

Board of Governors - Open Session



Lori Wanamaker, Board Chair and Chancellor
 Philip Steenkamp, President and Vice Chancellor
 Christina Benty
 Ali Blythe
 Curtis Clarke
 Catherine Holt
 Eva Malisius
 Jeffrey Nicholls
 David Okpi
 Richa Sharma-Raisinghani
 Jody Thomas

Executive:
 Susan Gee
 Alex Kortum
 Debora Linehan
 Rebecca Lumley

Guests:
 Zoe MacLeod

Administration:
 Ashley Richards (recording)

June 25, 2026 09:00 AM

Agenda Topic	Presenter	Time	Page
1. Call to Order and Welcome	Holt	09:00 AM-09:04 AM	
2. Approval of the Agenda MOTION: That the agenda be approved as distributed.	Holt	09:04 AM-09:05 AM	
3. Approval of the Minutes MOTION: That the minutes of the open session of the 26 March 2026 Board of Governors meeting be approved as distributed.	Holt	09:05 AM-09:06 AM	4
4. Report from the President For information	Steenkamp	09:06 AM-09:26 AM	
5. Spotlight on the University: Dean, Partnerships and Professional Learning For information	Steenkamp / MacLeod	09:26 AM-09:56 AM	
6. Climate Action Plan For information	Linehan	09:56 AM-10:06 AM	10

REPORTS FROM COMMITTEES

7.	Program and Research Council	Steenkamp	10:06 AM-10:14 AM	30
7.1	Report from Chair For information	Steenkamp		
7.2	New Program Approvals from Academic Council For information	Linehan		
7.3	Master of Arts in Executive Leadership	Linehan		30
MOTION: That the Board of Governors approve the Master of Arts in Executive Leadership as presented in Attachment 1.				
8.	Finance and Audit Committee	Clarke	10:14 AM-10:19 AM	
8.1	Report from the Committee Chair For information	Clarke		
9.	Governance and Nominating Committee	Benty	10:19 AM-10:24 AM	
9.1	Report from the Committee Chair For information	Benty		

EXECUTIVE TEAM REPORTS

10.	Report from the Interim Vice-President Academic and Provost	Linehan	10:24 AM-10:30 AM	57
For information				
11.	Report from the Vice-President Finance and Operations	Kortum	10:30 AM-10:36 AM	59
For information				
12.	Report from the Vice-President External Relations	Gee	10:36 AM-10:42 AM	60
For information				
13.	Report from the Executive Officer & Associate Vice-President, People and Culture	Lumley	10:42 AM-10:48 AM	63
For information				

CONSENT AGENDA

Holt

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

14.	Consent - Approval Items None	Holt	10:48 AM-10:49 AM	
15.	Consent - Information Items For Information	Holt	10:49 AM-10:50 AM	65
15.1	Draft PRC minutes of the 28 May 2026 meeting of the Program and Research Council			65

16. Adjournment of Open Session

DRAFT

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

**26 March 2026
Colwood Campus | Sequoia Building, Boardroom 411 / Zoom**

PRESENT	
Board: Lori Wanamaker, Board Chair & Chancellor Philip Steenkamp, President & Vice-Chancellor Christina Benty Gwen Campden Curtis Clarke Catherine Holt Eva Malisius Jeffrey Nicholls David Okpi Richa Sharma-Raisinghani	Administration: Susan Gee Debora Linehan Rebecca Lumley Alex Kortum Ashley Richards (recording)
REGRETS	
Jody Thomas	

1. Call to Order and Welcome – 9:35 a.m.

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

The board chair observed that this is staff-elected member Gwen Campden's final meeting and thanked her for her meaningful and constructive contributions on the board.

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 (Malisius/Steenkamp)

DRAFT

That the minutes of the open session of the 11 December 2025 Board of Governors meeting be approved as distributed.

CARRIED

4. Report from the President

President Steenkamp provided an update to members on the following:

- **Human Resources Updates:** Dr. Debora Linehan started in the interim Vice-President Academic and Provost (VPAP) role on January 1, and today is her first meeting with the board. Zoe MacLeod has moved from her position as the Associate Vice-President of Professional and Continuing Studies to the new Dean of Partnerships and Professional Learning role, which was created through the academic reorganization process.
- **Enrolment:** Key developments include administrative changes such as Enrolment Services moving to join the Recruitment team under the Vice-President External Relations and Admissions and the Office of the Registrar moving within the academic portfolio to report to the Associate-Vice President, Integrated Academic Planning & Strategic Initiatives. Enrolments are picking up.
- **Budget:** The 2026/27 budget for the Operating and Capital Plan will be presented later in the meeting. President Steenkamp thanked everyone who worked so hard to turn around a prediction of a deficit for the current fiscal year.
- **Current Partnerships:** Significant progress has been made in this area, with updates provided on the following:
 - **Canadian Armed Forces (CAF):** A proposed partnership with the CAF would include undergraduate training as well as graduate training. Discussions are underway with the base commander regarding jointly hosting a forum on economic development opportunities given investments in defence in this region.
 - **Government Visit:** MLA for Colwood-Esquimalt, Darlene Rotchford, toured campus and continues to offer good support and advice.
 - **Mount Royal University (MRU):**
 - **BC Institute of Technology (BCIT):** RRU and BCIT are exploring interesting ideas around joint programming. There will soon be an announcement on the next steps of the partnership.
 - **School District 62 (SD62):** RRU and SD62 signed an MOU on dual credit opportunities for high school students, allowing students in grades 11 and 12 to earn credits toward university credentials while still in high school. The announcement received media coverage. A unique feature of the dual credit program is that students have the potential to complete an entire RRU certificate program while still in high school.
 - **RRU Ras Al Khaimah (RAK):** RRU is keeping a close eye on the campus given the war in the Middle East and is working closely with its partners to ensure that students are safe and supported. Programs were moved online and there are many contingency plans in place.
- **Potential Partnerships:** President Steenkamp provided update on partnership opportunities:

DRAFT

- **Zhejiang International Studies University (ZISU):** A high-level briefing was provided at the last meeting, with more information shared at committees. This is a promising partnership, anticipated in the 3-Year Action Plan, and more will be reported out soon.
- **Sri Lankan Institute of Information Technology (SLIIT):** RRU is continuing discussions with the SLIIT about offering a 2+2 partnership model, with the first two years delivering their curriculum and the second two years delivering RRU's curriculum in Sri Lanka. The students would graduate with an RRU degree.
- **India:** President Steenkamp shared about the Universities Canada delegation of 22 Canadian university presidents to India in February, which he and SFU's president hosted. The general purpose of the mission was to advance the Canadian education brand and rebuild strategic trust with India through high-level academic engagement. Universities signed MOUs; met with the high commissioner to India from Canada, who held an alumni event; and met with senior government and industry officials and toured Gift City. During the mission, the president received interest in RRU's RAK campus in the United Arab Emirates (UAE) regarding its remarkable scale of 500 students in one year. The delegation spoke to the High Commissioner about immigration and visa issues and further raised with the Prime Minister and his office ways to restore trust in Canada and address the visa processing delays.

Members discussed RRU's success with student numbers in RAK being due, in part, to working with an experienced partner with deep knowledge of the region and an extensive recruitment network. The RAK student numbers refer to international students only. RRU's approach with India is to partner with Indian universities, rather than establish branch campuses, such as the new partnership signed with O.P. Jindal Global University at the QS India Summit. Regarding RRU's alumni reach in India, it was shared that RRU's Indian alumni are very enthusiastic, but that RRU currently has work to do, as it would help to have an established presence in the country. A partnership with well-recognized Indian institutions will assist in building on that.

REPORTS FROM COMMITTEES

5. Report from the Program and Research Council

5.1 Report from the Chair

The council met on March 5, and key highlights included the acknowledgement of new and outgoing members; an update about the board approval of the Master of Arts in Learning Futures (MALEAF), which the Degree Quality Assessment Board (DQAB) has deemed a new degree requiring an application and minister's approval (it will be submitted for peer review); an update on the Academic Strategic Plan (the previous plan has expired, and D. Linehan outlined her vision for a more focused and actionable plan); review and recommendation for approval of the PRC Terms of Reference; and establishing the PRC annual strategic priorities via approval of the PRC Annual Plan. The council received a debrief on the Universities Canada mission to India and an update on the CAF and ZISU partnerships. Reports were received from the President and the interim VPAP.

PRC will next meet on May 28, 2026.

5.2 New Program Approvals from Academic Council

D. Linehan updated that the 30-day review period for the MALEAF and Bachelor of Science programs is set to conclude April 1 and shared that the Master of Arts in Executive Leadership is currently with

DRAFT

DQAB. The Master's in Global Management was revised to add a new fully online offering. The CAF programming will commence in September and will offer a Bachelor of Science in Environmental Science, a Bachelor of Business Administration (Innovation and Sustainability), a Bachelor of Arts in Professional Communication, and a Bachelor of Arts in Justice Studies, all with specializations in language, leadership, and health.

6. Report from the Finance and Audit Committee

6.1 Report from the Committee Chair

The committee met on March 12. The committee chair highlighted that the main item of focus is the presentation on the 2026/27 Operating and Capital Plan, which follows this item on the agenda.

FAC next meets on June 11, 2026.

6.2 2026/27 Operating and Capital Plan

Alex Kortum, Vice-President, Finance and Operations (VPFO), thanked budget holders and the operational teams who work within these budgets, whose work has put RRU on track to run a very small surplus for the current fiscal year, a remarkable achievement given the original forecast of a \$1.2M deficit. The teams have closed the gap and are coming in on budget.

The priorities of the 2026/27 budget are to present a balanced budget, make targeted investments to capitalize on revenue momentum, continue to drive expenditure efficiencies, and maintain operational service levels. Revenue sources include tuition fees and other academic fees, provincial grants, ancillary fees, and other revenue. Expenses captured within the budget include salary and benefits, non-academic contracted services, academic contracted services, IT and telecommunications, Marketing, supplies and services, grounds, and facilities and equipment.

In terms of decision-making around scholarships, it was shared that through Advancement attracts donors who support specific funds. Those funds flow through RRU and are included in the amount of \$1.6M, though it was noted there are other sources such as the government. The RRU Foundation is actively working to raise more money, and it was noted that donors appreciate the real impact that they have. The board chair thanked the VPFO and budget holders, noting that these are impressive results and a solid budget for next fiscal.

7. Report from the Governance and Nominating Committee

7.1 Report from the Committee Chair

The committee met on March 12. Members received a report from the president and the Public Interest Disclosure Act and Safe Disclosure Year-End Report and reviewed the president's annual goals, the 2026 board retreat agenda, the terms of reference that GNC is responsible for, and the honorary degrees policy and discussed other matters.

GNC next meets on June 11, 2026.

7.2 Honorary Degrees Policy – Review

The Honorary Degrees policy was reviewed by the Advisory Committee on Honours and Awards (ACHA) on February 12 as part of the policy's regular review cycle. ACHA forwarded it to GNC with no

DRAFT

proposed changes. The policy was last reviewed and approved by the board in 2022, with a few minor editorial changes made in 2024 related to nomination deadline information. GNC further reviewed it and recommends it to the board for approval as presented.

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

MOTION (Benty/Holt)

That the Board of Governors approve the Honorary Degrees policy as presented in Attachment 1.

CARRIED

EXECUTIVE TEAM REPORTS

8. Report from the Interim Vice-President, Academic and Provost

The interim VPAP remarked on her written report. Some highlights included recent conferences held, that enrolment is stabilizing, that Professional and Continuing Studies had over 700 learners register for courses running between January and June of this year, that under the StrongerBC-funded programming, new micro-credentials have been advanced, and that the Indigenous Land-Based Diploma program curriculum is with the Curriculum Committee. Additionally, she noted that there is nearly \$7M in deferred revenue with approved projects; there will be two new Canada Research Chairs this fall; and there is great work within the equity, diversity, and inclusion and Indigenization areas. She shared that the Westshore innovation hub is set to open in April and that the Institutional Research Office is helping to leverage academic planning and provide evidence-based information for work related to enrolment and increasing institutional accountability.

A question arose as to where RRU is with teaching its staff regarding the use of AI. It was shared that there is a community of practice working on AI, bringing faculty and staff together to explore how to best ethically use some of the new programs in their work. RRU's Centre for Teaching and Educational Technologies also holds sessions on things like how to leverage Copilot and how RRU can be more effective in the development of programs. RRU has existing faculty and Canada Research Chairs with expertise in AI, so it will continue to grow knowledge in that area. Regarding a question on what RRU's competitive advantage is when AI is delivering so much information, and D. Linehan highlighted that its advantages include human intelligence, a critical thinking foundation, looking at learning outcomes, and leaning into that pedagogy to challenge students in different ways to avoid cognitive surrender. How students use AI can differ between programs; students may be asked to disclose if they used AI with their assignments and what ways it was used. Expectations are set via discussions in class on what acceptable use of AI looks like, such as limiting it to things like grammar and editing. Should no AI tools be used, students are encouraged to also share that. It was noted that it is about distinguishing between AI skills and competencies and levels of acceptability. RRU also looks to how other institutions, nationally and internationally, are using AI and what their policies are.

9. Report from the Vice-President, Finance and Operations

A. Kortum shared that his team is coordinating with colleagues and the provincial government on putting together operational requirements for a student information system, with the province taking on a leadership role in terms of what a procurement might look like for them to draw on. The John Horgan Campus (JHC) is complete, with classes underway. On the certification side, RRU is working with the Rick Hansen Foundation to achieve Gold Certification status, and paperwork on that has been filed. There is also an application under review for LEED Gold Standard status. The Canada Green Building Council has given the JHC certification for a zero-carbon building.

DRAFT**10. Report from the Vice-President, External Relations**

Susan Gee, Vice-President, External Relations, shared that the Advancement pipeline is looking good, with more gifts expected by the end of this fiscal year and forecasted into next year. She thanked Governor Sharma-Raisinghani for joining the Campaign Cabinet. The Digital and Media teams have five viral videos. The Recruitment team has had strong work, including a TikTok-driven event to bring prospects forward, which saw 374 prospects attend. There was a virtual open house on March 7 that utilized the new customer relationship management system to capture and communicate to warm prospects, which saw 788 people sign up and 408 people attending on graduate recruitment. The sign at the top of the hill of the Colwood campus showcases its connection to Auradon Prep, the school featured in the Disney movie, which undergraduate students are engaging with and RRU previously had a viral video about. The Alumni Relations team had a great Changemaker Speaker Series event, with another featuring Carol Off at the end of May. There are hopes to take that event on the road in the future, which would expand RRU's profile in a good way. All teams have passed their KPIs.

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

Rebecca Lumley, Executive Officer & Associate Vice-President, People and Culture, celebrated the work of RRU's teams. She highlighted that People and Culture supported three large reorganizations and helped to support the completion of 25 workforce plans across RRU. An update was received that the province would fully fund an increase for RRU's excluded staff. People and Culture has refreshed its bullying and harassment training, and about 250 employees and leaders have completed the training so far. The team will be putting additional bullying and harassment training sessions with targeted training for supervisors. R. Lumley will be going to pick up RRU's Waterstone Corporate Culture Award and noted that she has been hearing that culture at RRU is starting to bloom again.

The board chair observed that the board heard many things that should give RRU pride, from the budget to work on the academic portfolio to the creative use of social media in fundraising and recruitment.

CONSENT AGENDA**PRO-FORMA MOTION**

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

12. Consent Agenda - Approval items:

None.

13. Consent Agenda - Information items:

13.1 Draft PRC minutes of the 5 March 2026 meeting of the Program and Research Council

13.2 PRC Annual Plan 2026/27

13.3 Process for Board Approvals Between Meetings

14. Adjournment of Open Session

The meeting adjourned at 10:51 a.m.

BOARD OF GOVERNORS BRIEFING NOTE



MEETING: June 25, 2026

AGENDA ITEM: Climate Action Plan

SPONSOR: Debora Linehan, Interim Vice-President Academic and Provost

PURPOSE: For Information

Synopsis:

The Finance and Audit Committee reviewed the Climate Change Accountability Report at their June 11, 2026 meeting.

Management reported the following:

- The Climate Action Plan was renewed 2025–2030 with five goals: equip learners for climate resilience; strengthen engagement and collaboration; advance campus community and ecosystem resilience; reduce emissions; embed climate into institutional structures.
- Highlights: Strong campus and community engagement; LEED standards at John Horgan campus; partnership projects biodiversity, municipal collaboration; embedding climate work across curriculum and programs.

There were no questions or discussion of the Finance and Audit Committee.

Recommendation:

That the Board of Governors receives this report for information.

Attachments:

1. Climate Change Accountability Report briefing note to the Finance and Audit Committee (June 11, 2026)
2. FAC Attachment 1 Climate Change Accountability Report

FINANCE AND AUDIT COMMITTEE BRIEFING NOTE



MEETING: June 11, 2026

AGENDA ITEM: Climate Action Update, with a focus on Greenhouse Gas Emissions

SPONSOR: Alex Kortum, VPFO

PURPOSE: For Information

Synopsis:

An update on the university's greenhouse gas emissions (GHGs) and a brief status update for climate action.

Background:

- Climate action and sustainability are core commitments for RRU. In addition to reducing emissions in alignment with the BC *Climate Change Accountability Act*, RRU is also working to meet its own reduction targets and broader climate commitments. These are outlined in the university's [Climate Action Plan 2025 - 2030](#) and RRU's [Three-Year Action Plan](#).
- The *2025 Climate Change Accountability Report* details the university's 2025 GHG emissions, showcases actions undertaken, and lays out plans for continued mitigation, adaptation and sustainability initiatives. See Appendix 1 for the full report.
- Additionally, as a signatory to the *UN Race to Zero*, RRU has pledged to achieve net zero GHG emissions by 2050. Unlike carbon neutrality - which is achieved by purchasing offsets - net zero requires deep, direct emission reductions aligned with science-based targets.
- RRU's progress towards GHG emission reduction targets are as follows:
 1. **Total operational GHG emissions reduced by 28%.** Compared to many other institutions, RRU's GHG reductions have outperformed peer institutions as well as the BC Public Sector as a whole. For example, BC's public sector (comprising 130 organizations, including Provincial Government), has achieved an 8% reduction.
 2. **Emissions requiring offset reduced by 84%¹.** This was achieved by designating methane gas from conventional to Renewable Natural Gas (RNG or biomethane), an offset exempt fuel under provincial carbon neutral regulations.
 3. **Scope 3 emissions:** preliminary baseline developed. Targets and reduction actions to be determined.

