

**AGENDA
OPEN SESSION**

Time: 9:00 a.m.
Location: Room 315, Hatley Castle
Attendees: Board of Governors
 Executive Team
 Manager, Board Governance & Planning
 Guests

9:00 am	1.	Call to order and welcome	
9:08 am	2.	Approval of the agenda <u>MOTION:</u> <i>That the agenda be approved as distributed.</i>	approval
9:09am	3.	Approval of the minutes (attachment 1) <u>MOTION:</u> <i>That the minutes of the open session of the 14 December 2018 Board of Governors meeting be approved as distributed.</i>	approval
9:10am (20 min)	4.	Report from the President	information
9: 30am (5 min)	5.	Diversity policy (attachment 2) <u>MOTION 1</u> <i>That the Board of Governors retires the Royal Roads University Diversity Statement approved on December 14, 2018 as a Board policy statement.</i> <u>MOTION 2</u> <i>That the Board of Governors approves as a Board policy the policy entitled Diversity Policy, effective 29 March 2019.</i>	approval
9:35am (25 min) (20 min)	6.	Spotlight on the University: 6.1. Presentation on the Faculty of Management 6.2. Update from Alumni Relations	information information
Break 10:20am – 10:30am			

Reports from Committees			
10:30am (30 min)	7.	Report from the Finance and Audit Committee	
		7.1. 2019-20 operating plan (attachment 3)	approval
		<u>MOTION</u> <i>That the Board of Governors approves the 2019/20 Operating Plan including tuition and mandatory ancillary fee increases, the tuition and ancillary fee increases to be effective September 01, 2019 in accordance with the government tuition limit policy.</i>	
		7.2. Investment policy and guidelines – RRU and RRU Foundation (attachment 4)	approval
		<ul style="list-style-type: none"> • Revised policy • New guidelines 	
		<u>MOTION</u> <i>That the Board of Governors approves the Investment Policy and Investment Governance Guidelines.</i>	
11:10am (20 min)	8.	Report from the Program and Research Council	approval
		8.1. Approval of the 2019/20 Academic Plan (attachment 5)	
		<u>MOTION</u> <i>That the Board of Governors approves the 2019/20 Academic Plan.</i>	
11:30am (1 min)	9.	Report from the Governance and Nominating Committee	
New Business			
11:31am (3 min)	10.	Committee assignments (attachment 6)	approval
		<u>MOTION</u> <i>That the Board of Governors approves the following committee assignments effective 01 April 2019 for a 1-year period:</i>	
		<ul style="list-style-type: none"> • Geoff Pearce to the Governance and Nominating Committee • David Black to the Program and Research Council 	

Consent Agenda			
11:34am (1 min)	11.	Approval items No approval items	
	12.	Items received for information 12.1. Minutes of the 08 March 2019 meeting of the Program and Research Council (attachment 7)	information
11:35am	13.	Adjournment	

Board of Governors
DRAFT Minutes of the Open Session

14 December 2018

Room 315, Hatley Castle

PRESENT	
Board: Kathleen Birney, Board Chair & Chancellor Allan Cahoon, President & Vice-Chancellor Dave Byng Cindy Brar Nelson Chan Bruce Donaldson Doug Kobayashi Nadine Penalagan Lori Simcox Vern Slaney	Administration: Cheryl Eason Steve Grundy Katharine Harrold Pedro Márquez Karen Hakkarainen (recording) Guests: Kyla McLeod (agenda item 4) Dranna Andrews-Brown (agenda item 4) Angie Wilson (agenda item 4)
REGRETS	
Lydia Hwitsum Jennifer Walinga	

1. Call to order – 8:31 a.m.

Kathleen Birney welcomed members to the meeting and acknowledged with gratitude the Lkwugen and Xwsepsum families and the traditional lands on which the university sits.

2. Approval of the agenda

MOTION (Kobayashi/Donaldson)
That the agenda be approved as distributed.

CARRIED

3. Approval of the minutes

MOTION (Donaldson/Kobayashi)
That the minutes of the open session of the 12 October 2018 Board of Governors meeting be approved as distributed.

CARRIED

4. Spotlight on the university: diversity statement

The Board welcomed Diversity Action Group (DAG) members Kyla McLeod, Angie Wilson and Dranna Andrews-Brown to the meeting. Board members were briefed on the history of the Diversity Action Group, its purpose and recent activities to refresh the university's diversity

statement. Management reported that responsibility for the diversity statement is shared between Steve Grundy and Cheryl Eason.

The Board commended the DAG for its efforts in stewarding the university's work on this important initiative and sought clarification of some of the terms used in the wordle included in the amended diversity statement.

It was noted that the university's first diversity statement was presented to the Board of Governors in 2011 and that the board had endorsed the university's adoption of the statement. Though the amended statement currently before the Board was presented for the Board's endorsement, board members agreed that the issue was of sufficient importance that the Board should approve the statement as a Board policy.

MOTION (Cahoon/Birney)

That the Board of Governors approves the university's amended Diversity Statement as a policy of the Board of the Governors.

CARRIED

The Board thanked Kyla, Dranna and Angie for their presentation and extended their thanks to the Diversity Action Group. Kyla, Dranna and Angie left the meeting.

5. Report from the Program and Research Council

5.1 Report from the committee chair

Steve Grundy, vice-chair of the council, reported on the November council meeting, which included a meeting with the chairs of the school advisory councils.

6. Report from the Finance and Audit Committee

6.1 Report from the committee chair

Vern Slaney reported on the highlights of the committee's agenda, including the 2018/19 audit plan and an update on capital investments.

6.2 Investment policy

Vern Slaney reported that the committee had discussed the Board's investment policy on two occasions and that the amended version presented to the Board for approval reflected the feedback of the committee to management. Chief among the recommended changes is language that delineates the investment objectives of the university from those of the Royal Roads University Foundation.

The Board observed that guidelines that provide further direction to the administration are yet to be developed and that these guidelines are integral to the university and the RRU Foundation achieving their investment objectives. Management confirmed that the

guidelines, when developed, will align to the policy. The Board noted that it looks forward to receiving the guidelines.

MOTION (Birney/Slaney)

That the Board of Governors approves the revised Investment Policy as presented by management.

CARRIED

7. Report from Governance and Nominating Committee

7.1 Report from the committee chair

Bruce Donaldson reported that the committee met on November 29th. Discussion items included the agenda for the Board's retreat in early 2019, the Board's strategic plan and revisions to the Board's Code of Conduct and Conflict of Interest Guidelines for Governors.

7.2 Code of Conduct and Conflict of Interest Guidelines for Governors

Bruce Donaldson reported that the recommended revisions to the Guidelines address recent changes to the Royal Roads University Act, the introduction a new accounting standard, PS 2200 – Related Party Disclosures, and strengthen the language addressing conflict of interest.

MOTION (Donaldson/Kobayashi)

That the Board of Governors approves the revised Code of Conduct and Conflict of Interest Guidelines.

CARRIED

8. Report from the President

No report.

9. Adjournment – 9:15 a.m.

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BOARD OF GOVERNORS BRIEFING NOTE



MEETING: Board of Governors, 29 March 2019

AGENDA ITEM: Diversity Policy

SPONSOR: Philip Steenkamp, President

PURPOSE: **For Decision**

Synopsis:

The Board of Governors is asked to rescind as a Board policy the Diversity Statement attached as Appendix A and approve the Diversity Policy attached as Appendix B.

Discussion:

In 2011, the university established its first Diversity Statement, which was presented to the Board. To show its support for and commitment to diversity in the institution, the Board passed a motion endorsing the Statement.

In 2018, RRU's Diversity Action Group (DAG) consulted with the university community to refresh the Diversity Statement. In December 2018, the Board of Governors received a presentation from the DAG on the revised Statement and was asked to endorse the new Statement. Instead, the Board adopted the Statement as a board policy.

It is recommended that the Board adopt an alternate policy statement that highlights the university's commitment to diversity and includes the requirement of regular reporting on activities that the university undertakes to promote diversity in the university community. Further, it is recommended that the Diversity Statement return to the purview of the Diversity Action Group for them to work with as a living and evolving document that reflects the university's approach to and understanding of diversity and best practices to support diversity and inclusion on campus.

Fit to Strategic Direction:

The university strives to be the university of choice for relevant applied and professional education and a workplace of choice that supports professional and personal success. Policies that support diversity and inclusion will contribute to the conditions to make RRU a place of choice to both learn and work.

Options:

1. Rescind the Diversity Statement as a board policy and approved the Diversity Policy.
2. Keep the Diversity Statement as a board policy.

Implications:

- A) Financial: All board policies have the potential for budget implications as they direct university attention to the issue addressed through the policy; however, since the university already supports activities designed to enhance diversity on campus it is not expected that establishing a board-level policy on diversity will result in significant additional financial requirements.
- B) Human Resource: A board-level diversity policy will provide a clear indication to current and future employees of the importance that the university places on diversity and inclusion.
- C) Campus Plan: None
- D) Stakeholder/Community: A board-level diversity policy will provide a clear indication to current and future students and other stakeholders of the importance that the university places on diversity and inclusion.
- E) Other: None

Risk to the University:

The risk to the University of establishing a diversity policy lies in the potential for non-compliance. Royal Roads University is committed to fostering and supporting diversity in a cycle of continuous improvement and adoption of leading practices. It is expected that the Diversity Policy will enhance the university's performance in this area.

Recommendation:

That the Board of Governors rescinds the Diversity Statement as a board policy and approves the policy entitled Diversity Policy.

RECOMMENDED MOTIONS:

That the Board of Governors rescinds the Royal Roads University Diversity Statement approved on December 14, 2018 as a Board policy statement.

That the Board of Governors approves as a Board policy the policy entitled Diversity Policy, effective 29 March 2019.

Revised RRU Diversity Statement
Approved as a Board Policy
December 14, 2018



Diversity enriches community, expands learning, and advances knowledge.

Royal Roads University acknowledges and celebrates the diversity of our community, which is shaped by our complex identities, life experiences, and perspectives.

We strive to increase understanding, appreciation, and engagement with each other, thereby making us more compassionate human beings and strengthening the fabric of our communities.

To achieve this, we commit to:

- facilitating educational experiences, research opportunities, and a workplace environment that reflect and benefit from the diversity of our communities; and
- fostering an environment that is open, inclusive, safe, respectful, and fair, and in which a diversity of ideas are able to flourish.

Our expectation is that we will support one another in fulfilling these commitments, thereby cultivating a whole, thriving community that is greater than the sum of its parts.

Feedback is always welcome and can be directed to diversity@royalroads.ca

ROYAL ROADS UNIVERSITY

BOARD POLICY

Title: Diversity Policy

Policy #: B1280

Effective Date: 29 March 2019

Board Policy Statement

The Board of Governors, having responsibility for the management and control of the University and ensuring accountability to stakeholders, is committed to seeing that the university fosters and supports diversity and inclusion in all its operations and activities.

Philosophy

Royal Roads University strives to create the conditions where the best possible learning, research and work outcomes can be achieved. Diversity, in all its dimensions, strengthens and enriches the fabric of the institution and is a necessary ingredient for a positive learning and working environment.

President's Responsibilities

The President will ensure that academic and operational policies, procedures and processes comply with the spirit of this policy.

Information, Action and Monitoring Requirements for the Board

The President will report annually to the Board of Governors on the work of the university in support of this policy. The policy will be reviewed every three years.

RELATED DOCUMENTS:

- RRU Diversity Statement
- Bullying, Harassment & Discrimination Policy
- Code of Conduct Policy
- Employee Standard of Conduct Policy
- Student Rights & Responsibilities Policy

DRAFT

FACT SHEET

DATES:

XX 2019
XX 2019
XX 2022

Board Approval
Implemented
Review Due

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BOARD OF GOVERNORS**BRIEFING NOTE**

MEETING:	March 29, 2019
AGENDA ITEM:	2019/20 Operating Plan
SPONSOR:	Cheryl Eason, Vice President & Chief Financial Officer
PURPOSE:	For Approval

BRIEF DESCRIPTION OF AGENDA ITEM

At the March 14, 2019 meeting of the Finance and Audit Committee, management presented the 2019/20 Operating Plan. The following briefing note presents some of the highlights and key assumptions and reflects the feedback from the committee.

Board members at the Finance and Audit Committee meeting on March 14 provided feedback on the operating plan. Management has made the appropriate adjustments to the 2019/20 Operating Plan and Board presentation to reflect the committee members' comments.

Operating Plan Revisions

- **Tuition and Other Academic Revenue**

Management was asked to present the student FTEs and tuition revenue based on the student country of origin (domestic or international) rather than location of the academic program (domestic programs and offshore programs).

Pages 6, 15, 17 and 18 of the updated operating plan have been revised to reflect this.

- **Student Satisfaction Measures**

Additional information on the results of internal and external student surveys, including the importance of KPIs to track progress, was identified by the Committee. Results of internal and external student surveys are communicated and reported through the Program Review Committee on a regular basis.

Based on committee feedback, a line for a student satisfaction survey KPI has been added to the KPI table on page 6.

Other Comments and Feedback

Committee members suggested that the presentation to the Board of Governors include more information to assess the degree of risk associated with achieving the enrolment and FTE targets.

This information is reflected in the presentation slide deck that will be presented to the Board on March 29.

RECOMMENDATION

It is recommended by the Finance and Audit Committee that the Board of Governors approve the 2019/20 Operating Plan including tuition and mandatory ancillary fee increases, effective September 1, 2019 in accordance with the government tuition limit policy.

PROPOSED MOTION

That the Board of Governors approve the 2019/20 Operating Plan including tuition and mandatory ancillary fee increases as presented at the March 29, 2019 Board of Governors meeting.

Attachment

1. Revised 2019/20 Operating Plan



Royal Roads
UNIVERSITY

OPERATING PLAN 2019/20



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EXECUTIVE SUMMARY

As Royal Roads University enters its 24th year, it continues to build and deliver quality programs that align with its mandate to meet the needs of the labour market and put in place appropriate infrastructure and resources that support the success of a growing student population.

The university has maintained a strong financial foundation by following a disciplined business model and balanced approach to surplus management. Forecasts for the 2018/19 fiscal year are on track and form the basis for this year's operating plan.

Initiatives in the 2019/20 *Operating Plan* align with the board-approved (October 2018) *Five-year Business Plan*. This annual operating plan forecasts a \$2.6M operating income before investments (96.6:3.4 cost-to-revenue ratio), slightly higher than the 95:5 cost-to-revenue ratio given by the board.

Investments this year will focus on priorities that maintain and build a strong combined academic and business foundation for the university.

New vision for the next 25 years

It is a time of significant change and disruption, fueled by rapidly advancing technology. The digital revolution is affecting all aspects of our lives including education.

There is increased competition within the post-secondary landscape: universities are no longer the guardians and sole purveyors of knowledge. As a result, Royal Roads' once unique offering in 1995 is no longer unique.

Students expect more. They are looking for a high-quality student experience, combined with dynamic, adaptive, personalized, student-focused learning that is mobile, ubiquitous and accelerated.

Royal Roads has been working to meet these expectations, and over the next 25 years the university will have to accelerate its efforts to differentiate, define and refine its unique value proposition and curate a distinctive experience for students.

This year as the university onboards its new president, it will conduct a visioning exercise with internal and external communities to determine what the university wants to look like in its next 25 years.

Investing for the future

To ensure a strong future, the university must have the right people, appropriate tools, efficient processes and the physical and technological infrastructures in place.

With these priorities in mind, Royal Roads will pursue the following initiatives:

Programs

- Conduct a visioning exercise to determine the strategic direction over the next 25 years
- Diversify programming by launching new programs and redesigning undergraduate programming
- Publish and demonstrate the value and real-world impact of the updated *Learning, Teaching and Research Model* (LTRM)

Process

- Implement new financial policies and a treasury function to enhance internal controls and safeguard assets
- Build on core financial systems and begin to implement a new student information system
- Implement the board-approved enterprise risk management framework
- Develop a new digital communication platform to replace the university's current website

People

- Launch a competency-based leadership management and development program
- Complete a job evaluation and salary review to ensure the university maintains an equitable and competitive compensation system

Place

- Develop an overall campus plan that aligns with the renewed vision
- Construct the Learning and Teaching Auditorium
- Develop student accommodation options to meet on-campus accommodation needs
- Complete technological infrastructure upgrades underpinning the LTRM

Profile

- Continue to build the university's profile and reputation as a distinctive high quality and innovative institution, incorporating the strategic direction from the visioning exercise
- Implement a multidimensional communication and engagement plan for the president's onboarding
- Pilot and launch an enterprise-wide digital storytelling initiative that blends visual communication and journalism to effectively tell the university's stories

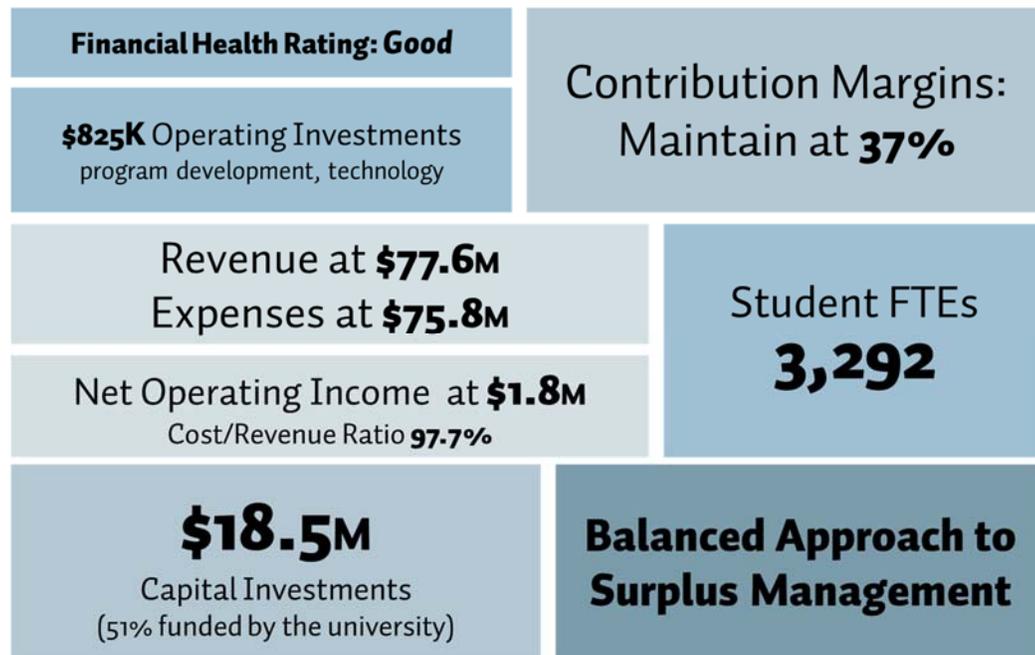


Figure 1. Operating plan key figures and ratings, 2019/20

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KEY PERFORMANCE INDICATORS

Key performance indicators remain closely aligned with the updated *Five-year Business Plan* as outlined in Table 1 below. The following list compares the 2019/20 operating plan projection to the 2019/20 five-year plan projection:

- Student FTEs are higher (417 FTEs; 14.5%) largely due to a higher number of international students in onshore and offshore programs
- Net Operating Income cost/revenue ratio is 0.5% lower
- Financial Health Ratio is “good” rather than “excellent” as a result of the higher capital investments, reducing the primary reserve ratio
- Contribution Margin is \$588K (0.6%) lower due to decreased offshore revenues combined with higher costs for customized programs
- Overall staffing ratios are generally being maintained in proportion to student growth
- Capital Investment (including technology) at \$18.5M is \$8.1M higher largely due to the repurposing of pool facility to the Learning and Teaching Auditorium and significant planned technology investment

Table 1. Key Performance Indicators

Key Performance Indicator (KPI)	2017/18 Actual	2018/19 Forecast	2019/20 Projection	2019/20 Five-year Plan ¹
Student FTEs				
Domestic	2,154	2,036	2,146	2,210
International - Onshore	441	612	826	549
International - Offshore	314	227	320	283
	2,909	2,875	3,292	3,042
Program/Student Mix²				
Graduate/Undergraduate	67/33	69/31	72/28	70/30
Blended/On Campus	71/29	66/34	63/37	57/43
Domestic/International Student Mix	74/26	69/31	65/35	73/27
Student Completion Rate		To be completed		
Student Experience Survey		70.90%	>75%	To be completed
Student Learning Survey		89.00%	>85%	To be completed
Professional and Continuing Studies (non-credit revenue; \$000s)	\$ 2,380	\$ 2,800	\$ 2,762	\$ 2,378
Process				
Operating Income - Cost/Revenue Ratio	95.2%	95.7%	96.6%	95.6%
Net Operating Income - Cost/Revenue Ratio	97.6%	97.8%	97.7%	98.2%
Financial Health Ratio	Excellent	Excellent	Good	Excellent
Contribution Margin (\$000s) ³	\$ 14,366	\$ 14,740	\$ 17,054	\$ 16,466
Contribution Margin % ³	36.7%	36.5%	36.9%	37.5%
People				
Student per Core and Associate Faculty Ratio ²	20	19	20	18
Student per Program Support Ratio ²	45	40	40	44
Student per Academic Support Ratio ²	23	23	23	23
Administrative Support % of Staff FTEs	14%	14%	15%	17%
Employee Satisfaction Survey			To Be Completed	Targets Based on Survey Results
Place				
Capital Investment (\$000s)	\$ 22,128	\$ 16,281	\$ 18,470	\$ 10,350
Greenhouse Gas Emission (metric tonnes)			Maintain or reduce emissions	
Profile				
Alumni Survey			Targets Based on Survey Results	
General Population Reputational Study Survey			Targets Based on Survey Results	

¹ Restated 2017/18-2021/22 Five-year Business Plan - Update 2018/19 for comparative purposes.

