Board of Governors - Open Session

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

Executive:
Cheryl Eason
Susan Gee
Pedro Márquez
Veronica Thompson

Guests:
Alejandro Campos-Garcia

Administration:
Drew Duncan
Ashley Richards (recording)

March 17, 2022 08:30 AM

Agenda Topic	Presenter	Time	Page
1. Call to Order and Welcome	Chan	08:30 AM-08:33 AM	
2. Approval of the Agenda	Chan	08:33 AM-08:34 AM	
MOTION: That the agenda be approved as distributed.			
3. Approval of the Minutes	Chan	08:34 AM-08:35 AM	4
MOTION: That the minutes of the open session of the 14 December 2021 Board of Governors meeting be approved as distributed.			
4. Report from the President	Steenkamp	08:35 AM-08:50 AM	
For information			

SPECIAL BUSINESS

CONSENT AGENDA   Chan

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

16. Adjournment of Open Session

15-minute break

DRAFT

Board of Governors
MINUTES OF THE OPEN SESSION

14 December 2021
Learning and Innovation Centre, Centre for Dialogue and Via Zoom

PRESENT	
Board:	**Administration:**
Philip Steenkamp, President & Vice-Chancellor	Cheryl Eason
Nelson Chan, Board Chair & Chancellor	Susan Gee
Christina Benty	Pedro Márquez
Dave Byng	Veronica Thompson
Bruce Donaldson	Drew Duncan
Monique Gray Smith	Ashley Richards (recording)
Geoff Pearce	
Dave Saunders	**Guests**:
Lori Simcox	Ali Blyth
	Pam D'souza
	Shelley Jones
	Todd Thexton
Regrets	
Dranna Andrews-Brown	
David Black	
Kathleen Burton	

1.   Call to Order and Welcome – 8:34 a.m.

Board Chair, Nelson Chan, welcomed members and acknowledged the Xwsepsum (Esquimalt) and Lekwungen (Songhees) ancestors and families on whose traditional lands the university sits.

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. None were declared.

The chair noted that the open session of the board of governors meeting is being livestreamed and provided remarks on the following topics:

- **Welcome** – The meeting marked nearly two years to the day since the board last met in person. The chair expressed sincere appreciation to the RRU community.

- **Convocation** – Was held virtually on November 19, 2021. The chair reflected on the honorary doctorate recipients, Butch Dick and Lillian Howard, and extended his thanks to Asma-na-hi Antoine, Director of Indigenous Engagement, for taking Dr. Howard's parchment to her family in Vancouver.

- **RRU Service Celebration –** Was held virtually on December 2, 2021. The chair celebrated all long-serving employees and thanked Governor Andrews-Brown for 10 years of service to RRU.

2.   Approval of the Agenda

The chair asked members if there was anything on the Consent Agenda that they felt should be moved into the regular agenda. There being nothing, the question was called, and the motion **carried**.

MOTION (Donaldson/Byng)
That the agenda be approved as distributed.

CARRIED

3.   Approval of the Minutes

MOTION (Saunders/Steenkamp)
That the minutes of the open session of the 7 October 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:

- **Thank You to RRU Community**: P. Steenkamp thanked board members, students, staff, faculty, and associate faculty for demonstrating RRU's values throughout the pandemic.
- **Return to Campus:**. The RRU community has been returning to work over last few months and has been piloting blended work arrangements. RRU will continue be vigilant as things develop with the Omicron variant of COVID-19.
- **Convocation** – P. Steenkamp thanked everyone who put together the virtual convocation and paid tribute to honorary doctorate recipients, Dr.'s Butch Dick and Lillian Howard.
- **RRU/University of Victoria (UVic) Joint Meeting** – UVic's president and executive team visited RRU for a joint executive meeting and discussed various ways both institutions could collaborate. A similar meeting will be set up with Camosun College. RRU is working collaboratively with both institutions on the proposal for a new West Shore.
- **Universities Canada** – RRU is active on the Universities Canada platform and recently attended a virtual mission to Vietnam, laying the basis for a future in-person visit. Vietnam is an identified new market for RRU.
- **International Student Support** – RRU is working closely with the Federal government in advocating for international students. The government has extended eligibility for postgraduate work permits to August 2022 for students studying online outside Canada.

SPECIAL BUSINESS

5.   Spotlight on the University – Common Foundations

President Steenkamp welcomed guests Shelley Jones, professor and head of undergraduate programs in the College of Interdisciplinary Studies, and Todd Thexton, assistant professor and

Director of the School of Business, who were in attendance to present on the Common Foundations curriculum. Veronica Thompson, Vice-President Academic and Provost, shared that the transformational and innovative curriculum is almost ready and will be launched at RRU in September 2023 and then move to the West Shore campus in September 2024.

Common Foundations is RRU's own first- and second-year undergraduate program, which will feed into the existing third- and fourth-year undergraduate programs. The curriculum is structured around challenge-based learning to address issues of current day. Learning is broken into a number of phases: challenge; engagement; action; and reflection. The structure of the curriculum is designed to showcase how different disciplines contribute towards understanding of the sustainable development goals. The curriculum will build a bigger community for undergraduate students and a more fulsome educational experience.

Members were impressed by the presentation and encouraged continued engagement with business leaders in the community to maintain insight on the future needs of the work force, as well as continued connection with local Indigenous communities. Members shared their personal educational stories. Alignment with the sustainable goals was appreciated and members would like an update on this program again in a few years.

6.   RRU Communications Profile Update

Susan Gee, acting Vice-President Communications and Advancement, gave a brief overview on the restructuring of her team into two separate areas: university communications and digital communications. Pamela D'souza, Communications Manager, and Ali Blythe, Digital Experience Manager, were in attendance to provide further update.

P. D'souza shared that Communications covers Enterprise, media, internal communications, as well as news and Story Exchange. The Story Exchange was developed as a system to capture and tell stories about RRU and since it launched in November 2020, 354 stories have been published. The number of stories per month has increased 65% from 2020 to 2021. News views on the website increased 67% in 2021, as all stories shared via social media link back to the website. The stories represented highlight RRU's values and programs, as well as evoke sense of place.

A. Blythe outlined that Digital Communications is responsible for RRU's website, video content and social media accounts. He shared milestones and noted that prior to the pandemic a digital strategy was already being implemented. In February 2021, new social collaboration and management tools were launched with Marketing. Communications has been responsible for raising RRU's profile and RRU reached 57 million people on social media in 2021, with LinkedIn being the most utilized site by followers.

Members expressed their admiration of the work done by both sides of the Communications team and expressed interest in having this presentation annually.

REPORTS FROM COMMITTEES

7.   Report from the Program and Research Council

   7..1   Report from the Chair

           The council met on November 18, 2021. Members discussed postsecondary and
           workplace trends, how they might influence decisions or programming, and possible
           implications for the postsecondary world as things move beyond the pandemic. The
           council chair noted that there is a government-initiated review on degree quality
           assessment to address approval timelines and that RRU is providing feedback on the
           review. The second part of the meeting was devoted to Academic Council and the
           School Advisory Chairs, who meet annually to share insights on the postsecondary
           sector as it relates to job markets and informs all programs, including Common
           Foundations. PRC welcomed two new members to their first meeting, Piet Langstraat
           and Brenda Schoepp. Longstanding PRC member, Mary Collins, has also agreed to a final
           1-year extension. PRC will meet next on March 3, 2022.

   7.2   New Program Approvals from Academic Council

           The Graduate Certificate in Financial Analysis was approved, which is a 9-credit graduate
           certificate for mid- to-senior-level professionals working in organizations in all sectors
           who wish to expand their knowledge, skills, strategies, and expertise in finance. This
           certificate provides transfer credit opportunities into other programs.

8.   Report from the Finance and Audit Committee

   8.1   Report from the Committee Chair

           The committee met on November 25, 2021 and discussed capital projects and their
           status. From an operating perspective, the budget continues to operate in good financial
           health with mid-fiscal year revenues of $38.2M and operating expenses of $37.1M, for a
           net operating surplus of $1.1M, compared to $1.4M this time last year. The committee
           chair highlighted that these have been exceptional times and credited management
           teams, faculty, associate faculty, and staff for their financial management.

           The board chair reminded members that only a small handful of postsecondary
           institutions balanced budgets in 2020, and that RRU was one of them.

           FAC next meets on March 10, 2022.

   8.2   Fraud Prevention Policy

           Cheryl Eason, Vice-President and Chief Financial Officer, told members that FAC
           reviewed a report survey done by the Office of the Auditor General regarding fraud risk
           management in the broader sector. The Ministry of Advanced Education and Skills
           Training (MAEST) issued a letter to postsecondary institutions asking them to identify

gaps in the survey. With the objective of strengthening university's approach to fraud risk management, a draft fraud prevention policy has been developed. She shared that KPMG, RRU's external auditors, also reviewed the survey and echoed management's belief that fraud risk at RRU is low. RRU has good policies and processes, and financial affairs are being successfully managed.

Members were comfortable with the policy and recommended that complacency be avoided.

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

MOTION: (Byng/Saunders)
That the Board of Governors approves the Fraud Prevention policy as presented in Attachment 3.

CARRIED

9.   Report from the Governance and Nominating Committee

9.1   Report from the Committee Chair

The committee met on November 24, 2021 and discussed: the Board of Governors' annual retreat; the Board Strategic Plan; the Safe Disclosure policy; succession planning; board self-assessment planning; the Board Skills Competency Matrix; reappointment of board members; and other matters. These topics will be covered in greater detail in subsequent sessions of the Board.

GNC next meets on March 10, 2022.

VP PORTFOLIO REPORTS

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

V. Thompson updated members that Academic strategic planning has been under way and a full draft is nearly ready. There have been numerous portfolio-wide consultations and opportunities to provide feedback digitally. A feedback conversation was fully attended by over 100 people and focused on the five strategic areas within the strategic plan.

While exams at RRU are primarily online, it was shared that there are a small number of exams where students will be sitting on campus. These will be done in a safe environment with no mixing of cohorts. Plans are continuing around the return to on-campus residencies commencing in January.

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

C. Eason shared that there is a high vaccination rate among all groups on campus and RRU is being scouted as a potential vaccination clinic. The Finance team has been busy in the annual planning and budget process for the next fiscal year, while also wrapping up things for end of

the current fiscal year. A number of process improvements has been made to increase engagement, collaboration, and transparency.

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

S. Gee shared that the Advancement team is doing work on larger donations and engagement with the community. The Vision in Bloom campaign will be relaunched on May 1, 2022. A brief update on garden activities was provided. The Kitchen Garden project is well under way, and a large grant is being prepared. Advancement has hired a new Food Systems Manager to support the project. The Japanese Garden is also moving forward well.

Members discussed the importance of moving forward with the drive. Interest was expressed in the Pulling Together module and it was suggested that further information on the training be incorporated into the board retreat in January.

13.   Report from the Vice-President Research and International

P. Márquez drew members' attention to the two updates included in the consent information items of the materials package: a report on equity, diversity and inclusion done by Alejandro Campos-Garcia, Director Associate Director, Human Rights and EDI; and a progress report on the Climate Action Plan. Research at RRU continues to expand quickly, and Dr. Ash Prasad's Canada Research Chair (CRC) has been renewed under a new critical management studies focus. A sixth CRC was submitted in the area of biodiversity, climate, and sustainability. The Recruitment team has merged two independent units, Domestic and International Recruitment, to leverage knowledge and maximize flexibility with the recruitment cycle. International collaboration has been picking up. A review of the process on how to link with private colleges is underway as well.

CONSENT AGENDA

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

14.   Consent Agenda - Approval items:

None.

15.   Consent Agenda - Information items:

15.1   Draft PRC minutes of the 18 November 2021 meeting of the Program and Research Council
15.2   Climate Action Plan Report
15.3   Equity, Diversity, and Inclusion Report

16.   Adjournment of Open Session

The meeting adjourned at 11.08 a.m.

**BOARD OF GOVERNORS
BRIEFING NOTE**

**Royal Roads
UNIVERSITY**

MEETING: March 17, 2022

AGENDA ITEM: Spotlight on the University - Human Rights & Equity, Diversity and Inclusion

SPONSOR: Alejandro Campos-Garcia, Associate Director Human Rights & Equity
                    Diversity and Inclusion

PURPOSE: **For Information**

Synopsis:
This briefing note provides an overview of the activities of the Office of the Associate Director Human Rights & Equity, Diversity and Inclusion (HREDI) during its first ten months, including the creation of the position, the role profile, the initiatives the Associate Director has championed, and a review of future activities.

Background:
Consistent with the recognition of equity, diversity and inclusion as one of the University's key commitments, Royal Roads created the position of Associate Director Human Rights and Equity, Diversity and Inclusion, in May 2021.

Previously, the work in this area was under the portfolio of the Human Rights Office, and the Manager Equity, Diversity and Inclusion in Research, in the Research and International portfolio. The focus of the initiatives, at that time, was on employment and academic research.

1. Role Profile of the Associate Director
    - The Associate Director Human Rights & Equity, Diversity and Inclusion's role includes overseeing the administrative, research and educational tasks that ensure that Royal Roads University is a space for learning and work guided by the principles of equity, diversity and inclusion, and respect for human rights.
    - The Associate Director develops and supervises programs, services, and initiatives, designed to ensure the recruitment and retention of faculty, staff, and students from diverse and under-represented groups. He also seeks to establish a culture of fairness in every aspect of university life. Likewise, this position serves as a liaison, and develops collaborative partnerships within the community to promote equity, diversity, inclusion, and human rights.
    - This position reports directly to the Vice President Research and International. Currently, the Associate Director does not have staff members under his supervision.

2. Activities
- During his first ten months in the position, the Associate Director's main focus has been to create the foundations for the operation and sustainability of the human rights and equity, diversity and inclusion institutional commitments:
  - Baseline policies, procedures and guidelines
    The Associate Director has drafted the following policies, procedures and guidelines:
    - ✓ Accommodation Policy and Procedures for Employment Accommodation for Employees and Job Candidates with Disabilities;
    - ✓ Employment Equity Policy and Procedures; Human Rights Policy and Procedure;
    - ✓ Inclusive Language Guidelines; and the
    - ✓ Recruitment Toolkit for Managers.

    In creating these baseline frames, the Associate Director has focused on outlining the goals, principles, concrete actions and accountabilities that define the EDI and human rights institutional agendas and commitments of Royal Roads University.

  - Human Rights & Equity, Diversity and Inclusion system of governance
    One of the critical dimensions in the success of equity, diversity and inclusion in post-secondary institutions is an effective and well-coordinated system of governance. In addition to taking the first steps to adequately staff RRU's Human Rights and EDI Office, the Associate Director is currently meeting with the units under each Vice President's supervision to design a system of governance is tailored to the current organizational needs and capacities of the University. This collaborative exercise includes:
    - ✓ assessment of the current system of governance
    - ✓ mapping of needs and gaps
    - ✓ definition of accountabilities and structures of coordination
    - ✓ drafting of a system of governance proposal and activation of the new system of governance.

    The projected timeframe for the launch of this system of governance is the Spring of 2023.

  - Capacity-building (training) strategy
    The Associate Director has also devoted efforts to creating RRU's EDI and human rights capacity-building (training) strategic plan. This plan seeks to outline the goals, actions, and responsibilities to enhance EDI and human rights literacy at Royal Roads University. The Associate Director is currently working with the Diversity Action Group (DAG) on this plan. Together, they are currently mapping the needs and existing in-house equity, diversity and inclusion and human rights capacities and competencies to enable drafting and activating the strategic plan, by winter of 2022.

  - Equity, diversity and inclusion communication strategy
    Another focus of the Associate Director has been creating an equity, diversity and inclusion and human rights communication strategic plan. This plan aims to integrate and ensure the consistency and efficacy of messaging, marketing strategies, public education, advocacy efforts, and fundraising in those areas. The plan is in its preliminary stages, with a launch target of winter 2023.

  - Data collection institutional strategy (students and employees)
    One of the key dimensions of the success of equity, diversity and inclusion and human rights activities is the collection of quantitative and qualitative data. The resulting

information will play a fundamental role in the evaluation of representation of underrepresented groups, the detection of systemic barriers, and the monitoring of the effectiveness of programs, policies and initiatives. The development of an institutional data collection strategy seeks to improve the consistency, coordination, and institutional impact of information-gathering initiatives. The activation of the data collection strategic plan will take place in the Winter 2023-2024.

- In addition to these foundational activities, The Associate Director has been involved in the following initiatives (this is not an exhaustive list):
    - Data collection
        - ✓ Collaboration with the Human Resources Office in the design, implementation, analysis and reporting of the results of the second *Everyone Counts Census*.
        - ✓ Participation in working group to incorporate equity, diversity and inclusion metrics within Human Resources information system.
    - Event organization
        - ✓ *Campus Conversation*: *Building an Inclusive Minded University***;**
        - ✓ *Campus Conversation: Equity, Diversity and Inclusion Data Collection Initiatives at Royal Roads University* in collaboration with the Manager of Equity, Diversity and Inclusion in Research and the Manager Faculty Affairs.
        - ✓ Coordination of 2022 *Black History Month* celebrations
    - External liaisons
        - ✓ Meetings with the Equity and Human Rights Office of the University of Victoria to formalize paths of future institutional collaborations.
    - Reviewer of institutional plans
        - ✓ Review of *Anti-Racism Action Plan* and *Implementation Plan*
        - ✓ Review of the *West Shore Initiative Business Plan*
    - Grant applications
        - ✓ Collaboration with Student Services in the drafting of the *Bell Let's Talk Post-Secondary Fund-Implementation Grant* for the National Standard of Canada for Mental Health and Well-Being for Post-Secondary Students.
    - Capacity building (training)
        - ✓ Design of Unconscious Bias Training Module for Employees.

Fit to Vision and Strategic Direction:
The Associate Director Human Rights & Equity, Diversity and Inclusion initiatives and role profile are aligned with Royal Roads' institutional vision of "*Inspiring People with the courage to transform the world*."

The Associate Director's role profile frames this position as one focused on organizational change. Specifically, the mandate encompasses the transformation of the University into a space that welcomes and embraces diversity, and levels the field to guarantee substantive equality of outcomes and experiences of wellbeing. The activities and purposes of this position are consistent with the values of caring, courage, and creativity.

Lens of Reconciliation:
Although the mandate of this position does not cover Indigenization, the Associate Director's work directly relates to Royal Roads' commitments towards reconciliation. The focus on the representation of equity deserving groups, the strengthening of capacities and competencies in the area of equity,

diversity and inclusion, and the protection of human rights are aligned with the Truth and Reconciliation Commission's Calls to Action.

Implications:

A) **Financial:**	E) **Equity, Diversity, Inclusion and Anti-Racism** ✓
B) **Human Resources:**	F) **Sustainability**
C) **Campus Planning:**	G) **Climate Action**
D) **Stakeholder/Community:**	
H) **Other**	

Equity, Diversity, Inclusion and Anti-Racism:
The implications of the work the Associate Director performs are directly related to equity, diversity, inclusion and anti-racism.

Recommendation:
That the Board of Governors receives this report for information.

BOARD OF GOVERNORS
BRIEFING NOTE

MEETING: March 17, 2022

AGENDA ITEM: Five-Year Strategic Plan

SPONSOR: Pedro Márquez, Vice-President of Research & International

PURPOSE: For Information

Synopsis
1. Present to the Board of Governors the progress of the university's strategic plan including an overview of key elements within the plan, inviting input from board members.
2. Report on the advancement of Vision 2045 initiatives.

Rolling Five-Year Strategic Plan
In June 2020, the Board approved Vision 2045 and it was subsequently rolled out at Campus Conversation. In January 2021, the Board was presented a draft strategic initiatives dashboard that included the status of each initiative at that time. In October 2021, the Board was presented with a proposed framework for a rolling five-year strategic plan (2022/23-2026/27).

The rolling five-year strategic plan is the next step in the strategic planning process to realize the university's strategic goals and objectives, and fulfill its 35 enterprise-level initiatives. Since October 2021, the university has progressed the development of the rolling five-year strategic plan to identify key themes and strategic objectives (appendix 1) in alignment with the four goals of Vision 2045, as well as expand and enhance enterprise-level key performance indicators. The rolling five-year strategic plan will be presented for approval to the Board at their June 2022 meeting.

Vision 2045 Strategic Initiatives
The strategic initiatives identified in Vision 2045 have continued to progress since first presented to the Board in June 2020. Table 1 identifies the initiatives that have changed status since January 2021. Appendix 2 provides the full Vision 2045 Initiatives Dashboard (at March 2022).

Table 1. Vision 2045 Initiatives – Change in Status at March 2022

VISION 2045 GOAL	YEAR	INITIATIVE	CURRENT STATUS MARCH 2022	PREVIOUS STATUS JANUARY 2021
Explore, Share, Advance	2021/22	Ensure Cascade Institute is fully operational	✔	🟢
Invite In, Venture Out	2020/21	Develop two year Advancement Strategy	✔	🟢
Vibrant and Sustainable	2020/21	Develop a Risk Management Framework	✔	🟢
Vibrant and Sustainable	2021/22	Develop a new Climate Action Plan	✔	🟢
Vibrant and Sustainable	2021/22	Begin development of a revised Campus and new Student Housing Plan – deferred to 2022/23	🟦	🟢

Recommendation

That the Board of Governors receives this report for information.

Attachments

1. Themes and Strategic Objectives
2. Vision 2045 Initiatives Dashboard – updated March 2022

APPENDIX 1: Themes and Strategic Objectives

GOAL: ANY AGE, ANY PLACE, ANY STAGE	
Theme	**Strategic Objective**
Academic Quality and Student Success	Establish and continuously evolve a sustainable, complementary, responsive, adaptable suite of high-quality interdisciplinary credit and non-credit programs, which will inform strategic enrolment plans.
	Research, pilot and deploy continually emerging pedagogies, curricular reforms and learning technologies to foster increasingly engaging learning environments.
Indigenization/Decolonization of Curricula	Increase Indigenous staff, faculty and associate faculty
Market/Program Relevance	Identify job market needs and student demands including consultation with businesses and industry, Government and Non-Government Organizations in our region to inform our educational offerings.
	Develop new and improve existing interdisciplinary and transdisciplinary curricula, research and practice, in support of institutional goals such as climate action, anti-racism, Equity, Diversity and Inclusion, and sustainability.
	Provide data-based, integrated, cross-functional forum that advises on strategy and execution of the inter-dependent prospect/student lifecycle.

GOAL: EXPLORE, SHARE, ADVANCE	
Theme	**Strategic Objective**
Community Applied	Support research in key areas, such as Education, Climate Action, and Equity, Diversity and Inclusion.
Interdisciplinary Research Excellence	Build and nurture a vibrant research culture and climate.

GOAL: INVITE IN, VENTURE OUT	
Theme	**Strategic Objective**
Advancement and Alumni Relations	Continue to build a broad based and rigorous advancement program with annual revenue of at least $2M and growing
Indigenous Engagement	Implement the recommendations of Truth and Reconciliation Committee (TRC) and honour the spirit of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).
Profile, Reputation and Engagement	Grow our Life. Changing impact as a university founded on doing things differently and inspire those with the courage to transform the world.
	Continue to strengthen front of funnel work and community engagement by strongly integrating Communications and Marketing
	Engage key communities to focus on reconciliation, climate crisis, Equity, Diversity and Inclusion, innovation and culture.
	Build the university's reputation as a leading innovative institution committed to social change and change making.

GOAL: VIBRANT AND SUSTAINABLE	
Theme	**Strategic Objective**
Capital Investment (Infrastructure/IT)	Ensure that IT systems support the digital needs of the university and protect these systems for business continuity purposes to ensure the university's strategic objectives are met.
Equity, Diversity and Inclusion, and Human Rights	Build and activate equity, diversity and inclusion, and human rights institutional structure and culture.
Financial Sustainability	Protect the long-term future sustainability of the university with short and long-term financial stability by ensuring ongoing working capital to maintain day-to-day operations and investment capital to reinvest in the university to support growth.
Sustainable Stewardship	Build knowledge and capacity throughout the university community and demonstrate leadership in sustainable stewardship by meeting the needs of the present without compromising the needs of the future.
Workplace of Choice	Promote the retention of talent, foster stakeholder loyalty and improve organizational performance by focusing on employment engagement as a critical driver of the university's success.

APPENDIX 2: Vision 2045 Initiatives Dashboard – at March 2022

VISION INITIATIVES "At a Glance"   At: March 2022

GOAL	2020/21	2021/22	2022/23	2023/24	2024/25
ANY AGE, ANY STAGE, ANY PLACE	√ Develop an International Engagement Strategy	● Implement a stackable and portable framework (Incremental recognition)	● Streamline Academic Organizational Structure ● Develop a relevant Student Satisfaction/Engagement Measure ● Develop and implement a Strategic Enrolment Plan	● Review and assess Academic Programs to align with new vision ● Implement a four-year challenge-based Undergraduate Program	● Double Student Financial Aid ● Increase enrolment of Indigenous students by 50% and expand Indigenous curriculum
EXPLORE, SHARE, ADVANCE	√ Develop a comprehensive Research Strategy	√ Establish Cascade Institute	● Develop plan to communicate outcomes of RRU Research ● Develop plan to increase national and international Research Collaboration	● Increase sponsored research revenue to $3M ● Increase tri-agency grant-application success rates to match national averages	
INVITE IN, VENTURE OUT	√ Develop two year Advancement Strategy √ Develop integrated Communications Strategy √ Establish Signature Speakers Series	● Develop comprehensive Alumni Engagement Strategy ● Implement Alumni Life-Long Learning program ● Complete Advancement Strategy	● Advance engagement and partnerships with Indigenous communities including final agreements confirming land and ownership	● Establish metrics to advance implementation of TRC and UNDRIP commitments ● Hold 4 major campus events a year	● Realise annual base donation revenue of $2M+
VIBRANT AND SUSTAINABLE	√ Develop a Risk Management Framework	■ Begin development of a revised Campus and new Student Housing Plan – deferred to 2022/23 √ Develop a new Climate Action Plan	● Develop a new and improved Website ● Develop a new and improved Student information system and Finance/HR Platforms	● Develop a plan for the revitalization of the gardens, including a strategy for Indigenous and exotic plantings	● Become Top-10 BC Workplace ● Open West Shore Undergraduate Campus ● Achieve Cultural Entropy score <20% ● GHG Emissions Reduction by 15%

√ Completed   ● In Progress   ■ Deferred   ◆ Off Target

BOARD OF GOVERNORS
BRIEFING NOTE

Royal Roads
UNIVERSITY

MEETING: 17 March 2022

AGENDA ITEM: Report on program approvals from Academic Council

SPONSOR: Philip Steenkamp, Chair, Program and Research Council
                    Veronica Thompson, Chair, Academic Council

PURPOSE: **For Information**

Background:

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

As a result of the policy change:
- All new certificate and diploma programs are approved by Academic Council
- All program revisions for certificates, diplomas and degrees are approved by Academic Council

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

Meeting date: 2 March 2022

Graduate Certificate in Indigenous Economic Development – new program

This 9-credit graduate certificate is for rising managers from First Nations enterprises and governments, and non-Indigenous students engaged in aspects of economic development and partnerships with Indigenous communities. What distinguishes this program from a traditional economic development program is that Indigenous governance guided the co-conception and co-development with Indigenous people. The program will help train management personnel who will play key roles in the management and development of Indigenous government and enterprises in years to come. The program promotes the skills necessary for the Nation to achieve self-determination and self-governance as outlined in the UN Declaration on the Rights of Indigenous Peoples.