¹ Under BC's Carbon Neutral Program, PSO's must achieve carbon neutrality for emissions that they produce by purchasing carbon offsets.

Table 1: RRU climate action metrics and targets for GHG emissions

	Reduction from Baseline	Projections
Climate Action Plan - Metrics and Targets (Goal 4)	2025	2028/29
Emissions requiring offset. From 2010 baseline*, reduce emissions requiring carbon offsets by 65% by 2025; 80% by 2030; and net zero by 2050. *Baseline = 1,465 tCO₂e	-84% (229 tCO ₂ e)  <i>Target achieved through the designation of Renewable Natural Gas.</i>	-25% (see note 1 below)
Total operational emissions. Reduce total operational emissions by 2030 (target TBD).	-28% (1,055 tCO ₂ e)	-25% (see note 2 below)
Scope 3 emissions. Reduce scope 3 emissions by 50% by 2030 (from 2019 levels).	TBD. Preliminary baseline development only (approx. 6,767 tCO ₂ e)	TBD

Note 1: In April 2026, RRU decided to stop designating its methane as Renewable Natural Gas (RNG). This shift allows RRU to save money, reflect a true baseline of fossil fuel use, and focus on direct emissions reductions through better energy monitoring, management and decarbonization. In Fall 2026, RRU will present a plan to the Board to strategically reinvest the money that was spent on RNG.

Note 2: In 2026, RRU will see a significant increase in its on-campus population, leading to greater energy use. RRU anticipates balancing this with better data collection, efficient space use, and energy management.

Fit to Vision and Strategic Direction:

Climate action is embedded within RRU's vision, values and commitments. It is directly referenced in the Three-year Action Plan, and the Climate Action Plan 2025 – 2030.

Lens of Reconciliation:

It is important at RRU that climate action is not solely viewed as an operational or technical issue of emissions reductions. The climate crisis is a symptom of deeper systemic problems: colonialism, disconnection from land and community, inequity, extractivism, etc. RRU's vision (for both the university and for climate action broadly), puts a focus on people as agents of change. This will involve everyone, especially women, youth, Indigenous peoples, and those living with disabilities. Values and ongoing commitments to Truth and Reconciliation, Indigeneity and human rights will be embedded throughout our approach.

Implications:

- **Financial:** Beyond the Carbon Neutral Capital Program, no additional budget is identified to explicitly fund GHG reductions. In the coming year, RRU will work to identify external funding opportunities and savings (~\$175K) that will be realized by no longer designating RNG as a fuel source. RRU will explore how these funds could be redirected to support energy expertise, decarbonization planning, capital projects and major retrofits that transition the university towards clean, renewable energy sources.
- **Campus Planning:** GHG reductions are explicitly connected to resilience planning, infrastructure and space planning, campus and landscape-level planning, building retrofits and design, and energy management.

- **Human Rights and Accessibility:** All energy, GHG reduction, and resilience initiatives will include a lens of human rights and accessibility as part of the design and delivery.
- **Sustainability:** GHG reductions can support RRU's ongoing sustainability values to realize co-benefits in areas such as water management, health & wellness, affordable transportation, biodiversity protection, waste management, etc.
- **Climate Action:** Yes.

Risk Assessment:

- **Renewable Natural Gas (RNG):** Relying on RNG as part of the university's net zero pathway created pragmatic and reputational risks. Shifting away from RNG will create more opportunities to focus on the reduction and elimination of fossil fuel use.
- **Scope 3 emissions:** Based on preliminary baselines, value chain emissions are a significant aspect of RRU's GHG impact. However, they are also challenging to measure and reduce due to administrative, behavioural, cultural challenges, and reduced ability to directly influence (i.e., purchased products and services).
- **Historic infrastructure:** Much of RRU's infrastructure is old creating limitations and significant challenges to the decarbonization goals. Funding for capital improvements is lacking, and major retrofits are not always feasible.

Recommendation:

It is recommended that the Board of Governors receive this briefing for information, in fulfilment of its fiduciary and risk management responsibilities for the university.

MOTION: not required

Attachments:

1. Appendix 1: RRU 2025 Climate Change Accountability Report



2025 PSO CLIMATE CHANGE
ACCOUNTABILITY REPORT
Royal Roads University - May 2026

TABLE OF CONTENTS

CLIMATE CHANGE ACCOUNTABILITY REPORT OVERVIEW	3
2025 GREENHOUSE GAS EMISSIONS PROFILE	5
STATIONARY SOURCES - FUEL AND ENERGY FOR BUILDINGS	7
MOBILE SOURCES – FLEET ENERGY USE	9
PAPER CONSUMPTION	10
FUGITIVE SOURCES	11
SCOPE 3 EMISSIONS	11
CLIMATE RISK AND RESILIENCE	12
2025 SUCCESS STORIES	13
OTHER CLIMATE & SUSTAINABILITY INITIATIVES	14
CLIMATE AND SUSTAINABILITY PLANS FOR 2026 AND BEYOND.....	15

CLIMATE CHANGE ACCOUNTABILITY REPORT OVERVIEW

Declaration Statement

This PSO Climate Change Accountability Report for the period January 1, 2025 to December 31, 2025 summarizes our greenhouse gas (GHG) emissions profile, the total offsets to reach net-zero emissions, the actions we have taken in 2025 to minimize our GHG emissions, and our plans to continue reducing emissions in 2026 and beyond.

Overview

Climate action and sustainability are core commitments at Royal Roads University (RRU). In addition to reducing emissions in alignment with the Carbon Neutral Government Regulation, RRU is also working to meet its own reduction targets and broader climate commitments. The following report details RRU's 2025 GHG emissions, showcases actions undertaken, and lays out our plans for continued mitigation, adaptation and sustainability initiatives.

As outlined in Table 1, in 2025 Royal Roads produced emissions totalling 1,055 tonnes of carbon dioxide equivalent (tCO₂e), including 826 tonnes of biogenic emissions (mostly from RRU's designation of renewable natural gas (RNG)). Of RRU's total emissions, 229 tCO₂e require offsets in accordance with provincial reporting guidelines. Since 2010, RRU has reduced total GHG emissions by 28% (compared to a baseline of 1,465 tCO₂e).

2025 Emissions and Offset Summary

Table 1: Royal Roads University 2025 GHG Emissions and Offsets Summary	
GHG emissions for the period January 1 - December 31, 2025	
Total Biogenic Emissions (tBioCO ₂)	826
Total Emissions (tCO ₂ e)	1055
Total Offsets (tCO ₂ e)	229
Adjustments to Offset Required GHG Emissions Reported in Prior Years¹	
Total Offsets Adjustment (tCO ₂ e) ²	-9
Grand Total Offsets for the 2025 Reporting Year	
Grand Total Offsets (tCO ₂ e) to be Retired for 2025 Reporting Year	220
Offset Investment (\$25 per tCO ₂ e)	\$5,500

¹ Emissions reported in previous years are updated because of new information becoming available, errors discovered in previously entered data, emission factor corrections or consumption adjustments made by energy providers.

² Fugitive emission factors for HFC-404a and HFC-507 were corrected by the Clean Government Team, leading to a reduction of our 2024 emissions by 9.115 tCO₂e, thereby decreasing our overall offsetable emissions from 302 to 293 tCO₂e.

Retirement of Offsets

In accordance with the requirements of the *Climate Change Accountability Act* and Carbon Neutral Government Regulation, Royal Roads University (**the Organization**) is responsible for arranging for the retirement of the offsets obligation reported above for the 2025 calendar year, together with any adjustments reported for past calendar years (if applicable). The Organization hereby agrees that, in exchange for the Ministry of Energy and Climate Solutions (**the Ministry**) ensuring that these offsets are retired on the Organization’s behalf, the Organization will pay within 30 days, the associated invoice to be issued by the Ministry in an amount equal to \$25 per tonne of offsets retired on its behalf plus GST.

Executive Sign-Off:

	May 28, 2026
Signature	Date
Alex Kortum	Vice President Finance and Operations Royal Roads University
Name	Title

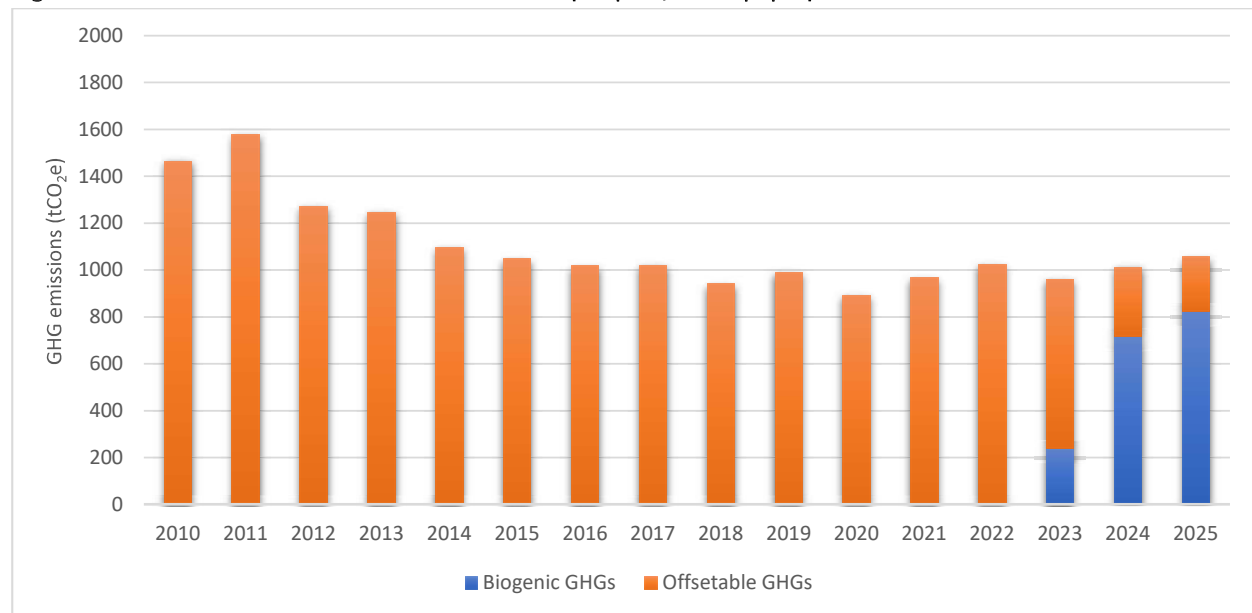
2025 GREENHOUSE GAS EMISSIONS PROFILE

In 2025, Royal Roads University's total GHG emissions were 1,055 tCO₂e, representing a 28% reduction from the 2010 baseline (1,465 tCO₂e). Of this total, 826 tonnes are biogenic emissions (tBioCO₂e), and 229 tonnes are emissions requiring offsets. Aside from purchased paper, these provincially reported totals do not include Scope 3 emissions.

Offsetable emissions have been reduced by 84% since the 2010 baseline of 1,462.5 tCO₂e due to electrification, energy upgrades and, most substantially, RRU's recent designation of RNG as a fuel source for buildings. Since 2024, RRU's total offset amount has decreased by 22% (293 tCO₂e) since the RNG designation was applied to the full year rather than a portion of it.

RRU's GHG trend is outlined in Figure 1. This reduction has been achieved mostly through the university designating its methane gas³ consumption as renewable natural gas (also known as RNG or biomethane). Through this program, the university designated 100% of its fuel as a biomethane⁴ blend and thereby reduced offsettable GHG emissions associated with direct fuel consumption. Although not visible in the graph until 2023, biogenic emissions are included and ranged between one to three tCO₂e until 2022.

Figure 1: RRU's GHG Emissions Trend 2010 – 2025 (Scope 1, 2 and paper)



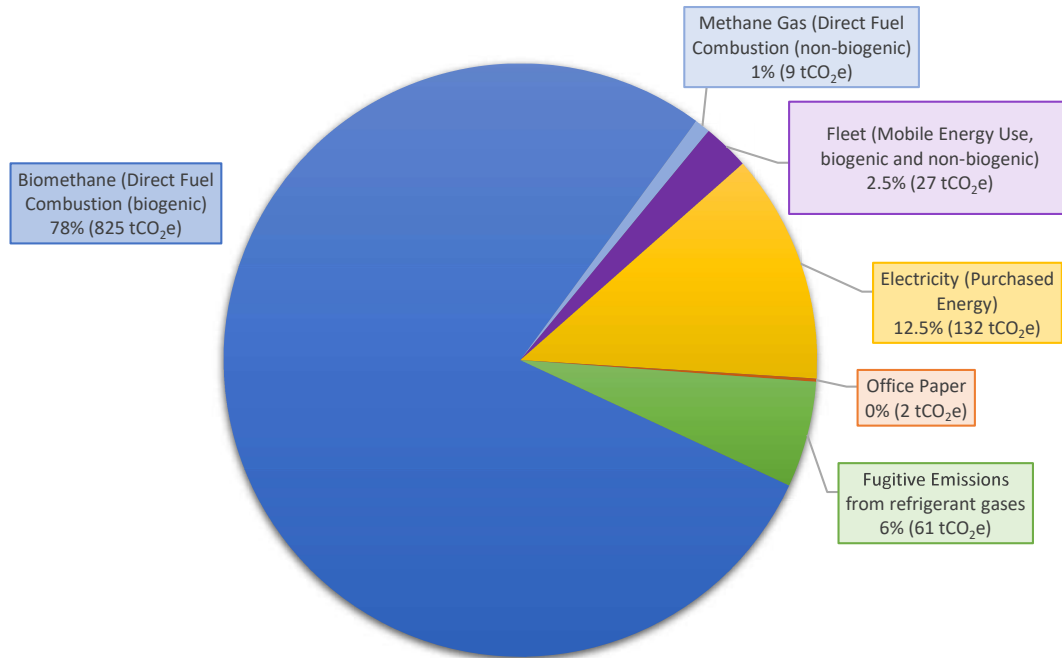
³ Methane gas is also known as “natural gas.” RRU's source for this fuel is FortisBC, which supplies gas that is 95% methane ([FortisBC](#)). Methane has a global warming potential 28 times stronger than CO₂ ([BC Ministry of Environment and Climate Change, 2023](#)). Studies have shown that using the terminology of “natural gas” implies a clean source of energy and an undeservedly positive public perception ([Yale, 2022](#)). In recognition of these factors, RRU has changed its terminology.

⁴ Biomethane is another name for Renewable Natural Gas (RNG). In keeping with our use of “methane gas” in place of Natural Gas, we will use terminology that acknowledges the methane content of this biogas.

Emissions by Source

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

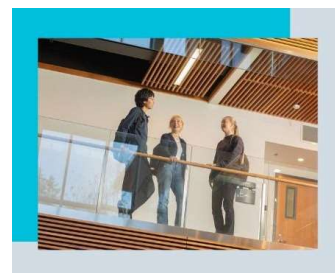
Figure 2: Percent Total GHG Emissions by Source (tCO₂e), 2025



As the chart above illustrates, direct fuel combustion of methane gas (biogenic and non-biogenic) from building heating contributes the most significant portion of RRU's climate impact for operational emissions. Fugitive refrigerant emissions, mobile energy use (primarily from our fleet) and office paper combined comprise less than 10% of our overall emissions. Although consumption remained relatively stable, emissions from purchased energy have seen a threefold increase due to Electricity Emission Factors (EEF) increases due to droughts. The droughts impacted BC's hydropower sources and resulted in more gas-fired generation and electricity imports, resulting in the higher EEF.

Scope 3 Emissions

Scope 3 emissions are those emissions that are considered as part of the up- and downstream of the university's value chain. Through its [Climate Action Plan 2025-2030](#) and as a signatory to the [UN Race to Zero](#), RRU has committed to measure, track and reduce scope 3 emissions. Except for paper, BC's Carbon Neutral program does not require public sector organizations to report on, reduce, or offset emissions associated with scope 3. However, these emissions are a significant part of the university's climate impact. RRU has determined preliminary baselines of scope 3 categories including business air travel, student air travel (both domestic and international), purchased goods and services, investments, waste and commuting. Please see the Scope 3 section on page 11 for additional information on next steps.



Stationary Sources - Fuel and Energy for Buildings

Royal Roads University is responsible for three locations: Colwood campus, the John Horgan campus in Langford, and a Salt Spring Island property (which is not yet being used for programming). Building energy emissions make up over 90% of RRU's overall emissions. See Table 2 below for a breakdown of specific amounts.

The Colwood Campus is comprised of 26 buildings including seven with Federal Heritage Designations and 11 constructed prior to the Second World War. The Colwood campus buildings have a combined total area of 46,908 m² and are powered by electricity (BC Hydro) and methane gas (Fortis BC). There is one building on the John Horgan Campus and it has an area of 9,619 m² and is powered by electricity and solar power.

Table 2. Building emissions (offsetable and total)

	Offsetable emissions (non biogenic), tCO ₂ e	Total emissions (including biogenic), tCO ₂ e
Direct fuel combustion (methane gas)	9	834
Electricity	132	132
Total building emissions	141	966
Total from all sources	229	1055

Since 2023, Royal Roads has opted into FortisBC's Renewable Natural Gas (RNG) program and designates 100% of its gas consumption as biomethane. RNG is biomethane that has been captured from decomposing organic waste from landfills and wastewater facilities. RNG produces biogenic emissions which do not require offsets under the Carbon Neutral program. RRU's participation in the RNG offset program has been an interim step within a broader decarbonization strategy to reduce GHGs. Efforts to increase energy efficiency, reducing energy consumption, and transition to low carbon and renewable energy systems remain a priority for the university.

