

## Board of Governors - Open Session



### Board:

Nelson Chan, Board Chair and Chancellor  
Philip Steenkamp, President and Vice Chancellor  
Christina Benty  
Gwen Campden  
Monique Gray Smith  
William Holmes  
Catherine Holt  
Jeffrey Nicholls  
Geoff Pearce  
Dave Saunders  
Harish Kumar Tiwari

### Executive:

Susan Gee  
Alex Kortum  
Rebecca Lumley  
Veronica Thompson

### Guests:

Thomas Homer-Dixon

### Administration:

Drew Duncan  
Ashley Richards (recording)

October 11, 2024 08:30 AM

Agenda Topic	Presenter	Time	Page
1. Call to Order and Welcome	Chan	08:30 AM-08:32 AM	
2. Approval of the Agenda MOTION: That the agenda be approved as distributed.	Chan	08:32 AM-08:33 AM	
3. <a href="#">Approval of the Minutes</a> MOTION: That the minutes of the open session of the 20 June 2024 Board of Governors meeting be approved as distributed.	Chan	08:33 AM-08:34 AM	4
4. Report from the President For information	Steenkamp	08:34 AM-08:49 AM	
SPECIAL BUSINESS			
5. Spotlight on the University - Cascade Institute For information	Homer-Dixon	08:49 AM-09:19 AM	

6. [RRU 3-Year Action Plan, 2024/25 to 2027/28](#) Steenkamp 09:19 AM-10:04 AM 11  
 MOTION: That the Board of Governors approve the RRU 3-Year Action Plan, 2024/25 to 2027/28 as presented in Attachment 1.

7. [People Plan](#) Lumley 10:04 AM-10:24 AM 41  
 For information

BREAK 10:24 AM-10:39 AM

## REPORTS FROM COMMITTEES

8. Program and Research Council Steenkamp 10:39 AM-10:51 AM 77

- 8.1 Report from Chair Steenkamp  
 For information

- 8.2 New Program Approvals from Academic Council Thompson 77  
 For information

- 8.2.1 [Bachelor of Science in Environmental Science Revision](#) Thompson 77

MOTION: That the Board of Governors approve the revisions to the Bachelor of Science in Environmental Science program as presented in Attachment 1.

- 8.3 [Academic Reorganization](#) Thompson 135

MOTION:

1. That the Board of Governors approve the reorganization of the existing College of Interdisciplinary Studies, the Faculty of Management, and the Faculty of Social and Applied Sciences and existing schools into the Faculty of Interdisciplinary Studies, comprising the Schools of Culture and Society, Climate and Environment, and Leadership and Management;

AND

2. That the Board of Governors approve the establishment of the Faculty of Graduate Studies and Research and the Faculty of Professional and Continuing Studies, subject to the establishment of an ad hoc committee, comprised of at least one-half faculty members, to inform the process of operationalization and the specific roles and responsibilities as the implementation of reorganization unfolds.

9. Finance and Audit Committee Holt 10:51 AM-11:01 AM

- 9.1 Report from the Committee Chair Holt  
 For information

10. Governance and Nominating Committee Benty 11:01 AM-11:04 AM

- 10.1 Report from the Committee Chair Benty  
 For information

## EXECUTIVE TEAM REPORTS

11. [Report from the Vice-President, Academic and Provost](#) Thompson 11:04 AM-11:10 AM 138

For information

12. [Report from the Interim Vice-President Finance and Information Technology](#) Kortum 11:10 AM-11:16 AM 142

For information

- |  |   |        |                   |     |
|--|---|--------|-------------------|-----|
| 13.  | <a href="#"><u>Report from the Vice-President, Communications and Advancement</u></a>                         | Gee    | 11:16 AM-11:22 AM | 144 |
| For information  |   |        |                   |     |
| 14.  | <a href="#"><u>Report from the Executive Officer &amp; Associate Vice-President, People and Culture</u></a>   | Lumley | 11:22 AM-11:28 AM | 147 |
| 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. |   |        |                   |     |
| 15.  | Consent - Approval Items  | Chan   | 11:28 AM-11:29 AM |     |
| None   |   |        |                   |     |
| 16.  | Consent - Information Items   | Chan   | 11:29 AM-11:30 AM | 148 |
| For Information  |   |        |                   |     |
| 16.1   | <a href="#"><u>Draft PRC minutes of the 12 September 2024 meeting of the Program and Research Council</u></a> |        |                   | 148 |
| 17.  | Adjournment of Open Session   |        |                   |     |

**DRAFT**

**Board of Governors  
MINUTES OF THE OPEN SESSION**

**20 June 2024  
Zoom Video Conference**

<b>PRESENT</b>	
<b>Board:</b> Nelson Chan, Board Chair & Chancellor Philip Steenkamp, President & Vice-Chancellor Gwen Campden William Holmes Catherine Holt Harish Kumar Tiwari Geoff Pearce Dave Saunders	<b>Administration:</b> Susan Gee Philip Twyford Veronica Thompson Drew Duncan Ashley Richards (recording)  <b>Guest:</b> Rebecca Lumley
<b>REGRETS</b>	
Christina Benty Monique Gray Smith	

**1. Call to Order and Welcome – 8:30 a.m.**

The board chair welcomed members and acknowledged that RRU's campus is located on the traditional Lands of the Lekwungen-speaking Peoples, the Songhees and Esquimalt Nations.

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 chair thanked volunteers, staff, and faculty for their work in making the June 13 Indigenous Graduation Celebration Ceremony and the June 14 Convocation ceremonies such a success.

**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 (Pearce/Holmes)

*That the agenda be approved as distributed.*

CARRIED

**3. Approval of the Minutes**

MOTION (Holt/Steenkamp)

*That the minutes of the open session of the 26 March 2024 Board of Governors meeting be approved as distributed.*

CARRIED

#### 4. Report from the President

President Steenkamp provided an update to members on the following:

- **Key Areas of Focus:** Key work is being done to increase enrolment. The budget and management of the capital project for the West Shore campus are both being watched closely. Work is ongoing regarding the prospect of a land disposition following a potential treaty settlement with the Songhees and Te'mexw Treaty Association.
- **Advancement:** Cascade Institute has brought in several significant gifts, with an announcement on April 23 regarding a \$2.4M grant from the Grantham Foundation. Another major gift will be announced to the community very soon, with an official announcement in July.
- **Alumni Engagement:** RRU had a successful inaugural Alumni Weekend which ran May 3-4, and showcased a keynote from Jon Vaillant, an award-winning author and freelance writer, as well a RRU TEDxRRU with 9 RRU alumni as speakers. Meetings have also been held with the Military Heritage Committee. The Indigenous Graduation Celebration Ceremony and four Convocation ceremonies were held on June 13 and 14, respectively.
- **Internal News, Meetings, and Events:** President Steenkamp shared the following highlights that occurred since the last board meeting:
  - **April 10** - Virtual Town Hall on enrolment and budget;
  - **June 1** – Effective June 1, Human Resources was rebranded as People and Culture and now reports directly to the President. The Domestic and International Recruitment teams moved under the Vice-President Communications and Advancement portfolio, reporting to Erin Limacher, Associate Vice-President, Communications and Marketing. Three positions in Partnerships have moved to form the core of a new Business Development team, lead by Zoe MacLeod, Associate Vice-President, Professional and Continuing Studies, under Professional and Continuing Studies;
  - **May** – Asian Heritage Month was celebrated with several events;
  - **May 8** – Provost's Forum on RRU Future Directions;
  - **May 10** – Board of Governors' Annual Retreat with a focus on land negotiations, land-based curriculum, and a land-based campus tour with Elder Kenneth Elliott; and
  - **May 16** – virtual Town Hall to provide update on internal communications.
- **Government Relations:** President Steenkamp has had discussions with government officials, including the Deputy Minister of Post-Secondary and Future Skills (PSFS) and the Ministry of Indigenous Relations and Reconciliation (MIRR) on the status of land treaty negotiations. PSFS Minister Beare visited RRU on April 29, where she attended a class, an orientation, and met with leadership from CUPE, RRUFA, and RRUSA.
- **Indigenous Relations:** In May, RRU signed an interim decision-making agreement with the **Songhees Nation**, which lays out the path of their work together over the next few months as the Songhees Nation concludes their treaty negotiations. This is an update to the 2018 agreement and restates RRU's interest in acquiring up to 180 acres of fee simple land for the continued operation of RRU. Both parties are working with the MIRR and PSFS, and the Songhees Nation hopes to have a signed final agreement by next spring. Regarding the **Esquimalt Nation**, RRU met with their new chief, Jerome Thomas, and three of his councillors as a follow-up to the 2019 framework agreement. They discussed extending the term of the agreement, joint opportunities in education, environmental stewardship,

employment, and culture, and will be establishing a working group. Esquimalt Nation is interested in RRU training in environmental management for their community members in preparation for them entering into an agreement with the Department of National Defence for the co-management of Esquimalt Harbour.

- **Confederation of University Faculty Associations of BC (CUFA BC) Awards Gala:** The CUFA BC 2024 Distinguished Academics Awards Gala was held on May 1, and RRU faculty member, Dr. Sean Irwin, was a recipient of the Early in Career Award.
- **Recruitment:** President Steenkamp spoke the following potential recruitment partnerships:
  - Navitas - RRU is in discussions with global education provider Navitas about a potential partnership.
  - Maple Leaf Educational Systems – Dr. Sherman Jen and his family visited RRU’s campus on May 4. RRU is in discussions with Maple Leaf about renewing their partnership. President Steenkamp will go to China in October to see about joint programming between RRU and Maple Leaf.
  - Mount Royal University – Discussions are ongoing with Mount Royal University about a formal partnership between the two institutions. A meeting is set for July 2 to conclude that agreement.
  - Mexico – President Steenkamp travelled to Mexico at the end of May to visit with partners and government officials to discuss and/or finalize: partnerships; Indigenous student exchanges and scholarships; collaborations; and opportunities overall. The trip was very successful.
- **AI Workshop:** President Steenkamp travelled to Santa Clara to the Nvidia Corporation headquarters to attend, with other North American university presidents, a two-day workshop on how AI is changing the world of work and post-secondary education, as well as how to manage the risks of AI and learning tools.
- **Royal Visit:** On May 4, Chancellor Chan and President Steenkamp attended a reception hosted by the Lieutenant Governor for Her Royal Highness The Princess Royal, and Vice Admiral Sir Tim Laurence.

Board members acknowledged the hard work of President Steenkamp in exploring all possible opportunities to increase enrolment and create partnerships. Governor Saunders expressed deep appreciation to RRU’s faculty, staff, and volunteers for their enthusiasm and care around Convocation events, and Governor Holt highlighted the upcoming National Indigenous Peoples Day as an event where RRU distinguishes itself within the sector.

## SPECIAL BUSINESS

### 5. Climate Action Plan - Annual Report

Philip Twyford, Vice-President Finance and Operations, shared highlights from the Climate Action Plan report. RRU reduced its operational emissions by 30% in 2023 over 2022, primarily achieved by switching from conventional methane gas to renewable natural gas. In 2024, RRU anticipates meeting and exceeding its 2025 and 2030 greenhouse gas (GHG) reduction targets through the purchase of 100% renewable natural gas. The provincial government has asked the sector to look at the implications of scope 3 emissions; RRU will work out with the government on what this means for reporting requirements. Approximately 85% of RRU’s GHGs are

attributable to air travel, and RRU will be looking at scope 3 emissions from investments. RRU will be working closely with other sector partners to refine its approach.

It was clarified that the government's request to look at scope 3 emissions is focused on post-secondary institutions (PSIs) right now rather than all public sector entities. A board member commended RRU and the province for taking on what is a complicated but important step. Regarding the West Shore campus, it was shared that it was designed with energy efficiency in mind and will meet the zero-carbon standard, as well as the LEED Gold standard, once complete. Updates to the Colwood campus are being done gradually, and it was noted that the Dogwood Auditorium is heated by geothermal energy.

## **REPORTS FROM COMMITTEES**

### **6. Report from the Program and Research Council**

#### **6.1 Report from the Chair**

The council met on May 30, 2024. Key highlights include membership updates, an update on the research strategy from Deb Zornes, Director, Research and Innovation, and a discussion on the challenges around updating the international strategy given how rapidly the environment is changing, with huge changes from Immigration, Refugees and Citizenship Canada and forthcoming regulations from the province on the horizon. Further information will be shared once more is known. In terms of new business, Tamara Leary, Associate Vice-President, Integrated Academic Planning and Strategic Initiatives, provided an update on the forthcoming Strategic Enrolment Management (SEM) Plan, which will come to the board and the RRU community when ready. The council also received its regular reports from the chair and from the Vice-President Academic and Provost, with highlights including an update on the academic reorganization, recruitment for the dean, and Emerging Indigenous Scholars Circle positions.

PRC will meet next on September 12, 2024.

#### **6.2 New Program Approvals from Academic Council**

V. Thompson shared that there were no new program approvals to report.

### **7. Report from the Finance and Audit Committee**

#### **7.1 Report from the Committee Chair**

The committee met on June 11, 2024, and key topics of the presentation and discussion included: audited financial statements for the year ended March 31, 2024, for both the university and the RRU Foundation; investment performance; West Shore campus; land acquisition process; review of government reporting entity annual reports; and the Enterprise Risk Management annual report.

FAC next meets on September 12, 2024.

#### **7.2 Information and Data Management and Security Policy**

The Information and Data Management Security Policy is a new overarching policy that extends beyond the traditional IT network, and will govern all the university's information and data

management. It replaces the Information Security Policy and the Confidentiality Policy. The new policy meets and exceeds legislative requirements, as well as the Center for Internet Security and relevant ISO standards.

Members discussed insurance coverage related to cybersecurity attacks, and it was clarified that areas of insurance prerequisites are covered in the Enterprise Risk Management Report. RRU focuses strongly on prevention. A member queried about offboarding processes undertaken when an employee leaves RRU, and it was clarified that their final pay triggers a message to their supervisor to review what access outgoing community members should have.

Governor Kumar Tiwari left the meeting at 9:22 a.m.

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

MOTION (Saunders/Steenkamp)

*That the Board of Governors:*

- 1. approve the Information and Data Management and Security Policy;*
- 2. rescind the Information Security Policy (2004); and*
- 3. rescind the Confidentiality Policy (2006).*

CARRIED

## **8. Report from the Governance and Nominating Committee**

### **8.1 Report from the Committee Chair**

The committee met on June 7, 2024, and discussed items such as board policy renewals, which are included for approval in the items below, and board committee terms of reference.

GNC next meets on September 11, 2024.

### **8.2 Health & Safety Policy Review**

President Steenkamp introduced Rebecca Lumley, Executive Officer & Associate Vice-President, People and Culture, who was in attendance to present the three policies before the board for approval. R. Lumley highlighted the changes to the policy, as detailed in the materials package. In response to a governor question, it was clarified that this policy, and others, apply to students in cases where students are working for the university.

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

MOTION (Saunders/Holmes)

*That the Board of Governors approve the Health and Safety Policy.*

CARRIED

### **8.3 Safe Disclosure Policy Review**

R. Lumley highlighted the changes to the policy, as detailed in the materials package, which takes into consideration the changes and new regulations to the *Public Interest Disclosure Act*. The updated policy outlines that the President now has oversight and is required to pick a designated safety officer. A Safe Disclosure Office has been created under People and Culture, and the Safety Officer has a toolkit from the Ombudsperson to guide them through steps and



procedures. The reporting mechanism is still being determined but will likely be an email and phone number. The community will be updated once this is in place.

There will be regular reports to the executive and board, as well as an annual report. This will commence one year after the December 1, 2024, deadline to put new procedures in place. The toolkit provided to the Safe Disclosure Officer outlines the appropriate steps and procedures to follow regarding reports against all levels of RRU's organizational structure.

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

MOTION (Holt/Holmes)

*That the Board of Governors approve the Safe Disclosure Policy.*

CARRIED

#### **8.4 Sexual Violence and Misconduct Policy Review**

R. Lumley highlighted the changes to the policy, as detailed in the materials package. PSFS was engaged in consultative work that had the potential to impact PSI policies, which accounts for the delay in bringing this policy update to the board.

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

MOTION (Saunders/Steenkamp)

*That the Board of Governors approve the updated Sexual Violence and Misconduct Policy.*

CARRIED

R. Lumley left the meeting at 9:41 a.m.

### **VP PORTFOLIO REPORTS**

#### **9. Report from the Vice-President, Academic and Provost**

Further to her report, Veronica Thompson highlighted: recent forums; recruitment efforts for the posted dean and Emerging Indigenous Scholars Circle positions; connections with the Yukon government related to discussions about having Indigenous students from the Yukon attend RRU's BA in Interdisciplinary Studies program; the SEM plan is nearing a final draft; the accreditation of the Future of Capitalism course; a forthcoming name change for the Graduate Certificate in Strategic Human Resources to better align with changes in the sector and the updated naming to People and Culture at RRU; and that the outcomes of the BA in Professional Communications, MA in Higher Education and Administrative Leadership, and MBA program reviews will come forward to Academic Council, PRC and the Board.

The board chair noted Governor Holmes' research contributions detailed in the report.

#### **10. Report from the Vice-President and Chief Financial Officer**

Philip Twyford spoke about work that is occurring in IT, such as the forthcoming replacement of RRU's customer relationship management system. By breaking the project into smaller pieces, they have been able to reduce the cost of the elements. Regarding the Student Information System, existing work is proceeding (there will be a need for replacement in the future). Work is starting on preliminary finance in Human Resources system assessments based on work done

previously (challenges have been noted within the reporting modules in the finance system, which are being stabilized). With climate action, a risk assessment is being done looking at hazards across campus connected to increased global average temperatures and drought conditions. A report will be provided to the board in early 2025. Regarding the West Shore campus, work is going well on the drafting of a collaboration agreement between the partner institutions.

Reflecting on the climate action risk assessment, Governor Saunders offered to connect P. Twyford with a colleague from the Ministry of Forests to provide guidance around the management of climate-related impacts on campus trees. P. Twyford will follow up with him outside the meeting. It was clarified that Colwood's tree removal bylaw does apply to the Colwood campus and that RRU works closely with Colwood, Langford, and the Songhees and Esquimalt Nations in partnership regarding the management of the trees and the importance of incorporating traditional knowledge into the management plans.

#### **11. Report from the Vice-President, Communications and Advancement**

Further to her report, Susan Gee shared that the Advancement team has reached \$5.7M total fundraising as of June 15, and there is confidence that they will move past the \$7M goal. The Leading with Courage campaign was launched, and they are well into major gift fundraising. An upcoming special announcement will put the team on the way to achieving their goal. The National Indigenous Peoples Day event at RRU is expecting up to 7,500 people, with approximately 3,000 being schoolchildren. Children of the Heron Peoples Circle members, and members themselves, will be participating. Alumni Relations has moved through lots of projects and will be increasing engagement. There is a new Military Heritage Committee lead, as well as new terms of reference, a proper succession plan, and a new female member. The group has had long-standing members with important contributions to the university. RRU has hired a media agency from Whistler that can help move advertising in various spaces. West Shore campus awareness advertising will be launched soon.

Governor Holt commended the Advancement team on their success. It was clarified that contributions from the Bloom gift are included in this amount and that there are other gifts in the pipeline.

#### **CONSENT AGENDA**

##### **PRO-FORMA MOTION**

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

#### **12. Consent Agenda - Approval items:**

None.

#### **13. Consent Agenda - Information items:**

13.1 Draft PRC minutes of the 30 May 2024 meeting of the Program and Research Council

#### **14. Adjournment of Open Session**

The meeting adjourned at 9:56 a.m.

## BOARD OF GOVERNORS BRIEFING NOTE



**MEETING:** October 11, 2024

**AGENDA ITEM:** RRU 3-Year Action Plan, 2024/25 to 2027/28

**SPONSOR:** Philip Steenkamp, President and Vice-Chancellor

**PURPOSE:** For Decision

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### **Synopsis:**

The RRU 3-Year Action Plan, 2024/25 to 2027/28 is being presented to the Board of Governors for approval at its meeting of October 11, 2024. In addition to wide community consultation, the plan was presented for information and comment at the Governance and Nominating Committee (GNC) on September 6, 2024, the Finance and Audit Committee on September 11, 2024, and the Program and Research Council (PRC) on September 12, 2024.

### **Background:**

RRU's vision document lays out a blueprint for RRU looking forward 25 years. That document was previously supported by a 5-Year Business Plan, which developed into a 5-Year Strategic Plan, which is now being framed as an action plan, given the rapidly changing environment and challenges. The 3-Year Action Plan (3YAP) is intended to provide a rolling roadmap, to be updated each year, with a focus on driving enrolment growth and revenue generation. The draft plan before members is the product of a variety of community engagement initiatives and wide consultation over more than a year.

### Engagements:

- Aug. 22, 2020 – *Surviving, Thriving or Radical Revisioning* paper by Drs. Thomas Homer-Dixon, Jean Slick, and Robin Cox
- Academic Reorganization
- President and Provost Forums:
  - Oct. 16, 2023 - Trends Reshaping Post-Secondary Ed.
  - Jan. 11, 2024 - Academic Freedom, Freedom of Expression and Institutional Autonomy
  - Mar. 12, 2024 - Forum on Generative AI
  - May 8, 2024 - Future Directions for RRU
- Consulting of strategic plans, beginning in 2023

### Socialization and Consultations:

- Sept. 5 – Presentation of 3YAP to RRU Senior Leadership Forum
- Sept. 5 – Presentation of 3YAP to RRU Core Faculty
- Sept. 6 – Presentation of 3YAP to GNC
- Sept. 9 – Presentation of 3YAP to RRU Exempt Staff
- Sept. 11 – Presentation of 3YAP to FAC

- Sept. 12 – Presentation of 3YAP to PRC
- Sept 12 – Presentation of 3YAP to RRU Community (Campus Conversation)

The 3YAP outlines the markers of a re-engineered and sustainable university. Indigenization and climate action leadership will remain foundational priorities of RRU throughout, whereas the 3YAP details key actions in six priority areas to increase enrolment: 1. Engaged, aligned and inclusive university community; 2. Optimal structures and simple and effective processes; 3. Competitive, responsive and accessible programs and engaged research; 4. Vibrant and sustainable place; 5. Productive and profitable partnerships; and 6. Nationally recognized brand.

#### **Fit to Vision and Strategic Direction:**

One of the core purposes of the vision document is to "... work together to reposition Royal Roads for the next 25 years... envision[ing] a nimble, innovative university attracting students from across Canada and around the world interested in learning that is relevant to their personal and professional needs and the demands of a rapidly changing world." Given that world change is happening so quickly in this sector, the 3YAP is guided by RRU's vision and focuses on priorities, actions, and opportunities to ensure the continued success of the university.

#### **Lens of Reconciliation:**

As noted above, the 3YAP purposefully clarifies that Indigenization is a foundational priority of RRU and core to its values, and work will continue on this regardless of circumstances within and outside of RRU. Externally, RRU will continue to engage in its reciprocal partnerships with the Songhees and Esquimalt Nations, related to economic and educational opportunities and initiatives and projects, regardless of how things proceed with their treaty negotiations with the federal and provincial governments. Internally, by 2027/28, RRU will prioritize ensuring that the Emerging Indigenous Scholars Circle is at full strength, that the Indigenous Education Plan is completed and implemented, that the land-based curriculum certificate has fully launched, that the existing Indigenous Education Team positions are regularized, that Indigenous student numbers have increased by 10%, and that a greater connection with strong Indigenous businesses and Indigenous procurement is in place.

#### **Options:**

1. **Option 1:** That the Board of Governors approve the RRU 3-Year Action Plan, 2024/25 to 2027/28 as presented.
- OR
2. **Option 2:** That the Board of Governors recommend further work be done on the RRU 3-Year Action Plan, 2024/25 to 2027/28 and that it be brought forward for approval once that is in place.

#### **Implications:**

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

As the 3YAP is intended to provide a roadmap drive enrolment for RRU for the next three years, all the above categories are relevant and require a plan in place to ensure success in all areas.

#### **Risk Assessment:**

The Board of Governors is required to approve RRU's strategic direction and monitor progress on the achievement of strategic goals. The 3YAP represents that annual plan and oversight, but with an action focus, organized around key priorities, rather than higher-level strategies alone. Should a plan not be in place, RRU runs the risk of not effectively meeting the challenges and seizing the opportunities ahead.

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**Recommendation:**

The Board of Governors reviews and approves the RRU 3-Year Action Plan, 2024/25 to 2027/28.

**MOTION:**

*That the Board of Governors approve the RRU 3-Year Action Plan, 2024/25 to 2027/28 as presented in Attachment 1.*

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**Attachments:**

1. RRU: 3-Year Action Plan, 2024/25 to 2027/28 - draft



Royal Roads  
UNIVERSITY

*DRAFT*

# RRU Three- Year Action Plan

**2024/25 TO 2027/28**



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## RRU Today

## Vision, Values, and Goals

## Current Challenges and Impacts

### A Reengineered, Sustainable University:

1. Engaged and Aligned University Community
2. Optimal Structures and Simple and Effective Processes
3. Competitive, Responsive and Accessible Programs
4. Vibrant and Sustainable Place
5. Productive and Profitable Partnerships
6. Nationally Recognized Brand

### Core to Our Values:

- Climate Action Leader
- Indigenization

## Planning Framework

## Actions and 3-Year Milestones and Metrics



## Land Acknowledgement

*Royal Roads University (RRU) is located on the traditional lands of the Lekwungen-speaking Peoples, the Songhees and Esquimalt First Nations. It is with sincere gratitude that we work and learn on these extraordinary lands.*

## RRU Today

Established in 1995, Royal Roads University's (RRU) has a distinctive and critical mandate: to address labour market demands through applied and professional programs and research, delivered in a blended format, on campus and online. For the past 30 years, we have earned a strong reputation for delivering high-quality, life-changing education and research. Now our uniquely adaptive structure will support us as we rapidly adjust to changing times, realizing the university's long-term vision:

### ***Inspiring people with the courage to transform the world.***



Our focused mandate combined with a unique unicameral-governance model gives RRU the flexibility to be nimble, responsive and innovative. We continually align our programs to the demands of an evolving labour market, the education needs of the community, and the policy and operational priorities of the province. We deliver more than 60 programs in leadership, business, tourism, education and technology, climate and sustainability, peacebuilding, justice, disaster management, and communications and culture.

The RRU community of 425 staff, 75 core faculty and roughly 500 associate faculty work to serve approximately 4,000 new and continuing students each year. Another 6,000 students participate in professional continuing studies programs. Once graduated, our students join more than 35,000 alumni from 68 countries around the world.

Our Learning, Teaching, Research Model (LTRM) is a signature pedagogy that is applied and authentic, caring and community-based, and transformational. The model supports cohort-learning across professions, and builds diverse and critical workplace skills. Our approach to flexible admission recognizes life-long learning, making it possible for students from all backgrounds to learn at RRU. We are recognized as an Ashoka Changemaker Campus, one of only seven institutions in Canada.

Our new West Shore campus, set to open in September 2025 in downtown Langford, will support learners on the road to higher learning. A collaborative partnership with RRU, the University of Victoria and Camosun College, this innovative and sustainable campus will welcome high school graduates transitioning to post-secondary, new Canadians, and Indigenous Peoples to promote fuller inclusion in the economy and society.

Our newly acquired Salt Spring Island location will serve as a changemaking centre for sustainability and environmental education, community engagement, think tanks and retreats.

Drawing on our strengths as a flexible and nimble institution, this three-year plan charts a bold course in deeply challenging times. It will advance strategies to grow enrolments and balance the budget, engage and align with diverse communities, while staying competitive and responsive. This plan will leverage our vibrant and sustainable campus and seek out productive and profitable partnerships.



# Vision, Values, and Goals

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.

## Current Challenges and Impacts

Royal Roads is facing unprecedented challenges. Domestic and international enrolments are down sharply — 11% in 2022/23 and 14% in 2023/24. While the University has reduced spending and sought additional sources of revenue to mitigate the decline in enrolment revenue, our budget is under considerable pressure resulting in an operating shortfall of \$4.3M in 2023/24. For 2024/25 we are anticipating a further enrolment decline of 7% resulting in an operating shortfall of \$5.9M.

We had anticipated a bounce-back in enrolments after COVID, but instead saw a significant decline. This is part of a larger trend — a great withdrawal of students — occurring at many institutions across the country. While it is difficult to fully understand what is driving reduced participation (something mirrored in other sectors as well), it is often attributed to post-pandemic stress and burnout. We also know that students consider the total cost of education and that recent high inflation, and the resulting cost-of-living crisis, have led many prospective students to defer pursuing further education as they seek to manage the rising costs of essentials like food, housing and transportation. Compounding this, labour shortages, higher wages and the concomitant rising opportunity cost of higher education, have further depressed demand. And there is evidence that employers, facing tight organizational budgets, have significantly cut back on funding for professional development for their employees. At our campus, affordable housing remains a challenge as RRU does not have year-round on-campus housing. Taken together these issues have had a disproportionately large impact on enrolment at Royal Roads given our focus on programming for career professionals, the group most affected by these changes. This is occurring as we experience a rise in populism and anti-elite bias, expressed in the latest culture wars, leading to a marked decline in public support for and trust in post-secondary institutions.



While RRU has historically had a strong labour-market alignment, it is critical that we ensure our current program offerings continue to align with, and respond to, labour-market needs. We are also facing increased competition from other public institutions that are responding to demographic changes and shifting demand by focusing on adult learners and professional programs, and adopting online and blended formats, once the preserve of Royal Roads and a handful of other institutions.

Furthermore, in the last few years, private institutions have dramatically expanded

enrolments, especially those of international students, by offering similar programs at a lower price and with lower entry requirements than those at Royal Roads. Those institutions offer quicker processing times, effective student-award strategies (in the form of upfront scholarships), and cutting-edge student and learning platforms.

Further complicating matters, the new federal immigration measures regarding international students, including increased requirements for financial self-sufficiency, reductions in the total numbers of international student visas, and restrictions on post-graduate work rights, have wreaked havoc on international student recruitment and institutional revenues across the country, including here at Royal Roads. These changes follow, and compound, the declines in student numbers caused by geopolitical tensions with countries like China and India over the past few years.

While the collective impact of these disruptions is significant, even more significant is the impact of the accelerating democratization of knowledge. Simply put, knowledge—once the realm of post-secondary institutions—is now ubiquitous and increasingly available for free or at a very low cost, across multiple platforms. This trend is accelerating dramatically with the rise of generative AI. With prospective students increasingly able to access high quality content without needing to enroll in university programs, institutions need to be clear on what they do and what they can offer that will add value. While larger universities, especially those that are highly ranked and enjoy sizeable endowments and significant sources of ancillary revenue, will weather these disruptions with variable degrees of success, small, special purpose universities like Royal Roads will not survive unless they adapt quickly to the new environment.

As we face these unprecedented challenges, we need to accelerate the work we've started to radically re-envision the university—our structures, processes, platforms, programs, partnerships, and our culture—in order to more effectively realize our mandate which is to offer relevant applied and professional programs, respond to the needs of the labour market, and serve the continuing education needs of the community.

## A Re-engineered, Sustainable University

Royal Roads needs more students to be sustainable. At present, RRU has some 2,040 student full time equivalents (FTEs). By 2027/28 we aim to have a total of 3,000 student FTEs (70 to 80% domestic/20 to 30% international; 80 to 90% graduate/10 to 20% undergraduate). We will continue with a primary focus on graduate programming for professionals, including mid-career professionals and those at the beginning of their careers.



Our new undergraduate strategy will be fully implemented, including degree completion and full-degree programming and student FTEs at RRU Langford. In 2025 the Langford campus will open with initial offerings of four undergraduate certificates that provide pathways into a BA Business Administration and a BSc Environmental Science, followed by other programming that will also provide pathways to existing RRU undergraduate programs.

We will have grown the number of Indigenous students from 358 student FTEs in 2023/24 to

at least 393 student FTEs by 2027/28 (a minimum 10% increase). The target for international students by 2027/28 will be between 650 and 900 student FTEs, with an objective to attract international students from a greater diversity of countries, enrolled in a wider range of programs. We will also aim to increase support for students by setting aside 2% of our institutional budget for financial assistance by 2027/28, on the way to a long-term target of 3%.

By 2027/28, Royal Roads University's operations will be considerably more sustainable and climate resilient with on-campus GHGs reduced by 90% of our 2030 target. Our comprehensive Climate Action Plan will be expanded to chart climate adaptation and resilience across all three campuses – Colwood, Langford and Salt Spring Island. The Climate Hub will be fully operational and serve as a centre for education, research, capacity building and engagement. Our campus will feature rewilded spaces, honouring and restoring Indigenous relationships with the land, while enhancing biodiversity and ecological health.



In the context of ongoing negotiations for anticipated treaty settlement lands where the campus sits, Royal Roads will continue to work in partnership with the Songhees and Esquimalt Nations, leaning into beneficial economic and educational opportunities, and implementing initiatives or projects to support culture and the environment. On the academic side, an ambitious agenda sees our Emerging Indigenous Scholars Circle at full strength by 2027/28, an Indigenous Education Plan fully developed and

implemented; land-based programming finalized, approved, and launched; and the Indigenous Education Team positions regularized. A dedicated advancement campaign will yield resources for additional Indigenous initiatives, as well as support for Indigenous students. And a broad-based engagement strategy will ensure ongoing input from Indigenous voices and communities.

**Finally, our budget will be balanced, and any operating surplus invested in a strategic investment fund.**

To grow enrolments and balance budgets will require bold and decisive actions, as detailed in the six priorities outlined below:

## 1 Engaged and Aligned University Community

Royal Roads needs an engaged and aligned community to effectively implement the changes outlined in this plan. To do this we will prioritize work being done by our Human Rights and Accessibility Office, including increasing awareness and capacity for our employees.