The program consists of three integrated 3-credit courses to be delivered in a blended format.

This certificate will enable students to transfer into RRU Masters programs including the Master of Business Administration, Master of Interdisciplinary Studies and other program areas.

Bachelor of Arts in Cultural Industries and Heritage Stewardship – new program

This is a degree-completion program comprising the third and fourth years of study leading to a degree with an aggregate academic weight of 120 credits. The program is designed to encourage in students a certain cultural literacy, aesthetic sensibility, historical consciousness, and social conscience. The program is aimed

at attracting students interested in fields such as arts, culture, museums and heritage; publishing, broadcasting and performing arts; and public relations and communications.

The program consists of 60 credits intended to be completed in 16-months.

The overall aim is to develop an undergraduate program that acknowledges the symbolic and economic value of arts, culture and heritage in our communities, and that captures the career interests of students with a passion for this field.

Full program proposals are available to Board members on request.

Recommendation:

That the Board of Governors receive this report for information.

BOARD OF GOVERNORS
BRIEFING NOTE

MEETING: March 17, 2022

AGENDA ITEM: Academic Strategic Plan 2022-2025

SPONSOR: Veronica Thompson, Vice-President Academic and Provost

PURPOSE: For Decision

Synopsis:
Historically, as part of the annual planning cycle at Royal Roads University, the Office of the Vice-President Academic and Provost engaged the faculties and academic support units in the development of an academic plan. This year, the Office of the Vice-President Academic and Provost engaged the academic portfolio in the development of a 3-year Academic Strategic Plan which is being submitted for Board approval.

Background:
The process to develop the Academic Strategic Plan resulting from a desire to create a forward-thinking and strategically oriented plan. The Vice-President Academic and Provost formed an advisory group and a steering group as part of the academic strategic planning process. The steering group was comprised of the senior academic leadership team while the advisory group included representation from all academic stakeholder areas including faculty, school directors, program heads, associate faculty, students, and staff. There were also numerous portfolio-wide appreciative inquiry, engagement and feedback sessions providing an opportunity for participants to reflect on the of best of RRU, identify focus areas and how we want to move forward. In addition, students were invited to participate in an appreciative inquiry exercise to allow them an opportunity for input and engagement in the development process. Through this engagement process, we identified five strategic focus areas that form the foundation of the Academic Strategic Plan: interdisciplinarity, Indigeneity, innovation, integration, and inclusivity.

This was a collaborative and emergent undertaking that culminated with the finalized Academic Strategic Plan. The plan was reviewed and endorsed by Academic Council on March 2, 2022 and the Program and Research Council on March 9, 2022.

Fit to Vision and Strategic Direction:
The Academic Strategic Plan incorporates and embodies Royal Roads' vision, goals, and strategic direction throughout. The plan focuses on the core work of RRU: achieving excellence in learning, teaching and research, through the identification of five interrelated and interdependent strategic focus areas that align with Royal Roads' vision to inspire people with the courage to transform the world.

Page **1** of **2**

Recommendation:

Management recommends that the Board of Governors approve the Academic Strategic Plan as presented in Attachment 1.

MOTION:

That the Board of Governors approve the Academic Strategic Plan.

Attachments:

1.   Academic Strategic Plan 2022-2025

ATTACHMENT 1

Academic Strategic Plan
Royal Roads University
2022 – 2025

Academic Strategic Plan

Royal Roads UNIVERSITY

LAND ACKNOWLEDGEMENT

Royal Roads University acknowledges that the campus is on the Lands of the Xwsepsum (Esquimalt) and Lekwungen (Songhees) ancestors and families. With gratitude, we live, work and learn here where the past, present, and future of Indigenous and non-Indigenous students, faculty and staff come together.

Hay'sxw'qa si'em

OUR VISION

Inspiring people with the courage to change the world.

OUR VALUES

- Caring – A diverse and supportive community for our students, faculty and staff
- Creative – Innovation in all we do; we continually seek new and better ways to do things
- Courageous – Bold in our actions, we welcome challenges and take thoughtful risks

OUR GOALS

- Any age, any stage, any place
- Explore, share, advance
- Invite in, venture out
- Vibrant and sustainable

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Academic Strategic Plan

Royal Roads
UNIVERSITY

OUR COMMITMENTS

WE HAVE 6 CRITICAL COMMITMENTS GROUNDED IN OUR GOALS AND ACTIONS...

Build on our strengths in applied and professional programming, inter and transdisciplinarity and innovative delivery

Grow our innovative and entrepreneurial culture, and respond quickly to changes in the workplace and society

Enhance the inclusion and engagement of people of diverse backgrounds and ideas in all aspects of university life

Implement the recommendations of the Truth and Reconciliation Commission (TRC), and honour the spirit of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

Advance sustainability in all our academic programs and operations, with a focus on the UN Sustainable Development Goals

Promote research and education to tackle the climate crisis, rapid advances in technology, and interconnected social, economic and political challenges

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Academic Strategic Plan

Royal Roads UNIVERSITY

Introduction from the Vice-President, Academic and Provost

To celebrate our 25th anniversary in 2021, Royal Roads University launched *Learning for Life: 2045 and beyond*—a strategic vision that aims to deliver life-changing education that will shape the leaders who will transform the world. Boldly aspirational, the vision concludes with a call to "get busy on the actions that will help us reach our goals." This Academic Strategic Plan takes up that challenge.

The Academic Strategic Plan focuses on the core work of RRU—achieving excellence in learning, teaching and research, and is designed to guide our work and establish our academic priorities over the upcoming three years. The Academic Strategic Plan will also inform a reorganization of the academic portfolio.

Through extensive and iterative engagement with students, faculty, associate faculty and staff, the Academic Planning and Reorganization Steering and Advisory Groups (see last page) identified five key themes to inform the plan:

- Interdisciplinarity
- Indigeneity
- Innovation
- Integration
- Inclusivity

As illustrated below, these five focus areas are interrelated, interdependent and deeply informed by Royal Roads' Learning, Teaching and Research Model, a signature pedagogy that is applied and authentic; caring and community-based; and transformational.

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Royal Roads
UNIVERSITY

Academic Strategic Plan
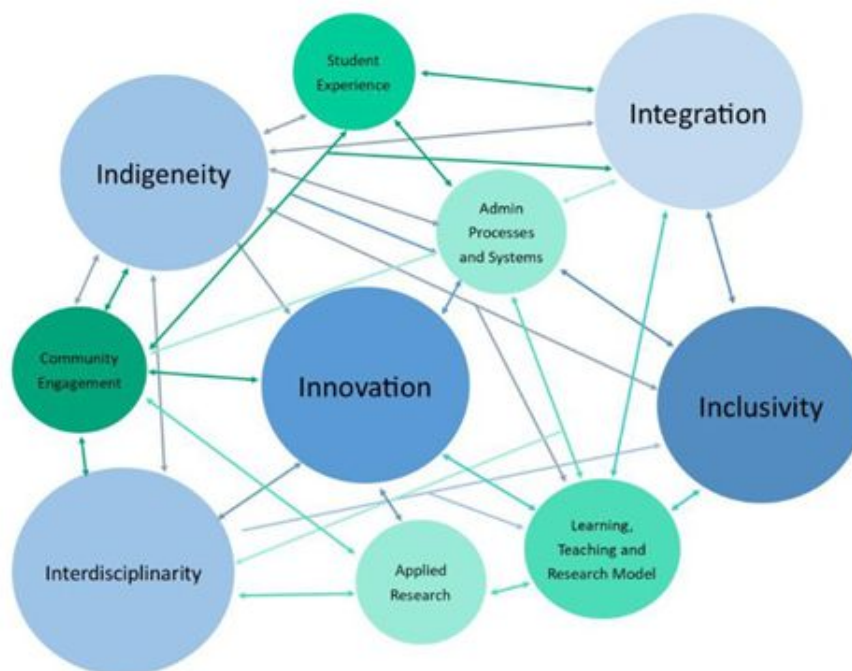
The Academic Plan sets specific goals and actions to advance these focus areas over the life of this plan to 2025.

The plan also builds on RRU's strong history of academic excellence; exemplary student service; local and global community engagement; and entrepreneurial and responsive practice and process.

The Academic Strategic Plan will require a significant investment of financial, human and technological resources, and will guide focused decision making and resource allocations. A living and dynamic document, it will be renewed annually and refined to respond to emerging opportunities.

RRU and Academic Portfolio Overview

RRU's Academic Portfolio is overseen by the Vice-President, Academic and Provost, and comprised of the College of Interdisciplinary Studies, the Faculty of Management, the Faculty of Social and Applied Sciences, Professional and Continuing Studies, the Registrar's Office, and Student and Academic Services, which includes the Centre for Teaching and Educational Technology, Indigenous Education, the Library and Student Services. Together, they are charged with the development and implementation of academic programs (credit and non-credit); academic quality assurance;

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Academic Strategic Plan

academic and student support services; domestic and international admissions, enrolment, and registration services; and faculty appointments and faculty relations.

Royal Roads University was established in 1995 to:

(a) offer certificate, diploma and degree programs at the undergraduate and graduate levels in solely the applied and professional fields,
(b) provide continuing education in response to the needs of the local community, and
(c) maintain teaching excellence and research activities that support the university's programs in   response to the labour market needs of British Columbia. (http://www.bclaws.ca/civix/document/id/complete/statreg/96409_01)

At Royal Roads, full-time students, working professionals and lifelong learners find opportunities and skills to create positive change in their careers and communities, and on the global stage.

We pioneered the blended learning model in Canada—a unique contribution to the post-secondary landscape that allows our students to learn at their convenience while staying connected to their communities. Our progressive model of applied education and practice meets students where they are, delivering on-line and in-person certificate and diploma programs along with professional graduate and undergraduate degree programs, and two applied research doctorates, one being the first of its kind in Canada.

In 2017, Ashoka University named RRU a Changemaker Campus, one of more than 40 dynamic global universities and colleges committed to social innovation at their own schools and beyond.

RRU Strategic Planning Framework

RRU's Strategic Planning Framework identifies the core and operational plans across the institution and represents the integration and interrelatedness of those plans. The Academic Strategic Plan is guided by and supports the implementation of *Learning for Life: 2045 and Beyond*. As one of three core institutional plans, the Academic Strategic Plan is most closely linked to the Strategic Research Plan, both of which are informed by the Learning, Teaching and Research Model.

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Academic Strategic Plan

Royal Roads
UNIVERSITY
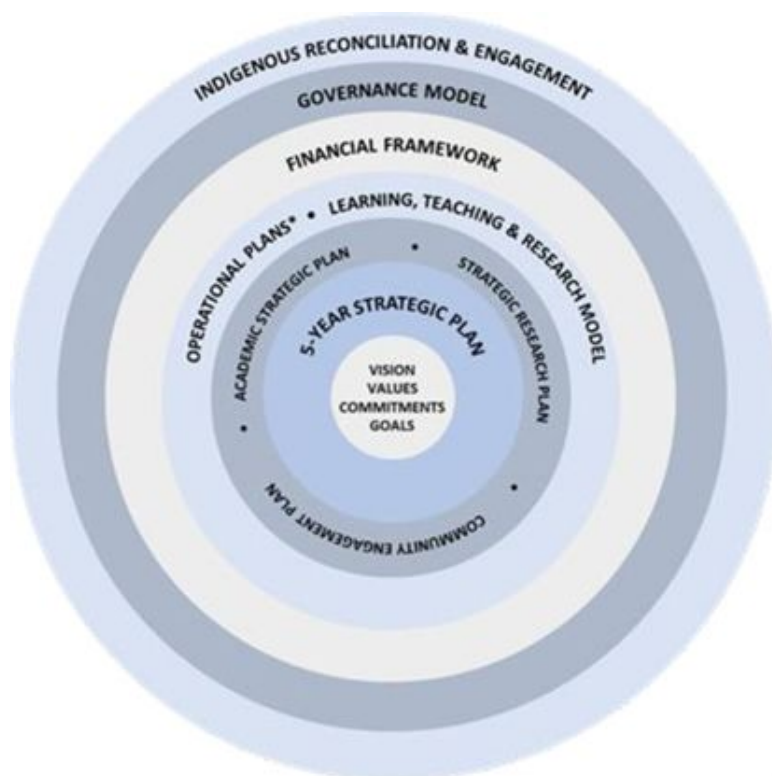
*OPERATIONAL PLANS:
- Advancement Plan
- Alumni Relations Plan
- Annual Operating & Capital Plans
- Climate Action Plan
- Communications Strategy
- Compensation Philosophy and Plan
- Equity, Diversity and Inclusion
- Emergency Response Plan
- Enterprise Risk Management Plan
- Five-Year Capital Plan
- Human Resources Plan
- Indigenous Engagement Plan
- Information Technology Plan
- International Strategic Plan
- IT Disaster Recovery Plan ('IT DRP')
- Marketing Plan
- Strategic Enrolment Management
- Strategic Investment Portfolio Plan
- West Shore Initiative

The Academic Strategic Plan is one of three core plans that align with and inform other operational plans.

Academic Strategic Focus Areas, Goals and Priority Actions

1. *Interdisciplinarity*
   Interdisciplinarity is a hallmark of Royal Roads' pedagogy and is fundamental to RRU's Learning, Teaching and Research Model. We place interdisciplinary discovery at the heart of all our teaching and research, understanding that the complex problems of our time require multiple lenses versus single-solution approaches, and our applied research and practice responds to global, national and community-based problems. And, we hold ourselves accountable to enabling new ways of integrating and collaborating across our interdisciplinary programming.

   RRU commits to investing in and expanding high-quality interdisciplinary learning, teaching and research across all of our academic and non-academic programming.

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Academic Strategic Plan

Action Items

- Establish and continuously evolve a sustainable, complementary, responsive, adaptable suite of high-quality interdisciplinary credit and non-credit programs, which will inform strategic enrolment plans.

- Develop new and improve existing interdisciplinary and transdisciplinary curricula, research and practice, in support of institutional goals such as climate action; Indigenization; decolonization; anti-racism; Equity, Diversity and Inclusion and sustainability.

- Launch, deliver and expand Common Foundations within the community in which we are located (on RRU campus 2023; West Shore 2024, *pending approval*) to prepare students to enter RRU's existing third- and fourth-year undergraduate programs.

- Design shared process and systems to enable student flexibility across programs that amplifies their interdisciplinary learning experiences.

2. *Indigeneity*

   Based on broad community consultation including input from local Chiefs and Heron People Circle members, RRU created a planning framework in 2019 to deliver on RRU's commitment to Indigenous Peoples. It is comprised of guiding principles and six core elements (see graphic below) that all have direct connection to learning, teaching and research. In our Learning, Teaching and Research Model, respect for Indigenous Peoples and traditions is embedded in the core category of transformational values.

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Academic Strategic Plan

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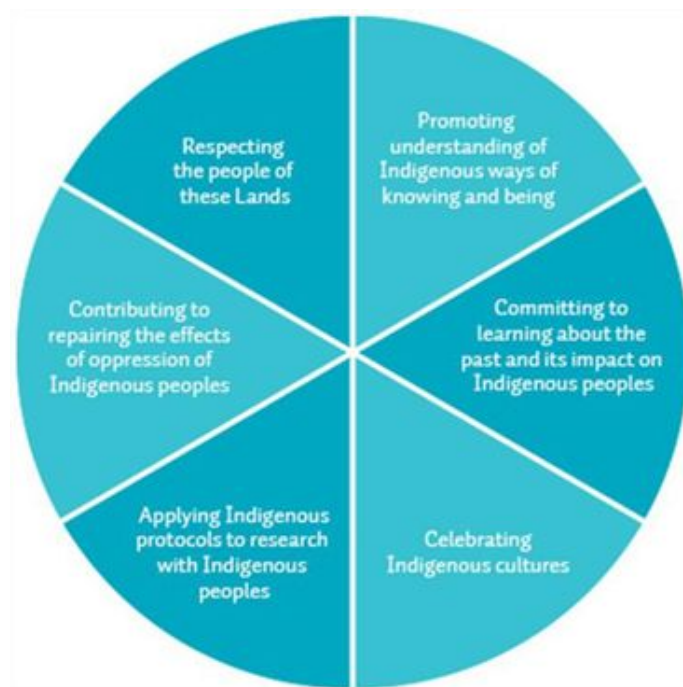
There is much work to be done to walk in a new way with Indigenous Peoples, and many pathways we could travel on the road towards reconciliation that Truth and Reconciliation Commission chair Justice Murray Sinclair asks us all to travel. After much deliberation, we have chosen **three areas of emphasis** for our work during the three years covered by this plan. They are:

1. **Deepening our understanding of ontologies**: We will work to identify the assumptions that underpin the colonized dominant worldview and examine how these relate to our understanding of Indigenous worldviews. We will begin by exploring the foundational Indigenous concept of relationship with the Land, including human and non-human relations, and how it manifests in identity and ways-of-knowing. We will actively engage with the Xwsepsum and Lekwungen families upon whose traditional Lands the university's campus reside to better understand our collective relationship and accountability to these Lands.

2. **Deepening relationships with Indigenous Knowledges**: We will explore ways that those in our university community who are immigrants (or their descendants) can be guided to develop stronger individual relationships with Indigenous Knowledges, including situating ourselves in location and history, and appreciating the impacts of colonization on all peoples. We will advance our efforts to respectfully integrate Indigenous Knowledges in our curricula and learning experiences.

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Academic Strategic Plan

Royal Roads
UNIVERSITY

3. **Building competencies to better serve Indigenous students**: This is dependent on the work we undertake in the first two areas of emphasis and relates to both individual and organizational competencies. Recognizing our responsibilities to self, family, community, and Nations, this work will benefit all students and the entire university. We will provide options for individuals to learn about and strengthen RRU's service to Indigenous Peoples. We will provide new avenues for Indigenous students to share their experiences in order to understand and remove barriers that impede learning. To that end, we will create an Indigenous peer-to-peer space where students, faculty and staff can gather to foster communal engagement, growth and relationships.

Action Items

- Applying Call to Action 63 of the Report of the Truth and Reconciliation Commission in our post-secondary context, we will:

    i. Develop and implement curriculum and learning resources on Indigenous Peoples in Canadian history, and the history and legacy of residential schools. Drawing from the Calls to Action and the Calls for Justice of the Murdered and Missing Indigenous Women and Girls, topics will include:
        i. Indigenous teachings and practices;
        ii. Treaties and Indigenous rights;
        iii. History and legacy of residential schools;
        iv. Awareness about missing and murdered Indigenous women, girls, and 2SLGBTQQIA people, and about the issues and root causes of violence they experience;
        v. Skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism;
        vi. The United Nations Declaration on the Rights of Indigenous Peoples.

    ii. Share information and best practices on teaching related to residential schools and Indigenous Peoples' histories.
    iii. Build capacity for intercultural understanding, empathy, and mutual respect across the academic portfolio.
    iv. Develop and implement an academic portfolio education and training plan, augmenting our current initiatives.

- Increase the number of Indigenous staff, faculty, and associate faculty within the academic portfolio, including hiring (at minimum) two Indigenous scholars, and launching the Emerging Indigenous Scholars Circle in 2022-23 and recruiting scholars to join the Circle in the following two years.

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Academic Strategic Plan

Royal Roads UNIVERSITY

- Provide avenues for Indigenous students to share their experiences in order to evolve and strengthen academic services.

3. *Integration*

RRU's Learning, Teaching and Research Model champions collaboration among learners, researchers, faculty and staff, and our pedagogical approach helps to create supportive and trusting relationships. The cultural norm of collaboration at every stage of the design and development process—from concept through to implementation, delivery, evaluation and refinement—ensures integration and alignment of our academic programming.

We aim to strengthen connections among staff, faculty, and associate faculty, and better integrate processes, academic structure and systems to advance RRU's signature, high quality programming and to offer seamless support of students across the student lifecycle.

Action Items

- Develop and implement a comprehensive undergraduate strategy that considers holistic student academic and psycho-social support services.

- Reestablish and redesign an academic administrative leadership role for graduate studies.

- Streamline and harmonize program development and program reviews to enrich synergies, sharing and co-creation of curricula across programs.

- Support the creation of shared learning, teaching and research resource hubs, including the Climate Action Hub.

- Explore pedagogical and learning technology innovations to strengthen learning communities and to optimize scheduling and delivery modalities across programs.

- Share and harmonize best practices in sustainable, scalable, cross-functional administrative processes and systems.

4. *Innovation*

At Royal Roads innovation informs all that we do. We are renowned for our accessible, flexible and transformative applied learning, teaching and research,

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Academic Strategic Plan

and as pioneers of blended learning, we continue to explore and design new ways of teaching, researching and disseminating knowledge. As a Changemaker Campus, social innovation at Royal Roads begins with our holistic, student-centred approach to flexible admissions and is inscribed in our university-wide Learning, Teaching and Research Model. Changemaking extends through our culture of mentorship and collaboration to create opportunities for students to not only learn but contribute to their fields with purpose and impact. As well, RRU continually identifies and advances innovative processes through all stages of the student lifecycle to improve staff and faculty support of the student experience.

RRU will continue to lead innovation in higher education to increase accessible, flexible lifelong learning through new market-responsive applied and professional programming, multimodal program delivery, and collaborative learning processes.

Action Items
- Develop new pathways and alternative credentials for new audiences of learners.

- Research, pilot and deploy emerging pedagogies, curricular reforms and learning technologies to foster more engaging learning and research environments.

- Develop nature-based, climate change-related learning and research opportunities with specific reference to respecting the peoples on whose lands we are located.

- Explore new ways of engaging in applied learning partnerships through community engagement in the West Shore and beyond.

- Invest in applied learning, teaching, practice and research innovations through a newly established innovation fund within the Office of the Vice-President, Academic and Provost.

5. *Inclusivity*
   As reflected in RRU's Diversity Statement, diversity expands learning, advances knowledge and enriches community, which is shaped by our complex identities, life experiences, and perspectives.

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Academic Strategic Plan

Royal Roads UNIVERSITY

We strive to increase belonging, understanding, appreciation, and mutual engagement to help build compassion and strengthen the fabric of our communities. To that end, we commit to:

- creating educational experiences, research opportunities, and workplace environments that reflect and benefit from the diversity of our communities; and
- fostering an environment that is open, inclusive, safe, respectful, and fair, in which a diversity of ideas are able to flourish.

RRU's Learning, Teaching and Research Model further articulates: "Diverse and inclusive learning environments enrich the learning of all, creating a safe place for sharing experiences and community building, respectful of race, gender, ethnicity, sexual orientation, different abilities" (17).

We respect, welcome and invite diverse perspectives, and we will increase and improve inclusion in our learning, teaching and research.

Action Items
- Build competencies and cultivate understanding of anti-racism, equity, diversity and inclusivity among students, staff, faculty and associate faculty.

- Increase representation of marginalized voices throughout our curricula and research.

- Attract and retain a diversity of students, staff, faculty and associate faculty from equity-deserving groups.

Alignment with RRU Goals and Plans

*Graphic in development

Academic Strategic Planning and Reorganization Process

In early 2021, the Office of the Vice-President Academic and Provost engaged with students, staff, faculty, and other stakeholders to develop an academic strategic plan to support RRU's new vision and renewed Learning, Teaching and Research Model.

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Academic Strategic Plan

Royal Roads
UNIVERSITY

The consultation process was intentionally iterative and overseen by a steering group and an advisory group (see members below). The steering group met regularly to plan, review input, and draft the academic strategic plan. The steering group was supported by an advisory group that provided advice on the planning process and drafts of the academic strategic plan and reorganization as it emerged. Both groups played central roles in ensuring an appreciative, inclusive, and forward-looking process.

On May 31, June 4 and June 8, 2021, three Appreciative Inquiry (AI) sessions were held. All members of the Vice-President Academic and Provost portfolio community, including faculty, staff and associate faculty, were invited to attend, and approximately 250 people attended. A simultaneous student survey attracted more than 130 responses. Between May 2021 and February 2022, the steering group held six meetings, and the advisory group held eight meetings. Approximately 200 members of the academic portfolio participated in two additional open feedback sessions.

A purpose-built Moodle collaboration space was also available to facilitate continuous feedback on the new academic strategic plan.

