ROYAL ROADS UNIVERSITY
BOARD OF GOVERNORS

Meeting: Thursday, 19 June, 2014
Time: 8:30 a.m.
Location: Room 315, Hatley Castle

AGENDA – OPEN SESSION

8:30 a.m. (5 min)
1. Call to Order and welcome

8:35 am (2 min)
2. CONSENT AGENDA

Governors may request that any item placed on the Consent Agenda be moved elsewhere.

MOTION:
That the consent agenda item(s) be received and/or approved by the Board of Governors by consent.

2.1 Approval of the agenda

Moved that the agenda be approved as distributed.

2.2. Minutes of the Open Session of the 28 March, 2014 Board of Governors meeting (attachment 1)

Moved that the minutes of the Open Session of the 28 March, 2014 Board of Governors meeting be approved as distributed.

2.3. DRAFT minutes of the 03 June, 2014 Program and Research Council meeting (attachment 2)

Moved that the DRAFT minutes of the 03 June, 2014 Program and Research Council meeting be received for information.

REGULAR AGENDA

8:37 am. (18 min)
3. Spotlight on the University (attachment 3)
   • Dr. Cheryl Heykoop

   Research presentation by Dr. Cheryl Heykoop, graduate of the Doctor of Social Sciences program.
9:55 am (15 min) 4. Report from the Program and Research Council

   4.1. Report from the Chair (verbal report)

   4.2. 2014/15 Academic Portfolio Plan (attachment 4)

10:10 am (5 min) 5. Report from President (verbal report)

10:15 am 6. Adjournment

Refreshment break 10:15 a.m. – 10:30 a.m.
ROYAL ROADS UNIVERSITY
BOARD OF GOVERNORS

DRAFT Minutes of the Open Session
Friday, 28 March, 2014
Boardroom (room 315), Hatley Castle

PRESENT:
Board of Governors:
Wayne Strandlund (Chair & Chancellor)
Allan Cahoon (President & Vice-Chancellor)
Kathleen Birney
Mary Collins
Barj Dhahan
Sandy Gray
Charles Krusekopf
Melissa McLean
Tony Ruffolo
Vern Slaney

Administration:
Steve Grundy
Cyndi McLeod
Dan Tulip
Karen Hakkarainen (recording)

REGrets:
Phil Cady
Nigel Greenwood

8:35 a.m. – Call to order

The Board welcomed the following guests to the meeting:
- Candace Perkins, staff-elected member effective 01 April, 2014
- Murray Langdon, student-elected member effective 01 April, 2014
- Katie Unger, Student, Bachelor of Commerce program
- Don Caplan, Academic Projects Manager and Case Competition team coach
- Dr. Mary Bernard, AVP, Research and Faculty Affairs
- Dr. Brian Belcher, Director, Centre for Livelihoods and Ecology
- Doug Ozeroﬀ, Senior Manager, Communications and Alumni Relations

Board Chair Wayne Strandlund drew members’ attention to the format of the agenda, noting the placement and expanded use of the consent agenda. The goal of this change is to efficiently deal with those matters that do not require discussion by the Board, either because they are information items or have been thoroughly considered by one of the board’s standing committees and do not require further discussion at the board level. The Chair noted that members may request that any item placed on the consent agenda be moved to another place on the agenda for discussion.
1. Consent agenda

**MOTION** (Ruffolo/Gray)

*That the consent agenda item(s) be received and/or approved by the Board of Governors by consent:*

1.1 Moved that the agenda be approved as distributed.
1.2 Moved that the minutes of the Open Session, Board of Governors meeting, 13 December, 2013, be approved as distributed.
1.3 Moved that the DRAFT minutes of the Program and Research Council meeting, 05 March, 2014, be received for information.
1.4 Moved that the Graduate Certificate in Intercultural Communication and leadership be approved as a new program.

CARRIED

2. Spotlight on the University

**Royal Roads University International Undergraduate Case Competition**

The Board received a presentation by Bachelor of Commerce student Katie Unger and Academic Projects Manager Don Caplan on the Royal Roads University International Undergraduate Case Competition, which is organized and run by Bachelor of Commerce students. During the competition, the university welcomes teams from around the world who are asked to analyze and present solutions to business cases to a panel of judges. Both organizing and participating in the competition provide rich learning opportunities for students. Ms. Unger stated that she chose to participate in the case competition because it gave her an opportunity to apply concepts presented in the classroom and that, in her opinion, the experience greatly enhanced her learning.