By 2027/28 RRU will be recognized as a top employer of choice committed to an exceptional employee experience and excellence in adaptive, responsive and decisive leadership. RRU is a dedicated, committed and engaged community of changemakers with the skills required to navigate a rapidly changing environment and take bold action to ensure long-term sustainability.

Implementation of the university's People Plan will be well underway reflecting our commitment to lead with courage, and advance equity and sustainability through the strategic pillars of Leadership Excellence; Exceptional Employee Experience; Innovation & Effectiveness; and Inclusion, Community, & Wellbeing. These four pillars will guide our efforts to create an environment where all members of our university community can thrive.

We will continue to live the university's values—caring, creative and courageous—which will be thoughtfully deployed:

- **courage** to take risks and embrace far-reaching changes;
- **creativity** to meet the challenges and take advantage of opportunities ahead; and
- **caring** to build an inclusive community where everyone feels welcome and valued.

There is, in other words, a strong culture of belonging.

By 2027/28 there are many more people present on campus—students, staff, faculty and members of the community—regularly engaging in events and activities, and using the services available.

We are committed to creating more opportunities for our practices and processes to include diverse perspectives, adopting an intersectional approach that recognizes how power and privilege impact our organization. It's crucial we continue to embed a strong sense of belonging for our staff, faculty, and community, fostering a culture where everyone can thrive in an environment that prioritizes wellbeing.

Finally, to create a workplace of choice, we are dedicated to engaging and listening to our employees, which includes assessing and addressing the multiple barriers they may face to ensure our people feel valued and supported.



## 2 Optimal Structures and Simple and Effective Processes

Royal Roads needs accurate and timely business intelligence, streamlined and adaptable processes, truly modern digital platforms, and nimble cost-effective structures to stay competitive and attract more students.

This plan embodies broad community engagement, aligns our institutional goals with existing cross-institutional and operational plans, and fosters a collaborative pathway to sustainable growth.



The framework creates synergy, ensuring efficient use of resources and coordination of efforts.

By 2027/28, business intelligence on internal and external environments will be fully developed and readily accessible

to inform timely and effective decision-making on strategies for attracting and retaining students. High quality business intelligence will consistently inform the work of marketing, recruitment, enrolment services, admissions, and student support. In addition, the university will have ready access to the latest labour-market trends and a solid understanding of its competitors, particularly with respect to product (programs), price (tuition fees and financial assistance), processes (response and processing times), and services for students.

We will continue to adopt modern, integrated and interoperable digital platforms, including innovative educational technologies, to ensure optimal student experience and effective and efficient administration and management. Processes, across the organization, especially those serving students, will be dramatically simplified and largely automated, and will be harmonized and data-informed. The university will respond to student applications for admissions within 96 hours, and will have in place a new term-based system for program starts, providing more flexibility for students and simplifying administrative processes.

Finally, by 2027/28, the new faculties and schools established as part of the academic reorganization, are operating effectively and iterating as opportunities arise. In particular, the new structures are providing students with more choices and greater flexibility, are reducing the administrative work of faculty, allowing them more time to focus on teaching, and are facilitating an exceptional inter- and trans-disciplinary learning, teaching and research experience on campus.

## 3

## Competitive, Responsive and Accessible Programs and Engaged Research

By 2027/28, our suite of academic programs will be smaller, sustainable, and continue to reflect the current labour market. As the market changes, we will adapt in real time, adjusting our interdisciplinary credit and non-credit programs to ensure we bring our students what workplaces need now.

To enrich synergies and streamline our work, scheduling will be term based, allowing for the sharing and co-creation of curricula across programs. This change will be integrated with and optimize all modes of program delivery.

Refreshed academic advisory councils will inform the development and evolution of our programs. Advisory councils will provide strategic intelligence related to RRU's existing programs, new program development, and applied research from the perspective of the labour market. Councils' perspectives on the issues, trends and developments impacting the educational needs of professionals and the professional competencies required by employers, will help to ensure RRU programming remains current and relevant to sector and labour-market needs.

Research, teaching and learning are intentionally and integrally intertwined at Royal Roads, in our Learning, Teaching and Research Model. Research informs our learning and teaching, and we explore our teaching and learning through research.



By 2027/28, Royal Roads will be recognized for its vigorous research culture and vital and impactful research that inspires action and addresses real-world challenges, such as those in education, technology, information, the natural world, and social systems, as we prepare for whatever disruptions the future may bring. New leadership in Graduate Studies and Research will be well established. A new strategic research plan, that reflects our newly revised research themes, will be complete, and all of our Canada Research Chair (CRC) positions will be filled.

As signatories to the San Francisco Declaration of Research Assessment (DORA), and as an Ashoka University Changemaker Campus, with commitments to Indigeneity, and diversity and inclusion, in our research and research practices, our research aspires to changemaking, and engages individuals, organizations and communities at all levels and stages of the process. Research is designed to be with, rather than about, participants, emphasizing the co-creation of knowledge. Our research is designed to be shared and developed with practitioners who may benefit from the findings and results.

Our pricing will be competitive with other high-quality institutions, and student awards and bursaries will make our programs accessible to a diverse array of students. Our pathway programs will run at full capacity, engaging students from around the world, many of whom are interested in receiving an RRU credential.

## 4 Vibrant and Sustainable Place

We honour the history and culture of those who have come before us: Indigenous communities, settlers, and those who attended Royal Roads as a military college. Today we work to create a highly engaged and inclusive campus, built on sustainable, leading-edge infrastructure and exceptional online platforms.

By 2027/28 Royal Roads will be well on its way to establishing mutually beneficial partnerships with the Songhees and Esquimalt Nations that broadly advances environmental sustainability, growth, and education for all involved.

Our continued commitment to community engagement will be felt as we roll out our community engagement framework, a plan that will connect with diverse communities locally, provincially and nationally. We will expand The Farm, revitalize our gardens, and repurpose Hatley Castle, drawing thousands and warmly welcoming all people.

Our Colwood campus will continue to serve as a vital living laboratory for place-based learning; from old-growth forest to foreshore, and from farm to formal gardens, we will deliver inspiring teaching and learning. As part of our 10-year capital plan, our Langford campus will thrive as one of the first collaborative campuses in Canada, serving undergraduate and adult learners, with a fully operational innovation centre embedded in the West Shore community.



With a focus on sustainability and climate action, our new location on Salt Spring Island will offer academic changemaker programming, events and retreats, many delivered in partnership with on-island community organizations. Our virtual spaces will be second to none, providing students with high quality, user-friendly digital learning environments that support teaching and advance learning. Our magnificent main

campus, combined with a focus on taking on the world's toughest problems, makes RRU an extraordinary place to work and learn. Our faculty, staff and students are as exceptional as our surroundings.



## 5 Productive and Profitable Partnerships

Part of our growth strategy will include engagement with education partners who can help us draw more students to Royal Roads while delivering high-quality education.

By 2027/28 our Global Partnerships and Business Development Unit will operate at full capacity, identifying beneficial business opportunities and creating key partnerships with businesses and the public sector, to bring students and revenue to our university.

Our plans to re-establish high-quality transnational education will be in full swing. Our new offshore presence in RAKEZ, United Arab Emirates (UAE) will bring RRU programming to approximately 1,000 students per year. An additional offshore presence in South-East Asia will make RRU's life-changing programs easily accessible to students from that part of the world. Agreements to achieve strong partnerships in China, India and Mexico, now in development, will be completed and moving to implementation.



An agreement with a successful and well-connected partner in the international recruitment will be well-developed and operating smoothly. On the domestic front, Mount Royal University and RRU will have formed a partnership that leverages RRU's academic programming and applied research at MRU's Calgary campus.

By 2027/28 our ancillary revenue will have grown to a minimum of \$1.4M annually, supporting destination weddings, conferences, film shoots, and large-scale community events.

Profitable and productive, these partnerships will be carefully managed to ensure all students who study with us receive high-quality education.

## 6 Nationally Recognized Brand

By 2027/28, national awareness of the Royal Roads brand is at 45%. RRU's digital and social stories featuring the research and work of our students, faculty, alumni and staff reach 10M people, and our advertising reaches another 25M in strategically placed markets annually. People will know the RRU brand, think highly of us, and appreciate the life-changing education we deliver.

Our nationally recognized brand drives student recruitment across the country. Our recruitment plan connects with and inspires prospective students from multiple sectors including government, the military and first responders, tech, education, tourism, business and health care. Indigenous engagement will continue to grow and develop with the Songhees and Esquimalt Nations, and Nations from across Southern Vancouver Island and beyond.

Our alumni engagement programs will be fully realised. Sixty percent of our 35,000 alumni will be engaged with us in some way, either through communication with us, or as an ambassador, donor, volunteer, instructor, mentor, returning student or attendee at RRU events. The majority of our alumni will tell us they were promoted as a result of their RRU degree. We will host 500+ alumni at our annual alumni homecoming weekend, and our alumni advantage program will be at capacity, teaching our alumni professional non-credit programs, some that ladder into a second degree.

*Leading With Courage*, our 6-year, \$50M campaign, will be 80% complete with \$40M raised to support student success, talent and research, and campus spaces.

## Putting Plans into Action

The implementation of this action plan is already underway, and will be closely tracked for continued progress. Designed to strengthen the institution's capacity for long-term success, it is focussed on achieving a re-engineered and sustainable university. Informed by broad community input, it seeks to foster a culture of collaboration across the University and with external partners.

The following dashboard lays out the detailed actions under each priority area, with associated milestones and metrics over the next three fiscal years, beginning in April 2024. This approach ensures transparency and accountability, and facilitates reporting to the board and to the RRU community, on both the challenges and the achievements over the life of the rolling three-year plan.

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## RRU THREE-YEAR ACTION PLAN DASHBOARD

### MILESTONES & METRICS (2024-2027)

Priority 1: Engaged and Aligned University Community							
Action	FY 2024/25		FY 2025/26		FY 2026/27		
	Milestones	Metrics	Milestones	Metrics	Milestones	Metrics	
<b>a) Leverage strengths to become an Employer of Choice</b>  Lead: People & Culture	Apply to Top Employer Project  Inquire into Top employer options report (Forbes, Best Place to Work)	Apply to 1 national competition and 2 regional competitions  Baseline established: number of applicants per postings	Win regional Top Employer Project 2025  Increased applications to Top Employer projects	Apply to 4 Employer of Choice competitions  Baseline turnover established	Employer of choice awards attract & retain employees  More applications from top candidates, lower turnover	Increased number of applicants per posting  Turnover decreased (from baseline)	
<b>b) Launch a values-based People Plan</b>  Lead: People & Culture	Plan published in summer 2024	Approved by Executive Committee and presented to BOG	Collaborate with Indigenous partners, Elders and other stakeholders	Indigenous perspective is reflected in the plan	Opportunities for employees to share feedback, plan is revised every 3 years	100% of milestones are met, new plan published for 2027.	
<b>c) Develop workforce plan respond to labour-market demands</b>  Lead: People & Culture	Hiring process simplified, reduce administrative burden	Time & Attendance module implemented,  Baseline days to hire established	Update compensation philosophy and plan	Employee Engagement Score Driver <u>Total Rewards</u> increased (from baseline 37%)	Streamlined and automated processes for hiring, compensating and supporting workforce	Decrease from baseline in "days to hire"	
<b>d) Support a vibrant campus community</b>  Lead: People & Culture	Increased communications (emails, Crossroads, Newsletter) of events and initiatives to support on-campus events	Draft volunteer policy to support RRU employees in community On-campus volunteering options reported	Annual review of Flexible Work Arrangements  Feedback from employees and leaders on efficacy of agreements	Revised Flexible Work Arrangements and remote work agreements  Increase in overall Employee Engagement score (from baseline 51%)	Increased participation from faculty and staff in on-campus volunteer opportunities, spaces and events	Employee Engagement Score Driver <u>Community Engagement</u> increased (from baseline 42%)	

<b>Legend</b>	<b>Completed</b>	<b>Active/on track</b>	<b>Active but needs help</b>	<b>At risk/off track/delayed</b>	<b>Not started</b>
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<b>Priority 1: Engaged and Aligned University Community</b>							
<b>Action</b>	<b>FY 2024/25</b>		<b>FY 2025/26</b>		<b>FY 2026/27</b>		
	<b>Milestones</b>	<b>Metrics</b>	<b>Milestones</b>	<b>Metrics</b>	<b>Milestones</b>	<b>Metrics</b>	
<b>e) Provide opportunities for all employees to be changemakers by supporting change and innovation</b>  Lead: People & Culture	Provide Change Leadership Series to Senior Leadership Forum  Add “changemaker awards” to Celebrate U	Increase number of Senior Leadership Forum members trained in change-leadership  Award nominations received in all categories	Develop self-serve learning at the time of hire that focuses on change and change leadership at all levels	Employee Engagement Score Driver <u>Learning and Development</u> increased [Baseline 42%]	Employees are aware of the “changemaker” culture and resources are easily accessible	Employee Engagement Score Driver RRU <u>Potential increased</u> [Baseline 54%]	
<b>f) Develop recruitment strategies for Indigenous staff and faculty</b>  Lead: People & Culture	Support recruitment of Emerging Indigenous Scholars Circle  Develop an internship model for hiring Indigenous staff	Two Emerging Indigenous Scholars hired each year	Seek feedback from staff experiences (Everyone Counts Survey, Employee Engagement Survey)	All HR and payroll systems have been reviewed and changes made  All excluded and CUPE role profiles have been reviewed	<u>Milestones</u> Internship/Pathway program is underway	<u>Metric</u> Increased number of Indigenous Faculty hired  5 Indigenous hires through internship/pathway model	
<b>g) Increase competency and capacity for leaders in Human Rights and Accessibility</b>  Lead: People & Culture & Human Rights and Accessibility	<u>Milestones</u> Intercultural Assessment completed September 14, 2024  Accessibility audit  Developing new skills-based competency framework and plan	<u>Metric</u> 50 % or more of Senior Leadership have completed the Intercultural Assessment	<u>Milestones</u> Training for leaders in Human Rights and Accessibility and climate action  Share Everyone Counts Census result	<u>Metric</u> 75% Senior leaders participated in training opportunities  Accountability measures	<u>Milestones</u> Leaders have access and use the competency model when recruiting and throughout performance cycle Increased sense of belonging	<u>Metric</u> Employee Engagement Score Driver Community Engagement increased (from baseline 42%)	

<b>Legend</b>	<b>Completed</b>	<b>Active/on track</b>	<b>Active but needs help</b>	<b>At risk/off track/delayed</b>	<b>Not started</b>
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**Priority 2: Optimal Structures and Simple and Effective Processes**

Action	FY 2024/25		FY 2025/26		FY 2026/27	
	Milestones	Metrics	Milestones	Metrics	Milestones	Metrics
<b>a) Implement Streamlined Academic Organizational Structure</b>  Lead: VPAP	Academic Council Approval August 21  Board Approval October 11  Begin work of centralizing administrative functions	Appointment of Deans (three)  Complete Senior Administrative Manager roles  Complete centralized administrative functions	Implementation of school structure	Appointment of Associate Deans, managers, and staff assignments	Continuous review and improvement cycle in place	Review completed
<b>b) Implement Administrative Re-Organization</b>  Lead: VPCA and People & Culture	People & Culture repositioned to report to president  Recruitment repositioned to report to VPCA	Repositioning 100% complete	One-year assessment and review	Completed	N/A	N/A
<b>c) Develop Digital Transformation Strategy</b>  Lead: VPAP & VPFIT	Launch Destiny 1 & RRU Go  Launch Client Relations Management (CRM),  Identify gaps and opportunities to improve services and processes.  Develop draft principles for the responsible administrative use of artificial intelligence (AI)	Complete  In use by May 1, 2025  Gap Analysis and Prioritization completed by March 31, 2025  AI draft principles released for consultation by March 31, 2025	Develop Digital Transformation Plan by September 30, 2025  Finalize AI principles by June 30, 2025	Plan Completed  AI Principles released	Deliver at least 2 priority connected services by December 31, 2026  Development of an AI use policy by December 31, 2026	Go-live achieved  Draft AI policy released for consultation

<b>Legend</b>	<b>Completed</b>	<b>Active/on track</b>	<b>Active but needs help</b>	<b>At risk/off track/delayed</b>	<b>Not started</b>
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<b>Priority 2: Optimal Structures and Simple and Effective Processes</b>								
<b>Action</b>	<b>FY 2024/25</b>		<b>FY 2025/26</b>		<b>FY 2026/27</b>			
	<b>Milestones</b>	<b>Metrics</b>		<b>Milestones</b>	<b>Metrics</b>	<b>Milestones</b>	<b>Metrics</b>	
<b>d) Develop Business Intelligence function to inform timely and effective decision making</b>  Lead: VPFIT, VPAP	Establish Unit with internal and external business intelligence functions  Relaunch Data Governance	New Unit Operational  Complete a business intelligence gap analysis  Implementing changes underway		Expand functionality	Five-year plan developed	Achieve enterprise-wide Business Intelligence functionality  Continuous review and improvement cycle in place	Integrated evidence-based planning and decision-making	
<b>e) Optimize recruitment</b>  Lead: VPCA	Recruitment strategy developed	Recruitment strategy approved  20,000 – 24,000 qualified prospects achieved		Domestic recruitment at full capacity  International recruitment partnerships fully operational and meeting targets	20,000 – 24,000 qualified prospects achieved	Domestic recruitment at full capacity  International recruitment partnerships continue to meet targets	20,000 – 24,000 qualified prospects achieved	
<b>f) Streamline Admissions Process &amp; Functions</b>  Lead: VPAP	Strategic review of admissions criteria and policy	Admissions recommendations approved and confirmed		Admissions recommendations implemented	Percentage of responses within 96 hours	Continuous review and improvement cycle in place	Percentage of responses within 96 hours	
<b>g) Convert to Term-based Structure</b>  Lead: VPAP	Consultation on term-based structure  Term-based structure proposal developed	Term-based structure and implementation plan approved		Begin implementation of term-based structure	First offering of programs in term-based structure	Continued implementation of term-based structure	Term-based structure in place	

<b>Legend</b>	<b>Completed</b>	<b>Active/on track</b>	<b>Active but needs help</b>	<b>At risk/off track/delayed</b>	<b>Not started</b>
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<b>Priority 3: Competitive, Responsive, and Accessible Programs</b>								
<b>Action</b>	<b>FY 2024/25</b>		<b>FY 2025/26</b>			<b>FY 2026/27</b>		
	<b>Milestones</b>	<b>Metrics</b>	<b>Milestones</b>	<b>Metrics</b>		<b>Milestones</b>	<b>Metrics</b>	
<b>a) Optimize academic program suite</b>  Lead: VPAP	Academic Program Optimization Committee Report with recommendations to VPAP by Jan. 2025  Renewed proposal for 4-year undergraduate academic programming developed	Executive Committee and Academic Council approval  Proposal(s) for 4-year undergraduate programming approved up to board level	Implement recommendations  4-year undergraduate programming launched	Sustainable, responsive, adaptable program suite established  Increase in undergraduate students (64 at RRU Langford)		Continuous review and improvement cycle in place  Additional 4-year undergraduate programming launched	Enrolment stability across the academic suite of programs  Increase in undergraduate students (192 at RRU Langford)	
<b>b) Establish new advisory councils to align with academic structure and labour-market demand</b>  Lead: VPAP	Task working group to review advisory council Terms of Reference by end of October 2024  Program and Research Committee review of advisory council Terms of Reference, November 20, 2024	Revised Advisory Council Terms of Reference approved by Executive Committee and Program and Research Council	Establish new structure	New structure established and members appointed		Continuous review and improvement cycle in place	Regular meetings  Consistent engagement with advisory councils established	
<b>c) Establish and Maintain Strategic Enrolment Management (SEM) Plan</b>  Lead: VPAP	SEM Plan drafted  SEM Framework reviewed and re-established	SEM Plan approved and implementation underway  SEM working groups in place and meeting regularly	Continued implementation of SEM Plan  Assessment of SEM Plan goals	SEM Plan updated		Assessment of SEM Plan goals continued  Development of SEM Plan 2027-2030 underway	2027-2030 SEM Plan drafted	

<b>Legend</b>	<b>Completed</b>	<b>Active/on track</b>	<b>Active but needs help</b>	<b>At risk/off track/delayed</b>	<b>Not started</b>
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<b>Priority 3: Competitive, Responsive, and Accessible Programs</b>							
<b>Action</b>	<b>FY 2024/25</b>		<b>FY 2025/26</b>		<b>FY 2026/27</b>		
	<b>Milestones</b>	<b>Metrics</b>	<b>Milestones</b>	<b>Metrics</b>	<b>Milestones</b>	<b>Metrics</b>	
<b>d) Increase Research and Canada Research Chair (CRC) Profile</b>  Lead: VPAP	Assessment of Strategic Research Plan 2020/21-2022/23 and alignment to Academic Strategic Plan  Draft postings for two vacant CRCs  Sign off on San Francisco Declaration of Research Assessment (DORA)	Assessment and alignment report to RAC and VPA by March 31, 2025  CRC postings in market by end of 2024	Draft 2025/26-2027/28 Strategic Research Plan and consult with RRU community  Select CRC candidates  Strike working group to develop criteria and processes in support of DORA	Strategic Research Plan 2025/26-2027/28 approved by RAC, AC, PRC by March 31, 2026  CRC proposals submitted for approval by April 2026  Criteria and processes in support of DORA established	Implementation of 2025/26-2027/28 Strategic Research Plan  New CRCs in place	Dependent on report recommendations	
<b>e) Conduct Net Income Analysis by Program</b>  Lead: VPFIT, VPAP	Refine analysis methodology and update dataset by January 31, 2025  Engage with stakeholders on draft results.	Updated dataset and consultation completed by March 31, 2025.	Develop a process to automatically update dataset and report out results in near time.	Process implemented by November 31, 2025.	None (Ongoing activity).	Not applicable	
<b>f) Review pricing</b>  Lead: VPFIT, VPAP	Establish Pricing Committee, and report finalized by November 30, 2024	Recommendations approved by December 31, 2024	Plan for the implementation of revised pricing, incentive, and awards structure completed	Recommendations implemented  Updates across the enrolment funnel by September 1, 2025.	Continuous review and improvement cycle in place	Increased enrolment offsetting costs for changes  Reduced demand for int'l financial aid	
<b>g) Increase Student Financial Assistance</b>  Lead: VPFIT, VPAP	<u>Milestones</u> Develop new student financial assistance strategy by March 31, 2025.	<u>Metric</u> Board approval of strategy to grow student financial assistance to 3% of operating budget	<u>Milestones</u> Effective implementation by September 1, 2025.	<u>Metric</u> 1.5% of operating budget	<u>Milestones</u> Post-implementation review by September 1, 2026.	<u>Metric</u> 2% of operating budget	

<b>Legend</b>	<b>Completed</b>	<b>Active/on track</b>	<b>Active but needs help</b>	<b>At risk/off track/delayed</b>	<b>Not started</b>
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<b>Priority 4: Vibrant and Sustainable Place</b>								
<b>Action</b>	<b>FY 2024/25</b>		<b>FY 2025/26</b>			<b>FY 2026/27</b>		
	<b>Milestones</b>	<b>Metrics</b>		<b>Milestones</b>	<b>Metrics</b>	<b>Milestones</b>	<b>Metrics</b>	
<b>a) Develop and implement 10-Year Capital Plan</b>  Lead: VPFIT	By March 31, 2025, outline the requirements and create a roadmap for the development of the capital plan	Roadmap finalized		Draft Capital Plan released for consultation by September 30, 2025, and Plan finalized by December 31, 2025	Plan released	Secure government funding for priority projects in Budget 2026/67	Funding secured	
<b>b) Develop Ancillary Revenue Plan</b>  Lead: VPCA & VPFIT	Ancillary Revenue Plan developed,	Executive Committee approved  Revenue increased by \$150K		Phase 1 of ancillary revenue plan roll out	Revenue increased by \$200K	Phase 2 of ancillary revenue plan rollout	Ancillary revenue increased by \$400K	
<b>c) Develop a comprehensive Student housing strategy</b>  Lead: VPFIT	Confirm by March 31, 2025, that the identified priority capital projects continue to align with Royal Roads University and government priorities  Develop roadmap to update business cases as necessary	100% of projects align with RRU and government priorities		Completion of updated business case for Colwood and Langford Campuses  Plan to repurpose existing facilities for student accommodation  Continue upgrade existing stock	Submit business cases to government by June 30, 2025	Government approval of proposed business cases for campuses and student accommodation  Initiate Procurement process for approved projects by May 1, 2026	Funding secured  Public tender notice issued	
<b>d) Enhance virtual student spaces</b>  Lead: VPAP	Upgrade plan reviewed and confirmed by March 2025	Upgrades scheduled  Upgrades completed per plan		Teaching with Technologies WG established  Consultation with instructors completed	Terms of Reference completed & membership confirmed  Consultations reviewed by WG	Recommended changes initiated	Dependent on report recommendations	

<b>Legend</b>	<b>Completed</b>	<b>Active/on track</b>	<b>Active but needs help</b>	<b>At risk/off track/delayed</b>	<b>Not started</b>
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**DRAFT**

<b>Priority 4: Vibrant and Sustainable Place</b>								
<b>Action</b>	<b>FY 2024/25</b>		<b>FY 2025/26</b>		<b>FY 2026/27</b>			
	<b>Milestones</b>	<b>Metrics</b>		<b>Milestones</b>	<b>Metrics</b>		<b>Milestones</b>	<b>Metrics</b>
<b>e) Open Langford Campus</b> Lead: Executive Committee	Collaboration agreement approved	64 students registered for Sept 2025		Construction completed	128 students		Langford campus offerings are well known and popular	192 Students
	Marketing and recruitment deployed			Marketing and recruitment continues				
	Document agreement with Langford for temporary parking at north end of campus	Design and implementation		Obtain agreement to operationalize temporary parking and bike rack service	Implement by July 2025			
<b>f) Activate RRU Salt Spring (SSI)</b> Lead: VPAP & VPCA	Launch community consultation process	Consultation completed by spring/summer 2025		Community engagement plan developed; schedule of annual events launched	2,000 people engaged in SSI events		Community engagement and event attendance increases; positive feedback achieved	2,500 people engaged in SSI events; 80% of event attendees provide positive feedback
	Launch Indigenous consultation process	Identify academic programming and research opportunities by May 2025		Prioritize and confirm inaugural SSI academic programming and research activities	Research and student-based learning programming established at SSI		Continuous review and expansion of programming	SSI programming integrated into academic programming suite
	Convene SSI academic programming and research working group							

<b>Legend</b>	<b>Completed</b>	<b>Active/on track</b>	<b>Active but needs help</b>	<b>At risk/off track/delayed</b>	<b>Not started</b>
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<b>Priority 5: Productive and Profitable Partnerships</b>								
<b>Action</b>	<b>FY 2024/25</b>			<b>FY 2025/26</b>			<b>FY 2026/27</b>	
	<b>Milestones</b>	<b>Metrics</b>		<b>Milestones</b>	<b>Metrics</b>		<b>Milestones</b>	<b>Metrics</b>
<b>a) Build Global Partnerships &amp; Business Development (GP&amp;BD)</b>  Lead: VPAP	Establish the GP&BD Unit under PCS leadership  Map unit structure and functions  Draft GP&BD plan	Mandate determined  Staffing model complete  GP&BD Plan drafted with Key Performance Indicators by March 2025		GP&BD plan with enrolment and revenue targets confirmed  Staffing recruitment continued	GP&BD plan approved by EC and Board  Staff recruitments completed		Implementation of GP&BD plan	Revenue and enrollment targets to be determined by the plan
<b>b) Launch Transnational Programming</b>  Lead: Executive Committee	Signed contract with IEP and OEG for programming in UAE  Develop curriculum  Assess a transnational partner in Southeast Asia	Approved Board approved contracts on July 18, 2024  Approval by partner and regulator  Assessment complete and partner chosen		Program intakes begin  Reports on academic quality received  Partnership implementation underway	783 students  Cumulative net program revenue for UAE: \$1.7M  Four programs  Reporting shows high academic quality  Location confirmed and opened		Program intakes expand  Reporting shows high academic quality  First program(s) launched with South East Asia partner	1417 students  Cumulative net program revenue for UAE: \$4.1M  Six programs  Number of students tbc start at new campus
<b>c) Establish partnership agreements in China</b>  Lead: VPAP	Draft strategy for partner engagement in China	Strategy developed and confirmed by March 31, 2025  Existing partner agreements refreshed (Beifang, Sino-Concord, Maple Leaf)		New partners assessed and selected  Agreements with new partners developed	Agreements finalized with selected partners  Increased student intakes		Assessment of partnerships underway	Renewed, enhanced or concluded partnerships

<b>Legend</b>	<b>Completed</b>	<b>Active/on track</b>	<b>Active but needs help</b>	<b>At risk/off track/delayed</b>	<b>Not started</b>
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**DRAFT**

<b>Priority 5: Productive and Profitable Partnerships</b>								
<b>Action</b>	<b>FY 2024/25</b>			<b>FY 2025/26</b>			<b>FY 2026/27</b>	
	<b>Milestones</b>	<b>Metrics</b>		<b>Milestones</b>	<b>Metrics</b>		<b>Milestones</b>	<b>Metrics</b>
<b>d) Establish partnership agreements in India</b>  Lead: VPAP	Draft strategy for partner engagement in India	Strategy developed and confirmed by March 31, 2025		New partners assessed and selected	Agreements finalized with selected partners		Assessment of partnerships underway	Renewed, enhanced or concluded partnerships
		Existing partner agreements refreshed (School of Inspired Leadership)		Agreements with new partners developed	Increased student intakes			Increased student intakes
<b>e) Establish partnership agreements in Mexico</b>  Lead: VPAP	Draft strategy for partner engagement in Mexico	Strategy developed and confirmed by March 31, 2025		Partners assessed and selected	Agreements finalized with selected partners		Assessment of partnerships underway	Renewed, enhanced or concluded partnerships
		Existing partner agreements refreshed (State of Guanajuato; State of Mexico)		Agreements with new partners developed	Increased student intakes			Increased student intakes
<b>f) Identify international recruitment partner</b>  Lead: Executive Committee	Assess for best-fit prospective partner	Confirm selected partner		Develop partnership agreement	Contract concluded		Partnership fully operational	Number of students recruited
					Recruitment partnership launched			
					Number of students recruited			
<b>g) Establish a Domestic Partnerships</b>  Lead: VPAP	Conclude a Partnership with Mount Royal University	MOU signed		Initial program offerings confirmed and delivered	Enrolment in programs		Continued development of partnership	Program offerings expanded
		Academic Partnership plan developed		Active recruitment underway				

<b>Legend</b>	<b>Completed</b>	<b>Active/on track</b>	<b>Active but needs help</b>	<b>At risk/off track/delayed</b>	<b>Not started</b>
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<b>Priority 6: Nationally Recognized Brand</b>								
<b>Action</b>	<b>FY 2024/25</b>			<b>FY 2025/26</b>			<b>FY 2026/27</b>	
	<b>Milestones</b>	<b>Metrics</b>		<b>Milestones</b>	<b>Metrics</b>		<b>Milestones</b>	<b>Metrics</b>
<b>a) Alumni Engagement Strategy</b>  Lead: VPCA	Strategy completed, approved and phase 1 under implementation	125,000 alumni interactions recorded  52% alumni actively engaged		Phase 2 under implementation	175,000 alumni interactions recorded  56% alumni actively engaged		Phase 3 under implementation	200,000 alumni interactions recorded  60% alumni actively engaged
<b>b) Develop and implement a 6-year fund-raising campaign</b>  Lead: VPCA	Campaign Cabinet secured  Major gifts pipeline fully developed  Numerous major gifts in cultivation	\$13M raised (total to date)		Cabinet fully operational, 100% cultivating major gifts	\$23M raised (cumulative)		100% giving from cabinet, board and senior leadership at RRU	\$40M raised (cumulative)
<b>c) Communications and Marketing Strategy</b>  Lead: VPCA	Strategy completed, approved and phase 1 under implementation  New media agency secured  New full-funnel paid media campaign developed	100+ student influencers working for RRU  250+ RRU stories on social media		Phase 2 of strategy implemented  New campaign rolls out  Paid media tracked and adjusted as needed  Results from year one reviewed and adjusted as needed	150 student and alumni influencers  250+ RRU stories on social media  RRU Digital and Social stories reach 8M people		Strategy reviewed and refreshed  Campaign refreshed as needed  Paid media tracked and adjusted as needed	250 student and alumni influencers  250+ RRU stories on social media  RRU Digital and Social stories reach 10M people  RRU marketing reaches 25M people
<b>d) Increase National Awareness and Familiarity Scores</b>  Lead: VPCA	Benchmark established  Marketing plan refocused	Awareness at 41%  Familiarity at 15%		Research completed  Marketing plan adjusted	Awareness at 43%  Familiarity at 17%		Research completed  Marketing plan adjusted	Awareness at 45%  Familiarity at 20%

<b>Legend</b>	<b>Completed</b>	<b>Active/on track</b>	<b>Active but needs help</b>	<b>At risk/off track/delayed</b>	<b>Not started</b>
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**DRAFT****Appendix: Core to our Values**

