



November 17, 2006

Geoffrey Plant, QC
Special Advisor
Campus 2020
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Victoria, BC V8W 9B5

Dear Mr. Plant:

On behalf of Royal Roads University, I am pleased to submit our position paper "Imagining the Future" to Campus 2020. This document can be publicly shared should you wish to post excerpts on your website.

Thank you for providing the opportunity to contribute our thoughts and views on the future of B.C.'s post-secondary education system.

Sincerely,

A handwritten signature in blue ink, appearing to read "RS", with a long horizontal flourish extending to the right.

Robert A. Skene, FCA
Acting President and Chairman of the Board of Governors

Campus 2020 – Imagining the Future

A Position Paper from Royal Roads University



**ROYAL ROADS
UNIVERSITY**

Campus 2020 – Imagining the Future A Position Paper from Royal Roads University

Ours is a world of change. As we seek to imagine the future of post-secondary education in British Columbia, it is critical that we anticipate the challenges, the hard choices, and the full possibilities of change itself.

This may require imagining a post-secondary system that is less familiar and more fluid in defining the mandates for educational institutions. More importantly, it will require that the system of higher education remains meaningful to those who participate in it, and relevant to emerging social and economic policy choices.

Quite simply, as a post-secondary institution, Royal Roads University knows that our responsibility must be to the people of B.C., not to the status quo. Our task is to integrate the demands of the wider world, not the narrower interests of institutional desires. And our opportunities are those inherent in a global economy and a democratic society, not those of our making alone.

In this regard, we welcome Campus 2020 as an important and necessary investigation of higher learning in British Columbia.

Royal Roads University supports the position paper of The University Presidents' Council of British Columbia that outlines the achievements of universities, the value of collaboration, and the unlimited potential of knowledge and innovation. In this paper, we seek to briefly address the contribution our institution can make as we journey to the year 2020.

I. Understanding the Future

There is no shortage of demographic, employment, education, immigration, and economic statistics that can pepper discussions and predict scenarios for B.C. over the next 15 years.

An aging population, shrinking workforce, and increasing appetite for education highly relevant to the workplace is matched by a growing need for the skills, knowledge and talents of immigrants, Aboriginals, and those with disabilities in a highly competitive labour market. These trends – and the ascendancy of lifelong learning as the means to achieve professional and personal growth – are well documented and have informed our own service and strategic plans.

Less certain are the outcomes of such changing times. And the answers to the broader challenges that a world, increasingly inter-dependent, will pose to our province and its people.

For example, how will we meet the environmental concerns of global warming, climate change, resource depletion, and intensive urbanization? How will the rapid and global mobility of human and financial capital, coupled with technological innovation, affect regional and national competitiveness?



How will our communities continue to adapt to new demands for well-being and equity, support a sustainable health care system, and ensure progressive and inclusive leadership? How will human-generated challenges, including political, human security and environmental issues, as well as

natural disasters, shape conflicts and expectations for Canada on a world stage?

A post-secondary system has to be flexible and robust enough to impart knowledge and skills to its citizenry for these big questions and those not yet formed. Much of that knowledge creation and distribution may come from pushing the frontiers of research and scholarship in our post-secondary institutions. Along with that exploration, we need engagement across disciplines and throughout all sectors of society to ensure that solutions are not silo-ed and the full scale of complexity, including that of pragmatic execution, are considered.

In 1995, Royal Roads University was set up for such a purpose. Focusing on leadership, management, conflict resolution, and environmental sustainability, we have sought to anticipate and respond to the demands of a changing world through innovative and interdisciplinary education, primarily for British Columbians.

By offering applied and professional programs exclusively, the majority of them at the graduate level, and undertaking applied research, RRU has set out to marry the challenges of our times with real-world problem solving. We have done so by incorporating the expertise of the public and private sector and by collaborating with other institutions in B.C., Canada, and around the world.

Dr. Darcy Mitchell leads The Centre for Non-Timber Forest Resources at Royal Roads University. Centre initiatives address community capacity building, economic development, and resource management in an effort to establish Canada as an international leader in this multidisciplinary field of study. The principal focus of the centre is the wise use of non-timber forest resources – such as wild foods and medicinal products, native plants in landscaping and horticulture, bio-products and forest-based tourism – to diversify and sustain rural and resource-dependent economies in B.C. and elsewhere.

