

Board of Governors - Open Session



Board:

Nelson Chan, Board Chair and Chancellor
Philip Steenkamp, President and Vice Chancellor
Christina Benty
Gwen Campden
Bree Claude
Catherine Holt
Eva Malisius
Jeffrey Nicholls
Dave Saunders
Jody Thomas
Lori Wanamaker

Executive:

Susan Gee
Alex Kortum
Rebecca Lumley
Veronica Thompson

Guests:

Cheryl Heykoop
Deborah Zornes

Administration:

Ashley Richards (recording)

June 30, 2025 08:30 AM

Agenda Topic	Presenter	Time	Page
1. Call to Order and Welcome	Chan	08:30 AM-08:38 AM	
2. Approval of the Agenda MOTION: That the agenda be approved as distributed.	Chan	08:38 AM-08:39 AM	
3. Approval of the Minutes MOTION: That the minutes of the open session of the 27 March 2025 Board of Governors meeting be approved as distributed.	Chan	08:39 AM-08:40 AM	4
4. Report from the President For information	Steenkamp	08:40 AM-08:59 AM	
SPECIAL BUSINESS			

- | | | | | |
|----|--|----------------------|-------------------|--|
| 5. | Spotlight on the University - Anew Research Collaborative: Imagine...Reshaping adolescent & young adult (AYA) cancer care through immersive experience | Thompson/
Heykoop | 08:59 AM-09:29 AM | |
|----|--|----------------------|-------------------|--|

For information

- | | | | | |
|----|---|------------------|-------------------|----|
| 6. | Climate Action Plan 2025–2030 | Thompson/ Zornes | 09:29 AM-09:44 AM | 10 |
|----|---|------------------|-------------------|----|
- MOTION: That the Board of Governors approves the Climate Action Plan 2025–2030 as presented in Attachment 1.

REPORTS FROM COMMITTEES

- | | | | | |
|----|---|-----------|-------------------|----|
| 7. | Program and Research Council | Steenkamp | 09:44 AM-09:54 AM | 17 |
| | 7.1 Report from Chair | Steenkamp | | |
| | For information | | | |
| | 7.2 New Program Approvals from Academic Council | Thompson | | 17 |
| | For information | | | |
| 8. | Finance and Audit Committee | Holt | 09:54 AM-10:09 AM | |
| | 8.1 Report from the Committee Chair | Holt | | |
| | For information | | | |
| 9. | Governance and Nominating Committee | Benty | 10:09 AM-10:19 AM | |
| | 9.1 Report from the Committee Chair | Benty | | |
| | For information | | | |

EXECUTIVE TEAM REPORTS

- | | | | | |
|-----|--|----------|-------------------|----|
| 10. | Report from the Vice-President Academic and Provost | Thompson | 10:19 AM-10:25 AM | 78 |
| | For information | | | |
| 11. | Report from the Vice-President Finance and Operations | Kortum | 10:25 AM-10:31 AM | 82 |
| | For information | | | |
| 12. | Report from the Vice-President External Relations | Gee | 10:31 AM-10:37 AM | 83 |
| | For information | | | |
| 13. | Report from the Executive Officer & Associate Vice-President, People and Culture | Lumley | 10:37 AM-10:43 AM | 85 |
| | 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.

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|-----|--------------------------|------|-------------------|--|
| 14. | Consent - Approval Items | Chan | 10:43 AM-10:44 AM | |
|-----|--------------------------|------|-------------------|--|
- None

- | | | | | |
|------|---|------|-------------------|----|
| 15. | Consent - Information Items | Chan | 10:44 AM-10:45 AM | 87 |
| | For Information | | | |
| 15.1 | <u>Draft PRC minutes of the 29 May 2025 meeting of the Program and Research Council</u> | | | 87 |
| 16. | Adjournment of Open Session | | | |

DRAFT

Board of Governors MINUTES OF THE OPEN SESSION

27 March 2025
Sequoia Building, Boardroom 411 / Zoom

PRESENT	
Board: Nelson Chan, Board Chair & Chancellor Philip Steenkamp, President & Vice-Chancellor Christina Benty Gwen Campden Bree Claude Monique Gray Smith William Holmes Catherine Holt Jeffrey Nicholls Dave Saunders Lori Wanamaker	Administration: Susan Gee Rebecca Lumley Alex Kortum Veronica Thompson Drew Duncan Ashley Richards (recording) Guest: Rebecca Sharma

1. **Call to Order and Welcome – 9:10 a.m.**

The board chair welcomed members and acknowledged that Royal Roads University's (RRU) campus is located on the traditional lands of the Lekwungen-speaking peoples, the Songhees and Esquimalt Nations. He reminded governors that the Open session of the board of governors meeting is being livestreamed and reminded governors that they are subject to the RRU Code of Conduct and Conflict of Interest Guidelines and the CABRO Candidate Profile and Declaration. He called upon the governors to declare any conflicts of interest, real or perceived, that they may have. None were declared.

The board chair welcomed the new Lieutenant Governor in Council appointee, Lori Wanamaker, to the board and expressed thanks to outgoing faculty-elected member William Holmes. Eva Malisius is to be the new faculty-elected member, and her term on the board will commence April 1, 2025. The board chair acknowledged the tremendous work of former Associate Vice-President Operations and Resilience, Carolyn Levesque, who has left Royal Roads University.

2. **Approval of the Agenda**

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

MOTION (Campden/Holt)

That the agenda be approved as distributed.

CARRIED

3. **Approval of the Minutes**

MOTION (Nicholls/Gray Smith)

That the minutes of the open session of the 10 December 2024 Board of Governors meeting be approved as distributed.

CARRIED

4. Report from the President

President Steenkamp acknowledged the contributions of C. Levesque to RRU over her career. He provided an update to members on the following topics: 3-Year Action Plan; RRU Langford Campus, Advancement success (\$18M over the fiscal year); government relations; engagement activities; Indigenous engagement; student engagement; partnership meetings; RRU Ras Al Khaimah (RRU RAK) branch campus, which opens April 28; international conferences and meetings to renew relationships and partnerships, including travel to Taiwan where alumni pledged \$250K; RRU coverage in the media; a Vice-President External Relations portfolio-hosted forum on March 12 on being an ambassador for RRU; as well as external academic meetings.

Members were appreciative of the ways that the RRU Langford campus will provide access to education locally, of how RRU demonstrates leadership in reaching out to northern communities, and of how the RRU RAK branch campus reaches out to students who cannot make it to Canada, thus providing access locally, nationally, and internationally. The BC university presidents' meeting with the BC Business Council was anchored in showcasing that post-secondary institutions can play a critical role in the economy and drive prosperity, framing a potential talent strategy for the province that could feed into broader economic development strategies. The Innovation Centre at RRU Langford will do outreach to businesses. In renewing relationships with partners in China, RRU is looking at university partnerships, short-term summer programs, and dual credit. On the high school side, they are looking at private schools and short-term programs to expose students to academic and non-academic facets of Canada. It was clarified with the RRU Langford recruitment events that the open house allowed parents to attend as well to learn more about the programming directly.

SPECIAL BUSINESS

5. Alumni Survey

Susan Gee, Vice-President External Relations, invited Rebecca Sharma, Director of Advancement and Alumni Relations, to speak to this item. R. Sharma walked members through the 2024 Alumni Survey's methodology, timing, and trending data. Key findings about the RRU experience showed that at least three-quarters of alumni rate RRU positively, both in terms of their experience overall and the value of their education. Over half of RRU alumni believe that their education has had some impact on their career so far, and alumni rate many aspects of RRU positively, particularly around the learning style. Top unique features of RRU were noted as being able to work full time and attend the program, the cohort/team-based learning, and the diverse learning. R. Sharma highlighted the ways that RRU alumni act as ambassadors for the university through communications, experiential events, volunteering, and supporting Advancement initiatives.

The board encouraged that the survey results be shared with the Ministry to highlight RRU's impact. Members commented on the importance of alumni relations and commended the work that R. Sharma and her team are doing. It was shared that the team is targeting 200 alumni attendees for the Alumni Weekend, and board members are invited to attend. In response to a question on if the survey identified any risks or vulnerabilities, it was shared that the survey

more identified where there are opportunities for further engagement and gaps like alumni desire to retain an RRU email address.

R. Sharma left the meeting at 10:11 a.m.

REPORTS FROM COMMITTEES

6. Report from the Program and Research Council

6.1 Report from the Chair

The council met on March 6, 2025. Key highlights included membership updates, and, under business arising, members were advised that the three new undergraduate certificates and Graduate Diploma in Project and Supply Chain Management have completed the Degree Quality Assessment Board's (DQAB) peer review process and are moving ahead with implementation. In terms of standing items, members received an update on activities within the academic strategic plan and progress made under the five I's (interdisciplinarity, indigeneity, integration, innovation, and inclusivity). Members reviewed the PRC terms of reference, proposing no changes, and the annual strategic priorities for the upcoming year. A report from the Academic Council was received. Under new business, the Strategic Enrolment Management Plan was presented by Dr. Tamara Leary, Associate Vice-President, Integrated Academic Planning and Strategic Initiatives. Veronica Thompson, Vice-President Academic and Provost, highlighted that the Ministry has issued another call for micro-credentials, which RRU is responding to, and the President provided an update on the RRU Langford campus and RRU RAK branch campus. PRC will meet next on May 29, 2025.

6.2 New Program Approvals from Academic Council

V. Thompson shared that at the March 12 Academic Council, they approved an undergraduate diploma in applied environmental science, the second year of the RRU Langford offerings, which will go forward to PRC and the board and then be submitted for a 30-day review by DQAB.

7. Report from the Finance and Audit Committee

7.1 Report from the Committee Chair

The committee met on March 13, 2025. Key topics of presentation and discussion included: the 2025/26 Operating and Capital Plan; the budget for the upcoming year projecting a \$1.2M deficit (with a plan to arrive at a balanced budget in 2027/28); that the government has approved this deficit and committed to \$15M over three years related to operating funding for the new Langford campus; the 2025/26 revenue is expected to increase by 11.8%, while expenses will rise by 8.5%; and cost containment measures with targeted expense reductions at the Colwood campus, program efficiency reduction, a hiring pause at the Colwood campus, as well as deferred hiring at the Langford campus.

FAC next meets on June 13, 2025.

7.2 2025/26 Operating and Capital Plan

Alex Kortum, Interim Vice-President Finance and Operations, provided a presentation on the 2025/26 Operating and Capital Plan. Expenses are up 8.9%, driven by inflation, IMIT complexity,

and salary costs (with salaries and benefits noted as being 61.4% of total expenses). Amortization increases are due to the Langford Campus, but with no bottom-line impact. Investments in student awards and scholarships are up 22% to \$2.3M. Enrolment decline provides a key budget risk. To mitigate this, RRU is actively targeting domestic recruitment, tracking funnel performance in real time, conducting international student market analysis, and diversifying revenue with areas such as transnational programs, ancillary revenue, and government advocacy.

Members noted, in relation to the assumptions of the 2025/26 budget, that stable enrolment is critical and that there are several initiatives and plans in place for that. The board chair thanked Management for the increased visibility on not just revenue growth but margin growth as well.

7.3 RRU Foundation 2025/26 Budget

A. Kortum presented the RRU Foundation 2025/26 Budget. He noted a minor decrease in donor contributions, largely due to a decrease in donor-funded projects reflective of the completion of the Japanese Garden project in the current year. He also highlighted the following key adjustments from the current year forecast: a \$262k increase in student awards and bursaries from higher donations and accumulated investment funds; a \$67k decrease in investment revenue due to lower interest rate assumptions; and a \$33k increase in advancement operations, including additional funding for contracted services, marketing, and supplies. The board chair noted that the materials reference 4A and 4B, but that those were not referenced in the appendix. A. Kortum agreed to provide those to him via email.

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

MOTIONS (Chan/Holmes)

That the Board of Governors approves the 2025/26 budget for the Royal Roads University Foundation.

CARRIED

8. Report from the Governance and Nominating Committee

8.1 Report from the Committee Chair

The committee met on March 13, 2025, and discussed and reviewed items such as the board retreat, the President's annual goals, the Chancellor's Community Impact Awards policy, the terms of reference that GNC is responsible for, and new membership for the Program and Research Council.

GNC next meets on June 13, 2025.

8.2 Chancellor's Community Impact Award – Policy Review

The revised Chancellor's Community Impact Awards (CCIA) policy came to GNC for review. The Advisory Committee on Honours and Awards (ACHA), of which President Steenkamp is chair, suggested a few minor changes. President Steenkamp reminded members that the CCIA policy underwent a major revision, approved by the board in 2022. The policy is now back for review as part of its regular policy review cycle. The tracked changes version includes an update to the date of review, as well as the inclusion of leadership in the philosophy section of the policy.

Members discussed the awards, and President Steenkamp reminded members that it was moved outside of Convocation to retain the focus on the students. Work is currently underway to reinvigorate the awards and determine the best time to hold them. Along with the work that ACHA did to strengthen the honorary doctorate review process, it has also reviewed and updated the CCIA criteria and policy.

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

MOTIONS (Claude/Benty)

That the Board of Governors approve the revised Chancellor's Community Impact Award policy as presented in Attachment 1.

CARRIED

EXECUTIVE TEAM REPORTS

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

The board chair remarked on the number of accomplishments shared and asked about the Bachelor of Business Administration (BBA) project with Shift. V. Thompson shared that the BBA launched the project on January 7 at the Redbrick Office. Dan Barton is the project lead, as well as a Bachelor of Commerce alum, and the project is focusing on marketing their new carbon browser. Regarding a question on the PCS custom learning programs, it was shared that Zoe MacLeod, Associate Vice-President, Professional and Continuing Studies, and her team do community engagement and business development activities.

10. Report from the Interim Vice-President, Finance and Information Technology

The board chair remarked that the government commitment to the RRU Langford campus increased by \$5M, which was great to see highlighted. Plans are underway for a public opening event, which will be preceded by a board tour at its May retreat, as well as public tours that S. Gee and her team are working with Operations and Resilience to provide.

11. Report from the Vice-President, External Relations

The board chair commented on the upcoming Alumni Weekend with the TEDxRRU and Alumni Changemaker Awards. He queried about the transition from X (formerly Twitter) to focus more on LinkedIn and BlueSky and asked what the BlueSky userbase was like. S. Gee shared that it was new and that she could get further details from her team. It was noted that many post-secondary institutions and public entities are moving to BlueSky.

12. Report from the Executive Officer & Associate Vice-President, People and Culture

Rebecca Lumley, Executive Officer & Associate Vice-President, People and Culture, provided an update on the employee engagement survey. She shared that the provincial benchmark is that anything over 70% is great; RRU is at 77%. CUPE staff had the lowest participation rate, and there will be further outreach to see how the process can be made easier for them to engage with. The question about looking forward to coming to work will likely have its wording revised, as it is not quite clear what facet about coming to work is to be captured. The staff-elected member expressed appreciation for the performance-based compensation, and it was shared that it is based on feedback from the employment survey.

CONSENT AGENDA

PRO-FORMA MOTION

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

13. Consent Agenda - Approval items:

None.

14. Consent Agenda - Information items:

14.1 Draft PRC minutes of the 6 March 2025 meeting of the Program and Research Council

14.2 PRC Annual Plan 2025/26

15. Adjournment of Open Session

The meeting adjourned at 10:50 a.m.

BOARD OF GOVERNORS BRIEFING NOTE



MEETING: June 30, 2025

AGENDA ITEM: Climate Action Plan 2025 - 2050

SPONSOR: Veronica Thompson, Vice-President Academic and Provost

PURPOSE: For Decision

Synopsis:

This briefing note provides an overview of the university's refocused *Climate Action Plan 2025 – 30*. An approval decision by the Board is required.

Background:

- Through the [Climate Action Plan 2022 – 2027](#), RRU has advanced climate action through various avenues. Highlights include increasing climate education, skills and competencies; increasing awareness and engagement through events and initiatives; Zero Carbon Design of the Langford campus; increasing understanding of Scope 3 emissions as part of the UN Race to Zero pledge; and undertaking the university's first Climate Risk Assessment¹.
- In late 2024, the development of a new Climate Action Plan 2025 - 2050 was initiated to build on and replace the current plan.
- The refocused Climate Action Plan includes five overarching goals and five - seven actions per goal area (see Attachment 1). The plan aligns RRU's commitment to climate action with consideration of the university's current context, including the new Three-Year Action Plan. It clarifies RRU's strategy and purpose in these challenging times.
- The Consultation process for the new plan included:
 - Climate Leadership Committee discussions (Sept & Dec 2024)
 - Climate Action Priorities Workshop with the Climate Leadership Committee, Working Groups, senior academic administrators, and faculty (Feb 24)
 - Climate Action 2.0 online forum (via Padlet)
 - Survey: "Refreshing RRU's Climate Action Priorities" (Mar 3 – 10)
 - A [consultation summary](#) was shared with RRU staff and faculty (Mar 27).
 - Royal Roads Student Association (Apr 16)
- Following this consultation process, focused meetings were held in April with key accountable and responsible leads.
- The Climate Action Plan 2025-2030 were presented to the Executive Team on May 20 and Finance and Audit Committee on June 13. Feedback from FAC has been incorporated into the plan to emphasize that this work is building on previous accomplishments.

¹[Climate Action Plan Annual Report 2024 – 2024](#). Royal Roads University.

Fit to Vision and Strategic Direction:

The Climate Action Plan 2025 – 2030 maintains a strong alignment with each of RRU's core values, goals, and commitments, particularly those related to sustainability and the climate crisis. The plan is linked to the university's vision of *Inspiring people with the courage to transform the world*.

Lens of Reconciliation:

At RRU, climate-related education, research, competencies and action plan implementation will strive to address the intersection of climate change and marginalization, including how climate action is understood (e.g. Indigenous and Global South worldviews), how climate impacts are disproportionately experienced, and the needs of historically and systematically marginalized groups. Meaningful work in the climate space starts with acknowledging that climate change is a symptom of relationships, systems and worldviews predicated on extraction and oppression. As an institution located on the traditional lands of the Lekwungen-speaking Peoples, Royal Roads University recognizes its responsibility to act in respectful and reciprocal relationship with local Indigenous communities. This includes commitments to land stewardship, the inclusion of Indigenous perspectives in research and curriculum, and ensuring Indigenous voices guide the university's climate strategies. Values and ongoing commitments to Truth and Reconciliation, the UN Declaration on the Rights of Indigenous Peoples, the provincial *Declaration on the Rights of Indigenous Peoples Act*, and human rights will be embedded throughout RRU's approach.

