Five-Year Rolling Strategic Plan

Royal Roads University

2021 – 26

Approved by the Board of Governors

June 16, 2022

Contents

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

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.

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.

Five-Year Rolling Strategic Plan

Vision 2045 was approved by the Board of Governors in June 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
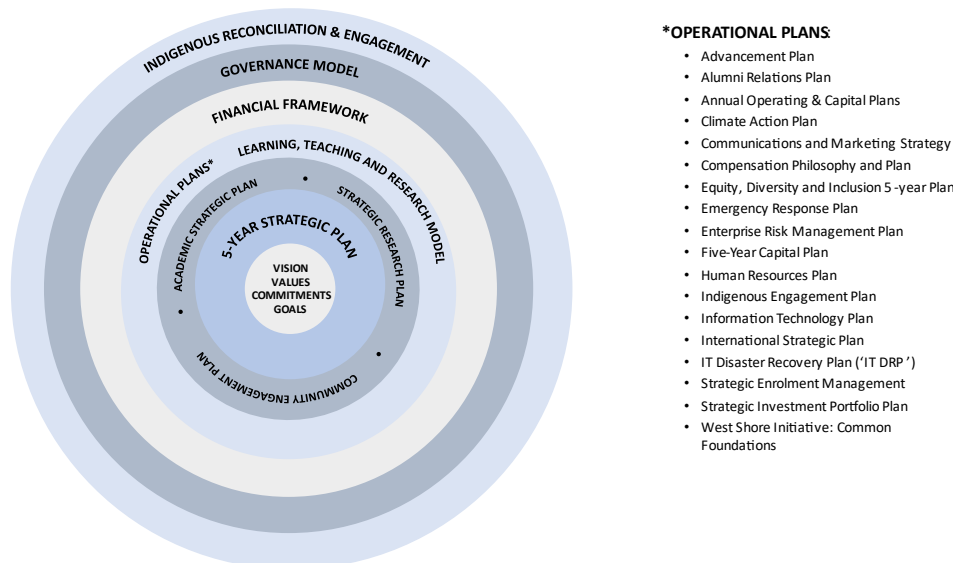
PLANNING FRAMEWORK

*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).

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[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)

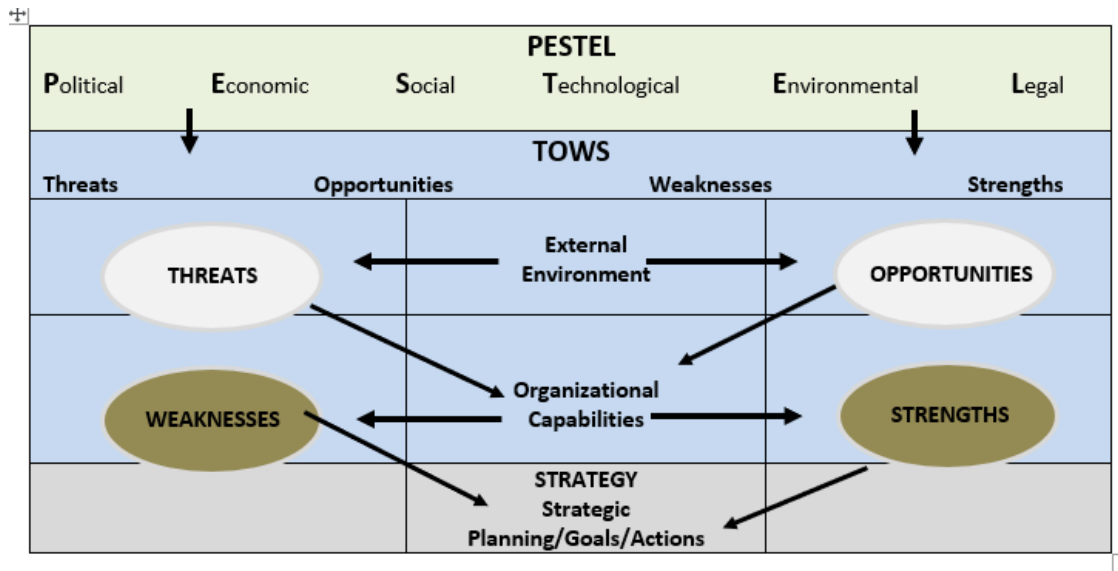## External and internal environment scan

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

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

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)

Environmental

- 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.