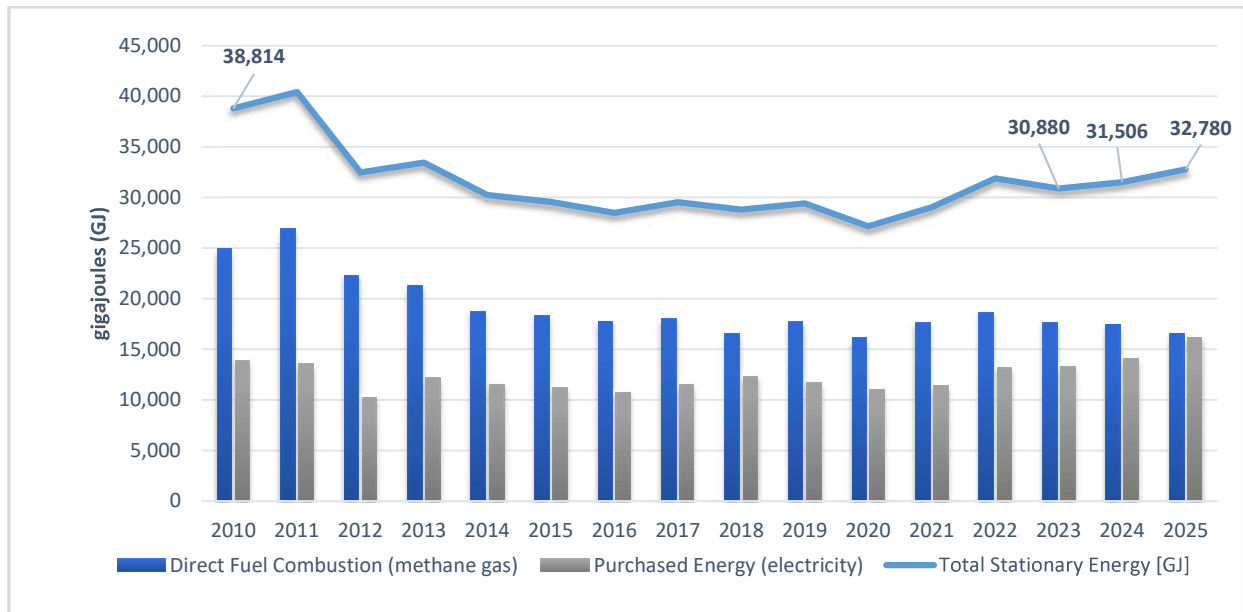
Building Energy Consumption Trends

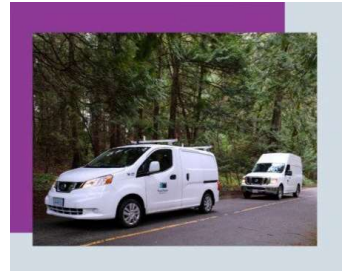
Building energy consumption data (measured in Gigajoules or GJs) is a way to monitor understand energy use over time (compared to tCO₂e which can shift annually with changes to emission factors). RRU's stationary energy use trends are illustrated in Figure 3 below.

Purchased energy (electricity) consumption has seen a steady increase since 2020. This has been an anticipated increase as RRU transitions from fossil fuels to greater electrification. To counteract this upward trend, RRU aims to improve its energy management practices.

Direct fuel consumption (of both methane and biomethane gas) has been reduced 33% since 2010. Consumption rates have been relatively static since 2014, ranging in the 16,000 to 18,000 GJ range. RRU is adding building metering and improving energy monitoring to take a more data-informed approach to building optimization and energy efficiency.

Figure 3: Stationary Energy Use (GJs), 2010 – 2025





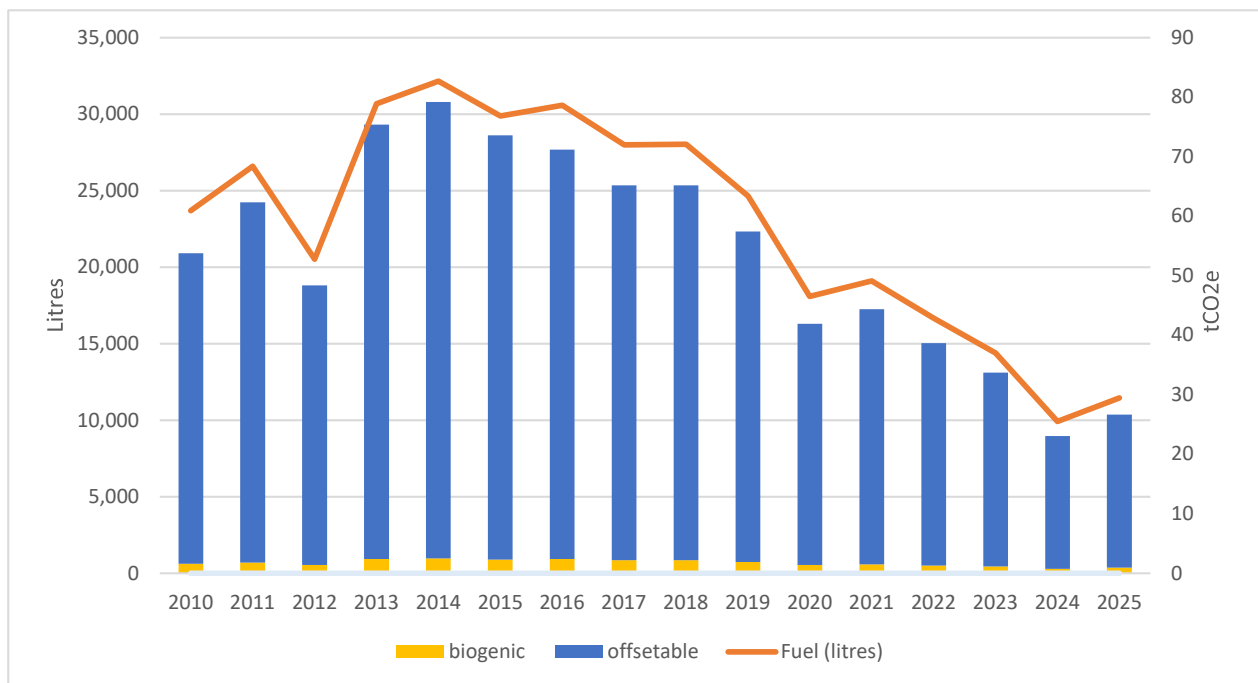
Mobile Sources – Fleet Energy Use

In 2025, RRU fleet accounted for 2.5% of the university's total GHG emissions (27 tCO₂e). Since 2010, RRU has reduced fleet associated GHGs by 51% – a difference of 26.5 tCO₂e (Figure 4). Through continued fleet management and the retirement of gas-powered vehicles, RRUs fleet emissions have trended downward but did see a slight increase in the last year.

Currently, the university has a mixed fleet that includes:

- 9 gas-powered vehicles (utility vans, trucks, and minivans).
- 6 hybrid electric vehicles (minivans and SUVs)
- 2 electric utility vehicles
- 31 electric golf carts
- 7 gas-powered working vehicles (tractors, mowers, and garden utility vehicles)
- 1 diesel-powered heavy-duty vehicle (dump truck)

Figure 4: Mobile Energy Use, 2010-2025 (litres and tCO₂e)

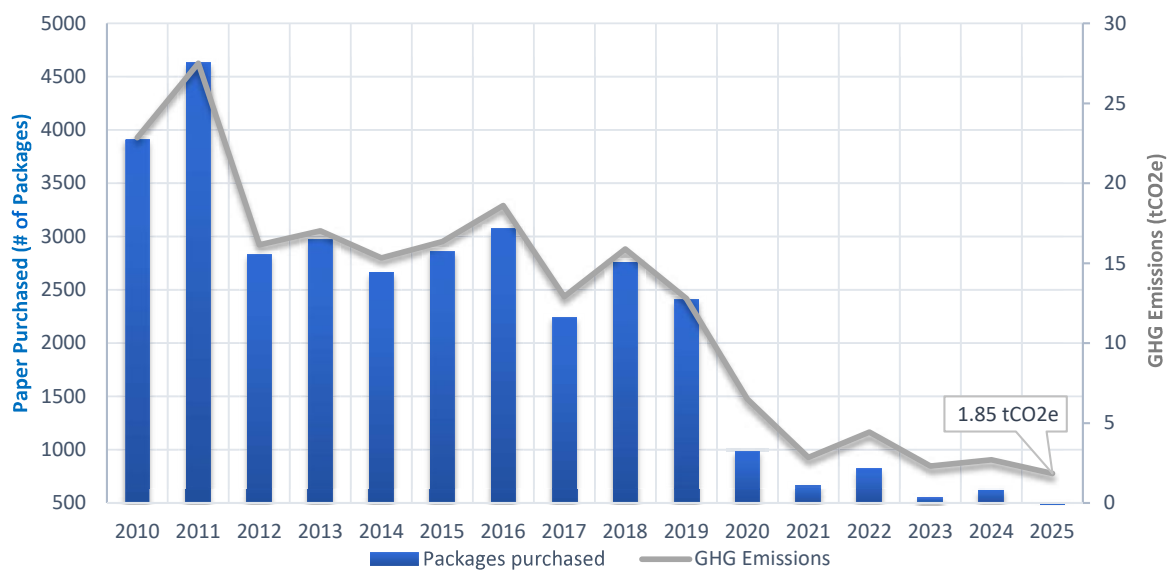




Paper Consumption

In 2025, emissions associated with office paper accounted for less than 2 tCO₂e. RRU's standard procurement practice is to select sugarcane bagasse paper for all 8 ½" x 11" paper orders. This use of low-emissions paper and the continued shift towards online academic and administrative processes, have resulted the university's substantial reductions in this category (see Figure 5). In 2025, RRU purchased 450 units of paper, a decrease from the 630 units purchased in 2024.

Figure 5: Paper Purchased and Associated GHG Emissions, 2010-2025





Fugitive Sources

RRU's 2025 fugitive emissions were 61 tCO₂e. Fugitive emissions result from refrigeration equipment gas leaks and are an important category of direct emissions since they have a much higher global warming potential than carbon dioxide⁵. Refrigerant equipment includes household fridges, commercial chillers, heat pumps and air conditioning systems. Equipment monitoring and maintenance to mitigate leaks is the best course of action for ensuring these emissions are kept to a minimum.

While asset-based average emissions were applied at the other campuses, more sophisticated tracking systems at the new John Horgan Campus (JHC) enabled RRU to use a unit-based methodology for tracking refrigerant emissions. Additionally, refrigerators selected for JHC also use less harmful refrigerants. Both factors led to lower-than-expected fugitive emissions for the new campus.

Going forward, monitoring and tracking will be improved, allowing for more refined reporting. Larger equipment will also undergo checks and regular maintenance to avoid and detect leakages where possible. Moving forward, RRU will continue to prioritize procurement of low scope 3 emission refrigerant equipment as existing equipment reaches end of life.

Scope 3 Emissions

In line with its renewed *Climate Action Plan* and commitments to the UN Race to Zero, RRU has committed to prioritize and reduce scope 3 emissions. These indirect emissions are created by sources not directly owned or controlled by the organization but are part of the university's value chain. Value chain activities generate a significant amount of GHG emissions and offer an opportunity to significantly reduce the overall climate impact of our organization.

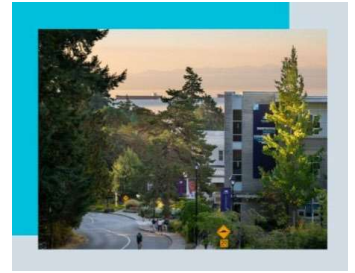
Although the advancement of scope 3 work was paused during the refresh of the university's Climate Action Plan, RRU has re-committed to halving scope 3 emissions by 2030. Table 3 below lists RRU's scope 3 categories of focus and initial baselines. Next steps to address scope 3 emissions include:

- Prioritizing scope 3 focus areas and actions that are feasible and have the highest impact.
- Increasing awareness of scope 3 categories, their impacts and mitigation actions.
- Implementing ongoing tracking for scope 3 priority areas.
- Developing processes and policies that lead to reductions in scope 3 emissions.

Table 3. Summary of Scope 3 Baselines

Scope 3 Category	Baseline (tCO ₂ e)	Baseline year
Business air travel	1,208	2019
Commuting	570	2024
Student Air Travel, Domestic and International	4,520	2019
Purchased goods and services	152	2022/3
Investments	348 (or 12,629 with investee scope)	2022/3
Waste	-31	2022

⁵ HFCs and PFCs are a class of powerful greenhouse gases with global warming potential (GWP) values that are typically 1,000 times greater than that of CO₂ (US EPA, [Greenhouse Gas Inventory Guidance](#), 2014)



Climate Risk and Resilience

In 2024, Royal Roads undertook its first climate risk assessment. This one-year process helped improve understanding of the highest risks facing the university and set out a resilience roadmap to chart a path forward. The assessment is a critical precursor to adaptation and resilience planning. The top five climate hazards identified for RRU are:

1. Interface wildfire
2. Extreme heat
3. Poor air quality
4. Extreme wind and storms
5. Drought and water shortage

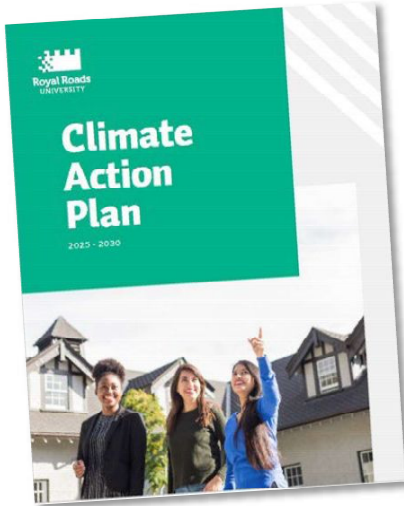
Risks were identified across a variety of sectors from health and wellness, culture and heritage, biodiversity and ecosystem services, infrastructure and built systems, university administration, and economic conditions and revenue streams. RRU is in the process of developing a resilience and adaptation plan. In 2025 several initiatives supported the advancement of this work including:

- An employee information session and preparedness webinar on extreme heat, smoke and fire.
- Identification of campus, community and ecosystem resilience as a key goal in the 2025 - 2030 Climate Action Plan.
- Ongoing network building and learning with local and regional partners.
- Integration of “climate leadership” into the organization’s competency framework which will support professional development/training and be embedded across role profiles.
- Opening of the new John Horgan Campus, a Net Zero Design standard facility which incorporates resilience features into its design and function.



2025 Success Stories

Climate Action Plan Refocusing



In 2025, RRU updated its *Climate Action Plan*. Global contexts have shifted, and the post-secondary sector is facing unprecedented challenges. The new plan refocused the university's climate actions and strategies, allowing it to remain responsive to emerging issues and new information.

RRU's new [Climate Action Plan 2025-2030](#) was approved in Summer 2025. Spanning across five goal areas, the university aims to 1) equip learners for a climate-resilient future, 2) strengthen climate action engagement and collaboration for community impacts, 3) advance campus, community, and ecosystem resilience, 4) reduce emissions and accelerate clean energy transitions, and 5) embed climate into institutional structures and culture.

John Horgan Campus

During the Summer of 2025, RRU opened the John Horgan campus in Langford. This five-story mass timber was built to LEED v4 Gold certification and Zero Carbon Building Design certification standards. It now operates as a collaborative regional learning hub. Design features included low-carbon concrete, rooftop solar, maximized rainwater filtration and landscaping with native vegetation to reduce irrigation demands. Undergraduate and other programming is offered by RRU, Camosun College, the University of Victoria, the Justice Institute of British Columbia, and the Sooke School District 62. This campus offers flexible classrooms, shared spaces an Indigenous centre and a studio for the new Westshore Innovation and Startup Hub.





Other Climate & Sustainability Initiatives

CAMPUS INFRASTRUCTURE & OPERATIONS

Energy Management

To increase energy use monitoring and efficiency on the Colwood Campus, RRU initiated projects that include lighting upgrades and the addition of mechanical meters in the Library and Sequoia buildings. These upgrades were integrated into lifecycle replacements and deferred maintenance projects.

Building Retrofits and Upgrades

In 2025, a key upgrade that supported energy efficiency and climate targets was the installation of a CO₂ heat pump for the Nixon building. This highly efficient, electric-gas hybrid system uses R744, a non-toxic refrigerant with a lower-than-average global warming potential. Methane power is only used as backup energy, if required. The new heat pump will heat the building's hot water and is expected to reduce RRU's emissions while also promising lower operating costs.

CAPACITY BUILDING & COLLABORATION

Climate Education and Training

In addition to its existing suite of climate and sustainability-related education and training, RRU is developing a *Climate Justice and Equity* course that will be ready in 2026. This self-guided course will offer a deeper dive into issues of human rights in the face of the climate crisis and other intersecting challenges. It will be freely available to Royal Roads employees as well as open to the wider public.

Climate Leadership Competencies

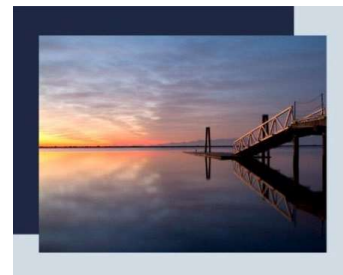
Climate Leadership was added as an employee competency in RRU's restructured professional development framework. With this new framework, "Climate Leadership" will be integrated into employee role profiles and climate-related education and training for staff, faculty will be developed. These measures will help to ensure RRU employees have the skills and knowledge to become a resilient, climate-ready workforce.

Biodiversity Celebration

In 2025, RRU partnered with the City of Colwood and the Capital Regional District to host a regional *Biodiversity Celebration* at the university. The event featured an online panel discussion followed by an in-person gathering that included walks, talks and a showcase of biodiversity and related projects from around greater Victoria. With over twenty organizations hosted booths and exhibits to share their inspiring work with the broader community. The celebration was well-received by those attending and fostered connections and relationship-building for those working on biodiversity in the region.

Climate Network Map

RRU's [Climate Network Map](#) was developed with generous assistance from colleagues at RRU's [Cascade Institute](#). This interactive map profiles the broad range and of climate expertise, projects and activities being undertaken by RRU faculty and staff in a connected web. As an ongoing project, the network map will serve as a tool to support greater collaboration and capacity-building for the RRU community and with partners, prospective students, and the public.



Climate and Sustainability Plans for 2026 and Beyond

CLIMATE LEADERSHIP

Climate Action Plan Implementation

In 2026, RRU will dive into its new [Climate Action Plan \(CAP\)](#) which builds off the foundation of its previous CAP. In the Spring of 2026, a large campus-wide conversation will be hosted to engage employees and garner support for the actions and initiatives planned. RRU's CAP is distributed in nature with multiple points of engagement for people across the organization so this broader kick-off is intended to rally support for the coming years.

Revisiting Scope 3 reductions

Considering the work to update the university's climate action plan and other competing priorities, the focus on developing scope 3 emission tracking was paused in 2025. Next steps for scope 3 emissions include establishing tracking processes, determining our methodology, and prioritizing key categories for reductions. One early task will be the development of a sustainable business travel guide to provide additional background and decision-making information to employees traveling for university business.

