

Board of Governors - Open Session



Board:

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

Executive:

Cheryl Eason
Susan Gee
William Holmes
Pedro Márquez

Guests:

Carolyn Levesque
Tasha Welch
Deborah Zornes

Administration:

Drew Duncan
Ashley Richards (recording)
Sara Adamson

October 08, 2020 08:30 AM - 10:10 AM

Agenda Topic	Presenter	Time	Page
1. Call to Order and Welcome	Chan	08:30 AM-08:35 AM	
2. Approval of the Agenda	Chan	08:35 AM-08:37 AM	
3. Approval of the Minutes	Chan	08:37 AM-08:39 AM	4
SPECIAL BUSINESS			
4. Spotlight on the University	Armstrong / Levesque	08:39 AM-08:59 AM	8
For information			

5.	Report from the President For information	Steenkamp	08:59 AM-09:14 AM	
	BUSINESS ARISING	Chan		
6.	International Strategic Plan MOTION: That the Board of Governors approves the 2020-2023 International Strategic Plan, as presented.	Márquez/Welch	09:14 AM-09:29 AM	22
	REPORTS FROM COMMITTEES	Chan		
7.	Report from the Program and Research Council	Steenkamp	09:29 AM-09:30 AM	76
	7.1 Report from Chair For information	Steenkamp	09:30 AM-09:35 AM	76
	7.1.1 New Program Approvals from July 2020			76
	7.2 Strategic Research Plan For information/discussion	Márquez/Zornes	09:35 AM-09:50 AM	78
8.	Report from the Finance and Audit Committee	Byng	09:50 AM-10:00 AM	
	8.1 Report from the Committee Chair For information			
9.	Report from the Governance and Nominating Committee	Donaldson	10:00 AM-10:05 AM	
	9.1 Report from the Committee Chair For information			
	CONSENT AGENDA	Chan	10:05 AM-10:06 AM	
	PRO FORMA MOTION: That the following items be approved or received for information by the Board of Governors by consent.			
10.	Consent - Approval Items NONE	Chan	10:06 AM-10:07 AM	
11.	Consent - Information Items	Chan	10:07 AM-10:10 AM	84
	11.1 Draft PRC Minutes of the 17 September 2020 Meeting of the Program and Research Council			84
	11.2 Program Reviews: Annual and 5-year External			89
	11.3 Report from Student Support Services (CTET)			94
	11.4 Exposure Control and Safety Plan			98
	11.5 Guidelines for Political Activities			135

12. Adjournment of Open Session



DRAFT

Board of Governors MINUTES OF THE OPEN SESSION

25 June 2020

Via BlueJeans

PRESENT	
Board: Philip Steenkamp, President & Vice-Chancellor Dranna Andrews-Brown Dave Byng Bruce Donaldson, Acting Chair Geoff Pearce Lori Simcox	Administration: Cheryl Eason Susan Gee William Holmes Pedro Márquez Drew Duncan Virginia Whitehead (recording) Guests: Gwen Hill Terrie Klotz Lisa Robinson Tasha Welch Deborah Zornes
REGRETS	
Dave Saunders Sage Berryman Nelson Chan, Board Chair & Chancellor David Black Asad Shaikh	

1. Call to order – 8:36 a.m.

Bruce Donaldson noted that he would be acting as chair and that Nelson Chan sent his regrets for the open session of the meeting of the Board of Governors. He acknowledged the traditional lands on which the university sits, of the Xwsepsum (Esquimalt) and Lekwungen (Songhees) peoples and their families who have lived there for thousands of years. It is with gratitude that we now learn and work here, where the past, present and future of Indigenous and non-Indigenous students, faculty and staff come together.

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

The chair acknowledged that even though Sage Berryman was not in attendance, this would have been her last board meeting as her term ends July 31, 2020. Her contribution to the board was recognized with gratitude.

2. Approval of the agenda

MOTION (Byng/Simcox)

That the agenda be approved as distributed.

CARRIED

3. Approval of the minutes

MOTION (Pearce/Byng)

That the minutes of the open session of the 31 March 2020 Board of Governors meeting be approved as distributed.

CARRIED

SPECIAL BUSINESS

4. Spotlight on the University

Cheryl Eason introduced Lisa Hill and Gwen Robinson to present on Equity, Diversity and Inclusion (EDI) at Royal Roads University. They discussed the EDI journey to date and future plans, as well as the results of the “everyone counts” survey. The President’s Steering Committee on Equity, Diversity and Inclusion was introduced. Future plans:

- Stipend application submitted to the Canada Research Chair Secretariat in support of EDI activity.
- Further policy creation and review
- Refinement of EDI materials for HR Recruitment Toolkit
- Release of the Foundations in EDI Online Course
- EDI Specialist recruitment underway

5. Report from the President

President Steenkamp offered an update on the university’s response to COVID-19. The EOC team remains in place with an increased focus on recovery. Robin Cox, Dr. Thomas Homer Dixon and Jean Slick are looking at scenario planning and principles that are underpinning the recovery work. The team is working to capture lessons learned during this process to document a roadmap for the future.

Key focus:

- Academic programming and research
- Marketing
- Business process improvements
- Communications and engagement
- Sustainability initiatives

A phased return to work is being planned, with the executive teams coming back to their offices on July 6th with social distancing and hygiene protocols in place. The aim for on-campus programming is to return to classrooms in January.

The new 2020-45 Vision was launched to the internal community at Campus Conversation on Monday June 22nd (approx. 350 participants). A copy of the brochure has been circulated to the board and a formal external launch is planned for September along with a communications and media campaign.

With respect to the grounds, the university is a national historical site and as such federal guidelines are being followed for re-opening. The gardens will be opened as a soft-launch on July 1st. The gate will be staffed and the gardens will be restricted to 45 people at a time.

NEW BUSINESS

6. International Strategic Plan

Pedro Márquez and Tasha Welch presented the first reading of the 2020-2023 International Strategic Plan. Feedback and the comments received from governors will be incorporated and a final document will be brought back to the board in September for approval. It was noted that the majority of the document was prepared pre-COVID, and there is flexibility to adjust the document before it is finalized.

The Internationalization Framework was laid out, as well as the expanded digital marketing and recruitment strategy. It was suggested that aligning focus on international recruitment and international trade/foreign investment was an avenue for consideration.

REPORTS FROM COMMITTEES

7. Report from the Finance and Audit Committee

The committee met on June 18th, where the revised budget and capital infrastructure plan were presented and discussed. Both are being presented later in the session for approval by the board. The report from KPMG and the management letter were also presented – it was a very positive review with no issues identified.

8. Report from the Program and Research Council

The council chair noted that there was no new business during this cycle, and as a result the June meeting was cancelled. The committee reports are included in the agenda for consent approval. The president noted that an update on the Cascade Institute would be provided at the next board meeting.

9. Report from the Governance and Nominating Committee

The committee met on June 11th. The focus of the discussion was on board and committee terms of reference and annual policy review. Both will be covered in subsequent sessions today.

CONSENT AGENDA

PRO-FORMA MOTION

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

Approval items:

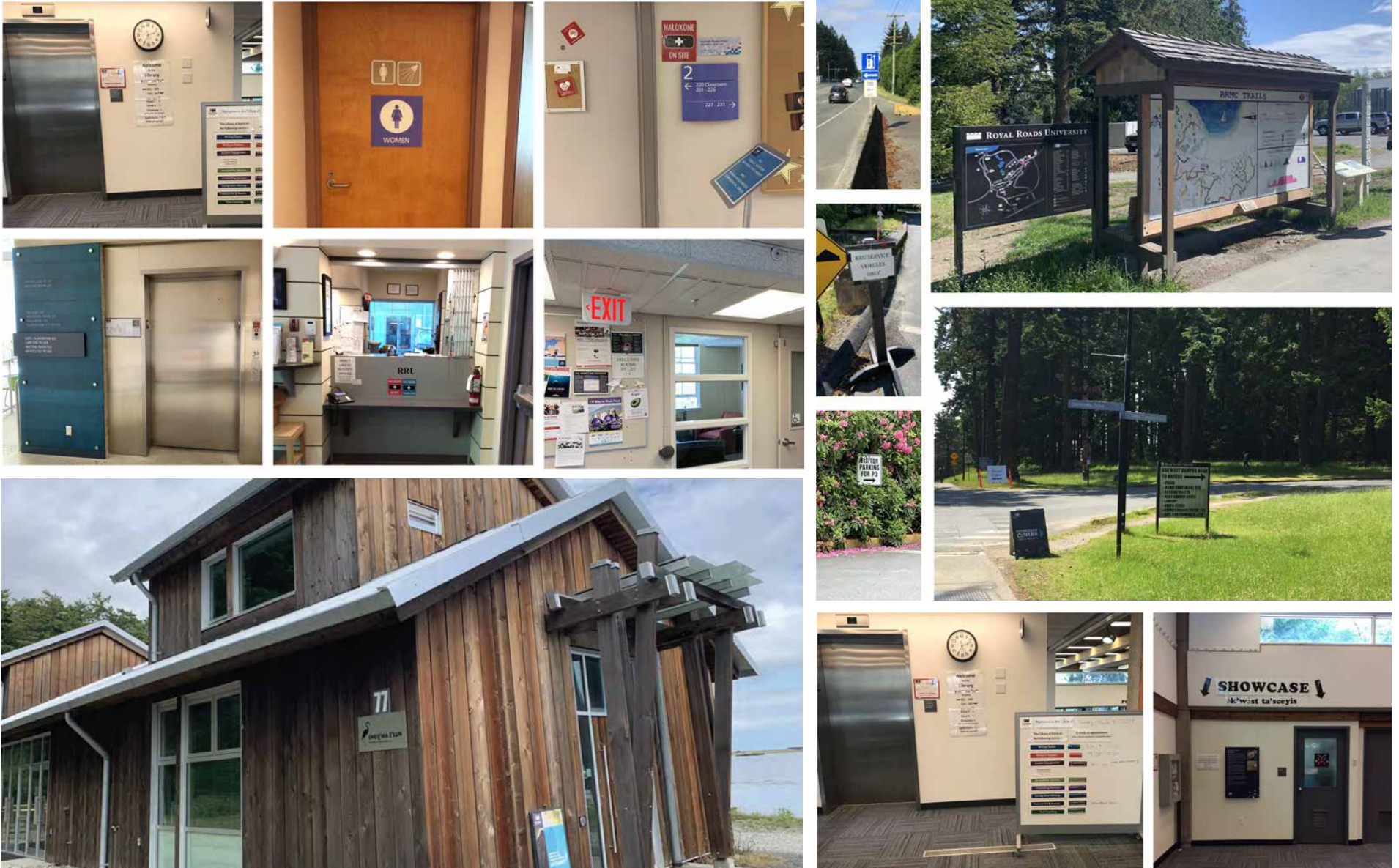
- PRC Research Report
- Academic Services Report
- New Program Approvals

Adjournment – 10:03am



SIGNAGE STRATEGY

October 2020



**Transportation
from gates to
core campus.**

**What is the
security phone
number?**

**More
streetlights.**

**Bus routes are
minimal.**

**Where are
shortcuts to
Colwood?**

**Don't want
to explore
at night.**

**too
Dark.**

**Can't see campus
entrance signage
& road way signs.**

**Blue phones/safe
walk should be
more visible.**



El Camino College - Sample traditional lit pathway



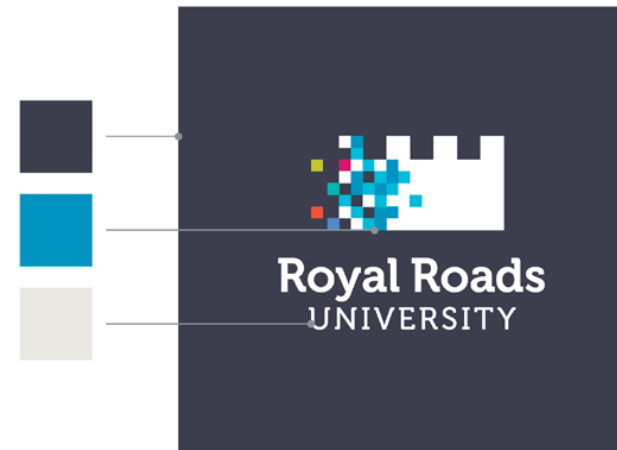
Cornell - Sample lighting as wayfinding



Columbia University - Intuitive wayfinding using tree lighting



RRU



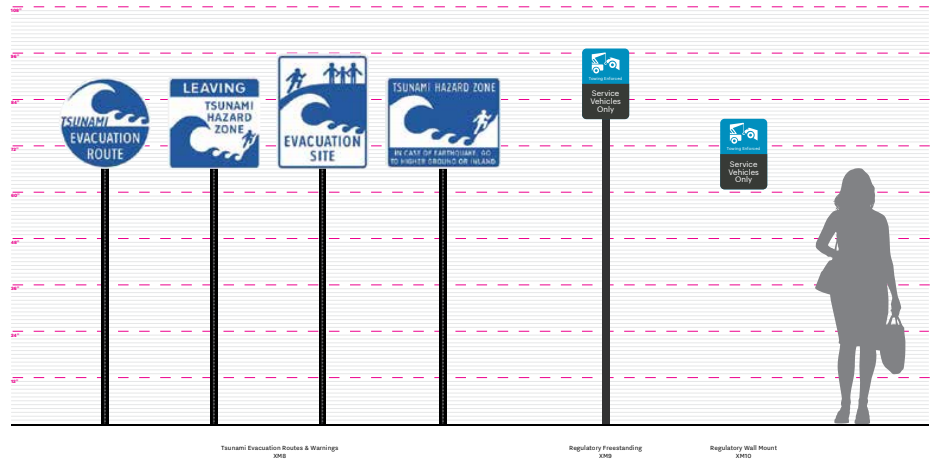
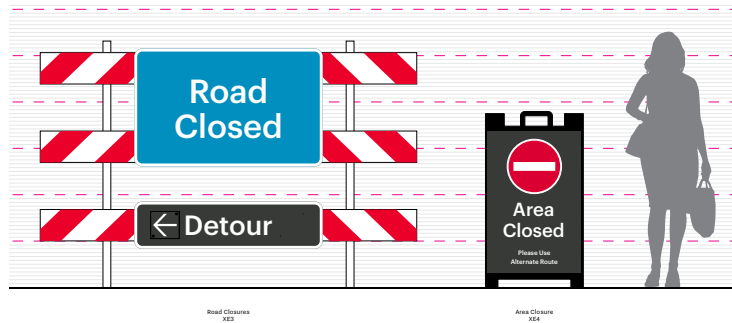
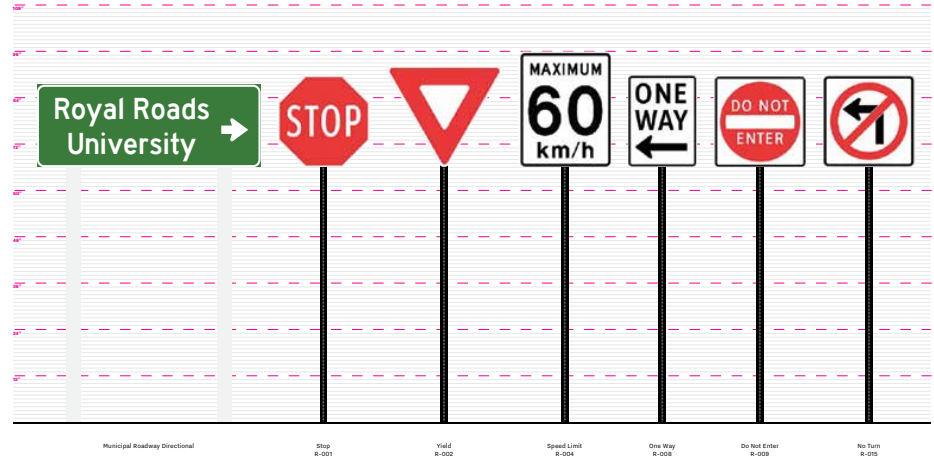


HEALTH & SAFETY

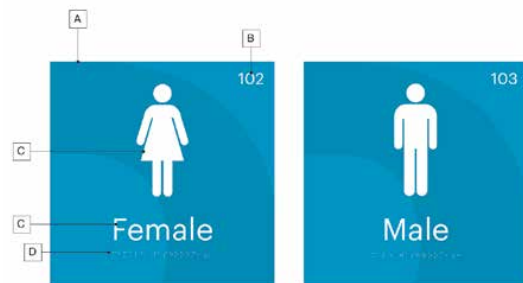
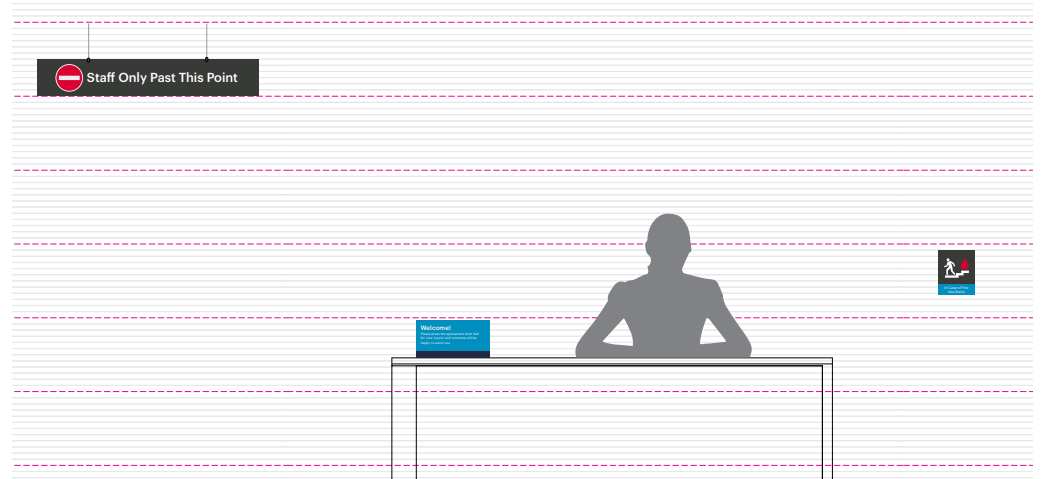
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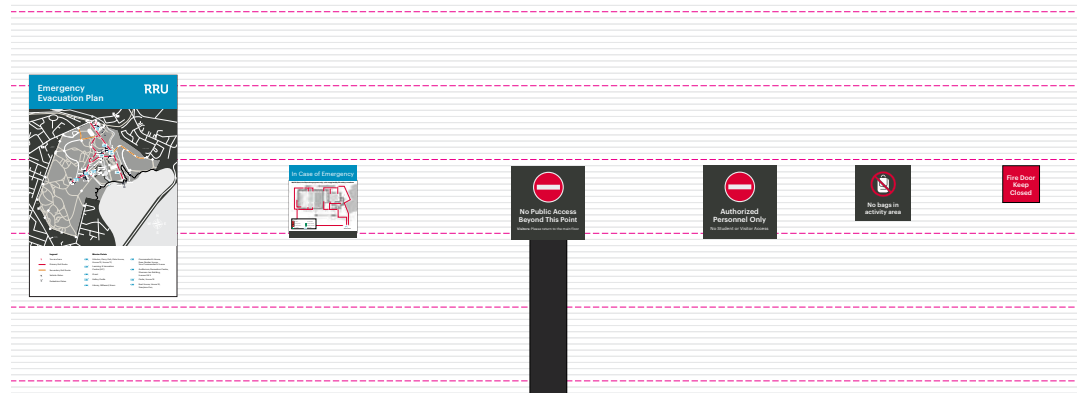
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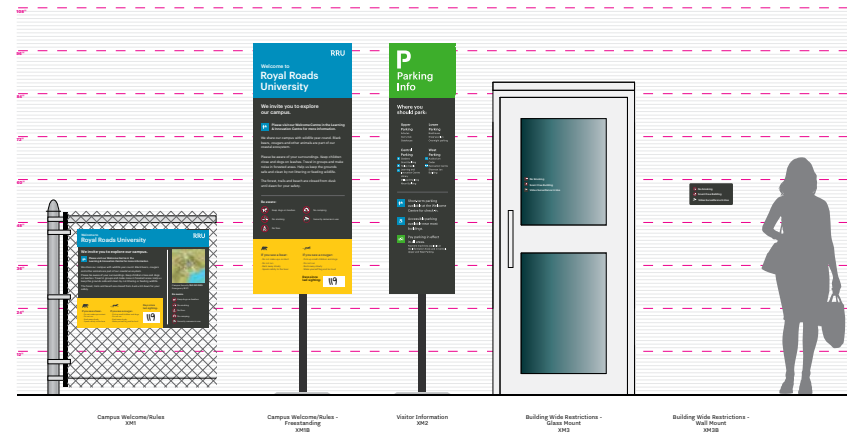
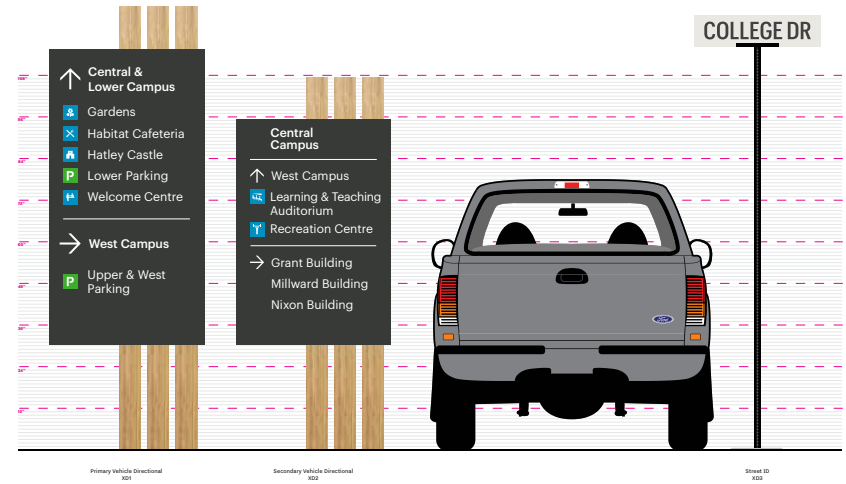
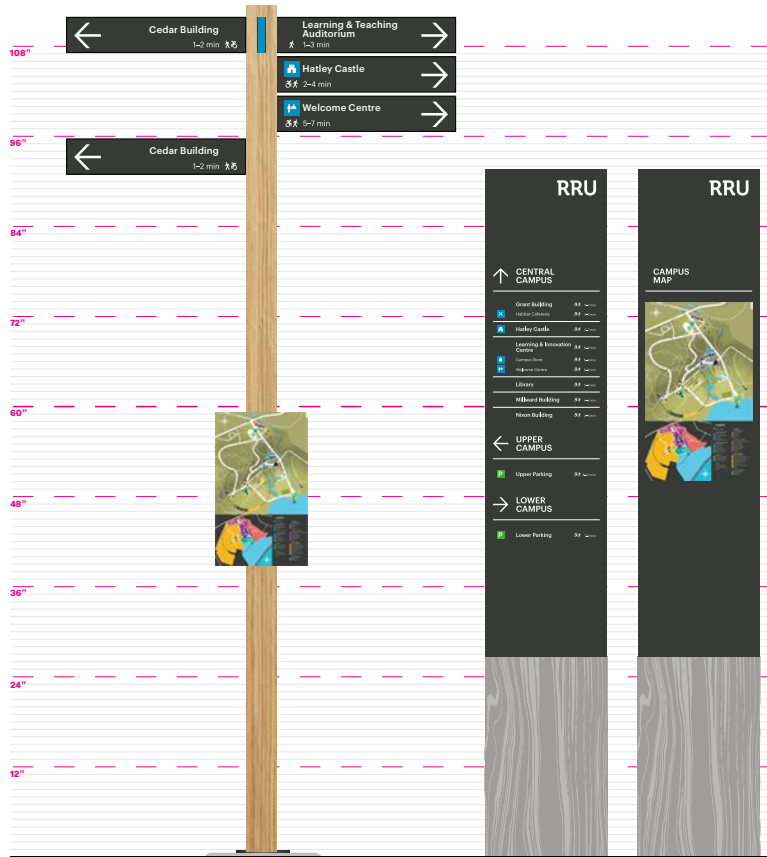
HEALTH & SAFETY



