

Board of Governors - Open Session



Board:

Nelson Chan, Board Chair and Chancellor
Philip Steenkamp, President and Vice Chancellor
Dranna Andrews-Brown
Sage Berryman
David Black
Dave Byng
Bruce Donaldson
Geoff Pearce
Dave Saunders
Asad Shaikh
Lori Simcox

Executive:

Cheryl Eason
Susan Gee
William Holmes
Pedro Márquez

Guests:

Gwen Hill
Terrie Klotz
Lisa Robinson
Tasha Welch
Debroah Zornes

Administration:

Drew Duncan
Virginia Whitehead (recording)

June 25, 2020 08:30 AM - 10:00 AM

Agenda Topic	Presenter	Time	Page
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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-08:37 AM	
3. Approval of the minutes MOTION: That the minutes of the open session of the 31 March 2020 Board of Governors meeting be approved as distributed.	Chan	08:37 AM-08:40 AM	3
4. Spotlight on the University	Eason	08:40 AM-09:00 AM	7

5.	Report from the President	Steenkamp	09:00 AM-09:15 AM	
6.	International Strategic Plan	Márquez	09:15 AM-09:30 AM	16
7.	Report from the Finance and Audit Committee	Byng	09:30 AM-09:45 AM	
8.	Report from the Program and Research Council	Steenkamp	09:45 AM-09:50 AM	
9.	Report from the Governance and Nominating Committee	Donaldson	09:50 AM-09:55 AM	

Consent Agenda

Chan

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

10.	Consent - approval items		09:55 AM-10:00 AM	65
	10.1	PRC Research Report		65
	10.2	Academic and Student Services Update		94
	10.3	New Program Approvals		99
11.	Consent - Information items			
	None			
12.	Adjournment	Chan		

DRAFT



**Board of Governors
MINUTES OF THE OPEN SESSION**

**31 March 2020
Via Teleconference**

PRESENT	
Board: Nelson Chan, Board Chair & Chancellor Philip Steenkamp, President & Vice-Chancellor David Black Sage Berryman Cindy Brar Dave Byng Bruce Donaldson Geoff Pearce Dave Saunders Lori Simcox Asad Shaikh	Administration: Cheryl Eason Susan Gee Steve Grundy Pedro Márquez Drew Duncan Virginia Whitehead (recording)
REGRETS	
Lydia Hwitsum	

1. Call to order and welcome – 8:35 a.m.

Board chair Nelson Chan welcomed board members to the first entirely virtual board meeting. He introduced Dave Byng to deliver the territorial welcome, who acknowledged the Indigenous communities – past, present and future – connected to the land. He further acknowledged that it is with gratitude that we come together as students, faculty and staff to study, teach and work at Royal Roads.

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.

2. Approval of the agenda

MOTION (Donaldson/Pearce)

That the agenda be approved as distributed.

CARRIED

3. Approval of the minutes

MOTION (Byng/Donaldson)

That the minutes of the open session of the 12 December 2019 Board of Governors meeting be approved as distributed.

CARRIED

4. Report from the president

The president noted that the majority of his report would involve the response to COVID-19, business continuity and recovery planning, and would be covered during the course of the agenda.

5. Report from the Program and Research Council (PRC)

5.1 The Chair invited the president to deliver the report from the PRC.

President Steenkamp provided an update from the 26 February 2020 meeting of the PRC, where academic approvals, committee terms of reference and the 2020/21 Academic Plan were discussed. Dr. Márquez presented on the Internationalization Framework and there was a report from Academic Council.

President Steenkamp also provided an update on the proposed West Shore Campus. All upcoming commitments by government are under review, and considerable resources are now having to be diverted to COVID-19 response efforts. The ministry has officially asked for deferral to 2021. Land acquisition discussions are ongoing with the City of Langford and the Diocese. Progress is being made, but currently on hold because of the COVID-19 crisis.

5.2 Approval of the 2020/21 Academic Plan

Highlights of the Academic Plan:

- Undergraduate curriculum: specifically, Year 1 and 2 challenge-based learning linking to RRU's current Year 3 and 4 programs.
- English-language programming: with the Study Group contract ending this summer, language training has been incorporated into Professional and Continuing Studies. Additionally, a multi-year business plan is under development for PCS.
- Systems and organization review/updates: these include upgrades to the Student Information System, business processes, timetable programs, etc. Also, a working group has been tasked to review how the academic units are structured and to propose new organizational models to support improved student services and align with RRU values and the RRU Learning, Teaching and Research Model.
- Improving strategic enrolment management processes for better enrolment outcomes.

Enrolment targets are subject to review, and it was confirmed that the start date for the undergraduate programming would be September 2021. References to the start date to be updated in the final document.

MOTION (Donaldson/Simcox)

That the Board of Governors approves the 2020/21 Academic Plan with change noted above.

CARRIED

6. Report from the Finance and Audit Committee (FAC)

6.1 Report from the Committee Chair

Dave Byng presented an overview of the 19 March 2020 FAC meeting. Risk was the key focus, with enrolments, revenues and COVID-19 mitigation strategies being discussed. Major initiatives were also covered, such as the Cascade Institute and the completion of the Learning and Teaching Auditorium.

6.2 2020/21 Operating Plan

Cheryl Eason, Vice-President and CFO, presented the 2020/21 Operating Plan. The university is currently in-line with 2018/19 actual results and is above 2019/20 forecasts. COVID-19 restrictions on international travel are putting more pressure on international enrolments. Current indications from Recruitments and the Registrars Office are that there continues to be strong interest for RRU online programming. Dr. Márquez is reaching out to international partners to join the university once travel restrictions are lifted. For international students, there is now an expedited process for online prerequisite language testing to facilitate student arrivals. Further actions are being identified for recruiting additional domestic students.

Blended versus online enrolment was discussed, along with net operating income cost/revenue ratios (offramps available if needed). The financial impact of COVID-19 is still to be determined – projections to be presented later in the day.

It was noted that several programs had been paused and faculty were concerned that programs would be retired without their knowledge or input. The board was assured that the process would remain transparent.

The governors were impressed with the Operating Plan and offered their congratulations to the team.

MOTION (Saunders/Black)

That the Board of Governors approves the 2020/21 Operating Plan as presented.

CARRIED

6.3 Update on Responsible Investing

Cheryl Eason, Vice-President and CFO, summarized a report presented to FAC at the 19 March 2020 meeting on responsible investing. This was a follow-up to a suggestion earlier in the year (brought forward to the committee) related to the nature and types of investments (for the University and the Foundation) and the performance of those investments. The decision was made by management to exit investments in fossil fuel industries. The board will be kept up to date on the changes to, and the nature of, the investments and their performance.

Communications approach on the investment changes to be considered carefully and with sensitivity. Current proposal is for internal communications only.

7. Report from the Governance and Nominating Committee (GNC)

7.1 Report from the Committee Chair

Committee Chair Bruce Donaldson had nothing to report for the open session.

CONSENT AGENDA

8. Approval Items - none

9. Information items

10.1 Draft Minutes of the 26 February 2020 meeting of the Program and Research Council

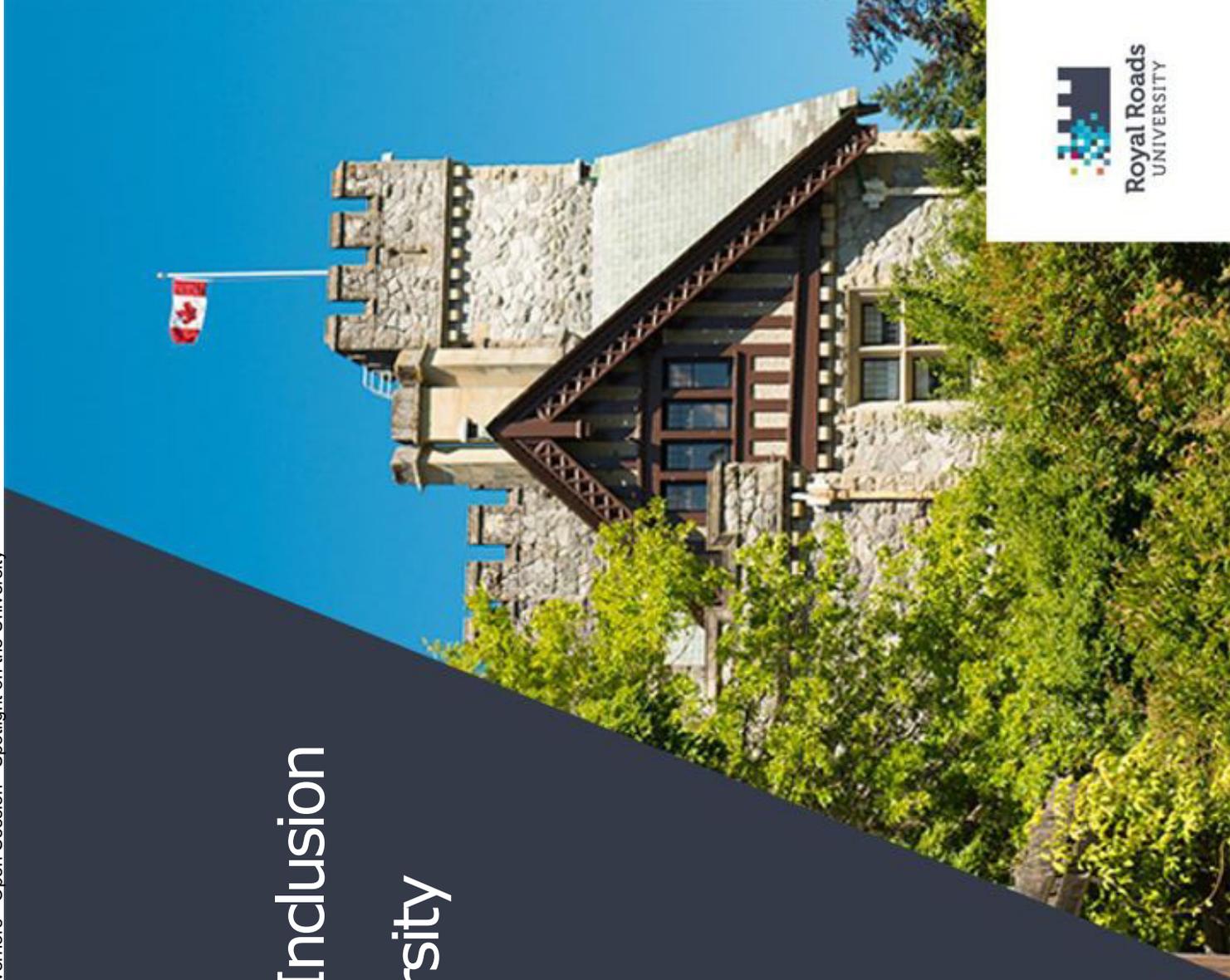
11. Adjournment – 9:39 a.m.

Equity, Diversity and Inclusion at Royal Roads University

A journey of discovery

June 25, 2020

Gwen Hill, Office of Research Services
Lisa Robinson, Human Resources



Presentation overview

- **Our EDI history**
 - RRU Diversity Statement
- **EDI journey to date**
 - CRCAP and EDIICBG: Moving beyond the acronyms
 - Dimensions and RRU
 - At RRU, “Everyone Counts” survey results
 - President’s Steering Committee for Equity, Diversity and Inclusion
 - Building EDI capacity: awareness and education
- **Our EDI journey continues**



Video slide



Programs and Funding

Canada Research Chair EDI Action Plan (CRCAP)

- Program began in 2017
- RRU “meets expectations” following 2019 action plan review

EDI Institutional Capacity Building Grant (EDIICBG)

- 1 of 15 Universities in Canada selected
- \$347K awarded for a two year grant

Dimensions

- Charter
- RRU designated as an affiliate

"Everyone Counts" survey participation and results

Employee Group	Responses	
RRUFA Member	11.88%	38
CUPE Member	5.00%	16
Non-unionized Grades G, 1&2 (Administrative and Support Staff)	25.31%	81
Non-unionized Grades 3&4 (Professional/Technical Staff)	36.88%	118
Non-unionized Grade 5 (Supervisors and Managers)	11.88%	38
Non-unionized Grade 6-9 (President/Vice-Presidents/AVP/Dean/Director)	4.69%	15
I do not wish to answer this question	5.63%	18
Total Answered		320

The survey analytics told us that:

- 2.81% of respondents self-identify as an **Indigenous person**
- 15.94% of respondents self-identify as a **member of a visible minority**
- 11.25% of respondents self-identify as a **person with a disability**
- 97.50% of respondents self- identify with the **gender assigned to them at birth**
- 88.75% of respondents self-identify as **heterosexual**



President's Steering Committee members



Philip Steenkamp - President



Sue Gee - Executive



Terrie Klotz - Staff



Pedro Marquez - Executive



Donnell McNab - Staff



Runa Das - Faculty member



Gwen Hill - Staff



Wanda Krause - Faculty member



Ash Prasad - Canada Research Chair



Tabitha Rutherford - Staff



Cheryl Eason - Executive



Russ Johnston - Staff



Pamela MacIntosh-Snell - Staff



Lisa Robinson - Staff



Deb Zornes - Staff



Frances Jørgensen - Faculty member



Athena Madan - Faculty member



RRU Student Association rep TBD



Building EDI Capacity at RRU

Awareness and Education

- Positive Space Network Workshop – RRU Proud
- Disability Awareness Training
- Implicit Bias Awareness Training
- Gender Diversity Training
- The Major Problem of Microaggressions: Practicing Active Allyship in Challenging Moments
- **Campus Conversations** World Café EDI Event – Jan 28, 2020

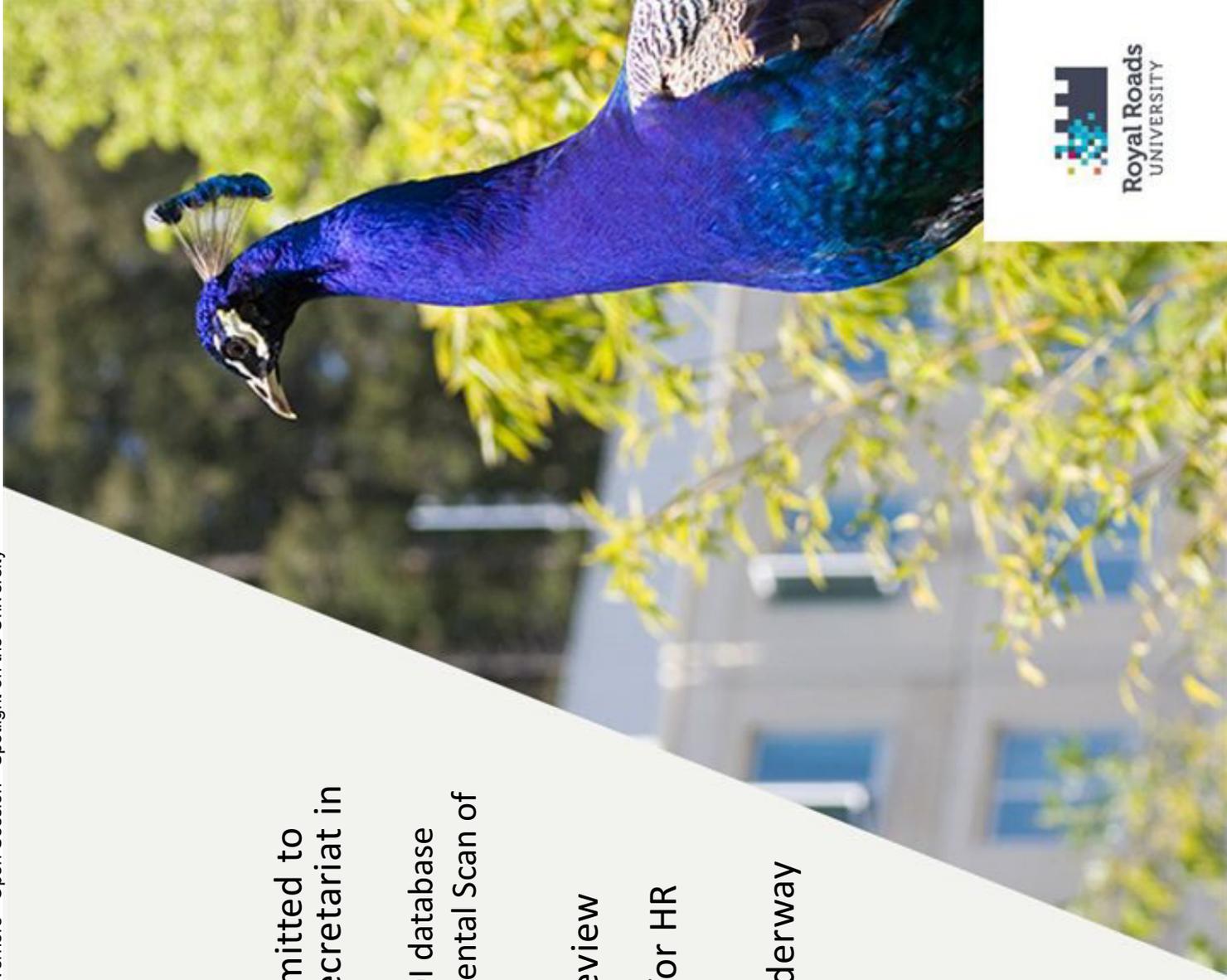
Partnerships established

- Canadian Centre for Diversity and Inclusion
- Pride at Work Canada
- Post-secondary institutions



And the journey continues...

- \$50K stipend application submitted to the Canada Research Chair Secretariat in support of EDI activity
 - Funding to be used for EDI database creation and an Environmental Scan of RRU Faculty
- Further policy creation and review
- Refinement of EDI materials for HR Recruitment Toolkit
- EDI Specialist recruitment underway



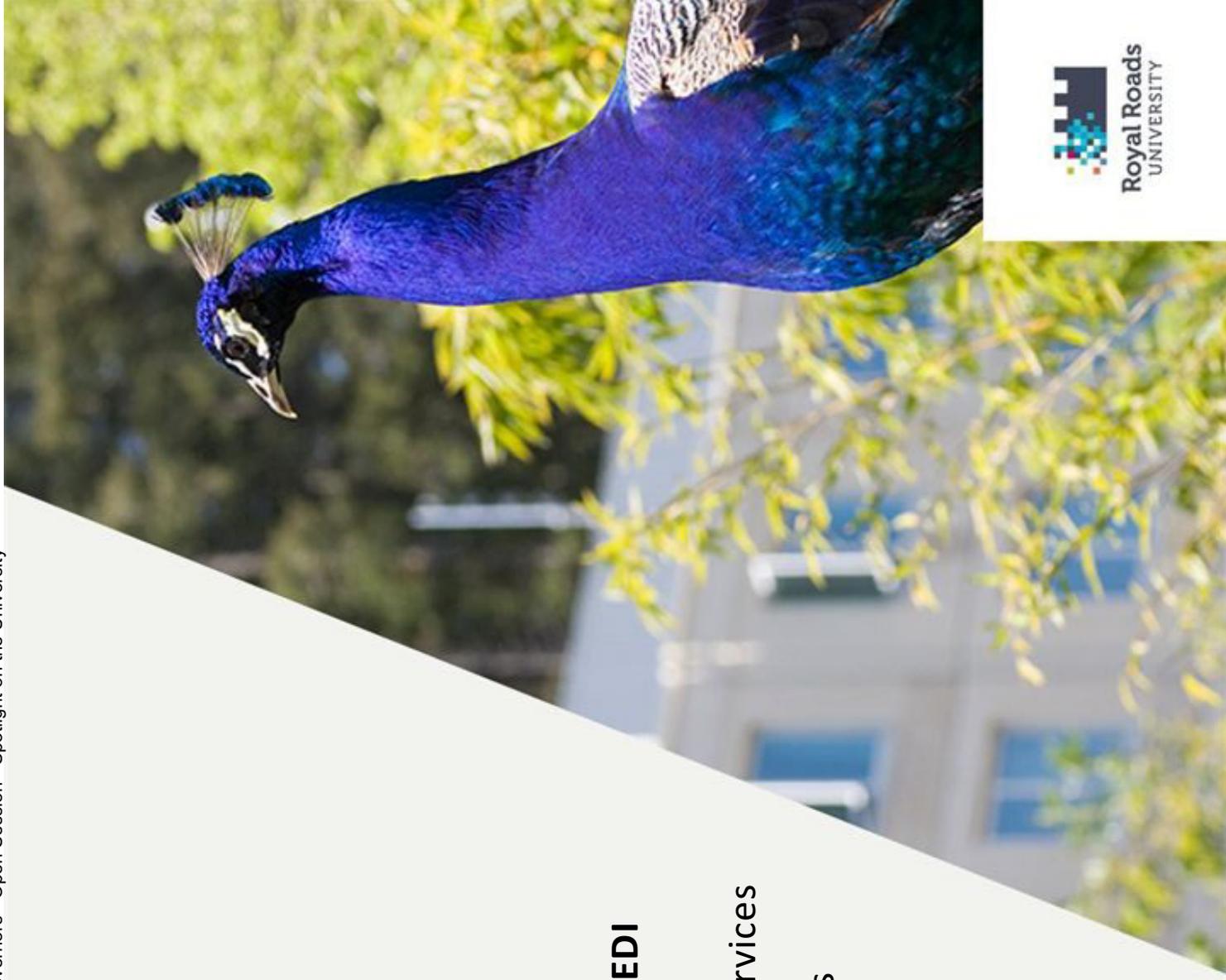
Thank you!

Q&A

Presenters and Co-Leads of the EDI Initiative:

Gwen Hill, Office of Research Services

Lisa Robinson, Human Resources





2020–2023
International Strategic Plan

**Vice-President Research and International
Office of International Collaboration and Development**

June 2020

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Executive Summary

Universities around the world recognize the cultural, academic and economic benefits of an international education strategy. The challenge is to develop and sustain a competitive internationalization initiative that can respond quickly to an ever-changing global environment. Presently, businesses are reacting to the effects of Covid-19, a crisis that highlights the importance of flexibility in daily operations and the need for a strategic framework that can be easily revised.

Royal Roads developed this International Strategic Plan (ISP) in response to its *2020-2025 Strategic Direction* report that identified internationalization as a strategic priority for the future of the University. As well, the *2019-2024 Five-Year Business Plan* establishes internationalization as a key initiative and commits long-term to its goals. One of the salient features of the business plan is the University's goal to foster intercultural understanding and connections, and to become a catalyst for equity, diversity and inclusion. In turn, this goal links to the new *Equity, Diversity and Inclusion Action Plan* that states EDI principles be used as a framework for student recruitment to enhance transparent and equal access for under-represented international student populations.