We believe the time has now come to evolve this model to the next stage, so as to strengthen the value of interdisciplinary expertise within the post-secondary system. For example, in the case of Royal Roads University, there are two key areas where we believe we can play a larger role because of unique circumstances and insight.

The first is in the area of environmental sustainability, particularly as it relates to the demand for skilled environmental professionals and the growth of sustainable tourism as a vibrant part of the provincial economy.



Royal Roads University has offered environmental programs from its inception, and currently delivers a range of undergraduate and graduate degrees, diplomas, and certificates. Most recently, its partnership with the Environment Careers Organization of Canada, one of 30 federal sector councils, has led to the development of the Canadian Centre for Environmental Education at RRU. The mandate of this centre is to use online courses from post-secondary institutions across Canada to offer programs and expand accreditation of environmental professionals, including the recognition of immigrant credentials.



At the same time, Royal Roads is the only university in Canada located on a National Historic Site. It is charged with the responsibility of preserving the natural, environmental, cultural, and heritage assets of the 565-acre campus and enhancing public education of this remarkable property. To this end, the university is developing tourism-related commercial operations and has launched new degree programs in international hotel

management, with further programs planned in tourism management.

Rounding out this concept, a new Continuing Studies division at RRU was created this past fall to offer a wide diversity of programs to the community, many of them acting as a stepping stone to certificates and degrees. Among these are “green” programs focused on environmental issues and tourism programs that build skills for tourism workers and operators. Furthermore, the RRU campus will be the future home of the Robert Bateman Art and Environmental Education Centre, housing an extensive and generous gift to B.C. of Mr. Bateman’s art collection and archival material.

These unique circumstances provide the opportunity for Royal Roads University to become a demonstration campus for environmental education and sustainable tourism practice – two critical areas of provincial interest. This *interdisciplinary synergy*

promotes a model of “excellence” – supported by research and scholarship – that can allow designated institutes of higher learning to fully exploit new knowledge in emerging areas and immediately apply those benefits for economic development and community transition.

A second key area where Royal Roads has already made a name for itself is in the area of leadership – both in terms of public sector renewal and in health care. In collaboration with the University of Victoria and Camosun College, RRU helped create the highly successful *Leading the Way* program to specifically address succession planning challenges within the B.C. Government. Furthermore, our graduate-level leadership programs have long attracted, among others, those in hospitals, regional health authorities, government, and policy agencies who are dealing with the thorny issues of health care reform and best practices.



Leveraging the desire for increased knowledge and skills in this area, RRU now offers a graduate degree focused exclusively on leadership in health care. Together with the British Columbia Institute of Technology (BCIT), we will soon offer a second graduate degree in health care management for practitioners. Furthermore, the new Centre for Health Leadership and Research at Royal Roads University will focus its research on the analysis of complex issues related to stewardship, accountability, system reform, and the role of health care leaders.

Once again, an interdisciplinary and collaborative approach – involving, in this case, leadership and health care – has led to concentrated expertise that responds to the concerns of British Columbians.

This experience leads us to the following recommendation:

Identify interdisciplinary centres of excellence within the post-secondary system that can respond to emerging issues and knowledge gaps of critical importance to British Columbians.

II. Creating Opportunity

At the regional meetings, Campus 2020 heard much about existing barriers to higher education. While access to undergraduate programs has expanded significantly in recent decades – and the provincial government has demonstrated strong leadership with the addition of 25,000 new seats in the system – many of the same issues still remain: affordability, the elusiveness of student success for some demographic groups, and geographic isolation.

RRU's mandate from the beginning called for the university to address these issues. Recognizing the demand for lifelong learning, particularly as it applies to a changing workplace, Royal Roads was created to meet the needs of those traditionally underserved by the larger, comprehensive B.C. universities. This includes both mid-career adults in the workplace and younger adults who have not attended or perhaps not completed earlier attempts at post-secondary education.



To address issues of affordability, the Royal Roads learning model promotes an ability to continue to work while gaining new skills, knowledge, and credentials. At the undergraduate level, we pioneered the accelerated completion degree, which allows students to complete years 3 and 4 of a bachelor degree in 12 months, thereby entering the workplace faster.

Our extensive use of e-learning – and support for leading-edge teaching and learning strategies as well as technologies – allows students to remain in their home towns and rural areas while enhancing their education. And the use of a flexible admissions policy gives those with extensive workplace experience credit for their knowledge and opens new doorways to higher learning.