Options:

1. Approve with no changes (recommended).
2. Approve with changes.
3. Not approve.

Implications:

- A. **Financial:** No additional budget is identified. Fundraising activities have been identified as one strategy to support future work.
- B. **Human Resources:** Will be distributed across the university as identified by the accountability column in the implementation plan. In addition to dedicated FTE staff (2) within the office of Climate Action & Sustainability, participation from others within the university and further training/competency development for staff and faculty will help support cross-departmental integration and support.
- C. **Campus Planning:** This work is explicitly connected to resilience planning, infrastructure and space planning, campus and landscape-level planning, building retrofits and design, and GHG/energy management.
- D. **Stakeholder/Community:** The Climate Action Plan connects to students, alumni, faculty, staff, external partners, and local Indigenous Land Rights holders and Nations.
- E. **Human Rights and Accessibility:** As mentioned above, RRU's approach to this work will embed human rights as central to its approach. This is particularly relevant for education, research and resilience.
- F. **Sustainability:** RRU's ongoing sustainability commitments and values are supported by this plan with aspects such as wellness, transportation, biodiversity protection and waste management as identified in the actions.
- G. **Climate Action:** Yes.
- H. **Other: Reputation** - Public concern over the climate crisis persists and this plan is aligned with supporting RRU's values alignment, leadership reputation and relevance in this space.

Risk Assessment:

Risks	Recommended Response
1. Resource and capacity constraints	Focus on high-impact, low-cost priorities; seek philanthropic alignment and integration with existing initiatives; include climate action as part of people's roles.
2. Climate impacts affecting infrastructure, people and business	Accelerate resilience planning and climate adaptation of campus systems.
3. Misinformation and anti-climate/EDI	Support clear, effective communications with evidence and connection to shared values and community impact. Demonstrate how climate leadership and human rights learning is integral RRU's core mission and to student success and well-being.
4. Reputation	Align processes and actions with stated values and commitments.
5. Increasing climate impacts	The development of a climate resilience plan (building off the 2024 Climate Risk Assessment) and ongoing focus on this work in an integrated manner will support campus and community resilience and preparedness.

Recommendation:

Management recommends that the Board of Governors approve the *Climate Action Plan 2025 – 2030* and receives regular updates and an annual accountability report.

MOTION:

That the Board of Governors approves the Climate Action Plan 2025 – 2030 as presented in Attachment 1.

Attachments:

1. *Climate Action Plan 2025 – 2030*

Attachment 1: Climate Action Plan 2025 – 2030

Royal Roads University Climate Action Plan 2025-30

June 30, 2025

Version 1.4

Acknowledgment of Traditional Lands

Royal Roads University acknowledges that its 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.

In honour of the Xwsepsum (Esquimalt) and Lekwungen (Songhees) ancestors, Hay'sxw'qa si'em (hy-sh-kwa sea-em)! This means, "Thank you, respected or honourable one."

Climate Action Plan 2025-30

Royal Roads University's Climate Action Plan 2025 – 2030 sets out a pathway for the university's climate action over the next five years. This new plan builds on the previous [Climate Action Plan 2022 – 27](#) and maintains its alignment with the RRU's core values and its vision of ***Inspiring people with the courage to transform the world.***

Through the previous *Climate Action Plan*, RRU advanced climate action through various avenues. Highlights include increasing climate education, skills, and competencies; increasing awareness and engagement through events and initiatives; constructing the new Langford campus to Zero Carbon Building – Design Standard™; increasing understanding of Scope 3 emissions as part of the UN Race to Zero pledge; and undertaking the university's first Climate Risk Assessment. The university increased the number of sustainability and climate-related courses and programs, ensuring greater access to life changing learning and rapid upskilling for working professionals².

This plan also renews and refocuses the university's commitment to leadership within its current local and global context. Dramatic change is needed to repair our relationships to the planet and one another. Additionally, mitigation and adaptation actions must be combined to build resilience and tackle the current and future impacts of climate change. This plan outlines goals and actions in addressing the climate crisis as part of the university's broader role in society.

As a changemaking institution, RRU will inspire transformative action through learning, research and engagement. In every program, at every level, our students are empowered to develop the collaboration skills, deep knowledge and leadership abilities that can help achieve a more equitable, sustainable, and just future. Our vision, aligned with the UN Framework Convention on Climate Change, puts a focus on people as agents of change. This will involve everyone, especially women, youth, Indigenous peoples, and those living with disabilities³. Values and ongoing commitments to Truth and Reconciliation, Indigeneity and human rights will be embedded throughout our approach.

²[Climate Action Plan Annual Report 2024 – 2024](#). Royal Roads University.

³ UNFCCC. Climate Action Pathway: Climate Resilience.
https://unfccc.int/sites/default/files/resource/ExecSumm_Resilience_0.pdf

Goals and Actions

Goal 1: Equip learners for a climate-resilient future.

Target: By 2030, all RRU students will have access to climate-related learning and research.

Key Actions:

- Consider the inclusion of climate as part of program development and program review.
- Assess and anticipate climate-related trends (including labour market) to inform programs and meet learner and community needs.
- Foster academic connections and activities through the Climate Action Hub.
- Explore opportunities to embed climate into experiential learning pathways.
- Develop and expand climate credentials, courses, and training.
- Increase climate-related research for positive impacts and service to broader society.

Goal 2: Strengthen climate action engagement and collaboration for community impacts.

Target: By 2030, RRU increases external engagement in climate-related initiatives.

Key Actions:

- Host signature events to engage the broader community in the most pressing issues of our time.
- Highlight and promote education, research and engagement opportunities that advance climate change awareness and action; strengthen awareness of RRU climate and sustainability leadership to build audience trust, support and action.
- Co-create climate action partnership opportunities.
- Increase student engagement in climate-related initiatives.
- Engage alumni and celebrate their changemaking achievements in climate leadership.
- Integrate climate-related themes and activities into the Westshore Innovation Hub.
- Integrate climate into RRU's food services, supporting low carbon, locally grown food.

Goal 3: Advance campus, community, and ecosystem resilience

Target: Complete a climate resilience plan and begin implementation by 2027.

Key Actions:

- Develop a climate resilience and adaptation plan for all campuses.
- Engage with Songhees and Esquimalt First Nations on climate resilience, biodiversity and stewardship planning in ways that support and uphold Indigenous values, the UN Declaration on the Rights of Indigenous Peoples, and the provincial *Declaration on the Rights of Indigenous Peoples Act*.
- Implement infrastructure and space improvements in alignment with future climate projections and anticipated impacts.
- Develop a biodiversity strategy and rewilding plan for the Colwood Campus.
- Support research projects that advance campus, community, and ecosystem resilience.

Goal 4: Reduce emissions and accelerate clean energy transitions.

Targets: From 2010 baseline, reduce emissions requiring carbon offsets by 65% by 2025; 80% by 2030; and net zero by 2050. Reduce total operational emissions by 2030. Reduce scope 3 emissions by 50% by 2030 (from 2019 levels).

Key Actions:

- Reduce campus GHG emissions and transition from fossil fuels to renewable energy.
- Integrate climate and energy considerations into space usage and overall campus planning.
- Design new buildings and infrastructure to align with emission reduction goals, and to ensure safety and comfort in future climate conditions.
- Build on research and baseline data to develop a scope 3 strategy with phased priorities.
- Improve low carbon commuting options and support equitable access.

Goal 5: Embed climate into institutional structures and culture.

Targets: By 2030, climate change is considered in all RRU policies, practices, plans, and actions. By 2030, 100% of staff/faculty will have access to climate-related learning and research aligned with career and community needs.

Key Actions:

- Incorporate climate considerations into all policies, procedures, guidelines, directives, procurement, human resources, partnerships, academic services, and institutional planning.
- Establish and operationalize a Climate Action Hub.
- Foster an institutional culture that puts Indigeneity, human rights, climate action and changemaking leadership at its core.
- Integrate climate action into employee onboarding, competencies, volunteering, training and skill development opportunities.
- Pursue and secure funding that contributes to climate action in the following campaign theme areas: Talent & Research; Student Success & Experiential Learning; and Campus Spaces.

BOARD OF GOVERNORS BRIEFING NOTE



MEETING: June 30, 2025

AGENDA ITEM: Undergraduate Diplomas

SPONSOR: Veronica Thompson, Vice President Academic and Provost

PURPOSE: For Information

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 proposals for three new undergraduate diploma programs in development as part of the West Shore initiative is presented for information to the Board of Governors.

Background:

The undergraduate programming offered at the RRU Langford: John Horgan Campus has been designed to maximize program flexibility for students. Three undergraduate diplomas in business, environmental sciences and social sciences build on already approved undergraduate certificates by extending content foundational to each program and including shared electives and challenge-based courses. Students have options to continue their studies in the same discipline, change course and explore other program areas, or opt to stop their studies and earn a credential for the successful completion of the program(s) up to that point.

The programming includes three new undergraduate diplomas:

1. Undergraduate Diploma in Business and Sustainability (Attachment 1)
2. Undergraduate Diploma in Applied Environmental Sciences (Attachment 2)
3. Undergraduate Diploma in Social Sciences (Attachment 3)

The diplomas will launch in September 2026 with specific admission criteria for each program. Each requires the successful completion of 20 courses, including both required and elective courses. There are shared academic writing (year 1) and leadership (year 2) courses as well as opportunities through electives for students to learn across programs.

The new programs will enhance university access for students in the Westshore area, address labour market needs, and extend and improve curriculum by integrating Indigenous content throughout.

Fit to Vision and Strategic Direction:

In keeping with the RRU Learning, Teaching, and Research Model, the new undergraduate programs each offer a learning experience that is innovative, student-centered and personalized. The program curriculum is intentionally designed to cultivate students' competencies and skills to

prepare them for today's complex and changing sociocultural and economic landscape. Each program offers students the option of completing an undergraduate diploma credential. The successful completion of each undergraduate diploma offers pathways into various Bachelor's completion degrees.

The three undergraduate diplomas have been designed as interdisciplinary programs capable of building students' 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:

Course development will seek to extend and improve curriculum by integrating Indigenous content throughout including Indigenous knowledge and perspectives. Learning Outcome 5.3 and sample assessment criteria for the Undergraduate Diploma in Applied Environmental Sciences for example are being developed in collaboration with the Indigenous Education Unit. The intention is for strong learning outcomes that can support the development and inclusion of Indigenous content as a coherent thread through the program.

Implications:

- A. Financial:** We anticipate strong retention and transfer of most undergraduate certificate students into the proposed diploma programs for their second year beginning September 2026. Tuition fees will align relative to pricing established for the undergraduate certificates (e.g. domestic \$6500 for year 1). RRU is offering a First Class Entrance Award of \$1000 to the first 100 students registered in programs at the RRU Langford |John Horgan Campus.
- B. Human Resource:** A project manager has been contracted for an 18-month period to coordinate the development and implementation of the new programs.
- C. Campus Planning:** The new diploma programs will be ready to start for the second year of operations at the RRU Langford – John Horgan campus in September 2026. Lab classes for the Undergraduate Diploma in Applied Environmental Sciences will be held at the main Colwood campus.
- D. Stakeholder/Community:** The proposed programs have received positive feedback from local school districts. We are continuing to build relationships with local secondary schools, with an emphasis on reaching high school counsellors, as part of our recruitment efforts.
- E. Equity, Diversity, Inclusion and Anti-Racism:** The proposals include 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:** The proposed programs are 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. This gives the university more control over the full delivery of its undergraduate programs and makes us less vulnerable to other institutions' curriculum changes and our dependence on their transfer students into our current completion programs.
- 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 and will be specifically addressed through the undergraduate diploma in Applied Environmental Sciences offering.

Risk Assessment:

The successful launch of these programs in September 2026 involves multiple stakeholders and requires a collaborative approach, committed resources and effective project management to coordinate marketing and recruitment, course development, implementation and delivery.

Recommendation:

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

Attachments:

1. New program proposal - Undergraduate Diploma in Business and Sustainability
2. New program proposal - Undergraduate Diploma in Applied Environmental Sciences
3. New program proposal - Undergraduate Diploma in Social Sciences



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: dd-mmm-yyyy
Academic Council	Approve/Recommend: 01-May-2025
Curriculum Committee	Approve/Recommend: 16-Apr-2025
Executive Committee (new/major revisions)	Approve/Recommend dd-mmm-yyyy
Proposal Notes (for VPA office use only)	
1. Academic Council approval date added. 2025-05-05 2. Admissions Committee approval date added. 2025-05-22 3. Minor updates to Rationale, Introduction, Capacity & Admission Requirements sections to reflect approved admissions proposal. 2025-05-22 4. Missing INDS 208 course code added. 2025-05-22	

To be completed by program area prior to submission to dean

Program Name	Undergraduate Diploma in Business and Sustainability	
Name, School, and Faculty of Proposal Submitter	Rob Mittelman, School of Business, FoM	
Effective Date: (i.e., indicate relevant start date)	September 2026	
Type of Submission:	X	New Program – first submission
		New Program – subsequent submission
		Program Variation:
		New Specialization
		Dual Degree
		Alternate/customized structure (e.g. offshore)
		Other (specify)
		Revised Program (minor)
	Revised Program (major)	
Rationale for the proposal (please be brief; maximum 30 words)	The Undergraduate Diploma in Business and Sustainability will expand program offerings on the West Shore. Students may transition into the program from the Undergraduate Certificate in Business and Sustainability. For those who wish to continue their studies, the program ladders into the Bachelor of Business Administration or they can apply and credits may be transferred to other completion degrees in Environmental Practice (BA), Interdisciplinary Studies, Justice Studies, Communication, and Hospitality and Tourism Management.	
Admissions Committee Review See https://staff.myrru.royalroads.ca/services/vpap/AC/AdmissionsCtee/default.aspx	X	Required for new programs and proposed admission changes to existing programs Approval date: 22-May-2025

Program Learning Outcomes are included as appendices to this proposal	X	Yes (required)
Consultation with RRU services for this proposal:		Centre for Teaching & Educational Technologies (for outcomes, course descriptions, program mapping, see http://ctet.royalroads.ca/learning-design-process)
	X	Registrar (for new course and program codes - ASW.Administrator@royalroads.ca)
	X	Financial Aid and Awards (to review program schedule and potential implications for financial aid eligibility)
	X	Marketing (for new & revised programs to assist in promotion)
		Other academic or business units affected by the proposal (specify)

New Program Plan

1. Introduction

Through the proposed undergraduate diploma, we will expand post-secondary programming options for students living in the West Shore communities. By completing the proposed program, students will earn an undergraduate credential that may be used to ladder into third- and fourth-year programming in Business Administration, or they can apply and credits may be transferred to other undergraduate degree completion options including Environmental Practice (BA), Interdisciplinary Studies, Justice Studies, Professional Communication, and Hospitality and Tourism Management¹.

The Undergraduate Diploma in Business and Sustainability's first year of courses comprises the Undergraduate Certificate in Business and Sustainability. Students who opt to discontinue the Diploma program and who successfully complete the first year of courses have the option to apply for the Undergraduate Certificate in Business and Sustainability credential.

2. Market Need

A. Social & Economic Benefits

The proposed undergraduate diploma development is our response to the Ministry's call for enhanced access to postsecondary programming for undergraduate students in the West Shore region.

The program reflects RRU's Learning, Teaching and Research Model and prepares students for upper degree programs and for a labour market that requires competencies in adaptability, technology, problem solving, and human skills.

The program design builds on the Undergraduate Certificate in Business and Sustainability and offers students the flexibility to complete an academic credential should they decide to pause or redirect their studies after Year Two. Successful completion of the program offers a range of transfer opportunities into various RRU degree completion programs.

B. Labour Market Demand

i. Labour Market Overview

The program aims to equip students with essential business administration skills. Year 1 and 2 courses lay a robust groundwork for advanced studies and specialization in later years. Students

¹ Standard admission requirements for the Bachelor of Hospitality and Tourism Management include at least 420 hours of hospitality/tourism-related work experience, volunteer work, guest service-related experience or cooperative education.

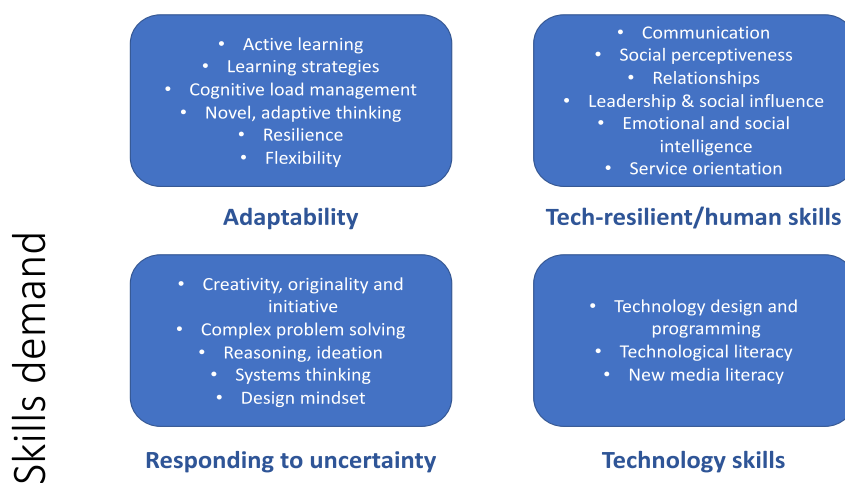
who continue their education in the field and graduate with a Bachelor of Business Administration degree from Royal Roads have the innovation-and sustainability-focused business experience employers want and that global leaders are calling for.

According to studies conducted by Nesta² and Brookfield Institute³, the future of work is dominated by several trends, including:

1. Technological change (e.g., automation and artificial intelligence) that may significantly alter the in-demand skills of the future labour force—albeit in unpredictable and uncertain ways.
2. Macroenvironmental trends (e.g., environmental sustainability, increasing inequality, political uncertainty, globalization) that will alter the context of work and the kinds of problems that “work” is expected to solve.

The first of these trends suggests a need to shift away from the emphasis on technical knowledge and toward the development of competencies related to adaptability, dealing with ambiguity, and “human skills”.

Figure 2. Skills for the 21st Century job market^{4 5 6 7}



² Bakhshi, H., Downing, J., Osborne, M. and Schneider, P. (2017). *The Future of Skills: Employment in 2030*. London: Pearson and Nesta.

³ Thornton, J., and Rivera, D. (n.d.). *Signs of the Times: Expert insights about employment in 2030*. Brookfield Institute. Retrieved from <https://brookfieldinstitute.ca/wp-content/uploads/Sign-of-the-Times-online.pdf>.

