

Board of Governors - Open Session



Board:

Nelson Chan, Board Chair and Chancellor
Philip Steenkamp, President and Vice Chancellor
Dranna Andrews-Brown
David Black
Kathleen Burton
Dave Byng
Bruce Donaldson
Monique Gray Smith
Geoff Pearce
Dave Saunders
Lori Simcox

Executive:

Cheryl Eason
Susan Gee
Pedro Márquez
Veronica Thompson

Guests:

Gwen Hill
Athena Madan

Administration:

Drew Duncan
Ashley Richards (recording)

March 31, 2021 08:30 AM

Agenda Topic	Presenter	Time	Page
1. Call to Order and Welcome	Chan	08:30 AM-08:35 AM	
2. Approval of the Agenda MOTION: That the agenda be approved as distributed.	Chan	08:35 AM-08:36 AM	
3. Approval of the Minutes MOTION: That the minutes of the open session of the 03 December 2020 Board of Governors meeting be approved as distributed.	Chan	08:36 AM-08:37 AM	4
4. Report from the President For information	Steenkamp	08:37 AM-08:52 AM	
SPECIAL BUSINESS			

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|----|------------------------------------------------------|------------|-------------------|----|
| 5. | Spotlight on the University - Anti-Racism Task Force | Madan/Hill | 08:52 AM-09:22 AM | 10 |
|----|------------------------------------------------------|------------|-------------------|----|

For information

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|-----|-------------------------------------|--|--|----|
| 5.1 | PowerPoint Anti-Racism Task Force | | | 10 |
|-----|-------------------------------------|--|--|----|

REPORTS FROM COMMITTEES

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|----|------------------------------|-----------|-------------------|----|
| 6. | Program and Research Council | Steenkamp | 09:22 AM-09:42 AM | 46 |
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| 6.1 | Report from Chair | Steenkamp | | |
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For information

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| 6.2 | New Program Approvals from Academic Council | Thompson | | 46 |
|-----|---------------------------------------------|----------|--|----|

For information

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| 6.3 | Approval of the 2021/22 Academic Plan | Thompson | | 48 |
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MOTION: That the Board of Governors approve the 2021/22 Academic Plan.

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| 6.3.1 | 2021/22 Academic Plan | | | 49 |
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| 7. | Finance and Audit Committee | Byng | 09:42 AM-10:12 AM | 79 |
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| 7.1 | Report from the Committee Chair | Byng | | |
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For information

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| 7.2 | 2021/22 Annual Plan | Eason | | 79 |
|-----|---------------------|-------|--|----|

MOTION: That the Board of Governors approve the 2021/22 Annual Plan as presented.

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| 7.2.1 | 2021/22 Annual Plan | | | 81 |
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| 7.2.2 | PowerPoint 2021/22 Annual Plan | Eason | | 113 |
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| 7.3 | Enterprise Risk Management Risk Policy | Eason | | 121 |
|-----|----------------------------------------|-------|--|-----|

MOTION: That the Board of Governors approve the updated Enterprise Risk Management Policy.

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|-------|-------------------|--|--|-----|
| 7.3.1 | ERM Policy (2005) | | | 123 |
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| 7.3.2 | ERM Policy - updated "Lined" | | | 125 |
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| 7.3.3 | ERM Policy - updated "Clean" | | | 128 |
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| 8. | Governance and Nominating Committee | Donaldson | 10:12 AM-10:17 AM | |
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| 8.1 | Report from the Committee Chair | Donaldson | | |
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For information

VP PORTFOLIO REPORTS

9.	Report from the Vice-President, Academic and Provost	Thompson	10:17 AM-10:19 AM	131
	For information			
10.	Report from the Vice-President and Chief Financial Officer	Eason	10:19 AM-10:21 AM	134
	For information			
11.	Report from the Vice-President, Communications and Advancement	Gee	10:21 AM-10:23 AM	136
	For information			
12.	Report from the Vice-President Research and International	Márquez	10:23 AM-10:25 AM	141
	For information			
CONSENT AGENDA		Chan		
PRO FORMA MOTION: That the following items be approved or received for information by the Board of Governors by consent.				
13.	Consent - Approval Items	Chan	10:25 AM-10:26 AM	
	None			
14.	Consent - Information Items	Chan	10:26 AM-10:30 AM	144
	14.1 Draft PRC minutes of the 04 March 2021 meeting of the Program and Research Council			144
15.	Adjournment of Open Session			
	15-minute break			

DRAFT

Board of Governors
MINUTES OF THE OPEN SESSION

03 December 2020
Via BlueJeans

PRESENT	
Board: Philip Steenkamp, President & Vice-Chancellor Nelson Chan, Board Chair & Chancellor Dranna Andrews-Brown David Black Dave Byng Bruce Donaldson Monique Gray Smith Geoff Pearce Dave Saunders Lori Simcox	Administration: Cheryl Eason Susan Gee William Holmes Pedro Márquez Drew Duncan Ashley Richards (recording) Guests: Rosie Croft Deborah Zornes
REGRETS	
Kathleen Burton	

1. Call to Order and Welcome – 8:30 a.m.

Board Chair, Nelson Chan, welcomed members to the meeting and invited governor, Dave Byng, to express the land acknowledgement. D. Byng acknowledged the Xwsepsum (Esquimalt) and Lekwungen (Songhees) ancestors and families on whose traditional lands the university sits and expressed gratitude that the Royal Roads University (RRU) community now learns and works here, where the past, present and future of Indigenous and non-Indigenous students, faculty and staff come together. He noted that there is a lot to learn from Indigenous people of Canada and an important facet of sharing knowledge and learning is to learn from others as well.

The chair reminded all governors that they are subject to the RRU Code of Conduct and Conflict of Interest Guidelines and the CABRO Candidate Profile and Declaration. He called upon the governors to declare any conflicts of interest, real or perceived, that they may have. None were declared.

The chair noted that the open session of the board of governors meeting is being livestreamed.

During opening remarks, the chair did a rollcall, asking board members and administration to state their place of birth if they felt comfortable. He then shared statistics from the November 6, 2020 Convocation, highlighting that over 1500 credentials were given to students from over 35 countries. The chair remarked on the diversity of where people are born, within Canada and from outside, and said that by coming together and sharing different perspectives, we are all stronger.

2. Approval of the Agenda

MOTION (Donaldson/Steenkamp)

That the agenda be approved as distributed.

CARRIED

3. Approval of the Minutes

MOTION (Pearce/Saunders)

That the minutes of the open session of the 08 October 2020 Board of Governors meeting be approved as distributed.

CARRIED

4. Report from the President

President Steenkamp provided an update to members on the following topics:

- **Return to campus:** Given the new restrictions from the Provincial Health Officer, the plan to increase the number of people returning to work on campus has been temporarily paused. Those who have returned already are continuing to work on campus, and there is comfort with the safety protocols in place.
- **New NDP Cabinet:** The new NDP Cabinet was sworn in on November 26, 2020. The most significant change for RRU is the new Minister of Advanced Education and Skills Training (AEST). The Honourable Anne Kang is an MLA from Burnaby-Deer Lake and is deeply committed to education. A letter of congratulations and offer to meet will be sent to her. Other appointments of relevance to RRU were discussed.
- **Micro-credential projects:** Royal Roads University was recently awarded funding for two projects on micro-credentials by the government. The university was invited to submit two proposals, and both were funded.
- **Shadow pandemic:** In what is known as the “shadow pandemic,” there has been an increase in domestic abuse against girls and women worldwide. President Steenkamp shared that RRU acknowledges recent/upcoming dates of importance in relation to women and supports work to eliminate violence against women:
 - November 25 - International Day for the Elimination of Violence against Women.
 - December 6 – National Day of Remembrance and Action on Violence Against Women. This date marks the anniversary of the murder of 14 women at l'École Polytechnique in Montréal in 1989. The flag at Hatley Castle will fly at half-mast in their memory.

The board chair raised that he had observed in the Convocation statistics that more than 60% of the credentials granted were to people who identified as women.

SPECIAL BUSINESS

5. Spotlight on the University: Library

Vice-President Academic and Provost, Bill Holmes, noted that Rosie Croft, University Librarian, was in attendance. He invited her to speak on the Library unit.

R. Croft shared that it is an exciting time in libraries in the support of knowledge creation and dissemination, and the facilitation of inclusion of previously marginalized and suppressed voices. The Library unit includes several academic services: Library, Copyright Office, Writing Centre, Bookstore, and Archives. R. Croft's presentation followed a SWOT analysis format and she shared strengths, weaknesses, opportunities and threats as they relate to the RRU Library.

R. Croft's presentation was well-received; members discussed copyright risks and how to embed the library more deeply into new student orientation. Also discussed was the *Four Feathers Writing Guide*, which incorporates traditional Coast Salish teachings and approaches to learning and supporting Indigenous students to develop their academic writing skills. A link to this incredible resource will be shared with board members.

REPORTS FROM COMMITTEES

6. Report from the Program and Research Council

6.1 Report from the Chair

The committee met on November 13, 2020. The council chair highlighted that members were provided with material in the board packages, outlining both the new program approvals to Academic Council and the Strategic Research Plan decision item. He welcomed new PRC members Kathleen Burton, Monique Gray Smith, and external member Harley Eagle. The following items from the meeting were highlighted:

- **Micro-credentials:** An overview of the work on micro-credentials is included in the consent portion of the agenda.
- **Plans:** International Strategic Plan, which Board approved in November, and the Strategic Research Plan (before the Board for a second reading/approval).
- **Annual meeting with the chairs of all the School Advisory Councils:** Allows for the sharing of insights on their postsecondary sections as they relate to job markets and skills gaps, providing valuable awareness into how the university can remain relevant. A report on that will be included at the next board meeting.
- **Conclusion of Kathryn Laurin's term:** Kathryn Laurin's term as an external member of PRC concludes February 1, 2021. As the next PRC meeting is March 4, 2021, the most recent meeting was Kathryn's last.

6.2 New Program Approvals from Academic Council

B. Holmes was invited to speak to new program approvals. He shared that the following two programs were approved at the October 7, 2020 meeting:

- **Graduate Certificate From Child Protection to Wellbeing** –President Steenkamp plans to prepare a letter to send to the new Minister of Children and Family Development, the Honourable Mitzi Dean, highlighting this program.
- **MBA-MGM Dual Degree**

Members discussed how alumni of the MBA or MGM programs can participate in the dual degree and the structure of the dual degree.

6.2 Strategic Research Plan

The Strategic Research Plan was before members for a second reading. The suggested changes provided at the last board meeting were incorporated into the revised plan. Pedro Márquez, Vice-President, Research and International, invited Deborah Zornes, Director, Office of Research Services, to provide further detail. The final plan has been reviewed and a strategy developed for implementation and tracking. D. Zornes noted the importance in communicating the value of research and will be working with Communications. The changes to the Strategic Research Plan were reviewed by PRC at their meeting of November 13, 2020 and they recommend the approval of the document.

MOTION (Gray Smith/Steenkamp)

That the RRU Board of Governors approve the Strategic Research Plan 2020/21 - 2022/23.

CARRIED

7. Report from the Finance and Audit Committee

7.1 Report from the Committee Chair

The committee chair thanked the Finance Team for its tremendous work despite challenging times. The committee met on November 19, 2020 and discussed current capital projects, technologically enabled capital projects, latest operating results, and the third quarter projections for the remainder of this fiscal year. The committee discussed how the university is projecting a tight and small net operating position of \$100,000, which is a noteworthy accomplishment of the Finance team amidst these uncertain times. The Management team is diligently monitoring this. Management also presented on moving to Phase II of the Enterprise Resource Planning project. FAC next meets on March 18, 2021.

The board chair echoed thanks to the Finance team, recognizing their ability to execute and deliver capital projects, such as the Learning and Teaching Auditorium, during a pandemic.

9. Report from the Governance and Nominating Committee

9.1 Report from the Committee Chair

The committee met on November 19, 2020. The focus of discussion was on the board retreat topics, and the feasibility of meeting in-person or online. Members also discussed: succession planning; the Board of Governors Strategic Plan; board self-assessment planning over the next few months; the ongoing 360-degree assessment for

the President; and board member development. These topics will be covered in greater detail in the subsequent sessions of the Board.

VP PORTFOLIO REPORTS

9. Report from the Vice-President, Academic and Provost

President Steenkamp noted for that reports from the vice-presidents is a returning section to the agenda and provides a quick snapshot of what is happening within each portfolio between board meetings. He invited B. Holmes to speak to the VPA portfolio.

B. Holmes highlighted that the new VPA, Veronica Thompson, will start January 4, 2021. He shared that the Academic Leadership Team continues to have weekly academic continuity meetings and the following programs are slated to return to campus in a hybrid format in January: Master of Global Management, MA Tourism Management, BA Global Tourism Management, and BA International Hospitality Management. He acknowledged the work of the Centre for Teaching and Learning, Media Support Services, and the Library throughout this time. He shared that Russ Johnson, Indigenous Education Advisor, has several initiatives underway: building a repository of curriculum related to Indigenous peoples; establishing a Community of Practice for faculty; initiating a speaker series featuring Indigenous scholars; and funding pilot projects proposed by faculty with monies from a grant received from MAEST.

10. Report from the Vice-President and Chief Financial Officer

C. Eason shared that her team is monitoring the financial position and feels positive about the end of the fiscal year. Carolyn Levesque, Associate Vice-President Operations and Resilience, is leading the pandemic response, and the portfolio is also doing readiness planning for seasonal severe weather events. She highlighted that the annual Service Celebration was held virtually. Lisa Robinson, Associate Director, Human Resources (HR), and the rest of the HR team put on an excellent event with support from IT, CTET, Event Planning and Communications. Seventy-five employees were recognized for their length of service, of which nine have been with RRU since its inception in 1995. There were eight retirees in 2020.

11. Report from the Vice-President, Communications and Advancement

S. Gee noted that recovery of ancillary revenue has begun with two movies lined up for January and the spring, and 35 weddings booked into 2021. She highlighted that the digital storytelling initiative was recently rolled out to faculty and staff to amplify and raise the volume of RRU stories. A Campus Conversation is planned for January and they are working on the Speaker Series. President Steenkamp has become a member of the board on an international website and editorial group, The Conversation, and there is opportunity for RRU research stories to gain a wider profile. S. Gee noted that Indigenous Engagement is an important addition to the Communications and Advancement portfolio and acknowledged the work of Asma-na-hi Antoine, Associate Director of Indigenous Engagement.

12. Report from the Vice-President Research and International

P. Márquez acknowledged that the pandemic created a unique year, with RRU reacting and responding to the situation. Despite challenges, students continued to be serviced, the university is moving forward with its new Vision, and both the Strategic Research Plan and the International Strategic Plan have been approved by the board. The VPRI portfolio is exploring new initiatives, opportunities, and formats for the delivery of programs, with an emphasis on micro-credentials. The first two quarters of 2020-21 have been very productive, as outlined in the attached report from the VPRI. RRU is in the process of searching for two new Canada Research Chairs who tightly align with goals/priorities in new vision.

In terms of marketing, COVID-19 changed the approach for recruitment - the original recruitment plan was modified, and a short program called *Recovery* was launched offering sympathy to students on the personal challenges they have, and continue to, face. The next campaign will be *Revival*, sharing the value that RRU has to offer students.

P. Márquez also noted that under the auspices of the President's Steering Committee for Equity, Diversity and Inclusion, a new multi-disciplinary task force on anti-racism has been struck and will be making recommendations to the President by the end of January 2021.

The board acknowledged that this was B. Holmes' last meeting as acting VPA and thanked him for his excellent work. Members discussed the coordination of the Indigenous Engagement and the Indigenous Education Advisor roles, and how they work together.

A concern was raised in relation to the use of Proctorio exam software by RRU and other post-secondary institutions, citing potential privacy concerns and subsequent reputational risk. B. Holmes shared that his portfolio is aware of the issues, that the Proctorio licence is up at the end of this fiscal year, and RRU is investigating alternatives.

CONSENT AGENDA

PRO-FORMA MOTION

That the following items be approved or received for information by the Board of Governors by consent.

13. Consent Agenda - Approval items:

None.

14. Consent Agenda - Information items:

14.1 Draft PRC Minutes of the 13 November 2020 Meeting of the Program and Research Council

14.2 Report on micro-credentials from 13 November 2020 meeting of the Program and Research Council

15. Adjournment of Open Session

The meeting adjourned at 10.15 a.m.

RRU ANTI-RACISM ACTION PLAN

Presented to the RRU Board of Governors
By Gwen Hill & Athena Madan
March 31, 2021

ACKNOWLEDGMENT OF TRADITIONAL LANDS

Royal Roads University acknowledges that the campus is located on the traditional lands of the Xwsepsum (Esquimalt) and Lekwungen (Songhees) ancestors and families who have lived here for thousands of years.

This land has been part of the fabric of the life of Indigenous communities long before Hatley Castle was built, and it will be long into the future. It is with gratitude that we now learn and work here, where the past, present and future of Indigenous and non-Indigenous students, faculty and staff come together.

Hay'sxw'qa si'em!

TODAY'S OBJECTIVES

- Present to you a **broad overview** of our process
- Highlight our **5 themes**
- Present our **23 calls to action**
- Recommend **baseline vs bold** actions within each theme

OVERVIEW

WHERE THE DATA COME FROM

- GROUND 0: Appointed ARTF members (n=10);
Hired student RAs (n=5)
- PHASE 1: Held 6 focus groups (n=108);
distributed online surveys (n=85)
- PHASE 2: Held 3 iterative feedback loops (n=71);
collected anonymous Padlet feedback (n=36)

OVERVIEW

Bold: ahead of the curve, positions RRU as a leader at the forefront of change.

Baseline: in keeping with best practice at other institutions. Don't lose sight/get lost in colour coding here; these items will bring us up to speed for the 21st century.

Summary

- **26 BOLD recommendations**, out of
- 122 granular recommendations overall

Theme	# BOLD	Out of
1	6	29
2	5	26
3	5	20
4	5	24
5	5	23

THEME 1: Building Space, Place, & Connection

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C2A 1.1 – Diversify our celebrations

#	Actions
1.1.1	Hold an annual Black History Month social media campaign
1.1.2	Create an engaging Black Canadian History social media campaign.
1.1.3	Celebrate Black History Month with students from local high schools and local community.
1.1.4	Fund the celebration of international events.
1.1.5	Celebrate non-western religious holidays.
1.1.6	Give days off for non-western religious holidays.
1.1.7	Build more flexibility into the appreciation days.
1.1.8	Hold regular online seminar series highlighting diverse speakers & research.

THEME 1: Building Space, Place, & Connection

C2A 1.2 – Contextualize the history of spaces at RRU

#	Actions
1.2.1	Change the way the tour of Hatley Castle is conducted. <i>*See also Implementation Guidance Notes</i>
1.2.2	Organize tours presenting the history of the relation between the Xwsepsum (Esquimalt) and Lekwungen (Songhees) Peoples and the land that RRU occupies.
1.2.3	Update Signage – Consult members (Elders/Old Ones) of the Heron People Circle about how they would like to see their cultures represented on campus.

THEME 1: Building Space, Place, & Connection

C2A 1.3 – Enhance platforms for virtual community engagement

#	Actions
1.3.1	Create a virtual community space.
1.3.2	Host an anti-racist book/film club.
1.3.3	Connect to social media and RRU corporate website.
1.3.4	Facilitate the anti-racism education of people who are white.
1.3.5	Create fora where members of the community can share meaningful, challenging, and uncomfortable conversations.
1.3.6	Use online seminar or Ted-talk style sessions to educate.
1.3.7	Hold virtual circles of dialogue.
1.3.8	Host events with racialised keynote speakers, such as design thinking challenge for anti-racism actions.

THEME 1: Building Space, Place, & Connection

C2A 1.4 – Enhance platforms for in-person community engagement

#	Actions
1.4.1	Hold on-campus circles of dialogue.
1.4.2	Feature gardens with medicinal native plants rather than lawns.
1.4.3	Partner with community organizations for projects such as the volunteer recruitment fair on campus.
1.4.4	Fund International student groups
1.4.5	Invite more international and Indigenous foods on campus.
1.4.6	Involve community leaders.
1.4.7	Support businesses owned by racialised persons.

THEME 1: Building Space, Place, & Connection

C2A 1.5 – Increase RRU systems capacity to respond to racism

#	Actions
1.5.1	Hire racialised people to provide mental health supports, both physical and virtual.
1.5.2	Create an open virtual and/or in-person space where counsellors would be available at times of duress, where gatherings and healing could naturally occur.
1.4.3	Centrally locate information on resources to support international students.
1.4.4	Create a map of physical and virtual places at RRU and in our community where racialised staff and students can feel safe and receive proper support.

Theme 2: Supporting our Students

Theme 2: Supporting our Students

C2A 2.1 – Create mechanisms of support

#	Action
2.1.1	Provide resources to support international and racialised students in their learning journey.
2.1.2	Create a mentorship program.
2.1.3	Make services more approachable & culturally relevant.
2.1.4	Provide services throughout the entire student journey. <i>*See also implementation guidance notes</i>
2.1.5	Recognize international qualifications and experience.
2.1.6	Include anti-racism literacy and information about university support mechanisms in student orientations.
2.1.7	Create workshops or seminars on navigating challenging conversations.

Theme 2: Supporting our Students

C2A 2.2 – Enrich student services

#	Action
2.2.1	Conduct a student diversity census to determine the cultural relevance of materials.
2.2.2	Increase mental health supports and support staff that represent the people that are usually harmed.
2.2.3	Ensure a space for students to safely share concerns about specific individuals (faculty, staff, etc.) whose actions indicate they might benefit from additional anti-racism training.

Theme 2: Supporting our Students

C2A 2.3 – Re-examine funding & tuition schemes

#	Action
2.3.1	Establish awards & scholarships for racialised and international students.
2.3.2	Review and amend the system that allows a differentiated tuition rate on grounds of national origin.
2.3.3	Investigate tiered tuition options.
2.3.4	Consider emergency student funding process for possible focus on racialised students.
2.3.5	Clarify ways in which RRU staff, faculty and alumni can contribute to funding for racialised students.

Theme 2: Supporting our Students

C2A 2.4 – Facilitate anti-racist capacity-building for students

#	Action
2.4.1	Implement anti-racism & Indigenous ways of knowing capacity-building courses for all members at RRU.
2.4.2	Build in learning on safety and harm prevention / reduction for racialised and international Students.
2.4.3	Increase storytelling and lived experience in the classroom.
2.4.4	Make courses on Indigenous cultural awareness, and history of racialised persons in Canada mandatory for all programs.
2.4.5	Incorporate anti-racism content in student orientations
2.4.6	Facilitate navigating challenging conversations (see appendix D).
2.4.7	Expand Student LaunchPad and Employee Orientation to RRU

Theme 2: Supporting our Students

C2A 2.5 – Equip our educators

#	Action
2.5.1	Provide training to RRU faculty and associate faculty to support their ability to hold safe spaces.
2.5.2	Learn from the experiences of international students and the challenges they face – racial barriers are not understood. <i>*See implementation guidance notes</i>
2.5.3	Review assessment tools for embedded racism or inter-cultural challenges.
2.5.4	Hold anti-racist retreats for faculty and staff to facilitate internal reflection on the personal journey of anti-racism.

Theme 3: Transforming Research and Curriculum

Theme 3: Transforming Research & Curriculum

C2A 3.1 – Enhance supports for curriculum to be Anti-Racist

#	Action
3.1.1	Build Institutional Indigenous scholars-in-residence program(s).
3.1.2	Build scholars-in-residence program for racialised scholars.
3.1.3	Increase representation of voices across the curriculum.
3.1.4	Demonstrate, teach, and use Indigenous perspectives
3.1.5	Conduct a comprehensive curriculum review to assess content
3.1.6	Create a database for appropriate integration of content into courses.
3.1.7	Decrease classroom sizes for more relational learning opportunities.
3.1.8	Embed more relational opportunities and ways of learning.
3.1.9	Develop programs addressing education, health, & judicial inequities.
3.1.10	Develop and implement a MA program in [Ethnicity and Racism Studies / Genocide Studies / Equity Studies].

Theme 3: Transforming Research & Curriculum

C2A 3.2 – Make space for Anti-Racist Research

#	Action
3.2.1	Weave anti-racism policies and principles into RRU pedagogies
3.2.2	Conduct intercultural learning research for curriculum design.
3.2.3	Establish a research network / hub / lab
3.2.4	Provide training on how to understand and work within anti-racist and Indigenous research methods.
3.2.5	Encourage action-oriented research to educate and address systems challenges.
3.2.6	Hire student researchers or postdocs to support an anti-racism and Indigenous research program.
3.2.7	Increase funding to racialised faculty/ staff research.

Theme 3: Transforming Research & Curriculum

C2A 3.3 - Broaden pedagogy

#	Action
3.3.1	Create a resource hub for instructors where they may broaden their curriculum and pedagogy.
3.3.2	Encourage culturally responsive and relational pedagogies.
3.3.3	Encourage reflection about processes of knowledge construction and education.

Theme 4: Creating an Anti-Racist Environment

Theme 4: Creating an Anti-Racist Environment

C2A 4.1 – Build an anti-racist framework into onboarding

#	Actions
4.1.1	Provide an anti-racism package to new members of the university community.
4.1.2	Communicate the university's commitment to anti-racism through student rights and responsibilities policy.
4.1.3	Update employee standard of conduct policy to reflect an anti-racist lens.

Theme 4: Creating an Anti-Racist Environment

C2A 4.2 – Develop Indigenous cultural safety/anti-racist education

#	Actions
4.2.1	Establish current and historical Indigenous cultural knowledge courses across all programs.
4.2.2	Create anti-racism courses across all programs.
4.2.3	Encourage RRU members to learn about their ancestry and self-location.

Theme 4: Creating an Anti-Racist Environment

C2A 4.3 – Establish an equity/Ombudsperson office

#	Actions
4.3.1	Establish an equity office or office of the Ombudsperson* (or similar), with an Intercultural Officer <i>*see also Implementation Guidance Notes.</i>
4.3.2	Provide training (see C2A 4.4) and cultural celebration through this office.
4.3.4	Create reporting mechanisms and pathways through this office.
4.3.5	In partnership with HR, have this office oversee professional development in anti-racism for RRU staff and faculty (see C2A 4.4).
4.3.6	Utilize existing connections such as the Diversity Action Group, Admin Community of Practice.

Theme 4: Creating an Anti-Racist Environment

C2A 4.4 – Update our training & education

#	Actions
4.4.1	Develop training in a series of AR modules.
4.4.2	Develop inclusive language guidelines.
4.4.3	Consider how naming and organizing RRU students into domestic / international may contribute to institutional racism.
4.4.4	Create toolkits and guides that provide anti-racist literacy and can be available for reference outside of training.
4.4.5	Create guidelines for the development of equity, diversity and inclusion team charters when working in teams.
4.4.6	Teach faculty how to work within anti-racist and Indigenous learning methods.

Theme 4: Creating an Anti-Racist Environment

C2A 4.5 – Increase racialised faculty and staff

#	Action
4.5.1	Monitor proportional representation in employment.
4.5.2	Instruct hiring panels as to why 'fit' is a problematic hiring method
4.5.3	Reach out to racialised persons through community organizations for recruitment.
4.5.4	Hire faculty to fill epistemological gaps, not administrative roles.
4.5.5	Challenge traditional academic metrics when assessing what faculty to hire and promote.
4.5.6	Provide cultural diversity training for HR hiring practices.

Theme 5: Developing an Anti-Racist Framework in Governance

Theme 5: Developing an Anti-Racist Framework in Governance

C2A 5.1 Inform Policy & Process

#	Actions
5.1.1	Create a zero tolerance anti-racism policy. Supplement (or revise) existing policy with an anti-racist lens.
5.1.2	Update language to RRU bullying & harassment policy.
5.1.3	Amend bullying & harassment policy so that patterns of microaggressions and racism have consequences.
5.1.4	Create reporting mechanisms that protect the anonymity of whistle-blowers.
5.1.5	Seek to hire, develop, and retain faculty and employees based on a commitment to equity, diversity and inclusion initiatives.
5.1.6	Analyse policies with an anti-racist or intersectional lens for gaps.

Theme 5: Developing an Anti-Racist Framework in Governance

C2A 5.2 Resource anti-racism efforts

#	Actions
5.2.1	Fund the Diversity Action Group.
5.2.2	Creation of a permanent community forum or venue that facilitates and ensures participation/consultation from the racialised community and allies.
5.2.3	Hold challenging conversations in open spaces such as campus conversations.
5.2.4	Recognize that anti-racism work should not be assumed as a service from racialised community members but as an institutional duty that should be properly staffed, funded, and supported (course relief, flexible work schedules, bonuses, etc.) from RRU.

Theme 5: Developing an Anti-Racist Framework in Governance

C2A 5.3 Broaden our practices

#	Actions
5.3.1	Conduct and release an equity audit with pay grades represented. Identify also where leadership and hiring are most important.
5.3.2	Annual experience survey of racialised students, staff and faculty to inform actions.
5.3.3	Engage RRU staff in anti-racist activities as part of annual work plans or performance agreements.
5.3.4	Provide “mandatory” training of RRU Executive members as part of their performance plans.
5.3.5	Undertake a deeper / second dive about the nature and prevalence of racist dynamics at the University.

Theme 5: Developing an Anti-Racist Framework in Governance

C2A 5.4 Diversify operational structures

#	Actions
5.4.1	Ensure diverse representation in governance structures / leadership posts.
5.4.2	Increase diversity that reflects various groups at RRU within the Board and Advisory Councils.
5.4.3	Hire staff with the proper competencies and experiences to manage the complexity of supporting racialised communities, including Indigenous and inter-cultural training.
5.4.4	Include racialised members of the University community in committees with operational mandates (strategic decisions, cultural change, policy drafting, etc.), not just diversity committees.
5.4.5	Recognise capacity building and community contributions as equally as publication records and grants awarded.

Theme 5: Developing an Anti-Racist Framework in Governance

C2A 5.5 Re-imagine relationships

#	Action
5.1.1	Address power issues in institutional structures / governance and research.
5.2.2	Transform relationships to dissolve hierarchical structures. Consider our social responsibility to transform our corporate culture while meeting legislative mandates.
5.3.3	Create more horizontal opportunities to connect and learn rather than vertical ways of communicating.

Questions?

Thank you for your time and interest, from:

- **The ARTF Committee**

Olaolu Adeleye, Leona Ahn, Asma-na-hi Antoine, Mehgan Cabrera, Alejandro Campos-Garcia, Gwen Hill, Athena Madan, Donneil McNab, Kenny Panza, Lisa Robinson, Himal Poudel, Nooreen Shah-Preusser, Karen (Cara) Taylor, & Alessandra Vinhas.

- **With additional thanks to**

Avigail Olarte, Vanessa Rogers, Heather Wright, Melanie Wrobel, Moussa Magassa

BOARD OF GOVERNORS BRIEFING NOTE



MEETING:	31 March 2021
AGENDA ITEM:	Report on program approvals from Academic Council
SPONSOR:	Philip Steenkamp, Chair, Program and Research Council Veronica Thompson, Chair, Academic Council
PURPOSE:	For Information

Background:

In July 2019, the Board of Governors approved an updated program approval framework designed to support the university's ability to respond to labour market trends, feedback on program design, and demands for short programs.