<b>Core Priority Area: Climate Action Leader</b>								
<b>Action</b>	<b>FY 2024/25</b>			<b>FY 2025/26</b>			<b>FY 2026/27</b>	
	<b>Milestones</b>	<b>Metrics</b>		<b>Milestones</b>	<b>Metrics</b>		<b>Milestones</b>	<b>Metrics</b>
<b>a) Transition from fossil fuels to renewal energy</b> Lead: President	Renewable Natural Gas fully implemented	Operational GHG emissions		Plan submitted to the Ministry	Operational GHG emissions		Work commenced to replace boilers	Operational GHG emissions
<b>b) Continue reducing GHGs (RRU has 80% reduction in scope 1 and scope 2 GHGs)</b> Lead: President	2025-2030 plan drafted	GHG emissions across all scopes		2025-2030 plan approved by Board	TBD		2025-2030 plan posted and communicated	TBD
<b>c) Rewild campus spaces</b> Lead: VPCA & President	Plan approved by Executive Committee	Secure donor funding for rewilding		Plan updated with lessons learned from test areas	Area undergoing test rewilding		Phase II of plan developed and approved	TBD
<b>d) Increase climate adaptation and resilience on all three campuses</b> Lead: President	Climate risk assessment completed	Number of departments and individuals informed and involved in risk assessment		Plan approved by Board Recommendations implemented	Funds secured for adaptation and resilience		Plan activities implemented	Percentage of priority hazards with identified management actions
<b>e) Operationalize Climate Action Hub</b> Lead: VPAP	Resources (FTEs and funds) identified for Climate Action Hub.	Administrative role for Climate Action Hub filled		Climate Action Hub launched, and business plan approved by Executive Committee	Funds secured for Climate Action Hub Number of programs and engagements initiated/supported by the Hub		Resources increased	Growth and diversity of programs and partnerships

<b>Legend</b>	<b>Completed</b>	<b>Active/on track</b>	<b>Active but needs help</b>	<b>At risk/off track/delayed</b>	<b>Not started</b>
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**DRAFT**

<b>Core Priority Area: Indigenization</b>								
<b>Action</b>	<b>FY 2024/25</b>		<b>FY 2025/26</b>			<b>FY 2026/27</b>		
	<b>Milestones</b>	<b>Metrics</b>		<b>Milestones</b>	<b>Metrics</b>		<b>Milestones</b>	<b>Metrics</b>
<b>a) Regularize Indigenous Education Team Positions</b>  Lead: VPAP & VPFIT	Term positions regularized	Regular full-time roles posted and filled		Staffing needs identified & Funding confirmed	Organization structure & Role profiles developed		Confirmed operating budget for Indigenous Education	Core positions funded by the institution
<b>b) Land-based programming finalized, approved, launched</b>  Lead: VPAP	Land-based academic program approved for development	Curriculum committee and Academic Council approvals complete		Curriculum developed- Recruitment plan implemented  Pathway agreement with other institutions established	Course Moodle shells 100% complete  Marketing and recruitment results  Enrolment Services and Adm staff trained  Pathway agreements signed		Program launched	Students enrolled  Instructors assigned  Learning begins
<b>c) Achieve Emerging Indigenous Scholars Circle at full strength</b>  Lead: VPAP	Two new Scholars recruited	Total 4 members		Two new Scholars recruited	Total 6 members		Scholars recruited for term completions	Maintain 6 members
<b>d) Develop and Implement Indigenous Education Plan</b>  Lead: VPAP	Community consultation completed  Indigenous Education Plan finalized	Consultations on draft plan completed  Recommendations incorporated as appropriate  Plan received for information by Academic Council		Indigenous education Plan is shared widely  Plan integrated into other frameworks and activities	Indigenous Education Team meets with units  Associated tool kit is distributed across the university community  New and revised institutional plans		Continuous review and improvement cycle in place	Increased action on Indigenization and decolonization across the institution  Increased understanding of Indigeneity

<b>Legend</b>	<b>Completed</b>	<b>Active/on track</b>	<b>Active but needs help</b>	<b>At risk/off track/delayed</b>	<b>Not started</b>
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<b>Core Priority Area: Indigenization</b>							
<b>Action</b>	<b>FY 2024/25</b>		<b>FY 2025/26</b>		<b>FY 2026/27</b>		
	<b>Milestones</b>	<b>Metrics</b>	<b>Milestones</b>	<b>Metrics</b>	<b>Milestones</b>	<b>Metrics</b>	
<b>e) Negotiate Land Disposition with Songhees Nation</b>  Lead: Executive Committee	Initiate joint updated appraisal/valuation exercise  Determine scope and cost of technical assessments /remaining due diligence activities  BC Govt approves core assumptions and negotiating mandate	Terms of land acquisition agreement agreed with Songhees Nation  Board approval	Complete technical assessments and finalize appraisal exercise Finalize transfer/purchase and sale agreement with Songhees Nation	Treaty & and purchase and sale agreement documentation finalized	Relationship agreement and associated “definitive” agreements and statutory rights of way have been negotiated and documented	RRU interactions with Songhees Nation in their “municipal” governance capacity begin to normalize	
<b>f) Partnership Opportunities</b>  Lead: Executive Committee	Prioritize initiatives of shared interest (culture, education, economy, environment, employment)  Collaborative approach to include Songhees and Esquimalt interests	Prioritized list is confirmed and resourcing and funding sources for top initiatives are identified	Top initiatives are mobilized  Overall list of opportunities is kept up-to-date and prioritization reaffirmed	Outcomes anticipated in year one project plans are achieved	Initiatives continue to progress and/or are mobilized as priorities come up and are resourced  Overall list of opportunities is kept up-to-date and prioritization reaffirmed	Outcomes anticipated in year two project plans are achieved	
<b>g) Develop and Implement Indigenous Engagement Plan</b>  Lead: VPAP	Re-establish Indigenous Relations function	Hire Indigenous Cultural Liaison  Incumbent trained and onboarded to Royal Roads	Consultation and engagement with local communities/ Indigenous organizations underway  Draft Indigenous engagement plan	Relationships with local communities and Indigenous organizations  Indigenous Education Advisory Circle  Draft plan circulated	Indigenous engagement plan launched	Action items under way	

<b>Legend</b>	<b>Completed</b>	<b>Active/on track</b>	<b>Active but needs help</b>	<b>At risk/off track/delayed</b>	<b>Not started</b>
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## **BOARD OF GOVERNORS BRIEFING NOTE**



**MEETING:** October 11, 2024

**AGENDA ITEM:** RRU People Plan

**SPONSOR:** Rebecca Lumley Executive Officer and AVP of People and Culture

**PURPOSE:** For Information

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### **Synopsis:**

People and Culture is pleased to present the first-ever Royal Roads University (RRU) People Plan (2024-2026). The RRU People Plan is designed to align Royal Roads University's human resources strategies with its Five-Year Rolling Strategic Plan (2022-2026) and the newer RRU: 3-Year Action Plan, 2024/25 to 2027/28. The goal of the People Plan is to foster an engaged, inclusive, and supportive work environment for RRU employees. The plan builds on four key strategic pillars: leadership excellence, inclusion, community and well-being, exceptional employee experience, and innovation and effectiveness, to promote a culture for staff and faculty to provide a life-changing student experience.

### **Background:**

The People Plan 2024-2026 originally began as a Strategic HR Plan. However, through extensive internal consultations, it became clear that a broader approach was needed, one that focused on putting RRU's people first. As a result, the plan evolved into a 'people plan' that prioritizes supporting employees at every level. Feedback and suggestions gathered from staff, faculty, and other stakeholders have been carefully woven into the People Plan, ensuring it reflects the real needs and aspirations of the RRU community.

### **Fit to Vision and Strategic Direction:**

The RRU People Plan has been aligned to both the Five-Year Rolling Strategic Plan (2022-2026) and the recent RRU: 3-Year Action Plan, 2024/25 to 2027/28. The People Plan emphasizes the importance of becoming an employer of choice to continue to recruit and retain talent and is focused on how to support the community through the upcoming challenges by delivering on the initiatives that are laid out in the actions and timelines. Developing the RRU People Plan involved an environmental analysis, consultations with various stakeholders, and the review of key metrics, such as employee engagement surveys, turnover rates, and demographic trends. The plan emphasizes RRU's values—caring, creativity, and courage—and includes strategic actions aimed at improving leadership, inclusion, employee well-being and adapting to changes in the external environment (e.g., AI and demographic shifts). Key initiatives include a leadership development framework, enhancing inclusion and a sense of belonging, supporting psychological safety, increasing employee engagement and inspiring RRU employees to become changemakers.

**Lens of Reconciliation:**

Rebecca Lumley, as the Executive Officer and AVP of People and Culture, is working closely with the Russ Johnston, Director, Indigenous Education, on a plan to seek permission to use indigenous teachings to represent our four strategic pillars. This work is ongoing, and approached with good hearts and minds, continuing consultations, and welcoming recommendations to ensure that the protocols and traditions of local Nations are respected and honoured.

**Implications:**

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

**Risk Assessment:**

Two main risks have been identified if the RRU People Plan is not implemented.

- Low Engagement Scores  
Current Situation: RRU's first Employee Engagement Survey indicated that 51% are engaged and 24% are almost engaged.  
Mitigation: targeted engagement initiatives and continuous feedback mechanisms will be implemented to address this risk and help shift employees who are almost engaged to fully engaged.
- Low Productivity  
Current Situation: engaged employees are typically more productive, innovative, and satisfied. A lack of engagement may contribute to lower productivity across the organization.  
Mitigation: leadership development programs, employee recognition, and well-being strategies will be crucial to enhancing employee motivation and productivity.

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**Recommendation:**

No motion or decision is required at this time, however, feedback from the Board of Governors is welcomed to ensure the People Plan's alignment with the university's overall strategic objectives and to help refine its implementation strategies.

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**Attachments:**

1. RRU People Plan (2024 -2026)

# PEOPLE PLAN

Royal Roads University  
Royal Roads University  
Royal Roads University  
Royal Roads University

**2024-26**

# LAND ACKNOWLEDGMENT

Royal Roads University (RRU) acknowledges that the campus is located on the traditional Lands of the Lekwungen-speaking Peoples, the Songhees and Esquimalt Nations.

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!**







Welcome to Royal Roads University's first **People Plan**. The RRU People Plan aims to align with the university's Five-Year Rolling Strategic Plan (2022-2026), focusing on the overarching goals and key performance indicators (KPIs) outlined in the strategic plan. The plan is designed to support our commitment to excellence, sustainability, community engagement, and financial health by focusing on our people and recognizing that a highly engaged and inclusive workforce is critical to achieving our vision – *inspiring people with the courage to transform the world.*

**PURPOSE OF THE PEOPLE PLAN**  
Creating an engaging employee experience

**OUR APPROACH**  
Aligning with our vision and values

**ENGAGEMENT PROCESS**  
Internal and external analysis

**STRATEGIC GOAL ALIGNMENT**  
Aligning with the RRU Strategic Plan

**STRATEGIC PILLARS & INITIATIVES**  
Four foundational pillars

**CONTINUOUS IMPROVEMENT**  
A dynamic and adaptable document

**INTERSECTIONALITY**  
Adopting an intersectional approach

**ACKNOWLEDGEMENTS**  
Our gratitude to those who shaped this plan

**IMPLEMENTATION & EVALUATION**  
An annual review to assess the plan

**APPENDIX**  
Appendix A and B

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**02**

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# CONTENTS





# PURPOSE OF THE PEOPLE PLAN

Our People Plan is designed to partner with Royal Roads leaders to support them in carrying out their human resource (HR) management responsibilities effectively, while also fostering a sense of belonging and acceptance among all employees. Our goal is to create an engaging and supportive work environment where everyone feels valued and fulfilled.

**CARING**  
**CREATIVE**  
**COURAGEOUS**

## OUR APPROACH

The People Plan is guided by our bold new strategic vision, Learning for Life: 2045 and Beyond, which centres on our vision of *Inspiring people with the courage to transform the world*. At the heart of this vision are the three core values:

**Caring** – a diverse and supportive community for our students, staff and faculty

**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

These values were used to shape the People Plan by framing the questions we asked our stakeholders and the consultations we had with employees. Through our engagement process we learned that these extraordinary times require us to be caring of our employees, courageous in our decision making and creative in our approach to systems thinking.

# ENGAGEMENT PROCESS

To identify the key stakeholders involved in the development and implementation of the People Plan, an environmental analysis was completed to evaluate strengths, weaknesses, opportunities, and threats (SWOT analysis) related to human resources. It included consultations with university leadership, HR professionals, faculty, staff, and other relevant parties to examine their needs as well as external factors influencing HR, such as market trends, legislative changes, and demographic shifts.



## INTERNAL ANALYSIS

Along with extensive internal consultations, the 2022 Employee Engagement Survey results were analyzed to assess how these factors impact the university's HR strategy and identify opportunities for improvement. Employee engagement positively impacts organizational outcomes and directly contributes to employee and organizational performance. Engaged employees are more committed, innovative, and more satisfied.

In addition to the Employee Engagement Survey, we conducted an internal analysis of Royal Roads University's current HR practices. The results showed a satisfaction score of 72%, placing us in the high-moderate range. The feedback received was used to develop many of the key actions in this plan.

### OVERALL ENGAGEMENT METRICS

- 51% of employees are engaged
- 24% of employees are almost engaged

## LEARNINGS

Through our recent employee engagement survey and through extensive engagement at Royal Roads University, our core values of caring, creativity, and courage emerged prominently. Employees expressed that these values are integral to their daily work and decision-making processes. They highlighted the need for clear communication of organizational goals to ensure their alignment with these values.

Competence, commitment, contribution, character, and composition were all areas where employees

felt a strong connection to our values. For instance, the hiring process focuses on finding candidates with the right skills and a shared commitment to the university's mission. Employees also emphasized the importance of trust, integrity, and empathy in fostering a supportive and collaborative work environment.

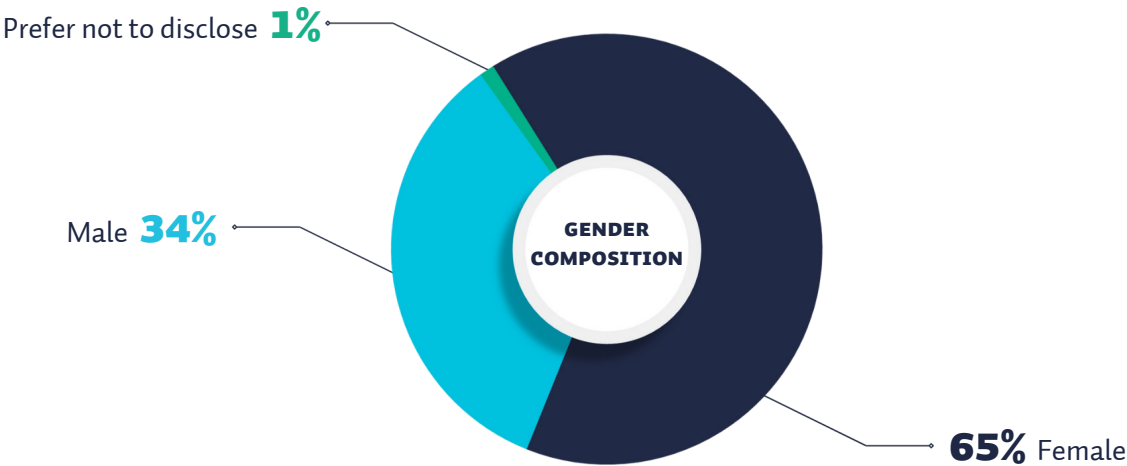
Our dedication to equity, diversity, and inclusion (EDI) underscores the value of composition in our community, reflecting our vision of being caring, creative, and courageous.

# OUR WORKFORCE

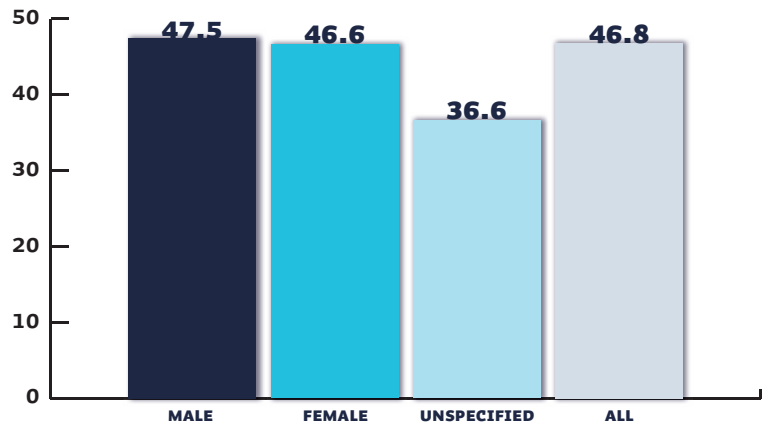
Understanding our current workforce composition is essential for future preparation. Who we are allows us to better understand who we successfully recruit and retain. This insight enables us to meet the evolving needs of our workforce effectively.

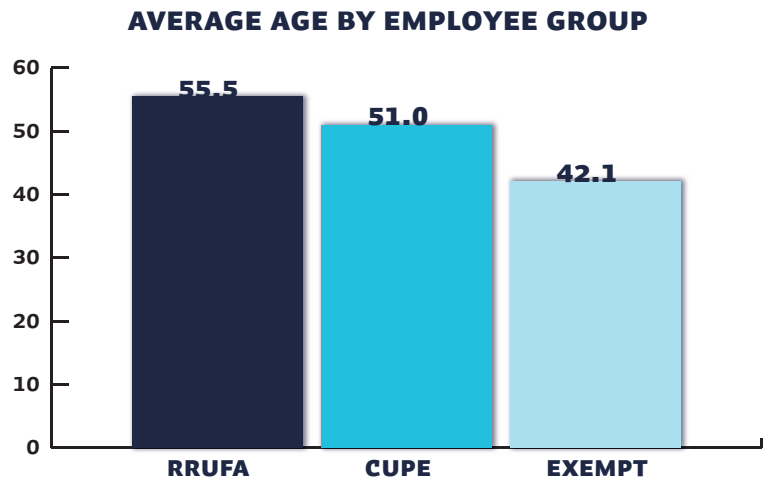
Royal Roads University currently has 433 Board of Governor approved positions, with 412 of them being filled by full-time, continuing employees. In addition, at any given time throughout the year, RRU employs up to 100 casual or seasonal employees to complement our workforce. Employees fall into several groups including faculty, CUPE and excluded. RRU also has a large component of associate faculty and grant funded researchers that support in providing a life.changing student experience.

## Gender



AVERAGE AGE BY GENDER



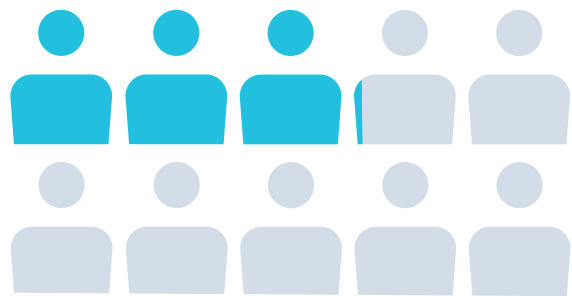


Our data shows that that 65% of our workforce identifies as female, with an overall average age of 46.8 years. We also benefit from the diverse perspectives of a multigenerational workforce, with employees ranging in age from 18 to over 80 years old. Given these factors, it’s important for us to examine how our salaries, benefits and total rewards impact our employees, and how our strategies and initiatives can further support our workforce.

**Service**

Our voluntary turnover rate for 2023 stands at 6.75%, significantly lower than the industry average of 14.2% for post-secondary institutions in Canada, as reported by the College and University Professional Association for Human Resources (CUPA-HR). It’s important to note that turnover rates can be impacted by various factors such as institution size, geographic location, and specific job roles within the university. The People and Culture team is committed to strengthening employee connections to the organization by offering a competitive total rewards package, supporting employee wellbeing, developing effective leaders, fostering an inclusive and supportive work environment, and promoting change and innovation.

At Royal Roads, we are proud to have 6 employees with 28 years of service to the university, along with 185 employees who have been with us for more than 10 years.



**31% of the workforce have more than 10 years of service**



Throughout our consultations, we heard that Royal Roads is a wonderful place to work, and that employees value being recognized for their service. Moving forward, our strategies will focus on enhancing existing recognition initiatives and collaborating with our Employee Experience Committee to ensure we continue to listen to and support our employees. Employees at Royal Roads University are eager to understand how they can support the academic mission more effectively. They look for our values and vision to be reflected at every organizational level. When making

business decisions, the principle of 'caring' ensures that these decisions are not made in isolation but consider the impact on our community. Secondary values such as transparency, creativity, trust, accountability, resilience, flexibility, and adaptability also play a critical role. These values drive innovation and help us navigate complex times, fostering a culture where employees feel valued and engaged. By embodying these values, we not only support our academic mission but also create a workplace where everyone can thrive and contribute meaningfully.



## EXTERNAL ANALYSIS

We conducted a comprehensive review of external factors influencing human resources, including market trends, legislative changes, and demographic shifts, to understand how these factors impact our HR strategy and identify opportunities for further development. The external environment presents significant challenges such as the rise of artificial intelligence, the rapid pace of change, and demographic shifts – all of which will affect our people. While we can't predict every change that will impact our people and our organization, this highlights the need to maintain a workforce that is adaptable, responsive and ready to take action.

## LEARNINGS

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Our analysis of the external environment at Royal Roads University has revealed that change is the most significant factor we will face as an organization. Embracing our value of courage will be essential as we navigate this landscape, requiring us to become comfortable with the discomfort that change brings.

This period of transformation presents a unique opportunity to enhance our organizational results and support the execution of our innovation agenda. By anticipating challenges and proactively shaping our direction, we can ensure that we are not merely reacting to change but leading it. Our strategic outcomes are designed to align with this proactive approach, positioning us to thrive amid ongoing and future changes. This is integral to our academic mission of preparing students to be changemakers, equipped to lead in a dynamic and evolving world.

To advance the change and innovation that lies ahead, we must fully support our people. This involves fostering an environment where courage is encouraged, and discomfort with change is embraced as a natural part of growth.

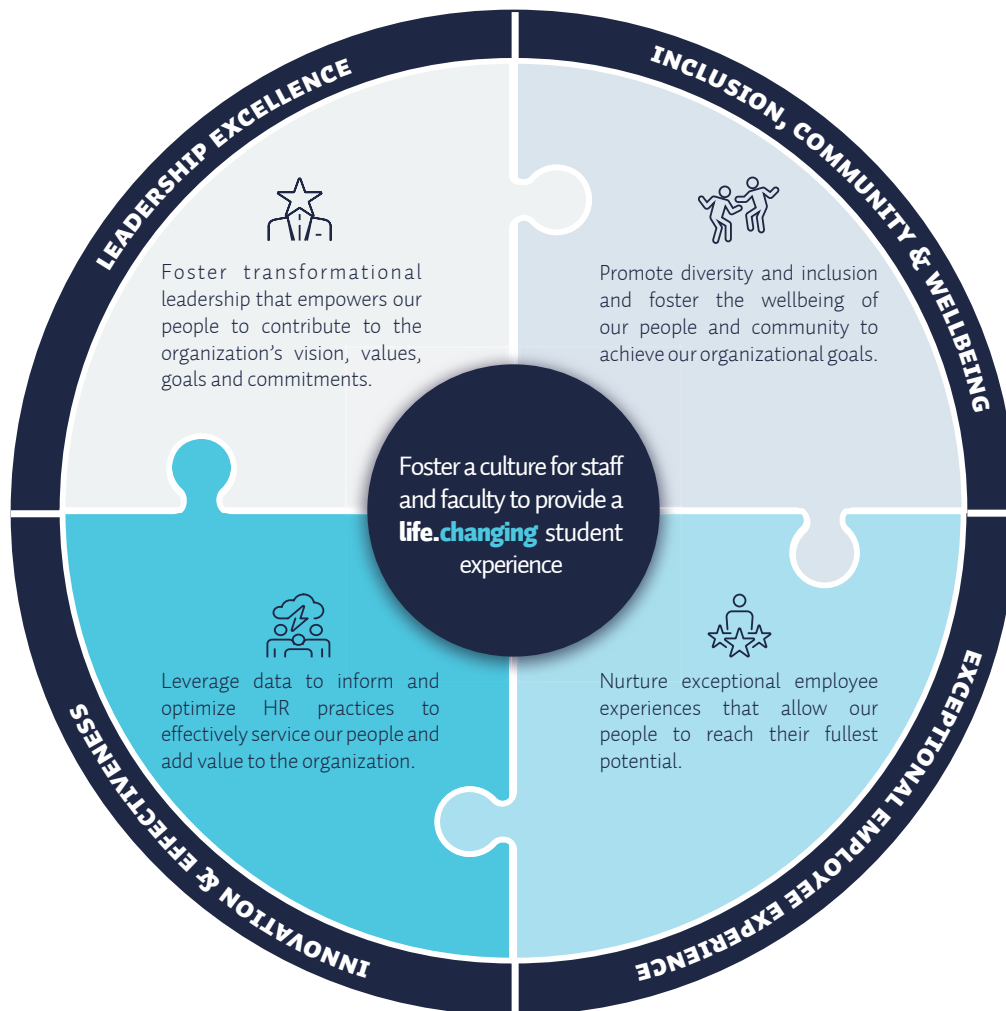
We must equip our employees with the tools, resources, and mindset needed not only to adapt but also to anticipate and influence future challenges. By doing so, we can collectively shape the future of Royal Roads, driving innovation and achieving our strategic goals.

Supporting our people through this journey will be crucial, ensuring they are prepared and empowered to contribute to the university's ongoing success and the fulfillment of its mission. This approach will directly impact our ability to cultivate students who are ready to be changemakers, driving positive transformation in their respective fields and communities.



# STRATEGIC GOAL ALIGNMENT

In developing the four strategic pillars to guide the People Plan, we looked for a holistic approach to reflect the principled nature of the work we do here at Royal Roads. To respond effectively to these internal and external forces, we need strategies that recruit, retain, and support the right talent. These strategies must ensure our workforce is equipped to adapt and thrive in a changing environment. To focus our efforts, we have developed four strategic pillars to guide our work in supporting our employees.





## THE CENTRE

At the heart of our work, we strive to provide a life changing experience for our students. By placing this commitment at the centre of our strategic framework, we highlight the profound impact our people have on both the lives and academic achievements of our students.

The People Plan is designed to align with the four main goals of the university's strategic plan, ensuring that Royal Roads attracts and retains the talent needed to deliver upon our vision: "Inspiring people with the courage to transform the world." Our work involves 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."

### THE PILLARS

### RRU STRATEGY



#### LEADERSHIP EXCELLENCE

**Goal 1:** Any age, any stage, any place  
→ Teaching and learning excellence



#### INCLUSION, COMMUNITY & WELLBEING

**Goal 1:** Any age, any stage, any place  
→ Decolonization/Truth and Reconciliation

**Goal 3:** Invite in, venture out  
→ Community engagement



#### EXCEPTIONAL EMPLOYEE EXPERIENCE

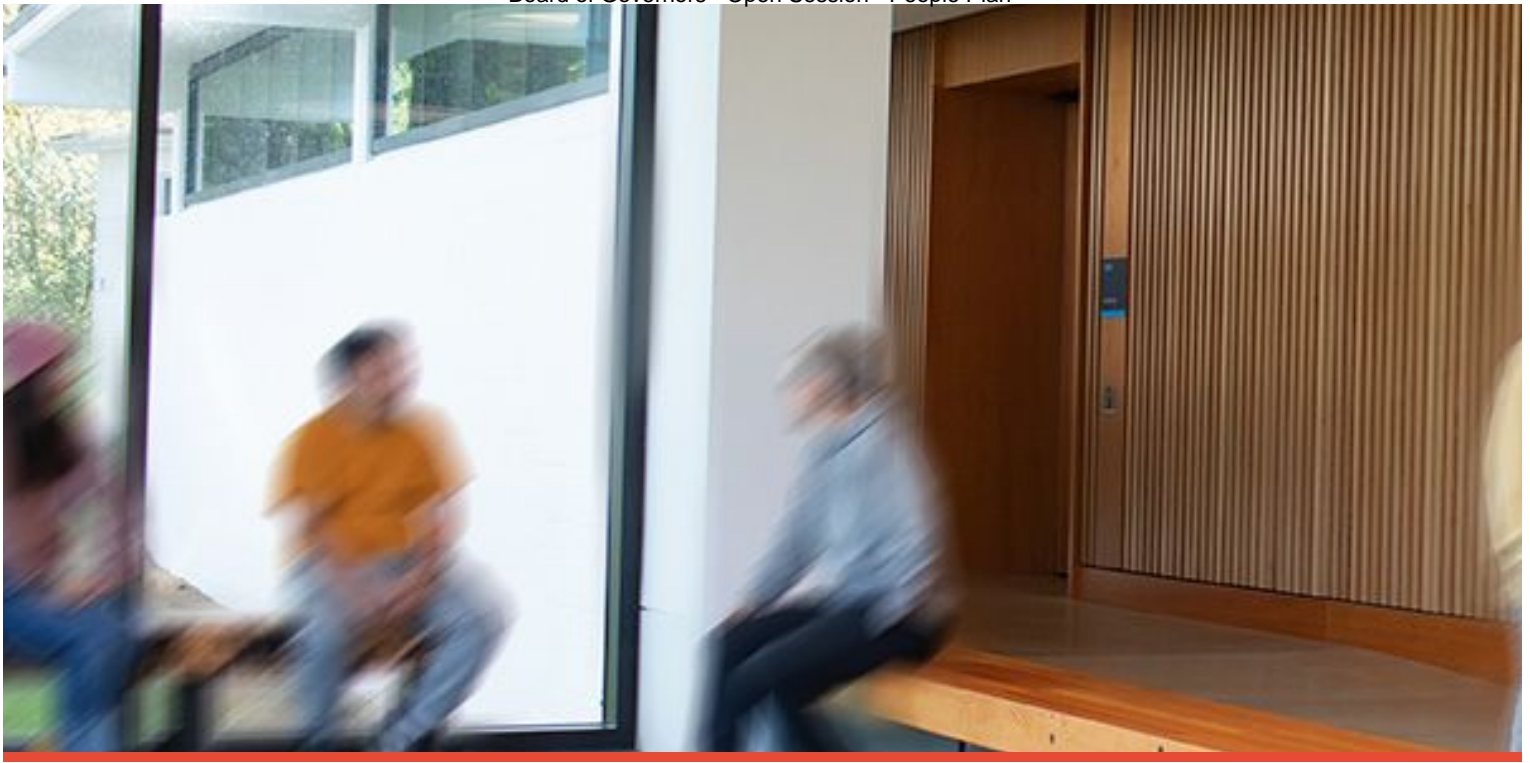
**Goal 2:** Explore, share, advance  
→ Research designed to directly benefit the communities in which we live, work and play

**Goal 3:** Invite in, venture out  
→ Community engagement



#### INNOVATION & EFFECTIVENESS

**Goal 4:** Vibrant and sustainable  
→ Financial health  
→ Sustainability



## LEADERSHIP EXCELLENCE

Foster transformational leadership that empowers our people to contribute to the organization's vision, values, goals, and commitments.

### KEY ACTION ITEMS

# 1

#### CREATE A LEADERSHIP FRAMEWORK

- Develop and implement a leadership framework that includes Indigenous, EDI and climate action competencies
- Identify areas where accountability can be addressed in the performance and development planning process

# 2

#### DEVELOP EFFECTIVE LEADERS

- Review and revamp RRU's U-Learn framework
- Pilot a Leadership Development Program (PCS model)
- Develop a comprehensive program to support leaders in managing people to increase understanding of supervisory responsibilities and addressing workload



### 3

#### **BUILD LEADERS AS CHANGE MAKERS**

- Ensure our leadership competencies reflect change and thoughtful risk
- Provide training and development opportunities for change management leaders
- Provide recognition based on courageous and innovative behaviours
- Measure professional development participation rates

### 4

#### **FOSTER COMMITMENT TO INDIGENEITY, EDI AND CLIMATE ACTION AMONG LEADERS**

- Provide opportunities for staff and faculty to increase climate literacy through volunteer opportunities
- Participate in intercultural capacity assessments and determine needs/gaps and implement targeted training
- Enhance the competency framework to integrate climate action, diversity and inclusion, and decolonization, setting clear expectations for our employees' literacy and capacity in these vital areas



## INCLUSION, COMMUNITY & WELLBEING

Promote diversity and inclusion and foster the wellbeing of our people and community to achieve our organizational goals.

### KEY ACTION ITEMS



#### DEVELOP A WELLBEING STRATEGY

- Hire a wellbeing specialist to focus on employee wellbeing and ensure the strategy enables a positive workplace culture and supports mental wellness
- Build and socialize volunteering and community support opportunities to further support the Royal Roads community
- Partner and collaborate with Human Rights & EDI Office and Indigenous partners such as the Inter-Cultural Association, Songhees Wellness Centre, to ensure we are incorporating all perspective including updating accommodation policies, and reducing barriers for employees
- Review our benefits packages to ensure they meet the needs of our employees and provide flexible options for varying needs

## 2

**BUILD A CULTURE OF PSYCHOLOGICAL SAFETY**

Ensure our policies and procedures support Occupational Health and Safety (OHS) psychological safety by:

- Updating the bullying and harassment online training
- Updating the Bullying and Harassment policy to meet compliance with WorkSafeBC
- Updating and completing the review for the Sexualized Violence and Misconduct policy
- Providing OHS training to staff and faculty on how to build a psychologically safe work environment

## 3

**ENABLE A CULTURE OF DIVERSITY, INCLUSIVITY AND BELONGING**

- Partner to provide baseline training for staff and faculty on equity, diversity and inclusion and cultural bias in the online orientation
- Partner with our Indigenous groups to develop an Indigenous Internship Program and recruitment pathway for staff positions
- Implement new equity diversity and inclusion competencies for job descriptions and PDP's
- Partner with Human Rights & EDI Office to implement accessibility and accommodation policies
- Partner with Human Rights & EDI Office to deliver the 2024 Everyone Counts Census to assess our demographic composition, identify representation gaps and determine the support needed for underrepresented groups

## 4

**PROVIDE OPPORTUNITIES TO SUPPORT COMMUNITY**

- Develop a volunteer policy to further engage employees in supporting the RRU community
- Develop trusted partnerships with local community for recruitment opportunities i.e., Inter-Cultural Association, Ukrainian Cultural Centre, Songhees Wellness Centre
- Update the Safe Disclosure Policy to include a Safe Disclosure Office where anonymous disclosures on allegations of wrongdoing can be reported by employees and community members





## EXCEPTIONAL EMPLOYEE EXPERIENCE

Nurture exceptional employee experiences that allow our people to reach their fullest potential.