⁴ World Economic Forum. 2018. The future of jobs report. Retrieved from www3.weforum.org/docs/WEF_Future_of_Jobs_2018.pdf

⁵ Grant, M. 2016. *Aligning skills development with labour market need*. Ottawa: The Conference Board of Canada. Retrieved from <https://www.conferenceboard.ca/e-Library/document.aspx?did=7926>

⁶ RBC. 2018. Humans wanted. Retrieved from www.rbc.com/newsroom/_assets-custom/pdf/03-2018-rbc-future-skills-report.pdf

⁷ Institute for the Future. 2011. Future work skills: 2020. Retrieved from <http://www.iftf.org/futureworkskills/>

ii. Student Demand

Currently, West Shore students are underserved by the post-secondary education system. The West Shore of the Capital Regional District is one of the fastest growing regions in Canada but has lower than provincial average transition rates to post-secondary education (PSE). Only forty-three percent of West Shore high school graduates transition directly to PSE, compared to the provincial average of 52.5%. The gap is much more pronounced for university transition specifically, with just 17.2% of West Shore graduates attending university immediately after their high school graduation. This proposed program will target West Shore high school graduates whether they are just graduating from high school or graduated within the last few years.

iii. Financial Impact on Students

Tuition fees have yet to be determined while ancillary [fees](#) are posted to the RRU website. The proposed program meets the requirements for full-time student funding eligibility.

3. Environmental Scan

With this proposed program being a part of the Ministry's West Shore initiative to enhance access to post-secondary education in the West Shore area, there have been multiple discussions with the Ministry and our collegial Langford Campus partners the University of Victoria and Camosun College about our intention to pursue the development of undergraduate business programming.

This program distinguishes itself by:

- being the only two-year undergraduate business program offered on site in Langford to West Shore residents and,
- providing students with an academic credential of Undergraduate Diploma in Business and Sustainability should they opt to either stop their studies after their successful completion of the program or transfer to another post-secondary education institution to pursue their studies.

The development of this new program is informed by current research and literature including the March 2019 report commissioned by the provincial government and prepared by Royal Roads University, *"Assessing Post-Secondary Education Needs in the West Shore: Responding to Growing Demand,"* which detailed the region's rapid population growth, projected demand for workers with post-secondary education and training, and the comparatively lower PSE transition rates among School District 62 (Sooke) graduates.

4. Institutional Fit, Mandate, Capacity

A. Mandate

The proposed undergraduate diploma aligns with RRU's Learning, Teaching and Research Model and offers curriculum and learning experiences that are:

1. Action-orientated
2. Applied
3. Interdisciplinary
4. Embrace uncertainty and complexity

B. Capacity

For business planning purposes, the FTE target is 22 for the Undergraduate Certificate in Business and Sustainability for the 2025 intake. This is considered a base FTE target as we have capacity to exceed this enrolment. We anticipate strong retention and transfer of most of these students into the proposed diploma program for their second year beginning September 2026. It is plausible that students who complete the Undergraduate Certificate in Social Sciences or Undergraduate Certificate in Applied Environmental Sciences may also opt to complete the proposed program. The Integrated Academic Planning and Strategic Enrolment team will support the establishment of enrolment targets for the suite of programs.

C. Demonstrated Expertise

We have demonstrated expertise with our award-winning Bachelor of Business Administration completion degree, a program which has built significant and substantive recognition since its launch in 2013.

5. Curriculum and Program Structure

A. Program Structure

The undergraduate diploma is a two-year program comprised of 20 courses (3 credits/course) for a total of 60 credits. It includes courses in essential business administration skills, applied challenge-based courses, a choice of electives and a shared academic writing course in the first year across three undergraduate certificate programs.

While the programs contain courses that are designed to be externally transferrable, the granting of transfer credit is determined by the receiving institution.

See **Appendix B** for a proposed program structure/schedule.

B. Curriculum

Learning outcomes for the program focus on 21st century skills and processes, including creativity, innovation and design, and project management. There are nine learning outcomes domains designed to prepare graduates for the labour market concentrating on needs for

adaptability, complex problem-solving, decision-making under uncertainty, collaboration and technological literacy. See **Appendix A** for the program competencies and learning outcomes.

Course Descriptions

Year 1 - Term 1

BUSA 101 Introduction to Business Administration

Introduces business and management principles and concepts. The course covers the nature of a variety of business types from multi-national corporations to the local non-profit group with a focus on developing, marketing and managing all aspects of the business.

BUSA 103 Accounting

Introduces the basic terminology, concepts and principles of accounting and focuses on preparing, analyzing and interpreting financial statements with an emphasis on the importance of financial information in decision making.

BUSA 104 Principles of Economics

Introduces students to measurement of economic activity and the impact of monetary and fiscal policy on the level and type of economic activity. Prepares students to weigh political and economic issues as they relate to international business ventures.

STNL 101 Business & the Environment

This course explores the intersection of business practices and environmental sustainability. Students will examine key environmental challenges, including climate change, resource depletion, and biodiversity loss, through the lens of business decision-making. Emphasizing systems thinking and design thinking, the course equips students with tools to understand and address environmental issues within business contexts. By focusing on sustainable business practices, students will develop the skills necessary to promote environmental stewardship and innovation.

ENGL 110 Academic Writing

Develops effective means of academic communication including 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.

Year 1 - Term 2

BUSA 106 Fundamentals of Human Resources Management

Examines the concepts of human capital and explores the challenges and opportunities of

recruiting, engaging, and retaining staff in the complex and changing landscape within which organizations operate.

BUSA 108 Introduction to Marketing

Offers students a broad introduction to processes that facilitate marketing planning, understanding of consumer behavior and execution of the concept of the Marketing Mix (product, price, place and promotion) in such a way that it benefits the immediate and future needs of consumers, organizations, and society as a whole.

STNL 225 Global Social Entrepreneurship

This course dives into underlying theories to explain how social entrepreneurs work to create positive social change around the world. The course weaves together themes of grand challenges and entrepreneurial mindsets, coupled with the tools of design thinking, integrative thinking, and systems thinking. Whereas most social entrepreneurship courses recognize social venture start-ups and/or technical solutions, this course focuses on students understanding a pressing social or environmental issue by mapping the landscape of the current solutions and to identify missing opportunities for positive change.

STNL 199 Challenge Based Course

This course provides an immersive introduction to the intersection of business and sustainability through challenge-based learning activities that require them to identify, analyse, and propose solutions to real-world sustainability issues faced by businesses and communities. Working collaboratively in diverse teams, students will develop critical thinking, problem-solving, and communication skills essential for the modern business environment, covering key topics such as corporate social responsibility, ethical decision-making, environmental stewardship, and social equity.

Choice of one elective course:

CDNS 101 Canadian Studies

Explores the meanings of Canadian experience and citizenship, and how Canadian identities are constructed and mediated regionally, nationally and internationally. Explores these questions through topics such as regionalism, peacekeeping, sovereignty, multiculturalism, colonialism, indignity, culture industries, and business and labour relations. Examines representations of Canada in art, film, dance, comedy and drama.

COMM 102 Communication, Media, and Culture Foundations

Introduces the discipline of communication, and as a component of that, media and cultural studies. Combines history, conceptual foundations, textual analysis, and practice as these relate to communication, media and culture.

ENSC 101 History of Science and Environmental Thought

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.

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.

JUST 160 Human Rights and Justice

Explores the evolution of the discourse on human rights, with special attention to the post-mid-20th century era and the development of the Universal Declaration of Human Rights (UNDHR) and subsequent human rights instruments. Examines the international institutional structure supporting human rights, and the relationship between human rights and social, environmental and economic justice. Grapples with human rights debates (e.g., humanitarian war, human rights as rhetoric, legal versus social elements of human rights instruments and cultural relativism). Explores approaches to, and challenges of, monitoring and enforcing human rights.

Year 2 – Term 1

LEAD 210 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. 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.

**Open to year 2 students in other diploma programs.*

STNL 201 Business and Humanity

Focusing on the social dimensions of business, this course investigates how businesses and social entrepreneurs address complex human challenges. Students will explore the concept of wicked problems and the role of business in creating positive societal impact. Themes of social

justice, human rights, and ethical leadership are examined alongside integrative thinking and design thinking tools. The course provides students with a deeper understanding of how businesses can contribute to human flourishing, creating lasting change for individuals and communities.

**Open to year 2 students in other diploma programs.*

ENMN 226 Introduction to Finance

This course introduces the foundational concepts of finance within a business context. Students will explore key financial principles, including financial statements, budgeting, and financial analysis, with an emphasis on decision-making and resource allocation. The course also highlights the role of finance in promoting sustainable business practices, considering how financial tools and strategies can support long-term environmental and social goals. By the end of the course, students will be equipped to evaluate financial performance and make informed, ethical financial decisions in business.

**Open to year 2 students in other diploma programs. Pre-requisite: BUSA103 or MATH165 or equivalent first year accounting or statistics course*

STNL 224 Business Law and Ethics

This course provides an introduction to the legal and ethical frameworks that govern business operations. Students will examine the foundational aspects of business law, including contracts, corporate governance, and regulatory compliance, while exploring ethical decision-making processes in business. Emphasis is placed on understanding the role of law and ethics in fostering sustainable business practices, corporate social responsibility, and stakeholder accountability. The course prepares students to navigate legal challenges and make ethically sound decisions in a rapidly evolving business landscape.

**Open to year 2 students in other diploma programs.*

STNL 231 Introduction to Indigenous Business in Canada

This course explores the unique dimensions of Indigenous business practices in Canada, focusing on how Indigenous knowledge systems, historical contexts, and legal frameworks influence contemporary Indigenous business ecosystems. Students will delve into the characteristics of Indigenous businesses, the role of land, governance structures, and community relationships in business operations, as well as the challenges and opportunities faced by Indigenous peoples in relation to business development.

**Open to year 2 students in other diploma programs.*

*Year 2 – Term 2***IHMN 222 Sales Fundamentals in Tourism & Hospitality**

This course introduces students to the core principles and strategies of sales within the context of the tourism and hospitality industries. Students will explore the sales process, customer relationship management, and techniques for identifying and meeting customer needs specific to tourism and hospitality. Emphasis is placed on creating memorable customer experiences, building loyalty, and understanding the unique challenges and opportunities in this sector. The course also highlights the integration of sustainability into sales practices, considering how tourism and hospitality businesses can align with sustainable travel trends, eco-tourism, and responsible business practices. By the end of the course, students will be equipped with the skills to develop effective sales strategies that resonate with customers while promoting sustainability in the tourism and hospitality industry.

**Open to year 2 students in other diploma programs.*

COMM 204 Digital Communication for Social Impact

This course explores the principles and practices of digital communications with a focus on their application for social good and positive societal impact. Students will examine digital communication tools and platforms, learning how to craft effective messages and campaigns that engage and mobilize audiences around social, environmental, and ethical causes. The course integrates concepts of social responsibility, ethical communication, and digital literacy, emphasizing how communication strategies can promote sustainability, inclusivity, and community engagement. By the end of the course, students will have the skills to develop digital communication strategies that not only reach diverse audiences but also drive meaningful change in the context of social impact.

**Open to year 2 students in other diploma programs.*

STNL 211 Introduction to Business Model Innovation

This course combines the principles of design thinking with the development of innovative business models to solve complex problems and create sustainable value. Students will learn how to apply design thinking methodologies—empathy, ideation, and prototyping—alongside business model innovation frameworks to develop creative solutions that meet the needs of customers and stakeholders. Emphasis is placed on iterating ideas, testing assumptions, and building business models that are not only viable and scalable but also socially and environmentally responsible. By the end of the course, students will be equipped with the tools and mindset to drive innovation within organizations and foster long-term business success.

**Open to year 2 students in other diploma programs.*

STNL 299 Challenge Based Course: Advanced

Building on the foundations of sustainability and business, this advanced challenge-based course delves deeper into real-world sustainability challenges. Students will engage in more complex, long-term projects, collaborating with industry partners and community stakeholders to develop innovative solutions to pressing sustainability issues. The course emphasizes strategic thinking, systems thinking, and the integration of sustainability principles into business operations. Key topics include sustainable business models, leadership in sustainability, and measuring social and environmental impact. Through this course, students will refine their problem-solving, collaboration, and communication skills, while contributing to the development of solutions that drive meaningful change in business and society.

Choice of one elective course (subject to enrolment and scheduling):

COMM201 Media and Society (core course UDipSS y2t2)

Examines the relationship between media and society, including identity, behaviour, social structure, institutions, policy, politics and economics. Features classic and contemporary sources in support of a broadly conceived media sociology curriculum, one that mixes conceptual and topical content.

IHMN 212 Canadian Hospitality Law (elective course UDipSS y2t?)

Introduces students to the legal framework of the Canadian legal system, human rights, contract law, and the law of negligence. Within specifics of tourism and hospitality, waiver, accommodation, food, beverage, and inn-keeper guest relationship are explored using case law and present-day implications. Students actively participate in the case law discussion during class having come prepared with notes and having read the assignment pages prior to class discussions.

INDS 208 Indigenous Perspectives in Film, Audio and Video (elective course UDipSS y2t?)

This course delves into the vibrant tapestry of Indigenous cultures, languages and lands, as represented in film, audio, and video works crafted by Indigenous creators, fostering a deeper understanding of Indigenous perspectives and experiences.

INDS 210 Systems Thinking (core course UDipAES y2t2)

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. Incorporates methods for collaboration and design as key tools for system thinking and intervention.

ECON 260 Ecological Economics (core course UDipAES y2t2)

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.

JUST 260 Humanitarianism and Justice (core course UDipSS y2t2)

Explores profound questions about what constitutes a good life and how we should behave to foster it. Investigates the structures that help us to better care for ourselves and one another both in good times and challenging times. Focuses on the intersection between humanitarianism and justice in order to develop reflexive thinking and to respect and foster wellbeing and human dignity by questioning the role of the state, of law, of citizenship, of the commons, of social justice, of criminal justice, and of state actors.

C. Admission Requirements

Students enrolled in the Undergraduate Certificate in Business and Sustainability (UCBS) may apply for a program transfer to the diploma program (prior to graduating from the certificate program) and will be admitted to year two subject to meeting progression GPA requirements as outlined by RRU's Academic Regulations.

Graduates of the UCBS program returning from a break in their studies may apply to the diploma program and will be admitted to year two and granted transfer credit subject to meeting progression GPA requirements as outlined by RRU's Academic Regulations.

For new students:

Standard Admission

Graduation from a Canadian secondary school or comparable high school, with a language arts (English 12) minimum of C+ (67%) and a minimum "B" (73%) average in three academic Grade 12 courses.

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 Admission

Applicants who have not met the standard admission requirements may be considered based on a combination of education, informal learning, and real-world experiences, as per our flexible admissions policy. Flexible admission will also be considered for high school graduates who have not met the GPA requirement.

6. Financial and Risk Analysis

To be completed in cooperation with Finance following Academic Council approval.

Appendices

- i. Appendix A: Program Competencies & Learning Outcomes
- ii. Appendix B: Proposed program structure/schedule

Appendix A: Program Competencies & Learning Outcomes

1. The Purpose Domain	
Learning Outcome	Sample Assessment Criteria
Develop a sense of purpose in the world that guides behaviour and decisions toward both personal fulfilment and social good	<ul style="list-style-type: none"> • Acts in the world with a solid moral and ethical orientation that is informed by a deep understanding of contemporary issues and one's role in relation to them • Demonstrates commitment to service for the benefit of people and planet • Identifies pathways for personal action that lead to increased alignment of behaviour and purpose
2. The Leadership Domain	
Learning Outcome	Sample Assessment Criteria
Enlist the strengths, insights and passion of self and others toward a singular, consensual vision for a better world	<ul style="list-style-type: none"> • Articulates a clear vision for the future that is informed and thoughtful • Seeks to identify and address gaps between current reality and a desired future • Inspires others to action • Acts in the face of barriers, roadblocks and resistance • Considers the implications of actions on a range of stakeholders and incorporates sensitivity and compassion into leadership
3. The Creativity Domain	
Learning Outcome	Sample Assessment Criteria

Develop ideas and solutions that are imaginative, unique, and unexpected	<ul style="list-style-type: none"> Identifies new ways of looking at challenges and opportunities Integrates alternate, divergent and/or contradictory perspectives Tests ideas, iterates solutions and explores possibilities in the face of ambiguity and uncertainty Brings an aesthetic perspective (including an appreciation for beauty, elegance and novelty) to every endeavor
4. The Inquiry Domain	
Learning Outcome	Sample Assessment Criteria
Expand knowledge and understanding through a disciplined and methodical consideration of evidence	<ul style="list-style-type: none"> Identifies relevant questions that need to be asked in order to understand an issue or response Develops a structured approach to inquiry Seeks out relevant evidence to evaluate and clarify positions Incorporates relevant data when formulating conclusions or decisions Organizes and analyzes evidence to derive insights Formulates conclusions and judgements informed by quantitative analysis or based on logical extrapolation from empirical evidence Recognizes and communicates limitations and implications of conclusions
5. The Collaboration Domain	
Learning Outcome	Sample Assessment Criteria
Work effectively with others to identify and achieve team objectives	<ul style="list-style-type: none"> Seeks to understand, appreciate and leverage the interests, strengths and ambitions of others Emphasizes collaboration over competition Acts with care and compassion when fulfilling commitments Asks for support when needed, and offers support to others to help achieve individual and collective goals Offers constructive ideas and feedback to advance team goals, and is receptive to the ideas and feedback of others Takes leadership, when appropriate, to build and manage teams, relationships and networks Develops appreciation for group diversity and recognizes it as a strength Applies a range of cultural perspectives to accomplish group tasks and to demonstrate respect for intercultural learning

6. The Communication Domain	
Learning Outcome	Sample Assessment Criteria
Use a range of communication strategies to enhance knowledge, foster understanding and promote change	<ul style="list-style-type: none"> • Expresses ideas in a range of formats, styles and genres that are appropriate to the context and are responsive to the audience • Uses imaginative, memorable and compelling language, imagery and data to convey ideas with impact • Uses communication to co-create knowledge and understanding • Conveys complex information using a variety of mathematical forms (equations, functions, diagrams, graphs, etc.)
7. The Critical Thinking Domain	
Learning Outcome	Sample Assessment Criteria
Interpret and navigate the world with thoughtfulness	<ul style="list-style-type: none"> • Suspends judgment until a thorough consideration is given to all available evidence and, even then, exhibits humility by clearly identifying the limits of the positions taken • Analyzes assumptions and biases of self and others systematically and methodically • Incorporates systems and complexity thinking into deliberations, including attention to relationships, patterns, connections and their mutually determined structures and dynamics • Takes up thoughtful, imaginative and logical intellectual positions that are informed by the complexities of an issue, and by thorough and methodical consideration of evidence (including the ideas of others) • Critiques intellectual positions of self and others using a variety of perspectives (e.g., gender, power, post-colonial) to deepen understanding of social context • Considers and takes responsibility for the consequences of one's ideas, solutions and intellectual positions • Develops compassion for others by examining a range of diverse intellectual perspectives • Demonstrates commitment to service for the benefit of people and planet • Identifies pathways for personal action that lead to increased alignment of behaviour and purpose

