Board of Governors - Open Session

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

Executive:
Cheryl Eason
Susan Gee
Pedro Márquez
Veronica Thompson

Guests:
Roberta Mason
Carolyn Levesque
Deborah Zornes

Administration:
Drew Duncan
Ashley Richards (recording)

October 07, 2021 08:30 AM

Agenda Topic	Presenter	Time	Page
1. Call to Order and Welcome	Chan	08:30 AM-08:35 AM	
2. Approval of the Agenda	Chan	08:35 AM-08:36 AM	
MOTION: That the agenda be approved as distributed.			
3. Approval of the Minutes	Chan	08:36 AM-08:37 AM	4
MOTION: That the minutes of the open session of the 17 June 2021 Board of Governors meeting be approved as distributed.			
4. Report from the President	Steenkamp	08:37 AM-08:52 AM	
For information			

SPECIAL BUSINESS

5.   COVID-19 Task Force - Update   Levesque/Mason   08:52 AM-09:22 AM

For information

REPORTS FROM COMMITTEES

6.   Program and Research Council   Steenkamp   09:22 AM-09:42 AM   10

     6.1   Report from Chair   Steenkamp

     For information

     6.2   Conflict of Interest in Research Policy Márquez /Zornes   10

     MOTION: That the Board of Governors approve the updated Conflict of Interest in Research policy.

          6.2.1 Conflict of Interest in   10
               Research - Briefing Note

          6.2.2 Conflict of Interest in   12
               Research - Policy

          6.2.3 Conflict of Interest in   16
               Research - Procedure

7.   Finance and Audit Committee   Byng   09:42 AM-10:07 AM

     7.1   Report from the Committee Chair Byng

     For information

8.   Governance and Nominating Committee   Donaldson   10:07 AM-10:12 AM

     8.1   Report from the Committee Chair Donaldson

     For information

VP PORTFOLIO REPORTS

9.   Report from the Vice-President, Academic   Thompson   10:12 AM-10:18 AM   23
        and Provost

For information

10.   Report from the Vice-President and Chief   Eason   10:18 AM-10:24 AM   26
        Financial Officer

For information

11.   Report from the Vice-President   Gee   10:24 AM-10:30 AM   28
        Communications and Advancement

For information

12.   Report from the Vice-President Research   Márquez   10:30 AM-10:36 AM   31
        and International

For information

CONSENT AGENDA   Chan

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

13.   Consent - Approval Items   Chan   10:36 AM-10:37 AM

None

15-minute break

DRAFT

Board of Governors
MINUTES OF THE OPEN SESSION

17 June March 2021
Via Zoom

PRESENT	
Board:	**Administration:**
Philip Steenkamp, President & Vice-Chancellor	Cheryl Eason
Nelson Chan, Board Chair & Chancellor	Susan Gee
Dranna Andrews-Brown	Pedro Márquez
Christina Benty	Veronica Thompson
David Black	Drew Duncan
Kathleen Burton	Ashley Richards (recording)
Dave Byng	
Bruce Donaldson	**Guests**:
Geoff Pearce	Asma-na-hi Antoine
Dave Saunders	
Lori Simcox	
REGRETS	
Monique Gray Smith	

1.   Call to Order and Welcome – 8:31 a.m.

Board Chair, Nelson Chan, welcomed members and reflected on the discovery of the 215 children buried at the Kamloops Indian Residential School. Asma-na-hi Antoine, Director, Indigenous Engagement, shared her personal story and connections to the residential school system. She expressed gratitude to be at Royal Roads University (RRU) where allies step forward to ask for guidance and education on this learning journey, to support one another in times of grief and to celebrate one another, such as celebrating the 22 Indigenous students graduating from RRU at the Indigenous Graduation Ceremony.

N. Chan expressed gratitude to A. Antoine, and she provided the land acknowledgement for the board, noting its purpose and intention of recognizing the footprints of those who were on these lands before.

The chair reminded 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. Governor Black updated the board that he has stepped down from his role as President of the RRU Faculty Association (RRUFA) and has taken on the role of Chief Negotiator in the upcoming round of collective bargaining. He will continue to support RRUFA in the role of vice-president and will recuse himself at board where appropriate.

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

The chair expressed appreciation at being able to film a message on behalf of the board for the Indigenous Graduation Ceremony, and noted that Spring 2021 Convocation would be

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broadcasting virtually. He and President Steenkamp had filmed their pieces in the Dogwood Auditorium along with honorary degree recipient, Mr. Dan Miller. He highlighted that the Dogwood Auditorium had won the 2021 Project of the Year Award with the Project Management Institute, Vancouver Island Chapter.

2. Approval of the Agenda

   MOTION (Andrews-Brown/Burton)
   That the agenda be approved as distributed.

   CARRIED

3. Approval of the Minutes

   MOTION (Black/Pearce)
   That the minutes of the open session of the 31 March 2021 Board of Governors meeting be approved as distributed.

   CARRIED

4. Report from the President

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

   - **Kamloops Indian Residential School** – President Steenkamp reflected on the children at the Kamloops Indian Residential School. Supports are in place for the RRU Indigenous community. Much more work will be done with guidance and consultation sought from Indigenous staff, students, faculty, the Blue Heron group, elders, and old ones.
   - **Convocation** – Spring 2021 Convocation will be held virtually on June 18, 2021. President Steenkamp encouraged members to watch.
   - **West Shore Initiative** – Things are progressing well with the proposal to be submitted to the Treasury Board late summer. President Steenkamp is continuing to work with his counterparts at the University of Victoria and Camosun College on programming.
   - **New Program Approvals** – Two master's programs had been approved: the Masters in Climate Action Leadership, and the Masters in Executive Coaching.
   - **RRU 25th Anniversary** – President Steenkamp noted that July 14, 1996 is the official day that RRU became a university. There will be communications and media around that date. He highlighted that a mid-August a garden party will be held with some key supporters.
   - **Lieutenant Governor** - The Honourable Janet Austin came to RRU to learn more about our food production plans and toured the gardens. She offered her support in promoting the RRU garden initiative.
   - **Return to campus** – President Steenkamp shared a graphic depicting the stages of returning to work in person on campus. Cheryl Eason, Vice-President and Chief Financial Officer, has emailed detailed return to campus information to the RRU community. The stages of our phased return are in line with those laid out by the Public Health Officer.

In reference to the Kamloops Indian Residential School, the board chair thanked Governor Gray personally for the [YouTube video](#) she created on how to speak to children about residential schools.

The return to campus was discussed, and gratitude was expressed to President Steenkamp for his video messages to the RRU community throughout the pandemic.

REPORTS FROM COMMITTEES

5.   Report from the Program and Research Council

   5.1   Report from the Chair

The council chair shared that the May 27, 2021 meeting of the Program and Research Council (PRC) was cancelled because there was no new business. Two standard reports were sent to members via email.

6.   Report from the Finance and Audit Committee

   6.1   Report from the Committee Chair

The committee met on June 3, 2021. The committee chair shared that members discussed capital infrastructure, including technology projects and operating results, and noted that things are on track for the next fiscal year. The committee recognized the hard work by staff, faculty, and the management team to conclude the past fiscal year without running a deficit. Finance and Audit Committee (FAC) also met with the auditors from KPMG, and it was a positive audit. Members reviewed the Strategic Investment Policy and the 2015-2020 Sustainability Close-Out Report. FAC next meets on September 23, 2021. The VPCFO shared her appreciation of the support provided as the team got through to a positive year end.

      6.1.1   Strategic Investment Policy – One Year Review

FAC received a presentation from RRU's investment advisor, looking both at the last year and the year ahead on how to best manage risk while also positioning the university for reasonable returns. Proposed revisions to RRU's Investment Policy and the Strategic Investment Portfolio Plans (SIPPs) for the University and Foundation are Before the board. The proposed revisions are outlined in the meeting materials. At their June 3, 2021 meeting, FAC reviewed the draft policy and recommends board approval.

There are two motions before the board attached to this item. Members discussed the ethical or ESG-based strategy and were cautioned not to judge investments by annual returns and to take a longer-term view on how things are doing. In answer to a question regarding previously limited exposure to the USD market, there was not a specific requirement from the board to invest in Canadian equities only. Members discussed Canada's resource-based economy

and the need to expand outside of the Canadian market to diversify investments.

The question was called, and the motion **carried**.

MOTION (Byng/Pearce)
That the Board of Governors approves changes to the investment objectives in the Investment Policy as outlined in Attachment 1.

<div align="right">CARRIED</div>

While performance was favourable last year, it was asked if there was understanding in relation to how much of the bounce back from a depressed base was a result of the pandemic. C. Eason will look into that part of the analysis.

The question was called, and the motion **carried**.

MOTION (Byng/Burton)
That the Board of Governors approves changes to the eligible and prohibited investments, return expectations, investment exposure limits and composite benchmarks for the Strategic Investment Portfolio Plans for the University and Foundation as outlined in Attachment 4.

<div align="right">CARRIED</div>

6.1.2   2015-2020 Sustainability Close-Out Report

The committee chair reminded members that in 2015, the board adopted a greenhouse gas (GHG) reduction target of a 50% (from 2007 levels) by the end of calendar year 2020. RRU has achieved a 43% reduction in GHG emissions, from 1,558 tonnes of CO2 equivalent (tCO_2e) in 2007 to 888 tO_2e in 2020. RRU has surpassed the provincial GHG reduction targets for both 2020 and 2030. The university continues to project that it will achieve the board target in 2021/22.

C. Eason shared that the shortfall in meeting the board target was due to delayed starts in energy saving infrastructure replacements due to priority shifts during the pandemic. The university's five-year Sustainability Plan (2015-2020) has reached the end of its reporting cycle. Over this plan's time horizon, RRU invested in initiatives aimed at 10 target areas and associated goals focused on reducing the university's climate impact and environmental footprint, as well as engagement, curriculum, research, and partnerships. In September 2020, development of the Climate Action Plan was launched. This plan will complement the university's strategic vision and address key commitments for climate action leadership. RRU will continue to reduce its environmental footprint in GHG emissions with the Climate Action Task Force, and a new Climate Action Plan will be presented to the board for approval. The original Sustainability Report from 2015 can be found on the RRU website.

7.   Report from the Governance and Nominating Committee

7.1   Report from the Committee Chair

The committee met on June 3, 2021 and accomplished the following: reviewed the Terms of Reference for board standing committees and the Standing Committee on Appeals, as well as the Board Committee Structure document; established a board correspondence process; discussed future board format options, board self assessment results, and the process for succession planning as the terms of both Governors Byng and Donaldson will expire next year; reviewed nominations for honorary degree recipients; and confirmed Governor Simcox as vice-chair of GNC for another term. These topics will be covered in greater detail in subsequent sessions of the Board. GNC next meets on September 23, 2021.

VP PORTFOLIO REPORTS

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

V. Thompson highlighted for members that there is a lot of interest in the approved Master of Arts in Climate Action Leadership program. Enrollments are tracking well and are above target in a few programs. Regarding return to campus, the list of programs returning to face-to-face programming will likely include others, such as the International Year 1. She also shared that she was delighted to announce there was a new Indigenous councillor within the Student Academic Services Unit.

A governor raised that there is board interest in annually receiving the results of the student satisfaction metrics. V. Thompson will speak to the units and executive to determine the best way to bring that information forward. Governors also discussed the synergies and connections across programs, and the importance of strengthening those connections with academic planning.

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

C. Eason highlighted for members that the Dogwood Auditorium won the Vancouver Island Chapter Project of the Year Award with the Project Management Institution of Vancouver Island and that her report includes a short video replete with historical images from when the Dogwood was a pool. On the topic of fire safety and suppression, while the risk is low, RRU has begun its own emergency planning. Operating results over the past two months are positive and revenues are up 16% compared to this time last year. A governor asked if there are any implications from the delay in the student management system, and C. Eason said there is no increased risk, and the delay has provided RRU with the opportunity to survey other post-secondary institutions on their systems.

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

S. Gee highlighted the Pulling Together module, a staff and faculty cultural competency training program to help improve the RRU community's knowledge of Indigenous history, heritage, and culture. She provided an update on the President's Bursary and the Vision in Bloom campaign, both of which are doing well. Members were encouraged to sign up for National Indigenous Peoples Month and Day events via the link included in her report. Governor Simcox shared that Indigenous Tourism British Columbia typically does work in Victoria around Indigenous Peoples Day and that there might be collaboration and synergies in working with them. S. Gee shared that Netflix is going to be filming on campus soon, and wedding bookings are increasing. RRU follows the orders of the Public Health Officer regarding safety plans.

11.   Report from the Vice-President Research and International

P. Márquez highlighted that the Boldly Different marketing campaign has been well received, with both positive feedback and increased demand on programs. RRU's first Virtual Open House was launched over four days in May, attracting 840 attendees from 83 countries offering over 35 online sessions. On the research front, the past year was the busiest yet for research activity and the number of proposals worked on by the Office of Research Services increased by 53%. P. Márquez also provided an update on Canada Research Chair activity. Things are moving forward on the anti-racism front and an update on Anti-Racism Task Force recommendations is included in the report.

CONSENT AGENDA

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

12.   Consent Agenda - Approval items:

None.

13.   Consent Agenda - Information items:

13.1   Freedom of Information/Protection/Privacy Year-End Report

14.   Adjournment of Open Session

The meeting adjourned at 10:13 a.m.

BOARD OF GOVERNORS
BRIEFING NOTE

Royal Roads
UNIVERSITY

MEETING: October 7, 2021

AGENDA ITEM: Conflict of Interest in Research Policy – for renewal

SPONSOR: Pedro Márquez, Vice-President Research and International

PURPOSE: For Decision

Synopsis:

The purpose of this briefing is to seek Board of Governors approval for the renewal of the conflict of interest in research policy.

Background:

The conflict of interest in research policy was approved by the Board in 2009 to meet Tri-Council requirements and has not been reviewed since. It is therefore due for renewal.

The intent of the policy has not changed. The goals of the review have been to:
  i.   move the policy and procedures into the new RRU templates;
  ii.   do an environmental scan of similar policies and procedures at other universities; and
  iii. consult with the RRU community to gather feedback.

As a result of this review and consultation process we have made the following changes to the policy:
  i.   Added provisions 2.2 and 2.3;
  ii.   Updated the policy statement to include wording from the newest Strategic Research Plan and current human resources terminology; and
  iii. Removed repetition both within and between the policy and procedure documents.

The Research Advisory Committee endorsed the updated policy at their March 3rd, 2021 meeting.

The policy was reviewed by Academic Council July 14th, 2021 where the policy was recommended for renewal by the Program and Research Council. As a result of feedback received during that meeting, the university's Intellectual Property has been added to the list of "Related Documents" of both the policy and procedure.

The Program and Research Council recommended it for renewal at their September 16th, 2021 meeting.

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Fit to Vision and Strategic Direction:

Royal Roads vision states that our research "seeks to transform lives, communities and societies" and it "is purposefully designed to directly benefit the communities in which we live, work and play, be they local, national, or international." During the course of these close, collaborative relationships with communities, conflicts of interest in research may arise. This policy, and the associated procedures, do not seek to prohibit conflicts of interest in research from occurring, but rather provide guidance on how to manage them, if possible, in a way that upholds the integrity and reputation of the university.

Options:

The Board of Governors may either:

i.   Approve renewal of the updated policy; or

ii.   Not approve renewal of the updated policy.

Implications:

A) **Financial:** none

B) **Human Resource:** none

C) **Campus Planning:** none

D) **Stakeholder/Community:** See "Fit to Vision and Strategic Direction" section.

H) **Other**

E) **Equity, Diversity, Inclusion and Anti-Racism:** none

F) **Sustainability:** none

G) **Climate Action:** none

Recommendation:

It is recommended that the Board of Governors approve the renewal of the updated conflict of interest in research policy.

Motion:

That the Board of Governors approves renewal of the updated conflict of interest in research policy.

Attachments:

1. Conflict of Interest in Research Policy

2. Conflict of Interest in Research Procedure (for reference only)

Royal Roads UNIVERSITY **Policy**

TITLE
CONFLICT OF INTEREST IN RESEARCH

POLICY CLASSIFICATION **ADMINISTRATIVE**	**DOCUMENT NO.** **TBD**
APPROVAL LEVEL **BOARD**	**INITIAL APPROVAL DATE** **2009 JUL 09**
OVERSIGHT OFFICE **VP RESEARCH & INTERNATIONAL**	**AMENDMENT EFFECTIVE DATE** **DRAFT – 30JULY2021**
CATEGORY **RESEARCH**	**NEXT REVIEW DATE** **TBD**

> This policy should be interpreted in a manner consistent with applicable statutory and legal obligations, including collective agreements and terms of employment.
>
> **NOTE**: The first appearance of terms in **bold** in this document (except titles) are defined terms – refer to the Definitions section.

PURPOSE

The purpose of this policy is to:
- define what constitutes a real, perceived, or potential conflict of interest in research; and
- provide a framework to identify, minimize, and manage situations pertaining to a conflict of interest in research in a timely, fair, transparent, and consistent manner.

POLICY STATEMENT

Royal Roads University ("Royal Roads" or "university") 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. As such, Royal Roads recognises the possibility for real, perceived, or potential conflicts of interest in research to occur during the course of research activities. In many situations, conflicts of interest in research can be managed. However, left undisclosed and unmanaged, such conflicts threaten the integrity and reputation of the university.

COMPLIANCE

Compliance with this policy extends to all **university members**, their **closely associated persons**, and the university itself, and applies to all **research** related activities conducted under the auspices of the university whether the research is sponsored by the university, by an external funder, or by a university member.

PROVISIONS

1. **General**
   1.1 A conflict of interest in research exists where a university member, or the university itself, may give preference, or be perceived to give preference, to their own interests or obligations over research-related duties and responsibilities. Conflicts of interest may be real, perceived, or

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CONFLICT OF INTEREST IN RESEARCH	**DRAFT 30JULY2021**	ADMINISTRATIVE

potential and involve **personal interests** (including that of a **related business**), or **financial interests**. Examples of a conflict of interest in research are set out in the related procedure.

2. University Member Responsibility

2.1. University members assess their own research-related activities prior to the activity taking place and immediately disclose any real, perceived, or potential conflict of interest in research as defined by this policy and in accordance with the accompanying procedures.

2.2. Where a real, perceived, or potential conflict arises subsequent to the onset of research activity, disclosure must be made as soon as the conflict is identified.

2.3. Lack of awareness of this policy and related procedures does not mitigate Royal Roads' response to a failure to disclose a real, perceived, or potential conflict of interest in research.

3. Conflict Review and Assessment

3.1 Conflicts of interest in research are reviewed in a timely, fair, transparent, and consistent manner in accordance with the related procedures.

3.2. Following an assessment, a determination is made whether to manage or prohibit the conflict of interest in research position as follows:

a) managed conflicts are required to set out the requirements to manage the conflict and continue the research in a manner that protects and serves the integrity, legal and contractual obligations, reputation, and interests of the university and the researcher; and
b) prohibited conflicts are required to set out the reason for the prohibition and may also include requirements to remove or mitigate the conflict position to continue the research.

4. Non-compliance

4.1 Non-compliance constitutes misconduct and may be pursued under related university policies and procedures.

4.2 The university reserves the right to recover any profit or financial benefit achieved by a university member as a result of non-compliance with this policy or the review and assessment requirements.

AUTHORITIES, ROLES, AND RESPONSIBILITIES

Members of the university community are responsible for supporting the consistent and transparent management of conflicts of interest in research.

1. Board of Governors/Program and Research Council
   1.1. The Board is responsible for the oversight of areas related to institutional risk and the reputation of the university, of which this policy refers.
   1.2. The Program and Research Council is responsible for reviewing and recommending improvements to the university's overall approach to conflict of interest in research and ensuring that research activities comply with legal and policy requirements.

2. Academic Council
   2.1 Academic Council is responsible for and has and oversight of academic quality assurance at the university.

3. Vice-President Research and International
   Administration of the conflict of interest in research policy and processes are delegated to the Vice-President Research and International who will:

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     3.1   arrange for reviews of the conflict of interest in research policy as appropriate; and

     3.2   coordinate conflict of interest in research procedures.

4.   The Office of Research Services is responsible for coordinating and maintaining good conflict of interest in research practices.

5.   University members are responsible for the areas identified in s.2 of this policy.

DEFINITIONS

For the purposes of this policy:

Closely associated persons means a person related to the university member by blood, adoption, marriage or common-law, or with whom a university member has a close personal, financial, or business relationship; it may also include an individual with whom a university member has previously had such a relationship.

Financial interest means the receipt or expectation of anything of monetary value, including pay or payments for services (e.g., consulting fees, bonuses, speaker's fees, advisory board remuneration, finders or recruitment fees, or honoraria), equity interests (e.g., stocks, stock options), security or other ownership interests, and intellectual property rights (e.g., patents, copyrights, royalties or carried interests or options related to such rights).

Personal interest means the personal, private, or financial interest of a university member or closely associated person or related business.

Related business means a business or society in which the university member or any closely associated person:
a) has a financial interest;
b) acts as a trustee, director or officer;
c) acts in a position as an employee, agent or otherwise which includes responsibility for a segment of the operation or management of a business; or
d) acts in a position as an employee, agent or otherwise which includes responsibilities for influencing or determining the scientific direction of the corporation.

Research means a systematic inquiry for the purpose of gaining new knowledge or new understanding or new application. For the purposes of this policy, research includes all activities and products related to the research and may be generated as part of a research grant, a research contract, a self-funded project, an institutional based consulting contract, an institutional service contract relating to academic matters or any other institutionally based contract other than direct instructional contracts, as well as student research as part of academic programs (e.g., theses, organizational consulting projects, major projects, class assignments, papers, reports, internships, etc.).

University member(s) means a Royal Roads full-time, part-time, and casual employee or contractor, which includes, but is not limited to faculty and associate faculty, a university graduate and undergraduate student, other non-degree student, university post-doctoral fellows, research assistants, visiting workers, visiting professors, adjunct professors, members of the Board of Governors and those otherwise affiliated with or representing the university (e.g., any staff or directors of university-affiliated research centres, entities or facilities either wholly or partly owned or controlled by Royal Roads).

RELATED DOCUMENTS
Royal Roads University documents and information:
- Academic Integrity and Misconduct in Research and Scholarship (policy and procedure)
- Conflict of Interest (policy)

TITLE	EFFECTIVE DATE	POLICY TYPE
CONFLICT OF INTEREST IN RESEARCH	**DRAFT 30JULY2021**	ADMINISTRATIVE

- Conflict of Interest in Research (procedure)
- Intellectual Property (policy and procedure)
- Research Ethics (policy)
- Standards of Conduct and Service
- Safe Disclosure (policy)
- Collective Agreements https://humanresources.royalroads.ca/collective-agreements

Review and Revision History

Date	Action
March 2021	Revisions to current policy (2009)

Procedure

TITLE	**DOCUMENT NO.**
	TBA
CONFLICT OF INTEREST IN RESEARCH	
PARENT POLICY	**INITIAL APPROVAL DATE**
CONFLICT OF INTEREST IN RESEARCH	2009/JUL/09
APPROVAL LEVEL	**REVISION EFFECTIVE DATE**
VP, RESEARCH & INTERNATIONAL	**DRAFT–30July2021**
OVERSIGHT OFFICE	**NEXT REVIEW**
RESEARCH SERVICES	TBA

> This procedure should be interpreted in a manner consistent with applicable statutory and legal obligations, including collective agreements and terms of employment, and the parent policy.
>
> **NOTE**: The first appearance of terms in **bold** in this document (except titles) are defined terms – refer to the Definitions section.

PURPOSE

The purpose of this document is to provide procedures for disclosing and managing conflicts of interest in **research** in a timely, fair, transparent, and consistent manner across Royal Roads University ("Royal Roads" or "university").

A conflict of interest in research is any situation where a divergence exists between a **university member**'s professional or **personal interest**s (including that of a **related business**) and their research obligations to the university. This conflict could adversely influence or provide an incentive, a **financial interest** or otherwise, to affect the university member's (or university's) conduct of university research responsibilities. A conflict of interest in research may be real, perceived, or potential such that an independent observer would reasonably question whether the university member's (or university's) decisions are, or could be, in any way motivated by considerations of personal interest, financial or otherwise.

