Board of Governors - Open Session

Board:
Nelson Chan, Board Chair and Chancellor
Philip Steenkamp, President and Vice Chancellor
Dranna Andrews-Brown
Christina Benty
Kevin Brewster
Kathleen Burton
Dave Byng
Monique Gray Smith
William Holmes
Geoff Pearce
Dave Saunders
Lori Simcox

Executive:
Cheryl Eason
Susan Gee
Pedro Márquez
Veronica Thompson

Guests:
Maria Bremner
Deborah Zornes

Administration:
Drew Duncan
Ashley Richards (recording)

June 16, 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 17 March 2022 Board of Governors meeting be approved as distributed.			
4. Report from the President	Steenkamp	08:35 AM-08:50 AM	
For information			

SPECIAL BUSINESS

5.	Five-Year Strategic Plan	Márquez	08:50 AM-09:05 AM	12

MOTION: That the Board of Governors approve the rolling Five-Year Strategic Plan.

6.	Climate Action Plan Annual Report	Bremner/Zornes	09:05 AM-09:15 AM	40

For information

REPORTS FROM COMMITTEES

7.	Program and Research Council	Steenkamp	09:15 AM-09:30 AM	99

7.1	Report from Chair	Steenkamp		

For information

7.2	New Program Approvals from Academic Council	Thompson		99

For information

8.	Finance and Audit Committee	Byng	09:30 AM-09:54 AM	100

8.1	Report from the Committee Chair	Byng		

For information

8.2	Enterprise Risk Management - Policy Renewal	Byng/Eason		100

MOTION: That the Board of Governors approve the updated Enterprise Risk Management Policy.

8.3	Strategic Investment Policy - Annual Review	Byng/Eason		105

MOTIONS:
1. That the Board of Governors approves no changes to the Strategic Investment Policy, Investment Governance Guidelines or Strategic Investment Portfolio Plans
2. That the Board of Governors approves the renewal of Todd Vaughan of TD Wealth Management Group as the investment manager for Royal Roads University and the Royal Roads University Foundation.

9.	Governance and Nominating Committee	Benty	09:54 AM-09:59 AM	

9.1	Report from the Committee Chair	Benty		

For information

VP PORTFOLIO REPORTS

10.	Report from the Vice-President, Academic and Provost	Thompson	09:59 AM-10:05 AM	121

For information

11.	Report from the Vice-President and Chief Financial Officer	Eason	10:05 AM-10:11 AM	124

For information

12.	Report from the Vice-President, Communications and Advancement	Gee	10:11 AM-10:17 AM	127

For information

13.	Report from the Vice-President Research and International	Márquez	10:17 AM-10:23 AM	130

For information

CONSENT AGENDA   Chan

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

MOTION: That the Board of Governors approve this post-implementation change to the conflict of interest in research policy.

15-minute break

DRAFT

Board of Governors
MINUTES OF THE OPEN SESSION

17 March 2022
Sequoia Building/Learning and Innovation Centre, Boardroom 411, and Via Zoom

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

1.   Call to Order and Welcome – 8:33 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 noted that the open session of the board of governors meeting is being livestreamed and 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 board chair recognized that it was the last board meeting for board-appointed member Bruce Donaldson, and faculty-elected member David Black, who are both concluding their terms. While outgoing board members will be recognized more formally later, the board chair thanked both for their contributions to the university.

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/Burton)
That the agenda be approved as distributed.

CARRIED

3.   Approval of the Minutes

MOTION (Pearce/Saunders)
That the minutes of the open session of the 14 December 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 the RRU community for demonstrating RRU's values throughout the pandemic. Noting the lifting of restrictions in BC, mask wearing is a personal choice, though the community is encouraged to continue to wear masks in high density areas.
- **Budget** – Management is closely tracking the implications of the pandemic and is changing behaviours where appropriate. RRU is looking at what can be done to increase flexibility and access for core students, and to understand the demands in enrollment.
- **West Shore Campus** – RRU has purchased property in Langford, and the West Shore Campus business case is with government now, for an anticipate decision in spring. It is a collaborative project with RRU owning the land and building and programming will be offered from RRU, University of Victoria, Camosun College and the BC Justice Institute.
- **War in Ukraine** –Faculty members who have knowledge of the geopolitics and expertise in this area are providing commentary in the media right now, which is an important role that universities can play. Student Services has reached out to students of Ukrainian background and students in general. RRU has also taken steps to show solidarity with people of Ukraine.

It was raised that a challenge to come will be post-conflict reconstruction, and that there is a role for Canadian postsecondary institutions. RRU has an excellent program on conflict and disaster management, which is especially timely. The board chair also raised the issue of farming and food security, and how many countries will be impacted due to the interconnectedness of the global community.

The board chair extended appreciation to the RRU community for their patience in a fluid COVID-19 setting and their continued work to deliver excellent education to RRU students.

SPECIAL BUSINESS

5.   Spotlight on the University – Human Rights & Equity, Diversity and Inclusion

President Steenkamp noted that work in human rights and equity, diversity and inclusion is an important area for any organization. Pedro Márquez, Vice-President Research and International, introduced Alejandro Campos-Garcia, Associate Director, Human Rights and Equity, Diversity and Inclusion (EDI), to provide an update on progress regarding the recommendations put forward by the Anti-Racism Task Force.

A. Campos-Garcia outlined the timeline of work done on EDI at RRU, details of which are included in the meeting materials. He also provided an overview of the work of his position, which has administrative, research, education, liaison and partnership responsibilities. The main focus of the role is to create foundations for the operation and sustainability of human rights and EDI institutional commitments at RRU. Lastly, A. Campos-Garcia provided an update on the progress of the Anti-Racism Action Plan. The Anti-Racism Task developed a number of recommendations, resulting in the Anti-Racism Action Plan. The actions are currently being implemented and evaluation of progress is ongoing; currently 6% have been completed and 39% are in progress.

Members thanked A. Campos-Garcia for his presentation and expressed that the work he is doing will contribute immensely to the organization. The faculty-elected board member noted that the Royal Roads University Faculty Association (RRUFA) has been active in having its own anti-racism community of practice and A. Campos-Garcia expressed that he was happy to collaborate with faculty. Members also discussed capacity building, training, and training strategies.

6.   Five-Year Strategic Plan

P. Márquez provided members with an update on the development of the Five-Year Strategic Plan. A proposed framework for the Plan was presented to the board at the October 2021 meeting. 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 to fulfill its 35 enterprise-level initiatives. Since October 2021, the university has identified key themes and strategic objectives, outlined in the meeting materials, which are in alignment with the four goals of Vision 2045, and has expanded and enhanced enterprise-level key performance indicators. The rolling five-year strategic plan will be presented for approval to the Board at their June 2022 meeting, and the rolling nature of the plan will allow RRU to remain flexible going forward.

Board members discussed the summary outlined and suggested, regarding the Indigenization and curricula bracket, looking into periodic external reviews to track the decolonization of the curricula. A member raised concerns about the rising costs of housing and how that might impact the student population as the campus expands. President Steenkamp shared that, given the rolling nature of the plan, there needs to be a key performance indicator (KPI) working group to identify KPIs to measure things like student progression and curriculum, and invited board members to provide input on KPIs that they feel should be included.

REPORTS FROM COMMITTEES

7.   Report from the Program and Research Council

    7.1   Report from the Chair

        The council met on March 9, 2022. Members reviewed the PRC Terms of Reference, which will go through GNC for review and then on to the board for approval in June. Members also reviewed the 2022/23 PRC Annual Plan, which has been included for

board members in the consent agenda materials. New program approvals and the Academic Strategic plan were also discussed.

PRC will meet next on May 26, 2022.

7.2   New Program Approvals from Academic Council

At the March 2, 2022 meeting, the following new programs were approved:

- Graduate Certificate in Indigenous Economic Development; and
- Bachelor of Arts in Cultural Industries and Heritage Stewardship.

Governor Simcox praised the strength of education and rigour of the latter program.

7.3   2022-2025 Academic Strategic Plan

Historically, as part of the annual planning cycle at RRU, the Office of the Vice-President Academic and Provost (VPAP) engaged the faculties and academic support units in the development of an academic plan. This year, the Office of the VPAP engaged the academic portfolio in the development of a 3-year Academic Strategic Plan which is before the board for approval. Details on the engagement process are included in the meeting materials, but it is important to note that, through the engagement process, five strategic focus areas were identified that form the foundation of the Academic Strategic Plan: interdisciplinarity; Indigeneity; innovation; integration; and inclusivity. The plan was reviewed and endorsed by Academic Council on March 2, 2022 and the Program and Research Council on March 9, 2022. Similar to the forthcoming Five-Year Strategic Plan, the Academic Strategic Plan will be a rolling plan that will continually be refreshed.

Members praised the obvious integration with the upcoming strategic plan, and they appreciated the thoughtful and strategic way that the plan was approached, particularly noting the consultations with faculty. V. Thompson acknowledged the work of the advisory and steering committees, and all who contributed to the document presented.

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

MOTION: (Black/Andrews-Brown)
That the Board of Governors approve the 2022-2025 Academic Strategic Plan.

CARRIED

The board adjourned the Open session for break at 10:27 a.m.

The board reconvened and resumed the Open session at 10:32 p.m.

8.   Report from the Finance and Audit Committee

8.1   Report from the Committee Chair

The committee met on March 10, 2022 and key topics of presentation and discussion included: committee terms of reference review; 2022/23 operating and capital plan, which will be presented under item 8.2 on the agenda; and enterprise risk management. The committee approved the recommendations to the FAC terms of reference presented by management with a minor revision. The revised terms of reference will be forwarded to Governance and Nominating Committee as an agenda item for their June 2022 meeting. Management presented the annual report on the enterprise risk management framework at Royal Roads as well as a risk dashboard report for the committee's feedback and discussion.

FAC next meets on June 2, 2022.

8.2   2022/23 Annual Operating and Capital Plan

Cheryl Eason, Vice-President and Chief Financial Officer, presented the 2022/23 Annual Operating and Capital Plan. An in-depth presentation of the plan was provided at the FAC meeting on March 10, 2022. Member questions and feedback are included in the plan before the board. A balanced budget is being projected with a projection of a $0.5M surplus. Fiscal year 2021/22 saw a 4% increase in student full-time equivalents (FTEs) from 2020/21. The Operating and Capital Plan are included in the materials package.

Board members praised RRU's great fiscal management. Members discussed tuition in relation to increased revenue and it was shared that, consistent with past years, a 2% increase on domestic tuition is planned, as well as a 2% increase for international tuition. Students who are already enrolled are not impacted by the increases. Members also discussed the Russian and Ukrainian conflict and what impacts might be felt; increased travel costs going forward are likely. A member queried whether the tangible capital assets and building plans for the West Shore campus might impact margins and put artificial pressure on financial flexibility, and it was noted that within the materials is included a 15-year projection showing the long-term consideration to amortization.

Regarding the West Shore initiative, it was shared that postsecondary research universities have raised the topic of escalated scales with the Ministry. The Ministry is aware of the situation and is giving thought to escalation of costs within capital projects and what appropriate escalation contingency should look like. RRU has currently built at the high end of 8% contingency in the original business case.

Regarding student enrollment forecasting, members discussed affordability in the region in the context of inflation, cost pressures, and general affordability, and management noted the various awards and scholarships in place to assist students. While most accommodation required for cohorts is short-stay, management is exploring the potential of student housing.

President Steenkamp highlighted that this is C. Eason's final budget with her upcoming retirement and thanked her for her achievement of an expected balanced budget, especially given the number of deficits being anticipated at other postsecondary institutions.

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

MOTION: (Pearce/Donaldson)
That the Board of Governors approve the 2022/23 Annual Operating and Capital Plans as presented.

CARRIED

8.3   Enterprise Risk Management (ERM) – Program Update

At their March 10, 2022 meeting, the Finance and Audit Committee reviewed the ERM annual report and risk dashboards for information. 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. C. Eason reminded the committee and board that the annual review of the Risk Management Policy happens in June, so this and the ERM framework will come to the June board.

9.   Report from the Governance and Nominating Committee

9.1   Report from the Committee Chair

The committee met on March 10, 2022 and discussed: the President's annual goals; the Board of Governors' Strategic Plan; the Chancellor's Community Impact Award; the review of the GNC, Standing Committee on Appeals and Board Committee Structure terms of reference; and other matters. These topics will be covered in greater detail in subsequent sessions.

GNC next meets on June 2, 2022.

9.2   Chancellor's Community Impact Award Policy

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. The President and Chancellor have pulled the award out of Convocation to allow for that event to focus more specifically on the students. GNC reviewed the revised policy, provided feedback, and endorses the updated policy to the board for approval. The proposed name change and revisions are related to bringing the policy more in line with RRU's vision, values and goals. The specifics of the revisions are detailed in the board materials package.

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

MOTION: (Donaldson/Burton)
That the Board of Governors approves the Chancellor's Community Impact Award policy as presented.

CARRIED

VP PORTFOLIO REPORTS

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

A written report is included in the meeting materials. The board chair noted his interest in the online beading service, and Governor Andrews-Brown shared that the sessions were thanks to Candace Cook, Indigenous Student Services Coordinator, who shared her beading skills for online and in-person engagement.

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

A written report is included in the meeting materials. The board chair noted that he was happy to see consultation related to the West Shore initiative and the response from Malahat nation, and would like to see more responses.

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

A written report is included in the meeting materials. The board chair referenced, regarding the preparation for the walled garden, that he was happy to see the initiative progressing nicely and that he appreciated the success of the Vision in Bloom campaign. He also praised how the visibility of RRU has increased over his tenure and time on the board.

13.   Report from the Vice-President Research and International

A written report is included in the meeting materials. The board chair raised the topic of RRU's design thinking challenge and its focus on the Royal BC Museum, and P. Márquez highlighted the leadership of Amy Zidulka, an associate professor with the School of Business, in the design thinking challenge.

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 09 March 2022 meeting of the Program and Research Council

15.2   Climate Action Plan Report

15.3   Anti-Racism Action Plan Report

15.4   PRC Annual Plan 2022/23

16.   Adjournment of Open Session

The meeting adjourned at 11.33 a.m.

BOARD OF GOVERNORS
BRIEFING NOTE

MEETING: June 16, 2022

AGENDA ITEM: Five-Year Rolling Strategic Plan 2021-26

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

PURPOSE: For Approval

Synopsis
The Five-Year Rolling Strategic Plan is being presented to the Board of Governors for approval at its meeting of June 16, 2022 after being presented for information and comment at the Program and Research Council on May 26, 2022 and the Governance and Nominating and Finance and Audit Committees on June 2, 2022.

Background
The Board of Governors has been updated about the development of the Five-Year Strategic Plan numerous times over the past year, with a more fulsome update provided at the March 17, 2022 meeting. The draft plan was presented to all board committees for information and comment as a first read and is now being brought forward to the Board of Governors for approval.

Recommendation
That the Board of Governors approves the Five-Year Rolling Strategic Plan 2021-26.

Attachments
1. Five-Year Rolling Strategic Plan 2021-26

Five-Year Rolling Strategic Plan

Royal Roads University

2021 – 26

For Board of Governors approval

June 16, 2022

Royal Roads UNIVERSITY

Five-Year Rolling Strategic Plan

For BoG approval- June 16, 2022

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Royal Roads
UNIVERSITY

Five-Year Rolling Strategic Plan

For BoG approval- June 16, 2022

Land Acknowledgement

Royal Roads University acknowledges that the campus is located 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

President's Message

Twenty-five years ago, Royal Roads University launched with a unique mandate to deliver applied and professional programs and research in a blended format—on campus and online. By the time a global pandemic drove everyone into Zoom rooms in 2020, we were already Canada's leading experts in remote learning and hybrid working.

Today, with a strong reputation for accessible, high-quality, and market-relevant teaching, learning and research, RRU is a dynamic educational presence, attracting students from across the country and around the world to southern Vancouver Island's growing WestShore. Our graduates—now 32,194 strong—are valued by communities and employers near and far for the power and possibility of their outstanding leadership and professional skills.

Caring, creative and courageous, RRU is leaning into the next quarter century with a commitment to removing barriers to lifelong learning and delivering new skills to a disrupted work force. We are looking forward to the opening of a proposed new campus in downtown Langford that will offer unique programs to help meet the demands of a dramatically altered economy and environment. And we are already finding new ways to include and support those who have been most disadvantaged by the challenges of the recent past, including women, youth, Indigenous and marginalized communities.

Last year, RRU crafted *Learning for Life: 2045 and beyond* to chart RRU's vision and values for the next 25 years. In the following pages you will be discover the four goals and six commitments that underpin every decision and action at RRU and discover the details of a new five-year rolling strategy that will ensure Royal Roads continues to add value to people and our planet for the decades to come.

Dr. Philip Steenkamp
President and Vice-Chancellor
Royal Roads University

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Royal Roads
UNIVERSITY

Five-Year Rolling Strategic Plan

For BoG approval- June 16, 2022

Vision 2045

As we celebrate the many achievements of Royal Roads University at the quarter-century mark, we reflect on the past to inform the future. In 2019, President Philip Steenkamp launched *Learning for Life: 2045 and beyond*, charting the University's vision, values, goals and commitments over the next 25 years. The world is changing rapidly, profoundly impacting the way we live, work and learn. The Covid-19 pandemic is a testament to the inter-connectedness of our world, and to the disproportionate impact suffered by vulnerable populations. The climate crisis—humanity's most urgent and existential global threat—demands swift and coordinated action at every level.

As one of British Columbia's Research Universities, Royal Roads is well positioned to build on its *Life. Changing* promise, through its signature Learning, Teaching and Research model, and its commitment to Indigenous Peoples, Climate Action, Equity, Diversity and Inclusion, and innovation and *changemaking*.

Operating under a collegial unicameral governance system, and guided by the Royal Roads University Act, Vision 2045 will continue to support the University's foundational purposes 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;
> (c) maintain teaching excellence and research activities that support the University's programs in response to the labour market needs of British Columbia.

The core elements of the Vision 2045, as approved by the Board of Governors in June 2020, are as follows:

OUR VISION

Inspiring people with the courage to transform 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

We're an engine of life-long learning for students no matter where they are in the world, their careers and their lives.

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Royal Roads
UNIVERSITY

Explore, share, advance

> We support interdisciplinary research that pushes boundaries, removes barriers and finds solutions to today's critical issues.

Invite in, venture out

> We engage communities locally, nationally and globally – leaning into partnerships, learning from others and warmly welcoming all people.

Vibrant and sustainable

> We champion a sustainable campus with leading-edge infrastructure and online platforms and aspire to be a top Canadian workplace that models and advances Truth and Reconciliation, Equity, Diversity and Inclusion.

OUR COMMITMENTS

Six critical commitments grounded in our goals and actions:

Build our strengths in applied and professional programming, inter- and trans-disciplinarity 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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Royal Roads
UNIVERSITY

Five-Year Rolling Strategic Plan

Vision 2045 was approved by the Board of Governors in July 2020. That fall, in alignment with the new vision, management proposed the development of a rolling five-year strategic plan to replace the current Five-Year Business Plan 2019/20-2023/24, and the adoption of a new planning framework (Figure 1) that aligns all strategic and operational plans and initiatives with Vision 2045 for the period 2021-26.

Strategic Planning Framework

PLANNING FRAMEWORK

*OPERATIONAL PLANS:
- Advancement Plan
- Alumni Relations Plan
- Annual Operating & Capital Plans
- Climate Action Plan
- Communications and Marketing Strategy
- Compensation Philosophy and Plan
- Equity, Diversity and Inclusion 5 -year Plan
- 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')
- Strategic Enrolment Management
- Strategic Investment Portfolio Plan
- West Shore Initiative: Common Foundations

Figure 1: RRU's Strategic Planning Framework

Informed by the University's unique governance and business models and its institutional commitment to Indigenous Truth and Reconciliation and engagement, this plan provides strategic direction to all academic, research, financial and community engagement plans with functional and operational strategies and tactics across the University

Given the operational complexity of a post-secondary institution as unique as RRU, and the need to enhance its capacity to respond to constantly changing external forces, the integration of specific strategic and operational goals and key performance indicators (KPIs) will be vitally important to the success of the strategic planning framework. Reinforced by strong KPIs, the framework will help guide and configure all evolving elements over time.

This overarching plan will support decision-making at the University, and guide resource allocation and regular operations. All three core plans—Academic, Research and Community Engagement—and 18 operational plans are aligned under this single framework, all built on the foundation of RRU's financial framework and governance model. (A brief description of core and operational plans is included in Appendix A).

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Royal Roads
UNIVERSITY

Five-Year Rolling Strategic Plan

For BoG approval- June 16, 2022

A unique approach:

The strategic plan reflects post-secondary strategic management best practices, and includes emerging trends, up-to-date plans and priorities, and projections for operating activities and capital investments through 2025-26. To deliver on RRU's mandate to be a flexible and entrepreneurial organization capable of swift response to a constantly changing labour market, the adopted framework embraces a unique approach.

First, it acknowledges that strategic planning is a dynamic process that requires frequent reassessment, review and adjustment. As argued by strategic management scholar Henry Mintzberg's[1], the organizational capabilities developed through the planning process and plan implementation stages are critical for the plan's success. A commitment to constant interaction, dialogue, and coordination between all areas of the institution through the planning and implementation process will be as important as the plan itself.

Next, as a rolling plan, it permanently maintains a five-year outlook, constantly readjusting strategies and tactics in the short term while providing a clear sense of direction over the longer term.

Finally, it adopts systems thinking, shared leadership, and innovation and accountability as central organizational values to integrate functional areas, increase collaboration and transparency, and improve synergy. As noted by sociologist Philp Selznick, "*strategies take on value only as committed people infuse them with energy.*" (Selznick, 1957)

External and internal environment scan

Post-secondary institutions face rapid change and uncertainty, requiring frequent analysis of external forces and internal competencies. Strategic priorities must not be identified in isolation, but rather grounded in a common understanding.

Since the development of Vision 2045 in 2020, we have collectively faced a constantly changing environment. This section updates the previous external and internal environmental scan and highlights many new challenges and opportunities. This scan will be updated annually as a key component of RRU's rolling strategic plan

To provide context to the plan, we have adopted two mutually complementary analytical tools, commonly known as PESTEL and TOWS.

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[1] Mintzberg, Henry. *The Fall and Rise of Strategic Planning* HBR January-February 1994

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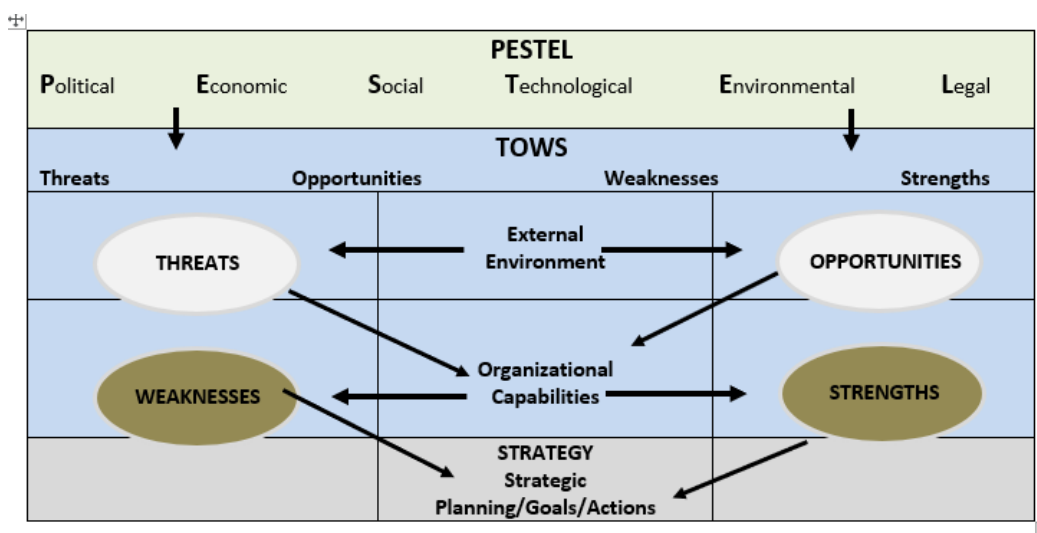
Political, Economic, Social, Technological, Environmental and Legal (PESTEL) Analysis

PESTEL provides external context by identifying factors and trends in each of the six domains.

Political

- Political stability makes Canada and BC attractive to business and immigration
- Government is open to international students studying in Canada, "stimulating innovation and developing important cross-cultural competencies."[2]
- Policymakers define the labour market and future of work, helping to unlock access to education and building the labour market information capacity necessary to track and prepare for possible changes.[3]
- Public funding of PSE may be impacted by recent public PSI funding review and potential changes to policy.
- Province-based funding is insufficient to cover escalating educational costs
- Four-year political cycle has implications for PSE including changes in government priorities and appointment of new leaders

Economic

- There is a need for post-secondary education or training, such as a certificate or college diploma, apprenticeship training or a bachelor's, graduate or professional degree over the next

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[2] 2002/2023 International Strategic Plan, March 2020, page 9; Minister James Gordon Carr, IES 2020-2024

[3] Ryerson Brookfield Institute

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decade. (The BC Labour Market Outlook cites 77% of more than 860,000 job openings in BC alone).

- Students and parents are often unable to fund education due to the high cost of housing and living in the region and uncertainty in the labour market.
- Post-pandemic and geopolitical factors are creating uncertainty around projected economic growth, inflation and interest rates.
- A downturn in the economy potentially limits opportunities for applied learning.
- Prime-aged postsecondary-educated displaced workers will create educational opportunities[4].
- Labour shortages are affecting all sectors.
- Worker skills do not necessarily align with emerging and expanding sectors.
- Workers and employers need to adapt quickly to the demands of a diverse and rapidly evolving economy.

Social

- Increasing mobility and diversity of society requires graduates to prepare for global careers.
- Increased value of higher education completion and match between curricular and societal interests allowing university graduates to join the labour market performing the roles needed for economic and social progress.
- There is growing employer demand for graduates from multi-disciplinary backgrounds.
- Selected skills gained importance in the post Covid-19 labour market. As of December 2021, more than half (52.7%) of employed Canadians worked in occupations where active learning skills are important, up 2.6 percentage points from 2019. Active learning involves understanding the new information of both current and future problem-solving and decision-making. [5]
- Employers have a positive perception of, and willingness to participate in, applied learning programs.
- Students are seeking flexibility via shorter term and online/blended learning.

Technological

- E-connectivity and the increased use of internet for personal, retail and financial services has led to increased demand for 24/7 self-service access at universities.
- High technology costs with relatively long payback periods potentially reduce uptake of new technologies.
- Increased technology might increase energy use, impacting environmental and carbon strategies.
- More PSIs are adopting blended learning strategies and may have greater capacity to invest in latest digital technologies/learning platforms.

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[4] Displaced workers from 2009 to 2013 – nearly 10% entered PSE in the 3 years following job loss and of those, almost 60% changed fields of study

[5] Statistics Canada. Labour Force Survey (December 2021)

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<u>E</u>nvironmental

- The public expects responsible environmental performance.
- There is an increased interest in global initiatives.
- Some career paths may be disrupted by climate change.
- There is increased anxiety about the climate emergency and how it will impact future generations.

<u>L</u>egal

- Compliance costs are increasing due to regulatory changes related to climate change, diversity and inclusion, etc.
- A lack of knowledge, understanding and/or accountability of legal requirements could lead to non-compliance.

Threats, Opportunities, Weaknesses and Strengths (TOWS) Analysis

External Threats

Increased competition in the blended/online mid-career learning space: While RRU remains strong in its blended learning model, the rapid adoption of online learning platforms by most post-secondary institutions challenges RRU's leadership position and differentiation. The Covid-19 pandemic provided a humbling glimpse into how a global disruption can impact broad economic, social and individual arenas. Higher education was particularly challenged by the almost immediate shift from traditional face-to-face learning as social distancing regulations were activated. As a result, PSIs have adopted emergency remote learning and hy-flex learning models, increasing their capacity to adopt and implement the latest digital technologies. Travel restrictions, financial concerns, and a lack of interest in online study have limited access to international students, which in turn negatively impacts tuition revenues.

Climate Emergency: As UN Secretary General Gutierres stated on behalf of the Intergovernmental Panel on Climate Change (IPCC) (Aug 2021): "*The alarm bells are deafening, and the evidence is irrefutable: greenhouse-gas emissions from fossil-fuel burning and deforestation are choking our planet and putting billions of people at immediate risk. Global heating is affecting every region on Earth, with many of the changes becoming irreversible".[6]* The effects of climate change will worsen in the years to come. Unless we drastically reduce our GHG emissions, the world is on track for a global temperature rise of at least 2.7˚C this century. The severity of these impacts will vary across regions, but climate risks for the southern Vancouver Island region include flooding, droughts, increasing severity and intensity of extreme weather, increased wildfire risk, and sea level rise. Climate change will affect not only the RRU campus and infrastructure, but the socio-economic health of its staff, faculty, students and the adjacent community. Some of these impacts include volatile and unpredictable markets for international and domestic student recruitment, reduced overall human well-being (mental and physical health), increased global conflicts and migrations, and mounting social, ecological and

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[6] United Nations Press Release SG/SM/20847. August 9, 2021 (url:
https://www.un.org/press/en/2021/sgsm20847.doc.htm)

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economic costs. One opportunity for RRU within all of this lies in an unprecedented willingness by governments and organizations to collaborate on climate emergency responses. In addition, RRU is well poised to re-define its changemaking role in society in the context of building capacity, community resilience, workforce readiness and engagement on the climate emergency response

Geo-political and Regional Conflicts: The interconnectedness of the world means regional conflicts have global impacts. The Russian invasion of Ukraine, for example, is likely to impact global food security and disrupt world supply of natural gas and oil.

Changes in the labour and work force market: Covid-19 accelerated social change with record numbers of employees abruptly facing "*retirement, relocation, reconsideration, reshuffling and reluctance.*" (Kerr, 2022). The BC Ministry of Advanced Education and Skills Training forecasts one million job openings over the next decade that will require reskilling and upskilling the workforce. More than 80 percent of these roles will require post-secondary education.

Lack of Affordable Housing: High housing costs and low vacancy rates in Victoria represent a barrier for domestic and international students and the general population. On April 2022, CBC reported "Some students in Victoria are riding out the rental crisis by camping out full-time."[7]

Mental wellness: In May 2021, the OECD reported that "population mental health worsened markedly during the pandemic"; the "prevalence of anxiety and depression increased, and in some countries even doubled"; and that "mental health services were already over-stretched before 2020."[8] Recognizing mental health issues—and funding an appropriate response—is critical to the wellbeing of organizations and society as a whole.

External Opportunities

Pandemic-driven Innovation: The pandemic shed light on the world's interconnectedness, triggering creative and innovation solutions and an appetite for fast adaptation and change. UNICEF's 75th anniversary open letter challenges us to "*reimagine the future for every child*" by providing *"vaccines for all, revolutionizing learning, investing in mental health, ending discrimination and addressing the climate crisis"[9].* Likewise, post-secondary education is challenged to rethink the way we learn and live together.

International education growth opportunities: Canada remains an attractive and sought-after destination for international students. As vaccines expand and Covid restrictions are reduced or eliminated, international interest in educational opportunities abroad will increase.

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[7] Johnson Missy and David Ball. CBC News (April 3, 2022) https://www.cbc.ca/news/canada/british-columbia/student-housing-vancouver-island-post-secondary-institutions-1.6404404

[8] OECD Policy Responses to Coronavirus (Covid-19).*Tackling the mental health of the Covid-19 crisis: An integrated whole-of-society response.* (May 12, 2021). https://www.oecd.org/coronavirus/policy-responses/tackling-the-mental-health-impact-of-the-covid-19-crisis-an-integrated-whole-of-society-response-0ccafa0b/

[9] https://www.unicef.org/reimagine/five-opportunities-children-open-letter

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Climate change funding and policies: Federal and Provincial governments along with PSIs are committed to mitigating GHG emissions, adapting to climate change, and advancing research and innovation in regenerative solutions.[10] One of the two pillars stated in the 2022 Economic Plan Stronger BC is Clean Growth by 1) meeting BC's climate commitments; 2) leading on environmental and social responsibility: and 3) fostering innovation across the economy.

Digital transformation and health care funding and policies: Governments and PSIs are committed to closing gaps in digital equality and health care. With one million job openings in the next decade [11], the BC government is focused on the need to deliver more skilled talent in partnership with BC's post-secondary. The second pillar in the 2022 Stronger BC plan is "Inclusive Growth" by 1) supporting people & families including delivering health care and expanding opportunities for education and training; 2) building resilient communities by building housing, schools and hospitals and ensuring every community has access to high-speed internet and 3) advancing true, lasting and meaningful reconciliation with Indigenous peoples. BC's population is aging; for every 4 people who retire, there are only 3 new people to fill those jobs.[12]

Truth and Reconciliation: RRU is committed to meaningful engagement with Indigenous partners and is acting to address the Truth and Reconciliation Commission's 94 Calls to Action. This is a critical issue that will shape the Canadian PSE landscape for decades to come.

Internal Strengths

RRU's Approach: RRU's strengths are many, from its unique history, to the organic development of its signature Learning, Teaching and Research Model (LTRM), to its *Life. Changing* mandate. RRU strives to be **creative**, **caring** and **courageous**; to take bold action; and to continually improve programs, people, processes, place and profile.

Financial strength: Despite the negative financial implications of the pandemic, RRU has continued to deliver a positive net operating annual result and reports a score of *Good* in the financial sustainability composite ratio. The University has proven its ability to manage through difficult financial times (i.e. 2008/09 financial crisis, 2020/21 pandemic) with positive results.

Reputation and profile: Over the past two years, RRU's digital communications profile has been reshaped, significantly increasing volume and frequency on social media. This effort has been supported through a strong increase in original story content that profiles RRU research, faculty, students and alumni, and the addition of in-house videos. Equally important is the strategic marketing employed to boost RRU's profile and communicate the transformative nature of its *Life. Changing* academic mission.

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[10] The CleanBC: Roadmap to 2030 commits to reducing emissions 43% by 2030 and reaching net-zero by 2050

[11] Future Ready: *Skills for the Jobs of Tomorrow* Regional and Sector Engagement (Spring 2022)

[12] ibid

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Processes and systems: The University continues to invest in its systems through the Web Renewal Project and will complete Phase 1 with the launch of a new Website in 2022/23. The Ocelli project supports the Web Renewal Project and aims to significantly improve workflows and efficiencies. Recent organizational changes such as the integration of communications and marketing, alumni relations and advancement, and domestic/international recruitment—along with the creation of new areas such as the climate/innovation and EDI offices—are expected to close gaps and generate further efficiencies.

Renewed capacity to adapt and innovate: Born from need and defined by mandate, RRU's entrepreneurial spirit and culture has fostered new and innovative programming. The unicameral governance model helps to create an aligned approach to identifying challenges and implementing solutions.

Internal Weaknesses

Increased STEM demand, **stable in social sciences:** Statistics Canada[13] reports post-secondary enrolments have grown 6% in the past 5 years (2019/20 vs 2015/16), with STEM (Science, Technology, Engineering and Mathematics and Computer Science) growing 16% while BHASE (Business, Humanities, Health, Arts, Social Sciences and Education) grew 4%. Though BHASE disciplines represented 71% of total post-secondary enrolments in 2019/20, its relative weight is decreasing. In the future, as knowledge acquisition is enhanced by digital technologies, the need to integrate knowledge and problem-solving will be ever more sought after and represents a source of opportunity for the University. Students need to acquire the skills that a post-Covid 19 digital age requires to support employability, this includes teamwork, time management [14], innovative, flexible and applied thinking. Royal Roads has always recognized the importance of integrated knowledge. The University's programming reflects this interdisciplinary approach, which is fundamental to empowering transformative learning and change-making capacity in students.