A few years ago, Royal Roads decided to celebrate its one-millionth “poster” in its newly updated web-based discussion forum. As the time drew near when the milestone was expected to be reached, students were informed of the contest. The eventual winner, by serendipity, turned out to be a “poster” student for RRU in more ways than one. Daniel Hardy, a former graduate of Royal Roads Military College, and a UN military observer in Sierra Leone, made history in winning the contest. His one-millionth posting from the field and across the miles from Africa, involved a discussion of Haiti’s political woes as part of his Master’s program in Human Security and Peacebuilding. E-learning does make the world smaller and its challenges more immediate.

What was once novel, however, has now become common practice among post-secondary institutions. The expansion of e-learning and ability to work while pursuing advanced degrees has exploded across the western world and elsewhere with the dynamic growth of Internet use.

In this increasingly crowded field, Royal Roads University can continue to deliver advantages for British Columbia due to its *singular focus* on applied and professional programs and the workplace. Putting knowledge and skills in students’ hands so they can immediately apply new expertise in their jobs (or pursuit of new career opportunities) is not something we do among a wide range of other things – it is *everything* we do.

Taking this experience to the next level can further increase accessibility for students and collaboration across the post-secondary system. For example, as a young institution in our first decade, we did not actively seek out opportunities to provide learning to disadvantaged populations. But this is changing. Entering into our 12th year, we are now putting in place the infrastructure and learning strategies to increase representation of Aboriginals, immigrants, and people with disabilities among our students.

We believe the Royal Roads blended learning and program cohort model, small class size, and emphasis on teamwork can well suit those who have not always succeeded in finding a comfortable experience or academic success in larger institutions. Our outreach to the college system within B.C. and across Canada in terms of undergraduate transfer agreements can help provide an established pathway of increased accessibility for these student populations.



One issue, however, that will need to be resolved is financial aid for students who choose to pursue an education at Royal Roads University, but may not have the ability to work full-time as they do so. While full-time financial aid was previously available to eligible RRU graduate and undergraduate students, as per other universities, this access to student loan funding was eliminated three years ago for any learner in a “blended” program – the reason being that the delivery model of short residencies and Internet learning provides the means to work and study at the same time. The possibility, however, does not equate to all students possessing the ability to do both. Royal Roads contends they should not be penalized as a result.



Collaboration can and should also extend beyond the post-secondary system. At Royal Roads, we are particularly interested in working with teachers and educational professionals in the K-12 system on e-learning teaching strategies and technologies. To this end, we have recently updated and restructured our graduate degree in learning and technology to better meet the needs of this target audience.

We see this as a critical area for British Columbian schools, as the convenience, cost-effectiveness, and teaching power of e-learning plays a stronger role in linking communities to a global world and provides new access to emerging knowledge.

At the same time, there may be opportunity to use e-learning technologies and learning strategies to positively affect the successful transition of students, including those with special needs, from high school to post-secondary education—where expectations are

that students take greater responsibility for self-directed learning. Equally so, post-secondary institutions could use virtual campuses to offer high school courses that first-year university or college students could take (or should have taken) to strengthen their chances at academic success.

Once again, we believe Royal Roads University can take a leadership role on behalf of the province. As a pioneer of blended learning and as an institution which receives outstanding marks for academic satisfaction and learning experience from its students, we are experienced in using e-learning to move people in and out of different stages of their careers and lives. We are keen to work with other institutions, government, technology providers, and employers on expanding this expertise and developing e-learning strategies and infrastructure that benefit all British Columbians.

As such, our recommendation is:

Create new opportunities for access, student success, transition from K-12 to the post-secondary system, and transition phases within the workforce by investing in e-learning strategies, infrastructure, and financial aid that support universal access to higher education.

III. Understanding the Purpose

Above, we made the point that the post-secondary system of the future may be less familiar – and in some ways, less comfortable – for the institutions themselves and more fluid in terms of their mandates.

By that, we mean that a system that puts every institution in a tightly defined and highly constrained box – a college, an institute, a university-college, a university, and a special purpose university – may have the advantage of categorization, but the disadvantage of not fully exploiting the opportunities that lie on the horizon. We would instead advocate for a system in 2020 that can respond flexibly to emerging needs and policy issues.

Let us be clear: Royal Roads supports the need for institutions to clearly know the student population they serve and the value they create for the province of B.C.



