

AGENDA – OPEN SESSION

Time: 8:30 a.m.
Location: Room 315, Hatley Castle
Attendees: Members of the Board of Governors
 Executive Team
 Manager, Board Governance & Planning
 Guests

8:30 am	1.	Call to order and welcome	
CONSENT AGENDA			
8:35 am	2.	<p>Governors may request that any item placed on the Consent Agenda be moved elsewhere.</p> <p><u>MOTION:</u> <i>That the consent agenda item(s) be received and/or approved by the Board of Governors by consent.</i></p> <p>2.1 Approval of the agenda <i>Moved that the agenda be approved as distributed.</i></p> <p>2.2. Minutes of the Open Session of the 29 March 2018 Board of Governors meeting (attachment 1) <i>Moved that the minutes of the Open Session of the 29 March 2018 Board of Governors meeting be approved as distributed.</i></p>	<p>approval</p> <p>approval</p>
8:36 am – 8:55 am	3.	<p>Spotlight on the University</p> <p>Update on Ashoka U Changemaker Campus</p> <ul style="list-style-type: none"> Presented by Dr. Jaigris Hodson and Dr. Rob Mittelman 	
REPORTS FROM COMMITTEES & EXECUTIVE			
8:55 am – 9:10 am	4.	<p>Report from the Program and Research Council</p> <p>4.1. Report from the committee chair</p>	information

		4.2. Quality and student satisfaction measures (attachment 2)	information
		4.3. Annual research report 2017/18 (attachment 3)	information
9:10 am – 9:13 am	5.	Report from the Finance and Audit Committee	
		5.1. Report from the committee chair	information
9:13 am – 9:23 am	6.	Report from the Governance and Nominating Committee	
		6.1. Role profiles (attachment 4)	approval
		6.2. Committee terms of reference (attachment 5)	approval
9:23 am – 9:35 am	7.	Report from the President	information
9:35 am	8.	Reports on conference attendance <ul style="list-style-type: none"> • Association of Governing Boards Conference on Trusteeship • Canadian University Board Association conference 	information
9:50 am	9.	Adjournment	

BREAK

9:50 am. – 10:00 a.m.

DRAFT Minutes of the Open Session Board of Governors

29 March 2018
Room 315, Hatley Castle

PRESENT	
Board: Kathleen Birney, Board Chair & Chancellor Allan Cahoon, President & Vice-Chancellor Maria Anderson Liz Bicknell Cindy Brar Dave Byng Nelson Chan Bruce Donaldson Lori Simcox Vern Slaney	Administration: Cheryl Eason Katharine Harrold Pedro Márquez Karen Hakkarainen (recording) Guests: Brigitte Harris
REGRETS:	
Lydia Hwitsum Jennifer Walinga	Steve Grundy

1. Call to order and welcome – 8:32 a.m.

Board Chair Kathleen Birney opened the meeting with an acknowledgement of the Songhees and Esquimalt families and the traditional lands on which the university sits.

New member Lori Simcox and Nelson Chan were welcomed to the meeting.

2. Consent Agenda

MOTION: (Slaney/Donaldson)

That the consent agenda item(s) be received and/or approved by the Board of Governors by consent.

- 2.1 *Moved that the agenda be approved as distributed.*
- 2.2 *Moved that the minutes of the Open Session of the 15 December 2017 Board of Governors meeting be approved as distributed.*

CARRIED

3. Report from the Program and Research Council

3.1. Report from the committee chair

The President reported that the annual PRC meeting with the school advisory council chairs continues to be a worthwhile undertaking for both the PRC and the chairs. With respect to Degree Quality Assessment Board (DQAB) approvals, he reported that programs submitted for approval over a year ago have yet to receive ministry approval. Consequently, the board-approved Master of Science in Management has not yet been submitted to DQAB. The university continues to advocate for improved DQAB processes and timelines. The Program and Research Council has reviewed its terms of reference and recommended revisions to the Governance and Nominating Committee.

3.2. Revised program: Master of Arts in Environmental Education and Communication

The President reported that all programs are subject to a major review every five years. Royal Roads programs are academically rigorous and, historically, have required a greater number of credits for completion than masters programs at other institutions. The major review presents an opportunity to not only revise programs in response to student and sector needs and interests but also harmonize programs within Royal Roads and bring credit requirements in line with other masters programs in the sector.

Brigitte Harris, Dean of the Faculty of Social and Applied Sciences, provided an overview of the program changes that are proposed.

MOTION (Cahoon/Birney)

That the Board of Governors approves the major revision to the MA in Environmental Education and Communication program.

CARRIED

3.3. Revised program: Bachelor of Arts in Professional Communications

Brigitte provided an overview of the key recommended changes.

MOTION (Cahoon/Byng)

That the Board of Governors approves the major program revision to the BA in Professional Communication program.

CARRIED

4. Report from the Finance and Audit Committee

4.1. Report from the committee chair

Vern Slaney reported that the university is forecasting respectable year-end results. The Centre for Environmental Science and International Partnerships will be substantially

complete by the project deadline. Following on the Board retreat, a discussion of risk is being planned for the fall. The input of board members is needed. The committee received the draft 2018-19 Operating Plan, which will be discussed by the board in the closed session. The Finance and Audit Committee has recommended its terms of reference to the Governance and Nominating Committee.

5. Report from the Governance & Nominating Committee

5.1. Report from the committee chair

Bruce Donaldson reminded members that they can attend any of the committee meetings.

The Governance and Nominating Committee is into the cycle of reviewing the terms of reference for committees. Due to time constraints, review of the role profiles for the position of board chair and board member was deferred to a future committee meeting. While the board's annual self-assessment has been deferred in respect of new members, the committee has undertaken to review the questionnaire so that it will be ready for use when the board decides to implement its self-assessment. Bruce reminded members that he will distribute a short meeting review questionnaire following the meeting.

6. Report from the Executive

Discussion will take place in the closed session.

7. Adjournment – 8:51 a.m.



PROGRAM AND RESEARCH COUNCIL

BRIEFING NOTE

MEETING:	29 May 2018
AGENDA ITEM:	Quality and Student Satisfaction Measures
SPONSOR:	Steve Grundy, Vice-President Academic and Provost
PURPOSE:	For information

The following report provides an update on internal and external feedback initiatives as annually provided in the reporting cycle for the Program and Research Council.

Student feedback plan

No changes have been made to the student feedback plan (see Appendix 1) since the report of May 2016. This plan will be examined in 2018-2019 as part of a regular review cycle.

Internal self-report student data

Course evaluation surveys

Students are invited to complete an anonymous online course evaluation survey for every for-credit course at Royal Roads University. Survey results are distributed to provide appropriate feedback to instructors while respecting confidentiality. Three abridgment levels allow faculty to review their own results, maintaining the privacy of others where courses are taught by more than one faculty member. All data is available to Deans and School Directors along with any related comments made by the faculty member who has reviewed the student feedback. In respect of the privacy of faculty peers as provided for by the collective agreement with the Royal Roads University Faculty Association, program heads and intellectual leads have access only to feedback for courses taught by associate faculty members. Student feedback is reviewed with the faculty member to inform future course content and delivery and to support the faculty member's ongoing development. Student feedback is a critical component in annual program reviews and five year external program review process and is included in considerations of decisions related to reappointment, merit and promotion.

General student surveys

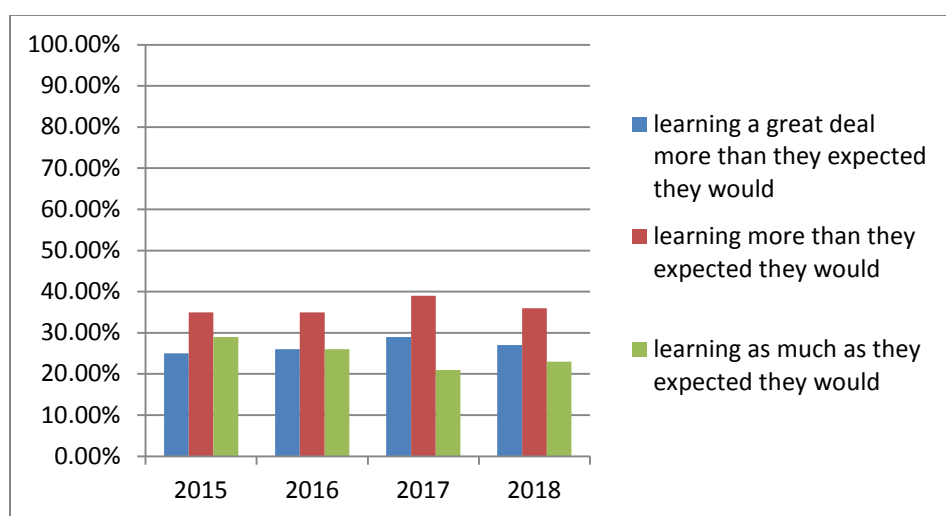
Two student feedback surveys are regularly administered that query a range of topics related to the student experience. The first, titled "Student Feedback Survey – Now that you've started your program" is sent to students 60 days after program start and the second, titled "Student Feedback Survey – Nearing the end of your program" is sent to students approximately 30 days before the end of their last course. The former invites students to reflect on their preparedness, early impressions of

their learning experiences and supports available to them and asks questions relevant to marketing and recruitment. The Student Feedback Survey - Nearing the end of your program asks students to reflect on their experiences and to offer their feedback and suggestions. These surveys will be reviewed and updated this fiscal year as part of the regular review cycle. Selected key indicators of student satisfaction over time are highlighted below. Work is ongoing to analyse and respond to these results.

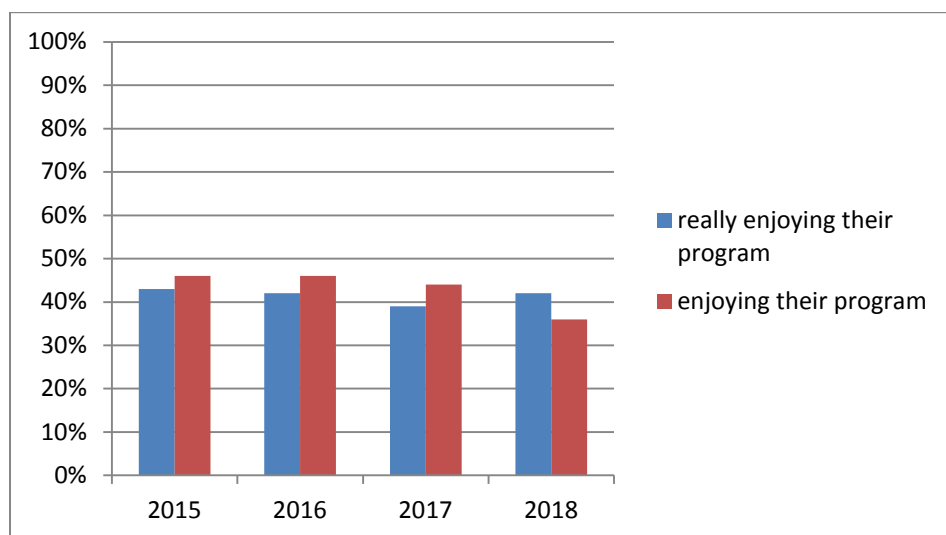
Student Feedback Survey – Now that you’ve started your program

These charts summarize responses to the Student Feedback Survey – Now that you’ve started your program and include data from questions that were included in the first and revised versions of this instrument, spanning 2014-2015 through to 2017-2018.

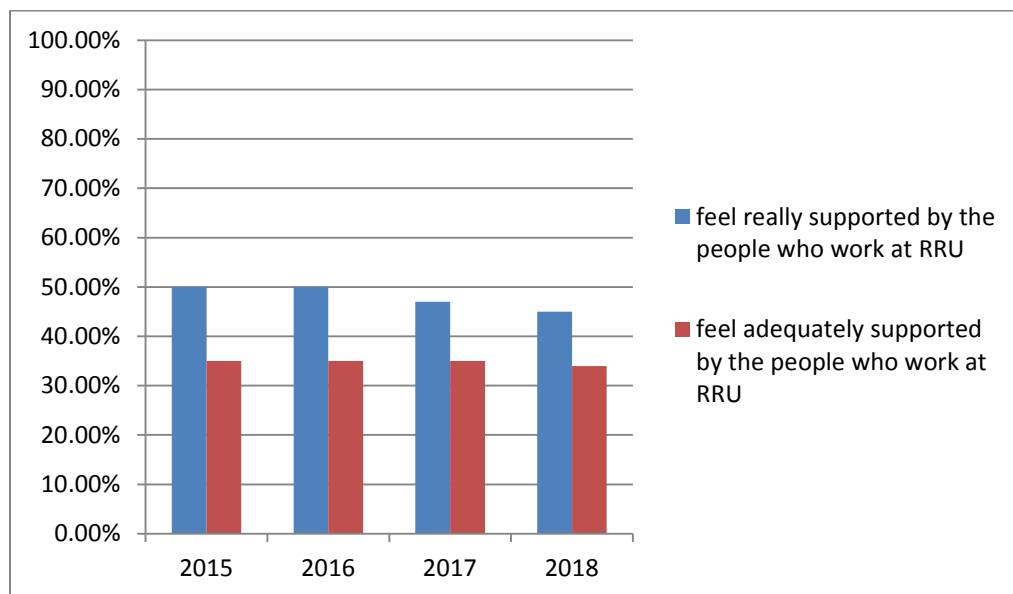
How much do you think you are learning in your program right now?



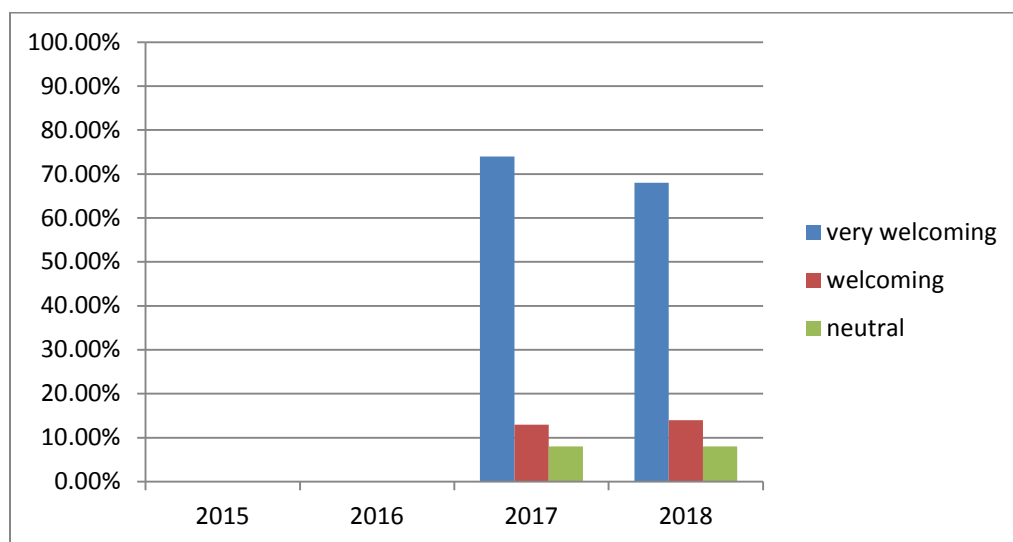
How much are you enjoying your program right now?



How supported do you feel by the people who work at RRU (i.e. staff and faculty)?



