

Board of Governors Open Session



Board:

Nelson Chan, Board Chair and Chancellor
Philip Steenkamp, President and Vice Chancellor
Sage Berryman
David Black
Cindy Brar
Dave Byng
Bruce Donaldson
Lydia Hwitsum
Geoff Pearce
Dave Saunders
Asad Shaikh
Lori Simcox

Executive:

Cheryl Eason
Susan Gee
Steve Grundy
William Holmes
Pedro Márquez

Administration:

Drew Duncan
Virginia Whitehead (recording)

March 31, 2020 08:30 AM - 09:50 AM

Agenda Topic	Presenter	Time	Page
Agenda			1
1. Call to order and Welcome	Chan	08:30 AM-08:33 AM	
2. Approval of the Agenda	Chan	08:33 AM-08:34 AM	
MOTION: That the agenda be approved as distributed.			
3. Approval of the Minutes	Chan	08:34 AM-08:35 AM	3
MOTION: That the minutes of the open session of the 12 December 2019 Board of Governors meeting be approved as distributed.			
4. Report from the President	Steenkamp	08:35 AM-08:45 AM	
5. Report from the Program and Research Council	Steenkamp	08:45 AM-09:00 AM	8
5.1 Report from the council chair			

5.2	Approval of the 2020/21 Academic Plan			8
	MOTION: That the Board of Governors approves the 2020/21 Academic Plan			
5.2.1	2020/21 Academic Plan			9
6.	Report from the Finance and Audit Committee	Byng	09:00 AM-09:30 AM	35
6.1	Report from the committee chair			
6.2	2020/21 Operating Plan			35
	MOTION: That the Board of Governors approves the 2020/21 Operating Plan as presented			
6.2.1	PPT Presentation - Operating Plan			63
6.3	Update on Responsible Investing			83
7.	Report from the Governance and Nominating Committee	Donaldson	09:30 AM-09:45 AM	
7.1	Report from the committee chair			
	Consent Agenda	Chan	09:45 AM-09:50 AM	89
	PRO FORMA MOTION: That the following items be approved or received for information by the Board of Governors by consent.			
	Approval items			
	No approval items			
	Information items			89
	Draft minutes of the 26 February 2020 meeting of the Program and Research Council			89
8.	Adjournment			

DRAFT



Board of Governors
MINUTES OF THE OPEN SESSION

12 December 2019
Centre for Dialogue, Learning & Innovation Centre

PRESENT	
Board: Kathleen Birney, Board Chair & Chancellor Philip Steenkamp, President & Vice-Chancellor David Black Sage Berryman Cindy Brar Dave Byng Nelson Chan Bruce Donaldson Lydia Hwitsum Geoff Pearce Asad Shaikh	Administration: Cheryl Eason Steve Grundy Pedro Márquez Katharine Harrold Margot Bracewell Virginia Whitehead (recording) Guests: Robin Cox
REGRETS	
Lori Simcox	

1. Call to order and welcome – 8:30 a.m.

Board Chair Kathleen Birney welcomed Board members and members of the university community who were present to observe the meeting. She acknowledged with respect and gratitude, the traditional lands of the Lkwungen and Xwsepsum families on which the University sits.

2. Approval of the agenda

MOTION (Donaldson/Berryman)

That the agenda be approved as distributed.

CARRIED

3. Approval of the minutes

MOTION (Pearce/Steenkamp)

That the minutes of the open session of the 10 October 2019 Board of Governors meeting be approved as distributed.

CARRIED

4. Report from the President

The President recognized that there has been a busy term since the last Board meeting, and highlighted some of the major issues for the Board:

- West Shore Campus:
 - Progress is being made, working closely with our post secondary partners (the University of Victoria and Camosun College). The business plan is close to being complete, subject to Board approval. Analysis of several proposed sites has been completed, and one location has been identified and included in the proposal for government. Also included in the proposal will be a Quick Start Program, that will allow RRU to begin offering undergrad beginning in 2020. The President acknowledged the significant amount of time spent by the Executive and their staff on this project and thanked the teams for their work.
- The President's recent travels:
 - Universities Canada (UniCan) annual meeting in Ottawa which included Presidents from across the country. Student mental health was the focus, along with the future of undergraduate and international education. The President has been appointed to the UniCan International Committee, which is working on a program for Canadian students to travel abroad. Work on the program is going well and a preliminary design should be in from of Government in March.
 - A skills conference in Montreal for top business leaders in the country and 22 University Presidents. Discussions included the emerging economy and how business and academia can work together. The RRU model was presented and there was much interest.
 - A conference in Colombia with Vice-President Pedro Márquez for the CAIE. During that trip there was also a very good meeting with the top business school in Colombia (in Bogotá). The President and the Vice-President were very impressed both with the quality of the institution and the students.

The Chair thanked the President for his report.

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 November 14, 2019 meeting of the PRC, where Sage Berryman and Asad Shaikh were welcomed as new Board members. At that meeting Mary Collins' membership on the committee was also renewed.

The annual meeting between PRC and the school advisory council chairs, saw six schools represented: Business, Communication & Culture, Education & Technology, Environment & Sustainability, Leadership Studies, Tourism and Hospitality Management. The Undergraduate Programming Model was reviewed, and each council provided a report to highlight their work from the past year; provide insights on the job market, skills gap, and post-secondary sector; and identified issues and opportunities within each school.

5.2 New Program: Master of Arts in Climate Action Leadership

The President introduced a new program proposal for the MA in Climate Action Leadership. Robin Cox (program author) attended to answer questions from the Board. The 36 credit, blended program will be launched on an open learning platform. The planned intake is 15 in the first year and up to 30 after that (will allow the opportunity to prove market demand). The program has letters of support from SFU and UVic and has received feedback from UBC. Government approval is still required before the program can commence.

MOTION (Donaldson/Byng)

That the Board of Governors approves the Master of Arts in Climate Action Leadership as a new program.

CARRIED

5.3 Rescinding the Establishment and Review of Research Centres and Institutes Policy C1030.

The PRC is recommending approval to rescind Policy C1030. The recommendation was also supported by Academic Council.

MOTION: (Birney/Berryman)

That the Board of Governors rescind Board Policy C1030: Establishment and Review of Research Centres/Institutes.

CARRIED

5.4 Report on the status of degree approvals.

Vice-President Academic & Provost Steve Gundy provided an update on current proposed degrees and what is coming up. The MSC Management is currently before Government and under review. The Master of Arts in Climate Action Leadership is targeted to be before government by the end of the month. It was noted that there was a 30-day waiting period whereby proposed programs are posted by Government for comment by other institutions. Currently on-track for moving two programs through the full approval process during the year.

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

6.1 Report from the Committee Chair

Dave Byng delivered the following report from the FAC. Discussion at the November 21, 2019 meeting included CUPE negotiations (a tentative agreement has been struck) and the West Shore Campus. The external auditors attended to discuss the audit plan (no significant changes from last year), and during the closed session, the Q3 forecast report was discussed. A robust conversation was had regarding sustainable investing, and further information on this will come back to the Board at a later date.

6.2 External Audit Plan (KPMG)

Cheryl Eason, Vice-President and CFO discussed the external audit plan. The KPMG partner and a staff member attended the FAC meeting (same auditors as past years so very familiar with the file). There are no significant accounting standards that will impact the financial statements for this year. Next year there will be a new standard on the retirement of assets.

At 9:21am the Chair adjourned the open session temporarily.

At 10:07am, the Chair reconvened the open session.

6.3 Five-year Business Plan

VP & CFO Cheryl Eason gave a presentation on the 5-Year Business Plan. This was second reading for the Board (FAC has already been through first and second reading). Key priorities:

- Undergraduate programming
- International Strategy
- Research excellence
- Equity, diversity, inclusion
- Leveraging technology

The International Strategy is currently being developed and will be brought to the Board after the march FAC meeting. Risk management and cash reserves were discussed.

Thanks was offered to Cheryl Eason and her team for the quick turnaround on revisions following the discussions at FAC.

MOTION (Chan/Donaldson)

That the Board of Governors approves the Five-Year Business Plan (2019/20 – 2023/24) as presented in the attachment “revised Five-Year Business Plan”

CARRIED

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

7.1 Report from the Committee Chair

Committee Chair Bruce Donaldson reported that the Committee last met on November 21, 2019, at which time the Board retreat was discussed, along with the methodology for succession to new Chancellor.

7.2 Board of Governors Strategic Plan

Bruce Donaldson presented the Strategic Plan for approval on behalf of the GNC. The Plan describes how the Board will deliver on overarching responsibilities. The Plan has been updated with minor changes from GNC since the Board has last seen it, most notably the addition of a lens of reconciliation. Board Chair Kathleen Birney encouraged the Board to review the Strategic Plan in

advance of reviewing Board materials (for future meetings), to have a Board perspective on why discussions are happening and what the Board priorities are. The final plan will be available in Diligent resources after the meeting for members to access.

MOTION: (Donaldson/Pearce)

That the Board of Governors adopt the proposed updates to the Board Strategic Plan 2019/20 for 2020/21.

CARRIED

8. Board Meeting Calendar 2020/21 – 2021/22 and Master Calendar

Bruce Donaldson presented the Board Meeting Calendar 2020/21 – 2021/22 on behalf of the GNC. The aim is to give members a two-year outlook.

MOTION: (Donaldson/Pearce)

That the Board of Governors approve the 2020/21 – 2021/22 Board meeting calendar.

CARRIED

CONSENT AGENDA

9. Approval Items - none

10. Information items

10.1 Draft Minutes of the 14 November 2019 meeting of the Program and Research Council

11. Adjournment – 10:38 a.m.



Royal Roads
UNIVERSITY

BOARD OF GOVERNORS

BRIEFING NOTE

MEETING:	31 March 2020
AGENDA ITEM:	2020/21 Academic Plan
SPONSOR:	Philip Steenkamp, Chair, Program and Research Council Steve Grundy, VP Academic and Provost
PURPOSE:	For Approval

Synopsis:

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

Background:

Academic planning for 2020/21 began in the early fall of 2019 with the development of enrolment projections for all programs. Departments across the university engaged in planning activities through October and November to identify priorities for the coming year to support enrolment, research priorities, and operational needs.

An event held on 2 December 2019 included presentations by each department highlighting research, new programs, and other initiatives for the coming year. The event was well attended by faculty and staff from across campus. The presentations and departmental plans informed the development of the academic plan.

The academic plan was reviewed by Academic Council (5 February 2020) and the Program and Research Council (26 February 2020).

MOTION: That the Board of Governors approve the 2020/21 Academic Plan.



Academic Plan

Office of the Vice-President Academic & Provost

February 26, 2020

LIFE.CHANGING

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Introduction

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

Overseen by the Vice-President Academic and Provost and supported through efforts of the Strategic Enrolment Management group, the faculties and schools, the academic plan outlines the academic priorities for the university in the upcoming year. In consultation with all academic units, admissions, marketing and recruitment, domestic and international enrolment forecasts were developed to inform the operating plan. Academic and support units in turn established priorities to support enrolments and new programming opportunities for the coming year. An academic planning day was held on December 2, 2019, and the executive, Academic Council, and Program and Research Council review the plan before presentation to the Board of Governors.

Strategic Priorities

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

1. Undergraduate Renewal and Challenge Based Learning

The university is expanding undergraduate programming to include domestic first-year students in the fall of 2020. This expansion responds to the growing need for more post-secondary programming in the West Shore region of Vancouver Island, one of the fastest growing communities in BC. A recent study found that students on the West Shore experience barriers to attending post-secondary education (PSE): high tuition and housing costs and long commute times and distance to travel to a post-secondary institution. Offering West Shore students a local option will help increase university transition rates, currently half the BC average.

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

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

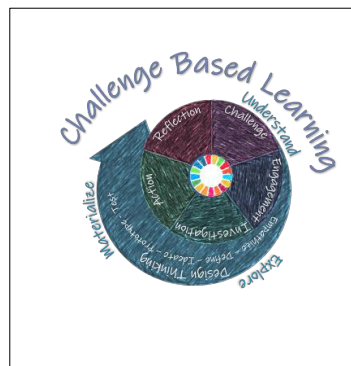


Figure 1: Challenge Based Learning

The first cohort of 30 students will begin in September. Over the following years, additional cohorts will be added to the fall intakes and curriculum expanded to include a pathway to science programs.

2. West Shore Campus

As noted above, a recent study examined the barriers faced by West Shore high school graduates and resulting low transition rates to PSE. Royal Roads has proposed a campus be established in the West Shore to improve access to PSE. Located in an urban setting, the campus will be a collaborative learning hub with innovative and flexible teaching and learning spaces. Students will be able to choose from a diverse range of courses and programs delivered in collaboration with Camosun College and the University of Victoria. These will include adult basic education, certificates, diplomas, university transfer courses, undergraduate degrees and continuing education. The campus will also facilitate partnerships with School District 62 (Sooke), local businesses and governments, and Indigenous communities.

Royal Roads led the development of a business plan for the proposed campus with a recommendation for a phased approach to implementation. A “QuickStart” will fast track the launch of our expanded undergraduate programming on the Hatley Park campus. This will allow us to offer the new Challenge Based Learning curriculum immediately (fall 2020) and leverage existing infrastructure and student services while building enrolments and momentum for a new West Shore campus. A final decision on the proposed campus is pending with the provincial government.

3. Expand and diversify programming

New programming initiatives will be undertaken to position the university for long-term growth and diversification. Priorities for 2020/21 will include advancing proposals for new degrees in climate action leadership and executive and organizational coaching; redesign and expansion of undergraduate programming; and enhancing synergies across programs. Opening specialization and elective options responds to increasing student demand for individualized education that meets their specific career goals. A new business plan for Professional and Continuing Studies will define business models and growth strategies for open enrolment programming and contract training.

4. Efficient classroom utilization and class size

In order to support growth in programming, the university will continue to manage classroom utilization to maximize efficiency while creating new and innovative spaces that meet the needs of academic programs. An initiative is underway to more fully realize the capabilities of the Event Management System (EMS) and Computerized Maintenance Management Software. Replacing inefficient paper-based processes and building comprehensive inventories of physical spaces will allow us to improve scheduling efficiencies. This in turn will enhance the quality of information used in decision making and support optimization of existing technology. A technology 'roadmap' will identify functional requirements and business processes which will form the basis for implementing improvements, including an EMS upgrade, starting spring 2020.

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

5. Academic Organization

Over the past two years, several faculty-led working groups examined options associated with student service delivery, admissions, organization and the future of the university. In fall 2019, a faculty retreat took a closer look at organizational design and structure and challenged attendees to "Imagine Forward". Attendees considered new organizational models to support improved student service and efficiency aligned with our values and Learning, Teaching and Research Model. Further work is underway to move the discussion forward and present options for executive consideration by mid-March. At the same time, a search for a new vice-president academic and provost has been initiated and the successful candidate will help inform and lead the implementation of an organizational model to support the recently released university vision.

6. The transition of ESL programming from Study Group to Royal Roads

The Study Group partnership was entered in 2011 to deliver preparatory pathway programs and expand international student recruitment into university programs. Following a formal review, a decision was taken to not renew the contract when it expires August 2020. The university is charting a new strategic direction, which includes expansion of English language programming offered through Professional and Continuing Studies. A team will be struck in early 2020 to manage the transition to wind down the partnership by August 31. Professional and Continuing Studies will plan for new pathway programs to launch in September 2020, and the Office of International Collaboration and Development will lead efforts to expand international student recruitment.

Academic Priorities

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

Programs

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

1. Quality review process

We will undertake school-level external reviews to pilot a new model which will allow multiple programs in the same discipline, school and/or degree level to explore common issues and synergies that may not be evident in a single program review. Updated self-study documentation will support this new approach. The following external reviews are planned:

- Master of Global Management
- Graduate programs in the School of Humanitarian Studies
- 1-2 additional reviews, to be confirmed

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

2. New program development and implementation

a. New programs

A new Master of Arts (MA) in Climate Action Leadership is proposed to meet the emerging demand for professionals across sectors with the skills and knowledge in climate adaptation. The program has been developed in collaboration with schools across the university and includes an embedded graduate diploma (GD). A Graduate Certificate (GC) in Science and Policy of Climate Change will launch in early 2021 and ladder into the proposed program and master's degrees in the School of Environment and Sustainability.

An MA Executive and Organizational Coaching is also proposed to respond to growing demand for coaching credentials. Already a leader in this area, the program will build on the highly successful graduate certificates currently offered through Professional and Continuing Studies.

Other programming initiatives include updating and resubmitting the proposed MSc Management to the Degree Quality Assessment Board. Program development for the Doctor of Business

Administration, launched in January 2020, will continue in the coming year, and the new GC Management and Leadership will launch in fall 2020.

b. New program development

The School of Education and Technology proposes a GC Strategic Enrolment Management which would offer an elective option in the MA Higher Education Administration and Leadership. The program would be the first of its kind in Canada and of interest to institutional leaders engaged in strategic enrolment management.

International enrolment in the Master of Global Management has increased over the past two years and demand for alternative on-campus programs has grown as a result. On-campus offerings of the Master of Business Administration and MA Global Leadership are under consideration.

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

- MA Intercultural Teaching and Learning
- MA Leadership specialization in Executive Leadership
- GC Child Wellbeing and Protection
- GC Finance
- GC Program Evaluation
- GC Sport Leadership

3. Business plan for Professional and Continuing Studies

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

4. Indigenous Scholars

Over the past year, a working group with representatives from each school, the Centre for Teaching and Educational Technologies and Indigenous Education & Student Services began work to review curriculum and identify opportunities to decolonize content and learning contexts, introduce Indigenous perspectives and create contexts for Indigenous peoples and immigrant-descendants and immigrants to work together for positive change. Through a grant from the Ministry of Advanced Education, Skills and Training, three Indigenous scholars and members of the Opaskwayak Cree Nation will join us to support this work through the spring of 2020. The scholars will work with faculty and staff and provide valuable insight to our work to enhance Indigenous cultural understanding and develop Indigenous curriculum across programs.

Process

Ensure Royal Roads is a financially sustainable organization

5. Student Information System

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

6. Digital Communications Platform

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

People

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

7. Faculty Affairs

Faculty Affairs launched a new associate faculty website in 2019 to provide members access to orientation materials and resources to support teaching, supervision, and course development. Last year work also commenced on a parallel resource site to support program heads and staff with associate faculty-related administrative work and will continue through the coming year. On-going areas of focus include: business processes, policies, and procedures and related systems development; staff training; and on-going consultation follow-up to enhance the university's relationship with the associate faculty community. A review of the associate faculty contracting model will be initiated this year.

8. Equity, diversity and inclusion

Royal Roads is committed to advancing equity, diversity and inclusion and plays an important role in shaping the conversation in the classroom, across campus, and in our communities. The university recently completed the Everyone Counts-RRU's Equity, Diversity and Inclusion Survey and will develop policies, best practices and resources, including training, to address the underrepresentation of individuals who identify as women, persons with disabilities, Indigenous Peoples, members of visible minorities, sexual minorities and gender minorities.

Place

Maintain the campus and online environments and invest for the future

9. Learning and Teaching Auditorium

The Learning and Teaching Auditorium is scheduled to open in fall 2020. The space will offer multi-purpose programming space that can be used for many types of curricular and co-curricular activities.

10. West Shore Campus

As planning unfolds for the West Shore QuickStart and launch of new undergraduate programming in September, we will continue to work with the Ministry of Advanced Education, Skills and Training to advance the proposal for a new campus in the West Shore. Once approval and funding are in place, project planning for the construction of the campus will begin. Program planning including a shared services model developed in collaboration with Camosun College and the University of Victoria will follow.

Profile

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

11. Royal Roads University 25th anniversary

2020 will mark the 25th anniversary of the university. Established as a special-purpose university offering professional and applied programs, Royal Roads was an early leader in online education. We will mark our first quarter century by celebrating the successes of our students, faculty and staff, and plan for the next 25 years and beyond.

12. Cascade Institute

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

Programs and Priorities by Faculties and School

College of Interdisciplinary Studies

The College of Interdisciplinary Studies was established in 2016 to create a collaborative hub for the faculties to offer interdisciplinary programming. Following the elimination of the position of associate vice-president research, the college also assumed responsibility for oversight of the thesis and dissertation process for all programs. In 2020, the vice-provost will return to faculty and assume the program head role for the MA Interdisciplinary Studies and the college will report to the dean, Faculty of Social and Applied Sciences. This reporting structure will be in place for the next year during which the senior academic administrative organization of the academic portfolio will be reviewed.

Other changes planned for 2020 include appointment of a new program head for the Doctor of Social Sciences program in April and an interim senior administrative manager will be hired to replace the current manager who retires in March. Faculty will continue to be very involved in the development of undergraduate curriculum (Years 1&2). Finally, a nomination for a Canada Research Chair is pending approval by the Tri-agency Institutional Programs Secretariat.

The Doctor of Social Sciences program proposes a doctoral dissertation writing camp to respond to student requests for dissertation-specific writing support in their program. Students in the program are planning an interdisciplinary social sciences conference and faculty are exploring ways to support hosting the event.

Research highlights:

- Brian Belcher: Ashoka Chair; outcome evaluations of graduate student research projects; outcome evaluation of international-research-for-development programs
- Mary Bernard: Research pragmatism article (with Taylor (lead), Harris, Wafai); consulting practice book (with Homenuck (lead)); interdisciplinary doctoral theory and practice article and presentation (with Wafai)
- Runa Das: Data collection for SSHRC IDG *Energy Deprivation in Everyday Living: Estimating, Profiling, and Escaping Energy Poverty in Canada*; panelist at Behavior, Energy & Climate Change conference; research on diffusion of innovations in energy sector (with Hoicka (lead))
- matthew heinz: Visiting scholar at the University of Trier, Germany (June 2020); book on gender, identity and memory; field research on cultural identity and communication dynamics of participants in a peace and justice organization
- Jaigris Hodson: Digital communication in the public interest proposals submitted for SSHRC IDG grants and SSHRC Connections Grant; International Social Media and Society Conference organizing committee
- Shelley Jones: Establishing School Ecologies that Promote Gender Equality, consultations underway with potential partners in Canada and Uganda; *Digital storybooks for teachers' professional development: An action research project in North West Uganda* and *Ugandan women's vision of achievement of, and progress towards Sustainable Development Goal 5*

- Siomonn Pulla: Indigenous rights and title; Indigenous language revitalization; corporate-Indigenous relations

Faculty of Management

School of Business

The School of Business has been focused on new program development over the past year with the launch of the new Doctor of Business Administration in early 2020. The school will seek to advance the MSc in Management proposal with the Degree Quality Assessment Board in 2020 and submit a new proposal for the MA in Executive and Organizational Coaching in collaboration with Professional and Continuing Studies. The proposed program builds on the highly successful graduate certificates in coaching. The Bachelor of

Business Administration program will continue work on its redesign to incorporate project-based learning for launch in September 2021.



