming should reside in continuing studies. The research centres should concentrate solely on building research capacity in their chosen field. It is recognized that they will discover requirements for innovative programming which should then be passed to the Faculties or Continuing Studies for implementation. Movement of staff and faculty to and from these centres should be encouraged.

Action: Clarify the role and mandate of Continuing Studies, Research Centres, the Faculties, Conferences and Events and the department of Tourism and make appropriate adjustments by July 2007.

The **research** agenda for the university is focused on two main areas of enquiry:

1. Learning and Innovation, and
2. Sustainable Communities and Societies

The Office of Research has developed in collaboration with faculty and staff 16 objectives. They are:

1. Promote Quality
2. Generate Research Project Funding
3. Facilitate the Development of Organized Research Centres
4. Create Research Chairs
5. Promote Consulting
6. Position RRU as a Leader in e-research and e-learning
7. Position RRU as a Leader in Sustainable Societies and Communities Research
8. Develop Research Infrastructure
9. Promote Partnerships and Collaborative, Multi-Sector and Interdisciplinary Research
10. Advance Learner Research
11. Maximize the Integration of Research in the Classroom for the Benefit of Learners
12. Attract and Retain High Quality Faculty, Other Researchers, and Trainees
13. Respond to Research Service Demand
14. Expand Communication and Marketing Initiatives
15. Innovate and Exploit Research Knowledge for Social and Economic Benefit

16. Develop indicators and evaluation and monitoring mechanisms for tracking the outcomes of research and the alignment with university goals

There are currently three research centres in various stages of start-up: The Centre for Non-Timber Resources, the Centre for Health Leadership and Research, and the Centre for Entrepreneurial Education and Research. It is important that these centres have a clear mandate and do not duplicate work better done in the Faculties or Continuing Studies. If they are to focus on research, it is imperative that they are sustainable through core funding, endowment or other means.

Action: Review the roles, mandate and organization of Research Centres with a view to avoiding duplication and building a financially sustainable model for the Centres by July 2007.

The Library has special challenges with respect to maintaining collections. This plan recognizes the centrality of library as a critical underpinning of learner success, quality curriculum development and research. The rising costs of on-line database subscriptions needs to be acknowledged and funding made available to maintain and build a high quality academic library. To address the shortfall in collections will require a \$90,000 per year lift for the next three years. Twelve new initiatives to improve services are articulated in the detailed library plan:

1. Free Interlibrary Loans (max 10)
2. Convert the Library to a Learning Commons
3. Harmonize Collection
4. Redesign the Library Website
5. Implement DBWiz
6. Organize and Digitize Archival Holdings
7. Implement an Institutional Repository
8. Contribute Holding Records to AMICUS
9. Complete and External Review of Library
10. Participate in Research
11. Implement Staff Fines
12. Increase Visibility and Integration of Library Services with Learning platform

Academic and Information Services is responsible for delivering technology and media support to all aspects of University operations. In 2007, the METRO project ends and delivery of the various systems will be complete and managed by Academic and Information Services and the various business units. In the short term, AIS has 4 operational goals:

1. The AIS organizational structure will be reviewed to ensure services are adequately aligned to provide a leaner and more efficient service to the university.
2. Simplified service-level agreements will be developed for corporate applications.
3. The Metro sub-projects .home and .connect will be reviewed and re-defined to address refinements in business processes and improvements in available technologies that have occurred since the inception of the project.
4. Planning will begin for the development of fully documented technology disaster recover plan.