Renewable Natural Gas

In 2026, RRU will move away from designating its methane as Renewable Natural Gas (RNG). Although the RNG designation reduced our reported emissions, it was not a true reduction of the university's fossil fuel use. In the coming months, RRU will determine pathways ahead for more robust energy management, electrification, and other decarbonization initiatives.

PROGRAMS & OUTREACH

Continuing to foster a culture of agency and engagement through:

- **A series of special events offered twice annually**, including Earth Week in April and a Climate Week or Biodiversity Celebration in the Fall. The sessions and events offered to RRU students, employees and the broader public provide engaging education, share diverse perspectives, and build greater connections.
- **Healthy Planet Program:** through support from the WWF *Go Wild Grants* program, monthly opportunities that engage the RRU community offer hands-on stewardship sessions, biodiversity education, and nature-based reconnection events. The upcoming year will develop new sessions to reach broader audiences.
- **Monthly Resiliency and Reconnection Circles** for interested staff and faculty with Professor and Ecopsychologist, Hilary Leighton, to acknowledge and work through emotions, gain insights, and cultivate increased resilience and reconnection through community.
- **Solidarity Coalition:** with RRU as an anchor organization, the Solidarity Coalition is a community-centered network of individuals and organizations addressing different aspects of the polycrisis across the Greater Victoria area. The coalition seeks to build resilience and empowerment amongst its membership group by increasing partnerships, relationships, mutual aid, and collaboration for climate action leadership.

Expanding RRU programming

Established through a generous donation from the late Susan Bagley Bloom, RRU Salt Spring Island represents the first physical presence of a post-secondary institution on the Gulf Islands and presents an opportunity to expand learning, teaching, and research to communities in that region. Working collaboratively with on-island partners and local Indigenous communities, the collective vision for RRU Salt Spring Island is to offer one-of-a-kind experiences focused on regenerative sustainability and transformative learning.

The Farm as a Living Lab

Dedicated to sustainable agriculture, food education, and community connection, the Farm has grown into a vital living lab. Inside RRU Colwood's walled garden, unused lawns were converted into a Giving Garden, Market Garden, Indigenous Medicine Garden, and Polyculture Orchard. Beyond significant food production, the Farm offers hands-on opportunities for students, staff, faculty, volunteers, and the greater community to engage in regenerative farming practices that promote learning related to climate action, sustainability, food sovereignty and ecological stewardship.

□ END

BOARD OF GOVERNORS BRIEFING NOTE



MEETING: June 25, 2026

AGENDA ITEM: Master of Arts in Executive Leadership

SPONSOR: Debora Linehan, Interim Vice-President Academic and Provost

PURPOSE: For Decision

Synopsis:

The Master of Arts (MA) in Executive Leadership was recommended for approval to the Board of Governors at the May 28, 2026 meeting of the Program and Research Council (PRC). Consistent with its mandate to review new degree program proposals from Academic Council, the PRC reviewed the proposal on the basis of relevance, academic rigour, and fit with strategic direction. It is presented to the Board of Governors for final approval at its June 2026 meeting.

Background:

This program builds on and replaces the current MA in Leadership, Executive Leadership specialization (launched in 2021), to create a degree path for experienced organizational leaders who want to develop their character and capacity for optimizing trust, culture, values-based leadership and key executive leadership practices. The program proposal outlines the market need, changes to program structure to address the current limitations as a specialization, as well as opportunities to leverage relevant existing course work and for RRU to establish a niche in values-based trustworthy executive leadership education. A determination of new degree request was submitted to the Degree Quality Assessment Board (DQAB) in March 2026, and they have determined that the changes constitute a new degree based on the substantive changes to the program learning outcomes.

Fit to Vision and Strategic Direction:

The proposed program is aligned with RRU's legislative mandate to provide programs and research in the applied and professional fields, labour market needs, focused on preparing people in and for the workplace, with interdisciplinary programs and flexible delivery models. As well, it is aligned with the institution's commitments to individualization, Indigeneity, interdisciplinarity and eliminating redundancies. There is also a clear alignment and opportunity to advance RRU's three overarching institutional strategic research themes: 1) learning and innovation, 2) thriving organizations, and 3) sustainable societies and communities.

Lens of Reconciliation:

RRU will continue its commitment to incorporating Indigenous ways of knowing, being and relating within the program through readings and resources. RRU has had Indigenous students in the specialization and currently, Indigenous faculty teach in the program and have come in as Executive in Residence.

Options:

The program has been recommended for approval by Academic Council and the PRC.

Implications:

- A. Financial – \$28,875 in development costs; a minimum of 10 enrolments (2027 target: 30) is needed to cover the ongoing costs.
- B. Human Resource - Scheduling, staffing, and workload efficiencies will be carried forward with the shift from the existing specialization by utilizing what is working well in it and enhancing the curriculum to create the new program.
- C. Campus Planning - The proposed program structure is a blended format in which learners study online and attend a 6-day residency in person in their first and second years.
- D. Stakeholder/Community – Separate program advocated for by external reviewers, and supported by students, alumni, faculty and advisory committee.
- E. Equity, Diversity, Inclusion and Anti-Racism – Inclusion reflected in learning outcomes (i.e. lead with values congruence in service of the common good)
- F. Sustainability – Dominant theme in curriculum and key consideration for program delivery.
- G. Climate Action – Aligns with the Climate Action Plan, which recognizes the priority for Leadership and Governance and how climate action is rooted in building knowledge and capacity, and collaborations for solutions.

Risk Assessment:

A separate MA in Executive Leadership is needed to provide a strong and relevant curriculum for senior leaders; as such, it must be operated independently from other MA in Leadership programs. Senior leaders are primarily interested in enhancing their workplace practice and capabilities, and therefore this program needs to shift the focus of the second year to developing further executive organizational leadership competencies and research through practitioner inquiry and praxis. A potential risk can be reaching prospective learners. Mitigation strategies can include strong marketing by positioning as a flagship program within RRU, differentiating from MBA, showcasing impacts (professionally, organizationally, and society) and drawing on alumni of specialization to help promote.

Recommendation:

That the Board of Governors approve the MA in Executive Leadership program proposal as per Management's recommendation.

MOTION:

That the Board of Governors approve the Master of Arts in Executive Leadership as presented in Attachment 1.

Attachments:

1. MA in Executive Leadership program proposal



New or Revised Program Proposal Cover Sheet

Approval (for committee use only)	
Board of Governors	Approve: dd-mmm-yyyy
Program and Research Council	Approve/Recommend: 28-May-2026
Academic Council	Approve/Recommend: 11-Mar-2026
Curriculum Committee:	Approve/Recommend: 23-Feb-2026
Executive Committee (new/major revisions)	Approve/Recommend 25-Nov-2025
Proposal Notes (for VPA office use only)	
<i>Added EC approval date, noted Admissions Committee approval n/a and inserted missing course codes on p11. SR 2026-03-02</i> <i>Added AC approval date. SR 2026-03-31</i> <i>Added PRC approval date. SR 2026-06-12</i>	

To be completed by program area prior to submission to dean

Program Name	MA in Executive Leadership	
Name, School, and Faculty of Proposal Submitter	Kathy Bishop, School of Leadership, FIS	
Effective Date: (i.e., indicate relevant start date)	April 2027	
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)	This program builds on and replaces the current MAL-Executive Leadership Specialization, to create a degree path for experienced organizational leaders who want to develop their character and capacity for optimizing trust, culture, values-based leadership and key executive leadership practices, which are critically needed in organizations today.	
Admissions Committee Review See https://staff.myrru.royalroads.ca/service/vpap/AC/AdmissionsCtee/default.aspx		Required for new programs and proposed admission changes to existing programs Approval date: n/a
Program Learning Outcomes are included as appendices to this proposal		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's Office (to obtain course numbers and check for duplicates)
	X	Financial Aid and Awards (to review program schedule and potential implications for financial aid eligibility)
		Marketing (for new & revised programs to assist in promotion)
	X	Other academic or business units affected by the proposal (specify) • Library • Experiential Learning Career Learning and Development

Consultation notes:

CTET – With the original 5 year review process, I worked throughout the program with Donna DesBiens (2024-2025) who helped guide Learning Outcome development and program mapping. Most recently, I met with Carmen Larsen (Feb 26, 2026), to discuss the proposal and we committed to working further together with new courses development and program optimization.

Registrar's Office – issued courses number for the new courses identified below. Also, Lynn Gregg (Feb 23, 2026) advised that the G-cert and G-Diploma options can be noted in this proposal although each will need a separate proposal once approved which I will do. Noted below under Introduction.

Financial Aid and Awards – Michael Brookhart (Feb 18, 2026) confirmed the program works perfectly for Financial Aid Eligibility. 36 credits over 24 months is over 100% of a full-time courseload and eligible for full-time financial aid.

Library - Sue Bengtson (Feb 23, 2026) noted that since much of the program is based on an existing course, the current collections will support this new program proposal as is, however, they will be considering more value-based leadership and trust resources and will connect more with me once the program is formally approved to discuss Library resource gaps.

Experiential Learning Career Learning and Development, Natasha Dilay (Feb 23, 2026) shared RRU's resources for sharing safe and inclusive experiential learning resources and practices, this has been included in **Appendix B3**.

1. Introduction

Based on SoLS' 5-year review completed in 2024/25, and advocated by external reviewers, students, alumni and faculty, we are proposing to take the current MA in Leadership with a specialization in Executive Leadership (MAL-XL) to the next level – to be its own MA in Executive Leadership. The current specialization is a limited program that hasn't had the 'scope' to fully deliver on the learning goals envisioned when the specialization was established. According to various feedback providers, it has outgrown the MAL structure and seeks to meet executive leaders' learning needs accordingly. As endorsed by our MAL XL Advisory Council, see Appendix D below, the current specialization has tested various delivery models with success to the extent possible, but it is clear that the full MA-XL program is needed to provide a strong and relevant curriculum for senior leaders; as such, it must be operated independently from other MAL programs. Current constraints limit visibility, hinder marketing, and restrict sponsorship opportunities. The pedagogical barriers (e.g., adapting within MAL curriculum design and content) simply do not align with executive learners' needs for strategic vision, specific senior leadership practices and authentic communication across the organization and interfacing with the wider context and public. With external validation secured and an opportunity to deliver a fit-for-purpose curriculum for executive leaders, the new MA-XL can be positioned as a flagship offering that can elevate the University's reputation in executive education and organizational leadership development.

The proposed **MA in Executive Leadership (MAXL)** is a 36-credit graduate blended program over 2 years that is specifically designed for mid-to senior level organizational leaders across multiple sectors who want to have the requisite leadership skills to develop their organizations by optimizing integrity, culture, and innovation through values-based leadership and enhanced executive leadership practices. It fosters both personal and career growth that create people-focussed leaders who ably navigate changing environments to transform organizational culture, practices and results, and drive innovation for a thriving future. Leaders enrolled in the program can continue to work throughout and apply their learnings in real time, offering immediate and long-term benefits to their organizations and leadership. MAXL will draw upon faculty who are also experienced organizational leaders in modeling value priorities and in making lasting systemic change that favours innovation and adaptation. The MAL-XL Advisory Council strongly supports this curriculum development direction.

MAXL will replace the current Executive Leadership specialization in the MA Leadership program. It will capitalize on relevant course work from the existing specialization namely, the Graduate Certificate in Values-Based Leadership which currently serves as the first blended residency term. It will expand the current LEAD 625 course (Essential Executive Leadership Practices) with two newly designed courses (LEAD 623 Being a Trustworthy Executive Leader and LEAD 624 Navigating among Competing Demands and Current Trends) as a Graduate Certificate in Executive Leadership Practices, which will also serve as the second blended residency term. Furthermore, it will continue to allow students to complete additional relevant elective courses from across campus and beyond. This will serve the specific needs of values-

based executive leaders as well as align with Royal Road University's commitment to individualization, eliminating redundancies, and offering stackable certificates. A Diploma in Executive Leadership will be made available as an option, if a student must leave after res 2 and completes the minimum necessary credits. Separate proposals will be made for the Graduate Certificate of Executive Leadership Practices and Diploma of Executive Leadership. A new MAXL Competency Framework has been developed as it pertains to the responsibilities of values-based organizational executive leaders (**See Appendix A**).

2. Market Need

A. Social & Economic Benefits

Executive leaders have the positional authority to impact organizational culture, however, when their decisions are not grounded in shared values, there is potential to create cultures reflecting inconsistency and declining trust, weakening long-term organizational health. Executive leaders who have the capacity and skill to influence culture via individual and collective values are at the forefront of creating resilient and responsive organizational cultures. Organizational culture transformation is increasingly recognized as critical to long term sustained success and survival of organization innovation (Jones et al, 2005; Linneluecke & Griffiths, 2010). There is growing evidence that values-aligned organizations waste less time and money, optimizing employee engagement and discretionary energy to their workplace (Barrett, 2017; Mackey & Sisodia, 2013; Sisodia et al, 2004). It is also increasingly recognized that organizational culture sets the possibilities and limits for innovation and adaptability (Hogan & Coote, 2014; Jones, Jimmieson, & Griffiths, 2005). Finally, a dominant theme in the research and scholarship in the organizational culture domain is that the most significant factor in the development of successful, adaptive, innovative, socially conscious, and sustainable organizations is leadership—the values and capabilities of executive organizational leaders. Attention to fostering values-based leadership is becoming critical (Barrett, 2017; Fernández, 2002; Schein, 2016). Organizational innovation is not sustained when the underlying organizational culture is at odds with the change; hence, the now famous comment from Peter Drucker: “Culture eats strategy for breakfast”.

Workplaces are also becoming a focus of attention for employee engagement not only for productivity but also employee health and well-being. Further, there is growing recognition that required changes in organizational leadership practice are not simple, surface-level, programmatic changes, but that they require a shift in culture, and the related values and perspectives of its leaders (Dowden, 2015; Lincoln & Owen, 2015; Santos, Hayward, & Ramos, 2012). See **Appendix E for Section References**.

B. Labour Market Demand

i. Labour Market Overview

Top occupation destinations for graduates of this program would be senior level leadership and management occupations in public and private sector. Both federal and provincial governments in Canada have made explicit commitments to the development of senior leaders.

At the federal level, [The Key Leadership Competency Profile](#) frames executive selection and 'learning and development' as a core expectation for Canada's Public Service leaders, and offer an [Executive Talent Management Framework](#). Similarly, provincial public services have embedded leadership development in their people strategies. The BC Public Service's [Corporate Leadership Development Framework](#) and the [Ontario Public Service Leadership Model](#) use competency-based approaches to guide recruitment, performance management and ongoing development for senior leaders.

Numerous top trend 2025 reports highlighting the critical need for senior organizational leaders development emphasizing that traditional models are insufficient. For example, [Korn Ferry](#) emphasizes the need for senior executives to cultivate organizational cultures and develop agile learning, tech-savviness, and cross-functional collaboration skills; 43% of executives report imposter syndrome, underscoring the urgency for targeted development. [DDI](#) stresses the need to develop human connection and coaching cultures; half of CEOs cite next-gen leader development as a top challenge, with 72% of leaders reporting burnout and calling for inclusive, resilient executive programs to boost engagement and performance. A report from [Gartner](#) identified leader and manager development as a top priority for the third year in a row. The Gartner survey of more than 1400 HR leaders from 60 countries found that 70% of respondents believe that leaders and managers are not adequately equipped to effectively develop mid-level leaders, with organizations struggling to foster culture successfully and that despite 76% of organizations significantly updating their leadership programs and planning to increase spending, results remain lacking. [The Edelman Foundation](#) has also noted the decline in trust in leadership over the years, and "My employer [executive leader] is the key to the trust puzzle". Leaders who enter this program would be positioned to move into C-Suite positions with increasing salary remuneration. The proposed MAXL program is committed to meeting the need for trustworthy organizational leadership through enacted values, culture and key executive leadership practices in these times of massive cultural disruption and authoritarian leadership.

The MAL-XL program advisory committee, comprised of people who have held or currently hold senior executive leadership positions, who are well represented with experience in government, health, protector services and private sector, and have lived experience and a systemic approach to leadership as is embedded within the program itself, strongly advocate for the importance of MAL-XL to become its own separate degree program (MAXL). **See Appendix D.**

A widespread market need exists, and this new MAXL can serve as a niche for Royal Roads which is in line with our RRU Academic Strategic Plan and enrolment needs (RRU SEM Plan). This new program will also demonstrate RRUs leadership among academic institutions by addressing a gap / limitation in current executive leadership programs across the academic landscape by offering an applied program that is academically sound, practically relevant and critically needed. The [World Economic Forum \(2025\) Future of Jobs Report](#) has identified that leadership and social influence is ranked as one of the top three core skills needed (p. 35) to propel the five major drivers - technological change, geoeconomic fragmentation, economic

uncertainty, demographic shifts and the green transition all of which are expected to transform the global labour market by 2030 (p. 5). With the shifts and the resulting challenges, such as baby boomers retiring and millennials being promoted up more quickly, and organizational culture and resistance to change anticipated as one of the key barriers to transformation (WEF, 2025, p. 49), there is a critical need to support organizations and their senior executive leadership.