Technology infrastructure: Through its blended delivery model, the University has developed real strength in the area of learning technologies. RRU continues to be a leader in online learning; however, the rapid evolution of learning technologies requires continuous assessment, adoption and upgrading to effectively leverage its potential.

Digital transformation: Though important progress has been made through process and technology upgrades, digital transformation remains an area of opportunity for the University including the implementation of better systems (SIS, HR, Finance, Business Performance Analysis), processes, reorganizational needs, and consistent and reliable access to data to support evidence-based decision making. The development of a digital transformation strategy will inform technology infrastructure needs at an enterprise systems level.

Wellness, resilience and capacity-building: As a result of the pandemic and the urgent need to optimize processes and systems, there is continuing pressure to manage wellness, increase resilience

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[13] Statistics Canada. Table 37-10-0011-01 Postsecondary enrolments, by field of study, registration status, program type, credential type and gender. DOI: https://doi.org/10.25318/3710001101-eng

[14] Anthony Tattersall, VP of enterprise (EMEA), Coursera; panelist Times Higher Ed Forum (Oct 2021(

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and build capacity across the University. Making systems and processes more efficient and automatic where possible will provide for more innovative and strategic action across campus.

Financial sustainability and revenue diversity: The current uncertainty in the post-secondary sector limits funding available for key initiatives such a climate action and EDI and hinders the ability to meet commitments and respond to opportunities. Over-dependence on international student revenue and a lack of revenue diversity remains an area of concern.

Over the past two years, RRU has made significant progress in expanding its donor base, defining business practices, creating and deploying alumni and community appeals, and engaging major donors across the South Island. Working from an integrated alumni relations and advancement strategy, the University will continue to grow the donor pipeline through multi-year fundraising campaigns focused on supporting key aspects of the University's academic mission.

RRU alumni represent a strong opportunity for the University. Passionate about their *Life. Changing* experience, they want to continue to engage with the University via research, mentoring, learning and recruitment. The new integrated alumni relations and advancement strategy will enhance market segmentation, improve online connections, and introduce an alumni benefits program.

Strategy and Risk Management

RISK MANAGEMENT ALIGNED WITH PERFORMANCE MANAGEMENT: TWO SIDES OF THE SAME COIN
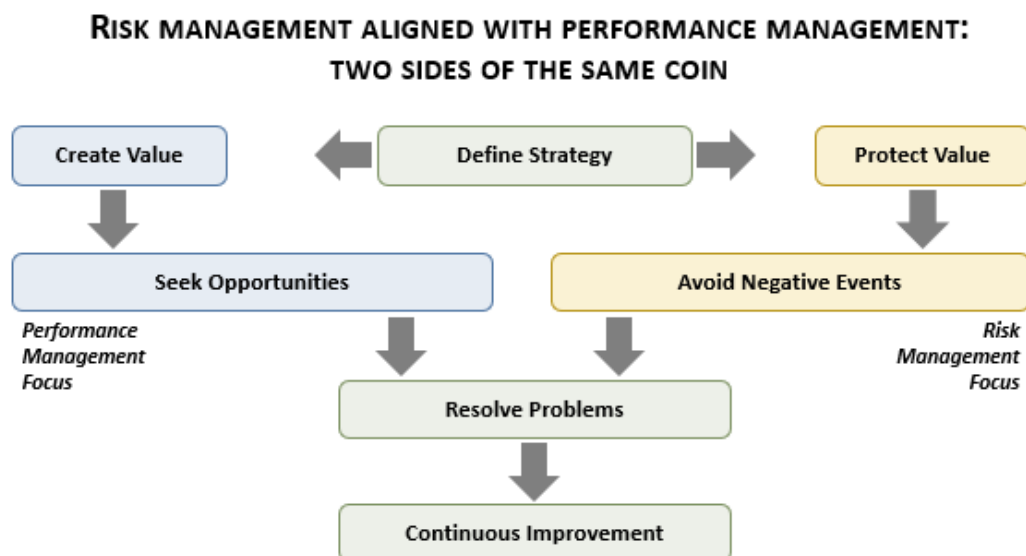
In the course of developing a strategic plan, it is understood that an organization might be exposed to risks that could compromise objectives. These are two sides of the same coin: the key is balancing opportunity-seeking activities that create value with appropriate risk management practices to ensure that value is protected.

To that end, the University undertakes proactive risk management to understand strategic and operational risks and opportunities and make informed decisions. The external and internal environmental scans conducted as part of this strategic planning process provide the first step in the

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University's extensive risk management process. To map potential risks, it's essential to know the general landscape first.

As part of the RRU's enterprise risk management program, there is a structured process for identifying, monitoring and managing the University's risks, as well as for reporting to the Board of Governors. The importance of this ongoing process is to ensure that the board and management review how the strategic environment is changing, what key risks and opportunities are looming, how they are being managed and whether the strategic direction should be modified.

The University has adopted eight key categories for monitoring and managing risks:
[1] Strategic and governance
[2] Academic program/enrolment
[3] Quality of academic experience
[4] Financial sustainability
[5] Technology
[6] People & Culture/Human Resources
[7] Operations
[8] Reputation

Risk management allows the board and management to better understand barriers to the University's strategic vision. Aligning risk and strategy increases the likelihood of long-term success, bolstering transparency and allowing for maximum allocation of resources along the way.

RRU Initiatives 2021-26

Appendix B highlights a number of key initiatives and actions that will advance RRU's Vision 2045 over the next five years. This list is neither comprehensive nor static, but rather a snapshot of important milestones, organized by strategic goal throughout the rolling Five-Year Strategic Plan. This dashboard will be updated annually, adding a new year and revising and updating initiatives as we implement and advance our work.

Strategic Themes, Objectives and Key Performance Indicators

Vision 2045 serves as a north star to guide our efforts into the future. Across the University, units are aligning their functional plans, actions and KPIs with the shared vision, commitments and goals. It is the right moment to question everything we do through a visioning lens: identifying the things that add the most value; simplifying processes to reduce time spent doing things that don't add value; creating synergies that build on collaborative action while building better work-life balance across the institution. It is a process that invites us to break down silos and create a lasting culture change through shared leadership.

VP portfolio and operational KPIs will be continuously built as we move through the five-year rolling strategic plan. Here, we are focusing on the highest level of KPIs that allow the Board of Governors to carry out their fiduciary responsibility.

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OBJECTIVES AND KPI HIERACHY
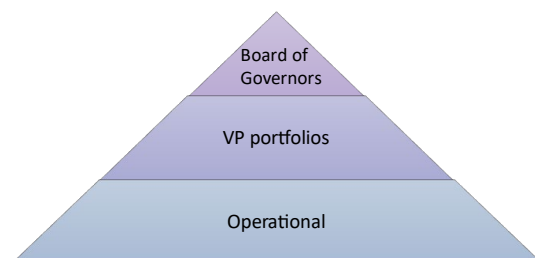
To that end, we reviewed best practices at other PSIs in Canada and the U.S. and cross-referenced with measures included in the provincially mandated Institutional Accountability Report Plan (IAPR), along with our past operating and strategic plans. Some KPIs were taken from the current and Board-approved Academic Strategic Plan, Research Strategic Plan, International Strategic Plan and Climate Action Plan; many others will emerge from the process of building new plans such as the Community Engagement Plan, and the Equity, Diversity and Inclusion Plan. The table included in Appendix C, shows the 32 BoG KPIs sorted by four goals and eight themes.

Goal 1: Any age, Any Place, Any Stage

Royal Roads University is an engine of life-long learning, connecting with students of any age, at any stage in their careers and from any place around the globe. We are nimble and responsive to labour market demands and the needs of our students. We dial in programming to the issues of our time. We are accessible, open and flexible
This goal is organized into three main themes:

1. **Teaching and Learning Excellence**: We offer a sustainable, complementary, responsive and adaptable suite of high-quality interdisciplinary credit and non-credit programs. We continuously research, pilot and deploy emerging pedagogies, curricular reforms and learning technologies to foster increasingly engaging learning environments. We will streamline our academic organizational structure and deepen program harmonization to allow greater engagement and more personalized learning. The KPIs we will use to track our performance include: student FTEs to monitor growth over time; a breakdown of program/credential types (undergraduate, graduate, micro-credentials, professional studies) to identify growth shifts; student-to-employee ratios (core faculty, program support and academic support) to ensure learners are effectively supported in their journeys; and domestic-to-international enrolment ratios to ensure appropriate diversity.

2. **Student Success**: Our vision is to inspire people with the courage to transform the world; our purpose is to deliver a *Life. Changing* experience. We identify job market needs and student demands in consultation with business and industry. To track our performance in this area, we will monitor retention and the number of graduates and further refine our metrics on post-graduation career progression and community impact. (These will be discussed separately as part of the Academic Strategic Plan implementation.)

3. **Decolonization/Truth and Reconciliation**: In response to the TRC Calls to Action, RRU will develop new and refine existing interdisciplinary and transdisciplinary curricula to support institutional goals of Indigenization and decolonization. KPIs will include: tracking curricula

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and learning resources related to Indigenous Peoples in Canadian history; improving individual and institutional competencies to serve Indigenous students; and growing the number of Indigenous faculty, associate faculty and staff at RRU.

Goal 2: Explore, Share, Advance

The second goal refers to RRU research, which seeks to transform lives, communities and societies. Designed to directly benefit the communities in which we live, work and play, RRU research inspires action and solves real-world problems. It is primarily inter- and trans-disciplinary, which is by nature collaborative. It knows no borders and strives to inform both local and global contexts. It is meant to be developed and shared with practitioners who will implement the findings and results. To track our progress, we will monitor research revenue funding (as reported to CAUBO) and our funding success against the national average. In addition, we will prioritize research for its positive impact in the community.

Goal 3: Invite In, Venture Out

The third goal references engagement in the broadest sense. Our campus warmly welcomes all people and communities. We are proud to partner with leaders from local Indigenous communities, colleagues from across the educational sector, and governments at all levels. Our alumni span the globe and together we create life-long relationships that support life-long learning.

We have identified two general themes:

1. **Community Engaged**: We will engage key communities to focus on Truth and Reconciliation, climate action, EDI, innovation and culture. We will build and promote a range of diverse and innovative global learning partnerships. The VPCA is currently developing the Community Engagement Plan—one the three core University plans noted in the planning framework—and will identify appropriate KPIs as a result of that process.

2. **Profile and Reputation**: We will continue to build a broad-based and rigorous advancement program to secure significant annual revenue for RRU. To build synergies and foster a closer long-term relationship with our alumni in Canada and around the world, the VPCA will develop a two-year Alumni and Advancement plan. Similarly, the recent consolidation of Communications and Marketing into the VPCA aims to strengthen student enrolment and community engagement, guided by a two-year Communications and Marketing plan currently in development. Suggested KPIs to track performance include: dollars raised through annual advancement campaigns; alumni engagement numbers; unique web visits, social channels volume and reach, and percentage of top-of-mind aided and unaided data.

Goal 4: Vibrant and Sustainable

Our last goal honours the history and culture of those who came before us and acknowledges our continuing work to create an engaged and inclusive campus, built on sustainable, leading-edge infrastructure and online platforms. Our new Climate Action Plan commits RRU to reducing our GHG emissions towards a net zero goal, and helping our communities become more adaptable, resilient and regenerative. We have identified two general themes:

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1. **Financial Health**: The University defines financial stability as the ability to start, grow and maintain organizational systems over short- and long-term horizons. This requires ongoing working capital to maintain day-to-day operations and investment capital to support future growth. KPIs to track financial health include our investment balance, net operating income, financial sustainability ratio as reported by the composite score range, and net contribution margin.

2. **Sustainability**: Sustainability—that is, the ability to meet our own needs without compromising the ability of future generations to meet their own—is a term with broad meaning. It applies not only to the environment and natural resources, but also to social and economic resources. At Royal Roads, we strive to build knowledge and capacity throughout the University community; to demonstrate leadership with regard to climate action; to build an institutional structure and culture that supports Equity, Diversity and Inclusion; to foster employee engagement to retain talent and encourage loyalty and performance; and to ensure our IT systems support the ongoing digital needs of the University. Suggested KPIs include: GHG emissions based on a 2010 established baseline; ensuring all students, staff and faculty complete training in theories and practices that positively impact climate change; and tracking the number and quality of partnerships with Climate Actions stakeholders. The new Office of Human Rights and EDI will develop a long-term plan in 2022/23 to guide the University's EDI organization, governance and actions, and will identify further targets through this process. Finally, we will continue to guide our Canada Research Chair process to meet targets as defined by the Canada Research Chairs' Equity, Diversity and Inclusion plan.

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Appendix A. Core and Operational Plans Summary

Core Plans

1. Academic Strategic Plan 2022/23-2025/26

This plan identifies the strategic priorities of the VP Academic and Provost's portfolio over the three-year term. The Academic Portfolio includes the program areas (FoM, FSAS, COIS, and PCS), Student and Academic Services and the Registrar's Office. The Academic Strategic Plan identifies five key focus areas: interdisciplinarity, Indigeneity, innovation, inclusion, integration. The plan identifies specific goals and priority actions to advance these focus areas to 2026. The five key focus areas are interrelated and interdependent, and deeply informed by Royal Roads' signature pedagogy delineated in our Learning, Teaching and Research Model: and builds on RRU's strong history of academic excellence, exemplary student service, local and global community engagement, and entrepreneurial and responsive practice and process.

Status/Term - 3-year term – reviewed annually

2. Strategic Research Plan

The Strategic Research Plan (SRP) is a guiding and directional document. A University-wide plan, it requires commitment, support and action from all areas of the University including, but not limited to, senior management, deans, faculty, research services, library, marketing, communications, computer services, and student services. It is a starting point to build a vigorous research climate and culture within Royal Roads and to guide the development of specific areas of future focus. The SRP is dynamic and will evolve continuously as new challenges and information emerge. It flows from and builds on RRU's vision—*Inspiring people with the courage to change the world*—and from Goal 2 Explore, Share, Advance. The SRP is built around four main goals: 1) Advance, enable and support quality research; 2) Expand the visibility, reach, and impact of RRU research; 3) Identify and focus on priority challenges for research at RRU; and 4) Expand opportunities to conduct research into learning and teaching at RRU.

Status/Term - 3-year 2020/21 – 2022/23 (plan may be expanded + 2 years given impact of Covid)

3. Community Engagement Plan

The purpose of this plan is to identify and engage with key groups and communities, implementing strategies and initiatives that build inclusion and relationship with people from all cultures and backgrounds. The plan is phased, with an initial focus on communities in British Columbia and Southern Vancouver Island in particular. Royal Roads will invite the community to its destination campus for world-class teaching and learning, special events, and the chance to enjoy unique campus amenities, such as the revitalized Japanese garden and a food production garden that boosts local food security and serves as a living lab. Benchmarks will be set at the start of the plan to gauge engagement progress with community groups.

Status/Term - This plan will be developed either late in 2022 or early 2023; the plan will span a two-year term.

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Operational Plans

1. Advancement Plan

The Royal Roads advancement plan will be refreshed in 2022 for another two-year cycle. The plan outlines a strategic approach to the University's philanthropy, with an overall goal of growing fundraising revenue to an average of $2M a year by 2025. Over the past two years the advancement team has strongly engaged in proactive fundraising, opening up two new annual appeals, growing staff giving and launching a new commemorative giving program, engaging major donors and growing the donor pipeline. This refreshed plan will continue to grow and develop the advancement program and integrate with the work of the alumni relations team. Expanding the major gifts program and launching a multi-year fundraising campaign will be critically important going forward. Based on themes of innovation, Truth and Reconciliation, EDI and climate change, this major campaign will support leadership initiatives in these key impact areas.

Status/Term - In 22/23 an integrated 2-year Advancement and Alumni Relations Plan will be prepared by the VPCA.

2. Alumni Relations Plan

Royal Roads has a vibrant and enthusiastic alumni population with close ties to the University. Over 31,000 strong, this group consists of thousands of leaders who hold key positions in communities, companies, governments, and organizations around the world. This plan aims to develop strategies to better understand our alumni—who they are, where they are, and how they would like to be connected to us. This new plan will include a segmentation strategy that will help us determine levels of engagement for individual alum. Integrated with the advancement plan, the alumni relations strategy will work to drive higher levels of engagement with a broader alumni base.

Status/Term - In 22/23 an integrated 2-year Advancement and Alumni Relations Plan will be prepared by the VPCA.

3. Annual Operating & Capital Plans

The University's annual plan, both operating and capital, is designed to align its financial operating and capital resources with its vision and values. In this way, annual plans are better able to meet changing institutional needs and priorities, and to respond to new opportunities.

4. [Climate Action Plan (CAP)](Climate Action Plan)

This ambitious five-year plan positions RRU as a leader in addressing the climate emergency, amplifying the University's influence and impact to ignite a groundswell of climate actions on our campus and in communities across the province and around the world. The CAP frames a way forward that is grounded in the principles of social justice and delivers strategies for increasing the resilience of our extended community, along with the natural and built systems for which we are responsible. The plan also aligns with Royal Roads' commitment to integrate sustainability across academic programs and operations, with a focus on the UN Sustainable Development Goals.

Status/Term - 2022-2028. Annual reports will go to the BoG in June of each year

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5. Communications and Marketing Strategy

The University's communications strategy will be refreshed in 2022 for another two-year cycle and for the first time, be fully integrated with marketing. This plan seeks opportunities in three key areas: stronger project and message integration; further targeting of key messages to students and prospective students; and an increased focus on engagement to key and diverse communities. The development of the strategic marketing agenda is critical to the plan. Campaigns are phased and designed to build awareness and drive consideration with highly targeted program-based ads, supported by wide-ranging University awareness and placements. The media tactics target funnels that are broad based to very specific. The strategic marketing plan also includes program-level marketing informed by the academic plan.

Working in concert with marketing, the communications team will continue to grow and develop the University's social channels, increase engagement with major media, and continue to grow *The Story Exchange* to promote and amplify Royal Roads' excellence in research, teaching and learning. Key themes of Truth and Reconciliation, EDI, climate change, innovation and culture will be woven through all messaging and communications initiatives emerging from the plan.

***Status/Term** – Marketing plans are yearly but are fluid and flexible depending on the current context, needs and budgets. In 22/23 an integrated 2-year Communications and Marketing Plan will be prepared by the VPCA.*

6. Compensation Philosophy and Plan

Royal Roads' philosophy and approach to employee compensation is from a "total rewards" perspective that combines a base salary with a merit-based, variable compensation which is dependent upon the University's annual performance planning and management framework. All employee groups include the Canadian Union of Public Employees Local 3886 (CUPE), Royal Roads University Faculty Association (RRUFA), and excluded employees.

7. Equity, Diversity, and Inclusion Five-Year Plan

The five-year plan aims to build and consolidate the institutional structure and culture that will support EDI and human rights work at Royal Roads. Every dimension of the plan identifies a pillar of this foundational work. Capacity-building will outline the training needs and concrete actions required to ensure the University community (management, employees, and students) have adequate EDI and human rights literacy levels. Baseline policies will provide the University with the rationale of the goals, principles, responsibilities, and processes involved in the EDI and human rights work. The building of the EDI and human rights system of governance will be essential to manage the duties and achieve the goals related to this strategic area. The EDI Communication Plan will provide information on the concrete objectives, audiences, messages, channels, and actions that RRU must activate to make EDI and human rights visible in internal communications and the University marketing strategy. Data collection will summarize the model of governance of EDI and human rights-related data, the duties of the involved units, and the principles and goals of information gathering and management. The last component of this five-year plan is building and activating an accessibility program focused on disability and gender identity. This project will assess the institutional barriers and the steps needed to remove them.

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8. Emergency Response Plan

The Emergency Response Plan (ERP) guides the University's response to risks, hazards and various incidents including human-triggered or natural disasters. Scalable, flexible, adaptable, and coordinated, the ERP enables sustainable response capacity through a best practice approach, establishing a comprehensive plan to provide consistent, effective and efficient coordination across a spectrum of business processes and activities that apply to all University employees participating in mitigation, preparedness, response and recovery efforts.

9. Enterprise Risk Management Plan

Royal Roads promotes an organizational culture of increased awareness and shared responsibility for an enterprise risk management program through purposeful collaboration and interaction with the University community. A University-wide perspective on risk is essential to understand the impact of risk events and to develop comprehensive and integrated approaches to mitigate and control risks within acceptable levels. With a focus on integration, risk management is incorporated into the strategic, academic, and operational planning and decision-making processes to support the University's mandate, vision and strategic priorities.

10. Five-Year Capital Plan

Each year, public post-secondary institutions are required to submit a Board of Governors-approved five-year major capital (infrastructure) plan to the Ministry of Advanced Education and Skills Training. The Royal Roads capital program includes the University's major capital projects and is informed by capital funding priorities set by the ministry and on a broader scale, the province. The scope of the program includes new additions and whole asset renewals/replacements.

11. Human Resources Plan

Human Resources works in partnership with Royal Roads leaders to support them in carrying out their human resource management responsibilities, and with employees to ensure they feel the belonging and acceptance that is foundational to a fulfilling employment experience. Our HR Strategy is designed to ensure that Royal Roads attracts and retains the talent needed to deliver upon our vision of "Inspiring people with the courage to transform the world." We support the University in building upon the commitment indicated by our Strategic Vision "to continue to build a high performing, regenerative work culture, creating an environment that is inclusive and diverse, driving to be recognized as a top workplace in Canada."

12. Indigenous Engagement Plan

The purpose of this plan is to further advance Truth and Reconciliation at Royal Roads. This plan acknowledges the long history of Indigenous Peoples on the Royal Roads lands and will put forward strategies to engage Indigenous Peoples more fully from communities in British Columbia. The plan will include a South Island Indigenous Leaders Advisory Group, cultural representation plan, cultural competency training for faculty and staff, and further integration of decolonization in all our work at Royal Roads. Events and initiatives that celebrate Indigenous Peoples will be expanded and amplified.

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Status/Term - This will be a two-year plan, that will be refreshed in 2024

13. Information Technology Plan

The Information Technology (IT) plan guides the use and evolution for all IT systems and services used throughout the University, empowering the success of students, faculty, and staff. Under the leadership of the CIO, the Information Technology Plan ensures institution-wide prioritization and alignment with the other critical institutional plans and allocates resources needed to implement the plan.

14. International Strategic Plan (ISP)

The *2020-2023 International Strategic Plan* (ISP) was developed in response to the *2020-2025 Strategic Direction Plan* that identified internationalization as a strategic priority for the future of the University. One of the salient features of the ISP is to fully integrate internationalization with the University's goals to foster intercultural understanding and connections, to be catalyst for equity, diversity, and inclusion, to tackle climate action and to be fiscally responsible. These principles are used as a framework for student recruitment to enhance transparent and equal access to education with strategic, sustainable, and responsible best practices. The flexible architecture of the ISP has allowed the plan to guide the work through unpredictable environmental changes and to effectively support innovation in internationalization.

Status/Term - This is a three-year plan, that will be refreshed in 2023.

15. IT Disaster Recovery Plan ('IT DRP')

The University's IT DRP consists of a series of recovery processes for the institution's business critical systems. The DRP enables geo-spatially separated environment redundancy between the Colwood campus and a Canadian based hosting environment in Toronto and Montreal. This allows for our critical systems to be quickly restored in the event of a localized disaster. As part of the IT disaster preparedness, an IT disaster simulation is carried out annually to test recovery processes and identify improvements.

16. Strategic Enrolment Management

Launched in February 2022, the SEM model creates an integrated process involving key stakeholders from across the institution to address aspects of the prospect/student lifecycle. This process is guided by the SEM Steering Group, which determines the business model for academic offerings, creates a SEM plan to deliver on Academic Plan based on business model, monitors performance to plan, and regularly engages in dialogue with four working groups:

1. The Academic Offerings Working Group reviews the mix of offerings and plans future possibilities aligned with Academic Plan.
2. The Prospect Cultivation Working Group Increases qualified leads, applicants and admitted students.
3. The Student Access Working Group anticipates and responds to barriers to access.
4. The Student Success Working Group monitors and responds to student progression and success measures.

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5. In addition, the Data Team identifies data needs to support achieving the SEM Plan, facilitates data gathering, interprets and analyses data as needed, and recommends systems improvements.

Status/Term - Updated process launched as of Feb 2022. No term, continuous improvement.

17. Strategic Investment Portfolio Plan

In accordance with the University's investment policy, RRU/RRUF's investment framework is developed to maintain, manage, and enhance the investment portfolios. Investment Governance Guidelines (IGG) governs the management of the University and foundation investment portfolios while the Strategic Investment Portfolio Plan (SIPP) outlines the specific investing strategy for each investment portfolio. While the investment objectives of the University and the foundation differ from each other, the primary objectives are: to ensure funds are invested to meet short-term liquidity requirements, finance capital, and exceed the target real rate of return within acceptable risk levels (University); and preserve capital in real terms and generate sufficient annual cash flow for foundation disbursement objectives (Foundation).

18. WestShore Initiative: Common Foundations

Common Foundations is a new first and second year interdisciplinary undergraduate program at Royal Roads that offers students the opportunity to grapple with real world problems through challenge-based learning (CBL). Students learn foundational knowledge in traditional disciplines (such as English, economics, ecology, math, history, and political science), but in an innovative, integrative approach to learning that contextualizes these disciplines within the "challenges" under consideration. Students will also experience learning in the areas of applied research, leadership and teamwork. The Sustainable Development Goals (SDGs) drive the challenges, and through applied research and team projects, students engage with the local community to explore complex topics from multiple perspectives and apply this knowledge to real life contexts to build their competencies as changemakers and leaders in their workplaces and communities.

Status/Term - Projected launch: September 2023 (pending funding)

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Appendix B. Vision Initiatives Dashboard

VISION INITIATIVES "At a Glance"

GOAL	2021/22	2022/23	2023/24	2024/25	2025/26
ANY AGE, ANY STAGE, ANY PLACE	● 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	✔ 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	● Significantly boost alumni engagement ● Grow university profile and boost reputation with targeted comms and marketing ● Build donor pipeline and prepare for multi-year campaign	● Advance engagement with Indigenous communities including final agreement on land disposition ● Develop 2-yr Indigenous Engagement Plan ● Develop 2-yr Advancement and Alumni Relations Plan ● Develop 2-yr Comms and Marketing Plan ● Launch multi-year fundraising campaign	● Establish metrics to further commitments on TRC and UNDRIP ● Hold 4 major campus events a year ● Advance multi-yr fundraising campaign ● Roll out Indigenous Engagement Plan	● Realise annual base donation revenue of $2M+ ● Continue multi-year fundraising campaign	● Refresh Comms & Mktg Plan ● Refresh Advancement & Alumni Relations Plan ● Continue multi-yr. funding campaign
VIBRANT AND SUSTAINABLE	■ Begin development of a revised Campus and new Student Housing Plan – deferred to 2022/23 ✔ Develop a new Climate Action Plan	● Implement Website ● Develop a new Student information System and Finance/HR Platforms ● Select and Implement a new Employee Engagement Tool ● Development of a Financial Sustainability Framework ● Completion of the Rose Garden Cottage zero carbon design renovation ● Establish baseline, design and launch: 1) students, staff and faculty climate competency training & 2) partnerships	● Develop a plan for the revitalization of the gardens, including a strategy for Indigenous and exotic plantings ● Complete horizontal infrastructure improvements ● CY 2023 no new buildings constructed that rely on fossil fuels as primary energy source	● Become Top-10 BC Workplace ● Open West Shore Undergraduate Campus ● Implement new Student Information System	● Open new Colwood Student Centre and Accommodation ● CY 2025 GHG 65% reduction from 2010 baseline of 1501 tCO2 (80% reduction by 2030 and net zero by 2050) ● 100% of student, staff and faculty training on climate competencies

✔ Completed   ● In Progress   ■ Deferred   ◆ Off Target

Royal Roads
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Appendix C. BoG KPIs by Goal, Theme, Strategic Objective

Goal	Theme	Draft Strategic Objective	KPI (measure)
Any Age, Any Place, Any Stage	Teaching and Learning Excellence	Maintain a sustainable, complementary, responsive, adaptable suite of high-quality interdisciplinary credit and non-credit programs. Research, pilot and deploy continually emerging pedagogies, curricular reforms and learning technologies to foster increasingly engaging learning environments. Streamline Academic Organization Structure and Program Harmonization	- Student FTEs - % Domestic/% International student FTEs - Program/student mix: ugrad/grad/micro-cred/professional studies - Student/employee ratios: core faculty, program support and academic support - Additional performance indicators TBD in 22/23 as part of Academic Strategic Plan
	Student Success	Identify job market needs and students demands including consultation with businesses and industry, Government and NGOs in our region to inform our educational offerings	- Retention rate - Number of graduates - Career progression post-graduation (further refined with ASP) - Additional performance indicators TBD in 22/23 as part of Academic Strategic Plan
	Decolonization / Truth and Reconciliation	As part of the TRC Calls to Action, develop new and evolve existing interdisciplinary and transdisciplinary curricula, in particular in support of institutional goals in Indigenization and decolonization.	- Curricula and learning resources on Indigenous Peoples in Canadian history and the history and legacy of residential schools - Individual and institutional competencies to serve Indigenous students - # of Indigenous faculty, associate faculty, staff
Explore, Share, Advance	Interdisciplinary and Community Applied Research	Build and nurture a vibrant research culture and climate. Support research in key areas (Education, Climate Action, EDI)	- Research Revenue ($ as reported to CAUBO) - Research Funding Success ($ in annual progress towards national average rate) - Research Impact ** Develop a metric besides # of Canada Research Chairs
Invite In, Venture Out	Community Engaged	Engage key communities to focus on Truth and Reconciliation, climate action, EDI, innovation and culture. Build and promote a range of diverse and innovative global learning partnerships.	- Target(s) will be identified in 22/23 as part of the Community Engagement Plan process
	Profile and Reputation	Continue to build a broad based and rigorous advancement program that realizes significant annual revenue for RRU. Strengthen the front of funnel and community engagement by strongly enhancing Communications and Marketing.	- Advancement Revenue ($ raised from annual campaign) - Advancement Revenue (growth in revenue to an annual average of $2M a year by 202x) - Alumni engagement % increase year over year - Unique web visits - Social channel growth; volume and reach - Top of mind (TOM) aided and unaided %
Vibrant and Sustainable	Financial Health	Financial sustainability is the ability to start, grow and maintain organizationally with short and long-term financial stability. This requires ongoing working capital to maintain day-to-day operations and investment capital to put back into the organization to support growth	- Investment Balance (year end balance) $millions - Net Operating Income (yearly surplus net operating income) - Financial Sustainability Ratio (composite score range) - Net Contribution Margin (% revenue net of direct/indirect expenses)
	Sustainability	Build knowledge and capacity throughout the University community; Demonstrate leadership regarding climate action; Build and activate EDI and Human Rights institutional structure and culture; Foster employee engagement as a critical driver of success promoting retention of talent, loyalty and performance; Ensure IT systems support digital needs of the University	- GHG emissions (2025 and 2030 targets) - % of students, staff and faculty with training and education in theories/practices that support transformative agenda of addressing climate change (100% by 25/26) - # and quality of partnerships with right Climate Action stakeholders (TBD through CAP scan analysis) - Employee Engagement (annual score from engagement survey) - Other target(s) will be identified in 22/23 as part of the EDI plan process.

Royal Roads UNIVERSITY

Five-Year Rolling Strategic Plan

For BoG approval- June 16, 2022

Appendix D. BoG KPIs by Year

Goal	Theme	KPIs	Actuals			Est/Act	Forecast/Targets			
			18/19	20/21	20/21	21/22	22/23	23/24	24/25	25/26
Any Age, Any Place, Any Stage	Teaching and Learning Excellence	Student FTEs (credit programs)	2,876	3,035	2,832	2,939	3,237	(1)	(1)	(1)
		% Domestic-International student FTEs	72/28	67/33	73/27	73/27	70/30	70/30	70/30	70/30
		Program/student mix:								
		Undergraduate	30	29	28	25	19	(1)	(1)	(1)
		Graduate	70	71	72	75	81	(1)	(1)	(1)
		Micro-credentials								
		Professional								
		Student / employee ratios:								
		Student / Core Faculty	44	45	42	41	40			
		Student / Program Support	39	36	36	39	41			
		Student / Academic Support	23	21	24	22	24			
		Additional performance indicators TBD in 22/23 as part of ASP *								
	Student Success	Retention Rate	95.5%	94.5%	95.3%	95.0%	95.0%	95.0%	95.0%	95.0%
		Number of Graduates	1,450	1,350	1,380	1,530				
		Career progression post-graduation *								
		Additional performance indicators TBD in 22/23 as part of ASP *								
	Decolonization / Truth and Reconciliation	Curricula and learning resources on Indigenous Peoples in Canadian history and the history and legacy of residential schools *								
		Individual and institutional competencies to serve Indigenous students *								
		Number (#) of :								
		Indigenous Faculty					2	4	6	8
		Indigenous Associate Faculty								
		Indigenous Staff								
Explore, Share, Advance	Interdisciplinary and Community Applied Research	Research Revenue ($ as reported to CAUBO) $(millions) (7)	$ 2.3	$ 2.8	$ 4.0	$ 4.0	$ 3.0	$ 3.0	$ 3.0	$ 3.0
		Research Funding Success ($ in annual progress towards national average rate)								
		Research impact (Develop a metric in additon to number of CRCs) **								
Invite In, Venture out	Community Engaged	Targets TBI in 2022/23 Community Engagment Plan ***								
	Profile and Reputation	Advancement Revenue ($ raised form annual campaign)								$ 2.0
		Advancement Revenue (growth in revenue to an annual $2M by 2025/26)								
		Alumni engagement (% increase year over year)								
		Unique web visits								
		Social channel growth: volume and reach								
		Top of mind (TOM) aided and unaided %								
Vibrant and Sustainable	Financial Health	Investment Balance (year end balance) $millions	$ 51	$ 53	$ 51	$ 24	$ 15	$ 12	$ 11	$ 13
		Net Operating Income (yearly surplus net operating income) $000s	$ 1,230	$ 114	$ 742	$ 540	$ 432	$ 354	$ 447	$ 1,316
		Financial sustainability ratio (composite score range)	Excellent	Excellent	Excellent	Good	Good	Fair	Fair	Fair
		Net Contribution Margin (% revenue net of direct/indirect expenses)	40%	39%	35%	38%	41%	41%	41%	41%
	Sustainability	GHG emissions (% reduction from 2010 baseline of 1503 tCO2e) by CY	-30%	-35%	-36%	(2)	(2)	(2)	(2)	-65% by 2025; -80% by 2030; zero by 2050
		% of students, staff and faculty with training and education in theories/practices that support transformative agenda to address climate change	N/A	N/A	N/A	Baseline	(3)	(3)	(3)	100%
		# and quality of partnerships with right Climate Action stakeholders						(4)	(4)	(4)
		Employee Engagement (annual score from engagement survey)					Baseline	(5)	(5)	(5)
		EDI targets TBD with Equity Diversity and Inclusion Plan process	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)
		Canada Research Chairs Insitutional EDI Action Plan (8)		Satisfies	Satisfies	Satisfies	Satisfies	Satisfies	Satisfies	Satisfies

* further refined w/ASP implementation
** further refined as part of CRC/Research/EDI plans
*** further refined as part of Community Engagement Plan
(1) TBD based on Strategic Enrolment Steering Group
(2) Information TBD by Climate Mitigation & Adaptation Working Group
(3) Information TBD based on Education & Research Climate Working Group
(4) Information TBD by Outreach, Partnerships & Engagement Climate Working Group
(5) TBD based on engagement survey selected in 22/23
(6) TBD based on EDI Plan process (to be developed in 22/23)
(7) 20/21 and 21/22 reflects a sharp increase due to one time Covid related research. The $3M/yr target could increase in the same percentage as faculty increases.