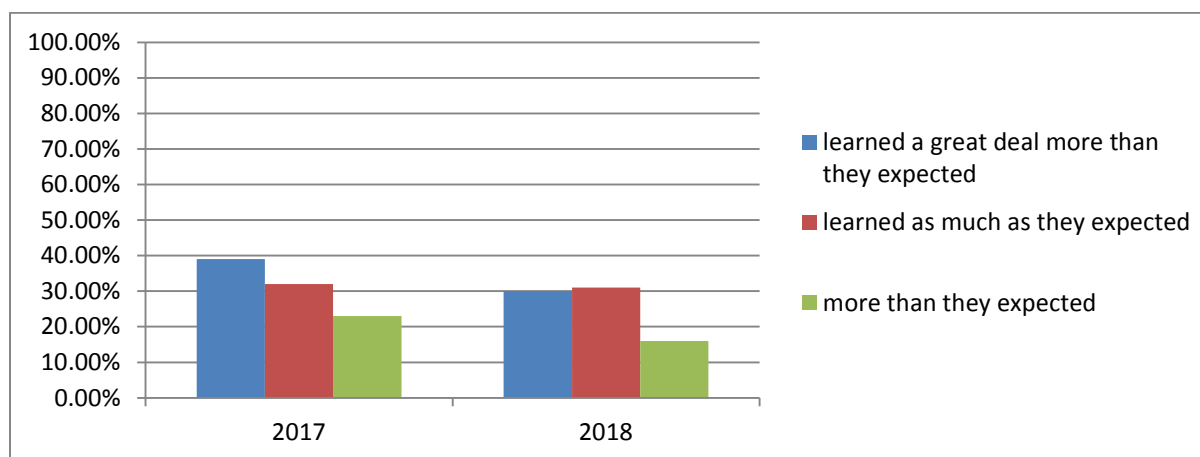
In your experience so far, to what extent has RRU provided a welcoming environment that is inclusive of people with diverse perspectives and identities? *NOTE: This question was introduced in 2017.*



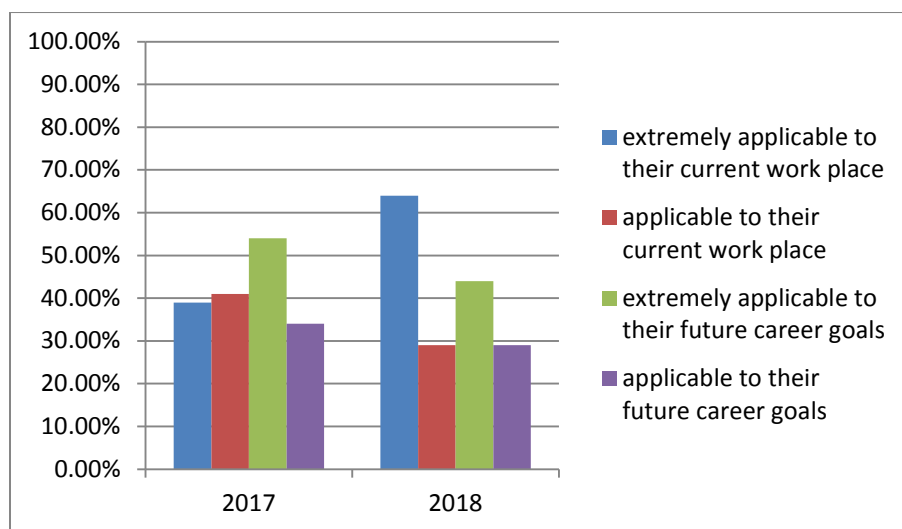
Student Feedback Survey – Nearing the end of your program

The following charts illustrate responses to the Student Feedback Survey – Now that you're nearing the end of your program. This was launched in 2016-2017 and thus data are available for the last two fiscal years.

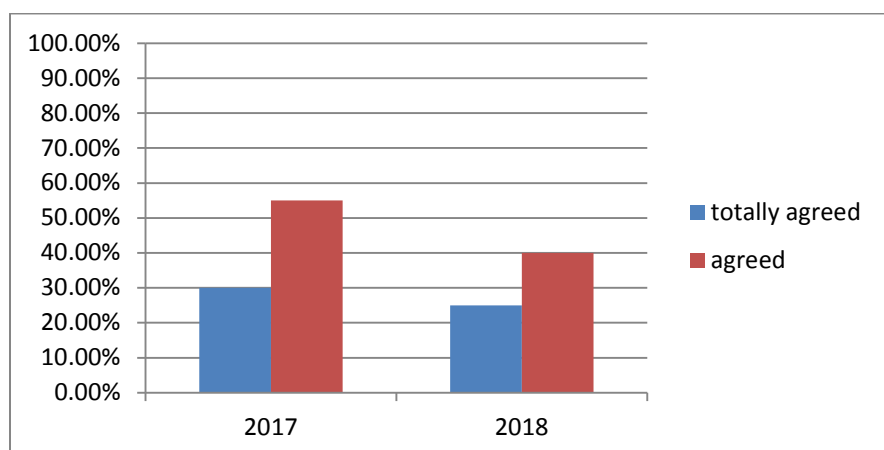
How much do you think you have learned from your program?



How applicable has your learning been to your work or life so far?



It has been evident that my courses are designed to meet their learning objectives.



Special population survey: Voluntary withdrawals

Twice annually students who have voluntarily withdrawn in the intervening period are sent a survey to ask their reasons for their withdrawal, whether there was anything that the university might have done to prevent their withdrawal, and whether at the time of response they anticipate returning to study. Reported for voluntary withdrawal are consistently related to issues of life circumstances, program fit, and financial constraints. This exercise provides respondents the option of indicating whether they would like someone from the university to follow up with them. Where a respondent indicates that they would like such outreach, contact is made by Student Services staff. Though few in number, these interactions regularly yield positive results and contribute to student re-enrollment.

Service quality measures

This report highlights service quality feedback measures for three selected student support services – the Writing Centre, counselling services and the LaunchPad, our online self-paced student orientation platform.

The Writing Centre

The Writing Centre was established as a unit of the Library in 2007 with the purpose of providing a suite of services to support student writing skill development. The Writing Centre is staffed by one Manager and one Centre Associate who work with students to develop their skills and confidence face-to-face, online and over the phone. The Manager and Associate keep detailed metrics and students are asked to respond to a feedback questionnaire following each service interaction. The following table summarizes some of the activities of staff and the exceptional evaluations they receive from students who respond to the invitation to provide feedback.

Activity or statistic	Number
Number of face-to-face class presentations	41
Number of students in classes	1,111
Percentage of students surveyed who rated overall effectiveness of instruction as good or very good	98
Individual writing sessions	472
Number of hours spent in one-on-one student consultation sessions	238
Percentage of students surveyed who rated overall satisfaction with effectiveness of writing session as "satisfied" or "very satisfied"	100
Number of individual student email inquiries	1,311
Percentage of students surveyed who rated overall satisfaction with effectiveness of email as "satisfied" or "very satisfied"	100

Counselling Services

Personal counselling services are offered in traditional face-to-face settings and also online and over the phone through the Student Success unit of Student Services. A survey of students who participated at least one counselling session during 2017-2018 was conducted at the end of the fiscal year to solicit feedback on student satisfaction with the services provided. Of the 189 students surveyed, 51 responded (29% response rate). While the data is currently being analysed, the following results are shared to provide a snapshot of student feedback on the quality of the services offered.

Statement	% Agree	% Strongly agree	% Total positive responses
The wait time to book an appointment was reasonable to me	44	47	91
My follow up appointments were scheduled at reasonable interval lengths	42	42	84
I felt comfortable, respected and safe with my counsellor	16	77	93
If you attended a session on campus, the space provided for counselling was private, comfortable and easy to find	38	58	96
If you attended a session remotely, the use of phone or Skype was useful and effective	37	56	93
Counselling has helped me to understand what is emotionally impacting me as a student, and I feel I am (or will be) better able to move ahead with my academic goals	40	40	80

The LaunchPad

First implemented in July 2016, by the Student Engagement unit in Student Services working in conjunction with the Centre for Teaching and Educational Technologies, LaunchPad is a comprehensive institutional orientation platform targeted to students between the time of registration and program start that is delivered online as a self-paced asynchronous “course” in Moodle, our learning management system. Modelling our blended delivery methods, the online experience is complemented by regularly scheduled live question and answer sessions held in Collaborate, the video conferencing tool that is embedded in Moodle that students will use in their online courses. The platform also includes a “student café” discussion forum where students can ask questions and connect with others starting in their program. The student café is regularly monitored by staff members in the Student Engagement unit of Student Services. This provides a great deal of insight into the experiences of entering students and the areas in which continuous improvements can be made in support students as they begin their studies.

Students who participate in LaunchPad are invited to provide feedback and 1,956 evaluations have been completed to date. Of these, more than 98% of respondents agree or strongly agree that “my knowledge of the supports and services available at RRU has increased”. With regards to the efficacy of the tool, 90% agree or strongly agree that the “orientation kept my attention and interest throughout” and 94% agree or strongly agree that the “student café provided an effective forum for me to ask questions”. Metrics also demonstrate that there is an excellent completion rate as noted in the table below.

Period	Unit 1 Completed	Unit 4 Completed	Retention in LaunchPad
New students - July 2016-June 2017	1,248	966	77%
New students - July 2017-April 2018	1,021	956	94%

Alumni reflections survey – follow-up

In September 2015, the RRU Alumni Relations Office engaged the services of Insights West to conduct an online survey of RRU alum to identify and measure overall satisfaction and the impact of their education. Over 1,550 alum (of 10,000+ invited) completed the survey, a response rate of 14.8%. Subsequent to our findings from this survey, an online, alumni-only platform was launched in November 2016. This platform, royalroadsconnect.com, supports survey findings that identified alumni's desire to remain connected with each other and Royal Roads, to receive or provide ongoing support, and to find opportunities for lifelong learning. To date, "Connect" has 1772 alumni registered, which is just under 10% of our alumni data base. This is an excellent number compared to other universities who have, on average, about 5% of their alumni base registered on alumni-only platform.

External self-report student data

National Survey of Student Engagement (NSSE)

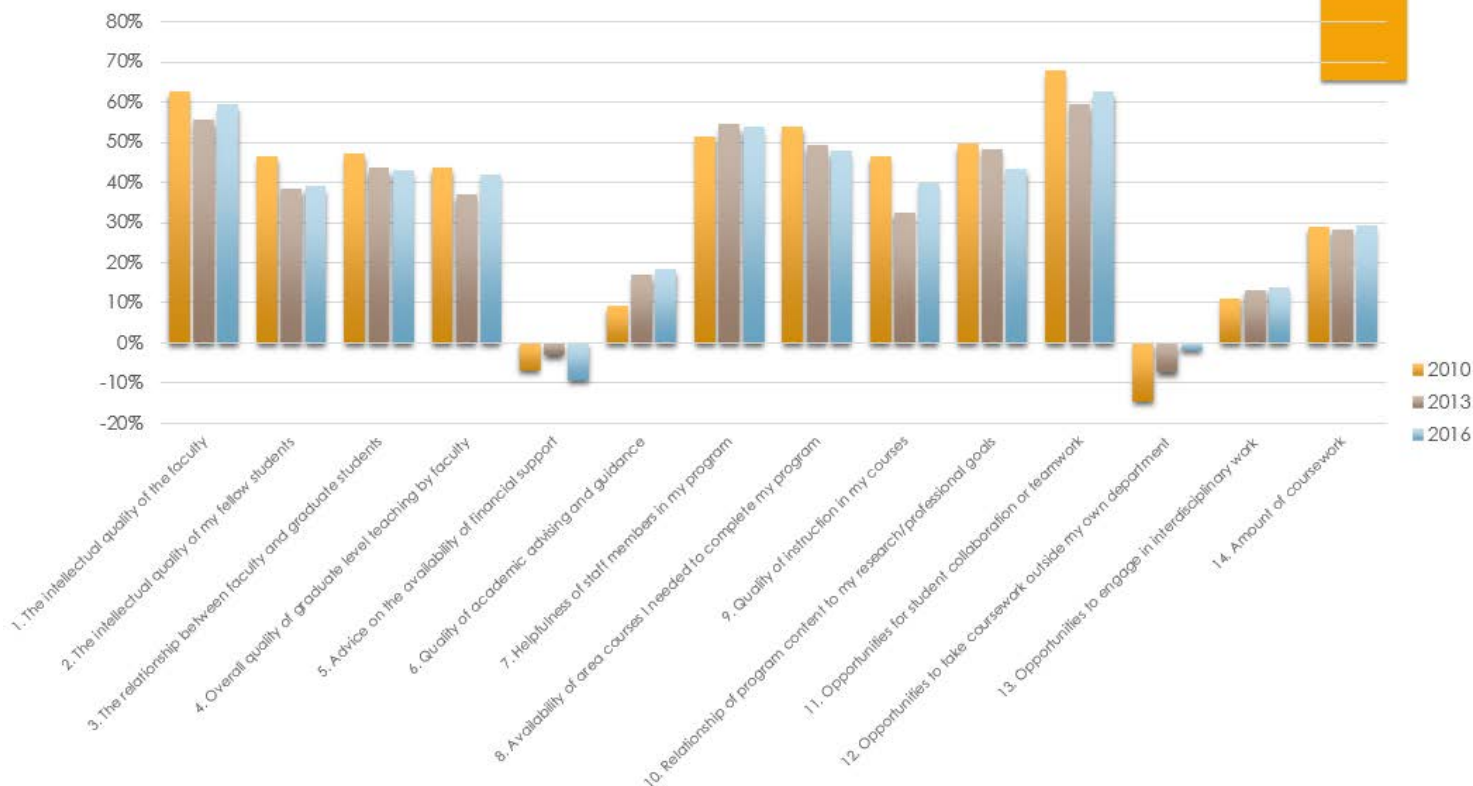
Royal Roads University has participated in this survey of undergraduate students across Canada and the United States approximately every two years for over a decade. Unfortunately response rates have been too low to provide generalizable results for the last two administrations of this survey. The predominance of international students in undergraduate programs is thought to be a contributing factor to this and the intervening variables that this population introduces makes it difficult to compare results with those of other institutions where there is a more heterogeneous mix of respondents and the majority represent the dominant culture for which the survey instrument was created. Further, as the NSSE is predicated on traditional delivery models on traditional campuses, the validity of some of the questions is compromised as they are interpreted in the RRU context. A recommendation to discontinue participation in the NSSE has therefore been made which will be considered in advance of the 2019 survey registration period.

During the fall of 2016, the Office of the VP Academic and Provost hired a RRU Master of Global Management (MGM) student intern to review and compile information on the trends and themes of internal and external student survey data. A summary of his findings were presented to the Academic Leadership Team (extended group) in December 2016. The following tables for CPGSS and BSG surveys have been extracted from this report.

Canadian Professional and Graduate Student Survey (CPGSS)

The Canadian Association for Graduate Studies (CAGS) survey is conducted every three years. The most recent survey (Winter 2016) yielded a total of 454 responses (62.6% response rate) from Royal Roads University graduate students, compared to 57.4% response rate in 2010. Satisfaction indicators revealed a high rating of the intellectual quality of the faculty and opportunities for student collaboration or teamwork. Areas for improvement include advice on available financial support, academic guidance, and improved flexibility in coursework.