8. The Problem-solving Domain	
Learning Outcome	Sample Assessment Criteria
Develop creative and meaningful solutions to problems that reflect a deep sensitivity to context	<ul style="list-style-type: none"> • Constructs a clear and insightful understanding of the problem that reflects a thorough understanding of the context (systems and complexity), sensitivity to various perspectives of the problem, and empathy toward others' needs • Defines the problem accurately by interpreting quantitative evidence used to make inferences and draw conclusions • Incorporates creativity, inquiry, insight and critical thinking to identify a range of novel solutions to the problem • Selects feasible, impactful and ethical solutions using elegant and thorough analysis of potential solutions with logical and ethical reasoning • Identifies potential improvements and makes judgements about success, after careful and thorough review of results of the solution
9. The Business Domain	
Learning Outcome	Sample Assessment Criteria
Understand the core business functions and their contribution toward organizational effectiveness and mission achievement	<ul style="list-style-type: none"> • Implements effective business development and management practices in order to produce social and/or environmental benefits • Incorporates an understanding of the contribution of the main business functions toward organizational success • Develops business models and processes that are prosperity-oriented and based on principles of shared value and stewardship

Appendix B: Proposed program structure/schedule

PROGRAM SCHEDULE FOR BUSTA-DIP Undergraduate Diploma in Business and Sustainability			
Non-credit Activities			
Activity		Description	Required or Optional
ITAI		Introduction to Academic Integrity	Required
Course	Credit	Course Title	Required or Elective
Year 1 - Term 1			
BUSA 101	3	Introduction to Business Administration	Required
BUSA 103	3	Accounting	Required
BUSA 104	3	Principles of Economics	Required
STNL 101	3	Business and the Environment	Required
ENGL 110	3	Academic Writing (<i>lecture + tutorial</i>)	Required
Year 1 - Term 2			
BUSA 106	3	Fundamentals of Human Resources Management	Required
BUSA 108	3	Introduction to Marketing	Required
STNL 225	3	Global Social Entrepreneurship	Required
STNL 199	3	Challenge Based Course	Required
Elective	3	<i>Choice of Elective</i>	Elective
Year 2 - Term 1			
LEAD 210	3	Leading for Change	Required
STNL 201	3	Business and Humanity	Required
ENMN 226	3	Introduction to Finance	Required
STNL 224	3	Business Law and Ethics	Required
STNL 231	3	Introduction to Indigenous Business in Canada	Required
Year 2 - Term 2			
IHMN 222	3	Sales Fundamentals in Tourism and Hospitality	Required
COMM 204	3	Digital Communication for Social Impact	Required
STNL 211	3	Introduction to Business Model Innovation	Required
STNL 299	3	Challenge Based Course: Advanced	Required
Elective	3	<i>Choice of Elective</i>	Elective
Total Number of Program Credits - 60 credits			



New Program Proposal

Approval (for committee use only)	
Board of Governors	Approve: n/a
Program and Research Council	Approve/Recommend: n/a
Academic Council	Approve/Recommend: 12-Mar-2025
Curriculum Committee	Approve/Recommend: 27-Feb-2025
Executive Committee (new/major revisions)	Approve/Recommend dd-mmm-yyyy
Proposal Notes (for VPA office use only)	
1. Minor formatting & updates to course descriptions to reflect prereqs and courses open to yr2 students in other diploma programs. 2025-03-05 2. Academic Council approval date added. 2025-03-13 3. Admissions Committee approval date added. 2025-04-09 4. Minor updates to Rationale, Introduction and Admission Requirements sections to reflect approved admissions proposal. 2025-04-09	

To be completed by program area prior to submission to dean

Program Name	Undergraduate Diploma in Applied Environmental Sciences	
Name, School, and Faculty of Proposal Submitter	Mickie Noble, School of Environment and Sustainability, FSAS	
Effective Date: (i.e., indicate relevant start date)	September 2026	
Type of Submission:	<input checked="" 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)
Rationale for the proposal (please be brief; maximum 30 words)	<input type="checkbox"/>	Revised Program (major)
	<p>The Undergraduate Diploma in Applied Environmental Sciences will expand program offerings on the West Shore. Students may transition into the program from the Undergraduate Certificate in Applied Environmental Sciences. For those who wish to continue their studies, the program ladders into RRU completion degrees in Environmental Practice and Environmental Science, or credits may be transferred to other programs in Interdisciplinary Studies, Justice Studies, Communication, Hospitality and Tourism Management and Business Administration.</p>	
Admissions Committee Review	<input checked="" type="checkbox"/>	Required for new programs and proposed admission changes to existing programs

		Approval date: 2025-04-04
Program Learning Outcomes are included as appendices to this proposal	X	Yes (required)
Consultation with RRU services for this proposal:	X	Centre for Teaching & Educational Technologies (for outcomes, course descriptions, program mapping, see http://ctet.royalroads.ca/learning-design-process)
	X	Registrar
	X	Financial Aid and Awards (to review program schedule and potential implications for financial aid eligibility)
	X	Marketing (for new & revised programs to assist in promotion)
		Other academic or business units affected by the proposal (specify)

New Program Plan

1. Introduction

Through the proposed undergraduate diploma, we will expand post-secondary programming options for students living in the West Shore communities. By completing the proposed program, students will earn an undergraduate credential that may be used to ladder into third- and fourth-year programming in Environmental Practice or Environmental Science or they can apply and credits may be transferred to other undergraduate degree completion options including Interdisciplinary Studies, Justice Studies, Professional Communication, Hospitality and Tourism Management¹, and Business Administration.

Students who successfully complete the undergraduate certificate in Applied Environmental Sciences may continue their education in the field through the proposed program.

2. Market Need

A. Social & Economic Benefits

The proposed undergraduate diploma development is our response to the Ministry's call for enhanced access to postsecondary programming for undergraduate students in the West Shore region.

The program reflects RRU's Learning, Teaching and Research Model and prepares students for upper degree programs and for a labour market that requires competencies in adaptability, technology, problem solving, and human skills.

The program design builds on the Undergraduate Certificate in Applied Environmental Sciences and also offers students the flexibility to complete an academic credential should they decide to pause or redirect their studies after Year Two. Successful completion of the program offers a range of transfer opportunities into various degree completion programs.

B. Labour Market Demand

i. Labour Market Overview

The demand for environmental graduates – undergraduates and graduates with the knowledge and evolving skills to address the 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

¹ Standard admission requirements include at least 420 hours of hospitality/tourism-related work experience, volunteer work, guest service-related experience or cooperative education.

environmental science and subsequent needs for continuous educational up-skilling. In Canada, 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.

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".*

With 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 mean that our STEM graduates are in extremely high demand and, if effectively tapped, the recruitment outlook is very positive.

ii. Student Demand

Currently, West Shore students are underserved by the post-secondary education system. The West Shore of the Capital Regional District is one of the fastest growing regions in Canada but has lower than provincial average transition rates to post-secondary education (PSE). Only forty-three percent of West Shore high school graduates transition directly to PSE, compared to the provincial average of 52.5%. The gap is much more pronounced for university transition specifically, with just 17.2% of West Shore graduates attending university immediately after their high school graduation. This proposed diploma will offer students living in the West Shore additional options and increased access to post-secondary programming.

Although on its own the diploma will not fulfill the requirements for provincial or national environmental certifications, it will contribute towards the required academic coursework to achieve these certifications. Specifically, consultations are ongoing with RPBio and ECO Canada to explore how courses in the diploma will contribute towards the academic requirements for

the Environmental Professional in-training (EPt), Registered Professional Biologist (BPBio) and Professional Agrologist designations.

iii. Financial Impact on Students

Tuition fees have yet to be determined while ancillary [fees](#) are posted to the RRU website. The proposed program meets the requirements for full-time student funding eligibility.

3. Environmental Scan

With this proposed program being a part of the Ministry's West Shore initiative to enhance access to post-secondary education in the West Shore area, there have been multiple discussions with the Ministry and our collegial Langford Campus partners the University of Victoria and Camosun College about our intention to pursue the development of undergraduate environmental sciences programming.

This program is distinct in that it is:

- the only undergraduate environmental sciences program offered on site in Langford to West Shore residents and,
- provides students with an academic credential of Undergraduate Diploma in Applied Environmental Sciences should they need the flexibility to pause their studies after their successful completion of the program, or to transfer to pursue their educational goals.

The development of this new program is informed by current research and literature including the March 2019 report commissioned by the provincial government and prepared by Royal Roads University, "*Assessing Post-Secondary Education Needs in the West Shore: Responding to Growing Demand*," which detailed the region's rapid population growth, projected demand for workers with post-secondary education and training, and the comparatively lower PSE transition rates among School District 62 (Sooke) graduates.

As part of the program and pedagogical development, a short survey (six questions) was sent to 65 recent graduates of the current BSc. completion program – i.e., the last ten years – for whom we had viable e-mail access. We had a 43% response rate, with 28 students responding with both quantitative and detailed qualitative responses. Program graduates were very supportive of our undergraduate expansion plans and offered detailed information on what program skills they found most useful in their current environmental positions, as well as suggestions for skills and content we may want to incorporate into the program, which we did.

Once the proposal was fully formed, we proceeded through a series of internal consultations and revisions. Specifically, the proposal was presented to the faculty and staff within the School of Environment and Sustainability, as well as faculty and institution level committees. These committees provided extensive commentary and suggested revisions. Consultations were also held with the Indigenous Education Group, who graciously provided commentary and suggested revisions to the proposal. External consultation is ongoing with EcoCanada, the

College of Applied Biologists and the BC Institute of Agrologists to align curriculum with industry certification requirements.

4. Institutional Fit, Mandate, Capacity

A. Mandate

The program is structured to provide extensive hands-on experiences and practical skills development through lectures, discipline-specific laboratory and field work, an integrated field school 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. The proposed program will have an applied focus. Similar to students in the current degree completion program offered by RRU, students will integrate theory and practice in an interdisciplinary science program that makes them employment ready. The proposed undergraduate certificate aligns with RRU's Learning, Teaching, and Research Model and offers curriculum and learning experiences that are:

1. Action-orientated
2. Applied
3. Interdisciplinary
4. Embrace uncertainty and complexity

B. Capacity

For business planning purposes, the FTE target is 22 for the Undergraduate Certificate in Applied Environmental Sciences for the 2025 intake. This is considered a base FTE target as we have capacity to exceed this enrolment. We anticipate strong retention and transfer of most of these students into the proposed diploma program for their second year beginning September 2026. The Integrated Academic Planning and Strategic Enrolment team will support the establishment of enrolment targets for the suite of programs.

C. Demonstrated Expertise

We have demonstrated expertise with our BSc in Environmental Science completion degree, a program which has built significant and substantive recognition in the last 25 years.

5. Curriculum and Program Structure

A. Program Structure

The undergraduate diploma is a two-year program comprised of 20 required courses for a total of 60 credits. It includes courses in essential applied environmental science skills with classroom learning, hands on laboratory work and field study, as well as a shared academic writing course in the first year across three undergraduate certificate programs. The curriculum features the opportunity to develop and practice not only applied field and laboratory skills, but also the soft skills that employers want including critical thinking, collaboration, communication, leadership,

writing, project management and others in an interdisciplinary science program. Specific discipline laboratory and field courses will introduce discipline specific techniques and concepts, that will be built on in the field school courses to be applied to real world problems.

B. Curriculum

The proposed program integrates skills and knowledge in the learning environment to mirror the need to integrate skills and knowledge in environmental professions.

Our students will experience the program as a connected whole, rather than as an aggregate of unrelated courses. This design makes the major task of integrating all the specific outcomes much easier to achieve, and many of the important collaboration and communications outcomes are realized in the process of co-operative learning fostered by the program. The curriculum will be project-driven as much as possible to clearly link the classroom instruction to field, laboratory, or research projects that the students will plan, implement, report upon, and critique, drawing from multi-scaled real-world cases (local, regional, national and international). Specifically, throughout the program's courses, assignments will ask students to assess their current knowledge, decide what knowledge or skills they need to acquire and then demonstrate their skills or knowledge in the context of the problem. This emphasis also helps students to develop their analytic and critical thinking skills and become independent learners who can also collaborate.

PROGRAM SCHEDULE FOR					
ENVST-DIP Undergraduate Diploma in Applied Environmental Sciences					
September 2026					
	Course	Credit	Course Title	Grade Scale	Delivery Mode
Year 1 courses may be completed through the Undergraduate Certificate in Applied Environmental Sciences.	Year 1 - Term One				
	MATH 105	3	Algebra and Trigonometry	4.33	On-Campus
	ECOL 201	3	Ecology 1	4.33	On-Campus
	BIOL 101	3	Cell Biology	4.33	On-Campus
	INDS 110	3	Theories of Interdisciplinary Research and Practice	4.33	On-Campus
	ENGL 110	3	Academic Writing	4.33	On-Campus
	Year 1 - Term Two				
	ENSC 101	3	History of Science and Environmental Thought	4.33	On-Campus
	GEOG 110	3	Human Geography	4.33	On-Campus
	CHEM 101	3	Structure, Bonding, and Properties of Materials	4.33	On-Campus
	MATH 165	3	Statistics for Environmental and Social Science	4.33	On-Campus
	ENSC 199	3	Laboratory and Field School 1	4.33	On-Campus
	Year 2 - Term One				
	CHEM 102	3	Physical and Organic Chemistry	4.33	On-Campus
	BIOL 201	3	Microbiology	4.33	On-Campus
	PHYS 101	3	Applied Physics	4.33	On-Campus
	LEAD 210	3	Leading for Change	4.33	On-Campus
	ENSC 221	3	Applied Qualitative and Quantitative Research	4.33	On-Campus
	Year 2 - Term 2				
	ENSC 306	3	Environmental Chemistry	4.33	On-Campus
	ECON 260	3	Ecological Economics	4.33	On-Campus
	MATH 201	3	Applied Calculus	4.33	On-Campus
	INDS 210	3	Systems Thinking	4.33	On-Campus
	ENSC 299	3	Laboratory and Field School 2	4.33	On-Campus
Total Number of Program Credits - 60 credits					

See **Appendix A** for the program competencies and learning outcomes, and **Appendix B** for a program map.

Course Descriptions

Year 1 - Term 1

MATH 105 Algebra and Trigonometry

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.

ECOL 201 Ecology 1

Introduces the principles of ecology. Topics include biotic and abiotic factors influencing species distributions, behavioral ecology (including foraging, intra- and interspecific interactions), population ecology (distribution and abundance, life histories, population dynamics) and community structure and function. Island Biogeography Theory, biodiversity and conservation biology will also be introduced in this course.

BIOL 101 Cell Biology

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.

INDS 110 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.

ENGL 110 Academic Writing

Develops effective means of academic communication including 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.

Year 1 - Term 2

MATH 165 Statistics for Environmental and Social Science

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.

CHEM 101 Structure, Bonding, and Properties of Materials

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.

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.

**Open to students in other programs.*

ENSC 101* History of Science and Environmental Thought

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.

**Open to students in other programs.*

ENSC 199 Laboratory and Field School 1

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 105, Chem 101, Math 165, Ecol 201, Biol 101, Encs 101

Year 2 – Term 1

CHEM 102 Physical & Organic Chemistry

Following concepts built in CHEM 101, investigates fundamental principles in the thermodynamics and kinetics of molecular interactions. Introduces electrochemistry and basic reactions and properties of organic compounds.

Prerequisite: CHEM 101

BIOL 201 Microbiology

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 101, Chem 102 (or corequisite)

PHYS 101 Applied Physics

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.

LEAD210* 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. 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.

**Open to year 2 students in other diploma programs.*

ENSC 221 Applied Qualitative and Quantitative Research

The first part of the course focusses on 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.

The second part of this course focuses on survey design and analysis, and builds on the introductory quantitative methods introduced in Math 165 Statistics course and complements the qualitative research part of the course. Explores 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.

Prerequisite: Math 165

Year 2 – Term 2

ENSC 306 Environmental Chemistry

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.

Prerequisites: Chem 101, Chem 102, Math 105

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.

**Open to year 2 students in other diploma programs.*

MATH 201 Applied Calculus

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.

Prerequisite: Math 105

INDS 210* 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. Incorporates methods for collaboration and design as key tools for system thinking and intervention.

**Open to year 2 students in other diploma programs.*

ENSC 299 Laboratory and Field School 2

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: Ensc 199, Chem 102, Biol 201, Ensc 306

C. Admission Requirements

Students enrolled in the Undergraduate Certificate in Applied Environmental Sciences may apply for a program transfer (prior to graduating from the certificate program) and will be admitted to year two subject to meeting progression GPA requirements as outlined by RRU's Academic Regulations.

For new students:

Standard Admission

Graduation from a Canadian secondary school or comparable high school, with a language arts (English 12) minimum of C+ (67%) and a minimum “B” (73%) average in three 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

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 Admission

Applicants who have not met the standard admission requirements may be considered based on a combination of education, informal learning, and real-world experiences, as per our flexible admissions policy. Flexible admission will also be considered for high school graduates who have not met the GPA requirement.

6. Financial and Risk Analysis

To be completed in cooperation with Finance following Academic Council approval.