Figure 2: MGM residency in Istanbul, Turkey

Other initiatives include exploring ways to decolonize business curriculum and development of a strategic plan for business education at the university. The latter will include social impact and social innovation, business education response to the climate crisis and inclusion of theory of change in programs. The school's advisory council will be renewed with the addition of alumni and advisory groups for each program area.

Another priority for the school will be development of a strategy to reverse declining enrolments in the Master of Business Administration (MBA) program. The school proposes opening specialization options to include all Royal Roads graduate certificates as well as offering mini MBA and Master of Global Management course packages to other schools as options in their degree programs. The school is also seeking approval to offer the MBA on campus to respond to international student demand for an alternative to the global management program. In the longer term, the school will explore opportunities for new international partnerships as well as new graduate certificates that respond to emerging trends and market demand.

Pending approval by the Tri-agency Institutional Programs Secretariat, the school will welcome a new Canada Research Chair in Re-imagining Capitalism in 2020.

Research highlights:

- Geoff Archer: Research synthesizes entrepreneurial value creation, poverty alleviation and environmental sustainability; Microfranchising for Social Good, PRME (Principles for Responsible Management Education)

- Hany Fahmy: Finance theory, behavioral finance, and decision theory using tools from statistics, mathematics, and neuroscience to study theoretically and empirically how humans make financial and economic decisions; project appraisal and cost-benefit analysis
- Lois Fearon: Dissertation research: Integrating sustainability into business education, assessing the impact: a cross case comparison
- Heather Hachigian: How can innovative blended financing structures (combining grants, loans, and equity investments from a range of diverse investors) support scaling of refugee integration in host countries around the world?
- Frances Jorgenson: Data collection for SSHRC project on the effect of presenteeism on work place accidents and injuries amongst frontline workers; co-authoring book chapter on HRM from a process perspective
- Ingrid Kajzer Mitchell: Selves in transition-the lived experience of marketing professionals; Innovating Collaborative Processes within the Ministry of Health (with Zidulka)
- Deb Linehan: Intercultural leadership within organizations; social integration of international students in Canadian universities at the individual and organizational levels
- Mark Lokanan: Investment and management fraud; money laundering in the Canadian real estate sector; building new corporate governance framework for corporate best practices and profiling of the managerial fraudster; tax avoidance and tax evasion; ethics in financial institutions
- Will Low: Sustainable consumption and production, including marketing of the international fair-trade movement and transformational potential of wild foods; research into retirement plans for animals (fits with school's emerging focus on Re-imagining Capitalism)
- Robert Mittelman: Advertising and donor behavior associated with humanitarian aid and disaster relief, exploring why donors make the choices they do when it comes to helping those in need, and the impact of the advertisements for humanitarian aid on children as well as issues of representation of the beneficiaries; completion of SSHRC grant work on humanitarian and psychic distance
- Ross Porter: Dissertation research: Identifying the factors that affect the extent to which business schools seek to align their own management practices with what their teaching and research would suggest is effective/preferred practice
- Ash Prasad: Autoethnography and organization research: Reflections from fieldwork in Palestine; Journal of Business Ethics guest editor (with Shadnam and Bykov) of thematic symposium "The promise of the new sociology of morality for business ethics research"
- Carolin Rekar Munro: The Leadership Revolution: Emerging Generation Y Leaders Charting New Pathways for Doing Business Globally (SSHRC project)
- Todd Thexton: Social and environmental sustainability; Scholarship of Teaching and Learning; Burnside Gorge Neighbourhood Quality Assessment Project assessing the neighbourhood impacts of high-density social housing and community-based responses
- Amy Zidulka: The practice and politics of creativity and innovation/how innovation happens (or not) in the organizational context; public sector innovation, with a focus on multi-stakeholder collaboration; creativity and innovation education in the business school context

School of Tourism and Hospitality Management

Tourism has increasingly been a focus of news headlines in the context of sustainability and the industry's impact on climate. Tourism and hospitality have a global economic and social impact and the field of study is taking a more critical approach to analyzing both the benefits and impacts of global travel. A relatively new field of study in Canada, Royal Roads has the potential to play a major role in tourism and hospitality teaching, learning and research and help shape the industry's response to the United Nations' Sustainable Development Goals. This will be a focus of the School of Tourism and Hospitality Management in 2020 and beyond as it seeks to raise the profile of the field of study, research and careers.

All programs in the school will have undergone external reviews by early 2020 and curriculum revisions will include promoting entrepreneurial skills development and optimizing ties with luxury brand leadership development programs (BA International Hotel Management); increasing the integration of Sustainable Development Goals and sustainability into courses and enhancing connections between industry, communities and students (BA Global Tourism Management); and development of specializations such as sustainability and disaster and emergency management, and further development of student research opportunities in local communities (MA Tourism Management). Program learning outcomes will also be adapted to the Learning, Teaching and Research Model, and the school will also introduce selected topics courses across programs, following the successful model in the global tourism program of inviting experts from other institutions to teach a condensed topic over one week.

A new school director was appointed at the end of 2019 and will lead the school's work on longer-term initiatives including Learning Enterprises (use of on-campus spaces for applied and authentic learning experiences), exploring blended offerings of undergraduate programs, approaching industry for student research funding and increasing international opportunities for students.

Research highlights:

- Geoffrey Bird: Heritage practices related to sites of memory; *A Moral Awakening. Uranium Mining, the Manhattan Project and the Sahtu Deline NWT*; *Messengers of meaning: War memorials and their sculptors, Fernie & Victoria, BC, Ottawa, ON*



Figure 3: 75th anniversary of the sinking of HMCS Athabaskan

- Moira McDonald: Doctoral thesis; Culturally responsive pedagogy in domestic and international adult learning environments; Employer views of last summer's co-op placement students (internal grant)
- Eugene Thomlinson: Impacts of Music Festivals in BC – Understanding the Value of Culture; Determining resident sentiment towards tourism: The case of Victoria, British Columbia

- Brian White: Garden tourism; The language of tourism: Indigenous views on languages and embedded values in tourism education and training contexts (with Whitney-Jones and Carr) (Phase 1 of SSHRC project); Social, economic, and environmental baseline study for Sooke
- Rebecca Wilson-Mah: Doctoral research: Faculty initiated communities of practice: A case study; A study of authentic assessment in an internship course; problem-based learning; associate editor of tourism and hospitality track for The International Journal of Instructional Cases

Faculty of Social and Applied Sciences

School of Communication and Culture

The School of Communication and Culture is reviewing marketing plans and tactics to identify opportunities to raise the internal and external profile of the school, including how alumni can be leveraged more effectively. The school is also exploring ways to revive the MA Intercultural and International Communication program, including a possible name change, rebranding exercise and specialization options. The on-campus offering of the program will refresh curriculum following an external review planned for early 2020.

Other programming initiatives include a proposed graduate certificate in sport leadership that examines the culture of sport and how to develop athletes as leaders. Faculty have also worked with Professional and Continuing Studies to develop the THRIVE: Women in Leadership retreat and will continue to explore additional programming options in this area.

The school is working to develop improved internal processes for onboarding, developing and evaluating associate faculty. Staffing plans include hiring an Indigenous faculty member and creating an intern role in the coming years. In the longer term, faculty will explore establishing a Hub of Communication for an Ethical and Sustainable World.

Research highlights:

- David Black: Media theory and history for the non-specialist reader; communication pedagogy and curriculum building; podcasting in higher education; a novel for the young adult reader, using fiction to teach media literacy
- Juana Du: Cross-cultural adaptation and integration of international students; the use of foreign and Indigenous SNS (Social Networking Sites) in Internet SMEs; cultural intelligence, diverse climate and creative behavior in multinational organizations
- Zhenyi Li: International branding; health communication across cultures; fear in professional development; “non-assertiveness” myth; end-of-life care handbook for informal caregivers
- Virginia McKendry: Revaluing “the feminine” (relationality, care, social reproduction) to move from domination to partnership (decolonization/ interculturality); gender and power; the development of a distinctive Canadian public relations culture in Northern BC
- Chasten Remillard: Social and environmental justice; Canadian artist Bill Reid; hockey art; how images gain and transmit meaning and how these meanings serve to reinforce particular “ways of seeing” ourselves and the world around us; the visual communication of homelessness

- Geo Takash: Intersections of environmental communication, arts-based research and Indigenous ways of knowing; arts-based ways of teaching communication theory
- Philip Vannini: Ethnography; small island cultures and communities; wildness and wilderness; cultural dimensions of UNESCO World Heritage natural sites across Canada and the world
- Jennifer Walinga: Sport education and high performance; organizational communications; team dynamics; workplace health; women in leadership

School of Education and Technology

The School of Education and Technology offers graduate programs that “inspire leaders in learning and innovation”. Programs in instructional design, learning and technology, educational leadership and management, online learning facilitation and higher education administration and leadership attract educators, administrators and other professionals working in training and development, education and facilitation.

The MA Learning and Technology was the first ZTC (zero-textbook cost) program in Canada and the school hopes to expand ZTC to its other programs. It held its 3rd annual virtual symposium in 2019 with 145 attendees and 45 guest speakers. The symposium is the kick off for the program; new and second year students come together to learn and share their knowledge with other professionals in the field. The school also hosted the third Pan-Canadian Conference on Universal Design and a successful EdCamp Unconference in fall 2019.

Work is underway to certify the MA Educational Leadership and Management as a dual-language program in China, and the school is negotiating with new partners to expand delivery in China. The school is also pursuing renewal of the International Baccalaureate Organization accreditation for the program and the MA Learning and Technology. A drop in enrolments this year was likely the result of collective bargaining in BC. Recruitment tactics can be expanded to target educational assistants and to tie elements of work in local school districts to the program e.g., emotional wellness and links to faculty research in this area.

New program initiatives include a proposed MA International and Intercultural Teaching and embedded GC IB Teaching and Learning. The MA Higher Education Administration and Leadership is proposing a GC Strategic Enrolment Management which would offer a new specialization option to students in the degree program. Finally, a partnership with Ashoka is being explored to offer a GC Systems Leadership.

Research highlights:

- Jo Axe: Scholarship of Teaching and Learning; community building online, openness in educational practice; transitional housing and supportive employment education for vulnerable youth
- Elizabeth Childs: Design, creation, implementation and innovation of flexible digital learning environments; openness in educational practice; design thinking and maker movement; models for assessing impact of educational initiatives (Mindfulness for Educators program; Zero Ceiling Work 2 Live program)

- Frédéric Fovet: Change management and the integration of technology as a tool for inclusion in K-12 schools; strategic implementation of UDL in the K-12 and post-secondary sectors; using the social model of disability in schools to develop inclusive practices; mental health as a strategic issue in education



Figure 4: Frédéric Fovet at Indian National Conference on Inclusion, Sept 2019

- Doug Hamilton: Institutional identity and the development of learning and teaching frameworks; development and implementation of dual language learning programs; Systems Thinking and Change Leadership in Canadian Higher Education (book); Leadership and social entrepreneurship in Vietnam case study
- Tamara Leary: Canadian higher education scholarship; issues and trends in higher education administration and leadership; scholar-practitioner transitions; Imposter Syndrome in academia
- George Veletsianos: Emerging educational practices; student and faculty experiences and practices with digital learning; flexible learning; issues of access and equity in digital learning; Commonwealth of Learning Chair (2019-2022)

School of Environment and Sustainability

Programs offered through the School of Environment and Sustainability prepare graduates to tackle the most pressing problem we face, rapid climate change. Students develop the skills and knowledge to understand the relationship between the environment and our economic and social systems so they can address the climate challenges they face in their careers. The school will introduce a new GC Science and Policy of Climate Change in January 2021, in partnership with ECO Canada. The certificate will be embedded in the master's in environmental practice programs and courses will be offered as electives in other programs, including a proposed MA in Climate Action Leadership.

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



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

Looking ahead, the school will explore new initiatives such as creation of a community farm, an idea that was generated in the recent Campus Conversation on the climate crisis, integrative sciences programming and triple loop learning. Succession planning continues to be a priority as does collaboration across program areas to achieve efficiencies.

Research highlights:

- Ann Dale: New institutional arrangements for a carbon neutral society; Climate Change Adaptation and Mitigation (www.mc-3.ca); 2019 Volunteer of the Year Award from Nature Canada; biodiversity conservation
- Leslie King: Sustainable Environments and Adaptation in Coastal Communities (NORSEACC) (SSHRC grant); co-benefits, human health, biodiversity conservation and climate change (with Dale)
- Richard Kool: Examining the place of environmental and sustainability education in Canadian faculties of education; collaborating with regional governments and NGOs on barriers to sustainability on Vancouver Island as related to issues of governance; revising and adapting an environmental and sustainability education learning resource in collaboration with the Anglican Diocese of British Columbia
- Hilary Leighton: human dimensions of climate change through an ecopsychology lens and the reconciliatory use of arts-based research in teaching and learning; exploration of Jung's human shadow concept as it relates to climate crises at both the individual and collective behavioural levels
- Rob Newell: Human dimensions of climate pollution; co-benefits of health, climate change and biodiversity
- Sarah Wolfe: Socio-psychological dimensions of water decisions; investigation of emotions' – fear, awe and disgust – power to influence multi-scaled water outcomes; exploration of how ritual and conversion theory could inform efforts to shift environmental identities; early design

stage of collaborative research assessing the role and viability of environmental education during intense climate uncertainty

School of Humanitarian Studies

The ResiliencebyDesign (RbD) Research Innovation Lab is leading the Inspiring Climate Action: BC Professionals Adaptation Network project focused on increasing the capacity of working professionals to make informed decisions on issues that are being affected by climate change. The recent Campus Conversation on the climate crisis focused on Royal Roads' response to the climate crisis as an institution and learning community. Building on this work, the School of Humanitarian Studies has developed an MA Climate Action Leadership to address adaptation and resilience practices in response to current and future climate realities. The program will include an embedded graduate diploma and stand alone from the harmonized graduate program structure, drawing on expertise from programs across the university. The school will also explore design and implementation of a campus-wide climate action policy and strategies.

New graduate certificate programs are also under consideration in child wellbeing and protection (with the School of Leadership Studies and Professional and Continuing Studies), border security and migration (with Mount Royal University), and conflict engagement skills, (with ADRBC and Professional and Continuing Studies). The school is also working with the MA Tourism Management program to offer a specialization in disaster and emergency management.

Other programming priorities include continuing work to decolonize curriculum and increase Indigenous perspectives throughout all programs. Course development will be completed for the MA Justice Studies and the school will build community events for both the MA and BA programs. The BA is working to address student stress and resilience and will focus on alumni relations this year. The MA Disaster and Emergency Management is developing a program orientation to run prior to the start of each intake. The graduate program in conflict analysis and management will run a cohort challenge using an understanding of conflict and process design to make a contribution to address the climate crisis.

We hope to nominate a candidate for a Canada Research Chair in Indigenous Justice in the coming year. The school relies heavily on associate faculty, 44 of whom taught 82 courses in the past year. New associate faculty will be recruited and on-boarded and the school will provide support to associate faculty as a community of practice. Finally, the advisory council will be renewed over the next few years.

Research highlights:

- Ken Christie: Human security and de-radicalization; human rights in Southeast Asia; corporate social responsibility and populism; refugees and migrants in time of uncertainty; guest professor at Silliman University and Jose Rizal University (Philippines) January 2020
- Robin Cox: Inspiring Climate Action project (RbD Lab) (funding from Natural Resources Canada and BC Climate Action Secretariat); Gen Z and Climate Change (RbD Lab); inspiring climate action stories

- Marnie Jull: Organizational, interpersonal and community-based conflict; skill development for effective interventions; the emergent “insight approach” to conflict, leadership and decision-making; Finding New Possibilities in Everyday Argument (book); co-chair Insight Summit 2020
- Athena Madan: Comparative approaches to reconciliation; reintegration of former child soldiers in Colombia; global health; frauds targeting seniors (City of Colwood grant)
- Eva Malisius: Diversity, perceptions, identity, and relationships: how to bridge similarities and differences between people, teams, communities, views, interests; coauthor textbook on interpersonal conflict; healing after ADR processes
- Kathleen Manion: Child Thrive; PlayScope; Regional Research on Violence Against Children in South East Europe (Terre des Hommes); Role of Children’s Clubs in Safeguarding of Children in Schools (UNICEF; Global Partnership to End Violence Against Children)
- Jean Slick: the influence of digital technologies and social media on the characteristics of emergence in disaster response (crisis informatics research); use of painting as a research method; *Witnessing Wildfire Series* painting exhibit
- Michael Young: Homelessness, mental health and addictions in the western Canadian arctic; gang intervention in the CRD; therapeutic communities



Figure 6: Painting from *Witnessing Wildfire Series* by Jean Slick

School of Leadership Studies

The School of Leadership continues its work to decolonize curriculum and incorporate Indigenous approaches to leadership across programs. In 2020, the school will pilot a new Indigenous Scholar in Residence initiative in the MA Leadership. The school is also recruiting Indigenous advisory council members, associate faculty, and thesis supervisors and committee members.

The MA Leadership is also developing a proposal to introduce a new specialization in executive leadership which would incorporate the GC Values-based Leadership. The past year saw joint delivery of Leadership Challenges in first- and second-year residencies, and partners included the BC Public Service Innovation Hub and Health Innovation Hub. There has been good uptake in the accelerated master's and graduate diploma in global leadership. The program is seeking approval for on-campus offerings, thereby expanding the range of degree options available to international students interested in studying in Canada.



Figure 7: MA Leadership Field Study in Indonesia

The school will host the university's fourth Leadership Conference in April 2020. Held at the Songhees Wellness Centre, this year's theme is Leading in Extraordinary Times and will be an immersive, two-day change laboratory experience. Attendees will bring a leadership challenge that is relevant to them and join small groups working on similar challenges and will leave inspired with new ideas.

Looking ahead, the school will plan for a school-level review of all programs after which it will review the proposed GD Mental Health and Addictions Leadership for future implementation. The school also plans to develop a BA Leadership, offering a new undergraduate pathway for students who will be completing the new Challenge Based Learning curriculum. The school will also explore multiple field school options, including a local Indigenous field school.

Research highlights:

- Niels Agger-Gupta: Large group methods (book); World Café as research; inclusive leadership; Walk with Me; AR+ Network; appreciative inquiry
- Kathy Bishop: Values-based leadership; arts and engagement; Indigenous alumni survey and student support; ecological responsibility; youth citizenship development; The Planet Protector Academy
- Catherine Etmanski: Creative leadership; arts-based research; AR+ Network; Walk with Me
- Elizabeth Hartney: Reconciliation; engaging physicians and patients to develop best practices for primary care; school leadership development (Greater Victoria School District); Developing Elders Support for Trauma-Informed Emergency Departments (CIHR project)
- Cheryl Heykoop: Exploring international collaborations focused on young adult cancer care systems change; Creative action research with young people
- Wanda Krause: Evaluation for well-being; action learning and evaluation; gender conscious evaluation; women's initiatives in the Middle East; capacity development evaluation; integral theory

- Wendy Rowe: Action research, developmental evaluation, group inquiry methods; leadership resiliency and thriving; collective leadership; international development; leadership capacity development; evaluation & sustainable development goals (SDGs)
- Marilyn Taylor: Values-based leadership; national values conversations; culture change; organizational innovation

Professional and Continuing Studies

Courses and programs offered through Professional and Continuing Studies provide opportunities to acquire new skills, gain additional credentials and pursue one's passion, whether for personal or professional growth. Designed by industry professionals, programs respond to the training and development needs of today's organizations. The new GC Management and Leadership is one such program, designed to allow individuals to earn a credential through non-credit programming offered through Royal Roads, other universities or their organization's in-house leadership programs. Students can turn non-credit learning into credit-eligible learning through an approved assessment plan and receive credits toward the certificate. The program will launch in the coming year.

The department will focus on implementing its new multi-year business plan in 2020/21, building a sustainable model for growth across all lines of business. Additionally, the department will assume responsibility for the delivery of English language and preparatory programs previously delivered by Study Group through the International Study Centre.

The department has led the development of the proposed MA Executive and Organizational Coaching, and once approved, will work with the School of Business to launch the program. An additional cohort of the GC Executive Coaching was offered in Halifax in fall 2019 and the program is pursuing interest for a cohort in Manitoba. Other initiatives for the coming year include expanding in-community programming opportunities and developing new micro-learning opportunities in areas such as climate action.

Priorities by Academic Support Unit

Registrar's Office

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

Another significant initiative underway is the renewal of the university's website. Registrar's Office staff will participate on the project steering committee and work team. Following evaluation and selection of a new content management system, staff will confirm requirements to support admission and registration processes, and provide input to the new website design, governance models, workflows and

content. The website should serve as a virtual Registrar's Office for all administrative services for students. Finally, staff will be involved in testing and documenting processes and training.

The Registrar's Office has also been working to review classroom allocation and timetabling systems and processes. In spring 2020, EMS will be upgraded and key functional improvements will be implemented to automate processes and improve efficiency. Other projects include:

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

Student and Academic Services

Student and Academic Services offer a range of integrated services to support excellence in course design, delivery and research, student success and retention, and integration of Indigenous perspectives and content. Priorities for the portfolio include manifesting the Learning, Teaching and Research Model and Ashoka Changemaking; expanding engagement and outreach through technologies; and service planning for the undergraduate program renewal and proposed West Shore campus. Over the past year, frameworks were developed for student mental health and Indigenous education and student services and in 2020/21 frameworks will be finalized for writing, academic integrity and video services.

The Centre for Teaching and Educational Technologies is organized around the following key functions: course production; faculty development/CTET Studio; learning design; learning technologies and media support services. The coming year will see the completion of program maps, expansion of faculty development offerings, and digital media integration in capital projects. The unit will also facilitate re-imaging course evaluations and implement Service Level 1 refinements for course development.

The university is committed to developing critical consciousness and decolonization in the work we do. Indigenous Education is working with Indigenous scholars to provide support for Indigenous curriculum development and delivery and to enhance Indigenous cultural understanding and allyship-building through blended learning design and delivery for faculty and students. The unit will also lead work in the areas of Indigenous student enrolment planning and Indigenous visual representation.

An interactive display in June 2019 launched the Four Feathers Writing Guide. The guide presents Traditional Coast Salish teachings and approaches to learning, and highlights four Traditional stages of learning: vision, gathering, knowledge and sharing. In 2020, the Library will continue the work initiated last year to plan for the implementation of a university-wide records management program. The unit is

also streamlining services and processes for sourcing readings and textbooks to improve support of course development and is expanding services for students in support of research such as presentation skills, SPSS, data visualization and virtual reality.