(8) Canada Research Chairs requires all institutions with five or more chair allocations to develop and implement an Equity, Diversity and Inclusion (EDI) institutional action plan. has 6 rankings: Exceeds, Fully Satisfies, Satisfies, Conditionally Satisfies, Partially Satisifies and Does Not Satisfy. 2015-20 CRC EDI targets: Women 31%; Visible minority 15%; Persons with disabilities 4%; Indigenous Peoples 1%

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BOARD OF GOVERNORS
BRIEFING NOTE

MEETING: June 16, 2022

AGENDA ITEM: Climate Action Plan – annual progress report

SPONSOR: Pedro Márquez, Vice-President Research & International

PURPOSE: For Information

Synopsis:

On October 7, 2021, the Climate Action Plan (CAP) was approved by the Board of Governors. The following provides an update to Board members on the progress made on the plan's implementation, along with other related reports.

Background:

- RRU's Climate Action Plan (CAP) was approved by the Board of Governors in October 2021.

- The Climate Action Plan aligns RRU with the climate-related work of the Province of BC, particularly *CleanBC* and the draft *BC Climate Adaptation and Preparedness Strategy.* RRU's CAP identifies pathways in which the university will meet – and, in some cases, exceed – provincial targets. In addition, there are opportunities for RRU to play a leading role in provincial and federal efforts to address climate risk and adaptation.

- A first annual progress report on the Climate Action Plan covers the time period from Oct 2021 to May 2022. Many of the actions and initiatives within the plan are gaining momentum and governance frameworks are being established. The report showcases highlights by goal area of the first seven months of plan implementation, alongside detailed progress updates by action and indicator. See Appendix A.

- RRU also completed its annual *Climate Change Accountability Report* for the 2021 calendar year (see Appendix B). The university reported 964 tCO_2e in 2021, compared with 977 tCO_2e produced in 2020. This is a 1% reduction from the previous year. Since 2010, the university has reduced its overall GHG emissions by 36%. To meet the 50% GHG reduction target set by the Board for 2020, along with the 65% reduction target for 2025 (bringing emissions to 525 tCO_2e), RRU will need to substantially increase its efforts and investments with a particular focus on building-related emissions (92% of emissions result from direct fuel combustion of methane gas for building heating and hot water).

- Early in 2022, on the initiative of a faculty member, RRU completed its first Scope 3 baseline assessment for business air travel (see Appendix C). The report found that in 2019, RRU business-related air travel, resulted in more than 1,200 tCO_2e of emissions. This is greater than all reported emissions in the same year (992 tCO_2e for building heating, electricity, fleet and

paper emissions). Air travel emissions represents a significant opportunity (and challenge) in reducing the university's carbon footprint.

Fit to Vision and Strategic Direction:

The *Climate Action Plan* is directly aligned with Royal Roads' vision of *Inspiring people with the courage to transform the world.* Each of RRU's four strategic goals connect with – and are supported by – the initiatives identified in the *Climate Action Plan.*

Additionally, our university commitments to equity, diversity, and inclusion; decolonization and reconciliation; and the UN Sustainable Development Goals are inseparable to our climate action commitments.

Lens of Reconciliation:

Indigenous ways of knowing, being, and doing are critical to transformative change and climate action. This sentiment is woven through the *Climate Action Plan's* guiding values and principles, goals, outcomes, and actions. Consultation, co-creation and reciprocal knowledge sharing with Indigenous rights holders need to be embedded in RRU's processes and plans.

A few examples of integrating Indigenous perspectives into the Climate Action Plan implementation include:

1) Ongoing involvement from the Office of Indigenous Engagement and Indigenous Student Services as part of the Climate Leadership Committee, of which welcoming, story-telling and relationship building led by these members is an intentional focus of each meeting.
2) Lekwungen (Songhees) member of the Heron Peoples Circle on the Climate leadership Committee.
3) Integrating Indigenous perspectives into course content and program offerings (e.g. the "Indigenous Knowledges and Perspectives on Climate Change" course under the Professional Continuing Studies program (in partnerships with the Adaptation Learning Network), and Indigenous Environment Leadership courses as part of the School of Environment and Sustainability program).
4) Hiring search for Indigenous Engagement Coordinator to support climate action partnerships.

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**	✓

Financial: The Climate Action Plan requires significant, ongoing investment by the university. Action items for the CAP will be included in the annual planning process for each portfolio area.

Human Resources: TBD and under review by portfolio area (new positions and/or re-prioritizing existing positions are needed to achieve CAP targets and commitments). Additionally, professional development, climate change education and training, and integration of climate action competencies into future role profiles will be explored with Human Resources department.

Campus Planning: Infrastructure, landscape and program planning and development will integrate and support climate goals.

Stakeholder/Community: In the *Climate Action Plan,* Goal 3 (Collaborate for Solutions) identifies actions to co-create climate action solutions, leverage resources and amplify positive impact through relationships, partnerships and dialogue. This includes indigenous relationships, community partnerships, university engagement, communications, and events.

Equity, Diversity, Inclusion, and Anti-Racism: Climate action is inseparable from decolonization, equity, diversity, inclusion, and climate justice. At the centre of our intentions, actions, and ways of being, we must continually work together to change inequitable systems that cause harm to people and the planet (and to ensure that solutions don't perpetuate injustices and inequities).

Sustainability: Sustainability objectives are closely entwined with climate action, arguably the most pressing goal of the UN SDGs. RRU's longstanding sustainability commitments, academic leadership, and campus achievements puts the university in a position of strength.

Climate Action: Yes

Other: Academic Programming. The plan proposes to bring greater focus to climate change education, curricula and research as a core purpose and strategic direction for RRU's academic mandate. This will be facilitated by the new *Academic Strategic Plan*.

Risk Assessment:

Risk	RRU Mitigating Actions
Delay of the Climate Action Hub for which many of the actions in the plan are dependent on for support.	The hub has been delayed pending the establishment of a clear definition and related policies of what a "hub" is and does (in contrast to research centres, labs and institutes). New language will be presented to Academic Council for approval that details how hubs will be resourced, assess their performance and impact, and how they differ from research centres, labs and institutes. A hub-specific working group (a sub-group with guidance from the Climate Leadership Committee) will make recommendations on critical functions, the structures and roles, and early deliverables of the Climate Action Hub. With these recommendations, RRU will allocate funding and resources for the hub.
Sufficient funding and resources to activate the Climate Action Plan and deliver on the commitments.	Through the distributed leadership model, accountabilities and responsibilities have been identified across different portfolio areas, allowing for climate action functions to be integrated across departments and programs. Additional funding sources and partnerships for priority initiatives will be explored in 22/23.

Recommendation:

It is recommended that the Board of Governors receive this briefing and associated reports for information.

MOTION: not required

Attachments:

1. Appendix A: *Climate Action Plan – Annual Report*

2. Appendix B: *2021 Climate Change Accountability Report*

3. Appendix C: Scope 3 Emissions at Royal Roads University: Greenhouse Gas Emissions due to Business related Air Travel in 2019

Appendix A.

Climate Action Plan Annual Report
June 2022

After more than a year of consultation and development, Royal Roads University's *Climate Action Plan* (CAP) was approved by the Board of Governors in October 2021. By February 2022, the public version, Climate Action Plan 2022-2027 was released along with refreshed Climate Action and Sustainability webpages.

This first annual report on the CAP progress covers the time period from October 2021 to May 2022 and comes as many of the actions and initiatives within the plan are gaining momentum. This cycle of tracking and publicly reporting progress is important for the transparency and accountability of the plan and underlines a strong emphasis on shared leadership and collaboration. In the future, RRU will investigate a reporting dashboard to streamline and improve reporting and transparency.

Three goals and five priorities

Three strategic goals set the foundation for the plan.

GOAL 1	GOAL 2	GOAL 3
LEAD AND ENABLE	**BUILD KNOWLEDGE AND CAPACITY**	**COLLABORATE FOR SOLUTIONS**
Make urgent climate action core to the university's purpose and business by establishing climate-driven governance, policies and competencies. Be a leading example of mitigation and resilience.	Increase climate change awareness and action through education, research and engagement. Advance learning that is responsive to place, people and nature.	Co-create climate action solutions, leverage resources and amplify positive impact through relationships, partnerships and dialogue.

The outcomes and actions in the plan are further organized into **five priority areas for action:**
1. Governance and leadership
2. Administration
3. Campus operations
4. Education, knowledge generation, and research
5. Collaboration, engagement and outreach

Highlights and challenges in the first six months of the *Climate Action Plan* implementation are reported in the following section (organized by goal and priority areas). Each statement includes a reference to the appropriate priority area (as numbered above), and the corresponding action item in the plan (i.e. "progress on 2.1.2" refers to Priority 2 (Administration), Action 1.2). The reporting table in Appendix 1 includes more detail about the indictors, status of actions, risks and details of milestones within each of the five priority areas.

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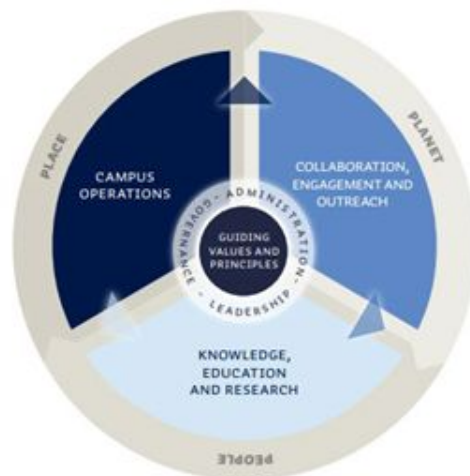
Successes and Highlights (Fall 2021-Spring 2022)

Goal 1 - Lead and Enable

GOVERNANCE AND LEADERSHIP - ADMINISTRATION - CAMPUS OPERATIONS

✓ Climate Commitment made

- **Climate leadership commitment** – RRU's public commitment to climate leadership was an early and first step following the approval of the plan. The commitment was posted on the website in February 2022 – in both video and written form, with the formal signed declaration posted by President Steenkamp in May. This commitment sends a signal to other leaders, future partners and the university community of the university's desire to take bold, ambitious action to address the climate crisis. Additionally, President Steenkamp has been leading a national task group of university presidents on a call to action on the climate emergency (progress on 1.1.1 and 1.1.2).

✓ Distributed climate leadership established

- **Leadership network across the university** – Shortly after the approval of the *Climate Action Plan*, a Climate Leadership Committee (CLC) was established to provide governance, leadership, and strategic coordination of the CAP implementation. Chaired by the Vice President Research and International, membership includes all Vice Presidents, students, staff and program areas staff from across the university community. Membership also includes Lekwungen Elder Butch Dick, a member of the Heron Peoples Circle (the Elders and Old Ones, whose guidance supports Indigenous engagement within the Royal Roads community). CLC membership and dialogue are grounded on principles of inclusive and collaborative participation, relationship building and a shared sentiment for urgent action on climate. Working groups will be launched in the coming months and will be focused on activating and supporting key priorities of the plan. To date a total of four meetings have been held by the CLC, and terms of reference developed and approved (progress on 1.3.1, 1.7.1 and 2.2.4).
- **Integrated decision-making** – To build capacity amongst university leadership, training is being developed for the Board of Governors and RRU's Executive Team on climate, with the intention to expand this training more broadly. A section for "climate action" has also been added to the Briefing Note template for items going to Board of Governors for decision and information (progress on 1.2.1 and 1.2.2).
- **Distributed leadership** – Matching the urgency, breadth and scope of the Climate Action Plan, accountabilities for climate action commitments and targets have been distributed across all portfolio areas of the university. To initiate this distributed leadership model, an internal accountability framework was developed to guide planning, resourcing, implementation and reporting (progress on 1.3.1 and 2.1.1)

✓ On the path towards decreasing fleet and air travel emissions

- **Fleet electrification and supporting electric vehicles on campus** – RRU has committed to transition to a zero-emission fleet by 2027. In 2021, electrical infrastructure was installed to support the installation of EV chargers for fleet vehicles. In 2022, the university purchased five hybrid vehicles to replace fossil fueled vehicles, with three more electric or hybrid vehicles planned for purchase in the next year. RRU also plans to install four smart EV chargers in the P3 parking lot, with a longer-term plan of adding more across campus. Smart EV charging units will replace the existing public units on campus and the old units will be used for fleet vehicles (progress on 3.1.5).

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- **Air travel emission baseline** – An assessment of RRU air travel emissions (a portion of our Scope 3 emissions) was conducted using 2019 as the baseline year. The report found that in 2019, RRU employees travelled more than 4.2 million kilometres (equivalent to about 100 trips around the Earth) on business-related air travel, resulting in more than 1,200 tCO_2e of emissions. This amount exceeds the emissions created on our campus in 2019 (992 tCO_2e for building heating, electricity, fleet and paper) and represents a significant opportunity (and challenge) in reducing the university's carbon footprint. Additional baseline research, policies and processes around Scope 3 emissions will be developed further in the coming year (progress on 2.4.1).

✓ Building energy emission reductions

- **Expanded Energy Audit** – A multi-phase Energy Audit has been initiated to inform priority actions for efficiency improvements, emission reductions and identify potential resilience-building opportunities for climate risks/impacts. As reported in our annual *Climate Change Accountability Report*, "an important focus of the audit will be our next GHG target – a 65% reduction from 2010 levels by 2025, for which we will need to cut our current emissions to 525 tCO_2e. Meeting this ambitious target in just three years will require significant and sustained efforts across the institution – specifically focused on building energy use." The audit recommendations will be critical to identify and prioritize the next phase of building and infrastructure improvements towards our zero emission targets (progress on 3.1.1 and 3.2.2).
- **Building upgrades and retrofits** – Building upgrades and retrofits completed in 2021 are expected to result in some emission reductions that will be realized in the 2022 year. These include electrical infrastructure upgrades (converting methane gas systems to electric systems in the greenhouses and campus houses, anticipated to reduce emissions by 88 $tC0_2e$/year) and the geo-exchange thermal system at Dogwood Auditorium, anticipated to reduce emissions by 50 tCO_2e/year once operational (progress on 3.1.1).

✓ Zero Carbon Design Standards

- Through the capital program approved in December 2021, the Rose Garden Cottage will be renovated under Zero Carbon Design standards, the first building on campus to achieve this designation (project targeted for March 2023 completion) (progress on 2.3.1).

✓ Transparency and accountability

- This first Climate Action Plan Annual Report is an important fulfilment of the transparency and accountability commitments of the plan. In addition to the *2021 Climate Change and Accountability Report,* the annual reporting process it will identify RRU's progress towards key targets and commitments and where adjustments are needed (progress on 1.6.1, 1.6.2 and 1.6.3).

✓ Understanding Indigenous knowledge and responding to systemic racism

- Through 2021 and into 2022, RRU has hosted an Indigenous Cultural Safety approach learning opportunity to "Understanding & Responding to Systemic Racism." This course has run four times through funding from the Natural Sciences and Engineering Research Council of Canada and has been attended by approximately 60 members of RRU faculty and staff (progress on 1.7.1 and 1.7.2).

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<div style="background-color:#4cb08e">Goal 2 - Build Knowledge and Capacity</div>

EDUCATION, KNOWLEDGE GENERATION, AND RESEARCH

✓ Climate Literacy and Climate Action Education

- **Academic Strategic Plan integration** – One of RRU's key leadership commitments is to make climate change education and capacity building a core purpose and strategic direction for the university's academic mandate. To do this, we need to define and clarify climate change education and curricula as a strategic academic direction for the university. The completion of the *Academic Strategic Plan 2022 – 2025* (approved March 2022) is an exciting and crucial step in Royal Roads' climate action journey. Within this new plan, climate action is embedded under each of the five pillars of the plan – interdisciplinarity, Indigeneity, innovation, inclusivity, integration – setting a clear course for the university (progress on 1.1.1, 4.1.1).

- **Continued progress on climate change education** – With respect to climate change education, RRU is in an advantageous position in that there are already a high number of programs and courses that focus on or include climate action, adaptation, leadership and sustainability. Several new courses and programs will continue to advance this (the following demonstrate progress on 1.1.6, 4.1.2, 4.1.4 and 4.1.6):
  - Master of Arts and Graduate Diploma in Climate Action Leadership, second cohort began May 2022.
  - Royal Roads has created the first [Climate Action Practitioner - Foundation: Micro-Credential Program](#) to level up skills for working professionals. All CLC members and RRU managers were offered the opportunity to take this micro-credential free of charge, and RRU is working to make this program available to other members of the community. A second climate micro-credential is also under development (details to follow).
  - Under its Professional Continuing Studies (PCS) program, RRU has partnered with the [Adaptation Learning Network](#)to offer courses for working professionals from across disciplines to enhance their knowledge and skills through training in climate adaptation. The [courses](#) are offered individually and includes the[Indigenous Knowledges and Perspectives on Climate Change course](#) which can be done as a self-directed course for free, or a facilitated fee-for-course through PCS.
  - The School of Environment and Sustainability is developing an Indigenous Environmental Leadership Program. In partnership with Eco-Canada, RRU has hired an Indigenous scholar (term contract) to support the development of this program.
  - In April 2022, RRU announced a [new partnership with Pearson College and Vancouver Island University](#), formalizing the collective work done to develop Pearson's new Climate Action Leadership Diploma program intended for Canadian and global students aged 16 to 19. RRU's Resilience By Design lab is working to develop two undergraduate courses[1] to run as part of this diploma and then also be available as electives for RRU undergraduate students (also progress on 5.2.2 and 5.2.3).
  - Development of the Common Foundations program, RRU's first- and second-year undergraduate program, includes a focus on the UN Sustainable Development Goals, including Goal 13, climate action. Scheduled for launch in September 2023, pending Ministry of Advanced Education and Skills Training approval of the West Shore Initiative.

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[1] Working titles of courses in development are *Climate Science, Impacts and Services* and *Climate Action Leadership*

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- **Living Labs for Climate and Sustainability Solutions**
  - o A new kitchen garden, designed as a learning lab and sustainable food production hub for the local community, was unveiled in April 2022 as part of the University's annual spring fundraising campaign, Vision in Bloom. The kitchen garden is rooted in sustainability, diversity and Indigenous practices, designed as a learning lab and a larger food system initiative for the community. In addition to food production, the kitchen garden will give space to learn from Elders about Indigenous ways and food systems (progress on 4.2.5 and 4.2.3).
  - o In the Master of Environmental Management program, third year residencies that are being built around a living lab approach, with focus areas including regenerative sustainability, food systems and climate action (progress on 4.2.1).
  - o An elective course based around RRU's new Kitchen Garden and food production hub is also being developed and will be available across multiple programs (progress on 4.2.5).
- **Climate-related Research** – In addition to the four Canada Research Chairs and numerous faculty and student projects which include a focus on climate-related research, RRU has secured funding for an Indigenous Engagement Research Assistant grant award (progress on 4.3.1 and 5.1.1).

Goal 3 - Collaborate for Solutions

COLLABORATION, ENGAGEMENT AND OUTREACH

✓ Communication & Marketing
- **Climate Action Plan Launch** – RRU launched the plan in February 2022 with graphic design, related summaries, press releases, the creation of a commitment video and ongoing social media coverage (progress on 5.4.1).
- **Strategic Communication** – Communications plays a central role in inspiring and motivating RRU community members and reaching audiences beyond this campus. A long-term communications strategy is in development (progress on 5.4.1).
- **Marketing** – A marketing campaign focused on RRU's climate leadership is in development for a Fall 2022 launch. The campaign will communicate RRU's leadership – across all programs – in climate action (progress on 5.4.1).
- **Fundraising** – A multi-year fundraising campaign with climate action as one of the focus areas is being planned by the Advancement team. A newly hired Director of Advancement (starting May 2022) will support this work (progress on 2.2.5 and 4.3.2).

✓ Engagement and Outreach
- A series of internal workshops to identify existing partnerships and use this to inform a strategic partnership framework with a climate action lens, is planned for May and June 2022 (progress on 2.1 and 2.2).

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Challenges and Key Risks (Fall 2021-Spring 2022)

The following critical enabling factors were identified by RRU's Climate Action Task Force as essential to activating the plan in its first year of implementation:

Critical Enabling Factors	Status
President's Climate Action Commitments	Underway
Climate Action Hub	Delayed
Policies	Planned
Sufficient Funding and Resources	Delayed
Partnership Framework	Planned
Baselines and Targets	Underway
Culture	Underway
Communications and Marketing	Planned
COVID-19 Recovery	Underway

☐ *Climate Action Hub*

Establishing and resourcing the Climate Action Hub is a key milestone of the plan. This hub will support and facilitate climate action at the university and help connect and amplify the work being done in various portfolios. Many of the actions in the plan are dependent on support from the hub.

There are a couple of reasons the hub has been delayed. Firstly, RRU needs to develop a definition and related policies of what a "hub" is and does, in contrast to research centres, labs and institutes. New language will be presented to Academic Council for approval that details how hubs will be resourced, assess their performance and impact, and how they differ from research centres, labs and institutes.

Secondly, RRU will need to allocate funding and resources for the hub. A hub-specific working group (through the CLC) will make recommendations on critical functions, the structures and roles, and early deliverables of the Climate Action Hub (delayed on 1.4.1 and 4.1.3).

☐ *Sufficient Funding and Resources*

Funding and resources for implementation of the Climate Action Plan are necessary to deliver on the actions and commitments of the plan, within the timeline subscribed. Through the distributed leadership model, accountabilities and responsibilities have been identified across different portfolio areas. However, to date, new funding and resources have not been allocated for CAP which will impact RRU's ability to achieve climate action targets, commitments and the development of the initiatives (delayed on 1.3.1, 1.4.1, 2.1.1, and 2.1.2).

APPENDIX 1: Climate Action Plan Reporting Tables (Fall 2021 - Spring 2022)

GOAL 1: LEAD & ENABLE Priority Area 1: Leadership & Governance

OUTCOME AREA	ACTION MILESTONES	INDICATORS & TARGETS	PROGRESS OR CHALLENGES

1.1 LEADERSHIP COMMITMENT	• By Jan. 2022, public declaration posted to website including the following targets and commitments:
	  o GHG emissions reductions targets: 65% by 2025, 80% by 2030 and net zero by 2050. By 2023, no new buildings will be constructed that rely on fossil fuels as the primary energy source.
	  o Reduce Scope 3 emissions by 50% from 2019 levels and offsets the remainder (by 2030).
	  o Climate Preparedness and Adaptation Strategy (2025).
	  o Pilot innovative climate solutions and to share results and learnings with others.)
	  o Align institutional policies, plans and decisions with climate action goals.
	  o Improve inclusivity
	• Create at least one climate-focused partnership/alliance; profile via launch/hosting event (2022/23)
	• By 2022, specific UN Sustainable Development Goals identified that are priority commitments central to RRU's vision and mandate.
		• GHG emission reductions (all scopes)
		• Climate resilience KPIs – TBD
		• # pilot projects initiated on campus in partnership with others (target: launch one innovation project per year by 2023)
		• One major climate-focused partnership fostered by 2022/23
		• By 2022, the University has selected specific priority SDGs.
			Status: Complete/On track
			
			Issues/Risks: N/A
			
			✓ Declaration posted via commitment video and website on Feb 10, 2022. Accompanying signed declaration document posted May 2022.
			✓ Sustainable Development Solutions Network membership confirmed.
			☐ Other partnerships (i.e. local, regional, international) under investigation, research, and development.
			☐ UN Sustainable Development Goals alignment is delayed.
			✓ Posting for Indigenous Engagement Coordinator in progress.
			☐ President Steenkamp is leading a task group on a Canadian Universities Call to Action on the Climate Emergency. Final draft to be confirmed with partners.

1.2 DECISION-MAKING	• Establish ongoing, calendarized training. First Executive climate training session held spring 2022. • Develop "Climate Action Charter" to which senior members sign on as part of their Executive functions (FY 22/23) • President direction and leadership endorsement for integrating climate actions in the plan into policies and the standard operations of the university (FY 22/23)	• All senior members take climate change fundamentals course • By 2025, 100% of all RRU plans and policies integrate climate (mitigation and adaptation) and EDI considerations	**Status:** Planned/future **Issues/Risks:** N/A ✓ VPA is activating climate literacy training for Board and Executive. Climate Change Adaptation Fundamentals micro-credential program offered free to Climate Leadership Committee members and RRU Managers. ☐ Integration of climate and EDI into policies and plans: ongoing

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Climate Action Plan Reporting Tables   Last updated: 20 May 2022

OUTCOME AREA	ACTION MILESTONES	INDICATORS & TARGETS	PROGRESS OR CHALLENGES
		• Culture of engagement on climate action (as measured by surveys)	
1.3 RESOURCES	• President establishes Climate Leadership Committee with VP co-chairs to support inclusive climate governance, resourcing and oversight (Dec 2021) • The University approves financial and other needed resources through the annual budget process to support the activities required to achieve its climate leadership commitments (April 2022)	• Approved structure, accountabilities and funding approvals in place by April 2022	**Status:** Delayed **Issues/Risks:** Sufficient resources have not been explicitly identified yet. ✓ Climate Leadership Committee & structure established. Membership includes all VPs, faculty, staff, students and Indigenous community members.
1.4 CLIMATE ACTION HUB	• President approves the Climate Action Hub, and identifies resources to build the foundation for and enable its sustained operation (April 2022)		**Status:** Delayed/planned (for future) **Issues/Risks:** Sufficient resources and structure of Hub pending explicit identification. ☐ Climate Action Hub announced with launch of CAP, but activation is pending internal approvals, resources and administrative framework.

1.5 RESILIENCE	• Climate Risk and Vulnerability Assessment complete (FY 22/23)
	• Review findings with stakeholders and rights holders and integrate within ERM framework (FY 23/24).
	• Complete Climate Adaptation Plan (FY 23/24)
	• Climate risk and adaptation: share findings and lessons; conduct ongoing review and management of climate risks/adaptation measures (FY 24/25)
		• 85% of risks have identified risk controls that are deemed "adequate"	**Status:** Delayed
			
			Issues/Risks: Sufficient resources have not been explicitly identified yet.
			
			☐ Climate Risk and Vulnerability Assessment could be advanced in 2022/23 if the following steps are approved:
			  o draft and confirm Statement of Work
			  o review potential funding sources and confirm availability of funds
			  o draft RFP is prepared to reach out to market and source qualified proponent(s)
			☐ With regard to Disaster Risk Reduction (5.3): RRU Business Continuity Plan exercise underway (2022/23) and targeted for completion by Q1; IT Disaster Recovery plan updated to include additional risk mitigation capabilities for systems in off-campus recovery centres.

Climate Action Plan Reporting Tables   Last updated: 20 May 2022

OUTCOME AREA	ACTION MILESTONES	INDICATORS & TARGETS	PROGRESS OR CHALLENGES
1.6 TRANSPARENCY and ACCOUNTABILITY	• RRU publishes a comprehensive and integrated annual reports and communications (FY 22/23)	• Annual reporting	**Status:** Some on track, some planned (future) **Issues/risks:** ERM integration not yet initiated ✓ Via provincial compliance requirements (i.e. Climate Change Accountability Report) and this annual CAP report, RRU is fulfilling commitments to mandatory and voluntary disclosures. ☐ Planned/future: integration of climate risks with the ERM framework. Engagement with senior RRU leadership to action within roles and responsibilities.
1.7 INCLUSIVE GOVERNANCE	• TBD based on consultation with rights holders and stakeholders (FY 22/23, ongoing).	• % of stakeholder/rights holder groups in positions of climate action authority • % of stakeholder/rights holder groups participating in climate committees	**Status:** Some on track, some planned (future) **Issues/risks:** Work needs to be done to clearly define where and how different knowledge systems will be incorporated, and to clearly define specifics regarding the needs of community members so that strategies accurately respond to need. ✓ As a first step, this has been initiated through the CLC structure, membership and framework. Additional work to be done via working groups and advisories, community engagement and collaboration with the EDI office. ✓ To foster understanding of Indigenous knowledge and responding to systemic racism, through 2021 and into 2022, RRU has hosted an Indigenous Cultural Safety approach learning opportunity to "Understanding & Responding to Systemic Racism." This course has run four times through funding from the Natural Sciences and Engineering Research Council of Canada and has been attended by approximately 60 members of RRU faculty and staff. The fourth series was run for HR staff only.

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Climate Action Plan Reporting Tables   Last updated: 20 May 2022

GOAL 1: LEAD & ENABLE Priority Area 2: Administration

OUTCOME AREA	ACTION MILESTONES	INDICATORS & TARGETS	PROGRESS OR CHALLENGES
2.1 DELEGATION and DISTRIBUTED LEADERSHIP	• Identify accountabilities for the Climate Action Plan, role descriptions, and work plans, and incorporate climate-related responsibilities and outcomes into annual performance reviews (FY 22/23)	• % of workplans or performance plans that include climate competencies or accountabilities. • % of job profiles that include climate skills, competencies	**Status:** Planned (future) **Issues/Risks:** Changes to PDP program requires HRGC advice/ approval. PDP renewal project contingent on HR resourcing and budget (not budgeted for FY22/23) ✓ Role profiles for Climate Action Team under VPRI under development. ☐ Integration of climate action accountabilities and competencies will be phased across portfolio areas. Workplan for this project is needed with HR.
2.2 DECISION-MAKING and IMPLEMENTATION	• Establish Climate Leadership Committee (FY 21/22) • Research and design screening tools (FY 21/22); implement tool(s) (2022/23) • Project charter and research to identify funding models, financial tools and enabling partnerships (FY 22/23) • Align every decision with relevant policies, plans and principles of the Climate Action Plan (2025)	• % university decisions that are aligned with/integrate climate and EDI • $$ of additional external funding secured • # funded activities ratio to unfunded	**Status:** Planned (future) **Issues/risks:** N/A ✓ Climate Leadership Committee & structure established. Membership includes all VPs, faculty, staff, students and Indigenous community members. RRU-sponsored micro-credential offered to all members. ☐ Screening tool delayed, pending capacity and resources and project charter. Initial research by BBA student team (STNL420 BFS), March 2022. ☐ Draft RRU procurement policy and associated purchasing guide to be finalized 22/23 to ensure alignment with CAP.
2.3 PLANNING and POLICY DEVELOPMENT	• Initiate preliminary work for climate policy and planning leadership initiative (i.e. RFPs, project charters, research) (FY 21/22) • <u>Phase 1</u>: Policy & Planning leadership initiative – initiate Campus Master Plan, adopt Climate screening tool, update procurement policy, flexible & equitable work policy, align RRU Investments with UNPRI criteria (FY 22/23) • <u>Phase 2</u>: Policy & Planning leadership initiative – renew food supplier contract, adopt Campus Master Plan, achieve UNPRI designation, TDM	• By 2025, there are approved policies and campus plans in place to support climate action. • % funds divested (maintain 100%) • % of contracts and policies that are reviewed under climate/social/enviro	**Status:** Under development and further discussion **Issues/Risks:** Lack of organizational planning, capacity and resource constraints.

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OUTCOME AREA	ACTION MILESTONES	INDICATORS & TARGETS	PROGRESS OR CHALLENGES
	program initiated, research opportunities to divest pension funds (FY 23/34) • Phase 3: Initiate Policy & Planning leadership initiative, Phase III, FY 24/25	nmental criteria (2025 targets: 100% of new contracts, 75% of policies)	
2.4 SCOPE 3 EMISSIONS REDUCTIONS	Phase 1: Initiate (FY 21/22 -22/23) • Establish baseline for scope 3 categories • Develop and initiate business process to measure and report on scope 3 emissions • Research offset program for remaining scope 3 emissions. Phase 2: Scope 3 Business processes (FY 22/23) • Establish reporting system, business processes and travel policy. • Implement mitigation and offset program. Phase 3: Research additional scope 3 impact areas and identify strategies to measure, mitigate or influence (FY 23/24) Transportation Demand Management recommendation review (FY23); TDM plan complete by 2024/25	• GHG emissions, scope 3 • $$ offsets purchased • TDM target: TBD on baseline • % commuting mode share by type	**Status:** planned (future) **Issues/Risks:** Internal resources, capacity and expertise for data analytics. Internal resourcing is required to gather and compile information for analysis. ✓ Initial business air travel baseline (for 2019) completed. ☐

Climate Action Plan Reporting Tables   Last updated: 20 May 2022

GOAL 1: LEAD & ENABLE Priority Area 3: Operations

OUTCOME AREA	ACTION MILESTONES	INDICATORS & TARGETS	PROGRESS OR CHALLENGES
3.1 **GHG REDUCTIONS**	**Buildings:** • Energy manager in place (FY 22/23) • Initiate building energy management tools tracking (FY 22 – 24) • Campus-wide energy, performance and climate risk audit complete (FY 22/23) • Develop an Energy and Utilities Master Plan (FY 23/24) • Identify and implement a holistic building operations and management program (FY 24/25) • Develop building optimization plan (FY 24/25) **Fleet** • Develop fleet transition plan to shift all vehicles to be 100% zero emissions by 2030 (FY 22/23) • Increase electric charging infrastructure on campus for both fleet and public EVs (FY 2024/25) • Pursue funding and grants for EV infrastructure and equipment **Paper** • Cap paper procurement at 2020 levels and shift all processes to electronic (FY 23/24). • Develop plan to centralize printers to support reduced printing (24/25)	• GHG emissions reductions targets: 65% by 2025, 80% by 2030 and net zero by 2050. • Scope 3 target for embodied energy – TBD • # of buildings identified with a % efficiency use (& # of inefficient buildings retired). Target: TBD • ZEV fleet = 40% by 2025; 100% by 2030 • 6 fleet charging stations by 2022; 24 public chargers by 2025. • # of paper packages purchased and GHGs (tCO$_2$e) from paper (target: 90% paper and printer reduction by 2025). • % electronic process (target: by 2024, 100% of RRUs processes are conducted electronically)	**Status:** At Risk/Planned (future) **Issues/Risks:** Capacity, technical, funding and resource constraints to achieve RRU GHG reduction targets, supply chain (for EVs) RRU has reduced its emissions 36% since the 2010 baseline (964 tCO$_2$e in 2021 vs 1501 tCO$_2$e in 2010) **Buildings:** ☐ Energy & Resilience Audit RFP process complete with work multi-phased work to begin May 2022 Energy manager statement of work and position request to be prepped by Q2 2022/23 as a submission request to 2023/24 budget cycle (if approved, earliest hire would be 2023/24) ☐ Energy and utilities master plan to be developed in 2023/24 after approval and successful completion of metering capital upgrade. ☐ Building operations program to be developed and actioned as part of the work of an energy manager, following completion of the climate risk assessment and the energy audit. **Fleet:** ✓ Fleet vehicle lifecycle plan to be expanded, additional purchase of five hybrid vehicles in 2022/23 will accelerate achievement of move to electrify RRU's fleet by 2027. ✓ Electric infrastructure project for fleet vehicles completed early in 2022. Funded, in part, by the Clean BC Go Fleets program. **Paper:** ✓ printing levels have been drastically reduced (-78%) from pre-COVID (2019) levels due to alternative working arrangements. This is risk associated with the continued progress to paper reduction with the gradual return to campus.