Appendices

- i. Appendix A: Program Competencies & Learning Outcomes
- ii. Appendix B: Program Map

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

	<ul style="list-style-type: none"> Demonstrate acquisition of new knowledge in a variety of disciplines through assessments
3. Competency - Leadership	
<i>Learning Outcome</i>	<i>Sample Assessment Criteria</i>
3.1 Demonstrate change and leadership potential	<ul style="list-style-type: none"> Articulate ideas about learning as a skill that can be developed and nurtured Reflect on personal learning, challenges, and ways to grow as a learner Reflect on non-Western or Eurocentric leadership styles and demonstrate how these can be incorporated into personal leadership style
4. Competency – Research & Critical Analysis	
<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"> Identify contributing factors behind issues that negatively impact the well-being of local and/or global communities Conduct research on ways to reduce or eliminate social issues and contributing factors
4.2 Explore and analyze and propose solutions to real-world issues and problems	<ul style="list-style-type: none"> Develop strategies, plans and ideas to adapt when new problems and challenges arise Analyze issues and problems from multiple perspectives and Ways of Knowing, Being and Doing Select and use problem solving techniques to create solutions Review, understand, and report on information and research related to topic under consideration Develop probing questions to guide examination of an issue, problem, or challenge
5. Competency – Global Citizenship	
<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, events, and emerging frontiers of knowledge	<ul style="list-style-type: none"> Use present-day knowledge, skills, and information to assess issues to become an informed citizen of the world Examine key events from different perspectives including systems perspectives taking into consideration circumstances, setting, and background knowledge Examine and compare different social and cultural perspectives on topics essential to human wellbeing 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 Critically examine the role(s) of International Agencies/NGOs (e.g., UN, World Bank, NATO, G7, OECD) Demonstrate understanding and respect for ethics and protocols that pertain to Indigenous knowledge systems

5.2 Integrate global perspectives to demonstrate an appreciation and respect for diversity	<ul style="list-style-type: none"> • Appreciate and bolster the importance of different Ways of Knowing and Being • Actively listen and appreciate others' views when collaborating • Connect knowledge from multiple, diverse, and interdisciplinary values and perspectives • Apply an understanding of cultural differences to create shared meaning based on those differences • Compare and contrast social and cultural perspectives relevant to topics essential to human wellbeing. • Articulate different world views to demonstrate an understanding of contemporary global values and attitudes
5.3 Integrate Indigenous Knowledges	<ul style="list-style-type: none"> • Define communities in an Indigenous context and how that differs from normative definitions • Relate principles of Indigenous knowledge to research in science and social science. • Examine approaches for working with Indigenous communities, organizations, and stakeholders in environmental projects. • Understand the place-based relationship and kinship ties that exist between land, water, identity and worldview for Indigenous peoples and their nations. • Analyze the impact of ongoing colonialism on Indigenous communities • Describe the significance of Indigenous sovereignty and governance as it relates to the environment, research, and knowledge dissemination.
6. Competency – Ethics & Values	
<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"> • Understand one's identity, beliefs, positionality, and values as both constructed and inherent • Understand and define positionality in relation to privilege and power and how that impacts one's worldview and relationships • Describe how structural and societal issues and challenges can shape our understanding of self • Assess one's personal learning and describe the associated results • Apply critical thinking and reflection during the learning process and when charting and reflecting upon one's own course of learning • Reflect on personal values, as well as the values of local, national, and global communities • Apply techniques that demonstrate self-care within a learning context (for example, setting realistic timelines, goals, and taking time to reflect on well-being)
7. Competency – Knowledge & Application	
<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">• Employ relevant disciplinary theories in class contributions and assignments• Incorporate vocabulary and concepts from the discipline into discussions and written work• Implement the methodologies of the discipline correctly and thoroughly
7.2 Apply subject-specific knowledge and skills in meaningful and effective ways	<ul style="list-style-type: none">• Apply subject-specific concepts, theories, and methods toward the investigation, analysis, interpretation, and/or response to problems, challenges, and issues• Relate principles of respect and integrity toward subject-specific knowledge• Implement subject-specific knowledge and skills to effectively solve “real world” problems or challenges

Appendix B: Program Map

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 105	3		1									1	1
Ecology 1	ECOL 201	3		1									1	1
Cell Biology	BIOL 101	3		1									1	1
Theories of Interdisciplinary Research and Practice	INDS 110	3	1	1	1					1	1	1	1	
Academic Writing	ENGL 110	3	1	1	1					1				1
Winter														
History of Science and Environmental Thought	ENSC 101	3	1		1		1				1		1	
Human Geography	GEOG 110	3	1	1	1		1	2	1			1		
Structure, Bonding and Properties of Materials	CHEM 101	3		1									1	1
Statistics for Environmental & Social Science	MATH 165	3	1	1			1	1					1	1
Laboratory and Field School 1	ENSC 199	3	1	1					1		1		1	1

YEAR 2														
Fall														
	#	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
Physical and Organic Chemistry	CHEM 102	3		1									1	1
Microbiology	BIOL 201	3		1				1				1	1	1
Applied Physics	PHYS 101	3		1									1	1
Leading for Change	LEAD 210	3		2	2	1				2		2	2	
Applied Qualitative and Quantitative Research	ENSC 221	3		2	2			2	2		2	2		2
Winter														
Environmental Chemistry	ENSC 306	3											2	2
Ecological Economics	ECON 260	3	1	1	1			1				1	1	1
Applied Calculus	MATH 201	3		1									1	1
Systems Thinking	INDS 210	3		2		1		2	2			1	2	2
Laboratory and Field School 2	ENSC 299	3	2	2					2		2		2	2



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: dd-mmm-yyyy
Academic Council	Approve/Recommend: 01-May-2025
Curriculum Committee	Approve/Recommend: 16-Apr-2025
Executive Committee (new/major revisions)	Approve/Recommend dd-mmm-yyyy
Proposal Notes (for VPA office use only)	
1. Academic Council approval date added. 2025-05-12 2. Admissions Committee approval date added. 2025-05-22 3. Minor updates to Rationale, Introduction and Admission Requirements sections to reflect approved admissions proposal. 2025-05-22	

To be completed by program area prior to submission to dean

Program Name	Undergraduate Diploma in Social Sciences	
Name, School, and Faculty of Proposal Submitter	Shelley Jones, COIS	
Effective Date: (i.e., indicate relevant start date)	September 2026	
Type of Submission:	X	New Program – first submission
		New Program – subsequent submission
		Program Variation:
		New Specialization
		Dual Degree
		Alternate/customized structure (e.g. offshore)
		Other (specify)
		Revised Program (minor)
	Revised Program (major)	
Rationale for the proposal (please be brief; maximum 30 words)	The Undergraduate Diploma in Social Sciences will expand program offerings on the West Shore. Students may transition into the program from one of three undergraduate certificates in Social Sciences, Applied Environmental Sciences or Business and Sustainability. For those who wish to continue their studies, the program ladders into the BA in Interdisciplinary Studies or they can apply and credits may be transferred to other RRU completion degrees in Business Administration, Environmental Practice (BA), Justice Studies, Communication, and Hospitality and Tourism Management.	
Admissions Committee Review See https://staff.myrru.royalroads.ca/services/vpap/AC/AdmissionsCtee/default.aspx	X	Required for new programs and proposed admission changes to existing programs Approval date: 22-May-2025

Program Learning Outcomes are included as appendices to this proposal	X	Yes (required)
Consultation with RRU services for this proposal:		Centre for Teaching & Educational Technologies (for outcomes, course descriptions, program mapping, see http://ctet.royalroads.ca/learning-design-process)
	X	Registrar (for new course and program codes - ASW.Administrator@royalroads.ca)
	X	Financial Aid and Awards (to review program schedule and potential implications for financial aid eligibility)
	X	Marketing (for new & revised programs to assist in promotion)
		Other academic or business units affected by the proposal (specify)

New Program Plan

1. Introduction

Through the proposed undergraduate diploma, we will expand post-secondary programming options for students living in the West Shore communities. By completing the proposed program, students will earn an undergraduate credential that may be used to ladder into third- and fourth-year programming in Interdisciplinary Studies, or they can apply and credits may be transferred to other undergraduate degree completion options including Business Administration, Environmental Practice (BA), Justice Studies, Professional Communication, and Hospitality and Tourism Management¹.

Students who successfully complete the Undergraduate Certificate in Social Sciences may continue their education in the field through the proposed program. Additionally, students who complete the Undergraduate Certificate in Applied Environmental Sciences or Undergraduate Certificate in Business and Sustainability may transfer to the Undergraduate Diploma in Social Sciences for year 2 of their studies.

2. Market Need

A. Social & Economic Benefits

The proposed undergraduate diploma development is our response to the Ministry's call for enhanced access to postsecondary programming for undergraduate students in the West Shore region.

The program reflects RRU's Learning, Teaching and Research Model and prepares students for upper degree programs and for a labour market that requires competencies in adaptability, technology, problem solving, and human skills.

The program design builds on the Undergraduate Certificate in Social Sciences and also offers students the flexibility to complete an academic credential should they decide to pause or redirect their studies after Year Two. Successful completion of the program offers a range of transfer opportunities into various degree completion programs.

B. Labour Market Demand

i. Labour Market Overview

¹ Standard admission requirements for the Bachelor of Hospitality and Tourism Management include at least 420 hours of hospitality/tourism-related work experience, volunteer work, guest service-related experience or cooperative education.

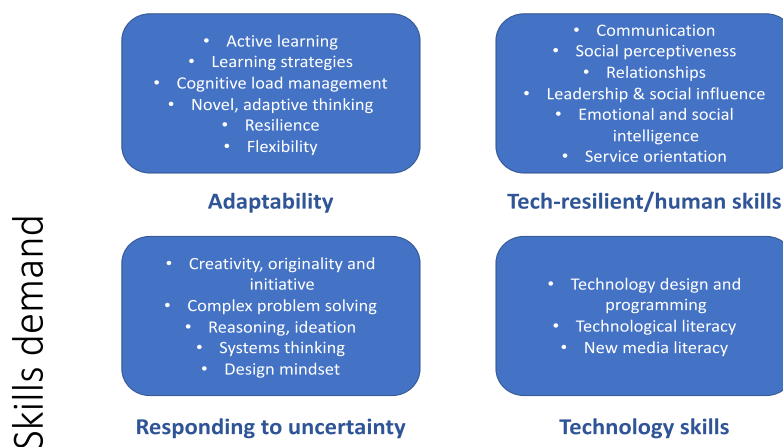
The development of this new program is informed by current research and literature including the March 2019 report commissioned by the provincial government and prepared by Royal Roads University, “*Assessing Post-Secondary Education Needs in the West Shore: Responding to Growing Demand*,” which detailed the region’s rapid population growth, projected demand for workers with post-secondary education and training, and the comparatively lower PSE transition rates among School District 62 (Sooke) graduates.

According to studies conducted by Nesta² and Brookfield Institute³, the future of work is dominated by several trends, including:

1. Technological change (e.g., automation and artificial intelligence) that may significantly alter the in-demand skills of the future labour force—albeit in unpredictable and uncertain ways.
2. Macroevironmental trends (e.g., environmental sustainability, increasing inequality, political uncertainty, globalization) that will alter the context of work and the kinds of problems that “work” is expected to solve.

The first of these trends suggests a need to shift away from the emphasis on technical knowledge and toward the development of competencies related to adaptability, dealing with ambiguity, and “human skills”.

Figure 2. Skills for the 21st Century job market^{4, 5, 6, 7}



² Bakhshi, H., Downing, J., Osborne, M. and Schneider, P. (2017). *The Future of Skills: Employment in 2030*. London: Pearson and Nesta.

³ Thornton, J., and Rivera, D. (n.d.). *Signs of the Times: Expert insights about employment in 2030*. Brookfield Institute. Retrieved from <https://brookfieldinstitute.ca/wp-content/uploads/Sign-of-the-Times-online.pdf>.

⁴ World Economic Forum. 2018. The future of jobs report. Retrieved from www3.weforum.org/docs/WEF_Future_of_Jobs_2018.pdf

⁵ Grant, M. 2016. *Aligning skills development with labour market need*. Ottawa: The Conference Board of Canada. Retrieved from <https://www.conferenceboard.ca/e-Library/document.aspx?did=7926>

⁶ RBC. 2018. Humans wanted. Retrieved from www.rbc.com/newsroom/_assets-custom/pdf/03-2018-rbc-future-skills-report.pdf

⁷ Institute for the Future. 2011. Future work skills: 2020. Retrieved from <http://www.iftf.org/futureworkskills/>

ii. Student Demand

Currently, West Shore students are underserved by the post-secondary education system. The West Shore of the Capital Regional District is one of the fastest growing regions in Canada but has lower than provincial average transition rates to post-secondary education (PSE). Only forty-three percent of West Shore high school graduates transition directly to PSE, compared to the provincial average of 52.5%. The gap is much more pronounced for university transition specifically, with just 17.2% of West Shore graduates attending university immediately after their high school graduation. This proposed program will target West Shore high school graduates whether they are just graduating from high school or graduated within the last few years.

iii. Financial Impact on Students

Tuition fees have yet to be determined while ancillary [fees](#) are posted to the RRU website. The proposed program meets the requirements for full-time student funding eligibility.

3. Environmental Scan

With this proposed program being a part of the Ministry's West Shore initiative to enhance access to post-secondary education in the West Shore area, there have been multiple discussions with the Ministry and our collegial Langford Campus partners the University of Victoria and Camosun College about our intention to pursue the development of undergraduate challenge-based programming.

This program distinguishes itself by:

- being the only second year undergraduate social sciences program offered on site in Langford to West Shore residents and,
- providing students with an academic credential of Undergraduate Diploma in Social Sciences should they opt to either stop their studies after their successful completion of the program or transfer to another post-secondary education institution to pursue their studies.

4. Institutional Fit, Mandate, Capacity

A. Mandate

The proposed undergraduate diploma aligns with RRU's Learning, Teaching and Research Model and offers curriculum and learning experiences that are grounded in:

1. Interdisciplinarity
2. Communication and relationship-building
3. Real world, action-oriented application of knowledge
4. Grappling with uncertainty and complexity
5. Leadership and transformation
6. Creativity and innovation

7. Community engagement
8. Self-development
9. Multiliteracies and emergent technologies (i.e., AI)
10. Exploration of career paths

B. Capacity

For business planning purposes, the FTE target is 22 for the Undergraduate Certificate in Social Sciences for the 2025 intake. This is considered a base FTE target as we have capacity to exceed this enrolment. We anticipate strong retention and transfer of most of these students into the proposed diploma program for their second year beginning September 2026. It is plausible that some students completing the Undergraduate Certificates in either Business and Sustainability or Applied Environmental Sciences may opt to transfer into this Diploma. The Integrated Academic Planning and Strategic Enrolment team will support the establishment of enrolment targets for the suite of programs.

C. Demonstrated Expertise

The proposed diploma draws on the well-established expertise of RRU faculty, researchers and Canada Research Chairs in the social sciences space. Having offered a variety of Bachelor level completion degrees for many years we are well versed in current scholarship and research in the topic areas that are core to the diploma including but not limited to leadership, justice, communication, and systems thinking.

5. Curriculum and Program Structure

A. Program Structure

The undergraduate diploma is a two-year program comprised of 20 courses (3 credits/course) for a total of 60 credits. It includes courses in a range of social science topics, applied challenge-based courses, and choice of electives. In addition, emphasis will be placed on engagement with generative AI, understanding how skills and knowledge gained through the program align with employment, incorporating excursions and guest speakers, and drawing upon the arts (e.g., literature and film) to enrich learning. We will be integrating visits from Work Integrated Learning (WIL) and each course includes a small assignment in which students are asked to explore various careers in that discipline (e.g., by secondary research, or interviewing someone working in the area).

Consideration has also been given to credit transfers to other post-secondary institutions (PSIs) in British Columbia. Where possible, courses have been designed so that they correspond to courses at other PSIs to facilitate course-by-course transfer.

Since transfer credit cannot be negotiated with other PSIs until the course syllabus is fully developed, the actual transfer opportunities from this program cannot be known with certainty. However, several of the courses in the Undergraduate Diploma in Social Sciences are considered standard for curriculum in the subject area.

See **Appendix B** for a proposed program structure/schedule.

B. Curriculum

The diploma is designed to offer students exposure to a breadth of primarily social science courses that will offer them insights into the kinds of knowledge, skills and careers associated with these academic areas. The unifying elements of the courses are the program Learning Outcomes. See **Appendix A** for the program competencies and learning outcomes.

Core skills that thread throughout the courses include: critical thinking; collaboration and teamwork; active listening and reading; real world application of disciplinary knowledge; effective writing; research; respectful engagement in debate/argument; self-reflection and reflection on learning; interpersonal skills; problem-solving and analysis; exploration of bias, false narratives and challenging assumptions; self-care and well-being

Core knowledge that threads throughout the courses include: awareness of global initiatives, accords, and resolutions (e.g., SDGs, Paris Climate Agreement, International Declaration of Human Rights); awareness of understanding of the roles of international agencies (e.g., UN, World Bank, NATO); different world views and multiperspectivism; intercultural communication and understanding; Indigenous history, perspectives and current issues and concerns; history and impacts of colonialism; decolonization; social and political movements and their reflection of/impact on society.

Course Descriptions

Year 1 courses may be completed through the [Undergraduate Certificate in Social Sciences](#), [Undergraduate Certificate in Business and Sustainability](#), or [Undergraduate Certificate in Applied Environmental Sciences](#).

Year 2 – Term 1

CESL 200 Community Engagement and Service Learning

Integrates academic learning with community service by engaging students to apply their classroom knowledge to real-world experiences in the Greater Victoria area. Students collaborate with local organizations to develop problem-solving skills and gain practical experience in leadership, teamwork, and communication. This experiential learning course enhances critical thinking, community engagement, adaptability, and cultural awareness.

**Open to year 2 students in other diploma programs.*

ENGL 200 Writing and Literature for Inquiry and Action

Helps students to strengthen the writing and research skills they developed in ENGL110. Furthers their critical thinking skills, writing voice, and ability to work respectfully with diverse communities through assignments such as a positionality statement, literary analysis, research

proposal, and place-based writing challenge. Incorporates the study of short stories, creative essays, and poetry with themes relevant to the social sciences, including health, social justice, cultural identity, and Indigenous experiences, to foster students' cultural competence, empathy, and familiarity with elements of storytelling pertinent to qualitative research.

**Open to year 2 students in other diploma programs.*

POLI 201 Introduction to Political Science

Political Science is about the different processes by which all kinds of resources are allocated. Who gets what, when, where, how and why in the domestic political and international system? In this course we introduce the conflict around these resources through basic concepts of political science including power, ideology, democracy, the state, society and the different relationships between them. Much of this is viewed through the predominant lens of globalization which is a central focus of the course and allows for an interdisciplinary perspective.

**Open to year 2 students in other diploma programs.*

LEAD 210 Leading for Change (core course UDipAES & UDipBS, y2t1)

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. 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.

**Open to year 2 students in other diploma programs.*

Elective

Year 2 – Term 2

COMM 213 Media and Society

Examines the relationship between media and society, including identity, behaviour, social structure, institutions, policy, politics and economics. Features classic and contemporary sources in support of a broadly conceived media sociology curriculum, one that mixes conceptual and topical content.

