

## AGENDA – OPEN SESSION

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

8:30 am (3 min)	1.	Call to order and welcome	
<b>CONSENT AGENDA</b>			
8:33 am – 8:35 am (2 min)	2.	<p>Governors may request that any item placed on the Consent Agenda be moved elsewhere.</p> <p><u>MOTION:</u>  <i>That the consent agenda item(s) be received and/or approved by the Board of Governors by consent.</i></p> <p>2.1 Approval of the agenda</p> <p style="text-align: center;"><i>Moved that the agenda be approved as distributed.</i></p> <p>2.2. Minutes of the Open Session of the 15 December 2017 Board of Governors meeting (attachment 1)</p> <p style="text-align: center;"><i>Moved that the minutes of the Open Session of the 15 December 2017 Board of Governors meeting be approved as distributed.</i></p>	<p style="text-align: right;">approval</p> <p style="text-align: right;">approval</p>
<b>REPORTS FROM COMMITTEES &amp; EXECUTIVE</b>			
8:35 am – 8:45am (10 min)	3.	<p>Report from the Program and Research Council</p> <p>4.1. Report from the committee chair</p> <p>4.2. Revised program: Master of Arts in Environmental Education and Communication (attachment 2)</p> <p>4.3. Revised program: Bachelor of Arts in Professional Communication (attachment 3)</p>	<p style="text-align: right;">information</p> <p style="text-align: right;">approval</p> <p style="text-align: right;">approval</p>

8:45 am – 8:47 am (2 min)	4.	Report from the Finance and Audit Committee  5.1. Report from the committee chair	information
8:47 am – 8:49 am (2 min)	5.	Report from the Governance and Nominating Committee  6.1. Report from the committee chair	information
8:49 am – 9:00 am (11 min)	6.	Report from the Executive	information
9:00 am	7.	Adjournment	

**DRAFT Minutes of the Open Session**  
**Board of Governors**

15 December 2017  
Room 315, Hatley Castle

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**PRESENT****Board:**

Kathleen Birney  
Allan Cahoon  
Maria Anderson  
Liz Bicknell  
Cindy Brar  
Dave Byng  
Bruce Donaldson  
Vern Slaney  
Wayne Strandlund  
Jennifer Walinga

**Administration:**

Cheryl Eason  
Steve Grundy  
Katharine Harrold  
Pedro Márquez  
Karen Hakkarainen (recording)

**Guests/Presenters:**

Bill Holmes

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1. Call to order and welcome – 8:33 a.m.

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

2. Consent Agenda

**MOTION:** (Strandlund/Donaldson)

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

2.1 *Moved that the agenda be approved as distributed.*

2.2 *Moved that the minutes of the Open Session of the 06 October 2017 Board of Governors meeting be approved as distributed.*

2.3 *Moved that the minutes of the 24 November 2017 Program and Research Council meeting be received for information.*

CARRIED

3. Spotlight on the University: report from Dr. Steve Grundy, VP Academic & Provost

Steve Grundy thanked the university for supporting his research leave from 01 April to 30 September 2017. During his leave he had an opportunity to reflect on the evolution of Royal Roads from its inception and its future opportunities. His thinking was informed by visits to 22 institutions around the world, where he looked at academic programming, student services and

operations. Based on his observations, he concluded that the post-secondary system is feeling pressure from three areas:

- Threats to financial stability
- Competition
- A changing landscape: student needs, workforce and changes in society

**Financial stability:**

Outside of Ivy League institutions that typically have very large endowments to support themselves, all universities are under financial pressure. Steve described the concept of financial health as a scale, with universities arrayed along a continuum from good health to bankruptcy; all institutions, regardless of their current state of financial health, show signs of sliding down the scale from good health towards bankruptcy.

The cause of financial pressure varies by institution. Generally, though, the higher education price index is running faster than most universities' ability to raise revenues. Consequently, universities are becoming more market-sensitive and operating in more business-like fashions. Universities have resorted to:

- Cutting costs
- Program prioritization exercises
- Recruiting international students
- Offering more online, professional and shorter programs
- Developing arms-length enterprises designed to generate revenues that are returned to the university

Growth used to be seen as an effective response to financial challenges and certain efficiencies can be achieved through scale. However, the downside risk of growth is loss of culture. The challenge for institutions is to find the balance point at which maximum efficiency is achieved while preserving the university's culture. Based on his observations of the institutions he visited, Steve offered 5000 as the optimal number of students for any institution. At this size, institutions are small enough to retain culture and respond nimbly to changing market conditions while still achieving efficiencies of scale. Beyond about 5000 students change becomes difficult and culture starts to erode.

**Competition:**

Royal Roads has very little in the way of direct competition.