Examples of conflict of interest in research include, but are not limited to:
- evaluating the research or writing, or any other activity, of a colleague who is also a direct competitor of the university member;
- contributing to a decision on the hiring, evaluation, advancement, or scholarly work of an individual if the university member has a previous or ongoing relationship (positive or negative) with that individual (e.g., a closely associated person, student, or supervisor/advisor);
- entering into an agreement with a sponsor(s) wherein advantages are promised, formally or informally, to researchers for findings that are favourable to the sponsor(s), including but not limited to the payment of money, royalties, or grants or the transfer of shares or options in the sponsoring company;
- supervising research personnel, including students, technicians and/or staff, employed by a related business in which the university member has a financial or other interest;
- supervising research work of a **closely associated person**;
- using university or sponsor resources for private business purposes;
- using information that is not in the public domain and acquired in the course of research activities to advance a university member's personal or financial interests or those of a related business; or

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CONFLICT OF INTEREST IN RESEARCH	**DRAFT – 30July2021**

- entering into a licensing agreement for the development of intellectual property, generated as the result of university research with a company in which the university member has a financial or other interest.

PROCEDURE

A university member declares a conflict of interest in research in writing in accordance with the procedures below. The university member ceases from participating in the situation of real, perceived or potential conflict of interest in research, until the conflict can be assessed, and a decision is made as to the continuation, management or withdrawal of the activity.

1. **Faculty-Specific Disclosure of Conflicts of Interest in Research**
   a. The conflict of interest in research policy and procedures will be included as part of the orientation package for all new Royal Roads faculty. New faculty complete the Conflict of Interest in Research Disclosure Form to indicate that they have read the policy and procedures, and agree to abide by them, and to indicate whether they have a real, perceived or potential conflict to disclose.
   b. The Office of Research Services will coordinate an annual communication of the conflict of interest in research policy and procedures to all core faculty.

2. **Faculty, Staff and Other University Member Disclosure of Conflicts of Interest in Research**
   a. The research project principal investigator ensures that all individuals affiliated with their research activities are informed of the conflict of interest in research policy and procedures, and their obligations and responsibilities in relation to the policy and procedures.

   b. The principal investigator, and other team members, must disclose in writing any real, perceived or potential conflicts of interest in research prior to commencing any research-related activity as follows:
      i. for external funding applications, disclosure shall be made using the grants and contracts notice of intent form, which is reviewed in the first instance by the research applicant's **responsible administrator**.
      ii. for internal applications, disclosure shall be made by using the relevant internal grant application form (e.g. Internal Grants for Research, Professional Development/Scholarly Activity Pool, SSHRC Institutional Grants, etc.). The Office of Research Services staff member who reviews in the first instance will refer the disclosure to the research applicant's responsible administrator.
      iii. for all other research scenarios, including research that may take place under the auspices of Royal Roads but may be personally or otherwise funded, the university member will disclose in writing the real, perceived or potential conflict of interest in research to their responsible administrator as soon as possible. This disclosure may or may not occur in conjunction with the completion of an application for ethical review.

   c. When a real, perceived or potential conflict arises while carrying out research subsequent to the initial filing of a disclosure to the contrary, the university member must disclose in writing any real, perceived or potential conflict of interest in research to his/her responsible administrator at their earliest opportunity.

   d. When a conflict of interest in research is disclosed by a university member during an ethical review submitted to the Royal Roads Research Ethics Board (REB), and where there is an existing plan/process already in place to manage a conflict of interest in research, that plan/process will be followed. Otherwise, the REB will refer the conflict to the responsible administrator.

   e. Any person who is aware of or has reasonable grounds to believe that an undisclosed conflict of interest in research exists will normally raise the matter with the university member involved in the potential conflict and refer them to these procedures and the associated policy. If the person reasonably believes that the policy and procedures are not being followed by the university member after the issue has been raised with them or that raising the issue with the university member is inappropriate in the circumstances, they will report it to the responsible administrator of the university member involved in the alleged conflict of interest in research. The responsible administrator will discuss the alleged undisclosed conflict with the university member and, if a conflict of interest in

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research exists, will deal with it in accordance with these procedures.

f. All complaints or concerns will be taken seriously. The anonymity of the person making the complaint or raising a concern will, to the greatest extent possible, be maintained, and the university will protect personal information of all parties involved as required under university policy on privacy guided by the relevant privacy legislation and regulatory requirements. The university will not tolerate any retaliation, directly or indirectly, against anyone who, in good faith, makes a complaint or raises a concern regarding a conflict of interest in research, gives evidence or otherwise participates in a conflict of interest in research process.

g. Where the responsible administrator shares in the same conflict of interest in research, both parties shall disclose this to the next senior responsible administrator.

h. Where a university member who is the subject of a complaint is also a Royal Roads University Faculty Association member, the Faculty Association member's case will be administered using relevant articles in the Collective Agreement that may be held to apply.

3. **Student Disclosure of Conflicts of Interest in Research**
    a. Students shall disclose any real, perceived or potential conflicts of interest in research as part of the request for ethical review that is submitted to the Royal Roads Research Ethics Board (REB).

    b. The REB determines whether a conflict of interest in research exists and, if so, whether it will be managed or must be disallowed.

    c. If a conflict of interest in research arises after an ethical review has taken place, students will notify the REB as soon as they become aware of the conflict.

4. **Assessment of Conflicts of Interest in Research**
    a. The responsible administrator to whom a conflict of interest in research is disclosed (or REB in the case of students) will consider the particulars of the situation and decide whether a conflict of interest exists; whether it will be allowed to continue or must be discontinued; and, if it is to be allowed, under what, if any, conditions.

    b. The responsible administrator (or REB in the case of students) will determine the course of action that is in the best interests of the university. Without limiting the discretion of the responsible administrator (or REB in the case of students) assessing a disclosure to consider all relevant factors, the responsible administrator (or REB in the case of students) will consider the following factors in assessing a conflict of interest in research disclosure:
        i. the impact on the university member's ability to satisfy his or her obligations to the university;
        ii. the degree to which the proposed action will be detrimental to the interests of the university, or in the research context;
        iii. the degree to which it may compromise an investigator's professional judgment in conducting or reporting research;
        iv. the extent to which the proposed action or activity may be managed through an appropriate protocol;
        v. any possible harm to the university or its employees, officers or others acting on its behalf if the conflict is allowed;
        vi. any possible harm to the interests of students, clients of university services, or others served by the university, if the conflict is allowed;
        vii. whether reasonable alternative arrangements are possible which do not create a conflict;
        viii. the consequences to the university, its reputation and future activities if the conflict is not allowed;
        ix. the consequences to the university and its reputation and future activities if the conflict is permitted to continue;

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    x.   the educational, research, economic and other interests of the university; and

    xi.   the rights and interests of the university member.

  c. The responsible administrator (or REB in the case of students) may request from the university member additional information that relates directly to and is necessary to assess and decide the real, perceived or potential conflict of interest in research. The responsible administrator (or REB in the case of students) may consult with others before making a decision.

5. **Managing Conflicts of Interest in Research**

  a. The responsible administrator (or REB in the case of students) will, in determining whether a conflict of interest in research exists, ascertain whether there is an established plan/process already in place to mitigate the conflict.

  b. In cases where there is an existing plan/process already in place to manage a conflict of interest in research sufficiently, that plan/process will be followed and the responsible administrator will issue a written decision to the university member with a copy to the Office of Research Services Director (or Ethics Coordinator in the case of students).

  c. In cases where there is no established plan/process, or the existing plan or process is deemed insufficient, the responsible administrator (or REB in the case of students) will determine whether the conflict of interest in research can be managed or must be disallowed and proceed as follows:

    i.   The responsible administrator (or REB in the case of students) will issue a written decision to the university member who has declared the real, perceived or potential conflict of interest in research, with a copy to the Office of Research Services Director (or Ethics Coordinator in the case of students), outlining the issues assessed during the review and the reasons for the decision. Where the decision is to manage the conflict, a process for doing so will be outlined.

    ii.   Where an anticipated activity is assessed as not having the real, perceived or potential for a conflict of interest in research, the university member is free to proceed with the activity upon receiving written notice to that effect from the responsible administrator (or REB in the case of students).

    iii.   Where the anticipated activity is assessed as having the real, perceived or potential for conflict of interest in research, but where it is seen to sufficiently serve the interests of the university and can be managed in a way that is compliant with legislation, protects the integrity and reputation of the university, and would withstand the test of reasonable and independent scrutiny, a suitable method of monitoring and managing the allowed conflict is to be determined and implemented before the university member is free to proceed with the activity.

    iv.   Where the anticipated activity is assessed as having the real, perceived or potential for conflict but is not seen as sufficiently serving the interests of the university or as being appropriately manageable or able to withstand the test of reasonable and independent scrutiny, the conflict will not be allowed and the university member is to not proceed with the activity.

    v.   If the research will not proceed, the Office of Research Services Director will inform the funding agency or organisation as relevant.

  d. The responsible administrator (or REB in the case of students) may impose terms and conditions before permitting a conflict of interest in research to continue, and may work with the university member to settle on those terms and conditions. Terms and conditions may include the designation of an alternate person to replace the university member in the process or situation (e.g. supervision, decision-making, evaluation, review, assessment, hiring, etc.) causing conflict.

  e. In the instance that a real, perceived or potential conflict of interest in research is to be managed, the responsible administrator (or REB in the case of students) will:

    i.   ensure the terms and conditions and management of an activity associated with an allowed conflict consider and comply with the Freedom of Information and Protection of Privacy Act and other legislation relevant to that activity;

    ii.   administer or delegate the on-going monitoring and management of the allowed conflict;

    iii. document all related matters and maintain records sufficient to address any legislative, policy audit

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       or conflict allegation issues that might arise;

  iv.   escalate unresolved matters appropriately;

  v.   keep senior officers of the university appropriately apprised.

f. In all cases, the responsible administrator (or REB in the case of students) will issue a written report to the university member who has declared the real, perceived or potential conflict of interest in research, setting out the issues assessed during the review, the decision made and the reasons for the decision. Where the decision is to manage the conflict, a process for doing so will be outlined. For reporting purposes, a copy of the report will be forwarded by the responsible administrator (or REB in the case of students) to the Office of Research Services Director (or Ethics Coordinator in the case of students).

g. A decision concerning an ongoing conflict of interest in research may be reviewed by the responsible administrator (or REB in the case of students) at appropriate intervals. The original decision may be reversed or varied.

h. Where a responsible administrator (or REB in the case of students) is unable to determine an appropriate course of action, the disclosure will be referred to the next level of review with a copy of the disclosure report and any related documents.

5. **Appeals**

a. Any university member who is not satisfied with a conflict of interest in research decision by a responsible administrator (or REB in the case of students) under these procedures may appeal the decision within fourteen days of receiving written notice of the decision.

b. The university member submits a written statement outlining the grounds of appeal and the reasons, together with any relevant documentation, to the responsible administrator of the responsible administrator who made the decision (or the responsible administrator of the REB in the case of students). If the university member reasonably believes that the responsible administrator to whom the appeal will normally be directed was previously involved in the decision or might otherwise be biased in considering the appeal, the university member may submit the appeal to the responsible administrator of that person as defined in these procedures (see "responsible administrator" definition below).

c. The responsible administrator receiving the appeal shall make a final decision, normally within thirty days, but they may extend that time upon giving notice to the appealing university member if it is desirable to consult with others or consider the matter further before making the decision. An appeal decision will be in writing and will be binding on the university member.

6. **Access to Disclosures**

Disclosures made under the conflict of interest in research policy and procedures will normally be treated as confidential. However, in order to meet the objectives of the policy and procedures, it will sometimes be necessary for the university to permit persons within the university and, in some circumstances, persons outside the university, access to information about such disclosures and the terms and conditions imposed. Information will be disclosed only as permitted or required by law.

7. **Records Management**

Records created as a result of actions under this policy will be managed in accordance with the data retention requirements of the BC Freedom of Information and Protection of Privacy Act and other applicable laws, codes and policies.

COMPLIANCE

Compliance with this procedure extends to all university members, their closely associated persons, and the

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university itself, and it applies to all research activities being conducted under the auspices of the university, whether the research is sponsored by the university, by an external funder, or by a university member personally. Non-compliance constitutes misconduct and may be pursued under related university policies and procedures.

DEFINITIONS

For the purposes of this procedure:

Responsible administrator of:
- the President is the Board of Governors;
- a Vice-President is the President;
- a Dean is the Vice-President Academic & Provost;
- an Associate Vice President is a Vice-President or the President;
- a Head or School Director is the Dean of that Faculty;
- the Director or equivalent of an administrative or other non-teaching unit is the Vice-President or Associate Vice-President responsible for that unit;
- any other university member who is employed at the university:
  - with a faculty position is the Dean;
  - in other than a faculty position is the Dean of the Faculty, or the Director or equivalent of the unit, in which the university member works;
- a university member who is a student is that student's Program Head;
- any other person who is not an employee of Royal Roads or a student is the Vice-President Academic & Provost or the appropriate Dean or Director as determined by the Vice-President Academic & Provost.

Closely associated person means a person related to the university member by blood, adoption, marriage or common-law marriage, or with whom a university member has a close personal, financial, or business relationship; it may also include an individual with whom a university member has had such a relationship.

Financial interest means the receipt or expectation of anything of monetary value, including pay or salary or other payments for services (e.g., consulting fees, bonuses, speaker's fees, advisory board remuneration, finders or recruitment fees, or honoraria), equity interests (e.g., stocks, stock options), security or other ownership interests, and intellectual property rights (e.g., patents, copyrights, royalties or carried interests or options related to such rights).

Personal interest means the personal, private, or financial interest of a university member or closely associated person or related business.

Related business means a business or society in which the university member or any closely associated person:
- has a financial interest;
- acts as a trustee, director or officer;
- acts in a position as an employee, agent or otherwise which includes responsibility for a segment of the operation or management of a business; or
- acts in a position as an employee, agent or otherwise which includes responsibilities for influencing or determining the scientific direction of the corporation.

Research means a systematic inquiry for the purpose of gaining new knowledge or new understanding or new application. For the purposes of this policy, research includes all activities and products related to the research and may be generated as part of a research grant, a research contract, a self-funded project, an institutional based consulting contract, an institutional service contract relating to academic matters or any other institutionally based contract other than direct instructional contracts, as well as student research as part of academic programs (e.g., theses, organizational consulting projects, major projects, class

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assignments, papers, reports, internships, etc.).

University member(s) means a Royal Roads' full-time, part-time, and casual employee or contractor, which includes, but is not limited to faculty and associate faculty, a university graduate and undergraduate student, other non-degree student, university post-doctoral fellows, research assistants, visiting workers, visiting professors, adjunct professors, members of the Board of Governors and those otherwise affiliated with or representing the university (e.g., any staff or directors of university-affiliated research centres, entities or facilities either wholly or partly owned or controlled by Royal Roads).

RELATED DOCUMENTS

Royal Roads University documents and information:
- Academic Integrity and Misconduct in Research and Scholarship (policy and procedure)
- Conflict of Interest (policy)
- Conflict of Interest in Research (policy)
- Intellectual Property (policy and procedure)
- Research Ethics (policy)
- Standards of Conduct and Service
- Collective Agreements https://humanresources.royalroads.ca/collective-agreements

Legislation and Information:
- Freedom of Information and Protection of Privacy Act

Review and Revision History

Date	Action
2009 JUL 09	Procedure approved
2021 MAR 21	Draft revisions to procedure to update

Office of the Vice President Academic and Provost
Report to the Board of Governors
7 October 2021

GENERAL

- West Shore working group meetings have occurred throughout the summer; we have been consulting with MAEST on RRU undergraduate programming; partnership meetings have also been taking place with Camosun and SD62.
- Attending "*Sitting Together: Exploring our place in reconciliation, Indigenization and decolonization*" w. executive team and VPA senior leadership group – facilitated by R. Mason. Sessions are ongoing.
- Indigenous Graduation ceremony – June 17; 2021 Spring Convocation ceremony and graduate processions – June 18.

COVID-19 RESPONSE AND RECOVERY PLANNING

RRU specific
- The COVID Task Force has resumed regular meetings.
- Program faculty/associate faculty and management staff met with Student and Academic Services re: COVID safety in learning environments.
- The core Academic Leadership Team meets weekly to coordinate return to campus for staff and students.
- A phased-in return to campus for staff, faculty and associate faculty is taking place, taking into consideration the MAEST Covid-19 Return-to-Campus Primer and BC PHO recommendations. Each area within the portfolio has submitted return to campus plans.

External partners
- Attended Post-Secondary Town Hall Primer with Dr. Bonnie Henry - May 10 and additional Town Hall with MHO – Sept 2.
- Attended RUCBC meetings.
- MAEST Learning Continuity Working Group - June 10 and Aug 25.

LEARNING AND TEACHING

- The Bachelor of Science Environmental Studies returned to campus to complete their lab and field work on June 21.
- MBA cohort of 90 students (one of our all-time largest) began at the end of July.
- Interdisciplinary studies year 1 students completed service-learning placements in a combination of online and on-site organizations both locally and in China, India, Cambodia, Kenya and Hong Kong.
- Launched first ever virtual international field study in the MA Global Leadership (MAGL) program on August 31.
- Fall 2021 program update
  The following programs have begun or will be starting on campus this fall:
  - Bachelor of Business Administration; Bachelor of Arts in Justice Studies; Bachelor of Arts in International Hotel Management, Bachelor of Arts in Global Tourism Management; Bachelor of Science Environmental Studies
  - Master of Arts in Tourism Management
  - Masters in Global Management (online cohort will also be offered to accommodate Intl students unable to travel to Canada).
- Residencies associated with blended programs will continue online until January 2022.
- 12 students in DBA 2020 cohort held candidacy exams (May-July), supervised by FoM core faculty and 2 external supervisors.
- CoIS has been collaborating with Nunavut's Dept. of Health Educational Upgrade Program to support four Nanuvut health care professionals obtain post-secondary, undergraduate level degrees through the BAIS program.
- RRU received confirmation of funding from MAEST for the following initiatives:
  - Graduate Student Scholarships; Indigenous Initiatives; Student Emergency Assistance
- MAEST Community Workforce Response Grant micro-credential programs had final wrap up with great success:
  1. Mineral Exploration, Geoscience and Environmental Field Assistant (finished in April)
  2. Supervisory Skills (finished mid-May)
  3. Business Administration Essentials (finished mid-May).

Recent Programs

- Graduate Certificate in Workplace Innovation and Graduate Certificate in Management and Leadership (inaugural offerings) wrapped up end of May.
- The new Executive Leadership specialization of the MAL program (MAL XL) completed a successful online residency with 36 executive leaders offering presentations and microlearning's on diversity, equity & inclusion; employee engagement; workplace wellness; and cultivating mission, values, and purpose in a classroom as organizational simulation.
- MGM May intake began on May 10th with 92 students in three cohorts.
- 2021 intake of MAHEAL started June 14th with 26 students and 2021 intake of MAELM started June 14th with 27 students.
- MACAL inaugural (residency) Learning Intensive completed with 17 students.
- The multi-sectoral MAL spring cohort wrapped up their 2nd year 2-week virtual residency on June 4th and the first fully online cohort of MAL; Dr. Mike Lickers served as the Indigenous Scholar in Residence for this cohort.
- MA in Executive and Organizational Coaching has been approved by the BC Govt, coinciding with the 20th anniversary of the Grad Cert in Executive Coaching at capacity with 47 for August intake and a waitlist. Our first ever virtual and double cohort for this program concluded in early May with 92 students completing their capstone examinations.
- The newly developed MEM on-campus program that begins in March 2022 is now moving to waitlist, as the program intake is already full.

New Programs
- MAEST has approved both the MA in Climate Action (MACAL) and the MA in Executive and Organizational Coaching programs.
- MSc in Management has been revised and resubmitted to DQAB. We are currently awaiting DQAB's review.
- The newly designed BBA in Innovation and Sustainability launched in September with 32 students. The new program revolves around project-based learning where the students will support local organizations in the community through casework.

Student and Academic Services
- The new online bookstore is live and the renewed library website continues to receive positive feedback.
- Indigenous Student Services' weekly circle discussion on June 4th was used as a time to reflect on the news from the site of the former Kamloops Indian Residential School.
- RRU Proud launched a Positive Space Network workshop (June 8-11) with a mix of students, faculty and staff.
- The Archives has received a donation of James Dunsmuir's clothing from a descendant of the Dunsmuir's footman.
- Community Service Leadership launched its Student Leadership Certificate program, welcoming 12 new Campus Ambassadors.
- Student Success welcomed Samantha Etzel as a contract counsellor for Indigenous Students.
- The Master of Arts in Climate Adaptation (MACAL) program launched its first course May 31 with support from Instructional Designer Ken Jeffery (CTET) which included integration of Program Mapping Application, WordPress, Moodle, and Zoom.

RESEARCH

- Kathleen Manion, Jo Axe, and Elizabeth Childs have been awarded a grant from Zero Ceiling for the project Improving outcomes for youth experiencing multiple barriers to employment through supportive employment partnerships ($143,920).
- Thomlinson received confirmation of a Globalink Research Internship 2022 that will pay for an international student for 12 weeks to assist with a research project looking at the Depiction of Island Destinations through Social Media.
- Jen Walinga received a SSHRC grant for $24,240 for the project *Fostering Organizational Learning Across the Canadian Sport System Through Leadership and Mentorship Development.*
- Royal Roads hosted its first doctoral conference from Aug. 20 to 22, 2021, focused on socially engaged applied doctoral research. Presenters joined from 18 universities across Canada.
- STHM Dr. Geoff Bird has been invited for a 2-year non-stipend term as an Associate Fellow at the Centre for Global Studies, UVic.
- DBA student Karly Nygaard-Petersen awarded the Meddin Emerging Research Scholarship – 1st recipient of new NASBA program.

- Mark Lokanan has received SSHRC funding for over $50,000 for his project, *The Application of Machine Learning Algorithm to SRO's Fraud Detection and Fine Prediction.*
- Cheryl Heykoop received a Michael Smith Foundation new scholar award for Health Research valued at $450,00.

COMMUNITY ENGAGEMENT

- Russ Johnston hosted the first event in the Indigenous Education "Relations" speaker series on June 30: *Residential School Conversation w. Dr. John S. Milloy.*
- A project was completed for the Juan de Fuca Arts Council: *Research and Identify applicable social enterprise/enterprising non-profit structures for the Emily Carr Centre for the Performing Arts in Colwood, BC.' (*Brian White and Giovanni Malcolm).
- MAIIC co-sponsored World Refugee Day Webinar on June 21, 2021.
- Keith Webster, CTET Associate Director, Learning Design led the recent Electronic Technologies Users Group (ETUG) Spring Workshop in his role as group chair. The 3-day workshop featured a keynote address by Jennifer Wemigwans (Anishnaabekwe (Ojibwe/Potawatomi) from Wikwemikong First Nation), an OISE faculty member, President of Invert Media, and author of *A Digital Bundle: Protecting and Promoting Indigenous Knowledge Online*. Seven CTET staff members participated in the workshop.
- STHM School Director Dr. Eugene Thomlinson received $5000 from the federal government to visit the ITESO campus in Guadalajara, Mexico, and he will be assisted by OICD.
- This season's final episode of *Insight for Action,* organizer Ross Porter was joined by AF Patrick O'Neill and Blackfoot elder Harley Crowshoe (Piikani Nation Reserve of Southern AB) for the webinar *Creating Systemic Change: Integrating Systems Thinking and Indigenous Wisdom*.
- MOU with City of Langford to provide the administrative framework for RRU's first formal partnership through its CityStudio South Island initiative.

PCS
- Global Language and Learning Centre (GLLC) remains online for the fall based on student response due to travel.
- 8 professors from UACJ (Mexico) joined us for a custom version of Facilitating Learning Online – Design.
- Update from Indigenous Community work:
  - PCS recently delivered our "Human Potential" course for BC Aboriginal Association of Friendship Centres
- PCS is supporting the South Island Prosperity Partnership on their submission to the International Economic Development Council awards for the [Partnership Award] (w. educational institutions) focused on our collaborative work with [MicroStart BC] (recent Micro-Credentials project).
- PCS is working with OICD on partnership opportunities with the Dominican Republic and their Min. of Education scholarships.

PEOPLE AND PLACE

- FoM's Canada Research Chair, Dr. Julie MacArthur has been elected chair of the Women and Inclusivity in Sustainable Research (WISER) network. WISER is a global network of academics in the field of clean, low-carbon, or sustainable energy research.
- Interim Dean Rob Mittelman has been asked to extend his term on the Ashoka U Network Advisory Committee for another year until July 2022, and to continue providing input into the needs of higher education institutions.
- Shelley Jones assumes the MAIS program head responsibilities while Jo Axe is on research leave.
- Dr. Tam Pozzobon is the successful candidate for the core faculty position in the SoLS and began her new role on Sept 1, 2021.
- SES welcomed Lauren Hume in the open program associate role and Angela Howett as the new program coordinator.
- PCS welcomed Stephanie St. Germain in the role of Program Associate.
- Dr. Ash Prasad, one of the Canada Research Chairs in the Faculty of Management has been appointed as editor-in-chief of the journal, Management Learning effective January 1, 2022. The journal is among the oldest business school journals (50+ years) and is the 6th publication Ash currently holds a senior editorial role with.