CGPSS Satisfaction Indicators

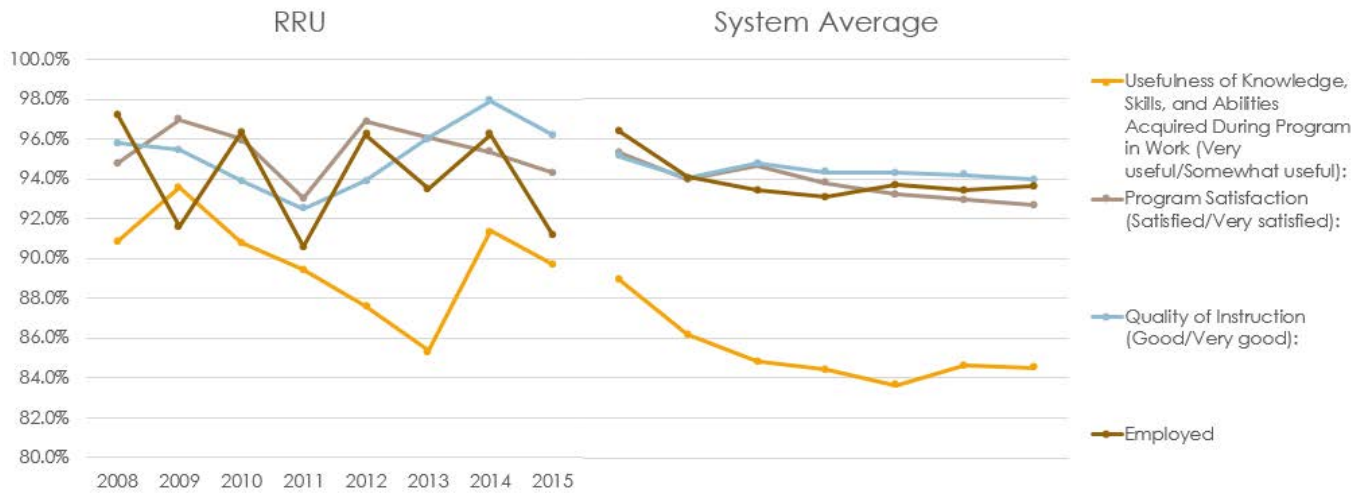


Baccalaureate Graduates Survey (BGS)

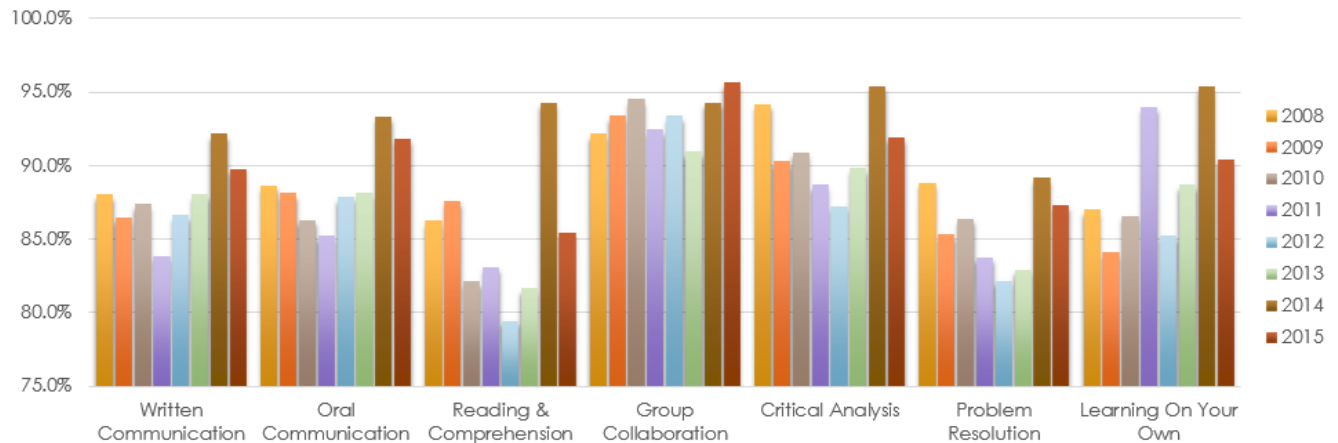
Undergraduate alumni of BC institutions are surveyed two years and five years after graduation as part of an initiative of the Ministry of Advanced Education, BC Stats and the BC Student Outcomes Research Forum. BC Stats manages the collection of student outcomes information related to satisfaction, financing and employment outcomes; institutional results are available online at <http://outcomes.bcstats.gov.bc.ca/BGS/BGSPublications.aspx>.

Approximately 300 RRU baccalaureate (undergraduate) graduates participate in the BGS survey each year. When analyzing the main performance indicators, RRU's overall scores consistently remain high however, the questionnaire was altered in 2014, so it is difficult to see any trends in skills and knowledge acquisition. There is no qualitative data component in the BGS.

BGS Main Performance Indicators

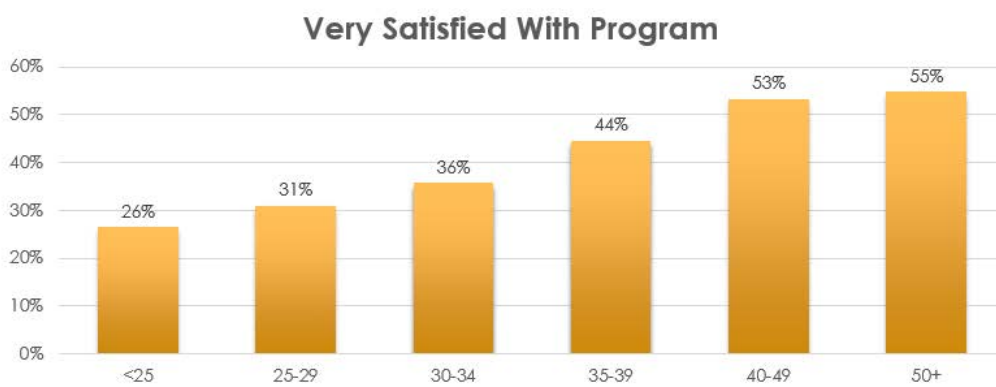


BGS Skills & Knowledge Acquired



*Beginning in 2014, the skills questions were asked differently than in previous years, so results may not be comparable to previous years. In order to have consistent response scales and question text across outcomes surveys, the scale changed from a bipolar "very high" to "very low" scale to a unipolar scale: "Very helpful" to "Not at all helpful."

Age – Satisfaction Correlation



Overall themes and trends of student survey data are summarized below. As highlighted in the 2017/18 Academic Portfolio, quality and student satisfaction continues to be a high priority at RRU. We look at every opportunity to continually improve quality across our programs and services to students.

Themes & Trends

Strengths	Weaknesses
<ul style="list-style-type: none"> • Programs, Instructors and staff • Blended programs • Residency model • Team/Cohort based education 	<ul style="list-style-type: none"> • Use of technology • Career services • Online student support • Learning by reading/writing approach
Opportunities	Threats
<ul style="list-style-type: none"> • Students have less time and money • Positive attitude of students and alumni • Connections with local business 	<ul style="list-style-type: none"> • Students have less time and money • Increasing requirements • Emerging education alternatives



Annual Research Report for the RRU Program and Research Council 2017-18

May 8, 2018

Introduction

The Office of the Vice Provost, Research and Interdisciplinary Studies, and the Office of Research Services are pleased to submit the Fiscal Year 2017-18 Annual Report, detailing research-related activities of the university's faculty and students.

Research at Royal Roads University

Research is intrinsic to RRU's special purpose mandate, which focuses on an interdisciplinary curriculum, social and personal transformation, and solutions to complex societal problems. Research at Royal Roads is characterized by practitioner orientation, a desire to develop solutions to current problems, and a commitment to sustainability, social innovation, and change. Given that social and environmental problems are complex, typically transnational, and always transprofessional, Royal Roads researchers work from within a range of disciplines and consult widely with stakeholders, from the conceptualization of the research problem all the way to knowledge dissemination and mobilization. In this vein, Royal Roads research sometimes directly brings about change, supporting the university's Ashoka Changemaker Campus designation. At other times, it helps provide a framework of analysis that enables practitioners to develop policy or implement change recommendations.

The link between analysis and change implementation is strong because Royal Roads students are typically embedded researchers who pursue research topics of immediate interest to their organization or community. Students tend to come to Royal Roads with an organizational or community mandate and support to explore a particular problem or help solve a specific challenge. The university's full-time and associate faculty, who usually teach from scholar-practitioner or practitioner-scholar perspectives, guide students in the design, implementation, and evaluation of their research. The desire to help inform and bring about social change, address social justice and diversity issues, further innovative learning, improve organizational cultures and leadership, and contribute to economic, social, and environmental sustainability, drive much of the university's research and scholarship. Participants and research sponsors come from communities, business and industry; local, provincial, and federal government; Indigenous communities; non-profit organizations; and professional organizations.

Research underpins the development of the university's programs of study, lends itself to illustration in courses, and immerses students in a range of research explorations. In other words, research activity, teaching, and learning are intertwined and consistently inform and build on each other.

The nature of a small, globally-minded university enables the university's approximately 70 full-time faculty members from more than 40 academic disciplines to work closely together. With faculty and students from more than 60 nations of origin, research takes place on campus in Victoria, in various locations on Vancouver Island, in communities and organizations throughout British Columbia, in other regions of Canada, and in many international locations. Collaboration often involves associate faculty members who bring specific professional expertise to projects. The high degree of collaboration is reflected in the number of co-

authored or co-edited books, co-authored peer reviewed journal articles, as well as joint conference presentations and grant applications.

In addition to funding for its four Canada Research Chairs, external funding for Royal Roads research comes from a variety of sources including domestic and international associations or organizations; Tri-Agencies; other federal funding agencies; provincial government; foundations; and the private sector. Over the last four years, the university has had two successful Mitacs Elevate postdoctoral fellowships and two successful Banting postdoctoral fellowships. Much of Royal Roads research, however, does not rely on extensive external funding and instead works directly with small organizational or community sponsors.

The university also provides internal research funding for its full-time faculty. All faculty members receive a Personal Professional Development Fund and can apply for a variety of internal research grants including a pooled professional development fund; the Buttedahl Skene fund; the Teaching with Technology Fund; the Internal Research Fund; and the Conference Seed Fund. Internal research funding is flexible and can be applied to travel, the hiring of research assistants, knowledge dissemination, seed funds for larger external applications, and to research supplies. Faculty also are eligible to apply for a Research and Scholarly Activity Leave six years after their full-time appointment.

The institutional definition of research emphasizes the value of team and community partnerships and respects the amount of time and effort collaboration requires. The RRU Faculty Collective Agreement explicitly states that Royal Roads University “is a non-traditional professional and applied institution and as such research and scholarship outside traditional academic models is supported and encouraged” (Article 19.2b). In addition to traditional measures of research and scholarly activity, such as peer-reviewed publications, academic conference presentations, and work funded by external grants, the university recognizes and encourages other activities. Such activities include scholar-practitioner work (e.g., consulting and community activities), participatory research activities (e.g., meetings with stakeholders, consultations, attendance at organizational meetings), training (e.g., participation in workshops or courses), and capacity-building (educational and training programs for research participants and sponsoring organizations or communities).

The majority of Royal Roads faculty pursue social science fields of study. Grounded in a commitment to helping solve social problems, Royal Roads research normally involves human participants and is typically qualitative in nature. Common research approaches employed by faculty and students include, but are not limited to action research, appreciative inquiry, arts-based research, case study, community-based research, ethnography, and participatory research. Much of the university’s research applies interviewing, focus group, PhotoVoice, questionnaires, observation, survey, systematic literature review and World Café techniques.

Strategic Research Themes

RRU research is guided by three strategic themes: innovative learning; thriving organizations; and sustainable livelihoods, communities and the environment.

Sustainable communities, livelihoods and the environment focuses on resilience, diversity, development, vitality, and the ability to innovate and adapt. Arguing that a vital community is one that can thrive in the face of change, research explores ways for communities to make the most of their ecological, social, cultural, and economic capital. Research considers the livelihoods and wellbeing of individuals, communities and societies. Examining natural, physical, human, financial and social assets mediated by institutional and social relations, research seeks ways to enhance these advantages. Incorporating multiple perspectives at global, national, and local levels, the theme explores multidimensional understandings of how social, political, environmental (natural and built), and economic systems intersect and influence each other.

Innovative learning focuses on learning that creates opportunities, generates knowledge and empowers individuals and societies. Innovative learning research explores models of knowledge generation and dissemination, ways of knowing and learning, participatory learning, emerging technologies, reflective engagement, and qualitative and transformative inquiry. The theme considers learning at the level of society and organizations, as well as the scholarship of teaching and learning.

Thriving organizations focuses on the spectrum of development in organizations, systems and sectors, as well as how these groups adapt, innovate and lead with a vision of the future. This research explores human and operational dimensions, seeks to foster individual and organizational capabilities, and considers communication a fundamental enabling process. Critical thinking, creativity, entrepreneurial thinking, and innovation are key components of the thriving organizations research theme. Examples include but are not limited to advancing the practice of management, innovative business models, social responsibility and corporations, commerce and sustainability, strategy, alternative models of governance, the role of authentic engagement, and the changing dynamics of work and the workforce. From a local to a global context, research examines leaders, leadership, divergent accountabilities, resiliency, responsibility, stakeholder engagement, design, strategic planning, change, and diversity.

2017-18 Research Activity

During 2017-18, the Office of Research Services was involved in the development of 116 research projects with faculty members and another 14 with students. Of these, a total of 79 faculty proposals and 14 student proposals were submitted to funders such as the Tri-Agencies, Canada Foundation for Innovation, Mitacs, Heritage Canada, Canadian Red Cross, Valour Canada, Commonwealth of War Graves Commission, Michael Smith Health Service Foundation, WorkSafe BC, and the Department of Fisheries and Oceans, to name just a few. As of May 2018:

- 33 faculty proposals and 14 student proposals have been approved
- 12 faculty proposals were not successful (RRU's success rate is equal to or higher than most small universities and equal proportionately to many medium-sized institutions)
- 3 faculty proposals were registrations/notices of intent to apply

- 37 faculty proposals were not submitted (The conversion rate of proposals in development to proposals submitted increased by 12% this past year to 68%, up from 56% the previous year)
- 1 faculty proposal was withdrawn
- 33 faculty proposals are still under consideration by the funder

A total of 48 new projects led by faculty had their first year of funding in 2017-18, an increase of 40% in the number of new projects from the previous year. Between new and existing projects, just over \$2.2 million was received, a consistent steady increase of funding through each of the last four years, with \$272,500 of that applied to 14 student research projects. A total of 100 faculty projects were funded internally, totalling approximately \$266,000. These projects included presentation costs, seed funding for pilot projects, and funds to hire research assistants. In 2018-19, a new internal grant award will be launched, funded by the Social Sciences and Humanities Research Council, with a value of \$40,000 per year for three years. Individual faculty grants will be given up to \$5,000 for this award.

The Office of Research Services provides pre- and post-award support for faculty. This includes searching for funding opportunities, liaising with funding agencies, working with faculty to develop and submit proposals, assisting with project management, reviewing all project expenditures, and coordinating all reporting (financial and narrative). Research Services is also involved in communicating research outcomes and impacts and for determining trends nationally and internationally with regard to both research and research administration.

Research Dissemination

In 2017, a total of five books were authored/co-authored/edited/co-edited by faculty; 27 chapters published in various books; 54 articles published in peer-reviewed journals; and 125 presentations and keynote addresses given. In 2016, a total of seven books were authored/co-authored/edited/co-edited; 31 chapters published in various books; 19 articles published in peer reviewed journals; and 95 presentations and keynote addresses given. In addition, an increasing number of faculty disseminates the results of their research and scholarly activities via social media, websites, media interviews, presentations to funders and community organizations, and reports for practitioners.