**Changing landscape:**

Universities are still held in high regard but were designed in a different era. It has been argued that universities have been relatively unresponsive to societal changes. In particular, the traditional undergraduate curriculum is under scrutiny as automation erodes many occupations and today's graduates must be prepared for a future in which they will hold many jobs over their careers. Compared to other universities, Royal Roads, with its focus on interdisciplinary, market-sensitive programs, is well-positioned to meet the needs of today's students.

The Board thanked Steve for the informative presentation. Future discussion should consider the top two or three actions or initiatives that the university can undertake to position it to respond effectively to the challenges that the sector is experiencing.

4. Report from the Program and Research Council

4.1. Report from the committee chair

President Cahoon referred members to the DRAFT minutes of the meeting of 24 November 2017.

4.2. New programs

The President reported that a new program, the Master of Science in Management, and major revisions to the Master of Arts in Professional Communications are recommended to the Board of Governors for approval.

Bill Holmes, Dean of the Faculty of Management, provided an overview of the Master of Science in Management degree. This degree is unique in BC but common in other jurisdictions. It is a rigorous research degree with a quantitative analysis component, which is increasingly required in all areas of business management.

MOTION (Cahoon/Byng)

*That the Board of Governors approves the Master of Science in Management as a new program, at the domestic tuition rate of \$675.28 per credit (effective 15 October 2017).*

CARRIED

Steve Grundy reported that the proposed changes to the MA in Professional Communications are the result of a comprehensive 5-year review of the program. The changes reflect shifts in practice in the communications field and introduce new digital content.

MOTION (Cahoon/Donaldson)

*That the Board of Governors approves the major revisions to the MA Professional Communications program.*

CARRIED

5. Report from the Finance and Audit Committee

5.1. Report from the Committee Chair

Vern Slaney reported on behalf of the Committee. The Committee has met with external auditor KPMG to review the 2017/18 audit plan. All required government reporting has been submitted on schedule and capital projects are on track and on budget.

## 6. Report from the Governance & Nominating Committee

### 6.1. Board meeting evaluations

Bruce Donaldson reported on behalf of the Committee. In its commitment to continual improvement in its governance practice, the Board strives to undertake a self-assessment of its performance on an annual basis. In light of pending changes on the Board, the assessment will be deferred until a future date when new members have been appointed and are sufficiently familiar with the Board to be able to contribute to an assessment. The committee will, however, revise the assessment questionnaire to include matters related to the board's responsibilities for academic oversight.

The Committee recommends that the board implement a short, post-meeting evaluation with the objective of improving the quality of its meetings. If the Board accepts the recommendation, the Committee Chair will distribute a short questionnaire by email to all Board members. Member will be asked to provide short responses to the Committee Chair, who will provide an anonymized summary of responses to the Board Chair. The Board Chair will have discretion in how the feedback is used.

#### MOTION (Strandlund/Bicknell)

*That the Board of Governors approves the meeting evaluation questions as follows:*

1. *Did you understand the issues?*
2. *Were the briefing materials appropriate for the discussion?*
3. *Were any issues not discussed that should have been discussed?*
4. *Did you have ample opportunity to ask questions?*
5. *Did your colleagues participate in the discussions?*
6. *Were the decisions taken clearly articulated?*
7. *What worked well?*
8. *Suggestions for improvement?*

CARRIED

## 7. Report from the Executive

The President reported that the CESIP project is on time and on budget. The University is experiencing some enrolment weaknesses in some areas; however, the executive has identified some short, medium and long term action to address the enrolment challenges.

## 8. Adjournment – 9:30 a.m.



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## BOARD OF GOVERNORS BRIEFING NOTE

**MEETING:** 29 March 2018

**AGENDA ITEM:** Program revision – MA in Environmental Education and Communication

**SPONSOR:** Allan Cahoon, Chair, Program and Research Council

**PURPOSE:** **For Approval**

Consistent with its terms of reference, the Program and Research Council recently reviewed major revisions to the MA in Environmental Education and Communication (MAEEC) program and recommends their approval to the RRU Board of Governors.

### Approval Process

Full program proposal reviewed and approved by:

- RRU Executive – 5 December 2017
- Curriculum Committee – 9 January 2018
- Academic Council – 7 February 2018
- Program and Research Council – 7 March 2018

### Summary:

While much has been done to improve the Master of Arts in Environmental Education and Communication (MAEEC) student experience this past year in response to program reviews, direct feedback from the SES Advisory, and the University's strategic direction, there is still much to be done to adequately respond to the five year external program review conducted in April 2015 and two subsequent curricular reviews conducted independently in the fall of 2016.