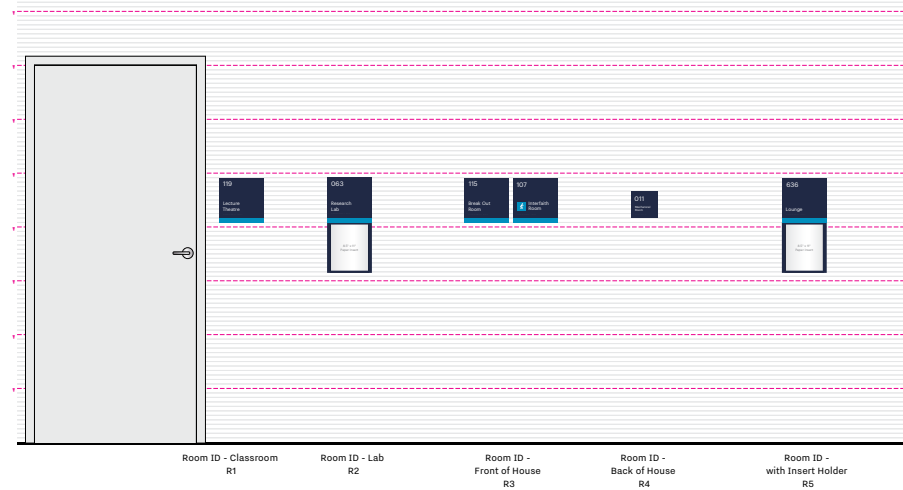
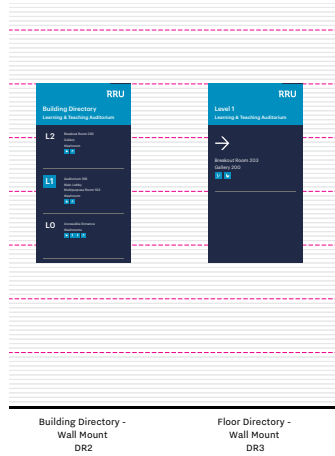
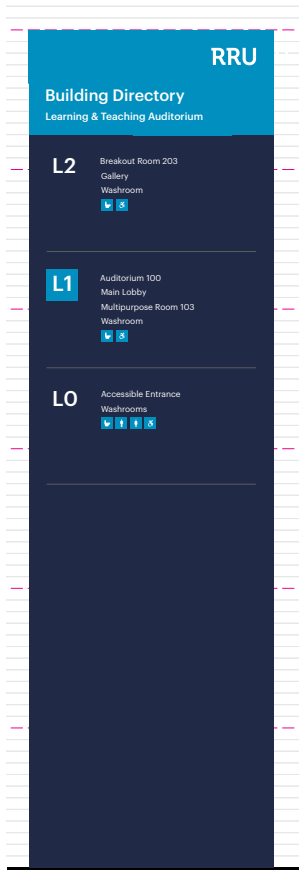
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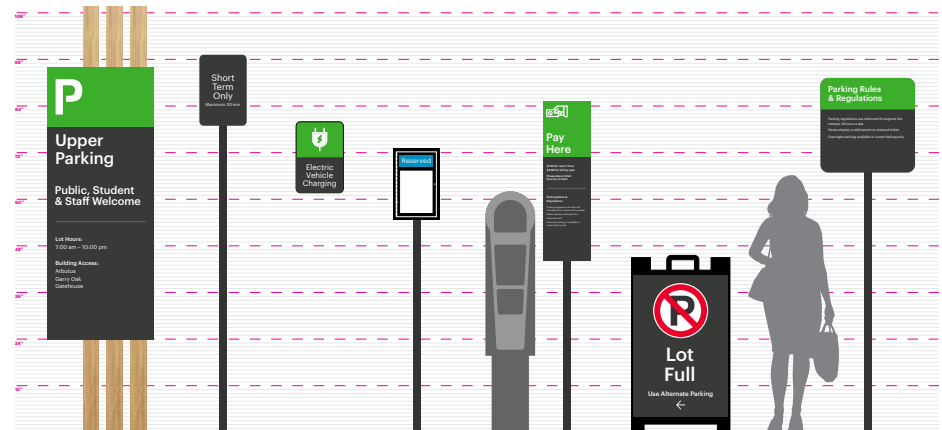
COMPLIANCE



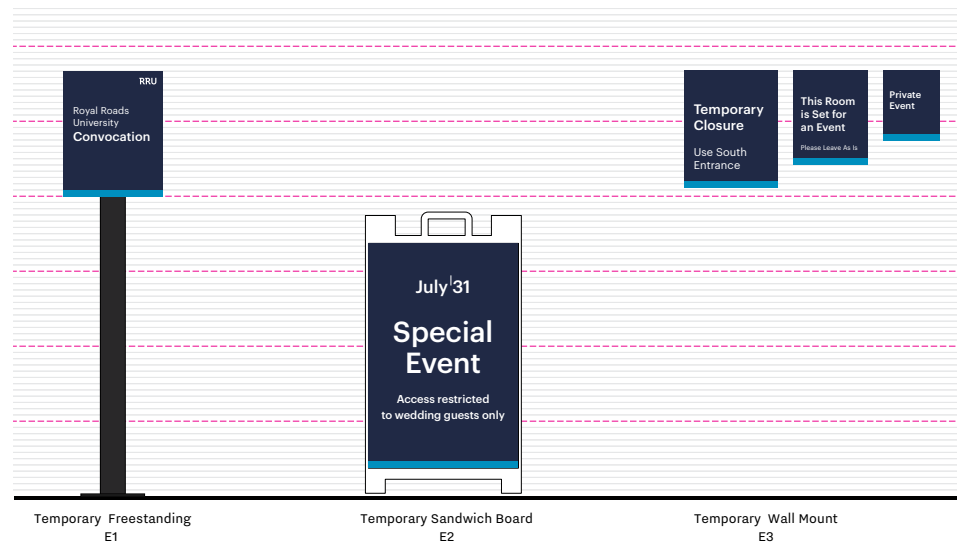
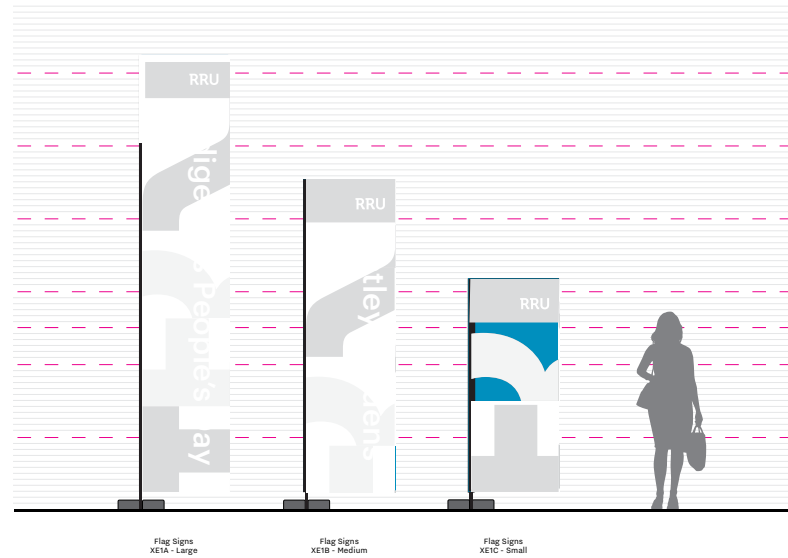
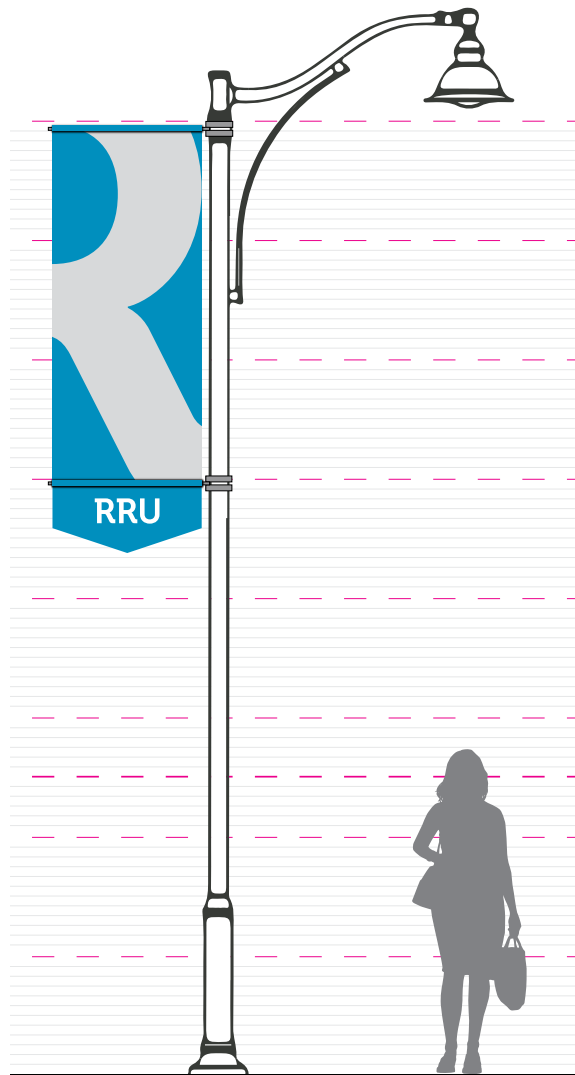
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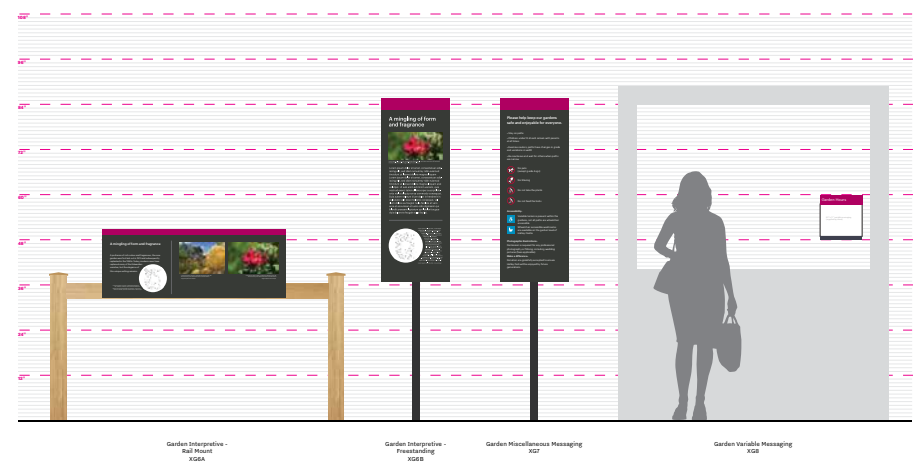
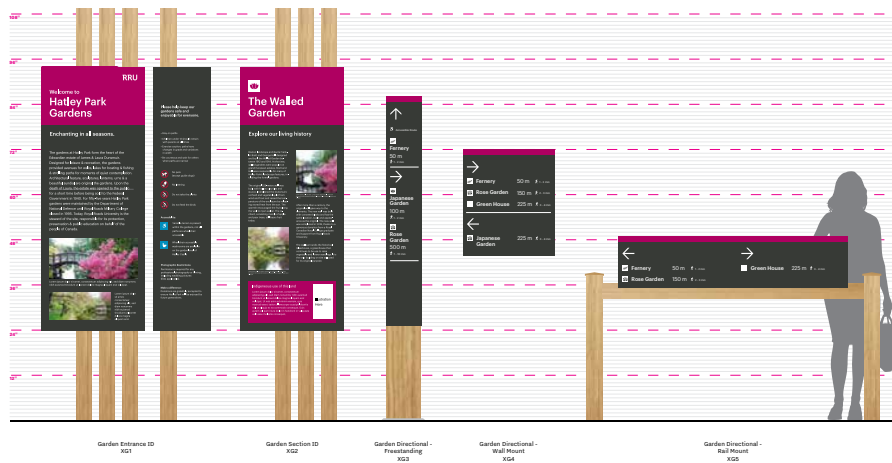
OPERATIONAL & DIGITAL



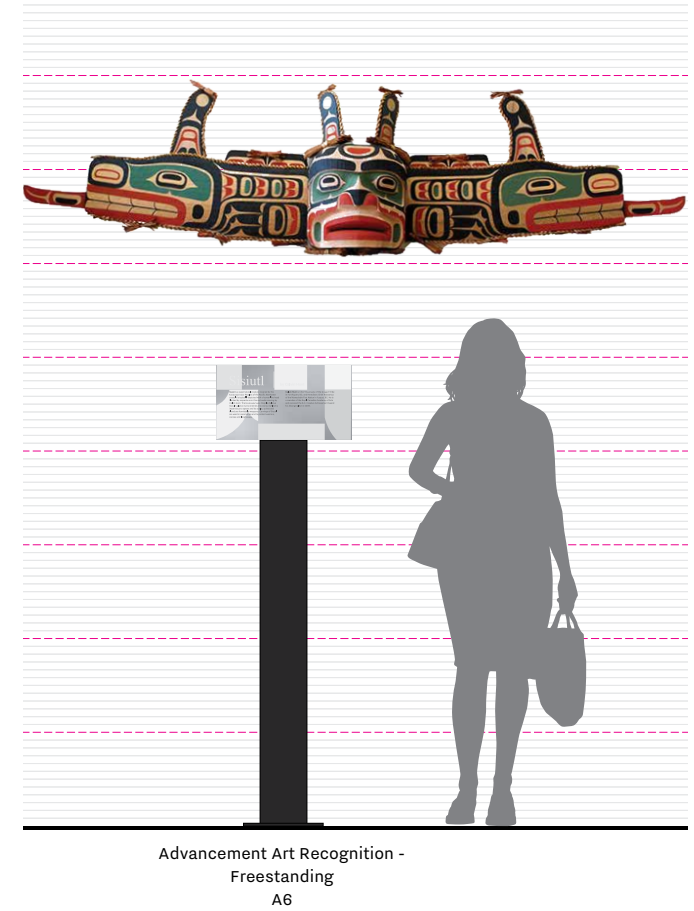
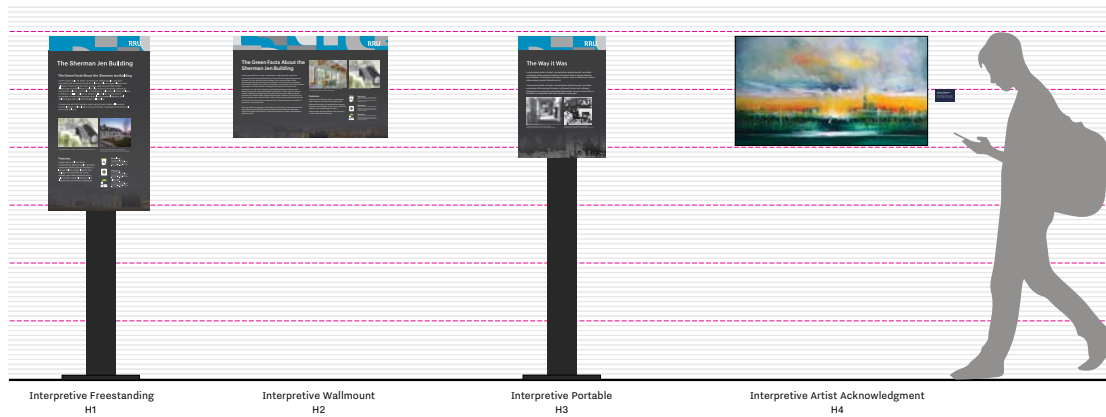
OPERATIONAL & DIGITAL



REMAINING SIGNAGE



REMAINING SIGNAGE





THANK YOU



2020–2023

International Strategic Plan

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

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

Hay'sxw'qa si'em!

September 2020

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Executive Summary

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

Royal Roads developed this International Strategic Plan (ISP) in response to its *2020-2025 Strategic Direction* report that identified internationalization as a strategic priority for the future of the University. As well, the *2019-2024 Five-Year Business Plan* establishes internationalization as a key initiative and commits long-term to its goals. One of the salient features of the business plan is the University's goal to foster intercultural understanding and connections, and to become a catalyst for equity, diversity and inclusion. In turn, this goal links to the new *Equity, Diversity and Inclusion (EDI) Action Plan* that states EDI principles be used as a framework for student recruitment to enhance transparent and equal access for under-represented international student populations. RRU's recently launched 2045 Vision *Inspire people with the courage to transform the world* highlights *Invite in, venture out* as one of its four goals, warmly welcoming all people and communities, strengthening relationships with partners, communities and life-long learners locally, nationally and internationally.

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

Both the University's ISP and the national International Education Strategy (IES) identify study abroad for domestic students as key to internationalization. As explained by Minister

James Gordon Carr “Canadians who study abroad gain exposure to new cultures and ideas, stimulate innovation and develop important cross-cultural competencies.” (IES 2020-2024).

To encourage study abroad, Royal Roads will aim to provide all students, including working professionals in blended programs, increased opportunities, access and resources. Working within a strategic and streamlined process, it will expand availability of international field trips, student exchanges, internships, summer-abroad programs and dual degrees through a network of carefully chosen partners. Faculty and staff will also benefit from more opportunities to enhance their research and experience through international networks, projects and funding.

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

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

A current threat to internationalization sustainability is that most recruits come from a handful of countries, register in a small portfolio of undergraduate and graduate courses, and live in only a few Canadian cities. To address this imbalance, a key tactic identified in the

national IES is to diversify the countries from which international students come to Canada, as well as their field, levels and location of study within Canada. A new digital marketing strategy will aim to diversify Canada's international education sector and address regional gaps. It will also target growing numbers of students from new source countries, as well as those seeing a wider choice of programs.

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

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

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

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

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

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

For recruitment at the undergraduate level, Royal Roads will foster current agreements and develop new channels. The University will continue to strengthen long-term alliances with successful private K-12 educational systems in China like Maple Leaf Education Systems and Concord College of Sino-Canada and will pursue private K-12 partnership collaboration with schools in Brazil, Canada, China, Colombia, Japan and South Korea. Once Royal Roads implements its new undergraduate curriculum, Common Foundations, it can offer entry requirements for international baccalaureate (IB) students which opens recruitment opportunities from independent and IB schools worldwide. When all programming is running,

the University will pursue a goal of a minimum of two solid high school agreements from each country mentioned. With more programs available at Royal Roads, the University can expand its undergraduate recruitment efforts by accessing new channels and markets to feed International Year One (IY1) and the new Common Foundations undergraduate curriculum.

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

Introduction

The *2020–2023 International Strategic Plan (ISP)* outlines the historical context, purpose, goals and strategies required to establish a relevant, innovative and financially viable internationalization model to enhance Royal Roads University's mandate, competitiveness and learning community. Along with the academic, operating and research plans, it aligns with the *2020–2025 Strategic Direction* and the *Royal Roads University 2019–2024 Five-Year Business Plan*.¹ Specifically, the business plan identified one of its central goals as “grow, diversify and internationalize programs in support of the labor market demand and continuously improve quality.” The ISP also aligns with provincial, national and international education plans, provincial international trade and investment objectives, and supports the transition out of the agreement with Study Group.

The Centre for International Policy Studies (2017) defines the terms global and international education as organized learning experiences within an academic program that

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

take place outside of the student's country of origin. These experiences include study abroad in credit or non-credit courses, residencies, exchanges, research, internships, field trips and other work-integrated learning activities in public or private organizations or institutions. In the context of Covid-19, Post-Secondary Institutions worldwide are pivoting the term of global and international education to encompass virtual scenarios which is quickly becoming a new area of interest and development within the sector.

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

This *2020–2023 International Strategic Plan* sets out concrete objectives, targets and goals for the internationalization framework: internationalization at home, internationalization abroad, international research, and international alumni engagement, under the lead of the Office of the Vice President, Research and International (VPRI). Specific goals for international research are detailed in the *2020-2023 Royal Roads University Strategic Research Plan*.

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

support the integration of internationalization into regular processes and procedures, Royal Roads adopted a comprehensive internationalization framework.

Institutional History

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

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

In the early 2000s, the Faculty of Management established its first three international partnerships: 1) Sharif University in Iran; 2) multi-university partnership in Thailand; and, 3) Grenoble Graduate School of Business in France. The first was a short-lived joint MBA offered in Tehran that lasted a couple of intakes and was discontinued for geopolitical reasons, rather

than academic or financial. The second was a conflict analysis and management program that included two intakes bringing together Canadian and Thai students (total of 31), studying one semester in Thailand and a second semester at Royal Roads University. The latter created a mechanism for a group of Royal Roads MBA students to complete a residency in France with courses in innovation management and European business models. This agreement exists at present as the Doing Business in Europe MBA and Master of Global Management (MGM) specialization.

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

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

Through expanded international activity, RRU will accomplish the following:

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

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

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

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

Given the large investments required and the insufficient institutional experience with the complexities of international recruitment, Royal Roads entered into an ambitious

agreement with Study Group, a private education provider in 2010. Accordingly, Study Group assumed responsibility for recruiting high-performing applicants drawn from its network of agents around the globe into the University's blended and on-campus programs. As well, it operated the International Study Centre (ISC) that provided language- and academic-bridging programs for students not meeting all requirements for direct admission. Over the years, the original agreement was renegotiated and regenerated to meet partner demands and the ever-changing international education landscape.

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

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

In 2018 and 2019, Royal Roads redefined its portfolio of partnerships by entering into more meaningful agreements with like-minded universities across Asia, Europe and Latin America. At present and after following careful due diligence, Royal Roads has approximately

100 partners located in 20 countries. International experiences available to both domestic and international students include student exchanges, summer programs, visiting-student programs, articulation agreements, dual degrees, international field schools and residencies, and connections for internships and research.

International Education in Canada and British Columbia

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

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

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

170,000 jobs for Canada's middle class. These students bring their culture and professional connections with them which increases the cultural richness and diversity of the country.

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

Table 1: Inbound higher education students, 2018-2019

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

(Project Atlas, 2018)

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

enhanced resources to be channeled through Canada's *Building on Success: International Education Strategy 2019-2024*.

Notably, several factors continue to impede internationalization in Canada. The most important ones are: cost of living (particularly in Toronto, Montreal and Vancouver) and naturally, the trepidation produced by Canada's cold and long winters. Furthermore, according to *The Student's Voice: National Results of the 2018 CBIE International Student Survey*, 29% of respondents had applied to institutions in countries other than Canada before ultimately choosing their current Canadian institution. Accordingly, Canada is considered a second-best choice after students explore options in the US, UK and Australia.

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

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

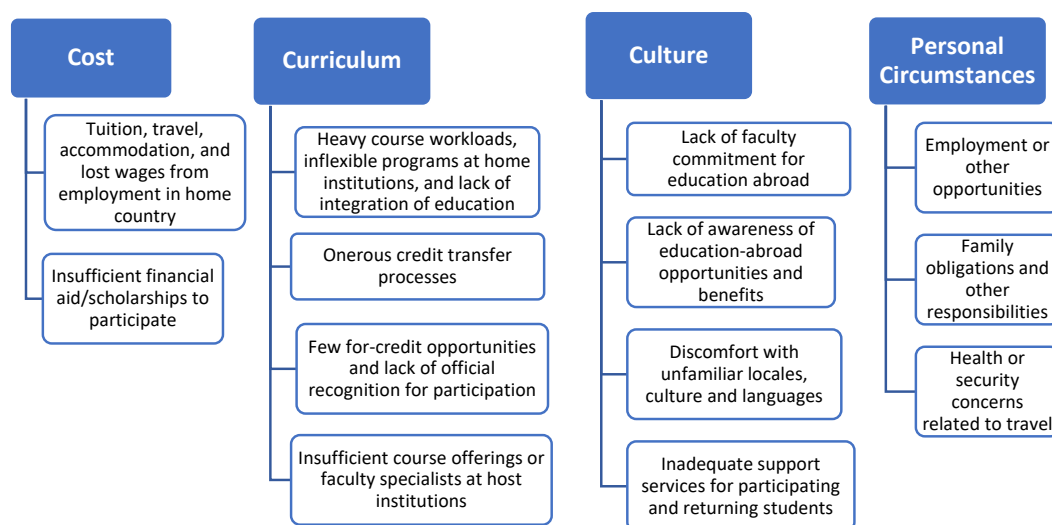
(CBIE, 2017)

According to CBIE (2017) data, in Canada, 75% of international students were pursuing post-secondary studies, 57% were studying in a university program, 41% in a college program and 2% in CEGEP. At the university level, India replaced China as the most important source of international students. Within Canada, Ontario, British Columbia and Quebec have the largest concentrations of international students, attracting 84% of the total (CBIE, 2017). Ontario has competitive advantages when compared to British Columbia, particularly for students driven by

the possibility of working temporarily in Canada after graduation. In British Columbia, the minimum wage is lower, the supply of rental occupancy is smaller, and employment opportunities are scarce especially for graduate-level students.

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

Figure 1: Barriers to students' participation in education abroad



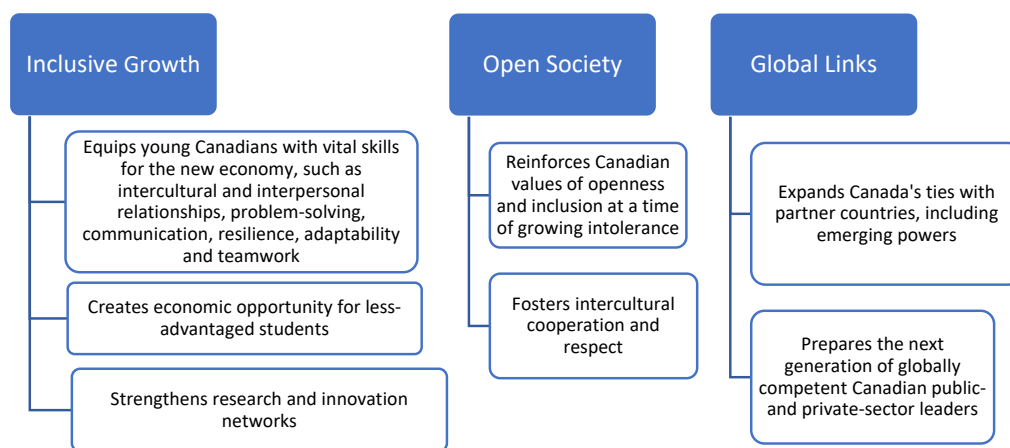
(The Conference Board of Canada, 2017)

International Education Strategy 2019-2024

To strengthen Canada's position as a preferred study destination and to expand opportunities for Canadian students to study abroad and experience the world, the federal government has announced the very aggressive *Building on Success: International Education Strategy 2019-2024*. This strategy aligns with the overall goals of the *Canadian Bureau for*

International Education Strategic Plan 2020-2025 and represents a shift in attitude and approach towards global education. Fundamentally, it identifies international education as a national priority for social and economic development, sets a longer-term perspective for involved stakeholders, and provides equal focus on the investments required to diversify recruitment and facilitate participation in study-abroad programs. The purpose to enhance internationalization at Canadian universities and colleges is succinctly captured in three main goals: inclusive growth, open society and global links as outlined in Figure 2 below.