As a result of the policy change:

- All new certificate and diploma programs are approved by Academic Council
- All program revisions for certificates, diplomas and degrees are approved by Academic Council

Academic Council will periodically report recently approved and revised programs to the Program and Research Council and the Board of Governors.

Meeting date: 9 December 2020

Graduate Certificate Financing Social Impact – new program

This new 9 credit GC responds to a significant societal need to connect innovative capital with projects and organizations that are addressing complex and systemic challenges such as climate change, inequality, and food security. The certificate combines traditional financial skills with interdisciplinary knowledge related to impact measurement and management, venture philanthropy, blended finance and sustainable and inclusive development. The proposal aligns with many RRU initiatives including vision UN SDGs and UN DRIP, Ashoka and PRME, Cascade Institute, and the existing MA and DBA programs. The program is expected to launch in January 2022.

The program provides students with the opportunity to learn from in-depth study of a variety of social finance and sustainable investing models, strategies and practices through case studies, guest lectures and demonstrations. Students will then synthesize this knowledge to inform the design of prototypes that could be further developed in their own professional contexts. A strong emphasis on cultivating an alumni network for the program will ensure on-going opportunities for student engagement.

Two of the three courses will be fully online, and one course could be blended with a residential component to foster networking and relationship-building, if there is demand for a residency. This certificate could provide transfer credit opportunities into other graduate programs at Royal Roads University (e.g., MBA, MAIS).

Meeting date: 3 February 2021

MA Intercultural and International Communication – program revision

The revised MAIIC program provides unique educational opportunities to both domestic and international learners who want to pursue their professional careers in the areas of intercultural or international communication. The program focuses on the integration between theoretical discussions and practices across diverse areas of communication research. Graduates will develop conceptual and analytical skills necessary to tackle real world situations, and to communicate in both effective and culturally appropriate manners in complex circumstances.

The MAIIC program revisions stem from recommendations from a recent external review, and feedback from faculty and students, and include the following:

- Update program learning outcomes to highlight the outcome-based learning element of the RRU Learning, Teaching, and Research (LTRM) Model;
- Clarify program identity and emphasize intercultural and international communication in an applied context;
- Develop five new courses and moderately revise five existing courses to reflect the most recent scholarly work in intercultural and international communication field;
- Restructure the program curriculum and organize learning modules with the specific learning theme of each module to further strengthen curriculum coherence;
- Develop better experiential learning opportunities with the new “Intercultural Learning Project” and revised “Postgraduate Seminar”;
- Replace current three completion options with two to make administrative processes more efficient;
- Strengthen the research component in the curriculum, and provide renewed opportunities for students to conduct action-based research projects;
- Create the opportunity for an integrated and embedded graduate certificate.

The revised program curriculum is expected to start with the 2021 on-campus cohort, and the 2022 blended cohort, if that is feasible.

BA Business Administration – change to specialization description

The title of the BBA specialization description was revised from “Business and Sustainability” to “Innovation and Sustainability” effective at start of the September 2021 intake. The revised description better reflects what is being taught; there is no change to the current curriculum.

Full program proposals are available to Board members on request.

Recommendation:

That the Board of Governors receive this report for information



Royal Roads
UNIVERSITY

BOARD OF GOVERNORS

BRIEFING NOTE

MEETING: 31 March 2021

AGENDA ITEM: 2021-22 Academic Plan

SPONSOR: Philip Steenkamp, Chair of Program and Research Council
Veronica Thompson, VP Academic and Provost

PURPOSE: **For Approval**

Synopsis:

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.

Background:

The process to develop the 2021-22 Academic Plan was modified from past years due to the transition in the Office of the VPA and the COVID-19 pandemic. The typical academic planning day was cancelled and instead, interim VPA William Holmes drafted the initial plan based on the previous year's plan (which was largely unexecuted), and with input from the program areas and academic support units in late 2020.

Following further consultation with the Academic Leadership Team (extended group), Academic Council, and the RRU Executive Team in recent weeks, updates and refinements were made to the plan's content and enrolment targets.

The plan was reviewed and endorsed by the Program and Research Council on March 4, and now comes to the Board for review.

PROPOSED MOTION: That the Board of Governors approve the 2021-22 Academic Plan.



Academic Plan (DRAFT)

2021-2022

Office of the Vice-President Academic & Provost

Royal Roads University acknowledges that the campus is located on the traditional lands of the Xwsepsum (Esquimalt) and Lekwungen (Songhees) ancestors and families who have lived here for thousands of years. This land has been part of the fabric of the life of Indigenous communities long before Hatley Castle was built, and it will be long into the future. It is with gratitude that we now learn and work here, where the past, present and future of Indigenous and non Indigenous students, faculty and staff come together.

Hay'sxw'qa si'em!

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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 supported through efforts of the Strategic Enrolment Management group, the faculties and the schools, the academic plan outlines the academic priorities for the university in the upcoming year. 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. Due to the COVID-19 pandemic, no academic planning day was held on in, 2021. Instead, this plan was produced by the Office of the Vice-President Academic and Provost in consultation with the Deans. 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 in alignment 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. Six initiatives provide an overarching framework for our work this year:

1. Undergraduate Expansion and Challenge Based Learning

The university had planned on expanding undergraduate programming to include domestic first-year students in the fall of 2021. This expansion was postponed due to the COVID-19 pandemic. The expansion responds to the growing need for more post-secondary programming in the West Shore region of Vancouver Island, one of the fastest growing communities in BC. A study conducted in 2019 found that students on the West Shore experience barriers to attending post-secondary education (PSE): high tuition and housing costs and long commute times and distance to travel to a post-secondary institution. Offering WestShore students a local option will help increase university transition rates, currently half the BC average.

Responding to this need, we have designed programming using a Challenge Based Learning approach. Delivered in a distinctive learning and teaching framework, the program offers a common two-year university foundation curriculum that will feed into existing Royal Roads degree programs. Features include:

- Learning is organized around global challenges with local relevance (e.g. UN Sustainable Development Goals)
- The classroom expands beyond the school and into the community
- Knowledge is created and co-generated
- Students design solutions
- The goal of learning is authentic action implemented in the real world



Figure 1: Challenge Based Learning

The expanded undergraduate programming will be launched in September 2022 on the Hatley Park campus pending Ministry of Advanced Education, Skills and Training approval. This will allow us to offer the new Challenge Based Learning curriculum in fall 2022 and leverage existing infrastructure and student services while building enrolments and potentially scaling up to a new West Shore campus in the future. West Shore Campus

2. WestShore Campus

As noted above, a study conducted in 2019 examined the barriers faced by West Shore high school graduates and resulting low transition rates to PSE. Royal Roads led the development of a business plan for a proposed campus offering a diverse range of courses and programs delivered in collaboration with Camosun College and the University of Victoria, with a recommendation for a phased approach to implementation. The dramatic impacts of COVID-19 paused this project. Responding to the need for a highly skilled post-pandemic workforce to drive recovery, RRU and its partners, University of Victoria and Camosun College, re-shaped this initiative. A newly developed proposal proposes a collaborative, multi-institutional centre for lifelong learning re-imagined as a catalyst that aims to drive economic recovery locally, regionally, and internationally. The partners envision a regional hub and centre of excellence for credential and skills-based innovation that delivers leading-edge professionally focused pathway and micro-credential programs.

3. Expand and diversify programming

New programming initiatives will be undertaken to position the university for long-term growth and diversification. Priorities for 2021/22 will include the launching of new degrees in climate action leadership and executive and organizational coaching; continued redesign and expansion of undergraduate programming; and enhancing synergies across programs. Opening specialization and elective options responds to increasing student demand for individualized education that meets their specific career goals.

4. Efficient classroom utilization and class size

In order to support growth in programming, the university will continue to manage classroom utilization to maximize efficiency while creating new and innovative spaces that meet the needs of academic programs. An initiative is underway to more fully realize the capabilities of the Event Management System (EMS) and Computerized Maintenance Management Software. Replacing inefficient paper-based processes and building comprehensive inventories of physical spaces will

allow us to improve scheduling efficiencies. This in turn will enhance the quality of information used in decision making and support optimization of existing technology. A technology ‘roadmap’ will identify functional requirements and business processes which will form the basis for implementing improvements, including an EMS upgrade, starting spring 2020.

At the same time, a review of courses with fewer than 15 students enrolled will be completed to inform best practices with respect to course planning and course cancellations. We are also working to implement a semester-based system for program starts and schedules to better align for shared and collaborative courses while recognizing the importance of our cohort-based model.

5. Academic Organization

Over the past two years, several faculty-led working groups examined options associated with student service delivery, admissions, organization and the future of the university. In fall 2019, a faculty retreat took a closer look at organizational design and structure and challenged attendees to “Imagine Forward”. Attendees considered new organizational models to support improved student service and efficiency aligned with our values and Learning, Teaching and Research Model. Further work is underway to move the discussion forward and present options for executive consideration this year. Crucial to moving this initiative forward was the successful search for a new vice-president academic and provost. The new Vice President Academic and Provost will lead the implementation of an organizational model to support the recently released university vision; this organizational model will be established through a collaborative, consultative, iterative academic strategic planning process that builds on the earlier “Imagine Forward” retreat and consultations.

6. Expansion of ESL programming

In direct alignment with the International Strategic Plan, the Academic Plan charts a new strategic direction: the expansion of English language programming offered through Professional and Continuing Studies, which has successfully launched the Global Learning and Language Centre. The Global Learning and Language Centre has developed new pathway programs originally intended to launch in September 2020, and the Office of International Collaboration and Development continues to lead efforts to expand international student recruitment. The COVID-19 pandemic has caused a significant reduction in the level of participation by international students in these types of programs and has subsequently delayed the launch of many these programs until September 2021.

Academic Priorities

In addition to the work described above, specific academic priorities related to the six critical commitments of the university's vision are outlined below.



Build on our strengths in applied and professional programming, inter and transdisciplinarity and innovative delivery;

and

Grow our innovative and entrepreneurial culture, and respond quickly to changes in the workplace and society

1. Quality review process

We had planned in 2020/21 fiscal year to undertake the design and implementation of school-level external reviews with the intention to pilot 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. Self-study documentation would need to be developed in order to support this new approach. This work, which was postponed due to the pandemic, will recommence in the 2021/22 fiscal year.

The following external reviews were planned for 2020/21 but were postponed until 2021/22 due to the pandemic:

- Master of Global Management
- Graduate programs in the School of Humanitarian Studies
- All programs in the School of Leadership Studies
- Master of Arts in Higher Education Administration and Leadership

Advisory Councils also 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. A review of advisory council activities was initiated in 2020 to 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. An ad hoc committee comprised of the school directors, Executive Assistant to the VPA & Provost, and the Manager, Academic Planning and Review, has provided guidance on the role and effectiveness of an Advisory Council RRU senior academic leadership revise and revitalize Advisory Councils accordingly in 2021-2022.

2. New program development and implementation

a. New programs

A new Master of Arts (MA) in Climate Action Leadership to meet the emerging demand for professionals across sectors with the skills and knowledge in climate adaptation is awaiting the Ministry of Advanced Education, Skills and Training approval. The program proposal was developed in 2020 in collaboration with schools across the university and includes an embedded graduate diploma (GD). The proposed program has been reviewed by Degree Quality Assessment Board and they have provided their recommendation to the Minister. The Minister's decision is pending.

An MA Executive and Organizational Coaching to respond to growing demand for coaching credentials is also awaiting Ministry of Advanced Education, Skills and Training approval. Already a leader in this area, RRU's program is built on the foundation of already highly successful graduate certificates in Executive Coaching currently offered through Professional and Continuing Studies. The proposed program has been reviewed by Degree Quality Assessment Board and they have provided their recommendation to the Minister. The Minister's decision is pending.

The proposed MSc Management has been resubmitted to the Degree Quality Assessment Board. The program is awaiting a review by Degree Quality Assessment Board and a subsequent recommendation to the Minister

On-campus offerings of the Master of Business Administration and MA Global Leadership have been approved by Academic Council and are scheduled to launch in January 2022.

The MA in Global Leadership on-campus program will be offered with two options: the standard, two-year option and the 13-month intensive option. In addition, there will be laddering options with an on-campus Global Leadership Diploma and Certificate in beginning with this launch in fall 2021.

The MBA/MGM (Master of Business Administration/Master of Global Management) dual degree was approved by Academic Council and was soft launched in January 2021 with a small initial enrolment of five students. With marketing and communications activities currently underway, participation in the dual degree program is projected to increase substantially over the year.

The MA Leadership specialization in Executive Leadership (MAL-XL) has been approved by Academic Council for launch in April 2021. The Graduate Certificate in Values-Based Leadership serves as its first term. The MAL-XL is designed specifically for mid-level to senior organizational leaders in the public, private, and civil sectors with a focus on values-based leadership and organizational transformation.

The Graduate Certificate in Transforming Child Protection to Wellbeing and the Graduate Certificate in Financing Social Impact have both been approved by Academic Council.

b. New program development

The School of Education and Technology has created a GC Strategic Enrolment Management which provides an elective option in the MA Higher Education Administration and Leadership. The program is the first of its kind in Canada and will be of interest to institutional leaders engaged in strategic enrolment management. The first intake is scheduled for November 2021.

Additional new programming initiatives in development or under active consideration include:

- MA Intercultural Teaching and Learning
- GC Entrepreneurial Thinking
- GC IB (International Baccalaureate) Leadership
- GC Leadership in Digital Spaces
- GC Finance
- GC Program Evaluation
- GC Sport Leadership
- GC Indigenous Economic Development

3. Business plan for Professional and Continuing Studies

Professional and Continuing Studies completed a new business plan in 2020/21. The plan includes business and financial models to support growth strategies across all lines of business: graduate certificate programming, continuing studies, custom and contract training, community programming and Indigenous partnerships, and English language and international programming. The strategic plan will be aligned with a marketing and recruitment plan to fully realize the planned growth in program offerings and an expanded client base. The implementation of the strategic plan is delayed due to the pandemic.

Implement the recommendations of the Truth and Reconciliation Commission (TRC), and honour the spirit of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

4. Indigenous Education and Indigenous Student Support

Building upon the report provided by Indigenous scholars Drs. Peggy, Stan, Shawn and Alex Wilson of Wassenas Counselling & Education in March 2020, Russ Johnston was seconded to the role of Indigenous Education Advisor in April 2020, working to actualize many of the recommendations made in the report and other initiatives generated by our community members. This position was funded by a generous grant from the Ministry of Advanced Education and Skills Training that is not anticipated to be renewed in 2021-2022. A proposal to regularize the Indigenous Education Advisor role and provide a modest operating budget has been submitted in the current budget planning and if funded, will allow this work to continue. Activities that would be sustained by this funding include a facilitated Community of Practice, a repository of ongoing Indigenous education activities undertaken by each school, a speakers' series and facilitation of the blended learning modules that offer information and education for Curriculum Developers and Teachers and Instructors.

Recognizing that Royal Roads does not have any Indigenous scholars amongst the core faculty community, a proposal to fund a designated Indigenous core faculty member position has also been submitted in the 2021-2022 budget planning.

Indigenous student services continue to develop with consistent resourcing provided by the full-time regular position that is located in the Student Engagement unit of Student Services. Although it has been challenging to connect Indigenous students with Old Ones/Elders during the current pandemic, participation in online activities has been very strong and will continue to be developed in the 2021-2022 fiscal year. These have included regular online meetings of the Indigenous e'lun, an online gathering of Indigenous students held regularly, and periodic cultural activities conducted online, such as beading activity in honour of MMIWG that attracted 36 registrants.

The new website that will be released in early 2021-2022 will include increased content for Indigenous students and add, for the first time, content targeted to prospective Indigenous students.

Enhance the inclusion and engagement of people of diverse backgrounds and ideas in all aspects of university life

5. Equity, diversity and inclusion

Royal Roads is committed to advancing equity, diversity and inclusion and plays an important role in shaping the conversation in the classroom, across campus, and in our communities. The university recently completed the Everyone Counts-RRU's Equity, Diversity and Inclusion Census, which collected information on employment, and will develop policies, best practices and resources, including training, to address the underrepresentation and well being and success of individuals who identify as women, persons with disabilities, Indigenous Peoples, members of racialized communities, and members of LGBTQ2s+ communities.

6. Associate Faculty Affairs

The academic portfolio recognizes associate faculty's critical contribution to the University's success. It seeks to maximize the quality, efficiency, and sustainability of the associate faculty model for the university while also creating an equitable, supportive, and rewarding experience for associate

faculty. Discussions initiated in 2020-21 around the associate faculty model and the associate faculty contracting model will continue in 2021-22 as priority areas. Systems-related work will continue, including the on-going development and refinement of business processes, policies, and procedures, which in turn support the evolution of the Admin AF site (for program staff and program heads), launched in 2020, as well as the Associate Faculty Resources site (for current and prospective associate faculty), launched in 2019. Further attention will be given to support recruiting efforts. An on-going focus is enhancing the university's relationship with the associate faculty community and responding to their needs and concerns. For 2021-22, it is also anticipated that COVID-related issue identification, resource development, communications, and supports will be a priority focus.

Advance sustainability in all our academic programs and operations, with a focus on the UN Sustainable Development Goals

7. Student Information System

The university is undertaking a renewal of its enterprise systems including the student information system. The Ocelli project is a multi-year initiative that will result in revised business processes, practices and policies to support an alternative approach to managing the education records of the institution. The new system will support student enrolment growth, operational efficiencies, and enhance the student experience.

8. Digital Communications Platform

The university is undertaking a program to renew its digital communications platform. The program will integrate solutions and tools through a common interface that will better manage the university's brand, content-management strategies and supporting governance. A web presence renewal project is the first initiative of the program and will focus on revitalizing the university's website. The website plays a critical role in marketing and recruitment and access to services. The project will improve functionality on mobile devices and result in enhanced services and productivity. The initial launch of the new improved web site is scheduled for March 2021.

Promote research and education to tackle the climate crisis, rapid advances in technology, and interconnected social, economic and political challenges

9. Cascade Institute

The university established the Cascade Institute in 2020: the only Canadian centre addressing the full range of today's converging environmental, economic, political and technological crises. Researchers will use advanced methods for mapping and modeling complex global systems to identify, and where possible help implement, interventions to address these crises and help shift global civilization toward fair and sustainable prosperity.

10. Advancing Research

The Academic Plan intersects with the university's Strategic Research Plan in its commitment to advancing quality research and to expanding the visibility, reach and impact of RRU's research. Faculty research strengths, highlights and plans for 2021/22 are summarized below.

Research Highlights	
College of Interdisciplinary Studies	School of Tourism, Hospitality and Management
<ul style="list-style-type: none"> • Mary Bernard: Program Head, DSocSci; research interests in action learning and action research, the social engagement of the social scientist, interdisciplinarity, chaos theory, social and organizational change, and systems thinking. • Siomann Pulla: DSocSci faculty member; research interests in participatory and collaborative research, corporate-Indigenous relations and new and emerging learning systems. • Shelley Jones: Program Head, International Year One, BAIS, and Common Foundations; research interests in gender, education and empowerment for girls and women in East Africa, Mother Tongue pedagogy and resource development, multimodality, and literacy. • Brian Belcher: Ashoka Chair in <i>Research Effectiveness</i> (formerly Tier 1 CRC); research program in research effectiveness, developing theory and methodology for evaluating sustainability research in complex transdisciplinary contexts and comparative analyses and evaluations of a series of sustainability research projects, senior associate scientist with the Centre for International Forestry Research (CIFOR) and the coordinator of the monitoring, evaluation, learning and impact assessment theme of the international Consortium Research Program on Forests, Trees and Agroforestry. • Runa Das: DSocSci faculty member; research interests in assessment and practice of environmental and social sustainability with specific focus on energy-related issues, human dimensions and determinants of energy use, energy literacy, environmental and energy justice and pro-environmental behaviour change. • Jaigris Hodson: Tier 2 Canada Research Chair in <i>Digital Media in the Public Interest</i>; research interests in understanding how people interact with digital technologies, such as social media, and the content that is produced and shared using those technologies. • matthew heinz: (formerly vice-provost of Graduate and Interdisciplinary Studies and founding Dean of the College of Interdisciplinary Studies, transitioning to faculty member); research interests in the intersections of language, gender identity and culture, intercultural and international communication via performative writing, qualitative studies and discourse analysis. • Jo Axe: Program head, MAIS and graduate studies coordinator (seconded from SET); research interests in learning community development, open practice and supportive employment programs for vulnerable youth. 	<p>Geoffrey Bird (6-month Scholarly Leave for 2021-22)</p> <ul style="list-style-type: none"> • Two documentary projects in post-production in support of the War Heritage Research Initiative (http://warheritage.royalroads.ca) • Two journal articles underway on the architecture of memorialization; theoretical framework on remembrance and tourism • Proposed Book: <i>Remembering Well in the 21st Century: Using Heritage for Commemoration, Reconciliation, and as a Call to Action</i> • Community discussion paper on regenerative tourism, for the BC Wilderness Tourism Association <p>Moir McDonald</p> <ul style="list-style-type: none"> • Rebuilding tourism and hospitality: BC provincial resource forum • Perspectives on the role of mentors in an internship: RRU graduate and Canadian employer experiences • Leadership in hospitality: an appreciative inquiry into successful Canadian women in senior leader roles • EdD: Cultural preparedness of adult educators in higher education <p>Eugene Thomlinson</p> <ul style="list-style-type: none"> • Diversifying coffee farms in Guatemala through virtual tourism: Dealing with COVID • Destinations for escape or sanctuary: Perceptions of islands for tourism • Collaborative Online International Learning (COIL): Undergraduate cooperation between ITESO and Royal Roads University <p>Brian White</p> <ul style="list-style-type: none"> • Community planning: Rapid growth in Sooke and the revised community plan. • Garden tourism and healing gardens: Documentary and case study, Tofino Botanical Gardens. • Indigenous responses to the language of tourism on the BC coast. • Cultural tourism development: Developing the Emily Carr Centre for Performing Arts, Colwood. <p>Rebecca Wilson-Mah</p> <ul style="list-style-type: none"> • Communities of practice in university settings with a particular focus on the scholarship of teaching and learning • Employer and employee descriptions of the impact of COVID19 in Whistler, BC – report and academic paper with Jo Axe, with support from Zero Ceiling • Research and publication of multiple teaching case studies related to management decisions made during COVID 19 • Perspectives on the role of mentors in internship – conference presentation and paper.

School of Business	School of Education and Technology
<ul style="list-style-type: none"> • Geoff Archer: Director of the Eric C Douglass Center for Entrepreneurial Studies, Research interests: experiential learning, microfinance, sustainable business, entrepreneurial thinking. • Hany Fahmy: Faculty member, Finance intellectual lead, Research interests: time series econometrics, portfolio theory, behavioural finance, decision theory. • Lois Fearon: Faculty member, Research interests: the impact of sustainability education on business students, scholarship of teaching and learning, marketing/international business • Heather Hachigian: Faculty member, Research interests: responsible investment, social finance, corporate social innovation. • Bill Holmes: Faculty member and former Dean of the Faculty of Management, Research interests: strategy, business ethics, corporate social responsibility, corporate citizenship. • Sean Irwin: BBA Program Head, Research interests: food security, gender equality, international trade and globalization effects on small-scale farmers, environmental impact of food systems. • Frances Jorgensen: Faculty member, Research interests: organizational behaviour, people management, HR management for employee engagement, organizational and professional commitment, positive employee-driven change and innovation. • Ingrid Kajzer-Mitchell: Faculty member, Research interests: marketing's impact on society, sustainable production and consumption practices, organizational creativity. • Mark Lokanan: Faculty member, Research interests: financial forensics, forensic accounting, fraud examination, securities fraud, forensic data analysis, fraudulent financial statements, anti-money laundering legislation and investigation, forensic and investigative interviewing. • Charles Krusekopf: MBA Program Head, Research interests: innovative approaches to cross-border cooperation in online learning, Mongolia's economic development and role in Northeast Asia energy cooperation, innovation policy and special development zones in China. • Deb Linehan: MGM Program Head, Research interests: intercultural leadership, cultural integration in the workplace, power imbalances, organizational gaps that foster exclusion. • Will Low: Faculty member, Research interests: sustainability economics, fair trade, and sustainable consumption/production. • Julie MacArthur, Tier 2 Canada Research Chair in Reimagining Capitalism, Research interests: environmental politics and policy, participatory governance, renewable energy policies, social and solidarity economies, gender and climate resilience, indigenous energy and climate initiatives. • Robert Mittelman: Interim Dean Faculty of Management, Research interests: social entrepreneurship, corporate social innovation, and non-profit marketing. 	<p>George Veletsianos – Canada Research Chair</p> <ul style="list-style-type: none"> • Improving and understanding flexible learning (employing 1 post-doc) • Microlearning interventions to address COVID-19 misinformation (employing 1 post-doc, 2 research assistants) • Understanding faculty technology use over time (employing 1 post-doc, 2 research assistants) • Understanding the harassment that researchers and faculty face in online contexts • Upcoming: How do faculty imagine the future of higher education in Canada & the US (newly funded project) <p>Fredric Fovet –MAELM Program Head</p> <ul style="list-style-type: none"> • Several book chapters published, in print and submitted – with focus on Universal Design for Learning • Paper submitted examining the attitudes of contract faculty towards the integration of the LTRM • Research study in progress related to the use of UDL to address students' mental health issues in the classroom <p>Tamara Leary – MAHEAL Program Head, School Director</p> <ul style="list-style-type: none"> • BC University Faculty Unionization: History and Perspectives (Research Project) • The impact of going digital on the Canadian Student Affairs sector: Perspectives from across Canada (Research Project) • Imposter Syndrome in Academia – Published Book Chapter • Exploring Intersectionality of Systems Thinking and Indigenous Ways of Knowing (RRU Funded Project) <p>Elizabeth Childs – MALAT Program Head</p> <ul style="list-style-type: none"> • Childs, E., Axe, J. & Veletsianos, G. & Webster, K. (2019). Fostering openness within a HE institution: tensions, opportunities and a work in progress. In D. Conrad & P. Prinsloo (Eds.) <i>Open(ing) Education</i> (pp. 345 - 363). Brill. https://doi.org/10.116/9789004422988_016 • Morgan, T., Childs, E., DeVries, I., Harrison, M., Hendricks, C. [manuscript in final preparation]. <i>Researching Institutional OEP initiatives – How are the do-ers doing it? To be submitted to Open Praxis.</i> • Childs, E., Axe, J, DeVries, I., Webster, K. (2020). <i>Student Experiences of Open Educational Practices: A Systematic Literature Review.</i> [Manuscript submitted for publication – under review]. School of Education and Technology, Royal Roads University. <p>Doug Hamilton – MAELM International Program Head</p> <ul style="list-style-type: none"> • Institutional identity and the development of learning and teaching frameworks; • development and implementation of dual language learning programs; • Systems Thinking and Change Leadership in Canadian Higher Education (book); • Leadership and social entrepreneurship in Vietnam case study

<p>School of Business, cont ...</p> <ul style="list-style-type: none"> • Ross Porter: BCOM Program Head, Research interests: using research evidence to advance leadership, management and business practices, integration and alignment of management scholarship, teaching and practice in business schools. • Terry Power: Faculty member, Research interests: strategic and advanced international studies, Internet of Things. • Ash Prasad: Tier 2 Canada Research Chair in Innovative Organizational Practice, Research interests: conceptualizing myriad organizational phenomena through critical theoretical perspectives, embodiment, gender and diversity issues in organizations, interpretive methods. • Carolin Rekar-Munro: Faculty member Intellectual lead for leadership and HR, Research interests: bridging multi-generational differences, exploring how generation Y plans to shape the organizational landscape globally, needs and expectations of generation Z as they enter the labour market. • Todd Thexton: School Director, Research interests: evolving role of business and markets in the governance of global social and environmental issues, particularly as it relates to democracy and efficiency. • Hassan Wafai: DBA Program Head, Research interests: global value chains, technology and knowledge transfer, innovation management, lean applications and construction management. • Amy Zidulka: Faculty member, Research interests: how innovation might flourish in traditional bureaucratic organizations. She is currently engaged in innovation-focused research in the Ministry of Health. 	<p>School of Humanitarian Studies</p> <ul style="list-style-type: none"> • Ken Christie: Human security and de-radicalization; human rights in Southeast Asia; corporate social responsibility and populism; refugees and migrants in time of uncertainty; guest professor at Silliman University and Jose Rizal University (Philippines) January 2020 • Robin Cox: Inspiring Climate Action project (RbD Lab) (funding from Natural Resources Canada and BC Climate Action Secretariat); Gen Z and Climate Change (RbD Lab); inspiring climate action stories • Marnie Jull: Organizational, interpersonal and community-based conflict; skill development for effective interventions; the emergent “insight approach” to conflict, leadership and decision-making; Finding New Possibilities in Everyday Argument (book); co-chair Insight Summit 2020 • Athena Madan: Comparative approaches to reconciliation; reintegration of former child soldiers in Colombia; global health; frauds targeting seniors (City of Colwood grant) • Eva Malisius: Diversity, perceptions, identity, and relationships: how to bridge similarities and differences between people, teams, communities, views, interests; coauthor textbook on interpersonal conflict; healing after ADR processes • Kathleen Manion: Child Thrive; PlayScope; Regional Research on Violence Against Children in South East Europe (Terre des Hommes); Role of Children’s Clubs in Safeguarding of Children in Schools (UNICEF; Global Partnership to End Violence Against Children)
<p>School of Communication and Culture</p> <ul style="list-style-type: none"> • Chasten Remillard: Social and environmental justice • David Black: Media theory and history • Geo Takach: Environmental communication, arts-based research and Indigenous ways of knowing • Jennifer Walinga: Sport education and high performance; women in leadership • Juana Du: Cross-cultural adaptation in multinational organizations • Julia Jahansoozi: currently on leave • Phillip Vannini: Ethnography; wildness and wilderness • Virginia McKendry: wrapping up research projects before her retirement • Zhenyi Li: Health communication across cultures 	<ul style="list-style-type: none"> • Jean Slick: the influence of digital technologies and social media on the characteristics of emergence in disaster response (crisis informatics research); use of painting as a research method; <i>Witnessing Wildfire Series</i> painting exhibit • Michael Young: Homelessness, mental health and addictions in the western Canadian arctic; gang intervention in the CRD; therapeutic communities; impact of COVID-19 on service delivery to homeless persons with concurrent disorders; and the assessment of educational programs in prisons.