In keeping with RRU's Learning and Teaching (and Research) Model for excellence in terms of offering relevant, applied, meaningful and experiential learning, the following changes are recommended as a major program revision:

- 1) Revisions to *EECO 500 Developing Environmental Understandings*; *EECO 504 Systems Perspectives*
- 2) Reduce total completion credits for the MA in Environmental Education and Communication from 41 to 36
- 3) Change in course sequencing: *EECO 620 Approaches to Research In EEC* to occur earlier
- 4) Mandatory\* Field School component approved for *EECO 586 Biosphere and Sustainability*
- 5) New course *EECO 6XX Implementation for Action: Teaching, Publishing and Networking in EEC* to replace final residency course *EECO680 Leadership for Environmental Action*

- 6) New course EECO 6XX *Major Research Project in EEC* to provide an alternative completion option to thesis. This will introduce an elective component to MAEEC for those students choosing the MRP.

Current program learning outcomes will require a major revision to update and include program assessment criteria. Currently, assessment criteria on record is course specific and by and large created by the instructors to support the delivery of the LO's. Note: There is an initiative underway in SES to review and revise all program learning outcomes with an aim to harmonize throughout the School.

\* In consultation with Student Services, the program will always accommodate those students who are unable to attend the Field School component of the program.

**Anticipated launch date:**

It is proposed that the revised program be introduced in July 2018.

**Enrolment:**

There is no change to Admissions Requirements.

**Financial Analysis:**

Investment to implement the program revision and launch the redesigned program is approximately \$70K. Spending timelines have been estimated with the funds breaking out over the fiscal at 2017/18 - \$21K, 2018/19 - \$33K and 2019/20 - \$16K. Investment funds would cover course development work by faculty and CTET, Program Head revision oversight costs, and Marketing and Recruitment costs.

The financial impact on program delivery of the revised MAEEC program is dependent on the split between the Thesis or Major Project completion option, but overall favorable. Savings could range from \$200 to \$10K depending on the split as well as the elective courses for students in the Major Project stream. Shared course delivery would create a workload efficiency and program delivery savings that would benefit the MAEEC program as well as other programs sharing the course(s).

**Fit to Strategic Direction:**

In response to a wide variety stakeholders and feedback (as noted in the first paragraph of the summary p. 1), the revisions to the MAEEC program aim to align and respond to a number of RRU's strategic goals. In particular, the revisions build on the program's ability to ***“lead change and advance demand-driven growth in high-quality, effective education and research that contribute[s] to economic prosperity, social advancement, and environmental sustainability” (Goal 1).***

Program revisions also aim to help position our university as ***“[t]he university of choice for relevant applied and professional education providing continuous opportunities to learn and transform lives and careers” (Goal 2).*** With improvements intended to: elevate and update content, provide completion options for earlier and higher graduate rates, generate learning opportunities for students to *practice, design, develop, and teach* environmental education as well as *communicate* what they have learned at conferences, through publications, and networking, in boardrooms and in classrooms, students will be better equipped to address a complex, changing world. The revisions set forth are intended to make MAEEC more compelling for prospects and in effect, create a rise in enrolments. A shift in focus for the final Residency (point # 5, pg.



1) toward the implementation of competencies and skills means that students will develop an increased confidence to lead innovative change at a watershed moment in human history – to become active change-makers within their organizations, communities and families. We anticipate these abilities and knowledge will link to greater employability and provide further opportunities upon graduation.

The university's directive to be **"A financially sustainability, high performance organization" (Goal 3)** is met here through a favorable financial analysis (above). Implicit within reducing overall completion credits and shifting course sequencing is an aim for completion rates to rise in a timely way and for further efficiencies to be reached over time.

**"A university with strong partnerships" (Goal 5)** is key to resiliency and future prosperity. The Field School component of the second residency (EECO586) means that partnerships within First Nations (in consultation with RRU's Indigenous Education and Student Services Manager) and with other organizations within coastal communities will be strengthened and advanced in service to co-creating meaningful, applied learning experiences. It a positive step toward including a more indigenous approach to environmental education and communication through reciprocal and authentic knowledge exchanges.

MAEEC has always been and will continue to be a champion for this place, **"[a] leader for sustainable stewardship of our historic lands" (Goal 6)** by consciously *living our learning*, by "walking our talk" in terms of modelling a concerted, careful, and collaborative approach to all residency and field school planning in terms of impact and contribution.

The full program proposal is available on request.

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**MOTION:** That the Board of Governors approve the major program revisions to the MA in Environmental Education and Communication program



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## BOARD OF GOVERNORS BRIEFING NOTE

<b>MEETING:</b>	29 March 2018
<b>AGENDA ITEM:</b>	Program revision – BA in Professional Communication (online and on-campus)
<b>SPONSOR:</b>	Allan Cahoon, Chair, Program and Research Council
<b>PURPOSE:</b>	<b>For Approval</b>

Consistent with its terms of reference, the Program and Research Council recently reviewed major revisions to the BA in Professional Communication (BAPC) program (online and on-campus) and recommends their approval to the RRU Board of Governors.