Figure 2: Benefits of a Global Education



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

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

International education is an essential pillar of Canada's long-term competitiveness. Canadians who study abroad gain exposure to new cultures and ideas, stimulating innovation and developing important cross-cultural competencies. Students from abroad

who study in Canada bring those same benefits to our shores. If they choose to immigrate to Canada, they contribute to Canada's economic success. Those who choose to return to their countries become life-long ambassadors for Canada and for Canadian values (IES 2020-2024).

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

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

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

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

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

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

3. Increase support for Canadian education-sector institutions to help grow their export services and explore new opportunities abroad offering additional scholarships for international students to study in Canada. This strategy will consolidate existing programs under a coherent narrative to facilitate promotion and raise awareness in target markets.

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

Royal Roads University 25+ Strategic Direction

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

Royal Roads University 2019-2024 Business Plan

The *2019–2024 Five-Year Business Plan* lays out strategies and tactics to meet the 2025 goals and targets and creates a solid foundation of sustained success for the next 25 years. Accordingly, through the terms of the business plan, the University marks the ISP as one of the

six key strategic initiatives to be established and highlights internationalization in the following ways:

- Continue to build its international profile, reputation and partnerships;
- Differentiate itself globally through its programming and its approach to teaching, learning and research;
- Attract students who want to advance in their workplace and communities; and
- Continue to develop a vibrant connection with its alumni, including the 6,300 living in Asia.

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

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

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

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

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

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

Royal Roads University 2020-2023 Internationalization Framework

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

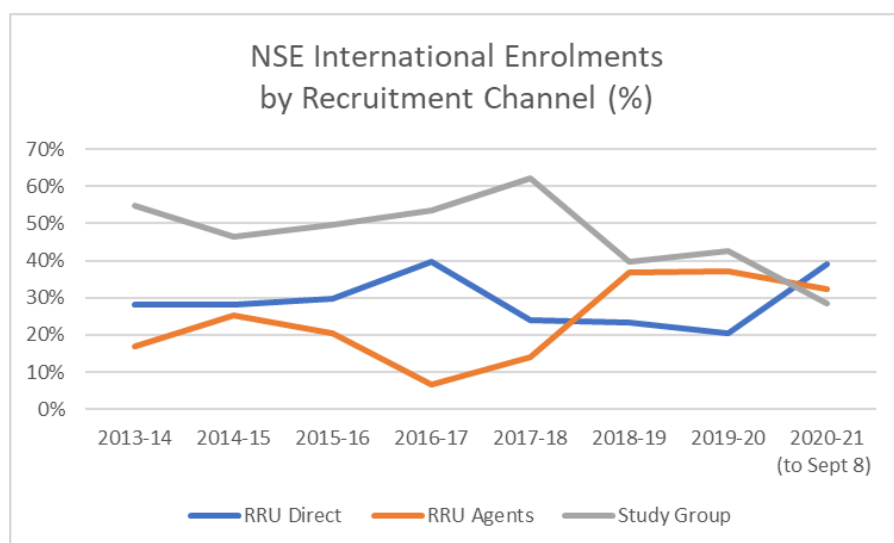
Figure 3: Royal Roads University Internationalization Framework 2020-2023

Internationalization at Home

This first pillar refers to all internationalization activities where learning takes place in or delivered from Canada. It includes the recruitment of international students, the delivery of programs with an international focus, international student support services, and intercultural communications training of faculty and staff. Most of these services have been gradually established since 2011, when the first group of ISC students arrived on campus. Since then, the University has experienced rapid international student population growth. Table 3 and Figure 4 illustrate the growth of new student enrolment (NSE) by channel source (direct, agent or Study Group recruited) in credit and ISC on shore programs as early as 2013.

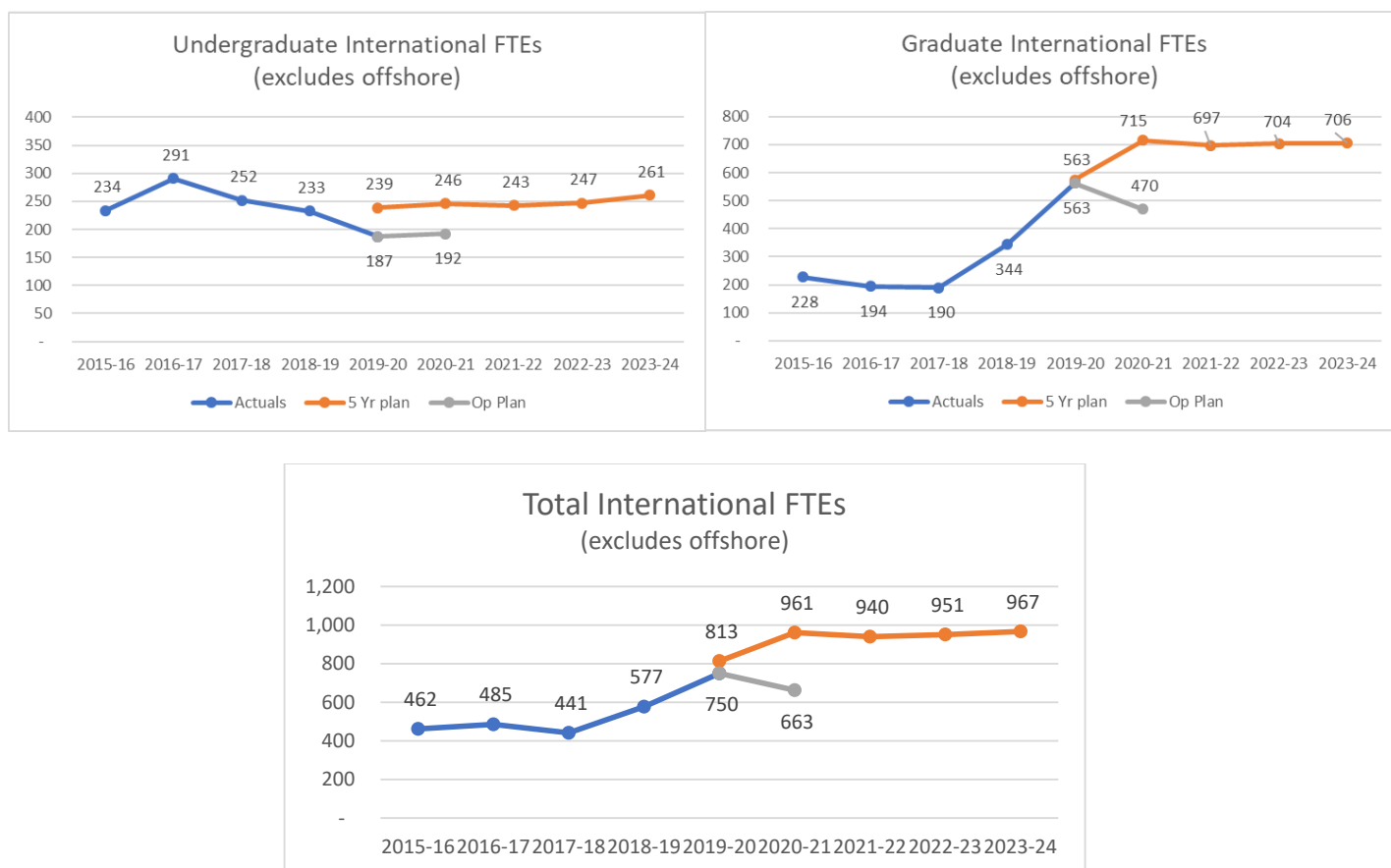
Table 3: International NSE by recruitment channel source (excludes Offshore)

NSE by Recruitment Channel Source								
Recruitment Channel	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21 (to Sept 8)
RRU	112	135	125	97	103	267	231	155
RRU direct	70	71	74	83	65	104	82	85
RRU agents	42	64	51	14	38	163	149	70
Study Group	136	117	124	112	169	176	171	62
Total	248	252	249	209	272	443	402	217

Figure 4: International New Student Enrolment per Recruitment Channel (%)

Excluding offshore programs, Royal Roads has seen a 62% expansion in international NSEs since 2013. In 2014, most recruitment was delegated to Study Group which focused on the demand for pathway language programs in a few markets. In 2017, the University decided to carry out its own recruitment to expand direct admission, enhance diversity of country of origin and expand target programs, including blended delivery. In 2019, with the agreed termination of the partnership, Royal Roads ramped-up its recruitment strategy to diminish its dependency on the Study Group agent network.

Figure 5 illustrates full-time equivalents (FTEs) by level of study in credit and ISC on shore programs starting in 2013. Projected change is shown according to the *2020/2021 Operating Budget* and *Royal Roads University 2019–2024 Five-Year Business Plan*.

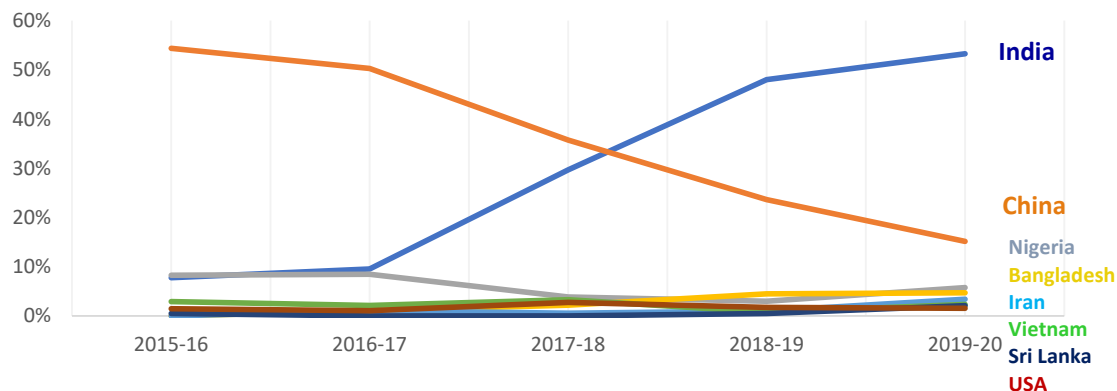
Figure 5: International Full-time Equivalents (FTEs) per Level of Study

In terms of FTEs, Royal Roads has approximately 750 international students: 75% are registered in graduate programs and 25% in undergraduate programs. Due to the effects resulting from the Covid-pandemic, the 2020/21 Operating Budget latest update reflects an 11.6% drop in international FTEs, particularly behind softer MGM enrolments. The 5 Year plan has not yet been updated and is included only as reference. The end of the Study Group agreement, including recruitment and language-training duties, and the expansion of recruitment pathways under the responsibility of OICD will be incorporated during the next planning cycle.

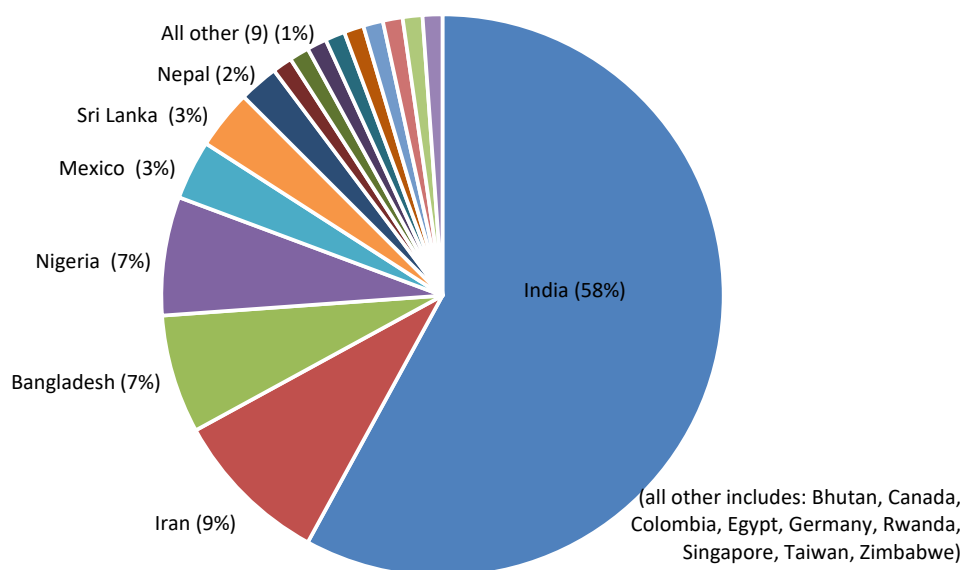
Towards 2023, internationalization at home has three concrete goals: increase diversity of country of citizenship, recruit students to a larger portfolio of programs of study and enhance the fit between student expectations and the University's LTRM.

Diversify country of citizenship

It is widely accepted that a student population representing different cultures and traditions contributes to effective intercultural teaching and learning, and the adoption of a global mindset. With this understanding, the University has incorporated global learning and attracted a global alumni body from 166 nationalities represented by country of birth, who live in 86 countries around the world, since its inception. This equates to 45% of our alumni being from a different country of birth than Canada. While the Registrar's Office currently reports study-permit students from 53 different nationalities registered in onshore programs, most of them are recruited from a handful of nations. This aligns with Study Group's focus on a reduced portfolio of efficient recruitment regions like China, India and Nigeria combined with global demand in the sector. While the distribution of regions of origin has changed significantly, since 2015 the two most important sources for Canadian institutions have been China and India as demonstrated in Figure 6. As a proportion of the total international student population, China represented close to half of all study permit students until 2017. Demand from India has increased at an impressive rate since 2016. Attracted to the University's most popular international program, Master of Global Management (MGM) program, India has replaced China with approximately 50% of the total international student population on campus in 2020.

Figure 6: International New Student Enrolment by Country of Citizenship

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

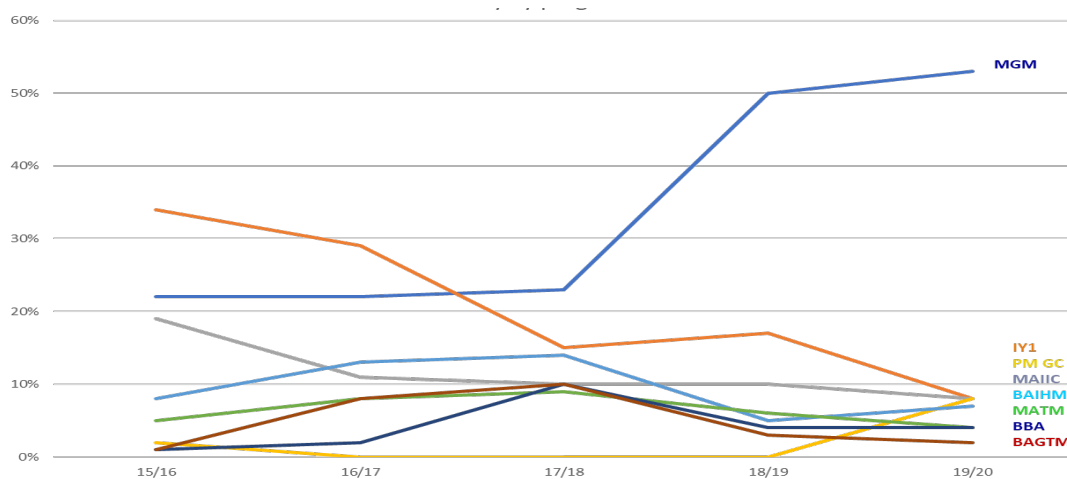
Figure 7: Master of Global Management January 2020 Cohort by Country of Citizenship

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

Diversify programs of choice

At Royal Roads University, as in most post-secondary institutions across the country, international students are interested mostly in a small number of professionally focused programs. CBIE reports that most study-permit students enrolled in Canadian post-secondary programs, focused on six disciplines of study: business and management, engineering, computer science, education and technology. As shown in Figure 8, the majority of international students have registered in eight different Royal Roads University on-campus programs. However, since 2018 the University has experienced strong growth in the MGM program that in 19/20 captured 50% of all international student enrolment.

Figure 8: International New Student Enrolment by Program of Choice



While maintaining the success of the MGM, this *2020-2023 International Strategic Plan* seeks to expand the University's efforts to grow international registrations across a broader range of revised programs that increase the number of on-campus programs available, including Master of Arts in Intercultural and International Communication (MAIIC), Master of

Arts in Tourism Management (MATM), Master of Arts in Global Leadership (MAGL), Master of Arts in Environment and Management (MEM) and Graduate Diploma in Project Management and Organizational Leadership (GDPM).

International student recruitment

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

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

Direct recruitment

Over the years, Royal Roads has learned that motivated prospects with strong language levels are able to do their own research and move themselves through the University's

application process without the use of an education agent. These prospects find our programs either through the University's recruitment efforts or organically through the website. Typically, they have a high level of English, and are university students or working professionals. A variety of opportunities exist to promote to prospects directly without a partnership agreement or by way of an agent. This mix of channels for recruiting students operates without the incentive of commission payments; however, it requires significant international enrolment advising resources that are supported and allocated to convert each international prospect with care in a timely manner.

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

Organic searches, word-of-mouth advertising, social media campaigns and initiatives that utilize students, alumni and well-trained staff to support international prospect advising and tactical recruitment activities, all contribute to this channel mix. Likewise, the use of digital lead generators (e.g., Keystone Academic Solutions, Study Portals, and Apply Board) over the past two years has encouraged qualified enquiries and applicants without the expense of travel. This sustainable approach benefits recruitment efforts by being able to reach a broad range of source countries, and consumers from markets that naturally conduct their own online analysis without the use of the education agent network. Since employing this strategy, the number of qualified leads has spiked, resulting in applications to a wider range of program areas. As a by-product of these efforts, domestic students are also applying to Royal Roads University through these same channels. As previously mentioned, to support this tactic the importance of adequately resourcing the international enrolment advising function can not be overstated to

foster efficient, timely, personal service that generates a positive first impression of the brand and supports word of mouth promotion.

Education agents

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

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

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

for example, we will need more agents in Africa and the Middle East in the foreseeable future as we work to develop countries such as Ghana, Iran, Kenya, Nigeria and South Africa.

In-country representatives

A third recruitment strategy is to contract University representatives in select markets. With equality considered, the international recruitment and enrolment teams can be expanded outside Canada with ease, virtually guaranteed ROI and an improved contribution to environmental considerations. Representatives can service both the partnership and agent channels, as well as create brand awareness in-market that attracts direct enrolment. Currently, Royal Roads benefits from three in-market representatives located in China and India. This proven model of representation allows the University to have a consistent presence in certain markets which creates a more efficient and economical resource than having our staff travel to carry out the same duties.

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

Recruitment targets and tactics

International recruitment planning contains a portfolio of recruitment strategies and tactics that support the goals of the rolling *2019–2024 Five-Year Business Plan*, while being nimble enough to respond to the fluctuating external factors common in international higher education. Targets are set each year during the constructive dialogue process that leads up to

the annual enrolment planning process. The process follows a series of planning meetings with deans, school directors, program heads, as well as representatives from the offices of Business Planning, the Registrar, Admissions and Enrolment Services, Marketing and Recruitment, and the OICD. To determine the appropriate (domestic and international) enrolment goals for each program taking place during the upcoming fiscal year, the parties consider each program's features and past experiences. These considerations include changes to target markets, student alumni and advisory council feedback, enrolment trends, competing programs, program revision processes, and recent performance of specific marketing and enrolment tactics. To determine the appropriate international recruitment goals per program intake, the parties consider the potential attractiveness of each program's purpose and delivery mode (blended, on campus or online) to non-Canadian students.

Quantitatively, the annual recruitment plan is designed to enrol 750+ new international students into approximately 23 different programs across 40 program intakes, with conservative growth each year. Qualitatively, the plan aims to increase cultural diversity and student fit by recruiting from a variety of source countries, while building global awareness of the value of the University's LTRM. The plan aims to continuously improve on Royal Roads' ability to predict market trends, challenges and opportunities; reinforce student source channels; penetrate new markets; and expand recruitment into a larger number of our programs in a resourceful manner.

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

- The English for academic purposes programs offered by the GLLC (formerly the International Study Centre operated by Study Group). These programs offer students the flexibility to study different levels of English in a university environment as stand-alone programs or as a pathway into the degree programs. This new suite of programs

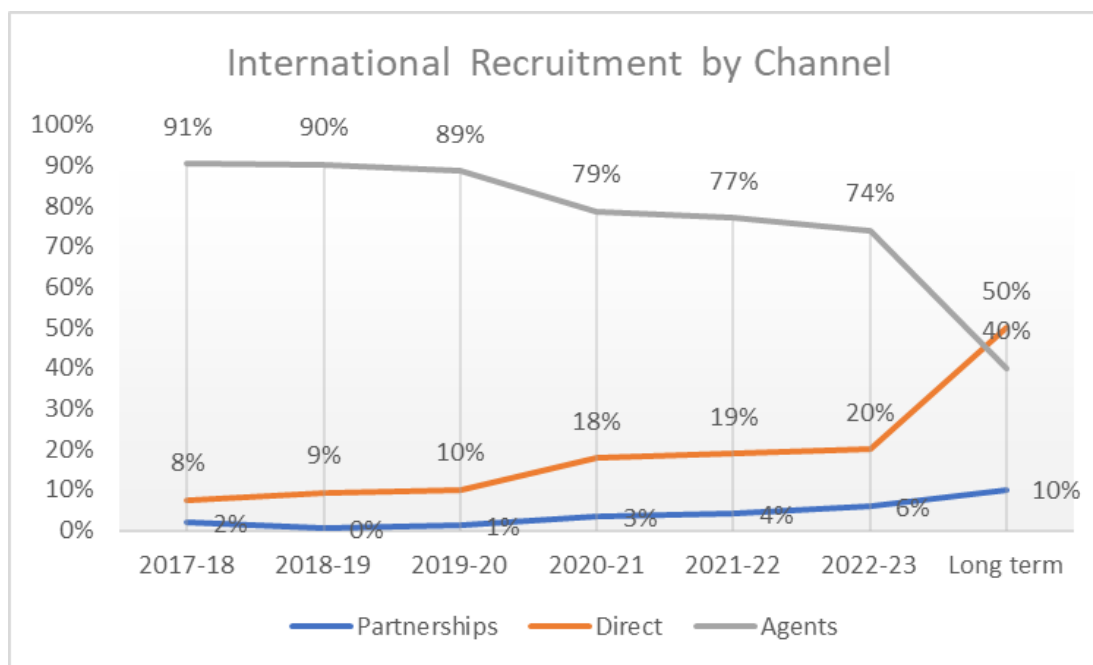
allows the University to enter new markets in Asia, Eastern Europe and Latin America and to engage more closely with specialized agents, institutions and high schools.

- The suite of international programs delivered through the GLLC are promoted through the University's recruitment efforts to bring applicants to the Business Essentials for Emerging Global Leaders one-semester program, and the seasonal offerings such as the Summer Leadership Academy.
- OECD will pursue group contracts for the GLLC programs by working with international partnerships in Japan, South Korea, Taiwan, China, Brazil, Colombia and Mexico. This approach in these language markets can produce the majority of enrolment in these programs, diversify the classroom and the channel mix, and reduce our costs. The University has set a preliminary goal of one group agreement per country and will revise it once work commences for these new programs in the markets listed above.
- Pathways from high schools can be developed to feed International Year One and the pending Common Foundations undergraduate curriculum. Royal Roads has strong, long-term, alliances with two successful private K-12 educational systems in China: Maple Leaf Education Systems and Concord College of Sino-Canada. Additionally, the intention is to pursue other private K-12 partnerships and, in some cases, collaborate with school districts in Brazil, Canada, China, Colombia, India and Japan. Once Royal Roads implements the new undergraduate curriculum, the option is there to offer entry requirements for international baccalaureate (IB) students thus allowing recruitment from the network of private and IB schools worldwide. When all programming is up and running, the University will pursue a goal of a minimum of two solid high school agreements from each country mentioned.
- At the undergraduate level, Royal Roads will continue to develop and foster block-transfer style agreements as an effective way to grow the direct recruitment channel for degree completion programs. A current priority is to develop partnerships with the

community college network in the United States with an overall goal to pursue a minimum of four new international agreements a year.

- Enhanced efforts to promote a broader range of on-campus programs that includes MA Global Leadership, Master of Arts in Environment and Management, Graduate Diploma in Project Management and Organizational Leadership and the Master of Business Administration. These offerings are in addition to the long-running on-campus programs: MA Tourism Management, MA Intercultural and International Communication and Master of Global Management.
- On-going emphasis on recruiting international students into degree completion and graduate blended/on-line programs from markets where these flexible delivery models are in demand or could be in demand and have proven English-language proficiency. This promotion is important to achieve greater diversity across program area to reduce risk caused by a majority of international students in only a few programs.