School of Environment and Sustainability	School of Leadership Studies
<ul style="list-style-type: none"> • Ann Dale: Canada Research Chair (www.crcresearch.org); Trudeau Fellow Alumna; current research on new institutional arrangements for a carbon neutral society (www.mc-3.ca); virtual real-time conversation and research curation (www.changingtheconversation.ca); biodiversity conservation (https://www.oursafetynet.org/what-the-fk-is-biodiversity/); governance; co-benefits of climate action (https://www.changingtheconversation.ca/co-benefits); social capital and agency • Matt Dodd: metal speciation and bio accessibility; air quality monitoring; soil toxicity testing; persistent organic pollutants; microplastics and contaminated sites assessment and remediation in the Canadian Arctic including the DEW Line • Leslie King: Internationally recognized scholar, Northern Knowledge for Resilience, Sustainable Environments and Adaptation in Coastal Communities (NORSEACC) (SSHRC Insight grant); ARCPATH: Arctic Climate Predictions: Pathways to Sustainable Arctic Societies (Nordforsk, Nordic Centre of Excellence); co-benefits of climate action and biodiversity; Climate Change and Biodiversity in the Americas • Richard Kool: collaborating with regional governments and NGOs on barriers to sustainability on Vancouver Island as related to issues of governance; revising and adapting an environmental and sustainability education learning resource in collaboration with the Anglican Diocese of British Columbia • Jonathan Moran: modelling of species distributions under projected climate change scenarios; hummingbird migration monitoring in Western Canada; the use of metals as intrinsic markers for habitat use by birds • Mickie Noble: Examination of integration of natural and social science pedagogy and teaching practices; increasing science literacy in K to12 through open labs • Hilary Leighton: human dimensions of climate change through an ecopsychology lens and the reconciliatory use of arts-based research in teaching and learning; exploration of Jung's human shadow concept as it relates to climate crises at both the individual and collective behavioural levels; applied pedagogies for natural and social science education; documenting best teaching practices and innovations • Sarah Wolfe: Socio-psychological dimensions of water decisions; investigation of emotions' – fear, awe and disgust – power to influence multi-scaled water outcomes; exploration of how ritual and conversion theory could inform efforts to shift environmental identities; early design stage of collaborative research assessing the role and viability of environmental education during intense climate uncertainty 	<ul style="list-style-type: none"> • Niels Agger-Gupta: Large group methods (articles & book); World Café as research; Anti-racism & Indigenous education in the curriculum; inclusive leadership; AR+ Network; Action Research Engagement evaluation, Appreciative Inquiry • Kathy Bishop: Values-based leadership; arts and engagement; Indigenous alumni survey and student support; ecological responsibility; youth citizenship development; organization innovation • Catherine Etanski: Creative leadership; arts-based research; reconciliation and the arts; Food Leadership • Cheryl Heykoop: Domestic and international collaborations focused on young adult cancer care and cancer care systems change; Creative action research with young people; and decolonizing leadership education. • Wanda Krause: Evaluation for well-being; action learning and evaluation; gender conscious evaluation; women's initiatives in the Middle East; capacity development evaluation; integral theory • Wendy Rowe: Stakeholder engagement and system change, action research, developmental evaluation, group inquiry methods; leadership resiliency and thriving; collective leadership; international development; leadership capacity development; evaluation & sustainable development goals (SDGs); SSHRC funded initiative on COVID stress adaptation and thriving in K-12 teachers. • Marilyn Taylor: Values based leadership; social values research for inclusion and engagement; conceptual and educational implications of practice-focused social research.

Programs and Priorities by Faculties and School

College of Interdisciplinary Studies

The College of Interdisciplinary Studies was established in 2016 to create a collaborative hub for the faculties to offer interdisciplinary programming. Following the elimination of the position of associate vice-president research, the college also assumed responsibility for oversight of the thesis and dissertation process for all programs. In 2021, the vice-provost returned to CIS as a faculty member and the college now reports to the dean, Faculty of Social and Applied Sciences. This reporting structure will be in place for the next year during which the senior academic administrative organization of the academic portfolio will be reviewed.

Dr. Mary Bernard was appointed program head for the Doctor of Social Sciences program in April 2020. A Conference, Socially Engaged Applied Doctoral Research in Canada: Approaches to Contemporary Social and Management Opportunities and Challenges, will be held August 20 – 22, 2021. Co-investigators Mary Bernard (CIS, D Soc Sci program head), Hassan Wafai (FOM, DBA program head) and collaborator Jaigris Hodson received a SSHRC connections grant to host a conference on applied doctoral research for doctoral students and their supervisors. The conference editorial committee consists of William Holmes, Mary Bernard, Hassan Wafai, Jaigris Hodson and Brigitte Harris. There is more information on the conference web page: <https://commons.royalroads.ca/rрудоctoralconference/>

Faculty member Jaigris Hodson received approval by the Tri-agency Institutional Programs Secretariat for a Tier 2 Canada Research Chair in *Digital Media in the Public Interest*.

Faculty of Management

In response to the new strategic vision, “Learning for Life: 2045 and beyond”, the Faculty of Management’s School of Business and School of Tourism & Hospitality Management have recently gone through their own respective strategic planning discussions. For both Schools, this meant look back at where they have been, assessing where they are today, and deciding where they would like to be in the future with respect to their programs and in their research activities. While COVID-19 has meant that many of the plans from 20/21 have been delayed until this year, both Schools are incorporating new ideas as well.

The Doctor of Business Administration (DBA) program resides in the Faculty of Management, falling both across and outside of the School of Business and the School of Tourism & Hospitality Management. After a very successful launch in 2020, the DBA program is entering its second year. The newest intake is 50% above plan and years ahead of growth projections with a steady stream of quality applications. The 2021/22 year will introduce the first second residency experience, the Comprehensive Exams, and in partnership with the Doctor of Social Science program, will host the first applied doctoral research conference in August 2021.

School of Business

After a series of consultations with faculty and the new Advisory Council, the School of Business will be focusing on two strategic themes for 2021/22:

- Responsible Management, EDI, and the UN Sustainable Development Goals
- Innovations in Virtual Learning

The Master of Business Administration (MBA) will further integrate design thinking and social impact into the program's second residency. Additionally, in response to market demand, the MBA program will be designing and launching an on-campus offering in September 2021.

The Master of Global Management (MGM) has placed some of its strategic ideas on hold as it continues to deal with the impact of COVID-19 travel restrictions on international students and the growing bubble of deferred students. This represents both an upcoming challenge and opportunity for the program. Although international enrolment in the Master of Global Management had been increasing over the past few years, spurring demand for alternative on-campus programs, enrolment was severely negatively impacted in 2020 and early 2021 by the COVID-19 pandemic. With the development and distribution of vaccines and the subsequent lifting of restrictions on travel, demand is expected to return in 2021.

Both the MBA and the MGM have expanded their completion options to include a greater range of interdisciplinary and individualized choices for students from across Royal Roads and with partner institutions. This year will also mark the launch of the newly approved MBA/MGM dual degree, the first internal dual degree at Royal Roads.

The Bachelor of Commerce (BCom) program has canceled its on-campus offering and is focused exclusively on its blended program. The most recent intake came in at double the targeted enrolment. The very successful webinar series, led by the Program Head, will also continue.

The Bachelor of Business Administration (BBA) is working towards its launch of the newly redesigned project-based learning approach in September 2021. The BBA also has a new name, iterating from a BBA in Business & Sustainability to a BBA in Innovation & Sustainability.

The School of Business has three new Graduate Certificates in various stages of development including the GC in Financing Social Impact, GC in Finance, and the GC in Entrepreneurial Thinking. The School has two programs under review at the Degree Quality Assessment Board including the MA in Executive and Organizational Coaching and the Master of Science in Management.

In 2021/22, the School of Business will welcome Dr. Julie MacArthur as the new Canada Research Chair in Reimagining Capitalism and welcome Dr. William Holmes to the faculty after his terms as Dean and Interim VPA & Provost. With Dr. Robert Mittelman accepting the Interim Dean position, the School of Business will also be re-evaluating and redesigning their second School Director position.

The BCom and MGM both deferred five-year reviews in 2020/21 and plan to launch/relaunch those in 2021/22 as well.

The School of Business will have two faculty members on 6-month Research & Scholarship Leaves.

School of Tourism & Hospitality Management

The School of Tourism & Hospitality Management's plans for 2021/22 are focused on the following:

- Increasing student opportunities and success
- Enhancing equity, inclusion and diversity (EDI)
- Raising the profile of hospitality and tourism studies, research and careers

The Bachelor of Arts in International Hotel Management (BAIHM) has plans to enrich and grow the program. They will be focused on enhancing the EDI components in all courses as well as their care for students and build their sense of belonging. The program will strengthen the IHM research base by including a research methods course focusing on wicked problems (post-COVID sector recovery, sustainability, over/under tourism, future hospitality leadership). Additionally, the BAIHM will contribute to the new reality of local market needs with new look at internships and offerings (blended, accelerated) as well as improved ties with our domestic (national) and international partners both on and off campus.

The Bachelor of Arts in Global Tourism Management (BAGTM) will revise the Special Events course to incorporate a fundraising element to support the Field Study course and increase the learning opportunities provided. They plan to finalize and implement a capstone proposal and develop an alternate research-based completion option that better prepares students to continue into the MATM or other graduate programs. In partnership with the BAIHM program, the BAGTM also plans to revisit an accelerated program option. At an exciting time in the global tourism sector, the BAGTM will also complete a 5-year review in 2021, engaging with external reviewers on how best to serve the changing and challenging tourism sector. Additionally, they will further develop their partnership with ITESO university in Guadalajara, Mexico, exploring opportunities for social enterprises and community projects.

The Master of Arts in Tourism Management (MATM) program will continue the 3-start date intake model for the on-campus MATM introduced in March 2020. The MATM will also explore the development of a new course related to Indigenous knowledge & Indigenous approaches to tourism. The MATM will continue to promote the Blended MATM option and Graduate Certificate. Revised admissions criteria will be explored to make the MATM more accessible for BA IHM and BAGTM graduates. In September 2021, the MATM will add a new Sustainability specialization to the Disaster & Emergency Management and Social Entrepreneurship specializations introduced in May 2020.

The School of Tourism & Hospitality Management is also in the process of teaching out of the Jinhua Polytechnique program and exploring CEWIL accreditation (Co-operative Education and Work-Integrated Learning Canada). The School hopes to begin a “Learning Enterprise” in partnership with the new RRU Learning & Teaching Auditorium and provide more international opportunities to students, including launching a dual degree with the Salzburg University of Applied Sciences in Austria.

The School of Tourism & Hospitality Management will have one faculty member on a 6-month Research & Scholarship Leave.

Faculty of Social and Applied Sciences

School of Communication and Culture

The School of Communication and Culture offers MA Professional Communication (MAPC) with two intakes per year, MA International and Intercultural Communication (MAIIC) with On-Campus and Blended tracks, BA Professional Communication (BAPC) with On-Campus and Blended tracks – one intake per track respectively in a year. Our school also offers Graduate Certificate in Communication Management and Global Strategic Communication, which are embedded in and transferable to MAPC and MAIIC respectively. In 20/21 fiscal, we have six new cohorts, five on-going cohorts, and graduated five cohorts. In 20/21 fiscal, the nine core faculty and 40 associate faculty members together with 6 staff members at SCC are delivering 91 courses to approximately 200 students.

The impact of pandemic to SCC is mixed: we moved all delivery online with some challenges at early stage but eventually found our way to deliver engaging and quality courses to both On-Campus and blended cohorts; on the other hand, we received more prospect students and our enrolment remained the same in most programs and exceeded slightly in some other programs comparing with the years without pandemic.

The priorities at SCC in 2021/22 include:

- MAIIC program revision, now with Curriculum Committee's approval
- MAPC 5-year review preparation
- BAPC new course development with emphasis on Indigenous Communication
- Faculty hiring: 1 limited term faculty position (completed), 1 regular faculty position (shortlisting), 1 program associate position (completed), to fill positions vacated by 1 retirement and 1 sick leave
- Work planning for faculty members in response to the new vision and values of the university as well as the new collective agreement
- Advisory Council engagement: new members are appointed, AGM scheduled in Jan 2021, new strategies to engage council members with the school further will be discussed
- Research forums for faculty and students including graduate conferences, graduate seminars, and "communication matters" events

School of Education and Technology

The School of Education and Technology offers graduate programming in instructional design, learning and technology, educational leadership and management, and higher education administration and leadership. The programs are designed to attract professionals, educators, leaders, and administrators from across the education and learning technology sectors.

Each of the three Master of Arts programs offers a blended delivery with a two-week on campus residency at the beginning of the program and the bulk of the courses completed online. In response to the global pandemic, the 2020 on campus residencies were moved to online and the same will be in place for the 2021 residencies.

Master of Arts in Learning and Technology (MALAT)

The first graduate level programs in Canada to offer ZTC (zero-textbook cost), the MALAT program continues to thrive in delivering students an engaging, innovative, and digitally based learning experience. Enrolment projections for the 2021 program indicate a higher than forecasted intake which is attributed to an increase in employment opportunities in instructional design and learning technology fields.

Master of Arts in Educational Leadership and Management (MAELM) Domestic

The 2020 MAELM cohort was larger than we have seen in the past few years with an enrolment of 33 students. The program continues to roll out the updated course content informed by the five-year review report in 2019. The 2020 MAELM program offered the first thesis route with four applications and all were approved.

Master of Arts in Educational Leadership and Management (MAELM) International

The 2019 and 2020 intakes for MAELM International Dual Language Program in China were suspended due to low enrolment. Discussion continues with our partners in China on securing the necessary

enrolment for the program to be offered. SET is in the process of developing a new suite of programs, the MA in Intercultural Teaching and Learning, along with a Graduate Diploma in Intercultural Teaching and Learning and a Graduate Certificate in Intercultural Teaching and Learning to respond to the increasing need to better prepare professionals for teaching in culturally diverse environments in local schools, colleges and universities as well as offshore locations.

Master of Arts in Higher Education Administration and Leadership (MAHEAL)

The 2020 MAHEAL cohort enrolment was slightly reduced with three students opting to defer acceptance to 2021 due to COVID related matters. The program is expected to meet the enrolment projections for 2021. MAHEAL held its first virtual summit in November 2020 with a registration of 200+ participants and 130 attendees. The Summit brought together four higher education scholars to share their perspectives on the impact that going digital may have on strategic enrolment management, internationalization, online learning, and organizational culture and leadership.

A graduate certificate in strategic enrolment management (GCSEM) was developed and approved in 2020. The program is the first of its kind in Canada and is set to launch in November 2021.

School of Environment and Sustainability

Programs offered through the School of Environment and Sustainability (SES) prepare graduates to tackle the most pressing challenges modern society is facing, to name two--rapid climate change and biodiversity loss. Students develop the knowledge and critical interdisciplinary skills to understand the complexity and intersectionality between ecological, social and economic imperatives so they can make a difference in their communities and their career trajectories. The school is the only one to offer undergraduate and graduate science courses with state-of-the-art laboratories. Its scholars have active and very diverse research and publishing agendas, working closely with the newly announced Cascade Institute. In addition, the school was recently allocated a new Canada Research Chair position in Climate Change, Biodiversity and Sustainability.

SES has four graduate programs, three graduate certificates and one diploma. The school is in the middle of a critical modernization of the MA/MSc program in Environment and Management and will be introducing a new graduate certificate in Science and Policy of Climate Change beginning in January 2021, in partnership with ECO Canada. Both of these are grounded in the leading-edge research of the school's scholarship. The certificate will be embedded in the Master's in Environmental Practice programs and courses will be offered as electives in other programs, including the proposed MA in Climate Action Leadership.

Over the last few years, programs in the school moved to a standard 36-credit requirement resulting in increased cross-program elective choices for students. In 2020, revisions will be implemented in the undergraduate and graduate Environmental Practice programs strengthening their science component. The new blended version of the BSc Environmental Science will launch in the spring. The school is also pursuing new opportunities to enhance program delivery and interdisciplinary research collaboration with other schools, e.g., sharing existing courses from other programs in lieu of redevelopment of dated curriculum.

Looking ahead, the school will explore new initiatives such as creation of a community farm, an idea that was generated in the recent Campus Conversation on the climate crises, augmented integrative sciences programming and triple loop learning processes. Succession planning continues to be a priority as does graduate and undergraduate program collaboration to achieve efficiencies of scale and greater harmonization of electives across its four graduate programs and the new certificate program.



Figure 5: Mary Lake Nature Sanctuary, site of BSc student research project

School of Humanitarian Studies

The ResiliencebyDesign (RbD) Research Innovation Lab is leading the Inspiring Climate Action: BC Professionals Adaptation Network project focused on increasing the capacity of working professionals to make informed decisions on issues that are being affected by climate change. The recent Campus Conversation on the climate crisis focused on Royal Roads' response to the climate crisis as an institution and learning community. Building on this work, the School of Humanitarian Studies has developed an MA Climate Action Leadership to address adaptation and resilience practices in response to current and future climate realities. The program has been approved at the university level and is currently awaiting approval from the Degree Quality Assessment Board. The program will include an embedded graduate diploma and stands apart from the School's harmonized graduate program structure, drawing on expertise from programs across the university. As such, MACAL is not housed in the School of Humanitarian Studies but sits in the FSAS Dean's Office.

A new graduate certificate program entitled "[Transforming Child Protection to Wellbeing](#)" has been approved and will be launched in Fall, 2021. The program is a collaboration with the School of Leadership Studies and Professional and Continuing Studies) Also under consideration are credentials in border security and migration (with Mount Royal University), and conflict engagement skills, (with ADRBC and Professional and Continuing Studies). The school is also working with the MA Tourism Management program to offer a specialization in disaster and emergency management. Finally, the school has collaborated with other schools (Education Technology, Leadership, Tourism Management, Communication and Culture) to develop a graduate certificate in Leadership in a Digital Work Environment). This program is currently with Curriculum Committee for review.

Other programming priorities include continuing work to decolonize curriculum and increase Indigenous perspectives throughout all programs. Course development will be completed for the MA Justice Studies and the school will build community events for both the MA and BA programs. The BA is working to address student stress and resilience and will focus on alumni relations this year. The MA Disaster and Emergency Management is developing a program orientation to run prior to the start of each intake. The

graduate program in conflict analysis and management will run a cohort challenge using an understanding of conflict and process design to make a contribution to address the climate crisis.

We were successful in nominating a candidate for a Canada Research Chair in Advancing UN Sustainable Development Goals and are awaiting approval for the position. The school relies heavily on associate faculty, 44 of whom taught 82 courses in the past year. New associate faculty will be recruited and on-boarded and the school will provide support to associate faculty as a community of practice. Finally, renewal of our advisory has commenced with the appointment of 5 new members. The renewal process will continue into the next two years.



Figure 6: Painting from Witnessing Wildfire Series by Jean Slick

School of Leadership Studies

As the new fiscal year began and the pandemic hit, the School of Leadership Studies (SLS) mobilized quickly to pivot all activity to the online environment. After several weeks of quarantining at home, during which we met as a school on a weekly basis to maintain morale and connection, we began holding regular Zoom support calls open to all students and associate faculty in all School programs. These started at the end of March and throughout April. We heard both inspiring and difficult stories from our students, many of whom are frontline healthcare and other emergency workers working long hours every day in the pandemic, and many of whom had not had any other personal contacts during the quarantine. Our faculty also engaged in regular course and cohort-wide support meetings as well. Faculty increased the number of class-wide synchronous sessions to stay connected with students during this difficult time and so keep the school informed as to how each program, class, and sometimes particular students, were doing.

For our **MA-L/MA-L Health** students who suddenly found their partners had cancelled their capstone projects as a consequence of the COVID pandemic, we created a First-Person Action-Research capstone option that still required ethical review and at least one other person to provide feedback but did not require an organizational sponsor. Refined since this was first implemented in June, many of our healthcare and first responder students are continuing to develop ways to continue their learning in their capstone.

With a biennial **Leadership Conference** originally scheduled for April 23 to 25, and an MA Leadership residency scheduled with up to 80 first- and second-year students for May 17 to 29, the work of creating innovative online spaces for learning and engagement began as soon as the pandemic was declared. Working with colleagues across the University, Associate Faculty members, community partners, and the School's Advisory Council, the SLS team converted the [conference](#) with a successful online keynote address on April 24, 2020, followed by the well-attended, five-part "[Leading in Extraordinary Times](#)" webinar series throughout May and June, 2020. Any gifts from local businesses secured for the conference were donated to [Our Place Society](#). The "Leading in Extraordinary Times" webinar series will continue in January 2021.

The School developed its [Blog](#), with stories written by faculty, alums, and students, on a range of topics that included a [school statement on systemic racism](#), reports and resource materials from the *Leading in*

Extraordinary Times webinar series, and on the MA-Leadership First Residency Leadership Challenges with community organizations, including [BC Support Unit Interior Centre and Interior Health](#), [Crossroads Hospice Society](#), and [Shelbourne Community Kitchen Society](#), and a series of interviews with [MA-Leadership alumni](#), among many other blog offerings.

As the year progressed, SLS continued its ongoing work to decolonize curriculum and incorporate Indigenous approaches to leadership across programs. In February of 2020, the school piloted a new **Indigenous Scholar in Residence** initiative in the **MA Leadership**. This successful pilot was carried forward into the online residency experience of subsequent cohorts. The school also recruited Indigenous advisory council members, associate faculty, thesis supervisors, and committee members and has been in continuous dialogue about how to better honour the Indigenous learner. In November we met with Associate Faculty in a Zoom call to tell them about the School direction on Indigenization, the MA-Executive Leadership program, and our active diversification in associate faculty hiring, and then answered questions from faculty on these matters.

The MA Leadership developed a proposal to introduce a new **MA-L Specialization in executive leadership**, which was approved to launch in April of 2021 and will incorporate the GC Values-based Leadership. A special advisory committee, consisting of multi-sectoral executive leaders, has been working diligently to support the promotion and success of the launch. In **MA-Leadership**, the past year saw joint delivery of Leadership Challenges in first- and second-year residencies, and partners included the **BC Public Service Innovation Hub** and **Health Innovation Hub**. There has been good uptake in the accelerated master's and graduate diploma in Global Leadership. The **Global Leadership** suite of programs now includes on-campus offerings which are scheduled to begin in September of 2021, thereby expanding the range of degree options available to international students interested in studying in Canada.

Looking ahead:

The **MA Leadership - Health Specialization** is seeking to enhance program and partnerships to best respond to the emerging needs of healthcare leaders. Based on the success of our current online offerings, MA-Leadership is now considering developing an entirely **online version of the MA-L program**, which would continue post-pandemic. The **MA Leadership - Executive Leadership Specialization** has been designed to address the challenges faced by mid-level to senior leaders so as to have a transformative impact in their organizations. Although the COVID -19 restrictions on travel necessitated the cancellation of the Sept 2020 first intake of the on-campus **MA in Global Leadership (MAGL) program** for international students, planned changes to the MAGL program proceeded. This included the development of a new elective course "Evaluation in the Global context", a 6 credit Internship option and an extended two week intensive 2nd residency (6 credits). These program and course changes expand the reach of the MAGL program to both international and domestic students.

The School of Leadership Studies is in the midst of planning for a school-level review of all programs, seeking ways to add value for students and seek administrative efficiencies. This review will include exploring multiple field school options, including a local Indigenous field school. In the meantime, the **Global Leadership** program is working with a partnering organization in India to explore the creation of a virtual field school in the fall of 2021.

SLS has an active [job posting](#), with hopes of securing a new faculty member by April 2021.

Professional and Continuing Studies

Courses and programs offered through Professional and Continuing Studies (PCS) provide opportunities to acquire new skills, gain additional credentials and pursue one's passion, whether for personal or professional growth. Designed by industry professionals, programs respond to the training and development needs of tomorrow's global workforce.

As a result of COVID-19, PCS is re-imagining teaching and learning, educational delivery, and credentials to align with the changing marketplace. Focused on maintaining quality and access to learning along the lifelong learning continuum, PCS will continue to focus on creating stackable, career-oriented, certification and pathways programs that can ladder up to degrees. There is an increased need, in response to the pandemic, for employment skills training and this will be a primary focus in 21/22.

The new Graduate Diploma in Project Management and Organizational Leadership will be delivered in a hybrid fashion (online and on-campus) as well as delivered in dual-language format (Mandarin) in collaboration with Royal Bridge College in Vancouver. The department has also led the development of the proposed MA Executive and Organizational Coaching, and once approved by BC Government, will work with the School of Business to launch the program.

Additionally, the department recently assumed responsibility for the delivery of English language and preparatory programs previously delivered by Study Group through the International Study Centre and launched the Global Learning and Language Centre in September 2020. While English language programming transitioned to online delivery as a result of the pandemic, the return to on-campus delivery is scheduled for 2021.

Other initiatives for the coming year include expanding in-community programming opportunities, developing new micro-credential learning opportunities, and continually evolving to support the educational needs of a re-imagined future.

Priorities by Academic Support Unit

Registrar's Office

The Ocelli project team was established in early 2020, and staffing backfill will maintain operations for the duration of the project. The priority for the next year will be continuing the implementing of changes identified through the analysis of current business processes, practices and policies to support a new student information system and more flexible program configuration. We plan to negotiate the contract for the new system and 'statement of work' needed to support the implementation. Work will continue to identify project milestones, schedule and resource requirements.

Another significant initiative underway is the renewal of the university's website. The core of the Web Presence Project is expected to be delivered in May 2021. Registrar's Office staff is participating on the project steering committee and work team. Following evaluation and selection of a new content management system, staff will continue to confirm requirements to support admission and registration processes, and provide input to the new website design, governance models, workflows and content. The website should serve as a virtual Registrar's Office for all administrative services for students. Finally, staff will be involved in testing and documenting processes and training.

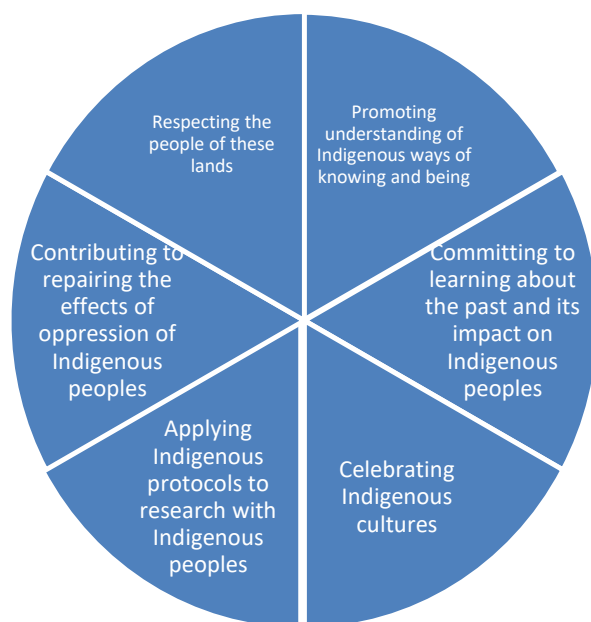
The Registrar's Office has also been working to review classroom allocation and timetabling systems and processes. Work will continue on the upgrading of the EMS system supporting classroom allocation through 2021/22 with key functional improvements implemented to automate processes and improve efficiency. Other projects include:

- Investigating the feasibility of implementing term-based scheduling
- Undergraduate program renewal
- Expansion of graduate program electives in graduate certificates
- Curriculum approval matrix
- EducationPlannerBC.ca online application
- Electronic transcript exchange and electronic BC high school transcript delivery
- Dual degree approvals and implementation
- Implementation of revised policies and academic regulations
- Revision of policies and procedures for admission and appeals

Student and Academic Services

Student & Academic Services is comprised of the Centre for Teaching & Educational Technologies (CTET), Indigenous Education, the Library and Student Services. Together these units will continue to facilitate the provision of rich learning and teaching environments, work to reduce barriers to access for students, and increase student retention, timely progression to degree completion and overall student success.

Each of these units will also continue working to address the six core elements of the Indigenous education and student services planning framework as appropriate to their work:



As we continue to respond to the effects of the COVID-19 pandemic, it is more important than ever that through 2021-2022 Student & Academic Services continues to maintain focus on creating an integrated nexus for learning, bringing people, technology and space together to foster virtual and physical learning environments that are:

- Purposefully designed to maximize learning potential based on sound pedagogical principles and current best practices
- Student-centred, holistic, interconnected and efficient
- Accessible to all
- Flexible, dynamic and configurable, to meet changing needs of individuals and groups
- Supported by appropriate and effective technologies available and characterized by access to collaborative technologies
- Integrated, providing seamless pathways to all learning resources and supports
- Supported by skilled and caring staff
- Inviting and comfortable
- Respectful of the local Nations and of all Indigenous peoples, learning about how to move forward in a good way for Indigenous peoples, immigrant-descendants and immigrants together.

As work was redirected throughout 2020-2021 to respond to the evolving pandemic, many of the objectives set in that year's academic plan were deferred to this year. Throughout 2021-2022, CTET, Indigenous Education, the Library and Student Services will revive this work and pursue emerging opportunities as well. These include:

- Researching, piloting and deploying continually emerging pedagogies, curricular reforms and learning technologies to foster increasingly engaging learning environments
- Moving forward on considering our curriculum to improve integration of Indigenous ontologies and epistemologies and finding positive ways to open up immigrant-descendants and immigrants to consider the legacies of colonization upon themselves as well as upon Indigenous peoples of Canada
- Facilitating research dissemination and open access through the Library supporting faculty publication
- Building a campus consensus on a core online learning environment based on technology capabilities
- Exploring educational resources with faculty, and the potential for creating an open educational resources strategy, along with other ways of approaching providing current, relevant course materials
- Continuing development of collaborative and integrated student service pathways and supports
- Increasing online engagement with students, particularly in Career Learning & Development and Team Coaching in response to shifts to online work and continuing online course delivery for programs designed for face-to-face delivery
- Improving student and faculty access to information and resources
- Developing frameworks for supporting student writing development and video integration in online courses
- Implementing digital media technologies in the Learning & Teaching Auditorium
- Facilitating discussions to re-imagine course evaluations
- Streamlining services and processes for sourcing readings and textbooks to improve support of course development
- Continuing work to achieve accreditation with Co-operative Education and Work-Integrated Learning Canada for eligible programs
- Planning for the expansion of undergraduate programming
- Stewarding the implementation of the Okanagan Charter as Royal Roads joins institutions around the world in committing to creating healthy learning and working environments for students and employees

Enrolment Summary

The following table summarizes the 2021/22 enrolment plan for programs by intake start date.