Royal Roads works with approximately 100 institutional partners in 20 different countries. It offers international experiences to both domestic and international students, with initiatives that include student exchanges, summer programs, visiting-student program, articulation agreements, dual degrees, international field schools and residencies, and connections for internship and research.

Both the University's ISP and the national International Education Strategy (IES) identify study abroad for domestic students as key to internationalization. As explained by Minister James Gordon Carr "Canadians who study abroad gain exposure to new cultures and ideas, stimulate innovation and develop important cross-cultural competencies." (IES 2020-2024).

To encourage study abroad, Royal Roads will aim to provide all students, including working professionals in blended programs, increased opportunities, access and resources. Working within a strategic and streamlined process, it will expand availability of international field trips, student exchanges, internships, summer-abroad programs and dual degrees through a

network of carefully chosen partners. Faculty and staff will also benefit from more opportunities to enhance their research and experience through international networks, projects and funding.

At the federal level, the IES lays out a plan to encourage Canadian students to gain new skills through study- and work-abroad opportunities in key global markets, especially Asia. A five-year pilot project will support up to 11,000 college and university undergraduate students to study or work abroad with the aim to foster specialized knowledge and new economic ties. Financial assistance will range from \$5,000 to \$10,000 per year. This strategy will be further promoted by the International Experience Canada (IEC) initiative by raising awareness among Canadian youth of opportunities to work and travel abroad under the program. In addition, the national strategy will increase support for Canadian education institutions to help grow their export services abroad and strengthen Canada's long-term competitiveness.

With this increase in international opportunities for our students, faculty and staff, comes the need for internationalization to be an interdisciplinary, institution-wide initiative at Royal Roads. Benefits are available for all, so internationalization is everybody's responsibility. According to the ISP, responsibility needs to be delegated across all facets of Royal Roads to ensure that internationalization is institutionalized, collaborative and aligned with the internal culture under the University's overarching goals.

A current threat to internationalization sustainability is that most recruits come from a handful of countries, register in a small portfolio of undergraduate and graduate courses, and live in only a few Canadian cities. To address this imbalance, a key tactic identified in the national IES is to diversify the countries from which international students come to Canada, as well as their field, levels and location of study within Canada. A new digital marketing strategy will aim to diversify Canada's international education sector and address regional gaps. It will also target growing numbers of students from new source countries, as well as those seeing a wider choice of programs.

Provincially, the British Columbia Council for International Education (BCCIE) finds that most recruits come from China (32%), India (20%) and South Korea (8.5% for English language programs) and relocate to large urban populations (75% in greater Vancouver area).

In support of national and provincial initiatives, Royal Roads' ISP recommends continuing to move forward with three ongoing goals for internationalization at home: 1. increase diversity of country of origin, 2. create a larger portfolio of programs of study for international students through more flexible, laddering and on campus options, and 3. enhance the fit between student expectations and the University's Learning, Teaching and Research Model.

The Registrar's Office reports that study-permit students from 53 different nationalities registered in onshore programs with most recruited from a handful of nations. Since 2015 the two most important sources have been China and India, which reflects the provincial situation. As a proportion of the Royals Roads' total international student population, China represented close to half of all study permit students until 2017. Likewise, at Royal Roads a clear majority of international students register in a small portfolio of undergraduate and graduate programs based on the on-campus delivery model that provides eligibility to Canada's immigration pathways.

As set out in the ISP, Royal Roads will expand its portfolio of programs of study, mirror Canada's new digital marketing strategy with a digital campaign and increase the richness of perspectives in every classroom to maximize international diversity. Except in special cases, the long-term target is to limit the representation of students from the same country (except Canada) ideally at 33% and up to a maximum of 40%.

With the transition out of the Study Group partnership in September 2020, Royal Roads has an opportunity to offer its own language programs through the new Global Learning and Language Centre (GLLC). For the first time in its history, the University will provide its own English for Academic Purposes (EAP) program and Pre-Master's program (PMP). Both offer students the flexibility to study different levels of English in a university environment as stand-alone programs or as a pathway to degree programs. With this new suite of programs, the University can enter new markets in Asia, Eastern Europe and Latin America, and engage more closely with specialized agents, institutions and high schools. Over the next three years, the GLLC will focus on new recruitment techniques, fresh lines of business and optimizing international student enrolment numbers by offering a wider range of accessible language programs and short-term, flexible and customized programs.

Currently, Royal Roads recruits international students through direct recruitment, education agents and in-country representatives. It takes part in student fairs, agent events and training, holds independent info sessions, and works with organizations that offer recruitment missions. The University also promotes to prospects who study at our international institutional partners by way of articulation and dual degree arrangements. Under the direction of the ISP, the University will take care to renew and revise its approach to developing international partners to ensure they align well with its goals. Likewise, it will reduce the number of agreements to ideally 40 to 50 appropriate and manageable list of engaged, quality partners from diverse regions.

For recruitment at the undergraduate level, Royal Roads will foster current agreements and develop new channels. The University will continue to strengthen long-term alliances with successful private K-12 educational systems in China like Maple Leaf Education Systems and Concord College of Sino-Canada and will pursue private K-12 partnership collaboration with schools in Brazil, Canada, China, Colombia, Japan and South Korea. Once Royal Roads implements its new undergraduate curriculum next year, it can offer entry requirements for international baccalaureate (IB) students which opens recruitment opportunities from independent and IB schools worldwide. When all programming is running, the University will pursue a goal of a minimum of two solid high school agreements from each country mentioned. With more programs available at Royal Roads, the University is able to expand its undergraduate recruitment efforts by accessing new channels and markets to feed International Year One (IY1) and the new Common Foundations undergraduate curriculum.

In summary, the ISP sets out Royal Roads' commitment to long-term internationalization goals. It frames a direction for wider international opportunities for all students, faculty and staff, partnership selection and development, research and alumni. The ISP supports the University's overarching vision and is further strengthened by its close ties to both the nation's strategy to enhance internationalization at Canadian universities and British Columbia's post-secondary internationalization plan.

Introduction

The *2020–2023 International Strategic Plan* (ISP) outlines the historical context, purpose, goals and strategies required to establish a relevant, innovative and financially viable

internationalization model to enhance Royal Roads University's mandate, competitiveness and learning community. Along with the academic, operating and research plans, it aligns with the *2020–2025 Strategic Direction* and the *Royal Roads University 2019–2024 Five-Year Business Plan*.¹ Specifically, the business plan identified one of its central goals as “grow, diversify and internationalize programs in support of the labor market demand and continuously improve quality.” The ISP also aligns with provincial, national and international education plans, and supports the transition out of the agreement with Study Group.

The Centre for International Policy Studies (2017) defines the terms global and international education as organized learning experiences within an academic program that take place outside of the student's country of origin. These experiences include study abroad in credit or non-credit courses, residencies, exchanges, research, internships, field trips and other work-integrated learning activities in public or private organizations or institutions.

The development of a globally minded learning community is a dynamic process. By 2023, international education will be in the process of being engrained across Royal Roads University's units, programs and procedures. No longer a peripheral portfolio of activities focused on recruitment and administration offshore programs, our lifelong-learning community will be composed of a diverse student, staff and faculty population of multiple backgrounds who learn from and teach each other. Students from every school and program will have increased access and resources available to study abroad. As well, faculty will have improved opportunities for enhancing their solutions-aimed research through international networks, projects and funding. British Columbia will have an enhanced globally minded talent pool to strengthen its labour market and its ability to develop stronger economic and individual relations with the world.

This *2020–2023 International Strategic Plan* sets out concrete objectives, targets and goals for the internationalization framework: internationalization at home, internationalization abroad, international research, and international alumni engagement, under the lead of the Office

¹ The business plan did not consider initiatives such as the ending of the Study Group relationship in August 2020, the establishment of Royal Roads' Global Learning and Language Centre, the Office of International Collaboration and Development's expanded international recruitment responsibility, and the Westshore initiative. Analysis of these initiatives is current and on-going.

of the Vice President, Research and International (VPRI). Specific goals for international research, the Global Learning and Language Centre, international contract training and English-language training are detailed in the *2020-2023 Royal Roads University Research Plan* and the forthcoming 2020-2025 Global Learning and Language Centre business plan.

In the following section, this plan places the purpose of Royal Roads' internationalization in the context of recent past and present. It provides a succinct review of the University's internationalization efforts over the last 25 years, and a description of Canada's new international education strategy and British Columbia's drivers that support post-secondary international education. To support the integration of internationalization into regular processes and procedures, Royal Roads adopted a comprehensive internationalization framework.

Institutional History

During the first decade, Royal Roads University focused on serving a domestic population with programs designed to meet the needs of the provincial economy. Given the convenience of the blended-learning platform, the University attracted working professional students from across the country. A few international students from the United States and Europe ventured into the Master of Business Administration (MBA) and Master of Arts in Leadership and Training (MALT) programs, leveraging the convenience of distance learning and the flexible admissions policy.

In 1999, the University ventured East and established an affiliate collaboration model with training institutes initially in Hong Kong and Guangzhou, China and subsequently in Taiwan, Bangladesh, Malaysia and Mainland China (Shanghai, Qingdao, Shenzhen, Zhuhai, Chengdu, Xiamen and Xi'an). Under the supervision of the Vice-President Academic and Provost, the partners delivered 6,420 MBA in Executive Management degrees and 88 diplomas. As Royal Roads University alumni, this community has self-organized in nine active alumni chapters that include successful entrepreneurs, and social and political leaders. The alumni have gathered in an annual Global Alumni Summit event with an approximate attendance of 700 participants per event. Although the affiliate model enabled large-scale enrolment to occur rapidly, its diversified nature meant the consistency in curriculum and program delivery were difficult to monitor on an ongoing basis. Consequently, the program was terminated in 2012 and a teach-out strategy was supported until 2019.

In the early 2000s, the Faculty of Management established its first three international partnerships: 1) Sharif University in Iran; 2) multi-university partnership in Thailand; and, 3) Grenoble Graduate School of Business in France. The first was a short-lived joint MBA offered in Tehran that lasted a couple of intakes and was discontinued for geopolitical reasons, rather than academic or financial. The second was a conflict analysis and management program that included two intakes bringing together Canadian and Thai students (total of 31), studying one semester in Thailand and a second semester at Royal Roads University. The latter created a mechanism for a group of Royal Roads MBA students to complete a residency in France with courses in innovation management and European business models. This agreement exists at present as the Doing Business in Europe MBA and Master of Global Management (MGM) specialization.

To frame the establishment of new international partnerships, in 2010 the Board of Governors approved the International Policy that includes the following statement:

Internationalization offers Royal Roads University an additional opportunity to fulfill its unique mandate as well as ensure a diversified revenue base for sustainable and strategic growth of the institution. As such, it is a natural progression of the University's current operations and allows the University to assist new students and their employers to better prepare themselves for the challenges and opportunities evident in the increasingly globalized world.

Through expanded international activity, RRU will accomplish the following:

1. Facilitate and build global perspectives, international collaboration, research, exchanges and networking for students and faculty.
2. Contribute to the achievement of revenue contributions and enrolment targets.
3. Enhance and extend Royal Roads University's reputation as a prestigious British Columbia university offering programs of very high academic reputation and pedagogic quality.
4. Contribute to federal and provincial government goals for international relations, development of international trade and immigration.

At that time, the provincial government identified internationalization as a priority for the education ecosystem. It challenged public and private K-12, colleges and universities to pursue aggressive internationalization plans. Consequently, the international policy was complemented by the *Royal Roads University's Internationalization Plan (2011-2015)* established to guide the recruitment of international students, the development of new internationally focused programs, and the replacement of the affiliate model with new partnerships with established post-secondary institutions and other organizations in Asia.

In 2010, the Master of Arts in Educational Leadership and Management (MAELM) was the first program at Royal Roads approved by the Ministry of Advanced Education, Skills & Training that had distinct domestic and international versions. Immediately following the approval, the MAELM international program was launched in China with school administrators from Beijing studying in China for six months and then completing their one-year intensive program with six months of study in Victoria. The award-winning MAELM international program in Beijing graduated 72 students during the 2010-2014 period and helped significantly to establish in China Royal Roads University's reputation for high-quality, innovative and responsive programming.

Over the following five years, Royal Roads established new opportunities to allow domestic students to participate in international learning experiences such, as student exchanges, field trips and internships. The University also developed a new learning outcome (Global Thinking), adopted several programs, and launched four new programs with an international focus: Master of Global Management (MGM), Master of Arts in Intercultural and International Communication (MAIIC), Bachelor of Business Administration (BBA) and Bachelor of Arts in Global Tourism Management (BAGTM). The MGM was taken through the new program development cycle, from idea to launch, in a record-setting seven-month period.

Given the large investments required and the insufficient institutional experience with the complexities of international recruitment, Royal Roads entered into an ambitious agreement with Study Group, a private education provider in 2010. Accordingly, Study Group assumed responsibility for recruiting high-performing applicants drawn from its network of agents around the globe into the University's blended and on-campus programs. As well, it operated the International Study Centre (ISC) that provided language- and academic-bridging programs for

students not meeting all requirements for direct admission. Over the years, the original agreement was renegotiated and regenerated to meet partner demands and the ever-changing international education landscape.

In 2011 and 2012, under the approval of China's Ministry of Education, Royal Roads University pioneered two Sino-Canada programs in collaboration with Jinhua Polytechnic (JP) to offer a Diploma in Tourism Management, and with Tianjin University of Technology (TUT) to offer the Master of Arts in Environment and Management (MEM). These programs allowed Royal Roads to further its reputation as a leading Canadian university in China, with active support and endorsement from the Beijing government. They were the subject of praise by the international alumni chapters as evidence of Royal Roads' commitment to its Chinese alumni.

In 2016, Royal Roads' international office was renamed the Office of International Collaboration and Development (OICD) from the former Office of Global Advancement. An organizational restructure was implemented that moved international student services and international admissions under the portfolio of the Vice-President Academic and Provost, while leaving international recruitment under the Vice-President Global, Marketing and Business Development. Originally, the purpose of OICD was to complement Study Group's efforts by recruiting students who did not require language upgrading, by increasing source country diversity by recruiting from regions not covered by Study Group, by proactively recruiting into blended programs, and supporting the internationalization through a network of global institutional partners.

In 2018 and 2019, Royal Roads redefined its portfolio of partnerships by entering into more meaningful agreements with like-minded universities across Asia, Europe and Latin America. At present and after following careful due diligence, Royal Roads has approximately 100 partners located in 20 countries. International experiences available to both domestic and international students include student exchanges, summer programs, visiting-student programs, articulation agreements, dual degrees, international field schools and residencies, and connections for internships and research.

International Education in Canada and British Columbia

Over the last 30 years, the global demand for education has grown and expanded. According to the *2018 Institute of International Education's Atlas Report*, there are more than five-million students seeking higher education outside their home country every year. Since 2010, the number of international students has shown an annual growth rate of 5.1% among Organisation for Economic Co-operation and Development (OECD) countries and 6.4% among non-OECD countries.

The global drive to build knowledge-based economies is a process that provides large economic benefits for the hosting communities and countries. This process occurs around post-secondary institutions that develop globally oriented skills and perspectives among its students, staff and faculty involved in international activities and events. Post-secondary institutions have focused on enhancing the global competency defined as the capacity to engage effectively in an international environment through knowledge, skills, values and attitudes that reflect a capability for global citizenship, amongst students, staff and faculty.

The economic impact of international education is frequently reported by top-receiving destination countries to be billions of dollars, through hundreds of thousands of students every year. The need to enhance global competency and its role in advancing a knowledge-based economy, is particularly relevant for Canada and its education ecosystem. In Canada, internationalization has produced significant social and economic development across the country. The Canadian Bureau for International Education (CBIE) estimates that 494,000 international students attended education at all levels of study in 2017, contributing an estimated \$21.6 billion to Canada's Gross Domestic Product (GDP). In 2016, they supported almost 170,000 jobs for Canada's middle class. These students bring their culture and professional connections with them which increases the cultural richness and diversity of the country.

Traditionally, Canada's top three competitors for international students have been the United States (US), the United Kingdom (UK) and Australia. However, China now competes more directly as an international study destination. As demonstrated in table 1, Canada moved ahead of Australia for the first time in 2019 in terms of total market share and now hosts the fourth highest number of international students.

Table 1: Inbound higher education students, 2018-2019

Inbound Students	2018	2019	% Change
United States	1,094,792	1,095,299	0.05%
United Kingdom	506,480	496,570	-2.0%
China	489,200	492,185	0.6%
Canada	370,710	435,415	17.5%
Australia	371,885	420,501	13.1%
France	343,386	343,400	0.0%

(Project Atlas, 2018)

Despite the rapid increase in the number of international students in Canada (119% between 2010 and 2017, and 20% between 2017 and 2018), the international education market has become more competitive as more nations pursue the interest of eligible students. In its favour, Canada continues to be perceived globally as a welcoming and stable country with high-quality educational systems at both the K-12 and post-secondary levels. According to CBIE, the most important reasons international students choose Canada are the quality of its education system and its reputation as a safe, tolerant and non-discriminatory society. These pull factors may become more powerful now than in the past given the current global instability and the enhanced resources to be channeled through Canada's *Building on Success: International Education Strategy 2019-2024*.

Notably, several factors continue to impede internationalization in Canada. The most important ones are: cost of living (particularly in Toronto, Montreal and Vancouver) and naturally, the trepidation produced by Canada's cold and long winters. Furthermore, according to *The Student's Voice: National Results of the 2018 CBIE International Student Survey*, 29% of

respondents had applied to institutions in countries other than Canada before ultimately choosing their current Canadian institution. Accordingly, Canada is considered a second-best choice after students explore options in the US, UK and Australia.

Table 2: Countries of origin percentage of total international student population in Canada post-secondary

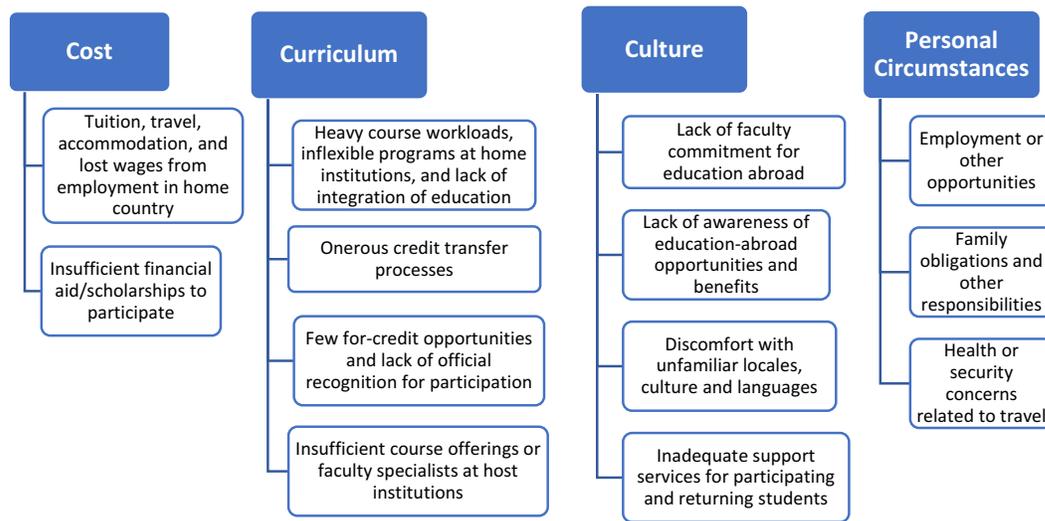
Country of Origin	% of Total International Population
India	30%
China	25%
France, South Korea & Vietnam	4% each
USA	3%
Nigeria, Iran and Brazil	2% each
Mexico, Saudi Arabia, Bangladesh, Japan, Taiwan and the Philippines	1% each

(CBIE, 2017)

According to CBIE (2017) data, in Canada, 75% of international students were pursuing post-secondary studies, 57% were studying in a university program, 41% in a college program and 2% in CEGEP. At the university level, India replaced China as the most important source of international students. Within Canada, Ontario, British Columbia and Quebec have the largest concentrations of international students, attracting 84% of the total (CBIE, 2017). Ontario has competitive advantages when compared to British Columbia, particularly for students driven by the possibility of working temporarily in Canada after graduation. In British Columbia, the minimum wage is lower, the supply of rental occupancy is smaller, and employment opportunities are scarce especially for graduate-level students.

Despite Canada’s recent success in attracting international students, major barriers still exist impeding the participation of Canadian college and university students in education-abroad opportunities. CBIE reports a modest 3% of the total undergraduate population took advantage of education-abroad initiatives in 2016 and 2017. According to The Conference Board of Canada in 2017, there are four major barriers behind this low participation: cost, curriculum, culture and personal circumstances as seen below in Figure 1.

Figure 1. Barriers to students' participation in education abroad

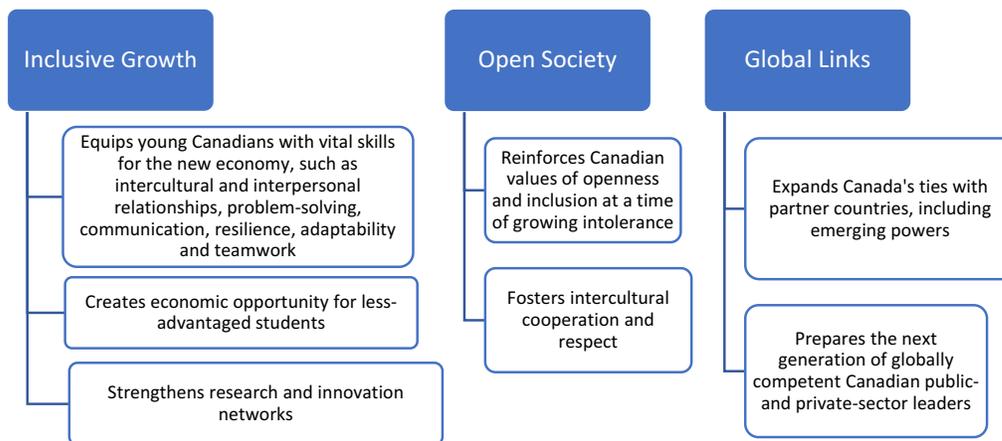


(The Conference Board of Canada, 2017)

International Education Strategy 2019-2024

To strengthen Canada's position as a preferred study destination and to expand opportunities for Canadian students to study abroad and experience the world, the federal government has announced the very aggressive *Building on Success: International Education Strategy 2019-2024*. This strategy aligns with the overall goals of the *Canadian Bureau for International Education Strategic Plan 2020-2025* and represents a shift in attitude and approach towards global education. Fundamentally, it identifies international education as a national priority for social and economic development, sets a longer-term perspective for involved stakeholders, and provides equal focus on the investments required to diversify recruitment and facilitate participation in study-abroad programs. The purpose to enhance internationalization at Canadian universities and colleges is succinctly captured in three main goals: inclusive growth, open society and global links as outlined in Figure 2 below.