Office of the Vice-President & Chief Financial Officer
Report to the Board of Governors
7 October 2021

GENERAL

- As we head into the second half of the 2021/22 fiscal year, the 2021/22 annual plan anticipates a modest balanced budget at $49,000 compared to the original planned net operating income of $600,000.

COVID-19 RESPONSE AND RECOVERY PLANNING

- Monitoring the evolution of the pandemic and return to campus activities, management is introducing a vaccination self-declaration process and rapid testing program in alignment with RUCBC and other PSIs.
- Communicable disease plan has been approved and posted on RRU and BC government websites.

LEARNING AND TEACHING

- Enterprise Resource Planning (ERP) – RRU has pivoted to a market search for a student management system and vendor which will require reassessment of implementation timeline and budget.
- Website Presence Renewal (WPR) – Phase 1 project work was completed in June; next phases are on track and within budget to be completed by Q2 of 2022/23.
- Other information technology projects currently in progress to assist employees and students include: automated letters (admissions and registration), automated workflow for contract approvals and signatures, additional applicant self-service and continuing education systems improvements and implementation of a new phone system.

RESEARCH

- N/A

COMMUNITY ENGAGEMENT

- The West Shore Initiative (WSI) capital business plan was submitted in early September to MAEST; follow up with the Ministry on the business plan will continue to the middle of October 2021.

PEOPLE AND PLACE

- In parallel to the Return to Campus reset, management will be rolling out a phased pilot program on blended work arrangements (BWA) at the university in October. This 3 days on campus/2 days off campus pilot is available to all employees who have completed the reset and are able to participate. The pilot is modelled after the RRU's blending learning framework, incorporating the benefits of applied learning through surveys, meetings and other data collection activities that will inform the pilot from October through to the end of the fiscal year. The results of this pilot will inform the future of a flexible workplace at RRU.
- DND has approached the university to express interest in proposed environmental initiatives that will benefit fish-bearing creeks running through the Royal Roads property (Bee Creek, Hatley Creek, Colwood Creek).
- Within the last month the grounds and gardens team, working collaboratively with the advancement team and a private donor, has moved 140 bonsai plants to the campus, adding to RRU's garden collection in support of the revitalization of the Japanese gardens (image below).

- Other projects underway on the campus include upgrades to the drainage system in the walled garden in anticipation of launching the food production garden in the spring of 2022, and electrical and fleet upgrades to the operations compound in support of RRU's GHG emission mitigation goals.
- The Dogwood Auditorium has been nominated for a Victoria Real Estate Board Commercial Building Award; awards ceremony anticipated in November 2021. Early in 2021, the project was also recognized with a Project Management Institute – Vancouver Island Chapter project of the year award.

Bonsai Collection – Walled Garden (September 2021)

Office of the Vice-President Communications and Advancement
Report to the Board of Governors
7 October 2021

COVID-19 RESPONSE AND RECOVERY PLANNING

Communications

Returning to work and learn on campus has driven significant communications activities, including:

- **Refreshed COVID website** with updated messaging on getting vaxed, self-disclosure, rapid testing.
- **Weekly welcome back videos** profiling staff, students, faculty returning to campus .
- **Weekly President's messages** profiling faculty, get vaxed messaging, return to campus.
- **Daily social posts profiling students** on campus with their photo, area of study; **profiling faculty and staff** who are back at work on campus; **promoting on campus vax clinics** to the community.
- **Campus Conversation,** Theme of *Onward and Upward As We Adapt* with five fun videos and profiling of key projects on climate action and EDI.

RESEARCH, LEARNING AND TEACHING

VP's office

- **West Shore business case:** Worked closely with West Shore initiative team to complete the West Shore Campus business plan for submission to government.

Marketing

- **Campaigns and recruitment materials:** Our marketing campaigns and initiatives help drive recruitment and support learning and teaching at RRU.
  - **2021/22 Boldly Different campaign update:**
    - First flight of tactical ads in-market until Sept 30, featuring BBA, BEP and BScES
    - Second flight of tactical ads launches Oct 4 (BAIS, BAJS and BAPC).
    - Brand awareness level of campaign in production to launch Nov 1.
    - Owned media social questions, testimonials and Spotify playlists created with BAPC practicum student rolling out until Oct 15; seeing high engagement.
  - **Updated 2021/22 Graduate and Undergraduate brochures** now live: https://www.royalroads.ca/why-royal-roads/program-brochures
  - **New/revised program campaigns** rolling out over the next few months for BCom, GCSEM, PCS non-credit, and MAGL, with more to follow.

COMMUNITY ENGAGEMENT

Advancement

- **Upcoming Alumni Appeal**. In mid-October we will launch *The Tomorrow Makers*, an alumni appeal focused on supporting Indigeneity at Royal roads. The appeal will help fund the next generations of empowered Indigenous thinkers and leaders who are shaping and innovating communities around the world. This appeal also asks our alumni to *be* tomorrow makers – supporting projects and research that restore vital knowledge, build sustainability and help Indigenous communities to thrive.
- *Vision in Bloom* **campaign.** Campaign has confirmed $150K as of Sept 17, 2021, surpassing its goal of $100k. To date 360 gifts have been secured with a strong average gift of $414. Giving is composed of lower-level direct mail gifts, and larger community gifts:
  - 51% from first time donors

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- o 40% from the ex-cadet community
- o 30% from the community, likely driven by earned and paid media

Vision in Bloom major gift cultivation and solicitation is well underway with personal invites from the president for (distanced) garden tours or zoom meetings to 11 prospects and current donors.

- **Commemorative Bench Program**. Six commemorative benches are confirmed and another 12 waitlisted. To date this program has secured $25k and has potential to grow significant revenue. This program also helps to identify major donors, advancing important connections.
- **President's Indigenous Education Bursary.** This bursary has reached $130k with renewed giving since May of $28k from 63 new donors. The terms of the bursary are being rewritten to broaden funding criteria and increase accessibility. A new name for the fund is also in development.
- **Case for support research.** The advancement team is conducting research with key university contacts to build out a viable case for support for a larger multi-year campaign. A feasibility study will be conducted in the late winter/spring of 2022 to gauge community interest and engagement.

Indigenous Engagement

- **Indigenous engagement plan.** While work on this plan has been somewhat delayed a strategy will be delivered this fall. The plan will detail engagement strategies including details on how to activate cultural representation on campus.
- **Truth and Reconciliation Day – The week leading up to Thursday, September 30 will see several initiatives including:**
  - o **Sept. 27:** Dedicated web page for Sept. 30 goes live. This page will include:
    - Links to APTN programming.
    - Online learning options to advance non-Indigenous understanding of culture, history, ways of being and knowing and residential schools.
    - Diversity Action Group approved workshops, events and happenings.
  - o **Sept. 27-30:** News stories this week will feature stories of Indigenous alumni and students.
  - o **Sept. 27-30:** social posts with call to action to *get your shirt*, take a selfie and send two actions – what reconciliation means to you and the way you are committing to action. This tactic will be directed to our faculty and staff but also help activate community.
  - o **September 30:** Indigenous flag will be raised over Hatley Castle.
  - o **September 30:** A small, private event will be held in the Dogwood Auditorium to honour the Heron People Elders Circle and have each executive member blanket them.
  - o **September 30:** President's weekly message will focus on truth and reconciliation and be posted early on the morning of September 30.
- **Pulling Together module.** This staff and faculty cultural competency training program have been developed by the student services team and Asma-na-hi Antoine. Early survey results from those piloted are strongly positive with solid benefits and learning achieved by participants. Pulling Together will be deployed in 2021/22 to all RRU faculty and staff to help improve the RRU community's knowledge of Indigenous history and culture as we continue to move forward with (re)conciliation.
- **Connection with the Heron People.** In mid-September the Heron People were invited to campus for breakfast and conversation. Led by Asma-na-hi Antoine, this gathering provided an update on campus events and initiatives.

Communications, Marketing and Campus Services

In response to news of rising COVID cases the team has pivoted to move most gatherings online:

1. Convocation. (virtual) This fall ~ 800 students will graduate with earned and social media celebrating our HDs and award-winning grads.

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1. **Indigenous Graduation. (virtual)** Taking place November 18 to celebrate Indigenous graduates. As in Spring, Indigenous grad packages will include a newly crafted heron pin, created by Elder and artist Butch Dick.
2. **Speakers Series. (virtual)** This series is *averaging* 8,000 viewers reached for each event. Live events are re-posted on Facebook to garner significant attention. The event featuring Dr. Bonnie Henry was seen by 20,000 viewers. Speakers for the winter/spring of 2021 include Monique Gray-Smith (*thank you Monique!)* and Lucy Suchman.
3. **Dogwood Auditorium opening. *(small in-person event)*** Official opening of the auditorium will occur on October 8. A special ceremony to bless the auditorium, led by the Heron People, will be held prior to the official opening.
4. **Remembrance Day event.** This event will be livestreamed from the Quarterdeck. Details will follow in October.

Alumni Relations
- **Alumni Chats**. Alumni Chats scheduled for this fall include:
    - **Indigenous Conciliation and Collaboration**: a panel discussion with Dr. Michael Likkers, Asma-na-hi Antoine and Kiana Alexander-Hill. ***The Tomorrow Maker's*** campaign will be announced at this gathering. A further Indigenous focussed event will be held in 2022.
    - **Let's Get Curious**: a discussion on using curiosity in leadership with coach and mentor, Charity Joy.
- **Alumni engagement strategy.** A plan to strategically engage alumni will be delivered this fall. Analysis on levels of engagement, with strategies to move alumni along an engagement continuum is planned to build relationships and understand when to link with advancement.

PEOPLE AND PLACE

Campus Services
- **Public Visitation.** Since April we have seen ~35,000 visitors to the Royal Roads gardens.
- **Recovery of ancillary revenue.** The Campus Services team continues to recover ancillary revenue through weddings, film production and the new online campus store. Revenue is estimated to recover this fiscal to 50% of its 2018/19 pre-pandemic levels.

Communications
A comprehensive report will be provided to the board in December. Early results from the implementation of *The Story Exchange* and activation of a new Digital Communications unit indicate:
- Stories that promote Royal Roads faculty, research, students, happenings have increased from 100 stories a year to 215 as of September 2021. This number will likely reach 285 by year's end.
- Social media posts have increased from less than 30 per week to 50-60+ per week
- Video production has also increased to an average of two videos per week. No in-house comms videos were produced prior to the launch of the Digital Comms Unit.

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Office of the Vice-President Research and International
Report to the Board of Governors
7 October 2021

GENERAL

- RRU response to the BC Climate Preparedness and Adaptation Strategy submitted to the Province on August 5, 2021.
- Monitoring of international student recruitment challenges in coordination with BCCIE and CBIE.
- Review of Human Rights policies across Canadian Universities project.
- Equity Diversity and Inclusion Policy review.
- Exploring possible accommodation for international students with a variety of hotel chains.
- RRU 5-Year Strategic Plan model and framework.
- New Conflict of Interest in Research policy for BoG approval on October 7th. Approved by PRC on September 16, 2021.
- Attending virtual Conference of the Americas on International Education/Chile (CAEI) event Oct 18-22, 2021.

COVID-19 RESPONSE AND RECOVERY PLANNING

- OICD is communicating between registered students, agencies, schools and International Admissions to deal with international students struggling due to delayed visa, expensive flights, quarantine issues, vaccines not accepted by Canada, and insufficient accommodation.

LEARNING AND TEACHING

- The first Unconscious Bias Training Module was created and is in the process of being activated.
- The Office of Research and Innovation has provided:
  - Training on EDI in research to RRU faculty
  - Developed the first RRU EDI Environmental Scan (launching in November).
- Finalized an updated agreement with Sprott Shaw Language Centre with a new pathway into international year 1/UAP. SSLC has campuses in Victoria, Vancouver and Toronto, with most students coming from the Victoria campus. RRU's previous agreement with SSLC set a pathway to RRU's EAP3 only, and so the updated pathway is more attractive for SSLC students. Enhancing collaboration with Victoria institutions is effective for sustainable and successful partnerships as students are already in Victoria and can continue their studies without relocating. In addition, there are strong opportunities for RRU and SSLC to collaborate through in-person events and meetings.
- Attended the BCCIE virtual summer conference and delivered two conference sessions on faculty engagement in partnership development and sustainable recruitment practices. Met with the Trade Commissioners of Japan, Malaysia, and South Korea and the Universidad de Colima in Mexico. Used the conference as a training ground for the administrative reorganization by inviting Andrea Torres Lopez and Mark Dickinson to participate in the conference to learn about the world of internationalization in higher education as this relates to recruitment and partnership development.
- Marketing collaborated with Seneca College Virtual Lunch & Learn - we had 8 academic advisors join us as we presented information on our undergraduate programs and pathways for Seneca students. We also presented our graduate programs to inform the Seneca staff of opportunities at RRU for themselves. The session was very well received and appreciated by the attendees.
- OICD and STHM are coordinating to deliver a joint recruitment webinar with Nanyang Institute of Management in Singapore to promote our new BAGTM and BAIHM articulation agreement.
- The Partnerships Team met to discuss strategies for pathway partnerships with private colleges in Canada. RRU has received an increase in pathway partnership requests from private colleges in Canada over the last year. Partnerships team discussed important criteria to evaluate for quality assurance, including collecting more detailed information on collaboration motivators, scanning student reviews, understanding partner's

marketing and recruitment practices, and more. OICD to integrate new criteria into the partnership assessment tool and move forward with assessing pending requests.

- For global marketing efforts, OID is finalizing edits on translated website text for RRU's microsite in China and working with Sinorbis to build the microsite and create the official WeChat account. Additionally, OICD is finalizing edits on short videos for the international social media accounts on career services and RRU alumni.

- The Recruitment Team met with Canadian Trade Commissioner (TC) in South Korea to discuss status of the Korean market and possibility of connecting with Canadian Expats living in Korea (specifically ESL teachers) to promote graduate programs. Likewise, met with TC in China because they want to share universities and high schools interested in collaboration.

RESEARCH

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

- The Research and Scholarly Leave adjudication processed (July 31st) 3 applications.
- Robin Cox (School of Humanitarian Studies) has been awarded a grant from Natural Resources Canada for the development of a virtual hub for climate action/resilience ($96,000).
- Sean Irwin (School of Business) has been awarded a grant from the Fund for Innovation and Transformation (Manitoba) for the Improving WASH protocols for health care facilities to improve women's health: Testing the STREAMS approach project ($240,000).
- Ann Dale (School of Environment and Sustainability) has been awarded a SSHRC Insight grant for the Realizing a carbon neutral economy: A new governance framework project ($310,000).
- Tad Homer-Dixon (Cascade Institute) has been awarded a McConnel Foundation grant Interventions for Rapid Global Change project ($300,000).
- Heather Hachigian (School of Business) has been award a Vancouver Foundation grant for the Testing Community Ownership at Scale project ($283,000).
- Mark Lokanan has been awarded a SSHRC Insight Development Grant for the project The application of machine learning algorithm to SRO's fraud detection and fine prediction ($51,877).
- Jen Walinga has been awarded a SSHRC Partnership Engage Grant for the project Fostering organizational learning across the Canadian sport system through leadership and mentorship development ($24,240).
- Kathleen Manion, Jo Axe, and Elizabeth Childs have been awarded a grant from Zero Ceiling for the project Improving outcomes for youth experiencing multiple barriers to employment through supportive employment partnerships ($143,920).
- Jean Slick has been awarded a Canadian Women's Foundation grant for the Coordinating the response to the threat of gender-based violence during the COVID-19 pandemic in Canada project ($24,729).
- Matt Dodd has been awarded a Government of BC/BC Parks grant for the WindyCraggy Tat-Alsek and Royal Roads contaminated sites project ($13,047).
- The Canada Research Chair In Advancing the UN SDGs nomination for Dr. Tracy Smith-Carrier was successful and is worth $620,000 over five years with a renewal for another 5 years and $500,000. Start date was Sep 1.
- Initial draft underway for the Equity Hub – we are looking at trying to set a similar structure to the Climate Hub – i.e., link to specific UNSDGs; having 2 faculty for limited terms (staggered).
- Amy Zidulka's Conference Seed Fund application was approved. The purpose of the Conference/Event Seed fund is to support the organization of a Design Thinking conference.
- Dr Cheryl Heykoop's New Scholar Award nomination through the Michael Smith Foundation for Health Research, titled Transforming Adolescent and Young Adult Cancer Care in BC in Partnership with Patients and Cancer Care Allies was successful. This is a five-year award of $90,000 per year, total of $450,000 similar to a Canada Research Chair award. Cheryl's research program will use the principles of participatory action research (PAR) and patient-oriented research (POR) to meaningfully engage AYAs and cancer care allies (healthcare professionals, decision makers, researchers, and community organizations) to better

understand AYA cancer care and explore how cancer care systems can respond to the unique, complex needs of AYAs with cancer.

- CRC in Biodiversity, Climate, and Sustainability: Nomination and proposal development with the candidate is ongoing and will be submitted by October.
- The IGR call for applications closed with 21 applications. Adjudication carried out by the Research Advisory Council on Sept 22nd.
- RRU is now formally a partner of Research Ethics BC (REBC), and is part of the Provincial Research Ethics Platform (PREP) for multijurisdictional research, hosted in UBC's RISe system.
- Continuation of drafting of EDI baseline policies (Employment Equity Policy and Procedure, and Human Rights Policy and Procedures).
- Reviewed proposals through lenses of EDI; for which we received exceptional reviews from funding agencies.
- Supported the development of the Anti-Racism Action Plan via the President's Steering Committee on EDI, and, Revised and updated the Institutional Canada Research Chairs EDI Action Plan.

COMMUNITY ENGAGEMENT

- The Partnerships Team met to discuss strategies for pathway partnerships with private colleges in Canada. RRU has received an increase in pathway partnership requests from private colleges in Canada over the last year. Partnerships team discussed important criteria to evaluate for quality assurance, including collecting more detailed information on collaboration motivators, scanning student reviews, understanding partner's marketing and recruitment practices, and more. OICD to integrate new criteria into the partnership assessment tool and move forward with assessing pending requests.
- The VPRI continues to actively engage in a number of virtual partners, community and government events. Currently a board member of the Greater Victoria Chamber of Commerce, member of the South Island Prosperity Partnership board selection committee, judge for the 2021 Greater Victoria Business Awards, as well as participating in local, national and international forums, conferences and webinars related to topics such as international collaboration, post-pandemic opportunities and challenges and EDI.

PEOPLE AND PLACE

- Two new EDI positions were established: Manager of EDI in Research Services and the Associate Director of Human Rights, Equity, Diversity and Inclusion.
- The role of Director, Research Services has been expanded to Director, Research and Innovation. Along with Research Services, the Director will coordinate the implementation of the Climate Action Plan, develop a plan for advancing the UN SDGs, and coordinate the Ashoka and changemaking initiatives.
- The Anti-Racism Task Force put together the Anti-Racism Action Plan with five themes and 23 areas of calls to action.
- The Partnership Team and Eugene Thomlinson held an informative session with 26 RRU faculty and staff who participated to learn about how to build a COIL programs. The event promoted an upcoming UMAP networking event where faculty can find other faculty to develop COIL projects with globally. These efforts support the goal 7.5% of domestic students engaging in global education by 2023 as outlined in the International Strategic Plan.
- New student exchange agreements signed and in place for Excelia and Liverpool John Moores University
- Hosted the first Virtual Fam Event for language school partners. The three-hour event included faculty speakers from the School of Leadership (Kathy Bishop), School of Communication and Culture (Zhenyi Li) and School of Tourism and Hospitality Management (Moira McDonald). Faculty introduced learnings and teachings to support participants in their professional development. The event also provided an overview of RRU, RRU programs and application logistics. 17 people participated, and one partner wrote "We felt it was a really great opportunity to learn more so we can prepare to take the partnership to the next level." OICD to schedule this as an annual event (virtually and/or in-person).

PROGRAM AND RESEARCH COUNCIL MINUTES   MEETING OF THURSDAY, SEPTEMBER 16, 2021
                                                                  9:00AM VIA ZOOM VIDEO CONFERENCE

Voting Members: Philip Steenkamp (Chair), Veronica Thompson (Vice-chair), Dranna Andrews-Brown, David
                         Black, Kathleen Burton (joined at 9:33 am), Nelson Chan, Mary Collins, Harley Eagle, Monique
                         Gray Smith, Mary Collins
Non-voting Members: Brigitte Harris, Pedro Márquez, Robert Mittelman
Administration: Christine Puccini (recording secretary), Ashley Richards
Guests: Roberta Mason, Deborah Zornes, Russ Johnston, Alejandro Campos-Garcia, Piet Langstraat

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1. **CALL TO ORDER, ACKNOWLEDGEMENT OF THE LANDS, APPROVAL OF THE AGENDA**   **9:00am**

   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. With the changing of the seasons and the recent, much needed rain, it is a reminder of the Indigenous families and ancestors who lived on these lands and how significantly the different seasons would have impacted their lives. It is with gratitude that we recognize the importance of this place and the historical and contemporary connections to these lands that continues to this day. It is also important to note that we are two weeks from National Day for Truth and Reconciliation – the first time in Canada's history that we are officially recognizing this day. An event is being planned at RRU with Royal Roads' executive staff and local Indigenous elders.

   M/S Chan/Collins   **CARRIED**

   The Chair welcomed new members including:
   - Christine Puccini – new EA to Vice President Academic and Provost
   - Piet Langstraat – new external member to be formally appointed at the October BOG meeting
   - Mary Collins – has agreed to serve one more term and will be formally reappointed at the October BOG meeting
   - Thank you to Kathleen Burton who completes her 1-year term as the student elected representative on the Board on September 30. The process to elect a new student member is currently underway

2. **APPROVAL OF THE MINUTES OF PREVIOUS MEETINGS:**
   I. Minutes of 17 September 2020 – *M/S Gray Smith/Collins*   **CARRIED**

3. **BUSINESS/INFORMATION ARISING**   **STEENKAMP**
   I. **Recent Board approvals**

   P. Steenkamp provided members with a brief update on recent items of interest from the June 2021 Board meeting:
   - PRC terms of reference were approved but we are proposing a further temporary amendment to ensure compliance with the requirement that 2/3 of members are not RRU employees. We are currently below the 2/3 requirement, so the amendment is needed to ensure we remain in compliance with Section 14 of the RRU act. We are proposing adoption of the amendment with the expectation that this will be addressed by January 2022 at which point we will either seek a new external member or have another Board member join PRC. The motion is for PRC to submit the revised terms of reference to the Governance and Nominating Committee for approval.

   MOTION: *Chan/Andrews-Brown* **That the Program and Research Council submit the revised terms of reference, as discussed, to the Governance and Nominating Committee**   **CARRIED**

II. Status of degree approvals   **THOMPSON**

V. Thompson updated members on the status of current degree approvals:

- MA in Climate Action Leadership (MACAL) was approved by government in May. The program launched earlier this year and we are happy to report that enrollments are higher than projected.
- The MA in Executive and Organizational Coaching (MAEOC) was also approved by government in May.
- The MSc in Management proposal has been revised and resubmitted to DQAB and we are waiting for their response and feedback.

4. STANDING ITEMS FROM PRC ANNUAL PLAN

I. Review of the revised 2021/22 PRC Annual Plan   **STEENKAMP**

The chair provided the following background information for members: the PRC has developed an annual plan that identifies the areas/issues to be covered in each meeting. However, this does not preclude items coming forward from Academic Council or elements of those items being discussed at any meeting, for example, anything pertaining to the equity, diversity and inclusion plan. These issues will be discussed in context of each item. Additionally, Indigenization of curriculum may be discussed at every meeting. The overall point of plan is to make things more intuitive and to provide greater clarity for meetings. Prior to the plan, agendas were developed organically based on issues raised from time to time. The plan allows us to ensure we have complete coverage of all areas under PRC. As an example, we previously did not have a research strategy. Now that we do, that strategy will come forward for review each year by PRC in addition to any amendments. Plans will be reviewed/revised annually, and this includes the academic strategic plan. Some years will be a review only while others will be approval of new or revised plans.