Table 1: 2021/22 Enrolment Plan

Program	Delivery	Start Month	2020/21 Actual/ Forecast	2021/22 Plan
Professional and Continuing Studies			238	268
Advanced Coaching Practices - GC	Blended	September	4	4
Advanced Coaching Practices - GC	Blended	January	4	4
Change Management - GC	Blended	September	17	20
Executive Coaching - GC	Blended	April	40	40
Executive Coaching - GC	Blended	August	40	45
Executive Coaching - GC	Blended	January	40	45
Management and Leadership - GC	Blended	September	0	20
Organization Design & Development - GC	Blended	September	11	0
Project Management - GC	Blended	September	18	20
Project Management - GC	Blended	February	0	20
Project Management & Organizational Leadership - GD	On-campus	February	35	25
Workplace Innovation - GC	Online	October	7	10
Strategic HR - GC	Blended	January	15	15
Corporate Social Innovation - GC	Blended	March	7	0
School of Communication and Culture			211	232
Intercultural and International Communication - MA	On-campus	September	40	40
Intercultural and International Communication - MA	Blended	March	20	20
Strategic Global Communication - Cert	Blended	March	1	1
Professional Communication - BA	On-campus	September	38	42
Professional Communication - BA	On-campus	January	0	0
Professional Communication - BA	On-campus - Y2	September	0	0
Professional Communication - BA	Blended	March	32	35
Professional Communication Management - Cert	Blended	October	10	18
Professional Communication Management - Cert	Blended	May	10	11
Professional Communication - MA	Blended	April	30	30
Professional Communication - MA	Blended	September	30	35
School of Humanitarian Studies			216	246
Conflict Analysis and Management - MA/Dip	Blended	January	35	38

Disaster and Emergency Management - MA/Dip	Blended	August	0	0
Disaster and Emergency Management - MA/Dip	Blended	January	66	66
Human Security and Peacebuilding - MA/Dip	Blended	January	25	25
Justice Studies- Dip	Blended	January	2	4
Justice Studies- MA	Blended	January	18	26
Justice Studies - BA	Blended	August	35	39
Justice Studies - BA	On-campus	September	35	39
Transforming Child Protection to Wellbeing- GC	Blended	September	0	9
School of Educational Technology			120	106
Business Development in International Education - GC	Online	October	2	2
Systems Leadership in Higher Education - GC	Online	August	4	4
Higher Education Administration and Leadership - MA/Dip	Blended	June	27	22
Strategic Enrolment Management - GC	Online	August	0	8
Educational Leadership and Management - MA	Blended	June	20	25
Educational Leadership and Management - Dip	Blended	June	2	2
Instructional Design - Cert	Online	January	9	9
Learning and Technology - MA/Dip	Blended	June	12	0
Learning and Technology - MA/Dip	Online	April	20	0
Learning and Technology - MA/Dip	Online	March	20	20
Learning and Technology - MA/Dip	Blended	March/April	2	12
Technology-enhanced Learning and Design - Dip	Online	January	2	2
School of Environmental Studies			219	263
Environmental Education and Communication - MA/Dip/GC	Blended	July	22	22
Sustainable Community Development - Cert	Blended	March	0	0
Environment and Management - MA	Blended	August/Sept	16	18
Environment and Management - MSc	Blended	August/Sept	15	24
Environment and Management - MA	On-campus	August/Sept	0	10
Environmental Practice - BA	Online	May	2	4
Environmental Practice - BSc	Online	May	10	10
Environmental Practice - BA	Online	September	5	6
Environmental Practice - BSc	Online	September	18	19
Environmental Practice - BA	Online	January	5	6
Environmental Practice - BSc	Online	January	15	15

Environmental Practice - MA	Online	September	10	10
Environmental Practice - MSc	Online	September	22	28
Environmental Practice - MA	Online	January	8	8
Environmental Practice - MSc	Online	January	20	22
Science and Policy of Climate Change - GC	Online	January	6	10
Environmental Science - BSc	Blended	April	15	17
Environmental Science - BSc	On-campus	September	30	34
College of Interdisciplinary Studies			175	149
Interdisciplinary Studies - BA	Blended	September	15	15
Interdisciplinary Studies - MA/GD/GC	Blended	September	32	32
Interdisciplinary Studies - MA/GD/GC	Blended	January	22	22
Social Sciences - DOC	Blended	July	11	13
Social Sciences - DOC	Blended	January	11	13
Year One EAP	F2F - Year 1	April	0	0
Year One EAP	F2F - Year 1	January	0	0
Year One	F2F - Year 1	September	54	54
Year One	F2F - Year 1	January	0	0
West Shore Year 1	F2F	September	30	0
School of Leadership Studies			223	235
Leadership - MA	Blended	April	38	0
Leadership - MA, Exec Lead	Blended	April	0	28
Leadership - Cert	Blended	April	6	0
Leadership - MA/GD/GC	Blended	June	34	46
Leadership - MA, Health	Blended	September	42	45
Leadership - MA	Blended	December	46	46
Global Leadership - MA	Blended	September	26	26
Global Leadership - MA	On-campus	October	25	29
Global Leadership - Cert	Blended	September	2	2
Global Leadership - Dip	Blended	September	4	2
Global Leadership - Cert	On-campus	October	0	2
Global Leadership - Dip	On-campus	October	0	2
Values-Based Leadership - Cert	Blended	September	0	0
Values-Based Leadership - Cert	Blended	April	0	4
Leadership - Cert	Blended	Cancelled	0	0
School of Business			525	542

Executive Management - MBA plus GCs	Blended	July	50	65
Executive Management - MBA plus GCs	Blended	January	45	45
Global Management - MGM	On-campus	May	108	105
Global Management - MGM	Blended	September	20	20
Global Management - MGM	On-campus	September	108	105
Global Management - MGM	On-campus	January	108	105
Management - MSc	Blended	TBC	0	0
Entrepreneurial Management - BCom	Blended	August	20	40
Entrepreneurial Management - BCom	Blended	March	20	22
Business Administration - BBA	On-campus	August	31	29
Business Administration - BBA	On-campus - Y2	September	15	7
School of Tourism and Hospitality Management			106	120
Global Tourism Management - BA	On-campus	September	20	21
Global Tourism Management - BA	On-campus - Y2	September	5	2
International Hotel Management - BA	On-campus	September	37	31
International Hotel Management - BA	On-campus - Y2	September	14	6
Tourism Management - Cert	Blended	March/April	3	3
Tourism Management - Cert	Blended	August		3
Tourism Management - Cert	Blended	Nov/Dec	5	5
Tourism Management - MA	On-campus	April	22	12
Tourism Management - MA	On-campus	August	0	11
Tourism Management - MA	On-campus	December	0	11
Tourism Management - MA	Blended	Aug/Sept	0	15
Global Language and Learning Centre			176	114
English for Academic Purposes 1	On-campus	April / May	0	0
English for Academic Purposes 1	On-campus	September	17	6
English for Academic Purposes 1	On-campus	January	10	0
English for Academic Purposes 2	On-campus	April / May	0	4
English for Academic Purposes 2	On-campus	September	19	8
English for Academic Purposes 2	On-campus	January	14	4
English for Academic Purposes 3	On-campus	April / May	11	10
English for Academic Purposes 3	On-campus	September	15	15
English for Academic Purposes 3	On-campus	January	17	12
Pre-Master Program Level 1	On-campus	April / May	10	0
Pre-Master Program Level 1	On-campus	September	6	0

Pre-Master Program Level 1	On-campus	January	0	0
Transfer Preparation Program Level 1	On-campus	April / May	0	0
Transfer Preparation Program Level 1	On-campus	September	0	0
Transfer Preparation Program Level 1	On-campus	January	0	0
University Academic Preparation	On-campus	April / May	0	18
University Academic Preparation	On-campus	September	0	22
University Academic Preparation	On-campus	January	0	15
Pre-Master Program Level 2	On-campus	April / May	20	0
Pre-Master Program Level 2	On-campus	September	22	0
Pre-Master Program Level 2	On-campus	January	13	0
Pre-Master Program Level 3	On-campus	April / May	2	0
Transfer Preparation Program Level 2	On-campus	April / May	0	0
Transfer Preparation Program Level 2	On-campus	September	0	0
Transfer Preparation Program Level 2	On-campus	January	0	0
Faculty based programs			24	30
Climate Action Leadership - DIP	Blended	May	12	2
Climate Action Leadership - MA	Blended	May	0	10
Business Administration - DOC	Blended	January	12	18
Grand Total			2233	2305

BOARD OF GOVERNORS

BRIEFING NOTE



MEETING:	MARCH 31, 2021
AGENDA ITEM:	2021/22 ANNUAL PLAN
SPONSOR:	CHERYL EASON, VICE-PRESIDENT & CHIEF FINANCIAL OFFICER
PURPOSE:	APPROVAL

BRIEF DESCRIPTION OF AGENDA ITEM

The *2021/22 Annual Plan* ("the plan") for review and recommendation for approval subsequent to the Finance and Audit Committee at their March 18, 2021 meeting.

KEY CONSIDERATIONS

The plan forecasts a \$0.6M net operating income compared to forecasted 2020/21 net operating income of \$0.7M. It is assumed that the West Shore initiative will not impact the net operating income due to the full recovery of costs from government funding.

Highlights

The plan for 2021/22 is guided by the four goals identified in the university's strategic vision and focuses on:

- Strategic enrolment planning and academic programming;
- Alumni and indigenous engagement strategies;
- Operationalization of the Cascade Institute;
- Development of the Campus and Student Housing Plans and a Climate Action Plan;
- Review of the administrative and academic organizational structure;
- Develop plans for food production on campus and revitalize the Japanese gardens;
- Upgrades to campus infrastructure and buildings and enhancement of the financial and student management systems and university website through the capital program; and
- The new challenge-based "Common Foundations" undergraduate programming at the RRU Colwood campus and the concept plan for the West Shore Centre of Excellence for Lifelong Learning.

Risk

Review of the projected outcomes for 2021/22 and growth goals articulated in the plan indicate that the plan is realistic and residual risk continues to be manageable. Looking back at the financial impacts of COVID over the last year and lessons learned, the university has identified revenues at the greatest risk and developed two deficit scenarios, along with cost containment measures and mitigation strategies to ensure the long-term financial health of the university. The net income reductions are \$2.3M under the possible scenario and \$3.8M under the pessimistic scenario and could be offset by cost containment measures, ranging from \$2.0M to \$4.0M.

RECOMMENDATION

Management recommends that the Board of Governors approve the *2021/22 Annual Plan* including proposed tuition and mandatory ancillary fee increases, effective September 1, 2021 in accordance with the government tuition limit policy.

MOTION

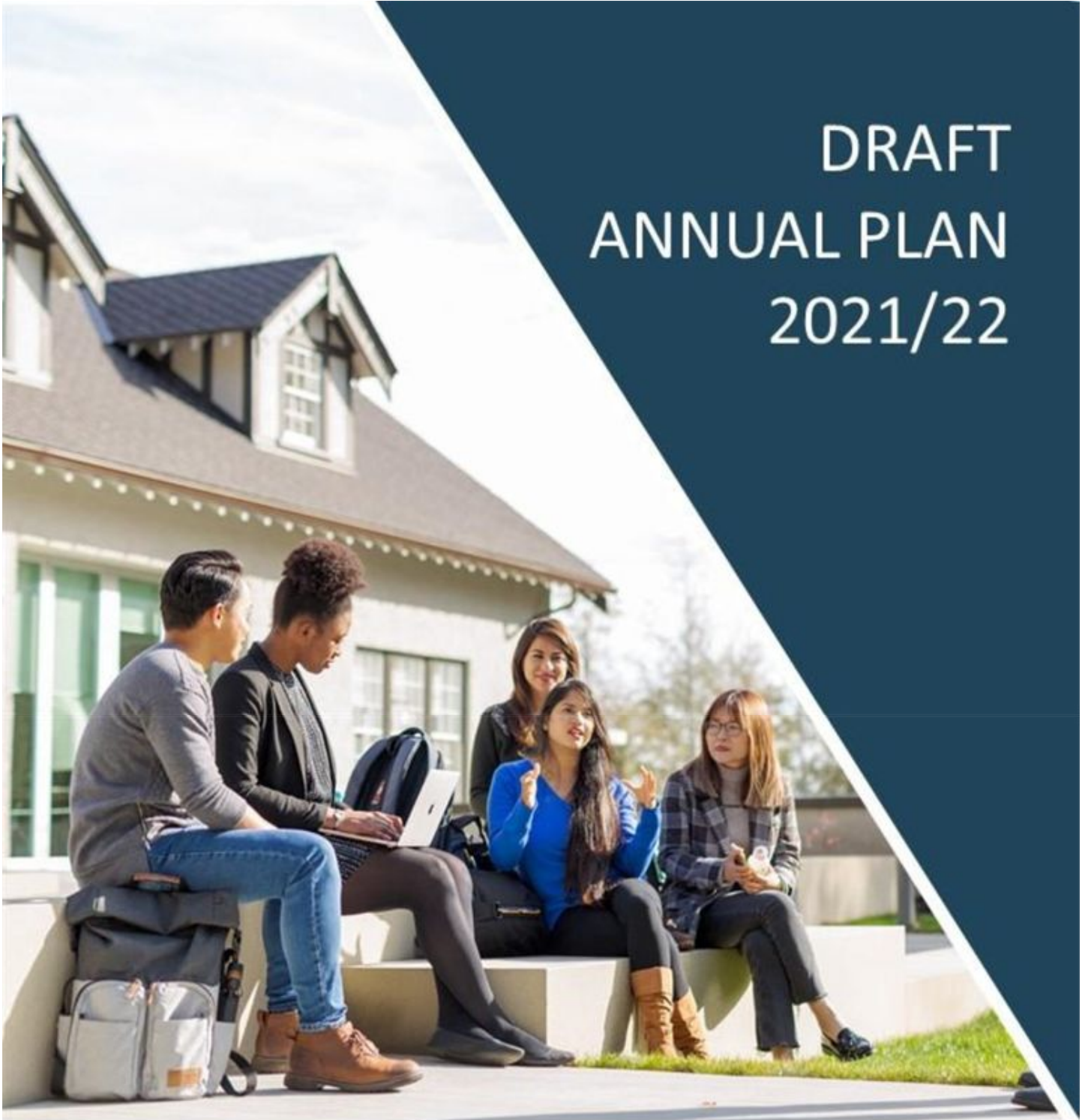
That the Board of Governors approves the *2021/22 Annual Plan* as presented in Attachment 1.

Attachment

1. Annual Plan 2021/22
2. March 31, 2021 Presentation to Board of Governors¹

¹ The detailed PowerPoint slide deck presented to the Finance and Audit Committee at their March 18 meeting is available on *Diligent Board* in the Finance and Audit Committee folder.

DRAFT ANNUAL PLAN 2021/22



Presented to
Board of Governors
March 2021

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INTRODUCTION

"Often when you think you're at the end of something, you're at the beginning of something else."

- Fred Rogers

We have lived through a year like no other in recent history. As COVID-19 hit communities and economies hard, universities pivoted to online learning to keep students engaged. At Royal Roads we leaned into our online strength, reimaged the world of work, and thrived.

Across the university our teams pulled together; supporting staff and faculty to work remotely and helping students adjust to a fully online environment. A core team remained on campus to keep our university clean and safe. As people decided to upskill and reskill, our domestic full-time equivalent (FTE) students expanded by 2%. Amid travel restrictions and lockdowns our international FTEs declined by 14%. We learned from this challenge and developed a plan to move into the future.

Despite the pandemic we delivered on key priorities. We released RRU's new strategic vision – *inspiring people with the courage to transform the world* – and embraced refreshed values of courage, caring and creativity. We launched the Cascade Institute, finished the Dogwood Auditorium, and through the Ocelli project, created top-quality data reporting to better inform our work. The web renewal project made excellent progress and will launch its first site phase in May. We responded to critical issues with vigour and imagination, pulling together task forces on anti-racism and climate action to deliver two bold, innovative strategies to drive change across campus.

In the dark days of March 2020, we promised faculty and staff wage continuity and that we would 'build a bridge' to get all of us to the other side. While others forecast deficits, we maintained a balanced budget and kept everyone working. We ended the year strongly with a surplus that allows for investment in key strategic priorities in 2021/22.

This coming year investments will be made in strategic enrolment management, with quality systems and resources to ensure our success. We will advance the Climate Action Plan and the Anti-Racism Strategy, beginning implementation of both in 2021/22. Priority will be given to Indigenous education. Restoration will begin in the Japanese garden and on the Glass House alongside the cultivation of a new community food production garden with expanded apiary.

Our work with the University of Victoria, Camosun College and the provincial government will continue as we advance plans for a West Shore campus and our challenge-based learning program. Guided by a new Academic Plan we will begin the process for academic re-organization. A new capital project to renovate Rose Garden Cottage will start, creating a home for the Cascade Institute. And, we will reboot our 25th anniversary. COVID paused our plans but we will not let this extraordinary milestone pass without the celebration it deserves.

My deepest gratitude to Royal Roads faculty, staff and students for the extraordinary accomplishments achieved this past year. We look forward with excitement as we table the operating and capital plans for 2021/22. They represent a vital, prudent and effective path forward.

Philip Steenkamp
President and Vice-Chancellor
Royal Roads University

2020/21 FORECAST

In 2020, the impact of COVID-19, like other post-secondary institutions, forced the university to adjust its processes, planning and approach to deal with the uncertainty at both the global and local levels. Thanks to the resolve and adaptability of the university's faculty, staff, and students, the university not only sustained its instructional and core operations, it continued to thrive.

The 2020/21 forecast net operating income of \$0.7M is \$0.2M above the original 2020/21 approved net operating plan and \$0.6M above 2019/20 actual levels. Revenues are forecast to perform below plan

(\$0.7M or 1%) due to lower investment income and ancillary revenues with tuition and academic revenue remaining on plan. The lower forecasted revenues are offset by lower operating expenses forecast to be \$1.6M or 2% below plan. The labour costs are forecast \$0.3M above plan due to additional contracted services from research activities. Savings of \$1.8M (10%) for non-labour expenses are primarily related to COVID-19 restrictions impacting student recruitment travel and events, supplies and services, and lower amortization costs associated with timing of capital projects.

A portion of the savings (\$0.7M) generated in the latter half of the year is being reallocated to the Royal Roads University Foundation to fund future awards, scholarships, and financial aid.

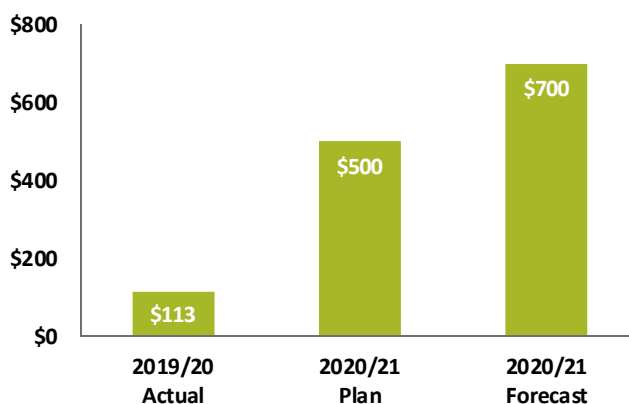


Figure 1. Net Operating Income, 2019/20 – 2020/21

2021/22 PLANS AND PRIORITIES

Learning for Life is the dominant theme of the university's strategic vision, and the 2021/22 annual plans and priorities are directly aligned to this strategic vision. The university's purpose: deliver life-changing education and be *the* university of choice for leaders who want to change the world. Working collaboratively with organizational units across campus, the university will link its activities and efforts to achievement of the goals and initiatives outlined below.

FOCUS FOR 2021/22

The plans and priorities identified in this operating plan are collated from supporting plans and documents from across the university community. Guided by the four goals identified in the university's strategic vision, projects and initiatives for 2021/22 are as follows:

Goal 1: Any Age, Any Stage, Any Place

Develop and implement a strategic enrolment plan

- Deliver a Challenge-Based Learning program, a common two-year university foundation curriculum that feeds into the university's degree programs
- Continue the development of programming, with partners University of Victoria and Camosun College, that supports a multi-institutional centre aiming to drive economic recovery locally, regionally, and internationally

- Restructure the approach to enrolment management, including electronic reporting and development of a rolling strategic plan

Implement a stackable and portable credits framework (incremental recognition)

- Provide opportunities for specialization and elective options that respond to increasing student demand for individualized education
- Build pathways into and across non-credit and credit programming throughout the student lifecycle

Review, renew, and develop academic programming

- Review programs undergoing a five-year review
- Develop and launch new programs, including programs awaiting DQAB approval, and a new dual degree model program
- Increase offerings of existing programs when needed to meet student/market demand

Goal 2: Discover, Share, Advance

Ensure the Cascade Institute is fully operational

- Renovate the Rose Garden Cottage to create a new home for the research hub and house the Cascade Institute
- Continue using advanced methods for mapping and modeling complex global systems to identify interventions and help shift civilization towards fair and sustainable prosperity
- Develop a fundraising pipeline, securing revenue to fund Cascade operations each year.

Goal 3: Invite In, Venture Out

Develop a comprehensive Alumni Engagement Strategy

- Research and analyze alumni population to understand best engagement methods
- Implement Alumni Benefits program
- Implement Alumni Affinity program

Develop and implement Indigenous Engagement Strategy

- Continue to nurture strong relationships with South island First Nations
- Implement cultural representation plan across the university campus
- Rollout cultural competency training to all university faculty and staff (Pulling Together Foundational Program)

Roll out year 2 of the Royal Roads Advancement Strategy

- Continue to develop a robust donor base and pipeline
- Activate a rigorous major gifts appeal
- Create a suite of annual campaign appeals, inspiring giving at foundational and mid-range gift levels
- Strategically engage alumni (domestic and international) to drive giving

Roll out year 2 of the Strategic Communications Plan

- Continue to expand social channels and develop digital capacity
- Develop and implement government relations plan to boost local, provincial and federal engagement
- Identify and activate a suite of domestic and international speaking/engagement opportunities to promote the university
- Implement digital solutions to improve reporting and create efficiencies and better service for the RRU community
- Continue to expand brand journalism and media relations work

Goal 4: Vibrant and Sustainable

Develop a revised Campus and Student Housing Plan

- Within the context of an updated long-term campus plan, build a business case to support the development of a new student centre and address student accommodation needs

Develop a new Climate Action Plan

- Develop a climate action plan using an outcomes-based planning process; submission targeted to the Board of Governors for September 2021

Review administrative and academic organizational structures

- An engagement to review administration and academic organizational structures at the university will provide insights on the alignment within the organization to support the achievement of RRU's long-term Vision, Goals and Values

Develop plans for food production on campus and the revitalization of the Japanese gardens

- Define the scope and resourcing requirements for expanded food production on the campus
- Initiate design work that will inform an updated strategic campus plan as well as a garden revitalization plan

COMMON FOUNDATIONS & WEST SHORE CAMPUS PROGRAMMING INITIATIVES

In addition to the major action items for 2021/22 outlined above, the university continues to move forward on its new challenge-based “Common Foundations” undergraduate programming at the RRU Colwood campus and the concept plan for the West Shore Centre of Excellence for Lifelong Learning.

Challenge-Based Learning “Common Foundations”

To expand its undergraduate offering, and create full 4-year degree programs, RRU is proposing to launch a new two-year Common Foundations program that will provide all domestic undergraduates with a ‘common foundation’ of learning before they enter any of the university’s existing 3rd and 4th year programs, allowing them to complete their entire undergraduate degree at Royal Roads University. Program examples include Business and Sustainability, Justice Studies, Environmental Practice, Professional Communications, Entrepreneurial Management, and Global Tourism.

West Shore Centre of Excellence for Lifelong Learning

As the BC government strives to power up a sustainable post-pandemic economy, the West Shore Centre project is ready to reignite—with a smaller, more flexible and recovery-focused approach. This revised concept plan proposes a modified West Shore Centre for Lifelong Learning—a lower-cost and lighter-footprint investment in a transformational collaboration that promises to reshape BC’s educational and economic landscape.

Together, Royal Roads University, the University of Victoria, and Camosun College (the PSI Partners) have reimaged a scaled-down Centre for Lifelong Learning (Centre) that leverages the existing infrastructure and human capital of all three institutions to reduce costs and help drive the economic recovery for the West Shore. Given current fiscal realities, the Centre is now proposed to open in 2023 at a more modest scale—32,000-square-feet, or roughly one-quarter the size of the original plan—with the potential for phased growth as demand increases and fiscal equilibrium is restored.

To start, Centre programming will focus on reskilling and upskilling a beleaguered workforce to thrive in a post-pandemic world, offering market-relevant continuing and professional studies programs, including stackable just-in-time micro-credentials. The Centre will embed and advance entrepreneurial thinking and practice across the curriculum, as well as through a new on-site West Shore Innovation and Entrepreneurship Hub (HUB)—a unique two-prong approach that will serve as a significant catalyst for reshaping the regional economy.

Together, the PSI Partners request government operating funding of approximately \$5.9M over four years to develop and launch new programs for the new Centre, and additional capital funding totalling \$35.0M to augment the City of Langford capital contribution of \$7.5M to establish the West Shore Centre of Lifelong Learning in Langford.

Further funding details can be found on pages 23 and 24 in the document.

KEY PERFORMANCE INDICATORS

Key Performance Indicators (KPIs) are critical for measuring the university's achievement towards its strategic goals, alignment with provincial priorities, and assessing efficiency and effectiveness of the university. The university continues to develop its KPIs and reporting systems to ensure that the metrics required to measure progress against the objectives set out in this plan are identified and tracked. A summary level of KPIs for this plan is indicated in Table 1.

Table 1. Key Performance Indicators

Key Performance Indicators	2019/20 Actual	2020/21 Forecast	2021/22 Plan
Growth			
Student FTEs - Onshore Programs	2,775	2,697	3,133
Student FTEs - Offshore Programs	260	133	13
Onshore Program/Student Mix - Graduate/Undergraduate	71/29	73/27	77/23
Onshore Program/Student Mix - Blended/On-campus	62/38	100/0	To be determined
Professional and Continuing Studies (non-credit revenue; \$000s)	\$3,123	\$1,955	\$3,746
Demand Driven			
BC undergraduate survey of usefulness of knowledge and skills in performing job	80.5%	nbc	Based on survey results
High-Quality, Effective Education			
instruction ¹	91.0%	>91%	Based on survey results
Graduate Student Satisfaction		To be determined	Based on survey results
Student per Core Faculty Ratio	41	39	42
Student per Associate Faculty Ratio	45	44	45
Student per Program Support Ratio	36	35	37
Student per Academic Support Ratio	21	22	25
Research Excellence			
Total Research Revenue (\$000s) ¹	\$2,733	\$2,790	\$2,621
Financial Sustainability			
Operating Income - Cost/Revenue Ratio	99.3%	98.1%	99.3%
Net Operating Income - Cost/Revenue Ratio	99.9%	99.1%	99.3%
Financial Health Ratio	Good	Good	Good
Operational Leverage			
Contribution Margin	39%	37%	39%
Administrative Support % of Staff FTEs	16%	16%	16%
Administrative Expenses % of Total Operating Expenses	13%	14%	13%
Academic Support Cost per Student FTE (\$000s)	15.5	16.4	16.4
Administrative Support Cost per Student FTE (\$000s)	3.4	3.4	3.3
Accessibility and Diversity			
Program/Student Mix Domestic/International	67/33	73/27	75/25
Indigenous Student Spaces	n/a	Based on results	Based on results
Cultural Values Assessment (for employees)	n/a	n/a	Based on survey results
Infrastructure Sustainability			
Capital Investment (\$000s)	\$11,253	\$16,152	\$40,430
Engaged			
Alumni survey "proud to be a graduate from RRU"	n/a	n/a	Based on survey results
General Population Reputational Survey	n/a	n/a	Based on survey results
Fundraising Contributions (\$000s)	\$2,383	\$700	\$1,138

¹ Targets pending based on timing of publication of survey results.

² Includes operating revenues less direct expenses, direct overhead and departmental overhead for the academic and professional and continuing studies.

Of note are the following KPIs that have experienced a change in trending from 2020/21 to 2021/22:

- Program/Student Mix
 - The student FTEs – onshore programs increased by 16% to 3,133 FTEs and student FTEs – offshore programs decreased by 90% to 13 FTEs.
 - The graduate/undergraduate student mix increases from 73/27 in 2020/21 to 77/23 in 2021/22.
 - The blended/on-campus student mix decreases from 62/38 in 2019/20 to 100/0 in 2020/21 and is yet to be determined for 2021/22 as a result of COVID-19.
 - The domestic/international student mix increases from 73/27 in 2020/21 to 75/25 in 2021/22.

Changes are due to increased enrolments in domestically-focused master and doctoral programs.
- Academic Student /Staff Ratios
 - The student per core faculty, student per associate faculty, student per program support, and student per academic support ratios for 2021/22 increase over 2020/21 forecast, returning to levels more consistent with 2019/20. The improved ratios result from the 16% increase in student FTEs in the onshore programs.
- Contribution margin increases from 37% (2020/21) to 39% in 2021/22, returning to levels consistent with 2019/20.
- Capital investments total \$40.4M in 2021/22 due to new spending on Teaching and Learning Support (\$4.7M), Campus and Building Resilience (\$5.3M), Furniture, Fixtures and Equipment (\$1.8M), Technology Investments, (\$8.1M), and West Shore Campus (\$20.5).

2021/22 OPERATING AND CAPITAL PLANS

The university's approach to operating and capital planning is designed to enable the institution to align its financial operating and capital resources with its vision and values. In doing so, the operating and capital planning processes will be better able to meet changing institutional needs and be responsive to new opportunities. The following reflects the operating and capital plans priorities for 2021/22.

OPERATING PLAN PRIORITIES

Alignment to the university's vision

- In celebration of its 25th anniversary, the university released its new strategic vision in 2020. Guided by values of caring, creative and courageous, the Vision's set of goals and commitments to guide learning, teaching and research, and community engagement are reflected in the 2021/22 operating budget.

Engine for lifelong learning for students

- With a strong reputation for accessible and market-relevant education, the university has advanced its concept plan for both undergraduate learning and a new post-secondary campus to better serve the needs of the West Shore communities in 2021/22. Also reflected in the 2021/22 operating budget is continued support for academic programming delivery, student services, and marketing to expand its accessible and market-relevant education to more students – now more than 20,000 strong.

Deliver a balanced budget

- In keeping with its commitment to financial stability and sustainability, the 2021/22 operating budget is projected to be \$0.6M, in line with the forecasted net operating income of \$0.7M for 2020/21.

Risk-focused financial management approach

- The 2021/22 operating budget has been developed on a risk-adjusted basis, considering the possible impacts of reductions in revenue and cost containment measures that could be taken to return to a balanced budget, given that COVID-19 continues to provide uncertainty for students and universities.

CAPITAL PLAN PRIORITIES

Completion of What Has Been Started

- Completing approved projects started prior to the new fiscal year; optimizing investments and efficiencies through continuous project delivery

Support Academic Growth and Enhancing the Student Experience

- Continuing to support program growth and delivery requirements through a combination of innovative infrastructure and information technology systems renewal
- Enhancing the student experience at Royal Roads through a concerted effort to complete business case analysis and project development in support of the proposed new student centre and student accommodation requirements

Revision Campus Space Configurations

- Addressing campus space configuration requirements and optimizing space allocations as the university matures the strategic planning and management of available space in parallel to facilitating COVID recovery and return-to-campus planning

Optimize Funding Sources

- Protecting existing capital funding sources in tandem with identifying and securing new funding sources relevant to RRU's key initiatives

BUDGET PROCESS

The planning cycle at Royal Roads University provides many opportunities for input from all member of the university throughout the year. The budget process is a rather decentralized one that is developed on two main principles:

- transparency – each division is responsible for their own revenue and expense budgets; and
- engagement – the budget process includes consultation and review processes.

The budget development process for 2020/21 commenced in the fall of 2020 and concludes in March 2021 prior to the new fiscal year beginning April 1. The process comprises four stages as depicted in Figure 2.