At the conclusion of the presentation, Ms. Unger and Mr. Caplan left the meeting.

3. Board of Governors – role and responsibilities

The Board Chair presented a summary of documents that specify the Board’s role and responsibilities. In response to a question from the Board about the Government Letter of Expectations (GLE), the President reported that the nature of direction provided under the GLE varies from year to year. An evaluation of the university’s performance against expectations contained in the GLE will be included in the Core Review report that will be presented to government in the spring. It was suggested that the documents provided for this discussion be distributed to new members when they join the board.

4. Report from the Finance and Audit Committee

Committee Chair Mary Collins reported that the Committee reviewed the 2014/15 Operating Plan and supports a course correction as recommended by the administration. As noted in discussion of the preceding agenda item, the university is participating in a government-wide Core Review to identify possible areas of savings and efficiencies. The administration is conducting its Core Review in concert with its review of university operations to develop both a re-calibrated 5-Year Plan and
the Core Review report. Based on discussions that took place at the Finance and Audit Committee meeting, the Board can expect to receive the re-calibrated 5-Year Plan in September 2014.

5. Report from the President

The President reported on a number of initiatives, including:

**Vancouver Island Post-Secondary Alliance**

The Island post-secondary institutes have formed an alliance with the objective of working together to find efficiencies and identify opportunities for collaboration. This initiative aligns with the government’s stated objective of greater collaboration in the post-secondary sector.

**Partnerships**

Partnerships with Camosun College and University of Northern BC have been established to provide pathways into Royal Roads programming. These partnerships are expected to have positive outcomes for Royal Roads and the partner institutions.

**Liquefied Natural Gas (LNG) conference**

Royal Roads is organizing a conference on Liquefied Natural Gas that will be held in Calgary.

**Opportunity Agenda**

Research Universities Council of BC (RUCBC) is updating its *Opportunity Agenda for British Columbia*, a plan presented by RUCBC to the government in the fall of 2012 and outlining a plan for post-secondary education in the province.

5.1. Closures

The Board discussed the proposed closures of the Centre for Livelihoods and Ecology (CLE) and the Institute for Values-Based Leadership (IVBL).

Centres or institutes are established to bring a focus to an area of research. A centre may no longer be required once the university has established its reputation in a particular research area. Instead, the research program may be successfully incorporated into the university through new programming within existing faculties and schools. In making its recommendation to close the CLE and IVBL, the administration noted that centres do have a natural lifespan and that considerable resources must be dedicated to obtain funding to support their operations. In the case of the IVBL, enrolments for the graduate certificate in values-based leadership have been low and the additional burden of sourcing funding for operations makes continuing the Institute untenable. In the case of CLE, the research program is well-established and can be successfully incorporated into the university’s operations. In both cases, the work of the centres will continue through the regular operations of the university.
The administration noted that both CLE and IVBL have provided rich learning opportunities for the university to better understand the value and role of institutes and centres, and the requirements for their ongoing operations.

**MOTION** (Cahoon/Birney)
That the Board of Governors approves the closures of the Centre for Livelihoods and Ecology (CLE) and the Institute for Values-Based Leadership (IVBL) effective 31 March, 2014.

CARRIED

6. New business

6.1. Results of staff and student election to the Board

Murray Langdon is the new student-elected member of the board of governors. His term is 01 April, 2014 to 31 March, 2015.

Candace Perkins is the new staff-elected member of the board. Her term is 01 April, 2014 to 31 March, 2017

6.2. Farewell to members completing their terms

The Board thanked out-going staff-elected member Tony Ruffolo for his service to the board and the university since being elected to the board in 2008. His participation will be missed.

Though Phil Cady was unable to attend his final meeting of the board, board members noted their thanks to him for serving as student-elected member for the past two years.