Appreciating Our Strengths: AI Feedback

During the consultation process, participants were asked to reflect on rewarding learning, teaching and research experiences that they had either witnessed or participated in at RRU. Following are the highlights of their responses:

- There is an overall sense that what they do is rewarding and fulfilling, and a widely shared sense of **connection:** to students, colleagues, the university, and to learning itself.
- RRU staff, faculty, and associate faculty are committed to **student-centeredness** and feel deeply fulfilled by interacting with, supporting and celebrating students.
- RRU keeps **students' best interests** top of mind in decisions regarding their academic experience and seek the student perspective via surveys and feedback loops.
- RRU has long been known for **accessibility to mid-career, international, and, in recent years, Indigenous learners**. The LTRM exemplifies the **culture and attitude of student-centeredness** that, as one participant noted, "sets students up for success."
- Participants cited the value and benefits of RRU's **flexibility for students in their academic situation, and for staff and faculty in their work arrangements**.
- Participants expressed appreciation for **experiential learning opportunities**, combining personal growth with learning.

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Academic Strategic Plan

ASPR Steering and Advisory Groups

ASPR Steering Group	
VPA and Provost (Chair)	Veronica Thompson
Dean, Faculty of Social and Applied Sciences and Interim Dean, College of Interdisciplinary Studies	Brigitte Harris
Interim Dean, Faculty of Management	Robert Mittelman
AVP, Student and Academic Services	Roberta Mason
AVP, Professional and Continuing Studies	Zoe MacLeod
Director of Admissions and Registrar	Peter Dueck

ASPR Advisory Group	
VPA and Provost (Chair)	Veronica Thompson
Dean, Faculty of Social and Applied Sciences and Interim Dean, College of Interdisciplinary Studies	Brigitte Harris
Interim Dean, Faculty of Management	Robert Mittelman
AVP, Student and Academic Services	Roberta Mason
AVP, Professional and Continuing Studies	Zoe MacLeod
Director of Admissions and Registrar	Peter Dueck
Faculty member – Faculty of Social and Applied Sciences	Jennifer Walinga
Faculty member – Faculty of Management	Charles Krusekopf
Faculty member – College of Interdisciplinary Studies	Shelley Jones
School Director	Zhenyi Li
Program Head	Geo Takach
Associate Faculty member	Alice MacGillivray
Administrative staff members	Angella Wilson Jacalyn Raby John Stewart Janine Hughes
Undergraduate student	Emma Hodges Amar Singh
Graduate student	Jordon Ozero

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BOARD OF GOVERNORS
BRIEFING NOTE

MEETING: March 17, 2022

AGENDA ITEM: 2022/23 Annual Operating and Capital Plan

SPONSOR: Cheryl Eason, Vice-President & Chief Financial Officer

PURPOSE: For Decision

Synopsis:
The 2022/23 Annual Operating and Capital Plan ("the plan") for review and recommendation for approval subsequent to the Finance and Audit Committee at their March 10, 2022 meeting.

Key Considerations:
The 2022/23 plan forecasts a $1.0M net operating income compared to forecasted 2021/22 net operating income of $0.5M.

2022/23 Highlights:
The plan for 2022/23 is guided by the four goals identified in the university's strategic vision and focuses on:

- Developing and implementing strategic enrolment plan;
- Streamlining academic organizational structure;
- Recruiting chair/two Indigenous scholars (Emerging Indigenous Scholar Circle);
- Developing plan to increase national and international research collaboration;
- Completing advancement strategy and comprehensive alumni engagement strategy;
- Advancing new student information/finance/HR IT platforms;
- The Japanese Garden revitalization;
- Managing deferred maintenance projects that address GHG emissions;
- Prepare for the launch of the new challenge-based "Common Foundations" undergraduate programming at the RRU Colwood campus; and
- Complete development plan for West Share campus.

Risk Assessment:
Review of the projected outcomes for 2022/23 and growth goals articulated in the plan indicate that the plan and residual risk continues to be manageable. The university presented a sensitivity analysis with two deficit scenarios, including cost containment measures and mitigation strategies to ensure the long-term financial health of the university. The net income reductions are $3.0M under the possible scenario and $5.0M under the pessimistic scenario and could be offset by cost containment measures, ranging from $2.9M to $5.7M.

Recommendation:
Management recommends that the Board of Governors approve the 2022/23 Annual Operating and Capital Plan as presented in Attachment 1.

MOTION:
That the Board of Governors approves the 2022/23 Annual Operating and Capital Plan.

Attachments:

1. 2022/23 Annual Operating and Capital Plan
2. March 10, 2022 Presentation to Board of Governors[1]

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[1] The detailed PowerPoint slide deck presented to the Finance and Audit Committee at their March 10 meeting is available on *Diligent Board* in the Finance and Audit Committee folder.

**Attachment 1: Draft 2022/23 Operating
and Capital Plan**

Royal Roads University

2022/23 Annual Operating and Plan

LIFE.CHANGING

CONTENTS

Tables

Figures

INTRODUCTION

As COVID-19 provided economic challenges, Royal Roads continued to keep students engaged through online learning. We supported staff and faculty to work remotely and piloted a blended work arrangement for a return to campus.   We consulted with our students on program delivery and welcomed students back to campus in January 2022 for selected programs. We continued to engage with the Ministry on safety protocols related to vaccinations and rapid testing while maintaining the layers of protection required to ensure a safe campus. As people began to upskill and reskill, our domestic full-time equivalent (FTE) students expanded by 4%. Amid travel restrictions and lockdowns, our international student FTEs increased by 1%. We learned from this challenge and developed a plan to move into the future.

Despite the continuing impact of COVID-19 on operations, we completed a review of our administrative structure and implemented changes that resulted in the creation of the Office of Equity, Diversity and Inclusion and the realignment of a number of teams which included moving the marketing function to the communications and advancement portfolio, integrating the domestic and international recruitment functions, moving payroll from Finance to Human Resources, and re-aligning the climate action team within the Research and Innovation portfolio. We advanced the Climate Action Plan with the creation of the Climate Leadership Committee with participation from staff, associate faculty, students and other RRU stakeholders. The Office of Equity, Diversity and Inclusion began work on our Equity, Diversity and Inclusion strategy and spearheaded events that celebrated Equity, Diversity and Inclusion.

The new core website was launched in June 2021 and work continued on the renewal of Royal Roads subsites. A new governance structure facilitated the transition of RRU's new web presence to operations. We advanced the work on Ocelli data governance, integration architecture, finance, talent management and student management as we entered Phase II of the student management system.

Through RRU's Climate Action Plan, we identified an opportunity to expand the project scope for the Rose Garden Cottage renovation and achieve a Zero Carbon Building Design Standard.   This was approved by the Board in December and construction commenced in February 2022. We acquired four acres of property in downtown Langford and continued to work with academic partners and other key stakeholders to develop academic plans in parallel with design and construction plans for the first phase development of the proposed new West Shore campus; proactive engagement with indigenous leaders continues to be central to this initiative.

We maintained a balanced budget despite shortfalls in revenues by realizing savings in labour expenses through vacancy management and reduced contracted services for teaching. Savings were also achieved for student campus events, field trips, travel, professional development, RRU hosted events and cost of goods for ancillary services. We ended the year with a small surplus that will allow for investment in key strategic priorities in 2022/23.

In the coming year, investments will be made in an academic organizational review and program quality reviews. Efforts will also be focussed on strategic enrolment management. Priority will continue to be given to Indigenous education supported by the recruitment of the Chair, Emerging Indigenous Scholar Circle and two Indigenous Scholars. Revitalization of the Japanese gardens will begin, and work will continue on a new community food production garden with expanded apiary.

My sincere appreciation to Royal Roads faculty, staff and students for their individual and collective resilience, and the extraordinary accomplishments achieved this past year. We look forward with confidence as we table the operating and capital plans for 2022/23.

Philip Steenkamp
President and Vice-Chancellor
Royal Roads University

2021/22 FORECAST

Over the past 24 months, the university has adjusted its processes, planning and approach to deal with the uncertainty related to COVID-19 at both the global and local levels.   The continuing impact of COVID-19 in 2021/22 delayed plans for a full return to campus for both students and staff until January 2022. With a sincere thank you to the efforts and adaptability of the university's faculty, staff, and students, the university maintained its high standards for program delivery with all core operations continuing to thrive.

Figure 1. Net Operating Income, 2018/19 – 2022/23

The 2021/22 forecast net operating income of $0.5M is $0.1M below the original 2021/22 approved net operating plan of $0.6M and $0.2M below 2020/21 actual levels. Revenues are forecast to perform below plan ($3.9M or 5%) due to lower tuition and academic fees ($4.6M) investment income ($0.2M), and ancillary revenues ($0.1M) offset by higher provincial grants ($0.6M), research revenue ($0.3M) and amortization revenue ($0.1M). The revenues for tuition and academic fees were directly impacted by COVID-19 with forecasted shortfalls in credit program revenue from international students ($2.7M) and domestic students ($1.7M). Other shortfalls included academic fees ($0.1M) and professional and continuing studies revenue ($0.1M).

The lower forecasted revenues are offset by lower operating expenses, forecast to be $3.9M or 5% below plan. The labour costs are forecast $1.8M below plan due to savings from vacancy management and related benefits ($1.3M) as well as lower contracted services costs ($0.5M) due to reductions in teaching. Savings of $2.1M (11%) for non-labour expenses are primarily related to COVID-19 restrictions reducing student program events and field trips, student recruitment travel and events, RRU hosted events, and travel.   Savings in commissions compared to plan resulted from lower than planned international student enrolments. Lower amortization costs ($0.6M) were associated with timing of capital projects.

KEY PERFORMANCE INDICATORS

Key Performance Indicators (KPIs) are critical for measuring the university's achievement towards its strategic goals, alignment with provincial priorities, and assessing efficiency and effectiveness of the university. A summary level of KPIs for this plan is indicated in Table 1 followed by an analysis of the impacts of the KPIs on the long-term sustainability of the university.

Table 1. Key Performance Indicators

Key Performance Indicators	2018/19 Actual	2019/20 Actual	2020/21 Actual	2021/22 Forecast	2022/23 Plan
Growth					
Student FTEs - Credit Programs	2,876	3,035	2,832	2,939	3,237
Program/Student Mix - Graduate/Undergraduate	70/30	71/29	72/28	75/25	81/19
Program/Student Mix Domestic/International	72/28	67/33	73/27	73/27	70/30
Credit Programs - Revenue from Domestic Students ($ Millions)	$26.3	$25.7	$26.6	$29.1	$30.7
Credit Programs - Revenue from International Students ($ Millions)	$10.1	$13.5	$12.1	$12.1	$17.3
Non-Credit Programs - Professional and Continuing Studies Revenue ($ Millions)	$2.8	$2.8	$3.0	$3.6	$4.5
High-Quality, Effective Education					
Student: Core Faculty Staff Ratio	44	45	42	41	40
Student: Program Support Staff Ratio	39	36	36	39	41
Student: Academic Support Staff Ratio	23	21	24	22	24
Research Investment					
Research Revenue ($Millions)	$2.3	$2.7	$3.0	$2.9	$2.4
Research Costs ($ Millions)	$6.2	$6.5	$7.1	$7.3	$7.0
Net Research Costs ($ Millions)	($3.9)	($3.8)	($4.1)	($4.4)	($4.6)
Financial Sustainability					
Net Operating Income ($ Thousands)	$1,230	$114	$742	$540	$1,032
Net Operating Income - Cost/Revenue Ratio	98.3%	99.9%	99.0%	99.3%	98.8%
Net Operating Income - % of Academic Revenue	3.1%	0.3%	1.7%	1.2%	1.9%
Reserve Ratio[2]	2.3	2.1	2.1	0.9	0.5
Equity Ratio[3]	1.3	1.2	1.2	1.2	1.0
Net Income Ratio[4]	0.1	0.0	0.0	0.0	0.0
Financial Sustainability Ratio[5]	3.6	3.3	3.3	2.2	1.6
Financial Sustainability Score[6]	Excellent	Excellent	Excellent	Good	Good
Operational Leverage					
Contribution Margin[7]	40%	39%	35%	38%	41%
Net Margin[8]	1%	-2%	-6%	-2%	5%
Administrative Support Staff - % of Staff FTEs	14%	16%	17%	15%	16%
Administrative Expenses - % of Total Operating Expenses	12%	12%	12%	13%	13%
Total Cost per Student FTE ($ Thousands)	$23.9	$25.0	$26.4	$26.6	$27.1

[1] Calculated based on budgeted dollars for associate faculty divided by mid-range core faculty compensation

[2] Reserve Ratio measures the university's liquidity and its ability to withstand adversity; Calculated as Net Assets (excluding net tangible capital assets, deferred capital contributions, and deferred revenue) divided by Total Expenses (excluding amortization expense)

[3] Equity Ratio measures the university's capital resources and ability to borrow; Calculated as Net Assets divided by Total Assets

[4] Net Income Ratio measures the university's ability to operate within its means; Calculated as Net Operating Income divided by Total Income

[5] Financial Sustainability Ratio is a composite score which weights the Primary Reserve Ratio at 40% and the Equity and Net Income Ratios at 30%.

[6] Financial Sustainability Score is a rating from Poor to Excellent assigned based on the Financial Sustainability Ratio

[7] Contribution margin includes operating revenues less direct expenses, direct overhead and departmental overhead for the academic administrative salaries and benefits, and departmental non-labour costs for academic programs and professional and continuing studies.

[8] Net margin calculated as contribution margin less cost of salaries and benefits, contracted services and other non-labour costs for marketin, student recruitment recruitment and academic support (library services, enrolment and registration services, student services, Centre for Teaching and Education Technology)

GROWTH

There is an anticipated shift in program/student mix – graduate to undergraduate from 75/25 in 2021/22 to 81/19 in 2022/23. At the same time, there has been a decrease in program/student mix – domestic to international from 73/27 in 2021/22 to 70/30 in 2022/23. Both of these changes relate to higher enrolments mainly in the internationally focussed Master of Global Management, Master of Arts in Tourism Management, Master in Environment and Management, and Master of Arts in Intercultural and International Communication, and Master of Arts in Global Leadership programs.

The growth in international students represents a revenue increase of $5.2M which is some 65% of the projected revenue. The 70/30 ratio of domestic to international student FTEs does not meet the board directed 75/25 ratio. The growth in the non-credit programs of $0.9M also relies on international tuition and relates to revenue from international contract training and English Language training. Ability to offer face-to-face instruction is critical to achieve the English Language training revenue targets.

HIGH QUALITY, EFFECTIVE EDUCATION

The student per core faculty ratio decreased from 41:1 in 2021/22 to 40:1 in 2022/23 due to five additional core faculty FTEs in 2022/23 compared to 2021/22. The student per program support FTE ratio increased from 39:1 in 2021/22 to 41:1 in 2022/23 with student FTEs increasing at a higher rate than staff FTEs. The student per academic support ratio increased from 22:1 in 2021/22 to 24:1 in 2022/23 with staff FTEs remaining relatively constant. Both the student per program support ratio and the student per academic support ratio indicate a more effective use of resources in 2022/23 compared to 2021/22 as staff positions remain stable.

RESEARCH INVESTMENT

Research revenues are anticipated to be slightly less at $2.4M for 2022/23 ($2.9M in 2021/22) based on projected research levels. Changes to research revenues are off offset by eligible expenditures recovered from grant funding. Research expenditures include direct research costs, indirect administrative costs and research performed by core faculty as part of the work plans. The research costs will exceed research revenue by $4.6M in 2022/23 compared to $4.4M in 2021/22. The additional research costs in the current year relate to increases in salaries and benefits levels for staff.

FINANCIAL SUSTAINABILITY

The net operating income and cost/revenue ratios for 2022/23 at $1.0M and 98.8%, slightly above the 2021/22 forecast ($0.5M and 99.3%) and the 2020/21 actuals ($0.7M and 99.0%). The net operating income as a percentage of academic revenue increased from 1.2% in 2021/22 to 1.9% in 2022/23. Based on analysis performed on financial sustainability, the proposed targeted ratio would be 2% of academic revenue.

The Financial Sustainability Index Ratio is a composite ratio based on the reserve ratio (30% weighting), equity ratio (40% weighting) and net income ratio (30% weighting). The financial sustainability index ratio is anticipated to remain at "Good" for 2022/23 – the same as 2021/22. The reserve ratio and equity ratio, which both consider net assets, decreased in 2021/22 due to a reduction in investments, resulting from the acquisition of the Langford property and spending on technology projects using internal funding. Although the Financial Sustainability Index Ratio has declined, the investment balances are sufficient to fund future capital projects and maintain liquidity for operating purposes.

Further discussion on the investment balances including a 15-year projection which incorporates a multi-year capital plan have been provided in Appendix A. The impact of the multi-year capital plan on the university's

Financial Sustainability Index Ratio is outlined in Appendix B. The investment balance is projected to decline to $13.4M in 2023/24 and then increase gradually to $69.6M by 2036/37.   The Financial Sustainability Index Ratio declines to Fair between 2023/24 and 2030/31 due to reduced investment balances from internally funding capital expenditures and then returns to Good by 2030/31. The modeling was based on achieving net operating income of 2% of academic revenue which results in net operating income growing from $1.0M in 2022/23 to $2.5M by 2036/37.

OPERATIONAL LEVERAGE

The contribution margin from academic programs is 41% in 2022/23 compared to 38% in 2021/22, slightly higher than the 40% contribution margin achieved in 2018/19. The higher contribution margin results from the increased revenues from credit ($6.8M) and non-credit programs ($0.9M) and relative lower associate faculty costs per student FTE realized through higher teaching ratios for core faculty and the higher student per program support ratios. The net margin increases from -2% in 2021/22 to 5% in 2022/23 and results from the higher contribution margin and the higher student per academic support ratios.

The total cost per student FTE ($000s) has increased from $26.6K in 2021/22 to $27.1K in 2022/23. While the labour and amortization costs per student FTE remained constant, the student recruitment and instructional and program delivery costs per student FTE accounted for the $0.5K increase. Expenditures which were curtailed during COVID-19 will be incurred in 2022/23.

2022/23 OPERATING AND CAPITAL PLANS

The university's approach to operating and capital planning is designed to enable the institution to align its financial operating and capital resources with its vision and values. In doing so, the operating and capital planning processes will be better able to meet changing institutional needs and be responsive to new opportunities. In keeping with its commitment to financial stability and sustainability, the 2022/23 operating budget is projected to be $1.0, exceeding the forecasted net operating income of $0.5M. Additionally, the following reflects the operating and capital plan priorities for 2022/23

OPERATING PLAN PRIORITIES

Academic Programming and Organizational Structure

- Review academic organizational structure and implement changes to support the achievement of RRU's long-term Vision, Goals and Values
- Restructure the approach to enrolment management, including electronic reporting and development of a rolling strategic plan
- Complete development work on the Challenge-Based Learning program, a common two-year university foundation curriculum that feeds into the university's degree programs
- Expand program quality reviews on academic programs and perform 5-year reviews on specific programs

Sustainability Initiatives

- Introduce new academic program opportunities and promote climate action leadership and competencies through degree and non-credit programs including new micro-credentials aimed at climate action practitioners
- Recognize the urgency of climate action as core to the university's purpose and business activities by maturing climate-driven governance and policies while implementing a series of initiatives intended to address energy efficiencies and mitigate greenhouse gas (GH) emissions
- Increase climate change awareness and action through education within the university community and facilitate engagement at all levels through the establishment of the Climate Leadership Committee

Indigenous Engagement

- Continue to nurture strong relationships with south island First Nations through the growth of Royal Roads' indigenous relations and academic support team and the development of the West Shore campus proposal
- Expand Indigenous content and awareness in the academic programs through the recruitment of the Chair, Emerging Indigenous Scholar Circle and two Indigenous Scholars

Risk-focused financial management approach

- The 2022/23 operating budget has been developed on a risk-adjusted basis, by considering the possible impacts of reductions in revenue and cost containment measures that could be taken to return to a balanced budget, given that the recovery from COVID-19 continues to provide uncertainty for students and universities.   This information is provided in Appendix C of the report.

CAPITAL PROGRAM PRIORITIES

While always protecting existing capital funding sources in tandem with identifying and securing new funding sources relevant to key initiatives including the proposed West Shore Campus, the following capital initiatives will be priority for 2022/23:

Major Physical Infrastructure Investments
- Complete the $3.5M Rose Garden Cottage upgrade, including leading the provincial post-secondary sector in the achievement of the Zero Carbon Building Design Standard in an existing facility
- Advance detailed design and development plans for the proposed West Shore Campus, and be ready to initiate construction upon Ministry approval

Campus Infrastructure and Planning
- Develop approach to updating the strategic campus plan, aligning to land acquisition objectives at RRU's Colwood campus, long-term development requirements and opportunities, and coordination with the future Langford campus
- Advance the Japanese garden revitalization project to detailed design, confirming donor support along the way, and prepare to initiate the first phase of upgrades

Energy Efficiency Driven Deferred Maintenance
- Continue to focus on deferred maintenance projects that address climate action objectives, mitigating greenhouse gas (GHG) emissions, protect and lengthen the lifecycle of existing buildings and infrastructure
- Evaluate deferred maintenance and space functionality requirements in Hatley Castle and prioritize projects to address immediate needs

Academic Program Support
- Contribute to the student experience through initiatives aimed at mitigating barriers, enhancing accessibility and addressing safety risks in the built environment
- Support academic program and operational requirements with a review of existing spaces, identifying opportunities to optimize functionality and utilization

Technology
- Complete and transition the web presence renewal project to operations on time and on budget
- Maintain focus on delivery of quality outcomes within all streams of project work within the ERP system upgrade program
- Continue to support program growth and delivery requirements through a further combination of infrastructure and equipment lifecycle renewals

2022/23 OPERATING BUDGET

BUDGET ASSUMPTIONS

The 2022/23 operating plan reflects the priorities of Royal Roads University as determined through the integrated planning process with full consideration of plans and initiatives from all organizational units. It reflects the university's commitment to academic programming and program quality, the academic organization structure review, climate action leadership, Indigenous engagement and education, and Equity, Diversity and Inclusion. Expenditures on facilities and technology in the operating budget and on infrastructure and technology investments in our capital plan will ensure sustainability into the future.

As such, the 2022/23 operating budget has been developed based on the following key assumptions:
- Full resumption of on-campus activities by fall 2022;
- proposed 2% increase in tuition rates for undergraduate programs for new domestic and international students and for graduate programs for new domestic students;
- proposed 4% increase in tuition rates for graduate programs for new international students;
- proposed 0% increase in tuition rates for doctoral programs for domestic and international students;
- student enrolment levels resulting in 3,237 FTEs in credit programs with progression and completion rates remaining consistent with historical trends;
- provincial grant increases to offset compensation increases for General Wage Increase (GWI) in labour costs;
- compensation amounts for salary and benefit changes resulting from current collective agreements, collective bargaining and/or statuary obligations including all known increases and changes.

Table 2. Statement of Operations, 2022/23

Dollars in Thousands	2020/21 Actuals	2021/22 Forecast	2022/23 Plan	Variance To 2021/22 Forecast	%
Revenues					
Tuition and academic revenue	42,854	46,744	54,771	8,027	17%
Provincial operating grants	23,565	23,304	23,903	599	3%
Other revenue	9,002	8,756	9,983	1,227	14%
Total Revenues	**75,421**	**78,804**	**88,657**	**9,853**	**13%**
Operating Expenses					
Salaries and benefits	46,482	49,065	53,005	(3,940)	(8%)
Contracted services	10,568	11,415	12,534	(1,119)	(10%)
Supplies and services	5,805	5,508	6,307	(799)	(15%)
Marketing	2,090	1,944	2,132	(188)	(10%)
Student recruitment	1,786	1,578	2,383	(805)	(51%)
Instructional and program delivery	1,033	1,207	2,419	(1,212)	(100%)
Grounds,facilities and equipment	1,639	1,677	1,635	42	3%
IT and telecommunications	1,382	1,565	1,945	(380)	(24%)
Total Operating Expenses	**70,785**	**73,959**	**82,360**	**(8,401)**	**(11%)**
Amortization of tangible capital assets	3,894	4,305	5,265	(960)	(22%)
Operating Income	**742**	**540**	**1,032**	**492**	**91%**
Cost/Revenue Ratio	99.0%	99.3%	98.8%		
Operating Investments	-	-	-	-	0%
Net Operating Income	**742**	**540**	**1,032**	**492**	**91%**
Cost/Revenue Ratio	99.0%	99.3%	98.8%		

The 2022/23 net operating income is projected at $1.0M or $0.5M (91%) higher than 2021/22 forecast results. Revenue is projected to increase by $9.9M or 13% offset by an increase in operating expenses of $8.4M or 11%. Increases in amortization of tangible capital assets of $1.0M or 22% result from the completion of the Dogwood Auditorium and web presence renewal projects.

REVENUE

Projected revenues of $88.7M represents a $9.9M or 13% increase from 2021/22 forecast, $13.3M or 18% from 2020/21 actual results or $12.3M or 17% from pre-COVID 2019/20 results (Figure 3). The increase over 2021/22 forecast is attributable to higher tuition and academic revenues ($8.1M), provincial grants ($0.6M), and other revenue ($1.2M).