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

Figure 9: Recruitment Channel Mix

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

Table 4: Internationalization at Home Goals

Goal	2020	2023	Action
Develop Royal Roads as a global brand	Marketing plan by 2021 Website by 2021		Develop a marketing plan, enhanced communications and new website. Leverage word-of-mouth and alumni success stories. Reinforce international enrolment services to facilitate timely and positive first contact with prospects and applicants
International content in curricula is an integral component of Royal Roads' LTRM	TBD	70% Long-term: 90%	Aim to compile inventory of international content in the curricula

Goal	2020	2023	Action
Update curricula and integrate international learning as a formal learning outcome and experiential learning			Review Global Thinking as on outcome of learning
International experiential learning is an integral component of Royal Roads' LTRM	40% est.	70% Long-term: 90%	OICD currently compiling inventory to be complete by March 2021
Intercultural teaching and learning training	TBD	75% of faculty/staff interacting with international students complete training	Centre for Teaching and Education Technology (CTET) in collaboration with Student Services and the program areas to design and deliver
Equity, diversity and inclusion (EDI)	TBD	Create pathways for women, disabled and visible minorities	Extend EDI strategy to internationalization strategy through process and decision making
Join, establish or maintain memberships and participation in CBIE, BCCIE, ACCRAO, APAIE, EAIE, IOHE, CAIE, South Island Prosperity Partnership (SIPP), International Education Victoria (IEV) and more	Active presence and interaction in some	Active presence and interaction in all as needed	All applicable internal stakeholders to have access to relevant memberships for networking and professional training with international education organizations
Diversity by channel mix: Direct (no agents)	18%	40%	
Agent network	79%	50%	
Partnership network	3% est.	10%	
Diversity by country of citizenship	NSEs 54 countries; 4 countries represent 80%,	Balance cohort diversity so no more than 40% of students	Maintenance in India, China; growth in Brazil, Canada, Colombia, France, Indonesia, Mexico, Morocco, the

Goal	2020	2023	Action
	e.g. January 2020 MGM was 58% from India.	from single country.	Philippines, Thailand, Turkey, Ukraine and Vietnam; development in Africa (Ghana, Kenya, Nigeria, South Africa) and the Middle East (Iran)
Blended programs	Of overall student body in FY2019/20 1.9% international students in across 24 blended programs	10% of the blended student population should be international	Leverage the shift to online learning created by Covid-19, expand the University's digital marketing strategy globally, focus on traditional markets for blended programs such as the United States
GLLC agreements	Lead stage	1 per country, 7 new group agreements	Develop institutional group contracts in Japan, South Korea, Taiwan, China, Brazil, Colombia and Mexico. 10 under review in Japan/South Korea
Undergraduate recruitment	1 + lead stage, *CF pathways on-hold	2 per country, 12 new pathway agreements	Develop high school & language school pathways for IY1 and CF in Brazil, on-shore Canada, China, Colombia, India and Japan. 5 high school & 7 LS under review
Degree completion recruitment	17 based in 6 countries (Canada, China, Hong Kong, India, Global & USA)y	4 per year, 16 new articulation agreements	14 block transfer agreements are under development (Global, Japan, Nepal, Singapore, South Korea)

Internationalization Abroad

To enhance the international learning experience of domestic and international students, Royal Roads will continue to strategically develop education abroad opportunities through field trips, student exchanges, summer programs, dual degrees, dual language degrees,

international internships and research connections through a network of carefully chosen partners. Likewise, the University will aim to build partnerships in alignment with government trade, investment and development goals. At present, Royal Roads University has a portfolio of approximately 100 partnerships across Asia, Europe and the Americas. These partnerships will be reviewed and updated, and new partnerships will be developed only after a careful selection process and due diligence for strategic value and complementarity.

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

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

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

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

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

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

- The University is incorporating the direction of the national strategy to bring diverse global perspectives into the cohort model and encourage Canadians to go abroad through the education- abroad programs. To date, we have developed opportunities for short-term study abroad, student exchanges and international field trips that are available to all students. Current locations for study- abroad partners include Australia, Austria, Belgium, Chile, Germany, Italy, India, Japan, Mexico, the Netherlands, Norway, South Korea, Spain, Switzerland, Sweden and Vietnam. The OICD takes a strategic approach to developing institutional partnerships who hold the same values, missions, goals and approaches to learning as Royal Roads. This enables Royal Roads to create opportunities for global

learning, teaching and research that focus on entrepreneurship, sustainability, corporate and social innovation, and change making.

- Among our active partners, we have 35-plus active study-abroad partners in 16 different countries and welcome at least 40 students from partners around the world every year. There has been a 300% increase in study-abroad applications that includes undergraduate and graduate level, on-campus and blended programs.
- By developing international partnerships, the University promotes its international programs that are delivered through the GLLC and discovers leads for customized international contract-training programs. Enrolment in these short-term, non-credit programs supports the international strategy through brand awareness, international partnership development, revenue generation, and as potential pathways into degree studies. The priority is mutually beneficial projects that support cross-sectoral, interdisciplinary, innovative and sustainable lifelong learning. There is no limit to the number of requests for proposals through OICD for GLLC programs as they are received through a variety of sources worldwide. GLLC manages the capacity by accepting or denying business, as appropriate.
- Following the new Shared Programs Policy, Royal Roads is now in a stronger position to seek strategic dual-degree partnerships. This model can be built for blended and on-campus programs, thus making the programs attractive to a diverse range of institutions, countries and students. While enrolment momentum on dual-degree programs takes time to establish, the University expects that a network of strategically developed dual degrees will contribute positively to enrolment numbers over time, diversity, and building our brand globally. The desire is to build at minimum one dual degree per school, where interested, over the course of the three-year plan. Depending on program interest, some programs may choose to feature multiple dual-degree options for their students, specifically the on-campus programs and others may opt to offer international opportunities through a vast student exchange program.

- Following the dual language, blended model developed for MA Educational Leadership and Management and Maple Leaf Education Systems, OICD worked with the School of Education and Technology on a presentation proposal to replicate this model with other partners. This award-winning delivery model is unique to the University with the benefits of making education available to a broader range of working professionals worldwide who are not motivated by Canada's lure of immigration. Likewise, it allows us to work with partner institutions, companies or associations to customize learning specific to the needs of the organization. Over the course of this three-year plan, the goal is to pursue one- to two-degree blended programs with strategic partners.

Offshore programs

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

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

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

Table 5: Internationalization Abroad Goals

Goal	2020	2023	Action
Increase information exchange and collaboration with international partners	Website lists transfer agreements, student exchange only	Capability to search all partnerships and international opportunities online	Acquire or develop a digital/cloud based international partnership database and education abroad platform, e.g. Move-On that creates efficiencies
Domestic students studying abroad	Since 2018, of the 59 students who studied abroad, 24 were domestic, 40%	7.5% of domestic student population	Leverage IES; build up interest in international learning opportunities; promote funding
Domestic students studying abroad in an emerging country	15 of the countries that RRU works with are categorized as emerging	Of the 7.5% of domestic student population studying abroad, 3% will learn from an emerging country	Build opportunities in non-emerging countries (USA, UK, Australia, France). 11 new SE agreements under review, including UK.
Increase international experience (study, work, research) opportunities across program areas	35 study abroad opportunities in 16 countries (Australia, Austria, Belgium, Chile, Germany, Italy, India, Japan, Mexico, the Netherlands, Norway, South Korea, Spain, Switzerland, Sweden and Vietnam)	Aim for one opportunity per program (student exchange, summer program, faculty led field trips, overseas residencies, research opportunities, internships, virtual projects)	Build opportunities in the gaps identified during inventory process
Dual Degree	MCI MGM/MBA	One active dual degree per school as desired by the program area	Dual degree financial model to be created, 4 potential new agreements under review
Dual language blended degrees	MLES MAELM	Two established dual language blended programs	Leverage institutional network, memberships and faculty connections

Goal	2020	2023	Action
Off-shore programs	Jinhua Polytechnic Diploma in Tourism Management and Tianjin University Master of Arts in Environment and Management off-shore programs	Replace Jinhua Polytechnic and Tianjin University off-shore programs with comparable agreements	Lead stage, leverage institutional network, memberships and faculty connections

International Research

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

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

Royal Roads has developed a new 2020-2023 Strategic Research Plan that will run parallel to this *2020–2023 International Strategic Plan*. It will set the ground for a renewed interdisciplinary framework to enhance the interrelationship among the University's research and its teaching and learning. The plan will contain concrete objectives and targets to drive Royal Roads' research in the future with a focus on change: changing systems, patterns, climate, structures of work, views on well-being, views on citizenship, views on reconciliation, and views on

inclusivity. Its two international objectives are to increase the number of Royal Roads faculty and students involved in international projects and to increase international sources of funding for strategic research projects by 2023.

To conclude international research efforts to be prioritized over the next three years, a summary table outlines the objectives, tactics and targets in Table 6 below.

Table 6: International Research Goals

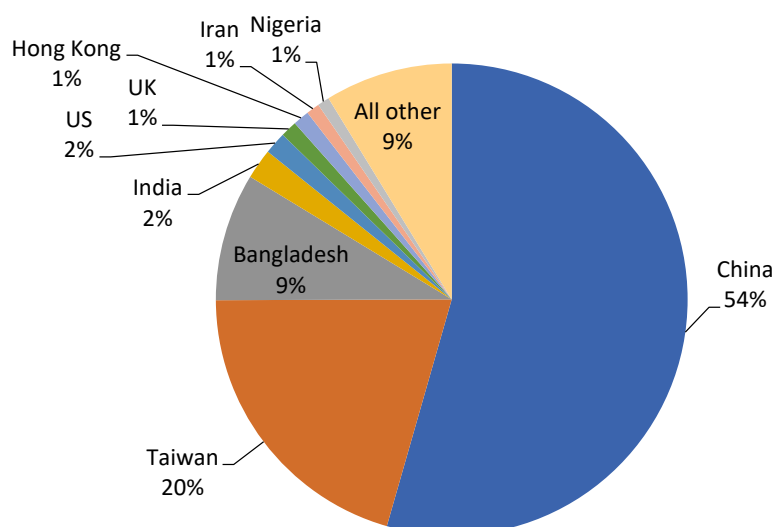
Objective	Tactic	Target
International research project participation	Joint research with international partners	Faculty involved in at least 10 international project applications
Access to international funding sources	Grant application to international funding sources, leveraging Canada Research Chairs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

International Alumni Engagement

With over 29,000 individuals, the Royal Roads alumni community is one of our greatest assets. Alumni are personally invested, enthusiastic, and willing to act as mentors, ambassadors, donors, market scanners and recruiters because of their transformational experience at the University.

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

As of December 2019, 32% of Royal Roads alumni reported a country of citizenship other than Canada. As Figure 10 illustrates, the clear majority (6.5k) are Asia-affiliate graduates from 1999 to 2012. Since the launch of the portfolio of internationally focused programs offered in Victoria, the diversity of country-of-origin has significantly expanded to a total of 163 nationalities.

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

The Asia alumni have remained active and interested in developing a strong alumni network and maintaining a close link with the University. They have self-organized in nine regional chapters across Hong Kong, Taiwan, mainland China and Bangladesh, and have celebrated large annual reunions since 2012 as demonstrated in Table 7. While support has varied over time, in the last five years Royal Roads University has participated by hosting the opening reception, sponsoring a key speaker and presenting global alumni leader awards to distinguished members.

Table 7: Asia Alumni Chapter, Membership and Global Summit Dates

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

Through the Royal Roads University 25+ internal visioning consultation process, alumni expressed their desire for a closer relationship and improved access to the University to upgrade their skills and credentials. In response, the University designed a new lifelong-learning *Alumni Advantage* initiative to re-engage with alumni and reposition Royal Roads as a source of training and development for life. This initiative is expected to be implemented as of 2021 and will likely roll-out in stages to adjust and expand based on initial results.

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

Table 8: International Alumni Engagement Goals

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

Global Learning and Language Centre

The transition out of the Study Group partnership in September 2020 gives Royal Roads University an opportunity to offer its own language programs. As of September 1, these programs have been integrated with the International Contract Training unit and will form the newly launched Global Learning and Language Centre (GLLC) housed within the Professional and Continuing Studies portfolio. For the first time in its history, Royal Roads will provide its own English for Academic Purpose (EAP), Transfer Preparation Program (TPP), and Pre-Masters Program (PMP) combined with the development and delivery of short-term open-enrolment and customized programs that may or may not offer a language component. The OICD will support the

GLLC with international student recruitment and lead generation for open-enrolment customized programs.

The international contract training programming (e.g., Youth Leadership Camp, Summer English Experience, and the one-semester programs) has generated relatively consistent revenue over the last five years averaging approximately \$850k per year, with high predictability. In coordination with OICD, GLLC will focus on consolidating its agreements developed over the past five years (China and India); further develop markets like Vietnam, the Philippines, South Korea and Japan; as well as penetrate new high-potential markets like the United States, Brazil, Ecuador and Mexico.

The GLLC efforts to be prioritized over the next three years, a summary table outlines the objectives, tactics and targets in Table 9 below.

Table 9: Global Learning and Language Centre Goals

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

Objective	Tactic	Target
Establish sustainable processes for tracking students, clients and customers.	Implement a CRM system for all PCS students (credit, non-credit) and database for client management that is in alignment with the University's systems.	2021

Risk Management

To complement the information provided in this plan, the following risk assessment is provided to emphasize the importance of internationalization and the key goals and strategies related to the priorities of the next three years. A summary of risk assessment is provided in Table 10 below.

Table 10: 2020–2023 International Strategic Plan Risk Assessment

Risk Area	Description of Risk	Risk Level	Mitigation Plan
Academic Program/Enrolment Risk	Reduction of current enrolments originating from any geographical area (e.g. China, India)	Med	Diversification by country of origin and program of study. Long-term target of maximum 40% (overall and by intake) by international country of origin
	Offshore programming suspended		Regular communications with key stakeholders being managed strategically
	Future and current enrolments from other markets jeopardized (economic, political, social risks)		Alignment with Government of British Columbia priorities and response to the broader issue(s) overseen directly by executive

Risk Area	Description of Risk	Risk Level	Mitigation Plan
Operational Risk	Loss of revenues and margin impacts, hindering financial targets for current and future fiscal years	Med	Diversification by country of origin and program of study. Long-term target of maximum 40% (overall and by intake) by international country of origin Track conversion rates by country to set country specific over-enrol limits Diversification of recruitment channels: direct (30%)*, partnerships (10%), agents (60%). Cap individual agents to 10% of agent target and individual partnerships to 30% and direct sources to 20% (overall risk cap at 6%)
Quality of the Student Experience	Loss of diversification in domestic programs affecting the student-learning experience and outcomes	Med	Track application timelines to suggested country-specific application deadlines (application date = start date – avg application time + 3 months)
Quality of the Student Experience	Class sizes not ideal to provide for a robust learning experience		Diversification by country of origin and program of study. Long-term target of maximum 40% (overall and by intake) by international country of origin Track conversion rates by country to set country specific overenroll limits Diversification by recruitment channel: direct (30%)*, partnerships (10%), agents (60%). Cap individual agents to 10% of agent target and individual partnerships to 30% and direct sources to 20% (overall risk cap at 6%)
	Reduced capacity to deliver on an international academic experience (security concerns require offshore field trips/residencies to be curtailed or redirected)		Contingency plans to alternative destinations/regions

Risk Area	Description of Risk	Risk Level	Mitigation Plan
Technological Risk	Moodle capacity and reach throughout the world for program delivery	Med	Align with university systems to fully support all units of Royal Roads. Knowledge loss is at risk that directly relates to revenue generation
	International partnership database and student mobility portal		
	PCS, including GLLC CRM and SIS		
Reputational Risk	Student and alumni relationships with the University damaged/severed	Low	Constant and direct interaction and communication with students and alumni chapters
	Institutional relationships curtail		
	Potential impact on the global donor community		
Agent / Direct Channel Mix	Misalignment of resources needed to support direct channel mix	Med	Further analysis is required to determine resources needed (technological and human) to support shift from agent to direct channel recruitment given volume of international applications, low conversion and complexity

Conclusion

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

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BOARD OF GOVERNORS BRIEFING NOTE



MEETING:	8 October 2020
AGENDA ITEM:	Report on new program approvals from Academic Council
SPONSOR:	William Holmes, Chair, Academic Council
PURPOSE:	For Information

Background:

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

As a result of the policy change:

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

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

New Programs approved by Academic Council – 15 July 2020

Graduate Diploma in Leadership – new program embedded in the existing MA Leadership

This new 18 credit GD can be obtained by students completing the GC in Leadership plus another 9-credits from other program areas. The GD acts as an entry point for student's wishing to upgrade their leadership skills, as well as an exit point for existing students who may be challenged with completing the full MA Leadership program. Because the credential is comprised of existing courses there are no program development costs, nor are GD students are expected to take available seats from the MA.

Bachelor of Business Administration – program revision

The approved program revision to the BBA program will replace the conventional course-based instruction with a project-based learning model and consolidate the on-campus BCom and BBA program into one single program. A number of motivating factors were considered including:

- market demand – will provide important hands-on WIL and professional experience
- an opportunity to increase domestic enrolment
- creating an innovative and distinctive delivery model

The revised program will offer a range of subjects – sustainability, entrepreneurship and business innovation (systems thinking and complexity) in a 4-semester schedule and create a seamless 4-year business degree when run in sequence with Common Foundations (y1-2).

MA Tourism Management – new specializations

New specializations within the MATM program will support increased enrolment and expand/profile program options that reflect the current needs of the tourism sector and student interest and reflect

current and future global challenges inherent in tourism management. The program specializations have three options for completion: thesis (12 credits), major research project (9 credits), and capstone course (3 credits); each option is augmented with electives necessary to complete the MA credit requirement. Because all specialization courses exist within other schools/programs (space permitting) there are no course development costs.

Full program proposals are available to PRC members on request.

In follow-up to the May 2020 meeting of Academic Council, where two new programs were approved subject to approval by the RRU executive, only the MA Leadership, Executive Leadership Specialization was approved to be launched. The Graduate Diploma in Mental Health and Addictions Leadership was not approved to move forward because it was not considered to be financially viable in its current form.

Recommendation:

That the Board of Governors receive this report for information



Strategic Research Plan

2020-2021 to 2022-2023

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

Hay'sxw'qa si'em!

September 24, 2020

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Inspiring people with the courage to change the world

Royal Roads research seeks to contribute to positive change in individuals' lives, communities and societies. Our research is intentionally designed to directly benefit the communities in which we live, work and play, be they local, national, or international. Royal Roads research aims to inspire action and address real-world challenges such as those in education, technology, information, the natural world, and social systems as we prepare for a disruptive future. Our research is primarily inter- and trans-disciplinary, which by their nature are collaborative. Partnerships with those that may be impacted by, or use the research are critical. Research undertaken at Royal Roads knows no borders and seeks to inform both local and global contexts. Royal Roads recognizes the importance of, and need for, decolonization in terms of research – research areas, research design, research participation, access to research, and research dissemination – and is committed to practices of decolonization in research. We are committed to removing barriers for underrepresented groups with regard to both their inclusion in the conduct and leadership of research and access to research. Our research is designed to be shared and to be developed with practitioners who may benefit from the findings and results. Research is integral to and inextricably linked with our learning and teaching model – research informs learning and teaching, and our teaching and learning is explored through research. In addition, research informs the university's operations, our practice, and how we live and work at the university. We move forward with a spirit of inquiry, and a quest for knowledge and insight with a commitment to action.

Statement on equity, diversity and inclusion

Quality research must include the participation of people from diverse cultures, backgrounds, sexual orientations, gender identities, abilities, and socio-economic classes (NSERC, 2017; Parker, Pelletier & Croft, 2015). Research across diverse areas and with diverse teams increases innovative capabilities by encouraging discourse from multiple perspectives (Cheruvilil et al., 2014; Dale & Newman, 2007; Lambert, 2016; Parker, Pelletier & Croft, 2015). Ensuring inclusivity and integrating diversity into research data collection and dissemination is imperative. Our research must therefore serve the global community, uncovering and addressing the systemic issues related to equity, diversity and inclusion that create barriers for members of underrepresented groups.

Purpose

The 3-year Strategic Research Plan (SRP) presented here can be viewed as a guiding and directional document. As a university wide plan, it calls for commitment, support and action from all areas of the university including, but not limited to senior management, deans, faculty, research services, the library, marketing, communications, computer services, and student services. It is meant to be a starting point to build a vigorous research climate and culture within Royal Roads and to guide the development of specific areas of focus as we move into the future. The SRP is meant to be dynamic, continuously evolving as new challenges and information emerge. It builds on and flows from Royal Roads' vision

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“Inspiring people with the courage to change the world”. The SRP also flows from and builds on Goal 2 of the 2020 – 2025 Strategic Directions document.

Background and context

In 2003, RRU developed a Strategic Research Plan Summary as required by the Canada Research Chairs (CRC) Secretariat and Canada Foundation for Innovation (CFI) funding. The summary was updated in 2006 and included two research themes: learning and innovation, and sustainable societies and communities. Since then, RRU’s strategic research plan summary has been updated regularly. In 2010, RRU’s research themes were reviewed through a series of open consultations and three themes were confirmed: thriving organizations; innovative learning; and sustainable communities, livelihoods and the environment. The university’s Learning and Teaching Model (LTM) was refreshed in 2018 and included research as an essential, integrated element of the model, now the Learning, Teaching and Research Model (LTRM). With changes in organizational structure in 2018, the appointment of a Vice President, Research & International in 2018, a new President in 2019, and a new Vice President Academic & Provost in 2020, the university undertook a consultative process beginning in 2019 to develop this Strategic Research Plan.

Goals, objectives and actions

The Strategic Research Plan includes four goals: advance, enable and support quality research; expand the visibility, reach, and impact of RRU research; identify and focus on priority challenge areas for research at Royal Roads; and expand opportunities to conduct research into learning and teaching at Royal Roads University. Each goal, objectives and specific actions are provided below.

Goal 1 – Advance, enable and support quality research

Objective 1.1 Develop a statement and description of RRU research.

Action Finalize and publish a statement and description of the nature and scope of research conducted at RRU that includes our description of quality research.

Objective 1.2 Support and promote a vigorous research culture and climate that promotes equity, diversity and inclusion and creates research relevant to diverse audiences throughout Royal Roads.

Action Create a shared understanding of the importance and value of Royal Roads’ research.

Objective 1.3 Enhance research effectiveness.

Action Drawing on resources such as Theory of Change, and using the criteria of relevance, credibility, legitimacy, and effectiveness (see <https://academic.oup.com/rev/article/25/1/1/2362728>), assess current processes used to determine effectiveness of research at Royal Roads.

Action Identify strategies and resources that enhance research effectiveness.

Objective 1.4 Increase support for faculty research.

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Action Conduct a gap analysis of faculty research support (training, financial, admin, networks or organizational structures) to develop recommendations to address identified needs and challenges.

Action Identify ways to support and encourage diverse research partnerships.

Action Identify ways to incorporate equity, diversity and inclusivity best practices in research design.

Objective 1.5 Support student research and the recruitment of strong student researchers.

Action Conduct a gap analysis to identify student expectations, needs and challenges with regard to research; develop recommendations and necessary resources (training, financial, networks, organizational structures) that address identified needs and challenges.

Objective 1.6 Foster engagement in Royal Roads' research with associate faculty.

Action Identify strategies to support the engagement of associate faculty in research at Royal Roads.

Objective 1.7 Improve the quality of faculty research grant proposals.

Action Identify strategies and resources to strengthen the quality of faculty research grant proposals.

Objective 1.8 Increase capacity in digital research methods across RRU.

Action Provide access to and support for essential research software to faculty, students and associate faculty.

Action Provide training in digital methods appropriate for faculty and associate faculty to research to increase capacity as advisors.

Goal 2 – Expand the visibility, reach, and impact of RRU research

Objective 2.1 Assess the impact and reach of Royal Roads' research.

Action Gather data regarding research outputs, outcomes and impact of RRU research (faculty and student/alumni).

Action Identify gaps in the reach of RRU research

Objective 2.2 Identify strategies to develop research skills for students.

Action Gather data on current research methodology and methods courses across all programs and assess and identify commonalities and differences.

Action Identify resources to improve the quality of student research proposals.

Action Identify training needs and resources to develop research skills for RRU students (e.g., research questions, theoretical frameworks, methodology, methods, outcomes, impact).

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Action Identify topics that all students should be taught (e.g., anti-racism theories)

Objective 2.3 Adopt a university wide strategy on research data management and open scholarship.

Action Develop and implement policies regarding open scholarship.

Action Develop resources to support publication of faculty works online with print on demand.

Objective 2.4 Showcase Royal Roads faculty, student, alumni, staff and associate faculty research to highlight the importance, value, reach and impact of our research.

Action Gather narratives and other evidence to demonstrate the importance, value, reach and impact of research conducted at RRU.

Action Develop and implement a communication plan to show the importance, value, reach and impact of RRU research (e.g., for media, for public/prospect engagement, within disciplines, for policy makers, governments [municipal, provincial, federal], for communities, not-for-profit organizations, other stakeholders, and the general public).

Action Feature RRU research throughout the RRU website and marketing materials.

Action Develop individual plans for scholarly communication and knowledge mobilization with faculty members that include strategies for reach and impact.

Goal 3 – Identify and focus on priority challenges for research at Royal Roads

Objective 3.1 Identify current and select future research theme areas for Royal Roads University research.

Action Complete a mapping exercise to gather and analyze information on theme/priority challenges.

Objective 3.2 Build leadership and capacity in priority challenge areas.

Action Identify resources, structures, processes and strategies to promote capacity in key areas (e.g., systems and complexity and the Cascade Institute; communication in the digital age; digital learning and innovation; resilience and the Resilience by Design Lab; equity, diversity and inclusion; climate change, adaptation, and mitigation).

Action Identify and implement strategies to build focal areas and establish processes for coordination and coherence of the focal areas.

Goal 4 – Expand opportunities to conduct research into learning and teaching at Royal Roads University

Objective 4.1 Establish a learning futures group/lab/cluster.

Action Test models for groups/labs/clusters using the learning futures group/lab/cluster as a pilot.

Action Explore and recommend evidence informed teaching and learning innovations to consider at the program and institutional level.