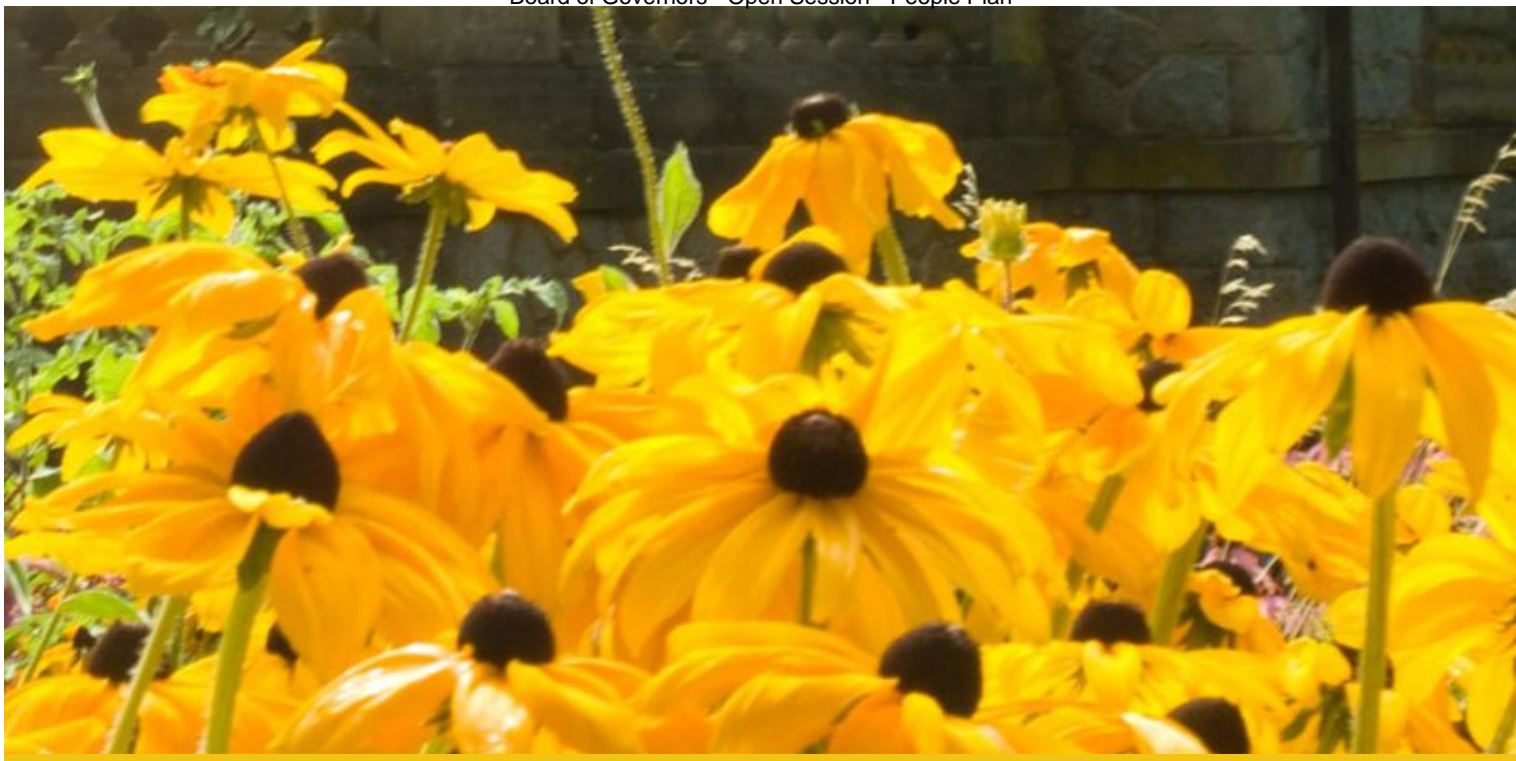
### KEY ACTION ITEMS



#### BECOME AN EMPLOYER OF CHOICE

- Complete application to the Top Employer project for 2025 and review options for other employer awards (Forbes)
- Review our total rewards package and our compensation philosophy to ensure it reflects the market to attract and retain top talent
- Improve transparency of job classification architecture
- Implement flexible work arrangements and review remote options





## 2

### **ENCOURAGE COMMUNITIES OF PRACTICE, AFFINITY GROUPS AND INFORMAL NETWORKS TO PROMOTE BELONGING**

- Enhance the recognition program and personalize the experience for employees by asking them their preferences
- Provide tools and resources for leaders to support their employees in acknowledging the contributions of employees at all levels of the organization (recognition toolkit)
- Collaborate with academic departments to align HR practices with emerging issues in climate change, sustainability, and social change

## 3

### **ENHANCE EMPLOYEE ENGAGEMENT**

- Develop a succession management plan for supervisors and managers to begin planning for upcoming workforce changes
- Implement a new approach for the Performance Development Plan, with less administrative work and integrated milestones for organizational goals (ie., EDI and climate goals)
- Aim to increase employee engagement scores by seeking continuous feedback on improvement strategies and deliver “What We Heard Reports”
- Develop talent management framework that includes career pathways so employees can envision a long career with RRU
- Continue to ask and engage employees by providing feedback mechanisms such as the Employee Engagement Survey and the Employee Experience Committee for employees to provide feedback on ways to improve the RRU experience



## INNOVATION AND EFFECTIVENESS

Optimize HR practices and leverage data to effectively serve our people and add value to the organization.

### KEY ACTION ITEMS



#### **OPTIMIZE HR PROCESSES AND PRACTICES THAT SUPPORT CHANGE AND INNOVATION**

- Partner with IT and Finance on a 2-year plan for a human resources information system (HRIS) (partner with Finance)
- Modernize and digitize HR processes with client focus and reduce administrative burden
- Update the position control and position management procedures
- Implement Time & Attendance module in Avanti, our payroll software, to reduce paper and streamline leave processes
- Update HR policies and procedure documents and ensure processes are documented and recorded





## 2

### **FACILITATE A PARTNERSHIP MODEL FOR CROSS-DEPARTMENTAL ALIGNMENT ON HR PRACTICES**

Partner with internal clients to achieve operational effectiveness in the areas of:

- Organizational metrics such as demographic trends, compensation reporting and position information to validate data informed decisions
- Identify and document what HR needs to measure for annual reporting (turnover, time to fill, pay transparency) and workforce planning
- Partner with unions and Faculty Association to continue to build strong relationships and effective communication on collective agreement implementation

## 3

### **SUPPORT INNOVATION, CHANGE AND CONTINUOUS IMPROVEMENT**

- Continue to leverage SharePoint to facilitate knowledge sharing and build self-serve capabilities for clients
- Develop resources for leaders that champion change leadership to support transformational change
- Support leaders in developing workforce strategies to cope with upcoming challenges and meet future needs
- Partner with colleagues in supporting Artificial Intelligence learning to address AI in the workplace

# CONTINUOUS IMPROVEMENT

The People Plan will be a dynamic document, subject to periodic review and adjustment based on feedback, changes in the internal and external environment, and the evolving needs of the university.

By implementing the People Plan, Royal Roads University aims to create a work environment that not only attracts and retains top talent but also aligns with the institution's strategic vision of inspiring people to transform the world.







# INTERSECTIONALITY

In developing the RRU People Plan, we recognize that barriers may be experienced differently by individuals based on their multiple identities. Multiple forms of discrimination, including racism, sexism, ableism, ageism, ethnocentrism, homophobia and transphobia can occur simultaneously in a person's life. When these types of discrimination intersect, they can compound the barriers that individuals face. Considering these multiple layers of inequity facilitates our understanding of how experiences differ even between people among a common group. We are committed to understanding and addressing these complex experiences by listening to all voices to foster an inclusive and equitable environment for everyone. Incorporating these insights, we are committed to adopting an intersectional approach.

We hope to provide the space for our employees to continue the work of interrupting colonial patterns so that we may engage in the work of decolonization. By recognizing the interconnectedness and interdependence of the land and all beings, we aim to foster a profound sense of responsibility, humility and stewardship. This approach will guide us in repairing relationships and creating an inclusive, equitable and sustainable environment for everyone. We will aim to support this journey by respecting the diverse knowledge communities and strive to move forward with accountability and reciprocity with those in our university community and beyond.

We are currently working with the RRU community to further understand how we can reflect those concepts into future iterations of the People Plan.





## ACKNOWLEDGEMENTS

We would like to acknowledge the many individuals and teams and stakeholders that made a difference in the creation of this People Plan.

We would like to thank our people managers for providing their valuable input on the services our People and Culture team provides. We would like to thank the Indigenous Education team for their feedback and support and Alejandro Campos-Garcia who helped us to ensure every voice is heard.

We would like to acknowledge the countless employees who shared their passionate voices. The plan is richer with your caring, courageous thoughts and creative ideas.

Lastly, thank you to the Executive team for their guidance and support from the very beginning.





# IMPLEMENTATION & EVALUATION

The following tables provide the framework with the key performance indicators and timelines for monitoring and evaluating the success of the People Plan.

Annual review of the plan is needed to assess progress, adjust, and ensure ongoing alignment with the university's overall strategic objectives and changing environment.

## APPENDIX A – ACTIONS AND TIMELINES

PILLAR	ACTION	TIMELINE
Leadership excellence	Develop and implement a comprehensive leadership and competency framework that integrates Indigenous knowledge, equity, diversity, and inclusion (EDI), and climate action, setting clear expectations for employees' literacy and capacity in these areas	Fall 2024
	Identify areas where accountability can be addressed in the performance and development planning process	Spring 2025
	Review and revamp RRU's U-Learn framework	Spring 2025
	Develop a Leadership Development Program (PCS model)	Summer 2024
	Develop a comprehensive program to support leaders in managing people to increase understanding of supervisory responsibilities and addressing workload	Fall 2024
	Ensure our leadership competencies reflect change and thoughtful risk	Fall 2024
	Provide training and development opportunities for change management leaders	Fall 2024
	Provide recognition based on courageous and innovative behaviours	Fall 2024
	Measure professional development participation rates	Winter 2025
	Provide opportunities for staff and faculty to increase climate literacy through volunteer opportunities	Winter 2025
	Participate in intercultural capacity assessments and determine needs/gaps and implement targeted training	Summer 2024

## APPENDIX A – ACTIONS AND TIMELINES

PILLAR	ACTION	TIMELINE
Inclusion, community and wellbeing	Hire a wellbeing specialist to focus on employee wellbeing and ensure the strategy enables a positive workplace culture and supports mental wellness	Complete
	Build and socialize volunteering and community support opportunities to further support the Royal Roads community	Ongoing
	Partner and collaborate with Human Rights & EDI Office and with Indigenous partners such as Inter-Cultural Association, Songhees Wellness Centre, to ensure we are incorporating all perspective including updating accommodation policies, and reducing barriers for employees	Ongoing
	Review our benefits packages to ensure they meet the needs of our employees and provide flexible options for varying needs.	Spring 2025
	Ensure our policies and procedures support occupational health and safety and psychological safety by: <ul style="list-style-type: none"> <li>Updating the bullying and harassment online training</li> <li>Updating the Bullying and Harassment policy to meet compliance with WorkSafeBC</li> <li>Updating and completing the review for the Sexualized Violence and Misconduct policy</li> <li>Providing OHS training to staff and faculty on how to build a psychologically safe work environment</li> </ul>	Fall 2024 Fall 2024 Complete Fall 2024
	Partner to provide baseline training for staff and faculty on equity, diversity and inclusion and cultural bias in the online orientation	Fall 2024
	Partner with our Indigenous groups to develop an Indigenous Internship Program and recruitment pathway for staff positions	Ongoing
	Implement new equity diversity and inclusion competencies for job descriptions and performance and development plans	Winter 2025
	Partner with Human Rights & EDI Office to implement accessibility and accommodation policies	Underway
	Partner with Human Rights & EDI Office to deliver the 2024 Everyone Counts Census to assess our demographic composition, identify representation gaps and determine the support needed for underrepresented groups	Underway
	Develop a volunteer policy to further engage employees in supporting the RRU community	Winter 2025
	Develop trusted partnerships with local community for recruitment opportunities i.e.: Inter-Cultural Association, Ukrainian Cultural Centre, Songhees Wellness Centre	Ongoing
	Update the Safe Disclosure policy to include a Safe Disclosure Office where anonymous disclosures on allegations of wrongdoing can be reported by employees and community members	Now - Winter 2025

## APPENDIX A – ACTIONS AND TIMELINES

PILLAR	ACTION	TIMELINE
Exceptional employee experience	Complete application to the Top Employer project for 2025 and review options for other employer awards (Forbes)	Ongoing
	Review our total rewards package and our compensation philosophy to ensure it reflects the market to attract and retain top talent	Spring 2025
	Improve transparency of job classification architecture	Winter 2025
	Implement flexible work arrangements and review remote options	Underway
	Provide tools and resources for leaders to support their employees in acknowledging the contributions of employees at all levels of the organization (recognition toolkit)	Fall 2024
	Collaborate with academic departments to align HR practices with emerging issues in climate change, sustainability, and social change	Ongoing
	Develop a succession management plan for supervisors and managers to begin planning for upcoming workforce changes	Spring 2025
	Implement a new approach for the performance development plan, with less administrative work and integrated milestones for organizational goals (ie: EDI and climate goals)	Winter 2025
	Aim to increase employee engagement scores by seeking continuous feedback on improvement strategies and deliver “What We Heard Reports”	Ongoing
	Develop talent management framework that includes career pathways so employees can envision a long career with RRU	Spring 2025
	Continue to ask and engage employees by providing feedback mechanisms such as the Employee Engagement Survey and the Employee Experience Committee for employees to provide feedback on ways to improve the RRU experience	Ongoing

## APPENDIX A – ACTIONS AND TIMELINES

PILLAR	ACTION	TIMELINE
Innovation and effectiveness	Partner with IT and Finance on a 2-year plan for a human resources information system (HRIS) (partner with Finance)	Winter 2026
	Modernize and digitize HR processes with client focus and reduce administrative burden	Ongoing
	Update the position control and position management procedures	Fall 2024
	Implement Time & Attendance module in Avanti, our payroll software, to reduce paper and streamline leave processes	Complete
	Update HR policies and procedure documents and ensure processes are documented and recorded	Ongoing
	Partner with internal clients to achieve operational effectiveness in the areas of: <ul style="list-style-type: none"> <li>Organizational metrics such as demographic trends, compensation reporting and position information to validate data informed decisions</li> <li>Identify and document what HR needs to measure for annual reporting (turnover, time to fill, pay transparency) and workforce planning</li> <li>Partner with unions and Faculty Association to continue to build strong relationships and effective communication on collective agreement implementation</li> </ul>	Ongoing
	Continue to leverage SharePoint to facilitate knowledge sharing and build self-serve capabilities for clients	Winter 2025
	Develop resources for leaders that champion change leadership to support transformational change	Underway
	Support leaders in developing workforce strategies to cope with upcoming challenges and meet future needs	Ongoing
	Partner with colleagues in supporting artificial intelligence learning to address AI in the workplace	Ongoing

## APPENDIX B -

### HIGH LEVEL SUMMARY OF STRATEGIC REVIEW

#### Strategic Review

#### What do the mission and vision of the organization mean for employees and HR?

- Vision statement does not have students in it this was deliberate. We believe it's about the learning community which includes faculty and staff among our students. The purpose is in inspiring everyone.
- The statement requires a high commitment from everyone.
- More than 55% of our workforce are new so it may be something that needs to be reiterated or iterated to them.
- Values and vision are deeply held, and community looks for this to be embodied at every level of the workplace.
- The vision statement implies that we all are to challenge status quo. Are the avenues for changemaking there for employees?
- Courage as a value can be implied in so many different ways it attracts attention and interest but may need further clarification.
- When we make business decisions, 'caring' also comes into play decisions aren't made in a vacuum.
- Vision statement is higher level than mission statement which is why it's about inspiring everyone.

#### Strategic Review

#### What employee actions/behaviours are most critical to support what we must execute well?

- Transparency
- Culture of creativity - innovation
- Trust, accountability
- Resiliency
- Flexibility and adaptability in complex times
- Student-centred community/learning centred community - infuse this throughout all of the work we do in the community
- Execute our academic mission - everything that we do should be supporting this piece in all of its manifestations.
- Collaborative focus
- Cross-functional approach
- Data Informed decision making
- Community engagement in support of our 'invite in, venture out' strategic goal



## Strategic Review

### What does culture mean to your organization, and what values is the organization trying to promote?

- Promote a specific culture,
- Competence hiring the right skills, commitments there trust and commitment in the work that we do, contribution how meaningful and are we contributing to the learning, character integrity and honesty, leading with your heart being empathetic lens, composition is in the heart of the composition. In alignment with RRUs vision of caring, creative and courageous
- Complex culture of sub cultures relationship within the different units, micro cultures, understanding of sub units is crucial to understand the overall culture, how we mobilize efforts, how competence will inform the work that we do
- Cultural Values Assessment: Balance, trust, transparency and accountability.
- Culture is informed by values, the 5 c's drive behaviour of our RRU community, We have a very values driven organization, space for creativity and taking steps courageously, what we want to see to be associated with these values
- Value of courage, part of it is being uncomfortable with uncomfortable change
- Caring about who, intercultural sensitivity in our work

## Strategic Review

### What capabilities does the organization need to successfully achieve its goals or achieve a competitive advantage? Put another way, what must your organization execute well?

- Need the right people in the right roles-Understanding culture and making sure the personal values align with organizational goals and values, overarching philosophy intersect
- Understanding and communication, Importance of having clear goals and sharing those goals with individuals, and that everyone understands these goals and why we have them, and making sure we are achieving what needs to be achieved. As an organization, we need to know what these layers are.
- Prioritize these: EDI, Truth and Reconciliation, Changemaking, Climate Action
- Understanding both organizational and individual challenges and complexities, and have a deep understanding to help the organization
- Leadership performance, in the context of success in the organization
- Analytics to support data-informed decision making.

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## **BOARD OF GOVERNORS BRIEFING NOTE**



**MEETING:** October 11, 2024

**AGENDA ITEM:** Bachelor of Science in Environmental Science Revision (4yr)

**SPONSOR:** Veronica Thompson

**PURPOSE:** For Decision

---

### **Synopsis:**

Consistent with their terms of reference, Academic Council and Program and Research Council review proposals for new degrees prior to recommendation to the Board of Governors. The attached proposal for revising the current Bachelor of Science in Environmental Science (BScES) extending it from a completion degree to a four-year degree is presented for consideration and recommendation to the Board of Governors.

### **Background:**

The BScES is being revised from its current 3<sup>rd</sup> and 4<sup>th</sup> year, accelerated degree completion for college graduates to a four-year, term-based undergraduate degree program. This version of the program will be a full university experience for undergraduate students including field, lab, and project-based scientific training. Given the converging realities of climate change, an aging environmental workforce and training needs (i.e., a “grey tsunami”), and RRU’s prioritization of climate issues, the intention is to launch this program to coincide with the opening of the Westshore campus in September 2025. The revised program will ease the way for transfer students, enhance university access for students in the Westshore area, address labour market needs, extend and improve curriculum by integrating Indigenous content throughout the program.

### **Fit to Vision and Strategic Direction:**

RRU has made an ambitious and public commitment to climate action and education. While much of the emphasis has been on RRU’s institutional commitments and leadership learning opportunities for mid-career professionals, an accessible STEM education – the very foundation of climate, environment, sustainability, and science literacy – is missing in RRU’s available options. This proposal helps to fill that programming gap. This 4-year undergraduate degree has been designed as an interdisciplinary program capable of not only transmitting and training students in the science, but also building their capacity to help generate the cultural, social, and environmental transformations necessary to tackle the mortal challenge of climate change now and into an uncertain future.

### **Lens of Reconciliation:**

The wording of Learning Outcome 5.3 and sample assessment criteria are being developed in collaboration with the Indigenous Education Unit. The intention is for a strong learning outcome that can support the development and inclusion of Indigenous content as a coherent thread through the program. The proposal includes recruitment of an Indigenous scholar with science and interdisciplinary field methods expertise.

**Implications:**

- A. Financial:** The financial analysis is based on conservative enrolment increases in years 2 and 3, increasing momentum until year 5 and assumes a 95% and 5% split between domestic and international students paying current RRU tuition rates. The revised program shows a positive net income of \$88K by year 2.
- B. Human Resource:** The proposal includes one new core faculty hire or reassignment of existing positions, addition of one full-time lab instructor and 0.5 position of staff support for the extended program.
- C. Campus Planning:** The revised program will be ready to start with the opening of the Westshore campus in September 2025 albeit lab classes at a minimum will be held at the main Colwood campus. Field-schools will showcase RRU's spectacular campus resources and make this a unique Canadian program, especially in a post-secondary climate that increasingly cancels laboratory and field components due to costs or a lack of natural space.
- D. Stakeholder/Community:** The proposed revision of the BScES to a 4-year degree contains innovative science-based, multidisciplinary programming that will enable RRU to continue offering the current BSc program and grow our overall recruitment numbers by drawing on existing Westshore secondary-school environmental programs and international students. We anticipate creating informal and community-based relationships with local secondary schools, including with their international student populations, as part of our recruitment efforts.
- E. Equity, Diversity, Inclusion and Anti-Racism:** The proposal includes intentional learning outcomes that will prepare graduates for the labour market and support students to integrate global perspectives and to demonstrate an appreciation and respect for diversity.
- F. Sustainability** - This proposed program revision is an opportunity for RRU to recruit and enroll students directly from high school completion rather than relying on their obtaining the years one and two required courses elsewhere. Having more control over the full delivery of the program makes us less vulnerable to other institutions' curriculum changes and our dependence on their transfer students into our current BSc completion program.
- G. Climate Action** - As post-secondary educators, we have significant, timely, and influential roles to play in directly and indirectly addressing climate challenges. The demand for environmental graduates with the knowledge and evolving skills to address climate change realities continues to rise because of a workforce that is aging toward retirement, widespread social recognition that climate, environment, and sustainability-related issues must be faced, and the increasing complexity of environmental science and subsequent needs for continuous educational up-skilling.

**Risk Assessment:**

The successful launch of this program in September 2025 requires swift approval to enable a recruitment campaign and creation of marketing materials. Final approval, for tuition and student awards, will be reviewed by the pricing strategy committee and tuition will be marketed as "pending board approval" until final approval is in place.

**Recommendation:**

Management recommends that the Board of Governors approve the revisions to the Bachelor of Science in Environmental Science program previously approved by Academic Council on August 21, 2024 and Program and Research Council on September 12, 2024 with the addition of the financial analysis.

**MOTION:**

*That the Board of Governors approve the revisions to the Bachelor of Science in Environmental Science program as presented in Attachment 1.*

---

**Attachments:**

1. Bachelor of Science in Environment Science Revised Program Proposal



## New or Revised Program Proposal

## Cover Sheet

Approval (for committee use only)	
Board of Governors	Approve: dd-mmm-yyyy
Program and Research Council	Approve/Recommend: 12-Sep-2024
Academic Council	Approve/Recommend: 21-Aug-2024
Curriculum Committee	Approve/Recommend: 13-Aug-2024
Executive Committee (new/major revisions)	Approve/Recommend dd-mmm-yyyy
Proposal Notes (for VPA office use only)	

## To be completed by program area prior to submission to Dean

Program Name	BSc Environmental Science	
Name, School, and Faculty of Proposal Submitter	Mickie <b>Noble</b> and Sarah <b>Wolfe</b> , School of Environment and Sustainability, FSAS	
Effective Date: (i.e., indicate relevant start date)	September 2025	
Type of Submission:	<input type="checkbox"/> New Program – first submission <input type="checkbox"/> New Program – subsequent submission <input type="checkbox"/> Program Variation: <input type="checkbox"/> New Specialization <input type="checkbox"/> Dual Degree <input type="checkbox"/> Alternate/customized structure (e.g. offshore) <input type="checkbox"/> Other (specify) <input type="checkbox"/> Revised Program (minor) <input checked="" type="checkbox"/> Revised Program (major)	
Rationale for the proposal (please be brief; maximum 30 words)	The program is realigned to include 1 <sup>st</sup> and 2 <sup>nd</sup> year courses so that it is ready for start with the opening of the Langford Campus	
Admissions Committee Review See <a href="https://staff.myrru.royalroads.ca/service/vpap/AC/AdmissionsCtee/default.aspx">https://staff.myrru.royalroads.ca/service/vpap/AC/AdmissionsCtee/default.aspx</a>	<input checked="" type="checkbox"/>	Required for new programs and proposed admission changes to existing programs.  Approval date: 14-Aug-2024
Program Learning Outcomes are included as appendices to this proposal	<input checked="" type="checkbox"/>	Yes (required)
Consultation with RRU services for this proposal:	<input checked="" type="checkbox"/>	<b>Centre for Teaching &amp; Educational Technologies</b>

		(for outcomes, course descriptions, program mapping, see <a href="http://ctet.royalroads.ca/learning-design-process">http://ctet.royalroads.ca/learning-design-process</a> )
	x	<b>Registrar's Office</b> (to obtain course numbers and check for duplicates)
	x	<b>Financial Aid and Awards</b> (to review program schedule and potential implications for financial aid eligibility)
	x	<b>Marketing</b> (for new & revised programs to assist in promotion)
	x	<b>Other</b> academic or business units affected by the proposal (specify) <b>We are working with the Indigenous Education Group on developing Indigenous content and appropriate learning outcome(s) to support a strong thread through the program.</b>

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## Executive Summary of Program Revisions

The BSc Environmental Science is being revised from its current 3<sup>rd</sup> and 4<sup>th</sup>-year, accelerated degree completion program for college graduates to a four-year, term-based undergraduate program.

This version of the program will be a full university experience for undergraduate students including field, lab, and project-based scientific training with flexible, hybrid options in the senior years. Courses that were previously in the 3<sup>rd</sup> and 4<sup>th</sup> year program can now be taught at a more appropriate earlier level and allow for more in depth studies in the upper years. Moving the program to a traditional term system will also ensure better alignment with programs at other universities – creating student opportunities for international and domestic exchanges, internships, or students’ summer employment. This proposed program revision is an opportunity for RRU to recruit and enroll students directly from high school completion rather than relying on their obtaining the years one and two required courses elsewhere. Having more control over the full delivery of the program makes us less vulnerable to other institutions’ curriculum changes and our dependence on their transfer students into our current BSc completion program.

## Rationale

Providing the current BSc ES program over a four-year period rather than two years was originally conceived in the university’s 1995 education plan. Given the converging realities of climate change, an aging environmental workforce and training needs (i.e., a “grey tsunami”), and RRU’s prioritization of climate issues, it is imperative that we launch this revised degree program as soon as possible.

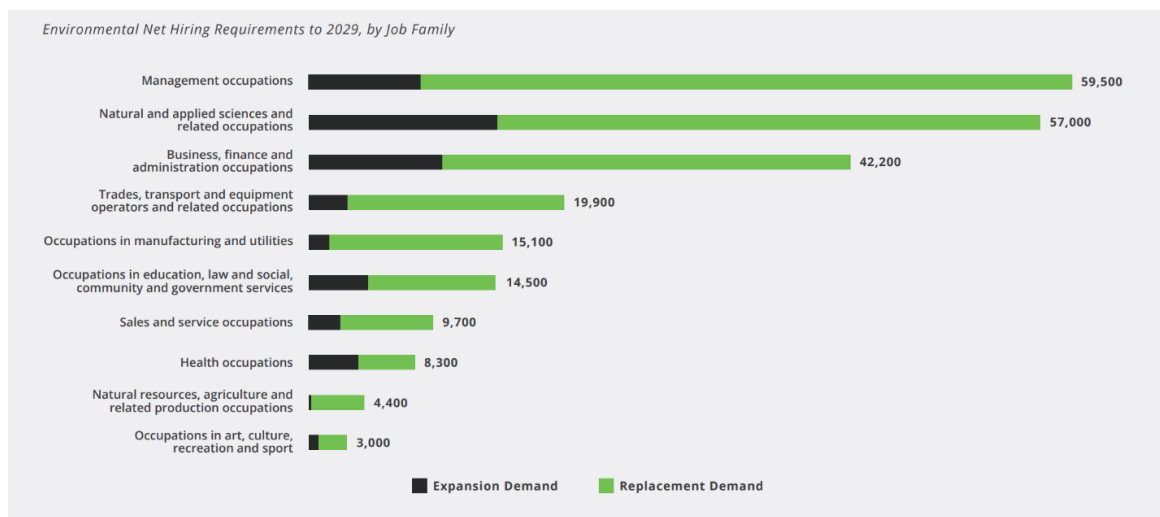
***Climate Change Realities:*** Climate change will cause ever greater damage to our planet and endanger the well-being of all living entities. Humanity remains dependent on a narrow, optimal range of ecological variation and human mortality rates are projected to increase due to extreme weather events, volatile temperatures, air pollution, and food and water insecurities. Various measures of physical and psychological health, including life expectancy, are expected to decline as climate instabilities continue to evolve. Researchers anticipate that ecological disruptions will trigger radical ‘symbolic’ transformations and loss of traditions, spiritual and religious practices, identities, and cultural worldviews.

Future climate changes will disturb all human existence and should be recognized as one of the most significant sources of loss and existential threat to the human species. Yet all levels of climate action continue to be met with rationalization, avoidance, denial, scepticism, and increased resource consumption. Countless recent studies (e.g., IPCC 2018, USGCRP 2018, and IPBES 2019) indicate that a climate crisis is upon us, and that action is urgently needed to reduce emissions and adapt to warming that is already underway. As post-secondary educators, we have significant, timely, and influential roles to play in directly and indirectly addressing climate challenges.

**Environmental Job Market:** The demand for environmental graduates – with the knowledge and evolving skills to address the climate change realities described above – continues to rise because of a workforce that is aging toward retirement, widespread social recognition that climate, environment, and sustainability-related issues must be faced, and the increasing complexity of environmental science and subsequent needs for continuous educational upskilling.

In Canada alone, the market's employment demands suggest a conservative estimate of a projected 50,100 new openings and 183,400 job replacements that will need to be filled in the next decade (Figure 1).

Figure 1: Environmental Net Hiring Requirements to 2029, by Job Family

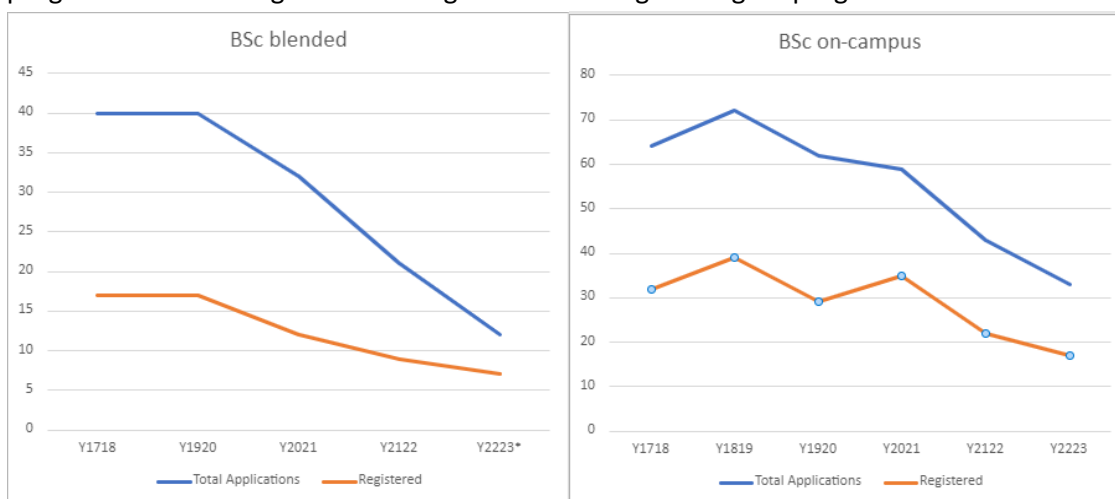


[From Eco-Canada, 2020](#)

Further evidence of demand for environmental jobs exists in the job listings posted between 2022 and 2023. For example, Eco Canada's recent [job market trends report](#) documented that "of the 2,038,910 online job postings advertised in 2023, 248,230 (12.2%) were considered environmental jobs. In 2023, the highest number of environmental job postings continued to be

*found in Canada's four largest provinces – Ontario (75,070), British Columbia (55,930), Quebec (47,170), Alberta (33,740). These provinces accounted for 85% of Canada's job postings. The biologists and related scientists' occupation saw the most considerable growth in the number of environmental job advertisements, with an increase of 1,490 postings from 2022 to 2023. Meanwhile, sustainability specializations maintain their position as the leading specialization in demand from 2022 to 2023. The sustainability specialization saw the most significant number of environmental job postings in 2023 (146,505) and environmental job ads from 2022 (9% increase, amounting to 12,530 postings). Environmental specializations showing an upward trend in job postings from 2022 to 2023 include energy, fisheries & wildlife management, natural resource management, communications & public awareness, and policy & legislation".*

Yet despite the increasing demand for skilled employees, enrolments in our current, two-year BSc degree-completion model (*i.e., offering only Years 3 and 4; a program established in 1995 under very different market, technical, and regulatory conditions*) on-campus and blended programs are declining as local colleges start offering full degree programs<sup>1</sup>.



This trend is consistent with what environmental programs are seeing in other provinces: colleges' competitive expansion of their environmental programs is sapping the traditional degree-completion recruitment pool for universities' environmental degrees.

Yet STEM graduates are in extremely high demand and, if effectively tapped, the recruitment outlook is very positive. This reality means that we can either capitulate our market share to the colleges OR we can redesign our product, assertively highlight our comparative advantage (which is substantial and unique) and refuse to be complacent about recruitment by actively

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<sup>1</sup> This trend is also mirrored to an even larger extent in business programs and has resulted in a complete reformulation of the BBA for a 1<sup>st</sup> and 2<sup>nd</sup> year intake.

reaching out to other institutions to create attractive and exciting collaborative opportunities for our students. This proposal represents the latter – and our preferred – option.