**Open to year 2 students in other diploma programs.*

JUST 260 Humanitarianism and Justice

Explores profound questions about what constitutes a good life and how we should behave to foster it. Investigates the structures that help us to better care for ourselves and one another

both in good times and challenging times. Focuses on the intersection between humanitarianism and justice in order to develop reflexive thinking and to respect and foster wellbeing and human dignity by questioning the role of the state, of law, of citizenship, of the commons, of social justice, of criminal justice, and of state actors.

**Open to year 2 students in other diploma programs.*

COMM 212 Global Issues through Literature and Film

Explores pressing global issues—such as climate change, migration, social justice, political economy, war and peace, culture, decolonization, and human rights— as understood and represented through the lenses of literature and film. Drawing on communication and media studies, students will analyze global narratives, the human condition and cultural memory. Combining theory with practical skills, the course invites students to examine how writers and filmmakers across cultures represent the global condition through various forms of storytelling.

**Open to year 2 students in other diploma programs.*

SOSC 299 Social Science Research for Community Change

Undertakes research into local, community-based challenges using social science research methods and methodologies. Working in teams, students will take an interdisciplinary approach to proposing, implementing and disseminating results from a research project that investigates and proposes solutions to these challenges.

**Open to year 2 students in other diploma programs.*

Elective

Elective Options (subject to enrolment and scheduling)

IHMN 212 Canadian Hospitality Law

Introduces students to the legal framework of the Canadian legal system, human rights, contract law, and the law of negligence. Within specifics of tourism and hospitality, waiver, accommodation, food, beverage, and inn-keeper guest relationship are explored using case law and present-day implications. Students actively participate in the case law discussion during class having come prepared with notes and having read the assignment pages prior to class discussions.

INDS 210 Systems Thinking (core course UDipAES y2t2)

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. Incorporates methods for collaboration and design as key tools for system thinking and intervention.

INDS 208 Indigenous Perspectives in Film, Audio and Video

This course delves into the vibrant tapestry of Indigenous cultures, languages and lands, as represented in film, audio, and video works crafted by Indigenous creators, fostering a deeper understanding of Indigenous perspectives and experiences.

LEAD 236 Planetary Health Leadership

This course examines how the personal, social, economic, political, as well as climate change and environmental degradation, influence the health of individuals and populations and in which ways humans are impacting the planet, other humans and communities, and the more-than-human. The course will introduce you to planetary health leadership from a systems lens and through interdisciplinary and multiple perspectives, including Marshall's Two-Eyed Seeing. You will work with case studies to further explore examples of how to lead oneself as an agent of transformation and collaborate with others to address the challenges to planetary health and support a regenerative process.

STNL 201 Business and Humanity (core course UDipBS, y2t1)

Focusing on the social dimensions of business, this course investigates how businesses and social entrepreneurs address complex human challenges. Students will explore the concept of wicked problems and the role of business in creating positive societal impact. Themes of social justice, human rights, and ethical leadership are examined alongside integrative thinking and design thinking tools. The course provides students with a deeper understanding of how businesses can contribute to human flourishing, creating lasting change for individuals and communities.

ENMN 226 Introduction to Finance (core course UDipBS, y2t1)

This course introduces the foundational concepts of finance within a business context. Students will explore key financial principles, including financial statements, budgeting, and financial analysis, with an emphasis on decision-making and resource allocation. The course also highlights the role of finance in promoting sustainable business practices, considering how financial tools and strategies can support long-term environmental and social goals. By the end of the course, students will be equipped to evaluate financial performance and make informed, ethical financial decisions in business.

STNL 224 Business Law and Ethics (core course UDipBS, y2t1)

This course provides an introduction to the legal and ethical frameworks that govern business operations. Students will examine the foundational aspects of business law, including contracts,

corporate governance, and regulatory compliance, while exploring ethical decision-making processes in business. Emphasis is placed on understanding the role of law and ethics in fostering sustainable business practices, corporate social responsibility, and stakeholder accountability. The course prepares students to navigate legal challenges and make ethically sound decisions in a rapidly evolving business landscape.

STNL 231 Introduction to Indigenous Business in Canada (core course UDipBS, y2t1)

This course explores the unique dimensions of Indigenous business practices in Canada, focusing on how Indigenous knowledge systems, historical contexts, and legal frameworks influence contemporary Indigenous business ecosystems. Students will delve into the characteristics of Indigenous businesses, the role of land, governance structures, and community relationships in business operations, as well as the challenges and opportunities faced by Indigenous peoples in relation to business development.

IHMN 222 Sales Fundamentals in Tourism and Hospitality (core course UDipBS, y2t2)

This course introduces students to the core principles and strategies of sales within the context of the tourism and hospitality industries. Students will explore the sales process, customer relationship management, and techniques for identifying and meeting customer needs specific to tourism and hospitality. Emphasis is placed on creating memorable customer experiences, building loyalty, and understanding the unique challenges and opportunities in this sector. The course also highlights the integration of sustainability into sales practices, considering how tourism and hospitality businesses can align with sustainable travel trends, eco-tourism, and responsible business practices. By the end of the course, students will be equipped with the skills to develop effective sales strategies that resonate with customers while promoting sustainability in the tourism and hospitality industry.

COMM 204 Digital Communication for Social Impact (core course UDipBS, y2t2)

This course explores the principles and practices of digital communications with a focus on their application for social good and positive societal impact. Students will examine digital communication tools and platforms, learning how to craft effective messages and campaigns that engage and mobilize audiences around social, environmental, and ethical causes. The course integrates concepts of social responsibility, ethical communication, and digital literacy, emphasizing how communication strategies can promote sustainability, inclusivity, and community engagement. By the end of the course, students will have the skills to develop digital communication strategies that not only reach diverse audiences but also drive meaningful change in the context of social impact.

STNL 211 Introduction to Business Model Innovation (core course UDipBS, y2t2)

This course combines the principles of design thinking with the development of innovative business models to solve complex problems and create sustainable value. Students will learn how to apply design thinking methodologies—empathy, ideation, and prototyping—alongside business model innovation frameworks to develop creative solutions that meet the needs of customers and stakeholders. Emphasis is placed on iterating ideas, testing assumptions, and building business models that are not only viable and scalable but also socially and environmentally responsible. By the end of the course, students will be equipped with the tools and mindset to drive innovation within organizations and foster long-term business success.

ECON 260 Ecological Economics (core course UDAES, y2t2)

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.

C. Admission Requirements

Students enrolled in the Undergraduate Certificate in Social Sciences (UCSS) may apply for a program transfer to the diploma program (prior to graduating from the certificate program) and will be admitted to year two subject to meeting progression GPA requirements as outlined by RRU's Academic Regulations.

Students enrolled in the Undergraduate Certificate in Applied Environmental Sciences (UCAES) or Undergraduate Certificate in Business and Sustainability (UCBS) or graduates of the UCSS, UCAES or UCSB programs returning from a break in their studies may apply to the diploma program and will be admitted to year two and granted transfer credit subject to meeting progression GPA requirements as outlined by RRU's Academic Regulations.

For new students:**Standard Admission**

Graduation from a Canadian secondary school or comparable high school, with a language arts (English 12) minimum of C+ (67%) and a minimum "B" (73%) average in three academic Grade 12 courses.

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 Admission

Applicants who have not met the standard admission requirements may be considered based on a combination of education, informal learning, and real-world experiences, as per our flexible admissions policy. Flexible admission will also be considered for high school graduates who have not met the GPA requirement.

6. Financial and Risk Analysis

To be completed in cooperation with Finance following Academic Council approval.

Appendices

- i. Appendix A: Program Competencies & Learning Outcomes
- ii. Appendix B: Proposed program structure/schedule
- iii. Appendix C: Undergraduate Framework

Appendix A: Program Competencies & Learning Outcomes

*** Revised from the Year 1 & 2 Proposal by Todd Thexton 2019**

<i>1.Competency – Collaboration & Communication</i>	
<i>Learning Outcome</i>	<i>Assessment Criteria</i>
1.1 Collaboratively work across and within community contexts and structures	<ul style="list-style-type: none"> • Work with others in a variety of contexts with different purposes to achieve collective goals • Develop a sense of well-being in a group through mutual encouragement and respect • Engage in collaborative, supportive relationships that enhance one's own and others' learning • Contribute value to the well-being of communities • Cooperate with individuals and groups by being honest and transparent in all interactions • Keep networks active by sharing information and communicating frequently with others • Contribute to designing and implementing team agreements • Self- and peer-evaluation on team contributions • Reflection on personal and team achievements and challenges
1.2 Use communication skills to effectively articulate understanding and ideas	<ul style="list-style-type: none"> • Comprehend and process incoming messages and information through inquiry and active listening and reading. • Participate effectively in discussions by posing thoughtful questions and building on others' ideas • Generate and convey ideas that show regard for the intended audience • Think critically about one's own communication style

	<ul style="list-style-type: none"> Identify different modes of communication and understand their impact and purpose Demonstrate ability to use different modalities and genres appropriately to convey ideas/information
<i>2.Competency - Interdisciplinarity</i>	
<i>Learning Outcome</i>	<i>Assessment Criteria</i>
2.1 Work with different bodies of knowledge to communicate ideas and positions	<ul style="list-style-type: none"> Explain how theories and concepts learned apply to relevant and novel situations Analyze information gained from a variety of sources Cite different sources of knowledge in discussions and assignments Create coherence by integrating new learning with one's previous learning and experience and integrating what is learned across disciplines. Apply a range of disciplinary knowledge to comprehend real life situations Demonstrate acquisition of new knowledge in a variety of disciplines through assessments
<i>3.Competency - Leadership</i>	
<i>Learning Outcome</i>	<i>Assessment Criteria</i>
3.1 Demonstrate Change Maker and leadership potential	<ul style="list-style-type: none"> Treat the capability for learning as a learnable skill Treat challenges in the learning process as opportunities to grow as a learner.
<i>4.Competency – Research & Critical Analysis</i>	
<i>Learning Outcomes</i>	<i>Assessment Criteria</i>
4.1 Engage in research concerned with pertinent social issues	<ul style="list-style-type: none"> Identify contributing factors behind issues that negatively impact the well-being of local and/or global communities Conduct research on ways in which to mitigate or eradicate those issues/contributing factors
4.2 Explore and analyze solutions to real-world issues and problems	<ul style="list-style-type: none"> Adapt to the challenges of new and novel problems Analyze issues and problems from multiple perspectives

	<ul style="list-style-type: none"> • Select and use problem solving techniques to create solutions • Review, understand, and report on information and research related to topic under consideration • Develop probing questions to guide inquiry
<i>5.Competency – Global Citizenship</i>	
<i>Learning Outcome</i>	<i>Assessment Criteria</i>
5.1 Show attentiveness to local and global issues through being informed, open-minded and responsive to pressing issues, events, and emerging frontiers of knowledge	<ul style="list-style-type: none"> • Assess and apply the contemporary knowledge base and information sources currently available to be an informed citizen of the world • Demonstrate awareness of key current events from different perspectives and some contextual and background knowledge • Examine and compare different social and cultural perspectives on topics essential to human well-being • Understand the importance of global initiatives (e.g. SDGs), accords (e.g., Paris Climate Agreement), and resolutions (Universal Declaration of Human Rights) as well as their critiques • Critically examine the role(s) of International Agencies/NGOs (e.g., UN, World Bank, NATO, G7, OECD)
5.2 Integrate global perspectives to demonstrate an appreciation and respect for diversity	<ul style="list-style-type: none"> • Appreciate different ways of knowing and being • View other positions with positive regard • Proactively appreciate and integrate knowledge from multiple, diverse, and interdisciplinary values and perspectives. • Apply an understanding of cultural differences to create shared meaning based on those differences. • Examine and compare different social and cultural perspectives on topics essential to human well-being. • Acknowledge and articulate different world views which are foundational to contemporary global values and attitudes.
5.3 Integrate Indigenous Knowledges	<ul style="list-style-type: none"> • Define communities in an Indigenous context and how that differs from normative definitions

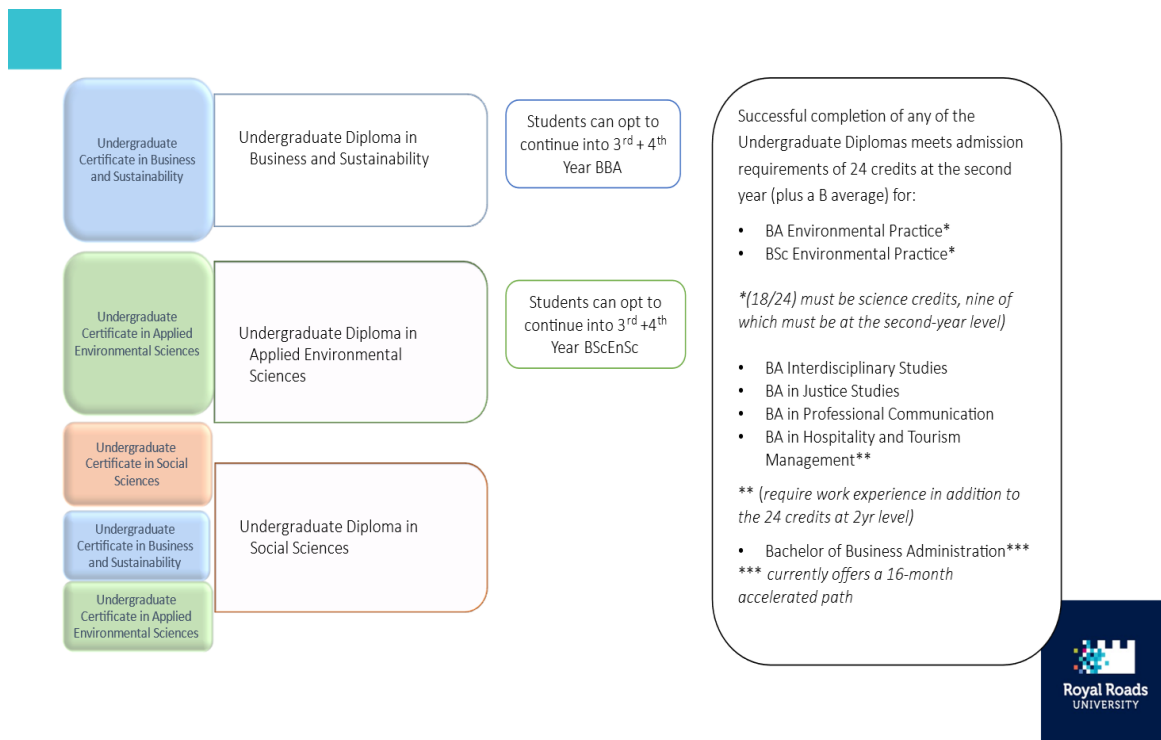
	<ul style="list-style-type: none"> • Relate principles of Indigenous knowledge to research in science and social science. • Examine approaches for working with Indigenous communities, organizations, and interest holders in environmental projects. • Understand the place-based relationship and kinship ties that exist between land, water, identity and worldview for Indigenous peoples and their nations. • Analyze the impact of ongoing colonialism on Indigenous communities • Describe the significance of Indigenous sovereignty and governance as it relates to the environment, research, and knowledge dissemination.
<i>6.Competency – Ethics & Values</i>	
<i>Learning Outcome</i>	<i>Assessment Criteria</i>
6.1 Reflect on expanded knowledge and growth based on individual position in the world	<ul style="list-style-type: none"> • Understand one's identity, beliefs, and values as both constructed and inherent • Demonstrate understanding of the ways in which society can shape our understanding of ourselves • Accurately evaluate one's own learning and the results produced through that learning. • Apply critical thinking and reflection during the learning process and when charting and reflecting upon one's own course of learning. • Articulate values of importance to learner, as well as values of importance to larger social contexts • Demonstrate a lived understanding of self-care • Effectively access resources (human, material, etc) when necessary • Seek and offer guidance/support
6.2 Challenge assumptions by applying ethical judgement, inquiry, reasoning and logic	<ul style="list-style-type: none"> • Use inquiry, reasoning and logic, to integrate facts, ideas, and theories to develop positions on issues. • Identify and challenge assumptions • Engage in processes of ethical reasoning and decision-making when faced with complex ethical dilemmas

	<ul style="list-style-type: none">• Demonstrate the ability to understand how accepted “truths”/meta narratives have been constructed and perpetuated• Demonstrate the ability to deconstruct normative assumptions and offer a different perspective• Reflect on the ways in which assumptions, metanarratives, certain “truths” have impacted the lives of groups, individuals, nations (e,g, colonialism, neoliberalism, wars, terrorism, immigration)• Examine current events in the world and identify the multiple factors that contribute to their complexity• Research, amass, and present evidence to support arguments
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Appendix B: Proposed Program Structure/Schedule

PROGRAM SCHEDULE FOR SOSCI-DIP Undergraduate Diploma in Social Sciences Year 1 completed through the Undergraduate Certificate in Social Sciences, Undergraduate Certificate in Business and Sustainability, or Undergraduate Certificate in Applied Environmental Sciences.				
Course	Credit	Course Title	Delivery Mode	Required or Elective
Year 2 - Term 1				
CESL 200	3	Community Engagement and Service Learning	On-Campus	Required
ENGL 200	3	Writing and Literature for Inquiry and Action	On-Campus	Required
POLI 201	3	Introduction to Political Science	On-Campus	Required
LEAD 210	3	Leading for Change	On-Campus	Required
Elective	3	<i>Choice of Elective</i>	On-Campus	Elective
Year 2 - Term 2				
COMM 213	3	Media and Society	On-Campus	Required
JUST 260	3	Humanitarianism and Justice	On-Campus	Required
COMM 212	3	Global Issues through Literature and Film	On-Campus	Required
SOSC 299	3	Social Science Research for Community Change	On-Campus	Required
Elective	3	<i>Choice of Elective - TBD</i>	On-Campus	Elective
Total Number of Program Credits - 60 credits				

Appendix C: Undergraduate Framework





Office of the Vice-President Academic and Provost
Report to the Board of Governors
 30 June 2025

GENERAL

- Vice-President Academic and Provost (VPAP) attended BCNet AGM and Connect event in Vancouver March 31 to April 3.
- VPAP attended Senior Women Academic Administrators of Canada (SWAAC) 2025 Conference – Leading in Changing Times - in Montreal, PQ May 13 to 16.
- VPAP and Academic Leadership Team hosted an academic planning session on May 20, 2025 with faculty to review recommendations of the Academic Program Optimization Committee’s Report and identify priority actions.
- **The Students Experiencing Strife at Home and Abroad Committee** was activated to respond to students impacted by wildfires across the nation. The application deadline for the new undergraduate certificates being offered at RRU Langford | John Horgan Campus has been extended to August 18.