Action Recommend resources to implement, evaluate, and iterate proposed innovations.

Action Support research using digital and innovative methods.

Objective 4.2 Improve the way we conceptualize and communicate the Learning, Teaching and Research Model (LTRM) internally (for more coherence) and externally (to attract students, faculty and partners).

Action Report on the current impact of RRU research on teaching at RRU.

Action Develop strategies to integrate/link RRU research and teaching at RRU.

Action Support and encourage research focused on teaching and learning at RRU using the LTRM as a lens.

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PROGRAM AND RESEARCH COUNCIL MINUTES

MEETING OF THURSDAY, SEPTEMBER 17 2020

9:00AM VIA BLUEJEANS VIDEO CONFERENCE

Voting Members: Philip Steenkamp (Chair), William Holmes (Vice-chair), Dranna Andrews-Brown, David Black, Nelson Chan, Mary Collins, Doug Kobayashi, Asad Shaikh

Non-voting Members: Brigitte Harris, matthew heinz, Robert Mittelman

Regrets: Kathryn Laurin, Dan Perrins, Pedro Márquez

Administration: Margot Bracewell (recording secretary), Ashley Richards, Drew Duncan, Sara Adamson

Board members: Dave Saunders

Guests: Harley Eagle (joined at 10:15am), Roberta Mason, Sophia Palahicky, Deborah Zornes

1. CALL TO ORDER, ACKNOWLEDGEMENT OF THE LANDS, APPROVAL OF THE AGENDA -

9:03am

The chair acknowledged that Royal Roads University is located on the traditional lands of the Xwsepsum (Esquimalt) and Lekwungen (Songhees) ancestors and families who have lived here for thousands of years. It is with gratitude that we now have the opportunity to learn and work on these lands.

M/S Collins / Kobayashi

CARRIED

The Chair welcomed members to the meeting including:

- Dranna Andrews-Brown – new staff elected Board representative assigned to PRC effective 1 April 2020
- Harley Eagle – new external member will be formally appointed to PRC at the October BOG meeting
- Ashley Richards – new board secretary
- Monique Gray Smith (sends regrets) – new LGC appointed Board member will be formally assigned to PRC at the October BOG meeting. Monique replaces Sage Berryman, whose 1-year term was not renewed when completed on 31 July 2020
- Thank you to Asad Shaikh who completes his 1-year term as the student elected representative on the Board on 30 September. The process to elect a new student member is currently underway.

2. APPROVAL OF THE MINUTES OF PREVIOUS MEETINGS:

- I. Minutes of 26 February 2020 - *M/S Kobayashi / Black*

CARRIED

3. BUSINESS/INFORMATION ARISING

STEENKAMP

I. Recent Board approvals

P. Steenkamp provided members with a brief update on recent Board activities that would be of interest to council:

From the March 2020 board meeting: The board approved the 2020-21 academic plan and the 2020-2021 operating plan

From the June 2020 meeting:

- The board approved a revised 2020-2021 operating plan – the forecast was revised as a result of the pandemic. We were able to balance the budget without layoffs.
- Items received for information (from PRC):
 - 2019-20 Annual Research Report
 - Academic and Student Services Report
 - New Program Approvals – June 2020 update

II. Status of degree approvals

HOLMES

W. Holmes 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 resubmitted to the Ministry. Peer reviews have been completed and we are now awaiting DQAB's review and decision.
- The MSc in Management proposal (originally submitted to the Ministry in early 2018) was resubmitted this summer with letters of support from other institutions. It is currently undergoing the peer review step.

The chair noted his upcoming meeting with the Deputy Minister where he will inquire as to the programs' status and reiterate how timely program approvals are critical to RRU meeting its enrolment targets for both domestic and international students.

4. STANDING ITEMS FROM PRC ANNUAL PLAN

I. Program reviews: annual and 5-year external

HOLMES

W. Holmes updated members on the status of recent external reviews. Given the challenges of travel brought on by the COVID-19 pandemic, external program reviews are currently on hold; however, the internal process related to the reviews continue e.g.: identifying reviewers, completing the internal program self-study. It is hoped that the reviews will be scheduled starting in April 2021. Additional quality assurance processes, such as Annual Program reviews continued through 2019-20 and a summary was provided in the meeting materials.

On a related note, the Manager, Academic Administration has been seconded to the Web Presence Project for the remainder of the fiscal year, and has not been replaced; the position FTE and accompanying resources have been used to fund a temporary position in Admissions to help cope with the increased demands of delivering all programs fully on-line and to help relieve budget pressures.

Members inquired about the impact of delaying the external program reviews and/or any potential capacity issues in clearing the backlog come spring. W. Holmes confirmed that the impact will be limited to delays in receiving feedback, recommendations, and validation from the external reviewers. Capacity issues should be minimal as the reviews span various schools; the biggest challenge will likely be scheduling the reviewers.

The chair thanked W. Holmes for taking on the role of interim VPA until the end of December, noting that his wise council and advice has been most appreciated. The Board of Governors will meet later today to endorse the new VPA candidate; announcement to follow.

II. Student support services

MASON/PALAHICKY

Associate Vice-President Student and Academic Services, Roberta Mason, thanked W. Holmes for his support and leadership over the past six-months before introducing this item with an overview of the leadership within the Centre for Teaching and Educational Technologies (CTET) and introducing Associate Director, Sophia Palahicky.

S. Palahicky shared the ways in which CTET has come together to support the increased demand during the COVID-19 pandemic and to provide teaching support to faculty (and staff). This work involved moving residencies and on-campus courses to online and increasing course design and development training/support for faculty to develop and deliver innovative pedagogy in both synchronous and asynchronous (e.g.: Moodle) spaces. Additionally, CTET has provided extensive media support services including professional video recording, micro lectures, and multi-media delivery supports to various external and non-academic units e.g.: creating COVID-19 training modules for staff via Human Resources.

The CTET team has come together as a community; staff supports each other and ensures the well-being of all.

Members of council congratulated and thanked CTET for their extraordinary efforts. M. Collins inquired if there was a concern with other institutions' now offering extensive online programming and whether RRU may lose its competitive advantage and/or staff to other institutions, and if there we plans to add additional resources to the team. S. Palahicky agreed that the team would undoubtedly benefit from additional regular full-time resources and spoke to her staff's commitment to working collaboratively to

meet their shared goals. R. Mason commented that CTET's vulnerability lies in its need for innovative academic leadership, as the Director role has been vacant for many years and leadership with greater depth and breadth in this area will help RRU remain competitive.

The chair further noted that the threat is significant as more institutions move into the digital education landscape. It is, however, an opportunity for our expertise to be celebrated and we have been approached by many other institutions asking for help. Regardless, RRU is aware of the threat and continues working to keep ahead of the competition.

The chair thanked Roberta and Sophia for their informative update and extended his appreciation to the entire CTET team.

5. REPORT FROM ACADEMIC COUNCIL

HOLMES

W. Holmes reported that Academic Council has met twice since the last PRC meeting in February 2020.

Items of interest to council include:

May 5: Graduated 443 students

- Recommended that Dr. Audrey Dallimore be nominated as a Professor Emeritus; the recommendation was subsequently approved by the president and awarded to Audrey this summer.

July 15: Graduate 246 students

- Welcomed new faculty and staff members who joined council for 2-year terms.
- Received the 2019-20 Financial Aid and Awards Annual Report and an update on efforts to support students through (Covid-19) emergency funding requests.
- In response to Covid-19, the BC Government has removed the need for on-campus learning. This means that all RRU programs (excluding BEP in BAIS and the MBA) are now eligible for BC funding up to \$16K per calendar year. While this was launched as a ONE-year pilot program, it is hoped that it will be extended.
- To reduce bureaucracy going forward, the Admissions Committee proposed (and passed) a motion that admission requirements for graduate certificate and graduate diploma programs created as embedded programs within master's degree programs do not require separate admissions committee approval unless the program designers specifically request variations in the GC or GD admissions requirements from the master's degree admission requirements.

I. New program approvals

HOLMES

As a result of policy updates in 2019, some new and revised program approvals were delegated to AC. At its July 2020 meeting Academic Council approved several programs as outlined in the meeting materials including:

- New program in Graduate Diploma in Leadership
- Program revisions to the Bachelor of Business Administration
- New specializations in the MA Tourism Management program

N. Chan inquired about enrolment and interest in tourism programs given the challenges this sector has experienced due to Covid-19. R. Mittelman commented that recent structural changes and the introduction of expanded specializations have made the program more attractive. Moreover, the pandemic has opened a critical lens into the tourism sector and leaders are looking for new approaches to local sustainable tourism and global tourism. Additionally, the slow-down within the sector has provided an opportunity for workers to enhance/upgrade their skills.

6. NEW BUSINESS

I. PRC membership update

STEENKAMP

The chair informed council that additional external members will be appointed to PRC to align the membership composition in the terms of reference (2/3 of members must not be employees).

Additionally, Dan Perrins has resigned from council and Harley Eagle, an Indigenous educator, will join PRC in October.

PRC members were asked for assistance in identifying individuals who could be considered for a short-list of names to draw on. Members suggested that a skills matrix be created to identify potential gaps in council aptitude and expertise.

II. Meeting with School Advisory Council chairs – November 2020

STEENKAMP

The chair asked for members' comment on scheduling a meeting with School Advisory Council chairs in November and for feedback on the virtual format outlined in the briefing note.

M. Collins commented on the value of past years' meetings and recommended following-up on suggestions made at last November's meeting. As a former advisory council chair, D. Kobayashi echoed the value that the chairs experienced when coming together and sharing their thoughts with RRU's academic leadership.

The deans also endorsed the meeting, citing the rich conversation and sense of community and relationship building that it represents. They feel that now, more than ever, we need to hear from our external partners. The chair requested that appropriate arrangements be made for the meeting.

III. Strategic Research Plan

ZORNES

The chair welcomed Dr. Deborah Zornes, Director of Research Services, to present the Strategic Research Plan. D. Zornes thanked the Research Advisory Committee and its chair Dr. Pedro Marquez for their guidance and support in drafting the plan, noting the collaborative nature of its development, which consisted of four open consultations with faculty and staff and an online (Moodle) forum. Additional input was also provided by the RRU Equity, Diversity and Inclusion group.

The plan includes four goals and related objectives:

- Goal 1 – Advance, enable and support quality research
- Goal 2 – Expand the visibility, reach, and impact of RRU research
- Goal 3 – Identify and focus on priority challenges for research at Royal Roads
- Goal 4 – Expand opportunities to conduct research into learning and teaching at RRU

Members expressed their appreciation for the work that went into the report and the robust initiatives that were identified. D. Andrews-Brown inquired whether there were research opportunities available to staff, given the revised tuition assistance policy: possibly in the future, depending on demand and capacity but it will be clearer as the plan is put into action. The Office of Research Services is also exploring opportunities to leverage funding through the Advancement Office and meeting with the Manager, Faculty Affairs to discuss the needs of associate faculty.

M. Collins inquired on the follow-up and evaluation of the implementation: once the plan is implemented, regular reports will be created on the objectives and actions. Additional feedback from PRC and BoG will also be a helpful component of the feedback loop. Additional comments from members complimented the open consultation process that helps build a greater understanding of research in the RRU community and how the plan signifies "another milestone in arc of development of the RRU research culture" (D. Black).

The chair thanked Deb for the report and presentation and commented that the plan not only aligns with the new Vision, but is a central pillar in the planning wheel alongside the academic and international plans. Additionally, the plan may help change the focus of the PRC as its goals and objectives are reported out at future meetings.

IV. Review/discussion of PRC materials distributed in June 2020

STEENKAMP

i) Annual Research Report 2019-20

R. Mittelman and m. heinz updated members on the status of two newly approved Canada Research Chairs at RRU (public announcements pending):

- Faculty of Management: Dr. Julie MacArthur – CRC in reimagining capitalism
- College of Interdisciplinary Studies: Dr Jaigris Hodson – CRC in digital communication in the public interest.

- CRC applications are also pending in the Faculty of Social and Applied Sciences, advancing UN sustainability goals and a proposed application in climate change biodiversity and society.

ii) Academic and Student Services update - Supporting students in the time of a pandemic

7. REPORT OF THE PRESIDENT AND VICE-CHANCELLOR

STEENKAMP

The President provided a brief update including:

- Work continues on RRU's COVID-19 response and a recovery document has been drafted in consultation with the RRU community that outlines next steps. The health and safety of staff, faculty, and students remains the highest priority. We are working closely with the public health officer to support staff returning to work on campus this fall.
- The Fall 2020 academic term is being delivered exclusively online and planning is underway for January 2021 when we expect to transition to some face-to-face delivery where possible. This will help to meet the needs of our international students who are required to complete 50% of their program in Canada. RRU is working jointly with UVic and Camosun College to support international students who need to quarantine when arriving in Canada.
- Enrolment numbers overall are down; however, we see strong domestic numbers. Many international students are opting to defer their start dates and international contract training have seen a significant decline in their programs. There are a number of large program intakes scheduled for April/May 2021; it will be important to meet these targets financially.
- The new RRU Vision has been launched internally and the external campaign is expected to start soon.
- RRU's Changemaker speaker series was launched yesterday with Dr. Thomas Homer-Dixon. A number of these events are planned in the coming months to celebrate RRU's 25th anniversary and the launch of our new Vision.

8. REPORT OF THE VICE-PRESIDENT ACADEMIC AND PROVOST

HOLMES

In addition to the report in the meeting package, the provost shared the following:

- Would like to recognize and thank Dr. matthew heinz who is stepping down as vice-provost later this fall. He had originally planned to return to faculty in April but stayed because of Covid-19. Thank you to FSAS dean, Brigitte Harris, for stepping in as dean of the College of Interdisciplinary Studies in November.
- In May, the RRU Faculty Association and RRU ratified a new 3-year contract: April 2019 – March 2022.
- A task force has been formed to develop a framework on developing shorter credentials that will ladder into degree programs. This was identified as a topic for further discussion with PRC in November.
- A response and action plan has been developed to support the implementations of several of the recommendations provided in the report from Wassenas Counselling & Education titled *Indigenizing Royal Roads*. This item will be reviewed at the November PRC meeting.
- The new West Shore campus and Common Foundations program is currently on hold. Launch has been postponed to Sept 2022. The year 1&2 curriculum is complete and the president continues to work on political angle of this initiative.

9. REPORT OF THE VP RESEARCH AND INTERNATIONAL

MÁRQUEZ

10. OTHER BUSINESS

11. MEETING ADJOURNED

10:59 AM

Motion to adjourn: Kobayashi

NEXT SCHEDULED MEETING – TENTATIVE – FRIDAY 13 NOVEMBER 2020



Royal Roads
UNIVERSITY

PROGRAM AND RESEARCH COUNCIL BRIEFING NOTE

MEETING: September 17, 2020

AGENDA ITEM: Program reviews 2019-20

SPONSOR: William Holmes, Chair of Academic Council

PURPOSE: For information

Consistent with the university and Academic Council policies on quality assurance, programs are subject to review to ensure quality and continuous improvement. This includes annual and five-year reviews and monitoring measures of quality and student satisfaction. The Vice-president Academic and Provost provides an annual report of program reviews each September to the Program and Research Council.

Due to the COVID-19 pandemic, several of the external reviews planned to occur during the 2019-2020 fiscal year have been put on hold until travel restrictions are removed and safety protocols allow these activities to resume. Accordingly, the Manager, Academic Administration, who has been seconded to the Web Presence Project for the remainder of the fiscal year, has not been replaced and the position FTE and accompanying resources have been used to fund a temporary position in CTET to help cope with the increased demands of delivering all programs fully on-line and to help relieve budget pressures.

Preparations by the academic program areas for upcoming reviews are continuing. The following programs are expected to undergo external reviews early in the next fiscal.

Bachelor of Commerce On-Line (BCom)

The Bachelor of Commerce On-Line program was scheduled to have undergone its external review in March 2020, but the external review was cancelled due to the implementation of travel restrictions early in the pandemic. The internal preparations for the review are complete and the external review will be rescheduled for early in the 2021-22 fiscal year. The Bachelor of Commerce on-line offering is being reviewed separately from the on-campus version because of the merging of the on-campus program with the Bachelor of Business Administration Program, also offered on campus, which occurred in 2019.

Master of Global Management (MGM)

The Master of Global Management, the Faculty of Management's largest program which caters to a primarily international audience was scheduled for its five-year review in fiscal 2019-2020. Due to increased workload involved in moving the primarily face-to-face on-campus program to an on-line only delivery to allow continuation of the program offerings during the pandemic, the review process was put on hold for several months. The preparation for the review is currently in process with the external review expected to occur early in the 2021-22 fiscal year.

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

The Program Review Plan for the Master of Arts in Higher Education Administration and Leadership has been submitted. The external review will be scheduled for early in the next fiscal.

Master of Arts in Leadership (MAL) (including the Health Leadership Specialization)

The Program Review Plan for the Master of Arts in Leadership (MAL) (including the Health Leadership Specialization) is in process and expected to be submitted by the end of the 2020-21 fiscal year.

Bachelor of Arts in Global Tourism Management

The five-year review for the Bachelor of Arts in Global Tourism Management is in progress. The external review will be scheduled for early in the 2021-22 fiscal year.

Master of Arts in Tourism Management (MATM)

The Master of Arts in Tourism Management program was scheduled to have undergone its external review in March 2020. The external review was cancelled due to the implementation of travel restrictions early in the pandemic. The internal preparations for the review, including the self-study and the identification of proposed external reviewers, are complete and the external review will be rescheduled for early in the 2021-22 fiscal year.

Annual Program Reviews

Program highlights in 2019-20 included:

Faculty of Social and Applied Sciences

- As a result of COVID-19, many organizations are seeking employees with the skills and competencies that are taught in the Graduate Certificate in Instructional Design (GCID) and the Graduate Diploma in Technology enhanced Learning and Design (DipTELD). SET is exploring how it might offer parts of the GCID and DipTELD as micro-credentials that could then ladder into the certificate or diploma and how parts of the GCID courses could be combined to provide a general overview to the field education course that could also be offered as part of MAIS or combined to be part of other interdisciplinary certificates.
- Based on a recent 5-year review, BAPC Blended launched eight redesigned or new courses. In response to the COVID-19 pandemic, the Program Head is working with the instructors of eight courses offered in the first- and second-year to migrate their courses entirely to online delivery, and to offer a residency experience that helps these two cohorts build, maintain and enhance their cohesion and growth as a learning community. The program will also introduce a new course, COMM443, Communication in Indigenous Contexts.
- The Graduate Certificate in Values Based Leadership (GCVBL) completed its 8th cohort in March and has 92 graduates residing in 6 provinces and the US. The MA Leadership in Executive Leadership specialization provides relevant learning for senior and mid-level leaders. The GCVBL first residency is now embedded in the MA. The specialization will allow students to complete additional elective courses from the current MA Leadership, as well as options from across campus and beyond. The MA-L in Executive Leadership will launch in April 2021.
- Enrolment in Humanitarian Studies (HUMS Electives for MA in Conflict Analysis and Management, Disaster and Emergency Management, and Human Security and Peacebuilding) has grown substantially this year, due to demand from students in the MA in Justice Studies

(recently approved by the Ministry) and the MA in Global Leadership program (HUMS courses are frequent electives). These additions require evaluation of how HUMS courses are meeting learning and disciplinary requirements, given the diverse backgrounds and needs of students.

- The MA in Conflict Analysis and Management and its embedded **Diploma** is working to address themes of decolonization and environmental engagement. The program experimented with a “cohort challenge” on climate change. They are also involving content experts from other parts of the School and RRU, with guest lectures from other graduate programs, the Resilience by Design lab, the Advisory Council, the new President, and early promotion of the Four Feathers Writing Guide. Program priorities are to support formal and informal initiatives in the curriculum related to decolonization and climate action and to incorporate advice of the Wilsons, as resident scholars, to support Indigenous ways of knowing and being in conflict.
- The MA in Human Security and Peacebuilding (HSPB) is building a high profile internationally, with many students and graduates who occupy professional positions in the United Nations. Many have achieved remarkable things in the world of humanitarianism and go on to pursue doctoral studies. The program is working to increase its linkages both nationally and internationally to promote the program to humanitarian professionals.
- The Program Head is incorporating Indigenous and other cultural world views into the readings and resources of the MA in Learning and Technology and its embedded Diploma (MALAT and DiplAT). She is also working with CTET and IT to support and expand the innovative MALAT learning ecosystem.
- The courses of the new Graduate Certificate in the Science and Policy of Climate Change (GCSPCC) are under development. The courses will also be available to MA Environmental Practice students. The GCSPCC will also be embedded into the MEP program.

Faculty of Management

- In spring 2020 the Master of Business Administration (MBA) program expanded its specialization options to include more than 20 Graduate Certificates offered by RRU. This arrangement allows students to gain a dual credential of a professional Graduate Certificate in addition to their MBA degree, and provides the opportunity to gain professional affiliations from partner organizations such as the Canadian Association of Management Consultants (CMC-Canada), the Chartered Professional in Human Resources (CPHR), Association of Change Management Professionals®, International Coaching Federation (ICF), and the Project Management Institute (PMI).
- In fall 2020 the MBA program celebrated the graduation of the first cohort of the 31-month option. The program includes both 18-month and 31-month options that allow students flexibility to determine how heavy a course load they want to take to help students balance work and study while completing the program. In fall 2019 the MBA program celebrated the 20th anniversary of the first cohort to join the program when it was launched in 1999.
- The Master of Global Management has attracted and expanded their instructional team to include 31 associate faculty plus 8 core faculty this year; talent management has mitigated capacity risk and allowed for skill development in on-line environment
- MGM students are shining in research related activities working with core faculty as research assistants and gaining RRU internships.
- Attraction for the program remains strong with enrolment dependent upon IRCC and Health Canada guidelines; new intakes are down to two cohorts from three on average. There are 4 intakes per year (including on-campus and blended deliveries). Overall, international students

have adapted well to the online environment, however they remain committed to on-campus delivery; a smaller contingent has experienced undue stress, mental health, and financial issues.

- A new MGM/MBA dual degree proposal is in final approval state for delivery in 2021.
- Doctor of Business Administration (DBA) program was launched in January 2020 with a cohort of 12 students ([student bios](#)). Student research projects reflect the applied nature of the DBA Program and demonstrate strong potential for impact. Interest continues to be strong for 2021.
- Work on the Bachelor of Business Administration (BBA) program is well underway on the transition of the BBA towards project-based learning. The BBA Field School is being modified to act as a pilot of this learning approach and live clients are currently being recruited to work with learners in the course.
- A decision was made to suspend the Bachelor of Commerce (BCom) on-campus program offering because of declining demand and the availability of the BBA program as an alternate on-campus undergraduate level business program. The BBA is now RRU's recognized on-campus offering while the BCom is the recognized blended/on-line offering. Enrollments in the Bachelor of Commerce online program are up significantly.
- The Master of Tourism and Hospitality Management (MATM) students experienced an exceptional one-week field study in Munich, Germany and Salzburg, Austria. The students met with faculty, students, and industry professionals from the Salzburg University of Applied Sciences (FH Salzburg) and applied field research approaches for their final research paper as part of TRMN 502 – Global Tourism.
- The BAGTM program invited Dr. Clare Weedon in from the University of Brighton to teach a course regarding Cruise Ship Tourism. As a recognized expert in the industry with several publications, she provided students with a terrific perspective and experience. Dr. Weedon also made a public presentation and was interviewed by a local radio station during her stay.
- In Year 2 of the IHM/GTM program, the first Selected Topics course offering (IHMN 244) showcased hospitality from a culinary point of view, welcoming visiting professor, Dr. Christina Minihan, from Colorado State University. Dr. Minihan engaged the students in the economic influence of food tourism destination management and experience marketing. The course finished with a view of the future of culinary tourism and hospitality.
- The Centre for Teaching and Educational Technology (CTET) mapped all IHM courses and provided the subsequent data to guide us to make insightful and directional changes. Dr. Palahicky presented the findings in August, 2019 where topics such as instructional design analytics, pedagogical insight such as overlap of assignments, assessment tools, course learning outcomes, and/or opportunities missed were shared. As a result, combined with faculty discussions and including our advisory board, we are replacing and adjusting as follows: a) Research Methodology will replace Tourism Operations, b) Justice and the Environment will replace Global Studies, c) Career Development Internship moves to three credits from six credits, d) new course, Advanced Digital Communications is introduced.

College of Interdisciplinary Studies

- The BA Interdisciplinary Studies program adjusted its program to allow students to take the introductory core courses sequentially rather than concurrently. This should address workload issues encountered by some BAIS students who are returning to university after many years. The internship is now optional rather than required, reflecting the degree of work experience BAIS

students often bring to their program of study. The program also now requires all of its students to complete INDS 400 *Global Perspectives on Indigenous Ways of Knowing* and has introduced a new elective course, INDS 325 *LGBTQ2S+ Global Issues and Community Engagement*.

- The Program Advisor position originally dedicated to MAIS students has been expanded to include BAIS students. This helps alleviate administrative and advising work load for the Program Head and ensures that students and prospective students receive valuable one-on-one advising time with a staff member.
- The BAIS program also engaged in an in-depth recruitment initiative with the Department of Health of the Government of Nunavut, resulting in the funded registration of five students from Nunavut.
- In the MAIS program, interest from students both from MAIS and from other RRU programs (and externally) in the two new electives (Indigenous Perspectives and LGBTQ2S+ Issues) continues to grow, as reflected in program application letters. The MAIS program revised its mandatory writing and critical thinking course, which is now being considered as a core course for the MEM program. Finally, the MAIS program worked with the MAEEC program to co-develop and offer an elective in outdoor experiential education, which has gained sufficient enrolment to be offered in 2020. These changes resulted from student and faculty feedback.
- The Doctor of Social Sciences Program is under new leadership with Dr. Mary Bernard, RRU's former AVP Research, as Program Head. The program currently has 85 students registered.