In our case, we are dedicated to serving the needs of a changing society and economy. Those needs, in terms of education, are focused on developing and delivering innovative applied and professional programs for those who wish to advance in the workplace. Programs that impart new knowledge and skills for a highly productive labour force are further supported by applied research and real world problem-solving.

Royal Roads University regularly surveys its learners, alumni, and the wider market of working professionals in Canada to ensure that its programs and learning model remain relevant to their needs. A 2005 survey of alumni that explored whether their RRU degree met their expectations in advancing their personal and professional growth revealed significant findings. More than 71% of graduates said their employment situation changed upon program completion. Of these, more than 9% were promoted, 11% started their own business, 12% experienced an enhanced role with the same employer, and more than 50% changed industries and/or employers. Nearly 50% experienced the change within 6 months of graduation, with another 25% experiencing the change within the year. A second survey of graduates that same year found that 83% of respondents said their program met their expectations, while 85% said the university met their expectations. 96% said they would recommend the university to others.

However, we equally value and champion the diversity of B.C.'s post-secondary system. This is one of the most well-articulated systems of higher learning in the country. Diversity and collaboration have increased the chances of student success. It has cleared pathways for students to move from college to university and created opportunities for regional education networks and partnerships that cross the rural/urban divide.

We contend that more tightly defining the role and governance of institutions within categories runs the risk of diminishing such collaboration. Furthermore, such rule-making could create new barriers for student mobility among institutions, at a time when trade, financial capital, the labour force, and intellectual property is increasingly trans-national and inter-dependent.



There is much talk in higher learning circles about the emergence of two-tier systems organized around undergraduate and graduate studies. These dialogues tend to see the world in polemics: programs that impart credentials versus

programs that instil and create knowledge; institutions that are research-intensive and those that are far less so; faculty that enshrine the scholarship of teaching versus faculty that pursue the academic prestige of advanced research.

At the heart of these dialogues is the policy choice of public investment for public good. And without doubt, developing a cost-effective and efficient post-secondary system is an imperative for Campus 2020, particularly as health care assumes a rapidly growing share of public monies.

Our large, research-intensive universities deserve public funding and support for their exploration of new frontiers of knowledge. Similarly graduate level programs will be

increasingly important to B.C.'s competitiveness and a strong and productive economy. This lesson has not been lost elsewhere in the country, particularly in Alberta and Ontario.

But here, too, diversity plays a role. Royal Roads University ranks 20th in size within the B.C. post-secondary system, but has one of the largest graduate student populations in the province. The difference, however, is that the vast majority of RRU graduate students are working in established careers, are an average age of 39, and are dealing daily with the problems and solutions of a changing workplace, society and world.

In this regard, they don't fit the same profile of graduate students in large, research-intensive universities. But these graduate students – like their counterparts elsewhere – are making a vital contribution to the challenges and concerns of B.C. and Canada through their applied research and in their organizations and communities.



At Royal Roads, we believe this kind of education and research is also deserving of continued government support in both operating and capital funding. Support, however, needs to be seen within the context of fee for service (the service being the delivery of knowledge and skills to a critically important demographic group for B.C.) and return on investment, in terms of innovation, entrepreneurialism, and prosperity for the province.

Increased funding for graduate students should not disadvantage those who chose programs of professional study, where the benefits are applied and relevant to the needs of the labour market.



Here too, we also see an expanded role for RRU that may not fit easy categorization. We are currently developing applied doctoral programs, including a Doctorate of Social Science, in response to strong demand from the market and our own alumni. We believe this is a logical step for a university dedicated to applied programs at the

graduate level. The emergence and significant worldwide demand for such doctorates within the knowledge economy demonstrates that both professionals and their employers appreciate the importance of applied research featured in such programs.

In conclusion, we believe the current diversity of the post-secondary system and its dynamic articulation are strengths, not weaknesses. Categorization and governance of

institutions within the system should be less about constraining mandates, and more about encouraging institutions to clearly identify their competitive strengths and value for the people and province of British Columbia.

As such, our recommendation is:

Encourage a cost-effective post-secondary system where collaboration and partnerships among institutions are rewarded and the institutions' return on investment for the B.C. Government is transparent and accountable.

IV. Defining quality and measuring success

Quality in academic programs, teaching, scholarship, and research must continue to be the underpinning of the B.C. post-secondary system. In a world that is shaped more and more by a knowledge economy and the value of human capital, the excellence and relevance of the advanced education we provide will be the determinant for healthy, productive, and adaptable communities.