Figure 2. Benefits of a Global Education



(Global Education for Canadians: Equipping Young Canadians to Succeed at Home and Abroad, Report of the Study Group on Global Education, 2017. Centre for International Policy Studies, University of Ottawa)

With an announced 2019 budget allocation of approximately \$160 million and in collaboration with provinces, territories and educational institutions, concrete strategies are being developed to encourage Canadian students to gain new skills through study and work abroad opportunities, diversify the countries from which international students come to Canada, and increase support for Canadian education institutions to help grow their export services abroad. Minister James Gordon Carr explained:

International education is an essential pillar of Canada's long-term competitiveness. Canadians who study abroad gain exposure to new cultures and ideas, stimulating innovation and developing important cross-cultural competencies. Students from abroad who study in Canada bring those same benefits to our shores. If they choose to immigrate to Canada, they contribute to Canada's economic success. Those who choose to return to their countries become life-long ambassadors for Canada and for Canadian values (IES 2020-2024).

Canada's IES) is timely in supporting British Columbia's post-secondary internationalization. Alongside Ontario and Quebec, British Columbia successfully attracts international students to its public and private educational organizations. On its assessment of the economic impact of international education in British Columbia, BCCIE reports 152,390 international students during 2017, an 18% increase since 2015. During the same period, the number of international students studying in public post-secondary institutions grew more (31%) than private post-secondary (9%) and K-12 sector (21%). International students have become a key driver in the province's economy through spending in tuition, accommodation, living expenses and recreation. BCCIE reports \$4.7 billion in economic contribution, \$2.7 billion as direct contribution to provincial GDP, and over 35,000 new jobs created throughout the province. Overall, international education has become the third largest export in the province as its value amounts to the equivalent of 10.5% of the total value of British Columbia's export of goods during 2017.

Despite its rapid growth and large economic impact, the current state of internationalization within British Columbia's post-secondary education carries significant imbalances that threaten its sustainability. As BCCIE has indicated, most recruits come from a handful of countries namely 32% China, 20% India and 8.5% South Korea with the latter accounting for English language students. These students relocate to large urban populations as evidenced by the 75% population in the greater Vancouver area. In the case of provincial post-secondary, a clear majority of international students register in a small portfolio of undergraduate and graduate programs, mostly in professional disciplines of study such as management and engineering. These imbalances can be aggressively addressed through the federal IES, using the following three key tactics:

1. Encourage Canadian students to gain new skills through study- and work-abroad opportunities in key global markets, especially Asia. A five-year pilot project will support up to 11,000 college and university undergraduate students to study or work abroad with the aim to foster specialized knowledge and new economic ties. Financial assistance will range from \$5,000 to \$10,000 per year. This strategy will be further promoted by the International Experience Canada (IEC) initiative by raising awareness among Canadian youth of opportunities to work and travel abroad under the program.

2. Diversify the countries from which international students come to Canada, as well as their fields, levels and location of study within Canada. A new digital marketing strategy will aim to diversify Canada's international education sector and address regional and demographic gaps. It will target growing numbers of students from new source countries, as well as those seeking a wider choice of programs. Priority countries include Brazil, Colombia, France, Indonesia, Mexico, Morocco, the Philippines, Thailand, Turkey, Ukraine and Vietnam.

The scope of target countries will be adjusted regularly, based on the needs of Canadian provinces and territories, education associations, institutions, relevant international student statistics and additional data analysis. Campaigns will also raise the profile of regions, schools, French-language programs and programs that traditionally attract fewer international students. China and India will remain important sources of international students for Canada, with a focus on in-country diversification to attract students from different regions within those countries and in other areas and levels of study.

This strategy will be supported by Immigration, Refugees and Citizenship Canada (IRCC) by expanding Student Direct Stream to additional countries and modernizing immigration forms and processes.

3. Increase support for Canadian education-sector institutions to help grow their export services and explore new opportunities abroad offering additional

scholarships for international students to study in Canada. This strategy will consolidate existing programs under a coherent narrative to facilitate promotion and raise awareness in target markets.

The IES recognizes the economic and cultural impact of international students on Canadian prosperity. It aims to diversify the education sector, boost Canada's innovation capacity, promote global ties and foster a vibrant Canadian economy as part of Canada's ambitious trade-diversification strategy: New Markets, New Customers, New Jobs.

Royal Roads University 25+ Strategic Direction

Through 2019, Royal Roads carried out a broad consultation process. The University asked its internal community and external thought and community leaders to project 25 years into the future and provide their perspective on the future of education, work and Royal Roads' contribution to society in 2045. This consultation led to the development of a 2020-2025 Strategic Direction report that establishes a renewed Vision and defines institutional commitments and goals: a focus on lifelong learning, enhanced solutions-oriented research, increased engagement with the community, and development of its people and campus. Given its relevance for teaching and learning, internationalization (along with collaborative research focus, and alumni and community engagement) was identified as a priority of strategic value for the future of the University.

Royal Roads University 2019-2024 Business Plan

The *2019–2024 Five-Year Business Plan* lays out strategies and tactics to meet the 2025 goals and targets and creates a solid foundation of sustained success for the next 25 years. Accordingly, through the terms of the business plan, the University marks the ISP as one of the six key strategic initiatives to be established and highlights internationalization in the following ways:

- Continue to build its international profile, reputation and partnerships;
- Differentiate itself globally through its programming and its approach to teaching, learning and research;
- Attract students who want to advance in their workplace and communities; and

- Continue to develop a vibrant connection with its alumni, including the 6,300 living in Asia.

This business plan determines that the focus of the ISP is on international enrolment targets, actions to achieve diversity per country of origin and field of study, and ways to increase student fit with the LTRM. It frames a direction for wider international opportunities for domestic students, partnership selection and development, international programs, research and alumni.

One of the salient features of the business plan is the University's commitment to foster intercultural understanding and connections, and to become a catalyst for equity, diversity and inclusion (EDI). "Over the next five years, Royal Roads will strengthen its EDI commitment, guided by the purpose of employment equity aligned with other universities across Canada, the BC Public Service *Diversity, Inclusion and Respect Action Plan* and the Canada Research Chairs Program *Equity, Diversity and Inclusion Action Plan*." (Royal Roads University 2019–2024 *Five-Year Business Plan*).

In a short period of time, the University adopted a progressive EDI statement, committee and established the *Equity, Diversity and Inclusion Action Plan* to address the under-representation of individuals within the allocation of Canada Research Chairs from the four federally designated groups (i.e., women, persons with disabilities, Indigenous Peoples, and visible minorities). In accordance with Royal Roads University's Diversity Statement:

Diversity is the recognition and acknowledgement of multiple and overlapping identities. These identities include but are not limited to: race, ethnicity, culture, nationality, linguistic origin, citizenship, colour, ancestry, place of origin, creed (religion, faith, spirituality), family status, marital status, ability or disability, sex, gender identity, age, sexual orientation, education, style, socio-economic class, and political belief.

Diversity enriches community. Royal Roads University is committed to appreciating and celebrating the diversity of students, faculty, and staff. We strive to increase understanding and acceptance of each other, thereby making us more compassionate human beings and strengthening the fabric of our communities.

While EDI principles have been adopted as guiding values for the recruitment of staff and faculty, this perspective is yet to be introduced as a framework for student recruitment. The ISP is the opportunity to identify and respond to EDI as an international recruitment strategy. It is also a goal to develop an international student recruitment framework to enhance transparent and equal access for under-represented international student populations such as female, racialized, Indigenous and students with disabilities. “Creating an open, inclusive and respectful campus is paramount to the University’s collective impact, both locally and globally” (Royal Roads University 2019–2024 Five-Year Business Plan).

Royal Roads University 2020-2023 Internationalization Framework

Royal Roads has adopted an internationalization framework to support the development of a globally minded, interculturally sensitive teaching, learning and research experience for an internationally diverse student body registered in its programs or in collaboration with international partners. This framework is composed of five main pillars: internationalization at home, internationalization abroad, international research, international alumni engagement, and the Global Learning and Language Centre as depicted in Figure 3.

Figure 3: Royal Roads University Internationalization Framework 2020-2023



Internationalization at Home

This first pillar refers to all internationalization activities where learning takes place in Canada. It includes the recruitment of international students, the delivery of programs with an international focus, international student support services, and intercultural communications training of faculty and staff. Most of these services have been gradually established since 2011, when the first group of ISC students arrived on campus. Since then, the University has experienced rapid international student population growth. Figures 4 and 5 illustrate the growth of new student enrolment (NSE) and full-time equivalents (FTEs) by level of study in credit and ISC on shore programs as early as 2013. Projected change is shown according to the *2020/2021 Operating Budget* and *Royal Roads University 2019–2024 Five-Year Business Plan*.

Figure 4: International New Student Enrolment per Recruitment Source

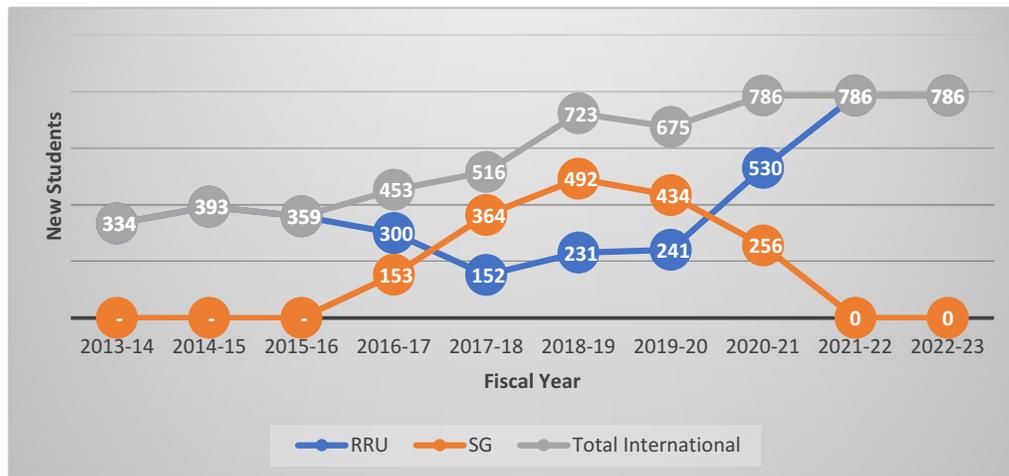
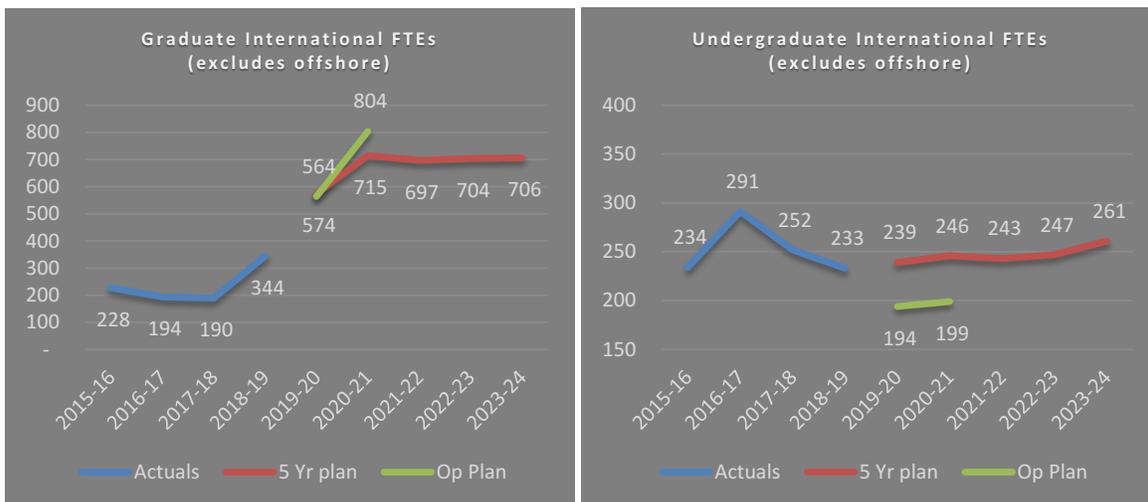


Figure 5: International Full-time Equivalents (FTEs) per Level of Study



Excluding offshore programs, Royal Roads has seen a 235% expansion in international NSEs since 2013. In 2014, most recruitment was delegated to Study Group which focused on the demand for pathway language programs in a few markets. In 2017, the University decided to carry out its own recruitment to expand direct admission, enhance diversity of country of origin and expand target programs, including blended delivery. In 2019, with the agreed termination of the partnership, Royal Roads ramped-up its recruitment strategy to diminish its dependency on the Study Group agent network.

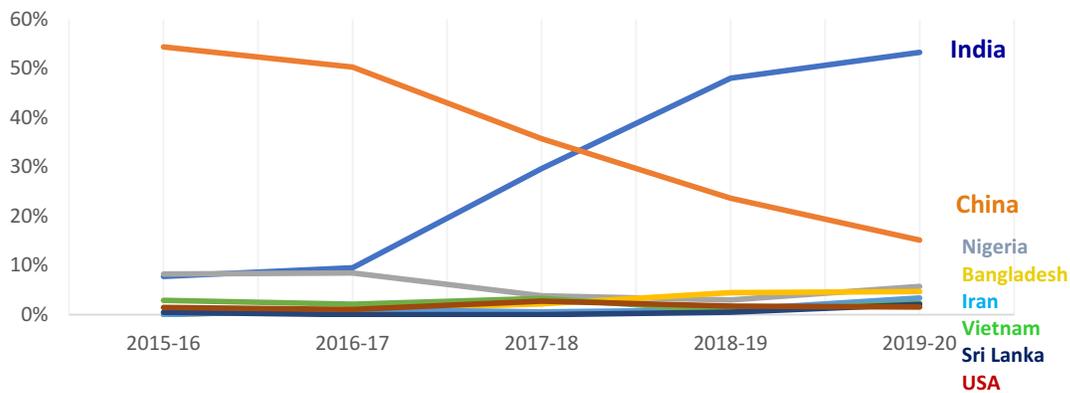
In terms of FTEs, Royal Roads has approximately 760 international students: 75% are registered in graduate programs and 25% in undergraduate programs. According to targets set in the 2020/2021 *Operating Budget* this population will grow to approximately 1000 FTEs, above the 954 FTEs estimated in the five-year business plan. Variations are due to the end of the Study Group agreement, including recruitment and language-training duties, and the aggressive expansion of recruitment pathways under the responsibility of OICD.

Towards 2023, internationalization at home has three concrete goals: increase diversity of country of origin, recruit students to a larger portfolio of programs of study and enhance the fit between student expectations and the University’s LTRM.

Diversify country of origin.

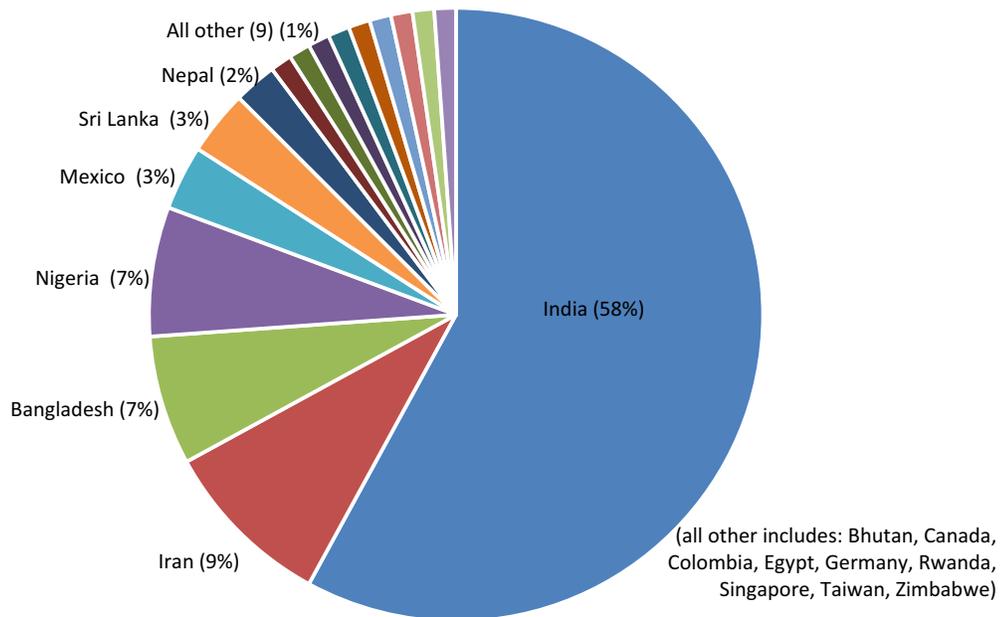
It is widely accepted that a student population representing different cultures and traditions contributes to effective intercultural teaching and learning, and the adoption of a global mindset. While the Registrar's Office reports study-permit students from 53 different nationalities registered in onshore programs, most of them are recruited from a handful of nations. This aligns with Study Group's focus on a reduced portfolio of efficient recruitment regions like China, India and Nigeria. While the distribution of regions of origin has changed significantly, since 2015 the two most important sources for Canadian institutions have been China and India as demonstrated in Figure 6. As a proportion of the total international student population, China represented close to half of all study permit students until 2017. Demand from India has increased at an impressive rate since 2016. Attracted to the University's most popular international program, Master of Global Management (MGM) program, India has replaced China with approximately 50% of the total international student population on campus in 2020.

Figure 6: Percentage of International New Student Enrolment by Country of Citizenship



The nationality profile of the January 2020 MGM cohort provides a picture of the current diversity of our international student population. As portrayed in Figure 7, this class of 100 students includes 16 different nationalities. Except for the large dominance of seats occupied by Indian students (58%), the cohort includes a rich diversity of representatives from countries such as Iran, Bangladesh, Nigeria and Mexico.

Figure 7: Master of Global Management January 2020 Cohort by Country of Origin



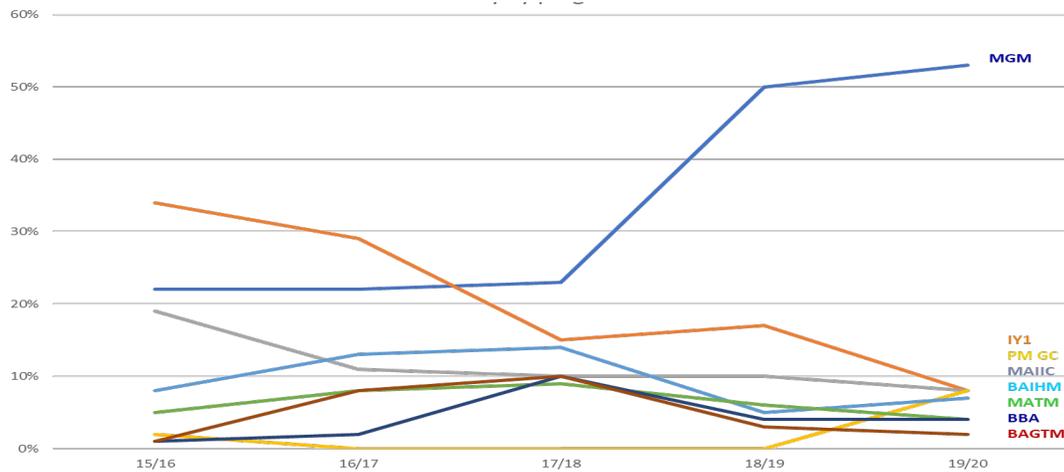
The intent is to increase the richness of perspectives in every classroom to maximize international diversity over the course of the 2020-2023 plan. Except in special cases, the long-term target is to maximize the representation of students from the same country (except Canada) ideally at 33% and up to a maximum of 40%.

Diversify programs of choice.

At Royal Roads University, as in most post-secondary institutions across the country, international students are interested mostly in a small number of professionally focused programs. CBIE reports that most study-permit students enrolled in Canadian post-secondary programs, focused on six disciplines of study: business and management, engineering, computer science, education and technology. As shown in figure 8, international students have registered

in eight different Royal Roads University onshore programs. However, since 2018 the University has experienced a landslide interest in the MGM program that currently captures 50% of all international student enrolment.

Figure 8: International New Student Enrolment by Program of Choice



While maintaining the success of the MGM, this *2020-2023 International Strategic Plan* seeks to expand the University's efforts to grow international registrations across a broader range of revised programs that increase the number of on-campus programs available, including Master of Arts in Intercultural and International Communication (MAIIC), Master of Arts in Tourism Management (MATM), Master of Arts in Global Leadership (MAGL) and Graduate Diploma in Project Management and Organizational Leadership (GDPM).

International student recruitment.

A combination of channels is used to maximize efficiency and the capacity to react to changes in the recruitment arena: direct recruitment, education agents and in-country representatives. Operationally, the most important challenge is the transition of international recruitment duties from Study Group to Royal Roads' own operation in September 2020. Leveraging the expertise acquired since its creation in 2016, OICD works through an interconnected network of agents, in-country representatives, OICD staff and direct sources. It also collaborates with institutional international partners and organizations such as Global Affairs Canada, CBIE, BCCIE, and International Education Victoria. Tactically, OICD employs

a combination of elements, depending on the particularities of each target market. Some of the most common tactics for recruiting international student are:

- Strategic recruitment planning with program heads and school directors
- Information sessions with faculty or alumni
- Student/parent counselling sessions
- Student recruitment fairs
- Agent training
- Agent management
- Agent commission processing
- Agent professional development
- Familiarization tours
- Campus visits
- Digital lead generator management
- In-country representatives
- Virtual strategies

Direct recruitment.

Over the years, Royal Roads has learned that motivated prospects with strong language levels are able to do their own research and move themselves through the University's application process without the use of an education agent. These prospects find our programs either through the University's recruitment efforts or organically through the website. Typically, they have a high level of English, and are university students or working professionals. A variety of opportunities exist to promote to prospects directly without a partnership agreement or by way of an agent. This mix of channels for recruiting students operates without the incentive of commission payments; however, it requires enrolment advising resources that are well allocated to convert each international prospect.