Canada Research Chairs Equity, Diversity and Inclusion Plan

The Canada Research Chairs Program has been calling on university presidents to make a concerted effort to address the under-representation of the four designated groups (women, Aboriginal Peoples, persons with disabilities, and visible minorities) in nominations for Canada Research Chair positions. In response to its 15th-year evaluation, the CRC Steering Committee shared the CRC Program's Equity, Diversity and Inclusion (EDI) Action Plan. The action plan focuses on improving the program's governance, transparency and monitoring of equity and diversity. The plan includes actions that support institutions in making swift progress toward meeting their equity and diversity targets, in addition to ensuring that the essential principles of equity, diversity and inclusion are strengthened within the program. These include additional institutional requirements, some of which were to be met by October 2017, and the remainder of which were due for completion in December 2017.

Although institutions with fewer than five CRC allocations were not required to do so, Royal Roads proactively developed an Equity, Diversity and Inclusion Action Plan for its Canada Research Chairs. The plan is publicly posted at <https://research.royalroads.ca/equity-diversity-and-inclusion-action-plan>.

The university's diversity statement captures its equity, diversity and inclusion objectives: *Diversity is the recognition and acknowledgement of multiple and overlapping identities. These identities include but are not limited to: race, ethnicity, culture, nationality, linguistic origin, citizenship, colour, ancestry, place of origin, creed (religion, faith, spirituality), family status, marital status, ability or disability, sex, gender identity, age, sexual orientation, education, style, socio-economic class, and political belief. Diversity enriches community. Royal Roads University is committed to appreciating and celebrating the diversity of students, faculty, and staff. We strive to increase understanding and acceptance of each other, thereby making us more compassionate human beings and strengthening the fabric of our communities.*

Royal Roads University is committed to attracting a diverse pool of candidates as new CRC allocations become available. In particular, the university is committed to attracting women and/or Indigenous candidates and/or candidates with disabilities. The university's first Canada Research Chair was awarded to a female scholar, who now serves as the Equity and Diversity Champion for the SSHRC Environment and Energy Review Panel, Phase 1 of the Canada Excellence Research Chairs (CERC) program. Having used the CRC target-setting tool to calculate equity and diversity targets and determine gaps, Royal Roads University has confirmed its equity targets and gaps for each of the Four Designated Groups (FDGs). Currently the university has fewer than five chairs, which means that while targets can be released by the university, representation and gap identifications are withheld to protect the privacy of chair holders. All new chair allocations between December 2017 and December 2019 will be focused on achieving the equity targets.

As part of the process of setting its equity targets, the university is undertaking the following activities:

- an employment systems review to identify the extent to which the institution's current recruitment practices are open and transparent, and barriers or practices that could have an adverse effect on the employment and retention of individuals from the FDGs, along with corrective measures that will be taken to address systematic inequities (planned as part of the 2018/19 HR Operating Plan)
- a comparative review—by gender, designated group, and field of research—of the level of institutional support (e.g., protected time for research, salary and benefits, additional research funds, office space) provided to all current chair holders, including measures to address systemic inequities
- an identification and analysis of Royal Roads' unique challenges based on its characteristics (e.g., size, language requirements, geographic location, etc.) that may affect the university in meeting its equity targets, and how these will be managed and mitigated. This analysis will be conducted every two or three years depending on the new allocation cycle of chairs

- Royal Roads will report to the CRC secretariat and the public, insofar as is possible without violating privacy regulations, on the progress made regarding meeting the equity targets and each of the objectives above annually by October 31

The university's EDI Action plan for the Chairs program addresses recruitment, allocation of chairs, renewals, loss of chair funding, levels of support, training and development, the collection of equity and diversity data, and retention and inclusivity.

Canada Research Chair Holders

Dr. Brian Belcher, Tier 1 Chair in Sustainability Research Effectiveness

Dr. Brian Belcher's CRC research program is focused on developing theory, methodology and a practical approach to evaluate sustainability research in complex transdisciplinary contexts, and to use this approach to conduct comparative analyses and evaluations of sustainability research projects. The research aims to: 1) develop an international network of collaborators with a focus on impact and effectiveness in sustainability research; 2) develop and test evaluation approaches and methods for transdisciplinary research, building on emerging ideas and theoretical and practical experience in related fields; 3) analyse and evaluate selected livelihoods, community resilience, and sustainability research projects/programs; and 4) recommend improved approaches to the design and implementation of transdisciplinary approaches to enhance outcomes and impact.

The program builds on the premise that contemporary social and environmental problems require combinations of new knowledge and innovation, action and engagement. New and evolving research approaches cross disciplinary and academic boundaries, integrate methodologies and engage a broad range of stakeholders as a way to make research more relevant and effective. Theoretically, such approaches appear to offer great potential to contribute to transformative change, however, because these approaches are novel, and because they are multidimensional, complex and often unique, it has been difficult to know what works, how and why. Using a mix of case studies from international partners as well as RRU student thesis work, Belcher is hoping to develop an analytical framework focused on 'quality' in transdisciplinary research

Belcher's research program is also helping to define, assess, and advance Royal Roads University's unique research model, with the aim of identifying and supporting approaches that will increase research effectiveness. As part of this, Belcher and his team are applying their newly-developed transdisciplinary research quality assessment framework in a review of RRU graduate student research projects to test the evaluation framework and to assess RRU student research from the perspective of potential effectiveness. The framework considers four aspects: a) relevance, including social significance and applicability; b) credibility, including criteria of integration and reflexivity, added to traditional criteria of scientific rigor; c) legitimacy, including criteria of inclusion and fair representation of stakeholder interests, and; d) effectiveness, with criteria that assess actual or potential contributions to problem solving and social change. This work will help inform research teaching and support at RRU.

Dr. Phillip Vannini, Tier 2 Chair in Innovative Learning & Public Ethnography

In his first five year term as a CRC, Dr. Phillip Vannini's research focused on the lifestyles of people who live off the grid. Gathering stories and experiences from people across Canada, Vannini explored such themes as the conflict between a world that is increasingly more dependent on power and a future that relies less on massive power delivery systems. Vannini was renewed for a second five-year CRC term in 2016. The goal of the research agenda in this second term is to re-envision the relation between ethnographic writing and contemporary ethnographic film-making in light of the current possibilities offered by advances in non-representational research strategies and the affordances of new digital audio-visual technologies. To achieve this goal, Vannini is conducting a public ethnographic study that will contribute not only to our understanding of ethnography writ large, public ethnography, and ethnographic film, but also to academic and popular knowledge on the subject matter of wilderness. Dominant popular images and practices of wilderness are informed by discourses that essentialize wilderness as an asocial reality and "pristine" landscape somehow devoid of culture.

Whereas the first term of the CRC focused on exploring the potential of public ethnography, the second term will concentrate on expanding its non-representational audio-visual agenda and scope by diversifying its methodological strategies, furthering its mediated reach, and increasing its global audience. Vannini suggests that wilderness is a highly contentious term noting that over the last two decades, the idea of wilderness has stirred intense debate in the academy, pitting those who believe that it stands as an ideal form of essential nature untouched by humans, against critics who argue that the construction of meanings of wilderness are informed by strong hegemonic social forces that reveal important cultural dynamics.

Along with the CRC project, Vannini was also funded through a SSHRC Insight Grant for the project *Natural, Wild, Canadian: An Ethnography of Canada's World Heritage Natural Sites*. The research examined the construction of nature at Canada's Natural World Heritage Sites. The project aims to describe and understand how natures are enacted in Canada's World Heritage Natural Sites through writing and a documentary film inspired by contemporary thinking and empirical knowledge on nature, wilderness, wildness, and natural heritage and therefore contribute to the interdisciplinary literature on this subject across the cultural and social sciences. Vannini's journeys for both the CRC and SSHRC project will be chronicled in a book and film titled, *In pursuit of wild*.

Dr. George Veletsianos, Tier 2 Chair in Innovative Learning & Technology

The first five years of George Veletsianos' CRC research program focused on making sense of learners' and scholars' online experiences, practices, and participation by focusing on social media and Massive Open Online Courses (MOOCs) environments. Research outcomes and applications of his work fall into the following four themes:

I. Participation divides and inequities. The major finding of this work, that significant variation exists in the ways that different groups of scholars and learners participate online, has important implications for educational inclusion and equity. Although online platforms

used for learning and scholarship are often purported to be democratizing forces, Veletsianos' research has revealed participation inequities within them. His research has challenged the conventional view that use of social media for teaching, learning, and scholarship leads to new and more egalitarian structures for scholarly participation and suggests instead that it reflects or fosters non-egalitarian structures of scholarly practice. His findings challenge the common thinking that (a) social media can provide add-on spaces for rich interactions for all individuals and (b) digital presence will necessarily lead to positive outcomes. These findings have broad significance for the practice of educational technology, which has historically focused on the pedagogical applications of technology and largely ignored many of the social aspects of technology use that influence how students, educators, administrators, and educational institutions construct ecosystems of learning.

II. Complicated nature of online participation. Veletsianos' research found that the nature of open online learning and social media participation is considerably less simple than many proponents suggest. His research shows that the realities of being online are in fact complicated: different individuals not only participate online in different ways, but their experiences of that participation are neither universal nor unitary. These findings led Veletsianos to expand his investigation into individuals' differential experiences online in more targeted ways, resulting in two successful SSHRC grants. The first award is for an investigation into how social media participation changes over time and on the factors that lead to such changes, and the second is for a study of female academics' experiences of social media harassment.

III. Methodological pluralism. Veletsianos founded the Digital Learning and Social Media Research Group to partner with emerging researchers to conduct large-scale investigations into the ways that academics, students, and institutions use online learning and social media, thereby enabling trainees to enhance their methodological toolkits by learning how to use big data methods. His work has posited that an overwhelming focus on any one methodology, such as the current literature's over-reliance on MOOC platform clickstream data, will fail to generate a complete understanding of individuals' experiences and practices.

IV. Identity and social media participation. Veletsianos' CRC research has also explored issues of identity and online activity. In particular, his research has investigated the influence of matters of identity on students and academics' personal and professional participation on social media and its implications for teaching, learning, and scholarship. Veletsianos and colleagues theorized that expressions of identity online can be understood as a collection of what they have termed Acceptable Identity Fragments. According to the theory they developed, individuals (a) shape their participation online in ways that they believe are acceptable to their audiences (e.g., peers, students, employers, family), (b) view their participation as a direct expression of their identity, and (c) feel that this expression represents only a small fragment of their larger sense of self.

With one year left in the first term at the time of the renewal application, Veletsianos had generated new and important lessons in his field, and his scholarship has had extensive impact and reach (25 peer-reviewed manuscripts; 4 edited and single-authored books; > 80 presentations; >10 practitioner-oriented pieces and op-eds; 20 whiteboard animation videos; >40 mentions in the popular press).

In his second five-year term as a CRC (approved May 1, 2018), Veletsianos will examine online learners' spatiotemporal experiences and practices. Specific objectives are to (a) interrogate the claim that online learning can occur anywhere at any time; (b) describe learners' lived experiences with learning anywhere at any time; (c) delineate the tensions that arise in flexible online learning, (d) investigate the ways learners approach their online studies, and (e) probe the degree to which opportunities to take advantage of flexible online learning reflect broader divides.

Dr. Ash Prasad, Tier 2 Chair in Innovative Organizational Practice

Dr. Ash Prasad's CRC research aims to: conceptualize the motivations informing the decision of diaspora entrepreneurs to return to their country of origin to pursue ventures under conditions of institutional atrophy; understand how diaspora entrepreneurs define entrepreneurial and personal success, and; consider how diaspora entrepreneurs function as institutional change agents in their countries of origin. Outcomes will shed light on the needs of diaspora entrepreneurs in Canada, and how opportunities between countries may be developed. The intent is to create knowledge that leads to sustainable entrepreneurship. Given the wide variance of motivations influencing entrepreneurship, and given how these motivations are informed by the institutional dynamics of the country context, Prasad believes there is a need to better account for how entrepreneurs subjectively understand meanings of success. This need is especially conspicuous in emerging economies that have, to date, been understudied. The program of research will focus specifically on diaspora entrepreneurs. The diaspora entrepreneur is defined, at the broadest level, as the entrepreneur who settles in a foreign country but who maintains ties with her or his country of origin. The research will focus particularly on diaspora entrepreneurs who return to their country of origin to establish new ventures. It will seek to capture why diaspora entrepreneurs elect to return to their country of origin, and what impact (if any) such a decision has on transforming the institutional environment in which they operate. At the crux of the program of study are three interrelated research questions: 1) What are the motivations informing the decision of diaspora entrepreneurs to return to their country of origin to pursue ventures under conditions of institutional atrophy? 2) How do these diaspora entrepreneurs subjectively define entrepreneurial and personal success? and 3) How do diaspora entrepreneurs function as institutional change agents in their countries of origin?

Outcomes of this research program have implications for the Canadian context. Fundamentally, it will highlight the intrinsic needs of some diaspora entrepreneurs residing in Canada. These needs pertain to the desire to engage with entrepreneurship to not only advance the economy of their country of settlement, but also to improve the conditions of their country of origin. Understanding the saliency of these needs may lead to identifying new and innovative ways by which diaspora entrepreneurs can pursue ventures in Canada while collaborating with organizations in their country of origin to generate economic advancement in both countries. By expanding the existing knowledge on entrepreneurial motivations, new insights may be provided into how entrepreneurship can be better encouraged and sustained in Canada. This might translate into efforts to create public policy initiatives that connect entrepreneurship with individual personal values.

Research Spotlight - Faculty

Of the many research projects in progress, the following recently submitted SSHRC Insight Development and WorkSafe BC projects – for which results are expected late June – have been selected as spotlights.

Submissions to February 2018 SSHRC Insight Development Competition

Energy Poverty in Canada

Dr. Runa Das, College of Interdisciplinary Studies

Energy is all around us. We use it to cook our food, heat our homes, and engage in important social practices. However, energy is not equally available to everyone. The “energy poor” are people with low access to the necessities afforded by reliable energy services in their everyday lives. This project adapts scholarly definitions of energy poverty to a Canadian context to measure the lived reality of this emerging form of social inequality. Canada’s shift from an economy and society based on fossil fuels to one based on less carbon intensive forms of energy is triggering far-reaching reconfigurations at the material, economic and institutional levels. By maintaining global economic competitiveness and reducing greenhouse gas emissions, the economic and environmental benefits of the transition are clear. But far less clear is how energy transitioning will affect the ability of individuals and households to secure socially and materially necessitated levels of energy services in the home. Evidence from international research suggests that energy poverty is adversely linked to physical, emotional, and social well-being. We therefore ask the following questions: Who is living in energy poverty in Canada? What drives energy poverty? What are the experiences of the energy poor? What are the strategies in place to address energy poverty? First, we will examine recent Statistics Canada survey data to identify the prevalence of domestic energy poverty across Canada. Using statistical methods, we will produce robust indicators for benchmarking energy poverty in Canada. Second, we will complement top-down research with bottom-up research. Using qualitative methods, we will address the multi-dimensional nature of energy poverty. In doing so, we aim to profile the lived experiences of energy poverty. Last, we will evaluate the scope and context of energy poverty strategies in two Canadian cities. This will involve a critical analysis of research as well as a comprehensive search of strategies aimed at alleviating energy poverty, i.e., policies, tools, and programs. This project will also provide critical knowledge on the social dimensions of low carbon energy transitions. Specifically, it will question the kinds of policies that are used in low carbon energy transitioning and the social implications that are neglected in the process. Results will generate evidence-based knowledge, which can be mobilized to inform, improve, and facilitate equitable and coherent policy development.