The draft PRC annual plan was circulated in the summer in advance of a planned PRC meeting that was subsequently cancelled. Since then, the President and VP Academic met and made further revisions to the plan, so what is now before the committee is a slightly revised version of what was previously circulated. For the first meeting each calendar year normally scheduled in February or March, we would review the academic strategic plan which then goes to BOG for approval. We would also review our own terms of reference that then go to GNC and then on to BOG. At the May/June meeting, we would review the research strategy as well as the international strategy. In September/October we review the quality assurance process and student and academic support services rather than just reviewing student satisfaction survey results. We want to take a broader look at this area by including student engagement as well an overview of what we're doing and what we're planning. We will also look at our equity, diversity, and inclusion plan and our Indigenization plans. Equity, diversity and inclusion has moved from our human resources department to a standalone office under the purview of the Vice President Research and International with Alejandro Campos-Garcia appointed as Associate Director, Human Rights and EDI. We are currently developing comprehensive plans around EDI. In November/December we have annual meetings with the advisory council chairs. Each of the seven schools has an advisory council chair and the committee meets with the chairs to discuss market trends, program development, and opportunities. Chairs can also provide PRC with an overarching review of post-secondary and workplace trends as RRU is exclusively focused on programming applicable to professionals, the labour market and community. This is a good opportunity to discuss current trends and how they influence our programs and is a great way to end the year. Of course, regular standing items will come forward to meetings as required.

M. Collins asked if that is accurate for this year's November/December 2021 meeting or if the meeting with the meeting in person with the advisory council chairs will go forward and will that meeting be in person. The chair indicated that the intent is to roll plan into next year as well; subject to review at the PRC meeting in February/March. With respect to the November/December meeting this year, we don't know for certain whether it will be held in person, virtually or a hybrid of some kind. However, considering that the BOG

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meeting in October has been moved to virtual, it is likely the November/December PRC meeting will also be virtual. The value in that is everyone can attend more easily, however, the disadvantage is a loss of engagement. We will make the call regarding format early enough for people to plan and will also consider a hybrid model. We had hoped for more clarity by now but that is not the case. Additionally, convocation in November has moved to virtual. There was too much uncertainty and time needed to plan for an in-person event and given the level of uncertainty and anxiety that still exist, we did not want to appear tone deaf given number of people that would be attending.

The chair closed by conveying that the intent of the PRC annual plan is to foster engagement while remaining broad in scope to allow for the opportunity to address other issues as needed. This is an iterative process with the ability to amend the plan at the beginning of the year.

> **MOTION:** *Chan/Black* **That the Program and Research Council approve the revised 2021/22 Annual Plan as discussed.** **CARRIED**

II. Update on Research Strategy   MÁRQUEZ/ZORNES

P. Márquez: the materials package included the Annual 2020/21 Research Report compiled by the Office of Research Services. This has been a transition year with a large expansion and increase in the number of activities. The new strategic research plan has received BOG approval so we are at the end of the old plan and entering into the beginning of the new plan.

D. Zornes continued with an update on key items. In our Canada Research Chair program, we have two new chairs – Julie MacArthur whose research focuses on reimagining capitalism and Tracy Smith-Carrier who is focusing her efforts on advancing the UN's sustainable development goals. We have recently learned that Cheryl Heykoop has been awarded a Michael Smith Foundation for Health Research Scholar award valued at $450,000. We also have another Canada Research Chair nominee who will be researching biodiversity, climate change and sustainability. Finally, we have a potential Banting Postdoctoral Fellowship award.

There has been a huge increase in funded research projects this year amongst faculty and students. There have been 40 additional student awards tied to Mitacs and new projects have almost doubled. We have awarded $360,000 in internal awards, government grants have been allocated to three different projects, and we're projecting that new contracts are likely to double for the upcoming year.

The chair commented on Cheryl Heykoop's Michael Smith Foundation award and what a huge achievement that is for one of our own faculty. D. Andrews-Brown remarked on the breadth and depth of the research that is happening and the report is a reminder of the great work being done at RRU. P. Márquez noted that it highlights the great work being done by the research ethics committee and the number of approvals, advice and training is notably higher than last year. We have also joined the Research Ethics Board of BC which will allow for further collaboration with institutions across the province.

M. Collins extended her congratulations and asked why there has been such an increase in research activity. Is it due to COVID shutdowns resulting in people having more time? D. Zornes responded that we are not entirely sure though she has been speaking with others who are seeing this increase, too. While it is true that some scholars have had more time over the past year and a half, others had less depending on circumstances. It's a great story but we need to be cautiously optimistic until we understand the reasons behind the increase. At least some of the increase in student and faculty research was tied to increased availability of funding focused on the pandemic. For example, there was a CIHR grant to study misinformation in the pandemic and more opportunities from funders trying to ensure we had research

around the pandemic to help guide society, and people are really stepping up to help. What is unclear is whether this pace will keep up or will we go back to normal. R. Mittelman suggested the results we're seeing are the result of years of slow cultural change and during his eight years at RRU he has seen how research has evolved. D. Zornes and her team have provided much help and encouragement to faculty but culture change takes time so these may be the result of years of continued change and improvement. Having been in a position to review grant applications, it is clear that the quality of RRU applications exceed that of many other institutions and this is because of our process and the strong support - we get more support from the research office and we're seeing the fruits of those efforts. P. Márquez noted that we are lucky to have D. Zornes and her team and where other institutions may have conflict, we have creativity and support.

N. Chan commented on the phenomenal breadth of work being done. In context of the pandemic, it is important to continue looking at social change and ways of reinventing and reimagining – looking at it not on a cost basis but an investment basis. This is important research and the breadth and depth are wonderful to see. M. Collins commented that the volume of COVID research happening is not just a result of the funding available but because the RRU community wants to be part of the solution – we want to bring our knowledge and experience to help solve this crisis. Our success lies with the faculty and students who want to help and engage on this important subject.

The chair also noted that we have begun to turn our attention towards strategic support for young Indigenous scholars and researchers and D. Zornes and team have been paying particular attention to this and identifying ways to provide help and support. Further details on some of this work will be covered in item VI.

III. **Update on Student and Academic Support Services**   **THOMPSON/MASON**
V. Thompson introduced Dr. R. Mason, Associate Vice-President of Student and Academic Services whose department plays a lead role in overall student satisfaction and success. R. Mason began by detailing that Student and Academic Services includes CTET, student services, the library, and Indigenous education. Their focus is primarily academic quality and student experience, and this has been especially prevalent during the last 18 months. Based on two surveys administered in June and December 2020, student experience overall has been quite positive especially given current circumstances. They are continuing to focus on the overall learning experience and identifying areas where they can make further improvements using both internal and external quality and feedback measures that have helped outline concerns. A lot of time and effort has gone towards the MGM students and their return to campus. They have been providing a lot of communication, flexibility, and support - especially financial support. The university has also received some government financial support and have been able to pull together financial support for students who wouldn't normally qualify. They also received suggestions from students that faculty may also need support, so have been working to ensure they are being supported as well.

The chair commented on how challenging this past year has been but how much joy he has felt these past few weeks seeing students return to campus and attend classes in person. Both he and the VP Academic have had the opportunity to drop into classes and welcome students back to campus. Although most students are online, it is still great to see students starting to come back and it has definitely had a positive impact on the mood, dynamic and energy on campus. There were no additional comments or questions. V. Thompson thanked R. Mason and her team noting that student feedback is positive and a direct result of all the hard work being done by the student services team.

IV.   **Update on Quality Assurance Process**   **THOMPSON**

V. Thompson provided a presentation with a general overview of the quality assurance process at RRU, specifically the qualifications/credential framework, program approval process and quality assurance. The qualifications/credentials framework is a tool whose main purpose is to outline the purposes of the degree including learning expectations and qualifications on a learning continuum. It provides context for policies and standards for the purposes of degree and credit transfer. Some examples include the Council of Ministers of Education, Canada (CMEC) framework which covers all of Canada. Some provinces have their own frameworks, for example Alberta and Ontario. There are also international frameworks. Since BC doesn't have its own, we're governed by the CMEC framework which is intended to provide an overarching structure for each degree level. Associate degrees, special categories, certificates and diplomas are not covered by the CMEC and are dealt with at the provincial level. Movement through levels assumes mastery of the previous level.

V. Thompson continued with a brief overview of the education system in BC from pre-elementary to doctorate. BC also offers associate degrees, the only province to offer them, typically through colleges. The presentation also reviewed the type of programs, degrees and certificates RRU offers including the minimum number of credits required at each level with each credit being a minimum of 33 hours. The RRU academic regulations and policies and procedures on registration and admissions outline much of these requirements and aligns with the CMEC framework. This framework and the regulations are a part of the quality assurance process.

Quality assurance is also addressed in our program development process and policies.   Program approvals flow through many levels including Executive Committee, Academic Committee, Curriculum Committee, PRC, the Board, and DQAB.   In addition to annual review reports, periodic program reviews comprised of in-depth external reviews are conducted every 5-7 years. The quality assurance matrix outlines the information we use as part of our reviews, starting with student evaluations and feedback surveys through to external reviewer reports. In addition, the matrix outlines the process and stages of review. External reviews often include a site visit and culminate in recommendations from the external review committee to which the programs then respond. The Academic Quality Assurance Policy, Academic Programs Policy and RRU Research Ethics Policy all provide overarching governance of the processes. Finally, the Ministry's Quality Assurance Process Audit (QAPA) reviews quality assurance processes within the institutions themselves. This audit occurs every 7 years. RRU participated in the QAPA pilot 2017-18, so our next review will be in 2025.

Finally, as outlined in the briefing note, programs reviews were temporarily paused during COVID, but we are now moving forward to reinstate them with four reviews potentially slated for this year.
The chair commented on the amount of material that has been included and the breadth of the process as a whole, noting that this is the core work of this committee.

D. Black commented that faculty have been speaking about the quality assurance process as it relates to student evaluations of courses and their experience. Overall, faculty do not like the survey model. The rate of return on surveys is diminishing and subject to intemperate comments. Considering that student evaluations are used as part of the conversion and promotion evaluation, they are material to this process. Is there any consideration happening with respect to the survey model and where we might be going? V. Thompson responded saying there is a lot of knowledge and research on student evaluations. In the quality assurance process, they are only one data point along with other student demographic data and are, on balance, only a small piece of the entire self-study and program review process, which is separate from the conversion and promotion process.

H. Eagle mentioned flexible admissions and RRU's willingness to embrace opportunities for students without an undergrad degree, but how does quality assurance fit in with that? V. Thompson responded that RRU does provide opportunities for flexible admissions and those requirements are part of our academic regulations, this includes PLAR, and the recognition of work experience and other experience outside of traditional post-secondary qualifications. The chair commented that students admitted under the flexible admissions process tend to be fantastic students. P. Márquez indicated that based on overall rounded numbers, approximately 1 per 35 students are admitted through flexible admissions. Applicants are able to state their case and demonstrate acquired equivalent competencies. When comparing regular admissions and those admitted through flexible admissions, there is evidence that flexible students outperform those coming thorough regular streams. The flexible students tend to be highly driven and motivated to show their value. RRU has become expert on how to deploy this method.

K. Burton commented that she was grateful for flexible admissions because this is how she was admitted and the only reason she has been able to take part in her program, so it's been a great opportunity.

V.   **Update on Equity, Diversity and Inclusion**   **MÁRQUEZ/CAMPOS GARCIA**

P. Márquez introduced A. Campos-Garcia, the new Associate Director, Human Rights and Equity, Diversity and Inclusion, indicating his support and belief in the EDI work being done at RRU including via the research office and the work coordinated by the Human Rights and Equity, Diversity and Inclusion office.

A. Campos-Garcia began by noting that Equity Diversity and Inclusion (EDI) is not new to RRU and that work in this area has been happening over the last decade. During the last three years, there have been several initiatives. In 2019, RRU received a grant from the federal government to conduct an employment review to measure the impact of policies regarding CRCs. In 2019, we did our first ever workforce demographic survey, Everyone Counts, and collected information on employment equity designated categories (visible minorities, Indigenous peoples, women and people with disabilities). The survey also gathered information on age, sexual orientation and gender identity that allowed us to better understand diversity representation at RRU. In 2020 we took our first steps towards creating an intentional system of governance of equity, diversity and inclusion. In the month of July, an EDI specialist was hired in the Human Resources Office to develop EDI baseline policies and perform an advisory role on EDI in employment. Also in 2020 the second edition of the Everyone Counts census took place. This second iteration incorporated categories from the BC Human Rights Code (religion, place of origin/language, and family status) and analysis of wage gaps. Results of this census will be soon shared with our community and will inform future policies and initiatives.

In 2020, the President's Steering Committee on EDI proposed the creation of an anti-racism task force (ARTF). In February 2021, the ARTF put together the RRU's Anti-Racism Action Plan to articulate actions that the University should take to combat racism. Also in 2021, RRU established two new positions: the Manager of EDI in Research Services and the Associate Director, Human Rights and Equity, Diversity and Inclusion. This decision showed RRU's commitment to strengthening the influence of its EDI system of governance. In the past months, the Associate Director, Human Rights and Equity, Diversity and Inclusion has been working on drafting baseline policies on EDI, (some policies have been submitted to the community for feedback) designing institutional strategies on capacity-building and collecting information to draft a proposal for the future Human Rights and EDI Office. The Manager of EDI in Research Services has provided training to faculty, supported the development of the Anti-Racism Action Plan, reviewed proposals, and revised and updated the Institutional Canada Research Chairs EDI Action Plan. The Manager, with the collaboration of the Associate Director Human Rights and EDI has also developed our first EDI environmental scan, which will be launched in October.

P. Márquez noted that Gwen Hill, the new Manager of EDI in Research Services has added value by putting together training on research in EDI and also reviews applications. We have done our first environmental scan and have sent a report to CRC re: compliance with the CRC plan.

M. Collins noted that there are many organizations working on these issues and asked if there is a role for RRU to provide leadership and support to community? Also, when can we expect the RRU policies to be launched and available? P. Márquez responded that we are committed to engaging with the community and would be happy to provide support and guidance once we have our systems and policies ready. A. Campos-Garcia indicated the policies would not be ready before December. They are still in consultation and we will want to revise the policies based on the feedback received and then send them out again for review. It should also be noted that it can be difficult to get broad agreement on policies, but we hope to at least have some of it ready by end of calendar year.

N. Chan noted this is an area of interest both personally and professionally and asked if A. Campos-Garcia could touch on actual mechanisms to influence behavioral change in decision making regarding EDI. How does it work through policies structures rather than really influencing behavioral aspects of EDI. A Campos-Garcia replied that much of it was dependent on an effective campaign and cultural literacy. People have different understandings of what EDI is and differences in beliefs around priorities and pathways. The key is to create consensus on what we're talking about and our understanding and expectations. Literacy and understanding are key, and our approach must be bold as EDI can be perceived as a threat or viewed as risky. There will be some backlash – for example, does the university have the right to define these policies in the first place? Conversations must take place and we must be bold and open to different points of view. N. Chan commented on the need to break stereotypes. We have to create a fundamental paradigm shift around what EDI means. Historically, people were sent off to do diversity training but were not developing an understanding of the positive outcomes of better awareness. N. Chan also asked: when you're saying you strive to be equitable, diverse and inclusive, how do you know that you are? In a traditional sense, we measure outcomes and performance, but EDI is fluid. How do we know we are those things? How do we know the outcome we want is accepted by the community? A. Campos-Garcia responded by saying that we can't provide a definitive definition of EDI because it is always changing and because of its complexity. There will always be one more thing we haven't considered so we have to aim for second best and provide what is an effective answer at the time. But we must remain open to new standards and changing environments. If you don't understand that, you don't understand what EDI is. We will always be behind so we must be flexible and open to change.

M. Gray Smith noted there were 94 calls to action from TRC, with a call to action 63 specific to building student capacity for intercultural understanding. But it is all of us. We have a moral responsibility to challenge white supremacy and the fear people hold that fully embracing EDI threatens jobs. There is a mindset of fear that faculty and staff have around EDI and its impacts. but we have to talk about this because it's everywhere. It's the elephant in the room that we're trying to navigate around. It requires empathy and mutual respect. This is critical to our future and sets us up for the future society. M. Collins agreed. People are not comfortable. How do we know we really are equitable and diverse? This is a great opportunity for RRU to undertake research and an opportunity for broader discussion. The chair closed this item suggesting it could be something we need to have a dedicated discussion on.

| VI. | **Update on Indigenization Plans** | **MASON/JOHNSTON** |

V. Thompson welcomed R. Mason and introduced R. Johnston, Indigenous Education Advisor, who started at RRU in a temporary position but has now been made permanent. He is responsible for Indigenous education at RRU, a very important aspect of this portfolio. R. Johnston stated there were four key initiatives beginning with providing a space for faculty called giiwitaa, which is an Anishinaabe word that loosely translates to around in a circle. Giiwitaa is a root word that is the foundation for over 17 other

words in our language that circularly centre the individual in relation to themselves, others and the world around them. The idea is that it should be faculty who will drive how we engage in Indigenous knowledge in classrooms and augment their journey by identifying how they can grow their skills and interests. What can we do to help? How can we augment the journey? We want to provide resources and an online site. The space will grow as we move forward but we need to allow it to develop as we go and hopefully it will be a safe space for vulnerability. Tuesday next week will be the first gathering.

A second initiative is building a curriculum development module. Carmen Rodriguez facilitated a 9-week session to roll this out for faculty with instructor engagement to follow. Third is a curriculum development professional position to assist with the rollout of programs. We have received $125,000 in funding from the ministry to be put towards Indigenous education. We want to be allocating funds for members of the community to do their own work. This will help bring more people and more backgrounds to the table, which is key as bringing diversity adds to our collective strength and knowledge. Finally, we are developing an initiative for emerging Indigenous scholars. We asked how we could support emerging Indigenous scholars. We want to give them the space to augment and develop their CVs; to create a space to allow them to fulfill their needs. More information on this initiative will be forthcoming.

The chair commented on the emerging Indigenous scholars and how competitive the post-secondary environment has become. It is unsettling the way institutions approach these issues and are outbidding each other in order to attract scholars. RRU tried to look at how we can work in this system and we chose to look at supporting new scholars and helping to develop them. H. Eagle offered thanks for this work and way of being referencing decolonization and that we must be active in that. There is a strong connection here with the EDI work we are doing, and it is great that RRU is taking this on but how do we stay active and be meaningful in this work beyond regular processes? It seems that we should be able to find creative and innovative ways to be visible and supportive. K. Burton commented that from a student's perspective, the inclusion of Indigenous perspectives has been a great learning opportunity. R. Johnston indicated that the RRU community has been very receptive and he's excited about how we're growing and developing as a community. The chair closed the discussion suggesting we may need to consider providing a greater opportunity for a more detailed discussion on this and we will have to consider how to do that.

5. REPORT FROM ACADEMIC COUNCIL   THOMPSON
Due to time constraints, the chair suggested we skip the formal update and asked members if there were any questions. There were none.

6. NEW BUSINESS
I. Conflict of Interest in Research Policy   MÁRQUEZ
P. Márquez indicated this was a renewal of the Conflict of Interest in Research Policy – essentially a review and refresh of the policy. It is essentially the same policy, but we've added some language to align with the strategic research plan. Additionally, we have added provisions 2.2. and 2.3 regarding early declaration of conflict of interest and that lack of awareness is not a reason for lack of disclosure. Academic Council has recommended renewal of the policy to PRC.

MOTION: *Collins/Burton* **That the Program and Research Council recommend to the Board of Governors approval of the updated Conflict of Interest in Research Policy**   **CARRIED**

7. REPORT OF THE PRESIDENT AND VICE-CHANCELLOR   **STEENKAMP**

The President provided a brief update on the following:

- After 19 months we're back on campus. We have approximately 12 programs starting this fall and currently, there are more international than domestic students. However, international students are facing challenges related to travel and many have found creative ways to get here while meeting all the travel restriction requirements. We are offering online programming for those who can't get here and hope that most will be able to get here in January. It is wonderful to see the dedication of students as they struggle to get here and hard work by RRU staff in providing assistance and support.
- We will require self-declaration of vaccine status with regular testing for those who are not vaccinated or who chose not to disclose. This is consistent with the other research universities. While it does create challenges, it is important that we are able to provide assurances of safety. However, it is worth noting we have been told by public health that the risk on campus is very low.
- Both the President and VP Academic have been making visits to classrooms for programs starting on campus with more visits to come. It is a way for us to send a message of thanks to faculty and staff and to welcome our students.
- The next Convocation is happening on Friday, November 19th and will take place virtually. We will be giving out two Honorary Doctorates to two Indigenous leaders of note and it is important that we acknowledge their work.

M. Collins asked for an update on the Westshore work. The chair responding saying that we have now acquired the property in Langford. In addition, we have submitted a revised business plan to the Ministry and are awaiting its submission to Treasury Board and are hoping for a formal decision the by end of the calendar year. We are quite confident the proposal will be approved. We hope to be able to return to the next PRC meeting with a broader update on Westshore programming and our plan for engagement with Indigenous communities in the area at the practitioner level. We hope to get their input into the design of the space to ensure it is a welcoming place for Indigenous students and the community.

8. REPORT OF THE VICE-PRESIDENT ACADEMIC AND PROVOST   **THOMPSON**

Due to time constraints, the chair indicated we would not do a formal update but instead asked if there were any questions related to this item.

9. REPORT OF THE VP RESEARCH AND INTERNATIONAL   **MÁRQUEZ**

Due to time constraints, the chair indicated we would not do a formal update but instead asked if there were any questions related to this item.

10. OTHER BUSINESS

11. MEETING ADJOURNED   **11:01 AM**

Motion to adjourn: Gray Smith

NEXT SCHEDULED MEETING – THURSDAY 18 NOVEMBER 2021

PROGRAM AND RESEARCH COUNCIL
BRIEFING NOTE

MEETING: September 16, 2021

AGENDA ITEM: Academic and student services update

SPONSOR: Veronica Thompson, Chair, Academic Council

PURPOSE: **For information**

This report highlights key themes from surveys of students conducted during 2020 related to student experiences during COVID-19, and actions taken in response to these results. The pre-pandemic student feedback plan that will be reviewed in the coming weeks to determine the best approach for seeking general student feedback for the balance of 2021-2022 is included as Appendix A.

Understanding the student experience in uncertain times

In the last update on academic and student services provided for the June 2020 meeting of the Program and Research Council, the ways in which the university was responding to supporting students in those early days of the pandemic were described. These responses were based on student, faculty, and support staff feedback on their observations during a tumultuous time.

To validate these, and to monitor the student experience as the pandemic progressed, the normal cycle of internal general student feedback surveys was interrupted to allow for two barometer surveys to be administered, the first in July 2020 and the second in December 2020. Response rates for each of these surveys was approximately 20%. These were complemented by ongoing feedback from students received through regular course evaluations and ad-hoc program surveys, and surveys of faculty and academic and student services support staff conducted in January 2021. Very little direct input in the form of advocacy email or through other channels has been received from students during the past 18 months, suggesting that the feedback mechanisms that have been provided are working well for them.

Discussion is currently underway to determine the best way forward to solicit student feedback over the balance of 2021-2022. Recent consultation with the Royal Roads University Student Association, which represents our undergraduate students who were most affected by the "pivot" to online learning, indicated that these students are ready to receive inquiries about their experiences that are not entirely focused on the context of the pandemic.

What students told us

July 2020

As might be expected in the early days of the pandemic, respondents expressed a range of responses to the quality of their academic experience and the support provided to them through

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academic and student services in the July 2020 survey. Overall, respondents were appreciative of the efforts that the university had made to minimize disruption to their studies and understanding of the uncertainty. One respondent wrote,

> I appreciate the University's care for students and staff. Clear, consistent messages. I think the University has done a great job with their response. It made me feel safe and not pressured to be in an unsafe situation in order to complete my degree.

There were several key themes related to the quality of the student experience that informed follow-up responses by the university. These included:

- Desire for continued or increased communication about decisions related to location of courses (i.e., online or face-to-face) for ongoing and residency courses and what the university is doing to respond to the pandemic in general.
- Requests for flexibility through payment plans, fee deferral options and increased financial aid.
- Suggestions that timeframes for course deliverables, program structures and research approval processes allow for the extraordinary circumstances.
- Calls to improve the functionality and faculty use of educational technologies, including additional support for instructors who had to rapidly move to teaching online.
- Suggestions to improve the online residency experience, such as reducing the number of consecutive hours online and considering the impact of time zones on competing demands on time, providing diverse and engaging learning activities, considering scheduling of requirements of concurrent courses and extended timelines for deliverables during and after the residency period.
- Reported unawareness of support available, such as counselling services at a distance and Librarian support, indicating that students were seeking out these existing services and suggesting that the challenge was one of communication rather than service offerings.