LEARNING AND TEACHING

- **Shauneen Pete** and **Tasha Brooks** offered a learning series “Seeking Understanding: Indigenous Identities and RRU.” The learning series ran through April and May 2025.
- **Simone Hausknecht**, Centre for Teaching and Educational Technologies (CTET) Instructional Designer supported the latest meeting of the Generative AI community of practice. The session focused on AI and Student Writing, with guest speakers Jonathan Faerber and Robin Grazeby from the RRU Writing Centre.
- Student Mobility & Exchanges:
 - 12 inbound exchange students were nominated for Fall 2025 from six partner institutions.
 - Significant progress made in outbound student exchanges, with placements confirmed for Bachelor of Arts in Professional Communications (BAPC), Bachelor of Arts in International Hotel Management (BAIHM), Master of Arts in Global Leadership (MAGL), and Master of Arts in Environment and Management (MAEM) students in Austria, Germany, Hungary, South Korea, and Malaysia.
 - Three SEED scholarships and a Queen Elizabeth Scholarship nomination submitted for student exchanges in Malaysia.
- Professional and Continuing Studies' (PCS) Global Learning and Language Centre (GLLC) is excited to confirm six on-campus programs for summer 2025, totaling approximately 83 students to date.
- PCS’s GLLC will pilot a summer program in collaboration with Zhejiang International Studies University (ZISU) this July in Hangzhou, China.
- PCS is currently delivering programming to over 450 learners through the StrongerBC grant initiative. 284 new students started in the 2024/25 fiscal and others are moving through to completion this year.
- As part of our Future Skills Centre funding, PCS is working with Manitoba Keewatinow Okimakanak (MKO), Déljñę Got’jñę Government (DGG), and the Sahtu Dene Council (SDC). This work includes the development of programming for Employment and Training Coordinators and Daycare Operators, science and math bridging for water plant operator training, capacity-building in project administration, remediation-related training (archaeology and revegetation), business communications, project management, proposal writing, and the development of a community-based education model (Pathways Project) that supports credit-bearing learning without requiring relocation.
- Over the past few months, PCS Custom Learning have been delivering programs with a range of organizations, including WorkSafeBC, BC Hydro, Cowichan Tribes, the Legislative Assembly of British Columbia, and B.A. Robinson. Topics of interest have included facilitation, emotional intelligence, systems thinking, psychological safety, digital transformation, design thinking, and applied neuroscience in the workplace. Upcoming programs include City of Coquitlam – Executive Leadership Certificate, CRD iLead Program (planning underway for Jun 2–6 delivery), CPHR BC & Yukon sessions scheduled for Fall 2025 on Truth & Reconciliation and Indigenous Worldviews. Currently exploring new opportunities with Esquimalt

Nation, City of Markham, Greater Victoria Public Library (GVPL), CLBC (Community Living BC), Comox Valley Regional District, Aski Reclamation and more.

- RRU's Three Minute Thesis (3MT) Competition was held April 4.
- The undergraduate (UG) diplomas in Business and Sustainability, Applied Environmental Sciences, and Social Sciences were approved at Academic Council on May 1.
- The Academic Offerings Working Group (AOWG) reviewed and provided feedback on 3 new program concept proposals.
- CTET's **Ken Jeffery**, AD Learning Design, as co-chair of the BC Teaching and Learning Council (BCTLC) led the council's yearly AGM May 15-16 at Thompson Rivers University.

RESEARCH

- A total of \$5.57 million in deferred revenue is confirmed as expected so far for FY 2025-26 in approved projects (as at June 1, 2025):
 - School of Business \$432,616
 - Cascade Institute \$3,431,777
 - Education and Technology \$12,211
 - Environment and Sustainability \$584,607
 - Humanitarian Studies \$353,862
 - Interdisciplinary Studies \$193,830
 - Leadership Studies \$195,000
 - Professional and Continuing Studies \$60,000
 - Research Services/Research Ethics \$123,408
 - Student grants \$178,958
- New projects since April 15:
 - **MacArthur, Julie** – funding from Pacific Institute for Climate Solutions towards a climate event (\$1,812)
 - **Bird, Geoff** – funding from the Military Heritage Committee for the War Heritage work connected to RRU's history (\$25,000)
 - **Das, Runa** – SSHRC Insight Development Grant for the project Regulation in energy transition: Considering the role of the energy regulator (\$74,966)
 - **Brooks, Tasha** - SSHRC Insight Development Grant for the project Building Pathways to Indigenous Entrepreneurship: Feasibility and Impact of a Business Incubator on Southern Vancouver Island (\$57,589)
 - **Allen, Willow-Samara** - SSHRC Insight Development Grant for the project Disinvesting in institutionalized white settler womanhood: A critical qualitative study with white settler women in the helping sectors (\$56,448)
 - **Smith, Lauren** - SSHRC Insight Development Grant for the project Emotions and gender equity in planetary care: How emotions influence paid and unpaid climate activities across genders (\$72,746)
 - **Homer-Dixon, Tad** (Cascade) – Pacific Institute for Climate Solutions (PICS) funding to commission a report (\$10,000)
- Proposal development underway for upcoming competitions (SSHRC Connection, SSHRC PEG, CIHR, NREF).
- Two Canada Research Chair (CRC) positions in recruitment – in Changemaking; and Generative and Agentic AI and Reimagining Pedagogy.
- **Dr. Jaigris Hodson's** CRC has been renewed and the second term will begin July 1, 2025 for five years.
- **Kathy Bishop** (Program Head, MA Leadership (Spring) and VBL Certificate) and Associate Faculty member, **Wendy Young**, were the subjects of an [RRU news story](#) about a grant they were recently awarded (\$50,000) in [Centre for Aging and Brain Health Innovation Ignite Funding](#) for its **Pathways to Cognitive Wellness** project. Over the next 10 months, they and their co-investigators are developing a prototype for an innovative 12-week course to help people address and reduce their own risks for developing dementia.

- **Niels Agger-Gupta** (Associate Professor & Acting Director), **Shauneen Pete** (Chair, Emerging Indigenous Scholars), and **Robin Mueller** (Director and Program Head, Master of Arts in Higher Education Administration and Leadership) have started their survey of universities and colleges across western Canada, on decolonization, Indigenization, and Reconciliation at. The project seeks to have key participants at western Canadian universities share their definitions, successes, and aspirations on these topics. Funded by a PD grant, we hope to have some preliminary results by the end of June.
- **Ann-Kathrin McLean** returned from a field research trip to Germany (May 1–7). Field research included interviews and guided tours with folks from the Jewish Museum in Munich, memorial site BADEHAUS in Wolfratshausen, Haus der Geschichte in Bonn and visiting the 80th anniversary celebration of the liberation of the former concentration camp in Dachau. She is completing the final round of interviews with participants this week, via Zoom, and will be working on presenting the results at the Memory Studies Association Conference in Prague in July.
- **Moir McDonald** and **Sarah Wolfe** (Professor, School of Environment & Sustainability) have submitted a Canada Postdoctoral Research Award (CPRA) proposal: *Water Tourism and the Water Footprint: A Socio-Ecological Analysis in British Columbia*.
- **Shelley Jones** (Year 1 and Bachelor of Arts in Interdisciplinary Studies Program Head and Associate Professor) had a successful research trip to Uganda and Sweden (from April 1- May 5) to close the data collection of two projects. This included hosting 10 child-led lunch events with primary school children in 10 schools in Uganda (with approximately 12,000 people), hosted a conference sharing findings from the two projects in Masaka with approximately 100 people including national media and local and national civil servants, hosted a beach day with young mothers and their teachers at Lake Victoria, hosted a graduation ceremony with approximately 100 people for the 14 young mothers who completed the project program, conducted approximately 20 interviews and seven focus groups.

COMMUNITY ENGAGEMENT

- **Chaw-win-is Ogilvie** (Assistant Professor, Emerging Indigenous Scholar Circle) is working with Dr. Cliff Alteo (SFU), Dr. Micheal Simpson (St Andrews University Scotland) and Dr. Micheal Braun (University of Minnesota) on a research project related to Fairy Creek protests in Dididaht and Pacheedaht communities.
- **Ann-Kathrin McLean** is collaborating with **Danica Straith** (Director, Community Learning Partnerships) to integrate additional project-based learning into our School of Tourism and Hospitality Management (STHM)UG courses. We have confirmed the following two collaborations:
 - 1.) *Juan de Fuca Performing Arts Centre Society*: Digital communications plan. This project will be integrated into IHMN 301 Digital Communication in Global Business this fall 2025.
 - 2.) *Sea Cider Farmhouse*: Experiences Marketing Initiative. This project will be integrated into both IHMN 315 Research Methods in Tourism and IHMN 416 Value Co-Creation and Experiences Marketing.
- **Danica Straith** hosted the second Leadership Circle at RRU on May 13. This involved leadership from the Indigenous Prosperity Centre, WestShore Chamber of Commerce, City of Langford, City of Saanich, and other non-profits working together to practice collaborative leadership models. The May 13 session was focused on the ways in which we might work together to build diversity into City councils.
- Staff from both Student Engagement and Enrolment Services joined members of the Recruitment Team at the recent BC Lions Game in Langford on May 19 to promote RRU undergraduate pathways.
- Dr. **Deniz Ünsal** co-moderated a webinar on **Socially Engaged Arts and Advocacy in Urban Contexts** on April 3 with Taiwo Afolabi from the Centre for Socially Engaged Theatre at the University of Regina. Speakers included:
 - Brian McBay**, [221A](#), Vancouver
 - Eunseon Park**, [Listen to the city](#), Seoul
 - Fran Erazo**, [Culturans](#), Mexico City
- Dr. **Siomonn Pulla** met with Kitselas First Nation to complete summary research highlighting the Nation's territorial interests to support Kitselas' final treaty negotiations with Canada and

British Columbia. He will present the findings of this research to Kitselas leadership sometime at the end of April.

- **Danica Straith** continues to meet with external organizations, such as Mill it Right (MiR), a portable mill company for custom lumber needs. They are a confirmed fall project for the BBA program; Danica and Calvin Roberts also met with the Small Scale Food Processor Association (SSFPA) and Big River Analytics (BRA) to discuss possible micro-credential proposals.
- **Student Engagement** is planning for **Pride 2025**. The annual Pride Social will be held on Thursday, July 3 in the Sherman Jen Building over lunch. RRU has once again secured space in the Victoria Pride Parade which takes place on Sunday, July 6.
- Wanda Krause and Amy Zidulka facilitated the screening of the 20th Israeli-Palestinian Joint Memorial Ceremony put on by the Combatants of Peace and the Family Circle on the Quarter Deck at Royal Roads, and introduced via video recording by Dr. Philip Steenkamp, on April 29. The university was one of three universities internationally alongside Notre Dame University and Princeton University to host the event broadcasted from Jerusalem and connected to from around the world. Details found here: <https://www.afcfp.org/2025-joint-memorial-day-ceremony>.

PEOPLE AND PLACE

- Research Ethics Reviewer, Postdoctoral Researcher and RRU Alumna, **Liton Furukawa**, has accepted her [IMPACT](#) (Increasing capacity for Maternal and Paediatric Clinical Trials) Training Award. She will step away from her ethics office role for the next year while she works on the IMPaCT training.
- **M. McDonald** and **A. McLean** are excited to be the STHM Program Heads for 2025. Moira will support the MA in Tourism Management, and Ann-Kathrin will support the Bachelor of Hospitality and Tourism Management.
- **matt heinz** takes over the role of program head for Master of Arts in Interdisciplinary Studies.
- **Geoff Archer** is the new Bachelor of Commerce Program Head.
- **Deb Linehan** is the new Master of Business Administration Program Head.



Office of the Vice-President, Finance and Operations
Report to the Board of Governors

30 June 2025

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: John Horgan Campus, West Shore Initiative Phase 1, continues with interior and exterior finishing work being completed. Work is progressing on schedule and substantial completion is planned for June 30, 2025.

LEARNING AND TEACHING

- The Student Information System (SIS) and financial system (ERP) future state planning is proceeding with a draft strategy expected in Q2 2025/26.
- The Student Management Admissions Response Transformation (SMART) project is progressing with target deployment in early 2025/26 (Q4). Resource delays have been impacting delivery schedule and mitigation strategies are in place.

COMMUNITY ENGAGEMENT

RRU Langford: John Horgan Campus

- Construction of the first building is scheduled for completion for classes starting in September 2025. Faculty and staff orientation and staggered move in dates for all building participants are scheduled for July and August. The updated approved project budget is \$107.4M with up to \$87.575M now coming from the Province. The City of Langford will be providing up to \$880K for the parking lot construction and \$75K for bike parking. The agreement has been signed and the University has received the first installment of \$792K.
- Partner executive teams (Camosun, RRU, University of Victoria) signed the Collaboration Agreement; license agreement for partner and member organizations utilizing the building are being finalized.

PEOPLE AND PLACE

- For 2025/26 the University has received \$4.4M Routine Capital and Carbon Neutral Capital grant funds from the Province. 2025/26 projects work are focused on addressing deferred maintenance including building envelope and facilities systems upgrades and horizontal infrastructure such as electrical capacity and roads.
- Liaison and relationship-building efforts with the Songhees and Esquimalt Nations and the Ministries of Post-Secondary Education and Future Skills and Indigenous Relations and Reconciliation are continuing. Initiatives of shared interest with each Nation will be considered and prioritized as discussions continue.



Office of the Vice-President External Relations
Report to the Board of Governors
 30 June 2025

ADVANCEMENT

2025/26 Revenue Goal: \$10,000,000

- **Cash Received (Outright Gifts & Pledge Payments), FYTD:** \$980,809
- **Total Funds Raised (Pledges & Gifts), FYTD:** \$155,025

Leading with Courage Campaign (6-Year Goal: \$50M by March 31, 2030)

- **Cumulative Cash Received:** \$16,333,959
- **Cumulative Total Funds Raised:** \$18,730,288

Leading with Courage Campaign: We officially launched the Campaign Cabinet with a two-day retreat (May 5–6) featuring engagement activities such as a farm and garden tour, tea ceremony, inaugural meeting, and site visit to the Salt Spring Island campus. Five cabinet members are confirmed (Eve Martin, Paul Born, Peter Robinson, Veni Iozzo, Jui Mei [JM] Chang, and discussions are ongoing to reach our goal of eight by September.

Major Gift Activity: Multiple high-value conversations in progress totalling ~1.8M

Annual Giving Program: we are in market with two appeals including the **John Horgan Entrance Award Appeal** which has raised more than \$49,000 to date and the **Vision in Bloom Appeal** which focuses on fundraising for the farm and Japanese gardens. Promotion includes mail drops, email campaigns, and student calling programs.

Donor Recognition Display: a new donor recognition installation (static and digital) is being created for the Dogwood Building lobby. The display is expected to be completed by June 2025, with annual donor list updates.

President's Garden Party: the July 13 event will bring together donors, partners and community members to celebrate philanthropy and highlight RRU's Langford campus through an optional facility tour. See you there!

COMMUNITY ENGAGEMENT

RRU Langford | John Horgan Campus: naming of RRU's new Langford campus after BC's late premier John Horgan and launched the John Horgan Entrance Award student appeal. The event generated strong local and national media coverage, including features in the *Times Colonist*, Canadian Press (syndicated by outlets such as the *Toronto Star*), and the *Globe & Mail*, reaching an estimated audience of 15 million (Meltwater). It also provided valuable visibility for our undergraduate programs. Planning is underway for two upcoming events at the Langford campus: an August 7 tribute marking John Horgan's birthday, and a September 16 official opening.

Earned media: Media interactions continue to grow, with nearly 300 recorded between January and June—an increase of over 110% compared to the same period last year. Notably, 80% of these interactions were proactively driven by our internal team. Recent successful pitches include two *Vancouver Sun* op-eds by President Steenkamp, convocation coverage, and faculty research profiles.

Social media: We're continuing to increase engagement on social platforms. This quarter we tracked 2M organic video views driven by one viral video (1.5M views), a second at 125K, and 13 more surpassing 10K. On TikTok, 27 videos generated more than 280K engagements and 17k shares, prompting a 2,200% increase in followers, primarily aged 15 to 24 (U.S. and Canada). The digital communications and recruitment teams continue to collaborate on timely responses to social inquiries.

Social media ambassador program: We have nearly 150 influencers secured; tracking to meet our goal of 200 in fiscal 2025/26. Campaigns now include global voices with the first videos going out in Spanish, highlighting RRU to the Latin American market.

Brand and program advertising (domestic, graduate focus): Our new national brand campaign was launched mid-April. The campaign is strategically targeted to key markets/demographics, re-targeting our website traffic, and serving users program advertising designed to engage. The campaign is showing strong media performance across all channels (more than 16M impressions to date), and particularly well in Meta (Facebook, Instagram), YouTube and Reddit. While traffic from digital advertising in the *Globe and Mail*, *New York Times* and LinkedIn is lower in

volume, visitors are spending more time on our website with higher engagement rates. User interest by program is highest for Master of Arts in Leadership, Master of Business Administration, Master of Arts in Disaster and Emergency Management and Graduate Certificate in Executive Coaching respectively.

Recruitment (undergraduate programs): Over the last six months, the undergraduate recruitment team participated in or hosted more than 65 recruitment events in support of undergraduate programming at RRU Langford. This work was supported by paid marketing, including a campaign to drive traffic to our website. The campaign results showed strong performance, netting us 4.3M impressions and driving nearly 15,000 visitors to the undergraduate pages. Activity will continue throughout the summer as the team engages in several community outreach events and plans for the next recruitment cycle.

Recruitment (domestic, graduate focus): This quarter the domestic recruitment team nearly quadrupled event participation over the same time last year (from 15 to 57 events), targeting specific sectors and significantly increasing our visibility across BC and Alberta. This puts us on track to achieve our KPI of representing RRU at 200+ events annually. The team has also developed a digital strategy to meet our KPI of hosting 75+ online information sessions annually. We'll launch newly developed sessions in July.

International Recruitment Activity. Our regional representatives (India, China, Africa) expanded our presence through 54 in-market and virtual events in key recruitment regions in this quarter. We received IDP Education's review of front of enrolment funnel processes and recruitment activity in five markets (India, China, Bangladesh, Philippines, and Vietnam). Teams are working to analyze data contained in their report and using it as a resource in the development of a new international recruitment plan.