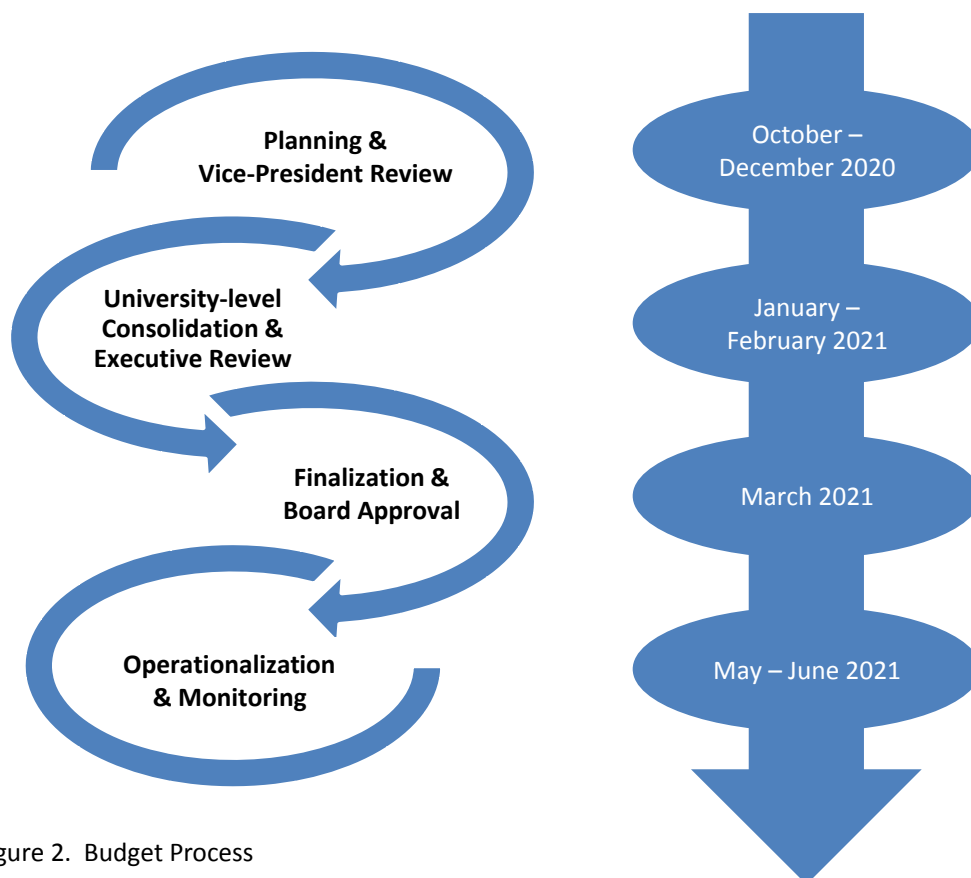


Figure 2. Budget Process

Planning and Vice-Presidential Review (October to December 2020)

The Financial Planning Office conducts preliminary environmental scans to update assumptions in the budget models and provides budget planning templates to the budget holders. Enrolment forecasts for each program are received from the Vice-President Academic and Provost after consultation with the program areas and respective Deans. The budget holders incorporate the budget assumptions and consider their operational requirements, staffing requests, and funding priorities based on the strategic goals of the university. Internal resource reallocations are considered where they will improve outcomes and/or performance and will support key initiatives, both new and continuing. Vice-Presidents review the budget submissions for their portfolio prior to submission to the Financial Planning Office.

University-level Consolidation and Preliminary Review (January and February 2021)

The Financial Planning Office prepares a draft consolidated budget based on the budget holder submissions for Executive review and meetings are held with the Executive Committee to make key resource allocation decisions required to achieve a balanced budget. This input is used to adjust the revenue and expenses originally submitted and prepare the operating plan and capital plan budgets.

Finalization and Board Approval (March 2021)

The operating plan and capital plan budgets which have been approved by the Executive Committee are incorporated into the 2021/22 annual plan and presented to the Finance and Audit Committee mid-March for recommendation to the Board of Governors. The Board of Governors reviews the annual plan and approves the operating plan and capital budgets by the end of March.

Operationalization and Monitoring the Budget (April 2021 to March 2022)

After approval has been received from the Board of Governors, budgets are communicated to the budget holders. In April, budget holders provide additional information on the anticipated timing of revenues and expenses. The Financial Planning Office sets up this information in the financial system and uses it for monitoring budget performance.

Throughout the year, actual results are measured against the operating plan and capital plan budgets and updated forecasts are prepared using revised tuition forecasts. Surplus resources are redeployed, where needed, and measures are taken to contain or reduce costs, if needed. The Executive is consulted where budget funding requests exceed the funds available for redeployment.

2021/22 OPERATING BUDGET

BUDGET ASSUMPTIONS

The 2021/22 operating plan reflects the priorities of Royal Roads University as determined through the integrated planning process with full consideration of plans and initiatives from all organizational units. It reflects the university's commitment to Equity, Diversity and Inclusion, Indigenous Education and Engagement, and academic programming through additional resources to further the work already underway; student recruitment efforts through marketing, targeted advertising campaigns, the alumni life-long learning program, and the release of the university's core website. Expenditures on facilities and technology in the operating budget and on infrastructure and technology investments in our capital plan will ensure sustainability into the future.

As such, the 2021/22 operating budget has been developed based on the following key assumptions:

- resumption of on-campus instruction for September 2021;
- tuition increase of 2% consistent with government policy limiting increases for domestic undergraduate and graduate tuition and mandatory student fees (see Appendix A for additional detail);
- tuition increase of 2% for international undergraduate and graduate tuition (aligned with domestic tuition increases);
- student enrolment levels resulting in 3,133 FTEs in onshore programs with progression and completion rates remaining consistent with historical trends;
- provincial grant increases to offset compensation increases for General Wage Increase in labour costs;
- compensation amounts for salary and benefit changes resulting from current collective agreements, collective bargaining and/or statutory obligations including all known increases and changes.

Table 2. Statement of Operations, 2021/22

<i>Dollars in Thousands</i>	2019/20 Actuals	2020/21 Forecast	2021/22 Plan	Variance To	
				2020/21 Forecast	%
Revenues					
Tuition and academic revenue	\$44,882	\$42,842	\$51,153	\$8,311	19%
Provincial operating grants	20,231	23,353	22,755	(598)	(3%)
Other revenue	10,770	8,739	8,867	128	1%
Total Revenues	75,883	74,934	82,775	7,841	10%
Operating Expenses					
Salaries and benefits	45,293	46,344	50,089	(3,745)	(8%)
Contracted services	9,873	10,455	12,143	(1,688)	(16%)
Supplies and services	6,567	5,183	5,472	(289)	(6%)
Marketing	2,010	2,053	2,106	(53)	(3%)
Student recruitment	2,546	1,628	2,120	(492)	(30%)
Instructional and program delivery	2,207	933	2,019	(1,086)	(116%)
Facilities	1,842	1,625	1,591	34	2%
Technology	1,329	1,414	1,779	(365)	(26%)
Total Operating Expenses before Amortization	71,667	69,635	77,319	(7,684)	(11%)
Amortization of tangible capital assets	3,709	3,899	4,856	(957)	(25%)
Operating Income	507	1,400	600	(800)	(57%)
Cost/Revenue Ratio	99.3%	98.1%	99.3%		
Operating Investments	394	700	-	(700)	0%
Net Operating Income	\$113	\$700	\$600	(100)	(14%)
Cost/Revenue Ratio	99.9%	99.1%	99.3%		

The 2021/22 net operating income is projected at \$0.6M or \$0.1M (14%) lower than 2020/21 forecast results. Revenue is expected to increase by \$7.8M or 10% offset by an increase in operating expenses of \$7.7M or 11% as on campus face-to-face programming is anticipated to begin in September 2021. Increases in amortization of tangible capital assets of \$0.9M or 25% result from the completion of capital projects. Decreases in operating investments of \$0.7M are planned.

REVENUE

Projected revenues of \$82.8M represents a \$7.8M or 10% increase from 2020/21 forecast and \$6.9M or 9% from 2019/20 actual results (Figure 3). This is mainly attributable to higher tuition and academic revenues (\$8.3M) offset with slightly lower (\$0.6M) provincial operating grants.

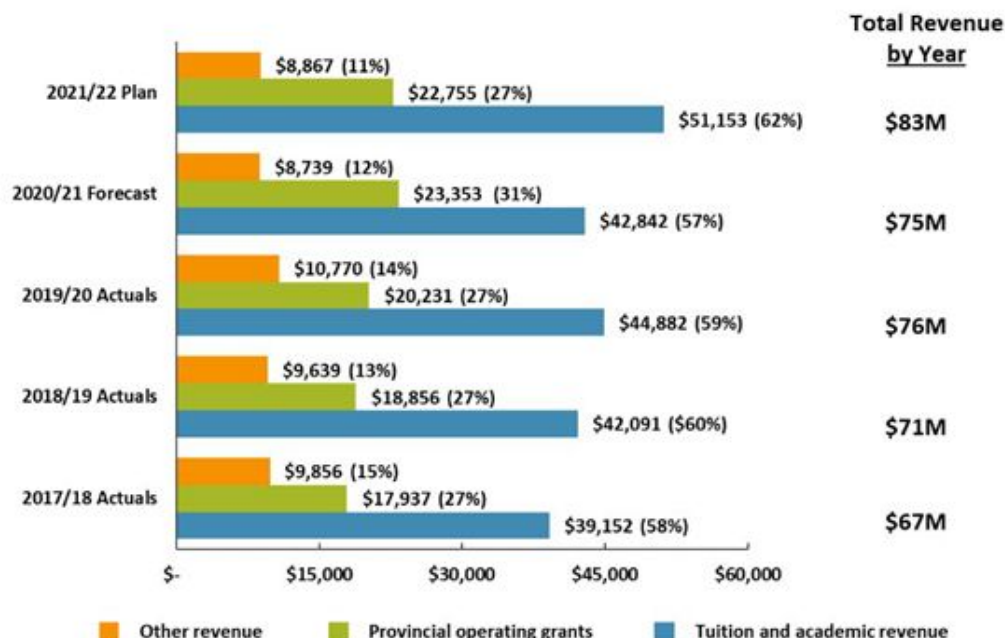


Figure 3. Five-Year Revenue Summary

Tuition and Academic Revenue

Onshore Credit Programs

The revenue from onshore credit (domestic and international) programs at \$44.7M shows an increase of \$6.6M (17%) from 2020/21 forecasted results. This growth is a function of:

- proposed 2% increase in onshore tuition rates (see Appendix B for details);
- growth of 16% in student FTEs for onshore credit programs (3,133 FTEs in 2021/22 compared to 2,697 FTEs in 2020/21); and
- proportion of domestic students in the onshore credit programs decreasing slightly from 2020/21 but remaining higher than 2019/20 (75% in 2021/22 compared to 76% in 2020/21 and 73% in 2019/20).



Figure 4. Credit Programs, Tuition Revenue

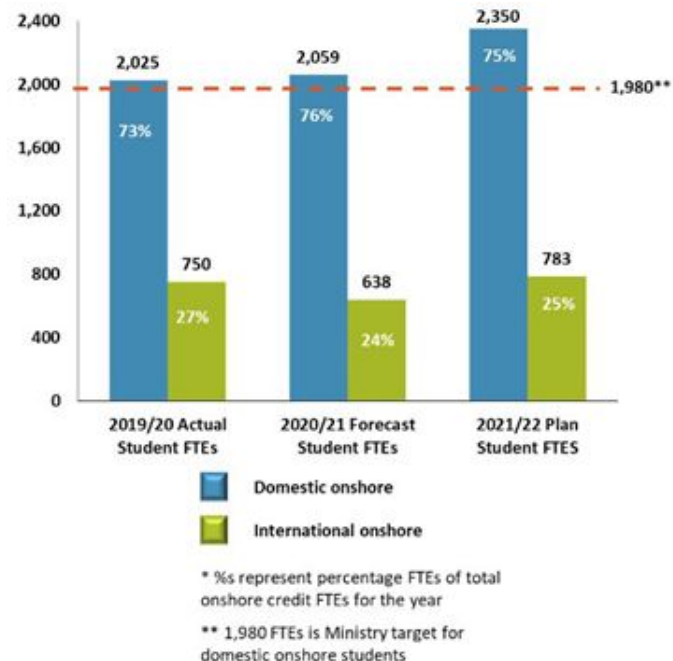


Figure 5. Credit Programs, Student FTEs

Domestic Student FTEs

Domestic student FTEs in onshore credit programs show an increase of 291 FTEs (14%) from 2,059 in 2020/21 to 2,350 FTEs in 2021/22; associated revenue increase of \$3.9M (15%) from \$26.6M in 2020/21 to \$30.5M in 2021/22. The increase in domestic student FTEs and revenue relates primarily to the Master of Business Administration in Executive Management, Master of Arts in Environmental Practice, Master of Science in Environmental Practice, Master of Arts in Leadership, Graduate Certificate in Value Based Leadership, Doctor of Business Administration, Bachelor of Commerce and Master of Arts in Justice Studies.

International Student FTEs

The international student FTEs show an increase of 145 FTEs (23%) from 638 FTEs in 2020/21 to 783 FTEs in 2021/22; associated revenue increase of \$2.6M (22%) from \$11.6M in 2020/21 to \$14.2M in 2021/22. The additional student FTEs and revenue relate primarily to increases in Master of Global Management, the Master Arts in Tourism Management, Master of Arts in Intercultural and International Communication, Master of Arts in Global Leadership, and Interdisciplinary Undergraduate Year One.

Revenue from Onshore Programs

As a result of the changes in domestic and international student FTEs as outlined above, revenue from international students as a percentage of total onshore credit program revenue in 2021/22 is 32% compared to 30% in 2020/21 and 34% in 2019/20.

Professional and Continuing Studies

The revenue from Professional and Continuing Studies at \$3.8M is \$1.8M (92%) above 2020/21 forecast and \$0.6M (20%) above 2019/20 includes revenue from non-credit continuing studies courses (\$1.2M), domestic contract training (\$1.6M), international contract training (\$0.3) and English language training (\$0.7M).

Based on experience in 2020/21, non-credit continuing studies courses have not been as significantly impacted by COVID-19 as other professional and continuing studies revenue and will remain relatively flat. Increases in domestic contract training (\$1.0M above 2020/21 forecast and \$0.6M above 2019/20), international contract training (\$0.3M above 2020/21 forecast and \$0.7M below 2019/20) and English language training (\$0.5M above 2020/21 forecast - teaching taken over from Study Group in 2020/21)

OPERATING EXPENSES

The operating expenses of \$82.1M are \$8.6M (12%) above 2020/21 forecast with a salaries/benefits and contracted services increase of \$5.4M (10%) and other expense increase of \$3.2M (19%).

As a percentage of total operating expenses, salaries/benefits and contracted services have decreased by 1% from 75% compared to 76% in 2020/21 forecast. The shift in percentage to other expenses results from an increase in amortization of tangible capital assets as capital projects are completed.

Salaries and Benefits/Contracted Services

Figure 6 provides trending for the employee FTEs and labour expenses from 2017/18 to 2021/22, indicating an increase in salaries and benefits of \$11.7M or 30% compared to an increase of 64 employee FTEs (15%). The compensation increase includes COLA and merit, increases from the job evaluation and compensation review completed in 2019/20, and new positions.



Figure 6. Employee FTEs and Labour Expenses

Workforce Costs

Salaries, benefits, and contracted services makes up nearly 65% of total operating expenses (before amortization) at a cost of \$62.2M for 2021/22. This is an increase of \$5.4M (10%) over 2020/21 forecast and \$7.0M (13%) over 2019/20 actual for salaries/benefits and contracted services. The \$2.9M (8%) increase in salaries is broken down into cost-of-living adjustments (\$0.8M), merit increases (\$0.5M), new positions (\$0.8M) and reduction in vacancies (\$0.8M). The benefits increase of \$0.8M (11%) relates to statutory benefits on higher salaries and a reduction in vacation savings over 2020/21.

Table 3. Salaries and Benefits/Contracted Services

<i>Dollars in Thousands</i>	2019/20 Actuals	2020/21 Forecast	2021/22 Plan	Variance To	
				2020/21 Forecast	%
Salaries	36,344	38,543	41,468	(2,925)	(8%)
Benefits	8,949	7,801	8,621	(820)	(11%)
	45,293	46,344	50,089	(3,745)	(8%)
Contracted Services					
Academic	7,157	7,327	8,627	(1,300)	(18%)
Non-academic	2,716	3,128	3,516	(388)	(12%)
	9,873	10,455	12,143	(1,688)	(16%)
Total Labour	55,166	56,799	62,232	(5,433)	(10%)

Contracted Services at \$12.1M are \$1.7M (16%) above 2020/21 forecast mainly due to increases in associate faculty costs (\$1.3M or 18%) for additional teaching associated with increased courses, program quality / development work and the higher ratio of associate faculty to core faculty teaching. Also included in these costs are a 2% increase in hourly rates.

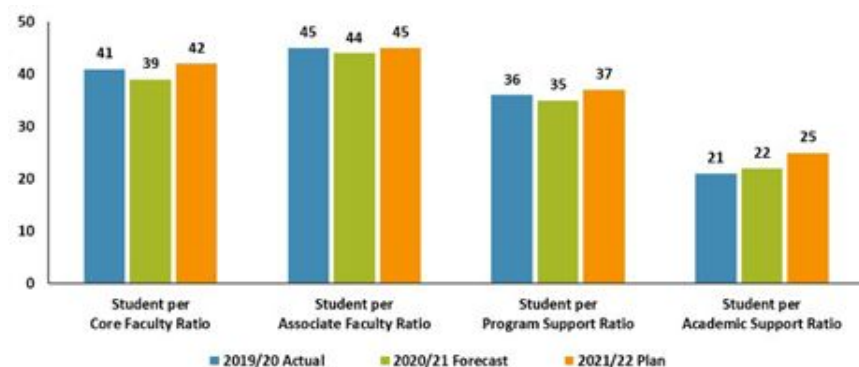
Workforce Positions

The priority hiring for 2021/22 includes additional positions to support our commitment to equity, diversity and inclusion (1 specialist); indigenous education advisor and Indigenous scholar (2 positions); academic administrative support in registration, professional & continuing studies, program coordinator (4 positions); communications (1 position), business analysis/performance (1 position) and capital projects (1 position). The total cost of adding these positions is \$0.7M or an increase of \$0.9M annualized. One regular part-time position has been increased to a full-time position.

Table 4. Workforce Analysis

	2020/21 Plan		2021/22 Plan		Variance	
	Positions	FTEs	Positions	FTEs	Positions	FTEs
Regular Positions						
Full-time	462	462	473	473	11	11
Part-time	22	15	21	14	(1)	(1)
Total Regular Positions	484	477	494	487	10	10
Temporary Positions	-	3	-	3	-	-
Total Staff		480		490		10

Table 5. Student to Staff Ratios



The improvement in the student to staff ratios results from a 16% increase in student FTES over 2020/21 and 13% increase in student FTEs over 2019/20. The administrative support % of staff FTEs remains constant at 16%.

Other Expenses

2021/22 other expenses (before amortization) of \$15.1M show an increase of \$2.3M (18%) over the 2020/21 forecast (\$12.8M) but remain \$1.4M (9%) lower than 2019/20 actual (\$16.5M) as these expenses begin to return to normalized levels in post-COVID times. Based on the opening of on-campus studies in September 2021, it is anticipated that COVID-19 will result in continued savings for the first half of the year, with expenditures returning to pre-COVID levels in the second half of 2021/22 for supplies and services, student recruitment activities, and instructional and program delivery. Marketing costs remain at 2020/21 levels and are slightly higher than 2019/20 actuals as print and online campaigns for prospective students continues to support recruitment efforts. Technology increases are related to higher software licensing costs and greater numbers of licenses.

Table 6. Other Expenses

Dollars in Thousands	Non-Labour Expense				Variance To	
	2019/20 Actuals	2020/21 Forecast	2021/22 Plan	% of Total Operating Expenses	2020/21	
					Forecast	%
Supplies and services	6,567	5,183	5,472	7%	(289)	(6%)
Marketing	2,010	2,053	2,106	3%	(53)	(3%)
Student recruitment	2,546	1,628	2,120	3%	(492)	(30%)
Instructional and program delivery	2,207	933	2,019	3%	(1,086)	(116%)
Facilities	1,842	1,625	1,591	2%	34	2%
Technology	1,329	1,414	1,779	2%	(365)	(26%)
Total Non-Labour Before Amortization	16,501	12,836	15,087		(2,251)	(22%)
Amortization of tangible capital assets	3,709	3,899	4,856	6%	(957)	(25%)
Total Non-Labour	20,210	16,735	19,943	26%	(3,208)	(19%)

Increases of \$1.0 M (6%) in amortization of tangible capital assets are due to completion of infrastructure and technology projects.

CONTRIBUTION MARGINS¹

The gross contribution margin from academic programs is increasing by \$3.9M from \$15.3M to \$19.2M with an expected increase in gross contribution margin percentage from 37% to 39%, returning to the pre-COVID levels. The academic onshore programs and professional and continuing studies programs are increasing by \$4.2M (\$2.8M and \$1.4M respectively) while offshore credit programs are decreasing by \$0.3M. In 2020/21, shortfalls in international student enrolments due to COVID reduced contribution margins for the onshore credit programs and lower enrolments in English Language training and international contract training reduced contribution margins for professional and continuing studies. A post-COVID recovery is expected in 2021/22.

¹ Contribution margins consist of operating revenues less direct, direct overhead, and department overhead for academic programming and professional and continuing studies courses.



Figure 7. Gross Contribution Margins, 2017/18 - 2021/22

OPERATING INVESTMENTS

The investments identified under 2020/21 operating investments as critical to the university realizing its strategic objectives include:

- Student support initiative: \$0.4M of awards, scholarships and financial aid with an associated cost recovery from the Foundation in donation revenue; and
- West Shore initiative: \$0.4M in operating expenditures for community engagement, industry consultation, educational programs, innovation hub and building operations with an associated recovery from MAEST and City of Langford.

Table 7. Operating Investments

	Forecasted Operating Expenses					
	2019/20 Actual	2020/21 Forecast	2021/22 Plan	2022/23 Projection	2023/24 Projection	2024/25 and Onward Projection
<i>Dollars in Thousands</i>						
Outflows						
Technology Initiatives	\$218	\$-	\$-	\$-	\$-	\$-
Advancement Initiatives	94	-	-	-	-	-
Strategic Initiatives	82	-	-	-	-	-
Student Support Initiative	-	700	400	300	-	-
West Shore Initiative	1,096	134	440	1,695	1,875	1,875
Total Outflows	1,490	834	840	1,995	1,875	1,875
Associated Recoveries						
Student Support Initiative (RRU Foundation)	-	-	400	300	-	-
West Shore Initiative (Ministry of Advanced Education and Skills Training)	1,096	134	440	1,695	1,800	1,800
West Shore Initiative (City of Langford)	-	-	-	-	75	75
Associated Recoveries	1,096	134	840	1,995	1,875	1,875
Net Outflows	\$394	\$700	\$-	\$-	\$-	\$-

2021/22 CAPITAL PLAN BUDGET

Capital investments for 2021/22 are anticipated to be \$40.4M with capital investments on RRU Campus, totalling \$19.9M and capital investments on West Shore Campus, totaling \$20.5M. Anticipated funding for the capital investment is \$27.5M (68%) funded from external sources and \$12.9M (32%) through internal sources.

CAPITAL INVESTMENTS – RRU CAMPUS

Capital expenditures for projects on the RRU campus total \$19.9M with \$7.0M (35%) funded from external sources and \$12.9M (65%) through internal sources.

Table 8. Capital Plan Budget, RRU Campus

CAPITAL PLAN BUDGET - RRU CAMPUS				
Dollars in Thousands	Expenditures		Funding Sources	
	2020/21 Forecast	2021/22 Plan	2021/22 External Funding	2021/22 Internal Funding
Teaching and Learning Support				
Learning and Teaching Auditorium ¹	\$9,248	\$100	\$-	\$100
Student Centre Development	10	2,500	1,850	650
Student Accommodation Needs	320	190	0	190
Rose Garden Cottage	15	1,915	1,436	479
	9,593	4,705	3,286	1,419
Campus and Building Resilience				
Campus Infrastructure ²	241	1,080	735	345
GHG Initiatives	752	550	328	223
Building Remediation	145	1,180	375	805
Space Reconfiguration	40	940	649	291
Other Initiatives (Projects <\$501K) ³	176	1,571	443	1,128
	1,354	5,321	2,529	2,792
Furniture, Fixtures, and Equipment				
Furniture, Fixtures and Equipment	525	1,810	0	1,810
	525	1,810	0	1,810
Technology Investment				
Digital Communication Platform ⁴	1,865	1,213	0	1,213
Enterprise Resource Planning Systems ⁵	2,567	5,331	1,185	4,146
Network Infrastructure & Technology Asset Purchases	248	1,000	0	1,000
Campus Security System Upgrades	0	550	0	550
	4,680	8,094	1,185	6,909
Total Capital Expenditures and Funding - RRU Campus	\$16,152	\$19,930	\$7,000	\$12,930
% of Funding - RRU Campus			35%	65%

¹ Includes furniture, equipment, site improvements and recreation centre improvements

² Includes electrical infrastructure upgrades

³ Includes commitments to accessibility and other building renovation projects

⁴ Digital Communication Platform (DCP) is the Web Presence Renewal phase of the DCP project

⁵ Enterprise Resource Planning is the core financial and student management system upgrade

Teaching and Learning Support

Table 9. Teaching and Learning Support, Five-Year Review

Thousands of Dollars	Forecasted Expenditures					
	< 2021/22	2021/22	2022/23	2023/24	2024/25	Total
Learning and Teaching Auditorium	\$16,779	\$100	\$-	\$-	\$-	\$16,879
Student Centre Development	10	2,500	9,490	-	-	12,000
Student Accommodation Needs	-	190	6,810	8,000	4,000	19,000
Rose Garden Cottage	15	1,915	170	-	-	2,100
Total	\$16,804	\$4,705	\$16,470	\$8,000	\$4,000	\$49,979
Funding Sources:						% of Total:
External	\$14,712	\$3,286	\$7,028	\$-	\$-	25,026 50%
Internal (RRU)	2,092	1,419	9,442	8,000	4,000	24,953 50%
Total	\$16,804	\$4,705	\$16,470	\$8,000	\$4,000	\$49,979 100%

Learning and Teaching Auditorium

This project, in combination with interdependent initiatives, is in final stages of completion with anticipated opening early 2021/22. The total project cost of \$16.9M includes expenditures related to interdependent initiatives.

Student Centre Development

Planning will advance, and construction will commence, on a modular building for a student centre. A business case will be provided to the Board of Governors prior to proceeding.

Student Accommodation Needs

With the work completed on refreshing existing accommodation units, the university will re-prioritize the development of a business case for the construction of a new student accommodation facility valued in excess of \$15M.

Rose Garden Cottage

The renovation of the Rose Garden Cottage will commence in 2021/22. The building, which is situated in the core of the campus, will provide approximately 12-14 office spaces, modest indoor and outdoor meeting spaces, and create a research hub to accommodate the Cascade Institute. A business case will be provided to the Board for approval.

Campus and Building Resilience

Table 10. Campus and Building Resilience, Five-Year Review

Thousands of Dollars	Forecasted Expenditures					
	< 2021/22	2021/22	2022/23	2023/24	2024/25	Total
Campus Infrastructure	\$241	\$1,080	\$2,250	\$4,000	\$3,000	\$10,571
GHG Initiatives	752	550	50	50	50	1,452
Building Remediation	145	1,180	350	350	1,000	3,025
Space Reconfiguration	40	940	100	100	100	1,280
Other Initiatives (Projects <\$501K)	176	1,571	658	660	1,050	4,115
Total	\$1,354	\$5,321	\$3,408	\$5,160	\$5,200	\$20,443
Funding Sources:						% of Total:
External	\$359	\$2,529	\$2,556	\$3,871	\$3,900	\$13,215 65%
Internal (RRU)	995	2,792	852	1,289	1,300	7,228 35%
Total	\$1,354	\$5,321	\$3,408	\$5,160	\$5,200	\$20,443 100%

Campus Infrastructure

Land acquisition file discussions will continue with anticipated costs of \$0.1M for legal and consulting services. The university will spend \$0.5M on electrical infrastructure work related to green house gas (GHG) initiatives and another \$0.5M on Phase II of the campus horizontal infrastructure upgrade. Expenditures for 2022/23 to 2024/25 relate to horizontal infrastructure upgrades.

GHG Initiatives

Planned GHG initiatives totalling \$0.6M will include electric vehicle charging stations, boiler upgrades, and Royal Roads fleet parking.

Building Remediation

Building remediation of \$1.2M will include hazmat/seismic remediation and water quality upgrades in the castle, housing and other buildings on campus. Expenditures for hazmat/seismic remediation will continue beyond 2021/22, at approximately \$0.4M per year and potentially increase in 2024/25.

Space Reconfiguration

Planned spending of \$0.9M in 2021/22 on space reconfiguration will allow Royal Roads to upgrade Grant labs, construct a video creation space, and make other changes to repurpose space on the campus. Expenditures beyond 2021/22 will be less significant, approximately \$0.1M per year.

Other Capital Expenditures

The 2021/22 capital plan includes \$0.5M for a multi-year program to upgrade campus signage and \$0.5M to upgrade the Nixon elevator. Other smaller building resilience projects for 2020/21 total \$0.6M.

The total expenditures for Campus and Building Resilience projects is \$5.3M for 2021/22 with \$2.5M (48%) funded through provincial routine capital funding.

Furniture, Fixtures, and Equipment

Table 11. Furniture, Fixtures, and Equipment, Five-Year Review

Thousands of Dollars	Forecasted Expenditures						
	< 2021/22	2021/22	2022/23	2023/24	2024/25	Total	
Furniture, Fixtures, and Equipment	\$525	\$1,810	\$660	\$660	\$660	\$4,315	
Total	\$525	\$1,810	\$660	\$660	\$660	\$4,315	
Funding Sources:							% of Total:
External	\$-	\$-	\$-	\$-	\$-	\$-	0%
Internal (RRU)	525	1,810	660	660	660	4,315	100%
Total	\$525	\$1,810	\$660	\$660	\$660	\$4,315	100%

Royal Roads will continue to make an annual commitment to asset lifecycle renewal (furniture, equipment, and vehicles) projecting a total investment of \$1.8M in 2021/22 compared to \$0.5M 2020/21 forecast.

Technology Investment

Table 12. Technology Investment, Five-Year Review

Thousands of Dollars	Forecasted Expenditures					
	< 2021/22	2021/22	2022/23	2023/24	2024/25	Total
Digital Communication Platform	\$2,047	\$1,213	\$746	\$-	\$-	\$4,006
Enterprise Resource Planning Systems	3,017	5,331	5,600	2,852	-	16,800
Network Infrastructure & Technology Asset Purchases	248	1,000	1,000	1,000	2,500	5,748
Campus Security System Upgrades	-	550	500	400	-	1,450
Total	\$5,312	\$8,094	\$7,846	\$4,252	\$2,500	\$28,004
Funding Sources:						% of Total:
External	\$935	\$1,185	-	-	-	\$2,120 8%
Internal (RRU)	4,377	6,909	7,846	4,252	2,500	25,884 92%
Total	\$5,312	\$8,094	\$7,846	\$4,252	\$2,500	\$28,004 100%

Digital Communication Platform (Web Presence Renewal)

The Digital Communication Platform (Web Presence Renewal) project includes development of the university's core website (scheduled for release in May 2021) and the development of its subsites. Planned expenditures for 2021/22 are \$1.2M. The total anticipated cost is \$4.0M which is fully funded by the university. The project forecast continues to anticipate that the project will be completed on budget and within the approved timeframe.