In the medium term, the following goals, initiatives and planned responses to Academic unit initiatives (1 – 3 years):

1. The CIO will lead a complete inventory and review of existing systems with the intention of further simplifying and streamlining corporate and academic technology support

2. Expansion of bandwidth (we will seek to have some of this added cost funded by the provincial government and/or the RRU foundation)
3. Support of research projects initiated by core faculty
4. Integration of all operational and program units into the Agresso Finance and Agresso Student World systems
5. Completion of disaster planning and implementation (disk backup and remote storage)
6. New program development (centrally planned and budgeted for)
7. Tourism and Continuing Studies online expansion (possible that a corporate partner may fund some of this development)
8. Participation in BC Campus, BC Net, Campus 2020 integration initiatives
9. A modest media studio/lab will be created for use by faculty and learners as well as by AIS.(we will be proposing a short term low-cost centre and also submitting a big picture vision of a media centre for consideration by the Foundation)
10. Phased-in replacement of existing telephone system with VOIP system, including long distance and conferencing ability

Details for some of these initiatives are contained in the Corporate Technology Plan for the same period.

Student Services are critical to the success of our learners. University Life offers reception, counselling, career and financial aid services to our learners. Modest growth is envisaged as enhancements are made in the following areas.

1. The development of a student and alumni survey strategy
2. The creation of on-line resources focused on career enhancement, financial aid and awards, diversity and equity, health and wellness, learning opportunities for alumni, family and parent involvement.
3. An articulated student institutional information strategy
4. International Student support services (non-academic)
5. Implementing recommendations of Review Committee on Services for Students with a Disability
6. Expanding Global House residential learning community
7. Advancing a financial self-sufficiency model for the Recreation Centre that would include management of a capital account to address much-needed equipment renewal
8. Expanding Alumni Online Service Centre to include added features (e.g. blogs) and more users (e.g. prospective students, faculty, staff)

HUMAN RESOURCE REQUIREMENTS

The human resource requirements of this plan are laid out in summary in Table 12. An organizational review is currently in progress and may result in modification of the proposed staffing plan.

TABLE 12: STAFFING PROJECTIONS

Staffing Level	Current	2007	2008	2009
Faculty of Management				
Core Faculty	11	14	20	23
Administrative Staff	17	17	19	19
Learner/Faculty ratio	69	59	46	44
Learner/Staff ratio	44	46	48	54

Faculty of Social and Applied Science				
Core Faculty	33	41	47	48
Administrative Staff	35	43	44	44
Learner/Faculty ratio	35	31	32	36
Learner/Staff ratio	33	29	35	39
Faculty of Tourism and Hotel Management				
Core Faculty	0	4	6	7
Administrative Staff	4	5	5	5
Learner/Faculty ratio	-	22	32	36
Learner/Staff ratio	5	18	35	52
TOTALS				
Core Faculty	46	59	73	78
Staff	56	65	68	68

OTHER UNITS

Staffing Level	Current (at year end)	2007/8	2008/9	2009/10
VP Academic	3	3	3	3
Continuing Studies	3	3	3	4
Research	6.5	6.5	7.5	7.5
Academic and Information Services	71	73	59	61
Library	18	19	19	19
University Life	9	10	11	12
Total	110.5	114.5	102.5	106.5

*totals do not include PT staff

Action: Undertake a staffing analysis of the Faculties with a view to creating equity (February, 2007)

CONCLUSION

Royal Roads University is making the transition from a small entrepreneurial start-up to a mature, stable and sustainable university focussed solely on applied programming and research. We are well positioned to respond to an increasing requirement for access to life-long learning as BC copes with the challenges of the emerging demographic shifts to an older population. Our interdisciplinary approach to research and education and our sectoral approach outlined in this plan will assist in answering some of the fundamental questions of our time – global warming, resource depletion, rural poverty, natural and man-made disasters, conflict, governance and the search for sustainable development.

Our enrolment in domestic programs will increase by approximately 50% over the next three years. This growth is dependent on support from our Provincial Government and from philanthropic sources as well as a concerted focus on the goals outlined in this plan by our staff and faculty. Key to the success of this plan will be a significant improvement in infrastructure required to house the increased number of learners and staff on campus.