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OUTCOME AREA	ACTION MILESTONES	INDICATORS & TARGETS	PROGRESS OR CHALLENGES
			Note: Shifting all process to electronic will require a dedicated institutional level program including records management and extensive business process revisioning along with change management through the university.
3.2 CLIMATE RISK, RESILIENCE and ADAPTATION	• Research available funding for energy and resilience audits (FY 21/22) • Campus-wide energy, performance and climate risk audit complete (FY 22/23) • Water audit and subsequent water management plan (FY 23/24) • Develop a roster of applied learning student projects and volunteer opportunities (FY 23/24) • Identify operations staff to support Living Lab project development, coordination and implementation (FY 23/24)	• % of climate risks with identified mitigation strategies. • Water consumption and water costs. Target: TBD (X% reduced by 2025)	**Status:** Planned (future) **Issues/Risks:** N/A Selection of vendor for energy audit confirmed and engagement to commence May 2022.

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GOAL 2: BUILD KNOWLEDGE & CAPACITY Priority Area 4: Education, Knowledge & Research

OUTCOME AREA	ACTION MILESTONES	INDICATORS & TARGETS	PROGRESS OR CHALLENGES
4.1 CLIMATE CHANGE EDUCATION	**Climate as core to education:** Define and clarify Academic direction for climate change education and curricula as a core purpose/ strategic direction for the University (FY 22/23)	• Support/approval from the Board, the Academic Priority and Planning Committee, and the Educational Programs Committee.	**Status:** on-track **Issues/Risks:** N/A ✓ Climate action embedded in the new Academic Strategic Plan in each of the five strategic focus areas
	Curricula • Conduct an inventory of existing programs and curricula; establish targets for climate content (FY 22/23) • Design one or more courses/modules to provide climate literacy and training in programs as appropriate for students, staff, and faculty (FY 22/23) • Integrate Indigenous Ways of knowing in program curriculum and staff/faculty training (FY 23/24) • The Curriculum Committee supports inclusion of climate literacy/climate action into most programs as appropriate (FY 23/24) • Build OER adaptation courses and materials into PCS (FY 22/23) • Use the Climate Adaptation Competency Framework to design and assess learning outcomes (FY 22/23) • The Climate Action Hub builds connections and networks to resource instructors (FY22/23, ongoing)	• # non-credit courses developed • % of programs that have meaningful content related to climate change (where appropriate; target to have most programs include climate-related content by 2025 • % of respondents who feel they have improved their knowledge of climate change and climate action (target 90% by 2026). • # of faculty and IDs that support climate literacy curriculum and teaching	**Status:** Some in progress, some planned (future) **Issues/Risks:** Insufficient capacity to inventory existing programs and curricula; academic freedom considerations in developing climate change programming and curricula. ✓ Climate action literacy and training recently developed or in development as follows: Climate Change Adaptation Fundamentals Micro-credential; Common Foundations curricula; Indigenous Environment Leadership courses (in partnership with ECO Canada); courses in partnership with Pearson College for their new Climate Action Leadership Diploma. ✓ In late April, a cross-sector workshop jointly hosted by RRU's Resilience by Design Lab and Pearson College focused on competency domains and competencies are necessary to revise the *Climate Adaptation Competency Framework* so that it can be used as an updated *Climate Action Framework*. ✓ Climate Action Hub announced with launch of CAP, but implementation is pending internal approvals, resources and administrative framework.
	Educational Profile & Outreach: • Develop a suite of accessible (low cost/no cost; multiple offerings) courses (credit and non-credit) and educational outreach initiatives (FY 22/23)	• 75% registration uptake; 60% completion rates rising to 90% uptake and 85% completion	**Status:** Some in progress, some planned (future) **Issues/Risks:** dedicated faculty support to develop and/or inform, and host learning opportunities.

OUTCOME AREA	ACTION MILESTONES	INDICATORS & TARGETS	PROGRESS OR CHALLENGES

	• Sponsor and host online climate action forums, workshops, webinars, etc. to interested communities for free/low fee (FY 22/23)
	• Offer free/low cost climate change education (FY 22/23)
	• Increase climate-action course offerings and access (FY 23/24)
	• Design and implement training resources on teaching climate change (FY 23/24)
	• Establish an RRU learning community and PD learning programs (FY 23/24)
		• # of free/low cost education opportunities offered to the broader community
		• KPI: registration and completion rates
			✓ Climate Change Adaptation Fundamentals micro-credential currently being offered to some members of the RRU community - fees waived
			✓ Climate-related webinars offered from Nov 2021 to May 2022 include:
			  • Climate Psychology (April 2022)
			  • Building Resilience in the Face of Climate Risk (Jan 2022)
			  • COP26 Panel Discussions (Oct & Nov) - *achievements, challenges, hopes and dreams*.

	Onboarding: • Incorporate a climate literacy module in onboarding and instructional design (FY 22/23) • Implement a Code of Conduct (FY 22/23)	• 90% of respondents that feel they have improved their climate literacy through courses • # of signatories to code of conduct	**Status:** Planned (future) **Issues/Risks:** Contingent on the activation of the Hub. Development of onboarding module and accessible literacy requires consultation and collaboration with faculty, HR and CTET.
	Teacher Connector: • Launch climate teaching connector program (FY 23/24) • Identify a program sponsor to design and conduct the student training (FY 23/24)	• # of instructors who access Hub for course content. Target: 50% increase each year for 4 years, then 25% increase annually • % of respondents that say they have the support and resources to improve climate literacy and leadership.	**Status:** Planned (future) **Issues/Risks:** Contingent on the activation of the Hub.
4.2 ADVANCE LIVING LABS FOR CLIMATE AND SUSTAINABILITY SOLUTIONS	• Graduate student research and recommendations on Living Lab model; consultation and working definition on RRU's LL model (FY 22/23) • Instructional design support for integrating LL pedagogy into RRU programs (FY23/24) • Document and communicate LL case studies (FY 22/23, ongoing)	• # or % of students who have engaged with a Living Lab project at RRU (target: TBD)	**Status:** Some in progress/on-track, some planned (future) **Issues/Risks:** N/A ✓ Graduate student major research project is underway to assess the potential for a Living Lab

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OUTCOME AREA	ACTION MILESTONES	INDICATORS & TARGETS	PROGRESS OR CHALLENGES
	• Explore funding, partnerships and opportunities (FY23/24). • Create marketing materials about Living Lab (FY23/24) • Convene interdisciplinary teams to tackle real-world climate challenges (FY23/24) • With local-Indigenous leaders & families, identify and implement land-base learning and research projects (TBD) • Conduct a baseline study of biodiversity (initiate FY22/23) • Complete Campus Biodiversity Plan (FY 24/25) • Develop and implement a Kitchen Garden research and education program as part of the Living Lab (in progress) • Campus Biodiversity Interactive Map (24/25)	• # of collaborative living lab projects (target: TBD) • # of land-based learning projects based on Indigenous knowledge (target: TBD) • Baseline study completed that includes all ecosystems on campus, and social/cultural value mapping. • Plan developed to preserve existing biodiversity and ecosystems (informed by baseline) that meets or exceeds regional targets. • Kitchen Garden KPIs TBD by team	model to address climate and sustainability solutions at RRU. ✓ The activation of interdisciplinary teams will be supported by the launch of the *Academic Strategic Plan.* ✓ MEM residency exploring and planning for living lab programming; kitchen garden-based living lab course in development. ✓ Some Indigenous land-based learning work is already ongoing through Manager Indigenous Education. ✓ The kitchen garden project is underway with the first garden bed built in April 2022. Fundraising is underway via grant applications and the Vision in Bloom campaign (launched April 13). Garden drainage, irrigation, MOUs with CUPE and Camosun College, Terms of Reference and a Project Charter are all complete. ✓ A Food Systems Manager has been hired on contract and is moving the project forward with help from the Guiding Committee. Curriculum development is also under development. Support from Operations & Resilience being provided. ✓ Biodiversity mapping being undertaken via School of Environment and Sustainability (MEM students) as a Living Lab project.
4.3 RESEARCH	• Fund research projects focused on climate change and climate action research. Establish a new internal research grant stream in the amount of $40,000 annually (FY 23/24) • Identify external research funding opportunities and partners (FY 22/23). • Create research plans that incorporate climate action, biodiversity, and climate resilience (FY 23/24). • Design/develop research-sharing event(s) (FY 22/23)	• $$ available through IRG (target $40k/year) • # of research projects that have connection to at least one SDG (vs. total projects). Target: 60% of research projects are tied to at least one UN SDG within 3 years; increasing to at	**Status:** planned (future) **Issues/Risks:** N/A ☐ Funding innovation - data to be gathered for baseline in 2022/23

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Climate Action Plan Reporting Tables   Last updated: 20 May 2022

OUTCOME AREA	ACTION MILESTONES	INDICATORS & TARGETS	PROGRESS OR CHALLENGES
	• Sponsor, develop and host climate action focused research, knowledge-sharing, and empowerment events (FY 23/24, ongoing) • Establish a repository of climate case studies and a searchable database on climate-related research (FY 22/23). • Launch showcase of RRU climate action research (FY 23/24). • Embed climate action in institutional research plan (FY 24/25)	least 80% ongoing by year 4 • # of events hosted and supported, Registration/attendance #'s at events. • # of unique and repeat users for literature and expertise for course and program development and for community and media inquiries - growth is 50% each year for 4 years, then 25% increase annually.	

Last updated: 20 May

GOAL 3: COLLABORATE Priority Area 5: Collaboration, Engagement & Outreach

OUTCOME AREA	ACTION MILESTONES	INDICATORS & TARGETS	PROGRESS OR CHALLENGES
5.1 **RELATIONSHIPS and PARTNERSHIPS WITH INDIGENOUS RIGHTS HOLDERS**	• Establish baseline of current partnerships to inform a strategic partnership framework (FY 22/23). • Consult with Indigenous groups; articulate collaboration benefits/desires; co-create community climate/ sustainability values (FY 22/23, ongoing) • Establish working models of collaboration between RRU and Lekwungen and Xwsepsum rights holders (FY 23/24) • Enhance reciprocal knowledge sharing through participatory research and capacity building projects (FY 23/24).	• Baseline established by year one. • 75% of groups identified as RRU Climate Action collaborators have shared their own climate action objectives and/or plans • 100% of groups sampled agree with climate partnership model and process • Partnership model of shared/mutual initiatives and reciprocal resources • % of partnerships who rank the partnership quality and value as "high"	**Status:** Some in progress, some planned (future) **Issues/Risks:** Indigenous consultation for other project(s) underway (e.g. West Shore Campus) ✓ A $50K grant from the Canada Research Chairs Program in support of institutional research equity goals has been allocated to the hiring of an Indigenous Coordinator to work on Climate Action and Research EDI in collaboration with Indigenous Engagement. Role profile currently with HR for review. ☐ Mapping can be completed as part of the RRU Indigenous Engagement Plan under development. ☐ Consultations on climate will begin once we have completed consultations on the proposed West Shore campus. ✓ Establishing models of collaboration work is underway with engagement with Indigenous leaders and their communities. ☐ Work will need to be done to clearly define work models, as stated in the CAP. These will need to be arrived at in consultation with Indigenous leaders and communities.
5.2 **COMMUNITY ENGAGEMENT**	• Establish baseline of partnerships and develop strategic framework and partnership priorities for climate action (FY 21 - 22/23) • Develop the Kitchen Garden program and Biodiversity Plan in line with partnership framework (FY 21 – 24) • Develop post-Secondary alliances and partnerships (FY 21 – 22/34). • Launch alumni and student engagement program to showcase climate action (FY 23/24)	• Baseline and framework established by year one. • Establish at least one new formal community partnership to advance goals	**Status:** Some in progress, some planned (future) **Issues/Risks:** Expectation and relationship building in the absence of formalized climate program and resourcing capacity (many engagement actions are dependant on the establishment of the Climate Action Hub, baseline analysis, and developing frameworks). ☐ Workshop to establish baseline and framework recommendations to be completed for review by end of June 2022. Partnership development

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OUTCOME AREA	ACTION MILESTONES	INDICATORS & TARGETS	PROGRESS OR CHALLENGES
	• Provide climate-related policy support, tools and advice to external governments, businesses and partners (FY 22/23, ongoing)	• Establish at least one new partnership with higher education institution/network within the first 1.5 years	work to be conducted in tandem with the baseline & framework. Shortlist a roster of partnership opportunities, based on CAP goals, and from that identify partnership priorities (and resourcing) for year 1 - 3. Three workshops for 1) Campus/innovation/nature-based solutions; 2) Learning and 3) Community awareness and capacity. ✓ Preliminary discussions about climate collaborations and knowledge sharing with UVic, VIU, and UBC.
5.3 **UNIVERSITY ENGAGEMENT**	• Establish baseline of existing initiatives, projects, plans and opportunities for campus engagement. Identify points of alignment/intersection (FY 22/23) • Develop learning and engagement opportunities, training and awareness, etc.; promote programs focused on engaging students as climate action leaders (FY 22/23). • Facilitate orientation programs for incoming students/ in-residence on climate action and sustainability (FY 22/23) • Establish Climate Action Volunteering Program; develop a roster of student projects and volunteer opportunities that integrate with climate action plan goals (FY 22 - 23/24) • Launch Ecosystem Stewardship program with Indigenous rights holders (FY 22/23). • Engage campus and community members in regular outdoor programs and initiatives (voluntary and curriculum based where appropriate). • Pursue partnership opportunities to co-host and organize volunteer events (i.e. invasive species removals, pollinator initiatives, nature-based demonstrations, etc.) (FY 24/25)	• # of students and alumni engaged increases 50% each year for 4 years, then 25% increase annually • % of respondents that feel part of the Climate Action Plan, % of RRU faculty, employees and students engaged in climate action (target: engagement has growth of 50% each year for 4 years, then 25% increase annually) • % participation (target: stewardship-related engagement has growth of 50% each year for 4 years, then 25% increase annually).	**Status:** Delayed **Issues/Risks:** Capacity and resources ☐ The Climate Action Hub is linked to the implementation of these actions. Working group to be established to help define the structure and role of the Climate Action Hub. ☐ CLC working groups (all) will also contribute to identifying existing initiatives that contribute or should align.

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OUTCOME AREA	ACTION MILESTONES	INDICATORS & TARGETS	PROGRESS OR CHALLENGES
5.4 **COMMUNICATIONS and MARKETING**	• Launch communication and marketing campaign and regular schedule connected to initiatives in this plan (FY 21/22, ongoing) • Launch web pages for Climate Action (FY 21/22)	• % rate of participation, social media analytics on climate-related content (target: public engagement has growth of 50% each year for 4 years, then 25% increase annually).	**Status:** Planned (future) **Issues/Risks:** Capacity and resources ✓ Accompanying the launch of the CAP was a commitment video, press releases and coverage in local news outlets. ☐ Discussions towards the development of the climate action communications plan are underway. This plan will be developed collaboratively by communications, campus services and marketing
5.5 **EVENTS**	• Develop and host program of climate action focused knowledge-sharing, collaboration and empowerment events. (FY 22/23, ongoing) • Develop and host an annual celebration event featuring progress, local innovations, and actions (FY 23/24) • Co-design and co-host a Climate action conference (2025/26) • Proactively seek opportunities and attend external events to share information, research, practices, and activities about climate change action (e.g. Adaptation 2020 Conference, Climate Risk and Resilience Community of Practice, etc.)	• # of events hosted and supported, # attendees at events. Targets: • 1 signature event launched in 23/24 (ongoing) • 12 public webinars/panel discussions hosted annually. • 1 community workshop hosted/facilitated annually. • 1 conference co-hosted by 2025/26 • Engagement through events has growth of 50% each year for 4 years, then 25% increase annually	**Status:** Planned (future) **Issues/Risks:** Capacity and resources ☐ Discussions towards the development of the climate action communications plan are underway. This plan will be developed collaboratively by communications, campus services and marketing

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Appendix B

2021 PSO CLIMATE CHANGE ACCOUNTABILITY REPORT

Royal Roads University

May 2022

LIFE.CHANGING

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CLIMATE CHANGE ACCOUNTABILITY REPORT OVERVIEW

Declaration Statement

This Public Sector Organization (PSO) Climate Change Accountability Report for the period Jan. 1 - Dec. 31, 2021 summarizes our greenhouse gas (GHG) emissions profile, the total offsets to reach net-zero emissions, the actions we have taken in 2021 to reduce our GHG emissions, and our plans to continue reducing emissions in 2022 and beyond. By June 30, 2022 Royal Roads University's final *2021 Climate Change Accountability Report* will be posted to our website at www.royalroads.ca/about/plans-reports.

Overview

Royal Roads University (RRU) is committed to being a climate and sustainability leader in B.C.'s post-secondary sector. The university undertakes projects to reduce GHG emissions in accordance with the BC *Climate Change Accountability Act*, the Carbon Neutral Government Regulation and the university's own reduction targets and climate commitments. This report details RRU's carbon footprint for the 2021 calendar year. It includes a summary of climate and sustainability actions undertaken to reduce the university's emissions, and it outlines our plans for future climate, sustainability and resilience initiatives.

Royal Roads reports 964 tonnes of carbon dioxide equivalent (tCO$_2$e) in 2021 compared with 977 tCO$_2$e produced in 2020. This represents a 1 per cent decrease from the previous year. Since 2010, RRU has reduced its overall GHG emissions by 36 per cent. From 2020 to 2021, stationary energy consumption (direct fuel combustion and purchased energy) increased 7 per cent as a result of several factors including weather extremes, higher campus occupancy and use compared to the previous (pandemic) year, and increased ventilation and air-filtration due to COVID-19-related health and safety requirements. Despite increased demands, the completion of upgrades and retrofits to buildings and electrical infrastructure in 2021 is expected to result in emission reductions going forward.

Royal Roads escalated its commitment to climate change mitigation and adaptation through a new *Climate Action Plan 2022 - 2027*. This five-year plan includes ambitious emission reduction targets and puts RRU on a path to climate leadership through three goals and 70 actions that span education, collaboration, partnerships, research, events and more.

2021 Emissions and Offset Summary

Table 1: Royal Roads University 2021 GHG Emissions and Offsets Summary	
GHG Emissions created in Calendar Year 2021	
Total Emissions (tCO$_2$e)	966
Total BioCO$_2$	1.61
Total Offsets (tCO$_2$e)	964
Adjustments to Offset Required GHG Emissions Reported in Prior Years[1]	
Total **2020** Offsets Adjustment (tCO$_2$e)	0
Total Offsets Adjustment (tCO$_2$e)	0
Grand Total Offsets for the 2020 Reporting Year	
Grand Total Offsets (tCO$_2$e) to be Retired for 2021 Reporting Year	964
Offset Investment ($25 per tCO$_2$e)	$24,100

Retirement of Offsets

In accordance with the requirements of the *Climate Change Accountability Act* and Carbon Neutral Government Regulation, Royal Roads University (**the Organization**) is responsible for arranging for the retirement of the offsets obligation reported above for the 2021 calendar year, together with any adjustments reported for past calendar years (if applicable). The Organization hereby agrees that, in exchange for the Ministry of Environment and Climate Change Strategy (**the Ministry**) ensuring that these offsets are retired on the Organization's behalf, the Organization will pay within 30 days, the associated invoice to be issued by the Ministry in an amount equal to $25 per tonne of offsets retired on its behalf plus GST.

Executive Sign-Off:

Cheryl Eason   May 2, 2022

Signature	**Date**
Cheryl Eason, MBA, CPA CGA, RPA, DMC	Vice President & Chief Financial Officer Royal Roads University
Name	**Title**

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[1] Emissions reported in previous years are updated as a result of new information becoming available, errors discovered in previously entered data, or consumption data reporting period not aligning with required GHG reporting period.

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2021 GREENHOUSE GAS EMISSIONS PROFILE

Royal Roads University has committed to reduce GHG emissions associated with its operations as mandated by the BC *Climate Change Accountability Act* and Carbon Neutral Government Regulation. The university is required to measure, reduce and offset carbon emissions from building operations (i.e. direct fuel combustion and electricity), mobile fuel combustion (i.e. fleet and other mobile equipment) and paper. For any GHG emissions produced, the university is required to offset these emissions on an annual basis at a value of $25 per metric tonne of CO_2e.

2021 Greenhouse Gas Emissions

In 2021, Royal Roads University's GHG emissions totalled 964 tCO_2e, a 36 per cent reduction from 2010 levels (see Figure 1). Of note, historic GHG totals have been updated due to changes in emissions calculation methodology. See Appendix 1 for a review of historic and current (adjusted) GHG totals over time.

Figure 1: RRU's GHG Emission Trend (tCO_2e), 2010 - 2021
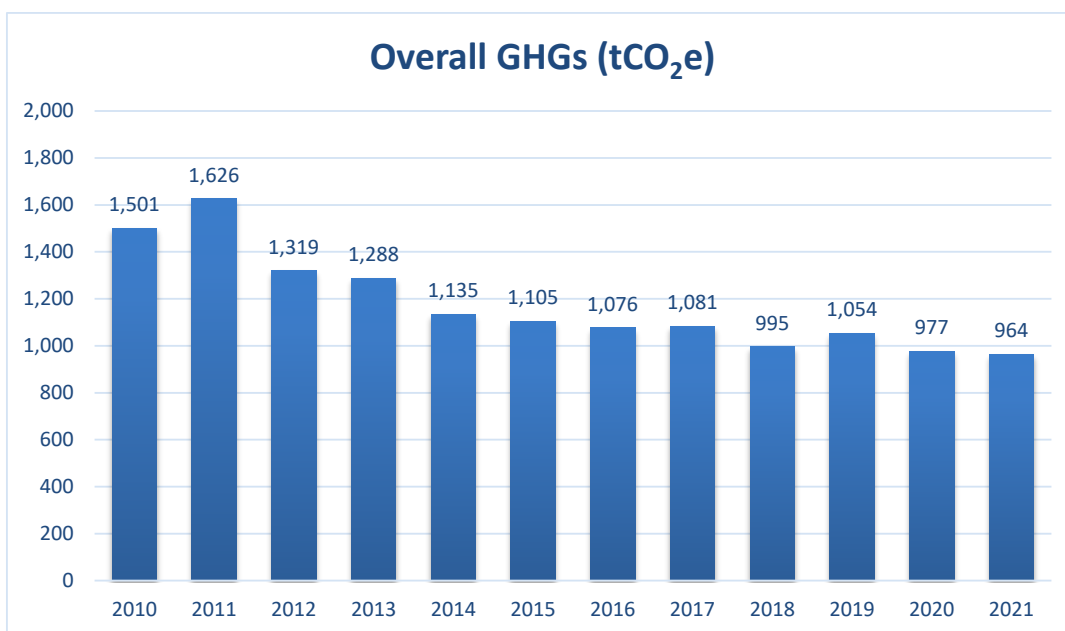
Emissions by Source

Building heating (direct fuel combustion) accounts for the largest source of GHG emissions at RRU, followed by fleet (mobile energy use), electricity (purchased energy), and, finally, paper (see Figure 2 below).

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Figure 2: Per Cent Total GHG Emissions by Source (tCO$_2$e), 2021
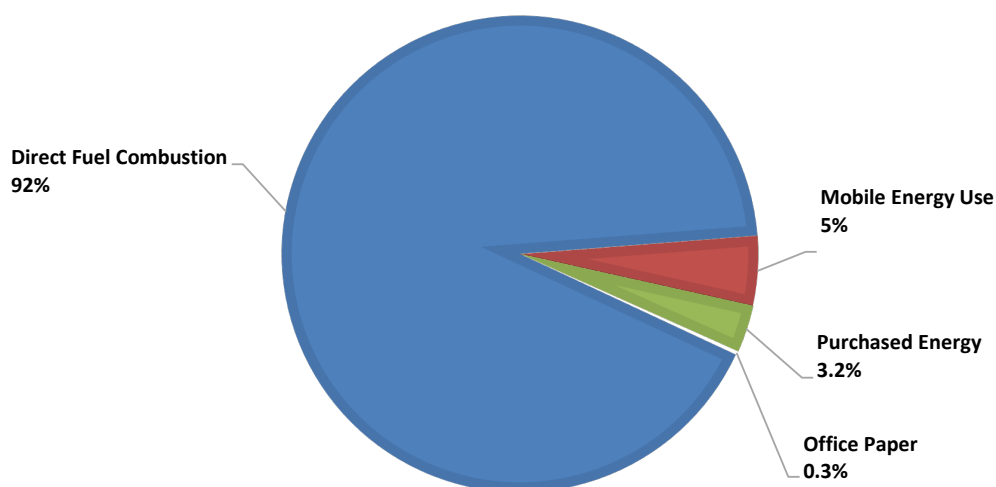
From 2019 – 2021, campus emissions have been affected by the pandemic response to COVID-19. A trend summary for each source is provided in Table 2 below, and these trends are explained in more detail in the corresponding sections of this report.

Table 2 Comparison of GHG Emissions (tCO$_2$e) and *[Building Energy consumption] (Gigajoules)* 2019-2021				
Emission Source	**2019**	**2020**	**2021**	**Trend summary**
Direct Fuel combustion (methane gas)	885 [17,729]	805 [16,125]	885 [17,722]	Reduced building occupancy (COVID-related) decreased building heating demands, and then rebounded once campus occupation and ventilation needs increased.
Purchased Energy (Electricity)	97.2 [11,700]	123 [11,026]	30.7 [11,396]	Actual consumption (in GJs) has remained relatively consistent over the last three years. GHGs associated with electricity have fluctuated based on changes to the Electricity Emission Factor (EEF)[i].
Mobile Energy Use	59.4	43.4	45.7	COVID-related decrease and then a slight rebound once fleet use levels resumed.
Office Paper	12.8	6.46	2.86	Electronic processes and habits (accelerated by pandemic) have led to continued, steady decrease.
Total Emissions	**1054**	**977**	**964**	**Overall COVID-related decrease and then a rebound with resumption of on-campus activities.**

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STATIONARY SOURCES
FUEL AND ENERGY FOR BUILDINGS

The largest source of GHG emissions at RRU is from stationary fuel combustion. This is primarily comprised of direct fuel from heating buildings with methane gas[2] but also includes purchased energy from electricity. In 2021, direct fuel made up 91.8 per cent of RRU's total emissions (885 tCO_2e) and electricity contributed 3.2 per cent (30.7 tCO_2e). Cumulatively, these two forms of energy contribute 95 per cent of the GHGs in RRU's emission portfolio. Building heating and electricity produced 916 tCO_2e in 2021.

Royal Roads has 26 buildings on campus with a total building area of 45,608 m^2. The RRU campus has a unique mix of buildings including seven with Federal Heritage Designations and 11 constructed prior to the Second World War. Facility heating and cooling systems vary and present a variety of retrofit and maintenance issues. Fourteen buildings are powered by methane gas from FortisBC while the rest of campus is powered by electricity from BC Hydro.

In keeping with the recommendations of the 2018 energy audit, RRU shifted some buildings from methane gas to electric systems through infrastructure and equipment upgrades. With these projects only recently completed, anticipated reductions from these upgrades have not yet been realized. Since 2010, GHG emissions associated with stationary fuel combustion and electricity combined have declined 36 per cent.

Building Energy Consumption Trends

Building energy consumption data (measured in Gigajoules or GJs) provides a consistent measure that can be compared over time to review progress on energy and GHG reductions. RRU's energy consumption trends from buildings are illustrated in Figure 3 below. Purchased energy (electricity) consumption – comprising 3.2 per cent of RRU's GHG impact – has remained relatively consistent over time, as shown in the green bar below. Direct fuel consumption (methane gas) – comprising the largest

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[2]Methane gas is also known as "natural gas." RRU's main source for this fuel is FortisBC, which supplies gas that is 95% methane (FortisBC). Methane has a global warming potential 25 times stronger that CO_2 (BC Ministry of Environment and Climate Change, 2020). Studies have shown that using the terminology of "natural gas" implies a clean sources of energy and an undeservedly positive public perception (Yale, 2021). In recognition of these factors, RRU is changing its terminology.

portion of RRU's GHG footprint at 92 per cent – has also not shown a significant downward trend and has stayed near the 16,000 to 18,000 GJ range since 2014.

Figure 3: Stationary Energy Use (GJs), 2010 – 2021
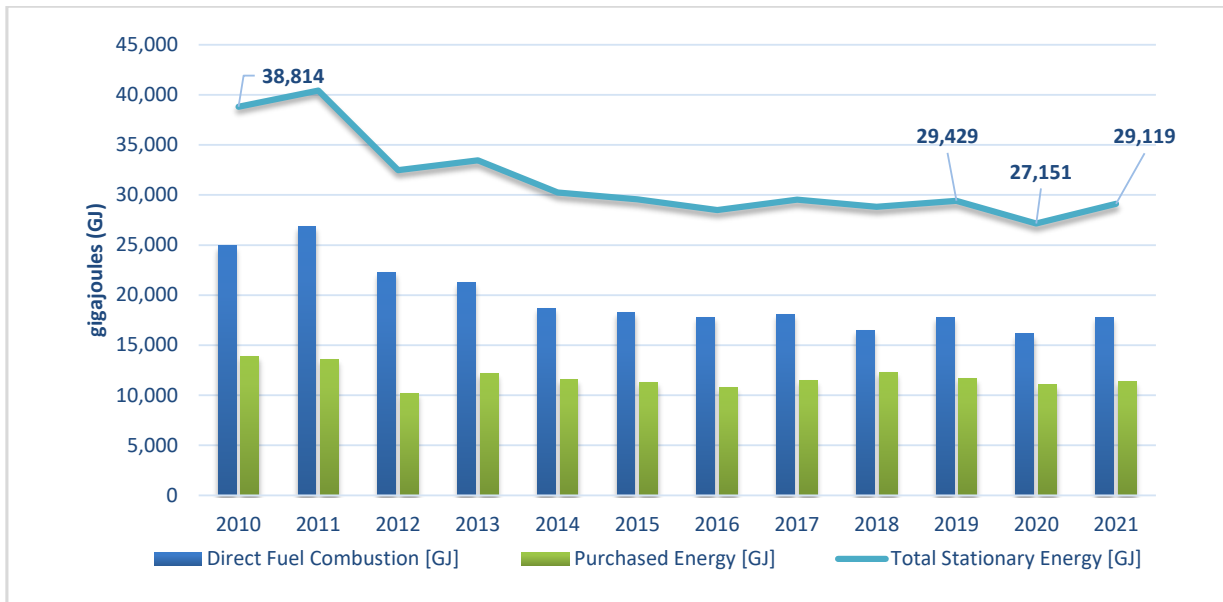
Although building energy usage saw a dip during the first year of the pandemic and the reduced campus presence in 2020, it rebounded in 2021 due to a few factors. Firstly, there was an increased presence on campus and building energy use followed suit. Another factor causing increased energy consumption was the requirement for increased levels of fresh air intake and the installation of MERV-13 filters due to the emerging health and safety protocols for COVID-19.

Another contributing factor to increased consumption was the extreme weather of 2021. As reported by BC Hydro: "The record-breaking electricity demand that BC Hydro saw in 2021 is tied to B.C. experiencing extreme temperatures in both summer and winter that lasted for extended periods of time." (BC Hydro 2021 Demand Report, January, 2022). The Crown corporation explained that these extreme temperatures caused spikes in energy consumption and this trend is expected to continue as climate change impacts ramp up.

In October 2021, Royal Roads celebrated the opening of the new Dogwood Auditorium. The auditorium is the culmination of a 2.5-year capital project that involved upgrading and repurposing the former pool building (a federally recognized heritage building, constructed in 1956) into an energy efficient, multi-purpose academic and presentation space that seats up to 500 people. Innovative sustainability features are key aspects of the Dogwood Auditorium. The adjacent open-loop geo-exchange system for heating and cooling is a pilot initiative that is anticipated to result in significant GHG emission reductions for the campus. Optimum functioning of the geo-exchange was affected by silt and debris in the first year of operation. Through regular maintenance and monitoring, it is expected that the system will be fully operational in 2022.

MOBILE SOURCES
FLEET ENERGY USE

In 2021, the Royal Roads University fleet produced 45.7 tCO_2e (mobile fuel combustion). This accounted for 4.3 per cent of the university's total GHG emissions. From 2020 to 2021, fleet-related emissions increased slightly (up 5 per cent) as fleet use rebounded with the return of on-campus activities.
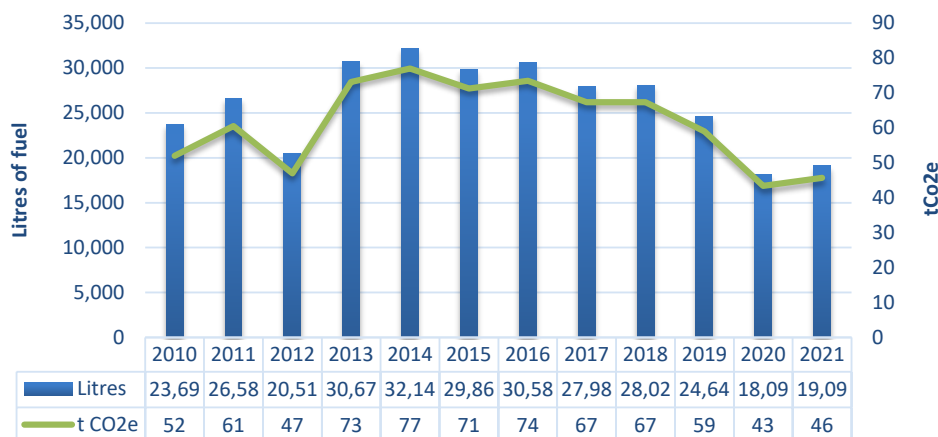
By transitioning to and prioritizing the use of more fuel-efficient vehicles, RRU's fleet emissions have decreased by 12 per cent since 2010.

Through a fleet management plan, Royal Roads continues to phase out inefficient vehicles. RRU has reduced fleet-associated GHGs by 40 per cent since the peak usage year of 2014 (Figure 4). Royal Roads plans to electrify its entire fleet by 2028. To support this transition, electric vehicle (EV) charging infrastructure was installed for the fleet in 2021. Enhancements to EV fleet charging stations will continue into 2022.

Currently, the university has a mixed fleet of 65 on- and off-road vehicles:

- 14 gas-powered vehicles (utility vans, trucks, and minivans)
- 1 diesel-powered heavy-duty vehicle (dump truck)
- 38 electric golf carts
- 12 working vehicles (tractors, mowers, and garden utility vehicles)

Figure 4: Mobile Energy Use, 2010-2021

|	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Litres	23,69	26,58	20,51	30,67	32,14	29,86	30,58	27,98	28,02	24,64	18,09	19,09
t CO2e	52	61	47	73	77	71	74	67	67	59	43	46

PAPER CONSUMPTION

In 2021, emissions associated with office paper accounted for 2.9 tCO$_2$e which is less than 1 per cent of the university's total GHG emissions. From 2020 to 2021, GHG emissions associated with paper decreased substantially from an already low total the previous year (3.6 tCO$_2$e less compared to 2020). The university continued using less paper due to reduced activity levels on the campus and the continued shift to online course delivery and electronic processes.