Immigrant Youth Integration in Canada: An Evaluation

Dr. Wanda Krause, School of Leadership Studies

More than 20 percent of Canada’s population are immigrants, and recent immigrants accounted for 3.5% of Canada's total population in 2016. Addressing immigration issues, such as alignment of new immigrants’ skills to workforce needs or growing fears of values clashes among citizens, involves determining how to manage and lead through rapid global change,

and a key aspect involves integration. With global crises creating higher volumes of migrant flows across borders and a spike in immigration to Canada, immigration issues will continue to be key concerns. This research focuses on Vancouver as a case study as a top immigrant destination city. The objectives are to examine how best to enable the successful integration of immigrant youth into Canadian society and to conceptualize capacity development. A further objective is to create capacity building opportunities for immigrant youth so that they are equipped to contribute positively to civil society. The focus will be on the evaluation of immigrant youth's leadership capacities and the ability of organizations that serve immigrant youth's integration. Our research seeks to answer three questions: 1) what leadership skills are relevant for a successful integration of immigrant youth into Canadian society? 2) in what ways can developmental evaluation enhance leadership capacities to support innovative and adaptive integration of immigrant youth into Canadian society? and 3) how can governmental and nongovernmental organizations improve programs to enable immigrant youth to contribute positively to civil society and the economy? Governmental and nongovernmental organizations focusing on immigrant youth will be interested in the leadership skills needed for immigrant youth to be better integrated. For academics in evaluation, leadership and civil society, this work represents opportunity to explore a novel application of developmental evaluation for a more positive impact on civil society and the economy. Ongoing workshops and focus groups, blogs, opinion editorials, social media, possible documentary short productions, animations, webinars and other web-based dissemination will be used to communicate this research to further identified stakeholders and those interested in the integration of immigrant youth.

Investment Industry Regulatory Organization of Canada's Enforcement Performance

Dr. Mark Lokanan, School of Business

The Investment Industry Regulatory Organization of Canada (IIROC) is the national self-regulatory organization (SRO) responsible for policing investment dealers and brokerage firms that are involved in debt and equity trading in Canada's capital markets. Of late, however, the IIROC has been accused of light touch regulation for its failure to litigate and prosecute investment advisors who peddle investments and other cases of financial misconduct. Given IIROC's legal and accountability framework as the oversight body for certain aspects of market operations on the basis of self-regulation, this study seeks to evaluate IIROC's ability to promote ethical behavior and regulate in the public interest through administrative sanctions. The proposed study seeks to make two important contributions to the advancement of knowledge in financial market regulation. First, the Global Financial Crisis of 2008 triggered an ongoing assessment of the utility of self-regulatory systems in the financial industry. This assessment has driven financial supervision, regulation, and governmental policies. To date, such policy responses reflect a common recognition that the numerous and far reaching benefits associated with self-regulation are not without risks, particularly the risk associated with enforcement and the subsequent possibility of a future domestic and global financial crisis that accompanies "light touch" regulation, which can be harmful to public confidence in the market. Second, the study has the potential to unearth knowledge on the enforcement of complaints by SROs and apply that knowledge to domestic and global systemic jurisdiction where SROs continue to play a major role in regulating the securities market. There is a clear need to better understand the efficacy of SROs in the face of enforcement of securities fraud and transgression in financial markets/security trading in Canada. Such a topic is of academic and wider public and policy interest and will help illuminate issues related to self-regulation in

Canadian securities markets. Canada is the only G7 country without a national securities regulator; its securities industry stands in stark contrast to the United States where one federal regulatory agency, the Securities and Exchange Commission, has engaged in much stronger enforcement than is found in Canada.

Determinants Motivating Diaspora Entrepreneurs to Return to country of Origin

Dr. Ash Prasad, School of Business

Research on entrepreneurial motivation has grown exponentially in the fields of management, sociology, and anthropology in the last two decades. Much of the scholarly literature on entrepreneurs' motivation to initiate small- and medium-sized enterprises is based on empirical research conducted in advanced economies and tends to focus on financial considerations. Recently, scholars have identified noneconomic factors motivating entrepreneurial activities, including passion, autonomy, and the desire to establish work-family balance. Given the wide variance of motivations influencing entrepreneurship, and given how these motivations are informed by the institutional dynamics of the country context, there is a need to better account for how entrepreneurs subjectively understand meanings of success. This need is especially conspicuous in emerging economies that have, to date, been understudied. The proposed research will seek to respond to the gap in the current literature by focusing specifically on diaspora entrepreneurs, entrepreneur who settle in a foreign country but who maintain ties with their country of origin. Integrating and extending the extant literature on identity, institutional voids, and entrepreneurial motivations, the proposed research aims to achieve three objectives: 1) to conceptualize the motivations informing the decision of diaspora entrepreneurs to return to their country of origin to pursue ventures under conditions of institutional atrophy; 2) to understand how diaspora entrepreneurs define entrepreneurial and personal success, and; 3) to consider how diaspora entrepreneurs function as institutional change agents in their countries of origin. Outcomes of this research may have implications for the Canadian context as they may highlight the intrinsic needs of some diaspora entrepreneurs residing in Canada. These needs pertain to the desire to engage with entrepreneurship to not only advance the economy of their country of settlement, but also to improve the conditions of their country of origin. Understanding the saliency of these needs may lead to identifying new and innovative ways by which diaspora entrepreneurs can pursue ventures in Canada while collaborating with organizations in their country of origin to generate economic advancement in both countries. By expanding the existing knowledge on entrepreneurial motivations, new insights may be provided into how entrepreneurship can be better encouraged and sustained in Canada. This might translate into efforts to create public policy initiatives that connect entrepreneurship with individual personal values.

Interweaving Traditional Ecological Knowledge and ArtsBased Research Towards Environmental Reconciliation

Dr. Geo Takach, School of Communication and Culture

This pilot project explores how interweaving arts-based research and Indigenous ways of knowing can help to create communication to encourage environmental reconciliation in Canada and abroad. This research recognizes that environmental justice is fundamental to sustainability. This work builds on my SSHRC Knowledge Synthesis Grant project on why and how Indigenous ways of knowing can help encourage Canada as a policy leader in both sustainable resource development and Indigenous reconciliation. It responds to gaps found in the literature. This project further engages the transformative potential of art-based research

to engage and inspire action on critical, societal issues. This research has three overarching goals: (1) to connect environmental protection and Indigenous reconciliation, defined here as 'environmental reconciliation': environmental protection in ways that acknowledge, address and aim to redress imbalances in power among Indigenous people and settlers honestly, respectfully, openly and positively; (2) to weave together the wisdom of Indigenous and settler knowledges, to raise our awareness and appreciation of our role as more than observers and consumers of nature, and also of our integral connection with nature as essential to the survival of all life on Earth; (3) to motivate people within and beyond academe to reverse the devastating harms we cause to the planet and to Canada's First Peoples. This research should engage diverse audiences due to the urgency, timeliness and priority of remedial action on environmental protection and Indigenous reconciliation for Canadians; the work's interdisciplinarity; and the transformative power of arts-based research. This work will be shared through a documentary film, conference and community presentations, and articles.

Investigating the Integrative Capabilities of Canadian SMEs

Dr. Hassan Wafai, School of Business

The proposed research will respond to two growing concerns about Canadian businesses: 1) the inability of most Canadian small-to-medium enterprises to integrate into global value chains; and 2) the poor innovative performance of Canadian business practices. In investigating these two concerns, the proposed research will: 1) integrate the current rich literature about organizational capabilities and innovation system with the rapidly growing literature on global value chains 2) define the concepts participation capabilities, upgrading or innovative capabilities, and integrative capabilities; and 3) conceptualize the relationship between organizational capabilities, its innovation system and the ability to participate and upgrade in global value chains.

The research argues that not all organizations are equally able to plug into GVCs, even if they operate in a relatively connected and open economy. It draws on the extant literature and the data provided by Statistics Canada to show that while approximately 90% of Canadian SMEs have not been able to participate in GVCs, the remaining fortunate 10% of Canadian SMEs have struggled to become more innovative and productive to move up to higher value adding positions within GVCs. The notion that market impediments is the key obstacle blocking participation into GVCs is no longer valid. The proposed research draws the attention to need to build a better understanding of the organizational capabilities that Canadian SMEs need to have in order to participate and upgrade into GVCs. It provides a conceptual framework for the relationship between organizational capabilities, the innovation system and a firm's ability to integrate in GVCs. It is argued that this relationship will hold the promise for a better understanding of how to support local industries to move toward modular and relationship types of governance which promote knowledge and technology transfer. The research should have some implications for our understanding of how to support Canadian SMEs to engage with non-USA markets. The proposed research will use mixed methods (qualitative and quantitative). Qualitatively, the proposed research will employ the 'replication logic' of the multiple case study research strategy. Quantitatively, the research will analyze the data generated from the Survey of Innovation and Business Strategy conducted in 2009 and 2011.

Through the Looking Glass of Youth: Understanding Youth Experience in Seasonal Food and Beverage Occupations in Victoria, BC

Dr. Rebecca Wilson-Mah, School of Tourism and Hospitality Management

This research seeks to develop an in depth understanding of the welfare of seasonal workers and their associated needs. This study will examine how young workers (15-24) in food and beverage occupations in Victoria, BC, experience seasonal work, thus supporting the identification of crisis points and solutions in a sector and region that struggles to attract and retain seasonal workers. The research questions are: 1) How are seasonal workers aged 15-24 employed in food and beverage occupations in Victoria, BC experiencing seasonal work? 2) What are the various and interrelated needs of seasonal workers – what are they looking for? In asking these questions, voice is given to a generation of workers whose experiences in seasonal work have not been documented in academic or industry research. This is a knowledge gap that this research will narrow. The researchers seek to hear the voices of seasonal workers and to understand these voices through in-depth group inquiry and in-depth interviews. The voice of youth seasonal workers in the food and beverage sector presents opportunities to understand their welfare more closely, and thus chart new ways to attract, develop, and retain youth. This research is timely; there is a paucity of research about youth experiences in seasonal food and beverage occupations in Victoria, BC, a sector and region, which is, and continues to be, hardest hit by the current labour shortage. Youth in Canada are experiencing more fragmented transitions into employment and workplace integration often accompanied by underemployment and financial hardship. Seasonal employment is generally studied and understood through a business and labour market lens. Situated in an interdisciplinary research context, this inquiry crosses boundaries between labour studies, generational studies, youth career development and tourism and hospitality management. The focus is on exploring the relationship between seasonal employment and seasonal workers' welfare, learning and work related pathways. In summary, this research will contribute to understanding of seasonal employment in the food and beverage sector by examining the experiences of youth seasonal workers to give space for the breadth and depth of their experience and perspectives.

Submissions to February 2018 WorkSafe BC Competition

Innovative Safety Cone Reduces Residual Risk

Dr. Geoff Archer, School of Business

Carrying, deploying and collecting traditional safety cones commonly requires a worker to use two hands. This cumbersome process slows workflow, and typically necessitates multiple trips between a jobsite and the vehicle containing tools or supplies. Given that almost half of all roadside worker fatalities result from being run over, more time spent in 'the cone zone' increases the risk that a worker is involved in an accident. An innovative safety cone design invented by Archer enables single-handed lifting and carrying of up to six safety cones at once. Saving time in a hazardous work zone theoretically reduces residual risk. With this grant the research team will create prototypes of the new design, compare their job site performance with that of traditional cones, and refine the design based on real world user feedback. Working with two non-academic partners, the City of Victoria Public Works Department and FortisBC, the research objective is to quantitatively and qualitatively determine the potential for reduction of residual risk in a variety of common work settings. The research questions ask: How does this new cone design save time during planned or unplanned public works/utility

events?; and In what circumstances does the new cone design provide the greatest time savings? (e.g. a planned event requiring 4-6 safety cones or an unplanned event requiring 1-2 safety cones) What features of the basic design could be refined for ease of use or improved ergonomics?

Archer has invented a new design for safety cones (Canadian Patent Application No. 2,879,217). Vertical openings cut or molded into the side of the pylon form a handle that enables a worker to move a stack of safety devices more efficiently, lifting and carrying up to six of them with just one hand. Theoretically, this simple improvement would reduce residual risk by up to 50% in a variety of fields (compared to the baseline case of putting down your equipment, and picking up a stack of cones with both hands). This grant will allow the team to manufacture a small batch of prototypes, collaborate with industry partners to test them on jobsites, and observe workers in a variety of settings, comparing their kinetic workflow processes handling traditional cones versus these new cones. A one minute video of such an experiment is found here <https://youtu.be/T4mPsawSqgo>. In this quick test of new versus old it was found that the new cone design reduced time spent working in a hazardous area by 30%.

Enhancing Nurses' Psychological Health and Safety through Employee Engagement ***Dr. Elizabeth Hartney, School of Leadership Studies***

Protecting the psychological health and safety (PHS) of workers is a significant challenge across workplaces. The Canadian Standards Association (CSA) has developed a PHS framework which envisions an organized management system to help an organization identify hazards that can contribute to psychological harm to the worker. It is a preventive approach that assesses workplaces practices and identifies areas of concern. Provincial implementation of the CSA standard on PHS was negotiated into the most recent collective agreement between the Nurses' Bargaining Association (NBA), the Ministry of Health, and the Health Employers Association of BC (which bargains on behalf of BC's seven health authorities). Regional health authorities are required under the NBA agreement to develop plans to implement the CSA Standard over three to five years starting April 1, 2017. The Ministry of Health is facilitating a collective process with regional health authorities, HEABC, health care unions and Doctors of BC to plan and implement the CSA Standard on PHS across the BC health care system. Two issues became apparent to the Ministry during the PHS standard planning phase: 1) the current heavily siloed organizational structure and complex adaptive nature of the BC health system may obviate a coherent and integrated implementation of the PHS standard due to the need to cross multiple layers of organizations that all contribute and have accountability for organizational culture; and 2) any successful implementation of the PHS standards requires substantial input and positive engagement of front line staff to help facilitate the cultural and behavioral changes needed to create a psychologically healthy and safe workplace.

WorkSafeBC (2015) data consistently demonstrates high levels of workplace violence, a key indicator of PHS, in the BC health care sector. This project will fill a critical knowledge gap related to understanding current experiences of psychological health and safety at work for one of the largest health care employee groups in the province, nurses (N= 30,000), and findings can inform further work with the entire health care workforce (N= 115,000). The nursing engagement strategy to be developed may enable a more coherent and sustainable implementation of the PHS standard which, by improving overall health and safety, is anticipated to result in a reduction of WorkSafe claims for workplace violence, harassment and

musculoskeletal injury, and if sustained, is anticipated to dramatically reduce mental health injury and long term disability claims among nurses. The evaluation of this project will provide evidence for the effectiveness of focused engagement on PHS, and will support wider adoption of the strategy to other employee groups and work settings including health care aides, mental health workers, home support workers, and physicians.

The Hidden Costs of Soldiering on: The Effect of Presenteeism, Customer Service and Emotional Demands on Workplace Accidents and Injuries

Dr. Frances Jorgensen, School of Business

This project is guided by the research question: *What is the effect of presenteeism on workplace accidents and injuries when combined with the customer service stressors, emotional demands, and emotional labour inherent to frontline service jobs, and what influences do social and perceived organizational support have on this relationship?* Interest in presenteeism is growing, and many maintain that the prevalence and costs may be equal to or higher than those associated with absenteeism itself. Research has identified a number of individual and organizational factors that lead to presenteeism, including personality and job commitment, relationship with peers, initiatives to reduce absenteeism and employees' fear of disciplinary action. Systematic large-scale investigations of links between presenteeism and workplace accidents and injuries are lacking, and the effect of presenteeism on workplace accidents and injuries amongst frontline service employees from diverse industries in Canada has not been assessed.