In response to a question about whether they would refer Royal Roads to someone else, 88% indicated that they would do so.

December 2020

The focus of this survey was on the anticipated return to face-to-face learning for January 2021; however, many of the questions asked in the June 2020 survey were also repeated and expanded upon. It was split into two versions, one for students who had registered in programs that would normally have been delivered online and one for students in blended and online programs, affording for clearer survey flow as more questions related to returning to campus were included for students registered in on-campus programs. Again, the vast majority of responses were positive about their experiences overall.

> This program has changed my life. My critical thinking, leadership, and writing capabilities have improved immensely, and I have met the best people I have ever had the privilege of knowing. Learning online can be tough- lonely even...But I would never change a thing, even now, during Covid. You have all been wonderfully supportive. Thank you. I am honored to be a part of RRU!

Key themes related to the quality of the student experience that required follow-up from the results of this survey included:

- Concerns related to expectations for synchronous online learning activities, including the length of time expected to be on-screen, or the timing of these for those in other time zones.
- Expressions of fatigue in managing upheaval in work and personal lives, along with managing academic requirements, requesting continued flexibility.
- Challenges with completing teamwork and managing team dynamics, often referencing the point above.
- Ongoing issues with Collaborate, the web conferencing for learning tool embedded in Moodle.
- Continued requests for flexibility through payment plans, fee deferral options and increased financial aid.
- Requests for early notice of changes to program location, should a return to campus for face-to-face learning be possible.

In response to the same question asked in the July 2020 survey about whether they would refer Royal Roads to someone else, 91% of respondents in both surveys (on campus and blended/online) indicated that they would do so.

How we responded...and continue to respond

Building on the work that was described in the June 2020 academic and student services update for Council, specific initiatives were launched to address, where possible, the concerns raised by students in these surveys. Frequencies and unredacted comments were shared with members of the Academic Leadership Team – Core group and redacted comments were later shared with faculty and academic program staff. A selection of these initiatives specifically related to the themes above include:

- Communications with students through multiple channels continue, and programs have been actively engaged in supporting institutional communications and promoting support services. A student broadcast communication protocol is currently under review to clarify and coordinate important outreach messages.
- Payment flexibility was extended during the early months of the pandemic by moving the tuition due date to the day before class start and suspending late fees on overdue invoices.
- $140K in funding for emergency support for British Columbia students was provided by the Ministry of Advanced Education & Training and just under $119K of internal funding was reallocated to create a parallel emergency bursary fund for out-of-province and international students.
- Instructors are actively encouraged by the Vice-President, Academic & Provost, Deans, School Directors and Program Heads to provide flexibility to students around course deliverables and synchronous activities.
- The Centre for Teaching and Educational Technologies (CTET) continues to provide group and individual faculty development support, adding new workshop topics in response to emerging needs.
- CTET Studio, our just-in-time technical support service for faculty, was made available online and by phone, and instructors were provided with individual support in the event of a technical problem while teaching.

- Current licensing for Collaborate extends to March 2022, but in the meantime, a working group has been convened to determine criteria, evaluate alternatives, and make a recommendation to replace the web conferencing tool embedded in Moodle.
- Team coaching continues to work directly with programs to support team learning. Contract dollars were reallocated to provide additional team coaching support.

Continuing to hear from our students

We are not relying on these surveys alone to tell us how our students are doing. We continue to monitor the student experience through regular course evaluations and ad-hoc program surveys, and our regular interactions with students in our small, close, and connected cohorts and courses.

As we anticipate the time when the COVID-19 pandemic is no longer a consideration in delivering high-quality education and positive experiences for our students, we will be reviewing our pre-pandemic student experience feedback plan (see Appendix A). Though time will tell, as these past 18 months have taught us, we are hopeful that we will be returning to a regular cycle of feedback on the general student experience over the coming months, with fewer and fewer questions relating to the COVID-19 pandemic as time goes on, until that happy day when it is no longer a consideration at all.

Appendix A
Student Experience Feedback Plan
Last fully implemented 2019-2020

Internal Surveys

All Students	
Feedback on specific courses	What: **Course evaluations** Surveys of student evaluation of learning experience and instructor performance
	When: Available at course opening and open throughout course
	How survey is administered: Link embedded in Moodle shell for each course
	How results are shared: Results are reviewed by the instructor and university administration at the end of each course; response data is then compiled to create an overall quality assessment for annual and five year external program reviews
	Who: Lead: VPA & Provost, Deans Support: Program Offices, CTET, Office of the Registrar
Feedback on overall program	What: **Program feedback surveys** Surveys of students conducted ad hoc by the program to solicit student feedback.
	When: As determined by the program, based on student or faculty feedback, for annual or five year reviews, or to seek student input on proposed program changes
	How survey is administered: Invitation sent by program office to participate includes a link to a survey housed on a university server
	How results are shared: Results are reviewed by the program leads and shared with program reviewers as appropriate.

	Who: Lead: Program areas
Feedback on general experiences	What: **Student Feedback Surveys** - Now that you've started your program - Now that you're nearing the end of your program Surveys of student experience – two versions – one at beginning and one at end of program of study
	When: - Now that you've started your program = program start date + 60 days (30 days for graduate certificate students) - Now that you're nearing the end of your program = last course end date – 30 days (14 days for graduate certificate students)
	How survey is administered: E-mail auto-generated from Agresso sent with template invitation including link to appropriate standing survey
	How results are shared: Survey data extracted biannually and shared with ALT Core members, School Directors and Marketing for dissemination as appropriate
	Who: Lead = AVP, SAS Support = Administrative Coordinator; ALT Extended; Director, Student Services; Manager, Indigenous Education & Student Services, Contract support –analysis

Special population surveys	
Voluntarily Withdrawals	What: Survey sent to students who voluntarily withdraw
	When: Biannually (Spring and Fall)

	How survey is administered: List generated by Office of the Registrar and reviewed and edited by Student Services E-mail sent to students with link to survey
	How results are shared: Survey data extracted biannually and shared with VPA & Provost and Deans for dissemination as appropriate
	Who: Lead = Administrative Coordinator Support = AVP, SAS; Director, Student Services

External Surveys

Undergraduate	Graduate
What: **Baccalaureate Graduate Survey** Undergraduate alumni of BC institutions are surveyed about satisfaction, financing their education and employment outcomes	What: **Canadian Graduate and Professional Student Survey (Canadian Association of Graduate Studies)**
When: Every two years *and* five years after graduation	When: Approximately every three years
How survey is administered: BC Stats manages the collection of data	How survey is administered: E-mail sent to students with link to external survey
How results are disseminated: Institutional results are available online at http://outcomes.bcstats.gov.bc.ca/BGS/BGSPublications.aspx.	How results are disseminated: CAGS sends compiled report to Director, Student Services Director, Student Services forwards to VPA & Provost and AVP, SAS for dissemination as appropriate Director, Student Services liaises with Communications for information/media release

Who:	Who:
Lead: Ministry of Advanced Education, BC Stats and the BC Student Outcomes Research Forum Support: Office of the Registrar	Lead = Director, Student Services AVP, SAS; IT Services; Office of the Registrar

PROGRAM AND RESEARCH COUNCIL

BRIEFING NOTE

MEETING: 16 September 2021

AGENDA ITEM: Review of revised 2021-22 PRC Annual Plan

SPONSOR: Philip Steenkamp, Chair

PURPOSE: **For information and decision**

Information:

In addition to reviewing and recommending new degree program proposals to the RRU Board of Governors, the PRC advises the Board on instructional program and research priorities, program objectives and desirable learning outcomes (Section 14 of the *Royal Roads University Act*). As such, members review on an annual basis the attached draft PRC Annual Plan 2021-22 with an eye to its alignment with the PRC Terms of Reference.

Discussion:

At the March 4, 2021 PRC meeting, the chair proposed that he meet with the VPA to review the PRC's strategic priorities to ensure they better align with the new vision and priorities and meet the needs of the institution e.g.: include a regular update on Indigenous engagement and curriculum.

The chair and VPA met in May and made preliminary revisions to the 2021-22 Annual Plan which were circulated to members in June.

The chair and VPA made further revisions to the draft document to streamline the topics for discussion at each PRC meeting, which is being presented at today's meeting for discussion and decision.

Options/decision:
1. Review and approve the revised PRC Annual Plan 2021-22 without changes
2. Review, identify changes and modify the PRC Annual Plan as required; approve with changes

Attachment:

Revised Draft PRC Annual Plan 2021-22 (*v.Sept 7, 2021*)

PROGRAM AND RESEARCH COUNCIL

Royal Roads
UNIVERSITY

Annual Plan 2021-22

Fiscal Meeting Dates	Topics for review/discussion*	Follow-up
February/March	• Academic Strategic Plan (annual) • PRC Terms of Reference • Establish PRC Annual Strategic Priorities for the coming year (PRC Annual Plan)	➤ Board review at end of March ➤ To G&N > to Board for final approval ➤ Updates/Summary to Board for March meeting
May/June	• Research Strategy • International Strategy	Updates/Summary to Board for June meeting
September/ October	• Quality Assurance Processes • Student and Academic Support Services • Indigenization Plans • Equity, Diversity and Inclusion	Updates/Summary to Board for October meeting
November/ December	• Meet with Advisory Council Chairs • Review Post-Secondary/Workplace Trends	Updates/Summary to Board for December meeting

rev. 7 Sept 2021   *drawn from the PRC Terms of Reference

Annual Research Report
for the
RRU Program and Research Council
2020-21

July 5, 2021

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

Hay'sxw'qa si'em!

Annual Research Report 2020-2021

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Research at Royal Roads University

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 equity-seeking 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.

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

Royal Roads commits to conducting quality research, which takes relevant diverse perspectives into account throughout the research process (Bear & Wooley, 2011; Lightfoote et al., 2014; Leung et al., 2008; NSERC, 2017; Parker, Pelletier & Croft, 2015). "When equity, diversity and inclusion considerations and practices are integral to research participation, to the research itself, and to research training and learning environments, research excellence, innovation and creativity are heightened across all disciplines, fields of study and stages of career development" (Government of Canada, 2019, para. 13). Ensuring inclusivity and integrating diversity into research data collection and dissemination is imperative. Our research serves the global community, uncovering and addressing systemic issues related to equity, diversity and inclusion that create barriers for members of equity-entitled groups.

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

In addition to funding for six Canada Research Chairs, external funding for Royal Roads research comes from a variety of sources including domestic and international associations or organizations; Tri-Agencies; other federal funding agencies; provincial government; foundations; and the private sector. Over the last five

years, the university has had successful postdoctoral fellows funded by Mitacs, Banting, and SSHRC. Much of Royal Roads research, however, does not rely on extensive external funding and instead works directly with small organizational or community sponsors.

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

2020-2025 Strategic Research Plan

Beginning late in 2019, the university undertook an extensive consultative process to develop a Strategic Research Plan. This plan is now complete and was approved by the Board of Governors late fall of 2020.

The Strategic Research Plan includes the following four goals: 1) advance, enable and support quality research; 2) expand the visibility, reach, and impact of RRU research; 3) identify and focus on priority challenges for research at Royal Roads; and 4) expand opportunities to conduct research into learning and teaching as it pertains to the Royal Roads Learning and Teaching Model (LTRM). Each goal has a series of objectives and actions. An implementation plan has been developed and shared with the Research Advisory Committee and the Vice President Academic & Provost, and annual reports will be provided to the Program and Research Council.

Strategic Research Themes

As part of the new Strategic Research Plan we are currently gathering details from faculty on their research interests and plans for the next two years and for three to five years from now. That information is currently being analyzed for themes and is being mapped against the UN Sustainable Development Goals (SDGs).

Until that process is complete, RRU research will continue to be guided by the following three strategic themes: innovative learning; thriving organizations; and sustainable livelihoods, communities and the environment.

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

Thriving organizations focuses on the spectrum of development in organizations, systems and sectors, as well as how these groups adapt, innovate and lead with a vision of the future. This research explores human and operational dimensions, seeks to foster individual and organizational capabilities, and considers communication a fundamental enabling process. Critical thinking, creativity, entrepreneurial thinking, and innovation are key components of the thriving organizations research theme. Examples include but are not limited to advancing the practice of management, innovative business models, social responsibility and corporations, commerce and sustainability, strategy, alternative models of governance, the role of authentic

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engagement, and the changing dynamics of work and the workforce. From a local to a global context, research examines leaders, leadership, divergent accountabilities, resiliency, responsibility, stakeholder engagement, design, strategic planning, change, and diversity.

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

Canada Research Chair Program

Equity, Diversity and Inclusion

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

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

[Royal Roads University's (RRU) diversity statement](#) captures its equity, diversity and inclusion approach through the following shared understandings:
- Diversity enriches community, expands learning, and advances knowledge.
- Royal Roads University acknowledges and celebrates the diversity of our community, which is shaped by our complex identities, life experiences, and perspectives.
- We strive to increase understanding, appreciation, and engagement with each other, thereby making us more compassionate human beings and strengthening the fabric of our communities.

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

Our expectation is that we will support one another in fulfilling these commitments, thereby cultivating a whole, thriving community that is greater than the sum of its parts. In line with these understandings and

commitments, RRU is committed to attracting a diverse pool of candidates as new Canada Research Chair allocations become available.

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

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

The offices responsible for the implementation of actions associated with the objectives above are Human Resources and Research Services, under the oversight of the Vice President and Chief Financial Officer and the Vice President Research and International, respectively. The work of those offices is overseen by the RRU President's Steering Committee on Equity, Diversity, and Inclusion (PSC-EDI), which was established early in 2019. The PSC-EDI is chaired by the President of RRU and includes two executive representatives; six faculty representatives from across the institution; two staff from Research Services and two from Human Resources; one representative from the staff and student-led RRU Diversity Action Group; and one representative from Indigenous Education and Student Services. The work overseen by the PSC-EDI will revise and expand the existing EDI AP for the CRCP and will focus on developing and supporting institutional understanding and expertise of EDI. In June of 2021, an Equity Office was established under the Vice President Research & International's portfolio

The university will continue to commit resources towards EDI initiatives.

Canada Research Chair Holders

Tier 2 Chair in Biodiversity, Climate Change, and Sustainability. Nominee selected, and nomination is expected to be submitted to the CRC Secretariat in October 2021 (Faculty of Social and Applied Sciences)

Dr. Tracy Smith-Carrier, Tier 2 Chair in Realizing the UN Sustainable Development Goals (confirmed and expected to start September 1, 2021)
This program of research advances the UN Sustainable Development Goals (SDGs) by furthering our understanding of the design and implementation of the targets and indicators of the SDGs, and by assessing their associated outcomes and impacts. The goals are to conduct, utilizing Community-based Participatory Action Research, mixed methods research that creates knowledge on the SDGs locally, nationally and globally. The local research will explore the SDGs relevancy and implementation progress at the community level, and the national and global research seeks to identify and promote evidence-informed policy solutions that might best realize the SDGs in diverse regional and state contexts.

Context
The United Nations (UN), founded in 1945, is an international organization comprised of 193 member states that serves to promote "peace, dignity and equality on a healthy planet" (UN, n.d.). On January 1, 2017, the

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UN ushered in the Sustainable Development Goals (SDGs) aimed at realizing a transformative agenda for sustainable development. Adopted by world leaders around the globe, this agenda for sustainable development is a plan of action centering on 17 SDGs, with progress monitored through 169 targets and 244 indicators, to be met by the year 2030. The SDGs encompass a range of goals including but not limited to ending poverty, promoting good health, ensuring quality education, reducing inequalities, and climate action. The realization of the UN SDGs is not simply an aspirational enterprise; it presents real opportunities to engender positive outcomes for all living species and the planet.

Moving beyond the UN's 2000-2015 Millennium Development Goals (MDGs), the SDGs were intended to redress dimensions neglected in the erstwhile MDGs related to violence against women, environmental sustainability, governance, and the recognition of inequality as being stratified based on markers of identity (Dornan, 2017). Yet, of the 17 SDGs, only the right to safe water and sanitation have been explicitly identified as human rights to be embedded domestically across UN member states (Fleetwood, 2020). Irrespective of the lack of consensus among UN members as to the status of social rights (i.e., the right to food, housing, and an adequate standard of living), significant strides have been made over the past two decades on poverty reduction across the globe, particularly among low- and middle-income countries (Dornan, 2017).

Eradicating poverty was a formidable challenge before the COVID-19 pandemic; it will be even more so now in the face of a global economic crisis. Indeed, the UN cautions that the "worst impacts of the crisis on poverty are still to come" (D'Amore, 2020), as experts anticipate the onset of a global recession far worse than that seen in the Great Recession of 2007-2009. As poverty systemically discriminates by gender and race (and other aspects of identity), the impacts of health and economic crises are disproportionately borne by disadvantaged groups (Smith-Carrier, 2017). Stymying earlier gains made on poverty reduction, approximately 420-580 million people are expected to be plunged into the mounting "poverty tsunami" (Filho, Brandli, Salvia, Rayman-Bacchus, & Platje, 2020, p. 5). COVID-19 is also projected to wreak havoc on health care systems already under significant strain, supplanting action on other disease and public health prevention/treatment programs. As companies around the world have been forced to suspend their activities or shut down altogether, unemployment is rising and many small businesses may not survive (Filho et al., 2020). It is within this uncertain context that the need for sustained action on the SDGs, and eradicating poverty and hunger specifically, becomes clearly apparent. Such action must be grounded in research that brings to light evidence-informed policy solutions that might best realize the SDGs in disparate national and international contexts.

As the UN SDGs are relatively new, there is much work to be done to monitor their progress, promote their achievement, and measure their outcomes and impacts. In Canada, some would argue that our progress on the UN SDGs has, to date, been lackluster. McArthur and Rasmussen (2017) find that Canada "is not yet fully on track for any of Goals 1 through 16" (p. 2). While Canada may have eliminated extreme (dollar-a-day type) deprivation, it has by no means eradicated poverty; over 12% of the population remains under the poverty line. Moreover, progress is needed in improving access to clean drinking water, sanitation, and food. Indeed, for SDG 2 (ending hunger), we "appear to be moving in the wrong direction" (McArthur & Rasmussen, 2017, p. 10), as the percentage of people experiencing food insecurity continues to be on the rise.

While the Government of Canada (2019) has developed a 'SDG Portal' to monitor our progress on the UN SDGs, many indicators on it are listed as "under development" or "exploring data sources." Moreover, the Office of the Auditor General of Canada (2018) has found that "there was no governance structure and limited national consultation and engagement on the 2030 Agenda. There was no implementation plan with a system to measure, monitor, and report on progress nationally." As such, some have urged that Canada develop nationally appropriate SDGs, and that the country report on indicators at the sub-national level to

capture the diversity of Canada, and address the fact that "civil society, subnational governments, and youth have not been engaged in the process" (British Columbia Council for International Cooperation, 2018). As several of the UN SDGs (and their indicators) are decidedly ambiguous, it has been difficult to ascertain how some of them apply in localized contexts. Recognizing that the realization of the SDGs is not the sole responsibility of state governments (UN, n.d.), local community ownership of, and action on, the SDGs is vital. To that end, the UN has encouraged communities around the globe to engage in Voluntary Local Reviews in order to generate and monitor localized data on the SDG indicators, and to ensure that such indicators are relevant and fit the community under study.

The purpose of this program of research is to assess, monitor, and measure the relevance, progress, and impacts of the UN SDGs. To do so, the nominee aims to conduct, utilizing a Community-based Participatory Action Research approach, mixed methods research that advances our understanding of the UN SDGs locally and globally. The overarching research questions guiding this work include: (a) how well do the UN SDGs fit our local context? Are there SDGs that should be added, modified or abandoned?; (b) how are we progressing on the UN SDGs? What enables or impedes progress?; and, (c) what are the evidence-informed policy solutions that have been shown to reduce poverty, hunger, unemployment, among other UN SDG areas?

Dr. Julie MacArthur, Tier 2 Chair in Reimagining Capitalism
As nations around the world struggle to meet their climate targets in a context of rising civil disobedience, new actors and mechanisms of energy governance are essential. Grounded in critical political economy and energy transitions scholarship, the proposed research examines the transformative potential of energy democracy in Canada. It assesses the nature, diversity, and impact of social and solidarity initiatives in a comparative context, focusing on questions of structure, power and ideas. The research will result in a public database of Canadian energy democracy projects, comparative research on actors and strategies involved, and a new framework for theorizing their impact.

Context
Socio-political challenges—and not technological ones—explain persistent failure globally to address complex and 'wicked' policy problems like climate change. These problems are difficult to solve due to entrenched industrial interests, long-time horizons, informational uncertainties, and socio-technical 'lock-in' through processes of path dependence (Sovacool & Dworkin, 2014). The world is currently on a path to overshoot the 1.5 degree climate targets by 2028, with the contribution from energy related emissions more damaging than previously understood. Fossil fuel extraction and processing for electricity and transport sectors—a major contributor to climate change—persists at high levels in developed countries. This continues despite widespread public concern, the technological and financial capacity for alternate energy systems, and clear evidence that global warming is caused by human activity. Governments rapidly need to reduce support for fossil fuels, plan for complex, decentralized energy futures, electrify transportation, and ensure public benefit and decent jobs to address distributive impacts of the transition (Patterson et al., 2018). These changes are significant, and necessary, but also contested by corporate and policy actors who benefit from business-as-usual arrangements which include fossil fuel subsidies but also more deep-seated norms about the role and obligations of economic actors to society more broadly (Healy & Barry, 2017).

MacArthur's proposed program of research focuses on examining how energy transitions can be just, both in terms of their ends and their means, through radical democratic innovation in the social and solidarity economy based on social needs rather than prioritization of profit. This research is both innovative and pressing because energy systems have historically operated via top-down planning with centralized, increasingly private, ownership; this arrangement has been accompanied by a range of negative impacts for the planet and proximate communities. In Canada and around the world, we have recently witnessed

increased acts of civil disobedience and land defense against incumbent energy infrastructures from the Wet'suwet'en and anti-Teck mobilizations together with the global Extinction Rebellion and School Strikes for Climate through 2019 and 2020. These mobilizations are aimed at spurring climate action (focused on survival) as well as climate justice (focused on our humanity and fair distribution). The mobilizations also reveal ruptures between public faith in mainstream democratic processes and capitalist market economies. Indeed, 56% of respondents in a recent poll from 28 countries agreed with the statement that "capitalism has done more harm than good in the world" (Edelman, 2020). The same research also found that income inequality is having a particularly damaging effect on institutional trust compared to two decades ago.

Economic activity is being restructured by decarbonisation, providing uneven declines and stratified opportunities for growth. Renewable energy can be seen as the solution to greater security with respect to energy supply and access, but even "low-carbon" transitions can distribute costs and benefits unequally. Since 2009, the costs of new renewable energy developments - particularly from wind and solar technologies - have plunged, making them cost competitive with more fossil fuel heavy technologies. This has led to a belief that a technocentric transition to cleaner energy can be led by corporate green growth. However, there are several problems inherent in the technocentric view. First, it underestimates the degree to which economic changes were spurred by targeted public policy initiatives in European and Asian contexts, policies which are a product of contestation and cultural norms as much as exogenous market conditions (Kuzemko et al., 2016). Second, the degree to which social and political acceptance of the widespread rollout *at scale* of these technologies will transform established economies by challenging, altering and replacing existing power structures (Avelino & Wittmayer, 2019) is under examined. Third, the technocentric view ignores the fact that those currently denied a place at the policymaking table or in well-paid energy sector jobs are not necessarily more likely to benefit from green technology than they did with fossil fuels (Baruah, 2017). The role of democratic citizen engagement and energy democracy—defined as increasing the participation in and control of energy systems by non-traditional actors such as citizens, civil society organizations and historically marginalized populations—in mainstream energy policy discussions is largely ignored. (Burke & Stephens 2017; Feldpausch-Parker, Endres, & Peterson, 2019).