² Onshore programs.

³ Academic and customized programs.

2019/20 PLANS AND PRIORITIES

Royal Roads’ annual plans and priorities are established through the board-approved *Five-year Business Plan*. Goals, objectives and initiatives for the 2019/20 operating year align with the university’s strategic direction and its five strategic anchors: programs, process, people, place and profile. The university-wide objectives and initiatives presented in this annual operating plan were developed collaboratively, in consultation with organizational units across the campus.

PROGRAMS

Consistent with the university’s mandate, Royal Roads offers relevant and applied interdisciplinary programs and research that responds to the needs of aspiring and experienced professionals. The *Learning, Teaching and Research Model* (LTRM), reviewed and updated in 2018, is central to the university’s work and reflects its core values. The university will continue to develop programs and services that meet the needs of and support Royal Roads’ students and alumni, the BC labour market and the university’s internationalization strategy.

Several key accomplishments in 2018/19 create a solid foundation in 2019/20 for continued growth, diversity and improvements to quality programming in support of labour market demand. These accomplishments include: approval of the Doctor of Business Administration program (January 2019); the inaugural Royal Roads Design Thinking Challenge (April 2018); and the first offering of the Certificate in Cultural and Natural Resources Assessment in Kitselas First Nation.

2019/20 Goals, Objectives and Initiatives

Strategic Goal: Grow, diversify and continuously improve the quality of domestic and offshore programs in support of labour market demand		
Strategic Objective: Growth - strengthen and diversify revenue base through strategic growth, both domestically and internationally, while meeting contribution margin targets		
PRIORITY AREA	OBJECTIVE	INITIATIVE
Academic Programs	Diversify programming and support new revenue sources	<ul style="list-style-type: none"> ■ Create Changemaker Summer School for delivery in 2020 ■ Implement two new executive-style intensive retreats: Women and Leadership; and Advancing Health Leadership ■ Launch on average a minimum of two new academic programs annually
	Improve the international student experience and attract more domestic students	<ul style="list-style-type: none"> ■ Redesign of undergraduate programming
	Showcase real-world impact of Royal Roads' <i>Learning, Teaching and Research Model</i> (LTRM)	<ul style="list-style-type: none"> ■ Implement the newly revised LTRM ■ Publish the updated LTRM
	Improve student service and create operational efficiencies	<ul style="list-style-type: none"> ■ Review and restructure the academic portfolio

Business Development	Serve the growing needs of students in the community	<ul style="list-style-type: none"> Complete the review of post-secondary education needs in West Shore community
	Expand the diversity of student country of origin	<ul style="list-style-type: none"> Review and revise the international recruitment plan
	Expand educational support and service to the Indigenous community	<ul style="list-style-type: none"> Explore collaboration opportunities with Indigenous institutions
Marketing	Reinforce the university's brand and brand recognition	<ul style="list-style-type: none"> Conduct a creative audit on existing marketing materials
	Meet labour market demand	<ul style="list-style-type: none"> Conduct a market share study, pricing review and domestic student enrolment review
<p><i>Strategic Objective: Quality - university of choice for relevant applied and professional high-quality, high-value education and research providing continuous opportunities to learn and transform lives and careers</i></p>		
PRIORITY AREA	OBJECTIVE	INITIATIVE
University of Choice	Support the student experience and learning environment	<ul style="list-style-type: none"> Launch the RRU Student Mental Health Framework
	Increase the efficiency of the adjudication process while maintaining quality	<ul style="list-style-type: none"> Pilot an enhanced application screening and adjudication project
	Update academic processes to align with new policies, regulations and best practices	<ul style="list-style-type: none"> Develop a new credential framework
	Guide the university's research focus, impact of the new LTRM and student and faculty applied research	<ul style="list-style-type: none"> Develop a strategic research framework and plan
<p><i>Strategic Objective: Technology - provide innovative and efficient information technology services and support to transform Royal Roads' use of technology in its pedagogy</i></p>		
PRIORITY AREA	OBJECTIVE	INITIATIVE
Technology	Improve service delivery and workflow efficiencies	<ul style="list-style-type: none"> Implement new student information system as part of the enterprise resource planning program Implement an online exam proctoring service

PROCESS

The success of Royal Roads is due in part to the strength of its financial model. The university operates under an integrated business model that adheres to high levels of integrity; namely, it is efficient (cost-conscious), accountable, performance-management driven and service-oriented. Royal Roads continually responds to the demands of the marketplace and the needs of its students.

Royal Roads revised and implemented several finance-related policies in 2018/19 including: credit card management; travel and business expenses; and tuition refunds. In 2019/20, the university will continue to review and refine policies to ensure Royal Roads meets its compliance and reporting requirements.

In 2018/19 the Royal Roads community expressed keen interest in reviewing the different processes used to support business functions. To further the momentum in 2019/20, the university will investigate and improve its processes in order to enhance its organizational efficiency.

The Board of Governors reviewed an enterprise risk management (ERM) framework in 2018/19 as part of an overall risk management program at Royal Roads. In 2019/20, the university will implement the ERM Framework in efforts to reinforce its organizational resilience.

2019/20 Goals, Objectives and Initiatives

Strategic Goal: Ensure Royal Roads is a financially sustainable organization		
Strategic Objective: Financial Sustainability – guided by a strategic plan with sustainable and affordable growth in each academic business segment, ensure revenue and cost relationships are maintained and support costs are managed in relation to margin growth		
PRIORITY AREA	OBJECTIVE	INITIATIVE
Financial Sustainability	Increase investment returns and meet liquidity needs	<ul style="list-style-type: none"> ■ Develop a treasury management function
	Enhance internal controls and safeguard assets	<ul style="list-style-type: none"> ■ Implement new delegation of authority policy, directives and spending authority matrix ■ Review and improve processes for budgeting, forecasting and planning activities
Efficiency	Enhance efficiency of financial operations	<ul style="list-style-type: none"> ■ Review and implement relevant recommendations from maturity assessment of the finance function ■ Develop a business case for enhancements to the core financial systems ■ Streamline accounting processes for contracted services including associate faculty contracts
Resilience	Actively and effectively mitigate and manage the university's risk	<ul style="list-style-type: none"> ■ Implement the enterprise risk management framework ■ Enhance the university's emergency planning and preparedness

PEOPLE

Royal Roads continues to build a workplace environment that is engaging, agile, inclusive and high-performing. An integrated human resources strategy ensures that the overall staff complement is shaped in a timely manner to meet academic growth and diversification. By supporting an inclusive and caring “regenerative work culture” based on transparency, empowerment, trust and pride, the university is well-positioned in 2019/20 to achieve its mandate.

In 2019/20, the university will advance its focus on creating a workplace of choice and an environment of equity, diversity and inclusion. As a workplace of choice, Royal Roads will continue to develop human resources strategies that support employees’ professional and personal development and well-being which in turn supports service to students. Additionally, the university will further enhance its understanding and acceptance of others through education and training, strengthening the fabric of the community.

2019/20 Goals, Objectives and Initiatives

<i>Strategic Goal: Align resources and people to create a high-performance, inclusive and supportive organization</i>		
<i>Strategic Objective: Workplace of Choice – an engaged, inclusive and caring workplace that supports professional and personal success and effectively advances Royal Roads’ strategic objectives</i>		
PRIORITY AREA	OBJECTIVE	INITIATIVE
Workplace of Choice	Improve leadership and management skills, employee communication, conflict management and team skills	<ul style="list-style-type: none"> ■ Launch competency-based leadership management and development program
	Enhance employee well-being	<ul style="list-style-type: none"> ■ Secure new employee and family assistance program provider to support the HealthyU program
	Strengthen employee relations	<ul style="list-style-type: none"> ■ Review and update employee-related policies, procedures and processes ■ Complete the job evaluation system and salary review to update the university's compensation strategy
<i>Strategic Objective: Diversity – a university committed to appreciating, acknowledging and celebrating the diversity of its students, faculty and staff</i>		
PRIORITY AREA	OBJECTIVE	INITIATIVE
Diversity	Strengthen equity, diversity and inclusion (EDI) commitment	<ul style="list-style-type: none"> ■ Perform the EDI Everyone Counts benchmarking survey with employees and implement training

PLACE

Three key elements support Royal Roads’ commitment to its stewardship responsibilities and its long-term interest in the property: infrastructure investment, technology investment and environmental sustainability. The principles guiding future campus planning and development (both physical and virtual environments) continue to align with the university’s updated and approved *Five-year Business Plan*.

The university saw the completion of the Sherman Jen Building (September 2018) and the Boathouse (October 2018) as part of 2018/19 capital program plans and priorities. Capital infrastructure improvements will continue into 2019/20, with the approval of the Learning and Teaching Auditorium (LTA) project. The realignment of information technology services that began in 2018/19 will continue in 2019/20. This re-alignment supports evolving business needs to stabilize and improve performance of core technological business systems.

The university will continue to work with primary stakeholders to ensure that the proposed campus footprint is considered an essential outcome of the federal divestment process (land disposition).

2019/20 Goals, Objectives and Initiatives

Strategic Goal: Maintain the campus and online environments and invest for the future		
Strategic Objective: Sustainable Stewardship – an organization respectful of its location, with appropriate and sustainable infrastructure and technology for its campus and online environments, which effectively advances Royal Roads’ strategic objectives		
PRIORITY AREA	OBJECTIVE	INITIATIVE
Infrastructure Investment	Support and improve overall student experience	<ul style="list-style-type: none"> Seek board approval for student accommodation options to meet on-campus accommodation needs
	Support university growth and optimize space utilization	<ul style="list-style-type: none"> Develop long-term campus plan Construction of the Learning and Teaching Auditorium (completion 2020/21)
Technology Investment	Continue to improve the performance of the university's technology	<ul style="list-style-type: none"> Upgrade technologies: core business systems and infrastructure (e.g., application servers and databases) Finalize implementation of 10-GBPS¹ internet connection
	Review disaster recovery capability of key business systems to ensure business continuity	<ul style="list-style-type: none"> Implement offsite disaster recovery capability Complete campus-wide network upgrade Provide redundancy of 1-GBPS¹ connection to improve internet capability
	Support and improve overall student experience	<ul style="list-style-type: none"> Develop new digital communication platform (i.e., website)
Environmental Sustainability	Incorporate sustainability features and innovative design elements in all projects	<ul style="list-style-type: none"> Optimize energy upgrades in all routine capital projects Complete the LTA geothermal heating system plan Complete the accessibility audit

¹ GBPS refers to “gigabits per second”, the data transfer speed between hardware devices.

PROFILE

The focus in 2019/20 will be to confirm Royal Roads' role as an up-to-date player in the digital landscape. This will include continuing to share the university's success stories and reinforce its value to strategically targeted audiences.

As Royal Roads approaches its 25th anniversary (June 2020), it will continue to build its profile and reputation. This includes developing an annual appeal program and an ongoing engagement initiative with its alumni network. Additionally, the university will offer alumni more of what they have identified as important needs: connection, support, learning and inspiration.

Royal Roads will continue to positively engage with local Indigenous communities; federal, provincial and municipal governments; and community interest groups through management of the complexities of the land disposition file.

2019/20 Goals, Objectives and Initiatives

<i>Strategic Goal: Build and capitalize on the university's growing profile and reputation</i>		
<i>Strategic Objective: Strong Reputation – a university strongly supported by and engaged with its students, alumni, donors, government, business and other partners and communities it serves</i>		
PRIORITY AREA	OBJECTIVE	INITIATIVE
Reputation	Support and build stakeholder engagement, and build and reinforce the university's reputation and profile	<ul style="list-style-type: none"> ■ Implement a multidimensional communication and engagement plan for the president's onboarding year
	Create digital storytelling content that blends visual communication and journalism	<ul style="list-style-type: none"> ■ Pilot and launch an enterprise-wide digital storytelling initiative.
	Create strong connections and engagement with the university's graduates	<ul style="list-style-type: none"> ■ Develop an alumni affinity program and identify affinity partnerships aligned with the university's brand attributes
	Create a vision for the university for the next 25 years	<ul style="list-style-type: none"> ■ Complete a visioning exercise

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FINANCIAL MODEL

2018/19 FORECAST

Net operating income for the year is forecast at \$1.5M or \$0.8M above plan. The cost/revenue ratio is forecast at 95.7% (97.8% factoring in Operating Investments).

Table 2. Forecast Income Statement, 2018/19

Income Statement (\$000s) Year-End Forecast to March 31, 2019				
	2018/19 Forecast	2018/19 Plan	Variance	%
Revenues				
Revenues	\$51,172	\$50,922	\$250	0.5%
Provincial Operating Grants	18,858	18,791	67	0.4%
	70,030	69,713	317	0.5%
Expenses - Operating				
Labour	47,861	48,341	(480)	(1.0%)
Non Labour	15,972	15,388	584	3.7%
Amortization	3,211	3,340	(129)	(4.0%)
	67,044	67,069	(25)	(0.0%)
OPERATING INCOME	2,986	2,644	292	9.8%
<i>Cost/Revenue Ratio</i>	95.7%	96.2%	0.5%	0.5%
OPERATING INCOME	2,986	2,644	292	9.8%
Operating Investments	1,446	1,930	(484)	(33.4%)
NET OPERATING INCOME	\$1,540	\$714	\$(192)	(12.5%)
<i>Cost/Revenue Ratio</i>	97.8%	99.0%	1.2%	

Forecast revenue is \$70.0M or \$317K above plan based on:

- increased onshore credit program revenue supported by higher levels of new intakes in the Master in Global Management and Master of Arts in Tourism Management (\$260K above plan);
- strong performance in Professional and Continuing Studies, particularly in international contract training (\$747K above plan);
- reduction in offshore program revenue due to lower enrolments and delayed intakes (\$825K below plan);
- increased research revenue (\$321K) due to additional research activity; and
- other revenue areas tracking below plan (\$236K), including ancillary revenue and amortization of deferred capital contributions.

Total labour costs are forecast at \$47.9M (\$480K or 1.0% below plan) due to higher levels of vacancies during the year. Non-labour expenses are forecast at \$16.0M (\$584K or 3.7% over plan) resulting from additional spending on research, legal, consulting and software licenses. Amortization expense is forecast at \$129K below plan due to the timing of capital projects.

Spending on operating investments, including technology, new program development, the Royal Roads land disposition and other strategic operating investments, are forecast below plan by \$484K; these initiatives are multi-year projects with work continuing into the 2019/20 operating year.

2019/20 PROFORMA OPERATING RESULTS

The 2019/20 operating income, before operating investments at \$2.6M is \$366K lower than 2018/19 forecast results. With a 96.6% cost/revenue ratio, projected results are consistent with the Board of Governors' 95.0% directive. Net operating income is estimated at \$1.8M with a cost-to-revenue ratio of 97.7% well within the historical 97% to 98% range. The net operating result is \$255K higher than 2018/19 forecast results.

Table 3. Operating Plan Income Statement, 2019/20

2019/20 Operating Plan (\$000s)					
	2017/18 Actual	2018/19 Forecast	2019/20 Projection	Variance To 2018/19 Forecast	
					%
Student FTEs					
Domestic	2,154	2,036	2,146	110	5.4%
International - Onshore	441	612	826	214	35.0%
International - Offshore	314	227	320	93	40.8%
	2,909	2,875	3,292	417	14.5%
Revenues					
Tuition and Academic Revenue	\$ 39,152	\$ 40,389	\$ 46,267	\$ 5,878	14.6%
Research Revenue	1,899	2,022	1,800	(222)	(11.0%)
Ancillary Revenue	2,664	2,551	2,570	19	0.7%
Amortization of Deferred Capital Contributions	1,775	2,277	2,717	440	19.3%
Investment Revenue	1,139	1,173	1,134	(39)	(3.3%)
Other Revenue	2,380	2,760	2,757	(3)	(0.1%)
Revenues	49,009	51,172	57,245	6,073	11.9%
Provincial Operating Grants	17,937	18,858	20,394	1,536	8.1%
	66,946	70,030	77,639	7,609	10.9%
Expenses - Operating					
Labour					
Salaries & Benefits	38,435	38,824	44,234	(5,410)	(13.9%)
Contracted Services	8,293	9,037	9,805	(768)	(8.5%)
Total Labour	46,728	47,861	54,039	(6,178)	(12.9%)
Non-labour	14,532	15,972	16,830	(858)	(5.4%)
Amortization	2,470	3,211	4,150	(939)	(29.2%)
	63,730	67,044	75,019	(7,975)	(11.9%)
OPERATING INCOME	3,216	2,986	2,620	(366)	(12.3%)
<i>Cost/Revenue Ratio</i>	<i>95.2%</i>	<i>95.7%</i>	<i>96.6%</i>		
OPERATING INCOME	3,216	2,986	2,620	(366)	(12.3%)
Operating Investments	1,588	1,446	825	621	43.0%
NET OPERATING INCOME	\$ 1,628	\$ 1,540	\$ 1,795	\$ 255	16.6%
<i>Cost/Revenue Ratio</i>	<i>97.6%</i>	<i>97.8%</i>	<i>97.7%</i>	<i>0.1%</i>	

KEY ASSUMPTIONS

Aligned with the updated *Five-year Business Plan*, the 2019/20 operating plan reflects the priorities of Royal Roads as determined through the integrated planning process with full consideration of plans and initiatives from all operational units. As such, the 2019/20 operating budget has been developed based on the following key assumptions:

- tuition increase of 2.0% consistent with government policy that limits increases for domestic undergraduate and graduate tuition and mandatory student fees (see Appendix A for additional detail);
- tuition increase of 2.0% for international undergraduate and graduate tuition (in alignment with domestic tuition increases);
- student enrolment levels of 2,972 FTEs in onshore programs with progression and completion rates remaining consistent with historical trends;
- student enrolment levels of 320 FTEs in offshore programs that reflect completion rates for existing programs;
- provincial grant increases to offset compensation increases for General Wage Increase (GWI) in labour costs and the Employer Health Tax (EHT);
- provincial routine capital funding of \$3.7M from the Ministry of Advanced Education, Skills and Training;
- compensation amounts for salary and benefit changes resulting from current collective agreements, collective bargaining and/or statutory obligations including all known increases and changes;
- an allowance for the employee job evaluation and compensation review; and
- overall average increase of approximately 3% in other operating expenses (for those not related to instructional and program delivery).