Knowledge, skills, innovation and creativity will be the underpinning of BC's economic performance and social prosperity. To succeed, we will need to lower the barriers that constrain access and block new initiatives. Royal Roads University, is and should continue to be, a living laboratory for educational innovation in British Columbia. Our small size and entrepreneurial culture allows us to pilot new learning trends, new disciplines, and emerging educational strategies within a framework of quality.

PART 1 APPENDIX A: SWOT, PEST AND RISK ANALYSIS

<p>Strengths:</p> <ul style="list-style-type: none"> ➤ Education model: cohorts, problem-based learning, learning outcomes, and teams ➤ Committed core faculty and staff ➤ Program delivery model - blended delivery in graduate, undergraduate and graduate certificate programs and intensive 12-month undergraduate program ➤ Large associate faculty cadre ➤ Growing applied research base ➤ Ability to partner with other organizations ➤ Well networked in private/public sector, nationally/internationally ➤ Organizational culture that supports on-going improvement and innovation ➤ Flexible admission criteria 	<p>Weaknesses:</p> <ul style="list-style-type: none"> ➤ Core faculty workload too high ➤ Pressure to alter admission standards to achieve potential growth ➤ Pressure to alter program delivery models to achieve potential growth ➤ Lack of established national reputation and brand ➤ Quality control in international operations ➤ The legacy of being different – difficult relationship with other universities and the post-secondary system writ large ➤ Limited interest for cross-disciplinary cooperation across schools ➤ Don't have consistent faculty model: Associate/Core ratio(s) ➤ Pedagogical model is overly restrictive ➤ Inconsistency of associate faculty in terms of supervision of thesis, major papers ➤ Level of FTE funding compared to other universities is lower ➤ Campus operates on a national historic site with old buildings not designed for teaching and research
<p>Opportunities:</p> <ul style="list-style-type: none"> ➤ Career-oriented learners who recognize value of blended delivery model ➤ Laddering opportunities to other 'feeder' educational organizations and professional associations ➤ Opportunities for international learning ➤ Interdisciplinary nature of programs ➤ Faculty Collective Agreement (opportunity to standardize and negotiate workloads) ➤ Opportunity for multi-year business to business partnerships ➤ Program areas reflect and align with important emerging societal issues ➤ Potential for off-shore delivery and exchange ➤ Alumni – potential market ➤ Opportunity to work with aboriginal communities ➤ Optimize the use of the site as a living laboratory for environmental and tourism studies 	<p>Threats:</p> <ul style="list-style-type: none"> ➤ Blended model is replicable – competitive advantage may not be sustainable ➤ Reputation may be attacked based on amount of research and faculty ➤ Price sensitivity of degrees ➤ New Bachelor level programs (low cost) launched by the College system ➤ Scarcity of PhDs makes us vulnerable to faculty attrition ➤ Insufficient academic controls on international harms reputation ➤ Outcome of 20/20 campus review ➤ Our relationship with the ministry and government ➤ Shifting demographics and enrolments ➤ Inability to get student loans ➤ Booming economy and decreased incentive to upgrade credentials ➤ Need for new infrastructure to replace and add capacity to aging heritage buildings

<p>Political Issues:</p> <ul style="list-style-type: none"> ➤ Determination by the federal government to play role in post secondary education, by supporting graduate studies, students, and applied research ➤ Increased provincial support for post-secondary education ➤ Alignment of RRU model and credo with prevailing public policy approach of BC Government ➤ Unavailability of student loans for most Masters students ➤ Federal initiatives in Foreign Competency Recognition and other forms of national accreditation ➤ Campus 20/20 ➤ Few significant political ‘friends’ and proponents. 	<p>Environmental Factors:</p> <ul style="list-style-type: none"> ➤ “Aging” populations in North America and requirements of working longer, hence, learning longer ➤ Significant demand for learning in Pacific Rim countries among all age groups ➤ Our programs are attractive to politicians/organizations ➤ Continued prestige of “Western education,” especially North American, for international learners ➤ Intensified competition for personal time and attention ➤ Impact of globalization, especially with respect to “Western” models and English language
<p>Societal Factors:</p> <ul style="list-style-type: none"> ➤ Acceptance of pre-eminent value of learning and education for individual, communal and societal development and quality of life ➤ Heightened personal status associated with formal education and educational credentials ➤ “Commoditization” of education within traditional academic disciplines 	<p>Technology Issues:</p> <ul style="list-style-type: none"> ➤ Ubiquitous connectivity and communications, including global access ➤ Increasing prevalence of small IT “appliances” ➤ Easing of digital divide ➤ Rapid expansion of broadband ➤ Personalization of interaction with and use of technology