With changing workplace dynamics along with a decline in leadership trust (See [Edelman Trust Barometer Global Reports](#), [DDI 2024 Trends Report](#)), it is apparent that more meaningful, values based and purpose-driven leadership is needed. A Global Leadership Development Report by Harvard (2024) noted that the three key objectives in leadership development are: (1) expand access to personalized learning, (2) build leadership capacities, and (3) change the metrics (p. 9) based on potentializing people, all goals of our current values based, purpose driven executive leadership specialization but best provided in the proposed full MA degree program. Likewise, a dominant theme in the research and scholarship in the organizational culture domain is that the most significant factor in the development of successful, adaptive, innovative, socially conscious, and sustainable organizations are the values and capabilities of organizational leaders. Therefore, ample need and evidence exist to move forward with MAXL, a new MA in Executive Leadership, based on alignment with RRU's strategic priorities, gaps in current academic landscape, and anticipated global workforce and educational trends/needs.

ii. Student Demand

For several reasons, we expect that the MAXL is designed to attract *values-based organizational leaders who are advancing to senior levels in their organizations*. First, the program emphasizes knowledge and practices that generate justifiable trust between leaders and their organizations in a time that mistrust is reaching epic proportions across sectors in the Global North (<https://www.edelman.com/trust-barometer>). Leaders who are mistrusted or not trusted accomplish significantly less at greater cost. Second, innovation in organizations and their 'products' is widely recognized as a matter of survival in order to adapt to accelerating and unpredictable change in the wider context. There is growing evidence that the capability to continuously innovate is contingent on informed engagement in more 'lateralized' and flexible configurations guided by a shared mission and values that consistently guide and underpin responses to changing demands (e.g., Laforet, 2016; Li & Nasiri, 2018; Sadegh Sharifirad & Ataei, 2012). This program uniquely focuses on the *practice* of evolving organizational cultures and structures that can adapt and explore innovation possibilities. More generally, there is mounting evidence across the world and types of organizations that qualities of organizational culture are critical to its performance (e.g., Kim & Chang, 2019; Siew & Yu, 2004). "...Culture affects key employee outcomes such as job satisfaction, morale, engagement, and higher levels of discretionary work effort and cooperation... [and] in short, organizational culture plays a critical role in shaping an organization's success or failure" (Johnson, Nguyen, Groth, & Wang, 2016, p. 266). **See Appendix E for Section References.**

iii. Financial Impact on Students

This new MAXL is aligned with the current Executive Leadership specialization in which students need to complete a total of 36 credits. The first three courses of the specialization will be equivalent to the Graduate Certificate in Values-based Leadership (9 credits). The second year three courses will be equivalent to a Graduate Certificate in Executive Leadership (9 credits). For their electives, students can also choose 3 elective courses or one graduate certificate (9 credits). The Graduate Certificates will provide ‘time-crunched’ working professionals with a tangible accreditation that permits a pause in graduate learning needed to attend to work and family demands and to meet multiple financial obligations if they wish to continue in this MAXL. As well, having a choice of electives will enable students to apply other courses or certificates for credit toward completing their MAXL, thus increasing specialized learning and cost savings.

Comparing other programs in Canada, RRU offers cost effective and in-depth programming to enable embodied learning and leadership.

RRU Masters of Arts - Executive Leadership specialization (MAL XL) **Cost: \$28,469**

2 year program includes Values-based Leadership (VBLD) cert, plus 3 electives/9credits, with 2 - 6 day on campus residencies excludes meals and accommodations.

RRU VBLD certificate. Standalone or first term of MAL XL **Cost: \$7354**

6 month program includes 3 courses/9credits. Can apply to other RRU MA programs.

Rotman Excellence in Executive Leadership Certificate **Cost approximately \$30,000**

Focus on short 5 day skill courses – 3 courses for cert. Cost per course: \$10,900-13,000

Queens Smith School of Business, 3x 5-day Leadership Courses. **Cost: \$33,000**

Focus on Developing Self as a leader and developing teams. Knowledge and Skills to apply

Ivy School of Business Executive Program Certificate of Completion **Cost: \$24,750**

2x 1 week modules & 4 virtual sessions – not accredited

The [Government of Canada](#), and [WorkBC](#), note that senior managers in the public or private service usually require a university degree, and a Masters degree may be required. Research by [Heidrick & Struggles \(2025\)](#), highlighted that “Globally, the share of CEOs with advanced degrees has increased, from 58% in 2019 to 65% in 2025”.

3. Environmental Scan

Although there are various executive MBA programs and some MAL programs in Canada (e.g., RRU, Victoria, SFU, Concordia, etc.), there are currently no Master’s of Arts degrees in Canada that specifically focus on values, organization culture, and innovation with the target audience of executive leaders. A recent review of [Study Portals](#) reveals that there is a Master’s degree in the Management of Innovation (University of Toronto) but it is specifically for engineers and others working in technology-focused organizations. There is an MSc Management in Organizational Behaviour (Queens University) but not with designate emphasis on organizational culture nor executive leadership. This would be a unique MA degree option in Canada.

There are a few Master's that are offered in the USA. Namely, Azusa Pacific University in California offers a M.A. in Executive Leadership. This program is fully online and "Christ-centered". Northwestern, in their School of Education and Social Policy, offer a Master's in Learning and Organizational Change. Likewise, Daemen College in New York offers a M.S. in Leadership and Innovation. These programs do not focus specifically on mid- to senior level leaders, nor on values or culture. Furthermore, Fielding University offers a Masters in Organization Development and Leadership, but it is not curated for executives, as does Antioch University (several certificates and a Ph.D in Leadership and Change). The University of San Diego offers a Masters in Science in Executive Leadership (\$63,000 US).

There are many graduate diploma and certificate programs in Canadian universities (often in executive development programs) in organizational development, organizational change management, and the like. However, few if any approach organizational change from the perspective of organizational culture, a construct that is only 30 years old (Schein, 1985). Outside of Canada, the only academically accredited graduate education we have been able to identify in values-based leadership are at Benedictine University in Illinois: a Doctoral Program Ph.D./D.B.A in Values-Driven Leadership (\$40,000/year for three years), and an Executive Master's of Science in Values-Driven Leadership (fee unavailable online). Most recently, Ivy School of Business, has just launched an undergraduate Western Leadership Certificate in character and purpose-driven leadership, applications opened in February 2025. This indicates the increasing interest in values and explicit purpose. It has a 5-day Executive Program Certificate of Completion, but no Masters degree.

4. Institutional Fit, Mandate, Capacity

A. Mandate

MAXL is aligned with RRU's mandate to offer academic programming that aligns with labour market needs. As identified in the 2024 SEM plan, graduate programs continue to be our largest source of enrolment (p. 7) Given that 75-80% of RRU's total student enrolment is comprised of new and continuing domestic students (p. 9), our MA XL will continue to cater to this market. Furthermore, occupations in the health, technology and business sectors are anticipated to be in high demand (p. 8) and trustworthy organizational leadership is foundational to meeting the changing needs. MAXL is positioned to build on RRU's six critical commitments and delivering on the goals in the Academic Strategic Plan: Inclusivity, Indigeneity, Integration, Innovation and Interdisciplinarity, as shown by the new courses proposed, in particular, LEAD 623 Being a Trustworthy Executive Leader and LEAD 624 Navigating among Competing Demands and Current Trends. Another example of alignment of this new program is with our RRU Climate Action Plan, which recognizes the priority for Leadership and Governance and how climate action is rooted in building knowledge and capacity, and collaborations for solutions.

The proposed MAXL is aligned with RRU's legislative mandate to provide programs and research in the applied and professional fields, labour market needs, focused on preparing people in and for the workplace, with interdisciplinary programs and flexible delivery models.

As well, it is aligned with RRU's commitment to individualization, Indigeneity, interdisciplinarity and eliminating redundancies. There are several opportunities to find synergies with other RRU offerings – the current specialization has worked closely with PCS to highlight PCS graduate certificates and general studies courses which students can take for their 9 credit electives as part of their degree completion. The VBLD graduate certificate can be an elective option as part of other Master's programs (often MAIS students join in current specialization) and can also be tailored for specialized offerings for specific program's executive leaders. The anticipated Executive Leadership Graduate Certificate could be a key asset to MBA and MGM with its close alignment. The MAL executive leadership specialization has developed an effective and streamlined process for supporting both students and administrative staff in the selection and registration of electives. This will continue for the new MAXL. See **Appendix B2: Choosing of Electives**.

We will continue our commitment to incorporating Indigenous ways of knowing, being and relating within the program through readings and resources. We have had Indigenous students in the specialization and currently, Indigenous faculty teach in the program and have come in as Executive in Residence. This program is a natural fit responsive to the current trends in business and corporate development that foster competitive and innovative organizations and workplaces.

There is also a clear alignment and opportunity to advance our three overarching institutional strategic research themes: 1) learning and innovation, 2) thriving organizations, and 3) sustainable societies and communities. The work completed by the learners as well as the engagement of faculty in this work would be another indication of the University's support and commitment to these themes. This program will help Royal Roads University develop into a nationally recognized leader in collaborating with the business community to create a culture of public service and civic engagement. We will encourage students from all disciplines and professions to address the daunting challenges of organizations in a context of unpredictable change.

B. Capacity

The proposed start date for the program is April 2027. Course development and promotion would need to begin over the fall of 2026 to prepare for the launch in April 2027.

Expected enrollment pattern for starting up the degree would be: 2027: 30; 2028–32; 2029–34. We anticipate that an additional 8 Graduate Certificate students would participate in each cohort, making the actual number of students in the classroom: 2027 38; 2028: 40; 2029–42. We anticipate that several of the graduate certificate students will prefer to carry on with the MAXL. Admission to the program would be carefully managed to ensure program suitability and allowing for two deferrals; credentials awarded each year would therefore be expected to be commensurate with enrolment minus two.

Delivery of the MAXL would be achieved with the current MA Leadership specialization faculty and staff along with up to two additional associate faculty members with expertise in culture

transformation. Increased enrolment and new opportunities are anticipated for promotion and partnerships with a spotlighted focus on MAXL and thus will be a value add to RRU's programs and brand.

C. Demonstrated Expertise

Current faculty and associate faculty teaching in the MA Leadership specialization have demonstrated a high level of expertise in designing and delivering values-based leadership and culture transformation education, making Royal Roads a unique source of this domain of graduate leadership education. Current values-based faculty and associate faculty members are qualified to administer relevant instruments useful in organizational culture transformation study and practice. The faculty are also connected with professional practitioners across Canada who would enthusiastically provide support to this program, along with a strong alumni pool, to expand the depth and breadth of learning opportunities. Furthermore, alumni can speak to the power of this program and the value both personally and organizationally for going through the program.

Our current program has a program-specific professional advisory committee, which consists of working senior leaders, including CEOs and Deputy Ministers. This would continue. The committee has provided practical wisdom on current realities, trends, and curriculum development, along with marketing and sponsorship support since its inception, and has been an advocate for making this a standalone Masters program. We also plan to develop a mentoring program to link students with successful, high profile executive leaders.

5. Curriculum and Program Structure

A. Program Structure

The proposed program structure is a blended format across two years for 36 credits.

A blended format in which learners study online and attend a 6-day residency in person in their first and second years has been determined to be optimal for these learners. Executive Leaders need to have the opportunity to connect in person with other Executive Leaders and are able to commit to the short time period of six day. A 6-day residency has been proven to be a desirable component of the specialization and not a barrier to enrolling in the Masters.

Core Courses (27 Credits + 9 credits Electives =36 credits)

- VBLD 510 Values-Based Leadership: Being Best for the World
- VBLD 512 Values-Based Collaboration and Partnership
- VBLD 514 Leadership, Culture, and Sustainability
- Values-Based Leadership Graduate Certificate (9 credits)**
- LEAD 625 Essential Executive Leadership Practices
- LEAD 623 Being a Trustworthy Executive Leader
- LEAD 624 Navigating among Competing Demands and Current Trends
- Executive Leadership Graduate Certificate (9 credits)**
- LEAD 636 Praxis Planning
- LEAD 646 Capstone Portfolio
- Capstone (9 credits)**

- RRU approved 1 Grad Certificate or 3 Individual courses
Electives (9 Credits)

Within this new MAXL, the current **Values-based Leadership Certificate** (VBLD 510/512, 514) will consist of the first residency blended term (VBLD 510/512) which combines online with a 6-day residency, followed by an online course (VBLD 514). These courses are oriented especially for mid- to senior level leaders to strengthen their leadership consciousness and capabilities in working on organizational culture, structure, and innovation. With this strong foundation, students will have the option to take 3 **electives**, in which they could choose to complete a relevant 9-credit graduate certificate, or 3 other preapproved electives with RRU or with Western Dean's agreement to best meet their learning and leadership needs. They will move into Blended Residency Two taking the newly developed **Executive Leadership Graduate Certificate** which consists of LEAD 625 Executive Leadership Practices, LEAD 623 Being a Trustworthy Executive Leader and LEAD 624 Navigating among Competing Demands and Current Trends. Upon completion, students will move into the final **Capstone** phase of the MAXL program, LEAD 636 Praxis Planning and LEAD 646 Capstone Portfolio. See **Appendix B1** for diagram of program structure.

B. Curriculum

Learning Outcomes

The proposed learning outcomes for the Specialization are organized around an inter-related set of competency domains and the associated learning outcomes. These competency domains, or demonstrated abilities, are:

- Exercise strategic thinking and sound judgement
- Demonstrate integrated leadership
- Apply essential executive leadership practices
- Engage in emergent, reflective, and inquiry-based learning
- Lead with values congruence in service of the common good
- Lead the Collaborative Cultivation of sustainable and regenerative organizational cultures

See **Appendix A Learning Outcomes** with evaluation criteria.

Courses

The MAXL will provide students with 36 credits. Each course credit represents approximately 33 hours of effort by a learner unless specified otherwise. The program structure will be comprised of three online courses. Credit allocation is proposed as follows:

Master of Arts in Executive Leadership (MAXL)				
<i>Course</i>	<i>Credits</i>	<i>Title</i>	<i>Grade Scale</i>	<i>Delivery Model</i>
VBLD 510	3	<i>Values-based Leadership: Being the Best for the World</i>	4.33 GRAD	<i>Blended</i>
VBLD 512	3	<i>Values-based Collaboration and Partnership</i>	4.33 GRAD	<i>Blended</i>

VBLD 514	3	Leadership, Culture and Sustainability	4.33 GRAD	Online
Elective	3	TBD		TBD
Elective	3	TBD		TBD
Elective	3	TBD		TBD
LEAD 625	3	Essential Executive Leadership Practices	4.33 GRAD	Blended
LEAD 623	3	Being a Trustworthy Executive Leader	4.33 GRAD	Blended
LEAD 624	3	Navigating among Competing Demands and Current Trends	4.33 GRAD	Online
LEAD 636	3	Praxis Planning	4.33 GRAD	Online
LEAD 646	6	Capstone Portfolio	CR	Online

Courses will be a blend of online and in person learning. Each Graduate certificate will have one 6-day in person residency which will include evening sessions. This structure is more conducive to an executive leader's work schedule while still meeting their need to connect and network with other leaders in person.

Course Calendar Descriptions:

Values Based Graduate Certificate (consisting of VBLD510, 512, 514)

VBLD 510 Values-based Leadership: Being the best for the world (Blended)

VBLD 512 Values-based Collaboration and Partnership (Blended)

VBLD514 Leadership, culture and sustainability (Online)

******Existing courses. Minor revisions will be needed to align with new program wide learning outcomes

VBLD510: Values Based Leadership: Being the Best For the World

Emphasizes the development of leadership strength for dealing with unpredictable challenges through values-based approach to decisions and actions. Fosters exploration, in theory and in practice, of key constructs of values-based leadership and its relationship to adaptability, resilience, authenticity, responsibility, emergent learning, reflective practice, and wisdom. Enhances 'values fluency' in articulation of core values, and alignment of behavior and values in complex contexts. Promotes awareness of the relationship between leadership practice and the realization of others' potential and creation of organizational environments.

Co-requisite: VBLD512 **Course Credits:** 3.0

VBLD512: Values Based Collaboration and Partnership

Develops leadership knowledge and the ability to evolve a common understanding of purpose and shared values for creative and sustainable collaboration in teams and partnerships.

Examines, in theory and practice, values-based leadership as a foundation for creating trust, fostering reflective dialogue, leveraging difference and diversity, and generating innovation in and through relationships. Develops an understanding of conflict in relation to motivation and as a source of innovation. Co-requisite: VBLD510 **Course Credits:** 3.0

VBLD514: Leadership, Culture and Sustainability

Provides models and methods for engaging people in developing productive, innovative, resilient and sustainable cultures in workplaces and communities. Introduces an integral perspective for understanding the relationship between values-based leadership and complex systems—their cultures and structures. Overviews current instruments for assessing cultures. Includes conduct of a values-based leadership project in which students are supported by the instructor and peers in online groups. Fosters practical wisdom through reflection on projects virtual meeting formats. Pre-requisites: VBLD510 and VBLD512 **Course Credits:** 3.0

Three Elective Courses approved by the MAXL Program Head

******Existing courses within RRU and beyond

Students will have the ability to choose from electives from courses across the University or taken through agreements such as the Western Deans' Agreement. Electives enable students to tailor their learning and needs, and gain exposure to content to address unique gaps in their executive leadership capabilities beyond the core courses, such as, strategic financial leadership or other management skills necessary as part of their role. Preapproval will be granted to the following graduate certificates: Corporate Social Innovation (CSI), Executive Coaching (CEC), Change Management (CCM) and other RRU graduate certificates can be transferred in with Program Head approval. Note: Preapproved electives can be completed before the first term of the program though admission requirements for this program will still be applied, such that there may be CSI, CEC and CCM graduates who are not admissible. **Course Credits:** 9.0

Executive Leadership Graduate Certificate (consisting of LEAD 625, LEAD623, LEAD624)

******Lead 625 is an existing course and will need moderate revision to aligned with the development of 2 new courses (and will require new course design funding) as part of this new graduate certificate

LEAD625: Essential Executive Leadership Practices

Develops understanding and ability to undertake organizational executive leadership practices that enhance trusted leadership, organizational agility, and change responsiveness. Cultivates executive leadership practices, such as modelling organizational values explicitly and implicitly; fostering purpose-driven planning and decision-making; leading through conflict to opportunity; affirming and inspiring others; generating transparency and alignment through executive communication; and, addressing inequities and navigating social and political complexities in the organization and in the wider world.

Pre-requisite: VBLD Cert; Co-requisite: LEAD 623 and LEAD 624. **Course Credits:** 3.0

LEAD 623 Being a Trustworthy Executive Leader

Develops integrated capacity to lead with credibility, clarity, composure, and management accountability in complex organizational contexts and unprecedented circumstances in the workforce. Trustworthy Leadership enables the alignment of character, judgment, communication, relational awareness, strategy and accomplishment—especially under conditions of ambiguity, pressure, the pace that things are happening, competing values, and scrutiny. Emphasizes both inner authority (values, self-awareness, emotional regulation, presence, strategic vision) and outer impact (sense-making, advancing strategic priorities and

delivering on outcomes with teamwork, influence, communication, and accountability), supporting the movement beyond role-based power toward authentic, trusted leadership.

Pre-requisite: VBLD Cert; Co-requisite: LEAD 625 and LEAD 624. **Course Credits:** 3.0

LEAD 624 Navigating among Competing Demands and Current Trends

Examines the state of executive leadership today, and how to navigate the pressures, and to develop core organizational strategies based on organizational foundations—such as purpose, strategy, role clarification, talent management/mentorship, teamwork, culture, workforce health and wellness, power, decision-making, and communication. Interprets current trends and identifies changes and competing demands - such as found across digital transformation, hybrid work, talent shifts, EDI, and sustainability demands - shaping organizational life. Emphasizes practical application in translating insights into action and working within the fluid nature of today's workforce and adapting current dilemmas/paradoxical pressures to organizational strategy and practice.