Specifically, the University participates in student fairs and non-agent recruitment initiatives and holds independent information sessions. Organizations such as Global Affairs Canada, CBIE, Universities Canada (UC) and BCCIE typically offer recruitment missions, student fairs and request-for-proposal opportunities that are open only to university representatives and not agents. The opportunity with this channel is to strategically target international prospects by country, profession or interest.

Organic searches, word-of-mouth advertising, social media campaigns and initiatives that utilize students, alumni and well-trained staff to support international prospect advising and

tactical recruitment activities, all contribute to this channel mix. Likewise, the use of digital lead generators (e.g., Keystone Academic Solutions, Studyportals, and ApplyBoard) over the past two years has encouraged qualified enquiries and applicants without the expense of travel. This sustainable approach benefits recruitment efforts by being able to reach a broad range of source countries, and consumers from markets that naturally conduct their own online research without the use of the education agent network. Since employing this strategy, the number of qualified leads has spiked, resulting in applications to a wider range of program areas. As a by-product of these efforts, domestic students are also applying to Royal Roads University through these same channels.

Education agents.

International education agents extend the University's reach in the global marketplace and are a reliable and efficient recruitment channel in international education. Royal Roads carefully screens and trains agent partners who work to educate and support prospective students and their families when choosing a higher education institution. On our behalf, partner agents can explain the special features of the University's Learning, Teaching and Research Model, the particularities of each program, and the benefits of studying in Canada. This reduces recruitment lag and prospect management duties for the University.

About a decade ago, the University began establishing a network of education agents. Over the years, this has included redefining the agent-management system, commission rates and processing, and strategic training to maximize the output of the agent-channel mix. Traditionally, agents have only focused on the on-campus delivered programs, but initiatives continue to better educate, market, train and support the agent network to recruit for both blended and online programs. The University will continue to work strategically with agents to explore new angles of business that use Immigration, Refugees and Citizenship Canada (IRCC) criteria, and other trends that rapidly emerge in the changing environment of higher education.

The University works with a carefully selected network of agents based on a combination of reputation, experience, ability to recruit for Royal Roads' unique programs and delivery modes, location, ethical integrity and immigration certification. OICD provides proper training, information, services and pays fair commission to effectively utilize this recruitment channel. Agents who do not perform, underperform or engage in unethical representation of the

University do not benefit from contract renewal. The overall number of education agents the University works with fluctuates in response to external factors and market development; for example, we will need more agents in Africa in the foreseeable future as we work to develop Ghana, Kenya, Nigeria and South Africa.

In-country representatives.

A third recruitment strategy is to contract University representatives in select markets. Representatives can service both the partnership and agent channels, as well as create brand awareness in-market that attracts direct enrolment. Currently, Royal Roads benefits from three in-market representatives located in China and India. This model of representation allows the University to have a consistent presence in certain markets which creates a more efficient and economical resource than having our staff travel to carry out the same duties.

The regional manager for South Asia is based in New Delhi, India and supports student recruitment, partnership development and agent management. Additionally, this role monitors immigration trends and the progress of the Study Direct Stream program in India, the Philippines and Vietnam, and makes recommendations for adjusting the recruitment strategy. Likewise, the international enrolment advisor for South Asia is also based in New Delhi and coordinates enrolment advising for all prospects from this region, greatly alleviating pressure on the Victoria-based team. In China, the international liaison associate supports OICD with in-market representation, strategic partner relationships, market trends and student enrolment advising.

Recruitment targets and tactics.

International recruitment planning contains a portfolio of recruitment strategies and tactics that support the goals of the rolling *2019–2024 Five-Year Business Plan*, while being nimble enough to respond to the fluctuating external factors common in international higher education. Targets are set each year during the constructive dialogue process that leads up to the annual enrolment planning process. The process follows a series of planning meetings with deans, school directors, program heads, as well as representatives from the offices of Business Planning, the Registrar, Admissions and Enrolment Services, Marketing and Recruitment, and the OICD. To determine the appropriate (domestic and international) enrolment goals for each program taking place during the upcoming fiscal year, the parties consider each program's

features and past experiences. These considerations include changes to target markets, student alumni and advisory council feedback, enrolment trends, competing programs, program revision processes, and recent performance of specific marketing and enrolment tactics. To determine the appropriate international recruitment goals per program intake, the parties consider the potential attractiveness of each program's purpose and delivery mode (blended, on campus or online) to non-Canadian students.

Quantitatively, the annual recruitment plan is designed to enrol over 500 international students into more than 35 different program intakes, with conservative growth each year. Qualitatively, the plan aims to increase cultural diversity and student fit by recruiting from a variety of source countries, while building global awareness of the value of the University's LTRM. The plan aims to continuously improve on Royal Roads' ability to predict market trends, challenges and opportunities; reinforce student source channels; penetrate new markets; and expand recruitment into a larger number of our programs in a resourceful manner.

Recruitment efforts over the next three years will focus on developing new lines of business and optimizing international student enrolment numbers by offering a wider range of on-campus programs. The efforts of OICD will concentrate on the following areas:

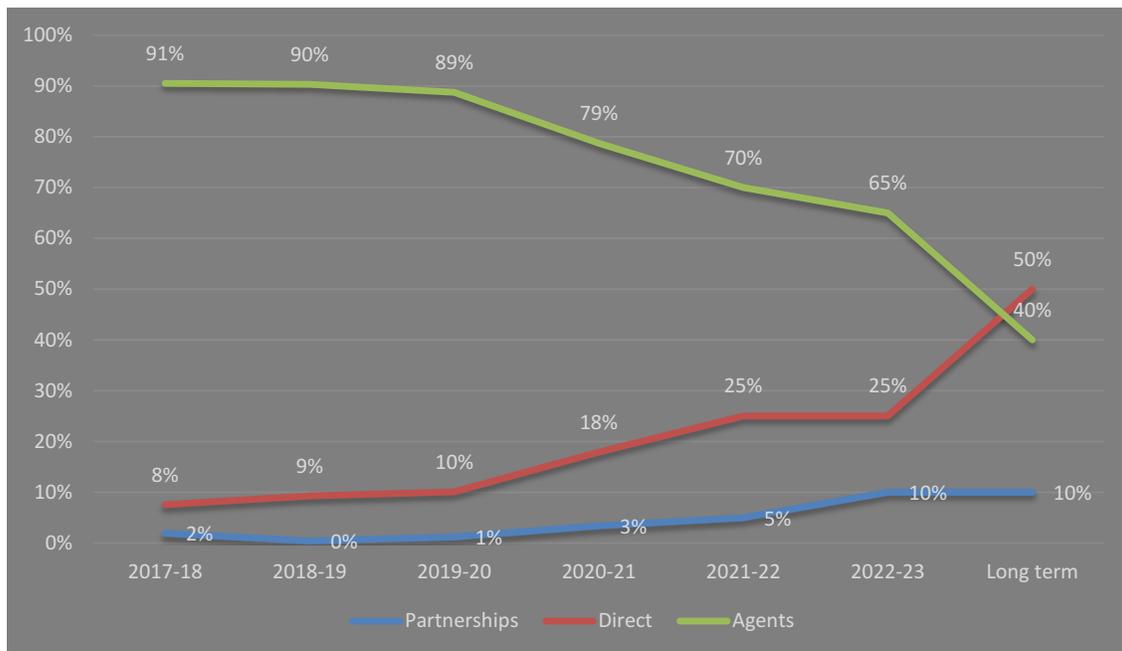
- The English for academic purposes programs offered by the GLLC (formerly the International Study Centre operated by Study Group). These programs offer students the flexibility to study different levels of English in a university environment as stand-alone programs or as a pathway into the degree programs. This new suite of programs allows the University to enter new markets in Asia, Eastern Europe and Latin America and to engage more closely with specialized agents, institutions and high schools.
- The suite of international programs delivered through the GLLC are promoted through the University's recruitment efforts to bring applicants to the Business Essentials for Emerging Global Leaders one-semester program, and the seasonal offerings such as the Summer Leadership Academy.
- Enhanced efforts to promote a broader range of on-campus programs that includes MA Global Leadership, Master of Arts/Science in Environment and Management, Graduate Diploma in Project Management and Organizational Leadership and the Master of Business Administration. These offerings are in addition to the long-running on-campus

programs: MA Tourism Management, MA Intercultural and International Communication and Master of Global Management.

- On-going emphasis on recruiting international students into degree completion and graduate blended/on-line programs from markets where these flexible delivery models are in demand or could be in demand and have proven English-language proficiency. This promotion is important in order to achieve greater diversity across program area to reduce risk caused by a majority of international students in only a few programs.

As explained, the OICD draws enrolment from three main sources: partnerships, direct recruitment and agent networks. This diverse approach reaches students from a wide range of countries, backgrounds, demographics and varying motivations of study, making this approach appropriate for all program delivery models. This approach is designed to support short-term enrolment goals and to build strong, long-term, foundations for coming years. A diversified portfolio approach is critical to ensure that the university does not become overly reliant on any one program, market, agent or partner relationship. Illustrated in Figure 9 is the use of these channels over the last few years and the long-term targets.

Figure 9: Recruitment Channel Mix



To conclude internationalization at home efforts to be prioritized over the next three years, a summary table outlines the objectives, tactics and targets in Table 3 below.

Table 3: Internationalization at Home Goals

Objective	Tactic	Target
Develop Royal Roads as a global brand	Develop a marketing plan, enhanced communications and new website. Leverage word-of-mouth and alumni success stories	Marketing plan by July 2020 Website by Nov 2020
Internationalization is an integral component of Royal Roads' LTRM	Student access to international experience	Current: 40%. 2023: 70% Long-term: 90%
Establish a system for collecting consistent and comparable data	Develop or acquire database	Current: manual processing. 2023: portable database
Join, establish or maintain memberships to continue collaboration networks with international education organizations	Canadian Bureau of International Education (CBIE), British Columbia Council for International Education (BCCIE), Asia-Pacific Association for International Education (APAIE), European Association of International Education (EAIE), Inter-American Organization for Higher Education (IOHE), Conference of the Americas of International Education (CAIE), and the South Island Prosperity Project (SIPP)	Active presence and interaction
Update curricula and integrate international learning as a formal learning outcome and experiential learning	Review Global Thinking as an outcome of learning at Curriculum Committee and Academic Council	August 2020
International recruitment targets (aligned with operating plan and five-year business plan)	Direct admit	40%
	Agent network	50%
	Partnerships	10%

Diverse student population	Maintenance in India, China; growth in Brazil, Colombia, France, Indonesia, Mexico, Morocco, the Philippines, Thailand, Turkey, Ukraine and Vietnam; development in Africa (Ghana, Kenya, Nigeria, South Africa)	Current: NSE from 54 countries; four countries represented 80% of all NSE (international); in past five years, 82 countries represented. 2023: maintain # of countries; increase countries that account for 80% to minimum of six
Diversify country of origin overall	Leverage Canada's International Education Strategy	Total international population cap 40% single country
Diversify country of origin by program/cohort	Leverage international agent partner network, advocate with IRCC on delivery model eligibility, expansion of on campus program offerings	Cohorts with a maximum 40% of single country
Recruit into blended programs	Leverage the University's digital marketing strategy, focus on appropriate markets for blended programs like the United States.	Blended Programs with 10% international student registrations
Intercultural teaching and learning	Centre for Teaching and Education Technology (CTET) in collaboration with Student Services and the program areas to design and deliver	75% of faculty/staff interacting with international students complete training
Equity, diversity and inclusion (EDI)	Extend EDI strategy to internationalization process	Pathways for women, minorities and indigenous students
English language proficiency programs and academic bridging programs	Deploy English for Academic Purposes (EAP1 and EAP2) and Pre-Masters Program (PMP1 and PMP2) stand-alone and pathway courses	Establish the Global Learning and Language Centre (GLLC) offering English language training, pathway programs and short-term customized programs

Internationalization Abroad

To enhance the international learning experience of domestic and international students, Royal Roads will continue to strategically develop education abroad opportunities through field trips, student exchanges, summer programs, articulation agreements, dual degrees, international internship and research connections through a network of carefully chosen partners. At present, Royal Roads University has a portfolio of approximately 100 partnerships across Asia, Europe and the Americas. These partnerships will be reviewed and updated, and new partnerships will be developed only after a careful selection process and due diligence for strategic value and complementarity.

Since 2015, the OICD has shifted the priority to international collaboration to ensure more meaningful, active partnerships are nurtured to add value to the university's internationalization strategy. For the foreseeable future, this work will aim to reduce the number of agreements to an appropriate, manageable list of engaged, well aligned, quality partners from diverse regions. OICD collaborates with the program areas to provide administrative support, expertise, source opportunities and recruitment support for all forms of collaboration opportunities. Strong institutional partnerships are integral to creating and building brand awareness in mature, emerging and niche markets and establishing credibility for the recruitment channels.

The OICD maintains and develops partnerships through in-country meetings and annual attendance at the following conferences: European Association of International Education (EAIE), Canadian Bureau for International Education (CBIE), British Columbia Council for International Education (BCCIE), Community Colleges for International Development (CCID) and the Asia-Pacific Association for International Education (APAIE). Collaborative opportunities that support education abroad and promote degree recruitment may include:

- Off-shore residencies
- Articulation agreements
- Block-transfer agreements
- Student exchange for research and study
- Study and work abroad
- Customized training (non-credit)
- Special short-term academic programs
- Faculty exchange
- Research collaboration

- Participation in seminars and academic meetings
- Exchange of academic materials and other information
- Dual degrees
- Joint degrees

Over the last decade, Royal Roads University has successfully developed and nurtured special partnerships with well-established international educational institutions. A few examples are the Master of Business Administration specialization in European Business and Innovation offered through Grenoble Graduate School of Business, the MA in Educational Leadership and Management with Maple Leaf Education Systems in China, the MA in Environment and Management offered in collaboration with Tianjin University of Technology, the Graduate Certificate Executive Coaching with the School of Inspired Leadership in India, and the Graduate Certificate Project Management with Pearl River Training Centre in China.

Partnership efforts over the next three years will focus on developing new lines of business, optimizing international student-enrolment numbers by offering a wider range of on-campus programs, and developing programs that focus on making education available to everyone. The foreseeable future has the efforts of OICD concentrating on these areas:

- OICD will pursue group contracts for the GLLC programs by working with international partnerships in Japan, South Korea, Taiwan, China, Brazil, Colombia and Mexico. This approach in these language markets can produce the majority of enrolment in these programs, diversify the classroom and the channel mix, and reduce our costs. The university has set a preliminary goal of one group agreement per country and will revise it once work commences for these new programs in the markets listed above.
- Pathways from high schools will be developed to feed International Year One and the new Common Foundations undergraduate curriculum. As mentioned earlier, Royal Roads has strong, long-term, alliances with two successful private K-12 educational systems in China: Maple Leaf Education Systems and Concord College of Sino-Canada. Additionally, we will pursue other private K-12 partnerships and, in some cases, collaborate with school districts in Brazil, Canada, China, Colombia, India and Japan. Once Royal Roads implements the new undergraduate curriculum, we intend to offer entry requirements for international baccalaureate (IB) students thus allowing recruitment from the network of private and IB

schools worldwide. When all programming is up and running, the university will pursue a goal of a minimum of two solid high school agreements from each country mentioned.

- At the undergraduate level, Royal Roads will continue to develop and foster block-transfer style agreements as an effective way to grow the direct recruitment channel for degree completion programs. A current priority is to develop partnerships with the community college network in the United States. The strategy to pursue a minimum of four new agreements a year, is reliable and easy to implement.
- Following the new Shared Programs Policy, Royal Roads is now in a stronger position to seek strategic dual-degree partnerships. This model can be built for blended and on-campus programs, thus making the programs attractive to a diverse range of institutions, countries and students. While enrolment momentum on dual-degree programs takes time to establish, the university expects that a network of strategically developed dual degrees will contribute positively to enrolment numbers over time, diversity, and building our brand globally. The desire is to build at minimum one dual degree per school, where interested, over the course of the three-year plan. Depending on program interest, some programs may choose to feature multiple dual-degree options for their students, specifically the on-campus programs.
- Following the dual language, blended model developed for MA Educational Leadership and Management and Maple Leaf Education Systems, OICD worked with the School of Education and Technology on a presentation proposal to replicate this model with other partners. This award-winning delivery model is unique to the university with the benefits of making education available to a broader range of working professionals worldwide who are not motivated by Canada's lure of immigration. Likewise, it allows us to work with partner institutions, companies or associations to customize learning specific to the needs of the organization. Over the course of this three-year plan, the goal is to pursue one- to two-degree blended programs with strategic partners.
- The university is incorporating the direction of the national strategy to bring diverse global perspectives into the cohort model and encourage Canadians to go abroad through the education- abroad programs. To date, we have developed opportunities for short-term study abroad, student exchanges and international field trips that are available to all students. Current locations for study- abroad partners include Australia, Austria, Belgium, Chile,

Germany, Italy, India, Japan, Mexico, Norway, South Korea, Spain, Switzerland, Sweden, the Netherlands and Vietnam. The OICD takes a strategic approach to developing institutional partnerships and identifies over 100 active partners who hold the same values, missions, goals and approaches to learning. This enables Royal Roads to create opportunities for global learning, teaching and research that focus on entrepreneurship, sustainability, corporate and social innovation, and change making.

- Among our active partners, we have 35-plus active study-abroad partners in 16 different countries and welcome at least 40 students from partners around the world every year. There has been a 300% increase in study-abroad applications that includes undergraduate and graduate level, on-campus and blended programs.
- By developing international partnerships, the University promotes its international programs that are delivered through the GLLC and discovers leads for customized international contract-training programs. Enrolment in these short-term, non-credit programs supports the international strategy through brand awareness, international partnership development, revenue generation, and as potential pathways into degree studies. The priority is mutually beneficial projects that support cross-sectoral, interdisciplinary, innovative and sustainable lifelong learning. There is no limit to the number of requests for proposals through OICD for GLLC programs as they are received through a variety of sources worldwide. GLLC manages the capacity by accepting or denying business, as appropriate.

Offshore programs.

Over the last six years, Royal Roads has offered two offshore programs in partnership with Jinhua Polytechnic and Tianjin University of Technology in China: Diploma in Tourism Management and Master of Arts in Environment and Management. After a thorough review, Royal Roads decided not to renew these agreements and initiated program closures at the end of their terms. Final intakes for Tianjin University of Technology occurred in December 2019 and for Jinhua Polytechnic will be September 2020. It will take 24 and 36 months to complete these processes, respectively. These programs were expected to build stronger academic ties between British Columbia and Chinese universities, set forth by the province's Gateway to Asia strategy; however, the strategic value of these programs dwindled as the academic priorities, and learning and teaching methods became increasingly misaligned.

These programs will be replaced by two new offshore partnerships aligned with the strategic direction, financial expectations and internationalization priorities of the University. Royal Roads will use recent experiences in developing international pathways, dual-degree agreements and custom-designed programs as a guideline for identifying and selecting partners.

To conclude internationalization abroad efforts to be prioritized over the next three years, a summary table outlines the objectives, tactics and targets in Table 4 below.

Table 4: Internationalization Abroad Goals

Objective	Tactic	Target
Increase information exchange and collaboration with international partners	Developed a transparent, digital information portal for partners and students	Acquire or develop a digital platform to act as an international partnership database and education abroad platform by 2023
Focus on quality-based international experiences	Inventory of Royal Roads' agreements and active projects	2020
Significantly increase the number of domestic students learning abroad	Leverage IES	7.5% of domestic student population by 2023
	Build up interest in international learning opportunities	
	Provide special recognition and awards	
Domestic students with study abroad experience at an emerging country	Leverage IES	3% of domestic student population by 2023
Support faculty-led development of new international learning opportunities	Involve international faculty or faculty with strong international experience	New programs, field trips and residencies developed at the initiative of faculty with support of OICD
Study abroad partnerships	Leverage University's institutional network and memberships	One active partnership per program
Dual Degree	Leverage University's institutional network, memberships and faculty connections	One functioning dual degree per school
Expand custom-designed corporate training programs delivered by the GLLC	Leverage University's institutional network, memberships and Global Affairs	

International Research

Research is one of the fundamental columns of the Royal Roads University Mandate. The University focuses on an interdisciplinary, solutions-oriented framework of inquiry, which is not typical. When carrying out research, our faculty and students are committed to finding creative solutions to the complex social and natural challenges of our time.

Effective research can only thrive in open and collaborative environments that are not limited by national boundaries; therefore, we need a new multi-year plan where research is understood to be an international endeavour. Researchers tend to belong to collaborative networks that span the community, the country, and the world. Our faculty work with colleagues in the academic, professional, and community sectors to address issues of importance and concern. Royal Roads attracts international students from many countries. Their research and projects tend to focus on the issues or challenges in their home communities and organizations. The interdisciplinary and transdisciplinary nature of our research allows flexibility and has the goal of directly benefiting the local communities. Increasingly, these communities are interconnected hubs without boundaries or borders.

Royal Roads is developing a new 2020-2023 research plan that will run parallel to this *2020–2023 International Strategic Plan*. It will set the ground for a renewed interdisciplinary framework to enhance the interrelationship among the University's research and its teaching and learning. The plan will contain concrete objectives and targets to drive Royal Roads' research in the future with a focus on change: changing systems, patterns, climate, structures of work, views on well-being, views on citizenship, views on reconciliation, and views on inclusivity. Its two international objectives are to increase the number of Royal Roads faculty and students involved in international projects and to increase international sources of funding for strategic research projects by 2023.

To conclude international research efforts to be prioritized over the next three years, a summary table outlines the objectives, tactics and targets in Table 5 below.