REVENUE

Planned revenue of \$77.6M is an increase of \$7.6M (10.9%) from forecasted 2018/19 results driven largely by increases in tuition and academic revenue and provincial operating grants. Tuition and academic revenue accounts for 60.0% of total revenue compared to 58.0% in 2018/19. Amortization of Deferred Capital Contributions and provincial operating grants increased by \$440K and \$1.5M respectively but remained relatively constant as a per cent of total revenue at 3% and 26% respectively.

Tuition and Academic Revenue

Table 4. Tuition and Academic Revenue

Tuition and Academic Revenue (\$'000s)					
	2017/18 Actual	2018/19 Forecast	2019/20 Projection	Variance to 2018/19 Forecast	
					%
Student FTEs					
Domestic	2,154	2,036	2,146	110	5.4%
International - Onshore	441	612	826	214	35.0%
International - Offshore	314	227	320	93	40.8%
	2,909	2,875	3,292	417	14.5%
Tuition					
Credit Programs					
Domestic	\$ 26,315	\$ 25,270	\$ 27,234	\$ 1,964	7.8%
International - Onshore	8,108	10,348	14,532	4,184	40.4%
International - Offshore	1,206	777	1,084	307	39.5%
	35,630	36,395	42,850	6,455	17.7%
Professional & Continuing Studies	2,380	2,800	2,762	(38)	(1.4%)
	38,010	39,195	45,612	6,417	16.4%
Other Academic Revenue	1,142	1,194	655	(539)	(45.1%)
	\$ 39,152	\$ 40,389	\$ 46,267	\$ 5,878	14.6%

Credit Programs

The total tuition revenue from credit programs at \$42.9M shows an increase of \$6.5M (17.7 %) from forecasted 2018/19 results. This growth is a function of:

- proposed 2.0% increase in onshore tuition rates (see Appendix A for details);
- growth of 14.5% in FTEs in the credit programs (2,875 FTEs in 2018/19 compared to 3,292 FTEs in 2019/20);
- change in student mix with a higher proportion of international students in domestic programs which results in a domestic-to-international student ratio in 2019/20 of 65/35 compared to the 2018/19 forecast of 69/31.

Domestic

The domestic student FTEs are forecast to increase by 110 FTEs to 2,146 FTEs in 2019/20. This is a result of Master in Business Administration, Master in Leadership and Master/Diploma in Disaster and Emergency Management.

International

The international student FTEs are forecast to increase by 307 FTEs to 1,146 FTEs in 2019/20. The higher international student enrolments result from higher enrolments in the Masters in Global Management program and increased enrolments in the offshore program. Increased enrolments in the offshore programs result from increases in the Master in Environmental Management at Tianjin University of Technology and a planned new intake of Master in Educational Leadership Management for Maple Leaf Educational Systems in Dalian.

Professional and Continuing Studies (PCS)

PCS revenue which includes fees for continuing studies and domestic and international contracts remains consistent with 2018/19 at \$2.8M. The revenue from domestic contracts is anticipated to increase by \$163K with offsetting decreases in revenue from continuing studies and international contracts.

Other Academic Revenue

Other academic revenues show a decrease of \$539K (45.1%) due to the elimination of extension fees on project/thesis/dissertation courses.

Other Revenue

Additional revenue will be generated by the university through research revenue, ancillary revenue, other revenue, amortization of deferred capital contributions and investment income.

- *Research Revenue*: expected to decrease by \$222K (11.0%) based on reduction in number of successful grant applications and reduced planned research activities; reduction fully offset by reduction in research expenses.
- *Ancillary Revenue and Other Revenue*: expected to remain relatively flat compared to 2018/19 forecasted results; reduction in filming revenue of \$92K with offsetting increases in textbook services and daily site tours.
- *Amortization of Deferred Capital Contributions*: expected to increase by \$440K (19.3%) driven by capital additions; this revenue is offset by an increase in amortization expense on capital assets.
- *Investment Income*: expected to decrease slightly (\$39K or 3.3%) due to lower investment balances.

Provincial Operating Grant

The operating grant from the provincial government has been increased to account for mandated funding to support general wage increases (GWI) in labour and additional funding for the EHT. Although up by 8.1% year-over-year, the increase is a function of labour rate and benefit increases with the increase in grants representing 4.2% of forecasted salaries and benefits.

OPERATING EXPENSES

Labour Expense

Seventy-two per cent of the annual operating expenditures in 2019/20 are allocated to support the workforce (salary, benefits and contracted services).

Table 5. Labour Expense

Labour Expense (\$000s)					
	2017/18 Actual	2018/19 Forecast	2019/20 Projection	Variance to 2018/19 Forecast	%
Labour - Operating					
Salaries	\$ 31,193	\$ 31,650	\$ 35,868	\$(4,218)	(13.3%)
Benefits	7,242	7,174	8,366	(1,192)	(16.6%)
Subtotal	38,435	38,824	44,234	(5,410)	(13.9%)
Contracted Services	8,293	9,037	9,805	(768)	(8.5%)
Total	\$ 46,728	\$ 47,861	\$ 54,039	\$(6,178)	(12.9%)

- Salaries at \$35.9M are \$4.2M (13.3%) above 2018/19 forecast due to a reduction in vacancy allowances, GWI and merit increases, potential increases resulting from job evaluation and compensation review and growth in the number of positions.
- Benefits at \$8.4M are \$1.2M (16.6%) above 2018/19 forecast; the benefit cost average is projected at 23.3% compared to 22.7% in 2018/19 due to the new EHT and increased extended health and pension costs.
- Contracted Services at \$9.8M are \$768K (8.5%) above 2018/19 forecasted amounts due to increases in associate faculty costs for teaching and program quality/development work offset by reductions in other contracted services.

Workforce Plans

The mix of permanent and temporary staffing resources continues to be monitored carefully to ensure operational requirements are staffed with appropriate resources. The university is committed to staffing ongoing operational work with regular positions. Table 6 provides a summary of the planned workforce.

Table 6. Labour Positions and FTEs by Type

Positions (Headcount) and FTEs by Type						
	2018/19 Plan		2019/20 Plan		Variance	
	Positions	FTEs	Positions	FTEs	Positions	FTEs
Regular Positions						
Full-time	432	428	445	444	13	16
Part-time	21	13	24	16	3	3
	453	441	469	460	16	19
Temporary Positions	-	6	-	8	-	2
Casual-on-call	-	11	-	11	-	(0)
Total Staff	453	458	469	479	16	21
Associate Faculty		74		83		9
Other Contractors		39		37		(2)
Total Contractors		113		120		7
Total Labour	453	571	469	599	16	28

For 2019/20, four new positions have been identified and twelve positions have been regularized from temporary status. These twelve regularized positions do not represent significant incremental costs over 2018/19. Ten positions

are within the program and academic support areas. The additional nine associate faculty contract FTEs support the additional teaching and program quality and development work.

Workforce Metrics

Resources are carefully monitored through the following workforce metrics: student-to-academic workforce ratios and administrative staff FTEs as a percentage of total staff FTEs.

Table 7. Workforce Metrics

Workforce Metrics				
	2017/18 Actual	2018/19 Forecast	2019/20 Plan	2019/20 Updated 5YBP Projections
Domestic and International Student FTEs in Onshore Programs	2,596	2,647	2,972	2,808
Student:Core and Associate Faculty Ratio	20:1	19:1	20:1	18:1
Student:Program Support Ratio	45:1	40:1	40:1	44:1
Student:Academic Support Ratio	23:1	23:1	23:1	23:1
Administrative FTE % of Staff FTEs	14%	14%	15%	17%

The workforce metrics show ratios continue to be in line with both historical results and five-year targets for most categories. The higher program support staffing levels for 2018/19 and 2019/20 relate to additional staffing as a result of supporting student engagement, career learning and development, librarian services, Centre for Teaching Educational Technologies (instructional designers, learning technologists), media services as well as international admissions support.

Non-Labour Expense

Projected 2019/20 non-labour expenses at \$21.0M are expected to increase by \$1.8M (9.4%) over 2018/19 forecasted results.

Table 8. Non-labour Expense

Non-labour Expense (\$000s)						
	2017/18 Actual	2018/19 Forecast	2019/20 Projection	% of Total Operating Expenses	Variance	
					2018/19 Forecast	%
Non-labour						
Instructional & Program Delivery	\$ 1,947	\$ 2,318	\$ 2,697	4%	\$(379)	(16.4%)
Marketing	4,049	4,340	4,665	6%	(325)	(7.5%)
Supplies & Services	5,528	6,142	6,355	8%	(213)	(3.5%)
Facilities	1,442	1,592	1,667	2%	(75)	(4.7%)
Technology	1,566	1,580	1,446	2%	134	8.5%
	14,532	15,972	16,830	22%	(858)	(5.4%)
Amortization	2,470	3,211	4,150	6%	(939)	(29.2%)
Total Non-labour	\$ 17,002	\$ 19,183	\$ 20,980	28%	\$(1,797)	(9.4%)

- **Instructional and Program Delivery Costs:** increase of 16.4% over 2018/19 levels due to increases in costs related to increased student enrolments.

- *Marketing Costs*: increase of 7.5% over 2018/19 forecasted results relate to commissions associated with increased international enrolments.
- *Supplies and Services*: increase of 3.5% over 2018/19 forecasted results due to general price increases.
- *Facilities*: increase of 4.7% over 2018/19 forecasted results due to increased utility costs.
- *Technology Costs*: decrease of 8.5% over 2018/19 forecasted results with increased costs in software and cloud licensing being more than offset by decreases in leasing costs.
- *Amortization of Capital Assets*: increase of 29.2% driven by capital additions and purchase of technology assets (vs. leasing).

Margins

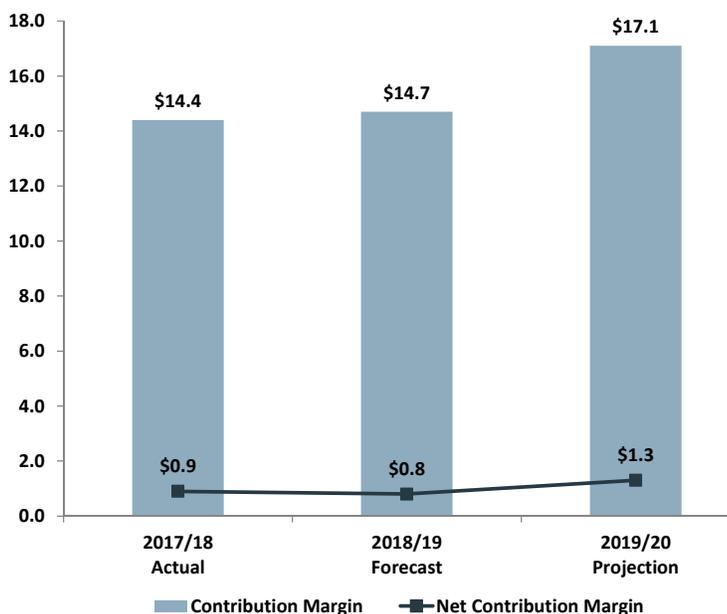


Figure 2. Contribution and net contribution margin trend.

Contribution margins consist of operating revenues less direct and department overhead costs for the academic and customized programs. Gross contribution margins are expected to increase by \$2.4M from \$14.7M to \$17.1M, increasing from 36.5% to 36.9%. The slight increase in contribution margin percentage (0.4%) despite the significant increase in tuition and academic revenue (15%) reflects the relative growth in labour costs and other program delivery costs compared to the relative growth in revenue as well as increased commissions for international students.

Net margins that additionally include the cost of marketing and academic support are projected to increase by \$523K from \$0.8M to \$1.3M (1.9% in 2018/19 compared to 2.8% in 2019/20). The marketing and academic support costs are increasing by 10% and 15% respectively due to general wage increases and the regularizing of positions and extending of contracts for program support staff.

OPERATING INVESTMENTS

Operating income is projected at \$2.6M with a cost/revenue ratio of 96.6%. These results are consistent with updated five-year business plan targets and the Board of Governors' 95.0% cost/revenue directive. Proposed strategic initiatives totaling \$825K result in net operating income of \$1.8M and cost/revenue ratio of 97.7%. The investments identified are critical to Royal Roads realizing its strategic objectives and include:

- technology plan investments totaling \$300K for business process improvements to support the strategic development of technology solutions and other projects to protect existing technology platforms;
- new program development costs totaling \$200K to develop new programs and support the strategic development of future undergraduate programming;
- West Shore campus initiative includes \$1.5M of grant funding with an associated cost-recovery for further development of a business case; and
- strategic planning investments totaling \$325K to cover costs related to visioning exercise and advancement projects.

2019/20 CAPITAL PLAN

Table 9. Capital Expenditures

Capital Expenditures (\$000s)			
	2019/20 Plan	Projected Funding (\$000s)	
		External Funding	Internal Funding
Buildings			
Learning and Teaching Auditorium	\$ 9,169	\$ 7,593	\$ 1,576
Recreation Centre	500	-	500
Student Accommodation	2,035	-	2,035
Other Building Projects (under \$250K)	909	150	759
	12,613	7,743	4,870
Property Infrastructure			
Horizontal Infrastructure	1,250	1,161	89
Parking, Roadway and Walkway Upgrades	500	-	500
	1,750	1,161	589
Technology			
ERP* System - Core Financial System	600	-	600
ERP* System - Student Management System	800	-	800
	1,400	-	1,400
Digital Communication Platform	600	-	600
Network Infrastructure	625	440	185
Technology Asset Purchases	560	-	560
	3,185	440	2,745
Other Capital Expenditures			
Operating FF&E	822	147	675
Emergency/Contingency	100	-	100
	922	147	775
	\$18,470	\$9,491	\$8,979
		51%	49%

*ERP - Enterprise Resource Planning

The 2019/20 Capital Plan includes capital expenditures of \$18.5M with funding of \$9.5M (51%) from external sources for key projects that include:

Buildings

Learning and Teaching Auditorium and Recreation Centre

The business case for the Learning and Teaching Auditorium (LTA) was approved by the Board of Governors on December 14, 2018. The project will continue with a planned completion date of the third quarter of 2020/21. Total cost is estimated at \$15.2M with \$1.3M to be incurred in 2018/19, \$9.2M in 2019/20 and the remainder of \$4.2M in 2020/21. Total funding from external sources for the LTA is anticipated to be \$10.6M. The adjacent Recreation Centre will also be renovated to accommodate changes required for the construction of the LTA (anticipated cost of \$500K in 2019/20).

Student Accommodation

A business case will be brought to the Board of Governors for student accommodation needs in September 2019 and, if approved, preliminary design work and planning activities will be completed in 2019/20 (\$1.5M). The costs for Millward

(\$275K) and Nixon (\$260K) relates to refreshing the existing accommodations. These initiatives will be funded by the university since the government currently does not fund capital expenditures for ancillary services, including accommodations.

Other Building Projects

Other building projects include some deferred maintenance work and reconfiguration of existing space.

Property Infrastructure

Horizontal Infrastructure

Royal Roads will continue to upgrade its horizontal infrastructure (power, data, water, storm drainage servicing and exterior lighting) in 2019/20 with planned spending of \$1.3M and external funding of \$1.2M.

Parking, Roadways and Walkway Upgrades

Parking upgrades as well as roadway and walkway improvements are planned for 2019/20 at \$500K. These upgrades will increase safety across the campus.

Technology

Enterprise Resource Planning (ERP) Systems and Digital Communication Platform

Business cases will be brought to the Board of Governors for the upgrade of ERP systems including: core financial and student management systems; and the Digital Communication Platform (website) initiatives. If approved, work will commence on these initiatives during 2019/20 and continue into 2020/21. Total estimated costs will be determined through the development of the business cases. These initiatives will be funded by the university.

Network Infrastructure and Technology Asset Purchases

The university will continue to upgrade the IT network infrastructure (\$625K) with significant external funding (\$440K) and acquire IT hardware equipment moving from a leased program to purchases (\$560K).

Minor Maintenance and Other Planning Activities

In 2019/20, the university will use the annual Provincial Minor Grant of \$296K to perform minor maintenance and recognize approximately \$475K of previously received Annual Capital Allocation (ACA) funding to complete the campus plan, campus infrastructure assessments, signage strategy, and develop and maintain business continuity plans. These revenues and expenditures will be considered operating revenue and expenses and are, therefore, not included in the capital expenditures shown in Table 9.

2019/20 PROFORMA FINANCIAL POSITION

Proforma Balance Sheet

The financial position of the university is expected to remain strong throughout fiscal 2019/20.

Table 10. Proforma Balance Sheet

Proforma Balance Sheet (\$000s)				
	2018/19 Forecast	2019/20 Plan	Increase (Decrease)	% Increase (Decrease)
Financial Assets				
Cash	\$8,384	\$9,514	\$1,130	13%
Investments	48,979	44,269	(4,710)	(10%)
Accounts Receivable	3,413	3,782	369	11%
Inventories	404	404	-	0%
	61,180	57,969	(3,211)	(5%)
Liabilities				
Accounts Payable and Accrued Liabilities	11,340	12,453	1,113	10%
Employee Future Benefits	680	768	88	13%
Deferred Revenue	16,151	17,894	1,743	11%
Deferred Contributions ¹	741	333	(408)	(55%)
Deferred Capital Contributions ²	61,578	68,355	6,777	11%
	90,490	99,803	9,313	10%
Non Financial Assets				
Tangible Capital Assets	73,217	87,535	14,318	20%
Supplies Inventory	126	126	-	0%
Prepaid Expenses	748	748	-	0%
	74,091	88,409	14,318	19%
Accumulated Surplus				
Opening Balance	43,240	44,780	1,540	4%
Current Year	1,540	1,795	255	17%
Closing Balance	44,780	46,575	1,795	4%
Remeasurement Gains	-	-	-	-
	\$44,780	\$46,575	\$1,795	4%

¹ Externally restricted contributions that will be used in future years for capital improvements and acquisitions and academic program requirements.