Pre-requisite: VBLD Cert; Co-requisites: LEAD625 and LEAD623. **Course Credits:** 3.0

LEAD 636 Praxis Planning

Designs a personalized professional pathway for growth and impact which is a focused, feasible, and meaningful leadership praxis plan that will guide Capstone Portfolio design, engagement and evaluation as a disciplined, evidence-informed demonstration of executive leadership and learning. Pre-requisites: VBLD510, VBLD512, VBLD514, LEAD 623, LEAD 624, LEAD 625

Course Credits: 3.0

LEAD 646 Capstone Portfolio

Plans, acts, reflects, and evaluates a curated body of evidence demonstrating growth in executive leadership character and capabilities across program learning outcomes. Grown from leadership practice in real organizational contexts and a thorough understanding, application, and synthesis of the MAXL program competencies culminates in a final integrative presentation on their curated portfolio that articulates leadership growth, impact, and next steps for continued development as an executive organizational leader.

Pre-requisites: VBLD510, VBLD512, VBLD514, LEAD 623, LEAD 624, LEAD 625, LEAD 636

Course Credits: 6.0

C. Admission Requirements

Requirements

There are no changes proposed to the existing admission requirements.

Standard Admission:

- Four year (or comparable) undergraduate degree from a recognized post-secondary institution, with a minimum GPA of B+ (3.33/4.33).
- Normally a minimum at least five years of related organizational experience, including at least three years as a designated organizational leader – someone who is a mid to senior

level leader - with responsibilities to lead others in delivering a common product or outcome with explicit values.

- Applicants who meet the degree requirement, but not the GPA, or have been away from academic writing for more than 10 years, will normally be required to take the “Academic Writing and Critical Thinking” course offered through [Continuing Studies](#) at Royal Roads University, and obtain a minimum B+ (77%) prior to commencing the program. (This course ideally must end a minimum of five weeks prior to start date)

Flexible Admission:

- Applicants without an undergraduate degree will have at least 10 years of professional experience, with at least seven years in an organization, as well as five years of leadership experience, with at least three years of positional leadership or designated leadership experience.
- Flexible admission applicants will normally be required to take “Academic Writing and Critical Thinking” and obtain a minimum B+ (77%) prior to commencing the program. (This course must end a minimum of five weeks prior to your program start date.)

The existing or anticipated laddering or articulation opportunities related to this degree will be from RRU graduate certificates, and likewise the VBLD and ELP graduate certificates could ladder into MAL, MBA or applicable programs.

6. Financial and Risk Analysis

Increased enrollment for specialized niche

As noted above, a widespread market need exists, and this new MAXL can serve as a niche for Royal Roads University with a focus on developing executive organizational leaders.

Scheduling, staffing, and workload efficiencies

Scheduling, staffing, and workload efficiencies will be carried forward with the shift from the existing specialization by utilizing what is working well in it and enhancing the curriculum to create the new MAXL. Currently one core faculty member teaches 45% of the Graduate Certificate in Values-based Leadership course work and 33% of Res 2 and is the program head of the specialization. The current program staffing (2) and associate faculty allotment (6-7) for the specialization would be carried over to this new MAXL.

Minimal Developmental Costs

Four of the eight courses are now being offered within the specialization (three within the Graduate Certificate in Values-based Leadership, and one in the second residency term courses). The five year review called for the curriculum to be refreshed and this new path forward to meet the needs of executive leaders. We have already been exploring possible ways to land the Capstone meaningfully. Namely, we will only need:

- Minor Revisions to VBLD 510, 512, 514 for align with new program learning outcomes.

- Moderate revisions to LEAD 625 to align with new executive leadership graduate certificate
- New course designed for LEAD 623, LEAD 624
- New course design for LEAD 636 and LEAD 646

Potential Risks and Mitigation Strategies.

A potential risk can be reaching prospective learners. Mitigation strategies can include strong marketing by positioning as a flagship program within RRU, differentiating from MBA, showcasing impacts (professionally, organizationally, and society) and drawing on alumni of specialization to help promote.

See Appendix C: Financial Projections

Appendices

- A. Learning Outcomes
- B.
 - 1. Proposed program structure/schedule
 - 2. Choosing of Electives
 - 3. Risk Management
- C. Financial Projection – details
- D. Consultation – MAL-XL Program Advisory Committee Letter of Support
- E. Section References

Appendix A: Program Competencies & Learning Outcomes

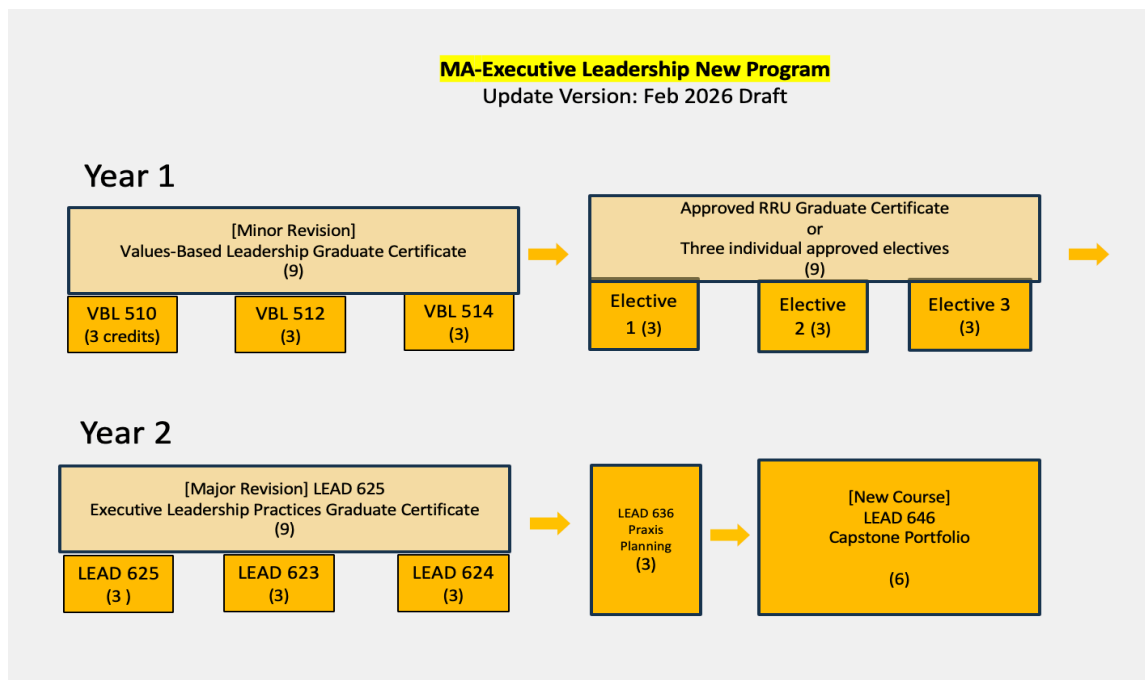
1. Exercise strategic thinking and sound judgement , making sense of complexity, uncertainty, competing priorities, and emerging organizational opportunities.	
Learning Outcomes	Assessment Criteria
1.1 Complexity thinking 1.2 Strategic judgement & trade offs 1.3 Opportunity sensing 1.4 Strategic coherence & direction 1.5 Communication of strategic reasoning	• Understands the situation deeply (not just the surface issue) taking a system-level perspective • Makes clear decisions and explains why (including trade-offs and risks). • Notices emerging opportunities (trends, signals, shifting conditions). • Connects strategy to action (purpose, values, priorities, next steps, feasibility). • Transparent communication around underlying thinking
2. Demonstrate integrated leadership , grounded in self-awareness, ethical integrity, emotional regulation, trust-building communication, and advancing strategic priorities and delivering on outcomes	
Learning Outcomes	Assessment Criteria
2.1 Self-awareness & insight 2.2 Emotional regulation & composure 2.3 Integrity & ethical congruence 2.4 Trust-building communication 2.5 Feedback integration 2.6 Advancing Strategic Priorities and Delivering on Outcomes	• Understands impact of personal power, rank, and leadership style • Acts thoughtfully and consistently in difficult conversations • Actions match values • Listens well, speaks clearly with respect and courage, and takes responsibility • Seeks out feedback and shifts behaviours • Provides strategic Vision • Works with team for delivering on outcomes
3. Apply essential executive leadership practices to lead collaboratively, ethically, and effectively within and across organizations.	
Learning Outcomes	Assessment Criteria
3.1 Selection of practices (fit & rationale) 3.2 Collaborative leadership & facilitation 3.3 Ethical and relational leadership 3.4 Execution & accountability	• Reflects on and articulates own critical executive leadership practices, such as: Modeling organizational values explicitly and implicitly; Fostering purpose-driven planning and decision-making; Leading

3.5 Evaluation & improvement	through conflict to opportunity; Affirming and inspiring others; Demonstrating effective executive communication; Navigating inequities and navigating social and political complexities • Chooses right leadership practice for situation (and explains why) • Creates shared understanding and commitment • Creates inclusive spaces for dialogue • Articulates clear agreements and progress • Learns from results and adjusts approach.
4. Engage in emergent, reflective, and inquiry-based learning , adapting leadership practice through experience, feedback, and foresight.	
Learning Outcomes	Assessment Criteria
4.1 Reflective depth 4.2 Inquiry design & rigour 4.3 Evidence integration 4.4 Adaptation of leadership practice 4.5 Learning transfer	• Reflection demonstrates transformation; integrates identity, values, and practice shifts • Inquiry is rigorous and adaptive; tests ideas, seek feedback, and learn through action. • Uses feedback, data, insight and literature—not just opinion. • Demonstrates learning agility; adapts rapidly and effectively across contexts • Teaches/mentors others using learning insights
5. Lead with values congruence in service of the common good , integrating values, impact, and stewardship into leadership decisions while navigating values-based tensions, power dynamics, and accountability with integrity.	
Learning Outcomes	Assessment Criteria
5.1 Values based decision-making and ongoing practice 5.2 Power dynamics & inclusion 5.3 Impact & stewardship 5.4 Accountability & transparency 5.5 Courageous conversations	• Makes choices that reflect personal and organizational values, even under pressure, navigate tensions and trade-offs • Demonstrates Values congruency by ‘walking the talk’ • Notices power dynamics and work to create fairness, voice, and accountability • Considers impact within and beyond the organization (people, community, society, long-term consequences).

6. Lead the collaborative cultivation of sustainable and regenerative organizational cultures, attending to long-term human, social, and ecological impacts.	
Learning Outcomes	Assessment Criteria
6.1 Culture analysis 6.2 Relationship between leadership in organizations and cultural values trends. 6.3 Culture shaping interventions 6.4 Sustainability integration 6.5 Measurement & learning loops	• Articulates the nature and significance of organizational culture. • Reflects on the relationship of global values trends to the dynamics of leadership in organizations. • Strengthens culture intentionally and collaboratively (by real practices- considering patterns, norms, behaviors, systems that shape results). • Connects culture to long-term sustainability (human, social, ecological wellbeing). • Tracks progress and adjust using feedback and indicators.

Note: The MAL competencies never did land well in the Executive Leadership specialization and the VBLD competencies can be revised to be assignment-based learning outcomes aligned with the above overall learning outcomes.

Appendix B1: Proposed Program Structure



Program Schedule: Degree - 36 Credits; 2 years

- April-June: VBL cert VBL 510/512 10 weeks (6) In person 6 day residency
- July-Sept VBL 514 10 weeks (3) Online
- Oct-March Electives (9)
- April-June ELP cert / LEAD 625 and 623 10 weeks (6) In Person 6-day residency
- July-Sept LEAD 624 10 weeks (3) & LEAD 636 Praxis Planning 10 weeks (3)
- Oct-March LEAD 646 Capstone Portfolio 20 weeks (6) Online.

Appendix B2: Choosing of Electives

The MAL executive leadership specialization has developed an effective and streamlined process for supporting both students and administrative staff in the selection and registration of Electives. This will continue for the new MAXL.

1 month before the Program begins:

Program Coordinator works with Admissions to develop the application process for the Graduate Certificates.

“Looking ahead to Electives Mailer” is sent out to students

This mailer includes:

1. Video of the Elective options
2. Letter outlines options and the steps for application for both options
 - a. You can apply to take a **graduate** level elective from the [General Studies Course list](#)
 - i. We offer a suggested General studies elective streams.
 - b. You can apply to take one of the following Graduate Certificate Programs (Executive Coaching, Corporate and Social Innovation, Change Management)

Between March 9 – May 1

Students complete election selection (*see process below)

For General studies students, program office works alongside the Program Head, registration and offering program to register students.

For Certificate students, they apply through admissions, Program office tracks applications.

Certificate students – Once Certificate is complete

Program office completes an internal transfer form and completion plan for each student and sends to Registration.

Student Application Process

Process to apply for pre-approved Graduate Certificates:

Send an email to leadership.admin@royalroads.ca to receive one-time application fee waiver code.

1. Submit your new application by logging in to your [MyAdmin account](#) and completing a new application in the MyApplication tab. Once you have selected the appropriate program and your preferred start date, your personal information should auto fill, though it may require that you fill in a few fields.
2. When you come to the application payment page, please use the following instructions to apply the application fee waiver code:
 - Select “Authorization Code” in the Payment section (this will open a new field).
 - Enter the waiver code you received from the Program Office.
 - Click “Validate Code”.
 - Agree to the Application Declaration and submit application.
3. Once you receive confirmation that your application has been set up by Admissions upload an updated resume and personal statement in GO.RRU. ([MyAdmin account](#))
4. Send an email to the Program Office at leadership.admin@royalroads.ca indicating that you have applied and to which program.
5. The Program Office will email admissions@royalroads.ca to request the reference letters be exempted from the application.

Process to apply for the apply for General Studies Courses

1. Please send an email to leadership.admin@royalroads.ca indicating the following:
 - a. the course code and elective name with description.
 - b. the dates of the offering you are wishing to take.
 - c. a paragraph outlining how this elective fits into your leadership learning and will be of value to you in your overall MAL XL program.
 - d. The Program office will work with the Program Head and the student on approvals and registration.

Appendix B3: Risk Management

The [Off-campus Risk Management for Activities and Experiential Learning](#) (ORMAEL) is RRU's resource for sharing safe and inclusive experiential learning resources and practices. This resource currently focuses on group or cohort off-campus activities and trips; and, needs still to be expanded to be inclusive for applied learning forms, such as partner-based projects and applied research.

The primary document from the ORMAEL site is the [Informed Consent \(PDF\)](#) form which students will need to sign if the presenting opportunities do not align to the following parameters because they will not be covered under the Ministry's WSBC insurance policy:

The Experiential Learning (EL) type must:

- Be comprised of deliverables created in consultation with the employer partner/host organization and course instructor.
- Be developed to address a specific skills gap within the employer partner/host organization.
- Result in tangible recommendations and a plan presented to the host organization for consideration and potential implementation.
- Be a mandatory component of the course or program.

The student must:

- Be physically located in BC.
- Be in good standing and not on any formal leave from RRU.
- Consult with the employer partner/host organization to confirm project milestones, progress, deadlines, and final deliverables.

The Academic Supervisor must:

- Be actively engaged in the EL opportunity, including development, progress, milestones, deadlines, and deliverables.
- Collaborate with the student and employer partner/host organization throughout the project, as required, to address emerging concerns and support successful completion.
- Assess the EL assignments that contribute to the final course grade.

The Employer Partner/Host Organization must:

- Be a BC organization or have an established BC location.
- Contribute to the EL assignment process, including development, milestones, progress, deadlines, and deliverables.

Appendix C: Financial Projection – details

Advancement discussions have occurred. Organizations may purchase one or multiple seats within the program for their employees on an annual basis. Alternatively, organizations may establish a full-tuition tax-deductible scholarship for employees. The Program Advisory Committee has indicated that a standalone program with more visibility would strengthen financial opportunities. In line with the 5 year review, the below financial projections were calculated to be \$28,875. The current program head is also committed to ensuring the development of a quality effective program.

Program:	MA-Executive Leadership				
New f					
Course Number or Item(s)	Course Name or Detail	# of Credits <i>(enter credits for courses or leave blank)</i>	Type of development work <i>(select from drop down)</i>	Rate or Amount <i>(formula for courses or enter expense amount)</i>	Total Cost <i>(formula)</i>
VBLD 510/512/514	Values Based Leadership Grad Certificate	9	Course-minor		
LEAD 625	Essential Executive Leadership Practices	3	Course-moderate	\$875	\$2,625
LEAD 623	Being a Trustworthy Executive Leader	3	Course-new/major rev	\$1,750	\$5,250
LEAD 624	Navigating among Competing Demands and Current Trends	3	Course-new/major rev	\$1,750	\$5,250
LEAD 636	Praxis Planning	3	Course-new/major rev	\$1,750	\$5,250
LEAD 646	Portfolio Capstone	6	Course-new/major rev	\$1,750	\$10,500
	Total				\$28,875

Appendix D: Consultation

The following is a support letter from our current MAL XL Advisory Council.

October 29, 2025

Dear RRU Senior Leadership,

As members of the Advisory Committee to the Master of Arts in Leadership–Executive Leadership specialization, we respectfully urge Royal Roads University to formally approve it as a stand-alone offering to become a MA in Executive Leadership (MA-XL).

Developed over five years through rigorous research and collaboration, the program has earned strong endorsements from the Advisory Committee, alumni, external reviewers, and the former Dean. Its academic integrity, practical relevance, and transformative potential for executive learners, especially relevant to leading through unpredictability in exponentially changing times, is well-established and has greater potential.

While we recognize the challenges RRU faces in the wake of the pandemic and within a seriously threatened economy impacting post-secondary education, we believe that this is precisely the time to move forward. Canadian labour trends show that baby boomer executives are retiring rapidly, and organizations are replacing them with younger, less experienced leaders. For example, managers already account for 10.2% of Canadian workers (Kirby & Lundy, Globe and Mail, June 23, 2024), many of whom will transition into executive roles. As such, building cohorts of values-based, self-aware and reflective senior executives to steward organizations through extraordinarily unpredictable times is required. The proposed MA-XL is well positioned to cultivate and equip principled and elective leaders in navigating today's complex, unpredictable organizational landscapes.