This, however, involves more than creating and maintaining institutions of deserved reputation, academic distinction, or even intellectual brilliance. It involves welcoming a diversity of students to our institutions and instilling a learning experience and passion for new knowledge that will last for a lifetime. As well as serving the best and the brightest, we must also attract those who may find higher education intimidating, but nonetheless desire – and have the ability – to do more, be more, and contribute more fully to their organizations and society.

Due to past constraints within the system and historic practice, the focus of universities in general (and their ranking in the popular media) has often been on measuring the inputs into their institutions – grade point averages, library collections, faculty compositions, and other similar metrics. These are all valuable measurements. But in times of a demographic sea change and a competitive demand for talent, a heavy emphasis on institutional indicators and their rewards may obscure the potential of welcoming those students who can't be easily streamed in or out by tightly defined admission policies.



While not an open university, Royal Roads from its inception has taken a different tack. Flexible admission and prior learning assessments play a role in all our programs, at both the graduate and undergraduate levels. In addition to previous academic performance, we recognize the full learning and living experience of prospective students. This can

include experience in the workplace, voluntary and non-profit leadership, and living in other cultures or international experience. We believe all of this shapes a student's ability to succeed at post-secondary education.



As a university, Royal Roads has developed policies and standards common to our sister universities, and has signed a memorandum of understanding between RRU and the federal granting councils. Furthermore, we have earned memberships in a number of associations that recognize university academic standards and quality, including full membership in the Canadian Association of Graduate Studies and the Western Canada Deans of Graduate Studies.

However, we also recognize that as an applied and professional university, we must go beyond the traditional measures of quality, such as the number of peer-reviewed grants and publications in peer-reviewed journals. Given our mandate to conduct real-world, applied research and our objective in influencing policy, indicators must also examine the presence that RRU has acquired locally, provincially, and nationally as a result of research.

Tracking partners and funders is one means of measuring the reach of RRU's research, geographically and across sectors. Another means is tracking dissemination of new knowledge/research through the Internet and specific electronic forums that we have developed, as well as through publications, conferences and workshops. This helps to measure research outcomes in terms of actual value produced, as only through dissemination to the appropriate audience is the benefit of research made real.

As a university that specializes in applied and interdisciplinary graduate programs, RRU believes comprehensive learner research is integral to student outcomes and achievements. Despite our small size and highly targeted, applied research focus, RRU has achieved a success rate for learner awards that is comparable to the national average. Approximately 700 ethical reviews are conducted each year at Royal Roads, the majority of them being graduate student major projects and theses.

Furthermore, in terms of quality and relevance, all our programs focus on the graduate's competency in key learning outcomes. These go beyond letter grades and percentages, and include assessments for critical thinking, decision-making, communication, teamwork and other attributes recognized as being fundamental to the needs of Canada's competitiveness and labour market productivity by the Conference Board of Canada.

Along with our peer institutions, we actively participate in surveys that measure such competencies and the progress of our graduates. In addition, we regularly conduct our

own surveys of student satisfaction, engagement, and career enhancement to ensure that our programs continue to meet expectations long after graduation.

As we journey toward 2020, we believe that a stronger focus within the system on institutional and learning outcomes over inputs – together with increased accessibility and expanded acceptance for non-traditional paths to higher education – is necessary for a changing post-secondary landscape. We also believe such an approach is a critical element for safeguarding the outstanding quality of B.C.’s public post-secondary institutions.

This, however, requires a vision of and mechanisms for quality assessment that are strategic, rather than tactical, and can truly anticipate the economic and societal changes to come. As such, our recommendation is:

Create an independent and interdisciplinary Post-Secondary Quality Agency that is focused on ensuring that post-secondary institutions maintain and improve student learning outcomes and institutional outputs.

V. Supporting innovation

Innovation has been the watchword at Royal Roads University since its creation in 1995. This is equally true for many institutions within the B.C. post-secondary system and can indeed be a point of pride for British Columbians. Yet in some ways, RRU may have a deeper advantage in terms of institutional innovation due to its small size, youth, special purpose status, and circumstances of creation.