Our revised four-year BSc proposal contains innovative science-based, multidisciplinary programming that will enable RRU to continue offering the current BSc program grow our overall recruitment numbers by drawing on existing Westshore secondary-school environmental programs and international students.

For example, *secondary school programs in the Westshore communities* include Royal Bay Secondary, which is massively overenrolled, and offers a full suite of foundation sciences (biology, chemistry), environmental science, and science-for-citizens courses between Gr 10 and 12. At *Belmont* Secondary, geology, earth science, and life sciences – with an environmental science course directly linked to an outdoor education course – are also well subscribed. Slightly further afield, graduates from *Claremont's* Institute for Global Solutions program would be an excellent fit for our proposed BSc with our extensive fieldwork components (Claremont's program draws students from the Westshore, who won't necessarily continue the commute to UVic). Science-focused graduates from *Esquimalt* High School's 4C Challenge program – with its broad emphasis on “commitment to tasks; creative problem solving; challenging curriculum and assignments and; community involvement” may also find our new BSc compelling and a good fit. Finally, while their enrollments are currently small, the *Westmont* Montessori school's high school graduates – many of whom are based in the Westshore – may find RRU a convenient, local, intimate, and nature-based way to continue their education.

Beyond the local recruitment pool, *international student enrolment* in the current BSc program has historically been very low to non-existent. Transfer arrangements from 2/3-year programs is not well understood outside of RRU or recognized in international education systems. This makes our current Year 3 and 4 completion model a very poor fit for international students' needs and preferences. Our proposed four-year degree proposal removes those barriers and makes international admission for high school graduates or transfer students comprehensible, viable, and attractive. Creating informal and community-based relationships with local secondary schools<sup>2</sup> including with their international student populations, before those students start their university selections may represent a straightforward and cost-effective pathway to initial recruitment efforts.

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<sup>2</sup> For example, as we've begun to cultivate with Brookes Westshore school. Core faculty have collaborated to offer the Grade 11 science students an information afternoon on “environmental science careers” and inviting Grades 10, 11, and 12 students to volunteer with Noble's Science Outreach elementary program.

In short, our proposed four-year degree very intentionally opens the door to increasing RRU's STEM offerings to both domestic and international students, while supporting RRU's commitment to sustainability.

***RRU's Commitment to Sustainability:*** Royal Roads University has made an ambitious and public commitment to climate action and education. According to our website, "*Royal Roads is taking bold action on the climate emergency. Through our [Climate Action Plan](#), RRU is amplifying action through education, partnerships, collaboration and research....RRU welcomes creative, courageous and collaborative leaders who do not retreat from complex challenges but face them head-on.*" While much of the emphasis has been on RRU's institutional commitments, and leadership learning opportunities for mid-career professionals, an accessible STEM education – the very foundation of climate, environment, sustainability, and science literacy – is missing in RRU's available options. Our proposal helps to fill that programming gap.

***Environmental Education at Royal Roads University:*** Dr. Gus Speth once wrote: "*I used to think the top environmental problems were biodiversity loss, ecosystem collapse and climate change. I thought that with 30 years of good science we could address those problems. But I was wrong. The top environmental problems are selfishness, greed and apathy...and to deal with those we need a spiritual and cultural transformation – and we scientists don't know how to do that.*" Good science is unquestionably a necessary ingredient in our solutions to environmental problems, but scientific knowledge is never enough in isolation. True, this knowledge can help us grasp the global scale of problems such as climate change, but these problems and their potential solutions are also deeply intertwined with psychological, cultural, economic, and political factors that operate mainly at the levels of individuals, communities, and societies.

Many post-secondary educators depend on that "good science" to help their students identify and resolve environmental problems such as climate change, biodiversity loss, and fresh-water scarcity. But in their teaching and curricula, these educators often assume, even if implicitly, that more scientific knowledge about these problems will automatically lead to more "rational" personal behavior and public policies—and therefore to "better" environmental outcomes. What that curriculum is missing, according to Speth, are the powerful tools to create the necessary "spiritual and cultural transformation" that changes students' behaviour over the longer term.

This 4-year undergraduate degree – outlined in detail below – has been designed as an interdisciplinary program capable of not only transmitting and training students in the science, but also building their capacity to help generate the cultural, social, and environmental transformations necessary to tackle the mortal challenge of climate change now and into an uncertain future. In our program, we start from the premise that *learning or knowing* about environmental problems is qualitatively distinct from *feeling* that one can do something

meaningful and positive and *practicing the actions* to address those problems. Our unique BSc program<sup>3</sup> – through challenge- and project-based learning with easy and frequent access to the natural world that is the RRU campus and surrounding communities – will help resolve that disconnect.

**Consistent with the current two-year BSc program goals this four-year version aims to:**

- **Provide** undergraduate students with a strong, time-tested, comprehensive, and scientifically rigorous content foundation;
- **Stabilize, diversify and grow** undergraduate enrolments and the environmental, sustainability, climate education options at Royal Roads;
- **Revise and standardize** our program structure to a three-semester system to reduce barriers-to-access, allow easier transfer intakes, better serve greater numbers of students through a more balanced work-study process/timeline, and allow for opportunities such as field courses, internships, international exchanges and potential to develop a future co-op programme. This semester system is important for recruitment as most undergraduate students require a conventional study schedule that allows them to work – typically – over the summer months to help cover their education costs.
- **Moderate** SES graduate programs' enrolment fluctuations and eventually **expand enrolments** through intentionally directing talented undergraduate students towards our graduate degrees.

Please see [Appendix D](#) for a full course map, [Appendix E](#) for the list of required core courses, and [Appendix F](#) possible initial electives available to our students and those that we would like to develop. Finally, our four-year degree would continue to allow students to complete complementary certificates, diplomas or other professional designations, including an optional focus on geospatial analysis (GIS), which are compelling and attractive additions to students' resume building efforts (Appendix G). Our very preliminary resource needs for this expanded program are set out for discussion in Appendix H.

## Revised Program Description

One of the challenges faced by the current version of the BSc. program is the long list of very specific learning outcomes. This has presented challenges in how the program interfaces with

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<sup>3</sup> RRU's environmental science and sustainability education need not be limited to undergraduate and graduate levels. Building from Dr. Mickie Noble's successful Science Outreach Program with elementary students, there is potential for SES to develop and deliver a summer science day camp for young people. All the usual caveats apply to this ambitious idea, but the opportunities are there to connect with the community, collaborate with our educational (e.g., Brookes Westshore) and outdoor experience (e.g., Westhills YMCA) neighbours, and to create opportunities for our UG and Grad students to help organize and deliver the day-camp learning experience.



Moodle. In the development of our revised four-year undergraduate science (BSc) degree, we looked to the Master's programs in SES that have broader learning outcomes that are accompanied by more specific assessment criteria that are tailored for individual courses. These learning outcomes are written broadly to accommodate program competencies ([Appendix A](#)), course learning outcomes ([Appendix B](#)) and four-year map ([Appendix C](#)) for the BSc. program. Detailed assessment criteria for each course that align with these outcomes will be developed with the full course outlines.

This proposal includes both challenge- and project-based learning opportunities as well as intentional learning outcomes that will prepare graduates for the potentially turbulent labour market. In developing this proposal, we surveyed recent alumni from our existing two-year BSc program (Appendix I). A simple, six question survey was circulated to recent graduates for whom we had valid e-mail addresses. Of the 65 surveys sent out, 28 were returned (43%). The considerations of climate change, labour market, local and international recruitment, and finally alumni input have informed our proposal design. Our addition of exciting, thematically-focused, and annual field-schools will showcase RRU's spectacular campus resources and make this a unique Canadian program, especially in a post-secondary climate that increasingly cancels laboratory and field components due to costs or a lack of natural space.

While this program is designed to be on-campus, we will build internal flexibility so students have options to complete program components in an on-line/hybrid format in Years 3 and 4. Because the blended program for Year 3 and 4 would still include on campus lab and field components, the on campus portion of this blended option would still be greater than the 51% threshold for on-campus studies leading to a PGWP for international students. This approach is similar to SES's current BSc. Blended program, where lab and field components are offered in short residencies, separated by online distance learning. Allowing for these hybrid options for senior students would also help to potentially increase enrollments in under-subscribed distance courses.

## Admission Requirements

The existing admission requirements were directed to transfer students from college diploma programs into 3<sup>rd</sup> year. The revised program will continue to accept college transfer students under the current transfer standards. Many of the transfer agreements for the BSc. program will be much simpler to adjudicate since we will be offering any first-year chemistry, math or biology courses that may be missing from their diplomas as part of the new program (potentially increasing prospect conversion). Admission requirements will be revised to also accommodate high school graduates entering the first year as follows:

- Graduation from a Canadian secondary school or comparable senior (including international – see below) high school, with a language arts (English 12) minimum of C+ (67%) and a minimum “B” (73%) average in 3 academic grade 12 courses including:
- Any one of: Pre-Calculus 12, Foundations of Mathematics 12, Calculus 12.
- Plus, any one of: Chemistry 12, Physics 12, Biology 12.
- Plus, any two of: Chemistry 11, Physics 11, Biology 11

International Students will be required to meet the international equivalent and the current language requirements at [English language requirements | Royal Roads University](#).

International Baccalaureate (IB) diploma course offerings will be evaluated for advanced placement prior to the start of the program.

### Early Conditional Offers

Early conditional offers may be made for students who demonstrate that they have completed or are currently enrolled in the required courses for their chosen program, and that their current grades meet the minimum requirements. Upon completion of their studies, conditionally admitted students will be required to submit a final, official transcript that demonstrates the admission requirements have been met.

Transcripts are considered official only if submitted directly by the recognized authority of the providing institution in the institution's original, sealed envelope. Electronic transcripts may be accepted from BC high school and post-secondary institutions.

#### *Canadian secondary school students*

Current students at a Canadian secondary school must report final Grade 11 marks and interim grade 12 marks with the application.

BC secondary school students who have received a conditional offer must consent to the BC Ministry of Education sending official grades via the Student Transcripts Service (including interim grades in May and final grades in July). Secondary students from other provinces who have received a conditional offer are required to provide a final official transcript on or before August 1.

#### *International secondary school students*

International secondary school students must provide in-progress transcripts showing all courses completed in Grade 11 and in first term of Grade 12, along with a list of second-term courses where possible.

A final official transcript issued by the relevant education authority must be received no later than [Date TBD]. All international transcripts or credentials are subject to an international transcript and/or credential evaluation.

*All other applicants*

All other applicants, including secondary school graduates and mature students, must submit an official transcript showing all Grade 11 and 12 courses taken, along with the final grade achieved for each course.

All applicants who have previously enrolled in post-secondary studies must also submit official transcripts from all post-secondary institutions currently or previously attended for all credit courses and/or programs. Credit may be granted for courses taken at other post-secondary institutions.

### Flexible Admissions:

Applicants who do not meet minimum course or GPA requirements, may still be considered for admission. As per our flexible admission policy, a combination of education, informal learning, and real-world experiences will be considered.

### Financial Requirements

A financial analysis has been completed in cooperation with Business Planning working from an initial, and possibly optimistic, 'Anticipated Additional Program Resources' list is in Appendix H. It is based on conservative enrolment increases in years 2 and 3, increasing momentum until year 5 and assumes a 95% and 5% split between domestic and international students paying current RRU tuition rates. The revised program shows a positive net income of \$88K by year 2.

Board of Governors - Open Session - Program and Research Council

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>Revenue</b>							
Domestic Tuition Revenue	\$ 223,265	\$ 504,656	\$ 853,208	\$ 1,259,052	\$ 1,542,443	\$ 1,755,562	\$ 1,885,588
International Tuition Revenue	\$ 22,670	\$ 66,876	\$ 109,303	\$ 241,136	\$ 392,885	\$ 519,518	\$ 638,907
Lab Fees	\$ 3,306	\$ 7,473	\$ 12,634	\$ 15,688	\$ 18,968	\$ 21,104	\$ 22,113
<b>Net Tuition Revenue</b>	<b>\$ 249,241</b>	<b>\$ 579,005</b>	<b>\$ 975,145</b>	<b>\$ 1,515,877</b>	<b>\$ 1,954,295</b>	<b>\$ 2,296,184</b>	<b>\$ 2,546,608</b>
<b>Expenses</b>							
<b>Program Development:</b>							
Program Revisions	21,000	-	-	2,625	2,625	2,625	2,625
Program Development	52,500	10,500	21,000	5,250	5,250	5,250	5,250
<b>Total Program Development Costs</b>	<b>73,500</b>	<b>10,500</b>	<b>21,000</b>	<b>7,875</b>	<b>7,875</b>	<b>7,875</b>	<b>7,875</b>
<b>Program Delivery:</b>							
Core Faculty	303,230	303,230	454,845	454,845	454,845	454,845	454,845
Core Faculty Pro-D Costs	300	300	300	300	300	300	300
Re-allocation of Current Faculty (no backfill)	(151,515)	(151,515)	(303,030)	(303,030)	(303,030)	(303,030)	(303,030)
Lab Instructor	77,265	77,265	77,265	77,265	77,265	77,265	77,265
Program Associate (0.5 for Year 1 and 2)	30,217	30,217	60,434	60,434	60,434	60,434	60,434
Associate Faculty	8,369	77,973	132,374	255,087	300,515	338,819	354,795
Major Project Supervisor				12,928	16,941	21,399	25,411
<b>Total Labour</b>	<b>267,866</b>	<b>337,470</b>	<b>422,188</b>	<b>557,829</b>	<b>607,270</b>	<b>650,032</b>	<b>670,020</b>
Honoraria	2,000	4,000	6,000	8,000	8,000	8,000	8,000
Laboratory Supplies	6,315	12,630	18,945	25,260	25,260	25,260	25,260
Events	423	845	1,268	1,690	1,690	1,690	1,690
Field Trips	165	330	495	660	660	660	660
Copyright	28	55	83	110	110	110	110
<b>Total Program Delivery Costs</b>	<b>8,930</b>	<b>17,860</b>	<b>26,790</b>	<b>35,720</b>	<b>35,720</b>	<b>35,720</b>	<b>35,720</b>
<b>Support Costs:</b>							
Student Support Costs	20,663	46,704	78,962	116,521	142,748	162,472	174,505
Overhead Costs	34,438	77,841	131,603	194,202	237,914	270,786	290,842
<b>Total Support Costs</b>	<b>55,100</b>	<b>124,545</b>	<b>210,565</b>	<b>310,724</b>	<b>380,662</b>	<b>433,258</b>	<b>465,347</b>
<b>Total Expenses</b>	<b>405,396</b>	<b>490,375</b>	<b>680,542</b>	<b>912,148</b>	<b>1,031,527</b>	<b>1,126,885</b>	<b>1,178,963</b>
<b>Net Income/ (Loss)</b>	<b>(156,154)</b>	<b>88,630</b>	<b>294,602</b>	<b>603,729</b>	<b>922,768</b>	<b>1,169,299</b>	<b>1,367,645</b>
<b>Capital Investment (Lab Supplies)</b>	<b>30,000</b>						

## Appendix A: Program Competencies & Learning Outcomes

1. Competency – Collaboration & Communication	
<i>Learning Outcome</i>	<i>Sample Assessment Criteria</i>
1.1 Work with others across and within different community settings, groups, and organizations	<ul style="list-style-type: none"> <li>• Work with others in a variety of contexts with different purposes to achieve collective goals</li> <li>• Develop a sense of well-being in a group through mutual encouragement and respect</li> <li>• Engage in collaborative, supportive relationships that enhance one's own and others' learning</li> <li>• Contribute value to the well-being of communities</li> <li>• Cooperate with individuals and groups by being honest and transparent in all interactions</li> <li>• Keep networks active by sharing information and communicating frequently with others</li> <li>• Contribute to designing and implementing team agreements</li> <li>• Participate in self and peer assessment when working on team activities, projects, and assignments</li> <li>• Reflect on personal and team achievements and challenges</li> </ul>
1.2 Use communication skills to effectively articulate understanding and ideas	<ul style="list-style-type: none"> <li>• Make sense of incoming messages and information through investigation, active listening, and reading</li> <li>• Participate effectively in discussions by posing thoughtful questions and building on others' ideas</li> <li>• Generate and convey ideas that show regard for the intended audience</li> <li>• Think critically about one's own communication style</li> <li>• Critically assess diverse media content to identify potential bias</li> <li>• Identify different modes of communication and understand their impact and purpose</li> <li>• Demonstrate ability to use different modalities and genres appropriately to convey ideas/information</li> </ul>
2. Competency - Interdisciplinarity	
<i>Learning Outcome</i>	<i>Sample Assessment Criteria</i>
2.1 Draw from different concepts, terms, and theories to communicate ideas and positions	<ul style="list-style-type: none"> <li>• Explain how theories and concepts learned apply to relevant and novel situations</li> <li>• Analyze information gained from a variety of sources</li> <li>• Cite different sources of knowledge in discussions and assignments</li> <li>• Create coherence by integrating new learning with one's previous learning and experience and integrating what is learned across disciplines</li> <li>• Engage with non-Western or Eurocentric Ways of Knowing, Being, and Doing to diversify analytical and communication skills</li> </ul>

	<ul style="list-style-type: none"> <li>• Apply a range of knowledge from diverse fields to make sense of real-life situations</li> <li>• Demonstrate acquisition of new knowledge in a variety of disciplines through assessments</li> </ul>
<b>3. Competency - Leadership</b>	
<i>Learning Outcome</i>	<i>Sample Assessment Criteria</i>
3.1 Demonstrate change and leadership potential	<ul style="list-style-type: none"> <li>• Articulate ideas about learning as a skill that can be developed and nurtured</li> <li>• Reflect on personal learning, challenges, and ways to grow as a learner</li> <li>• Reflect on non-Western or Eurocentric leadership styles and demonstrate how these can be incorporated into personal leadership style</li> </ul>
<b>4. Competency – Research &amp; Critical Analysis</b>	
<i>Learning Outcomes</i>	<i>Sample Assessment Criteria</i>
4.1 Engage in research about relevant social issues and challenges	<ul style="list-style-type: none"> <li>• Identify contributing factors behind issues that negatively impact the well-being of local and/or global communities</li> <li>• Conduct research on ways to reduce or eliminate social issues and contributing factors</li> </ul>
4.2 Explore and analyze and propose solutions to real-world issues and problems	<ul style="list-style-type: none"> <li>• Develop strategies, plans and ideas to adapt when new problems and challenges arise</li> <li>• Analyze issues and problems from multiple perspectives and Ways of Knowing, Being and Doing</li> <li>• Select and use problem solving techniques to create solutions</li> <li>• Review, understand, and report on information and research related to topic under consideration</li> <li>• Develop probing questions to guide examination of an issue, problem, or challenge</li> </ul>
<b>5. Competency – Global Citizenship</b>	
<i>Learning Outcome</i>	<i>Sample Assessment Criteria</i>
5.1 Develop knowledge of local and global issues through being informed, open-minded and responsive to pressing issues,	<ul style="list-style-type: none"> <li>• Use present-day knowledge, skills, and information to assess issues to become an informed citizen of the world</li> <li>• Examine key events from different perspectives including systems perspectives taking into consideration circumstances, setting, and background knowledge</li> <li>• Examine and compare different social and cultural perspectives on topics essential to human well-being</li> </ul>



events, and emerging frontiers of knowledge	<ul style="list-style-type: none"> <li>• Understand the importance of global initiatives (e.g. SDGs), accords (e.g., Paris Climate Agreement), and resolutions (Universal Declaration of Human Rights, United Nations Declaration on the Rights of Indigenous People) as well as their critiques</li> <li>• Critically examine the role(s) of International Agencies/NGOs (e.g., UN, World Bank, NATO, G7, OECD)</li> <li>• Demonstrate understanding and respect for ethics and protocols that pertain to Indigenous knowledge systems</li> </ul>
5.2 Integrate global perspectives to demonstrate an appreciation and respect for diversity	<ul style="list-style-type: none"> <li>• Appreciate and bolster the importance of different Ways of Knowing and Being</li> <li>• Actively listen and appreciate others' views when collaborating</li> <li>• Connect knowledge from multiple, diverse, and interdisciplinary values and perspectives</li> <li>• Apply an understanding of cultural differences to create shared meaning based on those differences</li> <li>• Compare and contrast social and cultural perspectives relevant to topics essential to human well-being.</li> <li>• Articulate different world views to demonstrate an understanding of contemporary global values and attitudes</li> </ul>
5.3 Integrate Indigenous Knowledges <sup>4</sup>	<ul style="list-style-type: none"> <li>• Define communities in an Indigenous context and how that differs from normative definitions</li> <li>• Relate principles of Indigenous knowledge to research in science and social science.</li> <li>• Examine approaches for working with Indigenous communities, organizations, and stakeholders in environmental projects.</li> <li>• Understand the place-based relationship and kinship ties that exist between land, water, identity and worldview for Indigenous peoples and their nations.</li> <li>• Analyze the impact of ongoing colonialism on Indigenous communities</li> <li>• Describe the significance of Indigenous sovereignty and governance as it relates to the environment, research, and knowledge dissemination.</li> </ul>
6. Competency – Ethics & Values	

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<sup>4</sup> The wording of Learning Outcome 5.3 and sample assessment criteria are being developed in collaboration with the Indigenous Education Unit. The intention is for there to be a strong learning outcome that can support the inclusion of Indigenous content as a coherent thread through the program. We will also be working closely with this group to develop and integrate Indigenous content in courses throughout the program as they are developed.

<i>Learning Outcome</i>	<i>Sample Assessment Criteria</i>
6.1 Reflect on expanded knowledge and growth based on individual position in the world	<ul style="list-style-type: none"> <li>• Understand one's identity, beliefs, positionality, and values as both constructed and inherent</li> <li>• Understand and define positionality in relation to privilege and power and how that impacts one's worldview and relationships</li> <li>• Describe how structural and societal issues and challenges can shape our understanding of self</li> <li>• Assess one's personal learning and describe the associated results</li> <li>• Apply critical thinking and reflection during the learning process and when charting and reflecting upon one's own course of learning</li> <li>• Reflect on personal values, as well as the values of local, national, and global communities</li> <li>• Apply techniques that demonstrate self-care within a learning context (for example, setting realistic timelines, goals, and taking time to reflect on well-being)</li> </ul>
<b>7. Competency – Knowledge &amp; Application</b>	
<i>Learning Outcome</i>	<i>Sample Assessment Criteria</i>
7.1 Integrate subject-specific knowledge into thought, speech and writing	<ul style="list-style-type: none"> <li>• Employ relevant disciplinary theories in class contributions and assignments</li> <li>• Incorporate vocabulary and concepts from the discipline into discussions and written work</li> <li>• Implement the methodologies of the discipline correctly and thoroughly</li> </ul>
7.2 Apply subject-specific knowledge and skills in meaningful and effective ways	<ul style="list-style-type: none"> <li>• Apply subject-specific concepts, theories, and methods toward the investigation, analysis, interpretation, and/or response to problems, challenges, and issues</li> <li>• Relate principles of respect and integrity toward subject-specific knowledge</li> <li>• Implement subject-specific knowledge and skills to effectively solve "real world" problems or challenges</li> </ul>

## Appendix B: Mapping Existing Two-Year BSc Program Learning Outcomes to New Outcomes

Existing Outcomes		New Program Outcomes
<b>1. Mastery of Background and Key Fundamental Concepts</b>		
1.01	Demonstrates broad level of skills and knowledge in written communication and English.	1.2
1.02	Demonstrates broad level of skills and knowledge in algebra, geometry, calculus, and statistics.	7.1, 7.2
1.03	Demonstrates broad level of skills and knowledge in basic principles of chemistry.	7.1, 7.2
1.04	Demonstrates broad level of skills and knowledge in cellular biology, biochemistry, physiology and ecology.	7.1, 7.2
<b>2. Communication, teamwork and personal qualities</b>		
2.01	Produce written material.	1.2
2.02	Take part in discussions and make presentations.	1.2
2.03	Perform effectively as a team member in a variety of situations and circumstances.	1.1
2.04	Work with, encourage and help others.	1.1
<b>3. The language, concepts, models and techniques of science and management</b>		
3.01	Understand, select and use appropriate statistical techniques.	7.1, 7.2
3.02	Describe the evolution and elements of environmental management tools.	7.1, 7.2
3.03	Describe the structure and function of the atmosphere and hydrosphere.	7.1, 7.2
3.04	Describe the development of environmental statutes and regulations and the linkages between them.	7.1, 7.2
3.05	Explain the processes used in selected primary and secondary industries.	7.1, 7.2
3.06	Describe the fundamentals of surface and groundwater movement.	7.1, 7.2
3.07	Explain the fundamentals of chemistry as they apply to our natural environment.	7.1, 7.2
3.08	Describe the concepts and principles of economics.	7.1, 7.2
3.09	Describe the concepts and principles of land use planning and their application to coastal zone management.	7.1, 7.2
3.10	Describe the structure, form and evolution of natural landscapes.	7.1, 7.2
3.11	Explain the fundamental principles of microbiology and biochemistry.	7.1, 7.2
3.12	Describe and evaluate ecotoxicological principles and tools.	7.1, 7.2
3.13	Describe ecosystems, their underlying structural and functional components, and their response to stressors.	7.1, 7.2
3.14	Describe the fundamentals of entrepreneurship and business decision making.	6.1
3.15	Formulate and defend a moral argument or code of ethics.	6.1
3.16	Describe the fundamental principles guiding water and wastewater treatment and handling.	7.1, 7.2
3.17	Describe the fundamental principles guiding air quality management and the issues which surround it.	7.1, 7.2

3.18	Explain how leadership, management style, and process, contribute to effective supervision and management.	3.1
3.19	Describe the purpose of public policy, how it is created, and how a multiplicity of competing issues shape its implementation.	7.1, 7.2
3.20	Explain decision-making processes and how a variety of decision-support tools contribute to more effective outcomes.	4.2
<b>4. Data collection techniques</b>		
4.01	Collect meteorological data for analysis.	7.2
4.02	Collect data for hydrological analysis.	7.2
4.03	Sample collection and analysis of chemical samples.	7.2
4.04	Collect soil data for physical and taxonomic classification.	7.2
4.05	Collect microbiological data.	7.2
<b>5. Critical thinking/Problem Solving</b>		
5.01	Select and use information and data to critically assess a situation or problem and identify possible actions.	4.1
5.02	Creatively analyze and interpret issue scenarios and recommend solutions.	4.2
5.03	Plan, implement and monitor appropriate strategies to monitor the problem.	4.2
<b>6. Global Awareness</b>		
6.01	Assess the potential impact of human activity on the environment and how it may be lessened or eliminated.	5.1
6.02	Describe the principal values that affect sustainability.	5.2
6.03	Identify and analyze sustainable development issues.	5.1
6.04	Identify the principal barriers to sustainability and propose and defend solutions.	5.1,5.2

## Appendix C: Four-Year BSc Program Learning Outcomes Map

### 1. Collaboration & Communication

- 1.1 Work with others across and within different community settings, groups, and organizations
- 1.2 Use communication skills to effectively articulate understanding and ideas

### 2. Interdisciplinarity

- 2.1 Draw from different concepts, terms, and theories to communicate ideas and positions

### 3. Leadership

- 3.1 Demonstrate change and leadership potential

### 4. Research & Critical Analysis

- 4.1 Engage in research about relevant social issues and challenges
- 4.2 Explore, analyze, and propose solutions to real-world issues and problems

### 5. Global Citizenship

- 5.1 Develop knowledge of local and global issues through being informed, open-minded and responsive to pressing issues, events, and emerging frontiers of knowledge
- 5.2 Integrate global perspectives to demonstrate an appreciation and respect for diversity
- 5.3 Integrate Indigenous Knowledges (see footnote 4).

### 6. Values

- 6.1 Reflect on expanded knowledge and growth based on individual position in the world

### 7. Knowledge & Application

- 7.1 Integrate subject-specific knowledge into thought, speech and writing
- 7.2 Apply subject-specific knowledge and skills in meaningful and effective ways

In this table the learning outcomes' assessment levels are labelled as 1 – Foundational, 2 – Intermediate and 3 – Advanced. Levels are colour coded for quick visual reference.

			Learning Outcome											
	#	Credit	1.1	1.2	2.1	3.1	4.1	4.2	5.1	5.2	5.3	6.1	7.1	7.2
YEAR 1														
Fall														
Algebra and Trigonometry	MATH 1xx	3		1									1	1
Structure, Bonding and Properties of Materials	CHEM 1xx	3		1									1	1
Human Geography	GEOG 110	3	1	1	1		1	2	1			1		
History of Science and Environmental Thought (A)	ENSC 1xxA	1.5	1		1		1				1		1	
Theories of Interdisciplinary Research and Practice (A)	INDS 1xxA	1.5	1	1	1					1	1	1	1	
Writing for Science (A)	ENGL 1xxA	1.5	1	1	1					1				1
Winter														
Statistics for Environmental & Social Science	MATH 16x	3	1	1			1	1					1	1
Physical and Organic Chemistry	CHEM 1xx	3		1									1	1



Cell Biology	BIOL 1xx	3		1									1	1
History of Science and Environmental Thought (B)	ENSC 1xxB	1.5	1		1		1				1		1	
Theories of Interdisciplinary Research and Practice (B)	INDS 1xxB	1.5	1	1	1						1	1	1	
Writing for Science(B)	ENGL 1xxB	1.5	1	1			1	1				1		1
Lab and Field School 1	ENSC 1xx	3	1	1					1		1		1	1
<b>YEAR 2</b>														
<b>Fall</b>														
Ecology 1	ECOL 2xx	3	1	1				1				1		1
Microbiology	BIOL 2xx	3		1				1				1		1
Applied Physics	PHYS 1xx	3		1									1	1
Systems Thinking (A)	INDS 210A	1.5		1		1			1			1		
Leading for Change (A)	LEAD 210A	1.5		1	1	1				1			1	
Applied Qualitative Research	ENSC 2xxA	1.5	2	2	2			2		2	2			
<b>Winter</b>														
Environmental Chemistry	ENSC 306	3											2	2

Ecological Economics	ECON 260	3	1	1	1			1				1	1	1
Applied Calculus	MATH 2xx	3		1									1	1
Systems Thinking (B)	INDS 210B	1.5		2		2		2	2				2	2
Leading for Change (B)	LEAD 210B	1.5		2	2					2		2	2	
Applied Quantitative Research	ENSC 2xxB	1.5		2			2	2					2	2
Lab and Field School 2	ENSC 2xx	3	2	2					2		2		2	2
<b>YEAR 3</b>														
<b>Fall</b>														
Applied Microbiology and Biochemistry	ENSC 317	3	2					2				2		2
Ocean Sciences	ENSC 3xx	3		2				2				2		2
Atmospheric Science and Air Quality	ENSC 304	3		2				2				2		2
Ecology 2	ECOL 3xx	3		1				1				1		1
Geospatial Analysis	ENSC 3xx	3		2				3					2	2
<b>Winter</b>														
Analyzing Environmental Data	ENSC 303	3		2					3				2	

Industrial Processes, Energy and Wastewater	ENSC 403	3		2					2				2	
Ecotoxicology	ENSC 407	3	2					2					3	
Hydrology	ENSC 418	3					3	3	2					3
Lab and Field School 3	ENSC 3xx	3	3	3					3		3		3	3
<b>YEAR 4</b>														
<b>Fall</b>														
Environment and Human Health	ENSC 3xx	3			3		3		3		3	3		
Environmental Law, Regulations and Policy	ENSC 415	3		3						3	3	3		3
Geotechnology	ENSC 430	3	3	3					2				2	
Capstone (A)	ENSC 420A	3	3	3		3			3		3		3	3
Elective 1		3												
<b>Winter</b>														
Advanced Ecology	ENSC 406	3		2				3					3	3
Land Use and Environmental Planning	ENSC 419	3		3			3				3			2
Capstone (B)	ENSC 420B	3	3	3		3			3		3		3	3

Elective 2		3												
Elective 3		3												

## Appendix D: Four-Year BSc Curriculum Course Map

**Colour Code:** physical sciences; social sciences & humanities; Field School OR Major Project; Electives

FALL SEMESTER (13 weeks minus 1 reading week)	WINTER SEMESTER (13 weeks minus 1 reading week)	SPRING SEMESTER (free for students to work, etc.)
<b>Year 1</b>		
1. MATH 1xx – Algebra and Trigonometry (3 credits)	7. MATH 16x – Statistics for the Social Sciences (3 credits)	
2. CHEM 1xx – Structure, Bonding, and Properties of Materials (Lecture + Lab) (3 credits)	8. CHEM 1xx – Physical & Organic Chemistry (Lecture + Lab) (3 credits)	
3. GEOG 110 – Human Geography (3 credits)	9. BIOL 1xx – Cell Biology (Lecture + Lab) (3 credits)	
4A. ENSC 1xxA – History of Science and Environmental Thought (Lecture + Team Project) (1.5 credits)	4B. ENSC 1xxB – History of Science and Environmental Thought (Lecture + Team Project) (1.5 credits)	
5A. INDS1xxA – Theories of Interdisciplinary Research and Practice (1.5 credits)	5B. INDS1xxB – Theories of Interdisciplinary Research and Practice (1.5 credits)	
6A. ENGL1xxA – Writing for Science (1.5 credits)	6B. ENGL1xxB – Writing for Science (1.5 credits)	
	<b>10. Laboratory and Field School 1: <i>Biology and Chemistry</i>: two-week field school (mid to late April); includes small team project (3 credits)</b>	
<b>Year 2</b>		
11. ECOL 2xx – Ecology 1 (3 credits)	17. ENSC 306 – Environmental Chemistry (3 credits)	
12. BIOL 2xx – Microbiology 2 + 1 (Lecture + Lab) (3 credits)	18. ECON 260 – Ecological Economics (3 credits)	
13. PHYS 1xx – Applied Physics 2+1 (Lecture + Lab) (3 credits)	19. MATH 2xx – Applied Calculus (3 credits)	
14A. INDS 210A – Systems Thinking (1.5 credits)	14B. INDS 210B – Systems Thinking (1.5 credits)	

15A. LEAD 210A – Leading for Change (1.5 credits)	15B. LEAD 210B – Leading for Change (1.5 credits)	
16A. ENSC 2xxA – Applied Qualitative Research (1.5 credits)	16B. ENSC 2xxB – Applied Quantitative Research (1.5 credits)	
	20. Laboratory and Field School 2: Ecology: two-week field school; team project (3 credits)	
<b>FALL SEMESTER (13 weeks minus 1 reading week)</b>	<b>WINTER SEMESTER (13 weeks minus 1 reading week)</b>	<b>SPRING SEMESTER</b>
<b>Year 3</b>		
21. ENSC 317 – Applied Microbiology and Biochemistry (3 credits)	26. ENSC 303 – Analyzing Environmental Data (3 credits)	
22. ENSC 3xx – Ocean Sciences (3 credits)	27. ENSC 403 – Industrial Processes, Energy and Wastewater (3 credits)	
23. ENSC 304 – Atmospheric Science and Air Quality (3 credits)	28. ENSC 407 – Ecotoxicology (3 credits)	
24. ECOL 3xx - Ecology 2 (3 credits)	29. ENSC 418 – Hydrology (3 credits)	
25. ENSC 3xx – Geospatial Analysis (3 credits)	30. Laboratory and Field School 3: two-week field school; team project (3 credits)	*Students must declare their intention to take ENSC 420 A & B or ENVM 321 and ENVM 427 in Spring Year 3.
<b>Year 4</b>		
31. ENSC 3xx –Environment and Human Health (3 credits)	36. ENSC 406 – Advanced Ecology (3 credits)	
32. ENSC 415 – Environmental Law, Regulations and Policy (3 credits)	37. ENSC 419 – Land Use and Environmental Planning (3 credits)	
33. ENSC 430 – Geotechnology (3 credits)	38. Elective 2 (3 credits)	
34. Elective 1 (3 credits)	39. Elective 3 (3 credits)	



35. ENSC 420A – Major Project OR ENVM 321 Tools for Business Decision Making (3 credits)	40. ENSC 420B – Major Project OR ENVM 427 Public Policy Formulation (3 credits)	

## Appendix E: Core Course Descriptions

*Note: course titles and descriptions may evolve as we move toward program launch. It should also be noted that in some cases 400-level course numbers may appear below listed in third year. This reflects that in some cases, these courses currently exist as 400-level courses and that we are planning to keep the titles and course numbers but do a major revision to the content. Course numbers may also change as we move to program launch.*

### BSc Environmental Science

**Description:** In this program, we provide a comprehensive grounding in the established and emerging environmental sciences and environmental issues' human dimensions. The program is structured to provide extensive hands-on experiences and practical skills development through integrated field schools and applied problem cases. Through these learning opportunities, students will address contemporary, complex, and multi-scalar environmental issues such as climate change and biodiversity loss.