This disconnect between the urgency of and pressure for climate action, and the largely ineffective policy and industry responses to it, reflects a pressing need to investigate alternative and less ecologically destructive political and economic arrangements. We therefore need ask: where and how can new green infrastructure transcend and transform the social, economic and political structures that have created and sustained the current climate crisis? From a technical perspective we are relatively clear on the need for low carbon (or no carbon) energy, but far more work is needed on understanding how, where and why renewable energy (RE) transitions can also be 'just' transitions that address the long history energy industries have of exploiting or neglecting particular populations, particularly Indigenous peoples and women (Sovacool & Dworkin, 2014; Baruah, 2017). Energy democracy (ED) theoretically entails a range of benefits for energy transitions: increasing the social acceptability of new infrastructure; distributing financial benefits to proximate affected populations; helping to encourage energy literacy; including previously marginalized actors with new and innovative ideas; and aiding in effective policy implementation. As energy transitions progress, this diversity is essential in order to challenge the longstanding colonial, extractive and masculinist orientation of energy industries in Canada (MacArthur et al., 2020). MacArthur and her research collaborators have already made original contributions to the study of local energy democracy in understudied contexts (Canada, New Zealand) (Berka, MacArthur, & Gonnelli, 2020; Hoicka & MacArthur, 2018; MacArthur et al., 2020). MacArthur's new research will help Canadians understand where radical democratic energy innovations can be found and how new transformative pathways emerge in diverse local contexts.

Energy transitions theorists have identified that transitions are necessarily multi-scaled (micro, meso, macro) as well as multi-actor. They are also evolutionary, interpretive and conflictual processes rather than

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linear technocratic ones, raising the importance of politics and power to transition paths (Avelino & Wittmayer, 2019). These foundations are not limited to material factors; ideas about technologies, their distribution and their future trajectories are reproduced in specific institutions and infrastructures, which then develop their own path dependent characteristics (Sovacool & Dwarkin, 2014). The micro- and meso-foundations (ideational and material) of transitions research have remained under-developed to date (Kivimaa et al., 2018). This research addresses these theoretical gaps by investigating the co-constitutive micro (individual), meso (community and firm behaviour), and macro (national) scales of energy democracy in Canada, focusing attention on how the three elements (structure, power and ideas) contribute to just energy transitions.

This research is vital because a shift to increased energy democracy—with diverse gendered, racial and class interests at the table —is likely to bring with it significant conflict over the goals and means of an energy transition; however radical climate action is unlikely without it, as this diversity increases innovative capacities, experiences, ensuring decisions are less likely to be based on groupthink and powerful incumbent actors (Burke & Stephens 2017). Energy transition scholars have identified that variations in the radical potential of social, solidarity and third sector economies exist and that researchers need to address more fully the specific contributions, practices and strategies at play empirically as well as theoretically (Avelino & Wittmayer, 2019). Wide variation in the firm-level motivations, structures, activities and the transformative potential of projects exists across jurisdictions (Horstink et al., 2020). Furthermore, government policies to encourage civic participation are designed primarily to build social support for state goals and reinforce elite interests rather than challenge them as hoped. As a result, forms of citizen-led energy can entail a very weak form of shared ownership of a project or public consultation, rather than transformative systemic change. Failure to achieve transformative change can happen when local financial or logistical support is lacking and initiatives are crowded out by more powerful actors in policy lobbying, but it can also arise from a neglect of pre-existing social and political cleavages in society around issues of race, class and gender. In postcolonial settings like New Zealand and Canada, the conception of communities and their relationship to resources is especially fraught and contested. Indigenous peoples have much to add to a more critical reading of the opportunities presented for participation in a more democratized energy system (Bargh, 2012).

Five key questions grouped around structure, power and ideas emerge out of the energy transitions scholarship:
1. Questions of structure: What kinds of democratic institutional innovations are taking place in Canada as part social or solidarity economies? What form are they taking, how diverse are the actors, and what needs are they meeting?
2. Questions of power: What is the relationship (co-operative or conflictual) between these institutional alternatives and incumbent policy and industry actors? What strategies are being employed by ED initiatives to meet their goals?
3. A question of ideas: What new norms and ideas about energy systems, participatory economies and democratic innovation do these ED initiatives represent?

This research is both timely and innovative, as research into the practices and impacts of energy democracy is in its infancy in Canada. Basic data gathering outlining the contours of emergent institutional forms is far behind the work being pursued by European scholars. Over the past decade, MacArthur has been progressively seeking to fill data gaps in the field, first with her study of Canadian electricity co-operatives 2006-2012 (MacArthur 2016), and then with her work on mapping the New Zealand Community power sector (2015-2020) (Berka, MacArthur, & Gonnelli 2020). Others have also been analysing and characterizing the sector in recent years so opportunities for collaboration, research network development and data sharing to create a robust dataset are emerging (Brisbois 2019; McMurtry & Tarhan 2019). This research will be the first to examine energy democracy (rather than co-operatives, for example) at a national level in Canada and will integrate findings into the rapidly growing international theoretical and empirical literature

on energy democracy and just climate transitions (MacArthur 2014; MacArthur et al. 2020).

Dr. Jaigris Hodson, Tier 2 Chair in Digital Communication in the Public Interest
The online spread of science-related misinformation is one of the drivers behind issues such as the recent measles epidemic or climate change denial and is a threat to the public interest. Drawing from cultural capital theories, a social-ecological model, and user experience literature, this research addresses the online spread of science and research-related misinformation. Hodson's work aims to uncover how relational factors, ritual, and emotion influence people's choices of what scientific information and misinformation to engage with. This research will create an increased understanding of best practices and barriers to science communication in the face of digital misinformation flows.

Context

The spread of scientific misinformation on online platforms is a major factor in social problems such as the recent measles outbreaks in the western world (Gesser-Edelsburg et al., 2019), and may also contribute to a lack of action on climate change. In fact, in a recent book, Vaidhyanathan has gone as far as to call Facebook a "disinformation machine" (2017, p. 175). While researchers are currently using algorithmic methods to examine how misinformation travels online and how specific content and influencers can make some information go viral (Song & Gruzd, 2017), there is widespread agreement that algorithmic approaches are not enough to address growing issues of misinformation flows (Bechmann et al., 2018). Thus a transdisciplinary approach is needed to understand this issue, so that 1) professional communicators can design science-related information to make it more likely to be shared, accessed, and trusted by the public; 2) policymakers can create policies to guide platform development in ways that support better scientific information sharing; and 3) individuals can understand the drivers that influence their own information consumption habits, so they can better understand their own tendencies and reflect on what is and is not working for them. This program of research will employ user focused research: psychometric survey design and focus group interviews as a formative assessment, followed by direct user testing using experience design methods, principally diary study, card sort, and concurrent eye-tracking with think-aloud protocol. Adopting a mixed methods approach allows for a nuanced and context-rich understanding of what is, in essence a complex and multi-dimensional issue.

The need for this research, both in Canada and internationally, is clear for three important reasons: First, there is a pressing need for more user focused, small scale social media research. As identified in the *2017 Social Media and Society Workshop on Data Governance* and articulated again in the *2018 Social Media and Society Plenary Panel*, the tightening of platform regulations on independent research as well as the growing presence of bots or bad actors on social networks has resulted in a sea change for social media research. Whereas algorithmic analysis of social media data used to be considered the best way to understand social media activity, now researchers are beginning to point to the importance of methods that directly address user behavior (Bechmann, Bruns, Gruzd, Quinn, & Rogers, 2018). User experience methodologies, and specifically the methods developed by the CRC nominee, can be exceptionally useful in this area, as discussed later in this proposal (Hodson & Traynor, 2018).

Second, there is a growing focus, both academically and in the popular press, on the problem of online misinformation and the role that social media plays in its spread. Social platforms like Twitter and Facebook have been implicated in the spread of misinformation in relation to, for example, recent measles outbreaks (Gesser-Edelsburg et. al., 2019), or climate change (Cook and Lewandowsky, 2016). As a result, these platforms have begun to express interest (in the forms of RFPs and collaboration with researchers, see neimanlab.org for example) in understanding how to address the spread of online misinformation. This research program could thus play a significant role in both academic and also professional understanding of why people share online science-related misinformation.

Finally, the effective spread of scientific information to the public has been shown to be essential to democratic engagement, since it helps to create an informed and participatory public (Stilgoe & Wilsdon, 2014). However, scientific communication often continues to operate via a model of information deficit, which positions the public as ignorant and in need of education (Simis et. al., 2016). Online social networks and digital communication platforms such as Twitter, Facebook and YouTube offer the potential to change the dominant information deficit model of science communication, since their affordances favor dialogic or two-way networked communication (Hodson, Dale, & Clifton-Ross, 2019). However, while recent research shows the strength of participatory platforms for spreading science communication, we still see the rise of malicious misinformation leading to the spread of inaccurate science (Bessi et. al., 2015; Del Vicario et. al., 2016), coupled with the online harassment of marginalized and diverse researchers (Hodson et. al., 2018). The rise of malicious misinformation is, in part, due to the unique nature of spreadable media. Social media platforms have resulted in unparalleled information flow between many different and often disparate publics (Tahkteyev, Gruzd & Wellman, 2012). Despite this, their very strength may also be a key challenge for the sharing of accurate scientific information on these platforms. In other words, the very affordances (Halpern & Gibbs, 2013) that make it possible for anyone to contribute and share information on social media have also led to a media environment where information overload, or what some call "filter failure" is an issue (Shirky, 2008). Complicating the issue, the important fact that information, particularly scientific information, is neither neutral nor non-contested (Lubchenko, 2017). People may have very good reasons to mistrust scientific information, and algorithmic filtering does not begin to address the human factors driving this distrust. Furthermore, the question of who can stand as a scientific authority is a very real barrier for diverse individuals who wish to communicate their research online (Hodson et. al, 2018) To understand the human drivers behind online information flows, a context-specific understanding of the lived experiences of people who share research and scientific related information online (both researchers, and the public who engage with online sources of scientific information) is needed. The user-based study of information producers and intermediaries is an emerging field in the study of digital science communication.

With an abundance of online information available, individuals and platforms develop strategies to prevent information overload (Koroleva & Röhler, 2012). Strategies for filtering an abundance of online information include the adoption of both top-down (platform content curation/algorithmic filtering) and bottom-up (user based habits, behaviors and norms) strategies. Top down mechanisms stem from the platforms themselves and consist of algorithms that filter the content users see in their social media feeds. These filters usually tend to support the economic needs of the social media companies, aiming to curate content that holds user attention in order to provide a desirable space for advertising (Vaihyanathan, 2018). Bottom up methods are developed organically by users themselves and involve user-generated hashtags to find and sort information (Bruns, 2018) as well as cross-posting content from one platform to another, or the use of email or instant messaging to share content outside the platforms themselves (Lim, Lu, Chen & Kan, 2015).

Both top-down and bottom-up information filtering strategies rely in part on individual liking and sharing behaviors. The platform algorithms that automatically filter information do so in such a way as to deliver people more of what they already like or share (Vaihyanathan, 2018), and in the act of deciding what to share with others, particularly across platforms, individuals also make their own content curation choices (Harsin, 2015). As such, to understand how scientific or research information, and related scientific misinformation is spread online, it is important to conduct research on personal, emotional, and social factors that drive or curtail online information sharing behaviors. This research will thus look at four related questions:
   1. *What kind of scientific information do people share with each other on various online platforms including social media, email, and text messages (SMS)?*
   2. *Why do people share some types of scientific information and not others?*
   3. *What are the barriers to the spread of research related or scientific information online?*
   4. *What approaches can help people to engage more with accurate research and scientific information?*

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

Prasad's CRC commenced in December 2016. While encountering challenging conditions extending from the global pandemic during the latter part of the Chair's tenure, he undertook a robust research program in the area of critical management studies broadly and diaspora entrepreneurs specifically. His research program offered a set of important contributions to the field's ongoing debates on entrepreneurship, gender and diversity in organizations, and interpretive methods. Prasad's research program culminated in two books, three dozen journal articles and book chapters, and multiple other forms of research output.

In the proposed CRC renewal, Prasad will study the nexus between class privilege and social inequality through education. To do so, he will conduct exercises inspired by critical pedagogy with socio-economically elite students at universities in in the Global South. The intent will be to invoke reflexivity among students about their own class privilege. These exercises will prompt students to consider how they relate to those involved with cleaning toilets—among the most culturally denigrated of dirty work. Using the empirical findings from the exercises, the overarching aim of this study will be to identify pedagogical trajectories for redressing social inequality in the Global South.

Context

On January 18th, 2019, the corpse of a sixteen-year-old domestic servant who had been working for an affluent family in Lahore, Pakistan was found in a local canal. The police investigation that followed the recovery of the body revealed that the girl had been beaten to death. The name of the child maid was Uzma. One might wonder about the circumstances that led Uzma to be met with such a fatal sentence. Uzma's unforgivable crime was taking a single morsel of food from the plate of the daughter of the family for whom she served as a child maid (Khan, 2019).

This single case raises timely debates about class and inequality that imperviously govern social relations in Pakistan (Zulfiqar, 2019)—as well as in many other regions of the Global South (e.g., Alamgir & Cairns, 2015; Millar, 2014; Ozkazanc-Pan, 2019; Wasdani & Prasad, 2020). More directly, Uzma's murder speaks to, what Judith Butler (2004) has demarcated between, lives that matter and lives that are expendable within the current functioning of neoliberal capitalism. Indeed, the social hierarchies that are institutionalized by neoliberal capitalism values different lives differently (Fotaki & Prasad, 2015). Positing this idea within the domain of labour, this case asks us to consider the questions: Who, by the conditions of life wholly beyond their control, must undertake the dirtiest and the most stigmatized of work? And, equally, who as a matter of birthright, ought to be precluded from doing such work? It is from these unsettling questions that this research program will take its analytical departure.

In this proposed research program, I will study questions of class-based social inequality that foreground Uzma's case. I will adopt the late Joan Acker's (2006, p. 444) definition of class-based social inequality to describe it as those "enduring and systematic differences in access to and control over resources for provisioning and survival." Although such resources may take on myriad, culturally-situated forms, they most commonly appear as the material wealth—or its closely related derivatives—that structures individuals into different spheres of socio-economic classes (Scully et al., 2018). Notwithstanding the fact that this structuring is a case of social production, Pierre Bourdieu (1984) reminds us that, over time, socio-economic classes—and the privileges, if any, associated with them—are read as being natural, immutable and, therefore, unproblematic.

The nexus between class and inequality has been largely underexamined in the field of organization studies (Amis et al., 2018)—especially when compared to the robust efforts with which scholars have scrutinized other constitutive facets of inequality, such as gender or race (Bapuji et al., 2020; Prasad, 2018). To study

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the nexus between class and inequality, I will conduct a set of exercises with students at prestigious business schools located in select countries in the Global South with the specific intent of invoking reflexivity on the students' own class privilege (Cunliffe, 2002; Dyer & Hurd, 2016). These exercises will prompt students of elite socio-economic backgrounds to consider how they relate to workers who do dirty work involving toilet cleaning—namely, those individuals doing what is among the most culturally stigmatized of work in the community in which they reside.

Using the findings from the exercises, in the proposed research program, I will explore two questions. First, I will make sense of how class privilege is discursively and intersubjectively enacted by elite students attending business schools in different Global South contexts. To do so, I ask: *What are the identity-making processes by which elite students make sense of self and other and, in doing so, reproduce social inequality?* Second, I will offer a pedagogical intervention into the reifying practices that construct social inequality. To do so, I ask: *What are the possibilities for reflexivity in educational settings to disrupt, or otherwise undo, the cultural taken-for-grantedness of class privilege?* On the latter question, I will set out to determine whether reflexivity would prompt socio-economically elite students to problematize their own class privilege as an outcome of their interactions with culturally stigmatized others (read: toilet cleaners). Class privilege, which is the corollary of social inequality in its multitude of cultural manifestations, is especially corrosive if left unquestioned in business schools for, as my colleague and I have observed elsewhere, its impact inevitably appears in managerial practice and organizational cultures (Fotaki & Prasad, 2015).

Dr. George Veletsianos, Tier 2 Chair in Innovative Learning & Technology
The first five years of George Veletsianos' CRC research program focused on making sense of learners' and scholars' online experiences, practices, and participation by focusing on social media and Massive Open Online Courses (MOOCs) environments. Research outcomes and applications of his work fall into the following four themes:

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

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

III. Methodological pluralism. Veletsianos founded the Digital Learning and Social Media Research Group to

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

IV. Identity and social media participation. Veletsianos' CRC research has also explored issues of identity and online activity. His research has investigated the influence of matters of identity on students and academics' personal and professional participation on social media and its implications for teaching, learning, and scholarship. Veletsianos and colleagues theorized that expressions of identity online can be understood as a collection of what they have termed Acceptable Identity Fragments. According to the theory they developed, individuals (a) shape their participation online in ways that they believe are acceptable to their audiences (e.g., peers, students, employers, family), (b) view their participation as a direct expression of their identity, and (c) feel that this expression represents only a small fragment of their larger sense of self.

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

Dr. Phillip Vannini, Tier 2 Chair in Innovative Learning & Public Ethnography
In his first five-year term as a CRC, Dr. Phillip Vannini's research focused on the lifestyles of people who live off the grid. Gathering stories and experiences from people across Canada, Vannini explored such themes as the conflict between a world that is increasingly more dependent on power and a future that relies less on massive power delivery systems. Vannini was renewed for a second five-year CRC term in 2016. The goal of the research agenda in this second term is to re-envision the relation between ethnographic writing and contemporary ethnographic filmmaking in light of the current possibilities offered by advances in non-representational research strategies and the affordances of new digital audio-visual technologies. To achieve this goal, Vannini is conducting a public ethnographic study that will contribute not only to our understanding of ethnography writ large, public ethnography, and ethnographic film, but also to academic and popular knowledge on the subject matter of wilderness. Dominant popular images and practices of wilderness are informed by discourses that essentialize wilderness as an asocial reality and "pristine" landscape somehow devoid of culture.

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

Along with the CRC project, Vannini was also funded through a SSHRC Insight Grant for the project *Natural, Wild, Canadian: An Ethnography of Canada's World Heritage Natural Sites*. The research examined the construction of nature at Canada's Natural World Heritage Sites. The project aims to describe and understand how natures are enacted in Canada's World Heritage Natural Sites through writing and a

documentary film inspired by contemporary thinking and empirical knowledge on nature, wilderness, wildness, and natural heritage and therefore contribute to the interdisciplinary literature on this subject across the cultural and social sciences. Vannini's journeys for both the CRC and SSHRC project will be chronicled in a book and film titled, *In pursuit of wild*.

Ashoka Research Chair

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

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

The Ashoka Research Chair in Research Effectiveness will provide a platform to link and build upon this base with new research and engagement within the Ashoka U network as resources permit. For example, the Chair could:
- contribute to Ashoka U's research and impact measurement efforts by further developing and sharing the conceptual framework, tools and methods for assessing the quality and effectiveness of change-oriented research;
- contribute to sessions on research design and assessment at Ashoka Exchanges;
- contribute to building a research effectiveness community of practice across the Ashoka Changemaker Campus network; and
- collaborate on outcome/impact evaluation case studies on select Ashoka research projects.

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

Commonwealth of Learning Research Chair

Dr. George Veletsianos, Faculty of Social and Applied Science

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

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

Undergirding our understanding of flexibility, however, is an implicit assumption that all learners benefit from educational innovations in similar ways (Veletsianos & Houlden, 2019[1]). Veletsianos' ongoing investigation into this topic indicates that what is flexible for some is inflexible for others, and that women face significant obstacles to taking advantage of flexible learning opportunities. For instance, some women's studies are interrupted by caregiving responsibilities (e.g., childrearing or looking after the elderly) that remain unchanged when women commence or continue studies, or by bearing the responsibility for unpaid household work. What these obstacles reveal is that flexibility is not just determined by learning design, but that it is highly dependent on a learner's subject position and their roles beyond that of student. Such a perspective is aligned with the Commonwealth of Learning's (COL) recognition that access to learning alone is not enough, and that indeed it is necessary to strive for *equitable* access.

Toward this end, there is a need to improve our understanding and practice of flexibility. As the COL chair, Veletsianos' research asks the following question: What are, and how can the underlying social barriers that dissuade or limit individuals' greater participation in higher education in general, and flexible education in particular, be ameliorated? By operationalizing flexible learning as online learning that is amenable to occur at anytime from anywhere, the goals of this work are to:
- interrogate the claim that online learning supports individuals' ability to learn anywhere at anytime,
- draw inferences from learners' experiences with learning anywhere at anytime,
- delineate the tensions that arise from such flexible learning opportunities and differentiate between the tensions that various subject positions face,
- investigate the ways women approach their online studies, including strategies and lifestyle adjustments, and
- probe the degree to which opportunities to take advantage of anywhere, anytime online learning reflects broader socioeconomic and sociocultural divides, with emphasis on gender and the ways that gender operates in different communities.

Intended outputs, outcomes, and impacts will directly contribute to UN Sustainable Development Goal 4, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." Overall outcomes are a greater understanding of, and solutions that contribute to, flexibility and women's learning experiences being better supported and sustained. Intended impacts relate to the reduction of gender inequities and disparities in ODL as well as an increase in the number of women participating in education. Outcomes and impacts will directly impact women. Indirectly they will also

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

benefit other populations (including under-served and under-represented groups), as a refined, gender-responsive, and more equitable approach to flexible learning may benefit all learners. The cross-cutting impact of this research therefore will lead to increased female and male enrolment in higher education and increased completion rates when studying through flexible learning modes.

2020-2021 Research Activity

The 2020-21 fiscal year saw a dramatic increase in the number of research proposals worked on, submitted, and funding. During the year, the Office of Research Services was involved in the development of ~217 proposals (164 with faculty; 52 with students; and 1 for the research support fund). In comparison, in *2019-20 the total number of proposals worked on was 141; in 2018-19 the number of proposals worked on was 126; and in 2017-18 the number of proposals worked on was 120.* Proposals were submitted to funders such as the Tri-Agencies, Mitacs, Heritage Canada, Vancouver Foundation, Michael Smith Health Service Foundation, BC Cancer Agency, WorkSafe BC, and Natural Resources Canada, to name just a few.

A total of 105 new projects (57 by faculty, 47 by students, and 1 by the Office of Research Services) had their first year of funding in 2020-21. This was also a significant increase from 2019-20 where there were 49 projects that had their first year of funding in 2019-20 and about the same number as in 2018-19. Just over $4million was received in deferred funding compared to under $3 million in previous years.

A total of $360,000 was awarded to approximately 100 internally funded research projects. This is higher than the previous year by almost $100,000 thanks to a new internal grant funded by the Ministry of Health, and by the SSHRC Institutional Grant. These projects included seed funding for pilot projects, and funds to hire research assistants.

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

Knowledge mobilization and translation (research dissemination)

Faculty continue to mobilize and disseminate their research, and this continued through 2020 during COVID-19. In 2020, a total of six books were authored/co-authored/edited/co-edited by faculty; 43 chapters published in various books; 64 articles published in peer-reviewed journals; and 114 presentations and keynote addresses given. In comparison, in 2019, a total of five books were authored/co-authored/edited/co-edited by faculty; 24 chapters published in various books; 59 articles published in peer-reviewed journals; and 196 presentations and keynote addresses given. Three year rolling averages show the following growth in dissemination from 2017 through 2019: four books authored/co-authored/edited/co-edited; 26 chapters published in various books; 58 articles published in peer reviewed journals; and 142 presentations and keynote addresses given. In comparison, for the three years of 2016 through 2018, the three-year rolling averages showed a total of five books authored/co-authored/edited/co-edited; 27 chapters published in various books; 45 articles published in peer reviewed journals; and 106 presentations and keynote addresses given.

Research Spotlight - Faculty

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

Realizing a carbon neutral economy: A new governance framework
Dr. Ann Dale, School of Environment and Sustainability (funded by Social Science and Humanities Research Council of Canada)
Reports from the Intergovernmental Panel on Climate Change (IPCC, 2018) and the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services Global Report on Biodiversity and Ecosystem Services (2019) have issued alarming warnings about the continuing viability of human systems. The former warns that unless we limit our greenhouse gas warming to 1.5 degrees in 12 years, we will face catastrophic collapse. The panel states that avoiding collapse requires transforming the world economy at a speed and scale that has no documented historic precedent. They warn that we are now at the stage where this will only happen with political will. The biodiversity report warns that nature is in its worst shape in human history and we are facing accelerating species loss at a rate ten of hundreds of times faster than in the past. Both reports show climate pollution and biodiversity loss represent two of the most critical imperatives of modern society. It is no longer about creating enabling conditions for change but rather, intentionally leading the necessary changes and deliberatively intervening in current development paths.