9:40 a.m. – Adjournment

______________________________  ______________________________
Wayne Strandlund            Karen Hakkarainen
Chair of the Board of Governors  Manager, Board Governance and Planning
Voting Members: Allan Cahoon (Chair), Anna Biolik, Kathleen Birney, Patrick Corrigan, Steve Grundy, Karen Kesteloo (by phone), Charles Krusekopf, Murray Langdon, Wayne Strandlund

Non-voting Members: Mary Bernard, Matthew Heinz, Brian White

Regrets: George Lafond

Council Support: Margot Bracewell (recording secretary)

1. CALL TO ORDER - APPROVAL OF THE AGENDA - M/S Strandlund / Corrigan  
   Welcome new members to council: Murray Langdon (Board rep - student elected)  
   Kathleen Birney (Board rep)  
   Brian White (Acting dean, Faculty of Management)

2. APPROVAL OF THE MINUTES OF PREVIOUS MEETINGS:  
   I) 5 March 2014 - M/S Biolik / Birney

3. BUSINESS/INFORMATION ARISING  
   I) Ministry approval of new programs
   The chair reported that the MA in Higher Education Administration and Leadership (MAHEAL) and the MA in Global Leadership (MAGL) programs were approved by the Ministry of Advanced Education in early May. Next steps – implementation. S. Grundy reviewed the Degree Quality Assessment Board (DQAB) review process and explained how RRU became exempt from this process (with the exception of doctoral degrees).

   II) Core review update
   The chair, along with the VP Academic and Board Chair, presented the RRU Core Review Report to the Minister of Advanced Education, Deputy Minister and ADM yesterday in Vancouver. The report highlighted alignment with the government jobs plan, and demonstrated how efficiently and effectively RRU meets its mandate. The Board Chair further commented that the report was well received by the Ministry, to the point that the Minister asked how RRU can help other institutions.
   S. Grundy noted that this was an excellent opportunity to showcase RRU and there are opportunities to engage in follow-up discussions with the Ministry.
   Next steps > it is hoped that the Ministry will report out on the results and highlight potential systemic changes stemming from the core review process.

4. REPORT FROM ACADEMIC COUNCIL  
   I) Verbal update
   S. Grundy reviewed the governance structure of RRU, explaining how the Board, through the president, delegates academic oversight to Academic Council and its standing committees. A number of items were reviewed at the AC meeting of May 14, 2014 including (for example) approving application deadlines, reviewing plagiarism standards, approving minor program revisions, and reviewing 5-year external and annual program reviews.
5. NEW BUSINESS
   I) 2014/15 Academic Portfolio Plan
       S. Grundy opened discussion on the 2014/15 Academic Portfolio Plan by highlighting a year of (expected) modest growth that will focus on promoting the RRU Learning and Teaching Model. Additional academic projects include academic scheduling, Moodle upgrades, addressing prospect conversion (improving systems and communications), and upgrades to the Library system. A review of the program development process was also provided.

   Members shared the following comments and suggested revisions:
   1) Consider renaming Strategic Priorities “strategic considerations” in light of pending revisions (refresh) to the 5-year strategic direction
   2) Review school advisory council web pages
   3) Consider additional resources to support successful students - especially for international and flexible admissions students:
      • Writing Centre
      • Team Coaching
      • Housing – as it relates to a sense of community
   2) How are school initiatives linked to the overall objectives of the plan?
   3) Explore opportunities for Indigenous education scholarships

   Next steps: revise and present to Board of Governors

   I) Discussion regarding potential meeting with School Advisory Council chairs
       Members supported the opportunity to meet with the School Advisory Council chairs this fall.

   II) Draft PRC meeting schedule
       Members supported the proposal to implement an annualized schedule of standardized agenda items (in addition to those requiring immediate review/approval).

5. REPORT OF THE PRESIDENT AND VICE-CHANCELLOR
   The Chair distributed a report on recent activities and accomplishments to council, noting:
   • The approval of two new degree programs – MAHEAL and MAGL
   • RRU recently hosted the Honourable Judith Guichon, Lieutenant Governor of BC to campus
   • Dr. Pedro Márquez has been appointed acting VP Global Advancement, Recruitment and Business Development; Cyndi McLeod chose not to renew her contract
   • Recently travelled to Taiwan for the RRU Global Alumni event

6. REPORT OF THE VICE-PRESIDENT ACADEMIC AND PROVOST
   S. Grundy referred members to the report contained in the meeting package.