At the request of the Board of Governors, an Enterprise Risk Management Task Force was struck in late 2004 to identify risks of strategic importance to Royal Roads, analyze them, and make recommendations as to how they should be mitigated. On April 11, 2005, a group met to identify and rank strategic risks. The group consisted of Task Force members and the Executive, and was led through the process by Martin Pochurko from the University of British Columbia.

The group identified the risks of strategic importance to the university and assigned rankings of High, Medium, or Low to each risk, based on how people perceived the risk. The risk data was subsequently compiled as a single risk table, ranked from highest to lowest. For the most part, this risk data has not been revisited since April 2005.

All of the risks considered to have academic attributes have now been re-examined and extracted from the original risk table. Only those of High or Medium rank are being used to support the Academic Plan. Risk mitigation strategies are identified that will reduce or avoid the risk. Many are addressed more specifically in this plan.

HIGH LEVEL RISKS

Risk	Impact	Probability	*Overall Risk	Rank	Mitigation
Lack of control over international operations	3.4	4.0	13.8	H	A Director of Asia Operations, Eric Hwang, has been appointed, and a strategic plan for International Operations is being prepared that will be aligned to the Strategic Goals of the university.
Failure to understand existing markets (enrolments)	3.9	3.4	13.4	H	Steps are being taken to re-focus the marketing function to undertake strategic branding of RRU, and more in-depth market analysis.
Over-reliance on a few major program revenue sources	4.0	3.2	12.9	H	New programs are approved in areas such as Hotel Management, Disaster Management, and environmental certification. Gaining an exemption from DQAB will allow the university to move a variety of programs to market relatively quickly, in response to demand. Launch Continuing Studies.
Unable to attract and retain key faculty members (including associated faculty)	3.9	3.0	11.7	M	Retention strategies, succession planning, and the introduction of a faculty ranking system will all assist in addressing this issue.
Lack of alignment of business unit practices to strategies or "core" focus	3.2	3.2	10.4	M	The creation of a Business Development Office and a more efficient but in-depth process will ensure the necessary alignment.
Risk against business failure in new markets	3.4	3.0	10.3	M	The creation of a Business Development Office and a more efficient but in-depth process will reduce potential risks.
Unclear levels of authority, responsibility and accountability	3.0	3.2	9.7	M	Organizational alignment to the Strategic Plan.
Too many or too few staff/faculty members, or lack of optimal allocation	3.2	3.0	9.7	M	Workload issues are being addressed through the Faculty Association, and faculty/student ratios are being examined as part of the Strategic planning process.
Reputation or public image damage occurs	4.1	2.3	9.6	M	Greater focus on the quality of the learning experience as well as learner centredness, strengthening of policies and procedures that direct the program development and delivery processes.
Lack of strategic focus	3.4	2.8	9.6	M	The new Strategic Plan/Strategic Goals, and their implementation, will provide the necessary strategic focus.
Lack of consistency in academic processes and standards	2.8	3.4	9.6	M	Since April 2005, academic reorganization and a specific focus on developing appropriate standards and processes has helped address this issue although more is required.
Complex organizational structure (leading to poor accountability)	3.0	3.0	9.0	M	Organizational alignment to the Strategic Plan, and an HR Strategic Plan will help to address complexity.

*Overall Risk is defined as Impact multiplied by Probability, Impact and Probability (high = 5, med = 2, low =1)