Program reviews are available in the Program and Research Council SharePoint site.

PROGRAM AND RESEARCH COUNCIL BRIEFING NOTE

MEETING:	17 September 2020
AGENDA ITEM:	Student support services Fully online delivery: CTET response; prepared by S. Palahicky, EdD
SPONSOR:	William Holmes
GUEST PRESENTER:	Roberta Mason, Sophia Palahicky
PURPOSE:	For information

Purpose:

This brief report provides a description of CTET's response to the requirement to move all courses online due to the Covid-19 pandemic in March 2020. Please [watch this short video \(6:20 mins\)](#) that introduces CTET (note - the video was done prior to the pandemic, CTET staff are currently working remotely and continuing to support faculty just the same).

What is CTET?

The Centre for Teaching and Educational Technologies (CTET) provides services to the RRU community in support of curriculum and teaching excellence and leads the evolution and operations for technology enabled teaching and learning. Table 1 shows CTET's teams and services.

Table 1: Teams in the Centre for Teaching and Educational Technologies

Team	Services	Manager	Associate Director
Learning Design	CTET Studio Faculty Development		Sophia Palahicky
Learning Technologies	Course Development Media Support Services	Carlos da Cruz Alves Tony Ruffolo	Keith Webster

What technologies are supported by CTET?

Teaching and learning tools

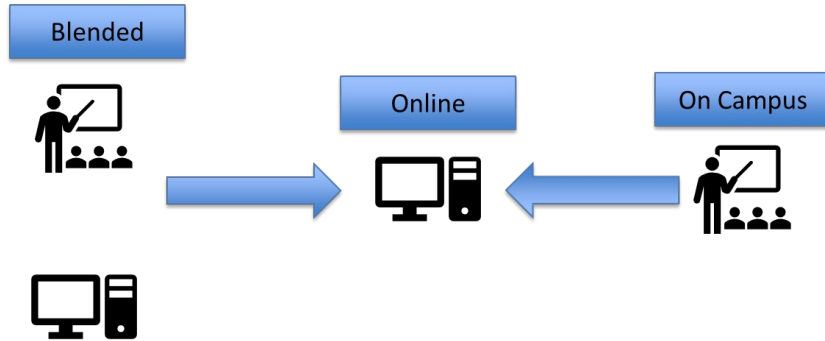
- Moodle
- Collaborate
- WordPress
- Kaltura/MyMedia
- Classroom technologies

Web-conferencing tools

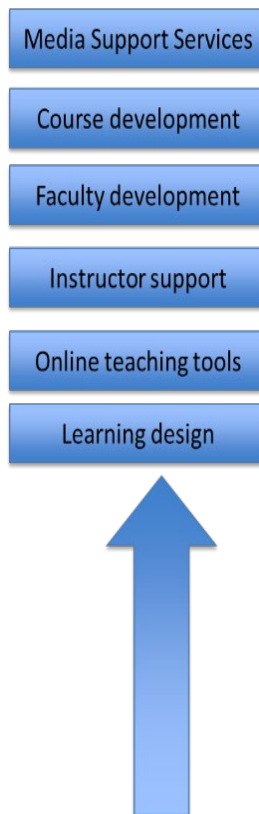
- BlueJeans
- Zoom

Background

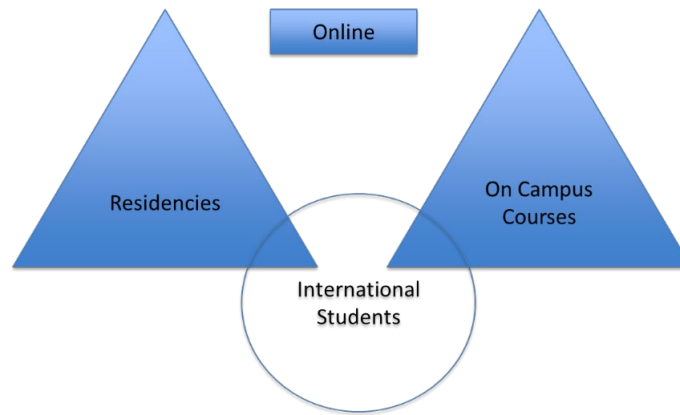
By March 2020, it was clear that all courses and programs needed to be moved online due to the Covid-19 pandemic.



To support the move to online delivery, requests for CTET support and services increased.

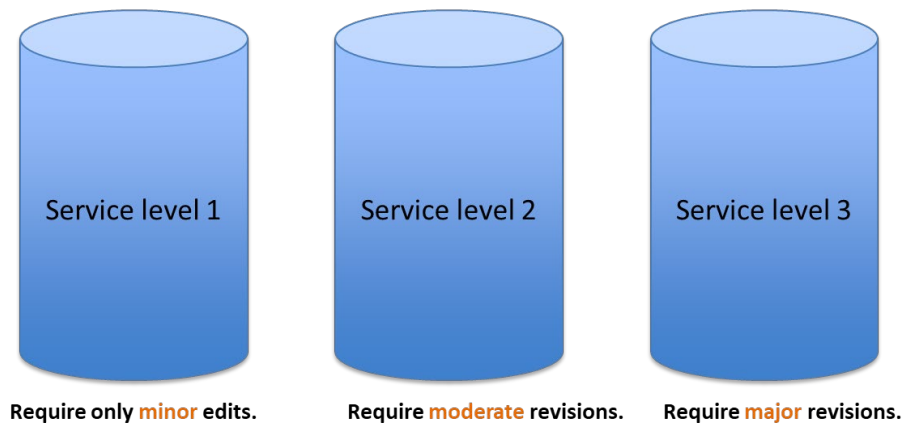


CTET was responsible for providing services to support faculty and staff with the rapid transition to fully online delivery and this included moving face to face residencies as well as on campus courses to an online format. This also called for addressing access issues for students outside Canada in international locations.



CTET services

CTET provides support for course design and development using three service levels.



Service level supports for course design increased.

- 30% increase in Service level 2's for credit courses
- 100% increase in Service level 2's for International Study Centre
- 100% increase in supports for courses in China
- Additional support to SL1 courses that moved from face to face to online

Support for faculty development increased.

Online teaching tools

- Small group and one to one training on Moodle, Collaborate, and other tools

Online teaching strategies

- Facilitating Learning Online – Fundamentals (saw a 100% increase in offerings between April and September) and Teaching with Collaborate Ultra also saw an increase

Support to units and departments increased.

Departmental supports

- Human Resources, Schools, Professional and Continuing Studies, and more

Miscellaneous supports

- Research projects, online conferences, Covid-19 online training, etc.

How did CTET staff manage the rapid increase for support and services?

1. CTET's existing infrastructure was already in place to support online delivery.
2. Decentralizing the channel for support and service request was key. All requests could not go through CTET Studio.
3. Requests for support were directed to the assigned CTET instructional design liaisons. This allowed CTET staff to be more agile and responsive to the increase.
4. CTET team members worked remotely and CTET Studio moved fully online.
5. CTET team members pulled together to support each other so no one member was feeling they had to take on anything alone.
6. The team met weekly online to connect, share workload, brainstorm, and troubleshoot issues and problems.
7. Virtual coffee meetings were organized to provide opportunities for team members to connect and share concerns.
8. The two Associate Directors took on instructional design tasks to support the team and non-urgent projects were put on hold.
9. Casual staff were assigned work to support the increased demand.
10. Vacation time was postponed for some team members to ensure resource capacity.

Thank you, CTET Team!



2020



COVID-19 Exposure Control & Safety Plan

AUGUST 26, 2020

ROYAL ROADS UNIVERSITY | 2005 Sooke Rd., Victoria, BC V9B 5Y2

COVID-19: Exposure Control and Safety Plan
Last updated: Aug 26, 2020

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DISCLAIMER

This document reflects our best knowledge at the time of writing and will be continually updated to incorporate new learnings as they surface.

The COVID-19 pandemic is a rapidly evolving situation; information in this document will be updated as it becomes available.

For up-to-date information on prevention and risks, please see:

- [Health Canada COVID-19 webpage](#)
- [BC Centre for Disease Control](#) (BCCDC) for COVID-19 health information in BC.
- For a real-time map of Canadian COVID-19 cases and provincial public health notices, see [the COVID-19 Canada webpage](#).
- [Office of the Provincial Health Officer](#) – COVID-19 Orders, Notices & Guidance, and link to BC's response including sector-specific guidelines.

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OVERVIEW

Royal Roads University (RRU) is committed to providing a safe and healthy workplace for all employees. In relation to coronavirus (COVID-19) the following Exposure Control and Safety Plan will prioritize measures to protect the health and safety of Royal Roads staff and faculty while doing their work. All employees must follow the procedures described in this plan to prevent or reduce their exposure to COVID-19.

COVID-19 comes from a large family of viruses found mostly in animals. If found in humans, diseases can range from a common cold to severe disease such as Severe Acute Respiratory Syndrome (SARS) and Middle East Respiratory Syndrome (MERS).

British Columbia [Centre for Disease Control \(BCCDC\)](#) has made it possible for one to assess their conditions; symptoms determine if further assessment is required. Many characteristics of COVID-19 remain unknown, and cases can range from mild to severe.

PURPOSE

The purpose of the Exposure Control and Safety Plan is to protect employees, contractors and students from harmful exposures to the COVID-19 virus, to reduce the risk of infection in the event of an exposure, and to comply with the WorkSafeBC Occupational Health and Safety Regulation 5.54 and 6.3, Exposure Control Plan.

This control plan has been developed to:

- **Establish a framework to assess the risks** in the workplace for Royal Roads University employees
- **Identify and implement controls and protocols to prevent harmful COVID-19 exposure** to Royal Roads employees
- **Provide direction and expectations via responsibilities, policies and procedures to prevent and manage exposures in the workplace**
- **Ensure a system of reporting and resolving areas of concern** is available for the university community
- **Provide information and training on COVID-19**, including associated symptoms, transmission and prevention/control measures

Royal Roads will follow direction and controls as specified by the WorkSafeBC, the BC Centre for Disease Control (BCCDC), the BC Ministry of Health, and the Provincial or Island Medical Health Officer while continuing to monitor and liaise with these authorities on changes that may impact the institution. While the BCCDC communicates with the Ministry of Health and additional partners, the university will ensure the correct information is communicated to employees and students. Royal Roads will also be prepared to respond to health concerns and provide employees with the correct protective equipment for relative situations.

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DEFINITIONS

Coronavirus – a type of common virus that infects humans, typically leading to an upper respiratory infection (URI)

Severe Acute Respiratory Syndrome (SARS) – A severe and contagious viral infection of the lungs with unknown etiology, characterized by high fever, dry cough, and breathing difficulties

Occupational Exposure to COVID-19 – Employees who could reasonably be anticipated to be at risk of harmful contact with a person who has or is suspected to have COVID-19.

Management – responsible for implementation of procedures and process

Supervisor – An employee who instructs, directs, and oversees employees and/or students in the performance of their duties and activities

Employee – A person employed at Royal Roads full-time, part-time or casual.

Contractor – associate faculty, contractors, consultants and partners engaged to work with and on behalf of Royal Roads University.

Student – A person enrolled in a full-time or part-time program or any courses at Royal Roads

Personal Protective Equipment (PPE)-- PPE used for COVID-19 are medical masks, respiratory protective equipment, face shields, body suits, gloves and boots as required. PPE controls are generally used as the last line of defense when engineering or administrative controls are not sufficient.

APPLICABLE LEGISLATION AND REFERENCE MATERIALS

- Provincial Health Officer – [COVID-19 Orders, Notices and Guidance](#)
- BC Centre for Disease Control- [BC Centre for Disease Control](#)
- [COVID-19 Go-Forward Guidelines for B.C.'s Post Secondary Sector](#)
- Public Health Agency of Canada- [Coronavirus Disease \(COVID-19\)](#)
- World Health Organization- [Coronavirus disease \(COVID-19\) Pandemic](#)
- WorkSafe BC:
 - [COVID-19 Information and Resources](#)
 - [Occupational Health and Safety Regulation](#) 5.54 and 6.3
 - [COVID-19 in the workplace](#)
- Royal Roads University- [Royal Roads University's response to COVID-19](#)

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KEY STAKEHOLDER/PERSONNEL

The following departments have been involved in providing feedback to the development of this Exposure Control & Safety Plan:

- Operations & Resilience
- Communications
- Joint Occupational Health and Safety Committee
- Campus Services
- Human Resources

EXTERNAL STAKEHOLDER AND AGENCIES

- [BC Centre for Disease Control](#)
- BC Ministry of Health, [Provincial Health Office](#) (PHO)
- BC Ministry of Advanced Education, Skills and Training
- Vancouver Island Health Authority (VIHA)
- [Emergency Management BC](#) (EMBC)
- Government of Canada, [Official Global Travel Advisory](#)
- [Public Health Agency of Canada](#)
- [World Health Organization](#)
- Local health officials ([Island Health](#), [Medical Health Officer](#), [Health Protection and Environmental Services](#), etc.)
- BC Post-Secondary Emergency Planners network
- [WorkSafe BC](#)

ROLES AND RESPONSIBILITIES

Royal Roads University

- Lead the overall university response to COVID-19.
- Provide for the health and safety of all employees, students, visitors and contractors
- Ensure Royal Roads is compliant with municipal, provincial, federal and medical authorities. Follow provincial guidelines as provided.
- Comply with the [BC Occupational Health & Safety Regulation](#) and all applicable orders.
- Remedy workplace conditions that are hazardous to the health or safety of employees.
- Ensure the university puts in place appropriate controls, processes and resources (safety supplies and training) to support operational and administrative requirements.
- Support the Exposure Control Plan by providing education and training on prevention of COVID-19 and ensuring training is given to employees by their managers/supervisors.
- Provide direction on medical services and first aid for health monitoring.
- Ensure that a copy of the Exposure Control Plan is available to employees.

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- Ensure employees are made aware of their rights the [BC Occupational Health & Safety Regulation](#).
- Consult and cooperate with the joint committee representatives for Royal Roads University.
- Actively promote and monitor personal self care actions.
- Actively promote and implement the core measures for managing social interaction in congregate social areas (kitchens, staff room, canteens, shared public spaces).

Human Resources

- Provide clear policies to enable and ensure that individuals who have symptoms of a cold, flu, or COVID-19 should not come into the workplace. Implement sick day policies that accommodate individual staff being off sick more often or working safely at home during these illnesses.
- Develop routine screening/questions of staff for symptoms checking.
- Support and accommodate higher-risk populations including those 65+ and those with underlying medical conditions.
- Provide information, advice and training to staff about:
 1. Risk of exposure and signs and symptoms to watch for
 2. Safe Work Practices
 3. How to report exposure to, or symptoms of, illness of concern
- Collaboration with Campus Services and Operations & Resilience on proper use of personal protective equipment (PPE) if required
- Provide information and advice to the university regarding employer responsibilities, oversight of employee leave policy, employee rights for safe work conditions and appropriate channels to address concerns.
- Support information, training and policy/procedures to ensure a respectful workplace; equity, diversity and inclusion; and mental health supports.

Operations and Resilience

- Coordinate pandemic response at institutional level.
- Monitor public health information.
- Identify and implement appropriate campus control measures; where appropriate and practical increase use of temporary physical barriers.
- Collaborate with campus stakeholders to identify front line staff who may have a heightened need for personal protection (i.e. masks, engineered controls).
- Coordinate information gathering regarding risk and risk management (i.e. travel, campus visitors, events, etc.).

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- Occupational Health and Safety:
 - Work with managers and supervisors to conduct and document a Hazard and Risk Assessment and advise on appropriate controls.
 - Maintain inventory and stock of Personal Protective Equipment (PPE).
 - Develop and maintain an effective COVID-19 Exposure Control Plan.
 - Ensure compliance with this Exposure Control Plan, including supporting the development of Safe Work Procedures where relevant.
 - Provide general health and safety advice and assistance. Keep records of fit testing, exposure reports and first aid.
 - Act as an advisory resource for preventing transmission of coronavirus.
 - Arrange ongoing coronavirus awareness and education for employees.
- First Aid Services:
 - Provide advice on preventing/reducing transmission of coronavirus as per [WorkSafe BC OFAA protocols](#) for use during the COVID-19 pandemic.
 - Refer patients who have developed signs or symptoms of COVID-19 to medical practitioners.
 - File and keep relevant medical records.
 - Notify Royal Roads Designate (Human Resources Consultant for employees or CARE team for students) in the event of COVID-19 symptoms.
 - Follow protocols for preventing transmission.

Joint Occupational Health and Safety Committee

- Support review and implementation of the Exposure Control and Safety Plan.
- Identify situations that may be unhealthy or unsafe for workers and advise on effective systems for responding to those situations.

Communications

- Manage and monitor external communication regarding pandemic response, exposure control plan and safety plan. This includes but is not limited to media relations, social media, news stories on the Royal Roads News and Events site, posting to the Royal Roads COVID-19 web page, etc.
- Manage/advise on internal information sharing in cooperation with other university departments such as Human Resources, Operations and Resilience, Campus Services, etc. This work includes posting or managing posts to Crossroads, facilitating community-wide email messaging, review of documents as required, etc.
- Advise the EOC/executive and other departments on issue/ risk management as required.

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Campus Services

- Require and sustain higher levels of frequent cleaning of “high touch” areas.
- Provide hand sanitizer dispensers at entrances or around workplaces.
- Monitor evolving requirements for custodial services, on campus accommodation and Guest Services.
- Develop protocols for student accommodations and front desk operations.
- Procedures and risk management regarding external visitors.
- Maintain adequate inventory of appropriate cleaning products and supplies to ensure operational continuity.
- Ensure custodial cleaning is in line with provincial standards (i.e. [BC Centre for Disease Control - Environmental Cleaning and Disinfectants for Clinic Settings](#), Appendix A).

Managers/Supervisors

- Ensure the health and safety of all workers under their direct supervision.
- Using a risk assessment matrix, document and assess the risk(s) related to the COVID-19 virus and ensure the health and safety of all the positions under their direct supervision
 - Direct work in a way that eliminates or minimizes the risk to employees.
 - Monitor the workplace to ensure risk controls are implemented, safeguards are used, precautions are taken, and work procedures are followed.
- Be knowledgeable about [BC Occupational Health & Safety Regulation](#) that apply to the work being supervised.
- Ensure that awareness and information resources are shared with employees under their direct supervision.
- Provide training, develop Safe Work Practices (SWPs), and provide PPE and other equipment as necessary.
- Ensure this Exposure Control Plan is available for employees to access.
- Consult and cooperate with the joint occupational health and safety committee representatives.

Employees & Contractors

- Be alert to hazards. Report them immediately to your supervisor or employer (this includes COVID-19 exposure hazards).
- Comply [BC Occupational Health & Safety Regulation](#) and applicable orders.
- Follow safe work procedures and act safely in the workplace at all times.
- Report risks or issues of concern to supervisors. Understand how exposure can occur and when and how to report exposure incidents
- Use the protective clothing, devices, and equipment provided. Wear them properly.

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- Co-operate with joint occupational health and safety committees, worker health and safety representatives, WorkSafeBC prevention officers, and anybody with health and safety duties.
- Read and understand information and training provided; attend awareness and education sessions as provided. Ask questions and follow up with supervisors to ensure understanding and adherence.
- Stay informed through trusted information sources including Island Health, BCCDC, PHAC and WHO.
- Report COVID-19 symptoms to manager, contact 8-1-1 as appropriate and follow the directions and treatment advice of health care providers, Island Health and/or the Provincial MHO.
- Practice good personal hygiene and prevention practices.

RISK IDENTIFICATION, ASSESSMENT, AND CONTROL*Transmission of COVID-19*

Coronavirus is spread from an infected person through:

- Droplets spread when a person coughs or sneezes
- It can be spread by touch if a person has used their hands to cover their mouth or nose when they cough or sneeze.
- Touching an object or surface with the virus on it, then touching your mouth, nose or eyes before washing your hands¹.

Droplet Contact versus Airborne Transmission

According to the BC Centre for Disease Control, the virus is not known to be airborne (e.g. transmitted through the particles floating in the air). However, epidemiological and experimental evidence implicates airborne transmission of COVID-19 via aerosols² as a *potential* route for the spreading of the disease³ (see Figure 1 below). The [World Health Organization's Risk Communication Package for Healthcare Facilities](#) says that COVID-19 spreads most easily "through close contact with an infected person. When someone who has COVID-19 coughs or sneezes, small droplets [aerosols] are released and, if you are too close, you can breathe in the virus." Please review the Public Health Agency of Canada poster (Appendix B).

¹ BC Centre for Disease Control: <http://www.bccdc.ca/health-info/diseases-conditions/covid-19/about-covid-19/how-it-spreads>

² **Aerosols** are defined as tiny particles or droplets suspended in air.

³ "Identifying airborne transmission as the dominant route for the spread of COVID-19." Renyi Zhang, Yixin Li, Annie L. Zhang, Yuan Wang, Mario J. Molina. *Proceedings of the National Academy of Sciences*, Jun 2020, 202009637; DOI: 10.1073/pnas.2009637117

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- **Droplet Contact:** Some diseases can be transferred by large infected droplets contacting surfaces of the eye, nose, or mouth. For example, large droplets that may be visible to the naked eye are generated when a person sneezes or coughs. These droplets typically spread only one to two metres and are too large to float in the air (i.e. airborne) and quickly fall to the ground. Influenza and SARS are two examples of diseases capable of being transmitted from droplet contact. **Currently, health experts believe that COVID-19 can be transmitted in this way.**
- **Airborne transmission:** This occurs when much smaller evaporated droplets or dust particles containing the microorganism float in the air for long periods of time. Transmission occurs when others breathe the microorganism into their throat or lungs. **Currently, health experts believe that COVID-19 cannot be transmitted through airborne transmission⁴.**
- Contesting the above statement from BCCDC, **emerging science results show that the airborne transmission route is highly virulent and dominant for the spread of COVID-19⁵.** Because of this discrepancy in professional opinion, Royal Roads University will adopt the precautionary principle.
- The **precautionary principle**, as applied to a novel, highly transmissible virus such as this coronavirus, with a significant public health impact, requires governments and employers to begin with the highest level of protection, not the lowest, and then reduce the level of protection as the science emerges to justify this measure.

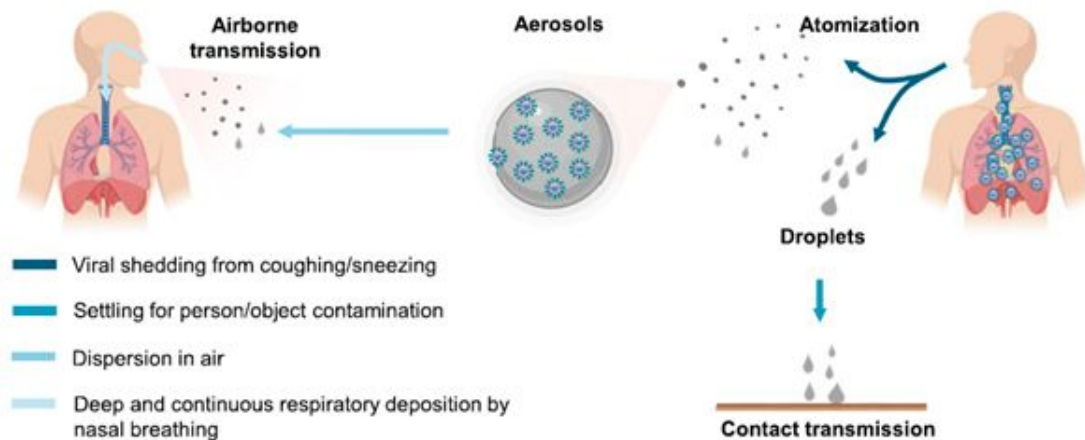


Figure 1: Transmission of COVID-19 (Zang et al.) Human atomization of viruses arises from coughing or sneezing of an infected person, producing virus-containing droplets and aerosols. Virus transmission from person to person occurs through direct/indirect contact and airborne aerosol/droplet routes.

⁴ BC Centre for Disease Control. <http://www.bccdc.ca/health-info/diseases-conditions/covid-19/about-covid-19/how-it-spreads>

⁵ Zhang et al.

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Surface Transmission

As mentioned above, the main way that COVID-19 is spread is from person-to-person. You may also be able to get COVID-19 from touching a surface that has the virus and then touching your face without washing your hands.

So far, only a few studies have been done on the presence of COVID-19 virus on surfaces. These studies focused on how long the virus lasts on different materials rather than if the virus is still infectious. Even though a virus may be on a surface, it does not always mean it's infectious. As the table below illustrates, the virus can last longer on smoother surfaces like plastic and glass compared to porous materials like cloth or paper. The virus may also last longer at lower temperatures, below 4 degrees C, compared to room temperature.

Length of time the COVID-19 virus stays on different surfaces

Surface	Virus no longer detected after
Paper (print and tissue)	Up to 3 hours
Copper	4 hours
Cardboard	24 hours
Wood and cloth	2 days
Plastic or stainless steel	2 – 3 days
Glass	4 days

Source: BC Centre for Disease Control

Royal Roads is doing frequent cleaning and disinfecting of high touch surfaces to prevent the spread of COVID-19. To learn more, visit BC CDC's [cleaning and disinfecting page](#).