² The portion of restricted contributions used to acquire capital assets that will be recognized as revenue in future periods.

The list below identifies key changes in assets and liabilities:

- Working capital items will scale proportionally to revenues and expenses.
- Tangible capital assets will increase by \$14.3M to \$87.5M as result of capital expenditures of \$18.5M, net of amortization expense of \$4.2M.
- Deferred Capital Contributions will increase to \$68.4M due to \$9.5M in funding from external parties for capital expenditures offset by amortization of \$2.7M.

Proforma Cash Flows

Table 11. Proforma Cash Flows

Proforma Cash Flows (\$000s)		
	2018/19 Forecast	2019/20 Plan
Annual Operating Surplus	\$1,540	\$1,795
Items Not Affecting Cash	948	1,435
Changes in Working Capital	4,703	2,166
Net Cash From Operating Activities	7,191	5,397
Capital Acquisitions	(15,292)	(18,470)
Decrease (Increase) in Investments	3,816	4,710
Capital Contributions Received	5,460	9,494
Increase (Decrease) in Cash	\$1,175	\$1,130

Net cash from operations will cover the university's share of capital financing, although \$4.7M of investments will also be liquidated to finance capital expenditures, reducing investments from \$49.0M in 2018/19 to \$44.3M in 2019/20.

Financial Health Ratios

A brief summary of the university's financial profile is included as a means of providing an integrated measure of Royal Roads' performance. There are three ratios, plus a composite score:

- the primary reserve ratio provides a measure of the university's liquidity and its ability to withstand adversity
- the equity ratio measures the university's capital resources and ability to borrow
- the net income ratio measures the university's ability to operate within its means

As indicated below, the university's composite score declines from excellent to good due to a lower primary reserve ratio, consistent with increased funding of capital acquisitions.

Table 12. Financial Health Ratios

Fiscal Year	30% Primary Reserve Ratio	40% Equity Ratio	30% Net Income Ratio	Composite Score	Rating
2017/18 Actual	0.19	0.13	0.01	3.26	Excellent
2018/19 Forecast	0.14	0.13	0.01	2.83	Excellent
2019/20 Plan	0.11	0.13	0.01	2.42	Good

Table 13. Composite Score Range

Composite Score Range	Rating
>2.5	Excellent
1.5 to 2.4	Good
1.0 to 1.4	Fair
-1.0 to 0.9	Poor

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FINANCIAL RISK ASSESSMENT

Financial risk factors facing Royal Roads in 2019/20 include:

Table 14. Financial Risk Factors

Nature of Risk	Sensitivity Analysis	Specific Mitigation
Increased competition from other Canadian universities offering similar online learning models	Potential loss of tuition revenue dependent on loss of market share in specific programs	<ul style="list-style-type: none"> ■ Review opportunities to reposition and expend existing university programs to increase enrolment. Launch new programs to replace declining enrolments in more mature program offerings ■ Improve development of online courses through work done by CTET in cooperation with faculty, learning technologists and learning designers ■ Conduct a review of the university’s domestic program competitiveness
Lower-than-anticipated new enrolments	Shortfall of 5.0% in new enrolments would result in a \$1.0M reduction in tuition revenue	<ul style="list-style-type: none"> ■ Review opportunities to reposition and expand existing university programs to increase enrolment, including the West Shore initiative ■ Develop new partnerships for the offshore programs to increase enrolments
Lower than anticipated international enrolments in domestic programs	Loss of tuition revenue due to lower international enrolments	<ul style="list-style-type: none"> ■ Focus on diversification in international recruitment efforts and building strategic partners in key target markets
Geopolitical risk related to students from foreign countries such as China	Loss of revenue from all students from China would result in \$4.0M reduction in tuition revenue	<ul style="list-style-type: none"> ■ Continued focus on diversification in international recruitment efforts and building strategic partners in key target markets ■ Reduced reliance on international enrolments from China by increasing enrolment from other regions and developing new offshore partnerships elsewhere

In addition to mitigating risk through specific action (as noted in Table 14), Royal Roads has some flexibility in managing the net operating income through cost containment.

Looking at the overall costs of \$77.8M, some \$10.1M or nearly 14.0% could be proactively managed to protect against deficit. Another \$16.8M or nearly 22.0% are variable in nature and would fluctuate with the decrease in revenue. Fixed costs represent 64.0% of costs and continue to be carefully managed to remain at acceptable levels.

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APPENDICES

A – TUITION AND MANDATORY ACADEMIC ANCILLARY FEE RATES

B – RISK MANAGEMENT

C – PLANNING FRAMEWORK

APPENDIX A

Tuition and Mandatory Academic Ancillary Fee Rates

Effective September 1, 2019

Consistent with the provincial government tuition limit policy, tuition rates and the international student incremental fees reflect at 2.0% increase effective September 1, 2019. The exception is the doctoral programs which remain unchanged from 2018/19.

Table 15. Graduate Programs, and English and Academic Preparatory Courses – Graduate Pathway

Program Name	Delivery Model	Program Duration	Proposed Program Fee (\$)	
			Domestic	International
GRADUATE				
DOC Business Administration DOC Social Sciences	Blended	4 years	85,990	85,990
MBA Executive Management	Blended	18 or 31 months	43,530	50,109
MA Interdisciplinary Studies	Blended	2 years (approximately)	28,910	35,489
MA Global Leadership	Blended	13 and 24 month options	27,550	34,129
MSC Management	Blended	2 to 2.5 years	27,390	33,969
MA Environmental Education and Communication	Blended	2 years	26,600	33,179
Master of Global Management	Blended / On Campus	12 to 19 months	26,240	32,819
MA Tourism Management	On Campus	18 months or 2 year options	26,100	32,679
MA Tourism Management	Blended		25,840	32,419
MA / MSc Environment and Management	Blended	2 years	25,810	32,389
MA Conflict Analysis and Management MA Disaster and Emergency Management MA Human Security and Peacebuilding				
MA Justice Studies	Blended	2 years	25,280	31,859
MA Leadership MA Leadership with a Specialization in Health MA Professional Communication				
MA Intercultural and International Communication	Blended / On Campus	18 or 22 months	25,280	31,859
MA Learning and Technology	Blended / Online	2 years		
MA Higher Education Administration and Leadership	Blended	2 years	24,770	31,349
MA Educational Leadership and Management	Blended			
MA / MSc Environmental Practice	Online	3 or 3+ years	23,860	30,439
ENGLISH & ACADEMIC PREPARATORY COURSES - Graduate Pathway				
Pre-Master Program - Level 1			Not available to domestic students	7,170
Pre-Master Program - Level 2	On Campus	semester		11,030
Pre-Master Program - Level 3				11,030

Appendix A Continued

Table 16. Undergraduate Programs, and English and Academic Preparatory Courses – Undergraduate Pathway

Program Name	Delivery Model	Program Duration	Proposed Program Fee (\$)			
			Domestic	International		
UNDERGRADUATE						
BA Interdisciplinary Studies	Blended	2-3 years (degree completion)	17,990	41,580		
BSc Environmental Management	Blended	2 years (degree completion)	17,910	41,580		
BCom Entrepreneurial Management	Blended / On Campus	12 or 24 months (degree completion)	17,130	41,580		
BA Professional Communication	Blended / On Campus	12 or 24 months (degree completion)	17,130	41,580		
BA Justice Studies	Blended / On Campus	12 months on-campus or 2 years blended (degree completion)	16,240	41,580		
BSc Environmental Science	On Campus	1 year (degree completion)	14,680	41,580		
BA / BSc Environmental Practice	Online	2.5+ years (degree completion)	8,460	20,790		
Program Name	Delivery Model	Program Duration	Proposed Program Fee (\$)			
Domestic	International	ENGLISH & ACADEMIC PREPARATORY COURSES - Undergraduate Pathway				
English for Academic Purposes - Level 1				7,170		
English for Academic Purposes - Level 2			Not available to domestic students	7,170		
English for Academic Purposes - Level 3	On Campus	Semester		7,170		
Transfer Preparation Program - Level 1				7,170		
Transfer Preparation Program - Level 2				11,030		
UNDERGRADUATE - Pathway						
BBA Sustainability and International Business						
BA Global Tourism Management	On Campus	Year 1	-	23,040		
BA International Hotel Management						
BBA Sustainability and International Business						
BA Professional Communication	On Campus	Year 2	-	20,790		
BA Global Tourism Management						
BA International Hotel Management						
BBA Sustainability and International Business	On Campus	Years 3 & 4	19,500	41,580		
BA Global Tourism Management	On Campus	Years 3 & 4	18,340	41,580		
BA Professional Communication	Blended / On Campus	Years 3 & 4	17,130	41,580		
BA International Hotel Management	On Campus	Years 3 & 4	15,450	41,580		

Appendix A Continued

Table 17. Certificate and Diploma Programs

Program Name	Delivery Model	Program Duration	Proposed Program Fee (\$)				
			Domestic	International			
CERTIFICATE							
Tourism Management	Blended	3 to 18 months	Courses charged at rate/program MATM Blended or On campus				
Advanced Coaching Practices	Blended	6 months	9,920	11,565			
Executive Coaching			9,900	11,545			
Change Management	Blended	6 months	9,370	11,015			
Organization Design and Development							
Corporate Social Innovation							
Workplace Innovation	Online	6 months	9,370	11,015			
Global Leadership	Blended	5 months	9,180	10,825			
Business Development in International Education	Online	7 months	6,730	8,375			
Systems Leadership in Higher Education							
Instructional Design	Online	7 months	6,680	8,325			
Leadership	Blended	3 months	6,530	8,175			
Professional Communication Management		6 months					
Strategic Global Communication		3 months					
Project Management		6 months					
Strategic Human Resources Management		6 months					
Sustainable Community Development		6 months					
Values-Based Leadership		6 months					
Environmental Education and Communication		Blended			5 months	6,410	8,055
Interdisciplinary Studies		Blended			Individualized	7,220	8,865
Asia Pacific Trade and Investment		Blended			3 to 6 months	7,680	9,325
International Business and Innovation							
Management Consulting							
Personal and Professional Leadership Development							
DIPLOMA							
Interdisciplinary Studies	Blended	Individualized	14,450	17,740			
Environmental Education and Communication	Blended	1 year (approximately)	15,850	19,140			
Higher Education Administration and Leadership	Blended	1 year	13,790	17,080			
Learning and Technology	Blended / Online						
Technology-Enhanced Learning and Design	Online						
Global Leadership	Blended	9 months	13,770	17,060			
Educational Leadership and Management	Blended	1 year	13,490	16,780			
Conflict Analysis and Management	Blended	1 year	12,730	16,020			
Disaster and Emergency Management							
Human Security and Peacebuilding							
Justice Studies							

Appendix A Continued

Mandatory Academic Ancillary Fees

Royal Roads mandatory academic ancillary fees have been defined in accordance with the government tuition limit policy. The 2019/20 mandatory academic ancillary fees reflect a 2.0% increase.

Table 18. Mandatory Academic Ancillary Fees

Mandatory Academic Ancillary Fees Proposed Fees - Effective September 1, 2019	
	2019/20 (\$)
Application Fees	
For-credit Program Application Fee	123.81
General Studies Courses	29.13
Graduate Fees	
Student Services Fee	278.83
Learning Support Services Fee (per year)	258.94
Undergraduate Fees	
Student Services Fee	214.32
Learning Support Services Fee (per year)	258.94
RRU Student Association Fee	204.00
Extended Health and Dental Benefit - single	321.30
U-Pass (Universal Buss Pass) - per month	21.68
Graduate Certificate Fees	
Student Services Fee	124.85
Learning Support Services Fee (per year)	258.94

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APPENDIX B

RISK MANAGEMENT

The university's annual planning process has a fully integrated view of risks associated with achieving its targets for 2019/20; risk rankings and projected trends are unchanged from the updated five-year business plan assessment. The following assessment has been mapped against the 2019/20 operating plan and is aligned with the university's strategic anchors and key performance indicators. Further development of the risk profile in the areas of operational, academic, technology, student experience, strategic and reputational risk will be brought forward in the coming year.

Table 19. Risk Profile

Strategic Anchor	Risk Domain & Description	Risk Ranking		
		2019/20	Previous Trend	Projected Trend
Program	Student FTEs and Program Mix Risks continue to be identified in the key areas of growth and diversification; the changing mix in student body and programs requires monitoring and management. Quality is assessed as a moderate risk in relation to growth and diversification targets; external program and quality reviews will continue to ensure high-quality outcomes.	▲	➡	⬆
Process	Financial Sustainability Sustainable earnings, as well as the timing and magnitude of capital investments required to support growth, affect risk and associated mitigation. Management will continue to focus on the relationship between revenue growth and increasing cost pressures, as well as the related achievement of contribution margin targets.	▲	➡	⬆
People	High-performance Workplace of Choice Risk related to the scope, pace and complexity of change over the planning period will be monitored and managed. Cost-revenue relationships affected by compensation plans and labour costs will be managed strategically and in alignment with government policy.	▲	➡	➡
Place	Royal Roads Land Disposition Strategic Investments in Infrastructure and Technology Risk related to plans around the long-term development of the campus and utilization of space will be balanced against the impact of growth. Capital initiatives will continue to be managed strategically to align financing opportunities and realization of growth objectives.	● ■	⬆ ➡	⬆ ➡
Profile	Enhanced Profile and Reputation Risk factors in the environment in which the university operates will be monitored carefully, managing government relations and its place in the post-secondary sector (provincially and further afield).	●	➡	➡

Residual Risk - Considering risk responses and the remaining risk exposure.	
●	Minimal
▲	Moderate
■	Elevated
⬠	High

Trend - Taking into account risk management plans and environmental factors, residual risk trend for 2018/19.	
⬇	Decrease
➡	Remain Constant
⬆	Increase

APPENDIX C

PLANNING FRAMEWORK

Royal Roads University utilizes an integrated planning framework, in which all planning and budget activities are coordinated and driven by its vision, mission and strategic priorities. This collaborative process provides an opportunity for the university to evaluate enterprise initiatives and ensure alignment with its strategic direction, five-year business plan and annual operating plan.



Figure 3. Royal Roads University planning framework.

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FINANCE & AUDIT COMMITTEE

BRIEFING NOTE



MEETING: MARCH 14, 2019
AGENDA ITEM: INVESTMENT POLICY AND GUIDELINES
SPONSOR: CHERYL EASON, VICE-PRESIDENT & CHIEF FINANCIAL OFFICER
PURPOSE: APPROVAL

BRIEF DESCRIPTION OF AGENDA ITEM

At the December 14, 2018 meeting, the Board approved a revised Investment Policy for the University and the Foundation. This Investment Policy referenced the development of “Investment Guidelines”. Upon subsequent review, management has revised the “Investment Policy”, developed the “Investment Governance Guidelines” and is proposing the creation of a “Strategic Investment Portfolio Plan”.

KEY CONSIDERATIONS

Investment Policy

As a result of moving some of the details from the Investment Policy to the Investment Governance Guidelines, revisions to the Investment Policy are being proposed. A clean version of the revised Investment Policy is contained in Attachment 3.1 and a black-lined version in Attachment 3.2.

Investment Governance Guidelines

The IGG are contained in Attachment 3.3. The IGG supports the Board’s Investment Policy and provides further governance on the investing of funds.

The IGG has three sections:

- a) Guidelines for Investing,
- b) Guidelines for Monitoring and Measuring Performance, and
- c) Guidelines for Reporting

Guidelines for Investing provides guidance on:

- a) Establishing risk tolerance levels and setting asset mix policy,
- b) Establishing permitted asset classes and eligible investments, including restrictions on securities lending, derivative usage, and use of leverage
- c) Responsible investing,
- d) Selection and appointment of external managers,
- e) Responsibility for treasury management, and
- f) Conflicts of interest and related party transactions

Guidelines for Monitoring and Measuring Performance provide guidance on monitoring and measuring the performance of each external manager and the performance of the University and Foundation investment portfolio.

Guidelines for Reporting provide guidance on quarterly and annual reporting to the Board.

Strategic Investment Portfolio Plan (SIPP)

The SIPP will be developed based on the Board-approved IGG. It will contain different investment strategies for the University and the Foundation individual investment portfolios due to the differing investment objectives as outlined in Investment Policy.

RECOMMENDATION

That the Finance and Audit Committee recommend to the Board of Governors approval of the Investment Policy and Investment Governance Guidelines as outlined in Attachments 3.1 and 3.3.

Attachments

- 4.1 Investment Policy – **Clean Version**
- 4.2 Investment Policy – **Black-lined Version**
- 4.3 Investment Governance **Guidelines**

**ROYAL ROADS UNIVERSITY
BOARD POLICY**

Title: Investment Policy

Policy #: D1080

Effective Date: December 15, 2018

Purpose

The purpose of this policy is to provide an investment framework for Royal Roads University and the Royal Roads University Foundation to effectively maintain, manage, and enhance the investment portfolios.

Authority

In accordance with Section 57 of the *University Act*, a university board (through its delegates) is authorized to:

- a. Invest money belonging to the university and available for investment, and
 - b. Must when investing under paragraph (a), make investments that a prudent person would make.
-

Investment Objectives

The investment objectives of the University and the Foundation differ from each other and are outlined below.

University

The primary objectives of the investment of assets for the University are to ensure that funds are invested to meet:

- a. Short term liquidity requirements (generally within one year for regular operations or other planned spending initiatives);
- b. Medium term requirements to finance the University's capital and revenue investments (generally within one to five years for future operating or capital project commitments); and
- c. Long term requirements for investments to exceed the target real rate of return, within acceptable risk levels (generally where funds are not to be expended in the next five years).

Foundation

The primary objectives of the investment of assets for the Foundation are to ensure that funds are invested to meet:

- a. Preservation of capital in real terms; and
 - b. Generation of sufficient annual cash flow to meet foundation disbursement objectives.
-

Investment Governance Guidelines (IGG) and Strategic Investment Portfolio Plan (SIPP)

The IGG governs the management of the University and Foundation investment portfolios. The SIPP outlines the specific investing strategy for each investment portfolio. The IGG and the SIPP shall be reviewed and approved at least annually and as required to ensure they continue to meet the University and Foundation investment objectives.

Investment Performance and Investment Management

Investment performance of the investment portfolios and the external managers shall be assessed by the Board at least annually in accordance with the IGG. Based on the annual review, the Vice-President & CFO may recommend either to continue with the appointed investment manager or initiate a selection process for a new investment manager. The selection of an investment manager shall be made in a prudent manner, using fair selection and evaluation criteria developed for that process.

Responsibilities

The Board

The Board shall:

- a. Review the Investment Policy at least annually and make revisions where appropriate;
- b. Review the IGG and SIPP for the University and the Foundation at least annually and make revisions if necessary;
- c. Approve, monitor and replace the investment managers as appropriate;
- d. Consider how ESG issues are incorporated into the investment decision making process;
- e. Review the performance of the external managers at least annually; and
- f. Review the performance of the investment portfolios at least annually.