Since peak paper use in 2011, the university's overall emissions associated with paper have decreased by 90 per cent (Figure 6). Additionally, our general practice is to ensure that all standard-sized paper procured is made of sugar cane to ensure that we reduce our GHG and environmental footprint.

Figure 5: Paper Purchased and Associated GHG Emissions, 2010-2021
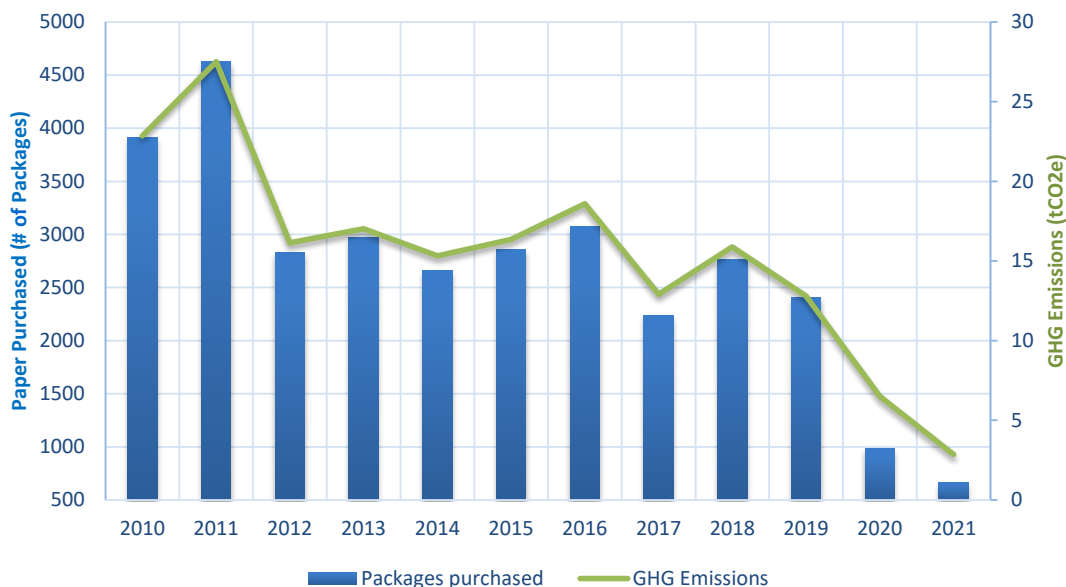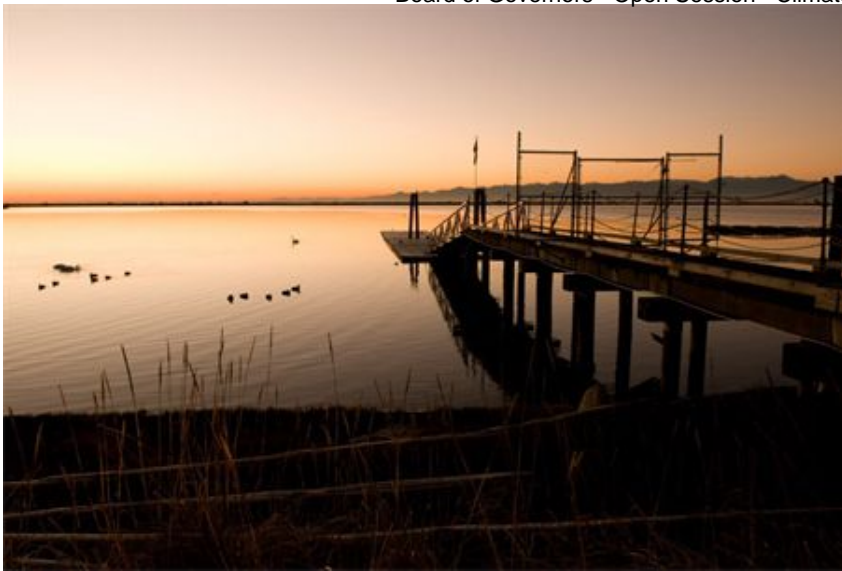
OTHER CLIMATE AND SUSTAINABILITY INITIATIVES IN 2021

Fleet Electrification Process Initiated

In addition to the strategic fleet management, RRU is ramping up its focus on fleet electrification.

- Electrical infrastructure was added to the fleet parking area to support EV charger installations.
- Smart EV charging units will replace the existing public units on campus and the old units will be moved to the fleet lot.
- RRU joined the *West Coast Electric Fleets Diamond Lane* with a pledge to purchase zero emission vehicles for 90 per cent of all new fleet vehicle procurement by 2030.

Electrical upgrades and boilers

Energy efficient upgrades and retrofits continued as the university worked to complete the final recommendations of its 2018 Energy Audit. In 2021, electrical infrastructure upgrades were completed and enable key building energy systems to be switched from natural gas to electric. As a result of this work, new boilers are being installed in six buildings which will lead to GHG reductions in the years to come.

Regenerative Sustainability

RRU established a new committee with a mandate to identify ways to advance, model and implement regenerative sustainability, with a focus on research, innovation, teaching and operations.

Climate and Sustainability Education

RRU offers a wide range of programs and courses focused on climate, sustainability or the environment including graduate and undergraduate programs, general studies courses, and several professional and continuing studies courses. New and notable additions include:

- a suite of courses for professionals working in the climate field developed by the Adaptation Learning Network (led by RRU's ResiliencebyDesign Lab
- the Graduate Certificate in Science and Policy of Climate Change
- the Master of Arts in Climate Action Leadership program
- hosting of a significant number of free and publicly available webinars and panel discussions related to climate change action and sustainability.

Kitchen Garden @ RRU

As part of its garden revitalization project, RRU is building food production in the 5.26-acre Walled Garden, increasing community food security, creating a living lab for students and community members, and celebrating Indigenous knowledge, culture and edible/medicinal plants.

CLIMATE AND SUSTAINABILITY SUCCESS STORY

RRU's Climate Action Plan Developed and Approved

Throughout 2021, RRU's Climate Action Task Force continued its planning process to develop an action plan for the university. This effort culminated in a strategic five-year plan grounded on ambitious targets that activate the university's influence and impact beyond campus operations into education, research, partnerships and collaboration. RRU's *Climate Action Plan 2022-2027* was approved by the Board of Governors in the fall of 2021 and launched in February 2022.

The plan is founded upon three key goals:

| GOAL 1	GOAL 2	GOAL 3
LEAD AND ENABLE	**BUILD KNOWLEDGE AND CAPACITY**	**COLLABORATE FOR SOLUTIONS**
Make urgent climate action core to the university's purpose and business by establishing climate-driven governance, policies and competencies. Be a leading example of mitigation and resilience.	Increase climate change awareness and action through education, research and engagement. Advance learning that is responsive to place, people and nature.	Co-create climate action solutions, leverage resources and amplify positive impact through relationships, partnerships and dialogue.

Key actions and targets in the Climate Action Plan include:

- GHG emission reduction targets of 65 per cent by 2025, 80 percent by 2030 and net zero by 2050
- expanding efforts to include a Scope 3 emission reduction strategy with initial baseline-setting
- developing a climate preparedness and adaptation strategy by 2025
- establishing a Climate Action Hub as a support system, connector and amplifier of education, research, collaboration and partnerships
- making climate change and climate action and leadership a core part of learning, teaching and research
- integrating Indigenous collaboration, climate justice, equity, diversity and inclusion throughout the work
- advancing innovative projects, Living Labs programs and nature-based solutions
- committing to climate action with a public declaration and the Race to Zero pledge.
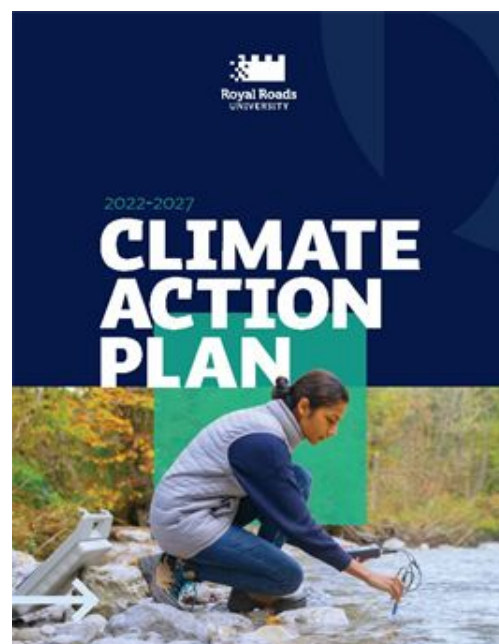
CLIMATE AND SUSTAINABILITY INITIATIVES PLANNED FOR 2022

In 2022, Royal Roads will focus on implementing Year One initiatives of the *Climate Action Plan*. Operational and sustainability actions will be integrated with the goals of this plan. We are committed to making an impact beyond our institutional emission reductions.

⟳ Implementing the Climate Action Plan

In 2022, RRU will strive to implement early Climate Action Plan actions and initiatives such as:

- establishing governance and administration structures such as the Climate Leadership Committee, advisory circles and working groups for strategic guidance and oversight
- setting up a Climate Action Hub as a connector to support climate action leadership, education, research, and collaboration
- determining our 2019 baseline and a methodology for reducing and offsetting scope 3 emissions with a 50 per cent target by 2030
- integrating climate risk and resilience into operations, service, development and RRU's Enterprise Risk Management framework
- advancing and promoting climate education, training, engagement and research, with a focus on living labs and nature-based solutions
- developing climate-related events, programs and outreach to amplify action through collaboration, relationships, partnerships, and dialogue.

⟳ Smart chargers and EV fleet vehicles

In 2022, we will begin the installation of smart EV chargers in our public parking areas. Four chargers will be added to the P3 parking lot, with a longer-term plan of adding more across campus. We will also purchase up to five electric vehicles, enroute to our target of a zero-emission fleet by 2028.

⟳ Updated energy audit

The 2022 heating season will see new boiler systems in six buildings that were selected for upgrades to electric in the 2018 energy audit. With this and other key energy upgrades and retrofits completed, the 2018 audit recommendations have all been met. In 2022, an expanded energy audit will be undertaken to identify new opportunities to shift RRU away from fossil fuels and begin linking climate resilience and adaptive capacity to our GHG reduction efforts.

⟳ Rapid energy reductions

An important focus of the audit will be our next GHG target – a 65 per cent reduction by 2025, for which we will need to cut our current emissions to 525 tCO_2e. Meeting this ambitious target in just three years will require significant and sustained efforts across the institution – specifically focused on building energy use. Further, we have committed to improving our climate resilience and an ambitious target of reaching 300 tCO_2e by 2030 (an 80 per cent reduction from 2010).

⟳ Zero Carbon Design Standards

Expanding its approach to infrastructure design and renovations, the university will aim to meet its climate and sustainability objectives through a commitment to Zero Carbon Building (ZCB) Design Standards objectives in both the development of new initiatives and the upgrading of the Rose Garden Cottage. This approach positions RRU as a leader in the sector.

⟳ R22 Phase out and Roof Replacements

RRU is completing its phase-out of R22 (a hydrochlorofluorocarbon also known as HCFC-22) in 2022. We are replacing the 32 remaining HVAC units that use this refrigerant, which is both ozone depleting and has a Global Warming Potential significantly higher than CO_2 (1760 more than CO_2 over 100 years, according to International Greenhouse Gas Protocols). Since most of the HVAC units are on rooftops, RRU will optimize replacement efforts and simultaneously replace or upgrade roofs whenever feasible to improve building envelope performance.

CLIMATE RISK MANAGEMENT

Addressing climate risk and resilience have been escalated as organizational priorities through the approval of the *Climate Action Plan*.

Some of RRU's plans over the next two years to manage risk and build resilience related to a changing climate include:

- climate resilience considerations in an updated and expanded energy audit
- conducting a Climate Risk and Vulnerability Assessment to determine priority risks and impacts under a range of climate scenarios
- developing and resourcing a Climate Adaptation Plan (informed by the risk assessment, above) to integrate climate risk and resilience into university governance, administration, operations, business development and service delivery models
- integrating disaster risk reduction and climate adaptation considerations and targets into university emergency plans with annual updates to reflect new regional climate risk projections and business continuity plans. As a first step in this, developing an emergency response procedure for extreme heat in 2022
- assessing, monitoring, reporting on and managing institutional climate risks
- ensuring new buildings and major renovations integrate climate risk and adaptation considerations
- developing a water management plan that includes climate risks (e.g. extreme weather, stormwater surge) and regional factors
- developing a roster of student research projects and volunteer opportunities that integrate with campus mitigation, climate risk and resilience goals. For example, a business case modelling "case study" by the Master of Arts in Climate Action Leadership students focused on an adaptation plan to address the needs of vulnerable populations during extreme heat events.

Appendix: Royal Roads University GHG totals, 2010 – 2021 (pre-adjusted and current)

In 2021, the BC Carbon Neutral Government program adopted the Electricity Emissions Factor (EEF)[i] methodology for quantifying emission factors for electricity, a methodology already used by industry reporting under the *Greenhouse Gas Industrial Reporting and Control Act.* The EEF methodology was applied to historical data in the Clean Government Reporting Tool (dating back to 2010). This adjusted the GHG totals for electricity as well as overall emission totals. Table 2 includes previous overall emission totals compared to adjusted totals (in blue). The differences in historic totals are not subject to offset adjustment payments.

Table 3: Royal Roads University GHG Emissions vs. 2010 Baseline				
	Previous totals		New totals after EEF update in 2021	
Year	Previous Emission totals (tCO$_2$e)	Total with Biogenic emissions (tCO$_2$e)	New Emissions totals (tCO$_2$e) after 2021 EEF update	Total with Biogenic emissions (tCO$_2$e) after 2021 EEF update
2010	1,460	1,462	1,501	1,503
2011	1,564	1,566	1,626	1,629
2012	1,276	1,278	1,319	1,321
2013	1,219	1,221	1,288	1,290
2014	1,066	1,069	1,135	1,138
2015	1,030	1,032	1,105	1,108
2016	1,010	1,013	1,076	1,079
2017	1,014	1,016	1,081	1,083
2018	945	948	995	998
2019	992	994	1,054	1,056
2020	888	889	977	979
2021	---	---	964	966

[i] **Electricity Emission Factor (EEF)**: the BC Hydro (electricity) emission factor is based on the reported GHG intensity for the utility's total domestic supply. In previous years, the EEF was calculated as an average of BC Hydro's GHG intensities, and a three-year rolling average was used to smooth out the annual fluctuations due to changing water conditions and accompanying reliance on thermal generation. Starting in the 2021 reporting year, the EEF was changed to align with *Greenhouse Gas Industrial Reporting and Control Act* (GGIRCA) intensities using a grid-based, instead of provider-based, approach. Source: https://www2.gov.bc.ca/assets/gov/environment/climate-change/cng/methodology/2020-pso-methodology.pdf

Appendix C:

Scope 3 Emissions at Royal Roads University: Greenhouse Gas Emissions due to Business-related Air Travel in 2019

Richard Kool
School of Environment and Sustainability
Royal Roads University
April, 2022

royal Roads
UNIVERSITY

Kool, R. (2022). *Scope 3 Emissions at Royal Roads University: Greenhouse Gas Emissions due to Business-related Air Travel in 2019*. Royal Roads University, Victoria BC.

Full Disclosure: Richard Kool's 2019 RRU business-related air travel emissions were 0.6093 tCO_2e; this represents 0.05% of the total business-related air travel for RRU for 2019.

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Summary

- For 2019, RRU employees, in total, travelled more than ≈ 4.2 million kilometres (roughly 100 trips around the Earth at the equator) on business-related air travel, which resulted in more than 1200 tCO_2e[1] of emissions, or roughly 2 tCO_2e for every employee

- Business-related air travel generates roughly half of the total GHG emissions attributable to the university

- Twelve employees (five executive and seven faculty, which represent 2% of RRU staff) generate 25% of all the business-related air travel emissions, and 13% of the university's total GHG emissions

Introduction

In this time of climate emergency, global academic organizations and institutions are trying to quantify and reduce their contributions to global greenhouse gas (GHG) emissions. These institutions consider three kinds of emissions:

- Scope 1 emissions: "direct greenhouse (GHG) emissions that occur from sources that are controlled or owned by an organization (e.g., emissions associated with fuel combustion in boilers, furnaces, vehicles)".

- Scope 2 emissions: "indirect GHG emissions associated with the purchase of electricity, steam, heat, or cooling" (*Scope 1 and 2 Inventory Guidance*, n.d.).

- Scope 3 emissions: "...the result of activities from assets not owned or controlled by the reporting organization, but that the organization indirectly impacts in its value chain" (*Scope 3 Inventory Guidance: Description of Scope 3 Emissions*, n.d.)

My report focuses on the Scope 3 emissions associated with business-related air travel at Royal Roads University in 2019, the pre-pandemic year that can be considered a baseline for future measurements.

Academics fly. Significant scope 3 emissions are associated with faculty members attending scholarly conferences and to carry out research and other collaborative projects. Recently, for example, Klöwer et al. (2020) examined the GHG emissions of attendees to the 2019 American Geophysical Union's (AGU) annual conference in San Francisco. Shockingly, they reported that:

> We calculate that its 28,000 delegates travelled 285 million kilometres there and back — almost twice the distance between Earth and the Sun. In doing so, they emitted the equivalent of about 80,000 tonnes of CO_2 (tCO_2e). This is about 3 tonnes per scientist, or the average weekly emissions of the city of Edinburgh, UK.

Similar kinds of analysis have been done for other major conferences and the end results are the same; large academic conferences have an enormous air travel-related GHG 'footprint'.

There are multiple analyses of academic institutions and their research-related GHG emissions. A small recent sample includes:

- Ciers et al. (2018) examined emissions by researchers (including graduate students) from the École Polytechnique Fédérale de Lausanne (EPFL) in Switzerland from 2014 to 2016. Their findings indicated that research-related air travel "is responsible for about one third of EPFL's

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[1] tCO_2e stands for metric tonnes (t) of carbon dioxide (CO_2) equivalent. "Carbon dioxide equivalent" is a standard unit for counting greenhouse gas (GHG) emissions regardless of whether they're from carbon dioxide or another gas, such as methane. (https://www.climateneutral.org/faq)

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total CO_2 emissions".

- A new edited book (Bjorkdahl & Duharte, 2022a) examines the issue of academic work and air travel, hoping to "shine a light on how and why academic work became so entwined with air travel, and what can be done to change this flying habit" (p. 2).

- Research-related air travel at the Université de Montréal "...are responsible for nearly 40 per cent of all the university's CO_2 emissions" (Talbot & Arsenault, 2019).

More broadly examining the GHGs for an entire institution, researchers of the University of Oxford wrote:

> The absolute size of the university's greenhouse-gas footprint is astonishingly large — comparable to that of the eastern Caribbean island nation of Saint Lucia. It is two orders of magnitude smaller than Microsoft's greenhouse-gas footprint, but one order of magnitude larger than that of the London Stock Exchange, according to estimates publicly disclosed by those organizations (Bull et al., 2022).

Closer to home, Wynes and Donner (2018) explored the GHG emissions due to all "business-related air travel and associated emissions" at the Vancouver campus of the University of British Columbia. They reported, for January 2015 to June 2016, that "... business-related air travel emissions at UBC total 26,333- 31,685 tCO$_2$e each year, equivalent to 63%-73% of the total annual emissions from the operation of the UBC campus."

Early in 2020 I proposed doing a GHG examination of Royal Roads University's broadly-defined business-related air travel emissions. However, the COVID pandemic intervened, and it wasn't until February 2022

that the data became available.

A novel part of my assessment is that rather than looking only at scholarship-related air travel, I was able to develop a picture of the carbon emissions generated by the entire university community, including that of both executive and marketing-related travel.

Methods

Rather than trying to examine more than 800 individual claims for business-related air travel in 2019, I used an Excel-based 'trip log' kindly supplied by the RRU Finance Department. This log included the departure and return dates and cost centre codes that identified the particular purpose of the trip and which organizational unit, or even which individual, was responsible for the trip[2]. The log also, most often, indicated the trip's purpose and its destination, including multiple destinations if relevant. A list of cost centre codes allowed the allocation of emissions to particular facets of RRU's enterprise, i.e. executive, marketing, research, conference attendance etc.

Without examining actual travel records, I may not always have accurately categorized individual trips, nor known exactly where trips were going if all that was provided was a country name. I would also have missed additional legs as part of a long trip if those legs weren't mentioned. For short trips such as those to Vancouver and the lower mainland, I may not have been able to tell which involved air travel (nor if seaplane or helicopter were used) and which used the ferry (see Assumptions section below). No data was collected for personal vehicle or bus transportation. Nonetheless, I believe that the data I was provided gives more than enough information for this first approximation of RRU Scope 3 business-related air travel.

Wynes and Donner at UBC generously provided me with the most current version of their

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[2] all data are presented in this report without individual attribution

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spreadsheet (2018). Data from the Finance-provided trip log was gleaned and put into the UBC spreadsheet.

Assumptions

- Round trip travel between Victoria and Vancouver occurring on the same day and costing more than $300 is assumed to be air travel from airport to airport. No flights were designated to be by commercial helicopter or float plane (two common means of travel between downtown Victoria and downtown Vancouver).
- Travel within Canada and North America was routed through the most parsimonious Air Canada connections when possible. If there were non-stop flights from Victoria to the destination as well as flights via Vancouver, I chose the outbound trip to be non-stop and the return to be routed through Vancouver.
- Overseas travel was routed to destinations via Air Canada's website when possible. If Air Canada did not give a routing, Google Travel was used, and I chose the shortest time (and not the lowest cost) for travel as the routing.
- When travel only mentioned countries (e.g. Nepal, Pakistan and India), I assumed capital cities were the destinations and created routing to and from those cities. In the absence of any information about inter-country travel, I assumed none.
- Cost centre codes were used to identify which administrative unit/subunit was responsible for trips and associated emissions.
- Conference travel associated with cost centre codes related to the marketing department were coded as marketing and not as conference travel. I tried to keep the conference travel category focused on academic or professional meetings.
- I included RRU-related flights that were paid for by other organizations. Travel related to RRUFA, but paid for by CAUT or CUPE for example, or travel related to granting agency

reviews and paid for by those agencies, if they were recorded as part of the RRU trip log, were also included in this data set. In the future, those costs would likely be assigned to the organization paying for them and might be accounted for in their Scope 3 emission reporting and not as RRU emissions.
- The UBC spreadsheet used in this analysis is sensitive to the emissions associated with short, medium and long-haul trips, as well as to the tickets' seat class. Short haul trips generate more emissions per kilometre travelled than long haul flights do as there is a significant difference in emissions between those generated at take-off versus those resulting from cruising at altitude. Higher ticket classes offer more space per person and results in higher per capita emissions.
- All travel legs which involve more than eight hours per leg were classified as business-class travel as per RRU Travel Policy; all travel less than eight hours was coded as economy. However, I have no information as to whether there were <eight hour flights where economy-plus or business class tickets were purchased, nor if any of the long-haul flights >eight hours were done in economy or economy plus class. Table 1 presents the values used to calculate emissions from the various classes of travel.

This is a first approximation of RRU's Scope 3 business-related air travel emissions.

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Table 1: Emission factors for business-related air travel (kg CO$_2$e/passenger km), from Wynes & Donner 2018

Class	Long Haul >3700 km.	Medium Haul 463-3700 km	Short Haul <463 km
Economy	0.14678	0.16508	0.27867
Economy plus	0.23484		
Business	0.42565		
First	0.58711	0.24761	

"... the required[carbon] footprint reductions in the case of developed countries are at least 47% in nutrition, 68% in housing, and 72% in mobility [car use and air travel] by 2030 and over 75% in nutrition, 93% in housing, and 96% in mobility by 2050" (Institute for Global Environmental Strategies, 2019, p. v).

"The cumulative scientific evidence is unequivocal: Climate change is a threat to human well-being and planetary health. Any further delay in concerted anticipatory global action on adaptation and mitigation will miss a brief and rapidly closing window of opportunity to secure a liveable and sustainable future for all. (very high confidence)" (IPCC (Intergovernmental Panel on Climate Change), 2022, p. 35)

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Results

For 2019, RRU employees, in total, travelled more than an estimated 4.2 million kilometres (roughly 100 trips around the Earth at the equator) on business-related air travel, which resulted in more than 1200 tCO$_2$e of emissions, or roughly 2 tCO$_2$e for every employee.

What is the fraction of RRU's emissions due to business-related air travel?

Recognizing the assumptions as listed above and given the quality of the data available, business-related air travel accounts for roughly half of RRU's total GHG emissions (see Figure 1).

While this is a significant fraction of the University's emissions, it is less than the values reported by Wynes and Donner (2018, p. 4), who note "63%-73% of the total annual emissions from the operation of the UBC [Vancouver] campus" are due to business-related air travel.

UBC, as a research-intensive institution with a complement of faculty engaged in globally-focused scholarship, may simply have a lot more people travelling much greater distances for their research-related work than are at RRU, which is not as research-intensive.

With roughly 16,000 employees, the UBC per capita air travel emissions were around 1.7 tCO$_2$e, while at RRU, with roughly 600 employees, emissions were slightly higher, around 2 tCO$_2$e/capita.

Figure 1. Percent of Total RRU GHG Emissions for 2019, by Source
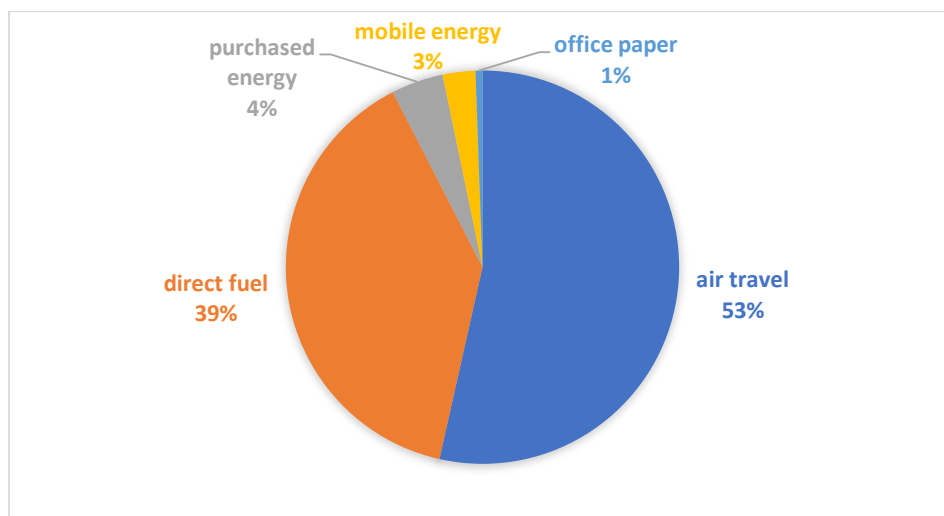
Who generates the emissions?

A recent analysis by Pargman et al. (2022) of the 2019 calendar year at the KTH Royal Institute of Technology in Stockholm provided a case that allows a comparison of a general distribution of air travel-related emissions based on two broad categories, *administration* and *faculty* (p. 144). Whereas at KTH, "faculty" contributed nearly 90% of all emissions, at RRU, "faculty"-related emissions were significantly less at just above 50% (see Figure 2 & 3). The difference here is likely similar to the reason for the difference
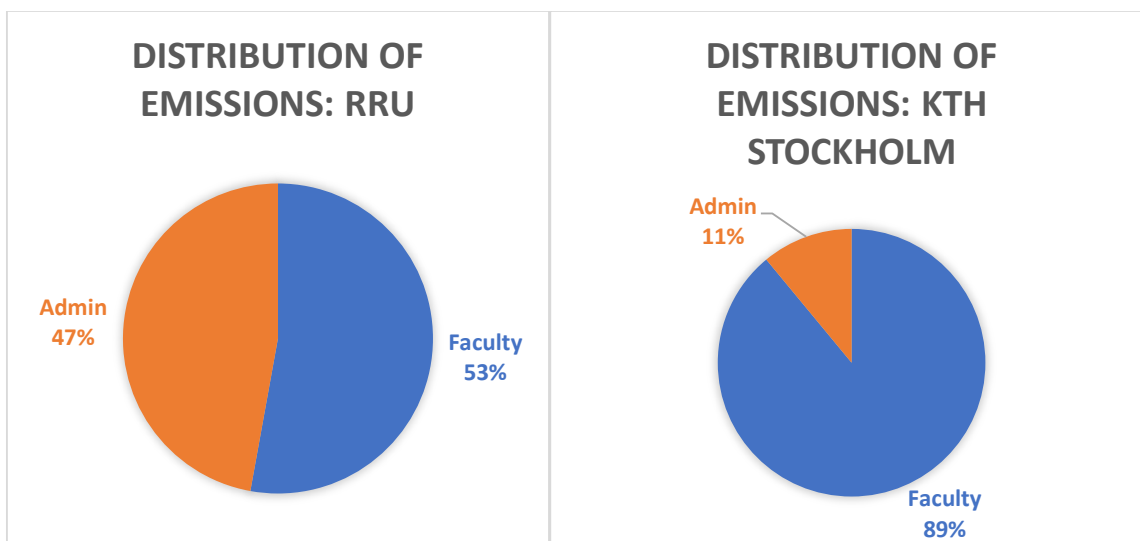
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between RRU and UBC; KTH is a research-intensive institution with faculty travelling broadly for a variety of research-related reasons.

However, as will be made clear in subsequent sections, a considerable fraction of the RRU emissions seem to be connected to marketing, recruitment and related matters. While I don't have any data to make comparisons, I wonder if UBC or KTH, or indeed any other Canadian university, generates as many emissions due to institutional marketing when compared to their total emissions.

Figure 2: A Comparison of RRU's and KTH Stockholm's Air Travel-related Emissions

How do RRU's different business activities relate to our Scope 3 emissions?

It is not at all surprising that faculty-related air travel-- which can involve both attendance at academic conferences and travel to do research or engage in collaborations-- is the largest component of any university's Scope 3 emissions. However, what I found surprising about the RRU data was the scale of travel and emissions due to various aspects of RRU's marketing and recruitment activity (see Figure 3). If we consider that a great deal of Executive travel is also related to initiating and building relationships that can lead to new business opportunities, we could add a significant amount of travel from that domain into the marketing and advancement column, resulting in an even greater percentage of

RRUs emissions related to marketing. Indeed, in that case marketing and the academic functions' emissions are almost the same.

Conference travel is the single largest reason for travel at RRU (see Figure 4). We're not unique in this: for example, "…more than half of all work-related air travel by the academic staff [of Aalborg University] within a year had conference attendance as its main purpose"(Lassen, 2022, p. 283).

While it is not surprising that academic conference travel is the largest travel-related source of GHG emissions at many universities including RRU, it is also the one area of academic travel that has had the most attention over the past years (e.g., Klöwer et al., 2020; Kreil, 2021; Talbot & Arsenault, 2019). A number of academic organizations are

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moving from annual to biannual face-to-face meetings, and offering hybrid models where attendees can either convene face-to-face or via technological means. These innovations could reduce the number of conferences faculty and marketing staff attend and could be one significant means of reducing our GHG emissions.

The difference between the 14% of emissions allocated to Executive in Figure 3 and the 2%

of Executive in Figure 4 reflects the fact that many of the trips taken by the Executive are related to marketing, and they are coded as such. That is, the data indicates that the Marketing, Advancement and Recruiting staff generate about 20% of the emissions, (Figure 3), but Executive travel related to this purpose adds another ≈8% (Figure 4).

Figure 3: Scope 3 Emissions by Institutional Domain
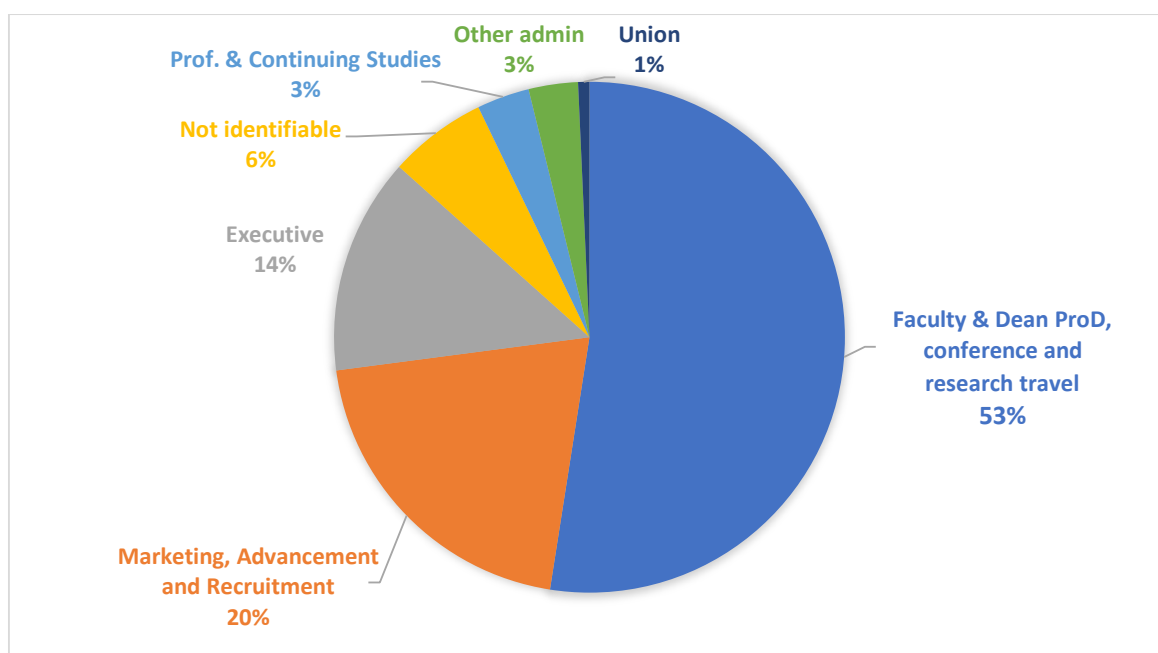
...based on our review of the emission scenarios, this study proposes we need to aim for lifestyle carbon footprints targets of 2.5 (tCO₂e) in 2030, 1.4 by 2040, and 0.7 by 2050. These targets are in line with the 1.5 °C aspirational target of the Paris Agreement and for global peaking of GHG emissions as soon as possible without relying on the extensive use of negative emission technologies (Institute for Global Environmental Strategies, 2019, p. v).