Enterprise Resource Planning

Phase II of the Enterprise Resource Planning (ERP) project was approved by the Board in December 2020. Phase II deliverables will center on implementation of remaining targeted ERP functionality and associated processes aligning to the university's evolving and maturing business model. Planned expenditures for 2021/22 are \$5.3M with confirmed external funding of \$1.2M (22%). The total anticipated cost is \$16.8M with \$2.1M (13%) externally funded by the provincial government. The project forecast continues to anticipate that it will be completed on budget and within the approved timeframe.

Network Infrastructure & Technology Asset Purchases

Planned 2020/21 upgrades to network infrastructure of \$0.5M and technology asset purchases of \$0.5M are aligned with the university's goal of enhancing connectivity and the multi-year asset lifecycle program.

Campus security system upgrades

Implementation of campus security system upgrades of \$0.6M will proceed based on the earlier work of an external consultants.

CAPITAL INVESTMENTS – WEST SHORE CAMPUS

West Shore Initiative

The 2020/21 capital plan includes the acquisition of land and some preliminary building planning and development work for the Lifelong Learning Centre (i.e. the West Shore campus).

Table 13. Lifelong Learning Centre

Dollars in Thousands	Forecasted Expenditures				Total	% of Total
	2021/22	2022/23	2023/24			
External Funding (Ministry of Advanced Education and Skills Training)	\$13,000	\$12,000	\$10,000		\$35,000	82%
External Funding (City of Langford)	7,500	-	-		7,500	18%
Internal Funding	-	-	-		-	-
Forecast Expenditures	\$20,500	\$12,000	10,000		42,500	100%

The total anticipated cost is \$42.5M funded through external sources, including MAEST and the City of Langford. A request for the \$35.0M in funding is being submitted to MAEST by Royal Roads University, University of Victoria and Camosun College. The City of Langford is committed to providing land for parking and infrastructure improvements valued up to \$30.0M and some funding annually for 10 years towards operating expenses (see Operating Investments).

PROFORMA FINANCIAL POSITION

PROFORMA BALANCE SHEET

As presented in Table 13, the financial position of the university is expected to remain strong throughout fiscal 2021/22.

Table 14. Proforma Balance Sheet

<i>Dollars in Thousands</i>	2020/21 Forecast	2021/22 Plan	Variance To	
			2020/21 Forecast	%
Financial Assets				
Cash	6,948	6,948	-	0%
Investments	43,917	34,285	(9,632)	(22%)
Accounts Receivable	5,741	6,382	641	11%
Inventories	369	369	-	0%
	56,975	47,984	(8,991)	(16%)
Liabilities				
Accounts Payable and Accrued Liabilities	11,022	12,165	1,143	10%
Employee Future Benefits	855	922	67	8%
Deferred Revenue	19,513	21,692	2,179	11%
Deferred Contributions ¹	950	380	(570)	(60%)
Deferred Capital Contributions ²	73,518	97,784	24,266	33%
	105,858	132,943	27,085	26%
Non-Financial Assets				
Tangible Capital Assets	92,951	129,541	36,590	39%
Supplies Inventory	173	173	-	0%
Prepaid Expenses	902	902	-	0%
	94,026	130,616	36,590	39%
Accumulated Surplus				
Opening Balance	44,584	45,284	700	2%
Current Year	786	600	(186)	(24%)
Closing Balance	45,370	45,884	514	1%
Remeasurement Gains (Losses)	(227)	(227)	0	0%
	45,143	45,657	514	1%

¹ Externally restricted contributions that will be used in future years for capital improvements, 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 key changes in assets and liabilities include:

- Working capital items will scale proportionally to revenues and expenses.
- Tangible capital assets will increase by \$36.6M to \$129.6M as a result of capital expenditures of \$41.4M, net of amortization expense of \$4.8M.

- Deferred Capital Contributions will increase by \$24.3M to \$97.8M due to \$27.0M in funding from external parties for capital expenditures offset by amortization of \$2.7M.

Impact of Multi-Year Capital Plan Budget on Financial Position

Table 15 provides the capital investment and potential funding sources by year from 2019/20 to 2025/26. The capital expenditures, totalling \$172.0M, will be funded by external sources \$101.6M (59%) and internal sources \$70.4M (41%).

Table 15. Capital Investment and Funding Sources, 2019/20 – 2025/26

	SCHEDULE OF CAPITAL FUNDING SOURCES							
	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	Total
External Funding (\$000s)	7,177	8,644	27,500	21,583	13,870	3,900	3,900	86,574
External Funding (%)	64%	54%	68%	53%	49%	32%	47%	55%
RRU Funding (\$000s)	4,076	7,508	12,930	18,801	14,202	8,460	4,460	70,437
RRU Funding (%)	36%	46%	32%	47%	51%	68%	53%	45%
Total Capital Expenditure (\$000s)	11,253	16,152	40,430	40,384	28,072	12,360	8,360	157,011
Total Capital Expenditure (%)	100%	100%	100%	100%	100%	100%	100%	100%

Considering the capital expenditures and amortization impacts, net tangible capital assets will grow by \$97.2M, increasing from \$80.7M to \$177.9M. This growth assumes funding investments in major projects such as student centre, student accommodations, West Shore Life Long Learning Centre, and routine capital (excludes university land acquisition and a new academic building). Investments will decrease by \$33.5M from \$52.8M to \$19.3M in 2025/26. The lower rate of decline in investments is due to a portion of the capital expenditures being funded by external sources and through operations. Under this plan, the university will continue to be able to maintain a healthy level of investment reserves.

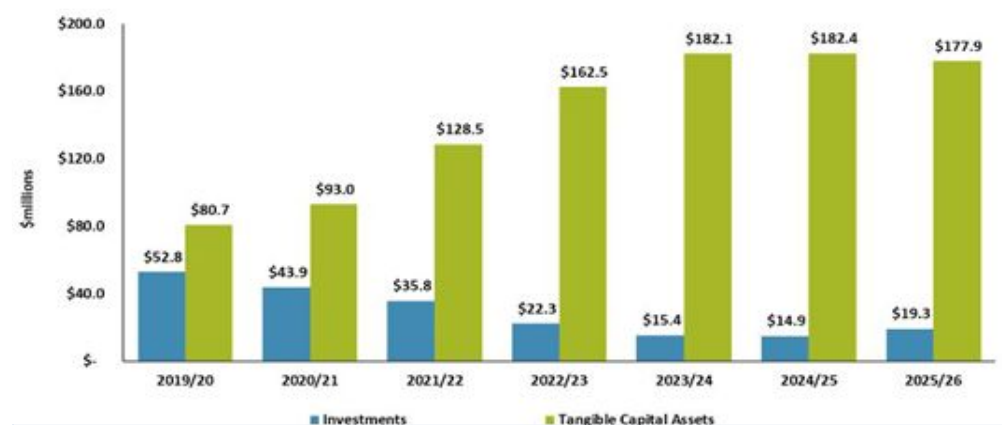


Figure 8. Investments and Net Tangible Capital Assets, 2019/20 – 2025/26

Appendix A - FINANCIAL RISK ASSESSMENT

Financial Risk Assessment Post-COVID Analysis

INTRODUCTION

This past year has been like no other - the effects of COVID-19 has forced RRU and other post-secondary institutions to adjust...and adjust we did. As learning moved from the classroom to the living room, RRU moved on-campus classes online, provided additional financial aid and tuition waivers to support for students financially burdened by the pandemic, and keeping employees working while balancing the budget.

It remains a challenging time for many and we are not through this crisis yet. While the Royal Road campus prepares for welcoming students back into the classroom in September, the focus for 2021/22 remains finding solutions to student affordability, identifying administrative savings while at the same time continuing to deliver the high quality education that our students have come to expect from RRU.

The following focuses on the financial risks associated with the 2021/22 budget based on looking back over the last 12 months of the pandemic and analyzing the financial impacts of COVID on the past year's 2020/21 financial results. Through this lens and the lessons learned, we have identified those revenue sources at the greatest risk and present 2 deficit scenarios, along with the mitigation strategies to ensure the long-term financial health of the university, while continuing to provide the support for the students, faculty and staff that make up our RRU community.

WHAT HAPPENED IN 2020/21?

2020/21 Forecast to 2020/21 Plan

In 2020/21, actual tuition and academic revenues totaled \$42.8M, level with the approved operating plan. While total revenues were on plan, onshore credit programs performed \$1.5M over plan and non-credit programs/contract training underperformed by \$1.6M (English language training (\$0.7M) and international contract training (\$0.8M) were main contributing factors).

2020/21 Forecast to 2019/20 Actual

2019/20 actual tuition and academic revenues totalled \$44.9M compared to 2020/21 forecast of \$42.8M, a drop of \$2.1M or 5%. Non-credit programs/contract training contributed \$1.2M of that shortfall, combined with increased tuition waivers of \$0.3 and new international program revenues of \$1.8M for total losses of \$3.3M, offset by new domestic program revenues of \$1.1M.

LOOKING FORWARD TO 2021/22

2021/22 Plan to 2020/21 Forecast

Tuition and academic revenues for 2021/22 plan are projected at \$51.1M compared to \$42.8M in 2020/21 forecast, a difference of \$8.3M or 19%. The four main increases to revenue in 2021/22 are outlined in Table 15.

Table 16. Tuition and Academic Revenues, Main Contributing Revenue Sources

Dollars in Millions		2021/22 Increase	2021/22 Total	2020/21 Total	2019/20 Total	2018/19 Total
Credit Programs	New International students	\$3.3	\$8.4	\$5.1	\$6.9	\$6.7
Credit Programs	Continuing domestic students	3.3	20.5	17.2	17.2	16.6
Non-Credit	Domestic contract training ¹	0.4	0.8	0.4	1.0	1.0
Non-Credit	English Language training	0.5	0.7	0.2	0.0	0.0
Total		\$7.5	\$30.4	\$22.9	\$25.1	\$24.3

¹ Excludes Ryerson Agreement

RISK ANALYSIS

There are four risks that could potentially impact the operating results for 2021/22 as follows:

New international students

Risk factor:

- Student deferrals increase for May to August course intakes until face-to-face instruction in the fall
- Delay in issuing travel and student visas due to backlog of applications with Immigration Canada

Continuing domestic students

Risk factor:

- Increase in attrition rates (drop in returning students) due to financial factors

Domestic contract training

Risk factor:

- Slow economic recovery which slows rebound of contract training, taking longer to reach 2019/20 levels

English language training

Risk factor:

- The transition of English language training from Study Group takes longer than originally anticipated and internal fixed costs remain while revenue does not materialize

Financial Impact Sensitivity Analysis

Table 16 shows two scenarios, a possible and a pessimistic scenario: the possible scenario of \$2.3M in net income reductions and the pessimistic scenario of \$3.8M in net income reductions. Following this analysis, Table 17 shows potential cost containment measures, ranging from \$2.0M to \$4.0M to offset the net income reductions. Table 18 provides mitigation strategies to reduce the potential revenue reductions.

Table 17. Scenarios and Net Income Reductions

Academic Program	Category of Enrolment	Description of Possible Scenario	Possible Scenario Net income Reduction	Description of Pessimistic Scenario	Pessimistic Scenario Net income Reduction
Credit	New International Students	Student intakes to August drop by 30% and then drop by 10% thereafter	\$1.1M	Student intakes to August drop by 50% and then drop by 10% thereafter	\$1.6M
Credit	Continuing Domestic Students	Additional 5% added to attrition rates (compared to historical 10% - 15%)	\$0.8M	Additional 10% added to attrition rates (compared to historical 10% to 15%)	\$1.6M
Non-Credit	Domestic Contract Training	Reduction to \$0.6M (50% increase over 2020/21 forecast level)	\$0.1M	Reduction to 2020/21 forecast (\$0.4M)	\$0.2M
Non-Credit	English Language Training	Reduction to \$0.4M, doubling from 2020/21 forecast level	\$0.3M	Reduction to 2020/21 forecast (\$0.2M)	\$0.4M
TOTALS			\$2.3M		\$3.8M

In addition to continuous forecasting that will monitor expenditures and enrolment levels, the following cost containments measures could potentially be activated to reduce spending to offset lower than anticipated revenue levels.

Table 18. Cost Containment Measures

CATEGORY OF EXPENDITURE	COST CONTAINMENT MEASURE	MAXIMUM POTENTIAL SAVINGS
Non-labour expenditures (other than instructional and program delivery and marketing)	<ul style="list-style-type: none"> Reductions to professional development, travel, consulting, RRU Hosted Events, meetings, awards and scholarships throughout the year in addition to the COVID-19 reductions already captured in budget 	\$1.2M to \$1.7M
Marketing expenditures (including student recruitment)	<ul style="list-style-type: none"> Reductions to on-line and print advertising, agency fees, student recruitment travel, student recruitment events throughout the year in addition to the COVID-19 reductions already captured in budget 	\$0.8M to \$1.8M
Salaries and benefits	<ul style="list-style-type: none"> Elimination of merit pay for exempt staff 	Up to \$0.5M
Potential Savings		\$2.0M to \$4.0M

Table 19. Mitigation Strategies

SCENARIO PLANNING	MITIGATION STRATEGIES
Lower than anticipated new international enrolments in credit programs and lower than anticipated new domestic enrolments in credit programs	<ul style="list-style-type: none"> Commit to keep our program portfolio relevant and competitive. Launch new programs in response to the demands of the labour market, using the new micro-credentials and the programs awaiting DQAB approval Enhance enrolments through the Alumni Life Long Learning program Provide opportunities for specializations and elective options to increase student demand (new dual-degree model is unique (e.g. MBA-MGM, MAL-MGM). Focus on diversification in international recruitment efforts and building strategic partners in key target markets. Continue to develop new relationships and enhance existing relationships with agents situated in other countries to mitigate ability to travel for recruitment.
Lower than anticipated revenue in English Language Training due to COVID-19	<ul style="list-style-type: none"> Continue to develop new relationships and enhance existing relationships with agents situated in other countries to mitigate ability to travel for recruitment.
Lower than anticipated ancillary revenue for commercial events, bookstore sales, retail sales, and student accommodation	<ul style="list-style-type: none"> Continue to monitor COVID social gathering restrictions and adapt marketing as needed for commercial events. Expand retail sales to include on-line purchases.

Appendix B – TUITION RATES AND MANDATORY ACADEMIC ANCILLARY FEES

Consistent with the provincial government tuition limit policy, tuition rates for domestic undergraduate and graduate tuition and mandatory academic ancillary fees propose a 2% increase as reflected in the tables.

International student tuition rates are not mandated under BC's policy on tuition limits; however, in alignment with domestic rate and fee increases, the 2021/22 international tuition rates and mandatory academic ancillary fees also propose a 2% increase. Proposed tuition rates for both domestic and international students would be effective September 1, 2021.

Legend:	Code	Delivery Model
	B	Blended
	OC	On-Campus
	OL	Online

	Program Name	Delivery Model	Program Duration	2020/21 Program Fee		2021/22 Program Fee	
				Domestic	Int'l	Domestic	Int'l
GRADUATE	DOC Business Administration	B	4 years	\$ 87,710	\$ 87,710	\$ 89,464	\$ 89,464
	DOC Social Sciences	B	4 years	87,710	87,710	89,464	89,464
	MBA Executive Management	B	18 or 31 months	44,401	51,111	45,289	52,133
	MA Interdisciplinary Studies	B	2 years	29,488	36,199	30,078	36,923
	MA Global Leadership	B/OC ¹	13 or 24 months	28,101	34,812	28,663	35,508
	MSc Management <i>*pending approval</i>	B	2-2.5 years	27,938	34,648	28,497	35,341
	MA Environmental Education and Communication	B	2 years	27,132	33,843	27,675	34,519
	Master of Global Management	B/OC	12 to 19 months	26,765	33,475	27,300	34,145
	MA Tourism Management	B/OC	18 months or 2 years	26,622	33,333	27,154	33,999
	MA Tourism Management	B	19 months or 2 years	26,357	33,067	26,884	33,729
	MA / MSc Environment and Management	B	2 years	26,326	33,037	26,853	33,698
	MA Climate Action Leadership	B	2 years	25,786	32,496	26,301	33,146
	MA Conflict Analysis and Management	B	2 years	25,786	32,496	26,301	33,146
	MA Disaster and Emergency Management	B	2 years	25,786	32,496	26,301	33,146
	MA Human Security and Peacebuilding	B	2 years	25,786	32,496	26,301	33,146
	MA Intercultural and International Communication	B/OC	18 or 22 months	25,786	32,496	26,301	33,146
	MA Justice Studies	B	2 years	25,786	32,496	26,301	33,146
	MA Leadership	B	2 years	25,786	32,496	26,301	33,146
	MA Leadership with a Specialization in Health	B	2 years	25,786	32,496	26,301	33,146
	MA Leadership - Executive Leadership Specialization	B	2 years	25,786	32,496	25,786	32,496
	MA Learning and Technology	B/OL	2 years	25,786	32,496	26,301	33,146
	MA Professional Communication	B	2 years	25,786	32,496	26,301	33,146
	MA Educational Leadership and Management	B	2 years	25,265	31,976	25,771	32,615
	MA Higher Education Administration and Leadership	B	2 years	25,265	31,976	25,771	32,615
	MA / MSc Environmental Practice	OL	3 -3+ years	24,337	31,048	24,824	31,669

¹ On-campus starting 2020/21

				2020/21 Program Fee		2020/21 Program Fee	
	Program Name	Delivery Model	Program Duration	Domestic	Int'l	Domestic	Int'l
UNDERGRADUATE	BA Interdisciplinary Studies	B	2-3 years ²	\$ 18,350	\$ 42,412	\$ 18,717	\$ 43,260
	BSc Environmental Management	B	2 years ²	18,268	42,412	18,634	43,260
	BA Professional Communication	B/OC	12-24 months ²	17,473	42,412	17,822	43,260
	BCom Entrepreneurial Management	B/OC	12-24 months ²	17,473	42,412	17,822	43,260
	BA Justice Studies	B/OC	12 months on-campus	16,565	42,412	16,896	43,260
	BSc Environmental Science	OC	1 year ²	14,974	42,412	15,273	43,260
	BA / BSc Environmental Practice	OL	2.5+ years ²	8,629	21,206	8,802	21,630
	BBA Sustainability and International Business	OC	Year 3 & 4	19,890	42,412	20,288	43,260
	BA Global Tourism Management	OC	Year 3 & 4	18,707	42,412	19,081	43,260
	BA International Hotel Management	OC	Year 3 & 4	17,473	42,412	17,822	43,260

² Completion of graduation

				2020/21 Program Fee		2020/21 Program Fee	
	Program Name	Delivery Model	Program Duration	Domestic	Int'l	Domestic	Int'l
UNDERGRADUATE - Pathway	BA Global Tourism Management	OC	Year 1	\$ -	\$ 23,501	\$ -	\$ 23,971
	BA Global Tourism Management	OC	Year 2	-	21,206	-	21,630
	BA International Hotel Management	OC	Year 1	-	23,501	-	23,971
	BA International Hotel Management	OC	Year 2	-	21,206	-	21,630
	BA Professional Communication	OC	Year 2	-	21,206	-	21,630
	BBA Sustainability and International Business	OC	Year 1	-	23,501	-	23,971
	BBA Sustainability and International Business	OC	Year 2	-	21,206	-	21,630

				2020/21 Program Fee		2020/21 Program Fee	
	Program Name	Delivery Model	Program Duration	Domestic	Int'l	Domestic	Int'l
GRADUATE DIPLOMA	Environmental Education and Communication	B	1 year	\$ 16,167	\$ 19,523	\$ 16,490	\$ 19,913
	Interdisciplinary Studies	B	Individualized	14,739	18,095	15,034	18,457
	Project Management & Organizational Leadership	B	8 months	14,494	17,850	14,494	17,850
	Higher Education Administration and Leadership	B	1 year	14,066	17,422	14,347	17,770
	Learning and Technology	B/OL	1 year	14,066	17,422	14,347	17,770
	Technology-Enhanced Learning and Design	OL	1 year	14,066	17,422	14,347	17,770
	Global Leadership	B	9 months	14,045	17,401	14,326	17,749
	Educational Leadership and Management	B	1 year	13,760	17,116	14,035	17,458
	Conflict Analysis and Management	B	1 year	12,985	16,340	13,244	16,667
	Disaster and Emergency Management	B	1 year	12,985	16,340	13,244	16,667
	Human Security and Peacebuilding	B	1 year	12,985	16,340	13,244	16,667
	Justice Studies	B	1 year	12,985	16,340	13,244	16,667
	Climate Action Leadership	B	1 year	12,893	16,248	13,151	16,573
	Leadership	B	1 year	12,893	16,248	12,893	16,248

				2020/21		2021/22	
				Program Fee		Program Fee	
	Program Name	Delivery Model	Program Duration	Domestic	Int'l	Domestic	Int'l
GRADUATE CERTIFICATE	Tourism Management	B	3-18 months	Footnote 3		Footnote 3	
	Executive Coaching	B	6 months	\$ 10,098	\$ 11,776	\$ 10,300	\$ 12,011
	Global Leadership	B	5 months	9,364	11,042	9,551	11,262
	Asia Pacific Trade and Investment	B	3-6 months	7,834	9,512	7,990	9,702
	International Business and Innovation	B	3-6 months	7,834	9,512	7,990	9,702
	Management and Leadership	B	6 months	7,834	9,512	7,990	9,702
	Management Consulting	B	3-6 months	7,834	9,512	7,990	9,702
	Personal and Professional Leadership Development	B	3-6 months	7,834	9,512	7,990	9,702
	Advanced Coaching Practices	B	6 months	7,650	9,328	7,803	9,514
	Change Management	B	6 months	7,650	9,328	7,803	9,514
	Corporate Social Innovation	B	6 months	7,650	9,328	7,803	9,514
	Organization Design and Development	B	6 months	7,650	9,328	7,803	9,514
	Workplace Innovation	OL	6 months	7,650	9,328	7,803	9,514
	Interdisciplinary Studies	B	Individualized	7,364	9,042	7,512	9,223
	Business Development in International Education	OL	7 months	6,865	8,543	7,002	8,713
	Systems Leadership in Higher Education	OL	7 months	6,865	8,543	7,002	8,713
	Instructional Design	OL	7 months	6,814	8,492	6,950	8,661
	Strategic Enrolment Mangement	B	7 months	6,890	8,721	6,890	8,721
	Leadership	B	3 months	6,661	8,339	6,794	8,505
	Professional Communication Management	B	6 months	6,661	8,339	6,794	8,505
	Project Management	B	6 months	6,661	8,339	6,794	8,505
	Science and Policy of Climate change	B	6 months	6,661	8,339	6,794	8,505
	Strategic Global Communication	B	3 months	6,661	8,339	6,794	8,505
	Strategic Human Resources Management	B	6 months	6,661	8,339	6,794	8,505
	Sustainable Community Development	B	6 months	6,661	8,339	6,794	8,505
	Values-Based Leadership	B	6 months	6,661	8,339	6,794	8,505
	From Child Protection to Wellbeing			6,661	8,339	6,794	8,506
	Environmental Education and Communication	B	5 months	6,538	8,216	6,669	8,380

³ Courses charged at rate of MA Tourism Management for either blended or on-campus delivery

				2020/21 Program Fee		2021/22 Program Fee	
	Program Name	Delivery Model	Program Duration	Domestic	Int'l	Domestic	Int'l
Graduate Pathway	Pre-Master Program - Level 1	OC	semester	\$ -	\$ 5,170	\$ -	\$ -
	Pre-Master Program - Level 2	OC	semester	-	7,500	-	-
Undergraduate Pathway	English for Academic Purposes - Level 1	OC	Semester	\$ -	\$ 5,170	\$ -	\$ 5,400
	English for Academic Purposes - Level 2	OC	Semester	-	5,170	-	5,400
	English for Academic Purposes - Level 3	OC	Semester	-	5,170	-	5,400
	Transfer Preparation Program - Level 1	OC	Semester	-	5,170	-	-
	Transfer Preparation Program - Level 2	OC	Semester	-	7,500	-	-
	University Academic Preparation (UAP) - NEW	OC	semester		n/a		4,500

Mandatory Academic Ancillary Fees

Proposed Fees - Effective September 1, 2020	2020/21 (\$)	2021/22 (\$)
Application Fees		
For-credit Program Application Fee	126.28	128.81
General Studies Courses	29.71	30.31
Graduate Fees		
Student Services Fee	284.40	290.09
Learning Support Services Fee (per year)	264.12	269.40
Undergraduate Fees		
Student Services Fee	218.61	222.98
Learning Support Services Fee (per year)	264.12	269.40
Graduate Certificate Fees		
Student Services Fee	127.34	129.89
Learning Support Services Fee (per year)	264.12	269.40

FINAL

DRAFT ANNUAL PLAN 2021/22

Presented to
Board of Governors
March 2021



2020/21 Accomplishments

"Often when you think you're at the end of something, you're at the beginning of something else."

- *Fred Rogers*

- Leaned into online strength, reimagined the world of work, and thrived
- Released the university's new strategic vision
- Launched the Cascade Institute
- Completion of the Dogwood Auditorium
- Launch of first phase of Web renewal project (May 2021)
- Rise in domestic full-time equivalent (FTE) students while international FTEs declined due to COVID-19 travel restrictions
- Maintained a balanced budget and kept employees working

BY THE NUMBERS

Financial Health Rating: *Good*

\$840k Operating
Investments

Revenue at **\$82.8M** (+10%)
Expenses at **\$77.3M** (+11%)
Excludes amortization expense of \$4.9M

Net Operating Income at **\$600k**
Cost/Revenue Ratio **99.3%**

\$40.4M
Capital Investments
(68% funded from external

Contribution Margins:
Increase to 39%

Student FTEs
3,146 (+11%)
onshore and offshore

*60% of costs relate to academic
delivery
and student support*

**Balanced Approach to
Investment Surpluses**

2021/22 HIGHLIGHTS

ANY AGE, ANY STAGE, ANY PLACE

Develop and implement a strategic enrolment plan

Implement a stackable and portable credits framework

Review, renew, and develop academic programming

DISCOVER, SHARE, ADVANCE

Ensure the Cascade Institute is fully operational

INVITE IN, VENTURE OUT

Develop a comprehensive Alumni Engagement Strategy

Develop and implement Indigenous Engagement Strategy

Roll out year 2 of the Royal Roads Advancement Strategy

Roll out year 2 of the Strategic Communications Plan

VIBRANT AND SUSTAINABLE

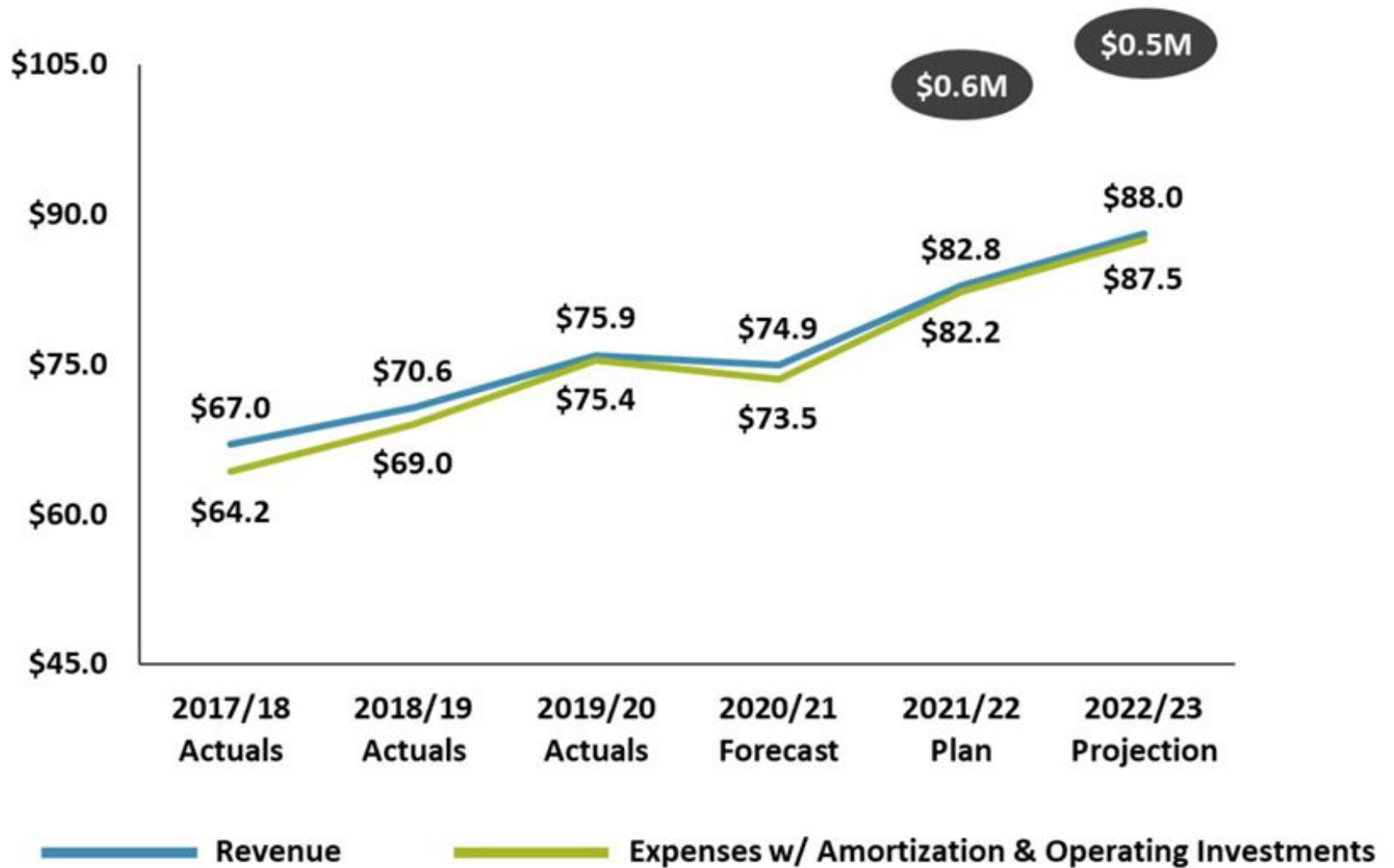
Develop a revised Campus and Student Housing Plan