The Office of the Vice-President and CFO

The Office of the Vice-President and CFO shall:

- a. Make recommendations on changes to the IGG and SIPP for the University and the Foundation for consideration by the Board as appropriate;
- b. Recommend to the Board, for appointment, suitably qualified external professional investment manager(s);
- c. Liaise with and review performance of external professional investment managers at least annually;
- d. Review performance of the investment portfolios on a quarterly basis and provide performance reports to the Board at least annually; and
- e. Ensure accounting for the investment portfolios in accordance with established accounting guidelines.

The Vice-President and CFO will ensure that the investment managers shall:

- a. Be accountable for the investment of the assets allocated in accordance with this Policy, the IGG, and SIPP;
- b. Comply with the terms of the investment manager agreement;
- c. Meet with the Board as required and provide written reports regarding past performance and future strategies at least annually;
- d. File an annual compliance report; and
- e. Advise the Board on an on-going basis of any change in the organization, personnel or investment process where the change is material to the portfolio being managed by the Fund.

RELATED DOCUMENTS

RRU Board Policy on Corporate Social Responsibility

DATES:

2010 09 17	Board Approval
2010 09 17	Implementation
2015 02 23	Review Performed
2018 12 14	Review Performed and Board Approval

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In accordance with Section 57 of the *University Act*, a university board (through its delegates) is authorized to:

- a. Invest money belonging to the university and available for investment, and
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-

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The investment objectives of the University and the Foundation differ from each other and are outlined below.

University

The primary objectives of the investment of assets for the University are to ensure that funds are invested to meet:

- a. Short term liquidity requirements (generally within one year for regular operations or other planned spending initiatives);
- b. Medium term requirements to finance the University's capital and revenue investments (generally within one to five years for future operating or capital project commitments); and
- c. Long term requirements for investments to exceed the target real rate of return, within acceptable risk levels (generally where funds are not to be expended in the next five years).

Foundation

The primary objectives of the investment of assets for the Foundation are to ensure that funds are invested to meet:

- a. Preservation of capital in real terms; and
 - b. Generation of sufficient annual cash flow to meet foundation disbursement objectives.
-

Investment Governance Guidelines (IGG) and Strategic Investment Portfolio Plan (SIPP)

~~The Investment Guidelines|GG shall be developed to governs the management of the University and Foundation investment portfolios. The SIPP outlines the specific investing strategy for each investment portfolio. These guidelines shall include the target rates of return, asset allocations and any additional limitations on the types of instruments permitted within an asset class. The guidelines may also include imitations on other characteristics such as, but not limited to, credit ratings, concentrations in geographic areas, economic sectors, industry groups or individual securities or other environmental, social and governance (ESG) factors.~~

The Investment Guidelines|GG and the SIPP shall be ~~documented and reviewed~~ and approved at least annually and as required to ensure they continue to meet the University and Foundation investment objectives.

Investment Managers

~~The Vice President & CFO shall recommend to the Board, for appointment, a suitably qualified external professional investment manager. The investment manager shall be selected from well-established and financially sound organizations with proven track records.~~

~~The performance of the investment manager shall be reviewed annually. Based on the annual review, the Vice President & CFO may recommend either to continue with the appointed investment manager or initiate a selection process for a new investment manager. The selection of an investment manager shall be made in prudent manner, applying fair and reasonable identification, using evaluation and selection criteria developed for the process.~~

Investment Performance and Investment Management

Investment performance of the investment portfolios and the external managers shall be assessed by the Board at least annually in accordance with the IGG. Based on the annual review, the Vice-President & CFO may recommend either to continue with the appointed investment manager or initiate a selection process for a new investment manager. The selection of an investment manager ~~for recommendation by management to the Board~~ shall be made in a prudent manner, using fair ~~and selection and evaluation criteria developed for that process,~~ based on a comparison to appropriate benchmarks including standard market indexes, other universities, and other methods deemed appropriate.

Responsibilities

The Board

The Board shall:

- a. Review the Investment Policy at least annually and make revisions where appropriate;

- b. Review the [Investment Guidelines|GG and SIPP](#) for the University and the Foundation at least annually and make revisions if necessary;
- c. Approve, monitor and replace the investment managers as appropriate;
- d. Consider how ESG issues are incorporated into the investment decision making process;
- e. Review the performance of the external managers at least annually; and
- f. Review the performance of the investment portfolios at least annually.

The Office of the Vice-President and CFO

The Office of the Vice-President and CFO shall:

- a. Make recommendations on changes to the [Investment Guidelines|GG and SIPP](#) for the University and the Foundation for consideration by the Board as appropriate;
- b. Recommend to the Board, for appointment, suitably qualified external professional investment manager(s);
- c. Liaise with and review performance of external professional investment managers at least annually;
- d. Review performance of the investment portfolios on a quarterly basis and provide performance reports to the Board at least annually; and
- e. Ensure accounting for the investment portfolios in accordance with established accounting guidelines.

The Vice-President and CFO will ensure that the investment managers shall:

- a. Be accountable for the investment of the assets allocated in accordance with this Policy, ~~and~~ the [Investment Guidelines|GG, and SIPP](#);
- b. Comply with the terms of the investment manager agreement;
- c. Meet with the Board as required and provide written reports regarding past performance and future strategies at least annually;
- d. File an annual compliance report; and
- e. Advise the Board on an on-going basis of any change in the organization, personnel or investment process where the change is material to the portfolio being managed by the Fund.

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DATES:

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2015 02 23	Review Performed
2018 12 14	Review Performed and Board Approval

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 Royal Roads UNIVERSITY	Category:	Finance
	Parent Policy:	Investment Policy
	Parent Policy Number:	TBD
	Guideline Name:	Investment Governance Guidelines
	Guideline Number	TBD
	Authority:	Vice-President Finance and Chief Financial Officer
	Approval Date:	Select Date
	Effective Date:	Select Date
	Last Reviewed Date:	Select Date
	Next Biennial Review Date:	Select Date
	Policy Sponsor:	Vice-President Finance and Chief Financial Officer
	Policy Administrator	Director of Financial Services

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6.	Approval.....	Error! Bookmark not defined.
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1. OVERVIEW OF INVESTMENT GOVERNANCE GUIDELINES

The investment portfolios are held through two separate legal entities: Royal Roads University and Royal Roads University Foundation. The Investment Policy, Investment Governance Guidelines (IGG) and Strategic Investment Portfolio Plan (SIPP) apply to both investment portfolios. Where required, specific references are made to the individual investment portfolios.

The IGG supports the Board of Governors' (or 'Board') Investment Policy and provides further governance on the investing of funds. The SIPP outlines the specific investing strategy for each investment portfolio. The Policy, IGG and SIPP apply to all investments¹ owned by Royal Roads University (or 'University') and the Royal Roads University Foundation (or 'Foundation').²

2. GUIDELINES FOR INVESTING

2.1 Risk Tolerance

The required annual rate of return for each investment portfolio shall be determined based on the investment objectives outlined in the Investment Policy. The required rate of return over time can only be achieved by accepting a level of volatility in returns from quarter to quarter end and from year to year. The expected annual rate of return for the University and the Foundation investment portfolios and the expected standard deviation shall be outlined in the SIPP and be reflected in the approved asset mix.

2.2 Asset Mix Policy

The Board shall review and approve the asset mix stated in the SIPP on an annual basis to maintain, over the long term, the best balance between investment returns within an acceptable level of risk. Assets shall be allocated across permitted strategic asset classes, based on the role of the underlying asset classes in the portfolio. The SIPP shall outline the target asset mix and the allowable range for each strategic asset class and any other specific investment limits (i.e., exposure to non-Canadian currency, exposure to international or emerging markets, maximum exposure to a single equity or bond holding< minimum credit ratings, durations, etc.).

2.3 Permitted Asset Classes / Eligible Investments

The following asset classes are permitted for investment purposes for the University and Foundation investment portfolios:

Strategic Asset Class	Role of Strategic Asset Class	Eligible Investments
Cash and Cash Equivalents	To provide liquidity, stability and diversification due to	<ul style="list-style-type: none">Government of Canada treasury bills, notes, debentures and any obligations unconditionally guaranteed by the Federal Government of Canada;

¹ Pension plan funds and employee related retirement funds not held by RRU are excluded.

² RRU Foundation was incorporated under the *Societies Act*, Province of BC. The Foundation is a registered charity for the purposes of the *Income Tax Act*.

Strategic Asset Class	Role of Strategic Asset Class	Eligible Investments
	low correlation to other asset classes	<ul style="list-style-type: none"> • Treasury bills, notes, debentures and any other obligations unconditionally guaranteed by a provincial government of Canada; • Municipal notes, debentures and any obligations guaranteed by a municipal government of Canada; • Highly rated foreign government treasury bills, notes, debentures and any other obligations guaranteed by a foreign government; • Highly rated Banker's Acceptance, Certificates of Deposits and other instruments issued by a Canadian or foreign bank; and • Highly rated commercial paper and corporate bonds of Canadian and foreign corporations.
Fixed Income Instruments	To protect the portfolio in times of stress and provide some liquidity	<ul style="list-style-type: none"> • Canadian Government, real return bonds, provincial and municipal bonds, corporate securities (including the debt of corporations, supranational agencies and municipal entities whether domiciled inside or outside Canada, in developed countries), sovereign bonds from developed countries, preferred stock
Equities	To generate most of the growth in the portfolio	<ul style="list-style-type: none"> • Common stock and equivalents traded on Canadian, US or international markets stock exchanges

2.4 Securities Lending

The investments held in the University and Foundation investment portfolios shall not be lent out under a security lending arrangement.

2.5 Derivative Usage

Due to the additional risk associated with derivatives, derivatives shall not be used when managing the University or Foundation investment portfolios.

2.6 Leverage

Leverage is not permitted in the management of the University or Foundation investment portfolios.

2.7 Responsible Investing

Socially responsible investing (SRI) involves the integration of environmental, social and governance (ESG) values into investing activities. The university shall require investment decisions in so far as they have a corporate social responsibility dimension, to be considered in the normal course of investing activity. Social issues are considered alongside the university's risk, return and capital

preservation criteria. The external manager(s) shall have annual reporting requirements to allow the Board to assess the investment portfolios managed by them in terms of ESG.

2.8 External Management

Due to the size of the University and Foundation investment portfolios, the University shall use external investment managers in the management of the investment portfolios. The Vice-President & Chief Financial Officer (VP & CFO) shall review the performance of the external manager(s) at least annually and recommend to the Board to continue with the appointed investment manager(s) or initiate a selection process for a new investment manager(s).

The selection of an investment manager(s) shall be made in prudent manner, using fair and reasonable selection and evaluation criteria developed for the process. In addition to approving the appointment of the external manager(s), the Board shall approve the level of discretion the external manager(s) is granted to buy and sell investments within their stated mandate.

2.9 Treasury Management

Royal Road University's Financial Services Department, under direction of the VP & CFO, shall be responsible for effective treasury management to ensure the best possible use of the funds, to maintain liquidity, maximize returns and mitigate operational and financial risk. Where a portion of the University or Foundation investments portfolio is managed by external manager(s), the Financial Services Department shall transfer funds to/from the external manager(s) to maintain liquidity and maximize returns. The Financial Services Department may directly invest in accordance with this IGG and the SIPP.

2.10 Conflict of Interest

All persons working with the university (internal and external) must be cognizant of the possibility that conflicts, or perceived conflicts, may arise and must comply with the following:

- Shall make timely and full disclosure of any material conflict of interest relating to them, or any material ownership of securities, which could impair their ability to render unbiased advice, or to make unbiased decisions, affecting the administration of the Funds' assets.
- Shall not make any personal financial gain (direct or indirect) because of his or her fiduciary position. However, normal and reasonable fees and expenses incurred in the discharge of his/her responsibilities are permitted if documented and approved by the university.
- Shall not accept a gift or gratuity or other personal favour that is material, from a person with whom the person deals in the course of performance of his or her duties and responsibilities for the Funds.

2.11 Related Party Transactions

All persons working with the university (internal and external) may not enter into a transaction with a related party unless:

- The transaction is both required for operation and/or administration of Funds and the terms and conditions of the transaction are not less favourable than market terms and conditions; or,
- Securities of the related party are acquired at a public exchange.

3. GUIDELINES FOR MONITORING AND MEASURING PERFORMANCE

3.1. External Manager Performance

Each external manager shall be evaluated as follows:

- a) A benchmark shall be established for each investment portfolio that is managed by an external manager. The benchmark can include more than one underlying indices, where appropriate, with appropriate weighting applied. The benchmark for each investment portfolio managed by an external manager shall be approved by the Board and used to assess the performance of the external manager and the value added.
- b) The performance of an external manager shall be reviewed at least annually by the Board and shall include a review of the specific investment portfolio returns against the approved benchmark for a 1 year, 3 year, 5 year, 10 year and since inception time horizon.
- c) Royal Road's Financial Services Department shall receive monthly reports from the external managers showing the market and book value of the individual securities held in the investment portfolios and the income and capital gains earned for the period. This information shall be used to assess the performance of the investment portfolio between annual reviews and monitor any deviations from the mandate provided to the external manager.

3.2. Investment Portfolio Performance

The performance of the University and the Foundation investment portfolios shall be reviewed by the Board at least annually against the expected annual rate of return identified in the SIPP. The review of performance shall be measured for a 1 year, 3 year, 5 year, 10 year and since inception time horizon.

4. GUIDELINES FOR REPORTING

4.1 Quarterly Reporting

The VP & CFO or delegate shall ensure the administration and guidelines of the investments and the financial controls are established to support the fiduciary duties of board and management.

The VP & CFO shall report to the President and Executive Committee quarterly on the performance of the investment portfolios and any compliance deviations during the quarter. Reporting shall include all investments managed internally and externally.

4.2 Annual Reporting

The VP & CFO or delegate shall provide the following reporting to the Board at least annually on the University and Foundation investment portfolios:

- a) Investment reports that allow the Board to perform the performance reviews outlined in Section 3 for the University and Foundation investment portfolios and for each external manager.
- b) A report showing any deviations from mandates that occurred during the year.
- c) A report for each investment portfolio that allows the Board to review the holdings in terms of ESG factors and determine whether any changes are required.
- d) Audited financial statements for the Foundation and consolidated audited financial statements for the university that include the Foundation with investments shown in accordance with the stated accounting principles.
- e) A review of each external manager’s performance as well as a recommendation to continue with the appointed investment manager(s) or initiate a selection process for a new investment manager(s).

5. RELATED DOCUMENTS

- a) The Universities Act
- b) Royal Roads University Act
- c) Financial Administration Act
- d) Investment Policy
- e) Strategic Investment Portfolio Plan

6. GUIDELINE HISTORY

The following documents the amendments to this document, as required.

DATE	VERSION NO.	SUMMARY OF AMENDMENTS
Select Date	0	Original

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BOARD OF GOVERNORS
BRIEFING NOTE

MEETING: 29 March 2019

AGENDA ITEM: 2019/20 Academic Plan

SPONSOR: Philip Steenkamp, Chair, Program and Research Council
Steve Grundy, VP Academic and Provost

PURPOSE: **For Approval**

As part of the annual planning cycle at Royal Roads University, the Office of the Vice-President Academic and Provost engages the faculties and academic support units in the development of a consolidated academic plan. This plan informs the annual operating plan of the university.

Academic planning for 2019/20 began in the early fall of 2018 with the development of enrolment projections for all programs, led by the Strategic Enrolment Management Group and Business Planning and Performance. Departments across the portfolio engaged in planning activities through October and November 2018 to identify priorities for the coming year to support enrolment, research priorities, and operational needs.

The Vice-President hosted an event on 7 December 2018, which included presentations by each department highlighting research, new programs, and other initiatives for the coming year. The event was well attended by faculty and staff from across campus. The presentations and departmental plans informed the development of the academic plan.

The academic plan was reviewed by Academic Council (13 February 2019) and the Program and Research Council (8 March 2019).

MOTION: That the Board of Governors approve the 2019/20 Academic Plan.



Royal Roads
UNIVERSITY



Academic Plan 2019/20

Office of the Vice-President Academic and Provost

March 19, 2019

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Introduction

The academic plan is one of several institutional plans that collectively shape the overall direction and priorities for Royal Roads University (RRU).

Overseen by the Vice-President Academic and Provost and driven through efforts of the Strategic Enrolment Management group, the faculties and schools, the academic plan outlines the academic priorities and direction of the university. In consultation with all academic units, admissions, marketing and recruitment, domestic and international enrolment forecasts were developed to inform the operating plan. Academic and support units in turn established priorities to support enrolments and new programming opportunities for the coming year. An academic planning day was held on December 7, 2018, and the executive, Academic Council, and Program and Research Council review the plan before presentation to the Board of Governors.

Strategic Priorities

The university's plans and priorities are established through the five-year business plan and are aligned with the institution's strategic direction. Consistent with the mandate of the university, we offer relevant and applied interdisciplinary programs and research that are responsive to the needs of aspiring and experienced professionals. Four initiatives provide an overarching framework for our work this year:

1. Future of undergraduate programs

Several years ago, following the initial partnership with Study Group, the university launched first and second year programs solely for international students. The courses were designed with integrated English language instruction as well as sufficient credit programming such that they could ladder into our existing third year undergraduate programming. Lessons were learned, and entrance requirements and curriculum have undergone significant change. Nevertheless, our undergraduate international students are expecting more interaction with domestic learners and often we see the best students leaving for other post-secondary institutions. A remedy is required to this situation, and that to be successful with excellent international students, we need multiple pathways. Specifically, we need a direct entry pathway for students who have reached high language level proficiency that mixes those students with domestic students. We also need a pathway program for international students that consists of at least one-year of study independent from domestic students for those who are not quite ready for direct admission. Either way, this requires us to open pathways for domestic students into our first and second year programming. This is a significant strategic initiative that is critical to the recruitment and retention of international students and to meet our own internationalization strategy.

At the same time, we are surrounded by a community that, on a per-capita basis, is the fastest growing community in BC. The K-12 system is overcrowded and expanding, and graduation numbers are projected to rise rapidly for the next ten years. This is accompanied by an increasing frustration with the access and affordability of post-secondary education to students in the Western Communities. In response to this, the Ministry of Advanced Education, Skills and Training asked Royal Roads to prepare a

report outlining the needs, barriers and options to improve post-secondary options for students in our area.

The opportunity for us to improve the quality of our international student experience and serve the growing needs of our community are perfectly aligned and will be explored more fully this year.

2. Learning, Teaching & Research Model

An update to the Learning, Teaching and Research Model (LTRM) was completed in 2018. Undertaken as an action research project and led by the LTRM Working Group, the model describes RRU's signature pedagogy and is a reflection of how we see the world. Organized into three categories of values: *applied and authentic*, *caring and community-based*, and *transformational*, fifteen elements describe the key practices in each category. The working group is winding down the project which will conclude with publication of the LTRM in the coming year. The focus will then move to implementation and support of the elements of the model through professional development activities and the Centre for Teaching and Educational Technologies.