Workplace safety is of central importance to Canadian organizations and society as a whole, yet nearly 250,000 workplace accidents and injury lost time claims are reported annually. Of these, over 135,000 of these claims and 240 fatalities were for service jobs involving frequent and often intense customer interactions. In this proposed study, we argue that a significant percentage of workplace accidents and injuries can be attributed to presenteeism, or working despite being ill. Workplace safety and health agencies have acknowledged that presenteeism is a serious and growing concern for Canadian organizations. To date, there are no published empirical studies linking presenteeism and workplace accidents and injuries in Canada. To address this gap, we seek to investigate relationships between presenteeism and workplace accidents across a large sample of frontline service employees from multiple industries in British Columbia, and how characteristics of frontline service jobs including customer service stressors, emotional demands, and emotional labour influence potential relationships between presenteeism and workplace accidents and injuries. In addition, the researchers will investigate how relationships between presenteeism and workplace accidents and injuries amongst frontline service employees are influenced by individual and organizational factors. Further, the researchers aim to identify organizational level variables that may reduce or eliminate the negative effects of presenteeism on workplace accidents and injuries on the one hand, and the combined effect of presenteeism, customer service stressors, and emotional demands on workplace accidents and injuries on the other.

Strengthening Leader Thriving to Transform Stress in Challenging Work Environments

Dr. Wendy Rowe, School of Leadership Studies

Workplace stress among employees and managers is undermining organizational performance goals and contributing to significant worker health costs, lost productivity and low job satisfaction. In many settings, the work environment has been described as continually

changing, under-resourced, busy and chaotic, and often with poor management or work clarity. While most efforts to reduce worker stress have focused on neutralizing or eliminating stressor conditions, an innovative approach would be to recognize that stressful conditions are an inherent part of most work environments and to focus instead on enhancing organizational and individual strategies to manage the stress, and to actually thrive in the workplace.

Workplace well-being is generally thought to include positive affect, social acceptance and positive relationships, job satisfaction, and having personal growth and meaning at work. The proposed research seeks to examine leader thriving behaviors in the face of demanding and stressful work conditions and to determine what factors and processes contribute to better stress coping in subordinates, as well as to ongoing workplace well-being. The study will also evaluate a program of training and coaching that attempts to enhance the capacity of managers to thrive in challenging and stressful work situations, as a means of exploring how this contributes to reduced workplace stress for other employees.

Relevance: Lost productivity caused by workers' depression and anxiety costs the Canadian economy almost \$50 billion a year. The proposed research is innovative and relevant as it confronts the reality that workplace stress is ever present, especially as financial resources decrease while work expectations become more complex. We propose transforming the debilitating effects of stress in the workplace and hope to learn how enhanced leader thriving capacities facilitates 'trickle down' effects, not only in terms of ensuring better leadership performance but in helping subordinates cope more effectively with stress, consequently leading to higher levels of employee stress coping, and well-being, and less job-related illness. This research complements existing prevention and intervention strategies to address workplace stress.

Research Spotlight – Students

Amanda Anderson, MSc in Environment and Management (Supervisor: Dr. Matt Dodd)

Gardeners and individuals who consume vegetables from home gardens can be at risk from metals that are stored within the soil and vegetation. Metals are normally found in the environment from both natural and human sources including natural weathering of rocks, wood preservatives, herbicides, industrial activities, automobile exhausts, and the addition of manure and compost. Metals can be transferred to humans through the skin, by breathing them in, eating vegetation and soil particles. There are many negative health effects from metal exposure including kidney damage, bone fractures and neurotoxic effects. Amanda's study proposes to assess the risk of human exposure to metals in urban garden soils in Kelowna, BC. The results may impact people's choices in soil source, soil conditioning products, use of herbicides, whether to use an in ground or raised garden bed, as well as best soil practices such as soil covering. All metal findings will be compared to the Canadian Council of Ministers of the Environment's Canadian Environmental Quality Guidelines and the BC Contaminated Site Regulation for residential use. This research is supported in part by a Natural Sciences and Engineering Research Council of Canada Alexander Graham Bell Canada Graduate Scholarship.

Jessie Atkins, MA in Global Leadership (Supervisor: Dr. Cheryl Heykoop)

Jessie's research focused on the development of a locally-led and sustainable arts program proposal for an international organization supporting former street youth in Cap-Haïtien, Haiti. Jessie studied the psychosocial impact of lived experiences of street youth in Haiti, the aid and development industry's successes and failures in the region, and varying approaches to arts-based programming for at-risk youth. By meaningfully engaging the youth and staff at the organization, Jessie empowered stakeholders to have a strong voice in the development of the program. Benefits of the arts program offer youth the opportunity to develop skills, confidence, and resilience, while exploring their identity in a space that promotes healing post-street life. From her research, she proposed a program that is local, self-sustaining, and builds off the many assets of the community. Following the research, her partner organization successfully launched the program. This research is funded in part by an Irving K. Barber BC Scholarship Society One World International Scholarship.

Laurel Borrowman, MA in Professional Communication (Supervisor: Dr. Virginia McKendry)

How can an independent magazine structure its digital framework to increase print viability instead of making it obsolete? Furthermore, why does print matter? The landscape of magazine publishing looks very different today than five, ten, or 20 years ago. Print is alive and well in many forms, one being the indie magazine that focuses its content on arts, culture, and music. Given today's ubiquity of digital technology, a digital component is imperative in a publication's overall strategy. But how can those digital components, such as social media, websites, and/or podcasts, be organized, implemented, and operated in such a way that they increase the viability of the print component and not diminish it? And what can print magazines incorporate to stimulate sight, touch, and smell in enhancing the experience for readers that cannot be found online? By interviewing magazine publishers and editors, as well as examining indie magazines that are operating in both print and digital format, Laurel plans to compile data with the goal to create an optimal publishing framework that will result in the creation of her own magazine. This research is supported in part by a Social Sciences and Humanities Research Council of Canada Joseph-Armand Bombardier Canada Graduate Scholarship.

Jen Donovan, MA in Leadership (Supervisor: Dr. Cheryl Heykoop)

Jen's thesis will explore how researchers and front-line addiction workers can be effectively led to implement knowledge translation partnerships. With considerations to the current opioid overdose epidemic, Jen seeks to bridge the gap between research and practice. Her research will identify a model of knowledge translation relevant to providing addiction services that are more efficient, up to date, and that build an evidence-based continuity of care. Using an action research approach to both explore the topic of knowledge translation and to mobilize and enhance community-based partnerships, Jen aims to inquire and empower those within the field of addiction services. Stakeholders within addiction research and front-line addiction workers will come together in a reflective process to explore strengths, gaps, and spaces for creative solutions in knowledge translation partnerships. Vancouver is an ideal place to examine this particular gap due to its wealth of local addiction research and addiction service delivery. This research is supported in part by a Canadian Institutes of Health Research Frederick Banting and Charles Best Canada Graduate Scholarship.

Alina Fisher, MA in Professional Communication (Supervisor: Dr. Chaseten Remillard)

The giant panda and the harp seal are conservation flagship success stories, thanks to the efforts of the World Wildlife Fund and Greenpeace. While many other endangered species require public support of conservation goals, public outreach efforts of most NGOs rarely match the successes of the giant panda and harp seal. Although facts and emotions are key factors in decision-making, science communication typically relies on the communication of facts alone. As a result, the influences of emotion on engagement and dissemination are overlooked. Alina's research has found that framing can help to increase message salience, and hence engagement for target audiences. It also helps to bridge the gap between traditional science communication methods and social media's extraordinary potential to disseminate scientific information without media gatekeepers. In so doing, this research can facilitate better public outreach campaigns by conservation NGOs to increase public understanding and motivate action in support of conservation goals. This research is supported in part by Mitacs Accelerate.

Michael Francoeur, MA in Professional Communication (Supervisor: Dr. Geo Takach)

Presenting issues and setting the public agenda, the news media occupies an important role in our democracy by attuning audiences to matters of public interest. Michael's thesis explores the coverage of residential schools in Canada's two major national newspapers, *The Globe and Mail* and the *National Post*. A significant aim of this project is to understand how news reporting on this subject has been influenced by the release of the Truth and Reconciliation Commission's summary report. This research is supported by a Social Sciences and Humanities Research Council of Canada Joseph-Armand Bombardier Canada Graduate Scholarship in Honour of Nelson Mandela.

Nelson R. Jatel, Doctor of Social Sciences (Supervisor: Dr. Jeremy Pittman)

Nelson's water governance research explores social-ecological connections and the influence of governance networks on water ecosystems. As our climate changes, the intensity and timing of water events change thereby increasing the complexity and uncertainty of water management. Nelson's research looks to identify water governance network variables, such as communication and collaboration, and the degree to which they may influence water ecosystems at specific spatial and temporal scales. Visualizing water governance networks over time helps our understanding of the constellation of actors involved in governing shared waters. Nelson's research takes place in the international Okanagan water-basin. This semi-arid watershed serves as a valuable case-study to model the interactions between governance network characteristics and water ecosystem health. This research seeks to improve our understanding of polycentric water governance networks and water ecosystem health thereby providing practical recommendations to enhance and improve water governance outcomes in community watersheds throughout Canada and globally. This research is funded in part by Mitacs Accelerate.

Eva M. Jewell, Doctor of Social Sciences (Supervisor: Dr. Dian Million)

Eva's research explores the interconnection of Anishinaabe culture and governance, and focuses on the recovery of original governance practices in her First Nation as a viable alternative to Indian Act regulations. Using a mixed-methods approach including arts-based

research and survey data collection, Eva's study seeks to gauge how Anishinaabe culture, values, and knowledge have been preserved in the Chippewas of the Thames community despite European colonization. This research is funded in part by a Social Sciences and Humanities Research Council of Canada SSHRC Doctoral Fellowship.

2017-18 Student Research Awards

Award Type	Number of Recipients	Funding Amount
SSHRC Doctoral Fellowships	3	\$60,000
CIHR Institute Community Support Grant	1	\$25,000
SSHRC Canada Graduate Scholarship Masters	3	\$52,500
NSERC Canada Graduate Scholarship Masters	1	\$17,500
CIHR Canada Graduate Scholarship Masters	1	\$17,500
Mitacs Accelerate Fellowships	5	\$100,000
Total received in student research awards	14	\$272,500

Research Ethics

The Office of Research Ethics provides education and awareness around all aspects of research integrity and academic integrity and misconduct. The Research Ethics Board (REB) is comprised of 27 members, the majority of which have doctoral degrees, and several of which are community members. The process is a delegated one, with minimal risk research being reviewed by one REB member rather than the full board. The REB continues to meet at regular intervals to discuss changes to the Request for Ethical Review form, examine case studies for educational purposes, and discuss research ethics issues.

In 2017-18, the REB reviewed a total of 465 new applications and began an examination of the feasibility of generating additional guidelines for research involving Indigenous people. The Research Ethics Office is a member of Canadian Association of Research Ethics Boards (CAREB). In 2017-18, the office (which consists of two staff members) conducted 25 in-person presentations to student groups and responded to hundreds of email inquiries from students, faculty, and staff. The Research Ethics office provides ongoing support to students and faculty at all stages of their research, covering conflict of interest, FOI/POP, handling sensitive data, use of the RRU logo, research permits/ licenses, research involving animals, and other REBs and liaison.

RRU is the board of appeal for BCIT and Pacific Coast University for Workplace Health Sciences; Vancouver Island University is the board of appeal for RRU.

In response to the Program and Research Council's stated interest in highlighting research and scholarship pertaining to Indigenous topics, the following is a listing of student and faculty research applications for research involving Indigenous people processed in 2017-18.

Student Research

1. Corey Anderson, MATM. *Critical Success Factors in First Nation Destinations in British Columbia.*
2. Lolly Andrews, MAL. *Cultural Beliefs and Traditions and Their Role in Healing in a Recovery Home.*
3. Lauren Brown, MAL. *Implementing a Haida Healthcare Model of Practice Reflective of Indigenous Haida Health Governance.*
4. Les Campbell, MEM. *Indigenous Knowledge in Waywayseecappo First Nation.*
5. Victoria Carter, MAIS. *The Impact of Meaningful Discourse between Indigenous and Northern Health (NH) Health Care Providers in Improving Culturally Safe Care.*
6. Darcy Chattell, MBA. *Best Practices in Recruitment and Retention of Aboriginal Employees in Remote Mining Locations.*
7. Teresa Conkin, MATM. *How Visitors View and Experience Yukon Aboriginal Cultural Tourism.*
8. Lowri D'Sa, MAL. *Integration of Calls to Action: Truth and Reconciliation Commission within an Indigenous Agency.*
9. Marie Mihalicz, DSocSci. *Picking up Our Medicine Bundles in a Modern Day Context: Community Mobilization and Sustainable Mental Health Self Determination using Indigenous Theory and Methodology.*
10. Jessica Morin, MAL. *Stepping Towards an Indigenization Plan at Selkirk College.*
11. Jenn Smith, MAL. *Respect in Our Workplace at First Nations Health Authority (FNHA).*
12. Chelsea Turpin, MAL. *Enhancing Collaboration on Policy Development with Delegated Aboriginal Agencies.*
13. Karen Whonnock, DSocSci. *Critical Examination of the Overrepresentation of Aboriginal Youth in the Canadian Criminal Justice System: a Statistical Review and Study Using Witsuwit'en Legal Tradition.*

Faculty/Staff Research

1. Geoff Bird, Associate Professor, School of Tourism and Hospitality: *Contested Histories Forum. Sites of Canadian War Memory – Dene People of Deline NWT.*
2. Elizabeth Hartney, Professor, School of Leadership Studies: *Engagement with Physicians to Enhance Cultural Safety in Primary Care for People who Use Substances.*

3. Roberta Mason, Associate Vice-President, Student and Academic Services: *Indigenous Cultural Training Feedback*.
4. Siomonn Pulla, Associate Professor, College of Interdisciplinary Studies: *Social Licensing in Major Resource Development Projects: Corporate-Indigenous Relations, Indigenous Rights, and Responsible Resource Development in Canada*

BOARD OF GOVERNORS BRIEFING NOTE



MEETING: Board of Governors, 22 June 2018

AGENDA ITEM: Board of Governors role profiles

SPONSOR: Bruce Donaldson, Chair of the Committee

PURPOSE: **For approval**

Discussion:

The Board of Governors has developed role profiles for the positions of Governor and Chair of the Board of Governors and Chancellor. Periodically, the Governance and Nominating Committee reviews the profiles, identifies any changes that may be required, and recommends such changes to the Board of Governors for approval.

The profiles are posted to the Board of Governors webpage and are a means of communicating with the RRU and external community about the role and responsibilities of members of the Board of Governors.

The Governance and Nominating Committee has reviewed the profiles and recommends revisions to the Board as outlined on the attached documents.

Recommendation:

That the Board of Governors approves the revisions to the Governor role profile and the Chair of the Board of Governors and Chancellor role profile as presented.

- p. 2 Role profile: Governor
- p. 6 Role profile: Chair of the Board of Governors and Chancellor

ROLE PROFILE

Position Title: Governor

Enabling Legislation: Royal Roads University Act (1996)

Last Review Date: ~~September 30, 2013~~ June 22, 2018

Position Summary

The Board of Governors provides authority for the actions of Royal Roads University, as detailed in the *Royal Roads University Act*, including the exercise of appropriate duties and powers specified in the *University Act* of British Columbia. Such duties and powers include the management, administration and control of the property, revenue, business and affairs of the university, except those duties and powers delegated to the President.