Of the $8.1M increase in higher tuition and academic revenues, $6.8M of that increase is anticipated to come from credit programs, $0.9M from non-credit programs and the remaining $0.3M from academic student fees.
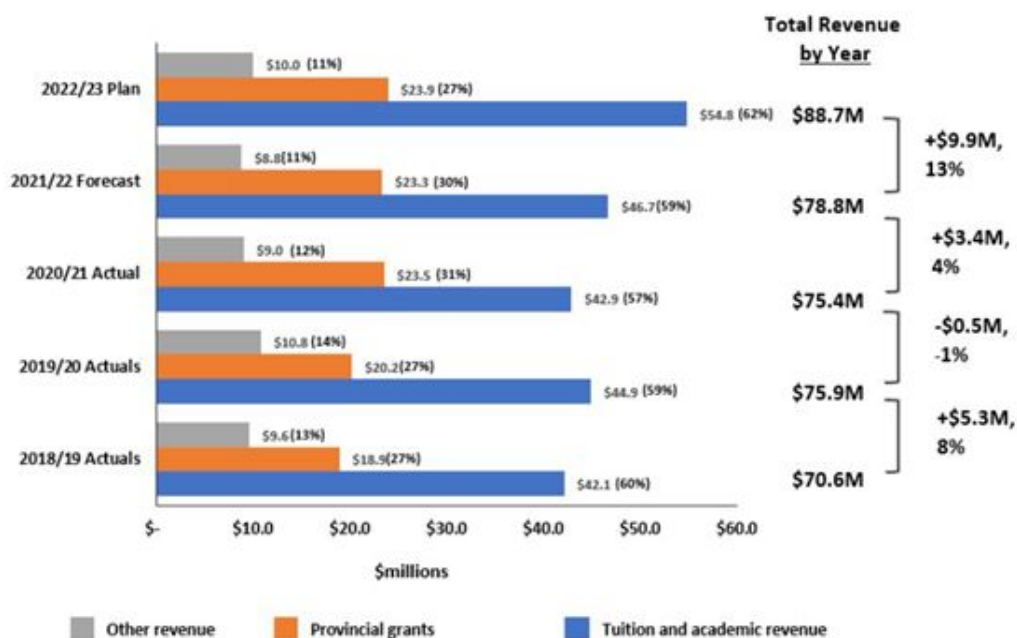
Figure 2. Five-Year Revenue Summary

Tuition and Academic Revenue

Credit Programs

The tuition revenue from credit programs at $48.0M shows an increase of $6.8M (17%) from 2021/22 forecasted results mainly due to a 10% growth in student FTEs for credit programs (increasing to 3,237 FTEs in 2022/23 from 2,939 FTEs in 2021/22). Included in this increase is a proposed 2% increase in tuition rates for undergraduate programs (domestic and international) and for graduate programs for new domestic students. There is a proposed 4% increase in tuition rates for graduate programs for new international students.

Table 3 shows the student FTE mix by domestic/international, undergraduate/graduate, and new/continuing students.

Table 3. Student FTEs in Credit Programs

	Student FTEs					Year over Year Incease in Student FTEs				% of Total FTEs				
	2018/19 Actuals	2019/20 Actuals	2020/21 Actuals	2021/22 Forecast	2022/23 Plan	2019/20 over 2018/19	2020/21 over 2019/20	2021/22 over 2020/21	2022/23 over 2021/22	2018/19 Actuals	2019/20 Actuals	2020/21 Actuals	2021/22 Forecast	2022/23 Plan
Domestic	2,062	2,025	2,040	2,158	2,252	(2%)	1%	6%	4%	72%	67%	72%	73%	70%
International	814	1,010	792	781	985	24%	(22%)	(1%)	26%	28%	33%	28%	27%	30%
	2,876	3,035	2,832	2,939	3,237	6%	(7%)	4%	10%	100%	100%	100%	100%	100%
Undergraduate	952	880	793	735	627	(8%)	(10%)	(7%)	(15%)	33%	29%	28%	25%	19%
Graduate	1,924	2,155	2,039	2,204	2,610	12%	(5%)	8%	18%	67%	71%	72%	75%	81%
	2,876	3,035	2,832	2,939	3,237	6%	(7%)	4%	10%	100%	100%	100%	100%	100%
New	1,214	1,066	1,008	1,086	1,344	(12%)	(5%)	8%	24%	42%	35%	36%	37%	42%
Continuing	1,662	1,969	1,824	1,853	1,893	18%	(7%)	2%	2%	58%	65%	64%	63%	58%
	2,876	3,035	2,832	2,939	3,237	6%	(7%)	4%	10%	100%	100%	100%	100%	100%

- Domestic student FTEs projected to account for 70% of the student FTEs compared to 73% in 2021/22 and graduate students are expected to account for 81% of the student FTEs compared to 75% in 2021/22. This is due to increased enrolments in the international student focussed programs - Master of Global Management, Master of Arts in Tourism Management, Master in Environment and Management, and Master of Arts in Intercultural and International Communication.

- This represents a projected increase of 94 FTEs (4%) for domestic student FTEs and 204 FTEs (26%) for international student FTEs and an increase of 419 (19%) in graduate FTEs and decrease of 108 FTEs (15%) in undergraduate FTEs.

- The new student FTEs account for 42% of the student FTEs compared to 37% in 2022/23, an increase of 258 FTEs (24%) over 2021/22.   This is compared to an increase for continuing students of 40 FTEs (2%).

The shift in student FTE mix toward new international student FTEs adds potential risk to the enrolment targets.

Table 4 shows the revenue mix by domestic/international, undergraduate/graduate, and new/continuing students.

Table 4. Revenue from Credit Programs

	Tuition Revenue					Year over Year Change in Tuition Revenue				% of Total Tuition Revenue				
	2018/19 Actuals	2019/20 Actuals	2020/21 Actuals	2021/22 Forecast	2022/23 Plan	2019/20 over 2018/19	2020/21 over 2019/20	2021/22 over 2020/21	2022/23 over 2021/22	2018/19 Actuals	2019/20 Actuals	2020/21 Actuals	2021/22 Forecast	2022/23 Plan
Domestic	26.3	25.7	27.2	29.1	30.7	(2%)	6%	7%	5%	72%	66%	70%	71%	64%
International	10.1	13.5	11.9	12.1	17.3	34%	(12%)	2%	43%	28%	34%	30%	29%	36%
	36.4	39.2	39.1	41.2	48.0	8%	(0%)	5%	17%	100%	100%	100%	100%	100%
Undergraduate	8.8	8.3	7.9	7.4	7.3	(6%)	(5%)	(6%)	(1%)	24%	21%	20%	18%	15%
Graduate	27.6	30.9	31.2	33.8	40.7	12%	1%	8%	20%	76%	79%	80%	82%	85%
	36.4	39.2	39.1	41.2	48.0	8%	(0%)	5%	17%	100%	100%	100%	100%	100%
New	15.7	15.8	14.8	16.0	21.1	1%	(6%)	8%	32%	43%	40%	38%	39%	44%
Continuing	20.7	23.4	24.3	25.2	26.9	13%	4%	4%	7%	57%	60%	62%	61%	56%
	36.4	39.2	39.1	41.2	48.0	8%	(0%)	5%	17%	100%	100%	100%	100%	100%

- As a result of higher international student enrolment, the growth in credit program tuition revenue is $5.2M (43%) for international students versus $1.6M (5%) for domestic tuition revenue.

- As as a result of higher enrolments in graduate programs, the growth in revenue from graduate student FTEs is $6.9M (20%) versus a $0.1M (1%) decline for undergraduate student FTEs.

- The growth in revenue from new student FTEs is $5.1M (32%) versus $1.7M (7%) from continuing student FTEs. Out of the $5.1M increase in revenue from new student enrolments, approximately $0.6M relates to the 2% and 4% tuition rate increases.

Professional and Continuing Studies

The revenue from Professional and Continuing Studies (PCS) at $4.5M is $0.9M (26%) above 2021/22 forecast and $1.5M (50%) above 2020/21. The 2022/23 revenue comes from non-credit continuing studies courses ($1.5M), domestic contract training ($1.9M), international contract training ($0.5) and English language training ($0.7M).
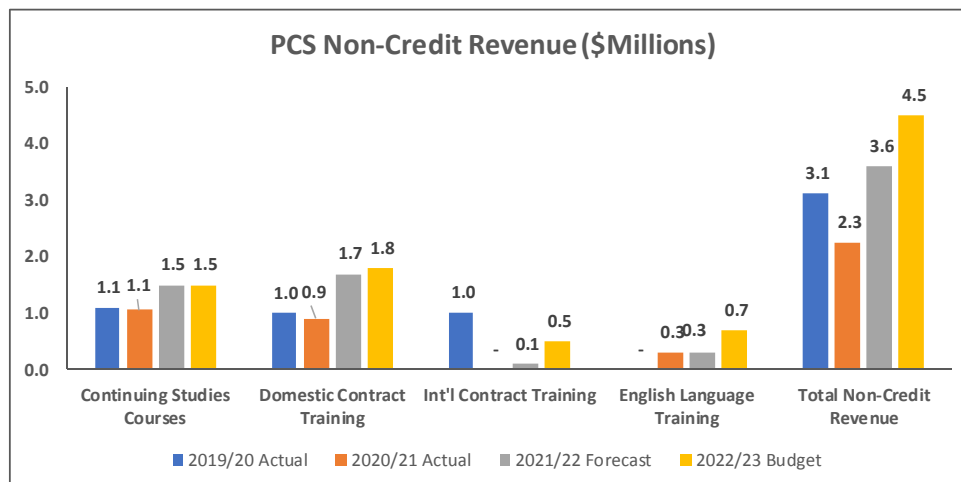
Figure 5. PCS Non-Credit Revenues

Non-credit continuing studies courses have not been as significantly impacted by COVID-19 as other professional and continuing studies revenue and will remain relatively flat. Domestic contract training ($0.2M above 2021/22 forecast) has trended higher in recent years due to new government funded contracts. International contract training is projected $0.4M above the 2021/22 forecast based on establishing new relationships and products in 2022/23.   English language training revenue is projected $0.4M above the 2021/22 forecast based on the ability to return to face-to-face instruction.

Provincial Grants

Provincial grants at $23.9M show an increase of $0.6M (3%) with provincial operating grants increasing by $0.9M offset by other grants decreasing by $0.3M.   The provincial operating grant increase is based on additional mandate funding. Other grants were higher for the 2021/22 forecast due to grants received by PCS for program development and training.

Other Revenue

Other revenue at $10.M shows an increase of $1.2M (14%) with changes in the following revenues:
- Ancillary services revenue - $1.7M increase related to student accommodation revenue ($0.6M), commercial events and rentals ($0.6M), retail sales ($0.2M), bookstore sales ($0.1M), parking fees ($0.1M) and recreation centre fees ($0.1M)
- Research revenue – $0.5M decease related to reduced federal research grants based on planned research activity
- Investment income - $0.2M decrease relating to lower investment balances
- Other revenue - $0.2M increase from higher donation from the Foundation for awards and scholarships and other revenue

OPERATING EXPENSES

The operating expenses of $82.4M are $8.4M (11%) above 2021/22 forecast with a salaries/benefits and contracted services increase of $5.0M (8%) and other expense increase of $3.4M (25%).

As a percentage of total operating expenses, salaries/benefits and contracted services at $65.5M have decreased by 2% from 80% compared to 82% in 2021/22 forecast. The shift in percentage to other expenses results from higher other expenses related to post COVID activity levels resuming (i.e. program events and field trips, student recruitment travel, other travel, and RRU hosted events), and higher IT and telecommunication costs.

Salaries and Benefits/Contracted Services

Workforce Costs
Salaries and benefits are $53.0M and contracted services are $12.5M for 2022/23 (Table 5).

Table 5. Salaries and Benefits/Contracted Services

Dollars in Thousands	2020/21 Actuals	2021/22 Forecast	2022/23 Plan	Variance To 2021/22 Forecast	%
Salaries	39,291	40,519	43,549	(3,030)	(7%)
Benefits	7,191	8,546	9,456	(910)	(11%)
	46,482	**49,065**	**53,005**	**(3,940)**	**(8%)**
Contracted Services					
Academic	7,071	7,565	8,707	(1,142)	(15%)
Non-academic	3,497	3,850	3,827	23	1%
	10,568	**11,415**	**12,534**	**(1,119)**	**(10%)**
Total Labour	**57,050**	**60,480**	**65,539**	**(5,059)**	**(8%)**

There is an increase of $5.1M (8%) over 2021/22 forecast and $8.5M (15%) over 2020/21 actual for salaries and benefits. The $3.0M (7%) increase in salaries is broken down into cost-of-living adjustments and merit increases ($1.4M), new positions and reclassifications ($0.3M), and reduction in vacancies ($1.3M). The benefits increase of $1.0M (12%) relates to statutory benefits on higher salaries and the higher CPP rates effective January 2022.

Contracted Services at $12.5M are $1.1M (10%) above 2021/22 forecast due to increases in associate faculty costs for additional teaching associated with increased courses and program quality / development work.

Workforce Positions

The priority hiring for 2022/23 includes additional positions to support our commitment to academic programs and program quality (4 regular full-time positions); academic support in enrolments and student services (2 temporary full-time positions), research support (regularization of 2 grant funded temporary positions); web support (1 regular and 1 temporary part-time position). The estimated cost of the new regular positions for 2022/23 is $0.4M and the annualized cost is estimated to be $0.8M.

Management is asking for consideration to provide three additional regular full-time positions with no funding being requested. The intent is to provide a small pool of resources, which if additional resources are required and forecasts show funding is available, would be prioritized and filled. Controls would be put into place to ensure that these positions are not filled without a surplus forecast solidified and presented to the Board for approval. Vacancies will be redeployed throughout the organization prior to actioning the additional FTEs to ensure the most efficient use of resources prior to adding positions.

Table 6. Workforce Analysis

	2021/22 Plan		2022/23 Plan		Variance*		Cost of New Regular Positions ($000s)	
	Positions	FTEs	Positions	FTEs	Positions	FTEs	2022/23	Annualized
Regular Positions								
Full-time	476	476	483	483	7	7	352	754
Part-time	21	13	21	13	-	-	-	-
Total Regular Positions	**497**	**489**	**504**	**496**	**7**	**7**	**352**	**754**
Pooled Positions	-	-	3	3	3	3		
Total Regular Positions	**497**	**489**	**507**	**499**	**10**	**10**		

The new full-time positions include the regularization of 2 grant funded temporary positions

Other Expenses

2022/23 other expenses (before amortization) of $16.8M show an increase of $3.3M (25%) over the 2021/22 forecast and $3.1M (22%) over the 2020/21 actuals as these expenses return to normalized levels in post-COVID times (Table 7).

Table 7. Other Expenses

Non-Labour Expense					Variance To	
Dollars in Thousands	2020/21 Actuals	2021/22 Forecast	2022/23 Plan	% of Total Operating Expenses	2021/22 Forecast	%
Supplies and services	5,805	5,508	6,307	8%	(799)	(15%)
Marketing	2,090	1,944	2,132	3%	(188)	(10%)
Student recruitment	1,786	1,578	2,383	3%	(805)	(51%)
Instructional and program delivery	1,033	1,207	2,419	3%	(1,212)	(100%)
Facilities	1,639	1,677	1,635	2%	42	3%
Technology	1,382	1,565	1,945	2%	(380)	(24%)
Total Non-Labour Before Amortization	13,735	13,479	16,821		(3,342)	(22%)
Amortization of tangible capital assets	3,894	4,305	5,265	6%	(960)	(22%)
Total Non-Labour	**17,629**	**17,784**	**22,086**	**26%**	**(4,302)**	**(24%)**

- Supplies and services show increased expenditures related to returning to post-COVID levels including additional amounts on travel, RRU hosted events, cost of goods sold, and food purchases related to ancillary revenue.
- Marketing increases include amounts for a fundraising development program and marketing of new programs as well as inflationary increases.
- Student recruitment increases includes additional expenditures for commissions on international enrolments and student recruitment travel and events.
- Higher instructional and program delivery costs correspond to additional student enrolments and the return of on-campus program events and field trips.
- Technology increases are related to higher software licensing costs and greater numbers of licenses.

- Increases of $1.0M (22%) in amortization of tangible capital assets are due to completion of infrastructure and technology projects.

MARGINS

Figure 6 shows the contribution margin[1] from academic programs is increasing by $4.6M from $17.2M to $21.8M (growing from 38% to 41%). The additional revenue of $7.7M is offset by an increase in expenses of $3.1M. The higher contribution margin presents a greater level of risk as it relates primarily to international tuition revenue for both the credit programs and PCS.

Figure 6. Contribution Margin, All Academic Programs
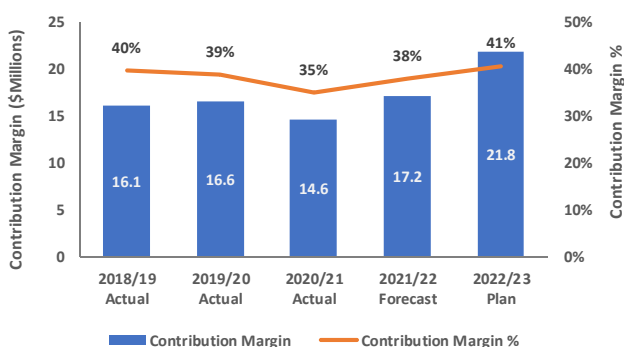
Figure 7. Contribution Margin, Credit Programs
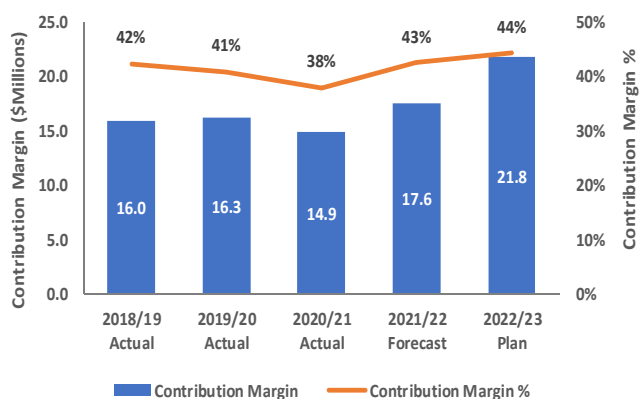
Figure 8. Contribution Margin, PCS Non-Credit Programs

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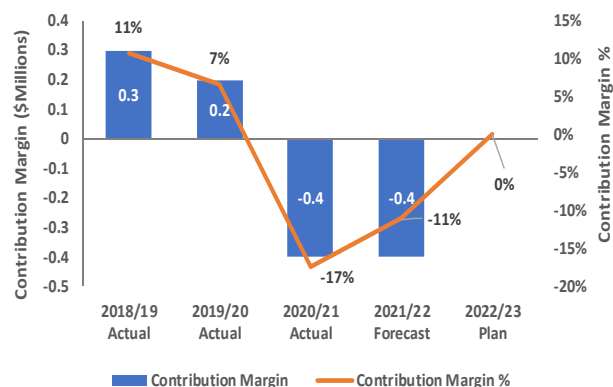
[1] Contribution margins consist of operating revenues less direct teaching salaries and contracted services, program support salaries and benefits, academic administrative salaries and benefits, and departmental non-labour costs for academic programming and professional and continuing studies programs.

The contribution margin for 2022/23 is generated from the credit programs with PCS returning to a break-even position following two years of negative net margins during COVID-19. The increasing margins for the credit programs are dependent on the 10% growth in student FTEs, including a 26% increase in international student FTEs and higher teaching ratios for core faculty. The increasing margins for the PCS non-credit programs come from international contract training and English Language training and rely on the ability to offer face-to-face programs.

Figure 9. Net Margin, All Academic Programs
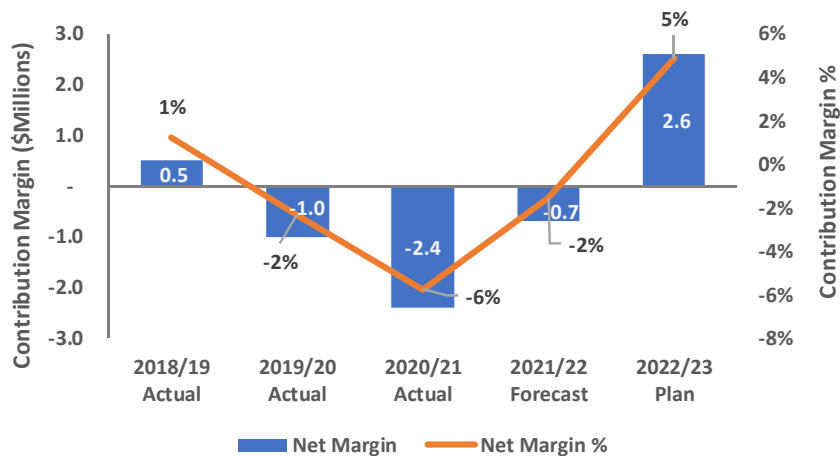
The net margin[2] from academic programs is only increasing by $3.3M after accounting for salaries and benefits and other non-labour costs for marketing and academic support areas (from contribution margin of $4.6M). The increase from negative $0.7M to $2.6M (growing from negative 2% to 5%) is mainly due to increased international tuition revenues (see contribution margin section).

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[2] Net margins additionally include the cost of salaries and benefits, contracted services and other non-labour costs for marketing, student recruitment and academic support (library services, enrolment and registration services, student services, Centre for Teaching and Education Technology).

2022/23 CAPITAL PLAN BUDGET

Overall capital expenditures total $45.3M with $30.0M (66%) funded from external sources and $15.3M (34%) through internal sources. Of the total expenditure, $20.3M are related to the proposed West Shore Campus and are anticipated to be funded externally.

Table 8. Capital Plan – 2022/23

CAPITAL PLAN BUDGET - 2022/23				
	Expenditures		Funding Sources	
Dollars in Thousands	2021/22 Forecast	2022/23 Plan	2022/23 External Funding	2022/23 Internal Funding
Colwood Campus				
Major Capital Initiatives				
Rose Garden Cottage Upgrade	500	3,000	2,250	750
Dogwood Auditorium and related projects[1]	448	-	-	-
	948	**3,000**	**2,250**	**750**
Campus Land, Facilities & Building Resilience				
Land Acquisition	100	100	-	100
Campus Horizontal Infrastructure[2]	820	3,368	2,075	1,293
Energy Efficiency Drive Deferred Maintenance	625	5,500	3,980	1,520
Hatley Castle Upgrades	70	925	349	576
Academic Delivery & Supporting Space Reconfigurations	60	1,100	825	275
Other Initiatives (Projects $501K and under)[3]	1,076	973	211	762
	2,751	**11,966**	**7,440**	**4,526**
Furniture, Fixtures & Equipment				
Operating FF&E	1,052	1,285	-	1,285
	1,052	**1,285**	**-**	**1,285**
Technology Investment				
Web Presence Renewal[4]	1,473	626	-	626
ERP Systems[5]	3,237	4,641	-	4,641
Network Infrastructure & Technology Asset Purchases	854	3,518	-	3,518
	5,564	**8,785**	**-**	**8,785**
Colwood Campus Subtotal	**10,314**	**25,036**	**9,690**	**15,346**
% of Funding - Colwood and Langford Campus			**39%**	**61%**
Langford Campus				
Land & Phase I Development	20,900	20,300	20,300	-
Langford Campus Subtotal	**20,900**	**20,300**	**20,300**	**-**
% of Funding - Colwood and Langford Campus			**100%**	**0%**
Colwood and Langford Campus	**31,214**	**45,336**	**29,990**	**15,346**
% of Funding - Colwood and Langford Campus			**66%**	**34%**

[1] *Includes furniture, equipment, site improvements and recreation centre improvements*

[2] *Includes electrical infrastructure upgrades*

[3] *Includes commitments to accessibility and other building renovation projects*

[4] *Web Presence Renewal is the first phase of the Digital Communication Platform project*

[5] *Enterprise Resource Planning is the core financial and student management system upgrade*

Colwood Campus

Highlights from the 2022/23 capital program, focusing on projects on the university's Colwood campus are summarized below.

Major Capital Initiatives

Rose Garden Cottage Upgrade

The renovation of the Rose Garden Cottage began in 2021/22 following Board approval of the project business case. With the approval of RRU's first Climate Action Plan, detailed planning identified a subsequent opportunity to expand project scope and achieve a Zero Carbon Building Design Standard; Board approval of a revised approach to the project was confirmed in December 2021. The $3.5M upgrade project is expected to be complete in March 2023. The building, which is situated in the core of the campus, will provide flexible space with approximately 12-14 offices/workpoints, modest indoor and outdoor meeting spaces, and function as an important research hub to accommodate the Cascade Institute.

Campus Land, Facilities and Building Resilience

Land Acquisition

Discussions continue with the federal government and interested parties about the disposition of the Royal Roads lands and the university's objective to acquire fee simple ownership of approximately 180 acres of the property. Expenditures of approximately $0.1M will be focused on consulting and legal expertise supporting RRU's due diligence efforts on the environmental and geotechnical assessments of the site and infrastructure assets.

Campus Horizontal Infrastructure

The university will spend $3.4M on horizontal infrastructure upgrades. All of the projects are multi-year projects that will continue into 2023/24 and include:
- $0.1M to upgrade electrical infrastructure and facilitate associated GHG initiatives
- $0.8M will support both infrastructure assessments needed for the land acquisition file and pre-planning for the next phases of the horizontal infrastructure upgrades (power, data, water, sewage), expanding on work completed in 2018/19.
- $0.5 on the second year of the campus-wide signage upgrade
- $2.0M to advance the Japanese garden revitalization project to detailed design and readiness to begin the first phase of upgrade work, subject to donor funding

Energy Efficiency Driven Deferred Maintenance

Initiatives planned in this category have been prioritized to meet climate action goals. With an anticipated expenditure of $5.5M, areas of focus include:
- $1.3M for replacement of non-compliant Freon refridgeration units in keeping with legislated compliance requirements
- $2.0M to upgrade building roof systems
- $0.5M to address deferred exterior/facility painting requirements
- $0.5M of donor contributions to upgrade the heritage glass greenhouse
- $1.2M on a variety of other GHG mitigation initiatives, including completion of boiler upgrades started in 2021/22, focusing over the coming year on the upper campus greenhouse facility and on-campus

accommodations in house 10 (which offers four individual suites) as well as fleet parking infrastructure upgrades

Hatley Castle Upgrades

A series of interrelated upgrades and deferred maintenance issues in Hatley Castle will be addressed through an investment of $0.9M focusing on IT network upgrades ($0.4M), space optimization and reconfigurations ($0.3M), and hazmat remediation requirements in the basement ($0.2M).