Develop a new Climate Action Plan

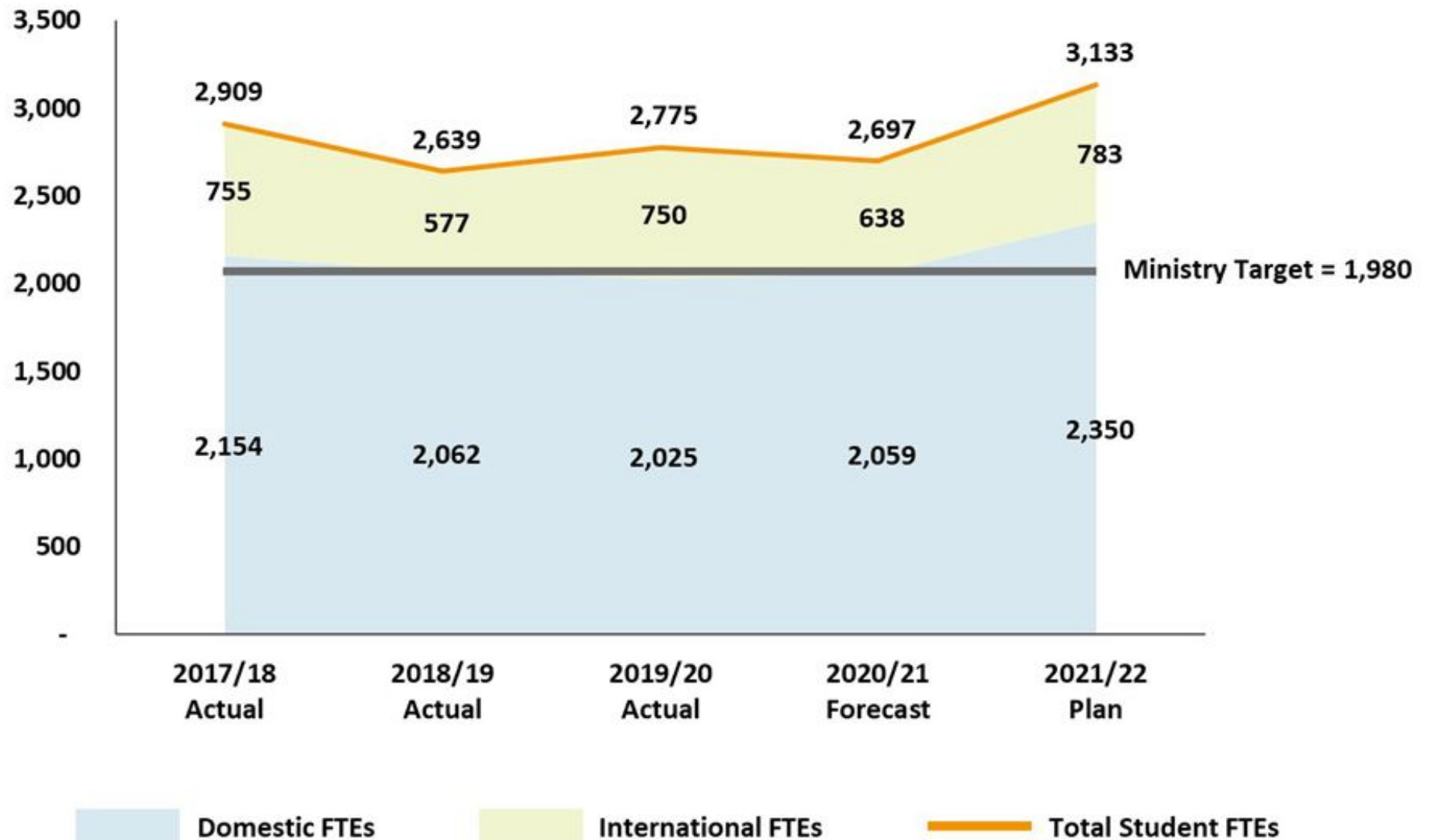
Review administrative and academic organizational structures

Develop plans for food production on campus; revitalization of the Japanese gardens

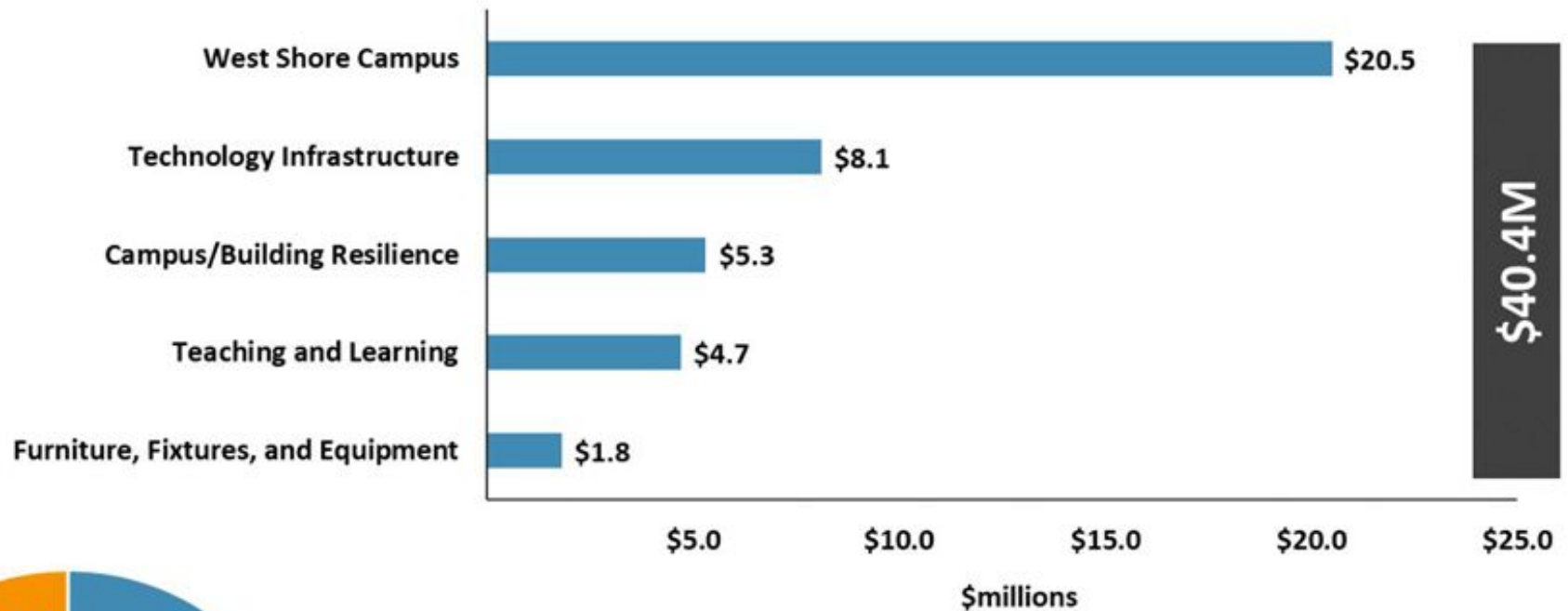
NET OPERATING INCOME



STUDENT FTES IN ONSHORE PROGRAMS



2021/22 CAPITAL PLAN = \$40.4M



Funding Sources

- External Funding (\$27.5M, 68%)
- Liquidation of Investments (\$9.1M, 23%)
- Operations (\$3.8M, 9%)

QUESTIONS



BOARD OF GOVERNORS BRIEFING NOTE



MEETING: MARCH 31, 2021
AGENDA ITEM: ENTERPRISE RISK MANAGEMENT POLICY
SPONSOR: CHERYL EASON, VICE PRESIDENT & CHIEF FINANCIAL OFFICER
PURPOSE: APPROVAL

BRIEF DESCRIPTION OF AGENDA ITEM

In keeping with the implementation of the university's new policy framework and consistent with the effort to mature the ERM program, review and modernization of the university's Enterprise Risk Management Policy has been prioritized.

At their 18 March 2021 meeting, the Board Finance and Audit Committee reviewed the draft policy and confirmed their recommendation of Board of Governors approval.

KEY CONSIDERATIONS

The university's existing Enterprise Risk Management Policy (B1210) was first approved by the Board of Governors and implemented in May 2005.

With Board support, Executive has made considerable inroads in the development and maturing of the university's enterprise risk management program over the last three years. It is now timely to renew the existing policy statement to ensure that this core document is current and relevant to the next steps in the maturing of this program.

Bringing the new policy framework to life, Executive are bringing forward an updated comprehensive Enterprise Risk Management policy with the intent to expand on the fundamental policy position with clear definitions that align to ISO 31000: 2018 as well as descriptions of Board and management responsibilities. Reflecting ISO 31000: 2018 standards more clearly in this policy statement reinforces RRU's ERM program and aligns it more closely with the university's new vision goals and objectives as well as the UN sustainable development goals (UNSDG) which are recognized as aligned with the international risk management standard.¹

As noted in the attached draft, management is developing related procedures as well as the ERM Framework document that will be implemented at all levels of the organization.

Based on discussion at the Finance and Audit Committee meeting of March 18, policy section 4.1 (Board of Governors/Finance and Audit Committee roles and responsibilities) has been revised to reflect language from the Committee's terms of reference.

RECOMMENDATION

The Board Finance and Audit Committee recommends Board of Governors approval of the draft updated Enterprise Risk Management policy.

¹ Relevant UNSDG: 3 – Good health and wellbeing, 8 – Decent work and economic growth, 9 – Industry, innovation and infrastructure, 11 – Sustainable cities and communities, 14 – Life below water, 15 – Life on land, 16 – Peace and justice strong institutions.

MOTION

That the Board of Governors approve the updated Enterprise Risk Management policy.

Attachments

1. Board of Governors Policy: Enterprise Risk Management (B1210) dated May 27, 2005
2. Draft Updated Board of Governors Policy: Enterprise Risk Management – Lined Version
3. Draft Updated Board of Governors Policy: Enterprise Risk Management – Clean Version



Royal Roads University Policy

Policy Number:

B1210

First implemented:

May 27, 2005

Approved By:

Board of Governors

Office of Oversight:

President's Office

Board Policy Statement

The Board of Governors, having the responsibility for the management and control of the University and ensuring accountability to stakeholders, is committed to ensuring that the University manages its significant risks efficiently and effectively through an Enterprise Risk Management System.

Philosophy

Royal Roads University recognizes that while risk management has traditionally been the responsibility of an audit committee, there is a growing need to expand the scope of risks to the enterprise to address a full spectrum, including, but not limited to: financial, reputation, human resource, governance, physical plant, environmental stewardship, knowledge, and quality of education risks.

Role of the Board of Governors

It is the responsibility of the Board of Governors to:

- Assess best practices in Enterprise Risk Management.
- Assess whether the University has an ongoing, appropriate and effective risk management process in relation to its capacity to accept risk, and whether the organization's procedures for management of risk are being adhered to.
- Understand the significant risks to which the University is exposed and provide strategic direction.
- Review an Annual Plan for addressing all significant risks.

President's Responsibilities

It is the responsibility of the President to:



Enterprise Risk Management

Published on Policies & Procedures (<https://policies.royalroads.ca>)

- Ensure that procedures, processes, and resources are in place to effect this Policy.
- Direct the preparation of an Annual Plan for addressing significant risks.

Information, Action and Monitoring Requirements for the Board

By September each year the President will report on progress towards the policy objectives and ensure that the Annual Plan is made available to the Board.

Dates

25.5.2005 Board Approval

27.5.2005 Implementation

27.5.2008 Review Due

Source URL (modified on 2016-07-18 13:37): <https://policies.royalroads.ca/policies/enterprise-risk-management>



Policy

Title	Enterprise Risk Management	Policy No	Tbd
Classification	Administrative	Oversight & Responsibility	Office of Vice-President & Chief Financial Officer
Category	Governance & Legal		
Approval	Board	Effective Date	Tbc

This policy is applied in a manner consistent with applicable statutory and legal obligations, including university collective agreements and terms of employment.

NOTE: The first appearance of terms in **bold** in this document (except titles) are defined terms – refer to the Definitions section.

1.0 POLICY STATEMENT

Royal Roads University (“university”) promotes an organizational culture of increased awareness and shared responsibility for an **enterprise risk management program (“ERM program”)** through purposeful collaboration and interaction with the university community. A university-wide perspective on risk is essential to understand the impact of risk events and to develop comprehensive and integrated approaches to control risks within acceptable levels.

Through an integrated approach, **risk management** is incorporated into the strategic, academic, and operational planning and decision-making processes in support of the university’s mandate, vision, and strategic priorities.

2.0 SCOPE

This policy extends to the university’s board members, employees, students, contractors, volunteers, and visitors and all academic, administrative, and research activities and operations undertaken by the university.

3.0 POLICY TERMS

- 3.1 The university will establish and maintain an ERM program that incorporates a consistent approach to risk management into the culture, vision and strategic and operational planning processes of the university.
- 3.2 There are appropriate measures in place to address potential unfavourable impacts from risks as well as to be adequately positioned to take advantage of favourable benefits from opportunities.
- 3.3 The university will manage a transparent approach to risk through open and meaningful communication and monitoring of all key risks, promoting a culture of risk that seeks to evaluate and anticipate risk at the evaluation, planning and implementation stages of initiatives and projects.
- 3.4 ISO 31000: 2018 standards are applied by the university as the guideline for developing and maintaining its ERM program.
- 3.5 ERM is not an independent activity and serves as a valuable resource to assist the university with informed decision-making.

4.0 AUTHORITIES, ROLES, AND RESPONSIBILITIES

The Board of Governors ("Board") is committed to ensuring that risks to the university's strategic, academic, and operational planning and decision-making activities are systematically identified, assessed, addressed, recorded, and reported in an integrated enterprise-wide approach. To uphold this commitment, the Board directs that a consistent, proactive, and coordinated ERM program and framework be established and integrated into all university activities.

Members of the university community are responsible for supporting a risk aware culture at the university and the effective management of risk. The management of risk does not mean the university will eliminate all risks but rather, it will ensure that risks are identified and managed within the University's risk appetite.

4.1 Board of Governors/Finance and Audit Committee

- 4.1.1. The Board is responsible for the oversight and governance of the ERM program for the university ~~and setting the university's risk appetite levels.~~
- 4.1.2. The Finance and Audit Committee ("Committee") is responsible to review information related to the organization's key areas of risk, risk register and assess whether the university has appropriate systems in place to identify and manage risk; the Committee will recommend improvements to the university's overall approach to risk management to the board. Additionally, for review of risk appetite reviewing and the university's tolerance for risk are responsibilities of the Committee as well as, recommends improvements to the university's overall approach to risk management, and approves approval of risk management policies as part of the university's risk management process.
- 4.1.3 Review of the organization's business continuity and disaster recovery plans for adequacy and effectiveness is delegated to the Committee.

4.2 Executive

- 4.2.1 The President, as delegated by the Board, has accountability for the management and implementation of the university's ERM program.
- 4.2.2 The President and Vice-Presidents are accountable for promoting a risk aware culture, supporting the integration of risk management into all university decision-making activities and establishing risk tolerance levels.
- 4.2.3 The Vice-President and Chief Financial Officer, as delegated by the President, leads the coordination of the university's ERM program.

4.3 Vice-President and Chief Financial Officer

Administration of the ERM program, risk management policy and processes are delegated to the Vice-President and Chief Financial Officer who will:

- 4.3.1 Coordinate risk management activities and procedures.
- 4.3.2 Monitor and report on risks and controls through periodic review of program activities and risk trends to determine necessary mitigation plans.
- 4.3.3 Regularly report to the executive and board on ERM program activity.
- 4.3.4 Provide guidance and advice to those involved in the operational management of risk.

4.4 Academic and administrative managers are responsible for implementing good operational risk management practices and maintaining appropriate internal controls that support the effective management of risk.

5.0 DEFINITIONS

For the purposes of this policy:

Enterprise Risk Management (ERM) means the application of risk management processes and practices across the university, at all levels from strategic planning to service delivery in both academic and operational programs.

Enterprise Risk Management Program (ERM Program) means the coordinated approach to be used by the university to identify, assess, respond to and monitor risks. Includes the methods and processes used by the university to manage risks and seize opportunities related to the achievement of its objectives.

Risk means the effect (positive or negative) of uncertainty on objectives as well as the chance or probability of loss (defined by the ISO 31000: 2018)

Risk appetite means the amount and type of risk that an organization is prepared to pursue, retain or take (defined by the ISO 31000: 2018)

Risk tolerance means the acceptable level of variation around a particular set of risk-based objectives

Risk management means the consistent, coordinated, structured and disciplined effort to understand and treat risk, reduce uncertainty and better meet or exceed goals and objectives.

6.0 INTERPRETATION

Questions of interpretation or application of this policy or its procedures will be referred to the Vice-President and Chief Financial Officer whose decision is final.

7.0 RELATED DOCUMENTS

Royal Roads University Documents and Information

- ERM Framework (under development)
- ERM Procedures (under development)

Legislation and Information

- [Risk Management Guide for the BC Public Sector](#), 2019
- [ISO 31000:2018](#), and amendments thereto

Review and Revision History

Approved by Board of Governors	May 25, 2005
Reviewed by Finance and Audit Committee	March 18, 2021
Reviewed and approved by Board of Governors	xx 2021
Next review (one-year post implementation)	xx 2022



Policy

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- 4.3.1. Coordinate risk management activities and procedures.
- 4.3.2. Monitor and report on risks and controls through periodic review of program activities and risk trends to determine necessary mitigation plans.
- 4.3.3. Regularly report to the executive and board on ERM program activity.
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Next review (one-year post implementation)	xx 2022



Office of the Vice- Academic and Provost
Report to the Board of Governors
31 March 2021

GENERAL

- Thank you to Dr. Bill Holmes for assuming the role of interim VPA from April to December 2020. Bill has now returned to the Faculty of Management and is pleased to be teaching in the MGM program and assisting with the new MBA on campus program.
- Dr. Rob Mittelman will continue as Acting Dean, Faculty of Management for the foreseeable future.

COVID-19 RESPONSE AND RECOVERY PLANNING

RRU specific

- The COVID Task Force (formerly the Emergency Operations Centre) continue to meet regularly (virtually) to address immediate and ongoing issues related to COVID-19 response and recovery.
- The core Academic Leadership Team (ALT-core) meets weekly to assess, evaluate, and coordinate on-campus programming.
- Faculty and staff continue to deliver all courses and residencies online. A small number of courses are tentatively scheduled for on-campus delivery starting in July 2021. In accordance with recent communications from the Public Health Officer, we have initiated planning for a return to regular on-campus programming for September 2021.
 - Student COVID training site was successful with the first round of registrants for the BAGTM field school. We are currently working with BAIHM and BScES to support their preparation efforts.
- Operationally, most staff and faculty continue to work remotely. Workplace risk and hazard assessments are being prioritized for a phased re-entry to campus for staff and faculty as operations and personal circumstances dictate. The health and safety of our people is of the utmost importance.

External partners

- Learning Continuity Working Group (led by MAEST) – met March 18.
- Attended the RUCBC VPA and Provost meetings on January 18, February 24, and March 15
- Attended the Senior Academic Administrators Forum (SAAF) General Meeting on March 12.
- Attended a Conference Board of Canada (CUE) working group session on Infrastructure on March 9. Keynote speaker: Sandra Jansen, former Minister of Infrastructure (Alberta)
- The 2021 West VAC/VPR 2021 meeting, March 4, focused on *Thickening Inclusion: How are the pandemic and BIPOC movement transforming the academy?*

LEARNING AND TEACHING

- Numerous program intakes have started since January. Enrollment targets for many programs are at or above target – for example, the on-campus MEM intake is attracting a fantastic and diverse pool of applicants. The September on-campus intake is already wait-listing, and we currently have 80 applications for the on-campus program with applicants from China, Mexico, Peru, Hong Kong, Costa Rica, USA, Iran, Nigeria, India, Kenya, Ghana, the Philippines, and even one from Latvia.
- The second offering of the Doctor of Business Administration began its virtual residency in January. The 18 keen students came together to learn for three days before heading off for individual work, convening again in early and late February.
- The MBA program welcomed a bumper crop of students in late January with 52 online students embarking on their graduate journey through their first virtual residency.
- MAEST funded micro-credentials updates:
 - Leading Projects in a Digital Environment: Jan 25 and Feb 15 intakes were full (30 students each).
 - Workplace Communication Skills: Jan 25, Feb 22, and March 22 intakes were full (30 students each).
- PCS also received MAEST funding for 3 micro-credentials via Community Work Force Grants and the following programs
 - March 1: Business Administration Essentials (25 students)

- March 1: Supervisory Skills (25 students)
- March 1: Environmental Field Assistant (24 students)
- Micro-credentials mentioned on Road to Recovery (CHEK News) on Sunday January 11 - <https://www.cheknews.ca/road-to-recovery-are-the-days-of-degrees-and-diplomas-over-732712/>

New Programs

- We continue to await word from the Ministry on the MA in Climate Action Leadership and the MA in Executive and Organizational Coaching proposals. Both were reviewed by the DQAB in late 2020.
- MSc in Management has been revised and resubmitted to DQAB. We are currently awaiting DQAB's review.
- The School of Business will begin an on-campus MBA program starting in January 2022.

Student and Academic Services

- We are anticipating a major shift in the coming months that will see us phase out BlueJeans in favour of a different web conferencing tool that is being adopted by BCNet through a consortium of Canadian institutions. We are beginning to socialize this so expectation so that our community is not surprised when the final decision is revealed by BCNet through Crossroads and direct messages to faculty.
- Complaints about the robustness of Collaborate Ultra, the web conferencing and learning tool embedded in Moodle, are on the rise and CTET continues to provide direct support where available, but it is becoming clear that we may need to invest in replacing this tool sooner than anticipated. This will be contingent upon the results of the consortium purchase of a web conferencing tool through BCNet noted above.
- CTET began the next Teaching with Collaborate Ultra multi-day workshop offering on January 21 and will hold the next session in the Pedagogical Values series featuring School of Communication and Culture faculty member Geo Takach.
- The Global Language and Learning Centre is collaborating with Student Services on a new structure for orientation. New students will participate in an online orientation which will include a few key components that are necessary before joining classes, such as Student Accounts and an overview of Student Services. Other components of orientation will be offered throughout the first term. In the current model, it is common for students to be overwhelmed by the amount of information they receive. The new extended format will hopefully increase students' level of awareness of campus services and create a stronger connection between students and the people who deliver these services because the information will be delivered when students are in a better position to absorb the information. Some sessions which will be delivered later in the study period include Library Services, Immigration, Sexual Violence, and a range of topics led by Counseling Services such as managing stress and anxiety, culture shock and coping in an online academic environment.
- The 3rd in a series of Career Learning and Development events saw 30 employers and 191 student registrants participate in the Career Development Conference on March 11.
- Student Engagement Assistants hosted a Virtual Piano Night on Friday, March 12, from 8 to 9 pm with a guest pianist played live from Dubai.

RESEARCH

- Royal Roads will host its first doctoral conference from Aug. 20 to 22, 2021, focused on socially engaged applied doctoral research in Canada. Topics of particular interest include some of humanity's biggest challenges, like climate change or the COVID-19 pandemic. More details can be [found here](#).
- The RRU 3MT competition was held March 10th. Nine students participated, which is a significant increase over last year when there were two participants.
- CRC applications/decision are pending in the Faculty of Social and Applied Sciences; one on advancing UN sustainability goals and a proposed application in climate change biodiversity and society.
- Cutting-edge research in the School of Business is helping financial investigators and government regulators develop profiles of the potential victims and perpetrators of financial fraud. Assoc. Prof. [Mark Lokanan](#) and his team are developing new tools and techniques to identify the signature behaviour patterns, systemic pressure points and likeliest offenders of monetary crime. Highlights of their work at can be explored in a new digital exhibit, [Fight Against Financial Crime](#).
- Dr. Ash Prasad has been listed on the #ThinklistAmplify list by the Centre for Business, Organisations and Society at the University of Bath. The #ThinkAmplify list is a list of influential scholars on social media around

issues of responsible business. <https://www.bath.ac.uk/case-studies/thinklistamplify/?s=03/>. Ash can be found on Twitter @ProfAPrasad

- One of RRU's first 12 **DBA** students secured an incredible \$120,000 Mitacs multi-year fellowship. Nkem Onyegbula's preliminary research is *How can behavioural economics enhance Kotter's Eight Steps of Change Model to drive employee adoption of technology in Canadian organizations* and he is being supervised by FoM's Ash Prasad and Carolyn Rekar Munro.

COMMUNITY ENGAGEMENT

- The 4th annual Royal Roads Design Thinking Challenge wrapped up last week. Held virtually, the event attracted 10 participating teams from across Canada and the US (Michigan and Delaware). The client organization was the Wilderness Tourism Association and the challenge revolved around how to help the wilderness tourism industry survive and thrive through these difficult times.
- Natasha Dilay, Manager Career Learning and Development, and Shadab Shah, MGM Intern, have been involved in the ACE-WIL event that launches a new *Diversity and Inclusion Toolkit* for employers and hiring managers. The development of the Toolkit, and this event, are both funded through MAEST. 70 participants attended the event, including WIL practitioners from BC institutions and hiring managers from various organizations across Canada.
- Frankie Allen, Indigenous Student Services Coordinator, attended the annual meeting for B.C. Aboriginal Post-Secondary Coordinators.
- Vani Vijay, Job Developer with Career Learning and Development, is currently working on two online career events. She used the same online platform that was used for the online Career Connect last fall which was hosted in collaboration with other Island PSE institutions. Both of these upcoming events were strictly RRU events. The first, held on February 25, focused specifically on the tourism and hospitality industry. The other took place on March 11 and was open to a variety of business sectors.

PEOPLE AND PLACE

- Dr. Julie MacArthur joined the School of Business on January 1st as RRU's newest Canada Research Chair in Reimagining Capitalism.
- Dr. Zoe MacLeod, AVP Professional and Continuing Studies joined the Future Skills Centre's Regional Sounding Tour (virtual) in March 2021.
- The Library has launched Open Athens, a new SAML identity management/access service. This service, like Lean Library, will help enable the RRU Community to directly access the Library's licensed collections while searching online without having to route back through the Library to find the full text. Open Athens also affords more reliable resource access, more refined reporting, and the potential for more targeted licensing. Full roll out of Open Athens will continue over the next few months.
- Russ Johnston, Indigenous Education Advisor continues to be extremely busy with faculty consultations and joining class meetings to explore Indigenous epistemologies. Consultation is currently underway with Schools to establish a summary of current practices and to develop a much-anticipated faculty community of practice focused on Indigeneity, curricula and teaching. The former was presented to the community of practice in February.
- Gwen Campen, Manager of Student Success, is taking an active role on a MAEST-funded collaborative project with eight other BC PSCI's to develop resources that will help prevent suicide and promote student mental health.
- Kyla McLeod, Director Student Services is working with Brie Deimling, Human Resources Consultant, on the project plan for adopting the Okanagan Charter, scheduled to launch in April.
- Nooreen Shah-Preusser has begun socializing the new Team Coaching Service Agreement document with program heads of programs that are in planning stages for summer/fall.
- Sophia Palahicky and Ken Jeffery participated in promo video-Royal Roads University & Autonomous University of Ciudad Juárez (in collaboration with PCS) on February 26.



Office of the Vice-President & Chief Financial Officer
Report to the Board of Governors
31 March 2021

GENERAL

- The forecast to March 31, 2021 indicates a \$0.7M net operating income (\$0.2M more than planned). The board meeting package provides details on the operating results and forecast.
- The 2021/22 annual plan anticipates a balanced budget at \$0.6M (\$0.1 less than forecast for 2020/21) – the annual plan and budget is under review with Finance & Audit Committee on March 18th

COVID-19 RESPONSE AND RECOVERY PLANNING

- Management continues to focus time and resources on recovery activities, with over 75% of employees (369 out of 494) completed the COVID-19 Safety Return to Campus training.
- In alignment with the Ministry of Advanced Education and Skills Training's Go-Forward Guidelines and other BC post-secondary institutions, the university continues to plan for a full return to campus in September 2021.

LEARNING AND TEACHING

- Enterprise Resource Planning (ERP) – Phase II work has begun and continues into fiscal 2021/22 with concentration on the new student management system.
- Website Presence Renewal (WPR) – a 2-month delay in timing of the delivery of the core website from 2020/21 Q4 to May 2021 is not anticipated to affect the overall timelines of the multi-year project.
- Other information technology projects currently in progress to assist staff and staff include automated letters (admissions and registration), Moodle upgrade (online software) and Docu-sign software implementation.

RESEARCH

- n/a

COMMUNITY ENGAGEMENT

- The Royal Roads Lands Disposition Steering Committee met on Feb. 3/21; subsequently, the Campus Planning Advisory Committee met on Mar. 18/21 with continued discussions on land valuation/appraisal process, land-use and environmental/legislative constraints, and engagement with Songhees/Esquimalt First Nations, DND, and the responsible BC Ministries (MAEST and MIRR).
- The City of Langford and a downtown Langford property owner have a fully executed agreement for the sale of the property to the City of Langford as the future site of the West Shore campus. Next steps include negotiations between RRU and the City of Langford for a partnership agreement for the use of the site for downtown campus.

PEOPLE AND PLACE

- A new climate action plan is under development at the university; campus conversation session held on February 24th followed by survey with over 145 responses in the first 4 hours. October's Spotlight on the University with the Board of Governors will feature Climate Action discussion with the plan coming forward for review at the fall 2021 board as well.
- Castle water damage remediation/repairs continue as a result of a broken water pipe with an estimated return to the castle the week of April 5th.
- Spring cleanup activities includes refresh of the main entrance signage, bamboo renewal, Japanese Garden clean-up including the refurbishment of the waterwheel and the restoration of the cranes statues.

- Dogwood auditorium hand-off from construction to operations effective March 31st. Finishing touches on the inside and outside continue with final occupancy inspections underway.





Office of the Vice-President Communications and Advancement
Report to the Board of Governors
 31 March 2021

GENERAL

Advancement

- **Report out on the 2020/21 Alumni campaign.** The 2020/21 alumni campaign wraps up at the end of March. An annual alumni campaign is a core donor segment for philanthropic support to RRU. In the early years of a new program, such as this, the goals are to establish the systems to support the appeal, refine the case for support, understand the best strategies to spark giving. In this second year of the alumni appeal program, the donation results, *while still modest*, continue to grow, realizing the highest revenue to date from alumni and the largest number of gifts. In summary:
 - **President's Giving Circle:** we kicked the campaign off in October, sending 180 letters to key alumni, inviting them to join the president in developing a \$25,000 matching gift fund for the appeal. The advancement team then called all 180 people. 13 alumni gave \$1,000 or more. With the addition of a gift from our president we created a \$25K matching gift fund.
 - **Direct mail and email.** We then deployed 15,000 asks through email or targeted direct mail (key business and leadership alumni) in three waves that occurred in October, December and February.
 - **Call program.** As we had seen some success with donations to the president's giving circle when alumni were called, we hired a calling company to test this approach more fully. Beginning in March, 1,000 alumni who had received a hard copy direct mail letter were contacted.
 - **Outcomes summary:**
 - **Our goal:** \$25,000 in general donations, plus the \$25,000 matching fund, for a total of \$50,000. As of this writing total giving is at \$34,500, but still rising daily.
 - **Matching fund gifts:** \$15,000 from 13 alumni donors, + the president's gift: \$25,000 total
 - **General donations:** To date we have realized \$9,535 gifts from 54 donors with an average gift of \$176 and a response rate of under 1%. A response rate of less than 1% is normal for such a young program.
 - **Key learning:** Our alumni giving increases with a call program. Through March the call program realized \$6,280 from 21 gifts, average gift of \$300. Further to this 40 alumni asked to have pledge packages mailed to them and these are being followed up on by our advancement team. The call program continues into April. Email or direct mail *without* call support brought in \$3,255 from 33 gifts for an average of \$98.00.
 - The team has started to plan for a fall alumni appeal set to launch in late September/early October 2021.
- **Staff giving.** A plan to expand staff giving at RRU will be activated early in 2021. This may include the development of a staff payday lotto run through a bi-weekly 50/50 draw with funds raised directly impacting key RRU projects and initiatives.
- **Feasibility study.** In planning for a 25th anniversary campaign for launch in 2021 the A/Vice President, Advancement is working to determine a consultant who can prepare a feasibility study that details the RRU's donor pipeline and giving capacity.