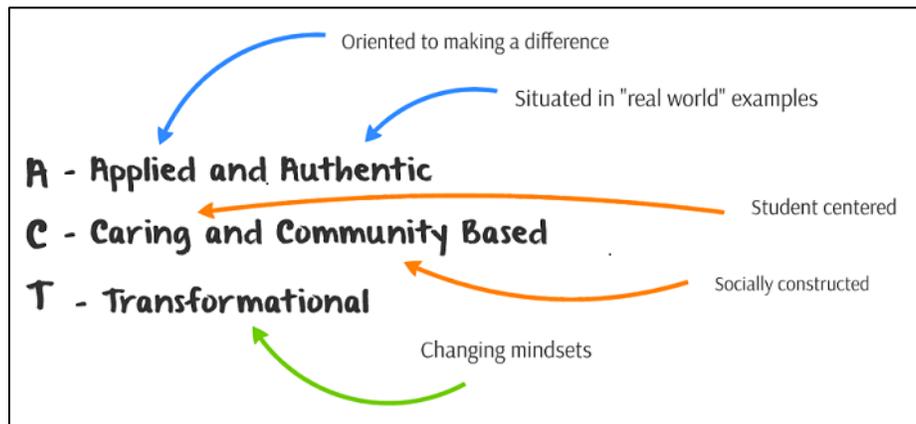


Figure 1: Learning, Teaching and Research Model

3. Study Group Partnership

The Study Group partnership was entered in 2011 to offer preparatory and undergraduate pathway programs. Over the past eight years, the relationship has evolved and the current contract expires in 2020. Consistent with the terms of the agreement, a contract review committee has been struck to formally review the parties' collaboration and make recommendations regarding potential contract renewal and changes as appropriate. The committee will report out on its findings by end of March which will inform a final recommendation and actions in 2019/20.

4. Organization of the Academic Portfolio

Over the past year there have been many discussions around service levels, job clarity, efficiency, roles and responsibilities. A well-attended faculty retreat was held and it was clear that the individuals present felt that:

- a. faculty and staff are overworked and somewhat frustrated;
- b. there are too many levels of approvals and oversight;

- c. there is considerable duplication and inefficiency;
- d. it is increasingly difficult to attract faculty to take on academic administrative roles; and
- e. the university has grown organically and is perhaps too complicated for its size.

Working groups were struck to examine options associated with student service delivery, admissions, organization and the future of the university. Work will continue this year to discuss organizational options that will result in improved student service and efficiency and remain true our organizational values and the learning teaching and research model.

Academic Priorities

In addition to the work described above, specific academic priorities related to the five strategic anchors of the university (programs, process, people, place and profile) are given below.

Programs

Grow, diversify and continuously improve the quality of domestic and offshore programs in support of labour market demand.

1. Quality review process

The university received a positive evaluation in the Quality Assurance Process Audit conducted by the Degree Quality Assessment Board in 2017/18. The audit provided an opportunity to seek feedback on the value of combining programs in a single review. The assessors' recommended we explore such an approach and there is support in the schools to move to a more streamlined process. We will transition to a new model which will allow multiple programs in the same discipline, school and/or degree level to explore common issues and synergies that may not be evident in a single program review. The following external reviews are planned:

- Master of Global Management
- MA in Tourism Management & BA in Global Tourism Management
- Graduate programs in the School of Humanitarian Studies
- 1-2 additional programs, to be confirmed

Advisory Councils have an important role to play in providing insight and perspective on the trends, issues and developments related to professional fields targeted by the university's programming. Councils can identify the educational needs of professionals working in those fields and the corresponding professional competencies expected by their employers. We will explore ways to broaden the utilization of advisory councils and engage them in the work of the schools and programs, including ways to better link the role of councils to program development and review processes.

2. New program development and implementation

Planned launches of new degrees were delayed last year because of delays in the government approval process, resulting in lower FTE growth than expected. At the time of writing, two programs are still pending final approval. Despite the delays, the university continues to plan and develop new degree programs, in addition to certificate and diploma programs which are not subject to ministry approval.

a. New programs

The Doctor of Business Administration, approved in January 2019, is planned to launch in January 2020. New faculty and staff hires will support the implementation and ongoing program delivery.

An MA in Justice Studies, submitted to the ministry in 2017, is still awaiting approval. Students currently enrolled in the Graduate Diploma in Justice Studies will be eligible to transfer to the degree program once approved.

A proposed MSc in Management is also pending approval. Embedded in the program are specializations which will also be offered as graduate certificates; the first in corporate and social innovation launched in 2018. The first intake of the degree program is planned for early 2020 and new faculty and staff hires will support the program.

Graduate certificates based on specializations in the Master of Business Administration program will be launched in 2019/20: Asia Pacific Trade and Investment, International Business and Innovation, Management Consulting, and Personal and Professional Leadership.

b. New program development

A proposed Master of Arts in Climate Resilience is under development to meet the emerging demand for professionals in a range of sectors with skills and knowledge in climate adaptation. A Graduate Certificate in the Science of Climate Change being developed in collaboration with ECO Canada is expected to launch in 2019/20. The certificate will ladder into the proposed MA in Climate Resilience.

A Graduate Diploma in Mental Health and Addictions Leadership is also proposed to meet the leadership skills and content knowledge for policy and practice leaders working in this challenging healthcare context. A Graduate Certificate in Leadership and Management is expected to be approved in 2019 and will offer a pathway to a credential for custom training clients.

Additional programs in development or under active consideration include:

- MA in International and Intercultural Teaching
- MA in Executive and Organizational Coaching
- Master's in psychology/counselling
- BA in Leadership
- Graduate Certificate in Women in Leadership
- Programming for public sector executives
- Joint health sciences degree with University of Northern British Columbia

3. Credential framework

The academic regulations were updated in 2018 to address minimum coursework requirements in programs, internal and external transfer credit and the use of credits toward more than one credential. A new Shared Programs Policy was also passed by Academic Council. Building on these changes, a new credential framework is under development. The framework will replace the out-dated Schema for RRU Non-Degree Credentials, last approved by Academic Council in 2000. A survey of practices at sister

institutions in BC with respect to approval processes for non-degree credentials will be completed and the framework will inform revisions to terms of reference for the relevant approving committees.

4. International Initiatives and Partnerships

A review of international partnerships and alignment with the university's strategic priorities has resulted in a decision to end two partnership agreements with institutions in China. The MA in Environment and Management delivered at Tianjin University of Technology held its last intake in December 2018 and will conclude in late 2020. The final cohort of the Diploma in Tourism and Hospitality Management delivered at Jinhua Polytechnic will start in September 2019 and the program will conclude in 2022.

The university continues to teach-out the Master of Business Administration program in Asia. Approximately 40 students remain, primarily in Bangladesh and Taiwan, and the majority will finish the program this year.

The Office of International Collaboration and Development is working to improve diversity by source country and is exploring new approaches to recruitment. These include participating in virtual fairs sponsored by Global Affairs Canada, piloting an expat campaign with the MA Global Leadership program, and exploring digital lead generation. In 2019/20, the office will work with International Admissions to identify admission process improvements; develop recruitment efforts in new and emerging markets in Latin America and Africa; develop new International Year One partnerships to complement existing ones; and continue to build articulation agreements across programs.

Process

Ensure Royal Roads is a financially sustainable organization

5. Implement a new student information system

Replacement of the student information system is a key element of the Educational Technology/ Information Technology Plan. If the fit/gap analysis currently underway for the new Student Information System is satisfactory, we will move to full implementation of a new Student Information System. This new system will provide a platform for future scalability and allow for easy registration into custom personalized learning plans as well as significant improvements in admissions, adjudication and reporting.

6. Library, Records and Information Management

New library systems and tools are needed to support the preservation and dissemination of the university's research. This initiative will start in 2019/20 with a Library evaluation of the records management strategy for the university.

People

Align resources and people to create a high-performance, inclusive and supportive organization

7. Faculty Affairs

Faculty Affairs has engaged in consultation with faculty, associate faculty and staff to inform an associate faculty relations strategy. The results of the consultation are being compiled and immediate and long-term needs will be addressed through the strategy. Work will also continue on an associate faculty website to launch in spring 2019, and database and resources to support recruitment and relationship management.

8. Academic Organization

Last year the research services and research ethics offices were moved to another VP portfolio. The graduate studies function remains in the VP Academic portfolio with oversight by the Vice-Provost Graduate and Interdisciplinary Studies. Whether this is the right structure, or we need to be more intentional and strategic with graduate studies will be examined as part of the organizational review outlined above. In addition, the Professional and Continuing Studies unit was moved to the academic portfolio and constitutes an important component of this plan. The positioning and role of professional and continuing studies will also inform the organizational discussions.

9. RRU Faculty Association Collective Agreement

The current collective agreement expires March 31, 2019. Consistent with the 2019 Sustainable Services Negotiating Mandate, collective bargaining with the faculty association will commence in early 2019.

Place

Maintain the campus and online environments and invest for the future

10. Learning and Teaching Auditorium

Plans are under development to re-purpose the underutilized pool building to create a Learning and Teaching Auditorium. The space will offer multi-purpose programming space that can be used for many types of curricular and co-curricular activities.

Profile

Build and capitalize on the university's growing profile and reputation

11. Ashoka U Changemaker Campus

Royal Roads was designated an Ashoka U Changemaker Campus in 2017 in recognition of the university's innovations in higher education and commitment to providing changemaker education via collaborative, interdisciplinary, experiential and applied learning. In January 2019, we hosted the Ashoka Canada Retreat and appointed the university's first Ashoka Research Chair in Research Effectiveness. The Ashoka Research Chair aims to evaluate change through socially engaged and effective research.

The second annual Royal Roads Design Thinking Challenge, hosted by the Eric C. Douglass Centre for Entrepreneurial Studies in spring 2019, will offer university student teams from across Canada a highly

engaging and innovative challenge. The challenge reflects RRU’s reputation for collaboration and change-making.

Programs and Priorities by Faculties and School

College of Interdisciplinary Studies

Post-secondary education is moving in the direction of responding to increasing student demand for individualized education with a focus on mentoring students in knowledge management rather than static instruction. The College of Interdisciplinary Studies has a role in helping to drive this discourse.

The Doctor of Social Sciences continues to grow and a new lunch-and-learn seminar series is being piloted to connect all current doctoral students, guests and RRU faculty and staff to share insights on research. The program is also committed to supporting graduates in mobilizing their research through guest lectures, teaching and other opportunities.

The MA in Interdisciplinary Studies has introduced the Individual Development Plan (IDP), commonly used at other institutions, to replace the current learning plan instrument. A term program advisor is proving successful in assisting students to design their individual programs of study. A ten-year report will be drafted in 2019, highlighting the accomplishments of the program since its inception. New courses in Indigenous ways of knowing and LGBTQ2S+ global issues have successfully launched and undergraduate offerings of the courses are underway. The BA in Interdisciplinary Studies is also introducing the IDP and will implement minor program revisions in 2019, including a revised internship course that aligns with internships offered in other programs.

Table 1: College of Interdisciplinary Studies Enrolments

Program	2018/19	2019/20 plan
DSocSci	19 (est)	26
MAIS (incl cert & dip)	43 (est)	46
BAIS	8	12
Year 1	79	90
TOTAL	149	174

A higher English language proficiency requirement will be implemented in the International Year One (IY1) program in 2019. Through recruitment efforts we continue to strive for more diversity in the student body and better fit of students to the program. A comprehensive review of the most recent IY1 program revision will be undertaken to measure successes and areas for improvement.

A new Canada Research Chair in Digital Communication in the Public Interest will be recruited in 2019, and the first Ashoka Research Chair has been appointed in the college. Work will also continue on the undergraduate programming initiative in 2019 through a part-time faculty secondment to lead the programming redesign. An interdisciplinary scholarship and research initiative will explore opportunities for workshops, presentations and conferences for internal and/or external audiences.

The college also provides graduate studies oversight and will introduce updated handbooks reflecting revised processes; supervisor training and recognition; and graduate studies data analysis. The RRU 3 Minute Thesis competition will transition to a livestream competition format in the coming year. Oversight of adjudication of the Canadian Graduate Student Scholarships (SSHRC, NSERC, CIHR) has moved from the Office of Research Services to the Office of the Vice-Provost, Graduate and Interdisciplinary Studies, consistent with the scholarship guidelines which specify oversight by a university's graduate studies school or college. Student Services staff will continue to administer the award adjudication, provide support, and serve as an ex officio member on the adjudication committees.

Research highlights:

- Brian Belcher: Research effectiveness; sustainability research; transdisciplinarity
- Mary Bernard: Interview-based research on the evolution of Eric Trist's work on social ecology; research in action
- Runa Das: Energy literacy and household energy use
- Jaigris Hodson: Social media for public and social purpose communication
- Shelley Jones: Education, employment and empowerment for African women; African and Canadian children's rights
- matthew heinz: Gender identity, memory, and time
- Siomonn Pulla: Indigenous rights and title; Indigenous language revitalization

Faculty of Management

The Doctor of Business Administration received ministerial approval in January 2019 and the MSc in Management is expected to be approved. Both programs will be situated in the School of Business and their implementation is a high priority in 2019/20. The doctoral program is modeled on the successful Doctor of Social Sciences and faculty will work closely with the College of Interdisciplinary Studies to launch the program.

The Faculty is engaged in a staffing model redesign intended to strengthen the allocation of resources to ensure both new and existing programs and services are resourced effectively, and also improve staff engagement and retention. In addition, new faculty hires will be made to support new programs and a Canada Research Chair in Digital Strategy, Digital Transformation and the Future of Business will be recruited.

The Eric C. Douglas Centre successfully launched its first Social Venture Bootcamp in 2018 in partnership with organizations and post-secondary institutions across southern Vancouver Island. In 2019, the centre will work with Junior Achievement BC to pilot the RRU Online Venture Challenge with remotely located high school entrepreneurs.

School of Business

The Bachelor of Commerce program continues to see a pattern of decreasing enrolments and increased competition. Seeing a shift to ‘intrapreneurialism’, the program has responded with a greater emphasis on the entrepreneurial mindset and application of entrepreneurial principles and practices within organizations. An external review of both undergraduate programs in the school in winter 2019 will inform future direction and potential consolidation of the programs.

The Bachelor of Business Administration is experiencing modest growth and improved completion rates. A number of students achieved top place finishes in international competitions last year, and for the second consecutive time, a student was selected as one of Canada’s 150 young business and sustainability leaders through *Leading Change Canada*. The program is launching a Business and Sustainability research theme group and is leading efforts to become a signatory to the UN’s *Principles of Responsible Management Education*.

A dramatic increase in applications to the Master of Global Management has led to the addition of a winter intake which will grow the program to seven cohorts per year. A new adjudication process is being piloted with International Admissions to facilitate more timely decisions, and the Office of International Collaboration and Development will continue its work with agents and partners to increase diversity. The program is also focusing on increasing student research opportunities such as offering a thesis option.



Figure 2: MGM students at MAN Trucks factory in Munich Germany

Following a dip in January 2018, enrolment in the Master of Business Administration has stabilized, partly due to the introduction of the 31-month completion option. Four new graduate certificates based on the program’s specializations will be launched in 2019 and are expected to engage alumni with an opportunity to refresh their skillsets.

Table 2: School of Business Enrolments

Program	2018/19	2019/20 plan
DBA	n/a	10
MBA (incl GCs)	138 (est)	152
MGM – OC	196 (est)	210
MGM – BI	22	25
MScMGMT	n/a	7
BBA (incl Yr 2)	40	55
BCom – OC	28	28
BCom – BI	49 (est)	53
TOTAL	473	540

Launches of the Doctor of Business Administration and proposed MSc in Management are planned for early 2020. Faculty in the school will also continue to engage in the undergraduate programming redesign initiative.

Research highlights:

- Geoff Archer: Gender and entrepreneurial activities: Microentrepreneurs in rural India (with Singh, Madan)
- Frances Jorgenson: Performance-based rewards and innovative behavior: A multilevel situational strength approach (with Sanders, Van Rossenberg, Wang, Shipton, Dysvik, Rodrigues, Cunha, Wong)
- Mark Lokanan: A fraud triangle analysis of the libor fraud (with Sharma)
- Will Low: Digging the dirt: Food crimes in the governance of fair trade (with Davenport)
- Robert Mittelman: Biases in charitable giving to international humanitarian aid: the role of psychic distance (with Dow)
- Ash Prasad: Sex-based harassment and organizational silencing: How women are led to reluctant acquiescence in academia (with Fernando)
- Hassan Wafai: Systems breakdown in recruitment at McCune Contracting (with Waines and Wilson-Mah)
- Amy Zidulka and Ingrid Kajzer Mitchell: Creativity or cooptation? Thinking Beyond instrumentalism when teaching design thinking

School of Tourism and Hospitality Management

The majority of students in the School of Tourism and Hospitality Management are enrolled in on-campus programs and account for a third of all on-campus students. A decline in domestic student applications and international recruitment has resulted in a drop in undergraduate enrolments since 2016. An increase in international graduate enrolments in the same period has helped to offset the decline. Faculty are working closely with recruitment to increase prospect leads and provide outreach to colleges.

Table 3: School of Tourism & Hospitality Management Enrolments

Program	2018/19	2019/20 plan
MATM – OC	26	35
MATM – BI	9	13
BAGTM (incl Yr 2)	25	33
BAIHM (incl Yr2)	45	60
GCTM	6	7
TOTAL	111	148

The school is redesigning the Year 2 internship and increasing experiential learning opportunities in the program, to better prepare students for summer work. These include targeted volunteer positions to promote community engagement and a Job Shadow business week that provides students a firsthand look at roles in the hospitality industry. In the coming year, the BA in Global Tourism Management program will focus on expanding international opportunities for students, enhance linkages with the

local tourism community and explore possible specialization courses. The BA in International Hotel Management will plan and develop revisions following the recent external program review. This work will include exploring specialized content, such as assisted living, wellness, management of luxury assets, and a possible international field study.



Figure 3: MA Tourism Management students in England

The MA in Tourism Management program is implementing degree completion options which include a capstone project, major research project and thesis. The range of options better meets the needs of students who are interested in a course-based program as well as those who may wish to pursue research and doctoral studies. The program is exploring specializations, and an upcoming external review will inform any further changes.

Research highlights:

- Geoff Bird: Heritage; sustainability; reconciliation; embodiment; remembrance tourism; sites of war memory; A matter of life and death: Tourism, embodiment and sensual remembrance (with Leighton and McLean); continuation of War Memories across Canada documentary series
- Theresa Mackay: Heritage, cultural and food tourism; gender and consumption in Scotland; student sojourners and integration
- Moira McDonald: Teaching technologies; adult education; cultural preparedness of instructors; exploring adult learning theory in cultural settings
- Eugene Thomlinson: Student higher education motivations; experimental tourism research; autoethnography film tourism; tourism impacts on residents; Finding the passion: Toward a unified vision for BC's tourism industry (with Bird)
- Brian White: Indigenous tourism; landscape authorship; destination development, tourism land use and overtourism; Tourism landscape authorship in Tofino and Clayoquot Sound, Canada: Three decades of community resilience (with Bird)
- Rebecca Wilson-Mah: Communities of practice; problem-based learning; transnational education; experiential learning

Faculty of Social and Applied Sciences

The Faculty of Social and Applied Sciences developed a staff engagement plan in 2018/19, based on data from a master's project focused within the Faculty. Initiatives were developed and put into practice to build community across the Faculty units and engage staff creatively. This work will continue in the next year.

Structural changes in faculty administrative roles are under consideration; it has been challenging to recruit school directors and program heads. A Canada Research Chair in Indigenous Justice will be recruited to complement programs in the School of Humanitarian Studies.