Academic Delivery & Support Space Reconfiguration

A projected investment of $1.1M to optimize and reconfigure existing space in support of academic program delivery and support activities includes creation of specialized video creation space for professional communication and other programs ($0.5M) as well as being ready to facilitate the needs of the new challenge-based learning model that will be introduced in September 2023 ($0.2M for modified classroom and breakout spaces). Targeted reconfiguration of support and operational spaces will address deferred maintenance priorities and aim to optimize efficiencies identified primarily in heritage buildings that were not purpose-built for a modern and growing institution ($0.4M).

Other Initiatives
Complementing the key themes of the 2022/23 capital plan, expenditures of approximately $1.0M are anticipated to support a number of smaller projects including upgrades to the Dogwood stage system ($0.1M) and completion of the servery ($0.1M), campus benches ($0.1M), as well as a variety of accessibility upgrades, maintenance requirements, water quality system renewals and exterior drainage upgrades ($0.4M). In addition, project management and financial analyst support to the capital program are also captured within this category of the annual plan ($0.3M).

Furniture, Fixtures, and Equipment
Royal Roads will continue to make an annual commitment to asset lifecycle renewal (furniture, a variety of equipment requirements, and vehicles) projecting a total investment of $1.3M. The university will advance its effort to electrify the vehicle fleet in alignment with infrastructure upgrades noted above. The preliminary fleet renewal plan for 2022/23 envisions purchasing two trucks to support heavy operational work in addition to continued renewal of Royal Roads' golf cart fleet.

Technology Investment

Web Presence Renewal
The university is on track to complete the Web Presence Renewal capital project in 2022/23, fully transitioning ongoing maintenance and governance to operations. Planned capital expenditures for 2022/23 are $0.6M, within the framework of the approved project budget of $4.0M.

Enterprise Resource Planning System
Aligned to the scope and complexity of the approved business case outlining upgrades to the university's core business systems, planned expenditures for 2022/23 are $4.6M. Efforts in the coming year will focus on the integration architecture, student management and talent management components of the project.

Network Infrastructure & Technology Asset Purchases
RRU invests each year in upgrades and renewal of network infrastructure, technology assets and associated services. Planned expenditures of $3.5M in 2022/23 include:
- $1.2M for infrastructure upgrades and the purchase of technology equipment and related assets

- $0.9M to advance the second year of the multi-year campus security system upgrade project
- $0.7M to upgrade the campus phone system
- $0.3M for a faculty work planning system
- $0.3M to complete the implementation of the new student management system for professional and continuing studies
- $0.1M to support cell service upgrades on the campus in collaboration with external service providers

Langford Campus

Land & Phase I Development
Having invested $18.5M in 2021/22 to acquire approximately four acres of property in downtown Langford, the university continues to work with academic partners and other key stakeholders to develop academic programs and plans for student support in parallel with design and construction plans for the first phase of development for the proposed new West Shore campus.

The main area of focus in the 2022/23 capital program will centre on readiness to initiate construction of a new five-storey, 8,900 square metre building on the site. Site planning and design of the facility is advancing and reflects the needs of all academic partners.

Ministry review of the West Shore campus business case is progressing; pending formal approval to proceed, the university and the capital project team is poised to begin construction in April 2022. The targeted completion/ opening date for the new facility continues to be September 2024 although it is recognized that supply chain disruptions and construction labour shortages make the building environment challenging.

Projected investment levels for 2022/23 through 2024/25 are consistent with the related business case and would be fully funded by the provincial government.

PROFORMA FINANCIAL POSITION

Proforma Balance Sheet

As presented in Table 9, the financial position of the university is expected to remain strong throughout fiscal 2022/23.

Table 9. Proforma Balance Sheet

Dollars in Thousands	2021/22 Forecast	2022/23 Plan	Variance To 2021/22 Forecast	%
Financial Assets				
Cash	5,968	5,968	-	0%
Investments	25,006	16,749	(8,257)	(33%)
Accounts Receivable	3,035	3,391	356	12%
Inventories	343	343	-	0%
	34,352	**26,451**	**(7,901)**	**(23%)**
Liabilities				
Accounts Payable and Accrued Liabilities	10,877	11,969	1,092	10%
Employee Future Benefits	929	994	65	7%
Deferred Revenue	22,613	25,418	2,805	12%
Deferred Contributions[1]	640	390	(250)	(39%)
Deferred Capital Contributions[2]	73,652	100,511	26,859	36%
	108,711	**139,282**	**30,571**	**28%**
Non-Financial Assets				
Tangible Capital Assets	119,403	158,843	39,440	33%
Supplies Inventory	171	171	-	0%
Prepaid Expenses	1,036	1,036	-	0%
	120,610	**160,050**	**39,440**	**33%**
Accumulated Surplus				
Opening Balance	45,330	45,870	540	1%
Current Year	604	1,032	428	71%
Closing Balance	45,934	46,902	968	2%
Remeasurement Gains (Losses)	317	317	0	0%
	46,251	**47,219**	**968**	**2%**

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

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

The key changes in assets and liabilities include:

- Working capital items, such as accounts receivable, accounts payable and deferred revenue, will increase as a result of the associated increase in revenues and expenses.
- Tangible capital assets will increase by $39.4M to $158.8M as a result of additional capital expenditures of $44.7M, net of amortization expense of $5.3M.
- Deferred Capital Contributions will increase by $26.9M to $100.5M due to $30.0M in funding from external parties for capital expenditures offset by amortization of $3.1M.

Further discussion on the university's financial position can be found in the Financial Sustainability section in Appendix B.

Appendix A – MULTI-YEAR CAPITAL PLAN

Multi-Year Capital Plan

The multi-year capital plan includes expenditures for the Colwood campus of $243.3M with major initiatives ($70.0M), campus land, facilities and building resilience investments ($106.1M), furniture, fixtures and equipment ($20.6M), and technology investments ($46.6M). Expenditures for Phase I of the Langford campus total $77.9M. The total expenditures of $321.2M are projected to be funded externally ($207.8M or 65%) and internally ($113.4M or 35%).

The major initiatives include a new student centre, new student accommodation and academic building. Colwood campus land, facilities and building resilience expenditures include upgrades to horizontal infrastructure, Hatley Castle, energy efficiency and other initiatives. Technology investments include technology asset purchases and refreshes of the university website and enterprise resource planning systems subsequent to initial implementation of the IT website and ERP systems.

Projected timing of the major capital expenditures is as follows:
- 2022/23 and 2023/24 – the Langford Campus Phase I ($77.9M);
- 2025/26 to 2028/29 - a new student centre ($17.0M) and student accommodation ($20.0M);
- 2027/28 and 2028/29 - a refresh of the university website ($4.0M);
- 2030/31 and 3032/33 – a new academic building ($30.M); and
- 2036/37 - the commencement of a refresh of the ERP system ($5.0M)
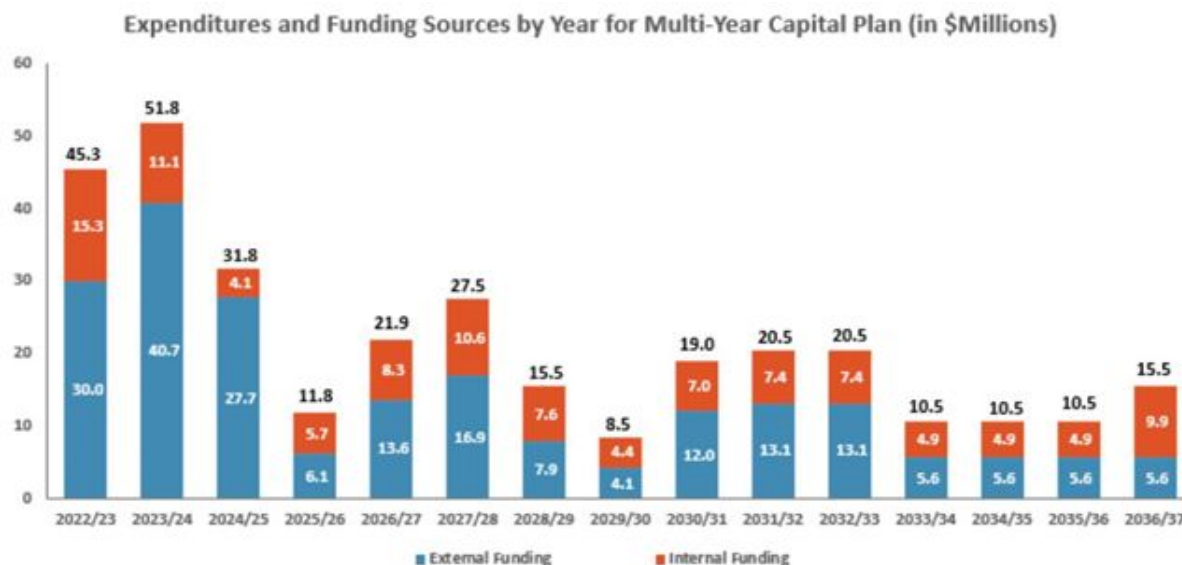
Figure 10. Capital Investment and Funding Sources, 2022/23 – 2036/37

Impact of Multi-Year Capital Plan on Financial Position

Figure 11 shows the trending of the investments and net tangible capital assets between 2022/23 and 2036/37 based on the above noted capital expenditures and funding sources.

Investments and Tangible Capital Assets ($Millions)
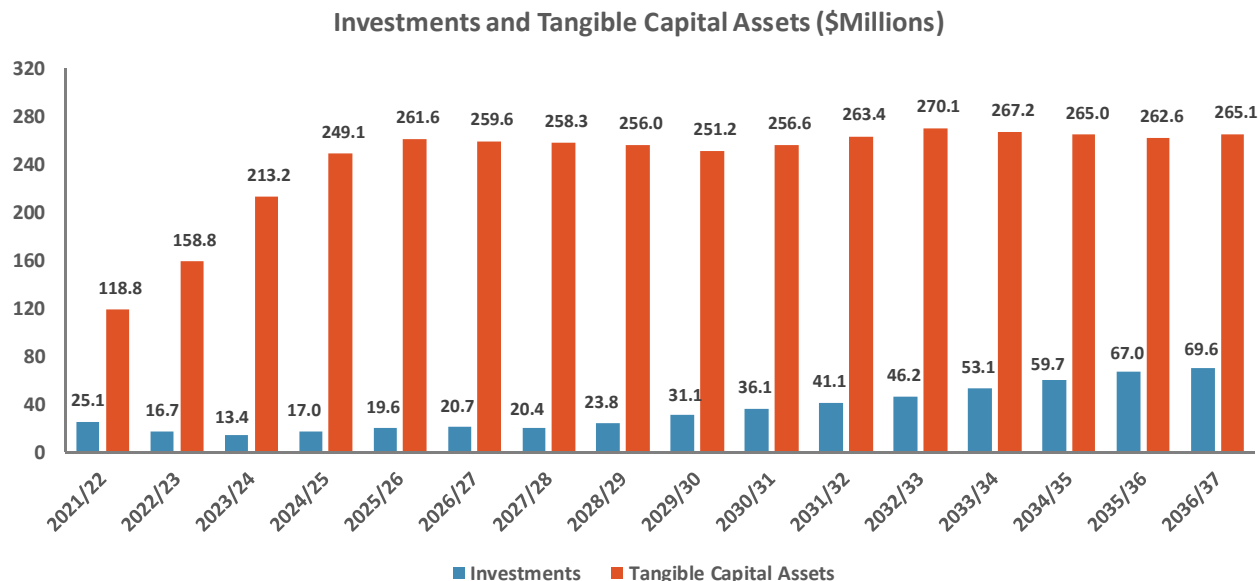
Figure 11. Investments and Net Tangible Capital Assets, 2021/22 – 2036/37

Net tangible capital assets will grow by $146.3M, increasing from $118.8M in 2021/22 to $265.1M in 2036/37. The university will initially experience a decline in investments, decreasing from $25.1M to $13.4M in 2023/24, followed by an increase from 2024/25 onward to $69.6M in 2036/37. The increase in investments after 2023/24 results from external funding for capital and cash flow from operations, amortization and net working capital exceeding capital expenditures.

Table 10 below shows the continuity of the change in the projected investment balance between 2022/23 and 2036/37.

Table 10. Source of Change in Investments

Continuity of Change	$ Millions
Opening Investments, April 1, 2022	**25.1**
Acquisition of Capital Assets	(321.2)
Offset by:	
External Funding for Capital Assets	207.8
Net Operating Income	26.1
Cash Flow Generated from Amortization Expense*	174.9
Cash Flow Lost from Amortization Revenue*	(90.8)
Cash Flow Generated from Change in Working Capital	47.7
Closing Investments, March 31, 2037	**69.6**

* Non-cash item within net operating income

Acquisition of capital assets reduce investments by $321.2M. This is offset by $207.8M in external funding and $26.1M from net operating income. Another $84.1M of the funding comes from the annual net amortization revenue/expense, a net deduction when calculating the net operating income that does not involve any actual cash flow. Another $47.7M of funding comes from changes in working capital (i.e. net change in accounts receivable, prepaids, accounts payable, and deferred revenue).

Appendix B – FINANCIAL SUSTAINABILITY

Financial Sustainability Index Ratio[1]

Changes to Royal Roads' financial position which are impacted by the multi-year capital plan and net operating income affect the university's Financial Sustainability Index Ratio calculation and score. The Financial Sustainability Index Ratio consists of three ratios, the Reserve Ratio[2], the Equity Ratio[3], and the Net Income Ratio[4], plus a composite score.

The Financial Sustainability Index Ratio and accompanying ratios for 2018/19 to 2036/37 are shown in Figure 12 and the composite score ranges are shown in Table 11. The projections have been prepared based on the following assumptions:

- Revenue growth – 13% for 2022/23, between 7% and 8% for 2023/24 to 2025/26, and 5% to 6% for 2026/27 onward
- Salaries and Benefit growth – 7% per annum
- Other Expenses – 4% per annum
- Net Operating Income – Target of 2% of Tuition and Academic Revenue (growing from $1.0M in 2022/23 to $2.5M in 2036/37

Figure 12. Financial Sustainability Index Ratio
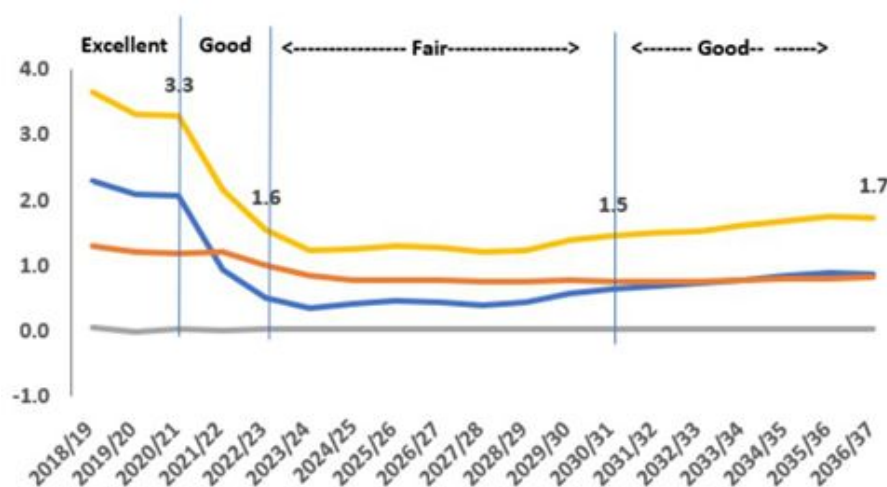
Table 11. Composite Score Range

Composite Score Range	Rating
>2.5	Excellent
1.5 to 2.4	Good
1.0 to 1.4	Fair
-1.0 to 0.9	Poor

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[1] The Financial Sustainability Index Ratio is calculated in a similar manner as the Financial Health except that deferred revenue is not deducted when arriving at net assets in the Reserve Ratio

[2] Reserve Ratio measures the university's liquidity and its ability to withstand adversity; Calculated as Net Assets (excluding net tangible capital assets, deferred capital contributions, and deferred revenue) divided by Total Expenses (excluding amortization expense)

[3] Equity Ratio measures the university's capital resources and ability to borrow; Calculated as Net Assets divided by Total Assets

[4] Net Income Ratio measures the university's ability to operate within its means; Calculated as Net Operating
Income divided by Total Income

The university's composite index is declining from Excellent in 2020/21 to Good in 2021/22, declining to Fair in
2023/24, and returning to Good in 2030/31. The change in the Financial Sustainability Index Ratio relates to a
decline and then recovery in the reserve ratio and the equity ratios.

The declines in the reserve ratio and equity ratio in 2021/22 results from the acquisition of the Langford land and
the web presence renewal and ERP projects, using internal funding. The acquisitions reduce the investment
balances and the net assets. From 2023/24 to 2029/30, the university uses more internal funding for capital
expenditures and net operating income ranging from $1.0M to $1.9M. This results in investment balances ranging
from $13.4M to $31.1M, causing the Financial Sustainability Index Ratio to decline to Fair.   For 2031/32 onward,
the investment balances grow from $31.1M to $69.6M and the net operating income grows from $1.9M to $2.5M,
causing the Financial Sustainability Index Ratio to be restored to Good.   During that period, capital expenditures
become fully funded through external sources, cash flow from operations, amortization expense and changes in net
working capital.

Appendix C – FINANCIAL RISK ASSESSMENT

Financial Risk Assessment Post-COVID Analysis

INTRODUCTION

Although indications are that COVID-19 may be moving from a pandemic to epidemic, the uncertainty associated with COVID-19 impacts will continue into 2022/23 as well as the possibility of higher inflation rates.

The following analysis focuses on the financial risks associated with the 2022/23 budget based on looking back over the last 24 months of the pandemic and analyzing the financial impacts of COVID on the two past year's financial results. Through this lens and the lessons learned, we have identified those revenue sources at the greatest risk and present 2 deficit scenarios, along with the mitigation strategies to ensure the long-term financial health of the university, while continuing to provide the support for the students, faculty and staff that make up our RRU community.

WHAT HAPPENED IN 2021/22?

2021/22 Forecast to 2021/22 Plan

In 2021/22, tuition and academic revenues are forecast at $46.7M, $4.6M below the approved operating plan. The revenues for tuition and academic fees were directly impacted by COVID-19 with forecasted shortfalls in credit program revenue from international students ($2.7M) and domestic students ($1.7M). Other shortfalls include academic fees ($0.1M) and professional and continuing studies revenue ($0.1M). For professional and continuing studies, forecasted shortfalls related to COVID-19 included international contract training ($0.2M) and English Language training ($0.2M) are partially offset by additional revenue from continuing studies courses ($0.3M).

2021/22 Forecast to 2020/21 Actual

2020/21 actual tuition and academic revenues totalled $42.9M compared to 2021/22 forecast of $46.7M, an increase of $3.8M or 9%. Credit programs account for $2.2M of the increase while non-credit professional and continuing studies revenue account for $1.6M of the increase.

LOOKING FORWARD TO 2022/23

2022/23 Plan to 2021/22 Forecast

Tuition and academic revenues for 2022/23 plan are projected at $54.8M compared to $46.7M in 2021/22 forecast, a difference of $8.1M or 17%. The four main increases to academic revenues in 2022/23 are outlined in Table 12.

Table 12. Tuition and Academic Revenues, Main Contributing Revenue Sources

Dollars in Millions	Category of Enrolment	2022/23 Increase	2022/23 Total	2021/22 Total	2020/21 Total	2019/20 Total
Credit Programs	New international students	4.3	10.4	6.1	5.1	6.9
Credit Programs	Continuing students	2.0	27.0	25.0	17.2	17.2
Non-Credit	International contract training	0.4	0.5	0.1	0.4	1.0
Non-Credit	English Language training	0.2	0.7	0.5	0.2	-
Total		**6.9**	**38.6**	**31.7**	**22.9**	**25.1**

RISK ANALYSIS

There are four risks that could potentially impact the operating results for 2022/23 as follows:

New international students

Risk factor:
- Student deferrals increase for April to August course intakes due to lasting impacts of COVID-19

- Delay in issuing travel and student visas due to backlog of applications with Immigration Canada
- Ability of students to afford to resume their studies and sponsoring organizations' ability to fund employees' higher education diminishes in the wake of high inflationary costs and potential job losses in certain sectors

Continuing domestic students

Risk factor:

- Increase in attrition rates, study leaves and reduced course loads due to financial and mental health factors
- Time to build relationships and new product lines is delayed resulting in slower recovery of these revenues to pre-COVID levels

English language training

Risk factor:

- Enrolments in English language training are delayed due to delays in students being able to do courses on a face-to-face delivery basis while internal fixed costs remain

Financial Impact Sensitivity Analysis

In 2021/22, Royal Roads experienced a $3.9M shortfall in its revenue and was able to mitigate the shortfall through savings of $1.8M in labour expense and savings of $2.1M in non-labour expenses.   The revenue shortfall was midway between the possible and pessimistic scenario presented in the 2021/22 operating plan.

An analysis has been prepared for 2022/23. Table 13 shows two scenarios, a possible and a pessimistic scenario with the possible scenario resulting in a reduction of $3.0M in net operating income and the pessimistic scenario showing a reduction of $5.0M in net operating income. Following this analysis, Table 14 shows potential cost containment measures, ranging from $2.8M to $5.7M to offset the net income reductions. Table 15 provides mitigation strategies to reduce the potential revenue reductions.

Table 13. Scenarios and Net Income Reductions

Dollars in Millions	Category of Enrolment	Description of Possible Scenario	Possible Scenario Net Operating Income Reduction	Description of Pessimistic Scenario	Pessimistic Scenario Net Operating Income Reduction
Credit Programs	New international students	New student enrolments are 40% below plan levels	$1.5M	New student enrolments are 50% below plan intakes	$1.9M
Credit Programs	Continuing students	6% higher loss of revenue against plan due to higher attrition, study leaves and reduced course loads (compared to historical 10% to 15%)	$1.2M	13% higher loss of revenue against plan due to higher attrition, study leaves and reduced course loads (compared to historical 10% to 15%)	$2.6M
Non-Credit	International contract training	Revenue reduced to $0.3M ($0.2M above 2021/22 forecast)	$0.2M	Revenue reduced to 2021/22 forecast ($0.1M)	$0.3M
Non-Credit	English Language training	Revenue reduced to $0.6M ($0.1M below 2021/22 forecast)	$0.1M	Revenue reduced to 2021/22 forecast ($0.5M)	$0.2M
Total			**$3.0M**		**$5.0M**

From a risk perspective, the more probable scenario is midway between the possible and pessimistic scenario, similar to the scenario that played out in 2021/22. In addition to continuous forecasting that will monitor

expenditures and enrolment levels, the following cost containments measures could potentially be activated to reduce spending to offset lower than anticipated revenue levels.

Table 14. Cost Containment Measures

CATEGORY OF EXPENDITURE	COST CONTAINMENT MEASURE	MAXIMUM POTENTIAL SAVINGS
Non-labour expenditures (other than instructional and program delivery and marketing)	• Reductions to professional development, travel, consulting, RRU Hosted Events, meetings, awards and scholarships throughout the year in addition to the COVID-19 reductions already captured in budget	$0.7M to $1.5M
Marketing expenditures (including student recruitment)	• Reductions to on-line and print advertising, agency fees, student recruitment travel, student recruitment events throughout the year in addition to the COVID-19 reductions already captured in budget	$0.7M to $1.7M
Instructional and program delivery	• Reductions to program events and field trips	$0.3M to $0.5M
Salaries and benefits	• Elimination of merit pay for exempt staff • Delayed hiring for vacant positions	Up to $0.7M $0.6M to $1.3M
Potential Savings		**$2.9M to $5.7M**

Table 15. Mitigation Strategies

SCENARIO PLANNING	MITIGATION STRATEGIES
Lower than anticipated new international enrolments in credit programs and lower than anticipated new domestic enrolments in credit programs	• Commit to keep our program portfolio relevant and competitive. • Launch new programs in response to the demands of the labour market, using the new micro-credentials and the programs awaiting DQAB approval • Enhance enrolments through the Alumni Life Long Learning program • Provide opportunities for specializations and elective options to increase student demand (new dual-degree model is unique (e.g. MBA-MGM, MAL-MGM). • Focus on diversification in international recruitment efforts and building strategic partners in key target markets. • Continue to develop new relationships and enhance existing relationships with agents situated in other countries to mitigate ability to travel for recruitment.
Lower than anticipated revenue in English Language Training due to COVID-19	• Continue to develop new relationships and enhance existing relationships with agents situated in other countries to mitigate ability to travel for recruitment.

Appendix D – TUITION RATES AND MANDATORY ACADEMIC ANCILLARY FEES

Consistent with the provincial government tuition limit policy, tuition rates for domestic undergraduate and graduate tuition and mandatory academic ancillary fees propose a 2% increase as reflected in the tables. International student tuition rates are not mandated under BC's policy on tuition limits. The 2022/23 international tuition rates for undergraduate programs and mandatory academic ancillary fees propose a 2% increase. The 2022/23 international tuition rates for graduate programs propose a 4% increase. Proposed tuition rates for both domestic and international students would be effective September 1, 2022.