Student Services plays an important role in student success and retention and will launch two new peer-mentor programs this year. Focused on student health and wellbeing, one program will be offered online and the other on-campus. The Career Learning and Development office will pursue accreditation with Co-operative Education and Work-Integrated Learning Canada for eligible programs. Student Services will develop a student engagement strategy for Indigenous students and now oversees gatherings and engagement with Heron People. The unit will also be actively involved in planning for the expansion of undergraduate programming and the new intake of first year students in September.

Research highlights:

- Dranna Andrews-Brown: Doctoral research Communicating non-academic policies to students: Exploring effective practices in higher education institutions
- Theresa Bell: Four Feathers Writing Guide (with Alphonse)
- Rosie Croft: Showcasing research outcomes through library exhibits (with Dandar, Clifton-Ross and Dale)
- Devina Dandar: Using critical language discourse and critical library pedagogy to destabilize power in the information literacy classroom (with Lacey); Active learning for real-world inquiry (with Hamilton, Childs and Kool)
- Natasha Dilay and Danielle McCann: Understanding and addressing employers' perceived barriers for hiring students from international pathways (with colleagues from UVic, UBC, SFU, BCIT, KPU)
- Trish Dyck and Nooreen Shah-Preusser: Team based-learning research (with Manion, Palahicky, Thackeray)
- Roberta Mason: Doctoral research: Exploring faculty experiences of engaging with decolonization
- Kyla McLeod: Doctoral research: How can non-Indigenous student services practitioners effectively and respectfully engage in decolonizing practices
- Sophia Palahicky: A collaborative self-study: Starting a Scholarship of Teaching & Learning Community of Practice (with Axe, Childs, Hamilton, Wilson-Mah)
- Keith Webster: Teaching with technology grants; student perceptions of open (with Childs)

Enrolment Summary

The following table summarizes the 2020/21 enrolment plan for programs by intake start date.

Table 1: 2020/21 Enrolment Plan

Program	Delivery	Start Month	2019/20 Actual/ Forecast	2020/21 Plan
College of Interdisciplinary Studies			137	155
Social Sciences - DOC	Blended	July	11	11
Interdisciplinary Studies - BA	Blended	September	22	15
Interdisciplinary Studies – MA & GD & GC	Blended	September	34	32
International Year One	On-campus	September	45	34
Year 1 (QuickStart)	On-campus	September		30
Interdisciplinary Studies – MA & GD & GC	Blended	January	14	22
Social Sciences - DOC	Blended	January	11	11
School of Business			487	485
Global Management - MGM	On-campus	May	82	84
Executive Management – MBA & GCs	Blended	July	45	50
Business Administration – BBA	On-campus	August	26	31
Entrepreneurial Management - BCom	Blended	August	19	20
Business Administration – BBA (Yr2)	On-campus	September	20	15
Entrepreneurial Management - BCom	On-campus	September	18	20
Global Management - MGM	Blended	September	20	20
Global Management - MGM	On-campus	September	84	84
Business Administration - DOC	Blended	January	10	12
Executive Management – MBA & GCs	Blended	January	46	45
Global Management - MGM	On-campus	January	92	84
Entrepreneurial Management - BCom	Blended	March	25	20
School of Tourism & Hospitality Management			124	116
Tourism Management - MA	On-campus	April	21	22
Tourism Management - MA	Blended	August	10	10
Global Tourism Management - BA	On-campus	September	21	20
Global Tourism Management - BA (Yr 2)	On-campus	September	8	5
International Hotel Management - BA	On-campus	September	37	37
International Hotel Management - BA (Yr 2)	On-campus	September	19	14

Program	Delivery	Start Month	2019/20 Actual/ Forecast	2020/21 Plan
Tourism Management - GC	Blended	November	6	5
Tourism Management - GC	Blended	March	2	3
School of Communication & Culture			184	208
Professional Communication - MA	Blended	April	23	30
Professional Communication Management - GC	Blended	May		10
Intercultural and International Communication - MA	On-campus	September	38	37
Professional Communication - BA	On-campus	September	24	38
Professional Communication - MA	Blended	September	35	30
Professional Communication Management - GC	Blended	October	13	10
Intercultural and International Communication - MA & GC	Blended	March	21	21
Professional Communication - BA	Blended	March	30	32
School of Education & Technology			84	118
Learning and Technology - MA & GD	Online	April	21	20
Higher Education Administration and Leadership - MA & GD & GC	Blended	June	32	33
Educational Leadership and Management - MA & GD	Blended	June	16	22
Learning and Technology - MA & GD	Blended	June	10	12
Instructional Design - GC	On-line	January	4	9
Technology-enhanced Learning and Design - GD	Online	January	1	2
Learning and Technology - MA & GD	Online	March		20
School of Environment & Sustainability			178	230
Environmental Science - BSc	Blended	April		15
Environmental Practice - BA & BSc	Online	May	10	12
Environmental Education and Communication - MA & GD & GC	Blended	July	20	22
Environment and Management - MA & MSc	Blended	August	21	31
Environmental Practice - BA & BSc	Online	September	19	23
Environmental Practice - MA & MSc	Online	September	31	32
Environmental Science - BSc	On-campus	September	29	30
Environmental Practice - BA & BSc	Online	January	19	20
Environmental Practice - MA & MSc	Online	January	23	28
Science and Policy of Climate Change - GC	Online	January		6

Program	Delivery	Start Month	2019/20 Actual/ Forecast	2020/21 Plan
Sustainable Community Development - GC	Blended	March	6	11
School of Humanitarian Studies			199	216
Conflict Analysis and Management - MA & GD	Blended	January	33	35
Disaster and Emergency Management - MA & GD	Blended	January	63	66
Human Security and Peacebuilding - MA & GD	Blended	January	20	25
Justice Studies- MA & GD	Blended	January	16	20
Justice Studies - BA	Blended	August	33	35
Justice Studies - BA	On-campus	September	34	35
School of Leadership			216	198
Leadership – MA & GC	Blended	April	39	44
Leadership – MA & GC	Blended	June	33	34
Global Leadership - MA	Blended	September	34	32
Leadership (Health) - MA & GC	Blended	September	51	42
Values-Based Leadership - GC	Blended	September	11	
Leadership - MA & GC	Blended	December	48	46
Professional & Continuing Studies			228	203
Executive Coaching - GC	Blended	April	41	40
Executive Coaching - GC	Blended	August	38	40
Advanced Coaching Practices - GC	Blended	September		4
Change Management - GC	Blended	September	19	17
Organization Design and Development - GC	Blended	September	10	11
Project Management - GC	Blended	September	29	18
Executive Coaching - GC (Halifax)	Blended	October	28	N/A
Workplace Innovation - GC	Online	October	7	7
Advanced Coaching Practices - GC	Blended	January	1	4
Executive Coaching - GC	Blended	January	40	40
Strategic HR - GC	Blended	January	10	15
Corporate Social Innovation - GC	Blended	March	5	7

BOARD OF GOVERNORS BRIEFING NOTE



MEETING: MARCH 31, 2020
AGENDA ITEM: 2020/21 OPERATING PLAN
SPONSOR: CHERYL EASON, VICE-PRESIDENT & CHIEF FINANCIAL OFFICER
PURPOSE: APPROVAL

BRIEF DESCRIPTION OF AGENDA ITEM

The *2020/21 Operating Plan* for review and recommendation for approval subsequent to the Finance and Audit Committee at their March 19, 2019 meeting.

KEY CONSIDERATIONS

The plan forecasts a \$1.3M net operating income compared to forecasted 2019/20 net operating income of \$0.9M. It is assumed that the West Shore initiative will not impact the net operating income due to the full recovery of costs from government funding.

The *2020/21 Operating Plan* and budget is based on work pre-COVID-19 situation. As discussed with the Finance and Audit Committee, preliminary information and analysis estimates the financial impact of COVID-19 ranges from average lows of \$3.0M to average highs of \$9.0M dependent upon duration and response as the situation continues to unfold. Mitigation strategies include:

- Transitioning to full online learning and students being able to start their programs online;
 - Royal Roads' capability to act quickly if the COVID-19 emergency worsens;
 - The ability to off-ramp projects for cost-savings of \$3.0M (estimated);
 - Reframing program options where there are opportunities;
 - Liquidity needs met through the university's investment surpluses on hand; acceptance by ministry to consider deficit operating positions if necessary
-

RECOMMENDATION

Management that recommends that the Board of Governors approve the *2020/19 Operating Plan* including proposed tuition and mandatory ancillary fee increases, effective September 1, 2020 in accordance with the government tuition limit policy.

MOTION

That the Board of Governors approves the *2020/21 Operating Plan* as presented in Attachment 1.

Attachment

1. March 19, 2020 briefing note and attachment presented to the Finance and Audit Committee

FINANCE & AUDIT COMMITTEE

BRIEFING NOTE



MEETING:	MARCH 19, 2020
AGENDA ITEM:	2020/21 OPERATING PLAN
SPONSOR:	CHERYL EASON, VICE-PRESIDENT & CHIEF FINANCIAL OFFICER
PURPOSE:	APPROVAL

BRIEF DESCRIPTION OF AGENDA ITEM

Presentation to the Finance & Audit Committee of the Royal Roads University 2020/21 Operating Plan for their review and recommendation to the Board.

KEY CONSIDERATIONS

The *2020/21 Operating Plan* ("the plan") is influenced by the *Five-Year Business Plan 2019/20 – 2023/24* approved by the Board of Governors in October 2019 and the recently conducted visioning exercise. The plan forecasts a \$1.3M net operating income compared to forecasted 2019/20 net operating income of \$0.9M. It is assumed that the West Shore initiative will not impact the net operating income due to the full recovery of costs from government funding.

Key Assumptions

Projected outcomes of the plan for 2020/21 reflect priorities emerging from an integrated business planning process. The plan is based on the following key assumptions:

- Domestic program student enrolment target of 2,743 FTEs (increase in domestic students of 13 FTEs and increase in international students of 254 FTEs);
- Tuition increase of 2% consistent with government policy;
- Provincial grant increases limited to funding general wage increases consistent with government compensation policy, with additional merit-based compensation increases and the Employer Health Tax; and
- Annual provincial capital funding of \$6.9M related to 2020/21 projects.

Highlights

Through the 2020/21 plan, the university will be positioned to:

- Focus on academic program development, capital planning and stakeholder engagement for the West Shore initiative.
- Increase enrolments for domestic onshore credit programs and expand professional and continuing studies to include English language teaching.
- Finalize the launch of the Cascade Institute on the Royal Roads campus.
- Complete system infrastructure upgrades and continue to advance the enterprise resource planning systems (i.e., core financial and student information systems) and the Digital Communication Platform (i.e., website).
- Develop plans for a modular building and a new student accommodation as well as complete construction on Learning and Teaching Auditorium.

- Advance discussions on the DND land acquisition.
- Support employees through the launch of U-Learn, a Cultural Values Assessment and work on equity, diversity and inclusion.
- Celebrate the university's 25th year, recognizing the university's unique contribution to the university at large.

Risks

Strategic Risk Assessment

Consistent with the five-year business plan, key categories of risk continue to be assessed in the low to medium range. Sustained focus on priority initiatives described in the plan aim to:

- decrease risks identified in the academic programs and enrolments, technology, operations and reputation categories; and
- maintain the low-medium ratings assessed against strategy and governance and quality of the academic experience.

Financial Risk

Review of the projected outcomes for 2020/21 and growth goals articulated in the *2020/21 Operating Plan* indicate that the plan is realistic and residual risk continues to be manageable. Risks with financial implications will be monitored to ensure they are mitigated in a proactive and sustainable way:

- Impact of COVID-19 on enrolments, investment returns and costs associated with business continuity.
- Increased reliance on international student enrolments and new partnerships/strategies for recruitment.
- Reliance on revenue from new academic programming (i.e., English language training).
- Construction risks with major capital projects (i.e., Learning and Teaching Auditorium).
- Resourcing and change management risks related to the enterprise resource planning systems and the Digital Communication Platform projects.

Royal Roads can manage financial risk in two ways: approximately \$8.5M (10%) of the operating costs can be proactively managed to protect against a deficit and another \$16.5M (21%) of the operating costs are variable in nature, causing them to decrease if revenues decline.

RECOMMENDATION

Management asks that the committee consider the 2019/20 Operating Plan as attached.

MOTION

That the Finance and Audit Committee recommends for approval by the Board of Governors of the *2020/21 Operating Plan*.

Attachment

- 2020/21 Operating Plan



Presented to the Board of Governors, March 31, 2020

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EXECUTIVE SUMMARY

The *2020/21 Operating Plan* is in the second year of the new rolling five-year business plan (2019/20-2023/24). The operating budget has been planned to put in place infrastructure and resources that support the success of a growing student population.

With domestic enrolments remaining relatively flat over the last few years and the possibility of the COVID-19 virus impacting enrolments, Royal Roads will look to contain costs and find additional revenues in fiscal 2020/21. Every program area and department contributed to the creation of the budget; everyone was asked to reduce discretionary spending in 2020/21 and focus on the key priorities of the university. Identifying savings and developing new revenue measures will assist the university in moving into the future, working toward one common objective: to preserve high quality learning, teaching and research.

The *2020/21 Operating Plan* forecasts a \$1.3M net operating income compared to forecasted 2019/20 net operating income of \$0.9M. A high-level view of the financial picture for the university for fiscal 2020/21 is presented in Figure 1.

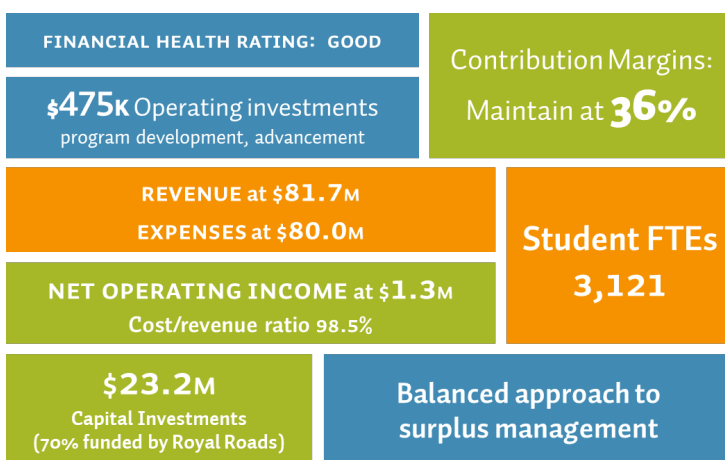


Figure 1. Operating plan key figures and ratings, 2020/21

Initiatives in fiscal 2020/21 have been influenced by the *Five-Year Business Plan 2019/20 - 2023/24* approved by the Board of Governors in October 2019 and the recently conducted visioning exercise. A blend of high profile and essential projects and initiatives are underway.

- The international recruitment strategy will focus on improving enrolment targets, student quality/fit and value to the university.
- Discussions will continue around an academic structural redesign and the West Shore initiative (program development, capital planning and stakeholder engagement).
- The university will develop a new strategic research plan and welcome the new Cascade Institute, led by Dr. Thomas Homer Dixon, providing the institute's researchers with the opportunity to explore how best to solve complex problems and cascading issues around the world.
- Professional and Continuing Studies is expected to continue to grow, while credit program offerings are being reviewed for opportunities to increase enrolments.
- Royal Roads is undertaking a complete Enterprise Resource Planning Program that will improve core business systems, and a Web Presence Renewal Project that will provide improved communication and accessibility to information to assist in recruitment and growing enrolment.

- Review the sustainability plan and outline strategies for Royal Roads to reduce GHG emissions and adapt to the changing climate in British Columbia.
- Within the human resource strategy, the university will take the next steps in the development of a leadership training program. The first step of an employee engagement plan will commence with a cultural values assessment survey; work on equity, diversity and inclusion initiatives will also continue.
- Major capital infrastructure improvements will continue into 2020/21, notably the 500-seat Learning and Teaching Auditorium, scheduled for occupancy in October 2020.
- Royal Roads will also continue to work with the Songhees Nation and Esquimalt Nation and the Department of National Defence (DND) on the acquisition of the Royal Roads property.
- Finally, celebrations are planned for the university's 25th anniversary, with several events taking place throughout the year. These include a speaker series, a founders' dinner, a community open house and the launch of a fundraising campaign.

The connections between people, place and purpose create a vibrant learning environment at Royal Roads University. The university maintains its focus on combining the very best of scholarship and practice, responding to emerging challenges in career, workplace and community and supporting continuous improvement.

Key Performance Indicators

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

Table 1. *Key Performance Indicators*

Key Performance Indicators	2018/19 Actual	2019/20 Forecast	2020/21 Plan
Growth			
Student FTEs - Onshore Programs	2,639	2,743	2,984
Student FTEs - Offshore Programs	237	275	137
Onshore Program/Student Mix - Graduate/Undergraduate	70/30	74/26	77/23
Onshore Program/Student Mix - Blended/On-campus	67/33	64/36	61/39
Professional and Continuing Studies (non-credit revenue; \$000s)	\$2,838	\$3,162	\$4,305
Demand Driven			
BC undergraduate survey of usefulness of knowledge and skills in performing job	80.5%	>80.5% ¹	Based on survey results ¹
High-Quality, Effective Education			
BC undergraduate survey of satisfaction with quality of instruction	91.0%	>91% ¹	Based on survey results ¹
Graduate Student Satisfaction			Based on survey results ¹
Student per Core Faculty Ratio	43	44	46
Student per Associate Faculty Ratio	46	45	46
Student per Program Support Ratio	31	29	33
Student per Academic Support Ratio	14	13	15
Research Excellence			
Total Research Revenue (\$000s)	\$2,337	\$2,335	\$2,343
Financial Sustainability			
Operating Income - Cost/Revenue Ratio	96.8%	98.5%	97.9%
Net Operating Income - Cost/Revenue Ratio	98.3%	98.8%	98.5%
Financial Health Ratio	Excellent	Good	Good
Operational Leverage			
Contribution Margin ²	36%	35%	36%
Administrative Support % of Staff FTEs	14%	13%	14%
Administrative Expenses % of Total Operating Expenses	12%	12%	12%
Cost per Student FTE (\$000s)	\$24.1	\$24.7	\$25.5
Cost per Offshore (International) Student FTE (\$000s)	\$3.7	\$2.1	\$3.3
Accessibility and Diversity			
Program/Student Mix Domestic/International	72/28	66/34	64/36
Indigenous Student Spaces	132	Based on results	Based on results
Cultural Values Assessment (for employees)	n/a	n/a	Based on survey results ¹
Infrastructure Sustainability			
Capital Investment (\$000s)	\$15,292	\$15,903	\$23,174
Engagement			
Alumni survey "proud to be a graduate from RRU"	n/a	n/a	Based on survey results
General Population Reputational Survey	n/a	n/a	Based on survey results
Fundraising Contribution (\$000s)	\$615	Based on results	Based on results

¹ Targets pending based on timing of publication of survey results

² Includes operating revenues less direct, direct overhead and department overhead for the academic and professional and continuing studies

Of note are the following KPIs that have experienced a change in trending from 2019/20 to 2020/21.

- Program/Student Mix
 - The graduate/undergraduate student mix increases from 73/27 in 2019/20 to 76/24 in 2020/21.
 - The blended/on-campus student mix decreases from 62/38 in 2019/20 to 59/41 in 2020/21.
 - The domestic/international student mix decreases from 66/34 in 2019/20 to 63/37 in 2020/21.

Changes due to increased enrolments in internationally-focused masters programs with an offset in domestic graduate and undergraduate programs.

- Student /Staff Ratios
 - The student per program support ratio increases from 29:1 in 2019/20 to 33:1 in 2020/21.
 - The student per academic support ratio increases slightly from 13:1 in 2019 to 15:1 in 2020/21.

The increase in the student per program support ratio and the student per academic support ratio results from a decrease in the temporary staff in the program support and academic support areas from 2019/20 to 2020/21.

- Financial Health Ratio - Change from Excellent in 2018/19 to Good in 2019/20 and 2020/21 due to a decrease in investments related to additional capital spending, reducing the primary reserve ratio and impacting the overall rating. The primary reserve ratio measures net equity divided by total expenses. Investments remain for future capital funding requirements.
- Capital investments total \$23.2M in 2020/21 due to new spending on technology investments of \$6.7M and infrastructure investments of \$16.5M.
 - Key technology projects include the Enterprise Resource Planning project (\$3.3M), the Digital Communication Platform (\$1.9M) and network infrastructure/technology assets (\$1.5M).
 - Key infrastructure projects include preliminary work on a modular facility (\$3.0M), student accommodation (\$2.5M), building resilience projects (\$2.8M), Learning and Teaching Auditorium (\$7.1M) and other capital assets (\$1.1M).

2020/21 PLANS AND PRIORITIES

Royal Roads' annual plans and priorities are influenced by *Five-Year Business Plan 2019/20 - 2023/24* approved by the Board in October 2019 and the recently conducted visioning exercise. The following initiatives for the 2020/21 operating year align with the university's strategic direction and were developed collaboratively, in consultation with organizational units across the campus to identify the university's plans and priorities.

Academic Programming and Delivery

West Shore Initiative

In late 2018/19, a feasibility study was completed and determined there is a clear need and demand for first and second year post-secondary education options in the West Shore - particularly for university courses. In December 2019, a comprehensive business case was submitted to the Ministry of Advanced Education, Skills and Training. The case assessed the viability of the introduction of an innovative, challenge-based academic model on a new West Shore campus scheduled for 2023, leveraging collaboration opportunities between Royal Roads, University of Victoria, Camosun College, School District 62 and other critical stakeholders.

Since December 2019, Royal Roads has continued to concentrate on academic program development, capital planning and stakeholder engagement. The university's academic team has finalized the proposed challenge-based academic model for undergraduate programming and anticipates launching the initial phase implementation on its campus in September 2021.

Professional and Continuing Studies

Growth in professional and continuing studies is expected to continue at an accelerated rate for credit courses, non-credit courses and contract training. Royal Roads will prioritize professional ladder (micro-credentialed) credit and non-credit programs to attract new and continuing students and provide students with additional options for program completion.

Beginning in September 2020, English language training will transition from Study Group to the university, including 10 staff previously involved with program delivery. English language training provides Royal Roads with an opportunity to expand its revenue while ensuring a high level of success for international students in their undergraduate and graduate studies.