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Figure 4: Scope 3 Emissions by Purpose of Travel
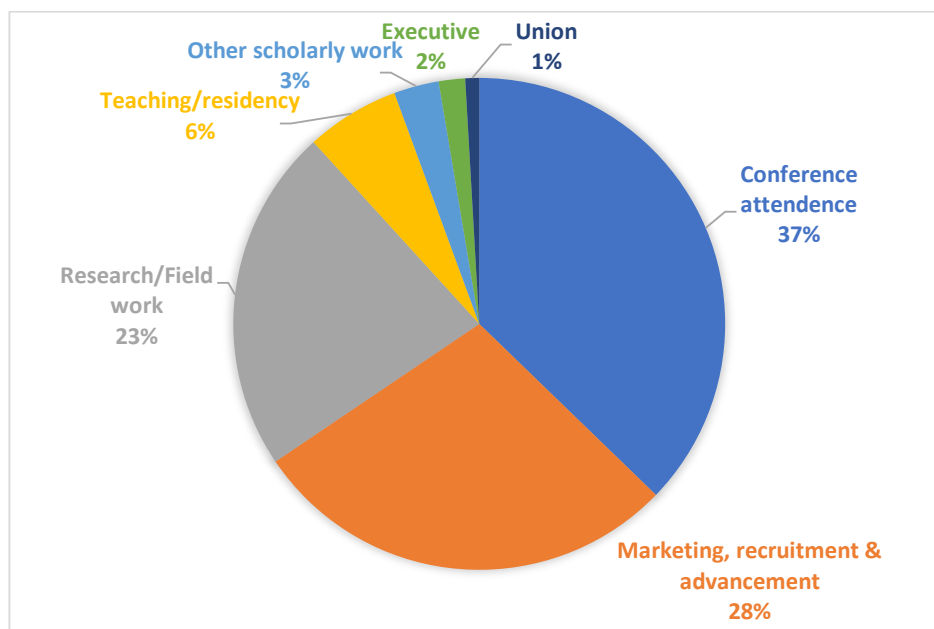
What would be the impact of changing from business class to economy-plus or economy class?

The UBC spreadsheet used in my analysis is sensitive to the emissions associated with short, medium and long-haul trips, as well as to the class of tickets. Short haul trips generate more emissions per kilometre travelled than long haul, but that difference is relatively small compared to the difference in emissions due to moving "up" in seat class (see Table 1).

If all 2019 air travel had been done in economy class seating, total emissions would be reduced from ≈1200 tCO₂e to 740 tCO₂e; this is a very significant reduction of nearly 40% that could be done in a single year of *status quo* air travel. The single act of shifting all air travel to economy class could bring RRU, in one year, to where we need to be in *2026* in terms of reaching our goal of 50% air travel-related GHG reductions by 2030 from our 2019 baseline. Even changing all business class seats to economy-plus class would have resulted in a reduction to 860 tCO₂e in 2019.

Who are creating emissions?

The distribution of emissions created by business-related air travel is not evenly distributed across academic or administrative units; some employees travel a lot while others travel very little if at all. Nonetheless, if each faculty member were allocated an equal share of the faculty travel (≈6.5 tCO₂e/capita from the 2019 baseline), each would get to generate slightly fewer emissions than a round trip flight from Victoria to London UK; and as noted, dividing the total emissions by all staff, would have given each employee around 2 tCO₂e in 2019 (equal to around two round trips to Toronto).

Given the dataset I worked with, it was not possible to identify individual faculty members and their relationship to travel other than through unique research-related project codes. Internal professional development, academic administrative stipends and small research grant funding could not be

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individually assigned. However, when looking at total emissions assigned to particular funded research codes, it appears that seven individuals (9% of total RRUFA membership) contribute ≈20% of the total faculty/librarian emissions (140 of 638 tCO$_2$e). This is not exceptional; productive faculty are in demand to speak at conferences and often engage in collaborations which are national or international in scope. As noted earlier, air travel has become a central feature of academic life.

However, when compared with the total Scope 3 air travel-related emissions (≈1200 tCO$_2$e):

- those seven faculty members are responsible for ≈11% of the total emissions;

- five members of the RRU Executive are responsible for ≈14% of total emissions;

- these 12 people (2% of total RRU employees) result in ≈25% of air travel emissions and ≈13% of the total GHG emissions of the entire university;

- 50% of the total distance flown was generated by 14% of the flights.

As noted in the introduction, the IGES (2019) report refers to the need for a global lifestyle carbon footprint of 2.5 tCO$_2$e/capita by 2030 to stay within the 1.5° C temperature window. For the highest emitters at RRU, which to the best of my ability to determine from the information provided, are members of the Executive, this would amount to a ≈95-97% reduction in carbon emissions by 2030 if their business-related air travel was the **only** source of lifestyle GHG emissions. The top-flying faculty members would have to reduce their travel emissions between 90-95% through the same time period.

Discussion

If the RRU community is going to "confront climate change with courage and action"

(Royal Roads University, 2022), the analysis presented in this report lays out a clear need for both attributes; as an institution, we will need courage to take the action that is within our power to make a contribution to the global effort to reduce GHG emissions. I hope that the actions we will take and the leadership we can show will inspire others, inasmuch as we have been inspired by the actions and leadership of other institutions.

We need to follow the "carbon law"

Action on air travel-related emissions is critical to moving towards achieving the RRU Climate Action Plan Action 1.1: "To extend institutional responsibility and leadership to reduce scope 3 emissions 50% by 2030 (from 2019 levels) and to offset the remainder."

Our immediate actions should be based on the work of the Stockholm Resilience Centre, which indicates that to meet the Paris climate change goals and have "a 50% chance of limiting warming to 1.5° C by 2100" (Rockström et al., 2017, p. 1269), we need to adopt a "carbon law of halving gross anthropogenic carbon-dioxide emissions every decade" to 2050. This carbon law "is an exponential trajectory inspired by Moore's Law in computing, where computing power doubles and costs halve every few years" (Gaffney et al., 2019, p. 22).

Committing to the carbon law reductions is a goal Royal Roads University should commit to and work towards. Our obligation, then, is that RRU has to reduce our air travel emissions by about 7% a year, every year from 2020-2050 (see Figure 5).Following this yearly targeting would reduce our air travel GHG emissions by 50% by 2030.

Who gets to fly? A new policy framework

To make the necessary GHG reductions, difficult decisions will need to be made around who gets to generate emissions, and how much they get to generate. While air travel during

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the first two years of the COVID pandemic essentially went to zero, there is no doubt that we are going to see a significant increase in flying, and thus RRU-related GHG emissions, in 2022 and onward.

- Would the RRU Executive be prepared to ensure that their GHG expenditures for 2022 not exceed their carbon law limit based on the 2019 baseline (going from 166 tCO_2e in 2019 to 134 tCO_2e in 2022, a ≈20% decrease in air travel emissions)?
- Can faculty decide collectively how they should go from 446 tCO_2e to 359 tCO_2e?
- Should our marketing efforts be generating ≈20% of RRU's air travel-related GHG emissions (which excludes Executive travel that is directly related to marketing RRU programs and collaboration)?

There are many reasons for air travel beyond simply the purpose as indicated on a travel authorization document. Travel allows RRU employees a chance to see interesting parts of the world and have personally enriching experiences. Intense international marketing and relationship-building is clearly an important part of the University's long-term

financial health. And for many academics, there is a fear that not being able to travel to do research or attend conferences could be career-limiting:

> "Because 'plane travel is perceived as a key driver for career progression'…, academics are disinclined to drop their flying habit, even as they grow ever more aware that this habit is contributing to global warming… the idea that flying is necessary if one is to have an academic career has become ever more entrenched and appears now an almost inseparable part of what it means to be an academic" (Bjorkdahl & Duharte, 2022b, p. 7).

If we are going to meet the targets and commitments laid out in the RRU *Climate Action Plan* and embrace regenerative sustainability, our community is going to have to look carefully and critically at our use of air travel; reductions in the use of air travel are going to have to be on-going and significant starting this year and in the years to come.

Figure 5: Business-related air travel emission targets for a 7% reduction per year from 2019 to 2030

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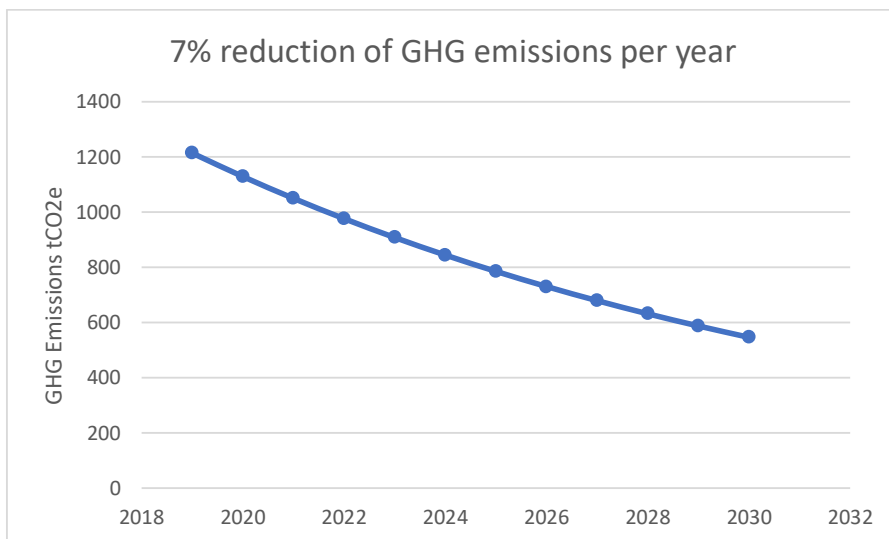
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The Tyndall Centre for Climate Change Research in the UK has asked its members the question of who should get to fly, or more generally, who should be allowed large GHG emissions in the course of their work (Le Quéré et al., 2015). Tyndall Centre researchers have access to national rail systems both in the UK and once they cross into Europe where distances are all relatively short (e.g., from London to Rome on the train is about 1000 miles; the same distance from Vancouver to Regina SK) and their scheme does take alternatives to flying into account. RRU staff are located on an island with no rail transport,

and even once we cross over to North America, effective rail links both eastward and southward are very expensive, not particularly efficient and not always very reliable (Katz-Rosene, 2020). With North American distances between population centres larger than in Europe or the UK, the time to travel is also much greater.

The Tyndall metric for decision making, while not totally applicable to the RRU context, considers two important variables: stage of academic career (Table 3), and justification for travel (Table 2).

Table 2: Travel Justification Weightings (from Le Quéré et al., 2015)

Weight	Justification
1	Well justified emissions, for example: Conduct field work. Travel informs directly policy on climate change and global sustainability (e.g. IPCC). Travelling to meet contractual engagement (e.g. from research grants), with no alternative options available. Risk of job loss with refusal to travel. And for Stage 1: Present and promote own research. Establish contacts. Attend and present work at project meetings.
2	Useful but with potential for using alternative options. Stage 1: Attend a workshop not directly related to own research. Stage 2: Travel to present own work and promote own research. Stage 3: Travel to explore new topics. Could lead to important research or funding for own or group/institute research. Travel acts to move projects or significant collaborations forward
3	Less well justified with much potential for using alternative options. Good value mainly for low-emissions travel. Stage 3: Travel to present own work and promote own research. Travel to establish or maintain own collaborations. Invited guest lectures.
4	Poorly justified emissions. Good value only for low-emissions travel. Travel to keep up to date or renew connections with colleagues. No results presented. Little pre-travel arrangements made to optimize the usefulness of the meeting.

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Table 3: Research Stages (from Le Quéré et al., 2015)

Stage 1	Early Stage Researchers (for example up to 2 years after PhD)
Stage 2	Intermediate Stage Researchers (for example, up to about 10 years after PhD)
Stage 3	Established Researchers (for example, in permanent positions with over 10 years since PhD)

While this rubric was designed for decision-making around academic travel, there is no reason why something like this couldn't be applied to non-academic travel such as that of marketing, recruitment and advancement whether carried out by RRU staff or Executive.

Recommendations

1. Commit to the "carbon law" reductions

We should be focused on achieving no more than 976 tCO$_2$e generated through air travel for 2022, with each administrative domain at RRU considering how they will do their part to ensure this happens. One relatively simple action would be, other than just flying less, maintaining all travel in economy class with economy-plus for extended long-haul flights. Another action could be to change policies around travel to those that would encourage employees who must travel to use the lowest GHG emission-mode of travel, acknowledging that that travel might take more time or even cost more.

2. Allocate fair GHG emissions credits to academic and administrative units

Based on the 2019 data presented in this report, we now have an understanding as to how air travel has been undertaken at RRU and now have a baseline from which we calculate emission reductions in business-related air travel. A cross-institutional working group could devise and develop a fair system for allocating GHG emissions credits to various units based on the data presented here as well as decisions on how GHG emissions should be allocated across the institution.

3. Develop appropriate rubrics for air travel justification

If we are going to meet our commitments, then there must be some prioritization of travel across and within the different administrative and academic domains. It would seem appropriate that each domain engages in the discussion about how they would justify air travel, with rubrics that should serve the purpose of reducing Scope 3 GHG emissions for the near future. The Tyndall Centre model already mentioned is one; Kreil (2020) also presents an extensive list of potential measures that can be taken to reduce academic air travel (see Appendix 1).

4. Ensure we can capture necessary information from business-related travel

The only way we will know if we are meeting our goals is by ensuring a credible and easy-to-use system is in place to capture air travel-related emissions. The easiest way may simply be to ensure the travel expense spreadsheets also ask for all airport codes for the entire round trip's air travel.

5. Link internal grants to GHGs and not only to money

Competition for the internal granting process at present is based on a maximum dollar value

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per grant. However, I imagine that much of that money goes towards air travel to conference attendance. Since there is a finite fund of money for these internal grants, can we not imagine having a finite fund of emissions that faculty would apply to use.

6. Create a market for emissions within the faculty

Using available websites to calculate emissions for air travel (such as https://www.icao.int/environmental-protection/Carbonoffset/Pages/default.aspx), faculty could plan and calculate emissions for a year's worth of air travel. Every faculty member could be able to claim a set amount based on the 2019 baseline value. Unused emissions could be entered into an emissions market where individuals might be able to 'bid' on those emissions for use beyond their personal allotment; or, a fund could be created whereby offsets are purchased through research grants or other sources of money to purchase unused CO_2 credits.

Future Research

1. What are the GHG emissions from Associate Faculty travel to teach on-campus at RRU?

RRU brings in sessional ('associate') faculty (AF) from around North America and the world to teach in our on-campus residency programs. The cost of travel for an AF is not included in the Finance triplog, but is likely part of the personal service contracts for each person. As there appears to be no centralized location for this information, each school/college would have to be contacted to look through contract data for AF from 2019, see whether they were paid to travel, and from where their travel would have originated.

2. What is the emission load from student travel to RRU?

Students coming to programs often attend two or three multi-day residencies through the course of their studies. Many students come to RRU from across Canada; however, as a result of aggressive marketing, a significant number of students travel long distances from Asia, Africa and South America to attend RRU. Calculating the contribution of student traavel will help to give a fuller picture of our influence in generating GHG emissions.

"… we found that emissions from air travel, distance, and number of flights taken were unrelated to academic productivity as measured by h-index (adjusted by academic age and discipline) or to an academic's area of interest… Instead, we found that academics who were further in their career and academics with higher salaries took more trips and were responsible for greater emissions than their colleagues" (Wynes et al., 2019).

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Business-related air travel GHG emissions at Royal Roads University

Appendix 1: Excerpted from *Measures for Academic Air Travel Reduction* (Kreil, 2020)

Level 1: Individual researchers

Category	Measure
Monitoring	Voluntary carbon tracking
More efficient flying	Combining multiple purposes into one trip (both for yourself and for people you invite)
Regionalizing	Prioritizing field trips with students to short distance destinations, or reducing field trips
Rules of thumb	Skipping every other international conference you would have gone to otherwise
Rules of thumb	Only flying for major, not poster, presentations
Rules of thumb	Only flying if the same journey on the ground takes more than a certain amount of hours
Rules of thumb	Always reconsidering each trip
Rules of thumb	Stay as many days as the flight takes in hours
Virtual Communication	Asking to speak virtually when invited to a conference/to give a guest lecture
Nudging and information	Group leaders acting as role models and reflecting with their group on travel cultures practices

Level 4: Institutions/associations

Category	Measures
Enabling regulations	Reducing the number of members on advisory boards and academic commissions, especially international ones [1]
Ground travel	Securing ground travel discounts for employees
Financial incentives	Monetary reward for using ground travel, such as accommodation upgrades
Financial incentives	Only funding economy class air travel
Financial incentives	Monetary reward for reduction of air travel
Financial incentives	A pool where every group pays a certain amount of money toward the pool each year and then that money is redistributed based on how many emissions each group has reduced that year
Financial incentives	Internal emissions trading scheme
Financial incentives	Internal climate tax/fund
Limits	CO_2 budgets for each group
Limits	Flight limits for certain types of occasions
Limits	Flight limit (absolute, or relative to previous flying levels) per person/unit and time
Limits	Flight ban/limit within a certain travel radius, domestically or to specific destination
Monitoring	Transparency, comparison of flight records/emissions, peer pressure

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Business-related air travel GHG emissions at Royal Roads University

Monitoring	Mandatory carbon tracking and reporting
Nudging and information	Not having flying listed as the first option by your travel agency/guidelines
Nudging and information	Travel guidelines
Nudging and information	Providing information and raising awareness about the carbon footprint of different transport option
Nudging and information	Providing better information/tools for comparing travel options
Nudging and information	Introducing justification mechanisms that have to be completed when booking a trip (e.g. giving a reason for the trip)
Nudging and information	University travel service should provide ground travel options and avoid suggesting non-direct flights; also present ground travel options more prominently than flight options
Virtual Communication	Developing (and funding the development of) enhanced VC technology and communication channels/practices
Virtual Communication	Social scientific research into how to do effective VC

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BOARD OF GOVERNORS
BRIEFING NOTE

Royal Roads UNIVERSITY

MEETING: 16 June 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: 4 May 2022

Graduate Diploma in Environmental Education and Communication – program change

   With recently approved changes to the Master of Arts in Environmental Education and Communication (MAEEC) program to move *EECO510 Worldviews, Ethics & the Environment* back into core coursework (from an elective position), there are now three more coursework credits to be completed prior to students' embarking on research. As the Graduate Certificate, Graduate Diploma and MA in Environmental Education and Communication are all embedded programs, the Diploma will now need to be adjusted to include *EECO 510 Worldviews, Ethics & the Environment*, and will increase the total credits required for graduation from 21 to 24.

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: June 16, 2022

AGENDA ITEM: Enterprise Risk Management Policy - Renewal

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

PURPOSE: For Approval

Synopsis
At their June 2, 2022 meeting, the Finance and Audit Committee reviewed the Enterprise Risk Management policy and improvements to the policy as advanced by management.

The committee did not raise any questions about the recommended revisions.

Fit to Vision and Strategic Direction
Goal 4: Vibrant and Sustainable

Background
The Board of Governors is responsible to ensure the university has an Enterprise Risk Management policy. At their March 2021 meeting, the Board of Governors approved the updated ERM policy, consistent with the university's new comprehensive policy management framework. Fundamentally, the March 2021 Enterprise Risk Management policy continues to be relevant and will continue to serve ongoing efforts to mature the program in the coming year.

Key Considerations
Suggested improvements to the Enterprise Risk Management policy, in additional to some minor formatting and grammatical adjustments include:

Section 3.5 under Policy Terms

• Provide additional clarification on relationship of ERM with decision-making and strategic planning

Section 4.0 under Authorities, Roles and Responsibilities

• Establishes Board of Governors role to approve risk appetite statements, Finance and Audit Committee's role to review such statements and Executive's role to develop same statements and tolerance levels.

Attachment 1 provides a copy of the updated policy recommended for Board of Governors approval.

In 2022/23, management will continue to mature the risk appetite statements and develop tolerance statements for each of the key categories of risk. With a clearly articulated scope of responsibility and specific targeted outcomes, the outcomes of this work will mature the university's approach to effective risk management.

Implications

Financial	✓	Equity, Diversity, Inclusion, and Anti-Racism	✓
Human Resources	✓	Sustainability	✓
Campus Planning	✓	Climate Action	✓
Stakeholder/Community	✓	Other	

Risk Management

Risk	Mitigation
[1] Absence of effective processes and controls in place to mitigate risks and support enterprise risk management program	[1] Renewal of enterprise risk management policy, advancement of efforts to develop processes and controls to support RRU's ERM program and promote a risk-aware culture throughout the organization
[2] Management's lack of support for the identification and mitigation of risks	[2] Accountability of management to actively mitigate against and manage risks as part of their responsibility

Recommendation

In alignment with the endorsement received from the Finance and Audit Committee at their June 2, 2022 meeting, it is recommended that the Enterprise Risk Management policy presented in attachment 1 be approved by the Board of Governors.

Motion

That the Board of Governors approve the updated Enterprise Risk Management policy.

Attachment

1.   May 2022 Updated Enterprise Risk Management Policy

Policy

Title	**Enterprise Risk Management**		
Classification	Administrative	**Oversight & Responsibility**	Office of the Vice-President and Chief Financial Officer
Category	Governance & Legal	**Effective Date**	2021 Mar 31
Approval	Board	**Policy No**	

> This policy is applied in a manner consistent with applicable statutory and legal obligations, including university collective agreements and terms of employment.
>
> The most up-to-date versions of the university's policies are posted on the policy & procedure website. If you've printed this policy, check the website to ensure you have the current version.
>
> **NOTE**: The first appearance of terms in **bold** in this document (except titles) are defined terms – refer to the Definitions section

1.0   POLICY STATEMENT

Royal Roads University ("university") promotes an organizational culture of increased awareness and shared responsibility for an **enterprise risk management program ("ERM program")** through purposeful collaboration and interaction with the university community. A university-wide perspective on risk is essential to understand the impact of risk events and to develop comprehensive and integrated approaches to control risks within acceptable levels.

Through an integrated approach, **risk management** is incorporated into the strategic, academic, and operational planning and decision-making processes in support of the university's mandate, vision, and strategic priorities.

2.0   SCOPE

This policy extends to the university's board members, employees, students, contractors, volunteers, and visitors and all academic, administrative, and research activities and operations undertaken by the university.

3.0   POLICY TERMS

3.1   The university maintains an ERM program that incorporates a consistent approach to risk management into its culture, vision and strategic and operational planning processes.

3.2   There are appropriate measures in place to address potential unfavourable impacts from risks as well as to be adequately positioned to take advantage of favourable benefits from opportunities.

3.3   The university will manage a transparent approach to risk through open and meaningful communication and monitoring of all key risks, promoting a culture of risk that seeks to evaluate and anticipate risk at the evaluation, planning and implementation stages of initiatives and projects.

3.4   ISO 31000: 2018 standards are applied by the university as the guideline for developing and maintaining its ERM program.

3.5   ERM supports the university's informed decision-making to balance opportunity-seeking activities for creating value with appropriate risk management practices to ensure protection of that value and meet its strategic goals.

4.0   AUTHORITIES, ROLES, AND RESPONSIBILITIES

The Board of Governors ("Board") is committed to ensuring that risks to the university's strategic, academic, and operational planning and decision-making activities are systematically identified, assessed, addressed, recorded, and reported in an integrated enterprise-wide approach. To uphold this commitment, the Board directs that a consistent, proactive, and coordinated ERM program and framework be established and integrated into all university activities.

Members of the university community are responsible for supporting a risk aware culture at the university and the effective management of risk. Risk management ensures that risks are identified and managed within the university's risk appetite.

4.1   Board of Governors/Finance and Audit Committee

      4.1.1.   The Board is responsible for the oversight and governance of the ERM program for the university and approving the university's risk appetite statements.

      4.1.2.   The Finance and Audit Committee ("Committee") is responsible for reviewing the university's risk appetite statements, recommends improvements to the university's overall approach to risk management, and approves risk management policies as part of the university's risk management process.

4.2   Executive

      4.2.1   The President, as delegated by the Board, has accountability for the management and implementation of the university's ERM program.

      4.2.2   The President and Vice-Presidents are accountable for promoting a risk-aware culture, supporting the integration of risk management into all university decision-making activities, and developing risk appetite statements and tolerance levels.

      4.2.3   The Vice-President and Chief Financial Officer, as delegated by the President, leads the coordination of the university's ERM program.

4.3   Vice-President and Chief Financial Officer

      Administration of the ERM program, risk management policy and processes are delegated to the Vice-President and Chief Financial Officer who will:

      4.3.1   coordinate risk management activities and procedures;

      4.3.2   monitor and report on risks and controls through periodic review of program activities and risk trends to determine necessary mitigation plans;

      4.3.3   regularly report to the executive and board on ERM program activity; and

      4.3.4   provide guidance and advice to those involved in the operational management of risk.

4.4   Academic and administrative managers are responsible for implementing good operational risk management practices and maintaining appropriate internal controls that support the effective management of risk.

5.0   DEFINITIONS

For the purposes of this policy:

Enterprise Risk Management (ERM) means the application of risk management processes and practices across the university, at all levels from strategic planning to service delivery in both academic and operational programs.

Enterprise Risk Management Program (ERM Program) means the coordinated approach to be used by the university to identify, assess, respond to and monitor risks. Includes the methods and processes used by the university to manage risks and seize opportunities related to the achievement of its objectives.

Risk means the effect (positive or negative) of uncertainty on objectives as well as the chance or probability of loss (defined by the ISO 31000: 2018)

Risk appetite means the amount and type of risk that an organization is prepared to pursue, retain or take (defined by the ISO 31000: 2018)

Risk tolerance means the acceptable level of variation around a particular set of risk-based objectives

Risk management means the consistent, coordinated, structured and disciplined effort to understand and treat risk, reduce uncertainty and better meet or exceed goals and objectives.

6.0   INTERPRETATION

Questions of interpretation or application of this policy or its procedures will be referred to the Vice-President and Chief Financial Officer whose decision is final.

7.0   RELATED DOCUMENTS

Royal Roads University Documents and Information
- ERM Framework (under development)
- ERM Procedures (under development)

Legislation and Information
- *Risk Management Guide for the BC Public Sector*, 2019
- ISO 31000:2018, and amendments thereto

Review and Revision History

Approved by Board of Governors	May 25, 2005
Reviewed by Finance and Audit Committee	March 18, 2021
Approved by Board of Governors	March 31, 2021
Reviewed by Finance and Audit Committee	June 2, 2022
Approved by Board of Governors	(one-year post-implementation)
Next review (every three-years after last approval date)	March 31, 2025

BOARD OF GOVERNORS
BRIEFING NOTE

MEETING:	June 16, 2022
AGENDA ITEM:	Strategic Investment Policy – Annual Review
SPONSOR:	Cheryl Eason, Vice-President & Chief Financial Officer
PURPOSE:	For Approval

Synopsis
At their June 2, 2022 meeting, the Finance and Audit Committee reviewed the Strategic Investment policy, portfolio plans and guidelines and the reappointment of Todd Vaughan, TD Wealth Management Group, as the investment manager for Royal Roads University and the Royal Roads University Foundation.

Fit to Vision and Strategic Direction
Goal 4: Vibrant and Sustainable

Background
At their March 29, 2019 meeting, the Board of Governors (Board) approved an amended Strategic Investment Policy (Policy) and Investment Governance Guidelines (IGG), and at their June 4, 2019 Board meeting, they approved the Strategic Investment Portfolio Plans (SIPPs) for the university and foundation.

The Board approved further changes at their June 17, 2021 meeting to the Policy (related to the investment objectives of the university and foundation) and to the SIPPs (related to eligible investments, return expectations, investment limits, and composite benchmarks).

Key Considerations
1. Revisions to the Strategic Investment Policy, Investment Governance Guidelines and Strategic Investment Portfolio Plans:
   - Policy - attachment 1 includes a copy of the Strategic Investment policy for reference. There are no changes recommended to the policy at this time.
   - IGG - attachment 2 includes a copy of the IG for reference. There are no changes recommended to the guidelines at this time.
   - SIPPs - attachment 3 includes the SIPPs for the university and the foundation. There are no changes recommended to the portfolio plans at this time.
2. Review of External Manager Performance
   Under subsection 2.8 of the IG, the Vice-President and Chief Financial Officer shall review the performance of the external manager(s) at least annually and recommend to the Board to either continue with the appointed investment manager(s) or initiate a selection process for a new investment manager(s).

Management has reviewed the performance of Todd Vaughan, TD Wealth Management Group. Mr. Vaughan has provided good service to the university and foundation over the last few years through the divestiture of pipelines, mining and oil companies, the establishment of the Stabilization Fund and the navigation through recent market volatility. The performance returns for the university have exceeded the benchmark for the 1-year and 5-year time horizons and were below the benchmark for the 3-year and 10-year time horizons. The performance returns for the university foundation have exceeded the benchmark for all time horizons (1-, 3-, 5-, and 10-year).

Recommendations

1. In alignment with the recommendation received from management and the Finance and Audit Committee at their June 2, 2022 meeting, no revisions are recommended to the Strategic Investment Policy, Investment Governance Guidelines or Strategic Investment Portfolio Plans.
2. In alignment with the endorsement received from management and the Finance and Audit Committee at their June 2, 2022 meeting, renewal of Todd Vaughan, TD Wealth Management Group, as the investment manager for Royal Roads University and the Royal Roads University Foundation is recommended.

Motions

1. That the Board of Governors approves no changes to the Strategic Investment Policy, Investment Governance Guidelines or Strategic Investment Portfolio Plans.

2. That the Board of Governors approves the reappointment of Todd Vaughan, TD Wealth Management Group, as the investment manager for Royal Roads University and the Royal Roads University Foundation.

Attachments

1. Strategic Investment Policy
2. Investment Governance Guidelines
3. Strategic Investment Portfolio Plans

Royal Roads University Policy

Policy Number: D1080
First implemented: September 17, 2010
Amended: March 29, 2019
Approved By: Board of Governors
Office of Oversight: VP & CFO

Purpose

The purpose of this policy is to provide an investment framework for Royal Roads University and the Royal Roads University Foundation to effectively maintain, manage, and enhance the investment portfolios.

Authority

In accordance with Section 57 of the *University Act* a university board (through its delegates) is authorized to:

1. invest money belonging to the university and available for investment, and
2. must, when investing under paragraph (1), make investments that a prudent person would make.

Investment Objectives

The investment objectives of the University and the Foundation differ from each other and are outlined below.

University

The primary objectives of the investment of assets for the University are to ensure that funds are invested to meet:

1. Preservation of capital in real terms,
2. Generation of sufficient annual cash flow to meet finance the University's capital and revenue investments, and
3. Growth of capital.

Foundation

The primary objectives of the investment of assets for the Foundation are to ensure that funds are invested to meet:

1. Growth of capital,
2. Generation of sufficient annual cash flow to meet foundation disbursement objectives, and
3. Preservation of capital in real terms.

Investment Governance Guidelines (IGG) and Strategic Investment Portfolio Plan (SIPP)

The IGG governs the management of the University and Foundation investment portfolios. The SIPP outlines the specific investing strategy for each investment portfolio. The IGG and the SIPP shall be reviewed and approved at least annually and as required to ensure they continue to meet the University and Foundation investment objectives.

Investment Performance and Investment Management

Investment performance of the investment portfolios and the external managers shall be assessed by the Board at least annually in accordance with the IGG. Based on the annual review, the Vice-President & CFO may recommend either to continue with the appointed investment manager or initiate a selection process for a new investment manager. The selection of an investment manager shall be made in a prudent manner, using fair selection and evaluation criteria developed for that process.

The Foundation's investment performance is managed and measured, including the stabilization account, to protect donations while stabilizing investment amounts based on yearly returns.

Responsibilities

The Board

The Board shall:

1. Review the Investment Policy at least annually and make revisions where appropriate;
2. Review the IGG and SIPP for the University and the Foundation at least annually and make revisions if necessary;
3. Approve, monitor and replace the investment managers as appropriate;
4. Consider how ESG issues are incorporated into the investment decision making process;
5. Review the performance of the external managers at least annually; and
6. Review the performance of the investment portfolios at least annually.

The Office of the Vice-President and CFO

The Office of the Vice-President and CFO shall:

1. Make recommendations on changes to the IGG and SIPP for the University and the Foundation for consideration by the Board as appropriate;
2. Recommend to the Board, for appointment, suitably qualified external professional investment manager(s);
3. Liaise with and review performance of external professional investment managers at least annually;
4. Review performance of the investment portfolios on a quarterly basis and provide performance reports to the Board at least annually; and

5. Ensure accounting for the investment portfolios in accordance with established accounting guidelines.

The Vice-President and CFO will ensure that the investment managers shall:

1. Be accountable for the investment of the assets allocated in accordance with this Policy, the IGG, and SIPP;
2. Comply with the terms of the investment manager agreement;
3. Meet with the Board as required and provide written reports regarding past performance and future strategies at least annually;
4. File an annual compliance report; and
5. Advise the Board on an on-going basis of any change in the organization, personnel or investment process where the change is material to the portfolio being managed by the Fund.

Related Documents

- Corporate Social Responsibility Policy

Dates

2010 09 17   Board Approval

2010 09 17   Implementation

2015 02 23   Review Performed

2018 12 14   Review Performed and Board Approval

2019 03 29   Board Approval

2021 06 17   Review Performed and Board Approval

Category:	Finance
Parent Policy:	Investment Policy
Parent Policy Number:	TBD
Guideline Name:	Investment Governance Guidelines
Guideline Number	TBD
Authority:	Vice-President Finance and Chief Financial Officer
Policy Sponsor:	Vice-President Finance and Chief Financial Officer
Policy Administrator	Associate Vice-President, Finance

Table of Contents

1. OVERVIEW OF INVESTMENT GOVERNANCE GUIDELINES

The investment portfolios are held through two separate legal entities: Royal Roads University and Royal Roads University Foundation. The Investment Policy, Investment Governance Guidelines (IGG) and Strategic Investment Portfolio Plan (SIPP) apply to both investment portfolios. Where required, specific references are made to the individual investment portfolios.

The IGG supports the Board of Governors' (or 'Board') Investment Policy and provides further governance on the investing of funds. The SIPP outlines the specific investing strategy for each investment portfolio. The Policy, IGG and SIPP apply to all investments[1] owned by Royal Roads University (or 'University') and the Royal Roads University Foundation (or 'Foundation').[2]

2. GUIDELINES FOR INVESTING

2.1 Risk Tolerance

The required annual rate of return for each investment portfolio shall be determined based on the investment objectives outlined in the Investment Policy. The required rate of return over time can only be achieved by accepting a level of volatility in returns from quarter to quarter end and from year to year. The expected annual rate of return for the University and the Foundation investment portfolios and the expected standard deviation shall be outlined in the SIPP and be reflected in the approved asset mix.

2.2 Asset Mix Policy

The Board shall review and approve the asset mix stated in the SIPP on an annual basis to maintain, over the long term, the best balance between investment returns within an acceptable level of risk. Assets shall be allocated across permitted strategic asset classes, based on the role of the underlying asset classes in the portfolio. The SIPP shall outline the target asset mix and the allowable range for each strategic asset class and any other specific investment limits (i.e., exposure to non-Canadian currency, exposure to international or emerging markets, maximum exposure to a single equity or bond holding< minimum credit ratings, durations, etc.).

2.3 Permitted Asset Classes / Eligible Investments

The following asset classes are permitted for investment purposes for the University and Foundation investment portfolios:

Strategic Asset Class	Role of Strategic Asset Class	Eligible Investments
Cash and Cash Equivalents	To provide liquidity, stability and diversification due to	• Government of Canada treasury bills, notes, debentures and any obligations unconditionally guaranteed by the Federal Government of Canada;

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[1] Pension plan funds and employee related retirement funds not held by RRU are excluded.
[2] RRU Foundation was incorporated under the *Societies Act*, Province of BC. The Foundation is a registered charity for the purposes of the *Income Tax Act*.