Campus Services

- **Campus Services to University Events.** With the retirement of the AVP of Campus Services, and the re-alignment of the production and custodial teams with Operations and Resilience, the Campus Services Events team moved to report to the AVP of Communications in February.
- **Public Visitation.** Guided tour season is May to September. Tours will begin again at RRU pending PHO orders.
- **Recovery of ancillary revenue.** The University Events team continues to work to recover ancillary revenue. The team successfully supported a movie production in late January and expects another production this fall.

Wedding bookings have decreased from 35 to 25, impacted by PHO gathering orders. It is anticipated that as vaccine levels grow and wedding bookings will increase once again. A short digital campaign (the “I Do” campaign), targeted to 20-35 demographic, will launch in April. This will be augmented by communications efforts to promote the campus. A collaborative industry Bridal Show hosted at Hatley Castle is planned for early 2022.

- **Truffles Group service levels.** Campus food service operations will align service levels starting in July as staff return to campus with the expectation of full-service operation in the first week of September. Partnering with the provincial government ‘Feed BC’ will be a focus to support the corporate social responsibility and sustainability goals of post secondary institutions
- **Taking the RRU retail store online.** In the spring/summer of 2021 the RRU Campus Store will go online, providing students, alumni and the community at large with the ability to conveniently purchase RRU branded clothing or personal items. In a normal year the store realizes ~\$152K. With the addition of online sales the team is estimating ~35% increase in the first year as revenue continue to recover post-COVID.

COVID-19 RESPONSE AND RECOVERY PLANNING

Communications

The communications team provides daily support for COVID communications including:

- **Weekly President’s message.** Video or text based, we now have a six-week look-ahead to streamline planning.
- **Return to work on campus / new fiscal year messaging.** Working on a message that acknowledges the challenges of the past but celebrates how we thrived as a community we will speak to how we:
 - Despite COVID, maintained a balanced budget and kept everyone employed (build a bridge to get us all to the other side)
 - Managed a surplus and this year will fund key projects in sustainability, innovation and inclusion
 - Are all returning to work on campus for September to serve our students
 - Are bringing the innovations learned through COVID to our new world of work
- **Campus Conversations continue.** Over the past year we have increased these gatherings from one each quarter to ~one each month. Our next Campus Conversation is **April 14** and will focus on socializing the good news emerging from our budget and bringing everyone back to campus for September.
- **Government relations meetings.** These occur with the Research Universities Council of BC, MAEST, UVic and Camosun Communications for updates on their campuses, sharing of messaging and comms regarding COVID.

RESEARCH, LEARNING AND TEACHING

Communications

- **West Shore business case update:** In March two key reports were drafted and sent to the provincial government.
 - **Challenge Based Learning funding request**
The A/VP Communications, VPA and CFO have worked together with an external writer and the President to develop a funding paper for the provincial government.
 - **PSI Partners Concept Paper for the new West Shore campus**
The A/VP Communications is working with the VPA and CFO to prepare an addendum to the current West Shore business case that will be provided to the provincial government in December. This update report will position the new campus as a key driver for post-COVID recovery on the West Shore, provide scaleable capital options and explore the possibility of a centre of excellence for micro-credentials and programming. Specific focus will be put on developing an innovation hub.

COMMUNITY ENGAGEMENT

Indigenous Engagement

- **Indigenous engagement and cultural representation.** Development of the Indigenous Engagement strategy is underway including the development of a cultural representation plan. Both plans are on track to be delivered in the late Spring of 2021.

Advancement

- **Rollout of a new annual spring campaign (A Vision in Bloom):** This campaign will launch mid-April and focus on revitalization of Royal Roads' gardens. The campaign will have three fundraising tracks: restoration of the Japanese gardens and Glass House, a new food production garden and the launch of a commemorative giving program. The campaign, at a glance, is below.

Areas for giving	Donor groups		
	Major donors	Community, former HDs, BoGs, Fellows, military cadet alumni	Commemorative giving donors
	Revenue goal: \$50K	Revenue goal: \$20K	Revenue goal: \$30K
	Glass House restoration Japanese Garden revitalization	Food production garden and apiary expansion	New commemorative bench and adopt a garden programs
How we will ask	Personal, 1:1 cultivation tailored to each donor Grant proposals and individual asks	Direct mail, landing in 2 waves: <ul style="list-style-type: none"> • W1 in mid-April • W2 in early June Three lists will be used: <ul style="list-style-type: none"> • RRU list ~2,200 • Purchased list Prospects Influential ~10,000 South VI • Purchased list, Canada Post ~6,000 CP lists to reflect postal codes around RRU *Cleaned lists will result in ~15,000 names for mailing	New commemorative program will be publicized through earned and social media, RRU website In the first phase of the program ~7 new benches will be installed

***It should be noted** that all donors will be given the opportunity to donate to *any* area of giving they wish.

Communications

- **Social media metrics.** Our communications team saw strong success this year with expansion of all five social media channels. Work will continue to grow our channels in 2021/22. Comparative metrics, year over year, include:

1K MORE POSTS	9.3K NEW FOLLOWERS	52K MORE INTERACTIONS	5.8M MORE IMPRESSIONS	224 more videos posted with 3.4M more views
1.8K to 2.8K	82K to 91.3K	74K to 126K	33.7M to 39.5M	1.6M to 5M (Youtube and IGTV)

- **25th anniversary rollout.** The rollout of our 25th anniversary has begun. In March we launched a 6-part advertising series in the Times Colonist telling the story of our campus' history from its strong Indigenous roots, through the Dunsmuir and military college eras. The series also featured two-page ads on RRU as a public university, and the 25th anniversary and vision. A final ad on April 3 will announce the spring campaign. In late March we also ran full page ads in the Globe and Mail, Vancouver Sun and Business in Vancouver, repurposing the 25th anniversary/vision content for national audiences.

The RRU speakers series has been reactivated with three speakers secured for the coming months:

1. Esi Edgryen, Internationally acclaimed writer and Giller Prize winner (*Half-Blood Blues, Washington Black*) will speak on **May 6**.
2. Dr. Bonny Henry is scheduled to speak in **early June**, and
3. Gwynn Dyer is booked for **early September**.

Print advertising and social media promotion to drive attendance are in process. Events will be broadcast live on Facebook from either the Learning and Innovation Centre or the new Dogwood Auditorium.

Planning has begun for 25th anniversary events including a RRU Open House, a Founders' Dinner and a post-COVID community celebration.

- **National Media Campaign on RRU history, 25th anniversary, Vision.** The Communications and Marketing teams have worked together over the past 6 weeks to develop a series of high-quality ads that tell the story of RRU, amplifying our new strategic vision and 25th anniversary. A six-part ad series (full and two page ads) appeared in the Times Colonist starting March 15. The 5th ad in this series that celebrated the new vision and 25th anniversary was repurposed and run in the Globe and Mail, Vancouver Sun and in BC Business. A short presentation of this campaign will be provided for the board at the March meeting.
- **Media engagement.** The communications team has continued to grow media relations contacts and engagements across the country. This has resulted in higher frequency and expanded reach for RRU stories in print, radio and television media.
- **LTA opening.** Preparations are underway for the announcement of the LTA with the provincial government in spring of 2021.

Campus Services

- **Signature events for 2021.** Through spring, summer and fall of 2021 the events team will provide project management for all signature events and 25th celebrations, with a goal to amplifying RRU's vision values and 25th anniversary. Events include:
 - **Spring convocation.** As vaccine numbers grow RRU will pivot to respond to its community. Estimating that vaccine levels will still be growing up to the end of June, our spring convocation will be virtual but broadcast *live* from the new Dogwood Auditorium. As the event begins video of campus spaces will lead the audience into the auditorium and an Indigenous welcome followed by

a 'normal' convocation ceremony. As with our last fall convocation, the student procession will be fully virtual supported by Stage Clip.

- **National Indigenous Peoples Day.** National Indigenous People's Day will take place on June 21 as a virtual event *with some live* components. A full agenda is under development but will include, as in past years, the canoe protocol, participation of the Heron People, an cultural demonstrations and events. As June is also National Indigenous History Month, our Associate Director of Indigenous Engagement is planning a number of events and communications opportunities that will roll out over four weeks.
- **25th anniversary celebrations.** These events include a RRU Community Open House, a Founders Dinner and a post-COVID Community Celebration. As these events are being planned as in-person all have been moved to September of 2021 to ensure vaccine coverage. Planning with be detailed in the next board report.

Alumni Relations

- **Alumni Advantage Program.** A 25th anniversary program to provide alumni with a discount to specific courses will be rolled out early in 2021. Planning work is nearing completion and further details will be available in late Spring.
- **Alumni Chats.** On April 28 the alumni relations team will host an alumni chat focused on women in leadership. The team has proposed a panel with featureing RRU alumni who are senior leaders in government and the private sector.
- **Alumni engagement strategy.** A plan to strategically engage alumni is under development and will be delivered early in 2021. Key to this plan is the analysis to determine current levels of engagement.

PEOPLE AND PLACE

- **Story Exchange results.** Significant progress has been made to activate the digital storytelling initiative through The Story Exchange, detailed in the fall board report. The team's goal was to publish a story a day reaching towards 300+ stories a year published. This is an increase of 200% from ~100 stories a year. As we complete this fiscal year the Story Exchange is working well, and since it's inception in mid-December of 2020 has published 45 stories. The Exchange is running well, and publishing a story-a-day.
- **Media summary prep.** The communications team has expanded its contract with Meltwater Media Services to ensure faculty and staff have access to print, radio, tv and social media from across Canada. By late April the team will be producing a daily



Office of the Vice-President Research and International
Report to the Board of Governors
 31 March 2021

GENERAL

- With the Board's approval of the 2020-2023 Strategic Research Plan and the 2020-2023 International Strategic Plan, focus has turned towards plan implementation.
- The Anti-Racism Task Force submitted its report on January 30th. (Details available under People and Place below).
- The VPRI is closely following the Covid-19 evolution, particularly around its impact on international students and Fall enrolment.

COVID-19 RESPONSE AND RECOVERY PLANNING

- International recruitment efforts continue in virtual platforms across the globe and with emphasis on On-shore Canada, China (back to face-to-face recruitment), Latin America (Brazil, Chile, Colombia, Ecuador, and Mexico), South Asia (Nepal, Bangladesh, Sri Lanka) and the United States. With recent IRCC updates announcing return to campus in Sept 2021, communications are underway as incoming students attempt to understand the implications for the May, September, and January intakes in the context of delayed study permit processing times and travel restrictions. OICD is also reacting to external factors like delayed high school transcripts in India to determine how we can accommodate these students to fuel enrollment in IY1. Slow student-visa processing times continue to be the greatest challenge.
- Work has begun with Sinorbis, an Australian based company that has designed a platform for non-Chinese organizations to operate on-line presence in China without interruption from the great China firewall. A WordPress microsite feeding a new official corporate WeChat channel, which is the main form of social communication in China, is under development. This will expedite communicates with prospects, students, alumni, parents and partners in China and Chinese speaking countries/audiences in Taiwan, Hong Kong, Mongolia, Canada and elsewhere.
- The digital 2021 Revival *Boldly Different* Campaign was launched early January and is scheduled to run until the end of the fiscal (including now into the Pacific NW) with a possible extension into Q1 21/22. The campaign communicates **why we are different**, using 6 proof points: 1) *Online Since Day One* –we have 25 years of experience; 2) *CEOs for Classmates* – our students are experts in their field making our experience almost like a think tank versus a traditional education; 3) *Using Your Career as the Curriculum* –teaching and learning using the students' own on experiences; 4) *Learning Based on Life* – we promote creativity, and an education path exploring the topics and challenges that matter to you; 5) *Profs Who Know your Name* – it's impossible to feel isolated in our programs, as the engagement and interaction with classmates and faculty is built into the foundation; and 6) *Seeing Life as a Credential* – our flexible admissions means that life experience is also taken into account, helping us to identify and recognize experience and diverse professionals that other admissions processes might miss.

LEARNING AND TEACHING

- Will again teach a seminar for the DBA 2021 cohort the first week of June. Will join the doctoral committee of a DBA 2020 student. Additionally, as a faculty member, participate as new course proposals for Curriculum Committee.

RESEARCH

(All successful projects, including CRC announcements, are considered confidential until permission to announce is provided by the funder)

- The Strategic Research Plan is being deployed through the Research Advisory Committee (RAC). The RAC is reviewing each action item, propose leads, timing and resources needed.
- Recruitment is underway for a Tier 2 Canada Research Chair in Climate Change, Sustainability, and Biodiversity. A candidate has been recommended by the search committee and negotiations are underway with the individual.
- A renewal application for Dr. Ash Prasad's Tier 2 Canada Research Chair is in development for a second five-year appointment. The application will be submitted in April 2021.

Successful proposals since December 2020:

Researcher	School	Amount	Funded by	Project
R Cox	SoHS	\$ 30,000	BC Government	Climate Adaptation Micro Credential
		\$ 14,000	BC Government	Expand BRACE project Climate Adaptation Learning Network
		\$ 96,800	Nat Resources Canada	Climate Adaptation Learning Portal / Platform
		\$ 14,696	Climate Risk Institute	To assess the CRIs infrastructure Resiliency Professional (IRP) Program
A Dale	SoES	\$ 25,000	SSHRC	Vulnerabilities and the Future of Food: Integrated Food Systems Planning and Resilienc
E Hartney	SoLS	\$ 24,176	SSHRC	Leading Healthcare Through the COVID-19 Crisis: A Proposed Action Research Study
A Madan	SoHS	\$ 27,000	ELHRA	Challenging and Reimagining 'Humanitarian Innovation': Power, Inequity, and Cultural Invasion
J Hodson	CoIS	\$ 28,476	SSHRC	New Glass Ceiling: The Impact of Online Harassment on Research Innovation and Public Education Workers
S Jones	CoIS	\$ 23,833	SSHRC	COVID-19 as an urgent call for commitment to women's resilience and empowerment: A participatory action research project with vulnerable women in Uganda
RRU		\$ 14,020	Canada Research Continuity Emergency	To fund lab equipment

Following on the Q2 numbers which showed an exceptional amount of growth in terms of proposal development compared to the same time in previous years, that growth has continued through Q3.

Q3 stats: faculty, post doc & RSF proposals (does not include student proposals)				
	Q3			
Proposals	2017-18	2018-19	2019-20	2020-21
Worked on	81	67	91	128
Submitted	54	44	53	89
Not submitted	27	23	38	39
New with start date/fund disbursement in fiscal	38	24	26	45
20/21 pending notification (as of 202102) #proposals				42
\$ Amount K				10,344

- Policy review, revision and development is underway for a number of research policies: Conflict of Interest in Research; Indirect Costs of Research; Post-Doctoral Fellowships.
- RRU expects to receive approx. \$3.5 million in deferred funds by the end of the current fiscal year. Comparison to recent past: 2014-15 \$1.9 million; 2015-16 \$2.0 million; 2016-17 \$1.98 million; 2017-18 \$2.2 million; 2018-19 \$2.4 million; 2019-20 \$2.9 million.
- For the 2020 calendar year, there were 497 new Requests for Ethical Review. There are currently approx. 105 active faculty projects for which ethics approval is in place, and 40 active course-wide ethics approvals. Also in the 2020 calendar year, the Office of Research Ethics met with 25 student cohorts: 6 in person and 19 virtually.
- The Office of Research Ethics and Research Ethics Board Chair have been meeting with Research Ethics BC (REBC) with respect to RRU joining the Provincial Research Ethics Platform (PREP) for multijurisdictional research in BC. The REBC technical team is in the process of finalizing RRU's status on the PREP, which is hosted within Research Information Systems (RISe) at UBC. Training for RRU's Research Ethics Board members will soon follow.

COMMUNITY ENGAGEMENT

- Actively engage with domestic and international communities and partners. Some examples include: Presentation to students of Concord College of Sino-Canada during their Education Expo; judge for the 2021 Governor's Award of Distinction and the 10 to Watch awards organized by the Greater Victoria Chamber of Commerce; participated in a BC Chamber focus group; virtual conversations organized by Universities Canada with the Ambassador of Canada to China, and the High Commissioner of Canada to India; discussion on ongoing challenges facing Higher Education due to Covid-19 organized by the Canada China Business Council; filmed a

promotional video coordinated through Global Affairs Canada based on RRU's delivery of teacher training programs in Mexico; joined the Council of University Executives (CUE) working group coordinated through the Conference Board of Canada on various topics post-Covid and will be the speaker on the May 11 session on internationalization.

- Webinars continue to play a key role in the new environment and can be accessed here [webinars on-demand](#); some examples during this period include:

Date	Name	Participants	
		Reg	Live
Nov 29	Maximizing Your Environmental Education - from Undergrad to Practitioner	166	38
Dec 18	Resurgence of Extremism and De-Radicalization in Post-ISIS Syria	138	56
Jan 19	The Great Reset: The Case for Climate Action as Key to Economic Recovery	302	75
Jan 21	Sport for Human and Social Development: Whole Athletes, Whole Communities	100	51
Jan 22	Bold Organizations Mobilizing for the Climate Emergency	204	103
Jan 26	Influencing your Impact: Your Career Accelerator	200	65
Feb 5	Building Global Resilience - The Role of Social Purpose Organizations	203	83
Feb 19	Healthcare Management in a Pandemic- Hearing Health Leaders' Voices	185	90
Feb 24-25	Conference on Communication Ethics	Day 1	Day 2
Mar 3	New Program Launch: GC in Transforming Child Protection to Wellbeing	37	20
	MA & GD in Disaster and Emergency Management: An Online Option	101	40
Mar 4	Conflict, Migration and Refugees in the Middle East and North Africa (MENA)	95	45
Mar 7	The Alchemy of Transforming Organizations: Senior Leaders Speak on Building Trust and Enhancing Employee Engagement	115	60
	Design Thinking Challenge Keynote Speakers	Session 1	Session 2
Mar 8	Gender Equity in and Through Sport	148	91
Mar 9	Online Environmental Programs at RRU	115	39
Mar 10	Changing the Narrative: Stories that Motivate Climate Action	256	130

PEOPLE AND PLACE

- After broad RRU-community engagement through focus groups, the Anti-Racism Task Force (ARTF), under the President's Steering Committee on Equity, Diversity and Inclusion completed the [2021 RRU Anti-Racism Action Plan](#). The document contains 23 Calls to Action and 123 recommended actions organized in 5 themes: 1) Building Space, Place and Connection; 2) Supporting our Students; 3) Transforming Research and Curriculum; 4) Creating an Anti-Racism Framework in Governance. The Executive is developing an implementation plan within the various portfolios.
- The Signage Strategy updates include: 1) installation of signage at the Dogwood Auditorium is nearing completion (awarded to Knight Signs through RFP process); 2) the building name strategy is underway, Dogwood Auditorium and Garry Oak (7b) buildings were changed first and will be followed by the LIC via a survey of tree names pre-approved by the Heron People (West Coast trees with Indigenous significance); and 3) the main campus sign will be undergoing maintenance before the end of this fiscal to correct environmental damage to extend its life until new gateway signage design is complete and approved for manufacturing and installation.



PROGRAM AND RESEARCH COUNCIL MINUTES

MEETING OF THURSDAY, 4 MARCH 2021
9:00AM VIA ZOOM VIDEO CONFERENCE

Voting Members: Philip Steenkamp (Chair), Veronica Thompson (Vice-chair), Dranna Andrews-Brown, David Black, Kathleen Burton, Nelson Chan, Mary Collins, Harley Eagle, Doug Kobayashi
Non-voting Members: Brigitte Harris, Pedro Márquez, Robert Mittelman
Administration: Margot Bracewell (recording secretary), Ashley Richards, Drew Duncan
Regrets: Monique Gray Smith
Guests: Cheryl Eason, Susan Gee, Geoff Pearce

1. CALL TO ORDER, ACKNOWLEDGEMENT OF THE LANDS, APPROVAL OF THE AGENDA 10:02am

The chair acknowledged that Royal Roads University is located on the traditional lands of the Xwsepsum (Esquimalt) and Lekwungen (Songhees) ancestors and families who have lived here for thousands of years. It is with gratitude that we recognize the power of the place and how strongly we are all attached to these lands.

The chair also noted that a series of stories on the Indigenous history of the RRU lands will be published in the Times Colonist in the coming months. This is part of an ongoing engagement of the lands with the community.

M/S Chan / Collins

CARRIED

The chair welcomed Vice-President Academic and Provost Dr. Veronica Thompson as vice-chair of the PRC. Veronica joined RRU at the beginning of January.

2. APPROVAL OF THE MINUTES OF PREVIOUS MEETINGS:

I. Minutes of 13 November 2020 - *M/S Black / Kobayashi*

CARRIED

3. BUSINESS/INFORMATION ARISING

STEENKAMP

I. Recent Board approvals

No items to report

II. Status of degree approvals

THOMPSON

V. Thompson reported that we continue to await word from the Ministry on the MA in Climate Action and the MA in Executive and Organizational Coaching proposals. Both were reviewed by the DQAB in late 2020.

I. Review of notes from the meeting with School Advisory Council Chairs in November 2020 **STEENKAMP**

In follow-up to the annual meeting, the chair commented on the overarching themes that emerged: the need to review the role, and related structures and processes, of school advisory councils, and continued efforts within the schools to connect with industry.

Members spoke to the benefits of meeting annually with the advisory council chairs and suggested that past members/chairs be involved in the discussions and review process. It was also suggested that schools invite council members to school meetings to increase engagement.

The deans and VPA have been asked to review the advisory council terms of reference and bring forward recommendations and updates later this year.

4. STANDING ITEMS FROM PRC ANNUAL PLAN

I. Review of 2021-22 Academic Plan

THOMPSON

V. Thompson introduced the draft plan noting that due to the transition of the Office of the VPA and the COVID-19 pandemic, interim VPA Bill Holmes drafted the initial plan based on the previous year's plan. She

invited members to view the document as transitional; future plans will be more strategic as the academic mission is the centre of our business and the core of the institution's planning processes.

The current draft is organized around the six critical commitments in the new vision and provides information and context on the academic portfolio and programs, and priorities related to foundational elements to support students and quality. Going forward, a discussion/review of an academic strategic plan will take place before launching into a formal reorganization of the academic structure. Once strategic priorities (that support the new vision and LTRM) are set, a framework and rationale for an appropriate structure will follow.

M. Collins asked how the new West Shore Campus and undergraduate education fits into this plan. In response, the chair provided an update on the current status of the project:

- The collaboration with UVic and Camosun College is on hold given recent and pending leadership changes at both institutions and the government's new skills agenda in response to COVID-19.
- A 4-year on-campus undergraduate programming proposal is being finalized and will be submitted to the Ministry in the coming days.
- A separate proposal focused on microcredentials and an entrepreneurial and innovation centre will be submitted in the future. We are currently exploring pathways for the entrepreneurial centre to connect with business and support the West Shore economy. There is a possibility that other post-secondary institutions may also wish to share space.
- There is currently a huge demand for short courses to upscale and learn new skills. Professional and Continuing Studies have launched three Ministry funded microcredential programs. There is also an opportunity for RRU, UVic and CC to collaborate in developing a microcredential framework.

MOTION: *Kobayashi / Chan* That the Program and Research Council recommend to the Board of Governors, approval of the 2021/22 Academic Plan. CARRIED

I. Review of PRC terms of reference STEENKAMP

The chair reviewed the process to examine the committee terms of reference annually, with updates being forwarded to the Governance and Nominating Committee and Board for final approval.

M. Collins suggested that the PRC ToR specify that one member of the committee be of Indigenous heritage. D. Andrews-Brown proposed that the language of Item 6 be updated to reflect current language, whereby Indigenous includes Métis, so it need not be explicitly noted.

MOTION: *Kobayashi / Black* That the Program and Research Council submit revised PRC terms of reference, as discussed, to the Governance and Nominating Committee CARRIED

II. Discussion on the relationship with the board, etc. STEENKAMP

The chair commented that the purpose of this standing item is not clear and it should be discussed in the context of the next item, annual priorities for PRC.

III. Review strategic priorities for the coming year STEENKAMP

It was agreed that the chair will meet with the VPA to review the PRC's strategic priorities to ensure they align with the new vision and priorities and meet the needs of the institution e.g.: include a regular update on Indigenous engagement and curriculum.

5. REPORT FROM ACADEMIC COUNCIL THOMPSON

V. Thompson reported that Academic Council met on December 9th and February 3rd. Items of interest to council include:

9 December 2020 meeting

- Welcomed two new student reps who will serve on council for one year - from Nov 1, 2020 to Oct 31, 2021: Everline Aboka-Griess – Undergrad rep, BA Justice Studies; Stuart Woodcock – Grad rep, MBA
- Graduated 94 students (29 from FSAS, 56 from FoM, and 9 from CoIS)

- Approved: Graduate Certificate Financing Social Impact
- Discussed the Wassenas Counselling Education report and response with Roberta Mason and Russ Johnston. The report/response is on today's PRC agenda.
- Approved a motion: That Academic Council create a standing agenda item to discuss Indigenous Education

3 February 2021 meeting

- Graduated 158 students (112 from FSAS, 32 from FoM, and 14 from CoIS)
- Approved:
 - Program revisions to the MAIC
 - A change to the BBA specialization description from "Business and Sustainability" to "Innovation and Sustainability," effective with the intake starting September 2021
- Approved revisions to the Authorized Withdrawal (AW) from Courses regulation
- Approved a new Authorized Withdrawal (AW) from Programs regulation
- Engaged in a robust discussion on the draft 2021-22 Academic Plan. Revisions were incorporated into the draft being reviewed by the PRC today.

I. New program approvals

THOMPSON

V. Thompson referred members to the briefing note in the meeting package.

6. NEW BUSINESS

I. Wassenas report and response

MASON/JOHNSTON

V. Thompson welcomed Roberta Mason, associate-vice president student and academic services and Russ Johnston, Indigenous education advisor to the meeting.

R. Mason provided members with some background on the process that led to the creation of the report prepared by Indigenous scholars, Petty, Stan, and Shawn Wilson. Through funding from MAEST, the Wilson's were invited to RRU in early 2020. The impact of the visit and report, *Indigenizing RRU*, was far reaching and the resulting connections with the faculty and students were highly memorable.

The Wilson's report was shared with faculty for their feedback, and then reviewed by the Academic Leadership Team (extended group), Academic Council, and the RRU Executive. All endorsed the recommendations in the response. The report is a call to action.

R. Johnston then updated members on six points/action items, many of which were initiated following a review of the Wassenas report:

- Establishing a community of practice (CoP) for faculty and staff to proactively bridge knowledge gaps and build a more collective understanding.
- A Speaker Series with Indigenous Knowledge Holders from across academia to highlight Indigenous Knowledges and how it can be nurtured in our spaces going forward.
- Funding initiatives across the institution, e.g.: we recently received \$25K of ministry funding, some of which will focus on Indigenous Peoples' engagement with technology.
- Work in classrooms on Indigenous ways of knowing and being.
- Advising – lots of meetings and conversations surrounding implementation, praxis and integration
- BCcampus – in collaboration with Asma-na-hi Antoine and the communications team.

Members had the following comments and questions:

- M. Collins: Thanked Roberta and Russ for their follow-up work; the report was comprehensive and the recommendations noteworthy. How do we utilize tools online to engage more? How are students, faculty, staff, Board, etc. aware of the history of the lands? R. Mason noted the BCcampus professional learning series [Indigenization guides](#) on Indigenous education and cultural influences and assumptions, includes a curriculum design module and teacher and instructor module for faculty. This resource may be incorporated into part of the training for faculty and staff.

- K. Burton inquired about prioritizing the recommendations into action. R. Mason stated that increased representation of Indigenous faculty and staff is a priority including two new positions: Indigenous scholar and a permanent Indigenous advisor position.
- D. Black supported the dedicated effort to indigenization curriculum and suggested that a hub for resources and collaboration would further assist with curriculum development.

The chair confirmed that while the document captures significant history of the lands, it should not be shared externally in its entirety. As university operations re-open the museum plans to expand its mandate to address the Indigenous history with additional exhibits. Members supported the idea of more culture-based signage that speaks to the Indigenous history of the lands.

The chair thanked Roberta and Russ and the PRC for their interest and engagement on the topic.

7. REPORT OF THE PRESIDENT AND VICE-CHANCELLOR

STEENKAMP

The President provided a brief update on the following:

- The RRU Anti-Racism Task Force Action Plan will be brought to the Board at the end of March. Pedro Márquez is the executive liaison. The report contains 23 calls to action and 123 specific recommendations and provides a blueprint on how to proceed and actively combat anti-racism as well as address equity, diversity, inclusion, and reconciliation issues.
- Working with the Marketing and Communications teams on a series of stories on the Indigenous history of the RRU lands, the Dunsmuir and military history, and new vision that will be published in the Times Colonist in the coming months. A related fundraising campaign will run in parallel.
- Currently advertising in *Globe & Mail*, *Business in Vancouver*, and on digital platforms to raise the national profile of RRU amidst the growing competition within our market. The focus is on surviving and thriving in a post pandemic world.
- Efforts are underway to expand food production on campus e.g.: in the walled (vegetable) garden and orchard. The university is also looking to support faculty who wish to do more work in this area. If members have ideas, please bring them forward.
- The university is planning for a full return to on-campus programming in the fall.

8. REPORT OF THE VICE-PRESIDENT ACADEMIC AND PROVOST

THOMPSON

In addition to the report in the meeting package, V. Thompson highlighted the following:

- The School of Communication and Culture hosted its First Annual Conference on Communication Ethics, February 24 & 25, 2021 with 550 participants.
- Royal Roads will host its first doctoral conference from Aug. 20 to 22, 2021, focused on socially engaged applied doctoral research in Canada. Topics of particular interest include some of humanity's biggest challenges, like climate change and the COVID-19 pandemic.
- Professional and Continuing Studies recently launched two micro credentials funded by government.
 - Leading Projects in a Digital Environment: Jan 25 and Feb 15 intakes were full (30 students each).
 - Workplace Communication Skills: Jan 25, Feb 22, and March 22 intakes were full (30 students each).

9. REPORT OF THE VP RESEARCH AND INTERNATIONAL

MÁRQUEZ

In addition to the report in the meeting package, P. Marquez commented:

- There was strong support from PRC and Academic Council on the Strategic Research Plan. It was subsequently approved by the Board; the budget is now under development.
- Q3 saw a 13% increase in research grants proposals. Overall this fiscal, there have been 42 applications totaling over \$10M. Since the last PRC meeting, 10 projects have approved to the value of \$350k.
- Canada Research Chair update:
 - A renewal application for Ash Prasad's Tier 2 Canada Research Chair is in development for a second five-year appointment. The application will be submitted in April 2021.
 - The Tier 2 Canada Research Chair in Advancing the UN Sustainable Development Goals nomination was submitted in November. Results are expected in April 2021.

- Candidates have been short listed for a Tier 2 Canada Research Chair in Climate Change, Sustainability, and Biodiversity.
- P. Márquez also shared that RRU faculty and students are involved in many joint research projects related to the implications of Covid-19. It is expected that opportunities related to pre/post Covid-19 topics will continue in the future.

10.OTHER BUSINESS

11.MEETING ADJOURNED

11:57 AM

NEXT SCHEDULED MEETING – THURSDAY 27 MAY 2021 9:00-12:00PM