This research builds on a 7-year climate change adaptation and mitigation project that examined local climate action initiatives in 11 community case studies in BC. Our research identified the critical role that multi-level governance can play in transformative change in current development paths and identified the need to embed new institutional arrangements into existing government systems to avoid back-sliding with changes in political leadership. A dramatic example is the federal climate plan, the Canadian Framework on Clean Growth and Climate Change, well received by critics and the provinces, but since then, with electoral changes, four provinces have fought the federal government on implementing a carbon tax, though the majority of economists and climate scientists have argued it is one of the most efficient ways to change societal and economic behavioural paths. Given the reports, we argue that the desired transformation of current development paths to a carbon neutral economy must be dramatically accelerated; this can only happen by fundamental transformation of Canada's current government arrangements to a coordinated, multi-level governance model, which engages and coordinates governments at all levels, and civil society.

The goal is to explore what new multi-level governance arrangements must be instituted in Canada to move to a carbon neutral society by 2030, 2040 and 2050. Our research question is: What are the governance and complementary institutional arrangements that need to be put in place in Canada to realize a carbon neutral economy by 2050, recognizing that achieving this goal will involve working across levels of government and with the for-profit, non-profit and community sectors? Objectives are to: synthesize and adapt scholarly governance frameworks; develop and analyze case studies on responses to global crises; assess Canada's climate actions & sustainability strategies; determine needed governance & institutional capacities; develop a framework for monitoring progress; and mobilize knowledge.

We will analyze cases where Canadian governments have responded to pressing environmental, security and public health challenges with government and non-government partners. The research will link and ground proposed governance innovations with concrete practices and possibilities of public administration: 'machinery of government' considerations, coordinating mechanisms and strategies with and across governments, and a multi-faceted portfolio of policy instruments. We will identify policy and institutional changes to be made by 2030 and 2040 and alternative development paths.

Testing impactful successions at scale
Dr. Heather Hachigian, School of Business (funded by Vancouver Foundation)
Local "main street" businesses are a critical part of community infrastructure throughout BC and being lost at an alarming rate. In 2018, it was estimated that over 700,000 Canadian small businesses risked closing within 10 years due to demographic ageing and structural issues in the market. The pandemic and digitization of the economy are accelerating this hollowing out of local, community businesses. Retiring or tired owners are often unable to find local buyers and face the hard choice of closing or selling at a discount to large, distant buyers. Research tells us this drains wealth from communities, with significant and detrimental impacts on local employment, local control of assets, and provision of critical goods and services.

The non-profit sector is often left to fill gaps, generating employment, providing goods and services and fostering community connection. But years of short-term and project-based funding have left non-profits vulnerable, and the pandemic is exacerbating these challenges. More non-profits are looking to social enterprise as a response, but this is often a risky path. The prevailing approach has been to launch new enterprises, which often take years to realize financial returns and have higher failure rates versus acquiring an operating business.

We see the potential for a scalable approach to address this confluence of challenges, maintaining critical local businesses while growing an empowered non-profit sector. Many successful social enterprise models share characteristics with thousands of succession-ready local businesses such as cafes and landscaping, catering, cleaning and construction services. These businesses often create decent, flexible employment with adequate margins, build community connection, and are unlikely to be replaced in a digital economy. What if non-profits and communities could acquire and convert businesses with strategic community value into social enterprises, at scale?

Our research and experience tell us this could be a transformative model,
and that the time is ripe to test. Despite its potential, this acquisition pathway is rarely contemplated. The parts of this system that we believe hold the barriers to community acquisitions and wealth building in place include:
• lack of awareness of non-profit acquisition as an option
• lack of capacity to source, acquire & operate existing enterprise
• culture of risk intolerance & discomfort for blending small business and non-profits
• legal systems that prioritize private over community ownership
• lack of financing tools to assist non-profits to acquire & operate enterprises
• lack of policy framework that supports transfer of assets for community wealth

This project proposes to test a new model to shift succession-ready small businesses to communities that have a direct stake in their continued operation, manage these

COVID 19: Leading through the COVID-19 crisis: An action research study
Dr. Elizabeth Hartney, School of Leadership Studies (funded by Social Science and Humanities Research Council of Canada)
The COVID-19 pandemic is an unprecedented health crisis of global proportions, and its chaotic impact on the Canadian health system, and subsequently, on Canada as a whole, has clearly revealed just how unprepared the health system is to effectively respond to this, and future health crises. Yet ironically, it can be a catalyst to allow dedicated, ethical healthcare leaders to exercise the kind and form of leadership that is needed to co-create a modern, people-centred (Cole et al, 2020) and relationship-centred (Van Aerde, 2015) system of care, that truly responds to the needs of today's citizens.

The goal of the proposed project is to define leadership practices that should be employed to re-imagine and re-build our future health and social care system, during and after the COVID-19 pandemic. The objectives of the project are: (1) to determine what leadership practices participants (Canadian health leaders) have implemented that have been effective (or contrarily, ineffective) in dealing with the COVID 19 crisis; (2) To explore how effective leadership practices during the COVID-19 pandemic differ from pre-crisis leadership practices; and (3) to identify what leadership practices can be leveraged to create the desired health and care system of the future.

This project will use an action research methodology. Members of CHLNet are uniquely positioned to provide insights into innovative practices in addressing the numerous challenges posed by the COVID-19 pandemic. Action research will enable the research team to collect real time data on the responses of healthcare leaders to the unfolding crisis, and to document their adaptation, refinement, and development through the phases of the COVID-19 pandemic. It will also allow a highly collaborative approach to the creation of new knowledge. Methods to collect data will include either: a 20 to 30-minute telephone/video interview audio recorded with a member of the sub Research Team (i.e. not the Principal Investigator or Co-investigators); or journaling individual storyteller thoughts confidentially in a word file for submission. Data will be collected and analyzed in both official languages, and knowledge products will be produced in English and French.

As an action research project, this research will provide immediate social benefit through health leadership improvements, as well as long term applicability to better prepare leaders for future COVID-19 waves, other pandemics, and other healthcare crises, across the Canadian health system and beyond. Benefits to students and new researchers include paid opportunities for a Research Associate and a Post-Doctoral Researcher (which we will be applying for a Mitacs fellowship to support). We have an initial audience of the CHLNet membership of health leaders, spanning out through their professional networks at universities, health authorities, and professional associations, all of which will be provided with opportunities for knowledge exchange events. We will initiate a rapid knowledge dissemination approach, through webinars, podcasts, blog posts, and newletters, all of which are currently available through both CHLNet and Royal Roads University. In addition, this will be disseminated more broadly through conferences, such as the Canadian Health Leadership Conference, and internationally, through the International Leadership Conference. We will also disseminate the data through publications. The findings will appeal to academics studying leadership and leaders working within health systems alike.

A new glass ceiling: The impact of online harassment on research innovation and public education workers
Dr. Jaigris Hodson, Canada Research Chair, College of Interdisciplinary Studies (funded by Social Science and Humanities Research Council of Canada)
In a time where COVID-19 has accelerated the digital transformation of work, those who work in knowledge-intensive industries face new challenges navigating sometimes harsh and non-inclusive online landscapes. For workers who conduct research or public education in particular, they must not only use digital technologies in the course of connecting with their work, but also need to use social media technologies like Facebook, Twitter, YouTube, Zoom, Instagram and LinkedIn, among others, to share the outputs of their work with the public. This double dose of digital activity in the workplace: as they use digital technologies both to conduct work and also communicate it -- puts research and public education workers at increased risk of harassment. Thus it is on this issue that we wish to focus for our Knowledge Synthesis Project. In the proposed project, we will engage in a systematic and thorough review of existing academic, grey and policy-related material to answer the following questions:

1. What does the current academic and grey literature suggest are best practices for protecting knowledge workers in research and public education work from online harassment?
2. What are the consequences for employee engagement when researchers and public education workers experience harassment; how does the experience of harassment impact community in a (now) digital work place? And 2b. What are the consequences identified in the literature for diversity and inclusion, when employees in the knowledge economy (particularly research and public education workers) experience online harassment?
3. Which organizations and institutions have implemented policies to protect or support workers from online abuse? How efficacious have these policies been? What can we learn from publicly shared data on these policies? And 3b. Given the trends in the literature and existing policies, what immediate steps do Canadian researchers/public educators, their employers, and policy makers need to take in order to support innovation, knowledge mobilization, and collaboration in an increasingly digital knowledge economy?

While there are reasons to be optimistic about the potential positive impacts of digital technology for making research and public education work more efficient, more flexible, or more open (Mewburn & Thomson, 2013), there are still key vulnerabilities inherent in being a digitally connected worker, particularly when your job involves the public communication of science. This is especially true for research and public education workers who are racialized, transgender, disabled, and precariously employed (Gosse et al., 2019, Houlden et al., 2020). This project thus will conduct an interdisciplinary and broad scope literature search to ensure that all aspects of this issue are considered, and key opportunities and gaps are revealed. Project deliverables include a 40-page report, policy brief, project website, social media communication, webinars, professional presentations, and academic conference presentations. Through these outputs, we intend to reach a broad audience of key stakeholders, scholars, and policy makers who are well-positioned to address the problem of online harassment for workers in research and public education. By supporting these workers in particular, we increase our capacity to handle misinformation, and we increase innovation, because the support of research and public education workers means support for free, diverse, and open information.

Improving WASH for healthcare facilities and women's health: Testing the STREAMS approach in Malawi
Dr. Sean Irwin, School of Business (funded by the Fund for Innovation and Transformation)
Malawi is often referred to as the "Warm Heart of Africa" for its safety, beauty, and kindness of its people. Although small (98th largest in the world) and densely populated (25th in the world), it is rich in both cultural and ecological diversity (NSO, 2018). However, Malawi faces significant economic and human development challenges. Globally, it is the third poorest and tenth most food insecure country (World Bank, 2021; EIU, 2019). Approximately 85% of people live in rural areas, depending on agriculture for subsistence livelihoods. Over 50% of Malawians live in poverty, 20% in extreme poverty (World Bank, 2021).

Malawian women face particularly acute challenges and disadvantages. Malawi is a highly patriarchal society. Social roles and norms for women perpetuate their marginalization. Women not only face drastic inequities in employment, education, and health care, but frequently suffer discrimination, domestic violence and exploitation (UN Women, 2019). Research has shown that this can lead to early marriage, teenage pregnancy, low literacy, acquisition of sexually transmitted infections, low self-esteem, and overall social disempowerment (Malongo & Mwale, 2019). People with disabilities and members of other marginalized groups (e.g. LGBTQ+ and those who suffer from albinism) are similarly disenfranchised.

Further complicating development and women's empowerment in Malawi is a health system that often lacks safe and effective water, sanitation, and hygiene (WASH) systems, putting patients and staff at heightened risk for healthcare associated infections (HCAIs) and medical complications. The situation

disproportionately affects women; Malawi has one of the highest neonatal and maternal mortality rates in the world, with over 20% of cases attributed to sepsis alone (WaterAid, 2020). This situation further complicates the provision of safe and effective healthcare by eroding public confidence in the health system. Sadly, the key missing component is often not infrastructure, but effective maintenance, usage, and related education and training – the elements of sustainability.

In the district of Rumphi, where the testing of our innovation will take place, the human development challenges mirror those of Malawi as a whole. The district, in the northern region of the country, is home to 230,000 people and is mostly rural and agrarian (NSO, 2018). Approximately 53% of the population lives in poverty and access to safe and effective health facilities and WASH is limited. Gender-based injustice is heavily entrenched in the region, including gender-based violence (Malongo & Mwale, 2019). However, like the federal Malawian government, the Rumphi district government has begun to recognize and attempt to address gender-based inequities. A district gender officer is in place (Vincent Luhanga – a member of our project team) and collaboration on women's empowerment projects is emphasized (as evidenced by their support for this project).

To quote USAID's Global Waters publication, "Sustainable services remain a daunting challenge in the water, sanitation, and hygiene (WASH) sector." (USAID, 2020). As focus shifts to the importance of WASH in HCFs, the issue of sustainability looms large and has not been effectively addressed. In addition to programs providing WASH infrastructure to HCFs, there have been two significant efforts to address behaviour change and sustainability. Save the Children, with funding from USAID, developed the Clean Clinic Approach (CCA), and the WHO developed the WASH Facility Improvement Tool (WASH FIT). Both involve engaging existing facility staff, action plans and a process of continuous improvement. However, both approaches lack external support needed for training, capacity to address more complex challenges (including hardware issues), and oversight required for sustainability. On the health side, there have been a few programs that provided district level supportive supervision of WASH behaviours and practices at the facility level that have demonstrated success (Subramaniam, 2018). However, these supportive supervision initiatives do not provide hardware infrastructure support. In Malawi, efforts have begun to improve quality of care, but no specific programs are in place to address WASH systems, nor sustainability.

Our innovation, STREAMS – Systems, TRaining, Empowerment And Monitoring Support – is designed to address the gaps identified above by melding two approaches - supportive supervision, developed to provide support through the health system, and the circuit rider methodology, developed to support community WASH systems. The STREAMS approach emerged from extensive research and real-world experience, and was co-created by DRI, TI, our local partners, and the government and HCFs of Rumphi district, Malawi. The voices of female managers, staff, and patients obtained from our assessment regarding their barriers to WASH and HCFs were carefully considered in the design of STREAMS. STREAMS consists of four key components addressed at each facility by two groups of circuit riders (roving technical experts):

● *Systems*: proper operation and maintenance of WASH system functionality (boreholes, pipes, tanks, toilets and latrines, pits and septic systems, menstrual hygiene facilities, incinerators, sharps 4 disposal, and placenta pits) through *preventative* maintenance, timely provision of repairs, and regular water quality testing;

● *Training*: ongoing training of HCF staff on basic operation and maintenance of WASH systems, proper IPC practices, hygiene, cleaning, and waste management, and how to improve gender equity in WASH and healthcare systems;

● *Empowerment*: Guiding and coaching HCF managers and staff on effective staff management practices, such as provision of clear job descriptions and job aides (e.g. checklists, instructions, and

guidelines), and conducting regular performance reviews, thereby empowering managers and staff to take ownership of their roles, strive for continual improvement, generate pride in the work, and erode power asymmetries, particularly between female and male staff; and

● *Monitoring*: Routine data collection on WASH system functionality, maintenance activity, cleaning and hygiene practices, and HCF staff behaviors and attitudes for continuous quality improvement, learning, and feeding into decisions about the health system at large. Data is collected in a streamlined manner digitally on tablets or mobile phones. Facilities will be scored based on the data input, weighted by priority. Facilities will be able to see their own scores, and those of other facilities around them. This provides a frame of reference and introduces a bit of healthy competition. Delivery of STREAMS at each facility is carried out by two Circuit Riders (CRs) working collaboratively: the Technical Circuit Rider and the Quality of Care Circuit Rider.

COVID-19 as an urgent call for commitment to women's resilience and empowerment: A participatory action research project with vulnerable women in Uganda
Dr. Shelley Jones, College of Interdisciplinary Studies (funded by Social Science and Humanities Research Council of Canada)
Covid-19 has had catastrophic financial implications for the women in the most vulnerable sections of the labour force -- service, manufacturing, small shops, and informal labour - in Low Income Countries (LICs), such as Uganda, through loss or drastic reduction of their incomes (Grown, 2020; CARE, 2020; Guterres, 2020; Lewis, 2020; Qasim, 2020). In response, this project will explore, in partnership with women themselves new approaches to positioning themselves in the economy. The research question this project addresses is: What are the resources (human, material, financial, educational) that women in Uganda and other Low Income Countries (LICs) require to increase their power, choice, and participation in the economy so that they are better able to withstand and survive economic vulnerabilities such as those that the current Covid-19 pandemic has presented? The goal of this project is to develop and pilot a contextually- and culturally-responsive Resiliency and Empowerment Framework (REF) (adaptable to diverse global contexts) that will support Ugandan women to self-inventory their skills, knowledge, abilities, and experiences as well as identify and access resources (e.g., human, educational, financial) they require. The REF will be used to support the participants' creation of their own, personal multi-stage resiliency and empowerment plans (REPs).

The objectives are to support the participants to 1) critically assess and attribute value to their personal skills, knowledge, and experiences; 2) identify resources (e.g., human, material, financial, educational) required to improve their economic situations and afford opportunities for the future; 3) create personal, multi-stage REPs; 4) activate the initial stage of their REPs; 5) reflect upon and share learnings from their REPs.

The participants will benefit from becoming aware of and accessing the networks and instruments of support (e.g., NGOs, government agencies, policies, programs, laws) that exist for them, as well as creating networks of support they can build for and with each other. Participants in this study are 13 Ugandan women who have been a part of a longitudinal study begun in 2004 that has explored the impact of secondary schooling on their lives. this will be the fifth stage of the study. I will work in partnership with the Tekera Resource Centre (TRC), a community-based NGO in Uganda (founded in 2005) which is committed to community-based, participatory, locally-managed services and enterprises that promote the enhanced well-being and self-sufficiency of the local population. TRC is well-aligned ideologically and geographically to support this proposed project; reciprocally, this project will enable TRC to expand its programming in support of women locally, as well as share new approaches piloted through this project with other NGOs and agencies through the REF.

The project collaborator, Daniel Ahimbisibwe, is the Operations Manager of TRC and has been integral to the organization's success and longevity. Daniel has worked in close collaboration with me in the capacity of research assistant for the past 16 years on my longitudinal research project of which the participants in this project have been a part. Daniel knows the participants very well, understands implicitly their challenges, achievements, vulnerabilities, and potential and has earned the participants' trust and respect. A feminist, narrative, participatory action methodological approach will be untaken to conduct this research, and I will use a theoretical framing that draws upon the capabilities approach (Sen, 2000; Nussbarum, 2003) and empowerment (Cornwall, 2016, 2018; Kabeer, 1995, 2005, 2011).

The application of machine learning algorithm to SRO's fraud detection and fine prediction
Dr. Mark Lokanan, School of Business (funded by Social Science and Humanities Research Council of Canada)
The Mutual Funds Dealers Association of Canada (MFDA) is a self regulating oversight institution that is responsible to regulate and police the Canadian mutual fund industry as it relates to the sale of mutual funds. Of late, the MFDA has been accused of light touch regulation for its failure to litigate and prosecute mutual fund dealers who peddle investments and other cases of financial misconduct. Central to these concerns are issues related to fraud detection and inconsistent application of financial penalties for rule violations. All of this is to say that the MFDA has not been successful in having a deterrent effect due to weak fraud detection and inconsistent application of financial penalties.

These concerns have led to calls for a self regulatory organization (SRO) framework that would work to enhanced investors' protection and to streamline the investment industry regulatory regime. To heed these calls, the Canadian Securities Administrators (CSA) in June of 2020 released the "CSA Consultation Paper 25402 Consultation on the Self Regulatory Organization Framework" seeking input from relevant stakeholders to review the current regulatory framework of the Investment Industry Regulatory Organization of Canada (IIROC) and the MFDA. A key part of the consultation is to examine the existing framework of IIROC and the MFDA to create a single more powerful SRO that would work to enhance investors' protection. Given that the MFDA is the oversight body for certain aspects of market operations, this study will employ machine learning algorithms to evaluate the MFDA's ability to detect the probability of fraud before they occur and to ensure that penalties imposed for rule violations are proportionate to the harm caused to investors.

The proposed study makes several important contributions to the literature on financial market regulation. First, in the context of regulatory enforcement, machine learning algorithms can be leveraged to reduce false positives and improve fraud detection and consistencies in the application of fines. Fraud detection can be more effective when machine learning can be used to build algorithms that can receive input data and use statistical analysis to predict the probability of fraud from new entries.

Second, the application of inconsistent fines has been a problem for SROs operating in the securities industry. One of the issues is that MFDA's hearing panels rely on precedents to set fines; but, quite often, the material facts of the cases are fundamentally different, which leads to inconsistencies in fines levied on registered representatives. Improvement in computing technology has made it possible to build new analytical techniques that can increase the accuracy in the imposition of fines. The objective here is to add some science to the fine imposition process and build an end to end solution that is capable of predicting fines imposed on MFDA's registered representatives. The ultimate goal is to build a supervised predictive machine learning model that will help regulators to make data driven decisions to predict the proportionate fines for offenses.

Third, the study has the potential to provide new insights and inform the current consultation process on SRO reforms. Successful self regulation in Canadian finance is important because government regulation is so completely ineffective. Canada is unique in having its "patchwork" system of inept provincial regulators. It is also notable for lax criminal enforcement for crime in the sector. As such, there is a clear need to better understand the efficacy of SROs in the face of enforcement of securities fraud and transgression in financial markets/securities trading in Canada.

Challenging and reimagining 'Humanitarian Innovation': Power, inequity, and cultural invasion
Dr. Athena Madan, School of Humanitarian Studies (funded by ELRHA) and with Olaolu Adelaye, Ajnesh Prasad, and Julie MacArthur
The overall aims of this work will: (a) interrogate how colonialism manifests itself in humanitarian innovation models and (b) find out what other philosophies exist around creative problem solving / innovation. To achieve this, our methodology will take up a comparative, cased-based analysis1 and produce three outputs separate to the final report:

- **first**, a literature review about the knowledge base constituting scaling up practises in humanitarian innovation and innovation support, with alternate conceptualisations of innovation;
- **second**, an environmental scan of local knowledges or key actors (n=12, or 3 per target country) demonstrating highly relevant, high-impact, locally-based, and culturally relevant innovations from the countries desired to be prioritised in the Call: we propose and can meet the DRCongo, Guatemala, Indonesia, and the Philippines, as per page 6 of the TOR; and,
- **third**, upon consultation with Elrha / CLIP, we will pick *one* high-impact innovator *per country* to conduct qualitative interviews (n=4) for 4 case studies illustrating alternate conceptualisations of / approaches to innovation, and common "ingredients of success" fostering innovations or innovation practises in low-resource settings. Interviews will be conducted remotely (using Skype, Messenger, Zoom, or WhatsApp) and in either French, English, Spanish, or Tagalog.

As per a decolonial philosophy, interviewed innovators and students will be encouraged and assisted to contribute to the final writing of the report, and any publication manuscript will be sought to be made open access.

COVID-19: Investigation into stress adaptation for K-12 teachers during the pandemic
Dr. Wendy Rowe, School of Leadership Studies & Dr. Jennifer Walinga, School of Communication and Culture (funded by Social Science and Humanities Research Council of Canada)
The research will investigate how K-12 teachers are coping with the stress of COVID-19 and its impact on their professional roles, on narratives of reaction and coping, and locating instances where strategies of adaptation were adopted to transform the stressful situation into resiliency, recovery and thriving. The researchers will partner with B.C. School District 62 (SD62) on Vancouver Island to ask the question: How are K-12 teachers coping and adapting to the changes in their professional teaching roles in response to workplace disruptions created by the COVID-19 pandemic?

The investigators argue that working professionals who are successful in navigating stressful and challenging work environments transition through a process of reaction, adjustment, recovery, and strategic action, to experience a sense of thriving and well being. Thriving is defined as personal sustainable energy, learning, and growth, resulting in a positive impact in the workplace, in the face of adversity, crisis or stressful conditions (Gerbasi et al., 2015; Spreitzer et al., 2005, 2012). Thriving professionals distinguish themselves by acknowledging and adapting their emotional reactions, reframing the challenge as opportunity for learning, taking a systems perspective, problem solving and taking action collaboratively, attending to individual well being and generating beneficial outcomes for organization and others. Thriving professionals

tend to exhibit confidence, have a personal sense of power and empowerment, and are noticeably more "we" oriented.

The researchers adopt a mixed methods action research approach to the study based on a framework articulated by Piggot-Irvine and Zornes (2016) involving six phases: 1) preparation; 2) reconnaissance; 3) data collection and analysis; 4) interpretation and review; 5) report achievements, recommendations, knowledge mobilization; and 6) continued action for improvement. At each stage, learning will be shared with SD62 for their participation in subsequent stages and for SD62 development of teacher resources. An anonymous survey will be sent by SD62 to all 1000 K-12 teachers in the district. Teachers will also be invited to participate in a one-on-one interview, developed using the Walinga and Rowe (2013) stress transformation theory, to explore six domains: emotional reactions, systems framing, collaborative problem solving, action taking strategies, learning and growth, and outcomes for others.

The significance of this research to the educational system and SD62 will be in learning more about the impact of the COVID-19 situation on the personal and work lives of their teachers, and how they might, as a school district, support them to cope and potentially thrive, despite challenging demands. The deleterious impact of COVID-19 on the school teaching and learning environment will continue well into fall 2020 and into 2021(e.g. staggered classrooms, social distancing at school, on line learning for part of the curriculum, etc.) to create a "new normal". Through this study SD62 will have an opportunity to learn how to better support all educators over the coming year and to promote better health, wellness, growth and development of the teachers to deliver successful ongoing learning environments for their students. The results of the study will translate into coaching and mentoring supports for teachers in the district, as well as new strategies, policies, and practices across the school district.