In the following course outlines, the learning outcomes are given and the number in parentheses is the level at which the student will be assessed 1 – Foundational, 2 – Intermediate, 3 – Mastery.

### YEAR 1: TERM 1 (Theme - Foundations)

#### **MATH 1xx – Algebra and Trigonometry (NEW)**

Starts by reviewing numbers, operations and equations. Examines linear, polynomial, rational logarithmic and exponential functions. Uses trigonometry to examine periodic functions and identities. Introduces the concept of probability by examining sequences.

No corequisites

No prerequisites

Credits: 3

Learning Outcomes: 1.2 (1), 7.1 (1), 7.2 (1)

Textbook: Abramson, J. (2021). *Algebra and Trigonometry 2e*. OpenStax. [Ch. 1 Introduction to Prerequisites - Algebra and Trigonometry 2e | OpenStax](#)

#### **CHEM 1xx – Structure, Bonding, and Properties of Materials 2 + 1 (lab) (NEW)**

Examines how atoms join to form materials and how understanding atoms and structures can lead to insight on the properties of materials. The emphasis is on fundamental principles. How materials (chemicals) interact with each other on the molecular scale and the relevance to modern society and the environment is also investigated.

No corequisites

No prerequisites

Learning Outcomes: 1.2 (1), 7.1 (1), 7.2 (1)

Credits: 3

Textbook: Flowers, P., Neth, E. J., Robinson, W. R., Theopold, K., & Langley, R. (2019). *Chemistry: Atoms First 2e*. OpenStax. <https://openstax.org/books/chemistry-atoms-first-2e/pages/1-introduction>

### ***GEOG 110 – Human Geography***

Explores human interaction on the physical landscape and place. Presents key concepts in Human and Cultural Geography, including environmental stressors as well as rural and urban economic and social challenges. Uses spatial analysis to address global demographic issues including migration, poverty, population growth and mobility. Analyses contemporary and historical human impacts on land, soil, atmosphere, and climate.

No corequisites

No prerequisites

Learning Outcomes: 1.1 (1), 1.2 (1), 2.1 (1), 4.1 (1), 4.2 (2), 5.1 (1), 6.1 (1)

Credits: 3

### ***ENSC 1xxA – History of Science and Environmental Thought (Project) (NEW)***

We investigate the evolving history of key scientific concepts (e.g., the Standard Model; physical laws; heliocentric universe; genetic evolution; contemporary climate change, Indigenous ways of knowing). We examine science as something that occurs in a social context and analyze how science communities respond to new ideas in philosophy (e.g., humans' relationship to nature), politics (e.g., revolutions, colonialism), economics (e.g., capitalism), and technology (e.g., emergence of the internet). In team projects, we will draw insights from ecology, geography, economics, and anthropology to explore the various ways in which the influences human life, at multiple physical and temporal scales, blurring disciplinary boundaries between the humanities and the sciences. (3 credits over two semesters).

No corequisites

No prerequisites

Learning Outcomes: 1.1 (1), 2.1 (1), 4.1 (1), 5.3 (1), 7.1 (1)

Credits: 1.5

### ***INDS 1xxA – Theories of Interdisciplinary Research and Practice***

Introduces students to academic disciplines and professional fields of practice, leading to an understanding of interdisciplinarity, multidisciplinary, and transdisciplinary approaches to science. Explores strategies for drawing from a range of disciplinary

subjects in order to synthesize diverse themes into a coherent, authentic, and complete description of an issue. Introduces students to the concept of intersectionality as it pertains to environmental issues and research. Explores benefits and challenges of integrating knowledge across disciplines.

No corequisites

No prerequisites

Learning Outcomes: 1.1 (1), 1.2 (1), 2.1 (1), 5.2 (1), 5.3 (1), 6.1 (1), 7.1 (1)

Credits: 1.5

### ***ENGL 1xxA – Writing for Science***

Develops effective means of academic and scientific communication including lab reports, essays, analytical assignments, visual materials and presentations, as well as ethical issues surrounding their production. The main focus of this course is the production of communication material with clear, critical thought and reasoned argument. It examines grammar and structure, argument building, the linking and exposition of ideas, using evidence to effectively support arguments, and [the cultural, historical and institutional objectives of academic communication. It examines the use of the lab report format as well as how to use the primary literature to support your analysis.

No corequisites

No prerequisites

Learning Outcomes: 1.1 (1), 1.2 (1), 2.1 (1), 5.2 (1), 7.2 (1)

Credits: 1.5

## **YEAR 1: TERM 2 (Theme - Foundations)**

### ***MATH 16X – Statistics for Environmental and Social Science (Major Revision)***

Develop an understanding of the application of statistical techniques to environmental data using R. Previous familiarity with statistics is not assumed. Students will gain the skills and procedures needed to explore social, cultural, and psychological phenomena and application of real-world data from research in environmental and social sciences. Techniques for dealing with detection limits and limited data sets will be discussed.

No corequisites

No prerequisites

Learning Outcomes: 1.1 (1), 1.2 (1), 4.1 (1), 4.2 (1), 7.1 (1), 7.2 (1)

Credits: 3

Textbook: Kozak, K. (2020). *Statistics Using Technology – 3<sup>rd</sup> Edition*, [Statistics Using Technology - 3rd Edition \(Coconino Community College\) \(bccampus.ca\)](https://www.bccampus.ca/statistics-using-technology-3rd-edition)

### ***CHEM 1xx – Physical and Organic Chemistry 2+1 (lab) (NEW)***

Following concepts built in CHEM 1xx, investigates fundamental principles in the thermodynamics and kinetics of molecular interactions. Introduces electrochemistry and basic reactions and properties of organic compounds.

Corequisites:

Prerequisites: CHEM 1xxx

Learning Outcomes: 1.2 (1), 7.1 (1), 7.2 (1)

Credits: 3

Textbook: Flowers, P., Neth, E. J., Robinson, W. R., Theopold, K., & Langley, R. (2019). *Chemistry: Atoms First 2e*. OpenStax. <https://openstax.org/books/chemistry-atoms-first-2e/pages/1-introduction>

### ***BIOL 1xx – Cell Biology 2+1 (lab) (NEW)***

Explores prokaryotic and eukaryotic cell structure and function with an emphasis on basic biomolecules including DNA, RNA, proteins, carbohydrates and lipids. Introduces how the structures of these molecules contribute to their cellular functions. Cellular processes including DNA replication, transcription, and translation, photosynthesis, and cellular energy production will be explored.

Corequisites: CHEM 1xx – Physical and Organic Chemistry

Prerequisites:

Learning Outcomes: 1.2 (1), 7.1 (1), 7.2 (1)

Credits: 3

Textbook: Hardin, J. & Lodolce, J.P. (2021). *Becker's World of the Cell* (10<sup>th</sup> ed). Pearson. <https://www.pearson.com/en-ca/subject-catalog/p/beckers-world-of-the-cell/P200000006775/9780137441778?tab=table-of-contents>

### ***ENSC 1xxB – History of Science and Environmental Thought (Project) (NEW)***

We investigate the evolving history of key scientific concepts (e.g., the Standard Model; physical laws; heliocentric universe; genetic evolution; contemporary climate change). We analyze how science communities respond to new ideas in philosophy (e.g., humans' relationship to nature), politics (e.g., revolutions), economics (e.g., capitalism), and technology (e.g., emergence of the internet). In team projects, we will draw insights from ecology, geography, economics, and anthropology to explore the various ways in which the influences human life, at multiple physical and temporal scales, blurring disciplinary boundaries between the humanities and the sciences. (3 credits over two semesters)

No corequisites

Prerequisite: ENSC 1xxA - History of Science and Environmental Thought

Learning Outcomes: 1.1 (1), 2.1 (1), 4.1 (1), 5.3 (1), 7.1 (1)

Credits: 1.5

***INDS 1xxB – Theories of Interdisciplinary Research and Practice***

Continues to introduce students to academic disciplines and professional fields of practice, leading to a thorough understanding of interdisciplinarity, multidisciplinary, and transdisciplinarity. Explores strategies for drawing from a range of disciplinary subjects in order to synthesize diverse themes into a coherent, authentic, and complete description of an issue. Continues to explore benefits and challenges of integrating knowledge across disciplines.

No corequisites

Prerequisite: INDS 100A

Learning Outcomes: 1.1 (1), 1.2 (1), 2.1 (1), 6.1 (1), 7.1 (1)

Credits: 1.5

***ENGL 1xxB – Writing for Science***

Develops effective means of academic and scientific communication including essays, analytical assignments, visual materials, and presentations, as well as ethical issues surrounding their production. It examines grammar and structure, argument building, the linking and exposition of ideas, using evidence to effectively support arguments, and the cultural, historical, and institutional objectives of academic communication.

Attention will be given to how to read and search the primary literature, as well as preparing communications for a digital and non-expert audience.

No corequisites

Prerequisite: ENGL 1xxA – Writing for Science

Learning Outcomes: 1.1 (1), 1.2 (1), 4.1 (1), 4.2 (1) 5.2 (1), 6.1 (1), 7.2 (1)

Credits: 1.5

***ENSC 1xxx –Laboratory and Field School 1 (NEW)***

Explores the environment using laboratory and field techniques to examine various aspects of biology and chemistry. Explores the ecology of organisms in the field. Provides an opportunity to build on skills developed in previous courses in Chemistry and Biology. Includes a small group project.

Prerequisites: Math 1xx, Chem 1xx Structure Bonding and Properties of Materials, Math 16x, Chemistry 1xx, Physical and Organic Chemistry, Biol 1xx Cell Biology, ENSC 1xxA History of Science and Environmental Thought.

Learning Outcomes: 1.1 (1), 1.2 (1), 5.3 (1), 7.1 (1), 7.2 (1)

Credits: 3



## YEAR 2: TERM 3 (Theme - Analyses)

### ***ECOL 2xx – Ecology 1***

Introduces the principles of ecology, including topics such as ecosystems, community structure, interspecific interactions, energy flows, and nutrient cycles. Places special attention on human activities within, and impacts upon, local and global ecosystems.

Corequisites:

Prerequisites:

Learning Outcomes: 1.1 (1), 1.2 (1), 4.2(1), 6.1 (1), 7.2 (1)

Credits: 3

### ***BIOL 2xx – Microbiology 2 + 1 (lab) (NEW)***

Cellular diversity will be explored with emphasis on yeast, fungi, protists, bacteria and viruses. Interactions between microbes and their environment will be explored including nutrient cycling, methanogenesis, antibiotic activity and production as well as other mechanisms of pathogenicity. Introduces gene regulation as a means of conserving energy and responding to the environment.

Prerequisites: Biol 1xx Cell Biology, Chem 1xx – Physical and Organic Chemistry

Learning Outcomes: 1.2 (1), 4.2(1), 6.1 (1), 7.2 (1)

Credits: 3

Textbook: Madigan, Bender, Buckley, Sattley & Stahl. (2021). Brock Biology of Microorganisms, (16<sup>th</sup> ed). Pearson. <https://www.pearson.com/en-ca/subject-catalog/p/brock-biology-of-microorganisms/P200000006867/9780135860717?tab=table-of-contents>

### ***PHYS 1xx – Applied Physics 2+1 (lab) (NEW)***

Examines the interactions of energy, matter, space, and time and the fundamental mechanisms that describe the way the universe works. Theories and applications are presented by studying aspects of motion, work, energy, heat, thermodynamics, waves, electricity, magnetism and optics.

Learning Outcomes: 1.2 (1), 7.1 (2), 7.2 (1)

Credits: 3

Textbooks: portions of:

Ling, S.J., Loyola, J.S., Moebs, W. (2016). *University Physics Volume 1*. OpenStax. [University Physics Volume 1 - OpenStax.](#)

Ling, S.J., Loyola, J.S., Moebs, W. (2016). *University Physics Volume 2*. OpenStax. [University Physics Volume 2 - OpenStax.](#)

Ling, S.J., Loyola, J.S., Moebs, W. (2016). *University Physics Volume 2*. OpenStax. [University Physics Volume 3 - OpenStax.](#)

***INDS 210A – Systems Thinking***

Introduces concepts and themes from systems theory and complexity in order to develop a holistic, interconnected, and interdisciplinary understanding and description of the relationships among current global challenges and their constituent systems. Incorporates methods for systems modeling as a key descriptive and analytical tool for systems thinking.

Corequisites:

Prerequisites:

Learning Outcomes: 1.2 (1), 3.1 (1), 5.1 (1), 6.1 (1)

Credits: 1.5

***LEAD 210A – Leading for Change***

Explores transformational and values-based leadership, and their role in leading for change. Introduces theories of change processes, and strategies for identifying key intervention points within a change system.

Corequisites:

Prerequisites:

Learning Outcomes: 1.2 (1), 2.1 (1), 3.1 (1), 5.2 (1), 5.3 (1), 7.1 (1)

Credits: 1.5

***ENSC 2xxA – Applied Qualitative Research***

Exploration of qualitative research methods, including theoretical perspectives on qualitative research, sampling strategies and implications, data collection methods and analysis (e.g., content, narrative, discourse, Indigenous). How qualitative research fits into interdisciplinary research and mixed methods research will be discussed.

Corequisites:

Prerequisites:

Learning Outcomes: 1.1 (2), 1.2 (2), 2.1 (2), 4.2 (2), 5.2 (2), 5.3 (2)

Credits: 1.5

## YEAR 2: TERM 4 (Theme - Analyses)

### ***ENSC 306 – Environmental Chemistry (Major Revision)***

Examines the sources, reactions, transport, fate and effects of chemical species in the physical environment, with special emphasis on the reactions in natural waters, the atmosphere and geosphere. Basic concepts in thermodynamics, redox, solution equilibria and organic chemistry are employed. The principles of environmental sampling and analysis, including the importance and practice of quality assurance and quality control (QA/QC), are also discussed. Concludes with a brief overview of the management of waste and contaminated soils. Field and laboratory practical exercises and examples from applied research projects are used to reinforce the concepts presented.

Corequisites:

Prerequisites:

Learning Outcomes: 7.1 (2), 7.2 (2)

Credits: 3

### ***ECON 260 – Ecological Economics***

Investigates our human relationships with the natural environment through an ecological economics lens. Examines persistent failures to adequately incorporate the value of environmental goods and services into decision-making and explores the effectiveness of different techniques and policies attempting to correct these failures or to mitigate their negative consequences.

Corequisites:

Prerequisites:

Learning Outcomes: 1.1 (1), 1.2 (1), 2.1 (1), 4.2 (1), 6.1 (1), 7.1 (1), 7.2 (1)

Credits: 3

### ***MATH 2xx – Applied Calculus (NEW)***

Basic differential and integral calculus are examined with an emphasis on applications in environmental science. Examples include population growth, enzyme kinetics, radioactive decay and osmosis.

Learning Outcomes: 1.2 (1), 7.1 (2), 7.2 (1)

Credits: 3

Textbooks: Strang, G., Herman, E. (2016). *Calculus Volume 1*. OpenStax. [Ch. 1 Introduction - Calculus Volume 1 | OpenStax](#).

Edelstin-Keshet. (2020). *Differential Calculus for the Life Sciences*. BC Campus. [Differential Calculus for the Life Sciences \(bccampus.ca\)](#)

***INDS 210B – Systems Thinking***

Introduces concepts and themes from systems theory and complexity in order to develop a holistic, interconnected, and interdisciplinary understanding and description of the relationships among current global challenges and their constituent systems. Incorporates methods for collaboration and design as key tools for system thinking and intervention.

Corequisites:

Prerequisites: INDS 210A

Learning Outcomes: 1.2 (2), 3.1 (2), 4.2 (2), 7.1 (2)

Credits: 1.5

***LEAD 210B – Leading for Change***

Examines strategies for engaging stakeholders in decision-making and for incorporating multiple perspectives and interests into change initiatives. Explores community attitudes toward change to identify and respond to areas of resistance.

Corequisites:

Prerequisites: LEAD 201A

Learning Outcomes: 1.2 (2), 2.1 (2), 5.2 (2), 6.1 (2), 7.1 (2)

Credits: 1.5

***ENSC 2xxB – Applied Quantitative Research***

This course focuses on survey design and analysis, and builds on the introductory quantitative methods introduced in Math 16x Statistics course and complements the ENSC 2xxA course. This course will cover survey-related material and topics such as sampling, measurement, question design, reliability, and validity in addition to the analysis of survey data. Use of quantitative methods in a mixed methods design will be discussed.

Corequisites:

Prerequisites: Math 16x

Learning Outcomes: 1.2 (2), 4.1 (2), 4.2 (2), 7.1 (2), 7.2 (2)

Credits: 1.5

***ENSC 2xx – Laboratory and Field School 2 (NEW)***

Explores the use of transects, plots and classification systems for environmental monitoring and its application to the interpretation of stream and forest system biodiversity and health. Introduces design and ethics of field experiments. Provides an opportunity to build on skills developed in Laboratory and Field School one as well as the science courses of year 2. Includes a small group project.

Prerequisites: Laboratory and Field School 1; Ecol 1xx; Ecol 2xx; Biol 2xx Microbiology,

Learning Outcomes: 1.1 (2), 1.2 (2), 5.3 (2), 7.1 (2), 7.2 (2)

Credits: 3

### YEAR 3: TERM 5 (Theme - Applications)

#### ***ENSC 317 –Applied Microbiology and Biochemistry (Major Revision)***

Builds on the concepts of Bio 2xx Microbiology to explore how microorganisms sense and respond to their environment, development of biofilms, and waterborne disease. Explores applications of microbiology such as bioremediation of pollutants, wastewater treatment processes, and genetic engineering.

Corequisites:

Prerequisites: Biol 1xx Cell Biology; Biol 2xx Microbiology

Learning Outcomes: 1.2 (2), 4.2(2), 6.1 (2), 7.2 (2)

Credits: 3

Textbook: Madigan, Bender, Buckley, Sattley & Stahl. (2021). Brock Biology of Microorganisms, (16<sup>th</sup> ed). Pearson. <https://www.pearson.com/en-ca/subject-catalog/p/brock-biology-of-microorganisms/P200000006867/9780135860717?tab=table-of-contents>

#### ***ENSC 3xx – Ocean Sciences (NEW)***

Focuses on the physical processes involved in the behaviour of the oceans, and how they create many observable natural phenomena and influence the movement of pollutants. Students explore a variety of short- and long-term phenomena that range in size from the micro to global scales, the challenges involved in their measurement and the application of fundamental concepts to environmental decision-making.

Corequisites:

Prerequisites: Math 2xx, Phys 1xx

Learning Outcomes: 1.2 (2), 4.2(2), 6.1 (2), 7.2 (2)

Credits: 3

#### ***ENSC 304 – Atmospheric Science and Air Quality (Major Revision)***

Focuses on the physical processes involved in the behaviour of the atmosphere, and how they create many observable natural phenomena and influence the movement of pollutants. Students explore a variety of short- and long-term phenomena that range in size from the micro to global scales, the challenges involved in their measurement and the application of fundamental concepts to environmental decision-making.

Reviews key air pollutants, current air quality issues (such as acid rain and particulate matter exposure) and each component of an air quality management system such as air quality monitoring, emission inventories, emission control methods and dispersion modelling. The theoretical material of the course will be applied in practical exercises in air quality modelling, emission inventory and management planning.

Corequisites:

Prerequisites: Math 2xx, Phys 1xx

Learning Outcomes: 1.2 (2), 4.2(2), 6.1 (2), 7.2 (2)

Credits: 3

***ECOL 3xx – Ecology 2 (NEW)***

Explores concepts of food webs and energy transfer, trophic levels and niches and how they contribute to the formation of ecosystems, communities and succession processes. Interspecific interactions and nutrient cycling will also be addressed.

Corequisites:

Prerequisites: ECOL 2xx, Laboratory and Field School 1, Biol 2xx – Microbiology, Math 16x

Learning Outcomes: 1.2 (1), 4.2(1), 6.1 (1), 7.2 (1)

Credits: 3

***ENSC 3xx – Geospatial Analysis (NEW)***

Explores approaches to examining and analyzing geospatial data, particularly in the context of environmental sustainability issues. Introduces students to geographic information systems (GIS) and key concepts and considerations for using GIS, such as geographic and projected coordinate systems, different types of spatial data (e.g., vector, raster), and data attributes. Class activities involve the use of QGIS to display and manage data, to apply data management and geoprocessing tools (e.g., clipping, buffering, intersections, spatial joins), and to conduct basic spatial analyses (e.g., descriptive statistics, clustering, nearest neighbour). Assignments will include a review and interpretation of a GIS-based study, as well as a project that involves examining/analyzing geospatial data related to an environmental issue.

Corequisites:

Prerequisites:

Learning Outcomes: 2.1 (2), 4.2 (3), 7.1 (2), 7.2 (2)

Credits: 3

## **YEAR 3: TERM 6 (Theme - Applications)**

***ENSC 303 – Analyzing Environmental Data (Major Revision)***

Intermediate-level undergraduate course in applied statistics and data analysis emphasizing statistical methods for designing, planning and analyzing ecological-environmental projects. Techniques include Confidence Intervals, Power, T-tests, Chi-squared Tests, ANOVA Models, Regression Models, Correlation Analysis, Experimental/Survey Design and Nonparametric alternatives.

Corequisites:

Prerequisites: Math 16x

Learning Outcomes: 4.2 (2), 5.1 (3) 7.1 (2)

Credits: 3

**ENSC 403 – Industrial Processes, Energy and Wastewater (Major Revision)**

Examines the processes and operations and environmental consequences of selected large industrial operations from engineer's perspective. Also, the history of energy systems and the radical shifts that will be needed in the future is given. Finally, an overview of current technologies available to treat wastewater streams.

Prerequisites: ENSC 306; Math 2xx

Learning Outcomes: 1.1(2), 5.1(2), 7.1(2)

Credits: 3

Textbooks: TBA

**ENSC 407 – Ecotoxicology (Major Revision)**

Examines the effects of anthropogenic substances on various components in the biosphere from the subcellular to ecosystem levels, how contaminants migrate through trophic levels by geochemical and meteorological cycling and the environmental fate of the contaminants within the organisms. Discusses the processes of biological uptake and cycling including bioavailability, bioaccumulation, biomagnification, biotransformation and depuration. The concepts and principles of molecular/biochemical toxicant-receptor interactions for xenobiotics, persistent organic pollutants and metals, biochemical indicators, various dose-response type models, general categories of effects and exposure regimens, toxicity testing, indicator species, biomarkers, and the myriad of factors that limit or exacerbate their biological risks and impacts will also be discussed.

Corequisites:

Prerequisites: ENSC 306, ENSC 317, ENSC 303

Learning Outcomes: 1.1 (2), 4.1 (2), 7.1 (3)

Credits: 3

Textbook: Newman, M.C. (2020). *Fundamentals of Ecotoxicology: The Science of Pollution*. (5<sup>th</sup> ed.). CRC Press.

**ENSC 418 – Environmental Hydrology**

Examines how fundamental physical, chemical and biological principles governing surface and groundwater movement affect the fate and transport of pollutants. Situational assignments are given to examine the ability of learners to apply these principles.

Corequisites:

Prerequisites: Math 2xx Applied Calculus; Phys 1xx

Learning Outcomes: 4.1 (3) 4.2(3), 5.1(2), 7.2(3)

Credits: 3

Textbooks:

Woessner, W.R., Poeter, E.P. (2020). *Hydrogeologic Properties of Earth Materials and Principles of Groundwater Flow*. The Groundwater Project. [Hydrogeologic Properties of](#)



[Earth Materials and Principles of Groundwater Flow - The Groundwater Project \(gw-project.org\)](http://www.gw-project.org)

Hemond, Harold F., and Elizabeth J. Fechner. Chemical Fate and Transport in the Environment, Elsevier Science & Technology, 2014. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/royalroads-ebooks/detail.action?docID=5754435>.

***ENSC 3xx – Laboratory and Field School 3 (NEW)***

Builds on the skills developed in the program during year 3. Demonstrates the use of recent technologies in environmental monitoring, mapping and reporting. Includes a small team project.

Prerequisites: Laboratory and Field School 2;

Learning Outcomes: 1.1 (3), 1.2 (3), 5.3 (3), 7.1 (3), 7.2 (3)

Credits: 3

## YEAR 4: TERM 7 (Theme - Applications)

***Note: at the end of Year 3, students must declare their intention for their capstone courses. Students must elect to take ENSC 420A and ENSC 420B OR ENVM 321 and ENVM 427.***

### ***ENSC 3xx –Environment and Human Health (NEW)***

Current and impending climate changes will have existential consequences for the global population. The health implications are diverse, wide-ranging, and inequitable across locations and within economically stratified societies. In this course, we will consider many both acute and chronic health risks – including extreme events (e.g., floods, fires, or wet-bulb temperatures), infectious diseases (e.g., microbial pathogens transmitted by water or migrating insect vectors), bioaccumulating chemical contaminants, food scarcity-induced malnutrition, and the role of pollution in mental health. We also examine populations' social-determinants of health and vulnerabilities as causal factors that underpin differential health risks. Throughout, we will identify the opportunities, tools, and necessary interventions to create lasting and positive change in human health.

Corequisites:

Prerequisites:

Learning Outcomes: 2.1 (3), 4.1 (3), 5.1 (3), 6.1 (3)

Credits: 3

### ***ENSC 4xx – Environmental Law, Regulations and Policy (Major Revision)***

Examines environmental issues and trends through the lens of legal concepts and Canada's regulatory frameworks. From the evolution of environmental law to the protection of environmental rights, the connections between the environment and national and international law, governance, planning, economics, and health is examined. Case studies are used throughout.

Corequisites:

Prerequisites:

Learning Outcomes: 1.2 (3), 5.2 (3), 5.3 (3), 6.1 (3), 7.2 (3)

Credits: 3

### ***ENSC 430 – Geotechnology (Minor Revisions)***

Provides a systematic approach to the application of geomorphological principles and techniques in environmental problem-solving involving earth surface processes and landforms. Draws on regional examples to demonstrate how geomorphological evidence has and can be used in effective management decisions. Through regular assignments, training is provided in field and laboratory techniques with which geomorphologists and other environmental scientists may measure, monitor and manage geomorphological processes.

Corequisites:

Prerequisites:

Learning Outcomes: 1.1 (3), 1.2 (3), 4.2 (2), 7.1(2)

Credits: 3

### ***ENSC 420A – Major Project***

This applied consulting project spans two terms. Working in teams, students will share responsibility for an open-ended applied environmental project. In this first course, independent and team research, planning, collaborating with team members, sponsors and faculty advisors to complete ethical review processes, budget and deliverable negotiation will be undertaken. Application of quantitative and qualitative analytical and decision-making skills, integration of the skills and concepts learned in the program, and successful conclusion in the form of a proposal and budget document and public presentation are required. Both individual and team deliverables are included in this course. Note: Students are expected to enroll in ENSC 420 A & B OR ENVM 321 and ENVM 427 during the same academic year.

Prerequisites: completion of year 3

Learning Outcomes: 1.1 (3), 1.2 (3), 3.1 (3), 4.2 (3), 7.1 (3), 7.2 (3)

Credits: 3

### ***ENVM 321 -- Tools for Business Decision Making***

This course will explore the challenges and opportunities faced by business owners. Emphasis is placed on the importance of integrating personal values and objectives, organizational goals, and market opportunities during the planning process. Examination of sustainability concepts and how they impact business structure, financing and accountability, and decision-making tools in green business. Note: students are expected to enroll in ENVM 321 and ENVM 427 OR ENSC 420 A and B in the same academic year.

Prerequisites: completion of year 3

Learning Outcomes: 1.1 (3), 1.2 (3), 3.1 (3), 4.2 (3), 7.1 (3), 7.2 (3)

Credits: 3

### ***Elective 1***

## **YEAR 4: TERM 8 (Theme - Applications)**

### ***ENSC 406 –Advanced Ecology***

This course explores the use of various ecological assessment, analysis and synthesis techniques, in addition to illustrating some of the concepts and principles explored in the lectures. Students gain hands-on experience with experimental design, analysis of datasets, and techniques fundamental to the study of ecology.

Prerequisites: Math 16x, ENSC 303, ECOL 2xx

Learning Outcomes: 2.1 (2), 4.2 (3), 7.1 (3), 7.2 (3)

Credits: 3

**ENSC 419 – Land Use and Environmental Planning**

Examines the contribution of land use and environmental planning to the creation of livable, sustainable communities. Provides the theoretical foundation for addressing the complex challenges of sustainability within land use and environmental planning, with specific case study analysis on watershed / coastal zone management. Assignments emphasize problem analysis and decision-making and require critical and objective thinking and writing/presentation to professional standards. Topics include land use planning principles and governance, sustainable communities, ecosystem management, public participation, and watershed management.

Corequisites:

Prerequisites:

Learning Outcomes: 1.2 (3), 4.1 (3), 5.3 (2), 7.2 (2)

Credits: 3

**ENSC 420B – Major Project**

This applied consulting project spans two terms. Working in teams, students will share responsibility for an open-ended applied environmental project. In this second course, independent and team research, planning, collaborating with team members, sponsors and faculty advisors to complete the project will be undertaken. Application of quantitative and qualitative analytical and decision-making skills, integration of the skills and concepts learned in the program, and successful conclusion in the form of a final report and public presentation are required. Both individual and team deliverables are included in this course. Note: Students are expected to enroll in ENSC 420 A & B OR ENVM 321 and ENVM 427 during the same academic year.

Prerequisites: ENSC 420A

Learning Outcomes: 1.1 (3), 1.2 (3), 3.1 (3), 4.2 (3), 7.1 (3), 7.2 (3)

Credits: 3

**ENVM 427 -- Public Policy Formulation**

Examines how government policy is generated and what purpose it serves and some of the instruments used in its application. Examines public policy formation through the lens of sustainability, using a three-pillar approach to explore economic, social and environmental policy formulation

Prerequisites: ENVM 321

Learning Outcomes: 1.1 (3), 1.2 (3), 3.1 (3), 4.2 (3), 5.3 (2), 7.1 (3), 7.2 (3)

Credits: 3

**Elective 2****Elective 3**

**Note:** for some certifications, certain electives will be required.

## Appendix F: Initial Degree Elective Options

This is the current list of BSc electives (1) through the Bachelor of Environmental Practice (BEP; Ling is Program Head) program both from RRU and external institutions. These online courses could potentially be made available to our BSc undergraduates in the *immediate term* and would provide students with additional options to maintain their momentum through internal flexibility. We've also included a list of RRU-SES electives that could be developed relatively quickly with sufficient resources.