Program Expansion and Curtailment

As domestic graduate program enrolments decline, program offerings are being reviewed for opportunities to increase enrolments. In the fall 2020, the Masters in Global Leadership will be expanded to offer an on-campus program, targeting international students. Some programs which have seen declining enrolments will be suspended and efforts will be made to rationalize courses with low enrolments, resulting in a more efficient program delivery model.

Academic Structural Redesign

Discussions will continue around an academic structural re-organization to determine whether the current organization structure meets present needs and the needs and challenges of the future. The redesign will provide a structure more aligned with interdisciplinarity programming and the Learning, Teaching and Research Model. Consideration around sustainability (human and financial) are driving the desire for change in structures and practices to maximize Royal Roads' potential while solidly grounding the university in its mission.

International Recruitment Strategy

With the partnership with Study Group concluding in August 2020, Royal Roads will be advancing enrolments by developing relationships with new business partners, actively engaging with existing partners and expanding its agent network in international offshore programs. Focus will be placed on improving enrolment targets and increasing student diversity, student quality/fit, and value to the university. The three-year international strategic plan will guide Royal Roads' offshore and in-house recruitment strategies, and partnership and agent selection.

Research Excellence

Research Strategy

Royal Roads is fully committed to an interdisciplinary research agenda. In 2020/21, the university will develop a new strategic research plan that focuses on the university's growth and diversification strategy, incorporating the ideas of the Royal Roads' Ashoka U designation, showcasing the research done by faculty and students with an emphasis on Equity, Diversity and Inclusion (EDI) and research quality.

Cascade Institute

In March 2020, Royal Roads announced the launch of the new Cascade Institute on the Royal Roads campus, led by Dr. Thomas Homer-Dixon, noted professor and author of *The Upside of Down* and *The Ingenuity Gap*. The goal of the Institute will be to study, seek out and leverage intervention points within a myriad of complex issues, while offering information and training to others to use tools to

analyze their environments and apply intervention. Climate change, technological change, economic disruption, political instability and social upheaval have created issues that need solutions. This new institute will provide that opportunity. The Cascade Institute will also include a faculty council of 20-30 academics from across Canada which will advise on areas of study and policy.

Multi-Year Climate Mitigation and Adaption Plan

Royal Roads is continuing to explore the concept of climate mitigation and consider initiatives with the aim of making the organization more resilient within the broader landscape. The multi-year Climate Mitigation and Adaption Plan will outline strategies to mitigate and adapt to the changing climate in BC in anticipation of the government prioritizing this level of planning and risk management in addition to the work currently being done on the carbon neutral action framework.

Celebrating 25 Years as a Public University

2020/21 marks the university's 25th year as a public university. Celebrations are planned for the 25th anniversary to recognize the university's unique contribution to the community at large. Activities include a guest speakers' series, the building of an annual fund appeal and increased engagement with alumni, amongst others.

A Life Long Learning alumni campaign will coincide with the 25-year anniversary, allowing alumni to take specified courses at a reduced rate, building on their relationship with the university.

Supporting Staff

Workplace of Choice

With the launch of U-Learn, our competency-based Employee Learning and Development Framework, the university will take the next steps toward guiding, tracking, recognizing and integrating the learning completed by our employees.

Using the findings from the third Cultural Values Assessment (CVA) to be launched in April 2020, the university will enact strategies, programs and employee engagement initiatives that help faculty and staff to live our institutional values and achieve our strategic goals.

Equity, Diversity and Inclusion

Work on equity, diversity and inclusion (EDI) continues with partial funding through the Tri-Council Institutional Capacity Building Grant available until March 31, 2021. The university's commitment to EDI is being guided by: the findings from RRU's initial Everyone Counts EDI survey; the Canada Research Chairs EDI Action Plan; the Employment Systems Review and corresponding EDI research. EDI awareness and education is a foundational element of our institutional culture.

Capital Plan

Major Capital

Major capital infrastructure improvements will continue into 2020/21. The 500-seat Learning and Teaching Auditorium is scheduled for completion in October 2020 and will add significant value to the academic programs as well as enhancing the academic corridor of the west campus. Existing student accommodation units will be refreshed, and preliminary planning will be completed for a new student accommodation facility. Other building projects related to resilience will focus on addressing seismic

upgrades, enhancing accessibility, meeting greenhouse gas emission targets, and optimizing campus space in keeping with realization of growth and diversification.

Land Acquisition

In October 2019, meetings with Federal Ministries and Department of National Defence (DND) on the Royal Roads land acquisition file were suspended due to the federal election campaign. Work on the file has subsequently been reactivated in December 2019 and is expected to continue at a higher level in 2020/21.

Over the coming year, Royal Roads will continue to work with the Songhees Nation and Environment and Climate Change Canada regarding infrastructure and conservation areas on the property and advance discussions with the Songhees Nation and the Esquimalt Nation on Royal Roads' strategic objective to acquire a portion of the property in fee simple, in support of the long-term success of the university.

Discussions will also be advanced with the Ministry of Advanced Education, Skills and Training regarding a potential Request for Expression of Interest as part of the land disposal process.

Enterprise Resource Planning (ERP)

Royal Roads is undertaking a complete ERP renewal project that will improve core business systems (financial, student information and human resources). The goal of this multi-year program is to evolve Royal Roads' systems and business processes to increase system capabilities and re-focus operational capacity; thereby, meeting the fundamental goals of the university: growing student enrolment and enhancing the student experience. In 2020/21, the work on the ERP renewal project will focus on data governance, travel and expense management, student management fundamentals and other foundational components critical for future system development.

Web Presence Renewal Project

The Digital Communication Platform (DCP) program will ultimately create a website platform that will have a common user interface, branding, content management strategies, and governance. The goal of the Web Presence Renewal Project, the first initiative approved under the DCP program, is ultimately to increase student conversion rates by providing improved communication and accessibility to marketing and core service functionality on mobile devices. Work began in 2019/20 and will continue into 2020/21.

OPERATING BUDGET

Financial Summary

The 2020/21 operating income, before operating investments at \$1.7M, is \$0.6M (56%) higher than 2019/20 forecast results. Net operating income is estimated at \$1.3M with a cost-to-revenue ratio of 98.5%, well within historical ranges. The net operating result is \$0.4M higher than 2019/20 forecast results. Table 2 provides a financial summary of the projected operating revenues and expenditures for 2020/21, a forecast for 2019/20 and actual results for 2018/19.

Table 2. *Statement of Operations, 2020/21*

<i>Dollars in Thousands</i>	2018/19 Actuals	2019/20 Forecast	2020/21 Plan	Variance To	
				2019/20 Forecast	%
Revenues					
Tuition and academic revenue	42,091	44,807	49,752	4,945	11%
Provincial operating grants	18,856	20,555	21,428	873	4%
Other revenue	9,639	9,970	10,557	587	6%
Total Revenues	70,586	75,332	81,737	6,405	9%
Operating Expenses					
Salaries and benefits	39,609	44,304	48,205	3,901	9%
Contracted services	8,944	9,357	10,159	802	9%
Supplies and services	6,371	6,864	6,537	(327)	(0)
Marketing and Recruitment	4,522	4,596	4,962	366	8%
Instructional and program delivery	2,138	2,253	2,485	232	10%
Facilities	1,849	1,664	1,720	56	3%
Technology	1,816	1,310	1,369	59	5%
Amortization of Tangible Capital Assets	3,085	3,880	4,575	695	18%
Total Operating Expenses	68,334	74,228	80,012	5,784	8%
Operating Income	2,252	1,104	1,725	621	56%
<i>Cost/Revenue Ratio</i>	96.8%	98.5%	97.9%		
Operating Investments	1,021	221	475	254	115%
Net Operating Income	1,231	883	1,250	367	42%
<i>Cost/Revenue Ratio</i>	98.3%	98.8%	98.5%		

Budget Assumptions

Aligned with the updated *Five-Year Business Plan*, the 2020/21 operating plan reflects the priorities of Royal Roads as determined through the integrated planning process with full consideration of plans and initiatives from all organizational units. As such, the 2020/21 operating budget has been developed based on the following key assumptions:

- tuition increase of 2% consistent with government policy that limits increases for domestic undergraduate and graduate tuition and mandatory student fees (see Appendix A for additional detail);
- tuition increase of 2% for international undergraduate and graduate tuition (in alignment with domestic tuition increases);
- student enrolment levels of 2,984 FTEs in onshore programs with progression and completion rates remaining consistent with historical trends;

- provincial grant increases to offset compensation increases for General Wage Increase in labour costs and the Employer Health Tax;
- provincial routine capital funding of \$0.3M from the Ministry of Advanced Education, Skills and Training;
- West Shore campus initiative funding of \$0.5M from the Ministry of Advanced Education, Skills and Training which offsets the anticipated costs for undergraduate program development; and
- compensation amounts for salary and benefit changes resulting from current collective agreements, collective bargaining and/or statutory obligations including all known increases and changes.

Revenue

Planned revenue of \$81.7M is an increase of \$6.4M (9%) from forecasted 2019/20 results driven largely by increases in tuition and academic revenue (\$4.9M) and provincial operating grants (\$0.9M). Tuition and academic revenue at \$49.8M account for 61% of total revenue compared to 60% in 2019/20 and 2018/19. Provincial operating grants at \$21.4M account for 26% of total revenue compared to 27% in 2019/20 and 2018/19. Amortization of deferred capital contributions at \$2.9M increased by \$0.2M but remained constant as a percentage of total revenue at 4%. Research revenue and investment income remain relatively constant at \$2.3M and \$1.3M respectively with ancillary and other revenue increasing by \$0.3M to \$4.1M due primarily to the recovery of VISA merchant fees on tuition fees charged. Figure 2 shows the 2020/21 planned revenues by segment.

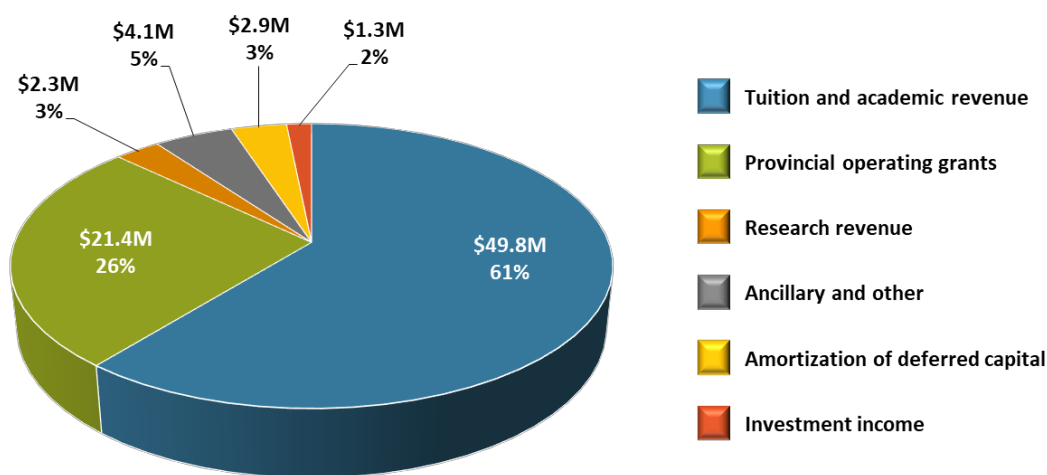


Figure 2. Revenues, 2020/21

Tuition and Academic Revenue

Onshore Credit Programs

The revenue from onshore credit programs at \$42.8M shows an increase of \$4.3M (11%) from forecasted 2019/20 results. This growth is a function of:

- proposed 2% increase in onshore tuition rates (see Appendix A for details);
- growth of 9% in student FTEs (2,743 FTEs in 2019/20 compared to 2,984 FTEs in 2020/21); and
- change in student mix with a higher proportion of international students (34% in 2020/21 compared to 28% in 2019/20 and 22% in 2018/19).

Figures 3 and 4 provide a graphical view of the revenue and student FTEs relating to domestic and international students in the onshore credit programs.

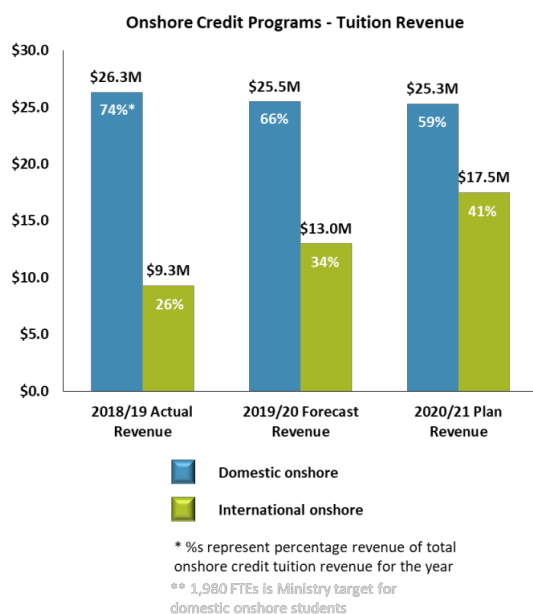


Figure 3. Credit Programs - Tuition Revenue

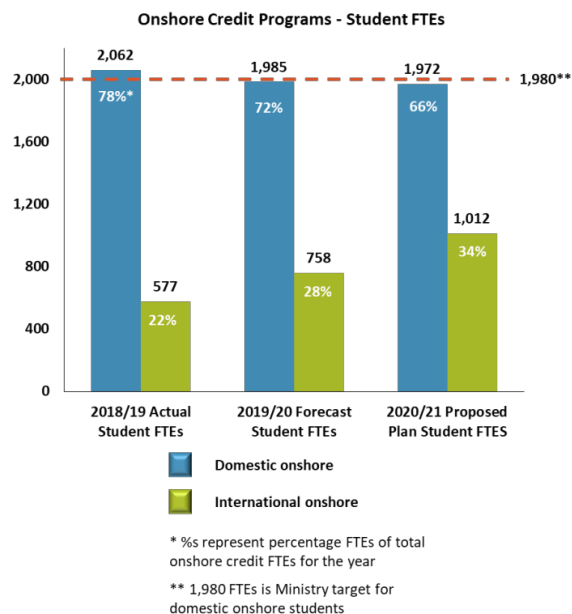


Figure 4. Credit Programs - Student FTEs

Credit Programs - Tuition Revenue

The domestic student FTEs in the onshore credit programs are forecast for a minor decrease of 13 FTEs (1%) from 1,985 in 2019/20 to 1,972 FTEs in 2020/21 with revenue decreasing by \$0.2M (1%) from \$25.5M in 2019/20 to \$25.3M in 2020/21. The decline in domestic student FTEs and revenue relates primarily to the Masters in Business Administration, the Bachelor of Commerce; and the Bachelor of Arts in Justice Studies programs.

The international student FTEs are forecast to increase by 254 FTEs (34%) from 758 FTEs in 2019/20 to 1,012 FTEs in 2020/21 with revenue increasing by \$4.5M (35%) from \$13.0M in 2019/20 to \$17.5M in 2020/21. The additional student FTEs and revenue relate primarily to increases in the Masters of Global Management, the Masters in Intercultural and International Communication, the Masters in Global Leadership and the Graduate Diploma Project Management programs.

As a result of these changes in student FTEs, revenue from international students as a percentage of total revenue from onshore credit programs has increased from 34% in 2019/20 to 41% in 2020/21.

Offshore Programs

Offshore program revenue is forecast to decrease by \$0.4M (57%) from \$0.7M in 2019/20 to \$0.3M in 2020/21 reflecting a 138 FTEs (50%) from 275 FTEs in 2019/20 to 137 FTEs in 2020/21. This decrease results from the conclusion of two partnerships in China in early 2022: 1) the Masters in Environment and Management with Tianjin University of Technology; and 2) the Graduate Certificate in Tourism with Jinhua Polytechnic.

Professional and Continuing Studies (PCS)

PCS revenue for continuing studies and domestic and international contracts are expected to increase from \$3.2M to \$3.4M (6%). Taking over the English language training from Study Group will result in an additional increase of \$0.9M to PCS revenue for 2020/21.

Operating Expenses

Labour Expense

Of the total annual operating expenditures of \$80.0M in 2020/21, 73% is allocated to salaries, benefits and contracted services compared to 72% out of \$74.2M in 2019/20. Projected 2020/21 labour expenses (Table 3) at \$58.4M are expected to increase by \$4.5M (8%) over 2019/20 forecast of \$53.9M, mainly attributed to cost of living adjustments and merit increases, job evaluation and compensation review adjustments, and new positions.

Table 3. *Labour Expense*

<i>Dollars in Thousands</i>	2018/19 Actuals	2019/20 Forecast	2020/21 Plan	Variance To	
				2019/20 Forecast	%
Salaries	32,178	35,834	39,418	3,584	10%
Benefits	7,431	8,470	8,787	317	4%
	39,609	44,304	48,205	3,901	9%
Contracted Services					
Academic	6,363	7,072	7,783	711	10%
Non-academic	2,581	2,285	2,376	91	4%
	8,944	9,357	10,159	802	9%
Total Labour	48,553	53,661	58,364	4,703	9%

- *Salaries* at \$39.4M are \$3.6M (10%) above 2019/20 forecast due to a reduction in vacancy allowances, General Wage Increase, merit increases and increases resulting from job evaluation and compensation review and growth in the number of positions.
- *Benefits* at \$8.8M are \$0.3M (4%) above 2019/20 forecast; the benefit cost average is projected at 22% compared to 24% in 2019/20; increase in salaries does not result in equivalent increases in the health premiums and other statutory benefits.
- *Contracted Services* at \$10.2M are \$0.8M (9%) above 2019/20 forecast due to increases in associate faculty costs for additional teaching and program quality/development work associated with increased revenues.

For 2020/21, 12 new employee positions have been identified (Table 4). Ten positions are within the academic and program support areas and relate to the introduction of the English language training. The remaining two positions support compliance, reporting and data performance. Additional associate faculty positions relate to additional teaching and program quality/development work.

Table 4. *Labour Positions and FTEs by Type*

	2019/20 Forecast		2020/21 Plan		Variance	
	Positions	FTEs	Positions	FTEs	Positions	FTEs
Regular Positions						
Full-time	447	435	459	451	12	16
Part-time	22	15	22	15	-	0
Total Regular Positions	469	450	481	466	12	16
Temporary Positions	-	12	-	4	-	(9)
Casual-on-call	-	13	-	12	-	(2)
Total Staff	-	477	-	482	-	5
Associate Faculty	-	61	-	65	-	4
Other Contractors	-	38	-	40	-	2
Total Labour	469	576	481	587	12	11

Non-Labour Expense

As presented in Table 5, projected 2020/21 non-labour expenses at \$21.6M are expected to increase by \$1.1M (5%) over 2019/20 forecast.

Table 5. *Non-Labour Expense*

<i>Dollars in Thousands</i>	2018/19 Actuals	2019/20 Forecast	2020/21 Plan	% of Total Operating Expenses	Variance To	
					2019/20 Forecast	%
Supplies and Services	6,371	6,864	6,537	8%	(327)	(5%)
Marketing and Recruitment	4,522	4,596	4,962	6%	366	8%
Instructional and Program Delivery	2,138	2,253	2,485	3%	232	10%
Facilities	1,849	1,664	1,720	2%	56	3%
Technology	1,816	1,310	1,369	2%	59	5%
Amortization of Tangible Capital Assets	3,085	3,880	4,575	6%	695	18%
Total Non-Labour	19,781	20,567	21,648	27%	1,081	5%

Changes include:

- Supplies and services, which includes most discretionary expenditures, at \$6.5M are \$0.3M (5%) below 2019/20 forecast due to a concerted effort to reduce spending.
- Marketing and recruitment at \$5.0M are \$0.4M (8%) above 2019/20 forecast due to additional recruitment efforts to achieve higher enrolment targets.
- Instructional and program delivery at 2.5M are \$0.2M (10%) above 2019/20 forecast in line with increased revenues and teaching.
- Facilities at \$1.7M are \$0.1M (3%) above 2019/20 forecast primarily due to higher utility costs.
- Technology at \$1.4M is \$0.1M (5%) above 2019/20 forecast primarily due to higher software licensing costs.
- Amortization of tangible capital assets at 4.6M is \$0.7m (18%) above 2019/20 forecast due to the completion of infrastructure projects not funded from external sources.

Contribution Margin

Contribution margins (Table 6) consist of operating revenues less direct, direct overhead and department overhead for the academic and professional and continuing studies.

Table 6. *Contribution Margin Summary*

	<i>Dollars in Thousands</i>			<i>%</i>		
	2018/19 Actuals	2019/20 Forecast	2020/21 Plan	2018/19 Actuals	2019/20 Forecast	2020/21 Plan
Academic Programs Domestic*	14,438	14,530	16,941	37%	35%	37%
Academic Programs Offshore	46	105	(89)	5%	16%	(30%)
Professional and Continuing Studies	661	935	1,014	24%	31%	24%
Total Contribution Margin	15,145	15,570	17,866	36%	35%	36%

*includes student recruitment costs for all academic programs

Contribution margins are expected to increase by \$2.3M from \$15.6M to \$17.9M, with the contribution margin increasing from 35% in 2019/20 to 36% in 2020/21 consistent with the 2018/19 level. The slight increase in contribution margin percentage (1%) despite the significant increase in tuition and

academic revenue of \$4.9M (11%) reflects the relative growth in labour and other program delivery costs compared to the relative growth in revenue as well as increased student recruitment costs for international students.

Operating Investments

Proposed strategic initiatives totaling \$0.5M result in net operating income of \$1.3M and a cost/revenue ratio of 98.5%. The investments identified for 2020/21 are critical to Royal Roads realizing its strategic objectives and include:

- new program development costs totaling \$0.2M to develop new programs and support the strategic development of future undergraduate programming; and
- strategic planning initiatives totaling \$0.3M to cover costs related to the land acquisition, 25th anniversary initiatives and advancement projects.

Capital Plan

Capital investments for 2020/21 are anticipated to be \$23.2M with \$6.9M (30%) funded by external sources and \$15.0M (70%) funded through internal sources (Table 7).