Table 5: International Research Goals

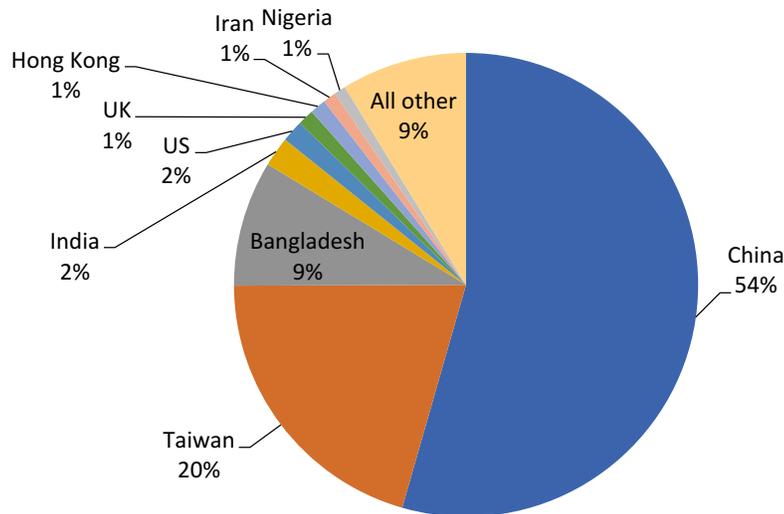
Objective	Tactic	Target
International research project participation	Joint research with international partners	Faculty involved in at least 10 international project applications
Access to international funding sources	Grant application to international funding sources, leveraging Canada Research Chairs and research competence	\$100k

International Alumni Engagement

With over 28,000 individuals, the Royal Roads alumni community is one of our greatest assets. Alumni are personally invested, enthusiastic, and willing to act as mentors, ambassadors, donors, market scanners and recruiters because of their transformational experience at the University.

In 2017, the University launched *Royal Roads Connect*, a platform that establishes a direct line of communication between alumni and Royal Roads. It allows alumni to stay in touch, leverage professional networks and mentor new graduating students.

As of December 2019, 32% of Royal Roads alumni reported a country of citizenship other than Canada. As Figure 11 illustrates, the clear majority (6.5k) are Asia-affiliate graduates from 1999 to 2012. Since the launch of the portfolio of internationally focused programs offered in Victoria, the diversity of country-of-origin has significantly expanded to a total of 125 nationalities.

Figure 10: Royal Roads International Alumni by Country of Citizenship, December 2019

The Asia alumni have remained active and interested in developing a strong alumni network and maintaining a close link with the University. They have self-organized in nine regional chapters across Hong Kong, Taiwan, mainland China and Bangladesh, and have celebrated eight large annual reunions since 2010 as demonstrated in Table 6. While support has varied over time, in the last five years Royal Roads University has participated by hosting the opening reception, sponsoring a key speaker and presenting global alumni leader awards to distinguished members.

Table 6: Asia Alumni Chapter, Membership and Global Summit Dates

Asia Alumni Chapter	Members	RRU Global Summit	City
Harbin	20	2004	Guangzhou
Qingdao	30	2005	Shenzhen
Beijing	150	2006	Huangshan
Nanjing	60	2007	Guangzhou
Shanghai	100	2010	Qingdao
Guangzhou	700	2012	Beijing
Shenzhen	500	2014	Taipei
Zhuhai	800	2015	Victoria
Taiwan	2000	2017	Nanjing
Hongkong	500	2018	Guangzhou

Through the Royal Roads University 25+ internal visioning consultation process, alumni expressed their desire for a closer relationship and improved access to the University to upgrade their skills and credentials. In response, the University designed a new lifelong-learning initiative to re-engage with alumni chapters and reposition Royal Roads as a source of training and development for life. Launched under the momentum provided by the 25th anniversary celebrations, it offers alumni a 25% discount on graduate certificates and general studies in 2020 and 2021. This initiative will be adjusted and potentially expanded based on initial results.

To conclude international alumni engagement efforts to be prioritized over the next three years, a summary table outlines the objectives, tactics and targets in Table 7 below.

Table 7: International Alumni Engagement Goals

Objective	Tactic	Target
Develop and re-engage with alumni chapters located in Asia	Leverage International Education Strategy, Royal Roads' 25th anniversary celebrations, Royal Roads' strategic direction through lead China representative.	Sponsor Global Alumni Summit. Offer Lifelong Learning program. Re-deploy global alumni leaders' awards.

Global Learning and Language Centre

As explained, the transition out of the Study Group partnership in September 2020 gives Royal Roads University an opportunity to offer its own language programs. These programs are being merged with the current International Contract Training unit into a new Global Learning and Language Centre (GLLC) housed within the Professional and Continuing Studies portfolio. For the first time in its history, Royal Roads will provide its own English for Academic Purpose (EAP) and Pre-Masters Program (PMP) combined with the development and delivery of short-term customized programs that may or may not offer a language component. The OICD will support the GLLC with international student recruitment and lead generation for customized programs.

The international contract training programming (e.g., Youth Leadership Camp, Summer English Experience, and the one-semester programs) have generated relatively consistent revenue over the last five years averaging \$838k per year, with high predictability. In coordination with

OICD, GLLC will focus on consolidating its agreements developed over the past five years (China and India); further develop markets like Vietnam, the Philippines, South Korea and Japan; as well as penetrate new high-potential markets like the United States, Brazil, Ecuador and Mexico.

To conclude the GLLC efforts to be prioritized over the next three years, a summary table outlines the objectives, tactics and targets in Table 8 below.

Table 8: Global Learning and Language Centre Goals

Objective	Tactic	Target
Provide English language training with emphasis on delivering and refining the English for Academic Purposes (EAP) and Pre-Master's Programs (PMP) as the Study Group transition takes place.	Keep status quo through September 2020 to streamline Study Group transition while noting adjustments to refine the program under RRU delivering for future intakes.	2020
Identify key stakeholders and opportunities for business development locally, nationally and internationally	In coordination with the OICD work from existing partner network, agent network and Global Affairs	Ongoing
Establish international programming that will complement career and academic pathways	Develop new programs according to market demand, alignment with institutional priorities and revenue growth targets	2021
Create additional opportunities for learning outside of traditional academic pathways.	Be creative and flexible in the non-credit space to respond to market demand and IRCC implications.	2021
Establish pricing strategy and structure for contract training aligned across the new GLLC unit	Develop competitive program tuition in alignment with local peer institutions and comparable language schools.	Summer 2020
Establish sustainable processes for tracking students, clients and customers.	Implement a CRM system for all PSC students (credit, non-credit) and database for client management that is in alignment with the University's systems.	2021

Risk Management

To compliment the information provided in this plan the following risk assessment is provided to emphasize the importance of internationalization and the key goals and strategies related to the priorities of the next three years. A summary of risk assessment is provided in Table 9 below.

Table 9: 2020–2023 International Strategic Plan Risk Assessment

Risk Area	Description of Risk	Risk Level	Mitigation Plan
Academic Program/ Enrolment Risk	Reduction of current enrolments originating from any geographical area (e.g. China, India)	Med	Diversification by country of origin and program of study. Long-term target of maximum 40% (overall and by intake) by international country of origin
	Offshore programming suspended		Regular communications with key stakeholders being managed strategically
	Future and current enrolments from other markets jeopardized (economic, political, social risks)		Alignment with Government of British Columbia priorities and response to the broader issue(s) overseen directly by executive
Operational Risk	Loss of revenues and margin impacts, hindering financial targets for current and future fiscal years	Med	<p>Diversification by country of origin and program of study. Long-term target of maximum 40% (overall and by intake) by international country of origin</p> <p>Track conversion rates by country to set country-specific over-enrol limits</p> <p>Diversification of recruitment channels: direct (30%)*, partnerships (10%), agents (60%). Cap individual agents to 10% of agent target and individual partnerships to 30% and direct sources to 20% (overall risk cap at 6%)</p>
Quality of the Student Experience	Loss of diversification in domestic programs affecting the student-learning experience and outcomes	Med	Track application timelines to suggested country-specific application deadlines (application date = start date - avg application time + 3 months)
	Class sizes not ideal to provide for a robust learning experience		Diversification by country of origin and program of study. Long-term target of maximum 40% (overall and by intake) by international country of origin

			Track conversion rates by country to set country specific overenroll limits
	Reduced capacity to deliver on an international academic experience (security concerns require offshore field trips/residencies to be curtailed or redirected)		Diversification by recruitment channel: direct (30%)*, partnerships (10%), agents (60%). Cap individual agents to 10% of agent target and individual partnerships to 30% and direct sources to 20% (overall risk cap at 6%) Contingency plans to alternative destinations/regions
Technological Risk	Moodle capacity and reach throughout the world for program delivery	Med	Align with University systems to fully support all units of Royal Roads. Knowledge loss is at risk that directly relates to revenue generation
	International partnership database and student mobility portal		
	PCS, including GLLC CRM and SIS		
Reputational Risk	Student and alumni relationships with the University damaged/severed	Low	Constant and direct interaction and communication with students and alumni chapters
	Institutional relationships curtail		
	Potential impact on the global donor community		

Conclusion

This *2020–2023 International Strategic Plan* sets out concrete objectives, targets and goals for the internationalization framework’s five pillars: internationalization at home, internationalization abroad, international research, international alumni engagement, and the Global Learning and Language Centre, under the lead of the Office of the Vice President, Research and International. Specifically, the ISP sets out Royal Roads’ commitment to long-term internationalization goals. It frames a direction for wider international opportunities for all students, faculty and staff, partnership selection and development, research and alumni. The ISP supports the University’s overarching vision and is further strengthened by its close ties to both the nation’s strategy to enhance internationalization at Canadian universities and British Columbia’s post-secondary internationalization plan. By 2023, international education will be more deeply engrained across the institution’s units, programs and procedures and will no longer be a peripheral portfolio of activities focused on recruitment and administration of offshore programs. Our lifelong-learning community will be built upon a framework of equity, diversity and inclusion. Students from every school and program will have increased access and resources available to study abroad or engage in global virtual learning experiences. As well, faculty will have improved opportunities for enhancing their solutions-aimed research through international networks, projects and funding. By way of these efforts, Royal Roads University will contribute to British Columbia’s globally minded talent pool to strengthen its labour market and its ability to develop stronger economic and individual relations with the world.

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Annual Research Report for the RRU Program and Research Council 2019-20

May 25, 2019

Royal Roads University members acknowledge that we learn, work, and live 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!

Annual Research Report 2019-2020

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Research at Royal Roads University

Royal Roads research seeks to produce positive change to individuals' lives, communities and societies. Our research is purposefully designed to directly benefit the communities in which we live, work and play, be they local, national, or international. Royal Roads research aims to inspire action and address real-world challenges as we prepare for a disruptive future (e.g., education, technology, information, the natural world, and social systems). Our research is primarily inter- and trans-disciplinary, which by its nature is collaborative. Partnerships with those that may be impacted by, or use, the research are critical. Research undertaken at Royal Roads knows no borders and seeks to inform both local and global contexts. Our research is designed to be shared and to be developed with practitioners who will implement the findings and results. Research is integral to and inextricably linked with our learning and teaching model – research informs learning and teaching, and our teaching and learning is explored through research. In addition, research informs the university's operations, our practice, and how we live and work at the university. We move forward with a spirit of inquiry, a quest for the truth, and a commitment to action.

Research at Royal Roads is conducted in various fields of inquiry – physical and environmental science, social sciences and humanities, and health. Much of the research conducted at and through Royal Roads is change-oriented, inherently inter- and transdisciplinary, and engages individuals, organizations, and communities at all levels and stages of the process. Royal Roads' research is characterized by practitioner orientation, a desire to develop solutions to current problems, and a commitment to sustainability, social innovation, social responsibility, and change. At Royal Roads, we believe that research that crosses disciplinary and academic boundaries and integrates a variety of methodologies offers great potential to contribute to transformative change. Research is designed to be with, rather than on, participants, with emphasis on the co-creation of knowledge. Research, teaching, and learning are intentionally intertwined at Royal Roads and research drives the curriculum, contributes to teaching, and instills a spirit of inquiry in our students.

At Royal Roads, we know that diversity leads to better research and more effective teams. In order to conduct quality research that places Canadian institutions on the world stage, research must include the participation of people from diverse cultures, backgrounds, sexual orientations, gender identities, abilities, and socio-economic classes, and encourage and enable diversity of thought and ideas. Diverse research teams have increased innovative capacities, a broader recruitment reach, and are less likely to fall prey to groupthink or homophily. The integration of diversity in terms of teams and thought into research data collection and output is imperative, particularly when – as in the case of Royal Roads – research is intended to solve real-world problems through transformational scholarship and must therefore serve a diverse community.

At RRU, we are strong advocates for the importance of diversity in the research environment. We recognize that there are systemic issues that create barriers for members of underrepresented groups not only within the academic research enterprise, but throughout the staff and student populations. We also know that research contributes to the overall success of the university. Healthy research climates, as well as quality research, result in enrolment growth, prestige, credibility, legitimacy, business and community partnerships, and enhance the ability to attract, recruit and retain staff, students, and faculty.

Royal Roads' [Learning, Teaching and Research Model \(LTRM\)](#) is central to how the university functions. The LTRM offers a snapshot of the values, worldviews, attributes and practices that reflect and shape the unique learning environment, culture, practice and service at Royal Roads. The LTRM can be distilled to three core categories of values that express what our faculty, staff, students, alumni, advisory councils and other community members perceive as unique and forward-thinking in our work: applied and authentic, caring and community-based, and transformational.

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At Royal Roads we believe that it is not enough simply to do research; the results of research must be communicated through a variety of channels and media. While we support traditional research outputs, we are also focused on communication beyond traditional measures. At Royal Roads there is a concerted effort to share outputs, outcomes and impacts and to understand the attribution of change as a result of the research. In our quest to understand the difference our research makes, we delve into longer term connections and influence that research findings might have. Royal Roads places great importance on how the conduct of research changes and transforms our students, seeking to understand how our alumni do things differently in their day to day lives, in their workplaces and their communities, as a result of conducting research during their time as a student. It is, in our view, essential that students gain the ability to question, assess, and analyze information; and to then use that information to effect change.

Royal Roads is committed to the ideals of open access, and to ensuring that strategies and processes are in place to ensure effective research data management. This includes working closely with the library and faculty to ensure research artefacts are available and that data is stored appropriately, in keeping with the (draft) Tri-Agency Research Data Management Policy.

Researchers at Royal Roads are held to the highest standards of academic integrity, the responsible conduct of research, and ethical conduct for research involving human subjects. All research and scholarship shall be carried out in accordance with the Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans, the Tri-Council Policy Statement on Integrity in Research and Scholarship, Access to Information and Privacy Legislation, and Requirements for Certain Types of Research (Appendix Four of the NSERC Researcher's Guide).

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

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

Strategic Research Themes

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

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

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

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

2020-2023 Strategic Research Plan

In accordance to the Royal Roads University (RRU) Act, the university is mandated to “maintain teaching excellence and research activities that support the university’s programs in response to the labour market needs of British Columbia” (RRU Act, 1995). To comply, RRU developed in 2003 a Strategic Research Plan Summary as required by the Canada Research Chairs (CRC) Secretariat and Canada Foundation for Innovation (CFI) funding. The summary was updated in 2006 and included two research themes: learning and innovation, and sustainable societies and communities. Since then, RRU’s strategic research plan summary has been updated for each CRC nomination, renewal, and for CFI applications. In 2010, RRU’s research themes were reviewed through a series of open consultations and amended to three themes, which include: innovative learning: thriving organizations; and sustainable communities, livelihoods and the environment. The university’s Learning and Teaching Model (LTM) was refreshed in 2018 and included research as an essential, integrated element of the model, now the Learning, Teaching and Research Model (LTRM). With changes in organizational structure in 2018, the appointment of a Vice President, Research & International in 2018, a new President in 2019, an extensive consultation regarding the vision for the university’s next 25 years, and a new Vice President Academic & Provost in 2020, the university undertook a consultative process beginning in 2019 to develop a Strategic Research Plan. This plan is expected to be presented to the Program and Research Council and the Board of Governors in the fall of 2020.

The Strategic Research Plan is expected to include the following four goals: 1) advance, enable and support quality research; 2) expand the visibility, reach, and impact of RRU research; 3) identify and focus on priority challenges for research at Royal Roads; and 4) expand opportunities to conduct research into learning and teaching as it pertains to the Royal Roads Learning and Teaching Model (LTRM). Each goal has a series of objectives and actions.

Canada Research Chair Program

Equity, Diversity and Inclusion

The Canada Research Chairs Program (CRCP) has responded to concerns regarding equity, diversity, and inclusion (EDI) among chair appointments by implementing a requirement for Equity, Diversity and Inclusion Action Plans (EDI AP). The EDI AP initiative requires that institutions with allocations of five or more chairs draft institutional EDI APs describing how the institution will both sustain the participation and address the under-representation of individuals from the four federally designated groups (FDGs) – women; persons with disabilities; Indigenous Peoples; and visible minorities – within the institution’s Canada Research Chairs program.

In 2017, RRU had four chairholders. Despite having only four chairs and thus not required to create an EDI AP, RRU felt that the principles of the program were sound and elected to create an early version of an RRU EDI AP that year. In September of 2018, after reviewing our equity targets, RRU elected to use the [corridor of flexibility](#) to split our Tier 1 chair into two Tier 2 allocations effective at the time of the chair’s scheduled renewal (April 2020) and also received an additional Tier 2 allocation, bringing our total allocations to five. At that time, the action plan became mandatory and we began revising our goals, objectives and target setting.

[Royal Roads University’s \(RRU\) diversity statement](#) captures its equity, diversity and inclusion approach through the following shared understandings:

- Diversity enriches community, expands learning, and advances knowledge.
- Royal Roads University acknowledges and celebrates the diversity of our community, which is shaped by our complex identities, life experiences, and perspectives.
- We strive to increase understanding, appreciation, and engagement with each other, thereby making us more compassionate human beings and strengthening the fabric of our communities.

To achieve this, RRU commits to:

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

Our expectation is that we will support one another in fulfilling these commitments, thereby cultivating a whole, thriving community that is greater than the sum of its parts. In line with these understandings and commitments, RRU is committed to attracting a diverse pool of candidates as new Canada Research Chair allocations become available.

As a small university with a focus on research applied to current issues, RRU chairholders focus on addressing real world challenges through research that is often multi-, inter-, and transdisciplinary; rigorous, and bold. Along with traditional measures of academic excellence and impact (e.g. peer reviewed publications, citation factors, etc.), RRU supports chairholders to pursue alternative strategies for knowledge mobilization (e.g., blogs, social media, policy statements, white papers, etc.). Research impact at RRU focuses on the difference research makes in the community, classroom, and society. Chairholders are encouraged to work in new and collaborative ways with stakeholders inside and outside of academia to find solutions to wicked, pervasive problems. RRU chairholders have full intellectual freedom and are supported through administrative and academic oversight to take risks and challenge academic norms. RRU has a creator-owned Intellectual Property Policy.

Royal Roads' vision is that of an inclusive, diverse workforce that understands and demonstrates best practices regarding EDI in research, scholarship, teaching, and human resources. We envision RRU having an engaged organizational culture that embraces, understands, and advances EDI.

The offices responsible for the implementation of actions associated with the objectives above are Human Resources and Research Services, under the oversight of the Vice President and Chief Financial Officer and the Vice President Research and International, respectively. The work of those offices is overseen by the new RRU President's Steering Committee on Equity, Diversity, and Inclusion (PSC-EDI), which was established early in 2019. The PSC-EDI is chaired by the President of RRU and includes two executive representatives; six faculty representatives from across the institution; two staff from Research Services and two from Human Resources; one representative from the staff and student-led RRU Diversity Action Group; and one representative from Indigenous Education and Student Services. The work overseen by the PSC-EDI will revise and expand the existing EDI AP for the CRCP and will focus on developing and supporting institutional understanding and expertise of EDI.

The university will continue to commit resources towards EDI initiatives.

Canada Research Chair Holders

Tier 2 Chair in Digital Communication in the Public Interest. Nominee selected, and nomination submitted to the CRC Secretariat (Sep 2019). (College of Interdisciplinary Studies)

Tier 2 Chair in Reimagining Capitalism. Nominee selected, and nomination submitted to the CRC Secretariat (April 2020) (Faculty of Management)

Tier 2 Chair in Realizing the UN Sustainable Development Goals. Recruitment in progress, (Faculty of Social and Applied Science) (shortlisting complete, interviews underway with three candidates).

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

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

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

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

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

I. Participation divides and inequities. The major finding of this work, that significant variation exists in the ways that different groups of scholars and learners participate online, has important implications for educational inclusion and equity. Although online platforms used for learning and scholarship are often purported to be democratizing forces, Veletsianos' research has revealed participation inequities within them. His research has challenged the conventional view that use of social media for teaching, learning, and scholarship leads to new and more egalitarian structures for scholarly participation and suggests instead that it reflects or fosters non-egalitarian structures of scholarly practice. His findings challenge the common thinking that (a) social media can provide add-on spaces for rich interactions for all individuals and (b) digital presence will necessarily lead to positive outcomes. These findings have broad significance for the practice of educational technology, which has historically focused on the pedagogical applications of technology and largely ignored many of the social aspects of technology use that influence how students, educators, administrators, and educational institutions construct ecosystems of learning.

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

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

IV. Identity and social media participation. Veletsianos' CRC research has also explored issues of identity and online activity. His research has investigated the influence of matters of identity on students and academics' personal and professional participation on social media and its implications for teaching, learning, and

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scholarship. Veletsianos and colleagues theorized that expressions of identity online can be understood as a collection of what they have termed Acceptable Identity Fragments. According to the theory they developed, individuals (a) shape their participation online in ways that they believe are acceptable to their audiences (e.g., peers, students, employers, family), (b) view their participation as a direct expression of their identity, and (c) feel that this expression represents only a small fragment of their larger sense of self.

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

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

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

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

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

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

Dr. Brian Belcher's CRC research program is focused on developing theory, methodology and a practical approach to evaluate sustainability research in complex transdisciplinary contexts, and to use this approach to conduct comparative analyses and evaluations of sustainability research projects. The research aims to: 1) develop an international network of collaborators with a focus on impact and effectiveness in sustainability research; 2) develop and test evaluation approaches and methods for transdisciplinary research, building on

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emerging ideas and theoretical and practical experience in related fields; 3) analyse and evaluate selected livelihoods, community resilience, and sustainability research projects/programs; and 4) recommend improved approaches to the design and implementation of transdisciplinary approaches to enhance outcomes and impact.

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

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

Ashoka Research Chair

Dr. Brian Belcher, College of Interdisciplinary Studies, Inaugural Ashoka Research Chair in Research Effectiveness

Belcher will aim to improve the contributions that research and researchers make to social change processes. Ashoka U has made great strides in engaging and empowering teachers, students and social entrepreneurs to embed changemaking in higher education. In order to truly achieve campus-wide excellence in social innovation and changemaking, we need to do more to engage and empower a broader range of faculty and students on the research side of higher education. The Chair will bring a specific innovative focus on the research environment in higher education. Faculty and student research have great potential as an engine for new knowledge and social innovation, but researchers who have been trained in disciplinary traditions, and even many who are deliberately interdisciplinary, struggle to meet expectations for "impact" from funders and from society more generally. New approaches are needed to support and to engage faculty as changemakers and to transform research and research systems for greater impact.