### 1. BACHELOR OF SCIENCE ELECTIVES AVAILABLE NOW

#### **Athabasca University**

BIOL 325 Introductory Microbiology

BIOL 345 Ecology

CHEM 330 Environmental Chemistry

ENVS 305 Environmental Impact Assessment

IDRL 308 Occupational Health and Safety

#### **BCIT**

GIST 7010 GIS Programming I

GIST 7100 Fundamentals of GIS

GIST 7128 ArcGIS I: Introduction

GIST 8118 GIS Remote Sensing

#### **Cape Breton University**

ENVI 3131 Environmental Impact Assessment I

ENVI 3133 Environmental Impact Assessment II

ENVI 3138 Environmental Auditing

PUBH 4101 Health Risk Assessment

PUBH 4108 Biocontaminants in Indoor Environments

PUBH 4111 Integrated Pest Management

#### **Royal Military College**

CCE 306 Hazardous Materials Management

CCF 306 Gestion des matieres dangereuses

#### **RRU**

INDS 400 Global Perspectives on Indigenous Ways of Knowing

ENSC 304 Atmospheric and Oceanic Sciences (belongs to the current BSc. Blended program)  
ENSC 403 Industrial Processes (belongs to the current BSc. Blended program)

**TELUQ**

ENV 3015 Evaluation environnementale  
ENV 4014 Technologies d'assainissement et prevention de la pollution

**Thompson Rivers**

BIOL 3021 Community and Ecosystem Ecology  
GEOG 3991 Global Climate Changes and Regional Impacts  
OCHS 3511 Occupational Health & Safety Legislation and Standards

**University of British Columbia**

FOPR 362 Sustainability & Forest Operations

**University of Guelph**

CHEM 3360DE Environmental Chemistry and Toxicology  
EDRD 3450DE Watershed Planning Practice  
ENVS 3020DE Pesticides and the Environment  
ENVS 3080DE Soil and Water Conservation

**University of Victoria**

ER 311 Principles and Concepts of Ecological Restoration  
ER 313 Biodiversity and Conservation Biology  
ER 332 Selection and Propagation of Native Plants for Ecological Restoration

**Wilfrid Laurier University**

GESG 391 Wildlife and Rural Land Resources Management

**2. RRU ELECTIVES TO BE DEVELOPED** (not counted in the list of new required course builds)

***Elective - ENSC 4xx - Evolution in the Anthropocene.***

Examines how species are evolving to cope with human-driven changes in their environment at rates which can be detected in real time.

Prerequisites: ECOL 3xx

Learning Outcomes: 2.1 (2), 4.2 (3), 7.1 (3), 7.2 (3)

Credits: 3

***Elective – ENSC 4xx - Intrinsic Markers in Ecological Studies.***

Organisms carry chemical and biochemical signals that can provide information to the researcher. Examples dealt with in the course will include environmental DNA (eDNA), stable isotopes and trace metals, and how these markers can be used to investigate biodiversity, diet, nutrient cycling and much more.

Prerequisites: ECOL 3xx, ENSC 317

Learning Outcomes: 2.1 (2), 4.2 (3), 7.1 (3), 7.2 (3)

Credits: 3

***Elective – ENSC 4xx – Molecular Tools in Environmental Applications.***

Explores the application of molecular techniques to environmental research and monitoring. Topics will include biomarkers, bioinformatics and phylogenetics. Case studies will examine how molecular tools can be used to investigate environmental questions. Examples will include community composition and interactions, pathogens and drug resistance, water quality, endocrine disruptors, effects of climate change, crop health and inbreeding assessments.

Prerequisites: ENSC 317, 407, Laboratory and Field School 3.

Learning Outcomes: 2.1 (2), 4.2 (3), 7.1 (3), 7.2 (3)

Credits: 3

***Elective(s) -- ENSC 2xx and 4xx – Geospatial Analysis.***

To bookend the new and required ENSC 3xx course in Geospatial Analysis, we would like to add two additional electives for students who are interested in Geographic Information Systems' tools and techniques. These three courses would also support students' field courses and independent projects required within the BSc degree. A SES-RRU effort to offer geospatial courses comes at an opportune time as Vancouver Island University recently [canceled its niche/stand-alone Geographic Information Systems \(GIS\) programs](#) (diploma and [masters](#)) but GIS remains industry standard with skilled practitioners needed in municipalities, government, and the private sector.

***Elective – ENSC 4xx -- Indigenous Ethics & Research Protocols.***



Students will expand on impacts of colonization and Indigenous contributions discussed throughout the program. Community-led research methods will be examined as a major theme of the course.

Pre-requisites: Third year standing and Laboratory and Field School 3.

Learning Outcomes: 2.1(2), 4.1 (3), 5.1 (3), 5.3 (3), 7.1 (3), 7.2 (3)

Credits: 3

## Appendix G: Optional Undergraduate Certification Pathways

Students enrolling in the program are expected to qualify for Undergraduate Certifications through various professional accrediting bodies including Registered Professional Biologist (RPBio) in Training; Professional Agrologist (P.Ag) in Training; and Environmental Professional (EP) in Training. The ability to qualify for these designations is likely to be an attractive feature for students as it will allow them to be more attractive to potential employers. These certifications are often a requirement for promotion to positions that include the responsibility for signing off on others' work.

Except for the EPt designation, graduates of the current BSc program have generally not qualified for the other designations because the educational requirements were strongly influenced by the diploma program that that student undertook prior to their RRU enrollment. Students currently qualify for the EPt designation through EcoCanada and our program is certified through EcoCanada. This benefits our students by reducing the number of years of work experience needed for them to qualify for the full EP designation and allows them to access job boards, skills training and professional networking and development opportunities as students and after their graduation.

Our scan of the requirements for Registered Professional Biologist and Professional Agrologist designations indicates that graduates of the revised four-year version of the BSc program will meet the academic requirements for these designations. This will be attractive to prospective students and make it easier for them to be professionally certified upon graduation.

## Appendix H: Anticipated Additional Program Resources

We are anticipating needs for the first five years of our undergraduate program. As part of that assessment, we recognized that:

1. The SES faculty contingent (physical science) is very limited with just three Core faculty members, all of whom may retire within the next five to ten years.
2. We are optimistic about the undergraduate program's anticipated local, national, and international enrollments, along with exchange students. As a result, we would like our approach to be 'start strong and build', rather than 'scramble and patch together'.
3. In physical science courses, deep expertise matters, along with instructors' exceptional, innovative, and fresh teaching to convey complicated technical information in accessible ways to highly distractable undergraduate students.

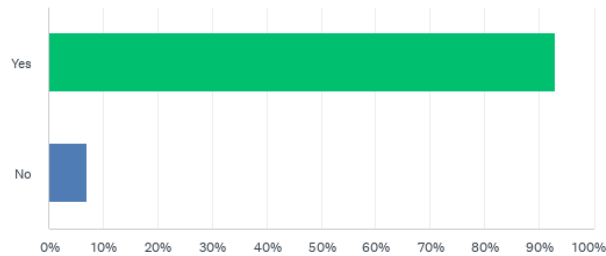
Our anticipated-and-aspirational resource list below reflects those intentions.

- *NEW Core Faculty Hire #1*: physical science of resources including water, renewable and non-renewable energy, forests/wildfires etc. Disciplinary expertise in chemistry, ecology and/or biochemistry.
- *NEW Core Faculty Hire #2*: maths, statistics, and physics (including energy).
- *NEW Core faculty Hire #3*: Indigenous Scholar with Science and Interdisciplinary Field Methods Expertise (Indigenous Hire within SES). Science disciplinary expertise may vary with the candidate.
- Addition of a full-time lab instructor to support the Lab Coordinator/Lab Instructor (Sharon McMillan) and the Professor who also supervises and teaches labs (Mickie Noble).
- *Associate Faculty* (x1) organize and teach multiple summer field school courses.
- *Associate Faculty* (x1) to teach three Geospatial Analysis courses.
- 0.50% position of *staff support* for now extended BSc. program.
- Eight major course revisions expenses.
- Sixteen new course build expenses.

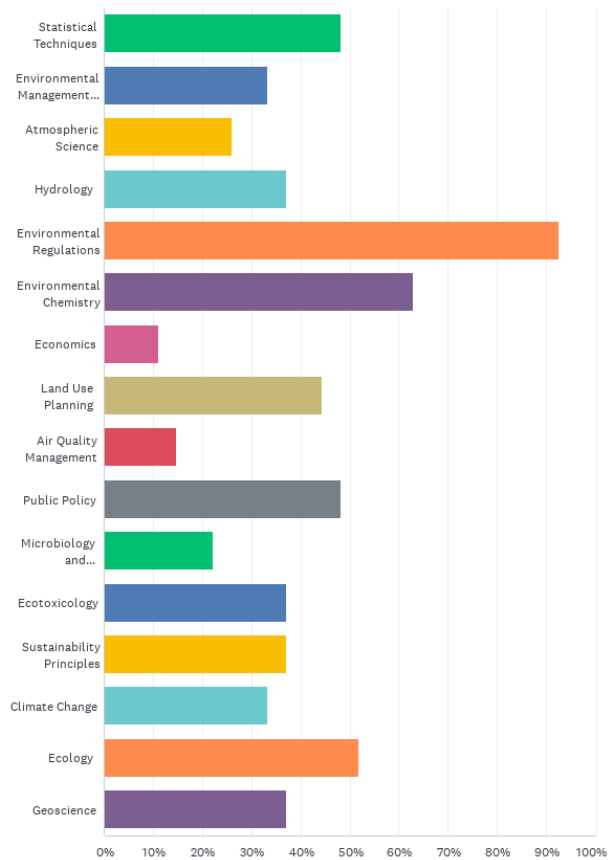
## Appendix I: Survey Results from Recent Graduates

A short survey (6 questions) was sent to 65 recent graduates to which we had e-mail access. 28 students responded.

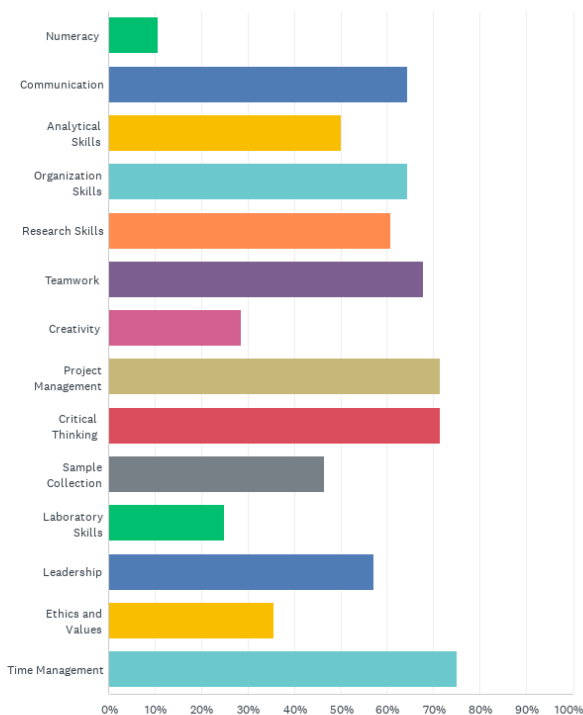
Q1 Are you working in the (broadly defined) field of environmental science?



Q2 What program content did you find most useful during the program and now in the workforce? Please select all that apply.



Q3 What program skills did you find most useful during the program and now in the workforce? Please select all that apply.



Q4 Are there any content or skills that should be added to the undergraduate program? Please explain briefly what and why.

Some organic chemistry content may have been valuable given environmental jobs coming out of the oil sector. Geosciences also didn't touch too much on practical geology topics, if I recall. Topics like earthquakes and erosion impacts through the lens of possible careers in those areas: land use planning, remediation contracting, etc... But the geology of Earth is of course a fairly large topic!

Construction and development methodology (project-specific) to ensure an understanding is consistent with environmental standards and compliance. I would add a technical writing section in the first quarter to ensure everyone's past educational background matches the needs of the industry and program requirements

Leadership should be in depth. Field safety should be considered for the one who chose to work in oil and gas.

An overview of what to expect working on construction sites including a review of types of equipment and how to stay safe around them. Many new graduates I work with are employed as environmental monitors on construction projects and it would be helpful if they had some general knowledge of erosion and sediment control practices in addition to at least knowing what the standard types of construction equipment are called.

Some ocean science or forestry concepts would be helpful

More field skills (i.e., sampling methodologies, surveying, GPS, site assessments etc.), environmental permitting, proposal writing, and training in GIS. These skills are very desirable for consulting.

Decontamination, remediation and reclamation Some material with focus on soil science

Computer science classes and data analyst classes that focus on R and python, as modeling (eg, for tracking pollutants in groundwater or forecasting vegetation growth) is becoming more prevalent

Well first off the program was great, so kudos! In terms of key skills I think they are addressed through a combination of the program skills noted above. I suppose I view them as tools critical to building relationships and trust. Once that's established the team can collectively solve whatever problem is thrown their way. Content wise I would educate students on land claim and/or self governing agreements (modern treaties), how they originated, and they're status across Canada (particularly the NWT). I think this would provide important context to students with respect to what being Canadian is, and how we have a duty to correct previous wrongs as part of our personal reconciliation journey, which includes our work lives. I find this crucial to being able to work in the NWT, I'm sure it's the same in BC as well. Further, this could help students understand the importance of engaging with Indigenous governments / organizations as part of their work, wherever that be (industry, consulting, government, etc.) In short, in order to have successful projects we need to build relationships, which starts with understanding each other (the courts have said as much recently: Blueberry First Nation and cumulative impacts). Perhaps this could double as a reconciliation initiative undertaken by RRU as well. Thanks for considering!

The lab courses were very biology focused and lacked in the analytical/chemistry type skills, so this could be improved. Experimental design was captured depending on the major project group you were a part of, but this could be improved through a more specific course allowing students to design an experiment, collect samples, analyze the data, and present their findings.

More excel skills. Excel seems to still dominate the data world in the workplace.

I did the condensed BSc. 2017-2018. I had transferred from the env. Tech. diploma at Camosun. After now working in the environmental sector for a few years, the main content and skills that should be added to the program are: indigenous relations skills. There was a huge lack of indigenous ways of learning and knowing content when I did the program and there should be more indigenous rights and title in BC. There also needs to be more focus on fieldwork including more practice taking all types of water and soil samples. Also I think it would be great to have more than one hydrology course. Maybe one hydrology and one hydrogeology course. Also would be good to keep or expand on the comprehensive assignments with real world scenarios.

I think the program would benefit from more rule and regulations content, especially pertaining to development (municipal or resource) within Western Canada. Additional content regarding sample collection and analysis, and field data interpretation would also be useful.

How to search, apply, develop a resume, for a job in the field. Should help both those under AND over 30 since most post grad funding only helps those under 30

I believe that it's critical for all BSc students in Environmental Sciences to have proficient skills with ArcGIS and/or QGIS software. Spatial analysis is a crucial aspect of every job I've had in this field and it is an emerging technology; if graduates of this program do not receive training in GIS software they will fall behind in the workforce.

More focus on remediation/how to deal with contaminants. Technologies/industry practice.

File management /information management - information is key, there is soooo much of it, how its organized and used plays an important role in how well that info is used. And I lack the skills to organize it skillfully. Look at IT they are all about information management, meta analysis etc. envr. science should learn from them. Note - i'm more into envr. management than laboratory/hard science stuff.

When I started working, I wished I had a more solid foundation in using Microsoft excel. Since many environmental professionals will end up working with data and spreadsheets, I think some tips and tricks using Excel would be helpful.

Contracts for team members, similar to employment contracts. If the contract obligations are not satisfied, the team member should be terminated from the group. More opportunities for feedback from instructors - knowing whether or not you passed shouldn't be a mystery solved in the following semester. More opportunities to create documents that would actually be used in the workplace.

In terms of program content (courses) - Project management - GIS courses - Hydrogeology modelling - Brownfields redevelopment - Environmental site assessment - Contaminated site remediation - Freshwater biomonitoring - Risk assessment - Human health and toxicology All these courses are hands-on and very useful in the workplace. In terms of skills, I think time management, organization and ethics and value skills were a huge plus in the program.

I believe the first biology course at the 300 level wasn't enough. Most of what was covered is already in a second year cell bio course and was not engaging.

General biology, sustainable practices, marine biology/oceanography and hydrogeology, more prominent in workforce

Q5 Are there any content or skills that should be removed from the undergraduate program? Please explain briefly what and why.

The breadth of the course is a key feature, would be unsure about recommending any removals.
I wouldn't remove anything, but the business class should have been driven toward entrepreneurship and pursuing contract work within the industry. Large groups should be no more than 3 to ensure accountability and it should change every quarter as well as students who have a history/roommates should always be separated to eliminate "group think"
Environmental Economics. This program is irrelevant to the undergraduate program. I see this course more related toward a master degree
The amount of microbiology I learned did not really transfer to my real world job
None
Remove 308 and turn it into two separate courses
Nothing comes to mind.
Some of the courses went into significant small details on mechanisms of biological functions which could perhaps be explained as more of an overview, as this level of detail is only applicable to very few professions.
I think the content and skills are great. The environment field is broad and I think touching on many subjects is important.
When I did it the environmental management tools course was pretty outdated. That may have already changed by now.
I find there needs to be a review of the program content, especially a review of potentially overlapping content from other programs that transfer to RRU. For example, I remember the environmental chemistry program at RRU being very similar to the environmental chemistry program taken in 2nd year at S.A.I.T.
Not sure I would remove it, but the Sustainability course didn't serve a great deal of purpose for me. I cannot fully recall the course content, but I do remember it feeling scattered and inconsistent with little real-world applicability.
I did take the BSC - maybe I should have taken envr. management. I didn't find the hard science stuff - lab skills, atmosphere etc. very helpful, other than to learn how to solve problems
I enjoyed the variety of programs and can't think of anything to remove.
Being stuck with non-performing team members. This causes a lot of added stress in an already overwhelming program.
I think there were too many team assignments/projects. Overall, the teamwork did not help improve my teamwork skills rather made me dread working in a team. In terms of courses, I think that some courses should be optional like the Economics course. The ecotoxicology course was just too much. If that could be broken into two courses and also made optionally. I also think human health risk and toxicology should also be included.
N/A
When I was enrolled in the program following my diploma program at Camosun College, I found much of the material to be repetitive introductory material rather than the fourth-year level material I was expecting. At least half of the program material was just overview and I did not learn anything new. So I would have preferred all first level material be removed and replaced with fourth-year.

Q6 Do you have any additional feedback that would help us in program design? If you would be willing to join a \*time limited\* focus group - please just add your e-mail address. (removed)

While I value my education and time from RRU, I thought it might be valuable feedback that when I was applying, some peers and colleagues in academia thought that the online content and flexible admission offered by RRU were to be considered "red flags" of a less prestigious institution. Now, this was seven years ago, and I have stated to see flexible admission being offered at an increasing number of institutions; as well, of course as the pandemic radically shifting ideas about remote work, so this may be outdated intel. Please feel free to contact me further.
Often safety is not understood from people who work in the field, because it is not taught. This could prevent people from injuries.
As a graduate from technical school (SAIT) before RRU I really appreciated how SAIT spoke with industry and employers to figure out what training and knowledge the employers would want future graduates to have. It would be cool if RRU incorporated that into their program design plan.
I think it would be beneficial if the program was structured in such a way that after year one students would have the competencies of an environmental technician, year two an environmental technologist, and year four an environmental scientist. This would allow students the flexibility to opt out of schooling at different stages and into the workforce,



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acknowledge student effort at different levels (too often students only complete a year or two of a university degree and do not have any paper to show for it), provide opportunities for obtaining different professional designations (e.g., CTech, ASCT, and EP), allow students to opt back into schooling at different stages, and provide students the unique experience of a blended education (i.e., community college and university level education) in one setting. [megan.thorpe506@gmail.com](mailto:megan.thorpe506@gmail.com)

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Allow students to take electives rather than having a completely mandatory course schedule. This will allow students to focus on their interests.

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Having the courses taught by professionals in the field was a great way to set RRU apart. Learning stats, law, and hydrology from someone so well versed in the field was very valuable and made the learning more applicable to the real world and workforce outside of school. I'm happy to be part of a focus group;

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All those role playing type questions that XXXXX put together ie prepare an emergency plan, weird spill what do you do, type scenarios - they all played out in my role as Lands Manager for a First Nation community i work for. Id keep those and or expand on them, they were spot on, for me at least. I'd be willing to join the focus group, the program was very helpful from a personal development stand point and career.

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The field of environmental science is broad and getting more recognized recently. The new program should have a variety of courses. They can be a few foundation environment sciences mandatory courses but there should also be substitute courses for students to choose from based on their interests and what they would like to do in the future.

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Toxicology was a tough go but ultimately the most important course of the program moving into a job. Awesome course material.

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## **BOARD OF GOVERNORS BRIEFING NOTE**



**MEETING:** October 11, 2024

**AGENDA ITEM:** Academic Reorganization

**SPONSOR:** Veronica Thompson, VP Academic and Provost; Chair, Academic Council

**PURPOSE:** For Decision

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### **Synopsis:**

Building upon extensive discussion, collaboration and consultation, the reorganization of the academic units – the Faculty of Social and Applied Sciences, the Faculty of Management, and the College of Interdisciplinary Studies; along with the restructuring of Professional and Continuing Studies into the Faculty of Professional and Continuing Studies – is at the final stages before implementation.

### **Background:**

Since Royal Roads University began in 1995, we have offered learning experiences unique in the higher education landscape and that our students characterized as life changing. Our programs combined leading learning and teaching practices that helped our students – primarily mid-career adults – make positive changes in their lives, communities, and the world. We created unique learning experiences through short intensive face-to-face residencies and online courses. This blended learning approach allowed students to build strong and supportive relationships with their peers that enhanced their learning experience throughout the program and resulted in high graduate program completion rates. Our students succeeded and word-of-mouth became our greatest recruiting tool. Our unique and innovative program offerings, our leading educational practices, and the learning experiences we provided made us leaders in higher education.

Twenty-seven years and a pandemic later, the higher education landscape has changed and our position as leaders and innovators is being eroded. Technology has rapidly changed and requires that we move quickly to update our technological infrastructure, for example with new hybrid learning options, and AI technologies like Chat GPT. Technological change has also presented new opportunities for innovating and streamlining our day-to-day operations and is changing the way we work. In addition, many universities now compete with us to offer applied programs for mid-career professionals and with blended or online options. Students' post-pandemic expect a seamless learning experience that effectively incorporates learning technologies, and our surveys of prospects indicate a greater interest in online programming to reduce barriers to access like the high cost of accommodation for residencies. They also want more flexibility in their programs, and to customize their programs to their learning and career needs. They need to feel they are getting value for their money. Moreover, since the pandemic, enrolments across the higher education sector, and nationally and internationally, have decreased. To innovate, we need to digitize our operations and

make our programs more flexible and to identify and address barriers that negatively affect student experience and enrolments.

The pandemic has utterly changed the higher education landscape and we must radically re-envision our place in it. In 2020, Robin Cox, Jean Slick, and Thomas-Homer Dixon engaged in scenario planning related to the pandemic. They recommended a Radical Revisioning scenario, which:

*assumes that the type of change needed to deal with the effects of the pandemic as well as pre-existing vulnerabilities requires a significantly new approach to doing things, including but not limited to how we deliver programming, as well as what programming we offer. (p. 10)*

Updating the educational approach that initially brought us such success is not enough. We must engage in “radical revisioning” to revitalize our academic mission, how we address student expectations and needs, use technology, deliver programs, and identify the content that students need in a radically changed world. The current situation calls on us all – faculty, staff, and leaders – to collaborate, to think differently and to let go of old ways of seeing and doing. We have the shared expertise to respond effectively to the challenges we face. We can continue to offer the interdisciplinary, problem-solving programming needed to address the social and environmental challenges the world faces. We need to continue to work together to deliver a creative and caring approach to student success and accessibility and to support each other as we work towards renewal.

#### **Fit to Vision and Strategic Direction:**

The realignment of the schools and faculties supports both the Academic Strategic Plan and the university’s Learning, Teaching and Research Model (LTRM). The reorganization embodies RRU’s values of courage and creative, and invites us to challenge and reimagine our academic structures, processes, and behaviours to break down silos and encourage collaboration.

#### **Implications:**

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

*Financial:* The reorganization is intended to be cost-neutral and to create efficiencies and opportunities for resource reallocations. All positions are resourced through the existing organizational structure.

*Human Resource:* All positions are resourced from the existing organizational structure. Support and advice from People and Culture will be required throughout the implementation of the new organizational structure.

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**Recommendation:**

Academic Council on August 21, 2024 and Program and Research Council on September 11, 2024 expressed support for the academic reorganization.

**MOTIONS:**

1. That the Board of Governors approve the reorganization of the existing College of Interdisciplinary Studies, the Faculty of Management, and the Faculty of Social and Applied Sciences and existing schools into the Faculty of Interdisciplinary Studies, comprising the Schools of Culture and Society, Climate and Environment, and Leadership and Management;

AND

2. That the Board of Governors approve the establishment of the Faculty of Graduate Studies and Research and the Faculty of Professional and Continuing Studies, subject to the establishment of an ad hoc committee, comprised of at least one-half faculty members, to inform the process of operationalization and the specific roles and responsibilities as the implementation of reorganization unfolds.
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**Office of the Vice-President Academic and Provost**  
**Report to the Board of Governors**  
 11 October 2024

## GENERAL

- RRU has received notice of awards totaling approximately \$1.5 million for PSFS StrongerBC future skills grant, PSFS Micro-credential (Early Childhood Education Leadership), and Rupertsland Institute (Professional Project Administrator program).
- IRCC announced a further reduction of 10% to study permits, along with the inclusion of masters and doctoral students in the cap.
- On September 16, the VPAP attended a Universities Canada information session on Horizon Europe, of which Canada is an associate member.
- VPAP attended EAIE 2024 conference – September 17-20.

## LEARNING AND TEACHING

- The BBA in Innovation & Sustainability has once again been named an international finalist for a Green Gown Award. [The Green Gown Awards](#) recognize the exceptional sustainability initiatives being undertaken by universities and colleges across the world. This year, we are a finalist for the Next Generation Learning & Skills award. This category recognizes achievement in the development of academic courses, skills and capabilities relevant to sustainability.
- The MA Executive and Organizational Coaching program saw its first thesis defence on July 11. Christopher Lawrence successfully defended his thesis: *The Democratization of Coaching in Canadian Public Healthcare Systems*.
- The Graduate Certificate in Executive Coaching has waitlisted (at 50 students) for the August delivery.
- Rupertsland Institute (RLI) has issued a contract for the delivery of a Professional Project Administrator program slated to begin November 4. A previous delivery with RLI was completed in 2023.
- On July 11, Tim Brigham, Zoe MacLeod, Cal Roberts met with Mkhabela Masuku, Regional Economic Development Officer with The Sahtu Secretariat Inc (<https://sahtu.ca/ssi-mandate/>) to explore the possibility of delivering programming in the Sahtu. Tim Brigham will return to the Sahtu region July 29 – Aug 9 to engage with Deline (<https://www.deline.ca/our-story>) and visit Norman Wells again as part of our funded Future Skills Centre funding (Project Connect).
- PCS is working on the potential to deliver the Professional Project Administrator program with Paskwayak Business Development Corporation for their staff which may include 3 short residencies in The Pas, Manitoba.
- PCS's Global Learning and Language Centre delivered 7 short-term programs over the latter part of summer with 163 students joining us from Japan and Korea. The Rector of the **University of Colima** has joined us for private English lessons and **Summer Leadership Academy** enjoyed highlights that include visits to Mayor of Colwood, WildPlay and guest speaker, Dr. **Jennifer Walinga**.
- PCS Custom Learning delivered several programs in July for clients including Community Living BC, Prince George Native Friendship Centre, BC Assessment, BC Hydro, WorkSafeBC and business development activities are in place as we work on proposals for Department of National Defence, City of Coquitlam, Ministry of Transportation, Metro Vancouver, Public Service Agency.
- **BCom** hosted the final residency for its 2022-2 cohort from July 29 to August 2. The primary focus of the week was student presentations of Capstone business plans to panels of business professionals and industry experts. Students are now readying their written plans as their final Bcom deliverable.
- The **MATM** August intake started on August 12<sup>th</sup> with joining us from the following countries: Kuwait, Bhutan, China, Turkey, Chile, Vietnam, Nepal, Canada, and Nigeria
- There are five **undergraduate exchange students** joining us from Chile, Austria (2), and Germany (2) in fall 2024.

- **MATM** elective *TRMN 635 – Responsible Tourism Field Study* will take place on Vancouver Island in collaboration with [Mosaic Earth Travel, BC](#) October 2024 with five students and two core faculty.
- **MAEEC Residency:** First year students enjoyed an integrated approach for their first two courses (500 and 508) with the move of the enviro comms course to online where those salient concepts and ideas will have ten weeks to explicate. Deepening Ecological Awareness and Understanding (500) and Learning Theory and Design (508) complimented each other, shared assignments, and created opportunities for students to work within natural systems and patterns to design curriculum and learning tools. Second year students enjoyed Field School (586) in the Broughton and were invited to a Potlach on their final day where they met with Cluwex community members as well as Dr. Suzanne Simard and other forest and land/water protectors. This is the kind of learning that cannot be found in a classroom or textbook. Their return to campus for the last two weeks was a deep dive into Ecopsychology and allowed a more holistic approach that included emotional, physical, intellectual, spiritual, ancestral, and relational experiences/learning. The result was an adequately deep, difficult, and always affirming way to end their coursework as they all now turn to research in the fall and program completion.

## RESEARCH

- A total of ~\$4.9 million in deferred revenue is confirmed so far for FY 2024-25 in approved projects (as at Aug. 1, 2024):
  - School of Business \$132,084
  - Cascade Institute \$2,942,661
  - Communication and culture \$5,000
  - Education and Technology \$41,439
  - Environment and Sustainability \$337,874
  - Humanitarian Studies \$189,236
  - Interdisciplinary Studies \$306,692
  - Leadership Studies \$179,500
  - Research Services \$423,241
  - Student grants \$424,503
- New projects with funding starting this fiscal year since July 15 report:
  - Bishop, Kathy – co applicant for project led at UVic, Bridging Indigenous and Western Knowledge for Enhanced Brain Health: Synthesizing and Mobilizing Findings on Strengths-based Psychological Support and Psilocybin in Lifestyle Approaches for Age-related Cognitive Impairment Reduction. Funded by BHCIA: Knowledge Synthesis and Mobilization Grants. \$17,000
  - Research Services – confirmation of the research support fund for 2024-25. \$354,908 – used to fund three positions within Research Services.
- Proposal development for Fall intake underway (SSHRC Insight, New Frontiers in Research, SSHRC Partnership Development).
- Adjudication is coming up for the New Ways Funding call.
- **Maira McDonald** is jointly presenting at the Tourism, Travel, Research Association (TTRA) annual Canadian conference:
- McDonald, M. & Lever, M. (2024, October 16-18). *From AI to “Eh”! Exploring Stakeholder Impacts of Generative Artificial Intelligence within the Canadian Tourism Industry*. Tourism Travel Research Association, Charlottetown, PEI. <https://ttra.com/events/canada-annual-chapter-conference/>
- **Maira McDonald** and **Ann-Kathrin McLean** both have submitted project proposals for the Mitacs Globalink Research Internship call that is being promoted with our partners through Global Partnerships and Business Development
- **Deb Linehan (MGM Program Head)** attended Canadian Supervision of Faculty of Graduate Studies conference and is also heading to the Academy of Management conference in Chicago.

- **Moira McDonald (School Director, STHM)** has a recent publication with four other RRU colleagues (Noble, Harris, Cortes, Jeffery) in [Vol. 7 \(2024\): Blended and Online Learning in Postsecondary Education | Papers on Postsecondary Learning and Teaching \(ucalgary.ca\)](#)
- **McDonald, M.**, Noble, M-A., Harris, B., Valeria Cortés, V., & Jeffery, K. (2024). Fostering a teaching and learning opportunity: Toward equity in student feedback of teaching. *Papers on Postsecondary Learning and Teaching*, 7, 113-129. <https://doi.org/10.55016/ojs/pplt.v7i>
- Between 10-15<sup>th</sup> June, Dr. **Kenneth Christie** (Director, School of Humanitarian Studies) attended the Latin American Studies Association meeting in Bogota Colombia, where he presented a paper on “Comparing Truth Commissions in South Africa and Chile: Impunity, Truth and Memory.”
- Christie also co-authored the following article:  
Journal of International Peacekeeping 27 (2024) 12–35 - **Promoting Peace and Conceptualizing Human Security Diplomacy** *Kenneth Christie* School of Humanitarian Studies, Royal Roads University, Victoria, Canada Corresponding author [Kenneth.1christie@royalroads.ca](mailto:Kenneth.1christie@royalroads.ca), Robert J. Hanlon Department of Philosophy, History and Politics, Thompson Rivers University, Kamloops, Canada [rhanlon@tru.ca](mailto:rhanlon@tru.ca) Received 4 January 2024 | Accepted 3 March 2024.
- Tracy Smith-Carrier (CRC, School of Humanitarian Studies) 2024 **Co-Investigator, Social Sciences and Humanities Research Council (SSHRC) Insight Grant** (Jinette Comeau, Principal Investigator [PI]) - The intergenerational reproduction of mental health inequalities: Breaking the cycle of disadvantage. (\$79,264 over three years).
- Tracey Smith-Carrier 2023 **Co-Investigator, Memorial University of Newfoundland’s Faculty of Nursing Dean’s Research Grant** (Jennifer Collins, PI) - Exploring the lived experience of health and the influence of gender for women with Multiple Sclerosis (MS) in Canada. (\$50,000 over one year).
- Gazso, A., Smith, C., Baker Collins, S., & **Smith-Carrier, T.** (2024, June 21). How systems conflict and the experience of low income amplifies [Oral paper presentation]. (SPE4) Open Session: Theoretical and Empirical Perspectives on Social Policy and Social Equality in Canada. Canadian Sociological Association, Congress, June 17-21, 2024.