Strategic Asset Class	Role of Strategic Asset Class	Eligible Investments
	low correlation to other asset classes	• Treasury bills, notes, debentures and any other obligations unconditionally guaranteed by a provincial government of Canada; • Municipal notes, debentures and any obligations guaranteed by a municipal government of Canada; • Highly rated foreign government treasury bills, notes, debentures and any other obligations guaranteed by a foreign government; • Highly rated Banker's Acceptance, Certificates of Deposits and other instruments issued by a Canadian or foreign bank; and • Highly rated commercial paper and corporate bonds of Canadian and foreign corporations.
Fixed Income Instruments	To protect the portfolio in times of stress and provide some liquidity	• Canadian Government, real return bonds, provincial and municipal bonds, corporate securities (including the debt of corporations, supranational agencies and municipal entities whether domiciled inside or outside Canada, in developed countries), sovereign bonds from developed countries, preferred stock
Equities	To generate most of the growth in the portfolio	• Common stock and equivalents traded on Canadian, US or international markets stock exchanges

2.4 Securities Lending

The investments held in the University and Foundation investment portfolios shall not be lent out under a security lending arrangement.

2.5 Derivative Usage

Due to the additional risk associated with derivatives, derivatives shall not be used when managing the University or Foundation investment portfolios.

2.6 Leverage

Leverage is not permitted in the management of the University or Foundation investment portfolios.

2.7 Responsible Investing

Socially responsible investing (SRI) involves the integration of environmental, social and governance (ESG) values into investing activities.   The university shall require investment decisions in so far as they have a corporate social responsibility dimension, to be considered in the normal course of investing activity.   Social issues are considered alongside the university's risk, return and capital preservation criteria.   The external manager(s) shall have annual reporting requirements to allow the Board to assess the investment portfolios managed by them in terms of ESG.

2.8 External Management

Due to the size of the University and Foundation investment portfolios, the University shall use external investment managers in the management of the investment portfolios. The Vice-President & Chief Financial Officer (VP & CFO) shall review the performance of the external manager(s) at least annually and recommend to the Board to continue with the appointed investment manager(s) or initiate a selection process for a new investment manager(s).

The selection of an investment manager(s) shall be made in prudent manner, using fair and reasonable selection and evaluation criteria developed for the process. In addition to approving the appointment of the external manager(s), the Board shall approve the level of discretion the external manager(s) is granted to buy and sell investments within their stated mandate.

2.9 Treasury Management

Royal Road University's Financial Services Department, under direction of the VP & CFO, shall be responsible for effective treasury management to ensure the best possible use of the funds, to maintain liquidity, maximize returns and mitigate operational and financial risk. Where a portion of the University or Foundation investments portfolio is managed by external manager(s), the Financial Services Department shall transfer funds to/from the external manager(s) to maintain liquidity and maximize returns. The Financial Services Department may directly invest in accordance with this IGG and the SIPP.

2.10 Conflict of Interest

All persons working with the university (internal and external) must be cognizant of the possibility that conflicts, or perceived conflicts, may arise and must comply with the following:

- Shall make timely and full disclosure of any material conflict of interest relating to them, or any material ownership of securities, which could impair their ability to render unbiased advice, or to make unbiased decisions, affecting the administration of the Funds' assets.
- Shall not make any personal financial gain (direct or indirect) because of his or her fiduciary position. However, normal and reasonable fees and expenses incurred in the discharge of his/her responsibilities are permitted if documented and approved by the university.
- Shall not accept a gift or gratuity or other personal favour that is material, from a person with whom the person deals in the course of performance of his or her duties and responsibilities for the Funds.

2.11 Related Party Transactions

All persons working with the university (internal and external) may not enter into a transaction with a related party unless:

- The transaction is both required for operation and/or administration of Funds and the terms and conditions of the transaction are not less favourable than market terms and conditions; or,
- Securities of the related party are acquired at a public exchange.

3.   GUIDELINES FOR MONITORING AND MEASURING PERFORMANCE

3.1. External Manager Performance

Each external manager shall be evaluated as follows:

a) A benchmark shall be established for each investment portfolio that is managed by an external manager.   The benchmark can include more than one underlying indices, where appropriate, with appropriate weighting applied. The benchmark for each investment portfolio managed by an external manager shall be approved by the Board and used to assess the performance of the external manager and the value added.

b) The performance of an external manager shall be reviewed at least annually by the Board and shall include a review of the specific investment portfolio returns against the approved benchmark for a 1 year, 3 year, 5 year, 10 year and since inception time horizon.

c) Royal Road's Financial Services Department shall receive monthly reports from the external managers showing the market and book value of the individual securities held in the investment portfolios and the income and capital gains earned for the period. This information shall be used to assess the performance of the investment portfolio between annual reviews and monitor any deviations from the mandate provided to the external manager.

3.2. Investment Portfolio Performance

The performance of the University and the Foundation investment portfolios shall be reviewed by the Board at least annually against the expected annual rate of return identified in the SIPP.   The review of performance shall be measured for a 1 year, 3 year, 5 year, 10 year and since inception time horizon.

4.   GUIDELINES FOR REPORTING

4.1 Quarterly Reporting

The VP & CFO or delegate shall ensure the administration and guidelines of the investments and the financial controls are established to support the fiduciary duties of board and management.

The VP & CFO shall report to the President and Executive Committee quarterly on the performance of the investment portfolios and any compliance deviations during the quarter.   Reporting shall include all investments managed internally and externally.

4.2 Annual Reporting

The VP & CFO or delegate shall provide the following reporting to the Board at least annually on the University and Foundation investment portfolios:

a) Investment reports that allow the Board to perform the performance reviews outlined in Section 3 for the University and Foundation investment portfolios and for each external manager.

b) A report showing any deviations from mandates that occurred during the year.

c) A report for each investment portfolio that allows the Board to review the holdings in terms of ESG factors and determine whether any changes are required.

d) Audited financial statements for the Foundation and consolidated audited financial statements for the university that include the Foundation with investments shown in accordance with the stated accounting principles.

e) A review of each external manager's performance as well as a recommendation to continue with the appointed investment manager(s) or initiate a selection process for a new investment manager(s).

5. RELATED DOCUMENTS

a) The Universities Act
b) Royal Roads University Act
c) Financial Administration Act
d) Investment Policy
e) Strategic Investment Portfolio Plan

6. GUIDELINE HISTORY

The following documents the amendments to this document, as required.

DATE	VERSION NO.	SUMMARY OF AMENDMENTS
March 29, 2019	1	Original

STRATEGIC INVESTMENT PORTFOLIO PLANS

PORTFOLIO FUND: **ROYAL ROADS UNIVERSITY – TD WATERHOUSE WEALTH MANAGEMENT GROUP**

Fund Management

- Externally managed by TD Waterhouse Wealth Management Group ("TD Wealth")

Level of Discretion Granted to External Manager

- Discretionary management on all accounts

Eligible Investments

Strategic Asset Class	Eligible Investments
Cash and Cash Equivalents	• Government of Canada treasury bills, notes, debentures and any obligations unconditionally guaranteed by the Federal Government of Canada; • Treasury bills, notes, debentures and any other obligations unconditionally guaranteed by a provincial government of Canada; • Municipal notes, debentures and any obligations guaranteed by a municipal government of Canada; • Highly rated foreign government treasury bills, notes, debentures and any other obligations guaranteed by a foreign government; • Highly rated Banker's Acceptance, Certificates of Deposits and other instruments issued by a Canadian or foreign bank; and • Highly rated commercial paper and corporate bonds of Canadian and foreign corporations.
Fixed Income Instruments	• Canadian Government, real return bonds, provincial and municipal bonds, corporate securities (including the debt of corporations, supranational agencies and municipal entities whether domiciled inside or outside Canada, in developed countries), sovereign bonds from developed countries, preferred stock, Exchange Traded Funds
Equities	• Common stock and equivalents (including Exchange Traded Funds) traded on Canadian, US or international markets stock exchanges

Prohibited Investments

- Companies in the alcohol and tobacco industries, pipelines, mining and oil companies

ROYAL ROADS UNIVERSITY – TD WATERHOUSE WEALTH MANAGEMENT GROUP Cont'd

Asset Mix			
Asset Type	**Target**	**Target Range**	
		Min.	**Max.**
Cash	5%	0%	30%
Fixed Income	75%	55%	85%
Equity	20%	10%	30%
Expected Annual Rate of Return		2.48%	
Standard Deviation		+/-3.81%	
Investment Limits			
Maximum Exposure to Single Entity	Single Entity or Bond Holding	10% single entity or 5% individual security holding	
Maximum Equity Exposure to Non-Canadian Currency		60%	
Equity Mandate to US Holdings		60%	
Minimum Credit Rating		BBB	
Duration not to Exceed		Not greater than average of Total Return Universe Bond Index	
Composite Benchmarks			
Canadian Universe Bond Index ETF		40%	
Canadian Short-Term Bond Index ETF		5%	
Ishares U.S Corporate IG Bond Index ETF		35%	
S&P 500 Total Return Index		10%	
S&P TSX Composite Total Return Index		8%	
MSCI EAFE (Europe, Australia & Far East) US$ Total Return Index		2%	
Composite Benchmark*		100%	

*Based on target Geographical Breakdown for Equities note in exposure limits (i.e., 34% Canadian, 60% US and 6% International)

PORTFOLIO FUND: **ROYAL ROADS UNIVERSITY - CDP**

Fund Management

- Provincial Central Deposit Program (CDP)

Eligible Investments – Cash and Cash Equivalents

- Government of Canada treasury bills, notes, debentures and any obligations unconditionally guaranteed by the Federal Government of Canada;
- Treasury bills, notes, debentures and any other obligations unconditionally guaranteed by a provincial government of Canada;
- Municipal notes, debentures and any obligations guaranteed by a municipal government of Canada;
- Highly rated foreign government treasury bills, notes, debentures and any other obligations guaranteed by a foreign government;
- Highly rated Banker's Acceptance, Certificates of Deposits and other instruments issued by a Canadian or foreign bank; and
- Highly rated commercial paper and corporate bonds of Canadian and foreign corporations.

Asset Mix and Expected Annual Rate of Return

Asset Mix	100% allocation to Cash and Cash Equivalents
Expected Annual Rate of Return	1.0%

PORTFOLIO FUND: **ROYAL ROADS UNIVERSITY FOUNDATION**

Fund Management

- Externally managed by TD Waterhouse Wealth Management Group ("TD Wealth")

Level of Discretion Granted to External Manager

- Discretionary management on all accounts

Eligible Investments

Strategic Asset Class	Eligible Investments
Cash and Cash Equivalents	• Government of Canada treasury bills, notes, debentures and any obligations unconditionally guaranteed by the Federal Government of Canada; • Treasury bills, notes, debentures and any other obligations unconditionally guaranteed by a provincial government of Canada; • Municipal notes, debentures and any obligations guaranteed by a municipal government of Canada; • Highly rated foreign government treasury bills, notes, debentures and any other obligations guaranteed by a foreign government; • Highly rated Banker's Acceptance, Certificates of Deposits and other instruments issued by a Canadian or foreign bank; and • Highly rated commercial paper and corporate bonds of Canadian and foreign corporations.
Fixed Income Instruments	• Canadian Government, real return bonds, provincial and municipal bonds, corporate securities (including the debt of corporations, supranational agencies and municipal entities whether domiciled inside or outside Canada, in developed countries), sovereign bonds from developed countries, preferred stock, Exchange Traded Funds
Equities	• Common stock and equivalents (including Exchange Traded Funds) traded on Canadian, US or international markets stock exchanges

Prohibited Investments

- Companies in the alcohol and tobacco industries, pipelines, mining and oil companies

ROYAL ROADS UNIVERSITY FOUNDATION Cont'd

Asset Mix			
Asset Type	**Target**	**Target Range**	
		Min.	**Max.**
Cash	5%	0%	30%
Fixed Income	45%	40%	70%
Equity	50%	25%	65%
Expected Annual Rate of Return			3.94%
Standard Deviation			+/-4.67%
Investment Limits			
Maximum Exposure to Single Entity	Single Entity or Bond Holding	10% single entity or 5% individual security holding	
Maximum Equity Exposure to Non-Canadian Currency		60%	
Equity Mandate to US Holdings		60%	
Minimum Credit Rating		BBB	
Duration not to Exceed		Not greater than average of Total Return Universe Bond Index	
Composite Benchmarks			
Canadian Universe Bond Index ETF		25%	
Canadian Short-Term Bond Index ETF		5%	
Ishares U.S Corporate IG Bond Index ETF		20%	
S&P 500 Total Return Index		25%	
S&P TSX Composite Total Return Index		20%	
MSCI EAFE (Europe, Australia & Far East) US$ Total Return Index		5%	
Composite Benchmark*		100%	

*Based on target Geographical Breakdown for Equities note in exposure limits (i.e., 34% Canadian, 60% US and 6% International)

Office of the Vice President Academic and Provost
Report to Board of Governors
16 June 2022

GENERAL

- As of April 1, 2022, Tony Boydell is now School Director for the School of Environment & Sustainability (SES) and Chris Ling is the Program Head for MEM.
- After 5 years, Todd Thexton has stepped away as Director, School of Business and the role will be filled by Interim Dean, Rob Mittelman until a replacement is secured.

COVID-19 RESPONSE AND RECOVERY PLANNING

- The university continues to follow public health guidelines, including the removal of the mask mandate for indoor spaces on campus though we continue to emphasize our "mask-friendly" policy.
- RRUSA and RRUFA have released a united statement on returning to campus, Covid and masks.

LEARNING AND TEACHING

- The School of Business has recently been awarded two grants to support Indigenous Curriculum Development. The first— $1,250 from the MAEST funding to support Indigenous Curriculum Development will enable the school to hire an Indigenous research assistant to explore whether and to what extent the design of assessments may generate structural barriers for Indigenous students who wish to engage in their studies without surrendering their authentic voice. The second—funded through the Exploring New Ways funding 2022 ($5,077)—will provide us with resources to engage an Indigenous researcher to complete a comprehensive audit of the current MBA curriculum in order to formulate recommendations for strengthening Indigenous perspectives in both the curriculum of specific courses, and in the learning processes implemented in the program.
- The first offering of the Graduate Certificate in Indigenous Economic Development (offered in collaboration with Haisla Nation Council) ended in March. Scheduling for the next open offering is in process.
- The first offering of the PCS Climate Action Practitioner Micro-credential launched on March 28th with 19 participants from RRU and 15 registrants in the first course (Climate Change Adaptation Fundamentals).
- The MGM 5-year external review is nearing completion. The three external reviewers, from Thompson Rivers University, Mount Royal University, and Carleton University, visited RRU on April 7 and 8. They met with a wide variety of stakeholders and were asked to explore a number of issues, including the quality and focus of the program, program alignment with student and community needs, delivery options, and diversity.
- The BCom external review has been completed. The external reviewers included an independent consultant and educator, and faculty from the University of Calgary and the University of British Columbia. The reviewers met with program staff and stakeholders on April 25 and 26, exploring issues including program identity and objectives, and its congruence with industry and student needs.
- BBA student Adrienne Hemmons has been accepted to attend CAMO 2030, a global innovation lab for the UN Sustainable Development goals being held this September in New York. Adrienne's application was selected from over 3,000 applications from youth leaders around the world. Adrienne has been identified as one of the top 10% of Changemakers from across the world who is taking action for the #GlobalGoals.
- The School of Leadership Studies has developed a new webinar series: Decolonizing Leadership: A New Webinar Series. The first webinar saw a record-breaking 1,115 registrants who had an opportunity to learn from Harmony Johnson who shared insights from the "In Plain Sight" report with recommendations for health systems transformation. The second webinar had 778 registrants and featured Melanie Goodchild, author of the 2021 article: Relational Systems Thinking: That's how change is going to come, from our Earth Mother. She described systems thinking through the lens of irreducible wholeness and relationships and drew upon the Haudenosaunee Two-Row Wampum Belt as a guiding metaphor for working across Indigenous and Western cultures. The third webinar already has 733 registrants and will focus on Trauma-Informed Approaches to Cultural Safety, featuring Harley Eagle.
- RRU and The Maria Grzegorzewska University have just jointly signed a MoU. This mainly pertains to the Grad Cert in Transforming Child Protection to Wellbeing program as they have a focus on social pedagogy and offer a related MA program. Kathleen Manion is also a Keynote Speaker in their upcoming conference: International Conference Discourses of Childhood and Social Education entitled Child Rights as a Catalyst for Social Education.

RESEARCH

- Financial crimes expert and School of Business faculty member Mark Lokanan was awarded a $100K research grant from New Frontiers in Research.

- DBA candidate Neil Cody has received a MITACS Accelerate Grant for $160,000 to support his investigation into the fundamental principles of gamification (in partnership with Velsoft). The research is supervised by Bill Holmes.
- Canada Research Chair in Re-imagining Capitalism Julie MacArthur was featured in Education News Canada in March discussing diversity in the energy sector. Through her association with the Women and Inclusivity in Sustainable Energy Research (WISER) network they have applied for a SSHRC grant to further their research in this field.
- DBA students have been successful in the following external awards during the 21-22 fiscal year, totaling $505,000.
  - **Active Mitacs Accelerate Internships** (total values): Nkem Onyegbula ($120,000), Elizabeth Williams ($45,000), Neil Cody ($160,000), Naomi Parker ($30,000), Karly Nygaard-Peterson ($90,000)
  - **BC Graduate Scholarship** ($15,000 each): Chafika Eddine, Shelly Lyons, Arianna Bhagwansingh, Elizabeth Williams
- Amy Zidulka and Ingrid Kajzer Mitchell were awarded a $50,000 Ministry of Health Institutional Grant to work on their project: Fostering interorganizational collaborative capacity for a climate resilient healthcare system.
- The Resilience By Design's Adaptation Learning Network project – a 3.5 year, $2 million research and climate adaptation capacity building project, has received another $100,000 from the BC Ministry of the Environment and Climate Change Strategy to continue and sustain the work of the project over the 2022-2023 fiscal year.
- The VPA office, in partnership with the VPRI and VPCA, hosted three workshops (2 in-person, 1 virtual) with Scott White from The Conversation for faculty to learn about how to pitch story ideas for inclusion in The Conversation.

COMMUNITY ENGAGEMENT

- SCC Professor Geoff Bird successfully received funding ($24,500) from the City of Victoria from their culture operating budget to conduct 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 standing 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. The planned 22-minute film suits for television and will be posted for free access online for Indigenous and non-Indigenous people as well as students at RRU.
- Indigenous Education Manager Russell Johnston and Songhees Elder and Honourary Doctorate recipient Clarence (Butch) Dick led a session at the School of Communication and Culture's Conference on Communication Ethics on Indigenizing Professional Communication.
- Five teams from the BBA Sustainability & Innovation gave final project presentations to the City of Langford this week. The projects' remit was to use core design-thinking principles to assist the City of Langford in developing and nurturing a vibrant arts and culture offering.
- The Royal Roads Design Thinking Challenge ran successfully, in collaboration with the Royal BC Museum. The winning team was Okanagan College, with Rotman (U of T) placing second, and McMaster and Royal Roads tying for third. The challenge featured an international panel of judges, including representatives from the Bill and Melinda Gates Foundation in the US, Sonder Collective in Nigeria, the BC Public Service, Disco Innovation, and the Royal BC Museum in Victoria.
- The Royal Roads Design Thinking Educators' Conference welcomed 63 presenters and attendees, and featured a special focus on design thinking, equity and power.
- Danica Straith, Faculty of Management's new Director of Community Learning Partnerships presented at the monthly gathering of the Heron People in April. Danica provided an update on our community outreach in search of community learning partners, in particular an update on a potential BBA partnerships conversation with T'Sou-ke, as well as Ashoka Fellow and RRU alum, Kelly Terbasket's request for her Silyx-centered coaching curriculum to be accredited and brought into the coaching certificate at RRU.
- Danica Straith and Dale Gann met with Ecoasis (Bear Mountain ownership) who have 500 acres to develop and are looking to our students to help research and strategize about how to build this land to develop affordable and sustainable housing. They are looking to break out of high-end real estate and begin addressing affordability issues through this multi-year project.
- Fifteen City of Colwood employees are participating in a two-hour CityStudio workshop on June 2nd in Sneq'wa e'lun. Danica Straith will lead the discussions and get to the root of some of the municipality's issues that could involve RRU student support as project-based coursework.
- FSAS had a successful day-long workshop with key stakeholder and rights holder interested in developing a climate action competency framework based on the ResilienceByDesign's (RbD) Climate Adaptation Competency Framework. The workshop was co-sponsored by Pearson College and the RbD and included subject matter experts from government, industry and various climate service organizations, in addition to Indigenous scholars (including Russ Johnston) and representatives from Pearson College and RRU.

PEOPLE AND PLACE

- Meagan Hamilton has started her limited term faculty member position with SES, working with the new Indigenous Environmental Leadership program that is in development in partnership with ECO Canada.

- Shelley Jones recently returned from Uganda, where she was doing research for her SSHRC-funded project, COVID-19 as an urgent call for commitment to women's resilience and empowerment: A participatory action research project with vulnerable women in Uganda.
- matthew heinz attended the U.S. Central States Communication Association Annual Convention in Madison, Wisconsin, March 29-April 2. He received the Top Paper Award for the Performance Studies and Autoethnography Interest Group as well as the Top Paper Award for the Sexual Orientation and Gender Identity Caucus at the conference. In addition to presenting these two papers, heinz presented a third paper for the Interpersonal Communication Studies Interest Group; served on a pre-conference panel on BIPOC, transnational, queer and trans scholars; participated in a President's panel on equity and inclusion; and was recognized for his work in chairing the inaugural Committee on Equity & Inclusion for CSCA.
- Matt Dodd is currently in Ghana working on his research of Xenobiotic Substances and Heavy Metals in the Ghanaian Environment.
- Dr. Robin Cox participated in a meeting hosted by the Lieutenant Governor of BC, Honorable Janet Austin, to discuss the potential for organizing a forum this fall related to climate adaptation. The meeting was also attended by Exec Director Pacific Institute for Climate Solutions, research VP/Associate VP from UBC, SFU, a representative from UBCM, the board chair and executive director of Fraser Basin Council and Director of the Cascade Institute.
- Dr. Wendy Rowe is the successful nominee for the prestigious Canadian Evaluation Society (CES) "Contribution to Evaluation in Canada Award." Her award will be conferred and celebrated during the CES-C2022 Awards Luncheon taking place on Tuesday June 14th in Winnipeg.

FIVE-YEAR REFLECTION

As an opportunity to reflect on the accomplishments over the past five years at the university and the major part that my portfolio had the privilege of being a part of, I wish to leave you a reflection of the exceptional work of the VP & CFO portfolio staff and their many hours of work and effort. I am proud to have had the chance to lead such a dedicated and talented team.

SUSTAINABILITY

Risk Management

- Development of an enterprise risk management program and the incorporation of risk dashboards and risk appetites with executive and board reporting to ensure the university will continue to identify, monitor and mitigate institutional risk.

- Development of a structured emergency planning and preparedness program, including the normalization of the Emergency Planning Working Group with collaboration and representation from across campus, maturing institutional resilience.

- Operational support of the university's rapid and planned response to the COVID-19 response and recovery for the past 2 years.

- Introduction and resourcing of the university's safety program, complementing the work of the Joint Occupational Health and Safety Committee.

- Implementation of a geo-separated, hybrid technology environment for improved redundancy and disaster recovery of the university's IT equipment and systems.

- Introduction of stabilization fund for the university foundation's investment portfolio to sustain donor investment funding available for student awards.

- Introduction of the financial sustainability framework in alignment with Vision 2045 and the Strategic Planning process.

- Establishment of a governance document framework and process for the management of policies, procedures, directives and guidelines.

- Implementation of governance committees for Human Resources and Information Technology to support policy development and decision-making.

Financial Sustainability

- Continued enhancement of a collaborative approach to the annual budget process including educational/strategic sessions with senior leadership and additional support for the budget holders throughout the budget process.

- Institutionalization of monthly forecasting of student enrolments, tuition revenue, and other revenue and expenses allowing the university to implement mitigation strategies to achieve budget objectives.

- Achievement of a balanced budget in fiscal years 2020/21 and 2021/22 during the pandemic without compromising student experience or labour continuity.

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- Introduction of Investment Governance Guidelines and Strategic Investment Portfolio Plans to govern the management of investment portfolios and strategies for the university and foundation.

- Approval of the Delegation of Authority policy to establish authority for the President and administration to act on behalf of the university.

- Confirmed the internal requirement for a dedicated enterprise procurement function, making the case for this through the engagement of an external procurement specialist on a project basis, and then moving to establish an employee position within the Financial Services division.

People, Culture and Climate Action

- Advancement of greenhouse gas emission reduction initiatives through capital and operating activities in support of the university's Climate Action Plan. Specific projects include: upgraded electrical infrastructure; continued work on the campus EVCS; and an upgraded facility heating/boiler system.

- Advancement of the electrification of university's operational fleet and infrastructure in alignment with its Climate Action Plan.

- Establishment of the Healthy U employee wellness program and the Employee Learning and Development Framework, confirming the university's commitment to employees.

- Completion of a successful collective bargaining process in 2019/20 with the university's unionized employee groups.

- Introduction of a Blended Work Arrangements Pilot project, supporting eligible employees with flexible work arrangements while meeting operational and service requirements.

- Launch of LinkedIn Learning to provide online resources for work and non-work related learning for employees.

- Divestment of investments in pipelines, mining and oil companies and introduction of equities into the university investment portfolio.

- Establishment of the International SOS service for university employees and students to provide emergency health and security risk support to those traveling abroad on university business.

- Introduction of a tuition assistance program for employees and their families, supporting the vision of the university for lifelong learning.

- Completion of an institution-wide market adjusted salary review – a first at the university – in support of RRU's commitment to employees.

- Launch of new HR policies: Safe Disclosure (whistleblowing), Campus Smoking (introduction of legalized cannabis on campus), and Standards of Conduct and Service for Employees and Contractors.

- Expansion of benefit coverage for exempt temporary full- and part-time employees.

- Supported the launch of focused EDI action at the university through the development of an initial EDI action plan in 2017, leading to the elevation of an enterprise-wide approach.

- Signing of framework agreements with the First Nations of Esquimalt and Songhees regarding the disposition of the Royal Roads lands in support of the long-term success of the university in Colwood.

Infrastructure and Technology Capital Renewal

- Realignment of the operations and resilience portfolio to strengthen and mature routine campus management functions to ensure timely, consistent and efficient approach to operations.

- Designed the 10-year lifecycle renewal approach for vehicle and equipment replacement, which clearly outlines steps towards asset renewal and electrification (vehicles and equipment).

- Completion of three major capital infrastructure projects: Sherman Jen Building, Boathouse and Dogwood Auditorium, totaling $43M in capital improvements to add to the growth and development of the university.

- Submission to the BC government of a comprehensive business plan in partnership with Camosun College and the University of Victoria for the development of a campus in the West Shore. RRU coordinated development of the plan and led the operating and capital analysis work in addition to taking the lead on the capital project development requirements and design coordination.

- Investment of $3.5M to upgrade the Rose Garden Cottage, the first existing building on the Colwood campus to achieve zero carbon building design standard.

- Initiation of capital planning work to support the development of a new on-campus student accommodations facility that will include space for student support functions. Continued analysis of on-campus student accommodation requirements to meet the needs of RRU's student population and considers future upgrades to existing dorms and ensuites as well as new facility development.

- Completion of the Web Presence Renewal project, launching a new and dynamic online presence and enhancing the functionality and accessibility of the university's website for students, employees and guests.

- Advancement of the enterprise systems upgrade program, Ocelli, an integrated approach to data governance and business intelligence improvements, a new student management system, financial system upgrades and enhancements to HR data systems and management. This is the first major IT capital investment for the university since 2003.

- Development of a technological asset lifecycle renewal program with annual investment levels continuing to be prioritized to address technology equipment and system deficits.

Office of the Vice-President Communications and Advancement
Report to the Board of Governors
16 June 2022

COVID-19 RESPONSE AND RECOVERY PLANNING

Communications

Communications efforts around COVID have decreased significantly with lifting of restrictions. RRU messaging has focused on alignment with the PHO order. The communications team continues to monitor the issue and is preparing for fall messaging should infection levels increase.

RESEARCH, LEARNING AND TEACHING

Communications

West Shore Campus (WSI): In anticipation of the possible approval of the WSI project, the communications team is prepping event plans and materials and working collaboratively with project partners. Consultation conversations are ongoing with the Chiefs of South Vancouver Island Nations and Indigenous community groups regarding academic programming and the functional and aesthetic design of the campus buildings.

Marketing

To better track and monitor advertising in market, the team is developing a weekly and monthly marketing report. Results will be shared with the executive and the board.

2022-23 Climate Action - Corporate Awareness Campaign. Understanding our students need to feel hope and empowerment in these turbulent times, the team has developed a new awareness campaign positioning RRU as a climate action leader. The campaign is in its creative concept stage and will demonstrate the university's interdisciplinary expertise in the climate field while asking prospects to get involved with climate education and 'steer the system' with us collectively. Focus groups with diverse stakeholders were held in April. Those insights will inform campaign key messaging. Our message will demonstrate the "all-hands" approach and real solutions being developed; everyone working together, receiving leading-edge education, is how we make a difference.

Branded Installations. To celebrate RRU's vision and *Life.Changing* tag line we are developing ideas to bring each of these to life on campus. A large exterior building banner showcasing our vision will be installed on the front stairwell of the Sequoia building, facing up the hill for full visibility of traffic. In addition, large mosaic wall decals installed on interior walls in Sherman Jen, Grant and Sequoia will feature the vision and images of "inspiring people" of RRU. Planning for the installation of exterior window decals featuring out tagline on the Millward arch is underway, as well as designs. The installation of 3D acrylic lettering of the tagline is also being explored. New themed pole banners will be installed in June and rotated seasonally.

Signage Strategy. Interior washroom and stairwell signs are complete for all buildings and building ID signs have been installed for Millward, Nixon, Sherman Jen, Library, and Grant. Tender is going out this week for manufacturing of the new gateway sign with planned completion by December 2022. While construction is underway, a temporary sign will be placed at the campus entrance.

COMMUNITY ENGAGEMENT

Operations

The advancement team is partnering with IT to prepare a fall project launch to upgrade its CRM platform, Raiser's Edge, to Raiser's Edge NXT. This upgrade represents an important advancement infrastructure investment and will streamline fundraising operations, yielding enriched business processes and efficiencies that will better serve the refreshed advancement strategy.

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Advancement
2021/22 Efforts
As the advancement team embraced proactive fundraising, they wrapped 2021/22 with several milestone achievements. Most notably, annual campaign work yielded more than a 2x increase to the RRU donor base, from 219 donors in 20/2021 to 606 in 21/2022, with more than $1.129M raised from 1,484 donations. With the new Advancement Director, Rebecca Sharma, now in place, these early successes offer a solid foundation to grow the advancement and alumni relations program, and work is underway to refresh a multi-year strategy, integrating the work of both programs.

Final 2021/22 Advancement Revenue Outcomes

Year	*Revenue*	*Donors*	*Gifts*
2019/20	2,600,000	203	942
2020/21	588,000	219	823
2021/22	**1,129,206.15**	**606**	**1,484**

*It should be noted that 19/2020 revenue benefited from one major gift of $1,800,000.
*Revenue target for 2021/22 was 1,138,000, $8.7k below plan and a solid effort for a new team.

Case for support development. Development of a case for support is well underway with an external case writer. This project has taken longer than expected due to competing priorities.

2022 Alumni Appeal. On the heels of last year's ***The Tomorrow Makers*** alumni appeal, the advancement and alumni relations teams are reviewing lessons learned to inform the strategic development of the 2022 Alumni Appeal, slated to launch in September with a growth and KPI focus.

2022 President's Garden Party. Planning is underway for the annual return of The President's Garden Party, scheduled for Sunday, July 24. One of our most popular donor cultivation and stewardship events of the year, the team will profile *Vision in Bloom*, anticipating an at-capacity showing in the gardens.

2022 *Vision in Bloom (ViB)* campaign. Launched in April 2022, this six-month campaign has raised over $12,000 in its first month. While donation levels have decreased from last year, gift response rates are solid with 113 gifts to date. Through three direct mail waves the appeal will reach 20,000+ people on South Vancouver Island. A robust commemorative bench program, earned media, and advertising will bolster the appeal, with a soft wrap in September 2022. Building on last year's ViB success, this campaign elevates and amplifies work underway in the Japanese garden, kitchen garden and Glass House.

Communications
Media Tracker. The comms team is now using a powerful new data-gathering tool, created by UBC communications, to measure media requests, interviews, variety of people interviewed, and more. Reporting allows RRU to sort data into snapshots and trendlines. A media search function allows comms to search reporters or outlets to review past interactions, including responses and notes.

Indigenous Engagement
Indigenous Graduation: Held this year in the Centre for Dialogue this event welcoming 15 Indigenous graduates and their families and friends for a special Indigenous focussed ceremony ahead of regular convocation. Graduates were blanketed by Asma-na-hi and Elder Shirley Alphonse and then celebrated by their family, friends, RRU executive, faculty and board of governors. Members of the Heron Peoples Circle addressed the graduates with congratulations and good wishes for the future.
Pulling Together: Foundations Guide: It is launched! At the beginning of June, marking the start of National Indigenous Peoples Month, we launched a wonderful cultural competency module to all faculty and staff. To date 60 RRU employees have registered for this online learning opportunity. Our sincere

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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.

Indigenous Engagement Strategy. Conversations with Melanie Goodchild continue as we work towards an outline to begin consultation and conversation around a RRU Indigenous Engagement plan. When reviewing this past year, RRU has leaned into "actionable" engagement, communication strategies, and Indigenous research policies versus a written plan. The process we will use to develop an Indigenous Engagement Plan will, in and of itself, constitute Indigenous engagement. The process will be non-linear, conversational and based on Indigenous ways of being and knowing with an aim of continuing the RRU truth and reconciliation journey for all involved.

National Indigenous Peoples Month & Day – this year we have 19 partners who have joined the planning committee. Asma-na-hi leads this effort, administrating, directing, and guiding the event, with support from event coordinator, Gigi Choy. 3000+ people are expected on campus June 21 for a canoe protocol, dancing and drumming, a cultural market, food trucks and a performance stage.

Communications, Marketing, Campus Services, Alumni Relations, Indigenous Engagement
Back Home Again: As part of our broader alumni engagement strategy, and for the first time in two years, the alumni relations team welcomed 100+ guests including alumni on campus for a red-carpet private screening of the animated short film *Back Home Again*, produced by alumna Charmaine Hammond from the Master of Arts in Conflict Analysis and Management program.

Homecoming: planning is underway for our annual Homecoming event, where we anticipate welcoming 200+ participants on campus September 9 – 11, reuniting alumni, ex-cadets, faculty and staff from RR Naval, Tri-Services & Military Colleges. This year's activities will include the addition of a donor recognition event and a Military Heritage Committee project competition.

Spring Convocation: Between June 9 – 14 the team welcomed over 4,500 people to campus as graduates, alumni from 2020 and 2021, and their family and friends arrived to celebrate achievement. Celebrations began with Indigenous graduation (see above) on June 9, followed by a special Speakers Series featuring our new honorary doctorate (HD) Autumn Peltier. The day ended with the HD dinner where Autumn and our second HD, Raffi Cavoukian were honoured. June 10 we celebrated all 2021/22 graduates with three high-energy ceremonies throughout the day. June 13 and 14 our teams welcomed those who graduated during COVID with similar ceremonies. All events were highly successful and engaging for the community.