Table 7. *Capital Expenditures*

Capital Expenditures				
Dollars in Thousands	2019/20 Forecast	2020/21 Plan	Projected Funding 2020/21 Plan	
			External Funding	Internal Funding
Infrastructure Investment				
Academic Program Support				
Learning and Teaching Auditorium ¹	7,895	7,060	3,621	3,439
Modular facility development	-	3,000	-	3,000
	7,895	10,060	3,621	6,439
Student Accommodation Needs				
Visual Improvement Project	275	500	-	500
New Student Accommodation	-	2,000	-	2,000
	275	2,500	-	2,500
Campus Infrastructure				
Horizontal Infrastructure	3,157	-	-	-
Parking, Roadways, and Walkways	500	-	-	-
	3,657	-	-	-
Building Resilience²	1,010	2,854	2,279	575
	1,010	2,854	2,279	575
Other Capital Expenditures				
Operating FF&E	822	973	-	973
Emergency/Contingency	100	100	-	100
	922	1,073	-	1,073
Subtotal Infrastructure Investment	13,759	16,487	5,900	10,587
Technology Investment				
ERP Systems ³	600	3,300	1,000	2,300
Digital Communication Platform	250	1,914	-	1,914
Network Infrastructure	734	1,260	-	1,260
Technology Asset Purchase	560	213	-	213
Subtotal Technology Investment	2,144	6,687	1,000	5,687
Total Capital Expenditures	15,903	23,174	6,900	16,274
			30%	70%

¹ Includes furniture, equipment and site improvements.

² Includes commitments to sustainability, seismic, accessibility, geothermal, other general upgrades.

³ Enterprise Resource Planning is the core financial and student management system upgrade.

Aligning with the focus on academic program support, the university will invest \$7.1M in the completion of the Learning and Teaching Auditorium; the targeted occupancy date is October 1, 2020 in time for the fall convocation ceremony. Construction planning will also advance during the planning period on a modular building which will serve as swing space as the university seeks to mitigate accumulated deferred maintenance and seismic vulnerability risks on the campus.

Royal Roads will continue to focus on student accommodation needs with additional expenditures of \$0.5M to refresh existing accommodation units. In addition, the university will re-prioritize preliminary planning and development work for the construction of a new accommodation facility valued in excess of \$10M. While most of the financing requirements and construction activity will occur post 2020/21, an anticipated expenditure of \$2.0M for the new accommodation project will enable RRU to complete construction planning activities.

In direct support of the university's desire to build resilience and long-term sustainability of the organization and campus lands, Royal Roads will spend \$2.9M on environmental sustainability initiatives, seismic upgrades, accessibility improvements, geothermal energy systems and other building. Royal Roads will continue to make an annual commitment to asset lifecycle renewal (furniture, all forms of equipment and vehicles), projecting a total investment of \$1.1M in 2020/21.

Finally, as part of its investment in technology, the university will complete the system infrastructure upgrades, spending \$1.3M in 2020/21. Two technology projects that commenced in 2019/20, the renewal of the university's web presence and an upgraded enterprise resource planning (ERP) system (namely the student management, financial and human resource systems), will continue to be prioritized and advanced. Capital expenditures on these two major technology-enabled projects in 2020/21 are anticipated to be \$1.9M and \$3.3M respectively. Technology asset purchases, as part of the annual workstation refresh is projected to be \$0.2M.

2020/21 PROFORMA FINANCIAL POSITION

Proforma Balance Sheet

As presented in Table 8, the financial position of the university is expected to remain strong throughout fiscal 2020/21.

Table 8. Proforma Balance Sheet

Dollars in Thousands	2019/20 Forecast	2020/21 Plan	Variance To	
			2019/20 Forecast	%
Financial Assets				
Cash	7,127	7,127	-	0%
Investments	45,193	33,385	(11,808)	(26%)
Accounts Receivable	5,769	6,232	463	8%
Inventories	425	425	-	0%
	58,514	47,169	(11,345)	(19%)
Liabilities				
Accounts Payable and Accrued Liabilities	11,101	11,880	779	7%
Employee Future Benefits	987	887	(100)	(10%)
Deferred Revenue	19,611	21,182	1,571	8%
Deferred Contributions ¹	575	287	(288)	(50%)
Deferred Capital Contributions ²	67,049	71,102	4,053	6%
	99,323	105,338	6,015	6%
Non Financial Assets				
Tangible Capital Assets	85,176	103,786	18,610	22%
Supplies Inventory	167	167	-	0%
Prepaid Expenses	818	818	-	0%
	86,161	104,771	18,610	22%
Accumulated Surplus				
Opening Balance	44,472	45,355	883	2%
Current Year	883	1,250	367	42%
Closing Balance	45,355	46,605	1,250	3%
Remeasurement Gains	(3)	(3)	-	0%
	\$45,352	\$46,602	\$1,250	0%

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

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

The key changes in assets and liabilities include:

- Working capital items will scale proportionally to revenues and expenses.
- Tangible capital assets will increase by \$18.6M to \$103.8M as a result of capital expenditures of \$23.2M, net of amortization expense of \$4.6M.
- Deferred Capital Contributions will increase to \$4.1M due to \$7.0M in funding from external parties for capital expenditures offset by amortization of \$2.9M.

Proforma Cash Flows

Net cash from operations (Table 9) will cover the university's share of capital financing, although \$11.8M of investments will also be liquidated to finance capital expenditures, reducing investments from \$45.2M in 2019/20 to \$33.4M in 2020/21.

Table 9. Proforma Cash Flows

Proforma Cash Flows (\$000s)		
Dollars in Thousands	2019/20 Forecast	2020/21 Plan
Annual Operating Surplus	883	1,250
Items Not Affecting Cash	1,246	1,717
Changes in Working Capital	(758)	1,499
Net Cash From Operating Activities	1,371	4,466
Capital Acquisitions	(15,898)	(23,174)
Decrease (Increase) in Investments	6,034	11,808
Capital Contributions Received	8,493	6,900
Increase (Decrease) in Cash	-	-

FINANCIAL RISK ASSESSMENT

In addition to mitigating risk through specific action (as noted in Table 10), Royal Roads has some flexibility in managing the net operating income through cost containment.

Looking at the overall total operating costs of \$80.0M, some \$8.5M (10%) could be proactively managed to protect against deficit. Another \$16.5M (21%) are variable in nature and would fluctuate with the decrease in revenue. Fixed costs represent \$55.0M (69%) of total operating costs and continue to be carefully managed to remain at acceptable levels.

Table 10. *Financial Risk Assessment*

Nature of Risk	Sensitivity Analysis	Specific Mitigation
Lower than anticipated new enrolments	Shortfall in new enrolments would result in a reduction in tuition revenue	Review opportunities to reposition and expand existing university programs to increase enrolment, including the West Shore initiative Develop new partnerships for the offshore programs to increase enrolments
Lower than anticipated international enrolments in domestic programs	Loss of tuition revenue due to lower international enrolments	Focus on diversification in international recruitment efforts and building strategic partners in key target markets
Geo-political risk related to students from foreign countries (including coronavirus)	Loss of margin if China border closed and new Chinese students were not included in the Year 1 undergraduate and graduate courses Loss of margin if multiple borders closing resulted in cancellation of internationally focussed program intakes	Continued focus on diversification in international recruitment efforts and building strategic partners in key target markets Reduced reliance on international enrolments from China by increasing enrolment from other regions and developing new offshore partnerships elsewhere Move to online program, deferring large events and suspending domestic and international travel until further notice

RISK ASSESSMENT

Enterprise Risk Management Framework

In 2018/19, the university confirmed with the Royal Roads University Board of Governors an enterprise risk management (ERM) framework and at the highest level, articulated six key risk categories. This framework is important as it supports the assessment and mitigation of risks throughout the organization in the planning and execution of all activities.

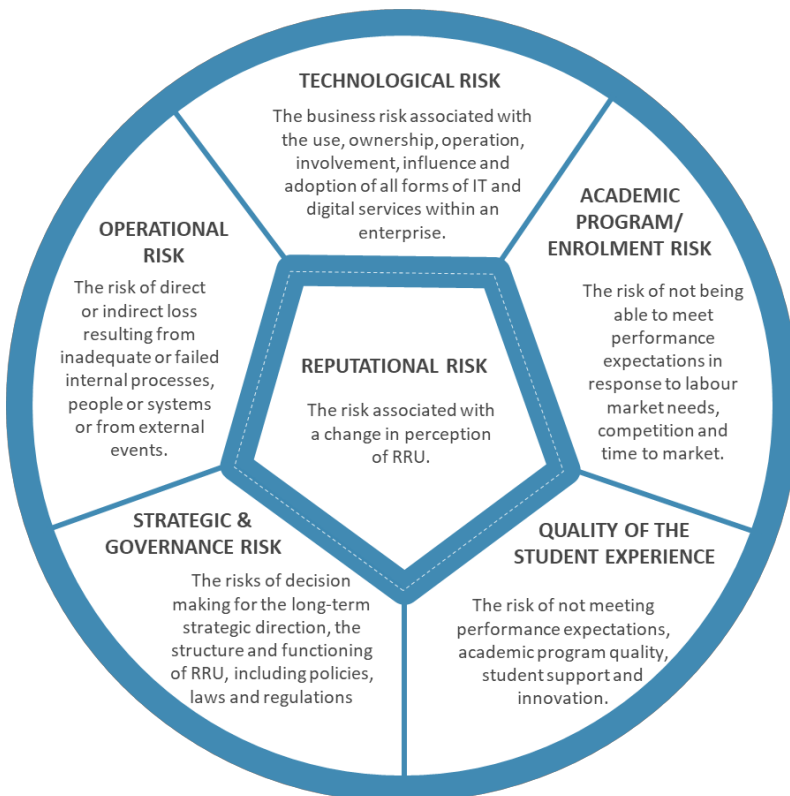


Figure 5. Enterprise Risk Management Framework

Risk Assessment for 2020/21

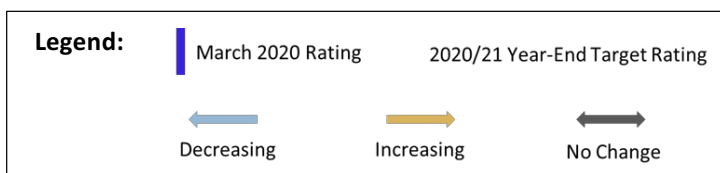
The university's business planning process integrates a long-term view of risk, reflecting an enterprise perspective of risk appetite and the strategic objectives set out in the current planning period.

In order to be successful, the combination of goals, objectives and initiatives prioritized in the plan require careful coordination and a sustainable level of energy and focus. Focusing on 2020/21 projections, growth goals articulated in each segment of the plan continue to be assessed as realistic and risks continue to be manageable.

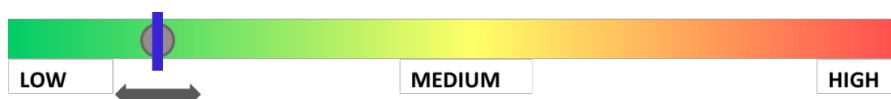
Royal Roads believes that this Five-Year Business Plan is achievable and will strengthen the university's foundation for long-term success.

Consistent with the 5-year business plan, at the outset of the 2020/21 planning period, key categories of risk have been reviewed and continue to be assessed in the low to medium range as shown below.

Sustained focus on the execution of priority initiatives described in the plan aim to decrease risks currently identified in the academic programs and enrolments, technology, operations and reputation categories, while maintaining the low-medium ratings assessed against strategy and governance and quality of the academic experience.

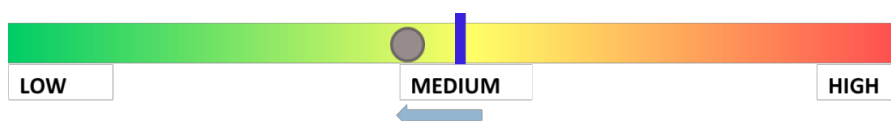


1. Strategy & Governance



- No anticipated change in risk in this category compared to the five-year business plan assessment

2. Academic Programs & Enrolments



- Declining domestic student enrolments—see *Financial Risk Assessment*
- Risk associated with exiting the Study Group agreement will be minimized by an integrated transition management plan and implementation of tactics flowing from the renewed internationalization strategy
- Renewal of ERP systems and RRU's web presence are expected to enhance core business systems, support marketing and prospect conversion therefore, align with enterprise priorities aimed at mitigating program and enrolment risks

3. Quality of the Academic Experience



- No anticipated change in risk in this category compared to the five-year business plan assessment

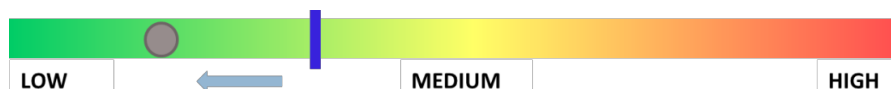
4. Technology



- Technology risk is expected to decline given proactive focus on equipment and systems lifecycle management/renewal
- Business continuity risk will continue to decline due to work in cybersecurity and disaster recovery planning
- Risks assessed in each of the major capital initiatives (ERP and web presence renewal), resourcing and change management being the most significant, are being monitored closely and proactively mitigated given the overlapping and compounding impact on the organization at large.

5. Operations

- Operating risks are expected to continue their declining trend given increased attention to transition planning around the operationalization of new/renewed assets, capacity to address compliance issues, a proactive approach to lifecycle planning and management, and the renewal of RRU sustainability/climate action plans
- Business continuity risk expected in 2020/21 due to COVID-19 will be mitigated through the vigilance of an integrated emergency planning and response team; outcomes of this work and lessons learned will be leveraged to strengthen overarching business continuity planning
- Risk planning related to the West Shore Initiative, assuming government approval, will be informed by implementation of a governance structure relevant to all interested parties and desired outcomes
- Alignment of cost-revenue relationship – see *Financial Risk Assessment*

6. Reputation

- Engagement activities and surveys (external and internal) will be implemented and findings will be actioned to mitigate reputational risk and ensure the declining trend in this category
- Workforce engagement risks will be mitigated through organizational effectiveness and wellness initiatives

APPENDIX A - Tuition Rates and Mandatory Academic Ancillary Fees

Consistent with the provincial government tuition limit policy, tuition rates for domestic undergraduate and graduate tuition and mandatory academic ancillary fees propose a 2% increase as reflected in the tables. International student tuition rates are not mandated under BC's policy on tuition limits; however, in alignment with domestic rate and fee increases, the 2020/21 international tuition rates and mandatory academic ancillary fees also propose a 2% increase. Proposed tuition rates for both domestic and international students would be effective September 1, 2020.

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

Table 11. *Graduate Programs*

				2019/20 Program Fee		2020/21 Proposed Program Fee	
	Program Name	Delivery Model	Program Duration	Domestic	Int'l	Domestic	Int'l
GRADUATE	DOC Business Administration	B	4 years	\$ 85,990	\$ 85,990	\$ 87,710	\$ 87,710
	DOC Social Sciences	B	4 years	85,990	85,990	87,710	87,710
	MBA Executive Management	B	18 or 31 months	43,530	50,109	44,401	51,111
	MA Interdisciplinary Studies	B	2 years	28,910	35,489	29,488	36,199
	MA Global Leadership	B/OC ¹	13 or 24 months	27,550	34,129	28,101	34,812
	MSc Management	B	2-2.5 years	27,390	33,969	27,938	34,648
	MA Environmental Education and Communication	B	2 years	26,600	33,179	27,132	33,843
	Master of Global Management	B/OC	12 to 19 months	26,240	32,819	26,765	33,475
	MA Tourism Management	OL	18 months or 2 years	26,100	32,679	26,622	33,333
	MA Tourism Management	B	19 months or 2 years	25,840	32,419	26,357	33,067
	MA / MSc Environment and Management	B	2 years	25,810	32,389	26,326	33,037
	MA Climate Action Leadership	B	2 years	25,280	31,859	25,786	32,496
	MA Conflict Analysis and Management	B	2 years	25,280	31,859	25,786	32,496
	MA Disaster and Emergency Management	B	2 years	25,280	31,859	25,786	32,496
	MA Human Security and Peacebuilding	B	2 years	25,280	31,859	25,786	32,496
	MA Intercultural and International Communication	B/OC	18 or 22 months	25,280	31,859	25,786	32,496
	MA Justice Studies	B	2 years	25,280	31,859	25,786	32,496
	MA Leadership	B	2 years	25,280	31,859	25,786	32,496
	MA Leadership with a Specialization in Health	B	2 years	25,280	31,859	25,786	32,496
	MA Learning and Technology	B/OL	2 years	25,280	31,859	25,786	32,496
	MA Professional Communication	B	2 years	25,280	31,859	25,786	32,496
	MA Educational Leadership and Management	B	2 years	24,770	31,349	25,265	31,976
	MA Higher Education Administration and Leadership	B	2 years	24,770	31,349	25,265	31,976
	MA / MSc Environmental Practice	OL	3 -3+ years	23,860	30,439	24,337	31,048

¹ On-campus starting 2020/21

Table 12. *Undergraduate Programs*

	Program Name	Delivery Model	Program Duration	2019/20 Program Fee		2020/21 Proposed Program Fee	
				Domestic	Int'l	Domestic	Int'l
UNDERGRADUATE	BA Interdisciplinary Studies	B	2-3 years ²	\$ 17,990	\$ 41,580	\$ 18,350	\$ 42,412
	BSc Environmental Management	B	2 years ²	17,910	41,580	18,268	42,412
	BA Professional Communication	B/OC	12-24 months ²	17,130	41,580	17,473	42,412
	BCom Entrepreneurial Management	B/OC	12-24 months ²	17,130	41,580	17,473	42,412
	BA Justice Studies	B/OC	12 months on-campus	16,240	41,580	16,565	42,412
	BSc Environmental Science	OC	1 year ²	14,680	41,580	14,974	42,412
	BA / BSc Environmental Practice	OL	2.5+ years ²	8,460	20,790	8,629	21,206
	BBA Sustainability and International Business	OC	Year 3 & 4	19,500	41,580	19,890	42,412
	BA Global Tourism Management	OC	Year 3 & 4	18,340	41,580	18,707	42,412
	BA International Hotel Management	OC	Year 3 & 4	17,130	41,580	17,473	42,412

² Completion of graduationTable 13. *Undergraduate Programs - Pathway*

	Program Name	Delivery Model	Program Duration	2019/20 Program Fee		2020/21 Proposed Program Fee	
				Domestic	Int'l	Domestic	Int'l
UNDERGRADUATE - Pathway	BA Global Tourism Management	OC	Year 1	\$ -	\$ 23,040	\$ -	\$ 23,501
	BA Global Tourism Management	OC	Year 2	-	20,790	-	21,206
	BA International Hotel Management	OC	Year 1	-	23,040	-	23,501
	BA International Hotel Management	OC	Year 2	-	20,790	-	21,206
	BA Professional Communication	OC	Year 2	-	20,790	-	21,206
	BBA Sustainability and International Business	OC	Year 1	-	23,040	-	23,501
	BBA Sustainability and International Business	OC	Year 2	-	20,790	-	21,206

Table 14. *Graduate Diploma Programs*

	Program Name	Delivery Model	Program Duration	2019/20 Program Fee		2020/21 Proposed Program Fee	
				Domestic	Int'l	Domestic	Int'l
GRADUATE DIPLOMA	Environmental Education and Communication	B	1 year	\$ 15,850	\$ 19,140	\$ 16,167	\$ 19,523
	Interdisciplinary Studies	B	Individualized	14,450	17,740	14,739	18,095
	Higher Education Administration and Leadership	B	1 year	13,790	17,080	14,066	17,422
	Learning and Technology	B/OL	1 year	13,790	17,080	14,066	17,422
	Technology-Enhanced Learning and Design	OL	1 year	13,790	17,080	14,066	17,422
	Global Leadership	B	9 months	13,770	17,060	14,045	17,401
	Educational Leadership and Management	B	1 year	13,490	16,780	13,760	17,116
	Conflict Analysis and Management	B	1 year	12,730	16,020	12,985	16,340
	Disaster and Emergency Management	B	1 year	12,730	16,020	12,985	16,340
	Human Security and Peacebuilding	B	1 year	12,730	16,020	12,985	16,340
	Justice Studies	B	1 year	12,730	16,020	12,985	16,340
	MA Climate Action Leadership	B	1 year	12,385	15,675	12,633	15,988

Table 15. Graduate Certificate Programs

				2019/20 Program Fee		2020/21 Proposed Program Fee	
	Program Name	Delivery Model	Program Duration	Domestic	Int'l	Domestic	Int'l
GRADUATE CERTIFICATE	Tourism Management	B	3-18 months	Footnote 3		Footnote 3	
	Executive Coaching	B	6 months	\$ 9,900	\$ 11,545	\$ 10,098	\$ 11,776
	Global Leadership	B	5 months	9,180	10,825	9,364	11,042
	Asia Pacific Trade and Investment	B	3-6 months	7,680	9,325	7,834	9,512
	International Business and Innovation	B	3-6 months	7,680	9,325	7,834	9,512
	Management and Leadership	B	6 months	7,680	9,325	7,834	9,512
	Management Consulting	B	3-6 months	7,680	9,325	7,834	9,512
	Personal and Professional Leadership Development	B	3-6 months	7,680	9,325	7,834	9,512
	Advanced Coaching Practices	B	6 months	7,500	9,145	7,650	9,328
	Change Management	B	6 months	7,500	9,145	7,650	9,328
	Corporate Social Innovation	B	6 months	7,500	9,145	7,650	9,328
	Organization Design and Development	B	6 months	7,500	9,145	7,650	9,328
	Workplace Innovation	OL	6 months	7,500	9,145	7,650	9,328
	Interdisciplinary Studies	B	Individualized	7,220	8,865	7,364	9,042
	Business Development in International Education	OL	7 months	6,730	8,375	6,865	8,543
	Systems Leadership in Higher Education	OL	7 months	6,730	8,375	6,865	8,543
	Instructional Design	OL	7 months	6,680	8,325	6,814	8,492
	Leadership	B	3 months	6,530	8,175	6,661	8,339
	Professional Communication Management	B	6 months	6,530	8,175	6,661	8,339
	Project Management	B	6 months	6,530	8,175	6,661	8,339
	Science and Policy of Climate change	B	6 months	6,530	8,175	6,661	8,339
	Strategic Global Communication	B	3 months	6,530	8,175	6,661	8,339
	Strategic Human Resources Management	B	6 months	6,530	8,175	6,661	8,339
	Sustainable Community Development	B	6 months	6,530	8,175	6,661	8,339
	Values-Based Leadership	B	6 months	6,530	8,175	6,661	8,339
	Environmental Education and Communication	B	5 months	6,410	8,055	6,538	8,216

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

Table 16. English and Academic Preparatory

				2019/20 Program Fee		2020/21 Proposed Program Fee	
	Program Name	Delivery Model	Program Duration	Domestic	Int'l	Domestic	Int'l
Graduate Pathway	Pre-Master Program - Level 1	OC	semester	\$ -	\$ 7,170	\$ -	\$ 5,170
	Pre-Master Program - Level 2	OC	semester	-	11,030	-	7,500
	Pre-Master Program - Level 3	OC	semester	-	11,030	-	5,030
Undergraduate Pathway	English for Academic Purposes - Level 1	OC	Semester	\$ -	\$ 7,170	\$ -	\$ 5,170
	English for Academic Purposes - Level 2	OC	Semester	-	7,170	-	5,170
	English for Academic Purposes - Level 3	OC	Semester	-	7,170	-	5,170
	Transfer Preparation Program - Level 1	OC	Semester	-	7,170	-	5,170
	Transfer Preparation Program - Level 2	OC	Semester	-	11,030	-	7,500