Public health and emergency management response to gender-based violence during the COVID-19 pandemic in Canada: A case study
Dr. Jean Slick, School of Humanitarian Studies (funded by Canadian Women's Foundation)
In response to the emergence of a novel coronavirus in late 2019 that quickly became a global threat and in the absence of a vaccine, countries implemented an array of non-pharmaceutical interventions (NPIs) to protect population health. The indirect and ripple effects of the NPI measures have been consequential for the population as a whole and have negatively impacted some populations more than others. One of the indirect effects of some of the mitigation measures (e.g., "lockdown") has been an increase in GBV and the severity of the violence (Women and Gender Equality Canada, n.d.; Women's Shelters Canada, 2020). These effects are not unexpected, as an increase in GBV in disaster contexts including pandemics is widely recognized (Enarson et al., 2018; Peterman et al., 2020). However, despite advancements in knowledge about social vulnerability and the gendered impacts of disasters, including the increase in GBV, emergency management policy and practice often takes a gender-neutral approach, which can create further harm (Enarson et al., 2018). A gender sensitive perspective in emergency management practice, including pandemic planning and response, also needs to incorporate an intersectional approach as other dimensions of identity, including race, class, and ethnicity contribute to gender experience as well as social vulnerability (Bolin & Kurtz, 2018; Hankivsky & Kapilashrami, 2020).

The response to the pandemic has required a whole of society as well as whole of government response. The system of response to an event like the pandemic is best characterized as a multi-organizational response network (Kreps & Bosworth, 2007). Within this network, there are four distinct organizational types, with differences between types based on the degree to which organizational structure and tasks remain the same or change during a response. Type 1 organizations, which are called established, have a formal mandate for response. The lead agency for a response can vary depending on the nature of the hazard. While public health is the primary lead for the pandemic response, emergency management

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organizations (EMOs) have also played a role in the response, and both public health and emergency management legislation have been enacted to support the response effort. While the primary focus of these organizations has been on mitigating the threat of the COVID-19, the broader response effort has also needed to address indirect and ripple effects. In this regard, both federal and provincial/territorial governments have implemented a range of other initiatives (e.g., economic supports), some of which were focused on addressing the increase in GBV during the pandemic. For example, the Government of Canada provided $100 million in emergency funding to organizations working with those experiencing GBV (Women and Gender Equality Canada, n.d.). However, many of these types of responses were emergent, rather than being part of a formal response plan, as the current pandemic has been an unprecedented event.

Additionally, Type 1 organizations play a role in advancing preparedness within their communities as well as in coordinating the efforts of other types of actors engaged in the response effort. Research has shown that formal connections established between different types of organizations during disaster preparedness supports effective collaboration during response (Kapucu & Hu, 2016). However, a previous study found that there were gaps in EMOs knowledge about social high-risk populations, as well as limited relationships between EMOs and organizations serving these populations (Canadian Red Cross, 2007). The study also found that these organizations had gaps in their own preparedness and business continuity planning efforts, and they were not confident that EMOs were prepared to meet the needs of vulnerable and high-risk populations during disasters. Women and children affected by GBV are one type of high-risk population. Thus, there is a need to advance knowledge of EMOs about the gendered impacts of disasters, the increase of GBV during disasters, as well as a need to advance the state of relationships between EMOs and organizations supporting women and children affected by GBV (Chandan, et al., 2020; Enerson et al., 2018).

The purpose of this case study is to advance knowledge about:
- how the gendered impacts of pandemics and an increase in GBV were reflected in Canadian pandemic preparedness plans and response actions, and
- the status of relationships between the formal system of response to the pandemic and organizations that support socially vulnerable populations, including women and children affected by GBV.

The findings of this study will be compared to previous research on EMO relationships with high-risk populations (Canadian Red Cross, 2007), as well as what is known about best practice. Recommendations will be offered to address identified gaps.

The specific objectives of the study are to learn about (a) the level of knowledge of provincial, territorial, and local public health and EMO officials about the gendered impacts of disasters, including the increase in GBV during the COVID-19 pandemic and other types of disasters; (b) the nature of relationships between the public health and EMOs, and organizations supporting socially vulnerable populations, including women and children affected by GBV both prior to and during the pandemic, and (c) how federal, provincial, territorial, and local governments responded to the increase in GBV during the COVID-19 pandemic.

The research questions guiding this study are:
1. What attention to social vulnerability, including gender and specifically GBV, is reflected in Canadian federal, provincial, and territorial pandemic preparedness and emergency management plans?
2. What relationships did provincial, territorial, and local public health and EMOs have with organizations that support socially vulnerable groups, including women and children who experience GBV, both prior to and during the pandemic?
3. How has government response to the pandemic addressed the increase in gender-based violence?
   a. What was the level situational awareness of different actors about the impacts of the pandemic on GBV and how did this change over time?

b. What actions were taken respond to the potential for and actual increase in GBV during the pandemic?

4. What actions are needed to strengthen public health and EMO's capacity to prepare for and respond to the gender-based impacts of disasters and specifically the secondary effect of an increase in GBV?

Response, reflection and resilience building in the Canadian sport system amidst COVID-19
Dr. Jennifer Walinga, School of Communication and Culture (funded by Social Science and Humanities Research Council of Canada)
This project elucidates structural and systemic gaps and identify opportunities within Canadian sport institutes and governing bodies in relation to the COVID-19 crisis response. Sport provides a rich empirical setting to elaborate and illuminate some of the basic tenets of institutional, organizational communication, and knowledge management theory and practice. The sport field can be used to extend institutional theory and institutional theory can direct research in sport to questions of institutional change and organizational field dynamics (Hoye & Parent, 2016). From their review of institutional theory, Greenwood and colleagues offer five key elements or tenets of institutional theory: isomorphism, institutionalization, legitimacy, organizational fields, institutional logics, and institutional change that are relevant in sport organizations facing the challenges posed by COVID-19 (Greenwood et al., 2008a, Greenwood et al., 2008b). The COVID-19 pandemic has impacted sport across Canada at all levels and in all contexts, beginning with the closure of sports fields and clubs to prevent infection (Sportsnet.ca, March 2020), and peaking with the Canadian Olympic Committee's bold decision to withdraw from the Olympics in order to prevent athletes from risking infection through continued training (National Post, March 2020). Leaders of Canadian sport organizations and governing bodies are reeling from the impact of the pandemic and the possibility that sport as we know it may never return (CCES, 2020).

Canada's sport leaders, united through the Canadian Olympic and Paralympic Sport Institute Network (COPSIN), are grappling with how to protect the health and well-being of both their employees and athletes during the pandemic. Discussions have focused on how best to return to play and competition, while facing a new reality that requires a total rethinking of sport policy and practice (Strashin, 2020). What can we learn from COVID-19's impact on sport, and the response efforts put forth by Canadian Sport Institutes and Olympic governing bodies, that will help to enhance the resilience of sport in Canada and enhance sport experience and delivery into the future?

This study therefore proposes to:
1. Shed light on the early impact of COVID-19 on sport institutes and governing bodies in Canada and reveal key gaps, opportunities, and learnings that can enhance sport operations and delivery in Canada well into the future.
2. Build knowledge on strategies for managing recovery efforts which will have positive implications for operational excellence overall and create a more sustainable organization.
3. Acknowledge those who emerge as most at risk under crisis scenarios (i.e. women in sport) and develop strategies to build resilience and sustainability into programs for at risk populations.
4. Build resilience to handle later waves of the pandemic as well as other emergencies by acknowledging systemic gaps in organizational operations within the sport system (channels, systems, procedures, policies, processes), and developing more effective, efficient and sustainable practices and structures going forward.
5. Share learning throughout the partner organization (COPSIN) and beyond to associated sport organizations and governing bodies across the Canadian sport system.
6. Provide an organizational repository of data, knowledge and resources for sport leaders as they navigate the uncertain waters of the pandemic both in real time and into the future.

Fostering organizational learning across the Canadian sport system through leadership and mentorship development

Dr. Jennifer Walinga, School of Communication and Culture (funded by Social Science and Humanities Research Council of Canada)

Humanity is increasingly facing political, environmental, cultural and organizational leadership challenges. Sport acts as a rich environment for the study of optimal human, team, and organizational performance and thus has the potential to offer blueprints for effective human and social leadership processes, structures, and systems. Democratic processes, leadership, and communication are important for sport governance and organizational health and performance, but the conceptual interrelationships are poorly understood (Kikulis et al., 1992; Kikulis, Slack, & Hinings, 1995). Values-Based leadership offers a positive model for sport by encouraging innovation through collaboration, agency through clarity, and growth through opportunity resulting in increased productivity by the organization (Chammas & Hernandez, 2019; Walinga & Rowe, 2013). High performance sport offers a unique opportunity to study the intersection between human capacity and organizational processes, structures and systems; therefore, the goal of the study is to inform the design of effective Values Based leadership and mentorship development programming for sport leaders from across the network of Canadian sport institutes and centers.

In 2020, the LEAD leadership and mentorship development program was introduced by Own the Podium, Canada's high-performance sport funding and technical support agency. Own the Podium offers support to National Sport Organizations through integrated teams of sport science, medicine, management professionals accessed through Canada's seven sport institutes and centers. As well, Own the Podium strives to offer sport innovation, research and development. LEAD was designed to equip sport science leaders with the leadership knowledge, skills, and practice to foster a high-performance culture, enhance the daily training environment, and contribute to optimal performance in sport, not only in terms of sport performance outcomes, but also in terms of optimal organizational learning and practice. In particular, LEAD works to educate sport science leaders in individual, team and organizational health and performance skills including mentoring, communication, collaboration, culture building, and change facilitation. It is the larger goal of this study to trace the impact of leadership development on organizational learning and effectiveness in sport.

This study applies a Participatory Action Research (PAR) framework to review and refine the LEAD program as a model for leadership development across the sport system in Canada. In this way, OTP and the Canadian sport institutes and centers will act as both partners and co-researchers in the study aiming to:

1. Understand the leadership needs, challenges, strengths, and opportunities within the Canadian sport system.
2. Trace the effects of the LEAD leadership development program on key leadership, mentorship and organizational health indicators across the Canadian sport institutes and centers
3. Recommend refinements to the LEAD leadership and mentorship development program.
4. Build knowledge of Values-Based leadership and mentorship best practice and development strategies within the Canadian sport system for managing change efforts, addressing inequalities, and building personal and operational effectiveness and resilience amidst challenges of uncertainty, pressure, and constraint in real time and into the future.
5. Share knowledge gained from the research with sport practitioners and partners across the Canadian sport system (Sport Canada, Canadian Olympic Committee, Canadian Paralympic Committee, Sport for Life, Canadian Center for Ethics in Sport, Coaching Association of Canada, Canadian Women and Sport), the wider public sector, and relevant academic audiences.

Research Spotlight – Students

From exploitation to education to efficacy: The experiences of Indigenous women
Ginelle Giacomin, Doctor of Social Sciences
There appears to be a significant gap surrounding educational interventions for sexually exploited women, particularly Indigenous women who are also parenting. This study seeks to fill these knowledge gaps and begin the conversation on ways to provide effective intervention and education. Focusing on the lived experiences of parental efficacy, this study uses Indigenous Research Methods, guided by a community Elder. This study involves students of The Ndinawe Child and Youth Care Certificate Program; a post-secondary education program for sexually exploited individuals in Winnipeg, Manitoba. The aim is to explore and share the successes of this program and share it with other communities as they work to support women who have experienced sexual exploitation to transition into legitimate employment, while being positive parents for their children.

Deepening Connections: Uncovering ordinary opportunities to nurture with nature in the city
Stephanie Aleksiuk, Master of Arts in Environmental Education and Communication
In a time of ecological crises, children are contending with complex environmental problems they may lack the emotional maturity to handle. Although research suggests that developing a strong connection to the natural world is beneficial for emotional well-being, learning, and developing pro-environmental behaviour, children today spend less time in nature than their parents' generation did. How, then, can elementary school teachers in Calgary be supported to deepen their students' connection to the natural world for the mutual benefit of students, teachers, and planet?

There are teachers in Calgary who regularly find opportunities to engage in learning with their students in nearby natural environments. Others understand the benefits of doing so but lack training and experience. This study will support teachers to guide their students toward a deeper connection to the natural world by discovering and highlighting practical and locally relevant ways others have found to do this work. In this applied research study, I will use narrative inquiry to conduct in-depth interviews with, and observations of five teachers who regularly take learning outdoors. I will incorporate the results into my own practice as an environmental educator and into the creation of a professional development workshop to present at the Calgary City Teachers' Convention. Additionally, I will create and maintain a website wherein teachers can find and share inspiration for taking learning outside.

Developing a deep connection to the natural world will serve as a lifelong resource for children and teachers contending with a world altered by the effects of climate change. It may also be the means by which we contribute to the healing of an ailing planet.

Disaster response and mental health: Working towards mental well-being for volunteers
Donna Coleman, Master of Arts in Disaster and Emergency Management
Disasters and emergencies are frequently happening around the world. The people who respond to these events are often volunteers. Volunteers, whether they are affiliated or non-affiliated, are vital to disaster and emergency response. Though they are essential, volunteers often do not receive support from the organizations they belong to in regards to mental health and well-being. The lack of support led to the question: what strategies can best support the resilience and well-being of volunteer disaster responders?

More research is needed to understand resilience and support those responding to these difficult situations. Scholars have noted the research on responders to disasters and emergencies is lacking. Not only is research needed, but a tool needs to be implemented to help volunteers. The proposed research will use a mix-methods approach to discover the essential points and disseminate it into a useful teaching tool for organizations. The research proposed uses a mixed-methods approach. A survey of random, experienced

Canadian-based response organizations will be sent to discover the support they already have in place. Interviews will be conducted with volunteers to hear and understand their needs. Discussions with psychosocial experts will occur to find the best practice available for these organizations. This information will then be disseminated to present a training tool available for organizations to deploy to better care for their volunteers. The training will be appropriate to use for new and experienced volunteers who have responded to encourage better mental well-being for volunteers.

A Nation-to-Nation Conversation: Managing complex international border issues impacting Indigenous communities
Christina Comeau, Master of Arts in Leadership
This action research study proposed to investigate a framework for the conduct of Nation-to-Nation conversations by examining one instance of a critical and complex situation. Action research aligns well with decolonized methodology and is well suited to bring people together to explore an issue that is important to them (Bradbury, 2015; Kovach, 2009; Smith, 2012).

The Mohawks of Akwasasne First Nation (MAFN) resident on Cornwall island, and their off-island family, friends, and commercial clients, cannot access or depart their island without transitioning through either the Canadian port of entry to the North (Cornwall, ON) or the United States port of entry to the South ()Massena, NY). The social, psychological, and economic strain caused by up to 10,000 border crossing per resident per year presents a complex challenge to reconciliation and high operating cost to government (Caron, 2017; Dyck & Patterson, 2016).

The Canadian Borer Security Agency (CBSA) has shown interest in addressing the Akwasasne situation specifically and leveraging any potential learnings to address similar challenges elsewhere. The researcher, an experienced practitioner and certified professional facilitator, facilitated a prior stakeholder engagement with CBSA and MAFN and has a positive relationship with the stakeholders.
Objectives: 1) Establish a bi-cultural framework for Nation-to-Nation conversation. 2) Bring the Federal government and MAFN into a dialogue on the resolution of international border issues at Cornwall/Massena. 3) Identify how the framework can be adapted to support other Nation-to-Nation conversations in Canada.

Thematic analysis will focus on the foundational work and key activities that enabled bi-cultural dialogue, decision making, and sustainable strategies for change.

Experiences of Indigenous Women and Two-Spirit in Ceremony
Barbra Horsefall, Master of Arts in Conflict Analysis and Management
Gender roles have changed for Indigenous people since colonization. Western society is male-dominated hierarchical, and patriarchal (Lugones, 2007, p.187). Post-colonization, women and two-spirit people are at the bottom of the hierarchy of social order. "Many contemporary Aboriginal thinkers are convinced that, historically, the destruction of social sphere began with the rearrangement of gender roles in Aboriginal societies and the devaluation of women" (Wesley-Esquimaux & Smolewski, 2004, p.47). In contextually responsive ways Ceremonial protocol has been reshaped by colonial influence, impacting the traditional roles of women and Two-Spirits, creating negative experiences, displacement, and confusion within current Indigenous ceremony among many nations and traditions. While traditional ceremonies continue to be practices, modern-day Indigenous men have now become the dominant visible holders of ceremonial knowledge while women and Two-Spirits have lost their places as those who hold unique and important roles within ceremony. Using an Indigenous research paradigm, this research will examine how current Indigenous women and Two-Spirit's experiences in traditional ceremonies within southern Alberta impact their feelings of safety, inclusion, and sense of place? The study will weave history, participant experience, and myself-in-relation to generate common themes that will be explored using Ann Archibald's (2008)

Storywork method. The intended outcome of this study is two-fold; to challenge Indigenous people to rethink current gender roles by considering the experiences of women and Two-Spirits in ceremony; and to empower women and Two-Spirits to leverage those new stories to reclaim their original gender roles and find their place within ceremony.

Social Shift: Social Media's Effects on Human Connection and Depression
Matt Howlett, Master of Arts in Professional Communication
According to the World Health Organization, depression is the leading cause of disability worldwide and more than 300 million people (4% of the global population) are suffering from it. Empiric research does suggest that social media and depression are linked, but the details of that connection have not been sufficiently researched. Through a digital survey of social media users, a content analysis of these users' posts and their respective engagement metrics, and the creation of an analytics algorithm, I aim to investigate the link between the two. Specifically, I plan to better understand how the human needs of love and belonging (Maslow's hierarchy) re met through social media usage and explore if/how the reliance on these platforms is affecting users' abilities to connect with others and have this need met, since negative effects would lead to varying levels of depression. Ultimately, I aim to provide insightful information that can lead to predictive, management and/or preventative solutions.

The transmission of queer narratives in the Canadian context
Kaschelle Thiessen, Master of Arts in Professional Communication
I aim to study how historical narratives of gender and sexually diverse (GSD) Canadians are transmitted and inform a place-based sense of self in order to understand how knowledge of local histories impacts political organizing. The objectives of my Master's Thesis in Professional Communications are: To better understand the implications of historical knowledge on GSD identity formation, and to consider the impacts of a place-based sense of identity on activism. Data from focus groups, topical interviews and anonymous questionnaires will be critically analyzed through inductive coding and theming, allowing for identification of common and/or divergent narratives.

Queer people seldom share our identities with our parents; we are driven to seek our stories outside our families of origin. Through my work in GSD serving organizations, I observed queer Canadians reference stories from the United States – Canadian narratives are conspicuously absent. As a curator for '69 Positions, an archival exhibition examining queer lives, event attendees expressed surprise that Canada has its own history of GSD activism and resistance and expressed a desire to better understand their roots.

Where and how are Canadian GSD histories and what is the impact of that knowledge on identity formation and activism? Understanding this could allow the creation of strategies which enable organizers to more effectively organize against homo- and transphobic rhetoric while Royal Road's blended model of practical and academic learning provides me with the opportunity to do research which strives to produce practical answers to theoretical questions of identity and emancipation.

2020-2021 Student Research Awards

Award Type	Number of Recipients	Funding Amount
SSHRC Doctoral Fellowships	3	$90,000
Tri Agency Canada Graduate Scholarship Masters	9	$116,665
CIHR Fellowships	2	$20,500
Mitacs Accelerate Fellowships	9	$171,375
Mitacs Global Link Fellowships	16	$96,000
Total received in student research awards	**39**	**$494,540**

Research Ethics

The Office of Research Ethics supports the RRU Research Ethics Board (REB), and provides education and awareness around research integrity and academic integrity and misconduct. The REB is comprised of 26 members; most have doctoral degrees, and one is a community member. The ethics review process is delegated, with minimal risk research generally being reviewed by one REB member on behalf of the full board. Enhanced review processes are in place for research involving vulnerable participants (including children and youth), which require review by a minimum of two REB members, and the wider REB if necessary. The REB meets at regular intervals.

In FY2020-21, the REB reviewed a total of 505 new ethics applications. There are currently 113 active faculty projects for which ethics approval is in place, and 43 active course-wide ethics approvals. RRU has joined Research Ethics BC (REBC), and is now part of the Provincial Research Ethics Platform (PREP) for multijurisdictional research, hosted in UBC's RISe system.

The Office of Research Ethics is also a member of Canadian Association of Research Ethics Boards (CAREB). In FY2020-21, the office (which consists of two staff members) conducted 25 presentations to student cohorts and responded to hundreds of email inquiries from students, faculty, and staff. The office provides ongoing support to students and faculty at all stages of their research, covering conflict of interest, FOI/POP, handling sensitive data, use of the RRU logo, research permits/ licenses, research involving animals, and other REBs and liaison.

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

The following is a listing of student, faculty and staff research ethics applications in FY2020-21 with a COVID-19 focus, to offer some timely highlights of research and scholarship at RRU:

Student Research
1. Huma Ali, MA Leadership, *Exploring the wellbeing of an emergency physician during the COVID19 pandemic*
2. Shradha Arora, Master of Global Management, *Impact of Covid-19 on Banking Industry*
3. Jennifer Arp, MA International and Intercultural Communication, *COVID-19 communications to non-English speakers in Toronto*
4. Raymond Belmonte, MA Environment and Management, *Examining the Effect Of COVID-19 On the Pro-Environmental Behaviours Of Vancouver Households*

5. Mandeep Chhatwal, MA Tourism Management, *Tackling Impacts of COVID-19 on Hotel Industry*
6. Heidi Clay, MA Leadership*, Enhancing the Visitor Experience when entering Grand River Hospital during the Covid-19 Pandemic*
7. Melissa Giles, MA Leadership, *Fostering Collaboration Among Rent Bank Providers During COVID19*
8. Ritu Jacob, Master of Business Administration, *Strategic Marketing Plan post COVID-19 – Ramada by Wyndham Niagara/Fallsview*
9. Sandra Palmaro, MA Global Leadership, *Community: COVID-19 Sheds Light on New Possibilities*
10. Puneet Puneet, Master of Global Management, *Impact of COVID-19 on the usage of public and private transportation in Victoria*
11. Amit Sachdeva, MA Tourism Management, *The New Normal In Air Travel – Post COVID19*
12. Neha Sharma, Master of Global Management, *Impact Of COVID On International Students Pursuing Their Internship in the MGM Jan 2019 Cohort*
13. Shweta Sharma, Master of Global Management, *The impact COVID-19 had on customer retention in the Canadian Banking Industry*
14. Harpreet Singh, Master of Global Management, *Impact of Covid-19 on Consumers shopping Behavior (specifically in grocery stores)*
15. Tejpal Sysan, Master of Global Management, *The transformation of Canadian Retail Industry due to COVID*
16. Rohit Tagala, Master of Global Management, *How can waste management technique help Tim Horton's to financially curb the effects of covid-19*

Faculty/Staff Research
1. Liton Furukawa, Postdoctoral Researcher, *Beyond COVID-19: infusing interactive multi-sensory physical movements*
2. Elizabeth Hartney, Adjunct Professor, *Leading Through the COVID-19 Crisis: An Action Research Study*
3. Shelley Jones, Faculty, College of Interdisciplinary Studies, *COVID-19 as an urgent call for commitment to women's resilience and empowerment: A participatory action research project with vulnerable women in Uganda*
4. Chaseten Remillard and Zhenyi Li, Faculty, School of Communication and Culture, *Unmasking the Pandemic: Self, Other, and the Mask as a Visual Signifier of CoVid-19*
5. Wendy Rowe and Jennifer Walinga, Faculty, School of Leadership Studies and School of Communication and Culture, *COVID-19 Investigation into Stress Adaptation for K-12 Teachers During the Pandemic*
6. Jean Slick, Faculty, School of Humanitarian Studies, *COVID-19 in Long-term Care Settings in Canada*
7. Jean Slick, Faculty, School of Humanitarian Studies, *Physical distancing policies and their effects on the epidemiology of COVID-19: A multi-national comparative study*
8. Eugene Thomlinson, Faculty, School of Tourism and Hospitality Management, *Diversifying Coffee Farms through Tourism: Dealing with COVID*
9. Michael Young, Faculty, School of Humanitarian Studies, *The Impact of COVID-19 on Health Care and Justice Services to Homeless Persons with Concurrent Disorders: A pilot study in the city of Victoria, BC*

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