## COMMUNITY ENGAGEMENT

- Professor **Kenneth Christie** discussed the anti-immigrant, right wing riots in the UK on All Points West, CBC with Jason Miraz on Friday 9<sup>th</sup> August.
- **Ken Elliott**, Cowichan Elder and Ethnobotanist, was the 20<sup>th</sup> Annual Bateman Experience during residency and the evening with him in the Medicine Garden at The Farm was outstanding. Students learned of his personal quest to bring knowledge of plants to many, which was passed down from his grandmother and mother to him, and they walked through the garden learning stories about each of the plants there.
- On July 26, the Office of Research Ethics attended a meeting of Research Ethics BC where consultants for the BC Research Ethics Model Design project presented their preliminary findings from their consultations. (This is part of Research Ethics BC’s new mandate to explore the establishment of a provincial health authority research ethics board service.)
- **Elizabeth Childs** held meetings with ECEBC - the provincial Association of Early Childhood Educators the last week of June to explore a partnership agreement.
- Emerging Indigenous Scholars Circle (EISC) members, **Christine Webster, Tasha Brooks, and Shauneen Pete** presented at the S’TENISTLOW Conference organized by Camosun College (Aug. 23, 2024).
- **Dr. Pete** was invited by Dr. Mandy Hanson (RRU Alumni) to speak on a panel at the Mobilizing Building Adaptation and Resiliency (MBAR) Roundtable for BC Housing (Sept.5, 2024).
- **Dr. Pete** was invited by the Canadian Association of University Teachers (CAUT) to speak at the Aboriginal Academic Staff Conference to be held at First Nations University of Canada on Oct. 3&4, 2024.
- **Dr. Pete** was invited by Dalhousie University to serve as keynote at the Fall Student Leadership Conference (Oct. 7, 2024).



- **Jaigris Hodson** (Associate Professor, CoIS) has been working with The Conversation Canada to develop a series of anti-online harassment workshops for academics who write for The Conversation, and they will be delivering the first workshop at the University of Victoria on October 30.

## PEOPLE AND PLACE

- **Ann-Kathrin McLean (Assistant Professor, STHM)** has been re-elected president of the Young Researchers Network (European Community Studies Association – Canada) for another two-year term (August 2024 – 2026).
- **Moir McDonald (School Director, STHM)** will serve as an external examiner for the University of Guelph's Bachelor of Commerce Program in Hospitality and Tourism Management in The School of Hospitality, Food and Tourism Management in the Gordon S. Lang School of Business and Economic.
- Dr. **Mahmood Fayazi** joins the DEM program as new faculty in SHS
- Dr. **Willow Allen** joins as new faculty in SET
- PCS welcomed **Craig Heath** to the position of Learning and Development Advisor with the Global Learning and Language Centre. Craig comes to us with decades of experience working with international students and most recently with our own Student Accounts team.
- PCS is also sad to see **Wendy Thomas**, Learning and Development Facilitator with the GLLC, formally retire on July 12.



**Office of the Vice-President, Finance and Information Technology**  
**Report to the Board of Governors**

11 October 2024

**GENERAL**

- Key risks for the University are student enrolment, expenditure management, and technology infrastructure. Management has identified mitigation strategies and activities for each of the three risks.
- Construction on the RRU Langford Campus, West Shore Initiative Phase 1, continues with interior framing, mechanical and electrical rough-ins advancing, roofing proceeding and connector road curbs poured.
- RRU Climate Risk Assessment is underway and will consider how climate hazards could impact on- and off-campus assets, services, people, and strategic objectives. Key deliverables include a risk assessment, an engagement summary report, and a resilience roadmap to protect and better support the University's built, cultural, social and natural assets. The Climate Risk Assessment will be complete at the end of this calendar year and is a critical precursor to future adaptation planning. See the project website for more details: [www.royalroads.ca/climate-risk-assessment](http://www.royalroads.ca/climate-risk-assessment).

**LEARNING AND TEACHING**

- The existing Student Information System (SIS) IT and business work is proceeding with updated replacement strategy expected in late Q4 fiscal 2024/25.
- The Student Management Admissions Response Transformation (SMART) project is in progress with target deployment in late Q4 2024/25.
- In October 2024, the Climate Action and Sustainability Team is working with Master of Environmental Management Students to develop an invasives species campus inventory and map, along with a recommended management strategy.

**COMMUNITY ENGAGEMENT**

*Langford Campus*

- Through the updated project governance framework introduced at the end of May 2024, the project team has reset interactions with the Building and Steering Committees which include representation from academic partners (UVic and Camosun College) and the Ministry.
- Following a comprehensive schedule analysis, the construction team is now targeting May 15, 2025 for the building occupancy permit. A "sprint plan" is being developed by RRU's project manager/completion specialist that will align with construction completion and the furnishing and equipping of the new building. The opening date is targeted for July 1, 2025 to enable academic teams to be fully oriented to the new facility and marketing tours to be conducted for the public over the summer such that classes can begin in September 2025.
- Project budget analysis work continues on an iterative basis; as at the end of August 2024, the team is forecasting an estimate at completion of \$89.7M (\$1.8M more than the approved budget of \$87.9M).
- Partner executive teams (Camosun, RRU, UVic) continue to work on the draft Collaboration Agreement; in parallel, RRU is advancing discussions with JIBC and SD62. Targeting completion of the draft Collaboration Agreement by the end of November 2024.
- Plans to facilitate the transition from construction completion to operations in the new building will align with the "sprint plan" and are being developed in consultation with academic partners and the City of Langford.



*Interior framing level 4 – 13 September 2024*



*Main entrance looking north – 13 September 2024*

#### *Climate Action and Sustainability*

- Planning in motion for RRU's second annual "Climate Week," scheduled for November 18 – 22, coinciding with the UNCOP29 climate conference.
- Ongoing support and partnership with the Esquimalt Lagoon Stewardship Initiative.

#### **PEOPLE AND PLACE**

- Construction of the Japanese teahouse was completed at the end of August 2024; transition to operations continues.
- The University continues to work with First Nations and the Federal and Provincial governments to advance the land acquisition component of the broader treaty settlement process.
- Relationship building with the Songhees continues to be positive; Chief Sam has offered the opportunity to have the University as a standing agenda item on the Songhees Council agendas.
- Relationship building with the new Chief and Council of the Esquimalt Nation continues; the next leadership table meeting is scheduled for November 7, 2024.
- Execution of approved infrastructure projects within the annual Routine Capital program is progressing; activity levels are expected to increase significantly in the last half of the year.
- Several RRU student and employee engagements for climate and sustainability have been implemented including:
  - The Healthy Planet Club has hosted eight land stewardship and education sessions, including supporting invasive species removal, shoreline clean up, Indigenous Medicine Garden planting, education and relationship building.
  - Resilience and Reconnection Circle – this circle just completed its first year of monthly facilitated gatherings that build community and provide the space for staff and faculty to process emotions related to the climate crisis and other converging issues.
  - Climate Complexity and Relational Accountability – (un)learning dialogue sessions to support participants to expand their capacity to navigate and respond in volatile, uncertain, complex and ambiguous contexts.
  - Go By Bike Week(s) – collaborative, cross-portfolio support of active transportation culture at RRU.



Office of the Vice-President Communications and Advancement  
**Report to the Board of Governors**  
 11 October 2024

## ADVANCEMENT

### Advancement - Revenue Report (2024/25 Goal: \$5M funds raised)

- **Funds Raised (Pledges & Outright Gifts) Fiscal Year-to-Date Total: \$6,291,765**

### Fundraising Update

- **Leading with Courage Campaign.** Recruitment is in full swing for campaign cabinet with first member recruited (Paul Born) and invitation out to additional prospective members. Numerous major gift conversations are underway and with the Case for Support at the printers and the campaign video in production, campaign assets are nearing completion. Goal is to have the cabinet fully established by January 2025.
- **Bloom Estate Gift.** On July 12, RRU was proud to announce a generous and transformative gift valued at \$9.93M from the Bloom Canadian Alter Ego Trust 2020 that will yield expansive programming for the Salt Spring Island community and beyond. This gift represents the largest donation in the university's history.
- **Vision in Bloom.** This annual appeal, launched in May, has raised over \$53,000 to-date (representing a 13% increase over last year's appeal at this time) in support of RRU's gardens and grounds.
- **Together, Extraordinary.** This year's alumni fundraising appeal will launch in November. The appeal will raise at least \$25,000 for student entrance awards and bursaries (representing a 10% increase over last year's funds raised).
- **Annual Report & Impact Newsletter**
  - In July, the RRU Foundation released an [annual report](#), providing a compelling overview of funds raised and impact realized through philanthropic support to RRU for FY2023-24.
  - In August, the RRU Foundation released an [annual report on the Farm at RRU](#), providing donors and stakeholders with an overview of impact realized through philanthropic support.
  - This fall's [Impact](#) newsletter will be sent to donors and prospects in November. The newsletter will include a calendar year-end appeal.
- **Donor Recognition and Cultivation Events**
  - **President's Garden Party.** On July 21, RRU hosted its annual President's Garden Party, with over 100 donors, prospects and supporters of the university. The event successfully acknowledged and recognized donors, while highlighting the *Leading with Courage* campaign, generating several donor conversations.
  - **Teahouse Opening.** On August 29, RRU marked the completion of the Japanese teahouse with [an opening celebration event](#) with over 20 key donors and stakeholders. The event thanked teahouse donors who contributed over \$1.23M to the project.
- **Advancement Trip to Taiwan and China.** The Advancement team is working with the President's Office and Global Partnerships team to arrange a week-long trip in October to Taiwan and China, where RRU alumni and business partnership meetings in support of fundraising and student recruitment.

## COMMUNITY ENGAGEMENT

### Communications, Marketing and Recruitment

Communications, Marketing and Recruitment, in alignment with RRU's Strategic Enrolment Management Plan, continue to focus their work to drive enrolment. Updates include:

- **Website.** Continuing improvements to program pages driven by data and analytics into user behaviour. Raised profile of key prospect decisions by placing key content on program and pushed lead generation by embedding the RMI form in program pages. This now accounts for 63% of all RMI forms.
- **Social Media Influencer Program.** Pilot and evaluation is complete with 20 social media ambassadors secured. Currently launching to entire student population with a goal to build a broad domestic and international cohort of online ambassadors. Our goal is to secure up to 100 ambassadors in the next year.
- **Recruitment Plan.** Is drafted and implementation is underway with immediate focus on hiring a Director of Recruitment, an Alberta-based recruiter (2-year term) and term undergraduate recruiters for the West Shore.

- **Domestic Recruitment Activity.** Is stable, having hosted five webinars in August, five webinars in September, attended major events in September (e.g. Eco Canada Virtual Career Fair, Canadian Emergency Preparedness and Climate Adaptation Expo) and executed college visits (Algonquin, Humber, Georgian, etc.) within the Ontario market. Planning for college visits in Saskatchewan in November is underway. Domestic recruitment and faculty will join forces to deliver educational sessions in Kelowna in October, including at Okanagan College.
- **International Recruitment Activity.** RRU participated in education fairs and training of education agent partners in Sri Lanka, Nepal, Bhutan, Bangladesh, India, China in August and September. Discussions related to international recruitment partnerships are ongoing. Planning underway for educational fairs in Mexico.

In support of optimal external engagement, a new media purchase firm (Guru Communications) has been retained to strategically target media buys (data informed and using AI) to key national audiences. A new whole funnel marketing campaign is under development for launch in January 2025. Updates include:

- **Brand Advertising.** ‘Boldly Different’ remains in-market nationally until December 30.
- **West Shore Undergraduate Ads for 2024/25.** Phase 1 of campaign is in-market to build awareness of new RRU undergraduate programs. Campaign focuses on Out-of-Home advertising (transit shelters, digital billboards, bus, in-school posters) in the West Shore area and main thoroughfares.
- **Program Marketing.** Numerous program marketing activities including Stronger BC *Are You Ready* campaign in market on META from end of August until November 17; webinar advertising for MAGL (October 16) and MAL-XL (October 15) on META from September 19 to October 15. 300+ reactions, 25 post shares, 324 sign-ups from the campaign to date. Email campaign in support of Vente a Canada to nurture 1,541 campaign leads. Alumni testimonials for website for BAJS, BBA, SES, MAEOC, MAIS.

#### Alumni Relations

- **Lifelong Learning Pilot Project.** RRU’s Lifelong Learning Pilot Program, offering alumni a 50% discount on non-credit PCS courses, enters its ninth month. Over 35 alumni have registered and/or completed courses, with over \$16,114 in revenue generated. The team continues to assess and promote the program.
- **Alumni Newsletter.** The Summer 2024 [quarterly newsletter](#) highlighting events, accomplishments and engagements was sent to 20,377 alumni with an average open rate of 44%. Fall newsletter is scheduled for distribution in October.
- **Ex-Cadet Homecoming.** The university hosted this year’s Ex-Cadet Homecoming on September 14 – 15, welcoming a record-breaking 140 ex-cadets from Royal Roads Naval, Tri-Services and Military Colleges. Preparations are underway to mark three significant milestones next year: the 85<sup>th</sup> anniversary of the opening of the Royal Roads Naval College, the 30<sup>th</sup> anniversary of the closing of the Royal Roads Military College and the 30<sup>th</sup> anniversary of RRU.
- **Alumni Changemaker Achievement Awards:** On September 19, RRU launched the reimagined [Alumni Changemaker Achievement Awards](#), a newly established and distinguished program that celebrates the exceptional achievements and contributions of RRU graduates on a regional, national, and international scale. Nominations are being accepted until December 8, 2024 and awards will be announced at the annual Alumni Weekend, May 3 and 4.
- **2<sup>nd</sup> Annual Alumni Weekend:** Planning is now underway to launch an October Save-the-Date for the 2<sup>nd</sup> [Annual Alumni Weekend](#), taking place May 3 and 4, 2025.

#### PEOPLE AND PLACE

**Internal communications.** An RRU internal survey to discover which internal communications tools are working well and find areas to improve. Survey is complete, results reporting through Fall 2024. Strategy development to follow with a draft report complete by October 31.

#### Ceremonies and Events

- **SSI Bloom Castle by the Sea.** Participation in the annual Salt Spring Island Apple Festival on Sunday, September 29, to further introduce Royal Roads University’s vision and engage the community.

- **Remembrance Day Service.** In collaboration with the Vancouver Island Ex-cadets, RRU will host this annual service at Hatley Castle on the Terrace Lawn.
- **Fall Convocation.** Teams will support Convocation on **Thursday, November 14 and Friday, November 15**, when nearly 400 graduates will graduate at the 55<sup>th</sup> convocation ceremony. There are two honorary Doctor of Laws (HD) recipients.

#### **Revenue generation**

- **Wedding, Film and Event Revenues.** Are 5% higher than budget (\$686K as opposed to \$653K) and the team is planning the expansion of the seasonal 'Cozy Up in the Castle' tours in December.
- **Hatley Park.** Marketing efforts and enhanced relationships with community organizations (e.g.: Destination Greater Victoria) are focused on positioning Hatley Park as a luxury wedding and event venue and a must-see tourist attraction.
- **The Summer Tourism Season.** Was strong in Victoria, and RRU saw more than 54,000 visitors on campus from the May to September long weekends, a 12% increase from last year. This resulted in record sales for guided castle tours.



Executive Officer & Associate Vice-President, People and Culture  
**Report to the Board of Governors**  
11 October 2024

## PEOPLE AND PLACE

- RRU People Plan
  - First ever people plan to be launched
  - Continue to work with on iterations of the plan
- Employee Engagement - 2<sup>nd</sup> Bi-annual Survey – set to go out November 2024
  - Newsletter “*Moving Your Voice Forward*” used to communicate the meaningful actions RRU implemented following the first survey
  - Same questions as the previous survey with some small adjustments
  - Will provide employee engagement historical data and trends over time
- Bargaining 2025 – (RRUFA due March 31<sup>st</sup>, 2025, and CUPE due June 1, 2025). Preliminary preparations have begun.
- Employee Relations - Currently no grievances for either CUPE or RRUFA
- Recognition - [Celebrating U](#) – RRU’s recognition awards will take place on Nov 27<sup>th</sup>, 2024
  - Eight new ChangeMakers Awards categories have launched to provide more opportunities to recognize RRU employees. Last year, employees were asked to nominate a Changemaker and 150 names were written down.
    - Caring
    - Creative
    - Courageous
    - Excellence in Leadership
    - Invite In, Venture Out
    - Lifelong Learner
    - Explore, Share, Advance
    - Vibrant and Sustainable
- Learning and Development
  - People and Culture has developed comprehensive content on topics such as unconscious bias, bullying and harassment, and PDP training. Created 22 new videos designed to foster a positive and inclusive culture
  - Working on a new platform for managers and supervisors to access self-serve information
  - In collaboration with PCS, People and Culture offered 82 extra course opportunities, including courses like Psychological Safety in the Workplace, Change Leadership in Turbulent Times, and Coaching for Performance
- Health and Wellbeing
  - Naloxone kits are being installed and the nasal spray kits have arrived. People and Culture, Ops and Resilience and Student Services are working together to roll out comprehensive training for students, staff and faculty
  - Climate Action & Sustainability and Healthy U (People and Culture) teams joined forces to offer a variety of campus events, including GoByBike Week, invasive species removal sessions, beach clean-ups, and activities at the Farm





## PROGRAM AND RESEARCH COUNCIL MINUTES

MEETING OF THURSDAY SEP 12, 2024

1:00 PM ZOOM

**Voting Members:** Philip Steenkamp (Chair), Veronica Thompson (Vice-chair), Paul Born, Gwen Campden, Harish Kumar Tiwari, Piet Langstraat, Geoff Pearce, David Porter, Scott Stinson, Brenda Schoepp

**Non-voting Members:** Rob Mittelman

**Regrets:** Nelson Chan, Susan Gee, Brigitte Harris

**Guests:** Alejandro Campos-Garcia, Russ Johnston, Tamara Leary, Roberta Mason, Kyla McLeod, Mickie Noble, Sarah Wolfe

**Administration:** Drew Duncan, Ashley Richards, Sherry Richards (recording secretary)

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

The Chair acknowledged that Royal Roads University is located on the traditional lands of the Lekwungen-speaking Peoples, the Songhees and Esquimalt Nations and expressed gratitude for the ability to live, work and learn on these lands.

The Chair thanked outgoing members Piet Langstraat, Brenda Schoepp and student-elected member Harish Kumar Tiwari whose terms are expiring and for whom this will be their last meeting.

The Chair welcomed new member Geoff Pearce who is attending his first meeting today.

*M/S Langstraat/Campden Motion: To approve the agenda* CARRIED

### 2. APPROVAL OF THE MINUTES OF PREVIOUS PRC MEETING FROM MAY 30, 2024 STEENKAMP

*M/S Campden/Stinson Motion: To approve the minutes from the May 30, 2024 meeting* CARRIED

### 3. BUSINESS/INFORMATION ARISING

**I. Recent Board approvals** STEENKAMP  
None

**II. Status of degree approvals** THOMPSON  
Veronica Thompson, Vice-President Academic and Provost (VPAP) advised that the renaming of the Bachelor of Hospitality and Tourism Management (removing the Bachelor of Arts nomenclature) was approved by DQAB and we are preparing for the first offering of the new program in September 2025. A *determination of new degree* request to add years 1 and 2 to the BSc in Environmental Science program has been submitted to DQAB and is pending review.

### 4. STANDING ITEMS FROM PRC ANNUAL PLAN

**I. Equity, Diversity and Inclusion** CAMPOS-GARCIA  
The Chair introduced Alejandro Campos-Garcia, Associate Director, Human Rights and EDI, to provide an update on the university's work in this area. Alejandro acknowledged the collaborative nature and essential support of the university community for moving us forward and highlighted four main areas of focus over the last year including:

Intercultural competencies assessment: The Office of Human Rights and EDI and the Manager of EDI in Research hired the services of Dr. Kyra Garson to conduct a comprehensive assessment of the intercultural

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competencies in key units of the university (human resources, communications/marketing, Student Services, CTET, and senior leaders). The assessment recommendation will help RRU to develop a capacity-building plan to ensure the RRU community has adequate intercultural literacy levels.

Gender Diversity audit: The Office of Human Rights and EDI and the Manager of EDI in Research hired the services of TransFocus Consulting to do an audit of gender diversity inclusiveness at RRU. The audit covered dimensions such as facilities, campus grounds, record management, and policies/guidelines/practices. TransFocus provided a comprehensive report with recommendations. This report is a roadmap to guide RRU's to create a gender diversity minded organization.

Accessibility: In compliance with the British Columbia Accessibility Act, RRU drafted and activated its first Accessibility Plan, created the first Accessibility Committee (with are representation of key stakeholders) and the first Feedback Mechanism to report issues and provide suggestions related to accessibility. Following the calls to actions of the Accessibility Plan, the Office of Human Rights and EDI hired the services of Aequum Global Access to conduct a comprehensive audit of our digital platforms, policies/guidelines and practices. A comprehensive assessment of our digital platforms barriers was completed in the winter. The evaluation of policies and practices is currently taking place. Aequum is also delivering training sessions to build competencies on accessibility.

Demographic data collection: In May, the Office of Human Rights and EDI and People and Culture Office launched the third edition of the Everyone Counts Census to assess our demographic composition, identify representation gaps and determine the support needed to ensure everyone can thrive at RRU. The census is the primary tool at RRU to inform equity measures in employment. The Associated Director of Human Rights and EDI is currently analyzing the collected data and expect to have a full report of the findings by the end of September, beginning of October.

Member questions/comments:

- **Was there any negative feedback received in the gender diversity survey and how has that been actioned?** Some respondents of the survey on gender diversity provided critical comments on the adoption of EDI initiatives at RRU and the university commitment to inclusion and equity on the area of gender diversity. The Office of Human Rights and EDI is creating a task force to systematize knowledge about the anti-EDI backlash in North America and provide a roadmap to develop proactive measures. In addition, the Office of Human Rights and EDI is using all feedback to inform the design of capacity building approaches directed to mitigate prejudice.
- **Is the university connecting with the municipalities and local school boards to look for opportunities to collaborate around accessibility?** The first phase of this work was focused internally and in the second phase we will look to build alliances as the best way to tackle this work is in collaboration with others to learn and share best practices.

## II. Student and Academic Support Services

McLeod

Roberta Mason, Vice-Provost, Student and Academic Services introduced Kyla McLeod, Director Student Services who provided an overview of the regulatory changes impacting international students and enrolment over the last year, and the services and supports provided in response and generally by the university for international students. The major regulatory changes include:

- International student caps
- Attestation process – extra stage in the application process that confirms a student has received support from the province and their institution of choice
- Changes to Post-Graduate Work Permit Eligibility – has had a positive impact on our students offering reduced access to 3-year permit
- New Framework for Recognized Learning Institutions expected to launch in the new year

- BC's new Education Quality Assurance Code of Practice for January 2025

Enrolment Services: We offer targeted communications and immigration advising to prospective students through 1:1 advising appointments and online group workshops. This is very helpful to prospective students and believed to be a competitive advantage to offer immigration advising at this stage of the process. Our International Student Advisors are RISIA certified, and recruitment is underway for a new Immigration Specialist position. Updates have also been made to the immigration information on the [website](#) to support international students.

Admissions: Trish Glab, Director of Admissions has become primary contact for IRCC. Several new processes have been developed for the handling of attestation letters and tuition deposits are now non-refundable, unless a study permit is denied, to ensure attestation letters are issued to students we know are committed to begin their studies at RRU. Updated webpages, letters and communications are helping to better inform applicants of their responsibilities and expectations. Admissions engaging regularly with Recruitment, Enrolment Services and RISIA team to coordinate efforts.

Student Engagement: Pre-arrival communications and orientation for international students include online mini-workshops, a mandatory online orientation and video. Topics for the mini-workshops rotate and include support for students with families, preparing for work in Canada, where to stay while studying at RRU and a weekly session to connect and make new friends prior to arrival. On-campus international student orientation, Campus Connect events, and the student ambassador program all are intentionally designed to welcome and support international students in settling in at RRU.

Additional services to support the retention of all students include Financial Aid & Awards (who are now meeting regularly with Student Accounts to coordinate efforts in supporting students), and Career Learning & Development who are responding to changes to the Provincial Nominee Program by helping international students to be job ready earlier to assist with permit eligibility.

Member questions/comments :

- **How are prospective students responding to updates to website? Are we hearing good feedback and does it speed up the admissions process?** We are receiving positive feedback but unsure if speeding up the process. All departments making concerted effort to guide students back to webpages to make use of available resources.

### III. **Indigenization Plans**

**JOHNSTON**

R. Mason introduced Russ Johnston, Director of Indigenous Education who provided updates on the following initiatives:

Emerging Indigenous Scholars Circle: We will be welcoming two new scholars into the circle within the next month and discussions are underway to identify how we can offer a broader foundation of communal support to help the new members get up to speed more quickly to a place where they can bring the best version of themselves. This brings the circle to four faculty members under the leadership of Chair, Shauneen Pete, or two-thirds of the way to our goal of hiring six emerging Indigenous scholars at RRU.

Events: Recent events include Sharing Knowledge Through Humour & Beading and The Good Red Road to Reconciliation: Nurturing the Seeds of Transformation with guest Dr. Raven Sinclair. The team is continuing to explore how we can augment indigenous student experience both in person and online.

Indigenous Education Plan: Work continues on an Indigenous Education Plan which is nearly ready to share out with the community for feedback. The plan reflects teachings from canoe protocol from

preparation for the journey, paddling together through to landing and will be accompanied by a tool kit. The hope is for all members of the community to see themselves reflected in it.

Land-based curriculum: Exploring how we can center land and the lagoon as classroom as Lekwungen Peoples have done, centering indigenous knowledge and augment relationship with the lands.

West Shore Initiative: The West Shore initiative has provided an incredible opportunity to come together with Indigenous colleagues at Camosun and the University of Victoria to dream and explore what collaborative opportunities may exist going forward. Discussions to continue.

Member questions/comments:

- **Can you elaborate on the possibilities for collaboration?** Relationship is at the root of Anishinaabeg teachings about engagement. We are exploring what we can build in this reciprocal relationship that will realize a better future for next generations and honour our relationships with colleagues, students, community, land and waters.

#### IV. Quality Assurance Processes

LEARY

Tamara Leary, AVP Integrated Academic Planning and Strategic Initiatives, offered the following comments in addition to the briefing note that was included in the meeting materials.

- 5-year external program review feedback included recommendations for all programs to augment EDI and Indigenous content.
- Annual reviews highlighted the value of applied learning opportunities for students, flexible delivery modes and synchronous sessions for online programs.
- Work is underway to update annual and 5-year external program review templates, communication and processes in order to optimize value to programs.
- The Academic Program Optimization Committee is looking at enrolment data, trends, opportunities and challenges, and will be consulting with program heads to prepare a report for the VPAP with recommendations by the end of January.

Member questions/comments :

- **Will the external report feedback impact plans for the reorganization?** These processes are happening concurrently, and both the external program review and program optimization work may highlight opportunities for greater alignment/synergies between programs.

#### 5. REPORT FROM ACADEMIC COUNCIL

THOMPSON

V. Thompson reported that there have been two Academic Council (AC) meetings since the PRC last met. At the July 10, 2024 meeting, AC approved 250 graduands as well as the new Graduate Certificate in Digital Transformation which has been funded by a provincial capacity building grant. An additional meeting was scheduled for August 21, 2024 where AC approved the Academic Reorganization and a major revision to the BSc in Environmental Science both of which are on the PRC agenda for discussion today.

No member questions/comments.

#### 6. NEW BUSINESS

##### I. Academic Reorganization

THOMPSON

M/S Kumar Tiwari/Schoepp

**1<sup>st</sup> Motion: To recommend to the Board of Governors the reorganization of the existing College of Interdisciplinary Studies, the Faculty of Management, and the Faculty of Social and Applied Sciences and**

***existing schools into the Faculty of Interdisciplinary Studies, comprising the Schools of Culture and Society, Climate and Environment, and Leadership and Management, and***

***2<sup>nd</sup> Motion: To recommend to the Board of Governors the establishment of the Faculty of Graduate Studies and Research and the Faculty of Professional and Continuing Studies, subject to the establishment of an ad hoc committee, comprised of at least one-half faculty members, to inform the process of operationalization and the specific roles and responsibilities as the implementation of reorganization unfolds.***

**JOINTLY CARRIED**

V. Thompson spoke to information included in the meeting materials highlighting the key drivers and design principles taken into consideration as part of this work and noted changes made to the proposed structure based on feedback received from consultations. Recruitment is underway for the new Dean positions and next steps involve finalizing role profiles for other new and reconfigured roles. This item has been brought to PRC previously and as we have now finalized the structure and are ready to move forward with implementation, we are bringing it again with a motion to approve in accordance with good governance practices.

Member questions/comments:

- **Is there an increase or reduction in costs anticipated as a result of the reorganization?** This is not meant as a cost savings exercise, however, it is anticipated that we will find efficiencies and not all existing vacancies (50 positions currently on hold) will need to be filled. Seven School Director positions will be replaced with three Associate Dean positions going forward. The Chair added that the administrative burden for faculty should be reduced freeing them up to focus more on teaching which will in turn create additional efficiencies. The focus here is on effectiveness, teaching and giving students more options.
- Encouragement to acknowledge efforts of faculty and staff at a community celebration once implemented.
- **What will change within the Faculty of Interdisciplinary Studies? Are there existing faculties and how are they being brought together under Faculty of Interdisciplinary Studies?** Yes, the existing College of Interdisciplinary Studies, the Faculty of Management, and the Faculty of Social and Applied Sciences will come together under the new Faculty of Interdisciplinary Studies. In addition, we will create a new Faculty of Graduate Studies and Research which will be an administrative unit providing support for the professionalization of graduate studies (e.g. supervision for graduate students, conference presentations, policy, partnerships with research organizations, etc.). We will also create a Faculty of Professional and Continuing Studies to support the development, laddering and stacking of non-credit to credit programming and movement across those areas.

**II. Bachelor of Science in Environmental Science (major revision – 4yr)**

**NOBLE/WOLFE**

***M/S Porter/Kumar Tiwari Motion: To recommend to the Board of Governors approval of the revisions to the Bachelor of Science in Environmental Science program.***

**CARRIED**

V. Thompson invited Mickie Noble, associate professor and program head, Bachelor of Science in Environmental Science, and Sarah Wolfe, professor in Environment & Sustainability, to present revisions to the BSc in Environmental Science program included in the meeting materials. The program is being revised from its current 3<sup>rd</sup> and 4<sup>th</sup> year, accelerated degree completion program for college graduates to a four-year, term-based undergraduate program. This version of the program will be a full university experience for undergraduate students including field, lab, and project-based scientific training. Given the converging realities of climate change, an aging environmental workforce and training needs (i.e., a “grey tsunami”), and RRU’s prioritization of climate issues, the hope is to launch this program to coincide with the opening of

the Westshore campus in September 2025. The revised program will ease the way for transfer students, address labour market needs, extend and improve curriculum by integrating indigenous content throughout the program.

Member questions/comments:

- **What is the projected enrolment for the first year of the program and how is enrolment anticipated to grow?** We expect strong local demand. With 10 high schools throughout Greater Victoria graduating 500-800 students each per year, 5 students from each of these schools would give a cohort of 50. Working with marketing and recruitment already to discuss opportunities for speaking opportunities in schools.
- **Do you see this program at the Westshore campus?** Labs will be at the Colwood campus.
- The Chair added that the BBA is on a similar track to develop a 4-year program and asked if PRC members Piet Langstraat and Scott Stinson would avail themselves to support outreach to SD61 and 62.
- **Can the program be taken part-time?** Yes, we are designing for maximum flexibility.
- Encouragement offered to connect with BC transit to facilitate scheduling of bus route between campuses.

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

**THOMPSON**

The Vice-President Academic and Provost provided a report in the meeting materials and in addition, highlighted the following:

- Acknowledged the work of the senior academic leadership team, including those who presented today
- Recruitment for Dean of Interdisciplinary Studies and Dean of Graduate Studies and Research positions in final stages
- Recruitment of two additional Emerging Indigenous Scholars now also underway and in final stages
- Two new faculty have joined, replacing retiring faculty: Mahmood Fayazi (Humanitarian Studies) and Willow Allen (School of Education and Technology)
- BBA nominated for International Green Gown award in the category of Next Generation Learning & Skills

No member questions/comments.

**8. REPORT OF THE PRESIDENT AND VICE-CHANCELLOR**

**STEENKAMP**

The President and Vice-Chancellor presented a high-level overview of the RRU: 3-Year Action Plan, 2024/25 to 2027/28 (3YAP), which is focused on growing enrolments and balancing the budget while staying competitive and responsive. He highlighted the following:

- Community engagement and consultation sessions which have provided input to this plan
- Major achievements over the last five years including the Langford campus, Salt Spring property, the Farm, platform and process improvements, alumni engagement, Changemaker Speaker Series, etc.
- The current challenges facing the post-secondary education sector
- Small, special purpose universities like Royal Roads need to be flexible, nimble and adapt quickly in the face of rapid change; we must accelerate the work we've started to radically re-envision the university — our structures, processes, platforms, programs, partnerships, and our culture — in order to more effectively realize our mandate
- Student FTE goals for domestic and international students by 2027/28, noting that the percentage of undergraduate students will increase as the Langford campus comes online.
- The plan upholds commitments to Indigenization and Climate Action
- Actions were presented for six priority areas and include:
  - Engaged and aligned university community
  - Optimal structures and simple and effective processes

- Competitive, responsive and accessible programs and engaged research
- Vibrant and sustainable place
- Productive and profitable partnerships
- Nationally recognized brand
- Will circulate PPT and plan for further review and consideration following today's meeting.
- Commitment to include updates on 3YAP as a standing item on future PRC agendas.
- The plan will go to the BoG next for review at October 11, 2024 meeting and the Chair will reach out directly to external members of PRC to connect for their feedback.

Member questions/comments:

- **Opportunity identified for RRU to support first nation communities needing mobile, short term business development training.** The Chair will connect Piet Langstraat with Zoe MacLeod, AVP Professional and Continuing Studies, to discuss further.

**9. MEETING ADJOURNED**

**4:00 PM**

*Motion to adjourn Steenkamp*

**NEXT SCHEDULED MEETING – THURSDAY, NOVEMBER 21, 2024**