The Ashoka Research Chair in Research Effectiveness will provide a platform to link and build upon this base with new research and engagement within the Ashoka U network as resources permit. For example, the Chair could:

- contribute to Ashoka U's research and impact measurement efforts by further developing and sharing the conceptual framework, tools and methods for assessing the quality and effectiveness of change-oriented research;
- contribute to sessions on research design and assessment at Ashoka Exchanges;
- contribute to building a research effectiveness community of practice across the Ashoka Changemaker Campus network; and

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- collaborate on outcome/impact evaluation case studies on select Ashoka research projects.

The Ashoka Chair will help expand and share the lessons and the approach throughout the Ashoka U network. The Chair will advance the application of research to diagnose and help solve pressing problems, to meet the needs of communities and to equip students to be able to generate and to use knowledge more effectively. The Ashoka Research Chair will help advance: 1) theoretical understanding of research effectiveness; 2) practical methods for assessing changemaking research; 3) empirical analyses of the type, degree and mechanisms of outcomes achieved in changemaking research projects; and 4) design, methodology, and implementation of change-oriented research to increase effectiveness at different scales, (from graduate student through large international research consortia). It will facilitate broader learning and sharing among faculty researchers, teachers, supervisors and students and broader application of the concepts, tools, and empirical lessons to guide research in higher education. It will contribute to an evolution of research practice to be more socially engaged, deliberate and effective in contributing to social change.

Commonwealth of Learning Research Chair

Dr. George Veletsianos, Faculty of Social and Applied Science

Veletsianos will study women's experiences and practices with flexible online and distance learning (ODL) to understand flexible learning on the ground and explore the challenges women face that preclude them from taking full advantage of flexible learning opportunities.

Veletsianos operationalizes flexibility as learners' freedom from constraints, typically time and place, through educational practices that are often supported by technology. Such practices typically include ODL but may also encompass micro pedagogical practices such as enabling learner choice in assessments and material studied. Flexible ODL is widely seen as democratizing as it has the potential to be more student-centered, accommodating, accessible, and equitable than alternatives. Flexibility stands to empower learners to make choices that align with their needs and daily realities, potentially leading to broadening participation in education and achieving results relative to employment, enhanced job satisfaction, citizenship participation, and so on. As such, flexible learning is part of COL's toolkit to expand access and learning in the context of advancing sustainable development.

Undergirding our understanding of flexibility, however, is an implicit assumption that all learners benefit from educational innovations in similar ways (Veletsianos & Houlden, 2019¹). Veletsianos' ongoing investigation into this topic indicates that what is flexible for some is inflexible for others, and that women face significant obstacles to taking advantage of flexible learning opportunities. For instance, some women's studies are interrupted by caregiving responsibilities (e.g., childrearing or looking after the elderly) that remain unchanged when women commence or continue studies, or by bearing the responsibility for unpaid household work. What these obstacles reveal is that flexibility is not just determined by learning design, but that it is highly dependent on a learner's subject position and their roles beyond that of student. Such a perspective is aligned with the Commonwealth of Learning's (COL) recognition that access to learning alone is not enough, and that indeed it is necessary to strive for *equitable* access.

Toward this end, there is a need to improve our understanding and practice of flexibility. As the COL chair, Veletsianos' research asks the following question: What are, and how can the underlying social barriers that dissuade or limit individuals' greater participation in higher education in general, and flexible education in

¹ Veletsianos, G. & Houlden, S., (2019). Flexible Learning Over the Last 40 Years of Distance Education. Submitted to *Distance Education* on May 1, 2019.

particular, be ameliorated? By operationalizing flexible learning as online learning that is amenable to occur at anytime from anywhere, the goals of this work are to:

- interrogate the claim that online learning supports individuals' ability to learn anywhere at anytime,
- draw inferences from learners' experiences with learning anywhere at anytime,
- delineate the tensions that arise from such flexible learning opportunities and differentiate between the tensions that various subject positions face,
- investigate the ways women approach their online studies, including strategies and lifestyle adjustments, and
- probe the degree to which opportunities to take advantage of anywhere, anytime online learning reflects broader socioeconomic and sociocultural divides, with emphasis on gender and the ways that gender operates in different communities.

Intended outputs, outcomes, and impacts will directly contribute to UN Sustainable Development Goal 4, which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” Overall outcomes are a greater understanding of, and solutions that contribute to, flexibility and women’s learning experiences being better supported and sustained. Intended impacts relate to the reduction of gender inequities and disparities in ODL as well as an increase in the number of women participating in education. Outcomes and impacts will directly impact women. Indirectly they will also benefit other populations (including under-served and under-represented groups), as a refined, gender-responsive, and more equitable approach to flexible learning may benefit all learners. The cross-cutting impact of this research therefore will lead to increased female and male enrolment in higher education and increased completion rates when studying through flexible learning modes.

2019-2020 Research Activity

During 2019-20 fiscal year, the Office of Research Services was involved in the development of 143 research proposals (an increase of 28% over the previous year) with faculty members and another 14 with students. Of these, a total of 95 (an increase of 50% over the previous year) faculty proposals and 14 student proposals were submitted to funders such as the Tri-Agencies, Mitacs, Heritage Canada, Vancouver Foundation, Michael Smith Health Service Foundation, BC Cancer Agency, WorkSafe BC, and Natural Resources Canada, to name just a few.

A total of 39 new projects led by faculty (an increase of 35% compared to 2018-19), and 10 led by students (about the same as in 2018-19) had their first year of funding in 2019-20, with an overall value of \$3 million. Between new and existing projects, over \$2.8 million was received, a consistent steady increase of funding through each of the last four years, with \$350k of that applied to student research projects.

A total of \$260,000 was awarded to approximately 100 internally funded research projects. These projects included travel for presentation costs, seed funding for pilot projects, and funds to hire research assistants.

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

Knowledge mobilization and translation (research dissemination)

Faculty continue to mobilize and disseminate their research. In 2019, a total of five books were authored/co-authored/edited/co-edited by faculty; 24 chapters published in various books; 59 articles published in peer-reviewed journals; and 196 presentations and keynote addresses given. Three year rolling averages show the following growth in dissemination: For the three years of 2017, 2018 and 2019, the three-year rolling averages showed a total of four books authored/co-authored/edited/co-edited; 26 chapters published in various books; 58 articles published in peer reviewed journals; and 142 presentations and keynote addresses given. In comparison, for the three years of 2016, 2017 and 2018, the three-year rolling averages showed a total of five books authored/co-authored/edited/co-edited; 27 chapters published in various books; 45 articles published in peer reviewed journals; and 106 presentations and keynote addresses given.

Research Spotlight - Faculty

Of the many research projects in progress, the following, which were funded this past fiscal year have been selected as spotlights.

Socially Engaged Applied Doctoral Research in Canada: Approaches to Contemporary Social and Management Opportunities and Challenges

Dr. Mary Bernard, College of Interdisciplinary Studies (funded by Social Science and Humanities Research Council of Canada)

This doctoral conference is a response to the call for action for universities by the Canadian Association for Graduate Studies (2018) *Report of the Task Force on the Dissertation*. The report states: “Canadian doctoral scholars are increasingly in a position to participate in a movement towards more socially relevant academy; we encourage them to seize this opportunity” (Canadian Association for Graduate Studies, 2018, p. 1). The need for socially relevant research as well as new forms of research product and methodology have been increasingly articulated over the past several decades (Padro, F. F. et. al, 2018), resulting in deeper explorations of new forms of applied research including: participatory action research, collaborative research, community-based research, business and management case studies, and policy research among others. New and emerging methodologies and methods abound including narrative inquiry (Clandinin, 2020), Indigenous inquiry (McGregor, 2018) arts-based methods (Coemanns et al., 2015), and photovoice (Sanon et al., 2014), to name a few.

Recognizing the importance of discipline based doctoral conferences, inter and multi-disciplinary conferences that include doctoral students as well as established researchers, as well as applied research conferences, the proposed conference differentiates itself by focusing specifically on socially engaged applied research for doctoral students in Canada. The conference will go beyond one discipline to incorporate inter-and transdisciplinarity as well as primarily discipline-based research that reaches beyond its traditional disciplinary norms to span other boundaries because of its applied nature. The conference is also distinguished by the fact that it provides a form specifically for doctoral students and is primarily comprised of student chaired panels and doctoral panel members who will also act as peer reviewers.

The engaged university can provide a platform for research that can transform society (Whitmer et al, 2010). Applied Social Sciences and Management Sciences will be the primary foci of the conference. The goals of the conference are as follows:

- 1) to provide an opportunity for doctoral students to participate in a peer reviewed selection process and to present specifically on applied research.
- 2) to showcase different applied scholarly approaches, focus, modes, theories, and methods to address contemporary social and management challenges, and
- 3) to bring doctoral students from various doctoral programs in Canada and to create opportunities for cross-collaborations, professional development, and industry/community wider engagement.

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Climate Change Adaptation Knowledge Network

Dr. Robin Cox, School of Humanitarian Studies (funded by Natural Resources Canada and BC Climate Action Secretariat)

The Adaptation Learning Network: *Inspiring Climate Action* is a multi-stakeholder climate adaptation capacity-building initiative with a regional focus (Province of British Columbia), with outcomes focused on:

- a. expanding the knowledge and skills of certified professionals in BC, specifically in the domain of *climate adaptation*, through continuing professional development (CPD) course offerings and participation in a BC adaptation learning network. The intention is that with additional knowledge and skills, certified professionals can (1) lead and implement strategies to better manage climate hazards (e.g. forest fire risk, shoreline protection, flood risk, extreme weather events), and (2) are better informed by climate data and regional risk assessments to effectively plan for and protect natural and built infrastructure;
- b. encouraging a cross-sector and cross-disciplinary approach to addressing climate adaptation issues and opportunities through a BC adaptation learning network;
- c. implementing a climate adaptation competency framework, to guide the integration of climate adaptation skills and knowledge for educational programming and workplace job readiness;
- d. integrating indigenous knowledge and perspectives into climate adaptation capacity-building.

The project focuses on six tasks: education and training market research and gap analysis; development of a knowledge network; design, development and delivery of a competency framework; design and development of continuing professional development courses; distribution and delivery of continuing professional development courses; and monitoring and evaluation.

Designing Climate Resilience: A Youth Participatory Action Research Project

Dr. Robin Cox, School of Humanitarian Studies (funded by the Social Sciences and Research Council of Canada)

The impacts of climate change are already evident in Canada and globally, with increases in extreme weather events, tropical storms, wildfires, erosion due to sea level risk, and losses of sea-ice and permafrost in the Arctic. These impacts already have widespread social, economic, political and environmental costs (Godsoe & Cox, 2019) and these costs will increase dramatically over the next decades (Ministry of Environment, 2019). In the face of the alarming statistics, there is an increased sense of urgency about how to reduce risks and impacts by reducing greenhouse gas emissions (GHG) to slow global warming, and how to increase the capacity of individuals and communities to anticipate, prepare for and adapt to the unavoidable impacts of climate-induced changes already underway and those projected to come in the next decades (IPCC, 2018). The complexity of climate change and the extend and complexity of the changes societies need to make to address climate change can easily overwhelm and paralyze people, resulting in increased levels of anxiety, grief, and despair (Burke, Sanson, & van Hoorn, 2018; van Susteren, 2018). As evidenced in the precedent setting youth-driven climate strikes (Forbes, 2019; Barclay & Resnick, 2019), youth are increasingly aware of the urgency of the situation and its implication for their future. Youth (ages 10-24) account for 25% of the world's population (Population Reference Bureau, 2013) and are predicted to account for approximately 60% of the world's urban population by 2030 (United Nations, 2013), and previous disaster research suggests that they will be amongst the most heavily impacted by climate change (Peek et al, 2018). Given these statistics, and the growing challenges of climate change, the meaningful engagement of youth, and their skilling up in personal and functional skills is a global priority (Cox, 2015; Macdonald et al., 2013; UNDRR, 2009).

An increasing proportion of the academic literature is concerned with the question of why so little action is taken despite the urgency of global environmental change (Lertzman, 2013; Marshall, 2014; Oreskes & Conway, 2011; Stoknes, 2014). This research will extend, refine and validate an actionable model for youth engagement to address a complex, urgent social and environmental issue. We anticipate this contributing to

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the literature on: 1) youth engagement theories with a particular focus on verifying factors associated with increased youth engagement, empowerment, and citizenship; 2) educational theories related to transformative educational practices, authentic learning, activity theory; 3) design thinking and social innovation with particular focus on proof of concept as it relates to how these approaches can influence psychological and emotional factors related to youth and community engagement and empowerment in climate action; 4) participatory research methodologies, methods, and theories; and 5) the limited literature on climate adaptation, adaptation innovations and social impacts of adaptation initiatives (e.g., resilience).

We anticipate widespread interest in the findings and outputs of this study. The cross-case analysis will produce knowledge that is relevant to multiple cultural and geographic contexts; policy and action recommendations will be of interest to governments and nongovernmental organizations grappling with how to mobilize civic engagement in climate actions; educators, youth-workers, and youth themselves will be interested in the actionable and evidence-informed strategies outlined in the manual, and will be able to use the youth-generated videos and blogs and stories as examples to motivate other youth.

The PromoScience Expeditions – 2019 to 2021

Dr. Audrey Dallimore, School of Environment and Sustainability (successful – includes research with Indigenous communities)

The overall objective of the PromoScience Expeditions is to provide Indigenous and non- Indigenous youth and their teachers in small and remote BC coastal communities, with opportunities to experience and learn about high quality marine science and technology from professional researchers who have decades of experience working in their local coastal areas. We will bring ship-based, interactive, hands-on science experiences to youth and the general public in BC coastal communities who do not have equal exposure to science learning opportunities as their urban counterparts. By raising awareness of ocean science and showcasing careers, college and university programs focused on the coastal environment, we will demonstrate how youth and their communities can play a part in sustaining coastal communities through education and training in science.

The annual PromoScience Expeditions will involve port visits of the Canadian science research vessel the *CCGS Vector*, and/or the *Raincoast Survey*, with their science crews and Coast Guard officers and crew, to up to five small BC coastal communities annually, who have limited or no access to science and technology enrichment opportunities (e.g. science centers, colleges, museums etc.). The port calls will be located in the Salish Sea, home to Coast Salish tribes and/or the West Coast of Vancouver Island, within traditional Nuu-chah-nulth Territories, home to fifteen related tribes. These communities are all within School Districts such as SD 70, where over 30% the students are of Indigenous ancestry.

The *CCGS Vector* will be open during the day to local students and their teachers to permit tours and activities, which will be organized by our advance community engagement and consultation team. In the evenings the ship will reach a broader audience in the community and be open to the public. The *CCGS Vector* will be equipped for this event with all the science gear she can deploy. She will carry eight working marine scientists onboard, and four to six of their colleagues will follow the expedition by land to help. Scientists who are specialists in many ocean disciplines will be on board to explain and demonstrate the equipment and show and tell their science research in interactive activities and displays. The *Raincoast Survey* vessel may also be deployed for local projects involving students who can participate in bathymetric mapping, water column, micro-plastics, sediment and phytoplankton sampling and analyses of their local harbor areas.

Public perceptions of low-carbon energy transitions

Dr. Runa Das, College of Interdisciplinary Studies (funded by the Social Sciences and Humanities Research Council of Canada)

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The Canadian government has set targets of reducing greenhouse gas emissions by 30% by 2030 and by 80% by 2050, relative to 2005 levels. Achieving these targets and transitioning to a low-carbon future will require several changes and investments across energy systems. Canadians have a role to play in this transition both as consumers and members of the public. It is therefore important to know why and under what conditions Canadians support or do not support and are willing or not willing to contribute to the costs of Canada's energy transitions. Such knowledge will help with improving dialogue, informing decision-making, and anticipating points of conflict in the transition process.

This project explores public views on paying for Canada's energy transitions. Combining survey and focus-group research, the project asks what roles and responsibilities in effecting transitions Canadians assign to the government, utility companies, and the public, how much transition costs they are personally willing to bear (through taxes or other levies), what kinds of benefits they would be willing to receive to promote a low-carbon transition, and how they make sense of transitions as an ethical issue. These questions make it possible to situate our study in a larger academic debate – bridging disciplines such as sociology, political science, legal studies, history, and social psychology – about the role of justice in human affairs. To what extent are people's actions driven by cultural norms and values? What conditions need to be obtained for citizens to feel meaningfully included in debates about collective choices and the common good? By drawing on the abundant literature that addresses these questions, our study contributes to larger theoretical debates in the social sciences and humanities while making these debates relevant to an urgent practical issue facing Canadians today.

Understanding Canadians' views on financing the country's energy transition will help with the formulation of efficient energy-policy proposals and improve relationships in the energy sector – a key objective of Energy Exchange, the project's partner organization. Energy Exchange is the energy-literacy arm of the Non-Governmental Organization Pollution Probe and is focused on advancing a systems-based understanding of energy and on improving public engagement in the energy sector. Working with industry, government, communities, and civil society, Energy Exchange has developed significant expertise in engaging Canadians on complex energy issues. This project contributes to Energy Exchange's commitment to increasing knowledge and supporting an informed and holistic dialogue about Canada's rapidly evolving energy system.

Energy Exchange will be an equal partner in the research design and data collection phases of this partnership. The organization has the background and expertise to take on such a role, having worked both on large-scale studies and on community outreach in the past. The Principal Investigator and Energy Exchange developed this project in close collaboration, creating a project outline over several meetings. The Principal Investigator also received inputs and suggestions from Energy Exchange for all sections of this grant application. Energy Exchange and the Principal Investigator will continue to collaborate on creating survey questions and a focus-group discussion schedule, on leading the focus-group discussions, and on writing up research reports for stakeholders and popular audiences. While the Principal Investigator will be mainly responsible for analyzing the research results and disseminating them in academic venues, Energy Exchange will lead in creating a knowledge-mobilizing plan that targets policy makers and the general public – an area in which it has acquired considerable expertise.

Assessing the economic viability of the Canadian sharing economy

Dr. Hany Fahmy, School of Business (submitted)

The recent rise of digital technology has enabled the development of various online digital platforms, e.g., Uber and Airbnb, that resulted in a variety of peer-to-peer sharing and collaborative consumption activities. These activities formed a new type of economy, known as the sharing economy (SE), which has the potential to play an increasingly important role in the Canadian economy. Proponents of the SE are expecting it to alleviate societal problems such as hyper-consumption and pollution by lowering the cost of economic coordination within communities via digital technology. On the other hand, the SE is giving rise to

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many challenges. To begin with, there is no unified definition of the SE. In a broad sense, the SE is defined as an activity facilitated by digital platforms where people rent their skills (such as driving) and make their resources (such as properties or cars) available for money. In addition to the lack of a unified definition of the SE, collaborative activities have indirect benefits and costs that are difficult to quantify, which makes the proper appraisal of the sector a difficult task. Another closely related challenge is the scarcity of data on the Canadian SE. In fact, many ride and accommodation services that use digital platforms are not captured in Canada's system of macroeconomic accounts. This is due to the absence of a unified definition of the SE and to the fact that most sharing activities have complex and non-traditional legal structures. Moreover, peer-to-peer sharing activities may compete with more formally organized economic activities. This could potentially have effects on consumer welfare, labor force, and the productivity of the economy. Local governments and policy makers are, therefore, pressured to provide appropriate response to important questions such as: how to assess the economic viability of these services; how to measure their direct and indirect costs and benefits; and, how to regulate these activities.

The study makes three important contributions to the literature on the SE. First, the study addresses the above-mentioned challenges by appraising the sector using a novel application of cost-benefit analysis. In particular, the study measures the effectiveness of the capital invested in the SE on productivity, employment, and exports of the Canadian Transportation and Accommodation Sectors. The novelty of the approach lies in proposing a unified definition of collaborative activities and a novel framework to quantify their indirect benefits and costs by valuing their consumption/duration time. This framework is anchored on my recent contribution to decision theory, where I proposed to extend the traditional consumer choice model by adding consumption time as a decision variable so that consumer preference is modelled over activities (combination of goods and duration time) rather than just over a number of goods. By looking at collaborative activities as time-dependent activities and using the analytical results of my choice model, we can value their duration time and the time saved via the adoption of digital platforms. This, in turn, will allow us to measure the indirect benefits of the SE, which is a significant element in appraising the sector. Second, the proposed methodology is not limited to peer-to-peer ride and accommodation activities, rather it has the potential to be used in assessing the viability of any activity in finance, business, and economics. Third, the proposed model is capable of quantifying the environmental, societal, and economic motives of the SE. This will not only help Canadian academics, regulators, and policy makers in understanding and regulating the sector, but it will also attract the attention of a wider audience nationally and internationally.

Exploring the strategic organizational dimensions of Universal Design for Learning Implementation on Canadian campuses

Dr. Frederic Fovet, School of Education and Technology (submitted)

The study will examine efforts towards Universal Design Learning implementation (UDL) currently taking place on four Canadian campuses in a move to identify variables which are hindering or facilitating large scale strategic buy-in. UDL has gained momentum on Canadian campuses but there is yet to be successful cross-campus implementations. There is anecdotal evidence that campuses are struggling to shift from pilot projects and initiatives to tangible, wide-scale, cross-campus buy-in. The goals are to (i) identify pertinent variables, (ii) examine the impact of these variables on whole campus implementation, and (iii) conceptualize factors which hence become crucial to other campuses in developing a strategic blueprint for UDL implementation. This study proposes the use of ecological theory as a lens to examine, analyze and plan UDL implementation across campuses. The overall research strategy involves approaching Canadian campuses that have begun significant work towards systemic UDL implementation and collecting qualitative data related to the ecological variables which are either hindering or facilitating this process of change. The overarching methodological stance is phenomenological and consists in examining the construct stakeholders are developing around their lived experience of the process of UDL implementation. The goal of the study is to present an exploratory framework that uses ecological theory to identify variables that hinder or facilitate UDL implementation across campuses. The findings will highlight how these variables

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impact the efforts of the stakeholder, within each campus, that takes ownership over implementation. These findings will serve as a lens for reflection to campuses which are attempting to develop a blueprint of their own for UDL implementation.