The program has tested various delivery models with success to the extent possible, but it is clear that the full MA-XL program is needed to provide a strong and relevant curriculum for senior leaders; as such, it must be operated independently from other MAL programs. Current constraints limit visibility, hinder marketing, and restrict sponsorship opportunities. The pedagogical barriers (e.g., adapting within MAL curriculum design and content) simply do not align with executive learners' needs for strategic vision, specific senior leadership practices and authentic communication across the organization and interfacing with the wider context and public. With external validation secured and an opportunity to deliver a fit-for-purpose curriculum for executive leaders, the new MA-XL can be positioned as a flagship offering that can elevate the University's reputation in executive education and organizational leadership development. We believe this is a moment to demonstrate courage—one of the University's institutional values—and support a program designed for transformational impact.

We respectfully request final approval and offer our full support in removing any remaining barriers to launch.

Thank you for your consideration,

MAL-XL Advisory Committee

Elizabeth Cordeau Chatelain, Sam Erry, Debbie Godfrey, David MacInnis and Marilyn Taylor

Appendix E: Section References

Market Need References:

- Barrett, R. (2017). *The values-driven organization: Cultural health and employee well-being as a pathway to sustainable performance*. Routledge.
- Dowden, C. (2015). *Maximizing employee engagement with the Canadian Public Service: An evidence-based perspective*. Retrieved from <http://www.apex.gc.ca/uploads/key%20priorities/white%20papers/engagement%20-%20eng.pdf>
- Hogan, S. J., & Coote, L. V. (2014). Organizational culture, innovation, and performance: A test of Schein's model. *Journal of Business Research*, 67(8), 1609–1621. doi:<http://dx.doi.org/10.1016/j.jbusres.2013.09.007>
- Jones, R. A., Jimmieson, N. L., & Griffiths, A. (2005). The impact of organizational culture and reshaping capabilities on change implementation success: The mediating role of readiness for change. *Journal of Management Studies*, 42(2), 361–386. doi:10.1111/j.1467-6486.2005.00500.x
- Lincoln, P., & Owen, J. (2015). Workplace culture that promotes health and wellbeing for all: An imperative for health care managers and others. *Perspectives in Public Health*, 135(5), 220–221. doi:10.1177/1757913915598946
- Linnenluecke, M. K., & Griffiths, A. (2010). Corporate sustainability and organizational culture. *Journal of World Business*, 45(4), 357–366. doi:<http://dx.doi.org/10.1016/j.jwb.2009.08.006>
- Mackey, J., & Sisodia, R. (2013). *Conscious capitalism: Liberating the heroic spirit of business*. Harvard Business School Press.
- Santos, A., Hayward, T., & Ramos, H. (2012). Organizational culture, work, and personal goals as predictors of employee well-being. *Journal of Organizational Culture, Communications and Conflict*, 16(1), 25–48.
- Schein, E. H. (2016). *Organizational culture and leadership* (5th ed.) Jossey-Bass.
- Sisodia, R., Wolfe, D. B., & Sheth, J. N. (2007). *Firms of endearment: How world-class companies profit from passion and purpose*. Wharton School.

Student Demand References:

- Johnson, A., Nguyen, H., Groth, M., & Wang, K. (2016). Time to change: A review of organisational culture change in health care organisations. *Journal of Organizational Effectiveness*, 3(3), 265–288. doi:10.1108/JOEPP-06-2016-0040
- Kim, T., & Chang, J. (2019). Organizational culture and performance: A macro-level longitudinal study. *Leadership & Organization Development Journal*, 40(1), 65–84. doi:10.1108/LODJ-08-2018-0291
- Laforet, S. (2016). Effects of organisational culture on organisational innovation performance in family firms. *Journal of Small Business and Enterprise Development*, 23(2), 379–407. doi:10.1108/JSBED-02-2015-0020
- Li, W., & Nasiri, A. R. (2018). Organizational innovation: The role of leadership and organizational culture. *International Journal of Public Leadership*, 14(1), 33–47. doi:10.1108/IJPL-06-2017-0026
- Sadegh Sharifirad, M., & Ataei, V. (2012). Organizational culture and innovation culture: Exploring the relationships between constructs. *Leadership & Organization Development Journal*, 33(5), 494–517. doi:10.1108/01437731211241274
- Siew, K. J. L., & Yu, K. (2004). Corporate culture and organizational performance. *Journal of Managerial Psychology*, 19(4), 340–359. doi:10.1108/02683940410537927



Office of the Vice-President Academic and Provost
Report to the Board of Governors
25 June 2026

GENERAL

May 2026 reflected sustained activity across academic operations, partnerships, and institutional planning.

Key developments included:

- Progress on strategic partnerships, including continued advancement of **Canadian Armed Forces (CAF) programming**, international collaborations, and adjustments for the **RRU Ras Al Khaimah (RAK) campus**
- Advancement of **academic programming partnerships** with institutions such as MRU, BCIT, and Langara alongside new opportunities (e.g., dual credit programming with School District 63)
- Continued institutional reporting and compliance activity, including the **Institutional Accountability Plan and Report (IAPR)** and **Central Data Warehouse submission**
- Ongoing development of Board-facing **KPI reporting and data analytics tools**, supporting evidence-informed decision-making
- Library budget pressures emerging due to upcoming national **scholarly journal license negotiations**, with potential impacts on future operating costs

LEARNING AND TEACHING

Activity across learning and teaching remained high, with continued emphasis on applied, partnership-based education.

Key highlights include:

- Advancement of **new program proposals** (e.g., MA in Executive Leadership, MA in Learning Futures, Environmental Science BSc), progressing through governance and quality assurance processes
- Strong delivery activity across programs, including **residencies, intensives, and capstone experiences**, supporting applied and experiential learning models
- Expansion of **international and domestic learning partnerships**, including discussions on international residencies and applied learning opportunities
- Continued focus on **faculty development and pedagogical innovation**, including AI, climate action integration, and inclusive teaching approaches
- Ongoing investment in **learning technologies and infrastructure**, including classroom upgrades and hybrid learning environments
- Sustained **library and academic support services activity**, contributing to student success through instruction, consultation, and resource access

RESEARCH

Research activity remains robust, with continued growth in funding, partnerships, and scholarly output.

Key highlights include:

- Strong financial position, with **\$6.8M in deferred revenue (2025–26)** and **\$3.3M confirmed for 2026–27**
- Continued success in **external funding, publications, and conference participation** across multiple disciplines
- Advancement of the **Institutional Research Plan refresh**, with completion targeted for fall 2026
- Progress on **climate action research and sustainability initiatives**, including measurable reductions in institutional greenhouse gas emissions (28% below 2010 baseline)

- Ongoing implementation of **EDI-aligned research initiatives**, including accessibility, Indigenous data governance, and inclusive research practices
- Continued expansion of **applied and partnership-based research**, including municipal, Indigenous, and international collaborations

COMMUNITY ENGAGEMENT

Community engagement remained a core strength, with strong participation across alumni, partners, and regional stakeholders.

Key highlights include:

- Continued delivery of **public events, workshops, and alumni engagement activities**, including leadership programming and anniversary events
- Strengthened **municipal and Indigenous partnerships**, with positive feedback on applied student work and community impact
- Active participation in **regional economic and workforce development initiatives**, including applied learning aligned with community needs
- External recognition of student and alumni contributions, including awards and community-based achievements

PEOPLE AND PLACE

Activity across people, staffing, and institutional environment reflected continued growth and engagement.

Key highlights include:

- Targeted **staffing and appointments** across academic and service units, supporting operational capacity and service delivery
- Ongoing **faculty and staff participation in governance**, including Academic Council and institutional committees
- Continued investment in **student engagement and wellbeing initiatives**, including events, workshops, and support services
- Expansion of **community partnerships and engagement spaces**, including activation of the REV innovation hub and participation in regional initiatives



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

25 June 2026

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.

LEARNING AND TEACHING

- The University continues to engage with sector colleagues and the Ministry of Post-Secondary Education and Future Skills on funding and collaboration opportunities. The Province is actively assessing options for a build or buy solution for a Student Information System (SIS) and potentially an HR/Finance system (ERP). RRU has submitted weighting on a SIS requirements request by the Ministry.
- Design phase to support migration of ERP to the cloud is complete and technical work is underway. Future state financial process planning is complete.
- Implementation of functionality to support Admissions in higher-ed focused Customer Relationship Management (CRM) solution in progress.

COMMUNITY ENGAGEMENT

RRU John Horgan Campus

- Construction of the first building has been substantially completed, with a total cost incurred to March 31, 2026 of \$104.2M, \$84.4M of which has come from the province. \$504K of remaining work is estimated to be completed this fiscal year primarily related to a major IT project to improve cell reception in the building. Additional funding is anticipated from the province to cover these final costs.

PEOPLE AND PLACE

- For 2026/27 the University has received \$3.9M Routine Capital and Carbon Neutral Capital grant funds from the Province. 2026/27 projects work are focused on Millward Building refresh to convert back to student residence and 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
 25 June 2026

ADVANCEMENT

2026/27 Revenue KPI: \$8,000,000 | on track

- Funds Raised (Outright Gifts & Pledges), FYTD: \$889,943 (as of June 5, 2026)

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

- Cumulative Total Funds Raised: \$22,193,410 (as of June 5, 2026)

As we begin Year 3 of the six-year Leading with Courage campaign, fundraising momentum remains strong. Since April 1, the Advancement and Alumni Relations team has confirmed eight major gifts totaling nearly \$1 million in philanthropic support. Significant cultivation activity is also underway with several prospective seven-figure gifts, positioning the campaign for continued growth and impact in the coming year.

This spring, the university launched its \$100,000 community fundraising appeal in support of Dr. Cheryl Heykoop's Anew Research Collaborative. The campaign includes two direct mail drops to 20,000 households across Greater Victoria, a student fundraising calling program, and digital outreach initiatives.

ENROLMENT FUNNEL UPDATE

Communications

KPI: 250 news stories | tracking to meet or exceed target

- Recently completed an eight-story series on MAL alumni in celebration of the program's 30th anniversary series plus highlighted stories and short videos on Cheryl Heykoop's Anew (young adult cancer care) Research, a tie-in to the new annual fundraising campaign focusing on research at RRU.

KPI: 375 media interactions | tracking to target

Media stories summarized weekly on website, search "RRU in the Media" to view. (Sample: [RRU in the Media | Royal Roads University](#))

Recent media team highlights:

- Joint media event with CAF to partnership:** Advertising value equivalent of \$2.2M (CAD) in media coverage, including President Steenkamp featured in article in *The Globe and Mail*. Covered by [Times Colonist](#), [CHEK News](#), [Black Press](#), [Vanguard](#), [The Whig-Standard](#), [Education News Canada](#), [Academica](#), and [Island Social Trends](#).
- Strong coverage of faculty experts:** David Black and Jaigris Hodson were in the news with interviews about BC politics and the new social media restrictions in Canada.
 - Royal Roads is building on its strong local reputation toward regional and national coverage, enhanced by the visibility of prominent faculty experts, topical, timely interviews op-eds by President Steenkamp and Cascade Institute fellows: 68 per cent of media interactions are positive in tone, followed by 26 per cent neutral, for an overall rate of 94 per cent positive-neutral coverage.

KPI: 9M social media organic impressions, 1M organic interactions | tracking to meet or exceed target

Social media:

- Social channels continue to perform well above sector norms, advancing visibility and brand familiarity. 500 organic posts across core channels in first quarter have generated approximately 2.3M impressions, 1.7M video views, 400K interactions and a 16.5% engagement rate.
- A second viral TikTok promoting a recruitment event reached 1.3M video views and 325K interactions, demonstrating continued strength with prospective undergraduates and supporting recruitment efforts.
- 17 other posts reached 10K to 200K+, highlighting Alumni Weekend, CAF MOU, Convocation, Faculty awards, student belonging and NIPD.

KPI: 300 social media ambassadors | tracking to target

Social Media Ambassador Program: 232 ambassadors, with strategy underway to support student welcome and community-building this Aug./Sept., including incoming CAF students.

KPI (Website): 1.92M sessions, 960K consideration sessions, 8K lead gen. submissions | tracking to target

- Website lead generation continues to rise, exceeding stretch targets that support enrolment growth.
- SEO tools, AI search tracking and UX improvements are showing promising early results for digital discoverability and student journey through enrolment funnel.
- The Future Students web refresh is advancing in strong collaboration with IT.

Marketing

KPI: 100M impressions 2026/27 | April/May – 11.5M

Brand and program marketing (domestic and graduate focus):

- Extending our current brand and marketing strategy with brand campaign in BC, AB, and ON with some targeted efforts to support BCIT/RRU and MRU/RRU partnerships. Campaign will ramp up in September with larger media buy that coincides with fall recruitment cycle.
- **Undergraduate campaign:** Creative will be refreshed in-house with awareness and tactical messaging that programs in Business & Sustainability, Applied Environmental Sciences, and Social Sciences. Ads will launch late August and remain in market to application deadline (2027).

Student Recruitment

Student Recruitment

KPI: 13,000 prospects for 2026/27 | On track to meet or exceed

Planning for the 2026/27 recruitment cycle is underway, with 289 events confirmed, including 179 brand-level events. Event activity is forecast to reach approximately 580 events over the fiscal year including campus tours, high school and college visits, education fairs, online information sessions, signature events, conferences, live social media events, and online information sessions. Increased focus is being placed on sector-specific recruitment.

Enrolment Services

KPI: 15,000 engagements and 1,600 advising appointments for 2026/27 | On track to meet or exceed

The team continues to make strong progress, with a current focus on increasing operational efficiency and capacity. This foundational work will support a future shift toward more strategic prospect management and conversion activities.

- Advising Appointments: 263 completed year-to-date, compared to 1,422 in 2025/26 and 1,038 in 2024/25.
- Prospect Communications: In May, the team delivered 35 targeted email campaigns to more than 12,000 prospective students. Historical comparison data is not available due to the transition to new CRM(SLATE)

COMMUNITY ENGAGEMENT

Alumni Relations

KPI: 167,000 interactions (on track)

Alumni engagement continues to exceed expectations, with interactions more than doubling last year's annual target. This spring, the university hosted its third annual Alumni Weekend, welcoming more than 200 registrants and achieving record-breaking participation. The event provided opportunities for alumni learning, networking, and recognition, including the presentation of the 2026 Alumni Changemaker Achievement Awards.

This quarter also saw the successful conclusion of the Lost Alumni campaign, designed to improve alumni contact information and strengthen future engagement opportunities. More than 2,300 alumni participated, increasing our contactable alumni by 13%.

Strategic partnership development remains a priority. The university has worked closely with the Royal Military College Alumni Association to transition leadership of Homecoming 2026 for the ex-cadet community, while Royal Roads University continues as an in-kind sponsor and partner.

Looking ahead, planning is underway for a Calgary Stampede alumni event in partnership with Mount Royal University.

Signature Events

Completed

- **May 26** – Changemakers Speakers Series with Carol Off
- **June 4** – Indigenous Graduation Ceremony, Student Awards and Honours Reception
- **June 5** – Spring Convocation Ceremonies

Upcoming

- **June 19** – National Indigenous Peoples Day Celebrations
- **July 19** – President's Garden Party
- **August 24 & 25** – Victoria Forum will be hosted at RRU Colwood
- **September 12 & 13** – Homecoming
- **September 27** – Apple Fest at RRU Salt Spring Island

PEOPLE AND PLACE

Revenue generation

Campus retail:

- Efforts are underway to transition the Campus Store from a cost-recovery model to a profitable retail model. The retail strategy includes a future store design based on a retail shopper experience that considers a seasonal merchandise and product strategy, marketing, promotion and inventory management.
- We re-launched the Hatley Castle 'Pop Up' (seasonal) store to capture tour sales, which generated \$58k in sales since opening in May, including a 34.5% year-over-year increase during spring convocation.

Weddings: Revenue generation

- 2026 is a strong year for wedding revenue with 42 contracted weddings and a revenue target of \$600K. 2027 Wedding sales are strong with 20 weddings already contracted at this time.

Food services

- The campus food services procurement process has completed, and we are in final contract stages with a new partner. This initiative supports an enhanced campus experience through expanded food service offerings, including meal service for CAF students, catering, and event support.



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

25 June 2026

PEOPLE AND CULTURE

Workforce Planning

- People and Culture and IT continue to work together to review how AI will affect the way we work, the type of work we do and what guidelines need to be put in place regarding privacy and protection of corporate information and ensure alignment with the academic approach to AI.
- Three major reorganizations are almost complete. The academic reorganization is in its final stages, the funnel reorganization is underway, and Partnerships and Professional Learning (formerly Professional and Continuing Studies) are in phase one of aligning their structure more closely to the work they do.
- People and Culture continue to support hiring for portfolio's with over 30 recruitments underway for the month of June. We are seeing some backfilling for retirements and leaves, as well as overall churn.

Employee Experience

- People and Culture is supporting the June 2026 Senior Leadership Forum with a session focused on employee engagement survey results, organizational insights, and examples of action being taken across the university.
- Planning is underway for the 2026 Employee Engagement Survey, with a launch anticipated on November 17, 2026.
- People and Culture continues to support employee recognition and community-building initiatives, including the annual Employee Appreciation BBQ on July 29.
- Communications has been engaged to support promotion of Royal Roads University's recent receipt of the Waterstone Most Admired Corporate Cultures Award, helping to share and celebrate this national recognition of RRU's workplace culture.

Equity, Diversity and Inclusion (EDI)

- After many months of work and consultations, two new toolkits focused on supporting gender diversity in the workplace are ready for launch!
- To support implementation, the university is offering two learning sessions through TransFocus Consulting (June 16/17) to build awareness, strengthen inclusion, and enhance understanding of gender diversity in the workplace.
- The first draft of Royal Roads University's Intercultural Capacity Building Plan was shared with relevant offices. These offices have provided feedback. The Head of Human Rights and Accessibility (HHRA) will share the Plan with the Executive for review and approval.
- The HHRA drafted the Human Rights Policy and Procedures. These documents are now under review by the offices that will be directly involved in their implementation. Once feedback has been submitted, the documents will be shared with the Executive for review and approval.

Learning and Development

- Development of the university's U-Learn framework continues, including the migration of onboarding content from Moodle to the new Articulate learning platform.
- 30 new McLean & Company e-learning modules have been added to the Articulate training platform, expanding employee access to training in leadership, coaching, inclusion, change management, data literacy, and related topics.
- In partnership with IT Services, we are also offering on-demand SharePoint training opportunities through Articulate, created by external training provider, Microserve.