New programs are under development in schools across the Faculty. After a lengthy wait, the proposed MA in Justice Studies is expected to receive ministerial approval early in 2019, which will enable the program area to fully implement the curriculum.

School of Communication and Culture

Students in School of Communication and Culture programs develop skills to foster human connections and leverage communication channels, mechanisms and processes to achieve human, social and organizational transformation. These skills are critical in an increasingly complex world in which the field of communication is constantly changing. Both the BA and MA in Professional Communication programs have been revised, reflecting current and emerging trends in communication, and new courses are generating excitement as they come online. The addition of industry challenges in the master’s program has proven successful and engages alumni as industry sponsors, keeping them connected to the program.

Figure 4: School of Communication and Culture Enrolments

Program	2018/19	2019/20 plan
MAIIC – OC	45	75
MAIIC – BI	9	21
MAPC	49	58
BAPC – OC (incl Yr 2)	35	41
BAPC – BI	28	32
GCPCM	7	15
GCSGC	0	1
TOTAL	173	243

The MA in Intercultural and International Communication on-campus program continues to attract strong interest and two cohorts will be offered in 2019. The program has worked closely with the International Study Centre to design a new pre-master’s program to enable students to improve their English language and academic skills to meet the new language proficiency requirement. The blended program has experienced a drop in enrolments and will undertake a review to explore differentiating it from the on-campus program to meet the differing needs of each audience. The program is also developing a field school to offer an experiential and international component in the Communication for Development and Social Change course.

Research highlights:

- David Black: Pedagogy in the communication classroom
- Julia Jahansoozi: Situated histories of public relations in Canada (with McKendry)
- Zhenyi Li: Hospice care project; expatriates’ intercultural competence book project; Daily life in the 1800’s Chinese book translation and publication project

- Virginia McKendry: Correlations between gender and sovereignty via historical representations of monarchy (two book chapters); pioneering PR women across Canada (with Jahansoozi)
- Chasten Remillard: Chapter in *Orange Chinook: Politics in the New Alberta*; chapter on Justin Trudeau's use of Instagram
- Geo Takash: SSHRC Insight Development Grant exploring intersections of environmental communication, Indigenous ways of knowing and arts-based research; SSHRC Institutional Grant to write a 'novel' approach to communication theory
- Jennifer Walinga: Leadership development through sport (internal research grant); co-hosted symposiums on women in sport and Indigenous sport; 17th annual Hawaii International Conference on Education 2019
- Juana Du: Social integration of international students
- Phillip Vannini: *Doing Public Ethnography: How to Create and Disseminate Ethnographic and Qualitative Research to Wide Audiences*; A video exploration of the Dolomite mountains as memoryscapes (with Vannini and Valentin); These boardwalks were made for bushwalking: Disentangling grounds, surfaces, and walking experiences (with Vannini)

School of Education and Technology

The School of Education and Technology offers programs that expand the skills of educators to help them meet today's challenges in the field of education and local, national and global labour market needs. Two-thirds of students enrolled the school's programs declare education as their industry, and many others' work roles touch on education or training.

A newly appointed program head will lead a redesign of the MA in Educational Leadership and Management domestic program. The program, also offered in China, won the Outstanding International Education Program Award from the BC Council of International Education in 2018. The MA in Learning and Technology redesign will be fully implemented and a longitudinal research study of faculty and students' perceptions of open practices is underway. The MA in Higher Education Administration and Leadership program is exploring a student affairs specialization.



Figure 4: Graduates of MA Educational Leadership & Management delivered through a partnership with Maple Leaf Educational Systems in China

Additional priorities in 2019 include development of a post-baccalaureate education degree. The school will also continue to deepen and extend the use of open educational pedagogical practices and explore opportunities to offer a 'Z degree' (zero-textbook-cost degree). The school will also continue to share research and engage colleagues in discussion on topics with an educational focus through SET Presents. Finally, building on the successful faculty engagement retreats in 2018 (over 70% of associate faculty attended), two events are planned in 2019.

Table 5: School of Education and Technology Enrolments

Program	2018/19	2019/20 plan
MAELM (incl dip)	28	29
MAHEAL (incl dip & cert)	24	35
MALAT (incl dip)	24	30
GCID	6	12
GDTELD	2	2
TOTAL	84	108

Research highlights:

- Jo Axe: Scholarship of Teaching and Learning – self-assessment of contribution/participation; community building online; student engagement online; openness in educational practice
- Elizabeth Childs: Design, creation, implementation and innovation of flexible digital learning environments; models for professional development; openness in educational practice; design thinking and maker movement
- Frédéric Fovet: Change management and the integration of technology as a tool for inclusion in K-12 schools; strategic implementation of UDL in the K-12 and post-secondary sectors; professional development design for teachers on the topics of EBD and using UDL with international students; mental health as a strategic issue in education; using the social model of disability in schools to develop inclusive practices
- Doug Hamilton: MLES leadership framework study; institutional identity and learning and teaching frameworks; development and implementation of dual language learning programs
- Tamara Leary: Online graduate student engagement; Canadian higher education scholarship; issues and trends in higher education administration and leadership; scholar- practitioner transitions
- George Veletsianos: Student and faculty experiences and practices with online learning and social media; AECT 2018 Culture and Learning Division Best Paper Award; SSHRC Insight and SSHRC Insight Development grants

School of Environment and Sustainability

A new School of Environment and Sustainability director will be appointed in spring 2019. Succession planning will be a priority as many faculty are expected to retire in the next few years.

The last bi-annual intake of the BSc in Environmental Management was in spring 2018 and will be replaced with blended offerings of the BSc in Environmental Science. A revised program structure will stagger residencies to accommodate annual intakes, thereby ensuring the sustainability of the program.

The school is also involved in the undergraduate programming redesign initiative with plans to develop a pathway into the BSc Environmental Science program. A partnership with Ocean Bridge is being explored to develop a micro-credential or practicum pathway into the bachelor’s programs in Environmental Practice.



Figure 5: New science lab in Sherman Jen Building

Revisions to the MA in Environmental Education and Communication have been positively received and will continue to be implemented in 2019. Graduate programs across the school are moving to a 36-credit structure and the master’s programs in Environmental Practice and Environment and Management will undertake revisions. The MA in Environment and Management offered in partnership with

Tianjin University of Technology since 2012, had a final intake in December 2018 and the partnership will conclude once the cohort completes the program.

The school is partnering with the City of Langford to offer the Graduate Certificate in Sustainable Community Development in 2019, building on the success of the program previously offered in collaboration with City Studio and the City of Victoria.

New programs under development include a Graduate Certificate in the Science and Policy of Climate Change which will ladder into the master’s environmental practice programs and a forthcoming MA in Climate Resilience. Faculty are also working with colleagues in the School of Leadership Studies on a proposed master’s in the field of counselling/psychology.

Table 6: School of Environment and Sustainability Enrolments

Program	2018/19	2019/20 plan
MAEEC (incl cert & dip)	20	23
MEM	31	36
MEP (est)	58	60
BEP	62 (est)	55
BScEM	17	n/a
BScES	38	35
GCSCD	8	12
TOTAL	234	221

Research highlights:

- Ann Dale and Rob Newell: Climate Change: Impacts and Responses International Award for Excellence for Climate action co-benefits and integrated community planning: Uncovering the synergies and trade-offs
- Audrey Dallimore: NSERC PromoScience Expedition brought the CCGS Vector to Bamfield, Port Alberni, Tofino and Ucluelet to encourage interest in marine sciences and technology in underrepresented groups of girls, women and Indigenous people
- Leslie King: Northern Knowledge for Resilience, Sustainable Environments and Adaptation in Coastal Communities (NORSEACC) funded by SSHRC; Sefansson Memorial Lecture (University of Washington) Learning from the Northern Peoples

- Hilary Leighton: Arts-based inquiry using Métissage; Tourism as sensual remembrance (with Bird); Edge-ucation by design & sustainable community development for transformation and change-making (both with Dale); nature-based inquiry in psychotherapy and education
- Jon Moran: Researching Rufous hummingbird diet: Do pesticides reduce the amount/variety of prey for females to feed their young with
- Rick Kool: Confronting the unspoken place of violence in environmental education; EECOM survey of preservice environmental and sustainability education within Canadian faculties of education; co-editor “The Object’s the Thing”... The Writings of R. Yorke Edwards, and the Beginnings of Nature and Cultural Interpretation in Canada (with Cannings)

School of Humanitarian Studies

The School of Humanitarian Studies participated in the Inside Out Prison Exchange program in 2018 to offer a pilot course at William Head Institution. Students in the on-campus BA in Justice Studies attended the course with students incarcerated at the minimum-security penitentiary. The non-traditional learning environment helped reduce stigmatization between inside and outside students and a second offering of the course is planned for 2019.

As noted above, the proposed MA in Justice Studies is awaiting ministerial approval. Once approved, students enrolled in the graduate diploma will be eligible to transfer to the master’s program. The addition of this new degree will result in new graduate courses coming online, adding to the pool of electives offered to other programs in the school and the MA in Interdisciplinary Studies. The school hopes to also offer electives to other programs in the coming year. An external review of existing graduate programs is planned.

Table 7: School of Humanitarian Studies

Program	2018/19	2019/20 plan
MACAM (incl dip)	40 (est)	37
MADDEM (incl dip)	57 (est)	70
MAHSPB (incl dip)	23	25
MAJS (incl dip)	13 (est)	22
BAJS – OC	34	38
BAJS – BI	40	37
TOTAL	207	229

The school is also collaborating with the School of Environment and Sustainability and College of Interdisciplinary Studies on the proposed MA in Climate Resilience. The trans-disciplinary program will allow professionals and decision-makers to develop climate change adaptation knowledge and skills in order to address the complex issues and impacts of climate change.

Research highlights:

- Ken Christie: Co-edited Migration, Refugees and Human Security in the Mediterranean (with Boulby); Managing the crisis at home: The role of local mediators in Myanmar’s peace process

(with Hoffman) chapter; Terrorism and Jihad; conference presentations on human security and populism, and corporate social responsibility and human rights

- Robin Cox: Youth Voices Rising youth action research (Canadian Red Cross); SSHRC Insight Grant Gen Z and Climate Action; Alberta Resilient Communities research project; More than a checkbox: Engaging youth in disaster risk reduction and resilience in Canada (with Hill, Plush, Heykoop, and Tremblay)
- Marnie Jull: Organizational, interpersonal and community-based conflict; skill development for effective interventions; emergent “insight approach” to conflict, leadership and change; Dissipating Everyday Argument (book in progress)
- Kathleen Manion: Child Thrive – child rights education in elementary schools; Thrive: Seeking and sharing stories of innovation to support child protection and wellbeing; Children’s images – exploring children’s idea about the use of child images in fundraising campaigns; child refugees
- Athena Madan: Social and political forces underpinning health and long-term health outcomes in protracted conflict and fragile states; social innovation and theories of change; therapeutic governance and human rights; SSHRC funding to examine possible adverse health impacts associated with mining extraction in norther Saskatchewan
- Eva Malisius: Transformative teaching and learning in the school’s graduate programs, constructive conflict engagement and peace building, interpersonal conflict management (co-authored book in manuscript)
- Jean Slick: Disciplinary styles in case- and problem-based learning; SOTL; co-series editor of 4-volume disaster and emergency management book series on the topic of adaptation and innovation; citizen use of You Tube video in disaster response context, phenomenological methods for analysis videos, and painting as a method for presentation of study findings
- Michael Young: Homelessness, mental health and addictions; community based therapeutic interventions and justice initiatives; presentations on impact of Inside-Out Prison education in British Columbia; When results from survey instruments do not make sense: Reflections on using mixed methods in remote communities with Indigenous, marginalized populations

School of Leadership Studies

Cultivating the imagination, courage, and capacity for leading in extraordinary times is the new mission statement for the School of Leadership Studies, reflecting the school’s commitment to helping transform people and organizations. Innovation Lab is the theme for the school’s biannual conference planned for spring 2020. The school also seeks to improve community well-being through teaching and research. In 2018, the MA in Leadership program successfully partnered with MLA Adam Olsen’s office to design a non-partisan community engagement strategy for Saanich North and the Islands.

Table 8: School of Leadership Studies Enrolments

Program	2018/19	2019/20 plan
MAGL (incl cert & dip)	26	27
MAL (incl cert)	137	126
MAL Health	33	38
GCVBL	10	16
TOTAL	207	207

In the coming year, MA in Leadership curriculum will be enhanced to respond to feedback from an Indigenous alumni survey conducted in collaboration with Indigenous Education and Student Services. The Graduate Certificate in Leadership will be reintegrated into the first residency of the master’s program and a new specialization in values, culture and organizational innovation will be explored for both the leadership and proposed MSc in Management programs. A proposed Graduate Diploma in Mental Health Addictions Leadership is under development in collaboration with the Ministry of Health, and will ladder into the MA in Leadership-Health. Additional new programming ideas include public sector leadership, a bachelor’s in leadership and a master’s in the field of counselling/psychology.

A number of changes have been implemented in the MA in Global Leadership, including a shortened first residency, and a graduate certificate and diploma are now offered. The cultural leadership field trip will be held in Ecuador for a final time in 2019 and planning is underway to offer the course in India in 2020. The program revisions have contributed to a growth in enrolment and the school is exploring opportunities to collaborate with other institutions internationally.



Figure 6: MA Global Leadership students in Ecuador

Research highlights:

- 20th Annual Global Conference of the International Leadership Association – faculty presented three papers, two panel presentations; four experiential workshops and four interactive roundtable presentations; Submissions pending for ILA 2019 Leadership: Courage Required
- Niels Agger-Gupta: Inclusive Leadership (with Harris), World Café as Research book with World Café Community Foundation, Indigenous and Settler reconciliation (with Etmanski, Heykoop, and others); Action Research global linkages (with Etmanski, Bradbury, and others involved with Action Research Plus)
- Kathy Bishop: Performance as identity and identity as performance; Engagement in online learning: It’s not all about faculty
- Cheryl Heykoop: More than a checkbox: engaging youth in disaster risk reduction and resilience in Canada (with Cox, Hill, Plush and Tremblay); Our stories matter, our own way”: Interdisciplinary applied research exploring the safe and meaningful engagement of young people in post-conflict truth telling in Northern Uganda; Transforming health care through systems and stories (with Nasmyth)

- Catherine Etmanski: Seeds and stories of transformation from the individual to the collective
- Elizabeth Hartney: A three step model of stress management for healthcare leaders;
- Marilyn Taylor: Canadian values conversations (with Environics Research and National Values Alliance)
- Wendy Rowe: Strengthening Local Community Engagement in Combatting Illegal Wildlife Trade: Case Studies from Kenya (with Niskanen, Roe, Dublin and Skinner)
- Centre for Health Leadership and Research work involving graduate students (Hartney lead): Project with School District 61 principals and vice-principals; developing cultural safe primary care services for people who use substances workshop; CIHR project supporting Elders' access to emergency departments; CIHR Indigenous mental health & substance use project
- Other faculty-led research with graduate student involvement: Capacity development in Indigenous communities in Ecuador; Indigenous alumni research; narrative metissage

Professional and Continuing Studies

Professional and Continuing Studies offers professional learning opportunities through contract training, continuing studies and graduate certificates. Courses and programs are designed to help organizations address their training and development needs. The department monitors learning and development trends to inform new program design and is seeing increased focus on organizational culture, diversity and mental health.

A new Certificate in Cultural and Natural Resources Assessment delivered in Kitselas First Nation in 2018 saw 75% of students employed in the environmental sector before or immediately following the program's end. Building on the success of the first intake, a second cohort is planned for 2019. The department is also working to connect summer programs with Changemaker initiatives and offer courses from the Bachelor of Business Administration program in an intensive summer school format. Over 200 courses and workshops will be offered through Continuing Studies calendar and community programming, accounting for over half of the 5,000 learners expected to take a non-credit course, workshop or program in 2019/20.

Table 9: Professional and Continuing Studies Enrolments

Program	2018/19	2019/20 plan
GCADVCP	6 (est)	10
GCCHMGMT	8	15
GCCRPSIN	5 (est)	7
GCEXCOACH	128 (est)	137
GCORGDSN	11	15
GCPM	35	36
GCSHR	15 (est)	15
GCWINNV	3	10
TOTAL	211	245

The department is responding to client demand for transfer credit pathways. By offering an assessment component after completion of a non-credit course or program, students can earn credit which may be

transferred to a certificate or degree. A proposed Graduate Certificate in Leadership and Management will enable students to transfer up to three credits in this way. Additional priorities for 2019/20 include:

- Optimizing Operations
 - Modernizing the 'non-credit' environment and service delivery model
 - Improving professionalism, productivity and efficiency
 - Leveraging data to identify effective practices
- Growth and Impact
 - Enhancing adult learner recruitment, access, and success
- Strategic Relationships
 - Strengthening community and industry relationships and international partnerships
- Expand Reach
 - Enhancing business development, sales and marketing
- Alignment of Resources
 - Ensuring a balanced approach to growth

Priorities by Academic Support Unit

Registrar's Office

The Registrar's Office works with individuals as they move through the student lifecycle from prospect to graduate. The student information system is critical to the department's work and maintenance of student records. Planning for the replacement system will continue to be a high priority in 2019 and work will focus on business process improvements and addressing requirements identified in the fit-gap analysis.

Implementation of the EducationPlannerBC.ca (EPBC) online application was deferred in 2018 due to identified gaps in functionality which would result in significant manual work for staff. The Registrar is working with EPBC and will participate on the EPBC Operations Committee to identify new requirements to move forward. Following implementation of the EPBC application, work will commence to implement the BC online transcript exchange service.

The Registrar's Office will also fine tune improvements made to admission practice in the last year and implement backlogged changes to academic regulations which have been approved by Academic Council. As well, ongoing project work will include:

Registration Services:

- Self-serve options in MyAdmin (automated confirmation of enrolment letters)
- Enhancements to the major project extension process
- Revised program schedule template and process
- CDW report revisions
- Overhaul letters (e.g., for General Studies), adding clarity and standardization for students

- Revisit the import of student addresses via MyAdmin; reduce or eliminate the introduction of invalid characters coming into Agresso

Admissions and Enrolment Services & International Admissions:

- Business process improvements for recruiting, and admission application and adjudication, including MyAdmin enhancements
- Continue work on student information system future state and fit-gap
- Automate enrolment forecast report (provided IT resources are available)
- Solve the issues arising for CRM from the Windows 10 upgrade (part of workstation refresh program)
- Revisit the functions associated with the Flexible Admission Committee
- Continue work on the admissions policy and practices review

Student and Academic Services

Four units comprise Student and Academic Services and offer a range of integrated services to support excellence in course design, delivery and research, student success and retention, and integration of Indigenous perspectives and content.

The Centre for Teaching and Educational Technologies is organized around the following key functions: course production; faculty development/CTET Studio; learning design; learning technologies and media support services. Priorities for this year include:

- Develop program mapping system
- Offer training for new classroom technologies
- Implement online proctoring for exams
- Expand the functionality of Moodle with a curated list of plugins
- Evaluate Zoom for Education web meeting service
- Support design and development projects for Professional and Continuing Studies clients
- Improve the ctet.royalroads.ca website
- Collaborate with service units on Moodle-based information and training



Figure 7: Traditional canoe landing protocol practice
National Indigenous Peoples Day 2018

Indigenous Education and Student Services works with schools and departments across campus to provide consciousness-raising/decolonization training, research and curriculum planning advice and student support. In 2018, new artwork was installed on campus, including three Island Nations benches at the Sherman Jen Building and a new mural and interpretive panels providing a history of the traditional lands at the Boathouse.