Alumni Relations Update

- **Alumni Weekend (May 2–3):** More than 100 attendees participated in TEDxRRU, a keynote by Dan Riskin, workshops, and the inaugural Alumni Changemaker Achievement Awards. Event rated 4.8/5 by attendees.
- **Lifelong Learning Pilot:** Now in its second year, over 65 alumni have participated, generating more than \$28,000 in revenue. Evaluation and promotion efforts are ongoing.
- **Alumni Newsletter (Spring 2025):** Sent to 20,978 recipients with a strong 47% open rate.
- Planning is underway to support **alumni events**, including:
 - **Calgary Alumni Event (July 9):** Hosted with Mount Royal University during Calgary Stampede, combining alumni engagement and student recruitment.
 - **Homecoming 2025 (September 13–14):** Celebration of 30 years since RRU's founding and the completion of our pavestone campaign (1,400+ stones sold for Military Heritage Fund).

PEOPLE AND PLACE

National Indigenous Peoples Day: We co-hosted National Indigenous Peoples Day 2025 celebration event on Friday, June 20 at the Colwood campus. Now in its twelfth year, the event drew over 5,000 participants from and included canoe landing protocols and a canoe challenge, mainstage performances and Indigenous vendors.

Changemakers Speakers Series. On September 17, we will host Tanya Talaga, award-winning Anishinaabe journalist and award-winning author whose most recent book, *The Knowing*, retells the history of Canada through an Indigenous lens, at the Victoria Conference Centre. Board members will receive an invitation to this event.

Ancillary revenue generation

- **Hatley Park.** Marketing efforts and enhanced relationships (e.g.: Destination Greater Victoria) are positioning Hatley Park as a must-see tourist attraction and destination wedding and event venue.
 - Hatley park visitors and tour revenue is up year over year. In May we saw a 49% increase in visitors (8,067 visitors) and a 50% increase in revenue (\$33,500/month).
 - Venue and garden improvements to be undertaken this summer and fall and increased marketing will benefit us as we drive wedding sales for the 2026/27 season.
 - The team will meet revenue targets this year: film and external event revenues performing very well.
- **Japanese Tea Ceremony Demonstrations.** In partnership with the Uresenke Tankokai Victoria Association, the University launched monthly Japanese Tea Ceremonies from May to September, demonstrating Chado (The Way of Tea). This new offering has been very popular; spots sold out quickly after ticket sales launched.



Executive Officer & Associate Vice-President, People and Culture

Report to the Board of Governors

June 30, 2025

PEOPLE AND CULTURE

People and Culture Welcomes the Human Rights and Accessibility Office

- To better support the work our university is doing in the areas of accessibility, human rights, and employee engagement, effective July 1, 2025, the Office of Human Rights and Accessibility will formally move within the People and Culture portfolio. This new reporting structure does not confine the responsibilities of the Human Rights and Accessibility Office to employment alone. Its primary role will remain to promote a culture of accessibility and respect of human rights at RRU, encompassing all core activities of the institution.
- Collaborating with Student Services and Alejandro Campos-Garcia, Associate Director, Human Rights and EDI, to finalize the Toolkit for Supporting Trans and Non-binary Employees which will be presented to the university community in September.

Bargaining 2025

- We are expecting the Provincial Government mandate by end June 2025. British Columbia (BC) is currently experiencing a period of heightened labour tension, with several major public sector unions engaged in or preparing for collective bargaining. Key groups include the BC Teachers' Federation (BCTF), BC Nurses' Union (BCNU), and the BC General Employees' Union (BCGEU), representing nearly 100,000 workers across sectors such as healthcare, education, and social services.

Learning and Development

- Transitioned our employee onboarding content from the Moodle Learning Management System to a new SharePoint site designed to enhance learner engagement and support two-way communication.
- Currently supporting 22 employees through the Tuition Assistance Program, all of whom are enrolled in programs scheduled to continue through 2025 or later:
 - 6 undergraduate programs
 - 16 in graduate programs, one of whom is pursuing a Doctor of Social Sciences degree
 - This includes 4 employees newly enrolled this year and 5 employee family members
- Collaborating with Professional and Continuing Studies (PCS) to provide employees with free access to learning opportunities in topics:
 - 23 free seats (Foundations of Truth and Reconciliation at Work, Psychological Safety in the Workplace, Collaborative Leadership for Climate Action, and Climate Change Adaptation Fundamentals)
 - 30 course enrollments through PCS using HR-funding (each employee has 2 seats a year) any PCS course
- As dedicated funding for a custom leadership program through PCS is not currently available, we continue to promote accessible development opportunities including LinkedIn Learning, PCS offerings, and tuition discounts through the Tuition Assistance program. As part of the new SharePoint site for employee onboarding, we are also developing a dedicated Leadership Hub to better equip and support our leaders.

Health, Safety and Wellbeing

- Partnered with the Operations and Resilience team to develop a series of engaging training videos on key health and safety topics, including Workplace Hazardous Materials Information System (WHMIS), naloxone administration, automated external defibrillator (AED) use, and Alertus notifications. A video on the Evacuscape evacuation chair is currently in production.
- The Healthy U Committee hosted a GoByBike Week event on June 3, inviting staff and students to bring their bikes for complimentary tune-ups, with refreshments provided during the event to encourage participation and community building.
- National Occupational Safety and Health Week (NAOSH) week kicked off with an email from the President and a video. Each day a new Health and Safety email was sent out to employees with fun facts and resources to help build a healthier and safer RRU. Topics included: Your rights and responsibilities at work; Unmasking mental health; Spotting hazards; Ergonomics; Emergency preparedness.

Payroll

- The 2024/25 Executive Compensation Disclosure report has been posted: [Plans & reports | Royal Roads University](#).

Legal

- Bill 11 No Sick Note – Amendment to the *Employment Standards Act* (ESA)
 - Short-term, specified absence will be defined through regulations (estimated up to 5–8 days, based on current ESA benefits).
 - Medical documentation may still be required for extended absences, return-to-work assessments, or under the Human Rights Code (e.g., disabilities, safety-sensitive positions).
 - PSEC has asked for feedback which we have provided.



PROGRAM AND RESEARCH (PRC) COUNCIL MINUTES

MEETING OF THURSDAY MAY 29, 2025

9:00 AM ZOOM

Voting Members: Philip Steenkamp (Chair), Veronica Thompson (Vice-chair), Paul Born, Gwen Campden, Lorelei Parker, David Porter, Scott Stinson

Non-voting Members: Jo Axe, Robert Mittelman

Regrets: Bree Claude, Nelson Chan, Stephen Huddart, Lori Wanamaker

Guests: Tamara Leary, Deb Zornes

Administration: Ashley Richards, Sherry Richards (recording secretary)

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

The Chair, Philip Steenkamp, 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 also acknowledged new committee members **Lorelei Parker** and **Stephen Huddart** (absent) who were appointed as external members to PRC at the BoG meeting on March 27.

Finally, the Chair welcomed Jo Axe, dean of the new Faculty of Graduate Studies and Research, and acknowledged Rob Mittelman's new role as dean of the new Faculty of Interdisciplinary Studies.

M/S Porter/Born Motion: To approve the agenda CARRIED

2. APPROVAL OF THE MINUTES OF PREVIOUS PRC MEETING FROM MARCH 6, 2025 STEENKAMP

M/S Campden/Stinson Motion: To approve the minutes from the March 6, 2025 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, advised that the Undergraduate Diploma in Applied Environmental Sciences has completed the Degree Quality Assessment Board's 30-day peer review process. The undergraduate diplomas in Business and Sustainability and Social Sciences have also been submitted and will remain open for comment through mid-June. The Chair mentioned that RRU, along with colleagues from other research universities in BC, continues to advocate for streamlining of the ministry's degree authorization processes.

4. STANDING ITEMS FROM PRC ANNUAL PLAN

I. Research Strategy

AXE/ZORNES

V. Thompson introduced J. Axe, who welcomed Deb Zornes, Director, Research and Innovation, to provide an overview of research activities detailed in the annual research report included in the meeting materials. D. Zornes' presentation highlighted the following:

Research and Innovation

- Functional responsibility for research services, climate action, UN SDGs, Changemaking
- Refresh of the Climate Action Plan underway
- Changemaking activities focussed on reporting and managing the Ashoka Research Chair

2024-25 Activity

- Deferred revenue \$5.2M this year; a substantial increase from \$2.8M five years ago
- Number of proposals worked on close to average; faculty proposals up 10% from last year
- Conversion rate from proposals worked on to submission up 30% over last five years from 60-90%
- New projects funded increased by 10%
- 114 new projects funded internally valued at \$417K

Knowledge Mobilization

- 10 books, 24 chapters, 158 articles, 225 presentations
- Other outputs increasingly important and include non-refereed publications, films, podcasts, editorial boards, and the popular press

Chairs

- Six Canada Research Chairs: **Jaigris Hodson** (2nd term focus on Digital Misinformation, Polarization and Antisocial Media), **Julie MacArthur** (Reimagining Capitalism; renewal underway), **Rob Newell** (Biodiversity, Climate Change and Sustainability), **Tracy Smith Carrier** (Advancing the UN Sustainable Development Goals; renewal underway), **two vacancies** in 1) *Changemaking* and 2) *Generative and Agentic Artificial Intelligence and Reimagining Pedagogy*
- Michael Smith Early Career Scholar Award held by Cheryl Heykoop (Transforming Adolescent and Young Adult Cancer Care in BC in Partnership with Patients and Cancer Care Allies)
- 7 funded chairs representing nearly 10% of faculty
- Ashoka Research Chair held by Brian Belcher; to be reimagined as a competitive process

Equity, Diversity and Inclusion (EDI)

- Support for including EDI in project design and within CRC program through equity targets
- RRU seeking to be part of 2nd cohort to apply for accreditation under the federal government's Dimensions recognition program

Strategic Research Plan (2020-2025)

- Strategic Research Plan to be refreshed under new dean of Graduate Studies and Research
- Key successes include data management strategy, updated research themes, increased site licences for staff, EDI tool kits, and signing of DORA

DORA

- Signed the [San Francisco Declaration on Research Assessment](#) (DORA) in May 2025
- Commitment to developing a set of consistent, transparent criteria for research assessment that will contribute to decisions regarding hiring, promotion, continuing status, research quality, and research significance

Research Centres, Institutes, Labs

- Resilience by Design Lab led by Robin Cox
- Cascade Institute led by Tad Homer Dixon
- Increased interest from faculty in options

Student Research

- Increase in student research awards and funding over seven years; \$550K for 2024-25

- Mitacs funding has gone up along with the number of post doctoral scholars

Compliance and Reporting

- Ethics, financial/narrative/EDI reporting all flows through Office of Research
- Reporting for 100-150 projects
- Research security big issue for specific countries; also tracking issues with US funding

Research Data Management

- Met federal requirement and work now underway with librarians on implementation of data management strategy; piloting with internally funded projects to build capacity for external grants

Research Highlights

- Included in annual report
- Working with Cascade Institute on interactive mapping of climate action projects with plans to expand and include EDI and Changemaking projects; searchable resource for faculty and students

Additional questions/comments:

- Are faculty hiring students as research assistants on projects? Of the 60-70 research assistants contracted to work on various projects at any given time, approximately 50% are students. The Research Office expects to be able to report out on this next year.
- Do the knowledge mobilization numbers include outputs by alumni? No, student and alumni outputs not included at this time. Doctoral student contributions to be added for next year.
- The mapping application could be an interesting recruitment tool for prospective students and faculty. The Research Office will follow up with Communication to explore broader applications.

II. International Strategy – International Education Strategic Plan 2025-27

LEARY

V. Thompson informed PRC of the ministry's new requirement for BC public post-secondary institutions to provide an International Education Strategic Plan and invited Tamara Leary, Associate Vice-President Integrated Academic Planning and Strategic Initiatives, to speak to the plan included in the meeting materials. RRU will leverage this work to develop a more comprehensive internationalization strategy.

T. Leary shared that this is a high-level plan that creates an additional layer of accountability for post secondary institutions giving a clear sightline into our commitments, policies and practices concerning Student Recruitment and Admissions; Internationalization Mandate; International Student Experience; and International Partnerships. The report outlines RRU's three strategic objectives and includes specific actions related to academic programming, international student recruitment and retention, and EDI.

Additional questions/comments:

- The Chair noted that PRC members will have an opportunity to provide input on the internationalization strategy, and in the meantime RRU continues to evaluate opportunities and look for new partnerships. The environment is changing quickly and we are monitoring IRCC trends as well as the impact on visa processing times on recruitment.
- Discussion regarding branch campuses and meeting students where they are given many international students facing barriers in coming to Canada.

5. REPORT FROM ACADEMIC COUNCIL

THOMPSON

V. Thompson noted that two Academic Council meetings had taken place since PRC last met. The Undergraduate Diploma in Applied Environmental Sciences, Undergraduate Diploma in Business and Sustainability and Undergraduate Diploma in Social Sciences were approved at the March and May meetings. Academic Council also received an overview of the Academic Program Optimization Committee (APOC) report in March and approved 402 graduands at the May meeting that will cross the stage at convocation on June 6. More information in the report included in the meeting materials.

No member questions/comments.

6. NEW BUSINESS

I. Undergraduate Diplomas

LEARY

T. Leary offered additional context for the three program proposals included in the meeting package highlighting the various pathways for students through the undergraduate certificate, diploma, and completion degree options. The Undergraduate Diploma in Applied Environmental Science, Undergraduate Diploma in Business and Sustainability and Undergraduate Diploma in Social Science build on the previously approved undergraduate certificates by extending content foundational to each program and including shared electives and challenge-based courses. Students have options to continue their studies, change course and explore other program areas, and step away, if need be, earning credentials along the way in recognition of their accomplishments. This flexibility has received positive feedback from the local school districts, particularly SD62. RRU is also offering a First Class Entrance Award of \$1000 to the first 100 students registered in these programs at the RRU Langford | John Horgan Campus.

Additional questions/comments:

- Discussion regarding marketing and recruitment efforts and the importance of relationships with high school counsellors and messaging geared to both students as well as their parents
- Gwen Campden, Associate Director Student Success offered that 30-35% of undergraduate students switch majors in the first year and 75-80% change at least once during their undergraduate degree
- Suggestions for marketing to acknowledge uncertainty present for undergraduate students, flexible options, crediting knowledge, opportunities/pathways, choice/self-determination as interests change, affordability, reassurance that it is a journey, and for students to be able to see themselves in the messaging
- Post-secondary transition rates for SD62 have increased in recent years and the programs at RRU Langford could be an ideal choice for these students
- Campus designed in consultation with Indigenous communities and curriculum design underway; a warm reception and personal outreach of particular importance to Indigenous students

II. MBA Program Review

MITTELMAN

V. Thompson invited Rob Mittelman, Dean, Faculty of Interdisciplinary Studies, to provide an overview of the possibilities conceived through consultation for the future of the MBA program. The MBA completed an external program review approximately one year ago, with recommendations from the committee identifying four critical areas: program identity, curriculum development, student experience, and faculty engagement. RRU's MBA is competitively priced and more convenient than most other programs with an executive focus. Students enter the program with an average of 20–22 years of work experience and are in their mid-40s. Today's business challenges are dynamic and multi-faceted, and in order to better serve MBA students, RRU is reimagining curriculum that is challenge-based within a program structure that offers students more flexibility, balance, opportunities for personalization, practicality and immediate application of their learning.

Additional questions/comments:

- Support for the model and acknowledgment that the times demand radical action and a rethink of how we attract students.
- How does the program address teamwork? Challenges will include teamwork.
- Opportunities to integrate learning throughout and emphasis on building adaptability and skills to navigate change will set program apart from others.
- The cohort model was discussed, and ways to improve upon it

- Mid-career professional remains target market while also acknowledging that workplaces are multi-generational and interest in having a broader range of students in the program
- Design a work in progress and program logistics still to be thought through; suggestion to include a discussion about how to market the program at a future meeting

III. APOC Report

LEARY

T. Leary provided an overview of the Academic Program Optimization Committee (APOC) work and report findings included in the meeting package. Three faculty joined members of the Academic Offerings Working Group (AOWG), made up of representatives from across the academic portfolio, to review 24 master's programs. The committee looked at enrolment data and trends and gathered qualitative data from consultations with faculty and staff to understand the context and potential impacts on student enrolment for each of their programs. Notes were shared back with program heads to ensure the accuracy of all information collected and additional comments were invited. This approach garnered trust in the process resulting in open and fruitful conversations.

Qualitative findings considered both external and internal factors influencing enrolment with the latter organized by five themes: 1) the RRU student experience, 2) program resourcing, 3) program marketing/recruitment, 4) program structure/content and 5) program tuition. These themes are explored in more detail in the report.

Recommendations for program enrolment optimization were presented, looking at university structure and practices, student experience, and program opportunities, with several actions already underway.

Faculty came together to discuss components of the student experience from a pedagogical perspective and program opportunities at an Academic Planning Session on May 20. Feedback from this day is still being collected through a padlet and will be summarized to support decision making in the coming weeks. The hard work of implementing changes will follow albeit there has been a ground swell of support from the community to engage in these conversations and consider the possibilities. Program staff and student services will be included in next round of consultations and planning for implementation.

Additional questions/comments:

- The Chair expressed his support for approaching this work from the perspective of program optimization and acknowledged the need for bold, swift action.

7. REPORT OF THE VICE-PRESIDENT ACADEMIC AND PROVOST

THOMPSON

The Vice-President Academic and Provost provided a report in the meeting materials.

No member questions/comments.

8. REPORT OF THE PRESIDENT AND VICE-CHANCELLOR

STEENKAMP

The President and Vice-Chancellor offered the following updates in addition to his earlier comments:

- Naming of the RRU Langford | John Horgan campus last week. The May 23 event included a tour of the building with the premier, ministers and members of the Horgan family. Construction is on time and on budget to open in September with work already underway on the business plan for the next phase.
- John Horgan Entrance Award also announced with a \$1M fundraising goal by August 7.
- The RRU Ras Al Khaimah campus in the United Arab Emirates opened at the end of April with 100+ students registered in undergraduate and graduate business administration programs. This first cohort includes students from Africa (40%), central and south Asia (40%), Latin America and elsewhere. The

next intake is in July with a three-semester model in place. RRU is seeking opportunities to support displaced students and female students where opportunities for education have been reduced or eliminated.

- Community consultations underway regarding programming on Salt Spring Island.

No member questions/comments.

9. MEETING ADJOURNED

11:40 AM

Motion to adjourn Steenkamp

NEXT SCHEDULED MEETING – THURSDAY, SEPTEMBER 11, 2025