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

Program Name	Delivery Model	Program Duration	2021/22 Program Fee Domestic	2021/22 Program Fee Int'l	2022/23 Program Fee Domestic	2022/23 Program Fee Int'l
DOC Business Administration	B	4 years	$ 89,464	$ 89,464	$ 89,464	$ 89,464
DOC Social Sciences	B	4 years	89,464	89,464	89,464	89,464
MBA Executive Management	B	18 or 31 months	45,289	52,133	46,194	54,219
MA Interdisciplinary Studies	B	2 years	30,078	36,923	30,680	38,400
MA Global Leadership	B/OC[1]	13 or 24 months	28,663	35,508	29,236	36,928
MSc Management *pending approval	B	2-2.5 years	28,497	35,341	29,066	36,755
MA Environmental Education and Communication	B	2 years	27,675	34,519	28,228	35,900
Master of Global Management	B/OC	12 to 19 months	27,300	34,145	27,846	35,511
MA Tourism Management	~~OL~~ OC	18 months or 2 years	26,884	33,729	27,422	35,078
MA Tourism Management	B	19 months or 2 years	26,884	33,729	27,422	35,078
MA / MSc Environment and Management	B	2 years	26,853	33,698	27,390	35,045
MA Climate Action Leadership	B	2 years	26,301	33,146	26,827	34,472
MA Conflict Analysis and Management	B	2 years	26,301	33,146	26,827	34,472
MA Disaster and Emergency Management	B	2 years	26,301	33,146	26,827	34,472
MA Executive and Organizational Coaching	B		34,277	41,121	34,962	42,765
MA Human Security and Peacebuilding	B	2 years	26,301	33,146	26,827	34,472
MA Intercultural and International Communication	B/OC	18 or 22 months	26,301	33,146	26,827	34,472
MA Justice Studies	B	2 years	26,301	33,146	26,827	34,472
MA Leadership	B	2 years	26,301	33,146	26,827	34,472
MA Leadership with a Specialization in Health	B	2 years	26,301	33,146	26,827	34,472
MA Leadership - Executive Leadership Specialization	B	2 years	26,301	33,146	26,827	34,472
MA Learning and Technology	B/OL	2 years	26,301	33,146	26,827	34,472
MA Professional Communication	B	2 years	26,301	33,146	26,827	34,472
MA Educational Leadership and Management	B	2 years	25,771	32,615	26,286	33,920
MA Higher Education Administration and Leadership	B	2 years	25,771	32,615	26,286	33,920
MA / MSc Environmental Practice	OL	3 -3+ years	24,824	31,669	25,320	32,935

[1] On-campus starting 2022/23

	Program Name	Delivery Model	Program Duration	2021/22 Program Fee		2022/23 Program Fee	
				Domestic	Int'l	Domestic	Int'l
UNDERGRADUATE	BA Interdisciplinary Studies	B	2-3 years[2]	$ 18,717	$ 43,260	19,091	44,125
	BSc Environmental Management	B	2 years[2]	18,634	43,260	19,006	44,125
	BA Professional Communication	B/OC	12-24 months[2]	17,822	43,260	18,178	44,125
	BCom Entrepreneurial Management	B/OC	12-24 months[2]	17,822	43,260	18,178	44,125
	BA Justice Studies	B/OC	12 months on-campus	16,896	43,260	17,234	44,125
	BSc Environmental Science	OC	1 year[2]	15,273	43,260	15,579	44,125
	BA / BSc Environmental Practice	OL	2.5+ years[2]	8,802	21,630	8,978	22,063
	BBA Sustainability and International Business	OC	Year 3 & 4	20,288	43,260	20,694	44,125
	BA Global Tourism Management	OC	Year 3 & 4	19,081	43,260	19,463	44,125
	BA International Hotel Management	OC	Year 3 & 4	17,822	43,260	18,178	44,125

[2] Completion of graduation

	Program Name	Delivery Model	Program Duration	2021/22 Program Fee		2022/23 Program Fee	
				Domestic	Int'l	Domestic	Int'l
UNDERGRADUATE - Pathway	BA Global Tourism Management	OC	Year 1	$ -	$ 23,971	$ -	$ 24,450
	BA Global Tourism Management	OC	Year 2	-	21,630	-	22,063
	BA International Hotel Management	OC	Year 1	-	23,971	-	24,450
	BA International Hotel Management	OC	Year 2	-	21,630	-	22,063
	BA Professional Communication	OC	Year 2	-	21,630	-	22,063
	BBA Sustainability and International Business	OC	Year 1	-	23,971	-	24,450
	BBA Sustainability and International Business	OC	Year 2	-	21,630	-	22,063

	Program Name	Delivery Model	Program Duration	2021/22 Program Fee		2022/23 Program Fee	
				Domestic	Int'l	Domestic	Int'l
GRADUATE DIPLOMA	Environmental Education and Communication	B	1 year	$ 16,490	$ 19,913	$ 16,820	$ 20,710
	Interdisciplinary Studies	B	Individualized	15,034	18,457	15,334	19,195
	Project Management & Organizational Leadership	B	8 months	14,784	18,207	15,080	18,935
	Higher Education Administration and Leadership	B	1 year	14,347	17,770	14,634	18,481
	Learning and Technology	B/OL	1 year	14,347	17,770	14,634	18,481
	Technology-Enhanced Learning and Design	OL	1 year	14,347	17,770	14,634	18,481
	Global Leadership	B	9 months	14,326	17,749	14,613	18,459
	Educational Leadership and Management	B	1 year	14,035	17,458	14,316	18,156
	Conflict Analysis and Management	B	1 year	13,244	16,667	13,509	17,334
	Disaster and Emergency Management	B	1 year	13,244	16,667	13,509	17,334
	Human Security and Peacebuilding	B	1 year	13,244	16,667	13,509	17,334
	Justice Studies	B	1 year	13,244	16,667	13,509	17,334
	Climate Action Leadership	B	1 year	13,151	16,573	13,414	17,236
	Leadership	B	1 year	13,151	16,573	13,414	17,236

	Program Name	Delivery Model	Program Duration	2021/22 Program Fee		2022/23 Program Fee	
				Domestic	Int'l	Domestic	Int'l
GRADUATE CERTIFICATE	Tourism Management	B	3-18 months	Footnote 3		Footnote 3	
	Executive Coaching	B	6 months	$ 10,300	$ 12,011	$ 10,506	$ 12,492
	Global Leadership	B	5 months	9,551	11,262	9,742	11,713
	Asia Pacific Trade and Investment	B	3-6 months	7,990	9,702	8,150	10,090
	International Business and Innovation	B	3-6 months	7,990	9,702	8,150	10,090
	Management and Leadership	B	6 months	7,990	9,702	8,150	10,090
	Management Consulting	B	3-6 months	7,990	9,702	8,150	10,090
	Personal and Professional Leadership Development	B	3-6 months	7,990	9,702	8,150	10,090
	Advanced Coaching Practices	B	6 months	7,803	9,514	7,959	9,895
	Change Management	B	6 months	7,803	9,514	7,959	9,895
	Corporate Social Innovation	B	6 months	7,803	9,514	7,959	9,895
	Organization Design and Development	B	6 months	7,803	9,514	7,959	9,895
	Workplace Innovation	OL	6 months	7,803	9,514	7,959	9,895
	Interdisciplinary Studies	B	Individualized	7,512	9,223	7,662	9,592
	Business Development in International Education	OL	7 months	7,002	8,713	7,142	9,062
	Systems Leadership in Higher Education	OL	7 months	7,002	8,713	7,142	9,062
	Instructional Design	OL	7 months	6,950	8,661	7,089	9,008
	Strategic Enrolment Mangement	B	7 months	7,028	8,895	7,169	9,251
	Leadership	B	3 months	6,794	8,505	6,930	8,845
	Professional Communication Management	B	6 months	6,794	8,505	6,930	8,845
	Project Management	B	6 months	6,794	8,505	6,930	8,845
	Science and Policy of Climate change	B	6 months	6,794	8,505	6,930	8,845
	Strategic Global Communication	B	3 months	6,794	8,505	6,930	8,845
	Strategic Human Resources Management	B	6 months	6,794	8,505	6,930	8,845
	Sustainable Community Development	B	6 months	6,794	8,505	6,930	8,845
	Values-Based Leadership	B	6 months	6,794	8,505	6,930	8,845
	From Child Protection to Wellbeing			6,794	8,506	6,930	8,846
	Environmental Education and Communication	B	5 months	6,669	8,380	6,802	8,716

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

	Program Name	Delivery Model	Program Duration	2021/22 Program Fee		2022/23 Program Fee	
				Domestic	Int'l	Domestic	Int'l
Undergraduate Pathway	English for Academic Purposes - Level 1	OC	Semester	$ -	$ 5,400	$ -	$ 5,400
	English for Academic Purposes - Level 2	OC	Semester	-	5,400	-	5,400
	English for Academic Purposes - Level 3	OC	Semester	-	5,400	-	5,400
	University Academic Preparation (UAP) - NEW	OC	semester		4,500		4,500

Mandatory Academic Ancillary Fees

Proposed Fees - Effective September 1, 2020	2021/22 ($)	2022/23 ($)
Application Fees		
For-credit Program Application Fee	128.81	131.39
General Studies Courses	30.31	30.91
Graduate Fees		
Student Services Fee	290.09	295.89
Learning Support Services Fee (per year)	269.40	274.79
Undergraduate Fees		
Student Services Fee	222.98	227.44
Learning Support Services Fee (per year)	269.40	274.79
Graduate Certificate Fees		
Student Services Fee	129.89	132.49
Learning Support Services Fee (per year)	269.40	274.79

BOARD OF GOVERNORS
BRIEFING NOTE

MEETING: March 17, 2022

AGENDA ITEM: Enterprise Risk Management (ERM) – Program Update

SPONSOR: Cheryl Eason, Vice-President & Chief Financial Officer

PURPOSE: For Information

Synopsis

At their March 10, 2022 meeting, the Board Finance & Audit Committee reviewed the ERM annual report and risk dashboards.

The committee's discussion highlighted that the risk dashboards are a good tool for informing the committee and board on the risk landscape at the enterprise level. Management was asked to consider the frequency of reporting, understanding that some risks and associated trending will not change on a frequent basis. The committee asked that management focus on higher level risks or changes in a risk's trending as well as emerging risks.

The committee received management's submissions for information.

Fit to Vision and Strategic Direction

Goal 4: Vibrant and Sustainable

Background

When management last updated the Board of Governors on the development of RRU's ERM program in January 2021, a commitment was made to introduce and regularize reporting that would summarize efforts to mature the program.

The risk framework adopted in 2018/19 continues to serve as an effective roadmap for the program, supporting an integrated approach to risk management and assurance at RRU. Outcomes to date, highlighting 2021/22 achievements, and future plans are clearly identified within the framework as the program continues to evolve.

Key Considerations

- Process

Through a consultative process completed in 2018 with senior managers, the Executive, the Finance & Audit Committee and the Board of Governors, six key categories of risk were identified:

- Academic program and enrolments
- Quality of the student experience
- Strategic and governance
- Operational
- Technological
- Reputational

Risk owners have been identified within Executive, with cascading ownership of specific risks within each category reaching into the broader organization.

A new series of risk dashboards has been created and mirror these categories. Based on fundamental risk rating assumptions, baseline assessments have been determined. These assessments will be further enhanced over the course of 2022/23, through outreach to individual risk owners who will provide input to updated assessments, mitigation strategies, trends and emerging risks.

- Annual ERM Report

In the form of an annual report, management and Board members have easy reference and transparent access to the fundamentals of RRU's ERM program. Review of the updated risk framework offers the opportunity to reflect on the integrated nature of the program and provide advice on plans for 2022/23.

- Risk Dashboards

Management is committed to introducing risk reporting that is focused on monitoring the six key risk categories on an ongoing and regular basis.

The risk monitoring dashboards reviewed with the Finance & Audit Committee were designed to offer a high-level snapshot of risks, trends, and mitigation strategies.

In anticipation of tracking risks through the full fiscal cycle of 2022/23, at present the dashboards summarize the baseline assessment of each of the university's six key areas of risk, and an indication of the overall risk landscape has been included in a related heat map. The dashboard will be prospective in nature to ensure it provides meaningful and more current information; a historical account of all the risks monitored over time will be maintained to ensure data is not lost.

- Regular Reporting

With the aim of normalizing the reporting cycle, as a minimum, management is committed to a semi-annual deliverable (September and March). Criteria will be developed to inform whether reporting related to particular risks or initiatives should be provided on a more frequent basis and whether in certain circumstances, reports will be prepared for information or for approval.

Through the Finance & Audit Committee, the Board will be provided with updates to the dashboards and heat map. Mitigation strategies and feedback on their effectiveness will be delegated to Executive for follow-up.

Risk Management

Risk	Mitigation
RRU's ERM program stagnates leading to heightened risk exposure to the organization	Continue to prioritize and resource effort to mature ERM program, identify and engage with risk owners, build organizational awareness and appreciation for a risk-savvy culture Clearly identifying plans for 2022/23 and beyond will ensure prioritization of effort and elevate the program in the organization
Lack of integration creates gaps or accentuates business continuity risk	Promote an enterprise-wide approach to risk management, engage all organizational leaders in an integrated and collaborative fashion Develop and provide the management structures and tools required to facilitate effective risk management, including identification of emerging risks and reporting

Recommendation

It is recommended that the Board of Governors receive this update for information.

BOARD OF GOVERNORS
BRIEFING NOTE

Royal Roads UNIVERSITY

MEETING: March 17, 2022

AGENDA ITEM: Chancellor's Community Impact Award Policy Review

SPONSOR: Philip Steenkamp, President and Vice-Chancellor

PURPOSE: **For Decision**

Synopsis:
The Chancellor's Community Recognition Award policy affirms the Board's commitment to recognize community members' contribution to the university and establishes criteria for the award. This briefing note recommends revisions and a name change to the policy, which was last updated and approved by the Board of Governors in March 2017. At its March 10, 2022 meeting, Governance and Nominating Committee reviewed the revised policy, provided feedback and endorses the updated policy to the board for approval.

Background:
Originally established by the Board of Governors of Royal Roads University in 1998, and formally adopted by policy in 2015, the Chancellor's Community Recognition Award originally set out to honour individuals or organizations who have provided distinguished service to the community in a way that supports and reflects the university's motto: "living our learning." A copy of the March 2017 policy with tracked changes is provided in Attachment 2.

Over the past number of months, the Advisory Committee on Honours and Awards has reviewed the policy with an eye to improving the nomination process as well as bring the policy into greater alignment with RRU's vision, values and goals. They recommended it to Governance and Nominating Committee for further review. A clean version of the updated policy is provided in Attachment 1.

Fit to Vision and Strategic Direction:
The policy has been updated to be more in alignment with [RRU's vision, values and goals](#).

Key Considerations:
The Chancellor's Community Recognition Award has been updated to the current template format and provides the following changes:

Title
- A proposed name change from "Chancellor's Community Recognition Award" to "Chancellor's Community Impact Award," as "impact" conveys action and forward movement, not simply past recognition.

President's Responsibilities
- Pulling the Chancellor's Community Impact Award out of Convocation to allow for Convocation to focus more solely on the students.
- That the President and Chancellor shall jointly select who will be recognized at any given ceremony.
- That normally two, up to three, awards will be presented each year.

Philosophy and Criteria
- To create greater alignment with RRU's values, vision and goals, award recipients must now exemplify one more of RRU's six critical commitments as outlined in RRU's strategic vision, *Learning for Life: 2045 and Beyond*. This new criterion replaces the original principle-based one outlined in the March 2017 version.

Eligibility
- Clarification that those who have already received community impact or recognition from other institutions are still eligible for consideration.
- Clarification that active members of faculty and staff at RRU are eligible for the award if they are involved with external community groups of merit (previously such persons were not normally eligible).

Nominations
- Language has been included that nominations can be submitted at any time of the year to create a more flexible nomination process.
- The active period of a board-approved nomination has been increased from two years to a period of three years.

Contact
- A section has been added to provide clarification around the submission process and expectations.
- Language has been added detailing that staff will undertake due diligence by thoroughly screening nominations.
- Additional information has been added that all submitted applications will also be considered for other RRU Awards. As new awards are developed in the future, this will give the President and Board of Governors greater ability to recognize excellence.

Implications:

A) **Financial:** N/A	E) **Equity, Diversity, Inclusion and Anti-Racism** ✓
B) **Human Resources:** N/A	F) **Sustainability** ✓
C) **Campus Planning:** N/A	G) **Climate Action** ✓
D) **Stakeholder/Community:** ✓	
H) **Other**	

Stakeholder/Community:
The Chancellor's Community Impact Award policy will consider nominations from programs or faculty, students, staff, alumni, Governors, or members of the general public.

Equity, Diversity, Inclusion and Anti-Racism:

The policy requests that individuals nominated reflect the diversity of society, including women, Indigenous people, racialized group members and visible minorities, people with disabilities, people who identify as LGBTQ2S+ and others.

Sustainability AND Climate Action
Award recipients are asked to meet one more of RRU's six critical commitments in RRU's vision document, which capture RRU's commitment to sustainability and climate action.

Risk Assessment:

There is no foreseeable risk to the university; however, the proposed changes will allow RRU to ensure it is recognizing individuals or organizations who are in close alignment with RRU's vision, goals and commitments.

Recommendation:

A comprehensive review of the policy has been completed. The Governance and Nominating Committee endorses that the Board of Governors approve the revised Chancellor's Community Impact Award.

MOTION:
That the Board of Governors approves the revised Chancellor's Community Impact Award policy as presented.

Attachments:

1. Updated Chancellor's Community Impact Award Policy – March 2022 – Clean Version
2. Chancellor's Community Recognition Award Policy – March 2017 – Tracked Changes

ATTACHMENT 1

Policy

Title	**Chancellor's Community Impact Award**		
Classification	Board	**Oversight & Responsibility**	Office of the President
Category	External Relations & Communication	**Effective Date**	2022 Mar 17
Approval	Board	**Policy No**	1067

This policy is applied in a manner consistent with applicable statutory and legal obligations, including university collective agreements and terms of employment.

NOTE: The most up-to-date versions of our policies are posted on the policy & procedure website. If you've printed this policy, check the website to be sure you have the current version.

BOARD POLICY STATEMENT

The Board will approve nominations for the Chancellor's Community Impact Award.

PHILOSOPHY

The Board values the University's connection to its community and believes that it is appropriate to recognize the contribution of individuals or organizations to their communities by the awarding of the Chancellor's Community Impact Award.

Award recipients exemplify one of more of RRU's six critical commitments:

1. Build on strengths in applied and professional programming, inter- and transdisciplinarity and innovative delivery.
2. Grow our innovative and entrepreneurial culture and respond quickly to changes in the workplace and society.
3. Enhance the inclusion and engagement of people of diverse backgrounds and ideas in all aspects of university life.
4. Implement the recommendations of the Truth and Reconciliation Commission and honour the UN Declaration on the Rights of Indigenous Peoples.
5. Advance sustainability in all our academic programs and operations, with a focus on the UN Sustainable Development Goals.
6. Promote research and education to tackle the climate crisis, rapid advances in technology and interconnected social, economic and political challenges.

These six commitments are reflected in RRU's current vision, *Learning for Life: 2045 and Beyond*, and can be shifted as the vision evolves.

PRESIDENT'S RESPONSIBILITIES

The President will develop administrative procedures for handling nominations and to facilitate the Board's decisions with respect to nominations.

Based on Board-approved criteria, the President, working with a Board committee, will bring forward recommended candidates for Board review and approval.

The Board may approve Chancellor's Community Impact Award recipients, whose names shall be added to a pool from which the President and Chancellor may select. Normally two, up to three, Chancellor's Community Impact Awards will be presented each year.

CRITERIA

1. Recipients will have made demonstrable contributions to their communities reflecting one or more of the university's critical commitments:
   - Build on strengths in applied and professional programming, inter- and transdisciplinarity and innovative delivery;
   - Grow our innovative and entrepreneurial culture and respond quickly to changes in the workplace and society; enhance the inclusion and engagement of people of diverse backgrounds and ideas in all aspects of university life;
   - Implement the recommendations of the Truth and Reconciliation Commission and honour the UN Declaration on the Rights of Indigenous Peoples;
   - Advance sustainability in all our academic programs and operations, with a focus on the UN Sustainable Development Goals; and
   - Promote research and education to tackle the climate crisis, rapid advances in technology and interconnected social, economic and political challenges.

2. Nominees' achievements should celebrate the university values -- caring, creative and courageous -- and serve as an inspiration and role model to our students, graduates and our community.

3. Individuals nominated should reflect the diversity of society, including women, Indigenous people, racialized group members and visible minorities, people with disabilities, people who identify as LGBTQ2S+ and others.

ELIGIBILITY

1. Canadians and non-Canadians are eligible to be nominated.
2. Both individual or community organizations/groups are eligible.
3. Active members of faculty and staff at Royal Roads University are eligible for the award if they might be involved with external community groups of merit.
4. Normally, an active politician should not be nominated for the award.
5. Current members of the Board of Governors or their family members are not eligible.
6. Only in exceptional circumstances will an award be awarded *in abstentia*.
7. Posthumous awards will not be awarded.
8. People who have already received community impact or recognition awards from other institutions will be considered.

NOMINATIONS

The Board of Governors at its discretion will consider meritorious nominations from any source: programs or faculty, students, staff, alumni, Governors, or members of the general public. However, nominators should not be members of the nominee's family.

Nominators must keep the nomination confidential, including with the potential nominee, members of the Royal Roads community and the public. Once approved by the Board of Governors, nominations will be held active for a period of three years. A candidate may be re-nominated or resubmitted for approval.

There are no nomination deadlines, rather nominations may be submitted at any time.

To submit a nomination, fill out the Chancellor's Community Impact Award Nomination Form and follow the submission instructions.

Nominations should be made in writing to the President and should include:

- The current name, address, telephone number and email address of the candidate;
- any available background information on the nominee, such as their position or resume if available;
- a description of why the nominee is deserving of the award, such as their contributions to the community and what impact it has had; and
- any supporting information that may be helpful, such as newspaper articles.

CONTACT

To submit a nomination or to ask questions, contact the secretary to the Board of Governors.

The Board secretary will communicate with the nominators. Staff will undertake due diligence by thoroughly screening nominations.

Successful candidates will be informed in writing by the President of the decision to schedule the award.

While not every nominee will be awarded a Chancellor's Community Impact Award, all submitted applications will also be considered for other RRU awards.

REVIEW AND REVISION HISTORY

Date	Action
2015-Jun-22	Approved by the Board
2017-Mar-31	Revised; current published version
2021-Oct-19	Transfer to new template; no content change
2022-03-17	Revised;
Next Review	
2023-Mar-31	For review

ATTACHMENT 2

Royal Roads UNIVERSITY

Policy

Title	**Chancellor's Community ~~Recognition~~ Impact Award**		
Classification	Board	**Oversight & Responsibility**	Office of the President
Category	External Relations & Communication	**Effective Date**	~~2017 Mar 31~~2022 Mar 17
Approval	Board	**Policy No**	1067

This policy is applied in a manner consistent with applicable statutory and legal obligations, including university collective agreements and terms of employment.

NOTE: The most up-to-date versions of our policies are posted on the policy & procedure website. If you've printed this policy, check the website to be sure you have the current version.

Board Policy Statement

The Board will approve nominations for the Chancellor's Community ~~Recognition~~ Impact Award.

Philosophy

The Board values the University's connection to its community and believes that it is appropriate to recognize the contribution of ~~community members~~individuals or organizations to their communities by the awarding of the Chancellor's Community ~~Recognition~~ Impact Award.

Award recipients exemplify one of more of RRU's six critical commitments:

1. Build on strengths in applied and professional programming, inter- and transdisciplinarity and innovative delivery.
2. Grow our innovative and entrepreneurial culture and respond quickly to changes in the workplace and society.
3. Enhance the inclusion and engagement of people of diverse backgrounds and ideas in all aspects of university life.
4. Implement the recommendations of the Truth and Reconciliation Commission and honour the UN Declaration on the Rights of Indigenous Peoples.
5. Advance sustainability in all our academic programs and operations, with a focus on the UN Sustainable Development Goals.
6. Promote research and education to tackle the climate crisis, rapid advances in technology and interconnected social, economic and political challenges.

These six commitments are reflected in RRU's current vision, Learning for Life: 2045 and Beyond, and can be shifted as the vision evolves.

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President's Responsibilities

The President will develop administrative procedures for handling nominations and to facilitate the Board's decisions with respect to nominations.

Based on Board-approved criteria, the President, working with a Board committee, will bring forward recommended candidates for Board review and approval.

~~Information, Action and Monitoring Requirements for the Board~~

The Board may approve Chancellor's Community ~~Recognition~~ Impact Award recipients, whose names shall be added to a pool from which the President and Chancellor may select ~~for convocation ceremonies~~. Normally two, up to three, Chancellor's Community Impact Awards will be presented each year.

Criteria

1. Recipients will have made demonstrable contributions to their communities reflecting one or more of the university's critical commitments: build on strengths in applied and professional programming, inter- and transdisciplinarity and innovative delivery; grow our innovative and entrepreneurial culture and respond quickly to changes in the workplace and society; enhance the inclusion and engagement of people of diverse backgrounds and ideas in all aspects of university life; implement the recommendations of the Truth and Reconciliation Commission and honour the UN Declaration on the Rights of Indigenous Peoples; advance sustainability in all our academic programs and operations, with a focus on the UN Sustainable Development Goals; and promote research and education to tackle the climate crisis, rapid advances in technology and interconnected social, economic and political challenges.

2. Nominees' achievements should celebrate the university values -- caring, creative and courageous -- and serve as an inspiration and role model to our students, graduates and our community.

3. Individuals nominated should reflect the diversity of society, including women, Indigenous people, racialized group members and visible minorities, people with disabilities, people who identify as LGBTQ2S+ and others.

Additional Information

Originally established by the Board of Governors of Royal Roads University in 1998, and formally adopted by policy in 2015, the Chancellor's Community Recognition Award honours individuals or organizations that have provided distinguished service to their communities in a way that reflects the university's motto "living our learning." The award is normally presented during a university convocation ceremony where the recipient is formally presented by the Chancellor. Candidates selected to receive an award will be invited to attend events celebrating the award with the RRU Board of Governors.

Criteria for Chancellor's Community Recognition Award
- Recipients are individuals or organizations with a real and significant connection to the University
- Recipients will have made demonstrable contributions to their communities
- Recipients will have addressed one or more community issues while exemplifying one or more of the following principles:
  - Leadership
  - Sustainability
  - Entrepreneurship

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- Conflict management
- Communication

Eligibility

1. Canadians and non-Canadians are eligible to be nominated.
2. Both individual or community organizations/groups are eligible.
3. Active members of faculty and staff at Royal Roads University are eligible for the award if they might be involved with external community groups of merit.
4. Normally, an active politician should not be nominated for the award.
5. Current members of the Board of Governors or their family members are not eligible.
6. Only in exceptional circumstances will an award be awarded *in absentia*.
7. Posthumous awards will not be awarded.
8. People who have already received community impact or recognition awards from other institutions will be considered.