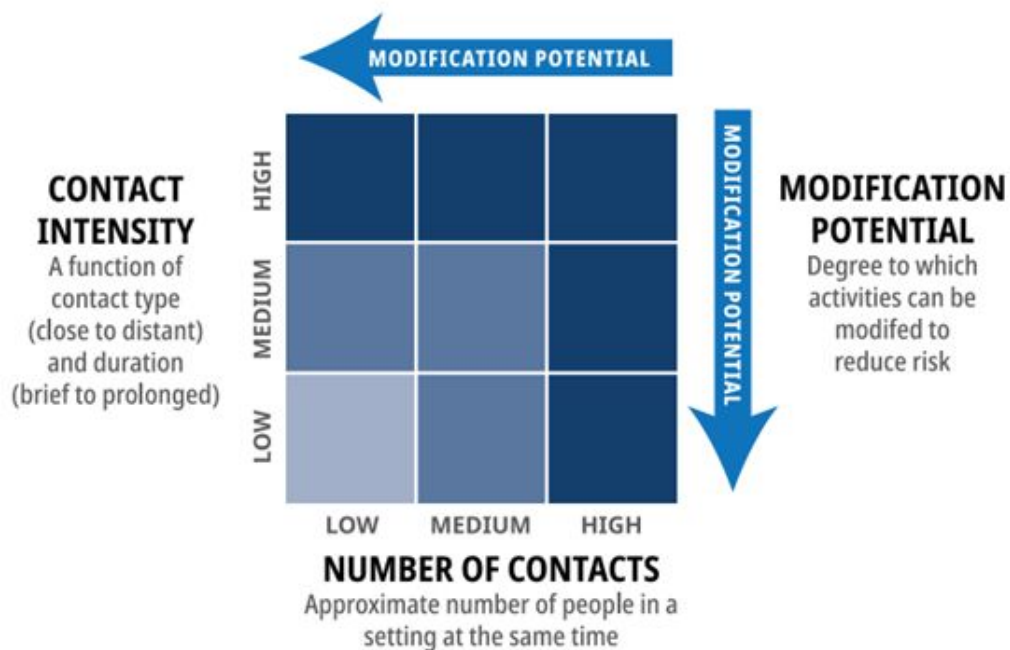
Risk Assessment

The risk of transmission is subject to two variables: contact intensity (how close you are to someone and for how long); and number of contacts (how many people are in the same setting at the same time). See Figure 1. Royal Roads can reduce transmission risk by taking on a range of actions to reduce both contact intensity and the number of contacts:

- Physical distancing measures – to reduce density of people
- Engineering controls – physical barriers, increased ventilation
- Administrative controls – rules and guidelines
- Non-medical masks

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Figure 2: Risk of Transmission, COVID-19



The following risk assessment table is adapted from WorkSafeBC Occupational Health and Safety Regulation Guideline G6.34-6. Using this guideline as a reference, we will determine the risk level of exposure to our workers and, therefore, the preventative control measures required.

Should there be a probable or confirmed case of COVID-19 within the university community, Royal Roads will follow the specific direction of medical authority and direct the response. This may include: risk assessment, changes to campus posture (i.e. building access controls and cleaning), and communications strategies. See Appendix C for the level of risk and risk controls in place for these workers.

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Table 1: Risk assessment

	<i>Low Risk</i> <i>Workers who typically have no contact with people.</i>	<i>Moderate risk</i> <i>Workers who may be exposed to people from time to time in relatively large, well-ventilated workspaces.</i>	<i>High risk</i> <i>Workers who may have contact with people in small, poorly ventilated workspaces.</i>
<i>Hand Hygiene</i>	Yes (washing with soap and water, using an alcohol-based hand rub, or using hand wipes that contain effective disinfectant)	Yes (washing with soap and water, using an alcohol-based hand rub, or using hand wipes that contain effective disinfectant)	Yes (washing with soap and water, using an alcohol-based hand rub, or using hand wipes that contain effective disinfectant)
<i>Disposable gloves</i>	Not required	Not required, unless handling contaminated objects on a regular basis	Yes , in some cases, such as when working directly with infected patients.
<i>Aprons, gowns, or similar body protection</i>	Not required	Not required	Yes , in some cases, such as when working directly with infected patients.
<i>Eye protection – goggles or face shield</i>	Not required	Not required	Yes , in some cases, such as when working directly with infected patients.
<i>Airway protection – respirators</i>	Not required	Not required	Yes , minimum N95 respirator or equivalent.

Controls

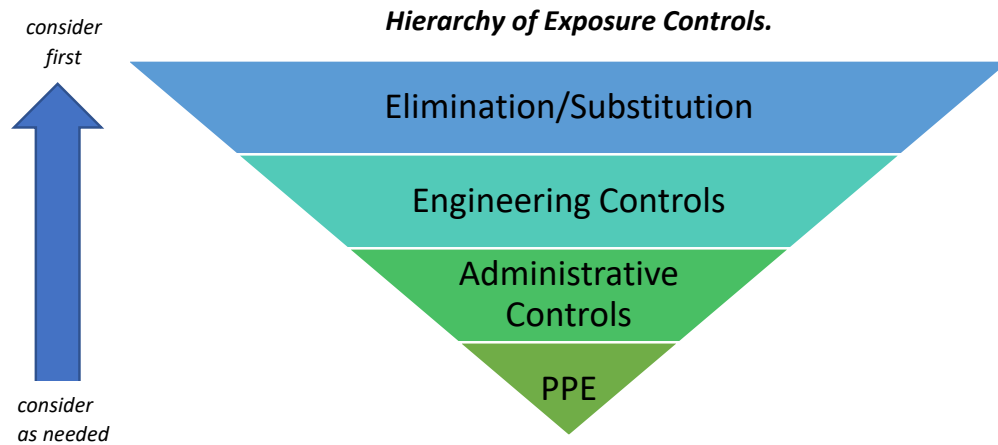
Royal Roads University and its employees will implement a combination of protocols and measures at different levels, as described in this document. This includes new procedures related to the workplace and to ensure compliance with guidance and orders issued by the Provincial Health Officer and local health authorities. Controls include environmental, administrative, personal measures and the use of PPE. A summary of control measures relevant is included as Appendix D and E.

Hierarchy of Controls

There are many infection prevention and exposure control measures for communicable disease that can be taken to reduce the transmission of COVID-19. Control measures at the top are more effective and protective than those at the bottom. By implementing a combination of measures at each level, the risk of COVID-19 is substantially reduced. The Exposure Control and Safety Plan requires Royal Roads to apply infectious disease controls in the following order of priority.

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**Elimination or Substitution**

These controls remove the risk of contracting COVID-19 in the workplace. This includes policies and procedures that limit the number of people in the workplace at any one time including physical distancing and eliminating face to face contact by accommodating employees remote work options, flexible schedules, and alternative means of communication, such as video conferencing. This also includes closing or restricting spaces (i.e. buildings, rooms or gardens) where physical distancing guidelines cannot be met.

Please refer to the following elimination/substitution controls in place at Royal Roads:

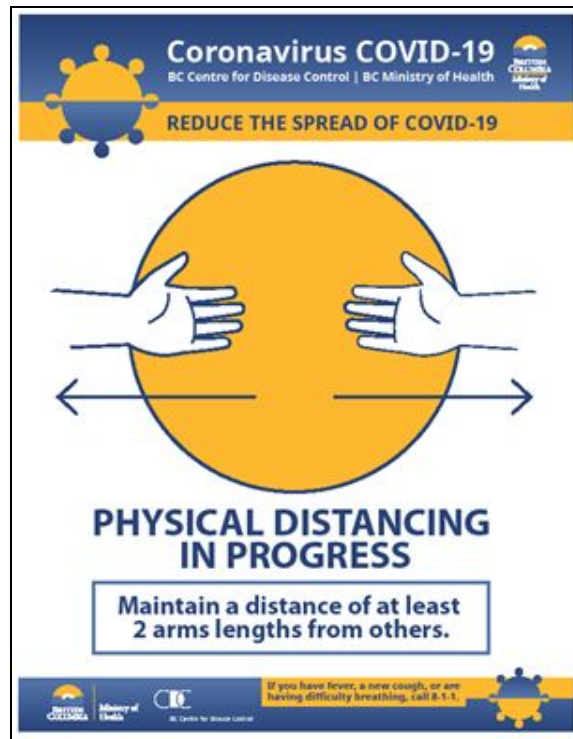
- [Flexible Work Arrangements Policy](#)
- [Temporary Remote Work Arrangement Guidelines](#)
- [Types of Leave at RRU Policy](#)

Engineering Controls

These controls will modify the work place to create safe space. This includes distance controls (2 meters or greater) and barriers in applicable areas of campus. Royal Roads will also apply plexiglass protection for front counter staff where 2 meters is not possible, such as university information front desk, campus store, habitat, café and the gym. See Figure 3, regarding physical distancing from the BC Ministry of Health, below.

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Figure 3: Physical Distancing, BC Centre of Disease Control



Ventilation: Ventilation is an engineering control that can ensure a clean air supply and help reduce airborne concentrations of virus and filter other microbes. When possible, classrooms, laboratories, libraries, workshops, offices, and the cafeteria at Royal Roads will be sufficiently ventilated ensuring clean air supply.

Administrative Controls

These controls are procedures or training applied to decrease the risk of COVID-19 transmission, including:

- Posted occupancy limits for shared spaces.
- Increasing cleaning and disinfection frequencies for shared work surfaces and equipment and tools, including shared vehicles (see Appendix A).
- Controlling the flow and direction of traffic through one-way doors or walkways to keep people physically distanced.
- COVID-19 training covering the safe distance (2m) controlling human to human distance as well as personal hygiene (i.e. hand washing and cough/sneeze etiquette).
- Avoiding unnecessary entering of closed buildings, workspaces and offices.
- Changes to work schedules and practices, and decreased density individuals
- Utilizing the sign-in/sign-out protocol in all buildings.

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- Safe Work Practices (SWPs) - both universal (i.e. personal hygiene) and specific to unique roles, business areas, or functions (see below for more on this).

Personal Protective Equipment (PPE)

Personal protective equipment (PPE) will be used in high risk situations, such as working in situations where appropriate physical distancing cannot be met.

PPE and Employees

- PPE, such as masks, eye protection and gloves, are not required beyond those used by staff as part of regular precautions for the hazards normally encountered in their regular course of work.
- PPE will be used when other controls (including physical distancing, handwashing, staying at home when sick and engineered solutions) are not sufficient.
- The university will ensure that masks are selected and used appropriately, following the [WorkSafe BC guide for selecting and using masks](#).
- Employees requiring the use of PPE will be educated on the safe procedures for their use. Instruction will be provided about the proper way and when to use masks.

Non-medical Masks and Face Coverings

Masks have an important role to play in preventing the spread of COVID-19, especially for healthcare providers and for people that have COVID-19. This is because masks act as a barrier and help stop the spread of droplets from a person's mouth and nose when talking, laughing, yelling, singing, coughing, or sneezing. Science indicates that face covering prevents both airborne transmission by blocking atomization and inhalation of virus-bearing aerosols and contact transmission by blocking viral shedding of droplets⁶.

- The use of masks will be mandatory in some instructional and non-instructional settings in accordance with public health requirements, for example in areas such as food services, or when physical distancing cannot be maintained. Directives on the wearing of non-medical masks may change based on levels of transmission in the community
- Using only a mask is not enough to prevent the spread of COVID-19. Wearing a mask should be combined with other important preventative measures such as frequent hand washing and physical distancing. Masks can give users a false sense of security and can increase the number of times a user touches their face.
- For activities requiring the use of PPE, it is the responsibility of the instructor or supervisor to provide education and training pertaining to the required PPE, and to ensure that the required PPE is used appropriately
- Where physical distancing cannot be maintained, the university will provide non-medical masks and/or other appropriate PPE to employees and students.

⁶ Zhang et al.

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- In situations where the learning or work environment permits appropriate physical distancing, the use of non-medical masks is a personal choice. It is important not to stigmatize people wearing masks. Refer to [PHO's message](#) about the use of these masks and the continued need to exercise physical distancing and other hygiene measures if one chooses to wear a mask.
- More information about COVID-related mask use is available from the BCCDC [here](#).

Gloves

- Gloves are not required for most Royal Roads employees to protect against COVID-19.
- Other measures, such as physical distancing and good hygiene practices are more effective in preventing the risk of transmission.
- Gloves should, however, continue to be worn by first aid providers and are recommended when cleaning and disinfecting frequently touched objects or surfaces.

Safe Work Practices

Safe Work Practices (SWPs) are both universal (i.e. personal hygiene) and specific to unique roles, business areas, or functions. The university's SWPs provide employees with instructions on how to carry out specific tasks and how to protect themselves against known hazards. Following SWPs help minimize risks. SWPs are developed, reviewed and maintained by qualified people (i.e. managers and supervisors), with assistance from Occupational Health and Safety if required.

Personal Care and Hygiene

Good personal hygiene is the key in reducing the risk of COVID-19 transmission. Following advice from the World Health Organization, there are [basic protective measures against coronavirus](#) that everyone can take.

All employees are expected to understand and follow guidelines for personal care and hygiene:

- No handshaking.
- Wash hands often with soap and water for 20 seconds (see hand hygiene below).
- Avoid touching eyes, nose or mouth.
- Cough/sneeze into elbow or sleeve; immediately dispose of tissues and wash hands
- Clean individual high touch surfaces such as electronics, computer keyboards and phones frequently.
- Practice physical distancing – maintain at least two meters distance between yourself and others you are working with. Use a non-medical mask or face covering in situations where reasonable physical distancing cannot be maintained.
- Do not share eating utensils.
- Avoid direct contact with ill people.

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- Stay home when sick (see “Health Monitoring” below). Keep away from others until those symptoms have completely disappeared.
- If you are at greater risk (>60, compromised immune system, underlying chronic medical conditions) get informed about risk, assess your own risk tolerance, think through and apply extra precautions and heightened vigilance.

Hand Hygiene

Routine hand washing, coughing and sneezing etiquette, and not touching your face will be the prevention of transmission and infection. Hand washing will reduce the chances of infectious transfer from hands to various body parts – specifically the eyes, nose and mouth – or to other surfaces that are touched. Hand washing will be done with soap and water for 20 seconds. If soap is unavailable, use an alcohol-based hand rub to clean your hands.

Wash hands upon entering a new building or workplace, touching common use items (i.e. photocopiers, doorways, etc.).

Figure 4: Hand Hygiene, BC Centres for Disease Control



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Additional Safe Work Practices

Additional safe work practices will continue to be developed while Royal Roads assesses various COVID-19 risk responses. The practices will be department specific and determined, to some extent, by the work being done. Development will include relevant parties. Examples include:

- Vehicle Usage Standard Operating Procedures
- Working Alone Standard Operating Procedures (under development)
- Protocols for the use of PPE, including masks (see “Personal Protective Equipment” section above)

EXTERNAL AND INTERNAL INFORMATION SHARING

Royal Roads University will share the information in this plan and associated policy, guidelines, and procedures. Clear communication includes both the use of digital communication (i.e. email and website) and the placement of visual hard-copy communication materials at main bulletin boards.

Social media and news communication (on [Royal Roads News and Events](#) and to news media if required) will be led by Communications, working in cooperation with other university departments.

In addition, orientation and training for employees and supervisors will ensure that everyone is well informed of their responsibilities and resources available.

If there is a presumed or confirmed case of COVID-19 at the university, communications and response will be led by the EOC as per the Contingency Plan.

SURVEILLANCE AND REPORTING

Early reporting and epidemiological surveillance are essential in preventing and limiting the spread of COVID-19.

- People with a fever exceeding 38.0°C (100. °F), and any of the following respiratory symptoms: shortness of breath, coughing or difficulty breathing, headache, muscle aches, sore throat and fatigue will report to their family doctor or local health authority immediately and seek medical advice; call 811 and they will provide advice on how to proceed.
- Individuals will notify family doctor or Medical Services of when and where they travelled and if there was contact with anyone with COVID-19 symptoms.
- Any suspected COVID-19 cases will be managed as per the university’s *Contingency Plan* and internal procedures.

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HEALTH MONITORING & SELF ASSESSMENTS

Everyone has a responsibility to stay home and self-isolate when sick and until their symptoms have resolved.

Symptoms of COVID-19

The [symptoms of COVID-19](#) are similar to other respiratory illnesses including the flu and common cold. Symptoms include: fever, chills, cough, shortness of breath, sore throat and painful swallowing, stuffy or runny nose, loss of sense of smell, headache, muscle aches, fatigue or loss of appetite.

Symptoms can range from mild to severe. Sometimes people with COVID-19 have mild illness, but their symptoms may suddenly worsen in a few days.

Required Daily Screening and Self-Assessments

Staff and students must assess themselves daily for symptoms of common cold, influenza, or COVID-19 prior to entering the campus or any Royal Roads workplace. A personal health assessment can be conducted using the BC COVID-19 Health Assessment tool. This tool allows individuals to self-screen symptoms and other risks such as travel, providing care or having close contact with a person with suspected or confirmed COVID-19.

Users have the option to access the daily questionnaire via:

1. Download the BC COVID-19 app from either the Apple or Google Play store
2. Use the online tool directly at: <https://bc.thrive.health/>
3. Phone 8-1-1 and talk through the question set with a representative
4. Where connectivity makes the above unreasonable, a paper-based checklist may be used (see Appendix F).

The first three methods ensure the user receives immediate current PHO direction depending on the answers they provide.

If the individual answers “yes” to any question in the assessment, they should get assessed for a COVID-19 test, and self-isolate for at least 10 calendar days.

The individual will NOT attend campus and should immediately communicate their status to their instructor or supervisor.

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Testing Instructions:

Testing is recommended for anyone with cold, flu or COVID-19-like symptoms, even mild ones. They can now be assessed for COVID-19 testing by a healthcare provider or at a local collection centre.

Click on the link below for a list of collection centres in the province to find one near you. You can also call 8-1-1 to find the nearest centre or for directions in another language.

- [Collection centre finder](#) (Mobile and desktop)

What to do if you are sick (testing, reporting and self-isolation instructions)

If you do become ill, take the following steps:

1. **Do not attend work.** Do not visit public places and do not use public transit, taxis or ride shares. Do not have visitors to your home. If you live with other people, avoid contact with others at home by staying and sleeping in a separate room and using a separate bathroom if possible.
2. **Get tested** (see “Testing Instructions” above)
3. **Report your illness⁷:** Just as any illness or absence would be reported to your supervisor or instructor. However, in addition to normal protocols, an employee, contractor or student with a probable or confirmed case for COVID-19 is expected to notify Royal Roads if:
 - they test positive for COVID-19,
 - they are experiencing symptoms consistent with COVID-19, or
 - someone in their household or with whom they have had close contact tests positive for COVID-19 or is experiencing symptoms consistent with COVID-19

Any disclosed diagnosis or potential infection will be responded to as per protocols outlines the *Contingency Plan*. In all cases, there are **strict requirements to maintain confidentiality** of any such report to avoid any potential violation of privacy laws.

- The Human Resources Consultant will be the university COVID-19 Designate for employees and will follow up with employee.
- The CARE Team member is the COVID-19 Designate for students and will follow up with the student. Students are asked to notify a member of the CARE

⁷ At this time, a doctor’s note is not required to substantiate illness related to COVID-19. If your illness or disability is not related to a flu-type illness and absence is expected more than three consecutive working days, please check with your Human Resources Consultant for medical documentation required. We want to ensure that we can properly support you to manage your health issues and put in place an appropriate return-to-work plan.

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Team (care@royalroads.ca) or by calling Campus Security (250-391-2525) to request a CARE Team member call them back.

4. **Self-isolate for a minimum of 10 calendar days**, so you do not potentially spread the disease to others. You may return to your regular activities when:
 - At least 10 days have passed since your symptoms started, AND
 - Your fever is gone without the use of fever-reducing medications (e.g. Tylenol, Advil), AND
 - You are feeling better (e.g. improvement in cough, runny nose, sore throat, nausea, vomiting, diarrhea, fatigue). Note: Coughing may persist for several weeks, so coughing alone does not require you to continue to isolate.
 - If you have tested positive for COVID-19, you are required to self-isolate for a minimum of 14 calendar days, track and report your symptoms, and be retested before being cleared to work.
 - For more information, see these guides about isolation:
 - [Isolation if you are ill](#)
 - [Guide for caregivers and household members](#)
5. **Seek medical attention** if you have a fever, cough and/or difficulty breathing. If it is not an emergency, call your health care provider in advance. They will direct you to the right health facility.

Mental Health

If stress or anxiety, regarding the COVID-19, is affecting your wellbeing the following resources are available: <https://www.royalroads.ca/news-events/covid-19>.

EDUCATION AND TRAINING

Education is crucial for awareness, early detection and prevention. The university will provide COVID-19 education and training to employees; this will be in line with recent information from BCCDC and provincial health guidelines for the sector.

RRU share will information about exposure control with employees through a variety of channels including the website, employee emails, and through line managers/supervisors.

Following education, employees and students will have full awareness and be able to answer the following questions:

1. What is COVID-19?

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2. How can COVID-19 be transmitted?
3. What are the symptoms of COVID-19?
4. What precautions and protective measures are required to prevent COVID-19?
5. What should you do when you (or others) have suspicious symptoms?
6. Where can you obtain further information and help?

RESPECTFUL & HEALTHY WORKPLACE

The health and safety of our employees, students and the contractors with whom we do business is our top priority. Through the Joint Occupational Health and Safety Committee, training, and supervisory due diligence, the university strives to ensure a safe and healthy workplace.

This includes the respectful treatment of all employees, contractors and students in providing a safe campus in which to work and study, as well as ensuring safe working and learning conditions for our campus community. As such, all employees and contractors may expect and have the responsibility to contribute to a safe workplace and campus.

Respectful Workplace

Royal Roads University strives to create a respectful, fair and productive work environment for all. RRU is committed to providing a work environment free of bullying and harassment and discrimination. These behaviours will not be accepted or tolerated.

Our various identities may cause us to experience the challenges of COVID-19 differently. When people associate COVID-19 with a specific group, ethnic community or nationality, stigma and discrimination occur. These narratives are reflected in acts of racism or xenophobia.

These behaviours can have a significant effect on the mental health of affected individuals. Stigma affects us all. It creates fear or anger towards people instead of the virus. It's important for all of us to stand up and refute these narratives. A caring and compassionate institution, we have the opportunity to come together and support each other.

Possible Stigma Associated with COVID-19

- Wrongly implying that particular or ethnic groups are more susceptible to viruses.
- Wrongly assuming that some racial or ethnic groups are spreading the disease more than others, instead of recognizing that this is a global pandemic with community spread.

What Should I do if I Notice Problematic Behaviour?

- Model Appropriate Behaviour – step in to reframe comments in the moment with an appropriate response.

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- Give someone the chance to repeat or reframe what they said – sometimes we notice our mistakes and need a chance to correct ourselves. Other times, we might need some education.
- Focus on Yourself — don't try to interpret what other people might be feeling or thinking. Focus on why or how it made you upset or insulted you.

What should I do if I got something wrong?

- Take a breath, be reflective and don't argue – recognize that everyone makes mistakes, and it's not a sign of bad character.
- Offer a genuine apology – reflect on what you said, acknowledge and apologize for the harm that was caused.
- Believe and receive, invite feedback.
- Be accountable.
- Move forward and commit to do better in the future and avoid engaging in the same problematic behaviour again.
- Use the experience to help others.

Microaggression is a term used to describe brief, verbal, or environmental humiliations, that communicate negative insults toward any group, particularly culturally marginalized groups.⁸

If you experience microaggression:

- Protect your physical safety and emotional health. It is up to you to decide if and want you want to respond. If it is too much emotional labour, it is ok to walk away.
- Surround yourself with community. Connect with peers, community organizations, or even online networks to share your experiences.

Intervening in Microaggression – five themes to remember as an active ally⁹:

1. **Intention vs. Impact.** Even if there was no intention to cause harm, if harm was caused we need to take responsibility.
2. **Power, Privilege and Social Responsibility.** Due to inequities in power, violence is more likely to happen to people who are marginalized by people who hold privilege.
3. **Safety vs. Comfort.** Unsafe to intervene vs. feeling uncomfortable.
4. **Root in Consent.** If a person who is directly affected by a microaggression is present, take leadership from them on what they would like from you.
5. **Relationships of Ongoing Care.** Practicing bystander intervention is both about shortening our reaction time in challenging/violent moments, and about investing in relationships long term.

⁸ <https://en.wikipedia.org/wiki/Microaggression>

⁹ Ambit Gender Diversity Consulting, Kingsley Strudwick

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Find out more about Equity, Diversity and Inclusion at Royal Roads here:
<https://humanresources.royalroads.ca/equity-diversity-and-inclusion-rru>

Health & Wellness

As we deal with the many disruptions, changes and loss caused by the COVID-19 outbreak, it's normal to feel a range of emotions, including anxiety, worry and fear. We are more physically disconnected from our usual communities and may be experiencing feelings of isolation.

Resources for staff:

- [Healthy U](#)
- [Employee & Family Assistance Program](#)

DOCUMENTATION & RECORD KEEPING

The university will keep records of fit testing, exposure reports and first aid records.

Human Resources will keep records of education on COVID-19 and prevention. Copies can be sent to relevant parties upon request.

PROGRAM REVIEW

The Exposure Control Plan and Safety Plan will be subject to an ongoing review process in consideration of the following:

- The most updated information on COVID-19
- Effectiveness of the exposure control plan
- Documentation for awareness and education

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Appendix A: RRU Cleaning Standards

Regular cleaning and disinfection are essential to preventing the transmission of COVID-19 from contaminated objects and surfaces. RRU cleaning standards are in alignment with the [BCCDC's Cleaning and Disinfectants for Public Settings](#) document (see Figure 5.1 and 5.2 below).