Applying the Sustainable Development Goals as a lens for measuring social value in procurement *Dr. Heather Hachigian, School of Business (submitted)*

Local, regional, and national governments in Canada and around the world are integrating social objectives into their procurement processes to achieve better value for money. But few of these jurisdictions systematically measure social outcomes in the contract management phase, and even fewer measure the long-term social impacts (Hebb & Hachigian, 2017). The objective of this research is to co-develop and pilot a measurement framework with a member-based social procurement initiative on Vancouver Island. Over 20 local governments have joined the Coastal Community Social Procurement Initiative (CCSPI) and have committed to sharing resources and collaborating on frameworks and tools to advance the integration of social criteria into procurement and tendering practices. The lack of a measurement framework is viewed by the members as a significant barrier to meaningful implementation.

At the heart of the social value measurement challenge is a paradox. The ability to measure social value is critical to the social innovation process, as it promotes learning and serves as a continuous source of improvement (Ebrahim, 2005; Jackson, 2013). But the instrumental approach that guides prevailing social value measurement approaches can also stifle innovation (Nicholls *et al.*, 2015). Transcending this paradox requires measurement approaches that balance standardization with flexibility (Nicholls, 2018; Ruff, 2019). While progress has been made to develop theoretical and practical frameworks for social investors (Nicholls, 2018; Ebrahim, 2019), much less attention has been paid to the procurement context.

This proposed research would contribute to academic scholarship on social value accounting by exploring the potential to extend theory, principles and practices from the investment context to the procurement context. The City of Victoria, as the project partner representing CCSPI and a potential user of the framework, would be involved across all phases of the research. In the design phase, the partner has already contributed to developing the parameters for the framework, including mapping procurement indicators to the UN Sustainable Development Goals. In the research phase, the Partner would participate in interviews, focus groups and a pilot feasibility test and will help to recruit other participants. In the knowledge mobilization phase, the Partner will engage in promotion of the framework's use through participation in webinars and training events and hosting the research on its website and social media.

It is expected that the measurement framework would benefit local governments, procurement officials, suppliers, and the general public in the region by creating an initial step toward a minimum and transparent standard to assess tenders and measure social value in procurement. The framework and accompanying guidance documents would also provide local procurement officials with the ability to connect impacts at the local level to the global sustainability goals. A common approach to measurement would also reduce uncertainty for suppliers and provide them with the confidence they need to embed social value into their own corporate strategies.

How can social investment help to scale and deepen the impact of refugee integration initiatives?

Dr. Heather Hachigian, School of Business (submitted)

Emerging realities such as climate change, resource scarcity, and nationalism are creating new and complex challenges for the global refugee system and amplifying many long-standing issues (Milner, 2014; Betts, 2015). Strong anti-immigrant public sentiments (OECD, 2016) and the resulting chill on public sector investment in refugee integration in some countries (Collett, 2011) have corresponded with increasing interest from the private sector (i.e., social investors) to design and fund innovative solutions that leverage market mechanisms and actors to achieve integration (Hachigian, 2016; Kluge & Docking, 2019). While

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offering promising improvements over traditional humanitarian aid (Betts & Collier, 2016), many of these innovations will fail to advance past the pilot stage and achieve scale commensurate with the magnitude of the refugee integration challenge, in absence of additional investments (MPI, 2019).

This proposed research seeks to understand and explain how social investment can help to scale and deepen refugee integration initiatives. It is widely held that private capital can complement public and philanthropic capital to enhance efficiency, encourage innovation, and scale social impact (Geobey & Weber, 2013; SIIT, 2014). But scholars also point out the potential negative impacts of using private capital for social goals, such as creating market distortions and accountability gaps and prioritizing short-term outcomes over durable solutions (Nicholls et al., 2015). In recent years, and especially since the Financing for Development Conference in Addis Ababa in 2015, the development sector has pinned its scaling hopes on leveraging concessional capital from public and philanthropic sources to reduce the gap between real and perceived investment risk and attract private capital. Several new investment intermediaries have emerged to blend concessional capital with private investment in pursuit of social goals, including refugee integration. For example, the Refugee Investment Network has attracted over US\$400 million over the past two years to refugee-themed social ventures with concessional capital.

These new and hybrid investment organizations represent a diversity of stakeholders and pursue multiple and potentially conflicting goals related to generating social impact and financial returns (Nicholls, 2010). While hybrid organizations have been extensively researched in the context of social enterprises, we know almost nothing about hybrid investment organizations that supply and direct capital to these organizations. Given their influence on organizations in which they invest, this research seeks to address a critical empirical and theoretical gap in the literature by understanding hybrid investment organizations and their contribution to scaling initiatives that seek to disrupt persistent barriers to refugee integration.

This understanding will contribute to knowledge more broadly about the conditions under which social investors can address complex social issues at scale. For practitioners, it is anticipated that this research will support investors in adopting a more systematic approach to identifying and supporting social innovations that have the greatest potential for impact at scale. While the research focuses on the case of scaling refugee integration, it is also anticipated that the research findings will offer valuable insights for the integration of other groups of people (e.g., youth, visible minorities, low-income populations) that are at risk of displacement due to emerging realities such as workplace automation, rapid urbanization, and climate change. The research will also contribute to strengthening Canada's global policy leadership in creating an inclusive, diverse, and welcoming society.

**A good life with dementia: collective action to enable wellbeing in the Capital Regional District (CRD)
Dr. Elizabeth Hartney, School of Leadership Studies (funded by the Vancouver Foundation)**

Powerful social action to shift negative definitions and inaccurate assumptions about people with dementia is required in the Capital Regional District (CRD) as the number of people living at home with dementia is anticipated to increase in all municipalities of the region. The biological burden of dementia upon the individual is amplified by psychological burdens of dementia generated by outdated societal norms that dictate collective behaviour within community, health and social care systems. Multiple burdensome norms reduce capacity for self-determination or control in their own lives among people with dementia, and these norms engender forms of care that undermine personhood, generate iatrogenic illness (excess disability) and decrease quality of life. The interrelated impairments of dementia reduce the ability of people with dementia to manage socially constructed barriers to independence. Ageist assumptions and negative beliefs about dementia, together with an overemphasis on functional status as the proxy of health negatively influence both the self-view of older adults with dementia and the perceptions of caregivers and may result in violations of their basic human rights.

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People living with dementia are constrained by paradigms that disable, disengage and disempower them. This must change. The definition of a good life is one primarily determined from the perspective of a person with dementia who is empowered to live independently for as long as possible within an inclusive community that engages rather than disengages them as a whole person. However, people with dementia are rarely asked for their perspectives and are consistently excluded from decision making about their lives, and from research about the programs, services and supports meant to serve them. This could be because people with dementia are often depicted as confused individuals struggling through embarrassing episodes, followed by a loss of independence. Yet this outdated paradigm is indefensible as people with dementia are a heterogeneous group that must be de-aggregated and supported with relationship-based care that recognizes their unique needs. There is increasing evidence that people with dementia can articulate opinions about their well-being even when their condition is advanced. The lived experience of the caregiver must also be considered to inform strategies that enable a good life with dementia.

Citizens of the CRD face a great opportunity, as the potential for a significant increase in the number of people with dementia living at home with dementia can be recognized, while at the same time new standards and resources are being generated at provincial and federal levels to guide positive change for people living with dementia. The Convene and Investigate processes hold transformational potential as they propose a radical shift to cultural norms and beliefs about people with dementia at personal, group and system levels. The long-term aim of the inquiry is that: the CRD develops as a good place to live with dementia, where people with dementia are (a) respected as whole people, (b) recognized as active citizens; and (c) engaged as leaders and agents of change, alongside carers and advocates. The activities of the action research process will build new connections between people with dementia and family carers and other community stakeholders; to reposition them as active citizens entitled to a voice in the design of programs, services and supports created to serve them, to empower them to guide local advocacy, and to build partnerships with health and social service providers and researchers that will inform systemic change. The process holds potential for collective benefits for all citizens of the CRD including reducing stigma and increasing knowledge about dementia and will support capacity building inside and outside of the dementia community.

Building Citizen Resilience to Misinformation Through Information Design

Dr. Jaigris Hodson, College of Interdisciplinary Studies (funded by the Social Sciences and Humanities Research Council of Canada)

In Canada and around the world, social media have created an environment of unparalleled information flows. Once viewed as a boon for democratic participation, participatory technologies have allowed anyone with a computer or smartphone and internet connection the opportunity to reach a potentially vast and global audience. However, the democratization of the means of communication, has also presented some serious challenges, one of the most important being the spread of online misinformation. The spread of misinformation has impacted political processes around the world and may be implicated in both Trump's 2016 election and the Brexit vote. It is also a problem inhibiting the spread of science, health and research related information, meaning it may also be implicated as such diverse and divisive issues as the anti-vaccination movement, the flat earth movement, and the denial of climate change.

The spread of online misinformation cannot be mitigated unless scholars, professional communicators, designers, and engineers first understand why it spreads. Combatting the spread of online misinformation is no easy feat. The reasons information spreads on social media platforms are varied and complex and often do not follow a logical economic or cause-and-effect model. To truly understand why information and misinformation travel online, one must consider multiple interacting, sometimes conflicting, and often context specific or relational influences that cause people to engage with specific types of information online and then pass them on to others. For this reason, this proposed workshop seeks to bring together subject matter experts with academic research and professional experience in different forms of

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information and how they endure over time, in order to develop an informational design approach to understanding the problem of misinformation.

The goal of this workshop is to develop an ongoing and productive cross-Canada Research Collaboratory aiming at illuminating and combatting the spread of online misinformation via transdisciplinary approaches. Transdisciplinary approaches are necessary to ensure all research in this area is oriented towards practical steps that can address online misinformation flows. The proposed participants for this workshop come from a wide variety of disciplinary and professional backgrounds. They all study digital or analog information flows, and they come from diverse geographical and cultural backgrounds within Canada.

It is only through understanding how different factors influence the spread of information in different contexts that we can build recommendations for how to understand and most effectively design accurate information to ensure it spreads on online platforms. This workshop will culminate in a series of knowledge mobilization projects aimed at sharing these factors, and how they influence information design best practices with others. Outputs from this workshop will include a whitepaper (or equivalent), online best practices guide, data sharing MOUs connecting several Canadian Universities working on this topic, a curriculum plan addressing online misinformation, and finally, the draft for a partnership grant on how online misinformation can be effectively mitigated.

Online Harassment as a Barrier to Research Communication: An Intersectional Approach

Dr. Jaigris Hodson, College of Interdisciplinary Studies (funded by the Social Sciences and Humanities Research Council of Canada)

Thriving public discourse related to science and social sciences research cannot exist in the absence of a well-supported and safe environment in which researchers can communicate their findings to the public. Unfortunately, however, many researchers who use digital communication technologies to inform the public about their research, find themselves victimized by online harassment, trolling and bullying (Veletsianos, Houlden, Hodson, and Gosse, 2018; Hodson, Goose, Veletsianos, and Houlden, 2018). Online harassment of researchers can have a chilling effect, silencing important science and research communication efforts.

Furthermore, for diverse and/or marginalized researchers, including black and indigenous researchers of colour, LGBTQ+ researchers, or precariously employed researchers, online harassment can be a greater concern due to imbalances of cultural or political power, the presence of racism, sexism and homophobia, and other structural issues both within and outside the institutions in which they conduct their research (Barlow and Awan, 2016). This research will address the issue of online harassment of researchers. Looking at researchers who work both within and outside of academic institutions, and intentionally recruiting participants with diverse backgrounds, this research will help to increase our understanding of how online harassment is different for researchers with different subjectivities and across different career paths. It will also show how the abilities of researchers to communicate their findings to the general public are impacted for diverse researchers who experience online harassment. In turn, this research will help to develop a typology of support for researchers who wish to communicate their research online but are concerned that doing so will open them up to the most egregious impacts of online harassment for their social lives, careers, and psychological health. This research will be mobilized via academic and professional publications, but also, importantly through an open online simulation, which will be evaluated for its effectiveness at raising the awareness of what online harassment is like for diverse researchers. We intend for the simulation to be made widely available to help educate people about the impacts of online harassment so that they can be more effective at providing support for those who experience it in their institutions. This research has the potential to help in the broader fight against online misinformation. Since misinformation can be combatted by more effective research communication, and effective research communication is hindered or silenced by online harassment (Gosse, Veletsianos, Hodson, Houlden, Dousay, Lowenthal, and Hall, 2019), the mitigation

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of online harassment for diverse researchers has the potential to improve the information ecosystem in Canada.

Biodiversity and Climate Change in the Americas

Dr. Leslie King, School of Environment and Sustainability (submitted)

We investigate relationships among the grand challenges of climate change and biodiversity loss in two communities in Canada with a view to expanding the research focus in the future to Central and South America as well as North America. We explore the knowledge systems (local, traditional, scientific and professional) required to understand the implications of those relationships and connections, and the strategies used by practitioners to address the challenges through integrated planning, policy and governance. Climate change, biodiversity loss (loss of biospheric integrity) and the disruption of nutrient cycles (primarily Nitrogen and Phosphorus) are the planetary boundaries, (Steffen, et al., 2015; Rockström et al., 2009) along with land system change, transgressed by humans and threatening our ability to live within the earth's carrying capacity.

Through piloting a new methodological approach to developing case studies of communities facing and addressing these threats, the proposed research aims to explore relationships, co-benefits, and trade-offs among climate action and biodiversity conservation issues and strategies for addressing them. We aim to advance knowledge and practices for integrated planning and policy making that will more effectively address they related challenges and their impacts on communities. We will complete a structured and comprehensive review of scholarly and grey literature of the past 10 years explaining these interrelated issues, exploring the connections among them and presenting different perspectives on solutions. We shall use the concepts of "co-benefits" (Newell et al., 2018; Greiner & Stanley, 2013; Nemet et al., 2010) and "nexus" (Galderisi, 2017; Hoff, 2011; Sperling & Berke, 2017) to elucidate the Climate/Biodiversity complex (the CB nexus) of inter-related problems and the benefits of approaching them in an integrated as opposed to fragmented way. We shall also interview practitioners and other stakeholders in the two communities to document promising practices for integrated planning policy, governance and action related to the CB nexus. We will build on our strong previous research relationships (NORSEACC SSHRC 435-2018-0194; MC3 SSHRC 435-2014-0169; International Community University Alliance: Protected Areas and Poverty Reduction, A Canada-Africa Research and Learning Alliance [PAPR ICURA]; ARCPATH, NordForsk, #76654) with First Nations and non-Indigenous communities in Canada and elsewhere.

A critical component of the research will be the inclusion of Indigenous knowledge systems and perspectives, thus far not included in addressing CB challenges. Indigenous management regimes based on ancient knowledge systems have been effective over the long term in preserving biodiversity and governing resource use (King 2004, Murray & King, 2012) and we can learn a great deal from them. The research will investigate and document the knowledge we need to understand the inter-related biodiversity and climate challenges and the relationships between them, to adapt to the impacts of those challenges, and to reduce the risks we face in the future. Based on the initial research activities, we shall identify knowledge gaps and provide recommendations for both a research and a policy agenda to address those gaps and take concerted action to reduce the imminent risks of the impacts of the climate change and biodiversity loss.

Improving public and scholarly understanding of the CB nexus will promote capacity building in levels of government, adaptation and risk reduction, effective integrated policy, planning, governance and action to address CB issues and the application of different knowledge systems to these urgent challenges facing Canada and humanity.

Reducing misinformation surrounding the coronavirus outbreak through educational approaches
Dr. George Veletsianos, School of Education and Technology (funded by the Canadian Institutes of Health Research)

The objectives of this research effort are to (a) examine digital misinformation flows pertaining to the COVID-19 outbreak, (b) develop strategic public health communication via microlearning interventions to mitigate the spread of online misinformation, (c) evaluate the efficacy of these interventions, and (d) iterate microlearning interventions in order to improve them and counter COVID-19 misinformation. These objectives align with the following social and policy countermeasures research areas: (1) Developing and evaluating strategies to combat misinformation, stigma, and fear; and (2) Cultural dimensions of the epidemic such as, examining how individuals and communities understand and react to the disease. The outcomes of the project will be: 1) the creation of effective microlearning interventions that are more impactful than current health communication products, and thus more likely to be accessed, trusted, and used by the public; 2) the provision of COVID-19 health related information recommendations and resources to guide non-profits and other community groups who wish to educate the public; 3) increased individual and community capacity to identify the differences between trustworthy and untrustworthy information on COVID-19; and 4) mitigation of dis/misinformation related to COVID-19.

Faculty perspectives on the future of higher education
Dr. George Veletsianos, School of Education and Technology (submitted)

How do faculty members imagine the nature of near-future higher education in North America? What are their fears, anxieties, hopes, and aspirations? What is the role of technology in future education environments? And what does higher education look like in the context of broader forces? What does higher education in North America look like for example, if extreme weather events become commonplace and pervasive? What does it look like in an environment of transformative equity and economic prosperity for all? This research attempts to answer these kinds of questions while engaging North American faculty members in speculative thinking.

Prior research shows that technology is prevalent in higher education settings, and it is often described as both a disruptive and transformational force in shaping the future of higher education. Yet, much scholarship in the field of educational technology views technology with optimism and imagines it as a positive force. Educational technology advocacy contributes to this narrative, even when researchers note that post-secondary institutions are shaped by many other factors including political, social, economic, and environmental. Education futures therefore often focus on the role of technology while ignoring the broader sociocultural and sociopolitical forces that shape such futures. To the detriment of higher education institutions and society, such futures often lack diverse voices, most notably the voices of faculty members. To address these issues, this mixed methods investigation seeks to (a) describe speculative futures for higher education; (b) identify faculty members' hopes and anxieties about the future of higher education; and (c) understand the potential roles that technology may play in future higher education landscapes. The proposed research will use data arising from interviews, focus groups, and surveys to gain a deep and multidimensional understanding of faculty perspectives on higher education futures.

This research is necessary and significant for four reasons. First, without an empirical understanding of how academics imagine the future of education, any steps taken to develop educational futures engender several pitfalls and shortcomings. Second, this research stands to generate knowledge that may support future educational systems at a time when there is an almost universal recognition that higher education is at a critical junction. Third, the knowledge gathered from this investigation may lead universities, government, and industry to develop technologies, processes, and policies that contribute to prosperous educational futures and limit the risk of futures that are inequitable, harmful, or otherwise problematic. Finally, this research will improve the ways our society imagines and understands the future of education.

This research aims at furthering scholarly and societal knowledge/understanding of future forms of higher education and provide future scenarios for individuals and institutions to explore as they are contemplating responding to challenges currently facing the higher education sector. By so doing, this investigation will raise awareness of the phenomenon amongst academics, policymakers, and the public. I anticipate that the new knowledge generated, and the knowledge mobilization activities planned will lead to (a) further research into this area, (b) increased societal conversations about the future of higher education, and (c) development of institutional and industry efforts (including strategies and policies) to improve the possibility of more prosperous education futures. As such, the outcomes of this research will be of interest to, and could be put to use by, the broader academic community, the business sector, and policymakers.

Exploring the synergy between management innovation and technological innovation in the context of Canadian small and medium-sized enterprises (SMEs)

Dr. Hassan Wafai, School of Business (submitted)

This proposal aims at investigating the intricate relationships between management innovation, technological innovation, and a firm's sustainable competitive advantages in the context of Canadian small and medium sized enterprises (SMEs).

The proposal is based on the following identified gaps in the literature: 1) the relationship between management innovation and technological innovation has not been fully explored, and 2) management innovation – performance relationship is not fully appreciated. Further, the study proposes to incorporate the concept of global value chains (GVCs) to address some of the shortcomings highlighted in the recent studies about management innovation-performance relationship. To the best of our knowledge, the concept of GVC has not been used as a framework to analyze the innovation-performance relationship. From a practical point of view, the proposed research would offer important practical insights. First, traditionally, startups build their business cases around proposing new technologies. While technological innovations offer a temporary competitive advantage, many startups often fail to develop fertilized management capabilities (management innovation) that sustain their initial success. Second, federal and provincial policies primarily focus on high tech initiatives. While such initiatives are politically appealing, there is no evidence to support the relationship between high tech initiatives and SMEs' long-term success.

On the contrary, as SMEs grow, they tend to lack the managerial capabilities required for long-term survival. The proposal offers a conceptual framework to analyze the relationship between management innovation and technological innovation and the consequences of this relationship on performance. The framework suggests three possible scenarios that capture the three trajectories of the relationship between management innovation and technological innovation in the context of GVC. It is argued that the proposed framework offers a theoretical proposition that would guide data collection and analysis.

For the empirical part, the proposal suggests an inquiry process that embodies the Sequential Exploratory Strategy of mixed methods approach (Creswell & Creswell, 2018) incorporating case study analysis and quantitative analysis. For the case study analysis, we propose to employ the replication logic of the multiple case study research strategy (Yin, 2003), whereby three Canadian SMEs will be selected, each of which represents one of the above three proposed scenarios. The purpose of the case study analysis is to refine the theoretical proposition and the key research variables that will be used in the quantitative stage. In the quantitative stage, the research will analyze the data generated from the Survey of Innovation and Business Strategy conducted in 2009 and 2011 (Statistics Canada, 2014).

CoVid-19 and Research Activities

The Office of Research Services has been in touch with all faculty that have research grants that may face delays as a result of CoVid-19. There are a number of projects that are being extended with permission from

the funder(s). In addition, for many projects we've looked at working with the faculty member to adjust how data might be gathered, and how activities might be changed. For Dr. Audrey Dallimore's research for example, the activities scheduled with schools in May were cancelled and we are working closely with the communities, school district, and Indigenous peoples to look at how we might adjust activities for fall, and for next spring. For Dr. Phillip Vannini's CRC, he was set to be in Africa to gather the final data for his research and that travel has been cancelled. He is moving ahead with the data he has, and unfortunately will not be able to include Africa in the book and film. Dr. Ash Prasad has also made adjustments to his research both as a result of Covid-19 and as a result of the unrest in Libya. Prasad shifted his plans and looked at gathering data from Canada and the US on those entrepreneurs who decide not to go back to their countries of origin. For any of the more recently funded projects (e.g., Das, Bernard, Hodson, Cox), we have met with the researchers to discuss whether and how changes might be made to the project. For example, Dr. Bernard will be looking at an online conference rather than face to face for her SSHRC Connection grant. In addition, a number of researchers have been able to apply for rapid response grants related to the CoVid-19 crisis.