All these factors have allowed us – indeed, compelled us – to take risks that are, arguably, not available to larger, older, and more established universities. These risks have taken many forms. For example, from the start they have involved technology. When the Internet was still in its infancy, Royal Roads created its own successful learning platform. Today, as more institutions embrace e-learning, Royal Roads is one of the few universities in North America that has moved to open-source software to better position itself for the e-learning innovations of the future.

We took risks with our learning model and risks with our programs. By focusing exclusively on applied and professional programs – and delivering advanced education through a model that allows people to immediately apply their learning as they continue to work – we have responded and continue to respond to the needs of the workplace for convenience and accessibility, while retaining the benefits of face-to-face interaction.



This risk-taking has also led to first-of-its-kind programs in conflict management and human security, MBAs specializing in the growth fields of human resources and public relations, a professional communication program focused on international and intercultural issues, and interdisciplinary programs that integrate management principles and environmental sustainability. Looking ahead, such risk-taking is leading to new programs in leadership and health care management and disaster and emergency management.

Organizationally, RRU has used the advantage of its size to react competitively to emerging academic disciplines and demands for new knowledge, skills, and customized programs from business and government. This advantage is leveraged through a unicameral model of the Board of Governors and strong attention to governance issues from board members. Such an approach has allowed for nimble decision-making, focused analysis, and responsiveness to labour market needs.

Other risks involved our early recognition that Asia-Pacific was a region of immense importance to British Columbia, and that the delivery of education could build valuable networks for trade and co-operation. In 1999, we undertook the ground-breaking step of offering our MBA program in Mandarin in China, and have since graduated thousands of Chinese students who represent the new managerial and professional class in the country.



This pioneering outreach was followed up this year with a partnership to deliver degrees with Shandong Normal University, one of the leading universities in China. Today, the model of exporting educational services overseas, while maintaining strong standards of quality and scholarship, is being touted as a fitting response to the diminishing numbers of Asian students expected to study abroad in the years ahead.

In these and other ways, Royal Roads University has acted as a “living laboratory” for educational innovation in British Columbia. This is a role we are proud of and seek to continue for the benefit of the system and the people of British Columbia.

If our small size and youth can allow us to better pilot learning trends, new disciplines and technologies, and emerging education strategies within a framework of quality, we see that as a key return to the province in exchange for continued investment. Once again, it underlines how the benefits of diversity within public universities can serve British Columbia as a whole.

To that end, our recommendation is:

Create a climate for post-secondary innovation by identifying institutions that are well-placed to pilot and measure the success of new initiatives and opportunities on behalf of the system as a whole.

Conclusion

We live in a time of changing perceptions about education, dynamic demands on our workforce, and complex challenges in our communities. Preparing for a new kind of post-secondary system in 2020 involves more than imagining the future – it requires taking action now in ways that will secure our future in the coming decade.

Knowledge, skills, innovation, and creativity will be the underpinning of B.C.'s economic performance and social prosperity. The competitive stakes are high. To succeed, we will need to lower the barriers – artificial and otherwise – among our institutions that constrain access, block new initiatives, and prevent successful and universal transition from high school to the next stages of lifelong learning.

Royal Roads University is committed to being part of the solution for 2020. Our unique mandate, fresh experience, and focus on the needs of a changing province provide a strong advantage to the people of B.C. and its post-secondary system.



Summary of Recommendations

1. Identify interdisciplinary centres of excellence within the post-secondary system that can respond to emerging issues and knowledge gaps of critical importance to British Columbians.
2. Create new opportunities for access, student success, transition from K-12 to the post-secondary system, and transition phases within the workforce by investing in e-learning strategies, infrastructure and financial aid that supports universal access to public higher education.
3. Encourage a cost-effective post-secondary system where collaboration and partnerships among institutions are rewarded and the institutions' return on investment for the B.C. Government is transparent and accountable.

4. Create an independent and interdisciplinary Post-Secondary Quality Agency that is focused on ensuring that post-second institutions maintain and improve student learning outcomes and institutional outputs.
5. Create a climate for post-secondary innovation by identifying institutions that are well-placed to pilot and measure the success of new initiatives and opportunities on behalf of the system as a whole.

Submitted by:



Robert A. Skene
Acting President and Chairman of the Board of Governors

And the Executive of Royal Roads University

Dr. Stephen Grundy, Acting Vice President, Academic
Dan Tulip, Vice President and Chief Financial Officer
Deborah Irvine, Vice President, University Relations
Dan Spinner, Executive Director, RRU Foundation
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