In establishing Royal Roads University through separate legislation, the Province of British Columbia created a unique university, one that offers programs solely in the applied and professional fields. Rather than the bicameral governance structure typical of traditional universities, with separate decision-making streams for administrative and academic governance matters and with a chair as the head of the board and a chancellor as the head of convocation, the government constituted Royal Roads University with unicameral governance. At Royal Roads, the Board essentially carries the responsibilities of a traditional university board and senate together (apart from those responsibilities specifically assigned to the President under the *Act*). To emphasize this, the *Royal Roads Act* stipulates that “The chair of the board is the chancellor of the university.” (S.11(1)).

The Royal Roads University Board of Governors comprises 12 members:

- the president
- a professor elected by the professors
- up to 6 persons appointed by the Lieutenant Governor in Council
- a student elected by the students
- an employee, who is not a professor, elected by the employees of the university who are not professors
- up to 2 persons, who are not employees of the university, appointed by the board.

The power to appoint two of its members is unique to the Royal Roads University Board of Governors.

The position of Governor is a voluntary one of significant public service and prestige. In addition to providing governance leadership for the University, Governors will have opportunities to attend various events at the University and engage with stakeholders and University partners.

Fiduciary Duties

As the trustees of the University, Governors are expected to, at all times:

- Act with integrity, independence and good faith, and to maintain the highest ethical standards;
- Comply with the Board's *Code of Conduct and Conflict of Interest Guidelines*;
- Not use for personal benefit or advantage any information acquired in the conduct of your service as a Governor; and
- Observe the confidentiality of information discussed in closed and *in camera* sessions and in committees established by the Board.

Role

In discharging the Board's collective responsibilities in the areas of academic program approval, executive oversight, financial and asset oversight, governance, and strategic direction, Governors are expected to:

- Understand that the Board's role is to set policy and strategy, not be involved in the daily conduct of university administration or management;
- Support the mission of the University and advance its objectives;
- Be bound by the majority and rules of dissent;
- Notwithstanding that members are nominated/elected/appointed by different constituencies, always serve the best interests of the University as a whole;
- Appreciate that the President is the primary spokesperson for the University and that the Chair is the authorized spokesperson for the Board.

Standard of Performance

Governors are expected to exercise a duty of care in discharging their responsibilities. They are expected to:

- Understand the University, its legislative framework, operating environment and financial condition;
- Attend and participate in Board meetings, prepare for Board meetings, maintain a strong attendance record, and be available to serve on at least one board committee;
- Demonstrate openness to others' opinions and a willingness to listen, contribute constructively to debate, be willing to raise tough questions in a manner that encourages open discussion, be an active, energetic and probing board member exercising critical judgment on policy and fiscal matters;
- Participate in Board orientation and continuing Board development; and
- Participate in periodic assessments of Board performance.

Qualifications & Competencies

The Board has identified the following range of competencies/experience that should be reflected in the membership of the Board:

- ✓ Financial Expertise
- ✓ Higher education with an emphasis on innovation
- ✓ The law (as a profession or with background)
- ✓ Audit and risk management
- ✓ Property management and construction
- ✓ Entrepreneurship
- ✓ Marketing and sales
- ✓ Public relations and communications
- ✓ Connection to community (local, provincial, national, indigenous and Pacific Rim)
- ✓ Connection to government
- ✓ High-tech industry and development in BC, e-commerce, digital technology
- ✓ Environmental management
- ✓ Fundraising
- ✓ Military affairs
- ✓ Compensation and employee engagement
- ✓ Governance
- ✓ International

Individual members should demonstrate one or more of these competencies to contribute effectively to the Board.

Additionally, members should have:

- An understanding of and appreciation for the distinct roles of the Board and management;
- Excellent verbal communication skills; and
- Ability to commit the time and energy to the work of the Board.

The Board is committed to reflecting the diversity of Canadian society in its membership.

Time Commitment

Board meetings

- Currently, the Board meets face-to-face five times a year, normally for a full day.
- Additional conference call meetings may be called from time to time, including one such standing meeting in May to consider the Audited Financial Statements.
- The Board's practice is to schedule a one-day retreat once during the year.
- Some preparatory work is required to review meeting materials.

Board Committees

- Currently, the Board has four committees: Program and Research Council; Finance and Audit; Governance and Nominating Committee; and the Standing Committee on Appeals.
- Members are expected serve on one of the following committees of the Board and may be called on to serve as Chair of the committee: Finance and Audit Committee; Governance and Nominating Committee; or Program and Research Council. Normally, each of these committees meets four to six times per year.
- All governors who are neither employees nor students of the university are members of the Standing Committee on Appeals, which meets on an as-needed basis. The Chair of the Board is the Chair of the Standing Committee on Appeals.

Convocation

- Currently, the University convenes four Convocation ceremonies each year, two on one day in the spring and two on one day in the fall. Governors are invited to attend convocation and join the platform party.

Other

- Governors are invited to attend various other events, such as the University's long-service recognition tea, various fundraising events, Convocation dinner to honour the Board's award recipients, etc. Some of these are regular events; others present themselves from time to time.

Remuneration

Governors serve in a voluntary capacity without remuneration. However, expenses for travel, sustenance, and accommodation on University business are recognized at University-approved rates.

Approvals

28 September, 2012

30 September, 2013 (updated)

22 June 2018

ROLE PROFILE

Position Title: Chair of the Board of Governors and Chancellor

Enabling Legislation: Royal Roads University Act (1996), Section 11

Last Review Date: ~~June 24, 2016~~ June 22, 2018

Position Summary

The Board of Governors provides authority for the actions of Royal Roads University, as detailed in the *Royal Roads University Act*, including the exercise of appropriate duties and powers specified in the *University Act* of British Columbia. Such duties and powers include the management, administration and control of the property, revenue, business and affairs of the university, except those duties and powers delegated to the President.

In establishing Royal Roads University through separate legislation, the Province of British Columbia created a unique university, one that offers programs solely in the applied and professional fields. Rather than the bicameral governance structure typical of traditional universities, with separate decision-making streams for administrative and academic governance matters and with a chair as the head of the board and a chancellor as the head of convocation, the government constituted Royal Roads University with unicameral governance. At Royal Roads, the Board essentially carries the responsibilities of a traditional university board and senate together (apart from those responsibilities specifically assigned to the President under the *Act*). To emphasize this, the *Royal Roads University Act* combines the two positions in one, clearly stating that “The chair of the board is the chancellor of the university.” (S.11(1)).

Also unique to Royal Roads as a B.C. university is its ability to appoint two governors itself.

The Chair of the Board of Governors, who is also the Chancellor, stewards the Board through its activities, encourages reflective discussion on issues within the purview of the Board, and facilitates decisions and outcomes that ensure the ongoing success, independence, positive reputation and distinct culture of the University. The Chair ensures that decisions and outcomes are consistent with the *Royal Roads University Act*, and that the University remains aligned with the core purpose of offering programs solely in the applied and professional fields. The Chair, on behalf of the Board, manages the relationship with the President.

The Chancellor is the Chair of the Convocation, and is responsible for conferring degrees and awarding diplomas and certificates granted by the University.

The position is a voluntary one of significant public service and prestige.

Primary Position Outcomes

Duties of the Chair:

Board Leadership and Management:

- Leads the Board in guiding and monitoring the strategic direction of the University and in providing executive oversight;
- Manages the affairs of the Board, ensuring that it is properly organized, functions effectively, and discharges its responsibilities appropriately;
- Presides over meetings of the Board, and sets meeting dates and agendas in conjunction with the President and Board Secretary;
- Encourages active dialogue and participation among Governors;
- Takes a leadership role in Board development and team-building activities;
- Participates in the orientation of new Governors;
- Recommends committee members and committee chairs to the Board;
- Participates as an *ex officio* member on all committees;
- Works with the Board Secretary to ensure effective administration of the Board;
- Authorizes documents and reports, and enters into agreements as required;
- Ensures an appropriate level of interaction between the Board and management; and
- Leads the search committee for a new President and renewal of the President's contract.

Liaison with the President:

- Acts as the primary liaison between the Board and the President, including the provision of coaching, counseling and feedback; and responding to the President's self-assessment.
- Supports the President in achieving his or her efforts to advance the University's mission, goals and core purpose; and
- Works closely with the President to ensure that strategies, plans and accountabilities are appropriately presented to the Board.

Duties of the Chancellor:

- Chair of the Convocation;
- Confers degrees granted by the University;
- Awards diplomas and certificates granted by the University;
- In consultation with the Board of Governors and the President, acts as champion for the university; and
- Such other duties as required.

Other Duties of the Chair and Chancellor:

- Actively participates in fundraising activities;
- Attends functions and events as appropriate;
- Acts as the spokesperson for the Board and as a spokesperson for the University as appropriate; and
- Such other duties as determined by the Board.

Determining the Chair:

The Chair of the Board of Governors shall be elected by the Governors from amongst the Governors appointed by the Lieutenant Governor in Council for a term of up to three years, or until a successor is elected. The Chair may be re-elected for a second term, but may not hold office for more than six consecutive years.

The Chair may be removed from office by a resolution of the Board of Governors.

Qualifications & Competencies

- Relevant experience in a leadership position;
- Previous experience on a Board, preferably in an executive capacity;
- An understanding of and appreciation for the distinct roles of the Board and management;
- Demonstrated ability to positively influence exchanges between various stakeholders;
- Previous affiliation with Royal Roads University (alumni, former cadet, donor, former employee), and/or background in an education environment at a university level;
- Professional background that relates to one of the Schools at the University;
- Proven record of achieving community and philanthropic support, and a willingness to provide leadership in fundraising activities as appropriate;
- Excellent verbal communication skills; and
- Ability to commit the time and energy to the work of the Board and regularly liaising with the President.

Time Commitment

Board meetings

- Currently, the Board meets face-to-face five times a year, normally for a full day.
- Additional conference call meetings may be called from time to time, including one such standing meeting in May to consider the Audited Financial Statements.
- The Board's practice is to schedule a one-day retreat once during the year.
- Some preparatory work is required to approve draft agendas, etc.

Board Committees

- The Chair and Chancellor is an *ex officio* member of all Board committees. Currently, the Board has four committees: Finance and Audit Committee; Governance and Nominating Committee; Program and Research Council; and Standing Committee on Appeals.
- Normally, each committee meets four to six times per year; supernumerary meetings may be called.

Convocation

- Currently, the University convenes four Convocation ceremonies each year, two on one day in the spring and two on one day in the fall. The Chancellor presides over all of these.

President

- The Chair and Chancellor should be available for regular meetings with the President (in person and by phone), in order to keep apprised of developing issues, and to serve as a sounding board and provide advice to the President. The Chair and the President shall determine an appropriate meeting schedule.

Other

- The presence of the Chair and Chancellor is required at various other events, such as the University's long service celebration, various fundraising events, Convocation dinner to honour the Board's award recipients, etc. Some of these are regular events; others present themselves from time to time.
- The President calls on the Chair and Chancellor from time to time to help make representation to government on University matters.

Remuneration

Governors serve in a voluntary capacity, without remuneration. However, expenses for travel, sustenance, and accommodation on University business are recognized at University-approved rates.

Approvals

First approved: 01 September, 2009

Revised: 29 June, 2012

Revised: 28 September, 2012

Revised: 24 June 2016

Revised: 22 June 2018

BOARD OF GOVERNORS BRIEFING NOTE



MEETING: Board of Governors, 22 June 2018

AGENDA ITEM: Committee Terms of Reference - Review

SPONSOR: Bruce Donaldson, Chair, Governance and Nominating Committee

PURPOSE: **For Approval**

Synopsis:

Revisions to the Board of Governors Terms of Reference are presented to the Board of Governors for approval.

Discussion:

The Board of Governors has four standing committees:

- Governance and Nominating Committee
- Finance and Audit Committee
- Program and Research Council
- Standing Committee on Appeals

The Program and Research Council is a body required by the Royal Roads University Act and the University Act calls for the establishment of an appeals committee. The Finance and Audit Committee and the Governance and Nominating Committee are established under the authority of the Board.

The Board has approved terms of reference for each committee, and a Board Committee Structure document that addresses matters relevant to all committees. As directed in the Structure document, the Board reviews its committee terms of reference annually. By practice, the review normally occurs each spring, though committees may recommend changes at other times of the year as need arises. As stated in its terms of reference, the Governance and Nominating Committee is responsible for coordinating the annual review:

- 1 d) Annually, coordinate a review of the Board's committee structure and Standing Committees' terms of reference, seeking input from the Committees and recommending any changes to the Board.

The practice for review is as follows:

- The Finance and Audit Committee and the Program and Research Council review their terms of reference and identify recommended revisions, which are referred to the Governance and Nominating Committee;
- The Governance and Nominating Committee reviews the Board Committee Structure document, its own terms of reference and those of the Standing Committee on Appeals and identifies recommended revisions;
- The Governance and Nominating Committee considers all terms of reference to ensure an appropriate division of responsibilities and that committee terms of reference are not in conflict with each other or the Board Committee Structure document.
- Following the Governance and Nominating Committee's review, the committee recommends revisions to the Board of Governors for final approval.

At its June 13 meeting, the Governance and Nominating Committee reviewed the committees' terms of reference and recommends revisions to the following:

- Board Committee Structure document
- Governance and Nominating Committee terms of reference
- Finance and Audit Committee terms of reference
- Program and Research Council terms of reference

Revisions are noted on the attachments. Deletions are indicated by a ~~strike through~~ and insertions are noted in **red**.

The Standing Committee on Appeals terms of reference are not recommended for revision at this time. The Governance and Nominating Committee will undertake further review of those terms of reference and bring them forward to the Board at a later date.

Recommendation:

RECOMMENDED MOTION:

That the Board of Governors approves the revisions to the Board Committee Structure document and the Committee Terms of Reference as presented.

Attachments:

- Board Committee Structure document p. 3
- Governance and Nominating Committee Terms of Reference p. 7
- Finance and Audit Committee Terms of Reference p. 10
- Program and Research Council Terms of Reference..... p. 13

AUTHORITY

Powers of the Royal Roads University Board of Governors are laid out in the *University Act*. Section 27(2)(c) empowers the Board “to appoint a secretary and committees it considers necessary to carry out the board’s functions...and to confer on the committees power and authority to act for the board.”

The Royal Roads University Board of Governors operates under a model of policy governance in which the Board as a whole sets policy and makes final decisions, and its committees undertake detailed study on behalf of the Board. Through policy, the Board also delegates some authority to the President, building in reporting mechanisms that ensure it can exercise its accountability.

The work of standing committees is to examine documents, receive presentations, and undertake such other activities necessary to satisfy themselves that the areas under their purview in the university are up to standard and then to report to and make recommendations to the Board as a whole. There are some exceptions to this, as reflected in individual committees’ terms of reference.

STANDING COMMITTEES

The Board of Governors has four standing committees:

- The Finance and Audit Committee
- The Governance and Nominating Committee
- The Program and Research Council
- The Standing Committee on Appeals

In addition, under the authority of the *University Foundation Act*, the Board of Governors appoints the members and the chair of the Royal Roads University Foundation (RRUF) Board of Directors. The RRUF Board of Directors reports to the RRU Board of Governors, the latter also comprising the membership of the RRUF.

Terms of Reference

The Board will annually review its committee structure to determine the number, type and terms of reference of its standing committees. Unless explicitly amended, the terms of reference in place for one fiscal year will continue into the next fiscal year. See attached terms of reference for all standing committees.

The Board may refer matters to any of its standing committees that are generally consistent with the purpose of the committee.

Appointment of Members

By resolution, the Board, on the recommendation of the Board Chair, will appoint the members and chairs of standing committees annually each January, to take effect on the first day of the next fiscal year at least annually, or as required to accommodate new members.