Table 17. *Mandatory Academic Ancillary Fees*

Proposed Fees - Effective September 1, 2020	2019/20 (\$)	2020/21 (\$)
Application Fees		
For-credit Program Application Fee	123.81	126.28
General Studies Courses	29.13	29.71
Graduate Fees		
Student Services Fee	278.83	284.40
Learning Support Services Fee (per year)	258.94	264.12
Undergraduate Fees		
Student Services Fee	214.32	218.61
Learning Support Services Fee (per year)	258.94	264.12
Graduate Certificate Fees		
Student Services Fee	124.85	127.34
Learning Support Services Fee (per year)	258.94	264.12



2020/21 OPERATING PLAN

Presentation to the
Finance and Audit Committee
March 19, 2020

v2020Mar19-0830AM



2020/21 HIGHLIGHTS

- West Shore Initiative
- Completion of the Learning and Teaching Auditorium
- Technology enhancements
 - Enterprise Resource Planning
 - Web Presence Renewal
- Cascade Institute
- Strategy plan development
 - Research
 - International programs
 - Enrolment management
- University's 25th anniversary celebration
- COVID-19

BY THE NUMBERS

Financial Health Rating: *Good*

\$475k Operating
Investments
program development, advancement

Revenue at \$81.7M
Expenses at \$80.0M

Net Operating Income at \$1.3M
Cost/Revenue Ratio 98.5%

\$23.2M
Capital Investments
(70% funded by the university)

**Contribution
Margins:
Maintain at 36%**

Student FTEs
3,121
onshore and offshore

**Balanced Approach
to Investment
Surpluses**

STATEMENT OF OPERATIONS

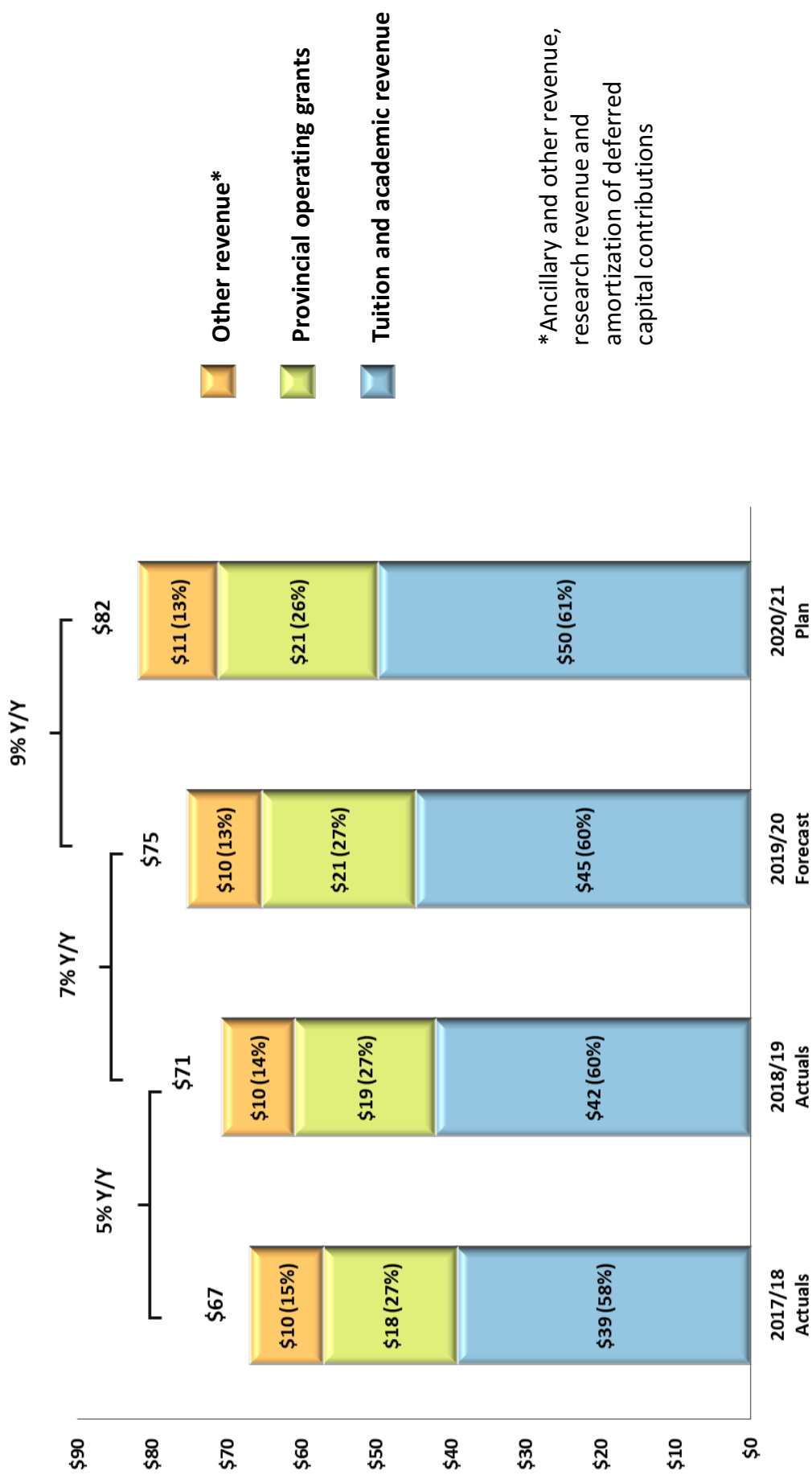
<i>Dollars in Thousands</i>	2018/19 Actuals	2019/20 Forecast	2020/21 Plan	Variance To	
				2019/20 Forecast	%
Revenues					
Tuition and academic revenue	42,091	44,807	49,752	4,945	11%
Provincial operating grants	18,856	20,555	21,428	873	4%
Other revenue	9,639	9,970	10,557	587	6%
Total Revenues	70,586	75,332	81,737	6,405	9%
Operating Expenses					
Salaries and benefits	39,609	44,304	48,205	3,901	9%
Contracted services	8,944	9,357	10,159	802	9%
Supplies and services	6,371	6,864	6,537	(327)	(0)
Marketing and Recruitment	4,522	4,596	4,962	366	8%
Instructional and program delivery	2,138	2,253	2,485	232	10%
Facilities	1,849	1,664	1,720	56	3%
Technology	1,816	1,310	1,369	59	5%
Amortization of Tangible Capital Assets	3,085	3,880	4,575	695	18%
Total Operating Expenses	68,334	74,228	80,012	5,784	8%
Operating Income	2,252	1,104	1,725	621	56%
<i>Cost/Revenue Ratio</i>	96.8%	98.5%	97.9%		
Operating Investments	1,021	221	475	254	115%
Net Operating Income	1,231	883	1,250	367	42%
<i>Cost/Revenue Ratio</i>	98.3%	98.8%	98.5%		

FINANCIAL ANALYSIS

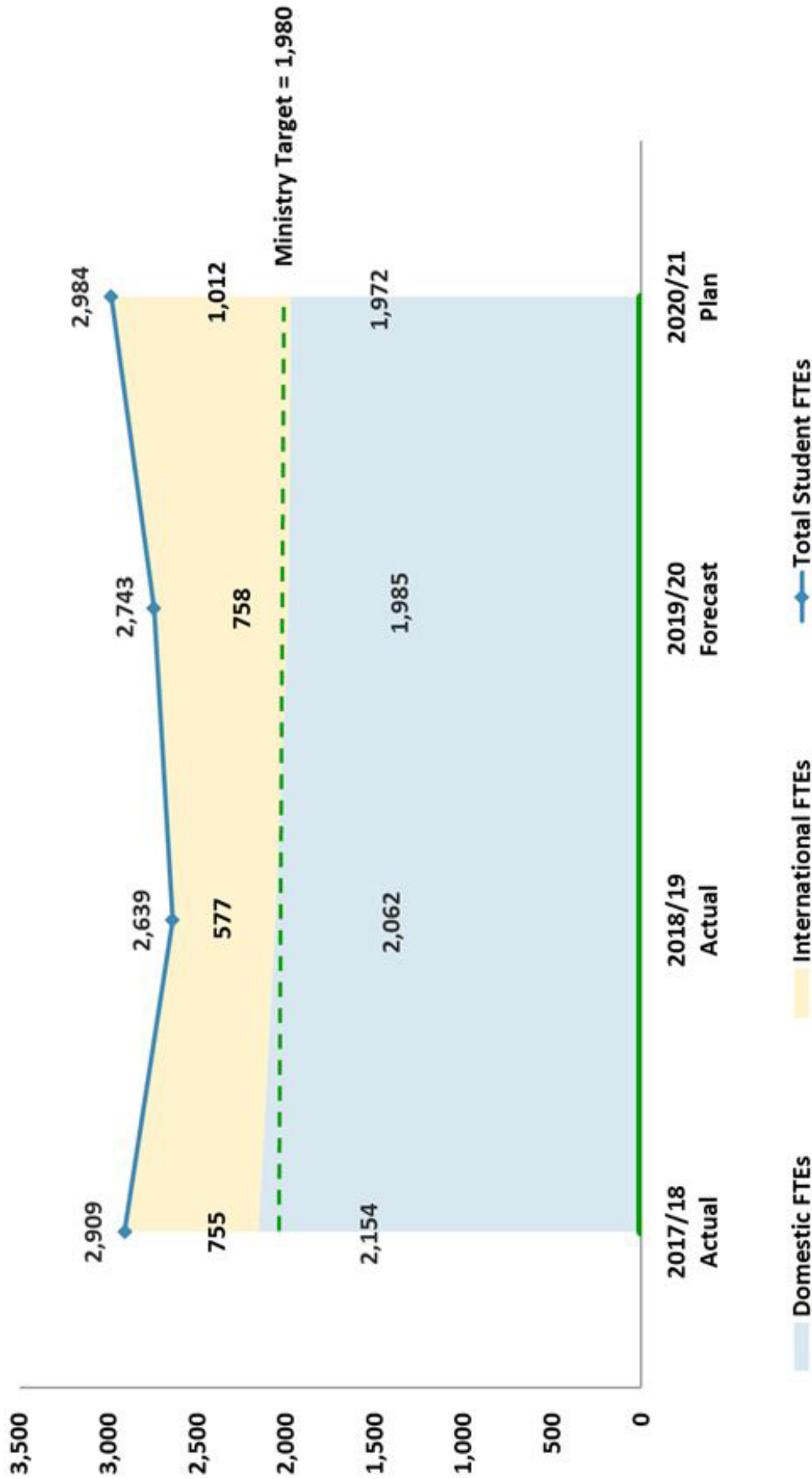


REVENUE TREND

Revenue Trend (\$millions)
(% of total revenue)

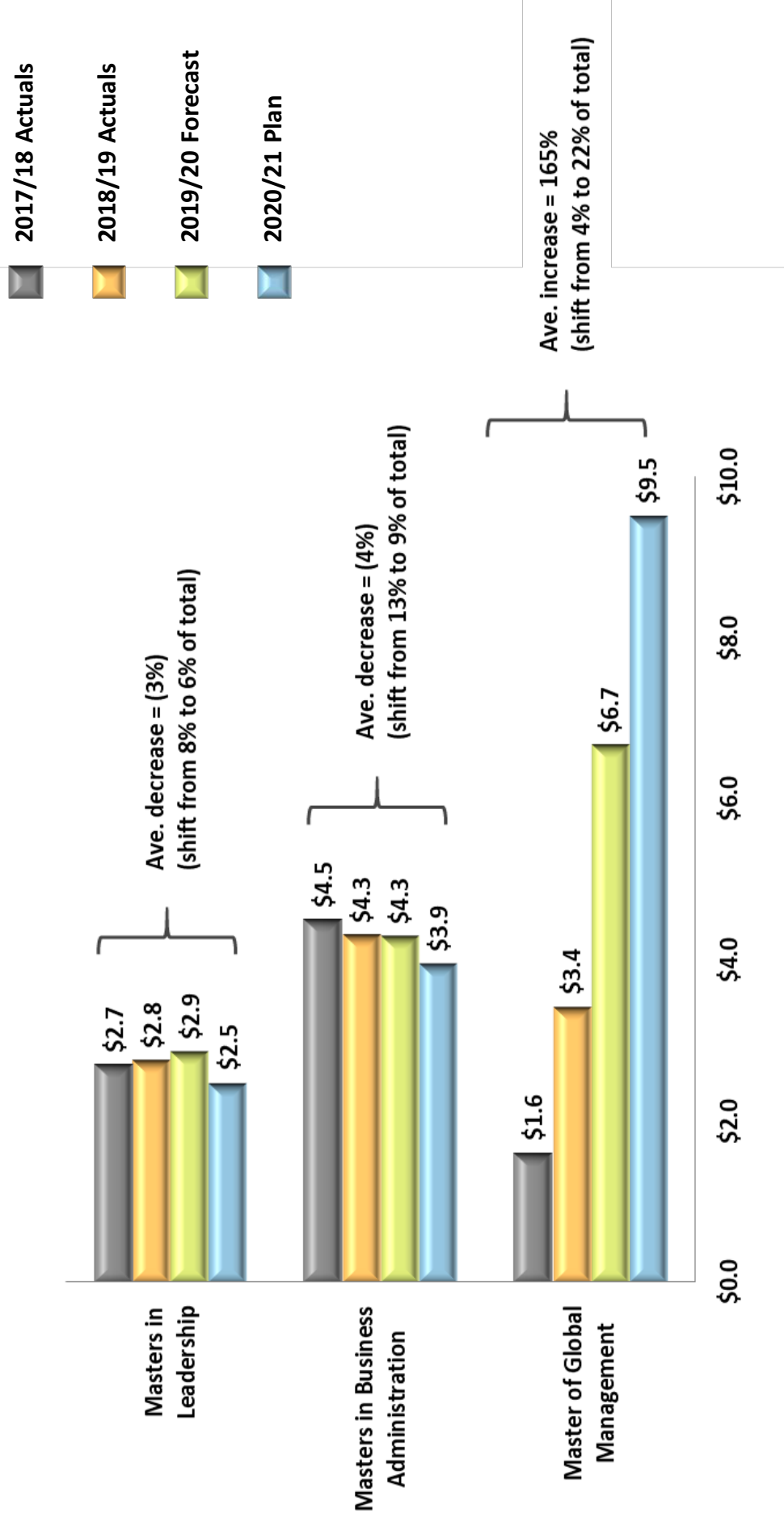


STUDENT FTEs IN ONSHORE PROGRAMS

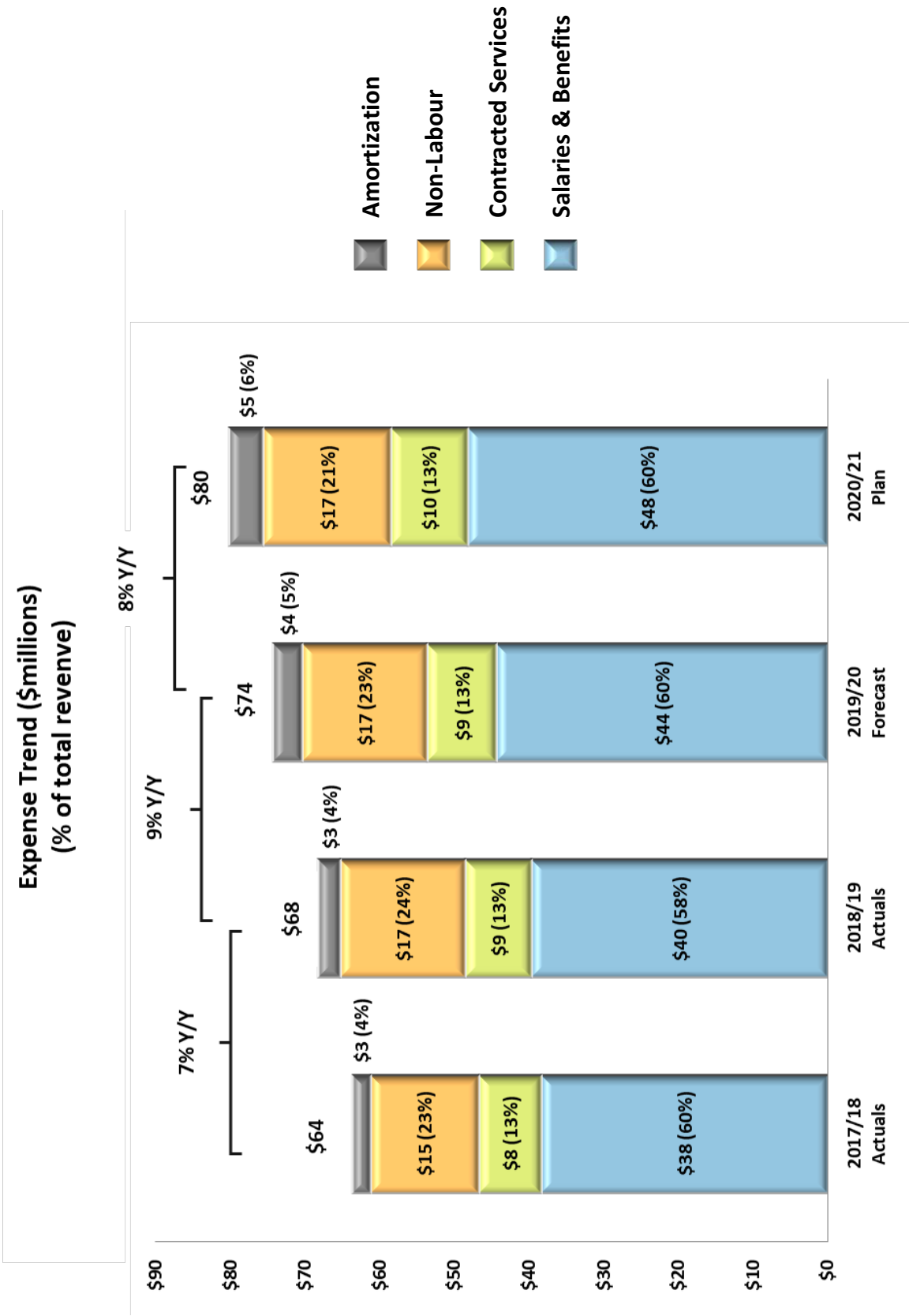


ONSHORE PROGRAM MIX

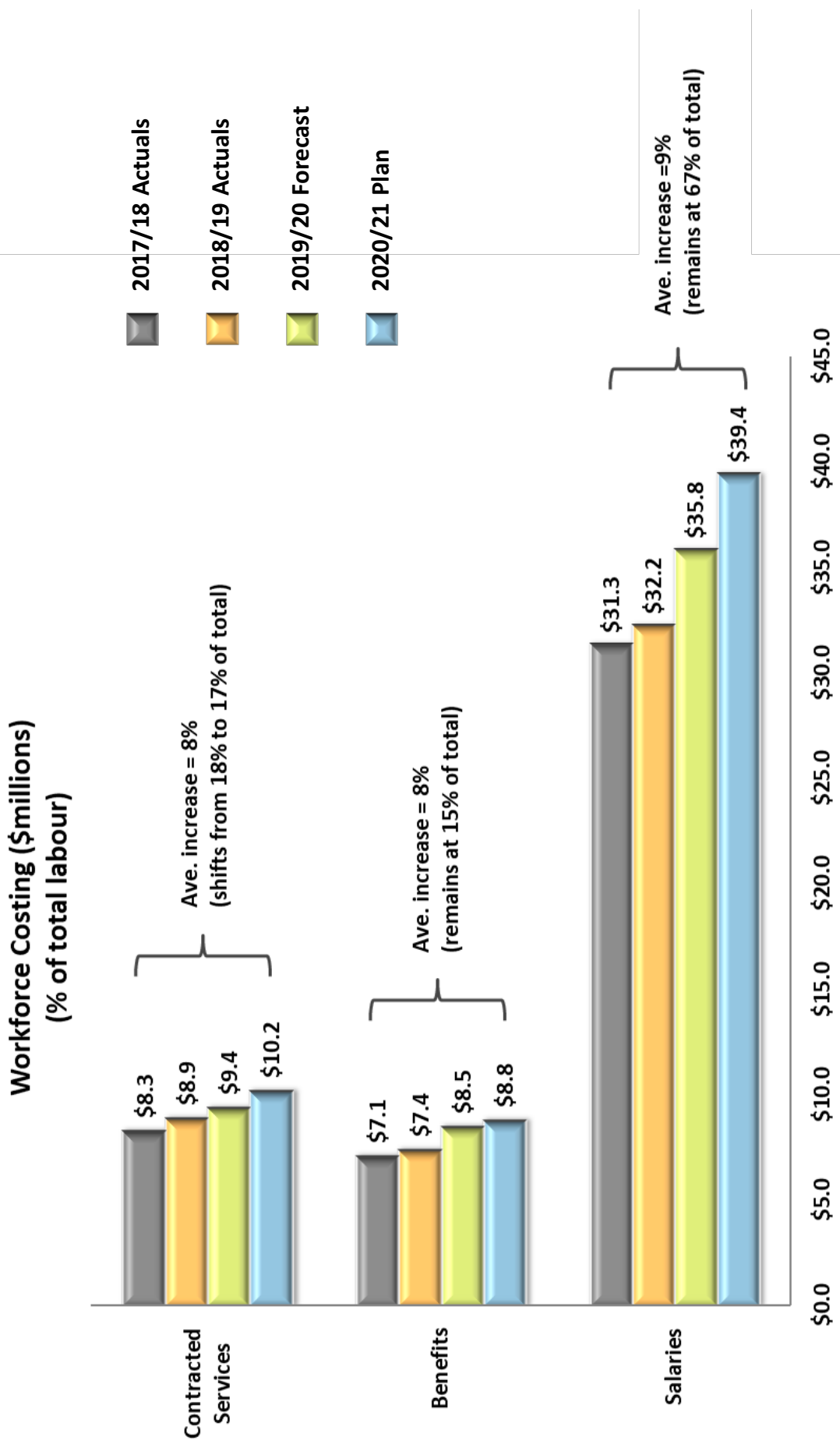
Top Three Programs Based on 2020/21 Revenue (\$millions)
(% of total onshore program revenue)