This includes:

- General cleaning and disinfecting of the premises should occur at least once a day.
- Frequently-touched shared surfaces should be cleaned and disinfected at least twice a day. (e.g. door knobs, light switches, toilet handles, tables, desks, chairs, electronic devices, keyboards and toys).
- Clean and disinfect any surface that is visibly dirty.
- Use common, commercially-available detergents and disinfectant products and closely follow the instructions on the label.
- Limit items that are not easily cleaned (e.g. fabric or soft items).
- Empty garbage containers daily.
- Wear disposable gloves when cleaning blood or body fluids (e.g. runny nose, vomit, stool, urine).
- Wash hands before wearing and after removing gloves.

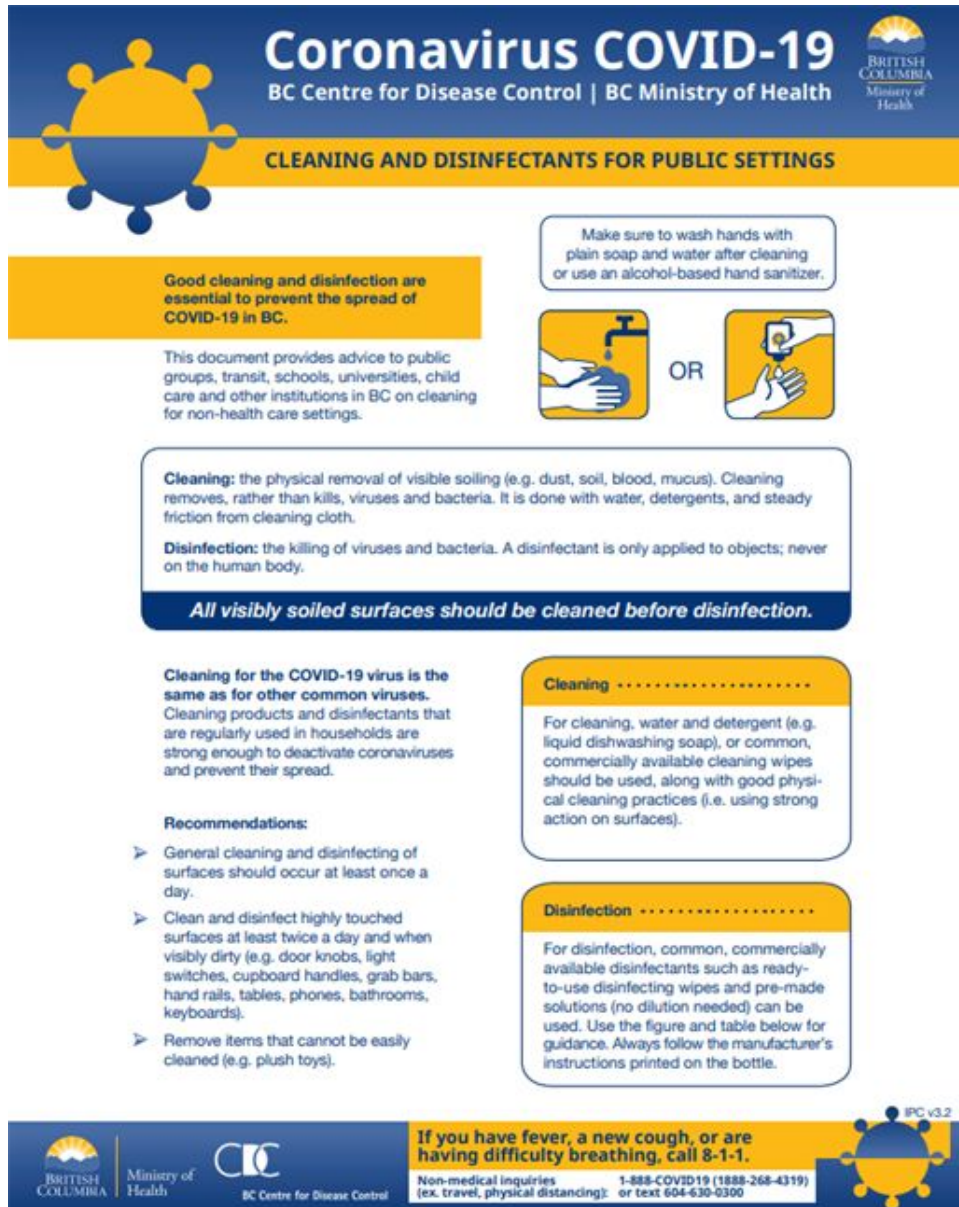
ADDITIONAL REQUIREMENTS

The following will also be implemented to reduce the risk of transmission:

- Providing paper hand towels.
- Disabling water fountains.
- Provision of cleaning products for common devices and materials used for the delivery of education (e.g. photocopiers, supply rooms, etc.).
- Washrooms should be cleaned at least twice a day keeping in line with the high touch surface area protocols.

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Figure 5.1: BCCDC's Cleaning and Disinfectants for Public Settings



Coronavirus COVID-19

BC Centre for Disease Control | BC Ministry of Health

CLEANING AND DISINFECTANTS FOR PUBLIC SETTINGS

Good cleaning and disinfection are essential to prevent the spread of COVID-19 in BC.

This document provides advice to public groups, transit, schools, universities, child care and other institutions in BC on cleaning for non-health care settings.

Make sure to wash hands with plain soap and water after cleaning or use an alcohol-based hand sanitizer.

OR

Cleaning: the physical removal of visible soiling (e.g. dust, soil, blood, mucus). Cleaning removes, rather than kills, viruses and bacteria. It is done with water, detergents, and steady friction from cleaning cloth.

Disinfection: the killing of viruses and bacteria. A disinfectant is only applied to objects; never on the human body.

All visibly soiled surfaces should be cleaned before disinfection.

Cleaning for the COVID-19 virus is the same as for other common viruses. Cleaning products and disinfectants that are regularly used in households are strong enough to deactivate coronaviruses and prevent their spread.

Recommendations:

- General cleaning and disinfecting of surfaces should occur at least once a day.
- Clean and disinfect highly touched surfaces at least twice a day and when visibly dirty (e.g. door knobs, light switches, cupboard handles, grab bars, hand rails, tables, phones, bathrooms, keyboards).
- Remove items that cannot be easily cleaned (e.g. plush toys).

Cleaning

For cleaning, water and detergent (e.g. liquid dishwashing soap), or common, commercially available cleaning wipes should be used, along with good physical cleaning practices (i.e. using strong action on surfaces).

Disinfection

For disinfection, common, commercially available disinfectants such as ready-to-use disinfecting wipes and pre-made solutions (no dilution needed) can be used. Use the figure and table below for guidance. Always follow the manufacturer's instructions printed on the bottle.

BRITISH COLUMBIA | Ministry of Health | **BCC** | BC Centre for Disease Control

If you have fever, a new cough, or are having difficulty breathing, call 8-1-1.

Non-medical inquiries (ex. travel, physical distancing): 1-888-COVID19 (1-888-268-4319) or text 604-630-0300

IPC v3.2

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Figure 5.2: BCCDC's Cleaning and Disinfectants for Public Settings

Coronavirus COVID-19

BC Centre for Disease Control | BC Ministry of Health

CLEANING AND DISINFECTANTS FOR PUBLIC SETTINGS

See Health Canada's **List of hard-surface disinfectants for use against coronavirus (COVID-19)** for specific brands and disinfectant products.

IMPORTANT NOTES:

- ✓ Ensure disinfectant product has a Drug Identification Number (DIN) on its label.
- ✓ Follow product instructions for dilution, contact time and safe use.
- ✓ All visibly dirty surfaces should be cleaned **BEFORE** disinfecting (unless otherwise stated on the product).

Drug Identification Number (DIN):
A DIN is an 8-digit number given by Health Canada that confirms it is approved for use in Canada.

Agents effective against coronavirus:

- Bleach: sodium hypochlorite (5.25%)
- Hydrogen peroxide (0.5%)
- Alkyl dimethyl benzyl ammonium chlorides (QUATs)

List of disinfecting agents and their working concentrations known to be effective against coronaviruses^{1,2}:

Agent and concentration	Uses
1. 1:100 dilution Chlorine: household bleach – sodium hypochlorite (5.25%)* 10 ml bleach to 990 ml water	Used for disinfecting surfaces (e.g. hand railings, grab handles, door knobs, cupboard handles). Make fresh daily and allow surface to air dry naturally.
2. 1:50 dilution Chlorine: household bleach – sodium hypochlorite (5.25%)* 20 ml bleach to 980 ml water	Used for disinfecting surfaces contaminated with bodily fluids and waste like vomit, diarrhea, mucus, or feces (after cleaning with soap and water first). Make fresh daily and allow surface to air dry naturally.
3. Hydrogen Peroxide 0.5% Do not dilute your own.	Used for cleaning and disinfecting surfaces (e.g. counters, hand rails, door knobs).
4. Quaternary Ammonium Compounds (QUATs): noted as 'alkyl dimethyl benzyl ammonium chlorides' on the product label Do not dilute your own.	Used for disinfecting surfaces (e.g. floors, walls, furnishings).

¹ Delamato, Christine, Quinn Vega, and Diane Brossenberg. "The antiviral action of common household disinfectants and antiseptics against murine hepatitis virus, a potential surrogate for SARS coronavirus." *American journal of infection control* 37.8 (2008): 849-852.

² Provincial Infection Prevention Control Network of British Columbia. "Infection Prevention and Control Guidelines for Providing Healthcare to Clients Living in the Community" (2014). https://www.pipcn.ca/wp-content/uploads/IPC_Home_and_Community_Care_Guidelines_2014.pdf

The BC Ministry of Health does not endorse or promote any specific brands of disinfectant products.

Ministry of Health
BC Centre for Disease Control

If you have fever, a new cough, or are having difficulty breathing, call 8-1-1.

Non-medical inquiries (ex. travel, physical distancing): 1-888-COVID19 (1-888-268-4319) or text 604-630-0300

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Appendix B: About Coronavirus Disease, Public Health Agency of Canada

ABOUT CORONAVIRUS DISEASE (COVID-19)

WHAT IT IS

COVID-19 is an illness caused by a coronavirus.

Human coronaviruses are common and are typically associated with mild illnesses, similar to the common cold.

SYMPTOMS

Symptoms may be very mild or more serious. They may take up to 14 days to appear after exposure to the virus.

FEVER COUGH DIFFICULTY BREATHING

HOW IT IS SPREAD

Coronaviruses are most commonly SPREAD from an infected person through:

- respiratory droplets when you cough or sneeze
- close personal contact, such as touching or shaking hands
- touching something with the virus on it, then touching your eyes, nose or mouth before washing your hands

These viruses are not known to spread through ventilation systems or through water.

PREVENTION

The best way to prevent the spread of infections is to:

- wash your hands often with soap and water for at least 20 seconds
- avoid touching your eyes, nose or mouth, especially with unwashed hands
- avoid close contact with people who are sick
- when coughing or sneezing:
 - cover your mouth and nose with your arm or tissues to reduce the spread of germs
 - immediately dispose of any tissues you have used into the garbage as soon as possible and wash your hands afterwards
- clean and disinfect frequently touched objects and surfaces, such as toys, electronic devices and doorknobs.
- stay home if you are sick to avoid spreading illness to others

IF YOU HAVE SYMPTOMS

If you have SYMPTOMS of COVID-19 — fever, cough, or difficulty breathing:

- stay home to avoid spreading it to others
 - if you live with others, stay in a separate room or keep a 2-metre distance
- call ahead before you visit a health care professional or call your local public health authority
 - tell them your symptoms and follow their instructions
- if you need immediate medical attention, call 911 and tell them your symptoms.

FOR MORE INFORMATION ON CORONAVIRUS:

1-833-784-4397 canada.ca/coronavirus phac.info.aspc@canada.ca

Public Health Agency of Canada Agence de la santé publique du Canada

Canada

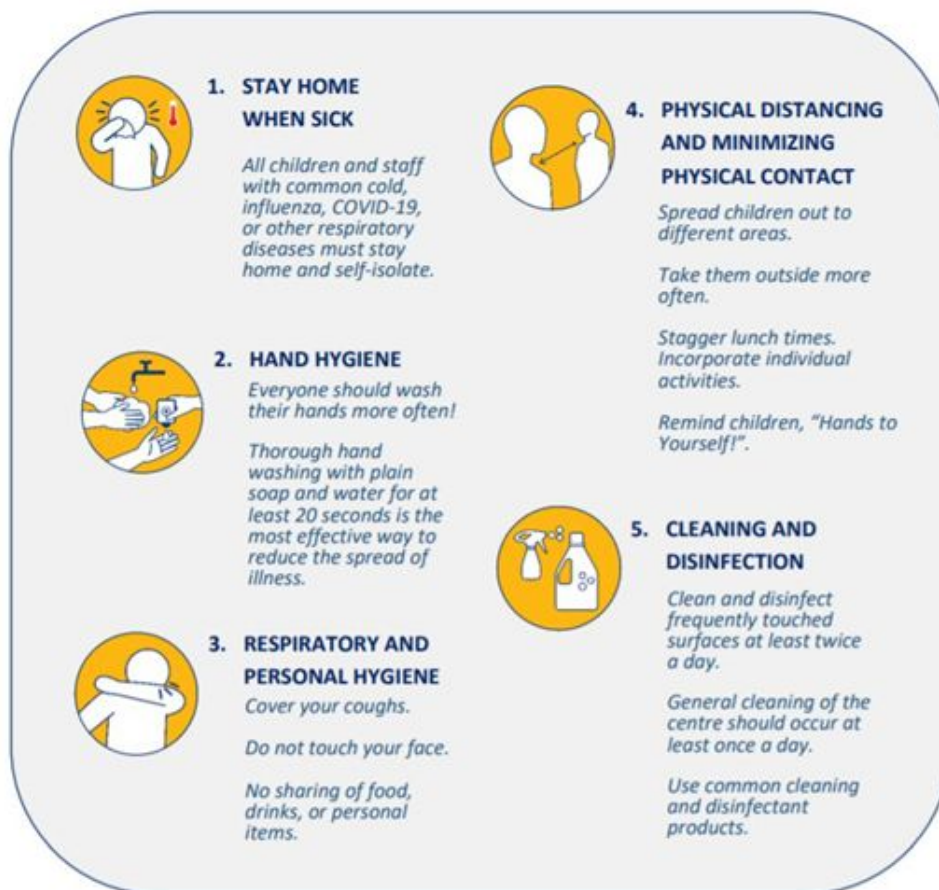
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Appendix C: RRU Risk Assessment Chart

<i>Position</i>	Level of Risk	Control Procedures
<i>Administration Counter Staff</i>	Low to Moderate	Ongoing, effective hand hygiene. Physical distancing.
<i>Office workers</i>	Low to Moderate	Ongoing, effective hand hygiene. Physical distancing.
<i>Faculty</i>	Low to Moderate	Ongoing, effective hand hygiene. Physical distancing with applicable PPE.
<i>Maintenance and Ground workers</i>	Low	Ongoing, effective hand hygiene. Physical distancing with applicable PPE.
<i>Managers</i>	Low	Ongoing, effective hand hygiene. Physical distancing with applicable PPE.
<i>First Aid Attendants</i>	Moderate	Ongoing, effective hand hygiene. Physical distancing with applicable PPE.
<i>Housekeeping (Housing)</i>	Low to Moderate	Regular and effective hand hygiene, physical distancing, increased sanitization processes, personal protective equipment.
<i>Staff – working from home</i>	Low	Frequent communication with supervision. Regular and effective hand hygiene, physical distancing, increased sanitization processes, personal protective equipment.

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Appendix D: Summary of Control Measures



Source: COVID-19 Provincial Guidelines K-12 Sector, BC Ministry of Health

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Appendix E: Offices: Protocols for returning to operation (WorkSafeBC)

WorkSafe BC has developed office protocols to provide guidance to any employer with office space. These office protocols include the following:

- Building access
- Workplace operations
- Workstations
- Communal spaces
- Outside visitors
- Deliveries
- Transportation
- Elevator use

Further details are available here: <https://www.worksafebc.com/en/about-us/covid-19-updates/covid-19-returning-safe-operation/offices>

Employers must also ensure they are abiding by any [orders, notices, or guidance issued by the provincial health officer](#), and the appropriate health authority, that are relevant to their workplace.

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Appendix F: BC COVID-19 Self-Assessment Tool (daily screening & assessment, paper-based)

If you need help or guidance in another language, please call 8-1-1. 8-1-1 has translation services in 130 languages.

This self-assessment tool, developed with the BC Ministry of Health, will help determine whether you may need further assessment for COVID-19 testing by a healthcare provider or at a local collection centre. You can complete this assessment for yourself, or on behalf of someone else. Older people and people with a weakened immune system or underlying medical conditions are considered at higher risk of severe disease.

Screening Question	Please circle "yes" or "no"	
Are you experiencing any of the following: <ul style="list-style-type: none"> • Severe difficulty breathing (e.g. struggling to breathe or speaking in single words) • Severe chest pain • Having a very hard time waking up • Feeling confused • Losing consciousness 	YES	NO
Are you experiencing any of the following: <ul style="list-style-type: none"> • Mild to moderate shortness of breath • Inability to lie down because of difficulty breathing • Chronic health conditions that you are having difficulty managing because of difficulty breathing 	YES	NO
Are you experiencing cold, flu or COVID-19-like symptoms, even mild ones? Symptoms include: fever, chills, cough, shortness of breath, sore	YES	NO

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throat and painful swallowing, stuffy or runny nose, loss of sense of smell, headache, muscle aches, fatigue or loss of appetite.		
Have you travelled to any countries outside Canada (including the United States) within the last 14 days?	YES	NO
Did you provide care or have close contact with a person with confirmed COVID-19? Note: This means you would have been contacted by your health authority's public health team.	YES	NO

If you answered "yes" to any of these questions, please get assessed for a COVID-19 test, and self-isolate for at least 10 calendar days.

Testing Instructions:

Testing is recommended for anyone with cold, flu or COVID-19-like symptoms, **even mild ones**. They can now be assessed for COVID-19 testing by a healthcare provider or at a local collection centre.

Click on the links below for a list of collection centres in the province to find one near you. You can also call 8-1-1 to find the nearest centre or for directions in another language.

- [Collection centre finder](#) (Mobile and desktop)
- Collection centre finder for [Internet Explorer users](#)

Self-Isolation Instructions:

Self-isolate for a minimum of 10 calendar days, so you do not potentially spread the disease to others. You may return to your regular activities when:

- At least 10 days have passed since your symptoms started, AND
- Your fever is gone without the use of fever-reducing medications (e.g. Tylenol, Advil), AND
- You are feeling better (e.g. improvement in cough, runny nose, sore throat, nausea, vomiting, diarrhea, fatigue).

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Coughing may persist for several weeks, so coughing alone does not require you to continue to isolate.

Stay home and do not go to work, school or public places and do not use public transit, taxis or ride shares. Do not have visitors to your home. If you live with other people, avoid contact with others at home by staying and sleeping in a separate room and using a separate bathroom if possible. See these guides about isolation:

- [Isolation if you are ill](#)
- [Guide for caregivers and household members](#)

Cover your coughs and sneezes. When you feel a cough or sneeze coming on, cover your mouth and nose with a tissue. Don't have a tissue? Cough or sneeze into your upper sleeve or elbow, not your hands. Wash your hands right away after you sneeze, cough or touch used tissues or masks. Throw used tissues into a lined trash can in your room and tie up that trash bag before adding it with other household waste.

Wash your hands. Wash your hands often with soap and water for at least 20 seconds. It is best to dry your hands with a paper towel and throw it away after use. If you can't wash your hands, use an alcohol-based hand sanitizer. Avoid touching your eyes, nose, and mouth with unwashed hands. [Learn more](#).

Do not share household items. Do not share dishes, cups, eating utensils, towels, bedding, or other shared belongings. After using these items, wash them with soap and water.

Flush the toilet with the lid down. COVID-19 virus may also be present in poop (stool or feces). Always wash your hands with soap and water after using the toilet.

General cleaning. Water and detergent (e.g., liquid dishwashing soap) or common household cleaning wipes should be used. Apply firm pressure while cleaning. Surfaces should be cleaned at least once a day. Next, use a store bought disinfectant or diluted bleach solution, one part bleach to 50 parts water (20ml of bleach to 1 litre of water), and allow the surface to remain wet for one minute. Clean surfaces that are touched often (e.g., counters, table tops, doorknobs, toilets, sinks, taps, etc.) at least twice a day.

Wear a face mask. When you are sick, wearing a face mask (surgical or procedure mask) helps to stop the spread of germs from you to others. Wear a face mask when you are in the same room with other people and when you get medical care. If your mask gets wet or dirty, change it and wash your hands right away. You and those you live with do not need to buy and wear other types of masks, such as an N-95 respirator mask.

Note that sometimes people with mild symptoms at the start of their COVID illness may suddenly worsen and require urgent medical care. Pay attention to how you are feeling. If it becomes harder to breathe, you can't drink anything or feel much worse, seek urgent medical care at an urgent care clinic or emergency department.



GUIDELINES FOR PARTICIPATION IN POLITICAL ACTIVITIES

Royal Roads University is a politically neutral institution and does not endorse political parties or candidates in relation to local, provincial or federal elections. While non-partisan, Royal Roads University encourages students, staff and faculty to exercise their right to vote and to engage as individuals in the political process.

PURPOSE

The purpose of this document is to provide guidance for staff and faculty engagement in the electoral process while employed by a non-partisan institution.

WHAT THE GUIDELINES APPLY TO

These guidelines apply to partisan political activity by faculty and staff, including:

1. Volunteering for a political party, candidate or elected official;
2. Participating in campaign events or visits from candidates and/or their representatives;
3. Soliciting political donations or fundraising;
4. Soliciting petition/nomination signatures; and
5. Seeking nomination as, or being a candidate for, election.

Royal Roads University supports academic freedom and these guidelines are not intended to limit faculty or staff members from engaging with political parties, candidates or representatives, both in conducting research and teaching, as well as during times of election.

UNIVERSITY INVOLVEMENT IN POLITICAL CAMPAIGNS

As Royal Roads University is a tax-exempt entity, federal law precludes the university from engaging in election campaigns or initiatives of a political nature, and university resources are not allocated to support partisan political activities in any way. Faculty and staff may not make political contributions using university resources or under the aegis of the university; contributions are to be made as individuals only.

FACULTY AND STAFF INVOLVEMENT

When faculty and staff engage or participate in political campaigns, it should be noted that this is to be done in their individual capacity and not as a spokesperson or representative of Royal Roads University.

The president and board chair are the only university members who are to act in such a capacity. Institutional affiliation is not to be mentioned when faculty or staff are involved in supporting political initiatives or campaigns. If a university affiliation is recognized by media organizations, faculty and staff should provide a disclaimer that the views, thoughts, and opinions expressed are personal.

TIME OFF TO VOTE IN PROVINCIAL AND FEDERAL ELECTIONS

Regarding the upcoming provincial election, voters are entitled to four consecutive hours free from work to vote during advance voting or on General Voting Day. Voting hours during advance voting are 8 a.m. to 8 p.m. local time, and on General Voting Day are 8 a.m. to 8 p.m. Pacific time.

Royal Roads University encourages employees who are working on General Voting Day and eligible to vote to do so before or after work. If an employee needs time off to vote, they should let their supervisor know as soon as possible to minimize disruption to operations.

In the case of a federal election, on polling day voters are entitled to three consecutive hours for the purpose of casting their vote.

USE OF UNIVERSITY FACILITIES

University facilities can be booked by external clients for the use of events that are political in nature, with the understanding that these bookings are consistent with the same booking terms and conditions that would apply to any member of the general public or private group.

The university reserves the right to deny use of university facilities and resources should the proposed events give the appearance of university partisan support of one candidate or political party over another. Given that university facilities can be booked by external clients, faculty and staff are not meant to book facilities on behalf of political parties or candidates, and any cost for of booking university facilities is not to be subsidized by Royal Roads University funds.

POLITICAL ADVERTISING

During municipal, provincial and federal elections, Royal Roads University does not allow materials advertising political candidates, parties or positions to be posted on university property (such as handbills, banners or posters). Initiatives to get people to vote are permitted, but must be done on a non-partisan basis without any specific affiliation to a specific political party.

SIGNAGE RELATED TO POLITICAL CAMPAIGNS

Royal Roads University prohibits unauthorized signage on campus. If signs are placed on campus property, candidates will be requested to remove them. Should any damage occur to university property due to such signage, the candidate or political party on the signage will be held responsible.

FACULTY AND STAFF SEEKING ELECTION

Royal Roads University encourages faculty and staff members to seek and hold public office, should they so desire. Within this, the university acknowledges the right for said faculty and staff members to seek election at any level of government but expects those seeking nomination or campaigning for public office to do so on their own time.

The use of university resources and campaign activities on campus is strictly prohibited to allow the university to continue to maintain a non-partisan status. If a perceived, or real, conflict of interest should arise through employee campaigning, said employee is encouraged to note this to the person they directly report to.

ELECTED TO POLITICAL OFFICE

Should an employee be elected to political office at any level, they should either resign their position or seek a leave of absence without pay

RESPONSIBILITY OF THE EXECUTIVE

The university executive will ensure that faculty and staff are informed of these guidelines, and that proper procedures are in place and followed should requests for support of partisan political activities be received.