### Approval Process

Full program proposal reviewed and approved by:

- RRU Executive – 04 May 2017
- Curriculum Committee – 11 October 2017
- Academic Council – 06 December 2017
- Program and Research Council – 7 March 2018

### Summary

The proposed revisions realign, streamline and supplement the existing BAPC curriculum to better align both the online and on-campus models with current labour market needs (BC Labour Market Outlook), data from student and alumni surveys, environmental scans, data on student career orientation and demographics, recommendations from the School of Communication and Culture's Advisory Council, core and associate faculty teams, and recommendations from the BAPC Five-Year Review Panel's report—remaining consistent with our school's vision and mission and RRU's learning and teaching model.

While retaining the substance of the existing program, the revisions would make the following key changes in the way that the BAPC is delivered, both in the on-campus and online formats:

#### 1. Narrative structure

We propose realigning the program into four units, each focusing on a suite of complementary core skills identified by our stakeholders. These four parts and their core features can be summarized as *Introduction* (foundations of professional communication, listening, media contexts); *Elaboration* (multimodality, full-bandwidth storytelling), *Expansion* (context, 'un-bordered' perspectives, strategic discipline) and *Integration* (engagement, execution). Each part builds cumulatively on the preceding

parts, situating students more cohesively and coherently within their program and delivering courses in a logical, transparent narrative sequence.

## **2. Foundational streams**

We propose a stronger integration of assignments across the BAPC program, to better scaffold and build student capacity in foundational areas and learning skills identified during our five-year review. This will be accomplished through a stream of foundational modules, spread across various courses in the BAPC, to reinforce its core precepts. These streams are *Ethics*, *Workplace-integrated learning*, *Team-based learning*, *Indigenous content* and *Capstone*.

## **3. Capstone**

We propose to integrate our capstone course throughout the program, rather than deliver it solely within the confines of a single course, as at present. At the same time, we will expand the course from a focus on digital portfolios to better integrate their learning throughout the program into approaches and strategies leading into the next phases of their careers as professional communicators.

## **4. Indigenous content**

We propose the careful, respectful and consultative integration of Indigenous content into the BAPC curriculum, cognizant of and consistent with university-wide efforts and in close consultation with RRU's Office of Indigenous Education and Student Services. This initiative will take the form of a stream of modules integrated into select courses in the program.

## **5. Digital communication**

We propose to expand digital communication strategies, tactics and skills within program course offerings. Students will receive more hands-on technical and software training in the areas of digital media early in the course schedule so that they can use their skills to produce high-value assignments in follow-up courses.

## **6. Revised and new courses**

Following the recommendations of SCC's Advisory Committee and the report of our five-year reviewers, we propose to consolidate selected courses (e.g., Organizational Communication and Public Relations) and add new courses in sustainability communication, advanced topics in professional communication, digital storytelling, and oral advocacy to address curricular gaps. Please see the attached spreadsheet identifying and summarizing the full suite of courses in our proposed revisions to the BAPC program.

### **Anticipated launch date:**

It is proposed that the revised program be introduced in September 2018.

### **Enrolment:**

There is no change to Admissions Requirements.

### **Financial Analysis:**

Investment costs to support the implementation of the program revision include course revision/development costs including academic oversight and marketing and recruitment costs. A total investment of \$121K is required with \$101K for curriculum changes and \$20K for marketing and

recruitment. Approximately \$51K of the investment will be required in the 2017/18 fiscal with the balance of \$70K spent in 2018/19. While not budgeted specifically, there is a holding fund within the approved Program Development investment funds to support program revisions as a result of external review. There are no financial impacts expected for current or new students as a result of the program revision. Additionally, the curriculum changes do not impact the delivery model and thus no changes are expected for the program delivery expenses or contribution margins assuming enrolment levels are maintained at current levels.

**Fit to Strategic Direction:**

In responding to a variety of stakeholders and factors as noted in the first paragraph of the summary (p. 1), the updates to the BAPC program aim to align and respond to at least four of RRU's strategic goals. In particular, the program revisions build on "strong partnerships, responsive to our alumni and the communities we serve" (Goal 5). They seek to generate "[d]emand-driven growth in high-quality, effective education and research that contribute[s] to economic prosperity, social advancement, and environmental sustainability" (Goal 1). They also aim to help position our university as "[t]he university of choice for relevant applied and professional education providing continuous opportunities to learn and transform lives and careers" (Goal 2) and as "[a] leader for sustainable stewardship of our historic lands" (Goal 6).

The full program proposal is available on request.

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**Motion:** That the Board of Governors approve the major program revisions to the BA in Professional Communication program