EXPENSE TREND



WORKFORCE COSTING = \$58.4M

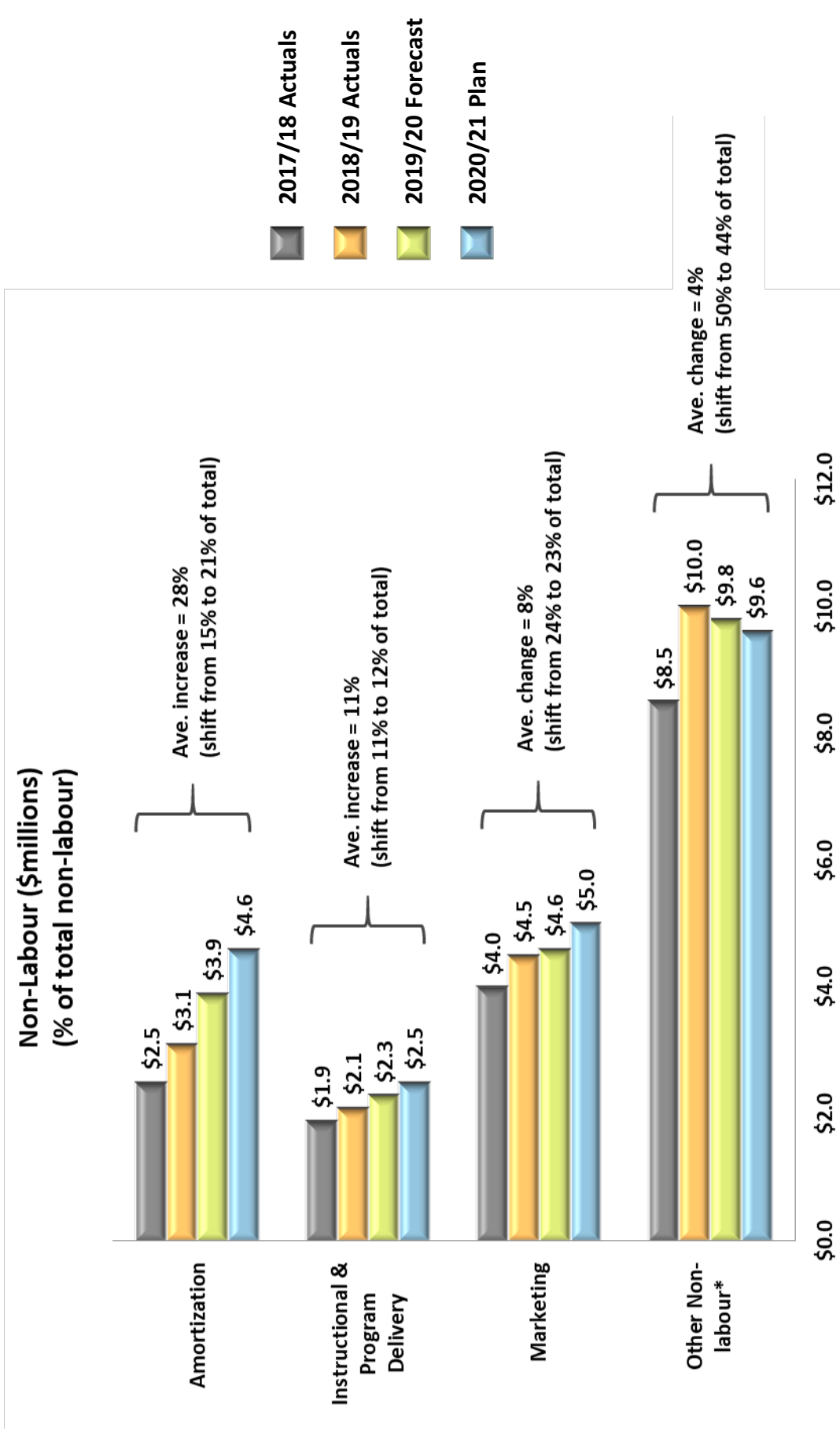


SALARIES – CHANGES FOR 2020/21

Components	(\$millions)	% of Total Change
2019/20 Salaries & Benefits	\$44.3	
2020/21 Plan Changes:		
Job Compensation Review	1.2	31%
COLA and Merit	1.2	31%
Change in Vacancies	1.1	28%
New Positions (12)*	0.7	18%
Reduction in Temporary Positions	(0.6)	(15%)
Benefits	0.3	7%
Subtotal	3.9	100%
2020/21 Salaries & Benefits	\$48.2	

**Reflects 10 positions related to insourcing English language training for 7 months*

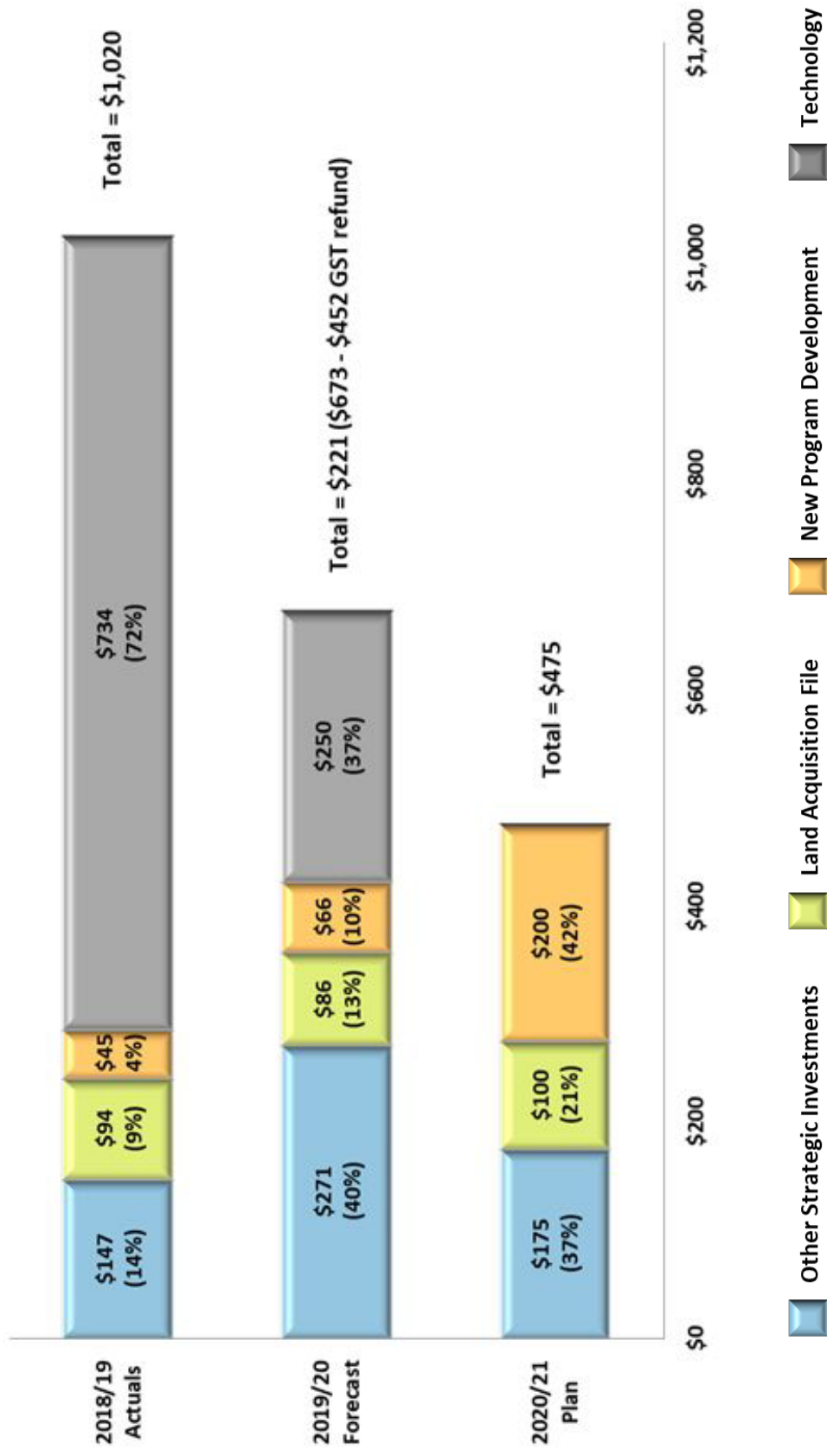
NON-LABOUR = \$21.7M



*supplies and services, facilities and technology

OPERATING INVESTMENTS = \$475K

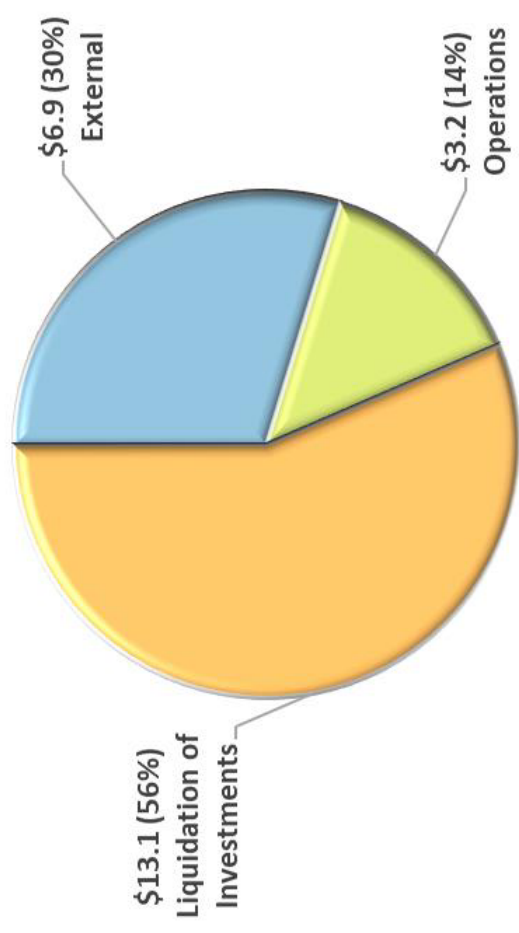
Operating Investments (\$000s)



CAPITAL PLAN = \$23.2M

- Learning and Teaching Auditorium (\$7.0M)
- Modular facility development (\$3.0M)
- Student accommodation initiative (\$2.5M)
- Building resilience (\$2.9M)
- Other capital expenditures (\$1.1M)
- Technology investment (\$6.7M)

Funding Sources



CAPITAL INVESTMENT FUNDING

\$11.8M decrease for funding capital projects

Investments (\$'000s)			
<i>Dollars in Thousands</i>	2018/19 Actuals	2019/20 Forecast	2020/21 Plan
Opening Balance	\$52,794	\$51,227	\$45,193
Investment Income	1,268	1,276	1,284
Liquidation of Investments for Capital Expenditures	(2,835)	(7,310)	(13,092)
Closing Balance	\$51,227	\$45,193	\$33,385

RISK MANAGEMENT

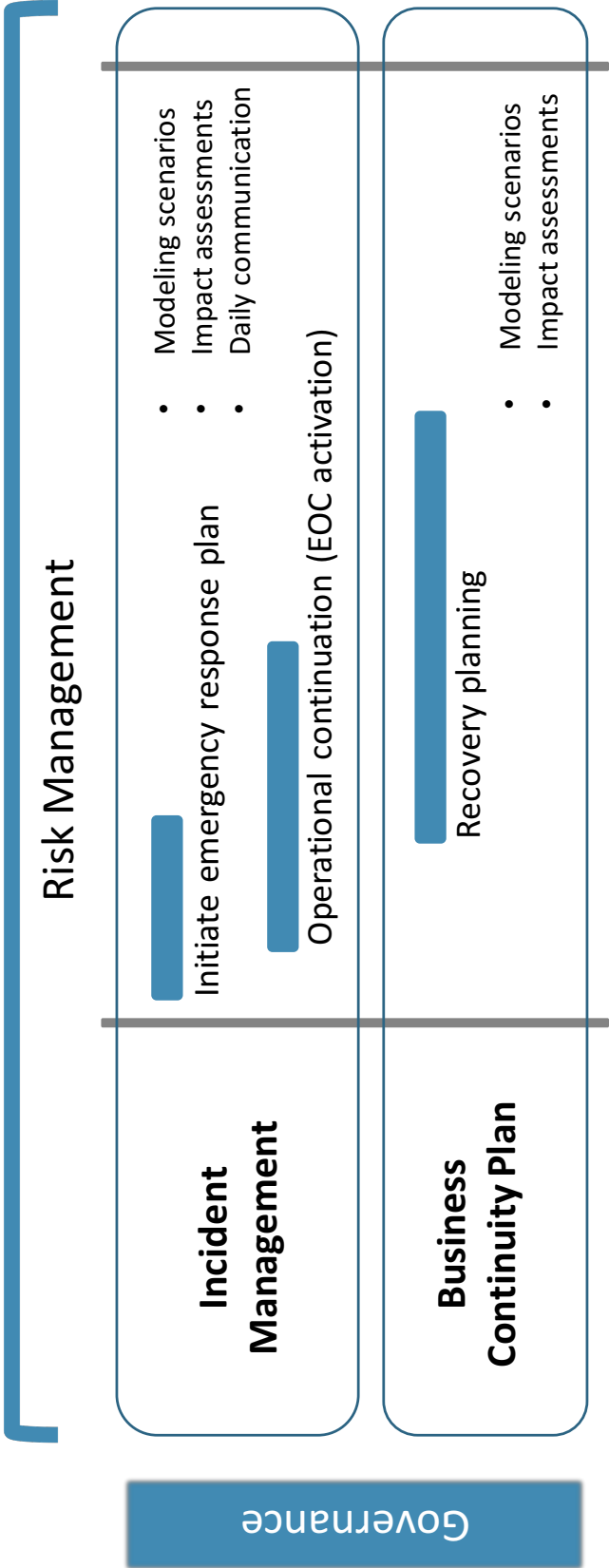


FINANCIAL RISK ASSESSMENT

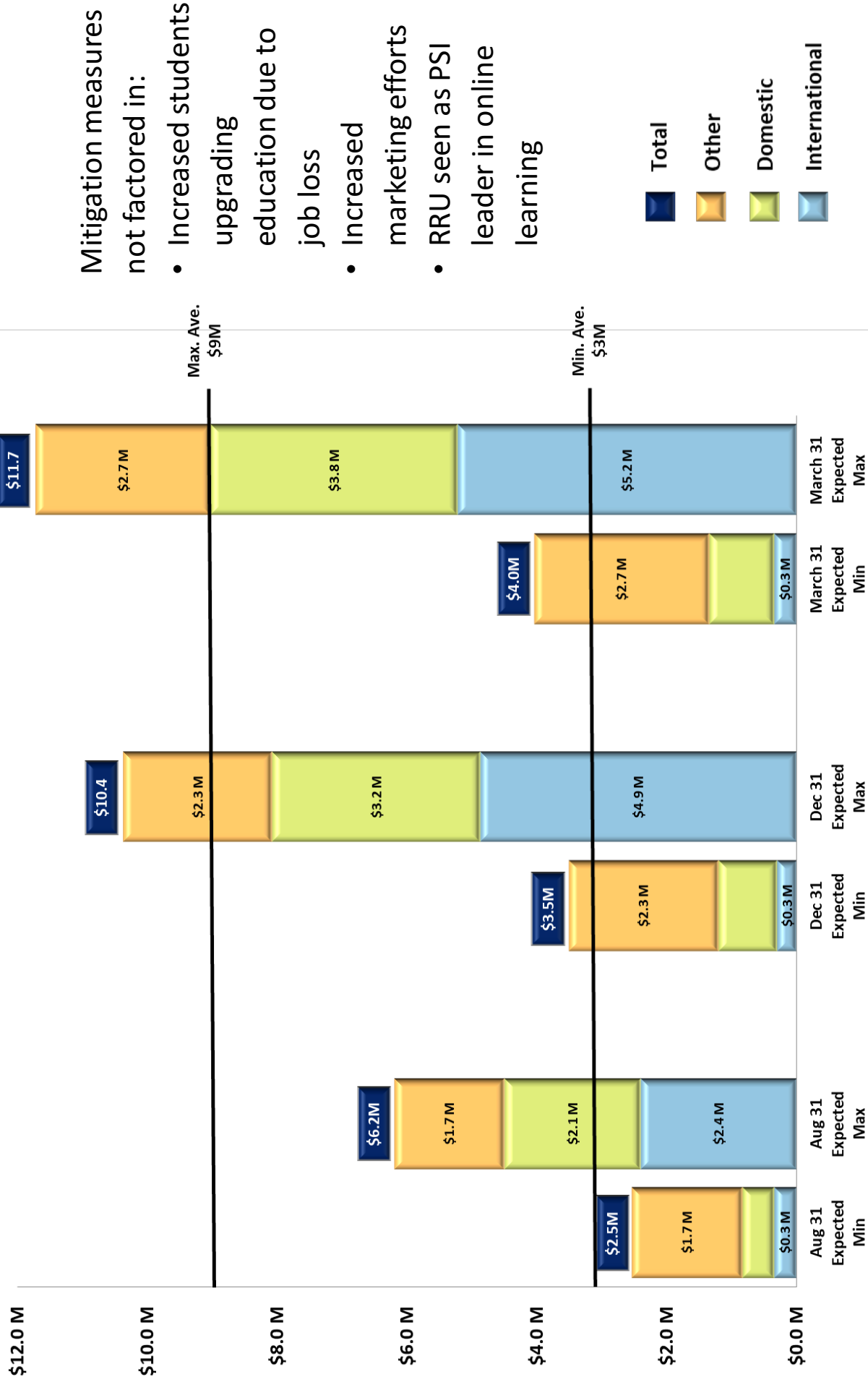
Nature of Risk	Sensitivity Analysis	Specific Mitigation
Lower than anticipated new enrolments	Shortfall in new enrolments would result in a reduction in tuition revenue	<ul style="list-style-type: none"> • Reposition/expand existing and new programs including the West Shore initiative • Develop new partnerships for the offshore programs
Lower than anticipated international enrolments in domestic programs	Loss of tuition revenue due to lower international enrolments	<ul style="list-style-type: none"> • Diversification in international recruitment • Build strategic partners in key target markets
Geo-political risk related to students from foreign countries (including coronavirus)	<p>Loss of margin if China border closed and new Chinese students were not included in the Year 1 undergraduate and graduate courses</p> <p>Loss of margin if multiple borders closing resulted in cancellation of internationally focussed program intakes</p>	<ul style="list-style-type: none"> • Continued diversification in international recruitment • Build strategic partners in key target markets • Reduce reliance on international enrolments from China • Move to online program, defer large events and suspend domestic and international travel until further notice

EMERGENCY RESPONSE & RECOVERY

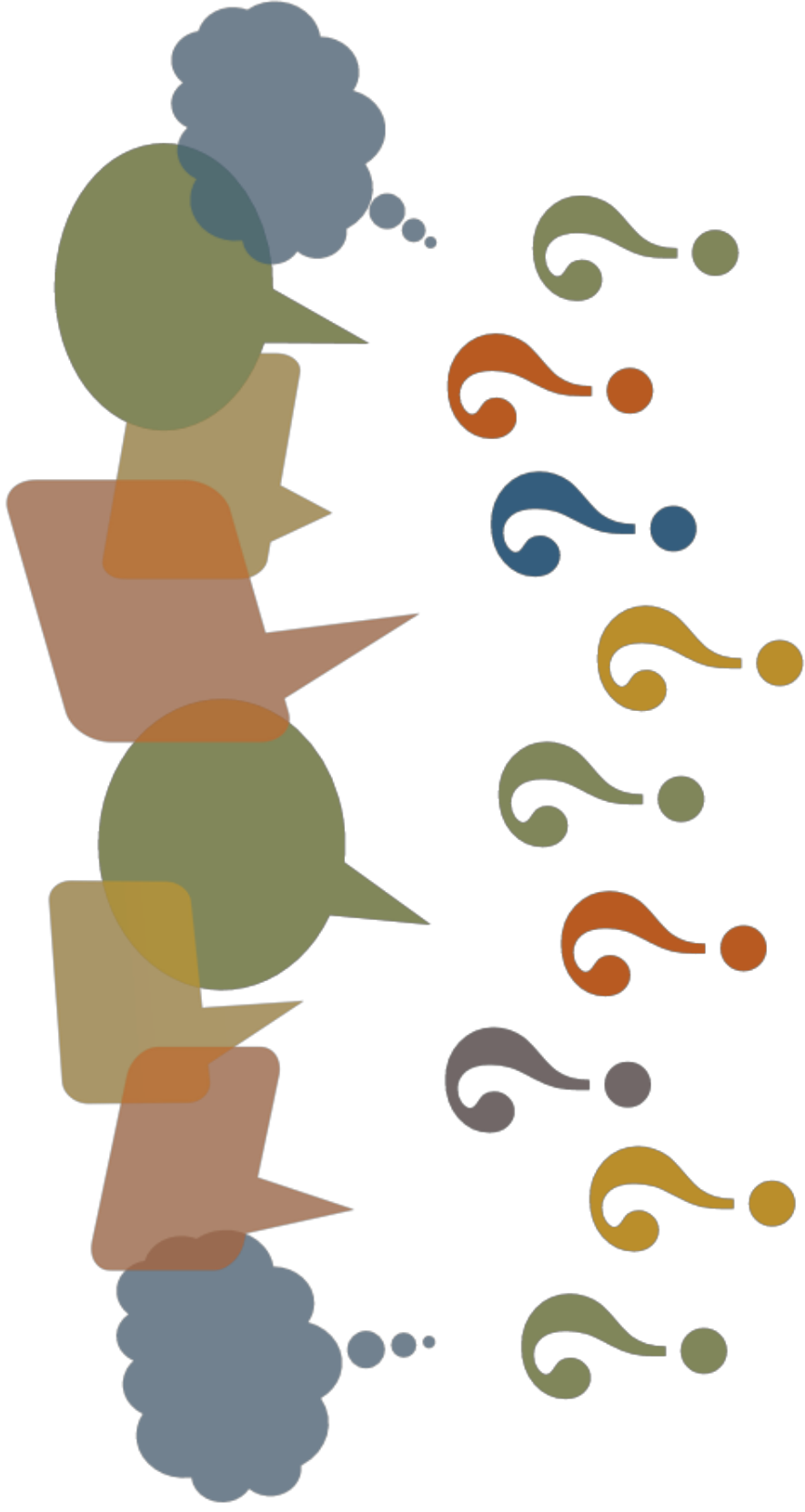
COVID - 19



COVID-19



QUESTIONS



BOARD OF GOVERNORS

BRIEFING NOTE



MEETING:	MARCH 31, 2020
AGENDA ITEM:	RESPONSIBLE INVESTING – UPDATE
SPONSOR:	CHERYL EASON, VICE-PRESIDENT & CHIEF FINANCIAL OFFICER
PURPOSE:	INFORMATION

BRIEF DESCRIPTION OF AGENDA ITEM

Management presented a comprehensive briefing note to the Finance and Audit Committee at the March 19, 2019 meeting on responsible investing and annual investment performance to date (Attachment 1).