Legal

- 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)

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

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

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(

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
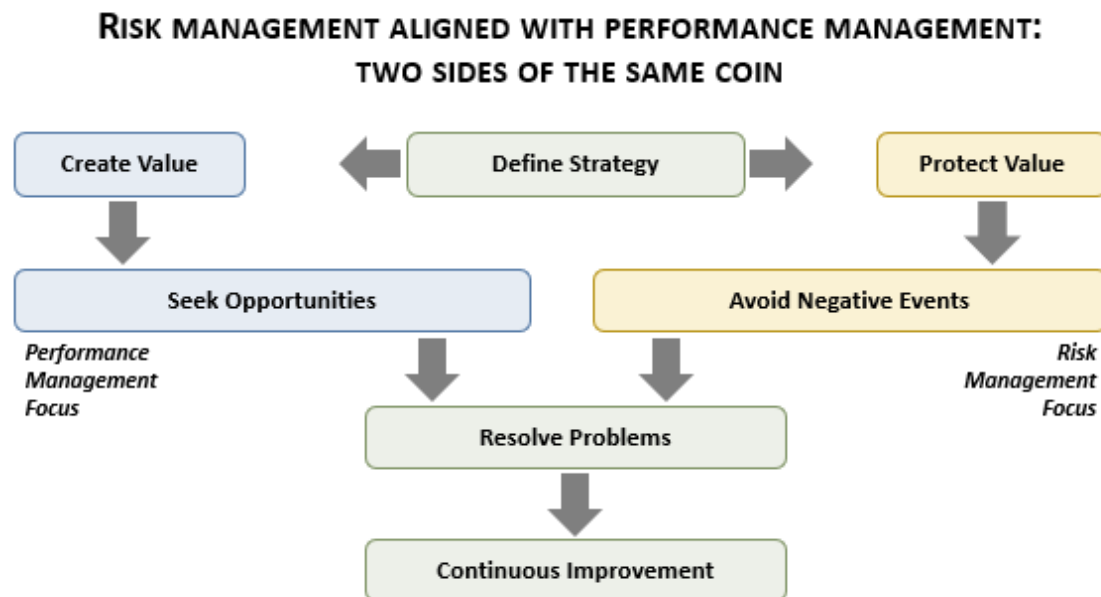
In the course of developing a strategic plan, it is understood that an organization might be exposed to risks that could compromise objectives. These are two sides of the same coin: the key is balancing opportunity-seeking activities that create value with appropriate risk management practices to ensure 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

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.

OBJECTIVES AND KPI HIERACHY

Board of Governors

VP portfolios
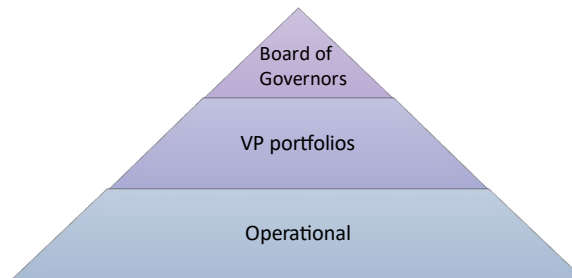
Operational

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

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:

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.

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.

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)

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

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.

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.

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.

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)

Royal Roads UNIVERSITY

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

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.

Appendix D. BoG KPIs by Year

			Actuals			Est/Act	Forecast/Targets			
RRU Board of Governors KPIs (under development)										
Goal	Theme	KPIs	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%