PEOPLE AND PLACE
VPCA Hiring Update
We continue to seek an AVP Comms and Marketing and are working in initial stages of the Director of Marketing competition. We aim to have both positions filled with highly qualified candidates by August.

Campus Services
Public Visitation opened with guided tours on May 21 and since then we have welcomed higher than expected visitor numbers to-date *(2,200 complimentary garden visitors/500 tour guests)*

Signature events held in the last month include the staff and faculty BBQ, Campus Conversation, spring convocation and its supplementary events, alumni celebrations, and a Speaker Series event. Upcoming events include NIPD, the President's Garden Party, Homecoming and the Founder's Dinner.

Wedding season: May – October with 55 weddings contracted and the return of ancillary revenue.

Campus Store Marketing Plan has been developed with monthly promotions to target e-commerce sales and increase outreach to students studying abroad.

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Office of the Vice-President Research and International
Report to the Board of Governors
16 June 2022

GENERAL

- The VPRI presented the draft Five Year Rolling Strategic Plan to the RRU community (extended executive, Academic Council and Community of Practice) as well as to the Board of Governors Committees (PRC, GNC, and FAC) for information and feedback. It is now being brought forward to the Board of Governors for approval.
- The first Climate Action Plan annual report to the Board of Governors is included in the June 2022 package. The Climate Leadership Committee (CLC) has welcomed elder Butch Dick as a member. Work is underway to review draft charter and membership for three climate advisory working groups: Education & Research; Outreach, Partnerships & Engagement; and Climate Mitigation and Adaptation.
- The VPRI and Cascade Institute met with UVic to discuss collaboration opportunities. A town hall was held at UVic on May 19th.
- In early May, the President, the Director of Global Partnerships and Recruitment and AVP Professional and Continuing Studies, travelled to Europe to continue building relationship with key partners (Grenoble Ecole de Management in France, Artevelde University of Applied Sciences in Belgium and Avans University of Applied in Sciences in the Netherlands) as well as developing new opportunities with Les Roches and the International Institute of Management Development (IMD) in Switzerland.
- As President of the Advisory Council, the VP Research and International will be attending the Inter-American Organization for Higher Education (IOHE) in San Jose, Costa Rica (June 9-10) focusing on the development of IOHE's strategic plan.
- Work on the Westshore Campus project continues. Focus during the last quarter has been around the value engineering exercise with our prime consultants to review scope, schedule and budget as well as working with our PSI partners to achieve the sign off on final program and physical space requirements.
- Business Development scanned the Federal and Provincial Government 2022 budgets and *Stronger BC* economic framework to identify opportunity areas and for the University. Through partnerships with post-secondary institutions to deliver education and skill development aligned with labour needs, the BC Government seeks to address the one million job openings expected in the next 10 years. The Government of Canada announced funding for a new Innovation Agency

COVID-19 RESPONSE AND RECOVERY PLANNING

- The Global Recruitment team continues hosting webinars to create awareness, showcase faculty experience and engage with prospective students. The team also continues to host virtual classroom visits with our school partners to support undergraduate programs intakes in the fall.
- The 6+ month admissions and Student VISA application processing timelines are continuing to cause duress to staff, agents and applicants who are reaching out with increased anxiety over the status of their applications. In constant damage control with recruitment and agents.

LEARNING AND TEACHING

- The VP Research and International continues maintaining engagement with students through the delivery of the MGM case study sessions and the one-week DBA seminar course.

RESEARCH

- A total of $2.5 million has been secured for the full fiscal year in approved projects. New projects with funding starting this fiscal year include those for Mark Lokanan; Robin Cox; George Veletsianos & Jaigris Hodson; Runa Das; Shelley Jones; and Rob Newell.
- Dr. Rob Newell's nomination for the Tier 2 Canada Research Chair in Climate Change, Sustainability, and Biodiversity was successful and he will begin in July.
- Dr. George Veletsianos' Canada Research Chair has been extended to August of 2024 and recruitment is expected to begin this fall to refill the chair. Location and focus of the chair have not yet been finalized.

- The Research Ethics Board met on June 1st to discuss updates to the Indigenous research ethics process and ethical review form.
- The Office of Research Services staff attended the 2022 Canadian Association of Research Administrators (CARA) 2022 conference with sessions focused on compliance, EDI, funding through/with the Tri Agencies and Canada Foundation for Innovation (CFI), honoraria, research incentives, among other topics.
- In April, the Office of Research Ethics attended the annual conference of the Canadian Association of Research Ethics Boards. Topics included Anti-Racism in research, Indigenous sovereignty in research, issues in International research, and planning for the next pandemic.
- The Office of Research Ethics continues to participate in regular meetings of the Michael Smith Health Research BC Network of Research Ethics Board Administrators, as well as the Research Ethics BC Community of Practice.
- In FY2021-22, the REB reviewed a total of 492 new ethics applications. There are currently 106 active faculty projects for which ethics approval is in place, and 49 active course-wide ethics approvals. In FY2021-22, the Office of Research Ethics provided 19 sessions to student cohorts.

COMMUNITY ENGAGEMENT

- The VPRI continues engagement with the community: as board member of the Greater Victoria Chamber of Commerce Board, as member of the South Island Prosperity Partnership (SIPP) board selection committee, member of RUCBC's Singapore group and as chair of the Degree Quality Assessment Board review of the New York Institute of Technology (NYIT) MBA-Vancouver proposal. The VPRI also attended events organized by Douglas Magazines' "10 to Watch", SIPP's CEO dinner event and the Confederation of University Faculty Associations (CUFA) of BC's 2022 distinguished academics awards gala and the Canadian Association of University Business Officers (CAUBO) 2022 Conference.
- In coordination with the VPA and the President's Office, the VPRI organized the signing of an MOU between RRU and Pearson College focused on academic climate programming delivery. Vancouver Island University was invited as a guest and in turn signed an MOU with Pearson College.
- The executive team hosted a delegation from Camosun College to promote collaboration opportunities. The VPRI shared RRU's Climate Action Plan.
- The ADHREDI with the assistance of Diversity Action Group (DAG) organized the panel "Gender Bias, Inequality and Barriers in Academia" to celebrate International Women's Day.
- In collaboration with the Communication Department, the Associate Director Human Rights and Equity, Diversity and Inclusion (ADHREDI) celebrated the Asian Heritage Month by coordinating the event "The Past and Future of Pacific Canada, which was delivered by guest speaker Dr. Henry Yu from the University of British Columbia.
- The Director of Business Development and the Director of Community Learning Partnerships submitted a collaboration proposal to Ecoasis to enable a youth-led model for community development addressing affordability and sustainability challenges (ecological, social, and financial) on Southern Vancouver Island. RRU BBA students would prepare an ecosystem services valuation as well as ideas for multi-purpose use of the 500-acre plot of land that is owned, though undeveloped, by Ecoasis. This project will include research into design principles that Ecoasis might consider achieving their affordability and sustainability objectives, as well as a high-level financial analysis of the various proposed ideas.

PEOPLE AND PLACE

- The Global Partnerships team participated in the virtual Asia Pacific Association for International Education (APAIE) Conference (March 28-30) held in Vancouver, with a variety of conference sessions and meetings with partner institutions. During the conference we also hosted two delegations on campus with existing partners Avans University of Applied Science in Breda, Netherlands on March 29 and Artevelde University of Applied Science from Ghent, Belgium on March 30.
- The ADHREDI conducted comprehensive scans on the following topics: EDI programs and capacity building strategies in post-secondary education institutions (PSEI) in Canada; EDI policies focused on students in PSEI institutions in Canada; EDI data collection models in PSEI in Canada and the United States; Religious Accommodation in Post-secondary Institutions in Canada and the United States; and EDI Committees in PSEI s in

Canada and USA. The purpose of these scans is to create a date base on standard and best practices that will inform the implementation of Five-Year Equity, Diversity, and Inclusion (EDI) and Human Rights Strategic Plan.
- The VPRI is leading the work on RRU's International Refugee and Displaced People Support Framework. A task force has been formed and proposal will be informed by research on models from other Canadian universities and organizations such as the World University Service of Canada (WUSC) and Scholars at Risk.

BOARD OF GOVERNORS
BRIEFING NOTE

MEETING: June 16, 2022

AGENDA ITEM: Conflict of Interest in Research Policy – post-implementation change

SPONSOR: Pedro Márquez, Vice-President Research and International

PURPOSE: For Information

Synopsis:
The purpose of this briefing is to seek approval of a post-implementation policy change by the Board of Governors to the conflict of interest in research policy.

Background:
The conflict of interest in research policy's renewal was approved by the Board October 7, 2021. Since its renewal the Royal Roads University Research Ethics Board identified a needed change to s3.2.a whereby it was requested that conflicts should be managed not only "in a manner that protects and serves the integrity, legal and contractual obligations, reputation, and interests of the university and the researcher," but also in a manner which protects Indigenous community co-researchers.

As a result of this discussion and subsequent communication between Indigenous Engagement, Ethics, and Research & Innovation, s3.2.a was changed to read:

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

a) managed conflicts are required to set out the requirements to manage the conflict and continue the research in a manner that protects and serves the integrity, legal and contractual obligations, reputation, and interests of the university, ~~and~~ the researcher, and in cases where the research is co-developed, the community in which the research takes place (e.g. Indigenous communities);

In addition, a statement was added to the definition of "university member" found at the end of the policy document. Academic Council (March 2, 2022) and the Program and Research Council provided additional feedback to the statement, which now reads:

> In the case of research co-developed and co-led with communities, community members who are involved in conducting the research shall also be considered university members for the purposes of this policy on conflict of interest in research (e.g. research with Indigenous communities).

Communications with Indigenous Engagement and Ethics also resulted in corresponding changes to the conflict of interest in research procedure, which is attached here with tracked changes for your reference. Feedback from Academic Council has also been incorporated.

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

This policy update was approved by the Program and Research Council May 26, 2022.

Fit to Vision and Strategic Direction:

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

Options:

The Board of Governors may either:

i.   Approve this post-implementation change to the policy; or
ii.   Not approve this post-implementation change to the policy.

Implications:

A) **Financial:** none

B) **Human Resource:** none

C) **Campus Planning:** none

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

H) **Other**

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

F) **Sustainability:** none

G) **Climate Action:** none

Recommendation:

It is recommended that the Board of Governors approve the post-implementation change to the conflict of interest in research policy.

Motion:

That the Board of Governors approve this post-implementation change to the conflict of interest in research policy.

Attachments:

1. Conflict of Interest in Research Policy – with changes tracked.
2. Conflict of Interest in Research Procedure tracked changes (for reference only)

Royal Roads UNIVERSITY

Policy

TITLE
CONFLICT OF INTEREST IN RESEARCH

POLICY CLASSIFICATION **ADMINISTRATIVE**	**DOCUMENT NO.** **TBD**
APPROVAL LEVEL **BOARD**	**INITIAL APPROVAL DATE** **2009 JUL 09**
OVERSIGHT OFFICE **VP RESEARCH & INTERNATIONAL**	**AMENDMENT EFFECTIVE DATE** **DRAFT – 15DEC2021**
CATEGORY **RESEARCH**	**NEXT REVIEW DATE** **TBD**

This policy should be interpreted in a manner consistent with applicable statutory and legal obligations, including collective agreements and terms of employment.

NOTE: The first appearance of terms in **bold** in this document (except titles) are defined terms – refer to the Definitions section.

PURPOSE

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

POLICY STATEMENT

Royal Roads University ("Royal Roads" or "university") research seeks to contribute to positive change in individuals' lives, communities and societies. Our research is intentionally designed to directly benefit the communities in which we live, work and play, be they local, national, or international. Royal Roads research aims to inspire action and address real-world challenges such as those in education, technology, information, the natural world, and social systems as we prepare for a disruptive future. As such, Royal Roads recognises the possibility for real, perceived, or potential conflicts of interest in research to occur during the course of research activities. In many situations, conflicts of interest in research can be managed. However, left undisclosed and unmanaged, such conflicts threaten the integrity and reputation of the university.

COMPLIANCE

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

PROVISIONS

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

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CONFLICT OF INTEREST IN RESEARCH	**DRAFT 15DEC2021**	ADMINISTRATIVE

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

2. **University Member Responsibility**

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

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

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

3. **Conflict Review and Assessment**

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

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

   a) managed conflicts are required to set out the requirements to manage the conflict and continue the research in a manner that protects and serves the integrity, legal and contractual obligations, reputation, and interests of the university, and the researcher, and in cases where the research is co-developed, the community in which the research takes place (e.g. Indigenous communities); and

   b) prohibited conflicts are required to set out the reason for the prohibition and may also include requirements to remove or mitigate the conflict position to continue the research.

4. **Non-compliance**

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

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

AUTHORITIES, ROLES, AND RESPONSIBILITIES

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

1. Board of Governors/Program and Research Council

   1.1. The Board is responsible for the oversight of areas related to institutional risk and the reputation of the university, of which this policy refers.

   1.2. The Program and Research Council is responsible for reviewing and recommending improvements to the university's overall approach to conflict of interest in research and ensuring that research activities comply with legal and policy requirements.

2. Academic Council

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

3. Vice-President Research and International

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

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

3.2   coordinate conflict of interest in research procedures.

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

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

DEFINITIONS

For the purposes of this policy:

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

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

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

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

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

University member(s) means a Royal Roads full-time, part-time, and casual employee or contractor, which includes, but is not limited to faculty and associate faculty, a university graduate and undergraduate student, other non-degree student, university post-doctoral fellows, research assistants, visiting workers, visiting professors, adjunct professors, members of the Board of Governors and those otherwise affiliated with or representing the university (e.g., any staff or directors of university-affiliated research centres, entities or facilities either wholly or partly owned or controlled by Royal Roads). In the case of research co-developed and co-led with communities, community members who are involved in conducting the research shall also be considered university members for the purposes of this policy on conflict of interest in research (e.g. research with Indigenous communities, participatory action research, etc.).

> **Commented [VR1]:** Changed from "may" as a result of the PRC feedback.

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TITLE	EFFECTIVE DATE	POLICY TYPE
CONFLICT OF INTEREST IN RESEARCH	**DRAFT 15DEC2021**	ADMINISTRATIVE

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

Review and Revision History

Date	Action
March 2021	Revisions to current policy (2009)

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Royal Roads UNIVERSITY

Procedure

TITLE	**DOCUMENT NO.**
	TBA
CONFLICT OF INTEREST IN RESEARCH	
PARENT POLICY	**INITIAL APPROVAL DATE**
CONFLICT OF INTEREST IN RESEARCH	2009/JUL/09
APPROVAL LEVEL	**REVISION EFFECTIVE DATE**
VP, RESEARCH & INTERNATIONAL	**DRAFT–15Dec2021**
OVERSIGHT OFFICE	**NEXT REVIEW**
RESEARCH SERVICES	TBA

This procedure should be interpreted in a manner consistent with applicable statutory and legal obligations, including collective agreements and terms of employment, and the parent policy.

NOTE: The first appearance of terms in **bold** in this document (except titles) are defined terms – refer to the Definitions section.

PURPOSE

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

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

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

Questions? Feedback? Contact policy@royalroads.ca

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Royal Roads is located on the traditional lands of the Xwsepsum and Lekwungen ancestors and families.

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- using information that is not in the public domain and acquired in the course of research activities to advance a university member's personal or financial interests or those of a related business; or
- entering into a licensing agreement for the development of intellectual property, generated as the result of university research with a company in which the university member has a financial or other interest.

PROCEDURE

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

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

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

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

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

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

   e. Any person who is aware of or has reasonable grounds to believe that an undisclosed conflict of interest in research exists will normally raise the matter with the university member involved in the potential conflict and refer them to these procedures and the associated policy. If the person reasonably believes that the policy and procedures are not being followed by the university member

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CONFLICT OF INTEREST IN RESEARCH	**DRAFT – 15Dec2021**

after the issue has been raised with them or that raising the issue with the university member is inappropriate in the circumstances, they will report it to the responsible administrator of the university member involved in the alleged conflict of interest in research. The responsible administrator will discuss the alleged undisclosed conflict with the university member and, if a conflict of interest in research exists, will deal with it in accordance with these procedures.

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

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

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

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

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

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

4. Assessment of Conflicts of Interest in Research
a. The responsible administrator to whom a conflict of interest in research is disclosed (or REB in the case of students) will consider the particulars of the situation and decide whether a conflict of interest exists; whether it will be allowed to continue or must be discontinued; and, if it is to be allowed, under what, if any, conditions. In instances that involve Indigenous communities, the responsible administrator will work in conjunction with the Director Indigenous Engagement in the assessment described below.

b. The responsible administrator (or REB in the case of students) will determine the course of action that is in the best interests of the university. Without limiting the discretion of the responsible administrator (or REB in the case of students) assessing a disclosure to consider all relevant factors, the responsible administrator (or REB in the case of students) will consider the following factors in assessing a conflict of interest in research disclosure:
i. the impact on the university member's ability to satisfy his or her obligations to the university;
ii. the degree to which the proposed action will be detrimental to the interests of the university, or in the research context;
iii. the degree to which it may compromise an investigator's professional judgment in conducting or reporting research;
iv. the extent to which the proposed action or activity may be managed through an appropriate protocol;
v. any possible harm to the university or its employees, officers or others acting on its behalf if the conflict is allowed;
vi. any possible harm to the interests of students, clients of university services, or others served by

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      the university (e.g. Indigenous communities), if the conflict is allowed;
- vii. whether reasonable alternative arrangements are possible which do not create a conflict;
- viii. the consequences to the university, its reputation and future activities if the conflict is not allowed;
- ix. the consequences to the university and its reputation and future activities if the conflict is permitted to continue;
- x. the educational, research, economic and other interests of the university; and
- xi. the rights and interests of the university member.

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

5. **Managing Conflicts of Interest in Research**
   a. The responsible administrator (or REB in the case of students) will, in determining whether a conflict of interest in research exists, determine the risk(s) of the conflict of interest in research, and ascertain whether there is an established plan/process already in place to mitigate the conflict of interest in research.

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

   c. In cases where there is no established plan/process, or the existing plan or process is deemed insufficient, the responsible administrator (or REB in the case of students) will determine whether the conflict of interest in research can be managed or must be disallowed and proceed as follows:
   - i. The responsible administrator (or REB in the case of students) will issue a written decision to the university member who has declared the real, perceived or potential conflict of interest in research, with a copy to the Office of Research Services Director (or Ethics Coordinator in the case of students), outlining the issues assessed during the review and the reasons for the decision. Where the decision is to manage the conflict, a process for doing so will be outlined.
   - ii. Where an anticipated activity is assessed as not having the real, perceived or potential for a conflict of interest in research, the university member is free to proceed with the activity upon receiving written notice to that effect from the responsible administrator (or REB in the case of students).
   - iii. Where the anticipated activity is assessed as having the real, perceived or potential for conflict of interest in research, but where it is seen to sufficiently serve the interests of the university and can be managed in a way that is compliant with legislation, protects the integrity and reputation of the university, and would withstand the test of reasonable and independent scrutiny, a suitable method of monitoring and managing the allowed conflict is to be determined and implemented before the university member is free to proceed with the activity.
   - iv. Where the anticipated activity is assessed as having the real, perceived or potential for conflict but is not seen as sufficiently serving the interests of the university or as being appropriately manageable or able to withstand the test of reasonable and independent scrutiny, the conflict will not be allowed and the university member is to not proceed with the activity.
   - v. If the research will not proceed, the Office of Research Services Director will inform the funding agency or organisation as relevant.

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

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

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

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

     iii. document all related matters and maintain records sufficient to address any legislative, policy audit or conflict allegation issues that might arise;

     iv. escalate unresolved matters appropriately;

      v. keep senior officers of the university appropriately apprised.

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

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

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

5. Appeals

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

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

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

6. Access to Disclosures

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

7. Records Management

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

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COMPLIANCE

Compliance with this procedure extends to all university members, their closely associated persons, and the university itself, and it applies to all research activities being conducted under the auspices of the university, whether the research is sponsored by the university, by an external funder, or by a university member personally. Non-compliance constitutes misconduct and may be pursued under related university policies and procedures.

DEFINITIONS

For the purposes of this procedure:

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

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

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

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

Related business means a business or society in which the university member or any closely associated person:
- has a financial interest;
- acts as a trustee, director or officer;

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- acts in a position as an employee, agent or otherwise which includes responsibility for a segment of the operation or management of a business; or
- acts in a position as an employee, agent or otherwise which includes responsibilities for influencing or determining the scientific direction of the corporation.

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

University member(s) means a Royal Roads' full-time, part-time, and casual employee or contractor, which includes, but is not limited to faculty and associate faculty, a university graduate and undergraduate student, other non-degree student, university post-doctoral fellows, research assistants, visiting workers, visiting professors, adjunct professors, members of the Board of Governors and those otherwise affiliated with or representing the university (e.g., any staff or directors of university-affiliated research centres, entities or facilities either wholly or partly owned or controlled by Royal Roads). In the case of research co-developed and co-led with communities, community members who are involved in conducting the research shall also be considered university members for the purposes of this policy on conflict of interest in research (e.g. research with Indigenous communities, participatory action research, etc.).

> **Commented [VR1]:** Changed from "may" to "shall" as a result of the PRC feedback.

RELATED DOCUMENTS

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

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

Review and Revision History

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

Royal Roads
UNIVERSITY

PROGRAM AND RESEARCH COUNCIL MINUTES

MEETING OF WEDNESDAY, MAY 26, 2022
9:00 AM HC 315 / ZOOM VIDEO CONFERENCE

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

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

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 and their connection to these lands continues to this day. One must only stand at the top of the hill when arriving on campus and look down towards the Olympic mountains and forests to feel blessed for the opportunity to work in such and incredible place and we are committed to working together to chart a journey forward and identify a pathway that allows us to work together and celebrate 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

The 2022-25 Academic Strategic Plan that was approved at the March 9th PRC meeting was subsequently approved by the Board at its meeting on March 17th. As this is a rolling plan, the Vice President Academic will provide periodic updates on progress to members and report out each year on the status of the plan including any amendments or changes that have been made.

II. Status of degree approvals **THOMPSON**

No new updates.

4. STANDING ITEMS FROM PRC ANNUAL PLAN

I. Review of amendments to the Conflict of Interest in Research Policy **MÁRQUEZ**

P. Márquez advised that the Research and Ethics Board suggested, given the enhancement and expansion of work at the university involving Indigenous researchers, that the language within the policy be amended. It was recommended that language be revised to ensures Indigenous participants are being dealt with in a manner that addresses any potential conflict of interest while remaining respectful of Indigenous traditions and culture. Additionally, the procedures were updated to include an Indigenous-specific example as well as guidelines for informing the Director of Indigenous Engagement informed to allow for early identification and assessment of potential conflicts.

Member questions/comments:
- Why was an Indigenous perspective specifically named?
    - This was recommended at Academic Council who were explicit in their request that this language be included.
- The policy suggests that anyone involved in research may be considered members of the university. Can you clarify what exactly that means and why does the policy use 'may' rather than 'shall'? What about protection from liability?
    - When research is co-developed by someone who is not a member of the university, they are considered members for the duration and limit of the research. Co-leaders would be subject to the same rights as university members under the same circumstances. Assuming the research was approved by the Research Ethics Board as including human subjects, then co-researchers would be fully covered for liability. For other risk management concerns, it would be dependent on the research but assuming they are following the research ethics rules, then liability would extend to that as well. With respect to the use of 'may' rather than 'shall' we can make a friendly amendment to the policy to clarify.

M/S Burton/Gray Smith that the Program and Research Council approve the post-implementation change to the Conflict of Interest in Research Policy as amended.   **CARRIED**

II. **Review of 2021-22 Annual Research Report**   **MÁRQUEZ/SIGALET**
P. Márquez noted that the Annual Research Report is designed to highlight the important work being done by researchers, faculty and students and the crucial role research and innovation plays in our community. This report helps us ensure we remain in alignment with the Research Plan approved in 2020, and our four main goals: advance, enable and support; expand visibility; identify and focus on; and expand opportunities.

We have had a busy year in terms of funding and research dissemination with 121 applications for funding including 63 new projects. During COVID, our ability to conduct research was limited due to travel restrictions. During this time, faculty focused on proposal writing and this year they will be following up on those proposals. We have received $4.2 million in external funding and have dispersed 300,000 in internal grants.

In fiscal year 2021-22, the Research Ethics Board reviewed a total of 492 new ethics applications. There are currently 106 active faculty projects for which ethics approval is in place, and 49 active course-wide ethics approvals. In addition, we conducted 19 research training sessions for students. Our Equity, Diversity and Inclusion office has submitted an action plan to the Research Council of Canada to ensure our CRCs are in compliance and that plan has been approved. We had five CRCs approved last year and have recently received approval for our sixth.

We reviewed our three themes (including consultation with faculty): innovative learning, thriving organizations, and sustainable communities, to ensure they remain relevant and in alignment. Through this process, we identified 42 projects with topics related to changemaking and 30 focused on equity, diversity and inclusion. Our next steps will be to continue working with faculty, mapping of research related to the UN Declaration of Rights of Indigenous Peoples.

Member questions/comments:
- Is there a portal where prospective students and those in the community can see the research we're doing and how it might apply to their organization or community?
    - We have a research in action website and campaign where we tell the stories of our successes which also includes graduate student research.
- Do we keep track of whether or not the research has created an impact in some way?

○ That is a principle of our research. B. Belcher has created a tool to assess the impact of research and this tool will be implemented more formally. We also plan to join DORA – San Francisco Declaration on Research Assessment. However, our traditional way of measuring research success needs to shift more towards measuring impact.

III. Update on International Strategy   **MÁRQUEZ/KLASSEN**

P. Márquez noted that COVID has had a significant impact and as a result, some funding was reallocated into new priority areas. Through COIL - Collaborative Online International Learning, we have been able to support joint projects by undergraduates in the BA Tourism Management program who have been participating for the length of the program in Mexico. We have submitted an application to extend our COIL funding and our program has been such a success that the federal government is using it as an example. We have a new degree completion agreement with the Artevelde University of Applied Sciences in Ghent and a BSc and BA in Environmental Sciences agreement in Japan. Our MGM and MAGL programs will begin offering a semester abroad option this year and we are actively participating with Simon Fraser, UBC and UVic in hosting Asian post-secondary students. Additionally, we have developed partnership agreements with the following:

• Doshisha University in Kyoto
• Excelia Business School in Paris
• Les Roches in Switzerland
• Liverpool John Moores University

The Chair commented on his participation on the Universities Canada International Committee that meets every two months with the IRCC Deputy Minister of Immigration. A recent topic of discussion included the backlog in visa processing which is being exacerbated by the crisis in Ukraine. Additionally, COVID, inflation and anxiety around current world events is making international recruitment quite challenging now. Initiatives are being strategically developed where we see opportunities for expansion. Currently, the majority of our international students are coming from India rather than China. Part of our commitment to internationalization is a diversified student body which enriches the experience for all students and is the general rationale behind our international strategy. We have made revisions to our supports for students from areas of conflict, war and climate emergencies and are working on a comprehensive framework to support those who are affected including partnering with WUSC and Scholars at Risk.

The Chair referenced his recent return from a trip to Europe where some of the new partnership agreements were signed. This trip provided an opportunity to tour facilities and labs, meet with students, and explore partnerships in a way we can't do via Zoom.

Member questions/comments:
• Has there been a significant decline or shift in focus with international students?
  ○ We are seeing a decline in enrolments and a significant number of deferrals. We're trying to determine the underlying cause – visas, financial stress, or general uncertainty. We were anticipating a post-COVID bounce but COVID is still ongoing so is continuing to create challenges. It is a complex phenomenon we're trying to make sense of so we can respond appropriately. We know students are struggling with obtaining documentation and the bottleneck in visa processing. Additionally, there are financial and personal challenges, housing concerns and difficulty securing flights. We know that approximately 50% of international students are motivated by a desire to explore possible immigration to Canada and that requires a lot of support services.
• Students have been commenting about attendance limits at the upcoming convocation. Are we doing everything we can to stretch those limits?

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- o We are committed to students having the opportunity to attend in-person which is why we've added additional days. We are expecting 4,500 people during this period so there are some limitations related to venue size limits. Our teams are cognizant there may be some hardships and we are offering supports to students. Examples of ways we are trying to create flexibility and opportunity for increasing attendance limitations are separate ceremonies for award winners and Indigenous graduates. Our alumni team is canvassing students to identify ways to make this a memorable experience. We are also being mindful of mental health and the importance of witnessing and ceremonies.
- There have been a lot of changes over the last couple of years and the growth in diversity of students is significant specifically in the MGM program. It makes for a much more dynamic environment for students.
- Do we have any students from Ukraine, Belarus or Russia?
  - o We have 2-3 students currently. Student services has a protocol for these instances and have reached out to those students. We have emergency bursary funding in place and were able to offer assistance.
  - o We are building a framework to ensure we can support those coming from areas of conflict and crisis and plan to bring the finalized framework to PRC. We have met with Ukrainian students who have provided some helpful suggestions and guidance. We are also looking at post-conflict support and have faculty with expertise in these areas who have provided input. We have also set aside housing on campus for Ukraine refugees as we have done previously with Syrian refugees and will incorporate this into the broader framework. We want to ensure the framework is flexible enough to assist everyone in need regardless of where they are from.
- Is the support we're offering and the framework we're developing taking a trauma-informed approach? How are we ensuring we understand the impact of the trauma?
  - o Trauma-informed practice is an area of continual development and awareness and is certainly a lens we want to apply. Universities Canada recently held an interesting session on mental health and wellbeing focused on university presidents recognizing we've all been through a trauma and need to understand how to respond from a trauma-informed context.

5. **REPORT FROM ACADEMIC COUNCIL** THOMPSON

I. **New Program Approvals**
The Vice-chair advised that Academic Council approved changes to the Graduate Diploma in Environmental Education and Communication specifically, the addition of EECO 510 Worldviews, Ethics & the Environment as part of the completion requirements for graduation bringing the total credits required to 24.

II. **Update on 2020-21 Academic Plan**
The Vice-chair noted that, with the approval of the 2022-25 Academic Strategic Plan, we will be shifting our focus to meeting goals contained in that plan. The Vice-chair then provided the following updates on progress towards priorities in the 2020-21 Academic Plan:
- We have expanded our undergraduate programming and challenge-based learning:
  - o the BBA program has been redesigned to focus on project-based learning.
  - o We have completed the build-out of Common Foundations and all courses have been approved by Curriculum Committee. A presentation on the program was given to the RRU community at a recent Campus Conversation. Additionally, the West Shore business plan includes a request for funding to support delivery of Common Foundations.
- The business case for the West Shore campus was submitted to government in the fall.
- We have expanded and diversified our programming. Examples include:

- o Launch of the MA in Climate Action Leadership program
- o MA in Executive and Organizational Coaching program is launching in September
- o We have developed a suite of certificates and micro-credentials funded by MAEST including a Climate Action Practitioner micro-credential, which is the first of its kind in Canada; Leading Pprojects in a Digital Environment, and Workplace Communication Skills
- o Launch of the MA in Environmental Management on campus
- o MA in Global Leadership launched in January and we are exploring hybrid options
- o Programs in Tourism and Hospitality Management have been expanded

- We are increasing our focus on Indigenous education, beginning with regularizing and reclassifying the Indigenous Education Manager position. We have also recently hired a coordinator of Indigenous student support and a new Indigenous instructional designer. We have created an Indigenous curriculum developers guide and have received funding from MAEST for a manager of Indigenous communication to work on Indigenizing curriculum.
- The reorganization of the academic portfolio was paused while we focused on development of the new Academic Strategic Plan and have now turned our focus to the reorganization.

6. NEW BUSINESS

I. Five-year Strategic Plan   MÁRQUEZ

The Chair began by providing some background: RRU previously had a five-year business plan but with the development of the new vision, a decision was made to reframe our business plan to a strategic plan that would be renewed each year and rolled forward. It was felt that a strategic plan would better enable us to track progress against high-level goals in the vision and support a culture of continuous planning and accountability. We chose to bring this plan to the Board and each of its committees and it has already been to Academic Council and will go before Finance and Audit Committee, Governance and Nominating Committee and then the Board on June 16th.

P. Márquez delivered a presentation providing an overview of the plan noting that this is the next step from work started in June 2020 with the development of the new vision. We began with a framework that received Board approval in September 2020. This is a work in progress as we continue to define KPI's and the dashboard. Our intent is to provide a set of immediate targets and directional targets with greater emphasis on implementation while facilitating alignment, coordination and decision-making. We used a systems thinking approach balanced by a risk management model with a focus on shared leadership to allow for mutual collaboration and support through a system of accountability. The plan builds on the uniqueness of Royal Roads and adopts the work done by SEM. We have identified 8 actionable objectives and key performance measures. EDI metrics will follow as they are developed.

Member questions/comments:
- Suggestion to include truth with reconciliation to ensure understanding of why we're doing the work on reconciliation.
- The methodology and KPI's are excellent but we need to ensure we don't get buried in KPI's to the point of impacting implementation.
- There are too many KPI's currently and we are working on that. Our challenge is to create a tool that brings engagement where everyone can seem themselves reflected in the plan.
- The plan has clearly been designed to allow for nimbleness and it conveys a deep commitment to continuous improvement with a process for review and adaptation.
- Suggestion to continue working on encouraging and supporting community engagement.
  - o The planning framework does include a strategic engagement plan, but this is still under development. We recognize this is a gap for us and part of our West Shore rationale was to embed us into the community. We will be developing a comprehensive community

engagement plan as we recognize the importance of community engagement to our long-term success.

7.   REPORT OF THE PRESIDENT AND VICE-CHANCELLOR   **STEENKAMP**
The President provided a brief update on the following:
- As mentioned, the West Shore campus proposal is currently with government for review. A lot of work went into consulting with local Indigenous peoples and we have had support from local Indigenous Chiefs from the beginning. This is an important endeavor and opportunity for the West Shore where post-secondary enrolments are only 50% of the provincial average.
- Government is currently conducting a funding formula review and are consulting with organizations across the province. Our meeting with them is scheduled for June 13th where we will focus on our inclusive, innovative and sustainable approach.
- RRU is presenting to the Select Standing Committee which will provide us with an opportunity to emphasize the importance of the West Shore project.
- We are excited about the upcoming in-person convocation and inclusion of alumni who were unable to graduate in-person due to COVID.
- We are essentially fully back on campus and have had several successful residencies already this year. However, we need to continue to be understanding and empathetic to those with varying levels of comfort.
- We had our first staff barbeque in three years this week and will be hosting an in-person campus conversation at the new Dogwood Auditorium next week.

8.   REPORT OF THE VICE-PRESIDENT ACADEMIC AND PROVOST   **THOMPSON**
The Vice-President Academic and Provost provided a brief update on the following:
- Government is expanding its technology relevant seats initiative. We are consulting with them and exploring what opportunities might be available to us.
- We have two programs reviews nearing completion; both have completed the external reviewers site visits.
- We have expanded our partnership with ECO Canada to develop a pathways program in Indigenous Environmental Leadership.

9.   MEETING ADJOURNED   **10:16 AM**
Motion to adjourn: Schoepp

NEXT SCHEDULED MEETING – THURSDAY 15 SEPTEMBER 2022