The unit also maintains strong working relationships with Indigenous communities, the university Heron People, and hosts community events and activities.

Priorities this year include:

- Promote critical consciousness through ongoing employee education, launching online education modules
- Steward community relations, introducing new President to the local Chiefs, Elders and communities
- Increase online student support
- Facilitate the development of an Indigenous student recruitment plan
- Host National Indigenous Peoples Day 2019
- Implement Indigenous visual cultural representation plan
- Coordinate Heron People support
- Continue Indigenous research ethics education and training
- Contribute to faculty-sponsored research projects

The Library includes the following units: Library Services; Writing Centre; Copyright; Bookstore; Archives, and will add Records Management this year. The Library is also home to Showcase, a space for promoting RRU's innovative, applied and real-world research, and in the past year, the unit has expanded faculty research content in the institutional repository of research. Planned initiatives for 2019/20 include:

- Review library support for provision of OER and commercial course textbooks/readings/resources for sustainable and improved service
- Examine institutional records management retention schedule and recommend management of priority institutional records
- Continue revitalization of library systems and online access to collections
- Collaborate with the Research Office on the development of an institutional strategy in the management of research data, as mandated by the Tri-Council policy (currently in draft) on Research Data Management. The strategy will include the development of policy, procedures, and support services to ensure RRU researchers are competitive for Tri-Council funding and are in compliance with funding requirements
- Work with Student Services on opportunities for integrated front line student support

Student Services includes Career Learning and Development, Student Engagement, Student Success and Student Team Performance. The groups work to reduce barriers to entry and support student success and retention. The Community Service Leadership program was launched in 2018, connecting students to volunteer opportunities and a new TeamsWork website serves as a central resource for students and faculty. Priorities for the next year are:

- Launch the Student Mental Health Framework
- Provide more work integrated learning and career opportunities
- Grow student volunteer and leadership opportunities
- Support a safe campus community through education and programming

- Develop a menu of on-demand counselling and learning strategy workshops
- Facilitate a review of the Entrance Award program
- Enhance student team process tools
- Work with the Library on opportunities for integrated front line student support

Enrolment Summary

The following table summarizes the 2019/20 enrolment plan for programs by intake start date.

Table 10: 2019/20 Enrolment Plan

Description	Delivery Model	Start	Total
Executive Coaching - GC	Blended	Apr	37
Leadership - GC	Blended	Apr	2
Leadership - MA	Blended	Apr	38
Learning and Technology - GD	Online	Apr	2
Learning and Technology - MA	Online	Apr	16
Professional Communication - MA	Blended	Apr	29
Tourism Management - MA	On-campus	Apr	35
Environmental Practice - BA	Online	May	5
Environmental Practice - BSc	Online	May	10
Master of Global Management	On-campus	May	70
Educational Leadership and Management - GD	Blended	Jun	1
Educational Leadership and Management - MA	Blended	Jun	28
Higher Education Administration and Leadership - GD	Blended	Jun	4
Higher Education Administration and Leadership - MA	Blended	Jun	26
Leadership - GC	Blended	Jun	8
Leadership - MA	Blended	Jun	32
Learning and Technology - GD	Blended	Jun	1
Learning and Technology - MA	Blended	Jun	11
Environmental Education and Communication - GC	Blended	Jul	2
Environmental Education and Communication - GD	Blended	Jul	1
Environmental Education and Communication - MA	Blended	Jul	20
Social Sciences - DOC	Blended	Jul	13
Bachelor of Business Administration	On-campus	Aug	40
Bachelor of Commerce	Blended	Aug	25
Executive Coaching - GC	Blended	Aug	40
Executive Management - MBA	Blended	Aug	50
Executive Management - MBA, 31-month	Blended	Aug	30
Justice Studies - BA	Blended	Aug	37
Systems Leadership in Higher Education - GC	Online	Aug	2
Advanced Coaching Practices - GC	Blended	Sep	5
Bachelor of Business Administration - Yr2	On-campus	Sep	15

Description	Delivery Model	Start	Total
Bachelor of Commerce	On-campus	Sep	28
Change Management - GC	Blended	Sep	15
Environment and Management - MA	Blended	Sep	15
Environment and Management - MSc	Blended	Sep	21
Environmental Practice - BA	Online	Sep	10
Environmental Practice - BSc	Online	Sep	15
Environmental Practice - MA	Online	Sep	10
Environmental Practice - MSc	Online	Sep	20
Environmental Science - BSc	On-campus	Sep	35
Global Leadership - GC	Blended	Sep	2
Global Leadership - GD	Blended	Sep	1
Global Leadership - MA	Blended	Sep	24
Global Tourism Management - BA	On-campus	Sep	22
Global Tourism Management - BA - Yr 2	On-campus	Sep	11
Intercultural and International Communication - MA	On-campus	Sep	75
Interdisciplinary Studies - BA	Blended	Sep	12
Interdisciplinary Studies - MA	Blended	Sep	26
International Business and Innovation, Europe - GC	Blended	Sep	2
International Hotel Management - BA	On-campus	Sep	30
International Hotel Management - BA - Yr 2	On-campus	Sep	30
International Year One	On-campus	Sep	90
Justice Studies - BA	On-campus	Sep	38
Leadership - MA, Health	Blended	Sep	38
Management Consulting - GC	Online	Sep	2
Master of Global Management	Blended	Sep	25
Master of Global Management	On-campus	Sep	70
Organization Design and Development - GC	Blended	Sep	15
Personal and Professional Leadership Development - GC	Online	Sep	2
Professional Communication - BA	On-campus	Sep	41
Professional Communication - MA	Blended	Sep	29
Professional Communication Management - GC	Blended	Sep	15
Project Management - GC	Blended	Sep	36
Tourism Management - MA	Blended	Sep	13
Values-Based Leadership - Cert	Blended	Sep	16
Business Development in International Education - GC	Online	Oct	3
Executive Coaching - GC	Blended	Oct	20
Workplace Innovation - GC	Online	Oct	10
Tourism Management - Cert	Blended	Nov	3
Leadership - GC	Blended	Dec	2
Leadership - MA	Blended	Dec	44

Description	Delivery Model	Start	Total
Advanced Coaching Practices - GC	Blended	Jan	5
Business Administration - DOC	Blended	Jan	10
Conflict Analysis and Management - GD	Blended	Jan	3
Conflict Analysis and Management - MA	Blended	Jan	34
Disaster and Emergency Management - GD	Blended	Jan	10
Disaster and Emergency Management - MA	Blended	Jan	60
Environmental Practice - BA	Online	Jan	5
Environmental Practice - BSc	Online	Jan	10
Environmental Practice - MA	Online	Jan	10
Environmental Practice - MSc	Online	Jan	20
Executive Coaching - GC	Blended	Jan	40
Human Security and Peacebuilding - GD	Blended	Jan	2
Human Security and Peacebuilding - MA	Blended	Jan	23
Instructional Design - GC	Online	Jan	12
Interdisciplinary Studies - MA	Blended	Jan	20
Justice Studies- GD	Blended	Jan	2
Justice Studies- MA	Blended	Jan	20
Management - MSc	Blended	Jan	7
Master of Business Administration	Blended	Jan	60
Master of Global Management	On-campus	Jan	70
Social Sciences - DOC	Blended	Jan	13
Strategic HR - GC	Blended	Jan	15
Technology-enhanced Learning and Design - GD	Online	Jan	2
Asia Pacific Trade and Investment - GC	Blended	Feb	2
Management Consulting - GC	Online	Feb	2
Personal & Professional Leadership Development - GC	Online	Feb	2
Bachelor of Commerce	Blended	Mar	28
Corporate Social Innovation - GC	Blended	Mar	7
Intercultural and International Communication - MA	Blended	Mar	21
Professional Communication - BA	Blended	Mar	32
Strategic Global Communication - GC	Blended	Mar	1
Sustainable Community Development - GC	Blended	Mar	12
Tourism Management - Cert	Blended	Mar	4
TOTAL			2115

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BOARD OF GOVERNORS BRIEFING NOTE



MEETING: Board of Governors, 29 March 2019

AGENDA ITEM: Board committee assignment

SPONSOR: Kathleen Birney, Board Chair

PURPOSE: **For Decision**

Summary:

All members of the board of governors are expected to sit on one of the board's committees. The board's policy requires that assignments to the board's committees are approved by the board on the recommendation of the Board Chair. The Chair recommends that the board appoints Geoff Pearce to the Governance and Nominating Committee and David Black to the Program and Research Council effective 01 April 2019 and continuing to 31 March 2020.

Discussion:

Each board member is expected to serve on one of the board's three committees:

- Program & Research Council,
- Finance & Audit Committee,
- Governance & Nominating Committee.

The Board Chair and the President are *ex-officio* members of each of the above noted committees and, as per *Royal Roads University Act*, section 14(1)(a), the President is the chair of the Program and Research Council. In addition, board members who are neither employees nor students of the university comprise the membership of the board's Standing Committee on Appeals.

The board may establish other standing and ad hoc committees as necessary.

Geoff Pearce was appointed by the Lieutenant Governor in Council to the board of governors on 12 March 2019 for a term to end on 31 July 2020. As a retired chief administrative officer in local government, Geoff has a strong background in governance and is recommended for appointment to the Governance and Nominating Committee effective 01 April 2019.

David Black was elected by the faculty to the board of governors for a 3-year term starting 01 April 2019. Given David's knowledge of the academic mission of the institution, he is recommended for appointment to the Program and Research Council effective 01 April 2019.

Both appointments will continue to 31 March 2020, at which time all committee assignments will be reviewed and new appointments or re-appointments recommended to the Board.

A full listing of the 2019/20 board committee membership and the requirements for committee composition is attached as Appendix A.

Recommendation:

Recommended motion:

That the Board of Governors approves the following committee appointments effective 01 April 2019 for a 1-year period:

- *Geoff Pearce to the Governance and Nominating Committee*
- *David Black to the Program and Research Council*

Appendix A

- Board Committee Membership – 2019/20

ROYAL ROADS UNIVERSITY BOARD OF GOVERNORS BOARD COMMITTEE MEMBERSHIP – 2019/20

Finance and Audit Committee
Dave Byng (Chair)
Kathleen Birney (<i>ex officio</i> – policy)
Cindy Brar
Nelson Chan (vice-chair)
Lori Simcox
Philip Steenkamp (<i>ex officio</i> – statutory)

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 total 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.

Governance and Nominating Committee
Bruce Donaldson (Chair)
Kathleen Birney (<i>ex officio</i> – policy)
Lydia Hwitsum
Geoff Pearce
Philip Steenkamp (<i>ex officio</i> – statutory)

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.

Program and Research Council
Employees
Philip Steenkamp (<i>ex officio</i> Chair – statutory)
Steve Grundy (<i>ex officio</i> – statutory; Vice-Chair – policy)
David Black (faculty-elected member)
Non-employees
Kathleen Birney (<i>ex officio</i> – policy, board member)
Doug Kobayashi (board member)
Nadine Penalagan (student-elected board member)
Anna Biolik (external appointee to 30 June 2019)
Mary Collins (PRC appointment to 14 October 2019)
Kathryn Laurin (external appointee to 01 February 2021)
Dan Perrins (external appointee to 01 February 2021)

There will be at least eight members, including 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.

(NOTE: For 10 members, 2/3 = 7 members who are not employees of the University.)

Standing Committee on Appeals
(All Board members who are not employees or students of the university)
Kathleen Birney (Chair)
Dave Byng
Nelson Chan
Bruce Donaldson
Lydia Hwitsum
Doug Kobayashi
Geoff Pearce
Lori Simcox

All External Members (as defined in the Board Committee Structure Document, namely members who are not employees or students of the university) of the Board of Governors constitute the Standing Committee on Appeals. The Board Chair is the Chair of the Committee.

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PROGRAM AND RESEARCH COUNCIL

MEETING OF FRIDAY 8 MARCH 2019 – 9:00AM

HATLEY CASTLE

Voting Members:	Philip Steenkamp (Chair), Steve Grundy (Vice-chair), Kathleen Birney, Mary Collins (by phone), Nadine Penalagan (by phone), Lydia Hwitsum (by phone), Jennifer Walinga
Non-voting Members:	Brigitte Harris, matthew heinz, William Holmes, Pedro Márquez
Administration:	Margot Bracewell (recording secretary)
Regrets:	Anna Biolik, Kathryn Laurin, Dan Perrins
Guests:	Karen Hakkarainen

1. CALL TO ORDER - APPROVAL OF THE AGENDA - M/S Steenkamp / Grundy 9:04am **CARRIED**

The chair thanked Lydia Hwitsum (Board representative) and Jennifer Walinga (faculty representative) for their service to council. Effective 1 April 2019, L. Hwitsum will be replaced by D. Kobayashi and a newly elected faculty member (TBD) will replace J Walinga.

2. APPROVAL OF THE MINUTES OF PREVIOUS MEETINGS:

- I. Minutes of 28 November 2018 - M/S Collins / Grundy **CARRIED**

3. BUSINESS/INFORMATION ARISING **GRUNDY**

- Status of DQAB submissions DBA – Approved by the Ministry in February. As RRU’s second doctoral program, it solidifies our position as a doctoral institution.
- MSc Management – No recent news regarding the status of this new program proposal
- MA Justice Studies – Approval pending, per recent discussions with the Ministry

Members voiced concern regarding RRU’s ability to respond to labour market demand given the delays within the Ministry’s program approval process. Members supported the chair’s suggestion to write to the Ministry, highlighting the impact of critical delays and outlining RRU’s mandate and commitment to the timely development of innovative and relevant programming.

I. Update on recent Board of Governors approvals **STEENKAMP**

- Items recently approved by the Board:
 - A Diversity Statement was approved as a policy in December but will return to the Board for further consideration as a statement
 - Updated Investment Policy – no implication to PRC
 - Updated Code of Conduct and Conflict of Interest Guidelines for Governors – this document will be reviewed in the context of potential implications for external PRC members
- The 2019/20 Operating Plan will be presented to the Board on March 29

II. Reflections on meeting with Advisory Council chairs (November 2018) **STEENKAMP**

Members agreed with feedback from the School Advisory Council chairs that we need to improve engagement with associate faculty (AF) and alumni.

It was shared that recent AF events have been very productive and that participation is increasing.

Typically, there has been one training event (via CTET) and one social event scheduled annually.

Members suggested there may be additional opportunities to intentionally engage AF, i.e.: via the new AF website (launching soon) and by creating virtual meeting access.

It was noted that the RRU Board of Governors is acutely aware of the important role of AF at RRU, and the need to provide adequate funding to support and engage this group.

Regarding alumni engagement, it was suggested that alumni be considered as potential School Advisory Council members; they are often well placed within organizations and able to provide unique and informed perspectives.

4. REPORT FROM ACADEMIC COUNCIL

GRUNDY

Since the last PRC meeting, Academic Council has met twice (December 2018 and February 2019). In addition to approving 240 graduands, recent topics for discussion/approval included:

- Feedback from a recent faculty survey on freedom of expression (FoE) was compiled and is being reviewed in preparation of the development of draft FoE statement.
- The academic regulation on Shared Programs was formalized as a policy. This will support work on a new credential framework (to be shared with PRC in the coming year). Members thanked Academic Council for their efforts in finalizing the language of this foundational policy.
- Approval of a minor program revision to the BSc in Environmental Science - to update course content to better reflect program needs and to add a blended delivery option. Note: once the revision is implemented, the BSc in Environmental Management program will be cancelled and replaced by the blended option of the BSc in Environmental Science.
- Review of 2019/20 Academic Plan (see next PRC agenda item)

5. STANDING ITEMS FROM PRC ANNUAL PLAN

I. 2019/20 Academic Plan

GRUNDY

S. Grundy highlighted the strategic priorities outlined in the 2019/20 Academic Plan, including the future of undergraduate programs, LTRM, Study Group partnership review, and an organizational review of the academic portfolio. Other initiatives and priorities, aligned with the five strategic anchors of the university, were identified from the school/portfolio reports that were shared at the Academic Planning Day in December. Enrolment targets within the plan helped to inform the development of the 2019/20 Operating Plan.

Comments and clarification from members included:

- International programs and enrolment: an international strategy is under development that will address new international partnerships and programming going forward. Any potential changes to the Study Group contract and/or program delivery in China will not impact enrolment until 2020.
- Programs with low enrolment numbers: these programs are often embedded within another program, e.g., graduate certificates (GC) may only have two students enrolled, but they are being taught within a larger Master's cohort. This provides an opportunity for GC students to "sample" a full MA program, and potentially ladder into the MA after completing the GC.
- Organization of academic portfolio: Having grown organically, there is a general sense that the academic portfolio organization is too complex for its size, with too many approval levels.
- Indigenous student pathways: there is an opportunity with the West Shore campus initiative to create intentional pathways into Year 1 and 2 for Indigenous students (students may also ladder into RRU's current degree completion programs or programs at partner institutions). Further stakeholder consultations are needed in order to determine the need.

M/S Walinga / Birney That the Program and Research Council recommend to the Board of Governors, approval of the 2019/20 Academic Plan.

CARRIED

II. PRC terms of reference

STEENKAMP

Members reviewed the current PRC terms of reference. No immediate changes were identified.

M/S Hwitsum / Birney That the Program and Research Council recommend no changes to the current PRC Terms of Reference. The TOR will be forwarded to the G&N Committee for review and submission to the Board of Governors

CARRIED

- III. Relationship with the Board – nothing to report **STEENKAMP**
- IV. Establish strategic priorities for coming year (Annual Plan) **STEENKAMP**
 Members agreed that identifying priorities in an annual plan is helpful.

M/S Birney / Collins That the Program and Research Council approve the PRC Annual Plan without changes **CARRIED**

6. NEW BUSINESS – NO NEW BUSINESS

7. REPORT OF THE PRESIDENT AND VICE-CHANCELLOR **STEENKAMP**

Visioning exercise: The Chair announced plans to launch a visioning exercise at the upcoming Campus Conversation scheduled for early April. The focus will be on developing a high level aspirational vision (25 year outlook) that will inform the 5-year business plan and annual operating plans. The process will include broad internal and external stakeholder consultations to allow participants to share ideas and to deepen engagement.

West Shore campus initiative: A final report will be completed by mid-March and presented to the government. The report summarizes evidence which supports the expansion of post-secondary education in the West Shore. Next steps: if the report is accepted, it is hoped that Ministry funding, necessary to complete a full business case, will be secured.

8. REPORT OF THE VICE-PRESIDENT ACADEMIC AND PROVOST **GRUNDY**

S. Grundy referred members to the report contained in the meeting package.

9. REPORT OF THE VP RESEARCH, INTERNATIONAL, MARKETING & BUSINESS DEVELOPMENT **MÁRQUEZ**

P. Márquez referred members to the report contained in the meeting package.

10. OTHER BUSINESS

11. MEETING ADJOURNED *M/ Grundy* **10:25AM**

NEXT SCHEDULED MEETING – THURSDAY, MAY 30 AT 9AM

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