This briefing note to the Board of Governors presents the university's communication plan advising Royal Roads' community of its position regarding the divestment from fossil fuels.

Status Update

[1] Divestment

Listening to feedback from students, faculty and staff, the university has divested its holdings in fossil fuels as a commitment to socially responsible investing. Management has developed a communications plan to convey the university's position on those industries that contribute to climate change, which include fossil fuels, mining and pipelines. Key considerations include:

- Three post-secondary institutions (UBC, UVic and SFU) have communicated their intention towards divesting in fossil fuels.
- Internal communications will be undertaken through Crossroads to the Royal Roads community.
- At this time, Royal Roads does not need to externally communicate its policy, but the key messages are ready should media inquiries be received.

[2] Current Investment Portfolio

As of March 16, 2020, return on investments for the university portfolio was negative 14%, for the foundation, a positive position of 2.4% while the market average was negative 30%. The board will be provided with the latest investment returns at the March 31st board meeting.

RECOMMENDATION

Management recommends that the Board of Governors receives this report for information.

Attachment

1. March 19, 2020 briefing note presented to the Finance and Audit Committee

Appendix A: Communications Approach

Issue	University's position on divestment from fossil fuels
Timing	February 2020
Top Messages	<ul style="list-style-type: none"> • This is important work for all of us to be considering, not just universities. • The university has listened to its faculty and students and has divested its holdings in those industries that contribute to climate change which include fossil fuels, mining and pipelines. • That movement will not impact the university's ability to manage the funds. • We are committed to sustainability and wanted to act to divest as quickly as possible. • We will continue to evaluate all of our investments against Environmental, Social and Governance (ESG) guidelines.
Audience	Royal Roads Board of Governors; Royal Roads faculty and staff; Royal Roads students; public; media
Media Plan	Other universities have been (and will be) in the news regarding their policies as their student bodies have been actively pushing for change. At this time, Royal Roads does not need to externally communicate its policy, but the key messages are ready should we receive media inquiries. Internal communications will be undertaken through Crossroads to the RRU community.
Primary channels	Email (or Crossroads post) for faculty, staff and students using the key messages; quoting President Steenkamp
Social media	None
Products	Email to faculty/staff/students AND/OR Crossroads post

BACKGROUND: DIVESTMENT AT CANADIAN UNIVERSITIES

- RRU has two investment portfolios: the RRU portfolio and the RRU Foundation portfolio.
- The RRU portfolio is the larger of the two. It has no fossil or mining investments, but there is a pipeline (oil) of \$275,000.
- The RRU Foundation portfolio has three investments to note: fossil for \$349,000, mining for \$86,000 and pipelines for \$526,000). This is because of the equity holdings in the RRU Foundation, which did not exist until late 2019 in the RRU portfolio.
- UBC has announced a divestment plan calling for parts of its portfolio to be divested (a commitment to \$380M) but students and faculty are calling for complete divestment. The divestment decision was made by the UBC Board's investment policy committee in **November 2019**.
<https://www.cbc.ca/news/canada/british-columbia/ubc-divestment-vote-1.5371719>
- The University of Victoria Faculty Association is leading the movement at UVic. The Association recently voted 77 per cent in favour of the university divesting itself of fossil fuel holdings. More info in Times Colonist story: <https://www.timescolonist.com/news/local/uvic-faculty-favours-fossil-fuel-divestment-1.24039224> Here is the UVicFA motion and discussion: <https://www.uvicfa.ca/uncategorized/all-member-vote-on-uvicfa-position-on-divestment-from-fossil-fuels/>
- As part of its process of reviewing the policy on Social Responsibility for UVic Investments, UVic also held

an Education Session for the Board of Governors on investment policy, which included an expert panel presenting information from both sides of the divestment issue:

<https://www.uvic.ca/financialplanning/endowments/investments/index.php>

- Simon Fraser University promised 45 per cent fossil fuel divestment by 2020 in **November 2019** (a decision by the Board of Governors). There is significant student pressure to divest.
- From *Research Brief: The State of Fossil Fuel Divestment in Canadian Post-Secondary Institutions* published by the Sustainability and Education Policy Network <https://sepn.ca/wp-content/uploads/2018/09/Divestment-Research-Brief-2018-08-30.pdf>
 - Out of the 37 post-secondary institutions with divestment campaigns, two campuses have made a decision agreeing to full and/or partial divestment, 12 campuses have had successful votes from students in support of divestment, and five campuses have had successful votes from faculty members. Table 1 shows Canadian post-secondary institutions where divestment campaigns are underway, including the amount of money currently invested fossil fuels.
- There are similar requests for RRU to examine divestment. It was brought up as a question at the September 13, 2019 Campus Conversation on Climate Action.

FINANCE & AUDIT COMMITTEE**BRIEFING NOTE**

MEETING:	MARCH 19, 2020
AGENDA ITEM:	RESPONSIBLE INVESTING – UPDATE TO INVESTMENTS
SPONSOR:	CHERYL EASON, VICE-PRESIDENT & CHIEF FINANCIAL OFFICER
PURPOSE:	INFORMATION

BRIEF DESCRIPTION OF AGENDA ITEM

An update on the recent investment divestures related to responsible investing and an update on the annual performance to date, taking into account the effects of the recent COVID-19 market correction for the university's and foundation investment portfolios.

1. DIVESTMENT***Background***

Based on requests from staff, students and other stakeholders, many post-secondary institutions have been reviewing their investment positions as it pertains to social responsibility and moving to divest of fossil fuel investments. Royal Roads had similar requests to examine divestment, including a question at the September 13, 2019 Campus Conversation on Climate Action.

Management determined it would be prudent to move to a more pragmatic divestment from industry groups that naturally contribute to climate change while engaging in their primary business activity. With the low global interest rate environment and the softening of trade tensions, there was a window of opportunity to move out of these investments. The university investment portfolio held one pipeline investment and the foundation investment portfolio held 10 fossil fuel, mining and pipeline investments.

Key Considerations

As of March 5, 2020, the university and foundation no longer hold positions in the fossil fuel, mining or pipeline industries. Appendix 1 provides a listing of the positions that were sold. Royal Roads' TD investment advisor performed back testing and determined that the loss of fossil fuels, mining and pipelines from the portfolio would have resulted in improved performance over the last 30 months for both portfolios. Results of the back testing estimated improvements of 0.5%, making divestment financially prudent. The proceeds were reinvested broadly into consumer discretionary, consumer staples, banking institutions and utility companies.

The university will continue to evaluate all its investments against Environmental, Social and Governance (ESG) guidelines with the use of Sustainalytics¹. Internal communications will be undertaken as part of the communications plan to inform the RRU community of the divestments.

¹ A corporation that provides ESG risk ratings to help investors understand financially material ESG risks at the security and portfolio level.

2. COVID-19/Market Correction

Background

The recent supply shock as a result of COVID-19 has created short term volatility in the financial markets and impacted recent investment performance. The following outlines the investment performance of the university and foundation portfolios from January 1, 2020 to March 9, 2020 compared to the target rates of return and the actual rate of return from January 1, 2019 to December 31, 2019.

Investment Performance of the University

The university portfolio currently includes cash and cash equivalents and fixed income securities. Information on recent performance is outlined in Table 1. The actual rate of return for the calendar year to date to March 9, 2020 at 2.73% exceeds the actual performance for the prior calendar year of 2.06% and is slightly lower than the expected annual rate. The natural yield in the portfolio is 2.2% with a modified duration of 3.06 years. The fixed income portfolio has performed better than expected as a result of the move down in long term interest rates in North America. Equities will be gradually introduced into the portfolio as approved in the Strategic Investment Portfolio Plan.

Table 1. *University Investment Performance*

Measure and Time Period	Return
Actual from January 1, 2020 to March 9, 2020	2.73%
Expected annual rate based on portfolio's asset mix*	2.86%
Actual from January 1, 2019 to December 31, 2019	2.06%

**Based on the current asset allocation*

Investment Performance of the Foundation

The foundation portfolio currently holds cash and cash equivalents, fixed income securities and equities. Information on recent performance is outlined in Table 2. The actual performance for the calendar year to date to March 9, 2020 is -5.80% as a result of the recent COVID-19 and oil market correction. Over the previous calendar year, the portfolio return was 14.23%. For most of 2019, the equity weight was 50% which captured most of the performance available, with the Canadian (TSX) Equity Index returning 2.82% and the US (S&P 500) Equity Index returning 7.99% on a price basis. During 2019, the portfolio benefited from fixed income performance and US dollar exposure as well as security selection.

Table 2. *Foundation Investment Performance*

Measure and Time Period	Return
Actual from January 1, 2020 to March 9, 2020	-5.80%
Expected annual rate per Strategic Investment Portfolio Plan*	4.86%
Actual from January 1, 2019 to December 31, 2019	14.23%

**Standard deviation of 4.67%*

Royal Roads' investment advisor will be present to provide an update on the market conditions and answer any further questions on divestment.

RECOMMENDATION

Management recommends that the Finance and Audit Committee receives this report for information.

APPENDIX 1: LISTING OF POSITIONS SOLD

University Sales of Positions in Fossil Fuels, Mining and Pipelines					
Investment Type	Industry	Quantity	Description	Date Sold	Book Value
Fixed Income	Pipeline	4,000	Enbridge Inc SR-4.85% 12NV20	05/03/20	\$250,000
					\$250,000

Foundation Sales of Positions in Fossil Fuels, Mining and Pipelines					
Investment Type	Industry	Quantity	Description	Date Sold	Book Value
Fixed Income	Fossil Fuels	100,000	Husky Energy CB 5% 12MR20	05/03/20	\$104,582
Fixed Income	Pipeline	100,000	Transalta 5% 25NV20	05/03/20	107,543
Fixed Income	Pipeline	4,000	Enbridge Inc 3.415% B-PFD	05/03/20	101,707
Fixed Income	Pipeline	4,000	Enbridge Inc 4.4% SR-7 PF	05/03/20	101,956
Fixed Income	Pipeline	7,000	TC Energy 4.9% 515 1ST PF	05/03/20	175,573
Common Equity	Pipeline	4,540	Enbridge Inc.	05/03/20	147,379
Common Equity	Mining	594	Newmont Goldcorp	12/02/20	25,711
Common Equity	Fossil Fuels	3,464	Suncor Energy Inc	22/01/20	149,804
Common Equity	Mining	820	BHP Group Ltd. SPON ADR	05/03/20	57,280
Common Equity	Pipeline	2,000	TC Energy	05/03/20	74,279
					\$1,045,814



PROGRAM AND RESEARCH COUNCIL

MEETING OF WEDNESDAY, FEBRUARY 26 – 1:00PM
HATLEY CASTLE BOARDROOM 315

Voting Members: Philip Steenkamp (Chair), Steve Grundy (Vice-chair), Sage Berryman (by phone), David Black, Nelson Chan, Mary Collins, Kathryn Laurin, Asad Shaikh
Non-voting Members: Brigitte Harris, William Holmes, Pedro Márquez
Regrets: Doug Kobayashi, Dan Perrins, matthew heinz
Administration: Margot Bracewell (recording secretary), Virginia Whitehead, Drew Duncan
Board members: Cindy Brar

-
1. **CALL TO ORDER, ACKNOWLEDGEMENT OF THE LANDS, APPROVAL OF THE AGENDA -** 1:03pm
M/S Collins / Laurin **CARRIED**
 The Chair welcomed members to the meeting. The roundtable introductions included RRU's new Board Secretary, Virginia Whitehead, and Drew Duncan, the new Director of Board and Administrative Services.
 2. **APPROVAL OF THE MINUTES OF PREVIOUS MEETINGS:**
 I. Minutes of 14 November 2019 - *M/S Black / Grundy* **CARRIED**
 3. **BUSINESS/INFORMATION ARISING** **STEENKAMP**
 - I. **Recent Board approvals (December 2019)**
 P. Steenkamp provided members with a brief update on recent Board activities (items were reviewed at the November 2019 PRC meeting).
 - Approval of MA in Climate Action Leadership as a new program; next steps, submission to Ministry for review/approval
 - Rescinding of policy C1030 – the Establishment and Review of Research Centres/Institutes
 - II. **Status of degree approvals** **GRUNDY**
 S. Grundy updated members on the status of current degree approvals.
 - The MA in Executive and Organizational Coaching (MAEOC) and MA in Climate Action Leadership (MACAL) were recently submitted to the Ministry.
 - The MSc in Management proposal (originally submitted to the Ministry in early 2018) will be resubmitted once letters of support are received from other institutions.
 4. **STANDING ITEMS FROM PRC ANNUAL PLAN**
 - I. **Review annual Academic Plan** **GRUNDY**
 S. Grundy introduced the 2020-21 Academic Plan for PRC review. The plan was developed through a series of enrolment planning meetings and consultations, school retreats, and a full day planning session. Highlights include:
 - 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.

Comments and questions from members included:

How do school strategic plans align with the RRU strategic plan? School plans are informed by the overarching *RRU Strategic Direction* (March 2017). An updated document will be presented to the Board in March, and will help to guide decision making and the allocation of resources going forward.

How is decolonization of the curriculum being overseen? This is a continuous effort across all curriculum rather than a stand-alone course. Indigenous scholars are guiding faculty through the process and helping to build a shared understanding of what decolonization of the curriculum means. The schools are deeply committed to this undertaking and are making significant progress.

How are students being recruited for new programming when a new facility is still pending approval? The Quick Start program is designed for launch within the existing RRU infrastructure; however, the university is not actively recruiting Y1-2 students as funding is not yet secured. Furthermore, while the program hopes to improve transition for West Shore students, current applicants are from out-of-district or international; the (pending) launch of local recruitment efforts will help to address this.

S. Grundy commented that the overarching goal of a new facility is to create collaborative learning spaces that support collaborative programming. The curriculum has been devised for maximum transferability with other institutions e.g.: Justice Institute, Camosun College, UVic. The tuition will be competitive with UVic and some students may be eligible for financial aid.

M/S Laurin / Collins **MOTION: That the Program and Research Council recommend to the Board of Governors, approval of the 2020/21 Academic Plan.** **CARRIED**

II. Review PRC terms of reference **STEENKAMP**

Members reviewed the current PRC terms of reference. Given that the Board approved updated TOR in October 2019, no changes were identified.

M/S Collins / Laurin **MOTION: That the Program and Research Council recommend to the Governance and Nominating Committee, no changes to the PRC terms of reference.** **CARRIED**

III. Relationship with the Board, status update on policies and procedures related to quality, academic integrity, research, etc. **STEENKAMP**

The chair recapped recent PRC policy related recommendations to the Board in the last fiscal year.

- December 2019: Board rescinded the C1030 Establishment and Review of Research Centres/Institutes. (PRC had reviewed/recommended approval in November 2019).
- June 2019: Board approved the Program Approval Framework (PRC had reviewed/recommended approval in May 2019). Revisions included:
 - All new certificate and diploma programs are approved by Academic Council.
 - All new certificate and diploma program tuition rates are set within the framework established by the Pricing Committee and consistent with rates in existing certificate and diploma programs.
 - All new certificate and diploma program tuition rates are reviewed and approved by the Executive Committee prior to Academic Council review.
 - All program revisions for certificates, diplomas and degrees are approved by Academic Council.
- The PRC terms of reference were subsequently revised accordingly and approved by the Board (October 2019).

S. Grundy also noted that Academic Council recently approved new Experiential Learning Guidelines pertaining to the planning of experiential learning elements within programs. Key to their development was the alignment of the terminology and definitions from Co-operative Education and Work Integrated Learning Canada (CEWIL Canada). It is hoped that over time, and with a better understanding and alignment to national standards, RRU will benefit from federal funding initiatives. A copy of the guidelines will be circulated to members.

IV. Establish PRC Annual Plan for 2020-21

STEENKAMP

The chair reviewed the draft PRC Annual Plan and asked members for their feedback and suggestions on possible updates. It was proposed that:

- the May/June topic of quality and student satisfaction measures be updated to “Academic support services – review design and delivery of service portfolio or selected functions, as appropriate”
- the September meeting topic of academic and student support services be updated to “Student support services – review design and delivery review design and delivery of service portfolio or selected functions, as appropriate”
- the annual meeting with School Advisory Council chairs be scheduled per the draft plan but that members discuss with the deans how best to structure the meeting to maximize its value to the organization, the PRC, and the advisory council chairs.

M/S Laurin / Collins **MOTION: That the Program and Research Council revise the 2020/21 Annual Plan as discussed.** **CARRIED**

5. NEW BUSINESS

I. 2020-2022 Internationalization Plan Framework

MARQUEZ

P. Márquez introduced the draft international plan framework noting that it was reviewed with the Board of Governors in January. The framework was developed in collaboration with Tasha Welch, Director, International Collaboration and Development. Currently the Office of International Collaboration and Development support international student recruitment, international partnerships, and international contract training (via Professional and Continuing Studies).

The purpose of the framework is to create a relevant, innovative, and financially sustainable internationalization plan to enhance RRU’s mandate, competitiveness, and learning community. Both the federal and provincial International Education plans recognize that there are direct benefits to supporting post-secondary institutions within this sector and have strategies to support international student recruitment.

At a glance - International Education at RRU: In the early years (1995-2010), RRU concentrated on MBA affiliates across Asia and a partnership in Grenoble, France. From 2010-2015, the university focused on agent networks, Study Group (ISC), international contract training (ICT), internationally focused on-campus programs, and off-shore programs launched at Jinhua Polytechnic. More recently (2015-2020), recruitment efforts have increased RRU’s international student population (to approximately 30% of students) through international partnerships and ICT and recruitment. Since 2013, international student FTEs have grown from 400 to 1100. The program of choice since 2017-18 is the Master of Global Management, growing to over 50% of FTEs.

The three themes of the framework include: leveraging RRU’s global alumni network, intentional partner selection, internationalization as EDI (equity, diversity, inclusion).

Members of the PRC were asked to share ideas and suggestions on the best way to approach new international partners and student mobility. K. Lauren offered to connect with P. Márquez off line.

Members also commented that:

- the LTRM can be more complex to manage in an intercultural environment i.e.: a student's sense of academic freedom, and their comfort with power dynamics and gender issues
- RRU needs to ensure that international students are appropriately prepared to study in Canada, both academically and culturally (how can CTET assist with this?)
- There are many influencing elements to the declining enrolment numbers from China: China wishes to retain their talent; Corona virus; political tension
- PRC is willing to assist in supporting EDI efforts

Members thanked Pedro for the comprehensive report and presentation, noting that RRU has built a robust suite of international programs and laid a strong foundation for future growth.

6. REPORT FROM ACADEMIC COUNCIL

GRUNDY

Academic Council has met twice since the last report to the PRC in November 2019.

At its meeting on 4 December 2019 Academic Council approved the following:

1. New Program – for recommendation to the Board of Governors
 - MA in Climate Action Leadership
2. New Program – for approval (per the updated program approvals process)
 - Graduate Diploma in Climate Action Leadership
3. Program Revisions – for approval
 - Challenge based learning curriculum for Year 1 and 2: Revisions to extend the following programs by two years to include a 4 year pathway for:

– BA Justice Studies	– BA Business Administration
– BA Professional Communication	– BA Interdisciplinary Studies
– BA International Hotel Management	– BA Environmental Practice
– BA Global Tourism Management	
 - Environment and Management Programs (includes credentials – MA & MSc)
4. A total of 98 graduands approved to graduate

At its meeting on 5 February 2020 Academic Council reviewed/approved the following:

1. New Specializations – for approval
 - Royal Roads graduate certificates as specializations in the MBA program (using all existing courses)
2. New Dual Degree– for approval
 - Master of Arts in Tourism Management (Royal Roads University) and Master of Arts in Business - Innovation and Management in Tourism (Salzburg University of Applied Sciences, Austria)
3. A total of 157 graduands approved to graduate
4. Endorsed the 2020-21 Academic Plan for Program and Research Council review and recommendation to the Board of Governors
5. Experiential Learning Guidelines (as noted in item III above)

7. REPORT OF THE PRESIDENT AND VICE-CHANCELLOR

STEENKAMP

The President provided a brief update including:

- The West Shore Campus Initiative is moving forward with distinctive programming that aligns with the LTRM.
- Update on the Throne Speech: highlights included a small increase in MAEST funding but no specific details were disclosed. There was however, an overhaul of student financial aid – to extend the program to part-time students (may positively impact RRU's graduate certificates and diploma programs), and provide new access grants (vs. completion grants that were previously available).

- Through a MAEST grant, RRU welcomed Drs. Peggy, Stan, and Shawn Wilson (Opaskwayak Nation) of Wassenas Counselling & Education to help faculty identify opportunities to decolonize content and learning contexts, introduce Indigenous perspectives and create contexts for Indigenous peoples and immigrant-descendants and immigrants to work together for positive change.
- RUCBC presidents have created an advocacy group and identify key priorities for the sector in anticipation of opportunities to lobby the government.

Members congratulated the President on the recent media coverage on RRU's 25th Anniversary. The chair commented on upcoming events to engage with the local community e.g.: Mothers' Day Paint-in and Founders Dinner.

8. REPORT OF THE VICE-PRESIDENT ACADEMIC AND PROVOST

GRUNDY

In addition to the report in the meeting materials, S. Grundy remarked on the successful intake of the Doctor of Business Administration program and its first on-campus residency.

The chair noted that this is S. Grundy's final meeting with council and thanked him for his dedicated service to the university.

9. Report of the VP Research, International, Marketing & Business Development

MÁRQUEZ

P. Márquez referred members to the report in the materials package and commented on:

- the recent success of RRU faculty receiving external research grants
- recent campus-wide consultations (x4) to inform the development of an updated 3-Year Strategic Research Plan
- the upcoming release of an updated Research in Action publication
- RRU is co-sponsoring with NewCities (City of Victoria initiative) and the Victoria Foundation, a conference on Sustainable Development Goals in Canada - March 10-11 at the Victoria Conference Centre. Many RRU faculty are contributing or attending the event.

10. OTHER BUSINESS

The Chancellor commented on his recent phone call with the Ministry and the Crown Agencies and Board Resourcing Office (CABRO) to discuss priorities at RRU – which included their recognition of the West Shore Campus Initiative (among other topics of discussion).

11. MEETING ADJOURNED

3:10 PM

NEXT SCHEDULED MEETING – WEDNESDAY, 3 JUNE 2020
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