Eligibility and Exclusions

- Recipients have not previously received the Chancellor's Community Recognition Award from Royal Roads University.
- Canadians and non-Canadians are eligible to be nominated.
- Normally, active members of faculty, staff and the Board of Governors are not eligible.
- Politicians currently in elected office are not eligible for consideration.
- Normally, Chancellor's Community Recognition Awards are not awarded *in absentia* or posthumously; however, the Board may elect to waive this restriction.
- Normally, the Board of Governors will not award the Chancellor's Community Recognition Award to an individual who has already received an honorary degree from Royal Roads University, but may do so at its discretion.

Nominations
Nominations
The Board of Governors at its discretion will consider meritorious nominations from any source: programs or faculty, students, staff, alumni, Governors, or members of the general public. However, nominators should not be members of the nominee's family.

Nominators must keep the nomination confidential, including with the potential nominee, members of the Royal Roads community and the public. Once approved by the Board of Governors, nominations will be held active for a period of three years. A candidate may be re-nominated or resubmitted for approval.

Nominations for Chancellor's Community Recognition Awards may be made at any time. The Board of Governors shall periodically review nominations and approve candidates whose names shall be added to a pool from which the President may select for convocation ceremonies. Approved candidates' names shall be kept on file for two years from the date of approval. The University will issue an annual call for nominations.

All nominations and discussion related to any potential candidate shall be treated as strictly confidential. Candidates are not to be informed of their nominations unless they are selected to receive a Chancellor's Community Recognition Award.

There are no nomination deadlines, rather nominations may be submitted at any time.

To submit a nomination, fill out the Chancellor's Nomination Form and follow the submission instructions.

Documentation
Nominations should be made in writing to the President and should include:

- the current name, address, telephone number and email address of the candidate.;
- any available background information on the nominee, such as their position or resume if available;
- a description of why the nominee is deserving of the award, such as their contributions to the community

and what impact it has had; and
- any supporting information that may be helpful, such as newspaper articles.
- the names and contact information of two references for the nominee who are not members of the nominee's family,
- a sketch of the candidate's history and/or *curriculum vitae,*
- a nomination letter demonstrating how the nominee meets the selection criteria. Supporting documentation such as news articles or media releases detailing achievements that the nominator believes qualify the candidate for consideration for a Chancellor's Community Recognition Award may also be included,
- a description of the relationship between the University and the candidate, if any.

Contact

To submit a nomination or to ask questions, contact the secretary to the Board of Governors.

The Board secretary will communicate with the nominators. Staff will undertake due diligence by thoroughly screening nominations.

Successful candidates will be informed in writing by the President of the decision to schedule the award.

While not every nominee will be awarded a Chancellor's Community Impact Award, all submitted applications will also be considered for other RRU awards.

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Review and Revision History

Date	Action
2015-Jun-22	Approved by the Board
2017-Mar-31	Revised; current published version
2021-Oct-19	Transfer to new template; no content change
2022-03-17	Revised;
Next Review	
2023-Mar-31	For review

Office of the Vice President Academic and Provost
Report to the Board of Governors
17 March 2022

GENERAL
- West Shore meetings with Camosun and UVic to discuss the building design were held in December/January.
- West Shore engagement sessions have been held with local Indigenous Chiefs and community members.
- We have several Indigenous faculty and staff positions currently under recruitment.
- The new Strategic Enrolment framework has been finalized and the new steering and working group meetings have begun.

COVID-19 RESPONSE AND RECOVERY PLANNING
- On campus programs returned to campus on January 24th with the exception of the BScES as students needed access to the labs. Programs were also given the option of transitioning residencies to fully online or hybrid in January-March.
- Rapid test kits have been distributed to all faculty, staff and associate faculty who will be on campus this winter/spring.
- Post-secondary town hall meeting with Dr. Bonnie Henry on February 9th.

LEARNING AND TEACHING
- The new MEM on-campus program currently has 47 students registered and will begin at the end of March.
- The new Indigenous Environmental Leadership program has been approved in collaboration with ECO Canada.
- The winter 2021 DSocSci cohort and Winter 2022 DSocSci cohort started Monday, January 10. The cohorts continued online in February for what would normally be the three week in-person residency.
- The Resilience By Design Lab, in collaboration with Professional and Continuing Studies (PCS) is launching an exciting new climate change micro-credential. The Climate Action Practitioner – Foundation: Micro-credential program is the first of its kind in Canada.
- The Masters of Global Management program's external review has been scheduled for April 7-8.
- The Bachelor of Commerce Blended program's external review has been scheduled for April 25-26.
- The BAGTM program has started their Collaborative Online International Learning (COIL) projects in the Year 3 Product Development and Year 4 Capstone Project courses. Both groups are working with students from ITESO in Guadalajara Mexico, with Year 3 students cooperating on two assignments, while Year 4 students are working on a field project in Mexico, near Guadalajara.
- Dr. Steve Grundy is chairing a working group with other SES faculty members that is looking to revise all undergraduate programs within SES – including the BScES (OC/blended) and the BEP (BA/BSc) programs.
- The first ever on campus cohort in Global Leadership started in January.

Student and Academic Services
- A full year of CTET faculty development workshops have been scheduled for 2022, including the planned return of face-to-face workshops for faculty and staff. Five workshops were delivered in January alone, covering topics such as Moodle skills, Zoom workshops, and the always popular Facilitating Learning Online (FLO) Fundamentals.
- Accessibility Services has been working with Media Services on new approaches to supporting students with hearing impairments; use of Zoom in the classroom allows for easy and effective live captioning, even when instructors are fully masked.

RESEARCH
- Julie MacArthur was successful with her SSHRC Connection Grant application for 'Strengthening Diverse Research Capacity for an Inclusive Green Recovery in Canada.' The grant is valued at $25,380, with a total value including contributions of 70k.
- FoM Canada Research Chair in Reimagining Capitalism and Associate Professor Julie MacArthur has published a new book: *Environmental Politics and Policy in Aotearoa New Zealand*.

Page **1** of **2**

- Ash Prasad has assumed the role of co-editor-in-chief of the journal *Management Learning* for a five-year commitment.

COMMUNITY ENGAGEMENT

- The School of Communication and Culture initiated and organized a series of two-hour workshops titled "EDI for Teaching and Learning: Starting the Conversation" for its Associate Faculty members with specific learning outcomes that they can bring back to their teaching.
- BAPC OC program invited faculty and students to join a January 26 guest lecture titled "information, truth, and post-truth" in COMM329 featuring Tim Bray, one of Canada's leading digital entrepreneurs and thinkers.
- The School of Communications and Culture invited all colleagues at RRU, prospective students and community members to join the Second Annual Conference on Communication Ethics on February 23rd and 24th.
- In partnership with the South Island Prosperity Partnership (SIPP), PCS assisted with an application to the International Economic Development Council (IEDC) Award Program. SIPP received a Silver award for Partnerships with Education and recognized the success of MicroStartBC, a website and marketing campaign developed with the University of Victoria and Royal Roads in response to workforce disruption.
- On January 18, 2022 the MA Global Leadership program hosted a webinar on Food Security from an Indigenous Perspective.
- SoLs MA in Leadership with an Executive Leadership specialization (MAL XL) is offering a monthly Executive Leadership (XL) Leaders Learning from Leaders Series. For this series, each month, a leader who is making a positive impact, is invited to come and speak with Executive Leadership students. The talks are hosted on Zoom.
- Indigenous Student Services launched their online beading series in February.
- Charles Krusekopf and Rebecca Wilson-Mah are convening a Community of Practice among tourism students and grads who are writing case studies for publication. The Community of Practice is supported by grant funding that Charles and Rebecca received through an RRU internal research grant.
- PCS had a virtual team learning event focused on Inclusion and Belonging (part 2) facilitated by Andrea Carey from INclusion INcorporated.
- The School of Leadership Studies is hosting a half-day trauma-informed teaching workshop on March 11th.
- Hilary Leighton facilitated a 90-minute workshop for the Climate Psychology Alliance of North America called *Coming Back to Life: The Moral Imagination as an Ethical Practice*.

PEOPLE AND PLACE

- FoM School of Business adjunct professor Dr. Jeff Kucharski has been in the media making numerous appearances and commentaries on China's takeover of Canadian lithium firms in the National Post and other outlets.
- BA-GTM program head Brian White has been named to the board of the Sooke Region Chamber of Commerce.
- SCC Professor Geoff Bird received funding from the City of Victoria for a documentary project on "War Memorial Story Pole in MEE-qan/Beacon Hill" working with David Mungo Knox, Master carver and Hereditary Chief of the Kwakiulth First Nations. Chief Mungo Martin's totem pole at MEE-qan is one of the tallest in the world. Its characters tell a Kwakiuti story of the ancestors of the Chief and their many interconnections to the land, sea, and sky. The pole is also a war memorial to Indigenous veterans.
- Dr. Zoe MacLeod has been elected as the Chair of the International Coaching Federation's Global Board for Coaching Education.
- Archives Manager Jenny Seeman is meeting this week with Doug Kobayashi to record an oral history that examines his experience at RRMC as a visible minority. The intention is for this to be the start of a project to collect oral histories from visible minority former cadets, to help surface an underrepresented element of site history.

Office of the Vice-President & Chief Financial Officer
Report to the Board of Governors
17 March 2022

GENERAL

- The forecast to March 31, 2022 anticipates a balanced budget at $540K compared to the original planned net operating income of $600K. The board meeting package provides details on the operating results and forecast.
- The 202/23 operating and capital plan show a proposed net operating income of $1.0M and capital expenditures of $45.3M, including $20.3M for the West Shore campus.
- A Financial Sustainability Framework is being developed for presentation in June to the Board of Governors ("BoG"), serving as a guide for financial decisions and acting as the primary instrument to assisting the university achieve its goal of financial sustainability.

COVID-19 RESPONSE AND RECOVERY PLANNING

- Management continues to monitor the impact of the pandemic, maintain safety protocols on the campus, encourage vaccination and is adjusting documents for the updated PHO orders.
- 3,240 rapid test kits (5 tests/kit) have been received through the Ministry and were distributed to the RRU community - students, staff, faculty, associate faculty – the week of February 21st with the aim of empowering individuals to self-test as needed, thereby reinforcing layers of protection on the campus by ensuring those with positive results stay home/isolate per BCCDC guidance.

LEARNING AND TEACHING

- Enterprise Resource Planning (ERP) – The RFP process for the ERP student system is underway, with an anticipated vendor award in early 2022. Project Team is currently undergoing a mid-project review to be presented at the June BoG meeting.
- Additionally, the Professional and Continuing Studies (PCS) student management system implementation is well under way, providing improved business process efficiencies and support.
- Website Presence Renewal (WPR) – The project remains on schedule and on budget; and moving to its final stage with estimated completion in the second quarter of fiscal year 2022/23.

RESEARCH

N/A

COMMUNITY ENGAGEMENT

- With the West Shore Initiative (WSI) business plan under review with the Ministry and provincial Treasury Board; management continues to actively engage with all relevant stakeholders (e.g., PSI partners, provincial government, City of Langford); outreach to Indigenous communities regarding academic programming and phase I building functional requirements, design and aesthetics continues to be very positive.
- Assembly of documentation required for Ministry approval of the sale of "lot 3" to the City of Langford is progressing. One of 10 nations (Malahat) has formally responded to correspondence inviting consultation; feedback received from leaders and community members who have participated in (WSI) engagement activities has been positive. Follow-up submission to MAEST for their review and approval is pending; aiming for provincial approval to proceed this spring.
- Phase I building design is advancing to pre-tender and pre-construction documentation; the updated estimate received end February is under review and a detailed schedule analysis is being completed in tandem; together these will examine the continued feasibility of the targeted September 2024 in light of ongoing supply chain and escalation challenges. Recommended next steps will be ready for detailed review with the Board in June.

PEOPLE AND PLACE

- Voluntary Blended Work Arrangements pilot for exempt employees launched in October 2021 with 169 employees participating; pilot end date March 31, 2022.

- Preparations for Spring 2022 start of bargaining underway for RRUFA and CUPE collective agreements.

- Policy framework and process are undergoing review with target to provide training session to key policy writers/holders at the end of March/early April.

- Preparation of the walled garden for this spring's inaugural kitchen garden planting season are underway and environmental assessment requirements have been met with DND.

- Detailed design work and an updated cost estimate for the Japanese garden revitalization project is on track for completion in July 2022.

- The campus-wide signage upgrade project continues. The new gateway sign will be fully installed by end August 2022. In parallel, building ID and wayfinding signage upgrades continue on the campus, approximately 25% of this aspect of the project will have been completed at the end of 2021/22; by the end of 2022/23 it is anticipation that only trail signage for the peripheral land will be left to complete.

Representation of the RRU gateway sign that will be installed at the Sooke Road entrance.

Office of the Vice-President Communications and Advancement
Report to the Board of Governors
17 March 2022

COVID-19 RESPONSE AND RECOVERY PLANNING

Communications

Recent communications focused on Dr. Bonnie Henry's announcement of lifting restrictions and the deployment of personal test kits to the RRU community.

RESEARCH, LEARNING AND TEACHING

VP's office

West Shore Campus (WSI): Indigenous engagement sessions relating to the functional and aesthetic design of the proposed WSI are underway. Sessions to date:

- *Heron People* – in-person consultations with Heron People's Circle began with a project overview, followed 8 weeks later with an in-person consultation session to gather feedback.
- *Chiefs of ten South Vancouver Island Nations* - (Xwsepsum, Songhees, T'sou-ke, Scia'new, Pacheedaht, Malahat, Tseycum, Tsawout, Tsartlip, Pauquachin). All Chiefs were invited to an initial zoom meeting for a full overview of the WSI project and were then invited to an in person (socially distanced) meeting to offer feedback. 1:1 outreach is underway with anyone who could not attend.
- *Community Groups* – Five community groups were contacted (Indigenous Perspectives Society, Metis Nation of Greater Victoria, Victoria Native Friendship Centre, Urban Indigenous Peoples Leadership Table and M'akola Development Services). An initial zoom meeting was held to provide participants with a full project overview. 1:1 outreach is being conducted to gather feedback.

Conversations have been rich, productive and positive with participants well engaged and providing critical information, ideas and feedback to support the project.

2022 Marketing Planning

We are witnessing a 'new normal' take shape after lockdowns, protests, human rights movements, environmental emergencies and war in Ukraine. Prospects are eager for positive change and a fresh start! Considering this insight, we are assessing trends and analytics to build on our 'Boldly Different' awareness campaign and we will be putting a stronger focus on priority program-based marketing. Working with the Strategic Enrolment Management (SEM) Steering Committee, VPA, Deans and executive we will ascertain which programs should receive prioritized marketing in 2022/23.

Our latest campaign is now in market!

Our latest campaign is in market until March 31. The fully digital campaign is built around the three key pillars of our micro-credential programs: **Meaningful** – Immediate impact micro-creds can have on your career and educational journey; **Speed** – Quickly obtaining quality skills you need; and **Laddering** – An important step to something greater: a degree, new job or bolder career path.

Physical Articulation of the Vision and Tagline Installation

To celebrate RRU's new vision and Life.Changing tag line we are developing ideas to bring each of these to life on campus. Large building banners, wall wraps and some sort of physical installation are being considered with a goal to encourage student, staff and visitor engagement.

COMMUNITY ENGAGEMENT

Advancement

After two years of rebuilding the advancement program has turned a corner and is beginning to grow. As below, 21/2022 efforts show strongly positive results with 2021/21 revenue of $1,083,738 only

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$54,000 under plan ($1,138,000). The advancement strategy will now be refreshed for the next two years with increased targets, implementation of moves management and a stronger focus on major gifts and grant writing. Annual campaign work, that has helped build a broader donor base the past two years, will continue. A new Director of Advancement is expected to begin with the team this spring.

Year	Revenue	donors	gifts
19/2020	2,600,000	203	942
20/2021	588,000	219	823
21/2022	**1,083,738**	**594**	**1,393**

It should be noted that 19/2020 revenue benefited from one major gift of $1,800,000.

Case for support development. The advancement team is now developing a full campaign case for support. Completion is anticipated for late March accompanied by a RFP for the campaign feasibility study towards a multi-year fundraising effort in market in early April.

2021 Alumni Appeal. *The Tomorrow Makers* appeal was launched was first launched with alumni and then expanded community donors with a goal of raising $250K for Indigeneity at RRU. To date this effort has brought in $121K. The team will continue to solicit gifts for this effort through 2022.

Vision in Bloom (ViB) **campaign.** Campaign has confirmed $160K from last fiscal and is preparing to launch ViB2 in April of 2022 with the aim to raise $250K through three waves of direct mail to over 20,000 people on South VI. The campaign will elevate and amplify work underway in the Japanese garden, kitchen garden and apiary and reiterate efforts to restore the Glass House. The appeal will be supported by vigorous earned media and initial advertising, with a soft wrap in September 2022.

Communications

Profile and reputation - RRU stories published, video produced, media pitched. One RRU story is published each day, promoting the research and teaching of faculty, alumni achievements and campus and student stories. These were amplified across our six social channels (~280 posts a month) and pitched to media across Canada. Numerous faculty members have been interviewed.

Black History Month (BHM). Throughout February the comms team wrote and shared stories in support of Black Excellence and BHM. Working with the Associate Director, Human Rights and EDI, the team developed a web presence to serve as a community space during BHM which included 22 cultural and educational resources that were shared across our social media channels as well. Overall, five stories were written and shared, seven videos, 58 social media posts across six channels, with strong engagement at the Sandy Hudson presentation (225 people) and for the BHM panel discussion (32 people). This comms model will be duplicated for other month-long events such as National Indigenous Peoples Month, Pride and Asian Awareness Month.

Launch of the Climate Action Plan. Launched in early February, RRU's Climate Action plan was well received and attracted solid media. The comms and marketing teams edited and designed the plan and summary documents, prepared a launch plan and rolled out a web page, video, social, earned and paid media, showcasing the plan and RRU's climate commitments.

Indigenous Engagement

- **Pulling Together module.** This cultural competency training module will be launched at the end of March to all faculty and staff. Initially developed by BC Campus, RRU's Indigenous employees added information ensure the Royal Roads context was reflected. This module offers a wealth of historical and cultural teaching and learning through web-based text, short articles, videos, books and personal reflection. A short quiz is provided at the end of each section to ensure readers have absorbed

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material. Our sincere congratulations and gratitude to Asma-na-hi Antoine for all her work to help shape this incredible resource that will help advance decolonization and increase connection, growth and understanding.

- **Honorarium policy.** The Director of Indigenous Engagement and VPCA are actively working on the development of a comprehensive honorarium policy for RRU, with a draft anticipated in mid-April.
- **Indigenous Engagement Strategy.** We have secured an Indigenous writer, Melanie Goodchild, to assist Asma-na-hi with the preparation of the Indigenous Engagement Strategy.

Communications, Marketing, Campus Services, Alumni Relations, Indigenous Engagement
With PHO restrictions lifting and in-person events permitted, planning is underway for:

1. **Speakers Series.** Monique Gray-Smith on April 14, speaking on *How to Talk to you Kids about Residential Schools*. A schedule of speakers for 2022 and beyond is under development.
2. **NIPD.** The first in-person NIPD in two years is planned with events throughout June, culminating in NIPD on June 21.
3. **Spring Convocation.** The team is planning for a full in-person convocation in the Dogwood Auditorium over three days. Early feedback from grads shows strong interest in returning to campus for convocation. The June schedule is as follows:

CONVOCATION WEEK TIMELINE:

Monday, June 6	Tuesday, June 7	Wednesday, June 8	Thursday, June 9	Friday, June 10
• Venue Set Up	• Presenter Rehearsal • Volunteer Rehearsal	• Indigenous Graduate Celebration • HD Dinner	• 2022 Spring Convocation Ceremonies (Approx. 3) • Graduate Award Reception	• 2022 Spring Convocation Ceremonies (Approx. 3)

Monday, June 13	Tuesday, June 14	Wednesday, June 15	Thursday, June 16	Friday, June 17
• 2020 and 2021 Alumni Celebration (Approx. 3)	• 2020 and 2021 Alumni Celebration (if required) • Doctoral Dinner			

PEOPLE AND PLACE

Campus Services
- 55 weddings are booked for 2022 – 23 (the aim is 64 weddings between May and October).
- Campus Store Marketing Plan is under development to target e-commerce sales and increase outreach to students studying abroad.
- Exploring a new vision for a refreshed campus food service model that can meet the changing needs of consumers and co-exist with other desirable food service options available including mobile delivery services, food trucks, and take out.

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Office of the Vice-President Research and International
Report to the Board of Governors
17 March 2022

GENERAL

- The VPRI (P. Márquez) served again as a judge for Douglas Magazine's annual *10 to Watch* awards; Royal Roads University has been a long time sponsor of these community awards (2021 Winner joni).
- P. Márquez was elected as Chair of the inaugural Advisory Council to the Inter-American Association for Higher Education for a two-year term starting March 2022.
- The International Advisory Committee (IAC) met for the last time to conclude the IAC's work and retire the group because oversight for global partnership work will now be integrated into the new Strategic Enrolment Management (SEM) structure which will facilitate greater transparency and discussion across the institution's stakeholder groups.
- Work is underway to draft the University's Five-Year Equity, Diversity, and Inclusion (EDI) and Human Rights Strategic Plan. A series of information scans are underway including national policies on employment equity in post-secondary institutions in Canada and the USA, data collection strategies adopted in Canadian post-secondary institutions directed to students of underrepresented groups as well as certificates of EDI currently offered in Canada. The Associate Director is meeting with each VP portfolio to discuss future EDI and human rights system of governance, drafting baseline policies and procedures and will conduct community consultations to identify training needs.
- Meetings with the Equity and Human Rights Office of University of Victoria to formalize collaborations between RRU and UVic in the areas of EDI and human rights.
- Royal Roads celebrated Black History Month coordinating two events: hosting guest speaker Sandy Hudson, founder of Black Lives Matters movement in Canada and conducting a panel on Building an Anti-Racist University: Actions for Achieving Black Equity and Inclusion, in coordination with the Diversity Action Group (DAG).
- Work continues around the West Shore campus including project detailed design, multiple meetings with government, academic partners, City of Langford and SD62 outreach. BC Government's new ShareSpace concept is being evaluated to incorporate ideas on creating spaces to encourage academic collaboration.

COVID-19 RESPONSE AND RECOVERY PLANNING

- The Global Recruitment team is working on 2022-23 recruitment strategy that will move from pandemic to post-pandemic with some in-person events, reimagined virtual events, and ways to support our agent partners who are focused on digital recruitment strategies.
- The Global Recruitment and Partnership team has been onboarding and training new education agents due to loss of some agents in 2021 for a variety of reasons including long application processing times.

LEARNING AND TEACHING

- In alignment with the International Strategic Plan's (ISP) goals to diversify global education across program areas, the Global Partnership team has been working with the School of Environment and Sustainability for the first time to develop and promote a student exchange strategy for BScES and BAEP. Institutions that are a well-aligned match are Avans University of Applies Sciences (Netherlands), Western Norway University of Applied Sciences (Norway), National Economics University (Vietnam), Doshisha University (Japan), Universidad San Francisco de Quito (Ecuador), and Universidad de los Andes (Chile).
- The Global Partnership team worked with BBA to build an international semester finishing option for students to study overseas at the end of their program to meet graduation requirements. BBA students can now study at Artevelde University of Applied Science (Belgium), Avans University of Applied Science (Netherlands), ITESO Universidad Jesuita de Guadalajara (Mexico), National Economics University (Vietnam), Management Centre of Innsbruck (Austria) and Universitat Pompeu Fabra (Spain).

Page **1** of **2**

RESEARCH

- Since October 2021, 14 successful proposals have received funding for a total of 1,672k. Details are included under the PRC Research report.
- A candidate for the Tier 2 Canada Research Chair in Climate Change, Sustainability, and Biodiversity has been selected and a nomination submitted in October. Results are expected in April 2022
- Discussions are underway regarding the current Canada Research Chair in Innovative Learning and Technology held by Dr. George Veletsianos. The second term will end August of 2024 and recruitment is expected to begin later this spring. Location and focus of the chair have not yet been finalized.
- Additional information on work on Research Ethics, research policy documents, research proposals in process, and work on Justice, Equity, Diversity, and Inclusion are included under the PRC Research report.

COMMUNITY ENGAGEMENT

- A new Climate Action & Sustainability webpages were launched, with the Climate Action Plan, video declaration and other sub pages. Details on work done on Climate Action & Sustainability is included under the PRC Research report.
- The Global Partnership team has engaged with the institutional community in Canada to sign or renew transfer agreements with Nova Scotia Community College, Portage College, Humber College, Douglas College, Algonquin College and Coast Mountain College. Transfer agreements are then supported by the Global Recruitment team who work with councilors and promote to students interested in Royal Roads degree completion or master's options.
- To promote the long awaited on campus, short-term Global Learning and Language Centre programs the Global Recruitment and Partnership team has been building launch strategy by engaging with multiple specialized agents, associations, and institutional partners in key language markets (e.g. Brazil, Colombia, Japan, South Korea). The team has also created specific digital promotional materials to support the recruitment network.
- The Global Partnership team has started market development in Ireland with support from Education Ireland, the Consular General and conducted on site visits to IT Carlow, Waterford Institute of Technology, University of Shannon, Galway-Mayo Institute of Technology and Dublin City University. With funding opportunities Ireland could be a good source of transfer and master's students for Royal Roads while Ireland offers a desirable destination for global learning for Royal Roads students.
- An update on the progress of the Anti-Racist Action Plan (submitted to the Board on March 2021 by the Anti-Racist Task Force), will be presented to the Board during the March Open Session. The HR and EDI Associate Director is also participating in BC Campus Anti-Racism Anti-Hate Working Group meetings.
- RRU's *City Studio* is working with the City of Langford on a series of projects through our Bachelor of Business Administration (BBA) program. The first project (Feb-April 2022) seeks to inform initiatives to enhance the city's Arts and Culture offerings; using a design thinking approach, BBA students will gain understanding into community hopes and preferences, brainstorm ideas to actualize them and build prototypes to make ideas tangible and obtaining the community's and stakeholder feedback.