- Several new and updated learning offerings are in development or nearing launch, including:
 - *Creating a Safe, Respectful and Inclusive Workplace at Royal Roads University* (launched)
 - *Standards of Conduct and Service* (final approval stage)
 - *Workplace Hazardous Materials Information System (WHMIS)* (final approval stage)
 - *Disability Management for Supervisors* (final approval stage)
 - *Three Rights in the Workplace* microlearning module (approved and ready for launch)
 - *Safe Start: Navigating Health and Safety at Royal Roads University* (near completion)
- People and Culture is also working with Professional and Continuing Studies to expand targeted professional development opportunities for employees through the strategic reallocation of existing learning resources.

Health, Safety and Wellbeing

Safety

- The updated Bullying and Harassment prevention policy and procedures have been posted. The People and Culture team has developed a comprehensive education and training program which was rolled out in March and April 2026. To date:
 - 473 employees have completed on-demand asynchronous learning modules through Articulate which is a 79% completion rate.
 - 61 Supervisors have attended in-person training focused on their specific accountability and obligations under the policy which is a 77% completion rate.
- Safety First Consulting conducted an Occupational Health and Safety Program Audit and Gap Analysis in April 2026 and People and Culture are working with Ops and Resilience on shoring up the Health and Safety Program to align with the recommendations from this audit. As part of this Safety First has been contracted to conduct a 90-day compliance lift following the audit. Work is underway to address gaps in RRU's safety program with Jason Humphreys from operations and resilience.

Wellbeing

- Healthy U in collaboration with Climate Action and Sustainability, through the Healthy Planet Program held several events including two invasive broom removal sessions, forest walks with RRU Gardener Emma Lansdowne, and RRU Farm volunteering.
- Healthy U and Sarah Chettleburgh from Student Counselling co-facilitated a workshop for employees on Emotional Intelligence.
- Two sessions on Domestic Violence in the Workplace were facilitated by the BC Society of Transition Houses.
- Go By Bike Week committee planned an in person Cycling lunch and learn for employees and students facilitated by Capital Bike at the John Horgan Campus.

Labour Relations

- RRU and the RRU Faculty Association have commenced bargaining as of March 10, 2026, for the renewal of the 2023 – 2025 collective agreement.
- Bargaining is based on the provincial government's Balanced Measures Mandate. Our unionized groups (RRUFA and CUPE) will be bargaining under the Balanced Measures Mandate and will work within the framework of a 4-year term with a 12% increase to wages (3% per year) and a flexi allocation of .2% in year 2 and year 4.
- Next bargaining dates are August 5, 6 and 7.
- Across BC, many tables have reached agreements [Thompson Rivers University](#) and the [University of Victoria](#).



PROGRAM AND RESEARCH (PRC) COUNCIL MINUTES

MEETING OF THURSDAY, MAY 28, 2026

9:00 AM ZOOM

Voting Members: Philip Steenkamp (Chair), Deb Linehan (Vice-chair), Stephen Huddart, David Okpi, Lorelei Parker, David Porter, Richa Sharma-Raisinghani, Scott Stinson, Lori Wanamaker

Non-voting Members: Jo Axe, Tamara Leary, Zoe MacLeod

Guests: Gwen Hill, Vanessa Rogers, Jenny Sigalet

Regrets: Paul Born, Robert Mittelman, Ali Blythe

Administration: Ashley Richards, Sherry Richards (recording secretary)

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

STEENKAMP

Huddart/Porter Motion: To approve the agenda

CARRIED

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 **Zoe MacLeod** (Dean, Partnerships and Professional Learning) and **Ali Blythe** (elected staff representative to BoG and appointed to PRC). **David Porter's** term on PRC has been renewed for an additional 3 years.

2. APPROVAL OF MARCH 5, 2026 PRC MINUTES

STEENKAMP

Steenkamp/Huddart Motion: To approve the minutes of the March 5, 2026 PRC meeting

CARRIED

3. BUSINESS/INFORMATION ARISING

I. Recent Board approvals

STEENKAMP

The BoG approved the establishment of a joint institute with Zhejiang International Studies University pending approval by Chinese authorities. A working committee will be struck to prepare for participation in the RRU-ZISU joint institute.

II. Status of degree approvals (DQAB)

LINEHAN

P. Steenkamp, Debora Linehan, Interim Vice-President Academic and Provost, and Tamara Leary, Associate Vice-President, Integrated Academic Planning & Strategic Initiatives, met with the Degree Quality Assessment Board (DQAB) last week to discuss RRU's plans for both graduate and undergraduate programming which was very positive. The deputy minister has asked RRU to suggest a way forward for undergraduate three-year degrees.

The 30-day peer review period for the **undergraduate diploma enhanced pathway programming for the Canadian Armed Forces (CAF)** is now closed and no feedback was received. Meanwhile, Simon Fraser University offered feedback on the **Master of Arts (MA) in Learning Futures** which we must respond to before this program goes to the minister for approval. DQAB is requiring an external review of the **Bachelor of Science in Environmental Science 4-yr program** due June 5. DQAB has also determined that the changes to the **MA in Executive Leadership** constitute a new degree and that proposal is on today's agenda for PRC approval. Finally, the 30-day peer review period for the **Graduate Certificate in Data Management and Analysis** ends June 6.

4. STANDING ITEMS FROM PRC ANNUAL PLAN

I. Research Strategy

AXE

Jo Axe, Dean, Graduate Studies and Research, provided an overview of research activities detailed in the annual research report included in the meeting materials. The presentation highlighted the following:

Research and Innovation

- Functional responsibility for research services, climate action, UN SDGs, Changemaking
- Refreshed Climate Action Plan; recent campus wide event featured climate learning showcase
- Changemaking activities increasingly more widespread with launch of Centre for Creative Changemaking at John Horgan Campus
- RRU recently hosted event with other Canadian Ashoka Changemaker campuses to explore collaboration opportunities with a follow up meeting planned for January

2025-26 Activity

- Deferred revenue \$6.8M this year; holding steady for last three years
- 169 proposals worked on with 86% submitted; 73 new projects funded
- 116 new projects funded internally valued at \$364K (varies by year)

Knowledge Mobilization

- Eight books, 17 chapters, 90 articles, 132 presentations with data collection still underway
- Other outputs increasingly important and include non-refereed publications, films, podcasts, editorial boards, and the popular press

Chairs

- Six Canada Research Chairs (CRCs): **Jaigris Hodson** (2nd term focus on Digital Misinformation, Polarization and Anti-Social Media), **Julie MacArthur** (Reimagining Capitalism; renewal submitted), **Rob Newell** (Biodiversity, Climate Change and Sustainability), **Tracy Smith Carrier** (2nd term focus on Public Policy for the Common Good), **two vacancies** in *Changemaking* (nomination in process) and *Generative and Agentic Artificial Intelligence and Reimagining Pedagogy* (submitted)
- Michael Smith Early Career Scholar Award held by Cheryl Heykoop in final year (Transforming Adolescent and Young Adult Cancer Care in BC in Partnership with Patients and Cancer Care Allies)
- Seven funded chairs representing nearly 10% of faculty
- Ashoka Research Chair held by Brian Belcher

Equity, Diversity and Inclusion (EDI)

- Meeting or exceeding equity targets for CRC program; recommendations to expand designated groups
- Support for including EDI in research design
- Part of Dimensions second cohort (federal government's recognition program); partnering across departments to conduct self-assessment

Strategic Research Plan (2020-2025)

- Strategic Research Plan to be refreshed; goals include 1) quality research, 2) visibility, reach and impact, 3) priority challenge areas, and 4) research around the Learning Teaching and Research Model (LTRM)
- Three consultation sessions held with faculty and the Research Advisory Committee to recommend changes; aiming to have new plan in place by end of August
- Three research themes revised in 2024 – 1) transformational learning, 2) climate action, well being and the environment, and 3) leadership, organizations and an equitable, inclusive society

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 Dr. Robin Cox
- [Cascade Institute](#) led by Dr. Thomas Homer-Dixon
- Policies and procedures that formalize initiatives

Student Research

- Student research and post-doctoral scholar awards fluctuate from year to year; \$460K for 2025-26
- AI assisted writing resulting in an increased number of submissions
- TriAgency, Mitacs, and post-doctoral awards closer to 10 now per year
- Post doc policies and procedures expected to be approved over coming months

Compliance and Reporting

- Ethics, financial, narrative, and EDI reporting all flows through Office of Research
- Research security big issue for specific countries; challenges with US funding

Research Data Management

- Research data management strategy shared responsibility with library; aligns with federal requirements; various projects underway
- Goals include 1) increase awareness, 2) enable data collection, collaboration, curation, preservation, and 3) build expertise

Benchmarking

- Statistics included in annual report – deferred revenue, faculty projects, research outputs
- Success rates for TriAgency and other funding competitions
- Number of CRCs and other funded Chairs
- Impacts, narratives and stories of the value and importance of our research, Dora

Additional questions/comments:

- Suggestion to bring back in fall to revisit benchmarking and to discuss future goals and plans for research and innovation

II. International Strategy**STEENKAMP**

The Chair acknowledged the challenges in developing an International Strategy for RRU given the pace of change, shifting federal immigration policies and impacts on international students. The university is mitigating risk by pursuing transnational opportunities and is focused on advocacy through Universities Canada. There is considerable work to do to repair Canada's reputation internationally and concern about capacity at IRCC (Immigration, Refugees and Citizenship Canada) due to bureaucratic backlogs. He noted the need for a trusted institution framework and to speed up application processing times. Increasing bi-lateral trade with India key priority for Prime Minister with recognition of importance of Education Services. RRU established a branch campus in United Arab Emirates last April, is moving forward with a joint institute in China, and currently exploring partnership opportunities in other countries.

In addition, the Chair spoke to information included in the meeting package on Universities Canada's Global Engagement Framework highlighting the following:

- Purpose to strengthen Canada's global higher education position
- Focus on partnerships, talent mobility, reputation and innovation
- With the end of Canada's International Education Strategy (2024), global uncertainty, reduced student permits and policy changes, there is a need for a proactive, coordinated strategy
- Core objectives to advance international education and talent mobility, strengthen research and innovation partnerships, and enhance reputation and institutional diploma
- Key outcomes include diversified transnational education, sustained global presence, improved access to opportunities, and stronger governance and monitoring

- RRU doing more recruitment in Latin America for example and a lot of interest in Africa
- Target markets approach – flexible, not country specific; based on demographics, policy, and trade alignment; responsive to geopolitical shifts; inclusive of diverse institutions
- Strategic activities include high-impact events and conferences, diplomatic engagement, market intelligence reporting, and management of global mobility programs
 - Talent and innovation strategy for India – focus on 2-way mobility and mechanisms that will support this including MITACS exchanges and work integrated learning opportunities
- Partnerships and alignment – support for global research and security goals including comprehensive security reviews
- Monitoring and evaluation – oversight by International Committee; high level living framework

Additional questions/comments:

- Discussion regarding agreement with Canadian Armed Forces and opportunities for RRU to support Canada's defence strategy
- RRU will host the Victoria Forum in August 2026 bringing together global leaders and scholars from other institutions presenting an opportunity for RRU to explore potential partnerships
- Static five-year strategic plans no longer suitable; iterative frameworks more useful and RRU moving to rolling approach e.g. [Three-Year Action Plan](#)

III. Partnerships and Professional Learning

MACLEOD

Zoe MacLeod, Dean, Partnerships and Professional Learning, offered a presentation on how RRU is redefining professional learning for a changing world. Higher education is entering a different era characterized by AI disruption, lifelong learning, workforce transformation, credential evolution, and societal complexity. Many universities are now trying to become what Royal Roads was designed to be. As an example, RRU has partnered with the Government of Nunavut to co-design professional learning in support of devolution capacity development. Organizations are seeking RRU out as a strategic learning partner to co-design learning that is relevant, flexible and directly connected to practice and which recognizes prior learning. The nature of international partnerships is also evolving moving beyond recruitment to strategic global ecosystems. Credentialing in today's dynamic landscape raises important academic and strategic questions e.g. how do we recognize and assess learning in shorter engagements and connect professional and academic credentials more effectively? Emerging opportunities to support complex societal and organizational needs identified in the following areas: Arctic, Defence, Sustainability, Health Systems, AI-Enabled Learning, Indigenous Partnerships, and Executive Education. The central tension is how to balance agility and academic integrity. RRU's inherent strengths are positioning itself for the future where partnerships and professional learning are central to institutional relevance, societal impact and innovation. For RRU to lead in this space will require innovation, investment and continued development with the main challenges being capacity and speed.

Additional questions/comments:

- Support for considering new and different partnerships to address challenges of community resilience, siloed governance, readiness of Canada, and the global polycrisis
- Suggestion for Z. MacLeod to share presentation given at Continuing Education national conference at a future PRC meeting

5. REPORT FROM ACADEMIC COUNCIL

LINEHAN

A report was included in the meeting materials providing information on the activities of Academic Council since PRC last met. Two meetings were held on March 11 and April 29, 2026. At the April meeting, 429 graduands were approved. In addition to items found in the written report, D. Linehan highlighted the following:

- Integrated Academic Planning and Strategic Initiatives team, led by T. Leary, moving ahead with term-based scheduling project
- Working on micro-credential framework and integration with academic policies that removes roadblocks
- Digital transformation program underway along with continued efforts to reduce bureaucracy
- Dr. Tasha Brooks serving as the inaugural Research Chair in Indigenous Economic Systems and Development
- Centre for Creative Changemaking launched
- Recent visits from colleagues at Management Center Innsbruck, Veterans Affairs, and Minister Sunner
- Upgrades to Learning Management System in progress
- Creating more opportunities for students through Work Integrated Learning; REV Innovation Hub launched April 15
- Associate Deans Robin Mueller (Academic Administration) and Moira McDonald (Faculty Development) now in place

No member questions/comments.

6. NEW BUSINESS

I. Academic Strategic Plan Refresh

LINEHAN

D. Linehan led a conversation to gather input from PRC members on work underway to refresh the Academic Strategic Plan 2025-2027. A briefing note was included in the meeting materials and the following questions posed for discussion:

For each of the guiding principles, the five Is - *Indigeneity, Interdisciplinarity, Innovation, Integration* and *Inclusivity*:

1. Consider the clarity of the Five I's principles to RRU's current priorities and commitments as stated in the VPA 2026 goals. What can be accomplished in the next year? Is it compelling?
2. How can we leverage employer co-design and data-driven market research to ensure our curriculum remains aligned with evolving labour market needs?
3. What are the priority areas for expanding program capacity in high-growth knowledge areas, such as Health Leadership, Environment, and Indigenous research? Others?
4. How should the university respond to Generative AI in both teaching and research to ensure we remain "high touch" and focused on human intelligence?
5. What are we missing?

Additional questions/comments:

- How do we make sure universities are at the forefront of what we need as opposed to the whim of what learners think they want?
- Considering three-year degree design prioritizing competency development vs number of instructional hours
- Inclusivity needs differ between undergraduate and graduate students
- Market struggling to understand undergraduate programming structure with certificates and diplomas leading into degree completion programs
- Suggestion to look at the [Pond-Deshpande Centre](#) at the University of New Brunswick and University of Victoria's research network for ideas
- Suggestion to consider opportunities through [Propel Impact](#) and emerging pools of Indigenous held capital

- Opportunities for partnership with institutions in US holding on to space of liberal democratic work e.g. Harvard's [Honoring Nations](#) program
- Follow up meeting suggested to discuss Indigenous economic development
- How do we enhance capacity for supporting students to find careers?
- How do we breakdown elitism?
- Support for co-designing curriculum with industry; doing this in tourism
- Discussing prior learning assessment and recognition (PLAR) opportunities with Veterans Affairs and more broadly across public sector
- An indicator of how effective PLAR/RPL (recognition of prior learning) can be to our refreshed academic strategic plan might be how much RPL the university currently delivers.
- A padlet has been set and will be open through July 3 to allow PRC members to provide further feedback and comments
- A draft of the revised Academic Strategic Plan will be brought to PRC for review at a future date

II. MA in Executive Leadership

LINEHAN

Stinson/Huddart Motion: To recommend approval of the MA in Executive Leadership to the Board of Governors.

CARRIED

D. Linehan provided a brief overview of the MA in Executive Leadership with the full proposal included in the meeting package. The program builds on and replaces the current MA in Leadership, Executive Leadership specialization, to create a degree path for experienced organizational leaders who want to develop their character and capacity for optimizing trust, culture, values-based leadership and key executive leadership practices. A determination of new degree request was submitted to DQAB who determined the changes constitute a new degree. Potential to integrate learning from the Cascade Institute.

Additional questions/comments:

- Support for structure and competencies that executive leaders require vs management functions
- Intercultural competencies seen as critical learning outcome

III. Graduate Certificate Strategy

LEARY

T. Leary presented the Graduate Certificate Strategy included in the meeting materials. The purpose of the strategy is to clarify the university's position on graduate certificates and provide a high-level plan that identifies specific goals and objectives to differentiate RRU programming and provide a competitive advantage. This strategy will inform the processes and decisions relevant to graduate certificates at the operational level.

No member questions/comments.

7. REPORT OF THE PRESIDENT AND VICE-CHANCELLOR

STEENKAMP

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

- Not anticipating release of the Avison report on the review of the post-secondary system in BC until the end of August
- RRU recognized by ministry for innovation and ability to make changes that are difficult to make elsewhere; asked to consider approach to three-year degrees
- Key focus at federal level is advocacy for immigration reform
- Partnerships focussed on joint institute in China and launch of CAF programming at RRU this fall; BCIT partnership announcement coming soon

- Now offering two graduate certificates at Mount Royal University in Calgary and alumni event planned there in July
- Langara University interested in exploring pathway partnership for students

No member questions/comments.

8. REPORT OF THE VICE-PRESIDENT ACADEMIC AND PROVOST

LINEHAN

In addition to earlier comments in the meeting and her written report, the Vice-President Academic and Provost noted the strong momentum across the academic portfolio with the various initiatives now underway. How we resource, mobilize, and build capacity in order to move all of this work forward are key considerations.

Additional questions/comments:

- Exploring project manager secondments from public service
- Discussed value of embedded certifications, designations and accreditations, particularly in project management, coaching, and change management

9. MEETING ADJOURNED

11:40 AM

Motion to adjourn HUDDART

NEXT SCHEDULED MEETING – MONDAY, SEP 21, 2026