Research Spotlight – Students

Assessing methods for successful implementation for a Columbia Basin Water Monitoring Framework *Avery Deboer-Smith, MA in Environment and Management*

Addressing climate change is a critical water management issue for communities in the Columbia Basin without strong policies created from accurate data, this will remain a challenge. This research will determine how a Water Monitoring Framework and Data Hub can support availability of accurate data to fill current water data gaps, as identified in the 2017 CBT report¹. The main objectives of this research are to 1) identify similar water monitoring frameworks worldwide that are the most successful, 2) develop strategies for the Columbia Basin that have the greatest likelihood for success, and 3) create an evaluation framework to measure effectiveness.

There is a strong need for expanding water monitoring in the Basin due to pressure on water resources from climate change, land use, and human demand. In the 2017 Columbia Basin Trust report, significant water monitoring data gaps in the Basin were identified, including data from snow and glaciers, smaller watersheds, higher elevation streams, wetlands, and groundwater. Filling these gaps will help communities and decision makers better understand and adapt to the changes happening to our water quality and quantity.

This research is important and relevant from a regional, provincial, and national perspective. Ensuring successful implementation of a basin wide water monitoring framework and open source data hub will provide a collaboratively designed prototype exemplifying the paradigm shift necessary for innovative water management and governance in this era of climate change. The results will be important to water managers, community-based water monitoring groups, First Nations, industry, academia, and all levels of government.

Creating Community Attachment to Retain Immigrant Newcomers to Rural New Brunswick *Laurie Parris, MA in Global Leadership*

The Province of New Brunswick wrestles with a declining population as the only Province in Canada with negative population growth. Remote communities in rural New Brunswick are turning to immigration to overcome population decline and maintain their way of life. Economic Immigrants to Canada come searching for a new community within which to build a life and develop connections to aid in their social integration. Good intent is not enough to overcome the cultural divide or to bridge expectations to reality.

My study follows a group of new immigrants on a small island community isolated from the mainland by a ninety-minute ferry ride providing an intimate look at the process of acculturation between newcomers

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unaccustomed to this level of social isolation and the multigenerational makeup of these communities who can be distrustful of strangers.

Affordable Housing and Urban Environmental Sustainability: Policy Implications for Yukon, Canada

Clarissa Huffman, MA in Environment and Management

Smart Growth and New Urbanism are two major frameworks that provide community-based design guidelines to assist urban planners in implementing community projects that are green, multigenerational, and equitable. Both have the potential to assist planners in integrating affordable housing and urban environmental sustainability. However, planners must be resourceful, innovative, and adaptive in order to turn these frameworks into locally proactive and effective land use planning policies.

Research and application of these approaches in smaller and northern locales has been minimal; therefore, this research aims to address the following questions: What are the barriers to implementation of Smart Growth and New Urbanism principles in the Yukon? How can planners overcome these barriers in order to use Smart Growth and New Urbanist principles to address the need for both affordability and availability of housing and urban environmental sustainability simultaneously?

This research is founded in a grounded theory methodology with progressive focusing techniques. It will include a comprehensive literature review (including both recent and seminal planning works), an analysis of planning records and policies to establish current practices and challenges, and a series of progressive semi structured interviews and focus groups with stakeholders such as public and private planners, elected officials, and housing developers in two case study communities: Dawson City and Whitehorse. The results will provide insights into the relationship between housing and urban environmental sustainability, and how Smart Growth and New Urbanism could be applied in a Yukon Context.

Structural Concept Mapping as a Teaching Tool in Information Literacy Instruction: Movement towards Agility in Higher Education

Marta Samokishyn, MA in Learning and Technology

This research project will address a unique method of application of the concept mapping as a visual teaching tool in information literacy instruction. Due to its versatility and adaptability concept mapping can be successfully applied in a variety of different educational settings.

This project will demonstrate how structural concept mapping, being an authentic and meaningful learning tool, allows students to express their research interest more creatively, thus facilitating more productive searching techniques, contributing to the knowledge construction, as well as foster continuity in the development of their research portfolio. Using agile core principles and values in education, we will show how concept mapping can become a valuable tool for educational transformation and answer the critical needs of the new pedagogical approaches of the 21st century. We will employ mixed methods research design to compare the effectiveness of the standard search strategy worksheets with the concept mapping exercises and evaluate the effect concept mapping has on students, faculty, and librarians. This research will lay the foundation for the evidence-based approach to utilizing concept mapping in information literacy education by moving towards agility and transformation in higher education.

How can visual narratives change purchasing behaviours of ecohome products?

Natasha McEwen, MA in Professional Communication

Climate change has been in the public eye for decades, yet many people fail to engage in environmentally sustainable behaviours. Compelling communication strategies could encourage pro environmental purchasing behaviour of high cost but high efficiency items. My master's thesis research will aim to answer the question of how can photographic representations in environmentally focused communication strategies elicit behavioural change in the purchasing patterns of high efficiency items?

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I have chosen this research question because while thousands of photos are shared daily on news and social media channels, my literature review revealed that little research has been conducted into how to effectively communicate climate change from a visual standpoint. My research will aim to fill a void within the study of climate change communications: namely, which photographs yield high impact, individually based, emissions reducing behaviours.

My research will be rooted in frame theory – how related ideas are organized, debated and presented in order to give priority to the intended audience’s needs and beliefs – and its use in messaging to evoke behavioural change for the benefit of the environment. From there, I will take a purposefully exploratory mixed methods research approach and conduct a quantitative survey, followed by qualitative focus groups.

My decade of professional marketing experience, combined with my completing this research at university that specializes in communication, culture and the environment, gives me a unique perspective on this research question. Government agencies and the commercial manufacturers of low emission products would be encouraged to consider the results of my research as they develop their communications strategies.

Comparing the effects on fuel carbon intensity when using hydrogen feedstock produced from electrolysis, steam methane reformation (SRM) and SMR with carbon capture, and evaluate the related greenhouse gas, economic and energy considerations.

Alisha Holtz, MSc in Environment and Management

This study proposes researching the impact of various hydrogen production methods on the life cycle of liquid fuels at refineries. It will focus on comparing three hydrogen production pathways: using B.C.’s clean hydroelectricity to produce green hydrogen from electrolysis (splitting water into hydrogen and oxygen); steam methane reformation (SMR); and, SMR with carbon capture. The study will provide important information about the carbon intensity of the fuel produced, the volumes of hydrogen needed by refineries, the energy required and the economic considerations.

A life cycle assessment will be performed using GHGenius to model the proposed hydrogen production pathways to determine the greenhouse gas (GHG) emission reductions and energy use of each. Data will be collected from utilities and through collaboration with refineries to determine the economics of each pathway.

The transportation sector is a significant source of GHG emissions in Canada. To reduce emissions Governments are investing in cleaner fuels and accelerating their deployment through policy adoption e.g., federal Clean Fuel Standard, and B.C.’s Low Carbon Fuel Standard. One way hydrogen can play a key role in reducing GHG emissions in Canada is by reducing the carbon intensity of liquid fuels, as refineries are critically dependent on hydrogen for the refining of fossil fuels and the production of dropping biofuels.

While scaling up hydrogen production to reduce GHGs is an innovative solution, it is also important to quantify the environmental impacts to determine what pathways will adequately contribute to GHG reduction goals. The information provided by this study will be vital to industry and policy makers as they continue working towards the production of more lower carbon intensity fuels.

Networks of Resilience: Studying the Pitfalls, Perils, and Pathways to Participatory Processes

Cari McIntyre, MA in Disaster and Emergency Management

This research is based on the premise that Canadians are potentially stuck at a dangerous intersection of disaster risk and citizen apathy, and that solutions to gaps in local level disaster and emergency management planning can be found within the collective voices of community networks. As a potential

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network of resilience, how can a community-based health network influence local level Disaster Risk Reduction (DRR)? In partnering with a network that fosters collaborative partnerships around the social determinants of health (SDoH), this research is uniquely positioned to build awareness of the connections between underlying vulnerabilities related to SDoH and the drivers of disaster risk and community resilience. Using participatory action research and social network analysis methods to measure the network strengths, gaps, and opportunities, this research aims to convey how place-based vulnerability and resilience data might create collaborative knowledge transmission opportunities to explore the local level linkages between SDoH and DRR.

This new knowledge can further support the network in extending an invitation to community partners and stakeholders to collaboratively generate ideas for local initiatives that can build from the identified strengths of the network to address identified gaps and contribute to improved health and disaster outcomes simultaneously.

2019-2020 Student Research Awards

Award Type	Number of Recipients	Funding Amount
SSHRC Doctoral Fellowships	2	\$40,000
Tri Agency Canada Graduate Scholarship Masters	6	\$105,000
Michael Smith Foreign Study Supplement	1	\$6,000
Mitacs Accelerate Fellowships	9	\$197,083
Total received in student research awards	18	\$348,083

Research Ethics

The Office of Research Ethics provides education and awareness around all aspects of research integrity and academic integrity and misconduct. The Research Ethics Board (REB) is comprised of 28 members; most have doctoral degrees, and one is a community member. The process is a delegated one, with minimal risk research being reviewed by one REB member rather than the full board. The REB continues to meet at regular intervals to discuss changes to the Request for Ethical Review form, examine case studies for educational purposes, and discuss research ethics issues.

In FY2019-20, the REB reviewed a total of 449 new applications and enhanced review processes for research involving vulnerable participants (including children and youth), which require review by the Office of Research Ethics, a minimum of two REB members as primary reviewers, and the wider REB if necessary. *Guidelines for Research Involving Indigenous People* were formally adopted by the REB on June 7th, 2019, and now form *Section L* of RRU's Research Ethics Policy.

The Office of Research Ethics is a member of Canadian Association of Research Ethics Boards (CAREB). In FY2019-20, the office (which consists of two staff members) conducted 26 presentations to student groups and responded to hundreds of email inquiries from students, faculty, and staff. The Research Ethics office provides ongoing support to students and faculty at all stages of their research, covering conflict of interest, FOI/POP, handling sensitive data, use of the RRU logo, research permits/ licenses, research involving animals, and other REBs and liaison.

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

In response to the Program and Research Council's stated interest in highlighting research and scholarship pertaining to Indigenous topics, the following is a listing of student and faculty research ethics applications for Indigenous-focused research in FY2019-20.

Student Research

1. Craig Axford, MA in Environmental Management: *Traditional Ecological Knowledge and Science to Governance: The T'Sou-ke First Nation Experience*
2. Henrietta Nelly Ele, MA Tourism Management: *Visiting the Royal BC Museum: Local First Nations Artisans Perspectives on Visiting the Museum*
3. Jackson Dionne, MA Professional Communication: *Redpath, Recovery, Resiliency and Reconciliation*
4. Alexander Fanni, MBA: *Creating a Strategic Economic Development Plan for Yekooche First Nation*
5. Ginelle Giacomini, Doctor of Social Sciences: *From Exploitation to Education to Efficacy: Indigenous Experiences of Motherhood*
6. Heather Hastings, MA Leadership: *Promoting Equitable Access to Primary Care with Tsartlip First Nation*
7. Charla Huber, MA Professional Communication: *Understanding Indigenous Communication in the Workplace*
8. Kyle Martin, MBA: *Cold Lake First Nations: Marketing of Carbon Offsets to Participate in the Green Economy*
9. Codie Morrigau, MA Leadership: *Ktunaxa Traditional Knowledge: Building Ktunaxa Capacity for the Future*
10. Christine Painter, MA Tourism Management: *Exploring Innovations and Traditional Knowledge Learning in Nature-based Education*
11. Michelle Paquin, MA Leadership: *Casting a Stone in the Water: An Exploration of Truth and Reconciliation*

Faculty/Staff Research

1. Elizabeth Hartney, Professor, School of Leadership Studies: *Promoting Reconciliation through Research Collaboration between Xaaynangaa Naay and Northern Health Authority*
2. Leslie King, Professor, School of Environment and Sustainability: *Northern knowledge for resilience, sustainable environments and adaptation in coastal communities (NORSEACC)*
3. Brian White, Professor, School of Tourism and Hospitality Management: *The Language of Tourism: Indigenous Views on Language and Embedded Values in Tourism Industry Contexts*



PROGRAM AND RESEARCH COUNCIL BRIEFING NOTE

MEETING:	3 June 2020
AGENDA ITEM:	Academic and Student Services update
SPONSOR:	William Holmes, Chair, Academic Council
PURPOSE:	For information

The June report to the Program and Research Council would normally focus on reviewing the design and delivery of the service portfolio or selected functions, however given the circumstances of the COVID-19 pandemic, this report includes additional information for the Council to provide a more holistic overview of academic and student support services.

Supporting students in the time of a pandemic

It is stating the obvious to observe that our world has changed dramatically since the September 2019 report to Council that highlighted our evolving student experience framework contemplating a new undergraduate initiative and potential WestShore campus. Over the past three months, as so much changed in our world in response to the COVID-19 pandemic, so too has our understanding student needs and our responses to these.

Understanding student needs

Most Royal Roads students were already studying in online learning environments at the time that the pandemic emerged, but this did not mean that they have been untouched by its wake in their pursuit of their credential. For those who would have begun their program with an on-campus residency and those who were in programs completely delivered on campus, the shift to learning online occurred while they too were contending with the trauma of a dramatically changed world.

The following table provides a brief summary of the impact the pandemic has had on planned delivery modes and some of the critical ways in which the pandemic has affected the personal circumstances of our students.

Planned delivery	Impact on delivery	Potential impact on personal circumstances for all students
Blended – in progress	No change	<ul style="list-style-type: none"> • Challenges of working from home (e.g. space, equipment, interruptions) • Increased workloads where staff complements reduced in employer organization • Loss of employment/contract work • Unanticipated loss of household income • Increased family and care giving responsibilities • Isolation and loneliness

		<ul style="list-style-type: none"> • Increased stress and anxiety • Recovering from COVID-19
Online	No change	<ul style="list-style-type: none"> • As above
On campus - continuing	Online courses	<ul style="list-style-type: none"> • As above, and • Challenges of achieving competence with learning management system and educational technologies at a distance
Blended – first residency	Online residency	<ul style="list-style-type: none"> • As above, and • Challenges of establishing relationships and sense of community online

In addition to the impact of the pandemic that all students experience, international and Indigenous students are contending with additional challenges.

	Potential impact on personal circumstances
Indigenous students	<ul style="list-style-type: none"> • Students living in community may be subject to more stringent shelter in place requirements as their Nations define their own approaches to keeping Elders and community members safe. • Internet access issues for students who have returned to remote home communities
International students	<ul style="list-style-type: none"> • Travel restrictions – returned to home country or stayed in Canada • Internet access issues for students in home countries • Distance from family support networks for students who have stayed in Canada • Students who stayed in Canada are more likely to have been impacted by loss of employment income – part-time jobs more likely to be frontline service roles

It bears noting that there is also a small, but much appreciated group of students who are frontline workers whose work and personal lives have been dramatically affected.

Supporting our students in changing times

As our understanding of student needs is evolving, so too is our service support structure. While we have a very strong foundation of services that have been available by distance to students for more than two decades, there have been some adjustments in our work to support students in response to the impacts of the pandemic noted above. These are broadly categorized as academic, financial or psycho-social support services, but there is considerable interaction between these as we continue our caring, creative and accountable approach to supporting students, aligned with our institutional values. The following highlights some of the initiatives undertaken to date and those planned for implementation in the short term.

Academic

- Centre for Teaching & Educational Technologies (CTET) is supporting faculty with the transition of residency courses and all on campus courses to online to create rich, high quality learning experiences for students

- CTET Studio just-in-time support for faculty and all faculty development workshops has moved online and offerings of training workshops for Moodle and web conferencing tools have been increased to support faculty teaching online.
- Library reference and writing support instruction and services have transitioned online, including one-on-one meetings with students.
- Librarians are increasingly being embedded in discussions groups in research intensive courses
- Bookstore operations continue to be provided using increased shipping and in-person pick-up protocols
- On-campus workshops on team theory and team skills have been transferred into interactive online workshops facilitated by team coaches
- Team coaches are working with program areas to support relationship development and community building among students and cohorts to build cultures of collaboration and cooperation for team-based learning
- CTET is supporting co-curricular events such as the international Design Thinking Challenge coordinated by the Faculty of Management and the bi-annual Leadership Conference hosted by the School of Leadership so that they be offered in online environments
- Indigenous curriculum development work is now being conducted in online environments, with examination of the recommendations of the report of Wasenass Counselling & Education commissioned in 2019-2020 currently underway
- Completion of the “Pulling Together” online Indigenous cultural training modules has been prioritized for faculty training to support Indigenous students and to help them in their roles as facilitators of learning for all students in addressing the Calls to Action of the Truth and Reconciliation Commission

Financial

- The Ministry of Advanced Education & Training (AEST) has generously provided \$140K for emergency funding for students living in British Columbia. To date, \$47,233 has been disbursed to 27 students through our existing emergency bursary program. While a healthy balance remains in this fund at this time, it is anticipated that it will continue to be drawn down over the coming months as the impacts of the pandemic ripple through the economy.
- Just under \$119K was reallocated from various existing student bursaries and awards to create a parallel emergency bursary fund for out-of-province and international students. To date, \$94,911 has been allocated to two out-of-province and 76 international students.
- Emergency funds for Indigenous students continue to be made available, the vast majority of which is provided by an annual AEST grant targeted for this purpose. Three Indigenous students have accessed this funding in recent months.
- Recognizing that our current practice does not provide emergency bursary funding for tuition, a proposal is under development to establish tuition bursaries for students who meet specific needs-based criteria to address anticipated demand from students who do not have the funds to pay their next tuition installment. This is particularly important for the current cohort of MGM students who will need to make their next payment of \$7,357.23 on June 21, 2020.
- Due dates for tuition have been extended to the day prior to the course start date without penalty
- Late fees on overdue invoices have been suspended

Psycho-social

Student Success: Accessibility Services - Counselling Services - Financial Aid & Awards - Learning Strategy Supports*

- Weekly group sessions on building resilience were offered throughout April and May facilitated by counsellors
- Program-specific group sessions for cohorts that have transitioned from campus to online studies continue to be convened
- All on-campus students with registered accommodations were contacted individually by Accessibility Advisors as they moved into online study to arrange for appropriate accommodations as required

Student Engagement: Orientation - Indigenous Student Services - International Student Services - Recreation Centre - Community Service Leadership - Campus Ambassadors - Student Conduct and Crisis Response

- All Student Engagement presentations that are normally made on-campus have been integrated into online platforms augmenting existing online initiatives such as *LaunchPad*, our online orientation to Royal Roads and our learning environments. More than 50 international students in the MATM and MGM programs attended a series of online orientation workshops and activities in May.
- A wide range of student activities have been provided to students online, synchronously and asynchronously – for example regular Friday afternoon social events have been offered online for students who want to connect synchronously with other students and the Recreation Centre is providing a weekly video exercise classes that can be joined simultaneously or viewed subsequently. These videos have had hundreds of views.
- New group online drop-ins for international students facilitated by a Registered International Student Immigration Advisor have been provided
- Indigenous Student E'lun has been launched as a facilitated online space for Indigenous students to connect weekly and share information, resources and support. E'lun is the English word that most closely translates to “house” in Lekwungen.

Pending implementation

- The *Community Service Leadership Program* will be expanded *online* with support from an intern funded by a Work Integrated Learning (WIL) grant from AEST
- *LaunchPad Live!* formerly designed to prepare students to be on campus is being redesigned as a series of online workshops that prepare students for online learning
- A suite of facilitated activities such as icebreakers, social hours and health and wellness sessions are being offered to programs to support the development of learning communities

Career Learning & Development: Supporting internships, practicums, jobs and career management

- Career Learning and Development Advisors have been engaging students to develop online internships and opportunities with industries that are being negatively affected by COVID
- A Job Developer, funded by a WIL grant from AEST, has begun a targeted search for internship opportunities that can be completed online

- A new workshop titled, “Navigating career transitions in the COVID environment” has been offered with positive feedback from participants

Pending implementation

- A new AEST grant-funded initiative will be undertaken to develop interactive online career resources for all students and alumni

Work in progress

Over the coming months we will continue to conceive of our student support services as works in progress, adjusting as the world changes over the course of this pandemic and its effects are experienced by our students. Just as we can draw upon more than two decades of experience in digital learning, so too can we lean on our experience over the same period in supporting them for success online. While we have consistently focused on continuous improvement our work over this time, the current context reminds us that now more than ever, we need to live our values of caring, creativity and accountability in service to our students.

BOARD OF GOVERNORS BRIEFING NOTE



MEETING:	30 June 2020
AGENDA ITEM:	Report on new program approvals from Academic Council
SPONSOR:	William Holmes, 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.

New Programs approved by Academic Council - 5 May 2020

Graduate Certificate in Strategic Enrolment Management (GCSEM)

This 9-credit standalone program, a first in Canada, will capture the interest of institutional leaders who are engaged in strategic enrolment management. The program consists of one existing course (HEAL550) and two new courses. GCSEM students may also choose to ladder into the MAHEAL program, and students from other RRU programs may access the courses as general electives.

Graduate Diploma in Project Management and Organizational Leadership (GCPMOL)

This 18 credit graduate diploma combines six courses within two existing graduate certificate programs (Project Management, Management and Leadership). The on-campus format will be of specific interest to international students who hope to stay and work in Canada after graduation; additionally, this shorter, flexible GD provides a potential pathway to immigration. This diploma also provides transfer credit opportunities into other RRU programs (e.g. MAIS, MBA, MGM, etc.).

MA Global Leadership On Campus (MAGL-OC)

An on campus version of the current MAGL-blended program was developed in response to a request from the RRU Office of International Collaboration and Development. The MAGL-OC will attract international students seeking to study in Canada, which requires a minimum of 50% of course work to be delivered in a face-to-face format. In addition to converting three existing online courses for face-to-face delivery, existing residency courses will be adapted and shared between all cohorts to create integrated (shared) residencies, the capstone project will be reduced from 9 to 6 credits, and an internship course will be developed for both the blended and on campus cohorts that also meets the requirements for international student visas.

MA-Leadership specialization in Executive Leadership (MAL-EL)

The MA Leadership specialization in executive leadership focusses on how mid-level to senior leaders can leverage values to lead cultural change with integrity for sustained successful innovation in their organizations. The specialization capitalizes on relevant course work from the existing MA Leadership program (some courses require minor/moderate revisions), as well as the Graduate Certificate in Values-Based Leadership which currently serves as the first blended residency term. This MA degree specialization option is unique within Canada.

Full program proposals are available to Board members on request.

Recommendation:

That the Board of Governors receive this report for information