PEOPLE AND PLACE

- The Global Partnerships team worked with Financial Aid & Awards to create a new "Study Abroad" audience featured under the Financial Aid & Awards page which now lists two external scholarships available to Royal Roads students. Our membership with Community Colleges for International Development (CCID) has allowed access to the Maxwell King Founders Study Abroad Scholarship and Community Colleges for International Development Scholarship to make student exchange more accessible.
- On December 6, 2021, the City of Langford Council passed the motion to create of fund of $375k ($75k/yr. for five years) to assist Langford-residing students attend post-secondary education at the city's future downtown campus. The funds will be administered by Royal Roads University in accordance with the terms and conditions to be determined by the City.

Royal Roads
UNIVERSITY

PROGRAM AND RESEARCH COUNCIL MINUTES

MEETING OF WEDNESDAY, MARCH 9, 2022
9:30AM VIA ZOOM VIDEO CONFERENCE

Voting Members: Philip Steenkamp (Chair), Veronica Thompson (Vice-chair), David Black, Dranna Andrews-Brown, Kathleen Burton, Mary Collins, Piet Langstraat, Brenda Schoepp, Monique Gray Smith, Doug Kobayashi
Regrets: Nelson Chan, Harley Eagle
Non-voting Members: Brigitte Harris, Pedro Márquez, Robert Mittelman, Sue Gee
Board Members: Dave Saunders
Administration: Christine Puccini (recording secretary), Ashley Richards, Drew Duncan
Guests:

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1. **CALL TO ORDER, ACKNOWLEDGEMENT OF THE LANDS, APPROVAL OF THE AGENDA** **9:31am**

   The chair acknowledged that Royal Roads University is located on the traditional lands of the Xwsepsum (Esquimalt) and Lekwungen (Songhees) ancestors and families who have lived here for thousands of years. It is with gratitude that we recognize the power of the place and how strongly we are all attached to these lands.

   M/S Collins/Kobayashi **CARRIED**

2. **APPROVAL OF THE MINUTES OF PREVIOUS MEETINGS:**
   Approved
   M/S Kobayashi/Andrews-Brown **CARRIED**

3. **BUSINESS/INFORMATION ARISING** **STEENKAMP**
   I. **Recent Board approvals**
   No recent approvals to report.

   II. **Status of degree approvals** **THOMPSON**
   No new updates.

4. **STANDING ITEMS FROM PRC ANNUAL PLAN**
   I. **Review of the PRC Terms of Reference** **STEENKAMP**
   The Chair reminded members that we review the Terms of Reference each year noting that, as a result of COVID, last year's review occurred at the June 2021 meeting. There were a few changes made at that time and those changes went to, and received approval from, the Board.

   Member questions/comments:
   - Regarding the statement that speaks to the requirement for at least one member to be skilled in financial management. What level of financial management experience is expected?
     - This requirement has been part of the committee's terms of reference since RRU's inception and reflects our critical need at that time to ensure our business model was strong and viable and that programs would be self-sustaining. Now that the institution's business model is mature, we have greater flexibility. There is no need to possess a financial designation, rather a strong enough background to read and understand what is presented. Additionally, our finance department performs an analysis on all new programs in advance of submission to PRC.

No changes requested or discussed.

M/S Collins/Gray Smith that the Program and Research Council recommend to the Governance and Nominating Committee, no changes to the PRC Terms of Reference. **CARRIED**

II. **Establish the PRC Annual Strategic Priorities for the coming year (PRC Annual Plan)** **STEENKAMP**

The Chair acknowledged that a significant amount of work was done on the Annual Strategic Priorities last year focused on identifying the key components and intent of PRC while also maintaining a broad enough perspective to allow for presentations to come forward on a variety of different themes depending on current events or items that PRC would like to explore further. The 2021/22 plan was approved in September.

M/S Kobayashi/Black that the Program and Research Council approve the 2022/23 PRC Annual Plan as presented and refer it to the Board of Governors for information. **CARRIED**

III. **Review of the Academic Strategic Plan** **THOMPSON**

The Chair introduced the plan, advising members that we are seeking their input and feedback on the plan, understanding that one of the critical functions of PRC is the review and approval of the Academic Strategic Plan on an annual basis.

The Vice-chair began the review noting it is the culmination of many months of work and conversations across the portfolio and institution. The plan was developed as a shared process utilizing shared principles. The last pages of the plan are where the process pieces reside and provides an overview of the development process. We began by forming a steering group and an advisory group. The steering group was comprised of the senior academic leadership team while the advisory group included representation from all academic stakeholder areas including faculty, school directors, program heads, associate faculty, students and staff. This was designed to be a collaborative, iterative, and emergent process and this process is what got us to the plan we are presenting today. Our goal was to develop a plan that prioritized academic quality, student experience, RRU's values, EDI, Indigenization, and decolonization while remaining transparent, accountable, and collaborative and these principles are embedded and embodied throughout the plan. We held a number of appreciative inquiry sessions with the entire academic portfolio inviting them to reflect on the best of RRU, identify focus areas and how we want to move forward. We also went through an appreciate inquiry process with students and had over 130 responses. Finally, we held numerous meetings and feedback sessions with the steering group, advisory group, and the academic portfolio. This allowed us to start very broadly and work towards refining and focusing the plan.

This is a three-year rolling plan that will be reviewed on an annual basis and adjusted in response to the post-secondary sector, market, and labour demands, while also aligning with other institutional plans. It should be noted that there has yet to be any professional design work done. This will begin following approval at the Board of Governors meeting next week.

The RRU strategic planning framework is intended to illustrate how the plan is situated within the organization and that it is central to, and informed by, other operational plans. Additionally, we wanted to convey not only the integration between the five I's but also integration across the institution.

The Vice-chair then moved on to review the five I's which form the primary focus areas of the plan: interdisciplinarity, Indigeneity, integration, innovation, and inclusivity. It is important to note that each I is equally important and the order in which they are presented is arbitrary. Priority actions for each I are articulated within each area and are intended to build on institutional strengths while advancing our goals and priorities.

Questions/comments from members:
- Very impressed with the plan and love the five I's but wondering how you will measure success in those areas?
    - We are in the process of developing the first stages of quantitative and qualitative metrics. We plan to create a placemat to accompany this document allowing us to measure as we go. For example, in Indigeneity, we identify our plan for creating an Emerging Indigenous Scholar Circle. We currently have three searches underway for Indigenous scholars, one of whom will chair the Emerging Indigenous Scholar Circle. In each subsequent year, we plan to hire two additional Indigenous scholars who will join the circle. In this case, it allows a clear quantitative measurement of our progress.
    - We intend to review our academic quality and program review process to allow us to clearly measure success through program reviews.
- When considering inter and trans disciplinarity, what would be the biggest difference through implementation of this plan versus where we are now?
    - We intend to build out interdisciplinarity across programs and create more flexible learning options for students thus creating a pathway for a more interdisciplinary education that reaches across programs.
- This is a unique strategic plan and I love the logic and focus it embodies. It's very clear about decisions that have been made and distinctly outlines areas of focus, what we intend to do, and how we plan on achieving those goals.
- The plan is at a high level and is a clear statement of principles. For those who are new to the process or not as familiar with the operations at RRU, can you provide examples of how these principles might materialize?
    - One example would be our program review process. While the process is guided by DQAB with multiple requirements to fulfill, we want to look at how we present, review, and maintain programs. We haven't examined our review process for some time and we really want to create a mechanism that ensures we are articulating and measuring what is most impactful for the success of our programs and our students. We want to create a system that is more meaningful, that integrates into the work we are doing and allows us to focus on how we can improve programs in the future. In other words, we want a process that is more forward thinking. Our goal is to enable us to identify what we want to do and that holds us accountable for achieving those goals. We want to streamline and improve effectiveness for programs and the student experience.
- Where will quality be served by the five I's? Where does that materialize?
    - Broadly, in all the I's. Specifically, through inclusive and diverse programming, staff and students thus bringing a deeper diversity of perspective into the organization at every level. Also, through decolonization and improvement of processes through integration. Our organization, like many post-secondary institutions, has complicated processes that can hinder our agility. Integration will move overall quality forward and allow us to be agile and responsive. Through interdisciplinarity and innovation we can have a marked impact on the quality of academic programming and content.
- How are we going to measure student experience, engagement, and satisfaction in a unique and meaningful way?
    - This is imbedded within the five I's and in particular through integration, innovation and interdisciplinarity. We want to create a more collaborative and engaging experience. Integration and innovation in our administrative processes will also see a student's journey through the system become more seamless.

- o We have also created a new strategic enrolment management framework. Within this framework is a student access and a student success working group. These two groups will allow us to identify and operationalize approaches and procedures that will improve student experience and engagement.   We will also rely on them to inform the Academic Strategic Plan.
  - o Additionally, we are developing a five-year strategic plan for the institution as a whole which is intended to integrate with each portfolio's plan. Within this plan we will identify KPIs specific to student satisfaction and success. For example: measuring career progression rather that employment as is measured by most post-secondary institutions given how different our students are, with many of them being mid-career professionals. We also recognize the challenges that exist with student assessment of teaching and we're looking at ways to better measure teaching excellence.
- D Andrews-Brown offered her perspective as a participant in the planning and development of the Academic Strategic Plan discussing her attendance at multiple sessions and seeing participant feedback clearly incorporated into the plan. It was a gratifying experience to see everyone's voices continually reflected back in refinements and improvements to the plan.

M/S Kobayashi/Schoepp that the Program and Research Council recommend to the Board of Governors approval of the Academic Strategic Plan. **CARRIED**

5.   REPORT FROM ACADEMIC COUNCIL   THOMPSON

   I.   New Program Approvals

   The Vice-chair advised that Academic Council approved two new programs:
- A graduate certificate in Indigenous Economic Development that was developed in partnership with Haisla Nation and funded by Haisla Nation Council through a post-secondary partnership program. The first offering was provided to Haisla Nation through Professional and Continuing Studies. We are now formalizing it a as graduate certificate and will also form a completion specialization option for other MA programs. The next offering will include two separate Indigenous Nations.
- A new Bachelor of Arts in Cultural Industries and Heritage Stewardship. This is a new subject area for us that aligns with work we're doing within the institution and in anticipation of the new West Shore campus.

   II.   Student Graduations
- We graduated 175 students in December and 127 in March with a high number of graduate certificates and master's degrees.

   III.   Conflict on Interest in Research Policy
- Academic Council reviewed revisions to the Conflict of Interest in Research Policy and there were suggestions for some minor edits. Those edits will be made, and the revised policy will be approved by electronic vote shortly.

   IV.   Academic Strategic Plan
- Discussion of the plan comprised the bulk of the conversation at Academic Council and the plan was approved for submission to PRC.

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

The President provided a brief update on the following:

- West Shore campus has recently received some local media coverage regarding RRU's land purchase on Goldstream Avenue. The business plan is going forward to Treasury Board this month or early next month and all signs and conversations with the ministry have been positive. We hope to have a final decision soon. The approval would be for government funding for construction of the new building and funding for the new Common Foundations curriculum. We continue to work in collaboration with UVic, Camosun and more recently, the Justice Institute of BC. Over the last several weeks we have been focused on Indigenous community engagement and have met with the Heron People Circle and local Chiefs. Conversations were not only about programming but also the design of the building itself. We have received helpful and meaningful input and advice on both the building design and our programming. The land received a blessing prior to being disturbed for development. While we're hoping construction will stay on track, there are significant supply chain and inflation issues in the construction industry that may pose some challenges.
- Common Foundations will be offered beginning in the fall of 2023 on our current campus and will move to the West Shore pending government approval and completion of the new campus.
- The war in Ukraine has impacted all of us and in particular, the few students we have from the Ukraine and Russia. Committee members were advised that staff from student services have reached out to those students to offer them whatever supports may be required.
- We are mindful that COVID has been a very stressful period for students as well as faculty and staff. We are doing what we can to accommodate needs and meet students where they are. We need to redouble our efforts to ensure we continue to provide flexibility to our students.
- There is a growing sense on campus that things are slowly coming back to a return to campus and our new normal. The sense of fear and anxiety is diminishing through a shift towards an endemic phase of COVID, but we still need to be empathetic and mindful of people's varying risk tolerances. We are anticipating further guidance from Bonnie Henry next week. As we have been doing since the start of the pandemic, we will continue to implement and follow the advice from Public Health.

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

The Vice-President Academic and Provost provided a brief update on the following:

- There was significant uncertainty in January and February related to COVID that seems to have largely dissipated and residencies in blended programs have begun returning to campus. We have also completed our first hybrid residency and will use those lessons learned as we move forward and consider future program offerings.
- RRU held its second communications ethics conference at the end of February. At the first conference there were a few hundred participants and this year's conference saw 950 participants. All in all, an incredibly successful event.
- This past weekend RRU held a design thinking educators conference with a theme of design thinking for good. Participants delved into issues of equity, diversity, inclusion, decolonization and power. It was an amazing conference and highlighted RRU's unique position and approach to design thinking.

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

The Vice-President Research and International provided a brief update on the following:

- Congratulations to the VPA team for their work on the Academic Strategic Plan recognizing its close alignment with research and importance to the university. This plan will enable research to further reframe their own plan while strengthening and streamlining alignment with the academic plan.
- Research by students and faculty continues to grow and we currently have 14 new grant proposals that have been approved totaling $1.6 million in funding over the next three years.

- We currently have six Canada Research Chair's (CRC) including Ash Prasad a tier two CRC who's been renewed with half a million dollars in funding awarded. We have also selected and nominated a new CRC candidate in climate change, biodiversity, and sustainability.
- An acknowledgement of the great work being done by the Research Ethics Board who have reviewed 486 projects this past year which is a record number for the university.

9.   MEETING ADJOURNED   **10:26 AM**

Motion to adjourn: Márquez

NEXT SCHEDULED MEETING – THURSDAY 26 MAY 2022

BOARD OF GOVERNORS
BRIEFING NOTE

MEETING: March 17, 2022

AGENDA ITEM: Climate Action Plan Report

SPONSOR: Pedro Márquez, Vice-President Research and International

PURPOSE: **For Information**

Synopsis:

On October 7, 2021, the Climate Action Plan (CAP) was approved by the RRU Board of Governors. This briefing note seeks to update board members on the progress that has been made on the implementation of the CAP since the last update at the Board of Governors' meeting, Dec. 2021.

Background:

Since the last Board of Governors meeting, Dec 2021, mobilization by the university on the Climate Action Plan has involved the following:

- **Initiation of a new Climate Leadership Committee (CLC):** The purpose of this committee is to provide governance, leadership, and strategic coordination and integration of the Climate Action Plan implementation under the distributed leadership model of the CAP. The CLC will:
    - make recommendations to advance meaningful, impactful, and ongoing climate action;
    - make recommendations for adjustments to strategic focus/prioritization of RRU's climate action work;
    - identify and activate areas of collaboration, coordination and co-benefits;
    - model, influence and support the cultural and systemic shifts required for success through shared leadership; and
    - monitor performance and report on progress.

  Chaired by the VP Research & International, the new CLC has met three times (Dec 2021, Jan 2022, and Feb 2022). Subsequent meetings will be scheduled quarterly. Membership is identified in Appendix A.

  Working groups will be initiated that include the following recommended groups: Climate Action Hub design; Adaptation; Mitigation & Net Zero; Outreach, Partnerships & Engagement; Education & Training (including Living Lab); Research; Policy & Planning; Identifying net positive outcomes; and Scope 3 (emissions measurement and reductions).

  An External Advisory Committee is also proposed that includes local community representatives, and others.

- **Public launch of the Climate Action Plan, Feb 11.**
    - CAP products and RRU's climate commitments video are now posted on a new *Climate & Action & Sustainability* web pages.

- **Presidents' Clarion Call on the Climate Emergency** - presidents' task group hosted by President Steenkamp developed a project brief for the McConnell Foundation to be shared with broader Presidents' group at the next meeting on March 10th.

- **Energy and Resilience Audit initiated for 2022.** A campus-wide energy and performance audit will identify priority actions for efficiency improvements and emissions reductions. The audit will also review buildings and infrastructure from the lens of climate resilience, to determine an initial score/assessment related to readiness for existing/future climate risks. It is anticipated that the audit will produce a roadmap to inform RRU's plans to reduce energy consumption and GHG emissions to meet, or exceed, its 2025 and 2030 emission reduction targets (from 2010 levels), alongside resilience objectives.

- **Annual *Climate Change Accountability Report* (2021) –** *in progress.* Royal Roads will report 1061 tCO_2e in 2021 (final figure pending data verification), compared with 977 tCO_2e produced in 2020. This is an 8.5% *increase* from the previous year. Since 2010, the university has reduced its overall GHG emissions by 34%. To achieve our next GHG target (65% reduction by 2025), RRU has three years to cut current emissions in half, to 525 tCO_2e.

Recommendation:
That the Board of Governors receives this report for information.

Updated: July 8, 2020
Owner: Office of the President

Appendix A: Climate Leadership Committee Members

CLC Members (arranged alphabetically by first name)

Position	Name
1. Associate Director, Human Rights and Equity, Diversity and Inclusion	Alejandro Campos-Garcia
2. Director, School of Environment and Sustainability	Ann Dale
3. Director, Indigenous Engagement	Asma-na-hi Antoine
4. Coordinator, Research and Innovation	Beverly deVries
5. Indigenous community member	Butch Dick (tentative)
6. Indigenous Student Services Coordinator	Candice Cook
7. Associate VP, Operations and Resilience	Carolyn Levesque / Ron Granados (alternate)
8. VPCFO	Cheryl Eason
9. FoM Staff representative	Christine Oldridge
10. Director, Business Development	Dale Gann
11. Doctoral Student	Dan Burt
12. Recording Secretary, Executive Assistant (VPRI)	Debbie Dupuis, Recording Secretary
13. Director, Research and Innovation	Deborah Zornes
14. FSAS Staff representative	Erin Edwards
15. FSAS Faculty representative	Geo Takach
16. Associate VP, Communications	Marg LeGuilloux
17. Manager, Research & Innovation	Maria Bremner
18. Undergraduate student	Nicole Lentini
19. VPRI	Pedro Marquez, CLC Chair
20. Director - Resilience By Design Lab (RbD) & Adaptation Learning Network	Robin Cox
21. VPCA	Sue Gee
22. Director, Cascade Institute	Thomas Homer-Dixon
23. FoM Faculty Representative	Todd Thexton
24. VPA	Veronica Thompson
25. Associate VP, Professional and Continuing Studies	Zoe McLeod

BOARD OF GOVERNORS
BRIEFING NOTE

MEETING: March 17, 2022

AGENDA ITEM: Anti-Racism Action Plan Update

SPONSOR: Alejandro Campos-Garcia, Associate Director Human Rights & Equity Diversity and Inclusion

PURPOSE: **For Information**

Synopsis:

This briefing note updates the Board of Governors on the progress Royal Roads University has made in the implementation of the Anti-Racism Action Plan (ARAP). The briefing offers a timeline for the development of the Plan, and includes accomplishments and future steps.

Background:

- In June 2020, President Steenkamp convened a committee to create a Royal Roads University Anti-Racism Task Force (ARTF). The principal task of the Anti-Racism Task Force was to formulate an RRU Anti-Racism Action Plan that included calls to action, metrics, and timelines.

- The Anti-Racism Task Force completed the Plan in February 2021. Multiple stakeholders and subject matter experts committed to equity and anti-racism at RRU played a key role in drafting this Plan. The document included 23 Calls to Action under five broader themes: Building Space, Place, and Connection; Supporting Our Students; Transforming Research and Curriculum; Creating an Anti-Racist Environment; and Developing an Anti-Racist Framework in Governance. Each Call to Action contained a set of specific recommendations. The Plan included 123 recommendations in total.

- In March 2021, the Board of Governors invited two Anti-Racism Task Force representatives to make a presentation of the Anti-Racism Action Plan. The Board provided positive feedback on the presentation and the Plan.

- In April 2021, Royal Roads University Vice Presidents met to design an Implementation Action Plan that distributed the calls to action and recommendations within the four administrative units, allocated responsibilities to concrete offices and positions, and defined a scale of priorities ([1] immediate, [2] 2-6 months, [3] 6-12 months, [4] requiring further analysis, and [5] out of scope). The Plan also identified the alignment of the recommendations with strategic initiatives.

- The Plan distributed responsibilities as follows:
    - Vice-President Academic and Provost, number of recommendations 58,
    - Vice President and Chief Financial Officer, number of recommendations, 48
    - Vice-President Research and International, number of recommendations 20
    - Vice-President Communication and Advancement 40

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- The Plan defined the scale of priorities as follows:
  - o 16% of the recommendations, priority [1]
  - o 41% of the recommendations, priority [2]
  - o 22% of the recommendations, priority [3]
  - o 21% of the recommendations, priority [4]

- The implementation process began right after the Vice Presidents completed the drafting of the Plan.

- In July 2021, Royal Roads University hired an external consultant to assess policies and the system of governance of equity, diversity and inclusion of the University. This consultant reviewed the Anti-Racism Action Plan, but did not examine the Implementation Plan. Royal Roads decided to pause the implementation of some of the recommendations pending the results of this assessment. The consultant gave a positive review of the Anti-Racism Action Plan. Once the consultant presented her report to the President's Steering Committee on Equity, Diversity and Inclusion in October, the implementation process resumed.

- In December 2021, the Vice Presidents convened a meeting with the Associate Director Human Rights & Equity Diversity and Inclusion to evaluate the progress achieved. It is necessary to clarify that the drafting of the Anti-Racism Action Plan and the Implementation Plan took place months before the creation of the Associate Director position.

- After a comprehensive review of these documents, the Associate Director proposed a new frame of shared responsibilities (83% of the recommendations would entail collaboration between administrative units) and a readjustment of the timeline to ensure the efficiency and feasibility of the implementation process.

- Currently, Royal Roads has implemented approximately 6% of the recommendations outlined in the Anti-Racism Action Plan, and 39% are in progress. Regarding the latter, 18% are in an advanced state, while 82% are at the preliminary stages. It is necessary to clarify that, prior to the existence of this Plan, the University was already implementing some initiatives that reflect the recommendations included in this document.

- Some recommendations that Royal Roads has already completed are:
  - o The creation in May 2021 of a full-time management position in the area of human rights and equity, diversity and inclusion: the Associate Director Human Rights & Equity, Diversity and Inclusion;
  - o The development of a Toolkit for Hiring Committees which incorporates equity, diversity and inclusion standards and principles at every stage of the hiring process;
  - o The development of a strategic frame for the celebration of Black History Month; and
  - o The modification of the distinction between students in domestic and international categories.

- The next steps in the implementation process are the following:
  - o Articulation and activation of the collaboration strategy between the administrative units (definition of roles, responsibilities, timelines, steps and implementation metrics, and execution).
  - o Activity monitoring: (design of monitoring mechanisms, definition of the cycles of evaluation, conduction of assessments, issuing of recommendations)
  - o Reporting: (Definition of the cycle of reporting and issuing reports of activities).

Fit to Vision and Strategic Direction:
The Anti-Racism Action Plan and its implementation are aligned with Royal Roads' institutional vision of "*Inspiring People with the courage to transform the world.*"

This Plan summarizes a project of organizational transformation, in which multiple stakeholders identified systemic issues that our university must address. It shows our community's commitment to ensure that nobody is left behind (caring). It also shows that the construction of a fair place demands collective creativity, courage and engagement.

Lens of Reconciliation:
The Plan includes several calls to action related to Indigenization. Some of them are related to curriculum and pedagogy. Others are linked to Indigenous representation in employment and capacity building (training).

Implications:

A) **Financial:**

B) **Human Resources:**

C) **Campus Planning:**

D) **Stakeholder/Community:**

H) **Other**

E) **Equity, Diversity, Inclusion and Anti-Racism** ✓

F) **Sustainability**

G) **Climate Action**

Equity, Diversity, Inclusion and Anti-Racism:
The implementation of the Anti-Racism Action Plan has a direct implication in the advancement of equity, diversity and anti-racism in our university.

Recommendation:
That the Board of Governors receives this report for information.

BOARD OF GOVERNORS
BRIEFING NOTE

MEETING: March 17, 2022

AGENDA ITEM: 2022-23 PRC Annual Plan

SPONSOR: Philip Steenkamp, Chair of the Program and Research Council

PURPOSE: **For Information**

Synopsis:

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 2022-23 with an eye to its alignment with the PRC Terms of Reference.

Background:

Beginning in March of 2021, the Chair and the VPA began a series of meeting to review the PRC's strategic priorities to ensure they better aligned with the new RRU vision and priorities and met the needs of the institution. Through those conversations, significant revisions were made to the plan to ensure it was aligned with institutional goals and priorities and clearly identified topics for discussion at each PRC meeting.

The updated plan was then reviewed at the September 16, 2021, PRC meeting. The committee approved the plan as presented and referred it to the Board of Governors for information at its meeting on October 7, 2021.

Given that the revisions to the PRC Annual Plan had recently been approved in September 2021, the PRC felt there were no new changes required to the draft PRC Annual Plan 2022-23. The plan received approval as presented at the March 9, 2022, PRC meeting and has been referred to the Board of Governors for information.

Recommendation:

That the Board of Governors receive the PRC Annual Plan 2022-23 for information.

Attachments:

1. PRC Annual Plan 2022-23

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ATTACHMENT 1

PROGRAM AND RESEARCH COUNCIL

Royal Roads
UNIVERSITY

Annual Plan 2022-23

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 March 2022   *drawn from the PRC Terms of Reference