Each governor is expected to serve on at least one standing committee.

The Chair of the Board is an *ex officio member* of all standing committees. By statute, the President is a member of all standing committees except standing committees on appeals (S.12(5) of the *RRU Act*).

Internal Members are those members who are employees or students of the university. External Members are those members who are neither employees nor students of the university.

In the event of a vacancy on a committee mid-year, the vacancy may go unfilled and the committee membership is deemed to be reduced by one unless the vacancy places a committee in contravention of a statutory provision or multiple vacancies render the conduct of business untenable. In that event, the vacancy will be filled by the Board on the recommendation of the committee chair.

Role of Committee Chairs

Each committee chair is responsible for:

- approving the agenda for each meeting;
- ensuring that the committee has the information it needs to make informed decisions and recommendations;
- chairing committee meetings in an efficient, effective and focused manner;
- setting the tone for the committee's work;
- ensuring that the committee fulfills its responsibilities in a timely fashion;
- reporting to the full Board on the committee's deliberations, decisions, and recommendations;
- assigning work to committee members as required
- annually, selecting a vice-chair.

Meetings

With the exception of the Standing Committee on Appeals, committees will meet at least quarterly. Each committee's annual meeting schedule will be synchronized to best meet its responsibilities, and will be approved by the Board prior to the beginning of each fiscal year. Additional meetings may be held at the call of the chair of the committee.

Meetings of the Standing Committee on Appeals will be held as cases come forward.

Committee meetings normally will be held in person, but may be held via teleconference or other electronic means at the discretion of the committee chair.

Committee meetings are not public; further, a brief portion of each meeting may be held *in camera*.

Unless otherwise indicated here or in terms of reference, committees will carry out their responsibilities as they see appropriate and with an eye to balancing the need for sufficient information to make informed decisions with the capacity of the institution to provide the information.

Support

The President is responsible for ensuring that adequate administrative and internal advisory support is available for each committee.

Unless otherwise provided for, committees may engage the services of external experts when deemed necessary to fulfill their responsibilities and may do so only with the prior approval of the Board of Governors.

Agendas

The secretary for each committee will prepare a draft agenda for each meeting, to be finalized in consultation with the committee chair and the member of the senior administration with responsibility for advising the committee.

The agenda and supporting materials (together, the 'agenda package') will ordinarily be distributed to committee members a week in advance of the scheduled meeting. Any governor may request a copy of the agenda or agenda package.

Every effort will be made to avoid 'walk ins' of agenda items and materials.

Attendance

All committee members are expected to attend committee meetings regularly.

Governors who are not members of a committee may attend committee meetings as non-voting participants.

Other than committee members and governors, the Board secretary, and a recording secretary, attendance is on an as required basis and subject to the approval of the committee chair.

Quorum

Quorum to conduct business at any committee meeting is a simple majority of the voting members of the committee (50%+1 in the case of committees with an even number of members).

Rules

The Board's *Code of Conduct and Conflict of Interest Guidelines* and *Charter of Expectations for Governors* apply to the conduct of all committee business.

The Board of Governors may adopt rules of order that would apply at committee meetings.

Reporting

Committees will report to the Board at the Board's next meeting, providing draft minutes and other materials as required for distribution in the Board's agenda package. Committee chairs will provide a verbal report, identifying key issues and relaying committee recommendations to the Board on behalf of the committee. Committee members normally are expected to support the committee's recommendations at the Board.

The recording secretary is responsible for keeping a record of meeting attendance, agenda packages and correspondence, and for preparing minutes of each meeting in consultation with the committee chair and the senior internal advisor to the committee. Any materials not included in the agenda package will be appended to the approved minutes.

Evaluation

Periodically, each committee will conduct a self-assessment of its effectiveness in relation to its terms of reference, and report the results of this evaluation to the Board through the standing committee with responsibility for governance matters.

TASK FORCES AND *AD HOC* COMMITTEES

From time to time, the Board of Governors may appoint task forces or *ad hoc* committees to undertake specific, time-limited work on behalf of the Board. In such cases, the Board will approve terms of reference that:

- define the task;
- identify reporting requirements **and relationship to the Board of Governors;**
- appoint the members and chair; and
- set the termination date for the body.

Meetings will be at the call of the appointed chair. Other provisions for standing committees will apply.

First approved by the Board of Governors: 16 October 2003
Reviewed and approved: 28 March 2008
17 June 2010
30 September 2011
21 June 2013
22 June 2015
24 June 2016
22 June 2018

PURPOSE

Under the *University Act*, the Board of Governors carries authority to, among other things: determine its own processes and committees; appoint the President and others; and provide for such distinctions as honorary degrees. The Governance & Nominating Committee assists the Board in the exercise of its governance, nominating, and executive oversight responsibilities.

MEMBERSHIP

There will be at least five members of the committee: the Chair of the Board, the President, and three or more members who shall be External Members (as defined in the Board Committee Structure document, namely members who are not employees or students of the university). The President is entitled to vote on all matters except those involving his or her annual goals, performance reviews, or compensation.

Whereas it is desirable for other members of the Board of Governors to attend committee meetings as observers, there may be discussion concerning agenda items that the Board or G&N Chair considers to be sensitive enough to warrant an *in camera* session ~~that excludes employees and students of the University, or even non G&N Committee members~~ and restricts attendance to Governance and Nominating Committee members. When possible, the intention to restrict attendance to portions of G&N meetings will be communicated to members of the Board of Governors before the meeting.

Members will be familiar with the provincial Board Resourcing and Development Office's *Best Practices Guidelines: BC Governance and Disclosure Guidelines for Governing Boards of Public Sector Organizations*.

RESPONSIBILITIES

1. Governance

- a. Ensure appropriate orientation of new governors; identify and plan opportunities for Board and governor development.
- b. In consultation with the Board secretary, ensure that governors have access to all documents relevant to the Board's responsibilities (in paper form or on-line).
- c. Design and administer a mechanism for the annual evaluation of the Board, report results to the Board, and recommend steps for continuous improvement. The evaluation shall include: an evaluation of Board effectiveness; an evaluation of the Board Chair & Chancellor's performance; and may include peer review or any other evaluations as deemed appropriate by the

committee. The intent of all assessment shall be Board development and improvement in Board operations.

- d. Ensure that a meeting evaluation is administered after each board meeting, the results anonymized and aggregated, and forwarded to the board chair. The chair of the committee shall ensure that appropriate systems are in place to administer the post-meeting evaluation.
- e. Annually, coordinate a review of the Board's committee structure and Standing Committees' terms of reference, seeking input from the Committees and recommending any changes to the Board.
- f. Keep abreast of emerging best practices and developments in governance and appropriately modify our processes.
- g. Ensure that the Board has an up-to-date code of conduct and conflict of interest guidelines, and advise the Board on how best to observe them.
- h. Lead the planning and development of the Board's annual retreat.
- i. Lead the development and annual review of the Board's Strategic Plan and recommend any changes to the Board.

2. Nominating

- a. Review the Board's Competency Matrix and Governor Role Profile from time to time and recommend revisions.
- b. Analyze the skills distribution within the current Board, identifying priority skills and abilities for pending vacancies in appointed positions on the Board. Identify candidates for Board-appointed and Order in Council vacancies, recommend nominees to the Board, and ensure that the process with respect to OIC appointments is followed.
- c. Periodically review and recommend revisions in the Chair and Chancellor's Role Profile and recommend candidate(s) to the Board for election as Chair and Chancellor as that position comes open from time to time.
- d. Periodically review and make recommendations on criteria for honorary degrees and the Chancellor's Community Recognition Award, consider nominations for these, and recommend suitable candidates to the Board for a pool of approved candidates from which the President may select honorees for specific Convocation ceremonies.

3. Presidential Oversight

- a. Review the President's annual goals and recommend them to the Board.
- b. Develop and administer a mechanism for the Board's late-term review of the President's performance.
- c. As appropriate and within government guidelines, make recommendations to the Board for any adjustments to the President's annual compensation.
- d. Monitor the President's succession planning at the executive level.

4. Policy

- a. Regularly review policies related to governance, Board honours, Presidential oversight and executive compensation, and make recommendations to the Board on revisions, additions, and deletions.

5. Human Resources – Employee Engagement

- a. Periodically monitor employee engagement and advise the Board on strategies to enhance its engagement with employees.

6. Responsibilities of the Committee Chair

- a. In addition to those duties assigned to committee chairs and described in the Board Committee Structure document, the Chair of the Governance and Nominating Committee shall act as lead director for the purpose of chairing a board meeting if the Board Chair is unavailable to chair a board meeting.
- b. The Committee Chair shall undertake an exit interview with members retiring or resigning from the Board of Governors.

Approved by the Board of Governors: 28 March, 2008
Reviewed and approved: 17 June 2010
30 September 2011
21 June 2013
22 June 2015
24 June 2016
15 December 2017
22 June 2018

PURPOSE

The Finance & Audit Committee assists the Board of Governors in providing strategic oversight to the management of the university's financial resources, meeting the fiscal responsibility required to ensure that RRU is a financially sustainable, high-performance organization.

The committee is responsible for ensuring that appropriate financial and asset management and accountabilities exist within the university, that the university's internal controls are sound, that risk management functions are performed competently, and that the university complies with pertinent legal, statutory and regulatory requirements.

MEMBERSHIP

There will be five or more members of the committee: the Chair of the Board, the President, and at least three members of the Board so that at least three of the members are neither employees nor students of the university. The President and any other internal governors are entitled to vote on all matters except those involving internal and external audit, and will not be present at *in camera* sessions with the auditors.

The majority of members shall be able to read and understand financial statements and presentations of a breadth and complexity comparable to those of the university. At least one member of the committee shall have an accounting designation or related financial management expertise.

RESPONSIBILITIES

1. Business Planning and Performance Measurement

- a. Consistent with the university's strategic direction, review and recommend to the Board of Governors the university's ~~three~~ five-year business plan and annual operating plan.
- b. Within the context of these plans, review and recommend to the Board business plans (both academic and non-academic), and ensure that one-year post-implementation ~~appraisals~~ evaluations are conducted.

- c. Review the university's quarterly performance to plan and forecast reports, ensuring that emerging issues and opportunities are being appropriately addressed by management.
- d. Review the university's annual institutional accountability plan and report and make recommendations to the Board prior to submission to the Ministry.
- e. Within the context of the Board investment policy, review the performance of investments for both the university and the RRU Foundation on ~~a quarterly~~ **at least an annual basis and as required.**

2. Risk Management

- a. Ensure that risk management functions are implemented effectively on an enterprise-wide basis. Through discussion with management, ensure that risk tolerance levels are assessed from a governance perspective and that major risk exposures (both financial and non-financial) are reviewed in relation to acceptable risk levels, and that management has taken **action** to monitor and control such risks.

3. External Audit

- a. Review and approve the external audit plan and scope of examination.
- b. Review with the external auditor the annual audited financial statements as well as any related letters, reports or recommendations submitted by the external auditor. Recommend the annual audited financial statements to the Board of Governors for approval.
- c. In consultation with management and the external auditors, review the integrity and adequacy of the university's internal control environment, to ensure that appropriate financial and asset controls and accountabilities exist and are operating effectively.
- d. Discuss annually with the external auditors all significant relationships that could impair the auditor's independence.
- e. Review annually the external auditors' performance and provide feedback to the external auditors.
- f. Periodically issue a request for proposals (RFP) for audit services, review proposals, and recommend the appointment of the external auditors, their remuneration and other terms of engagement to the Board.

4. Financial, Legal, and Regulatory Reporting

- a. Monitor the accounting principles and critical accounting policies adopted by management, including alternative treatments available for consideration.
- b. Monitor accounting provisions and estimates included in the financial statements to ensure the integrity of the financial statements.

- c. Ensure that RRU is compliant with current accounting and financial reporting practices, and with legal and regulatory requirements as they apply to the university.
- d. Review, and where appropriate approve, other relevant reports or financial information submitted to any government body or the public, including the management discussion and analysis and management certifications, prior to their release.
- e. ~~As required~~ **On a quarterly basis**, review reports pertaining to the status of legal matters and report to the Board.

5. Policy Review

- a. Regularly review Board policies that deal with financial matters, and recommend revisions, additions, and deletions to the Board of Governors.

6. Responsibilities of Chair

- a. In addition to those duties assigned to committee chairs and described in the Board Committee Structure document, the chair of the Finance and Audit Committee shall act as lead director for the purpose of chairing a board meeting if the Board Chair is unavailable and the first alternate, the Chair of the Governance and Nominating Committee, is unavailable.

Approved by the Board of Governors:	17 September 2010
Reviewed and approved:	29 June 2011
	21 June 2013
	22 June 2015
	22 June 2018

PURPOSE

The Program and Research Council supports the Board in discharging its senate responsibilities as assigned by The *Royal Roads University Act* and laid out in the *University Act*.

Per Section 14 of the *Royal Roads University Act*, the Program & Research Council advises the Board on instructional program and research priorities, program objectives and desirable learning outcomes. The Council assists the Board in meeting the university's mandate of offering certificate, diploma and degree programs in solely the applied and professional fields, providing continuing education, and maintaining teaching excellence and research activities that support the university's programs in response to the labour market needs of British Columbia (S. 2 of the *RRU Act*).

MEMBERSHIP

There will be at least eight members*, including the Chair of the Board, the President and the Chair of the University's Academic Council. At least three of the members will be members of the Board of Governors and at least three will be external to the Board and to the University (External Members). As per Section 14 of The *RRU Act*, at least two-thirds of the members must not be employees of the university.

Per the *RRU Act*, the President is the chair.

**At least one member of the committee will be skilled in financial management sufficient to assess the financial viability of new program proposals.*

TERM

The term for External Members will normally be three years. The Board of Governors may renew the term for an External Member for a maximum term of six years.

RESPONSIBILITIES

1. Academic Programs

- a. Advise the Board on the academic plan and the overall mix of degree programs from time to time.

- b. Review proposals from the Academic Council for new or significantly revised degree programs, both domestic and offshore, on the basis of relevance, academic rigour, and fit with strategic direction, and make recommendations to the Board.
- c. Review proposals from the Academic Council for new or significantly revised certificate and diploma programs and recommend to the Board decisions or actions.
- d. Monitor degree programs for academic effectiveness, relevance and demand by:
 - reviewing annual reports from Advisory Councils;
 - periodically reviewing each program, including reviewing reports of five-year cyclical external reviews of degree programs;
 - reviewing available measures of quality and student satisfaction; and
 - reviewing other suitable methods of academic quality assurance as necessary.
- e. Annually review the offerings and up-take of non-credit programs.

2. Academic Administrative Structure

- a. Review the President's recommendations and Academic Council's advice on the establishment or discontinuance of any faculty, school, centre, institute, or department and make recommendations to the Board.

3. Research

- a. Consistent with strategic directions, periodically review and advise the Board on applied research themes.
- b. Receive and review the university's annual research report.
- c. Ensure that research activities comply with pertinent legal and policy requirements.

4. Academic Support Services

- a. Periodically review academic and student support services and advise the Board on the quality and adequacy of such services.

5. Policy

- a. Periodically review Board policies that deal with academic quality, academic integrity, research, and academic support and services, and recommend revisions, additions and deletions to the Board.

6. Indigenous/Métis Programming and Research

- a. Matters related to Indigenous/Métis protocols, initiatives and focus be considered as part of PRC program and research review.

Approved by the Board of Governors:	17 September 2010
Reviewed and approved:	29 June 2011
	21 June 2013
	22 June 2015
	24 June 2016