7. OTHER BUSINESS
   • M. Bernard reported on the finalization of the thesis approval process and the launch of an associate faculty database on SharePoint that is searchable e.g., by area of interest/expertise.
   • W. Strandlund requested PRC provide a list of 2014/15 priorities to the Governance and Nominating Committee.

8. MEETING ADJOURNED M/ Birney 3:00PM

NEXT SCHEDULED MEETING - Wednesday September 10, 2014 at 1:00 pm in HC 315
BOARD OF GOVERNORS
BRIEFING NOTE

MEETING: Board of Governors meeting, 19 June, 2014
AGENDA ITEM: Spotlight on the University – presentation by Dr. Cheryl Heykoop
SPONSOR: President Allan Cahoon
PURPOSE: For Information

At its June 2014 Convocation ceremony, Royal Roads University’s first Doctor of Social Sciences students will receive their degrees. Dr. Cheryl Heykoop will be amongst those students and will provide a presentation to the board on her research and her experience in the Doctor of Social Sciences program.

Her biography and research abstract follow.

**Biography:** Dr. Cheryl Heykoop is the Child Participation and Protection Advisor with the International Institute for Child Rights and Development (IICRD). She is also supporting Robin Cox’s research on youth and disaster recovery, and is a member of the Master of Global Leadership design team at Royal Roads University. She has eleven years of experience as a scholar-practitioner focused on child and youth participation and protection in Uganda, Sierra Leone, Timor-Leste, Brazil, Thailand, Zambia, the United States of America. She has worked with a broad range of organizations including UNICEF Innocenti Research Centre, the Refugee Law Project, the Liu Institute for Global Issues, Plan International, Save the Children, governments, civil society, academics, and young people. Her research interests include: participatory action research; child and youth protection; and engagement with at-risk/vulnerable young people (e.g. post-conflict, disaster recovery, violence).

Dr. Heykoop is a recent graduate of the inaugural Doctor of Social Sciences program at Royal Roads University. Her research focused on working with young people in northern Uganda to design a process to young people’s safe and meaningful engagement in post-conflict truth telling (e.g. truth commissions). Dr. Heykoop has received numerous awards for her research including the Joseph Bombardier Doctoral Research Scholarship from the Social Sciences and Humanities Research Council (SSHRC), the International Development Research Centre Doctoral Research Award, and was one of the top five in the 2013 SSHRC challenge, *Research for a Better Life: The Storytellers*. She has also been featured in two InRoads stories, and was profiled in the RRU research publication: *Research in Action 2012*.
**Dissertation Title:** Our Stories Matter, Our Own Way: The Safe and Meaningful Engagement of Young People in Post-Conflict Truth Telling in Northern Uganda

**Research Abstract:** Young people’s engagement in post-conflict truth telling is a relatively new phenomenon. Limited research has explored how current methods impact young people and if alternative methods could be used. This research applied participatory action research (PAR) with young people in northern Uganda, aged 11 to 23, who were formerly abducted (FA), internally displaced (ID), born in captivity (BIC), and/or disabled by the war (DBW) to explore young people’s perspectives on post-conflict truth telling, identify emergent changes resulting from the research, and offer recommendations to better support the meaningful and ethical engagement of young people in post-conflict truth telling. Specifically, the research considers the processes, methods, and outcomes to support young people’s engagement.

Findings suggest that young people’s engagement in post-conflict truth telling is important to gather a more comprehensive understanding of the conflict. Yet, simply sharing about the past is not enough. Rather, young people’s meaningful and ethical engagement in post-conflict truth telling is a complex and long-term process that empowers young people to share their experiences and contributes to healing and reconciliation. This requires giving young people a variety of engagement opportunities that offer support and protection and contribute to tangible changes and healing in their lives and communities.

Drawing from the wisdom and lived realities of young people, these research findings can transform young people’s engagement in post-conflict truth telling. Specifically, they encourage critical reflection on how young people are currently engaged in post-conflict truth telling, and offer suggestions on how to more meaningfully and ethically engage young people in post-conflict truth telling and other transitional justice processes in Uganda and around the globe.
The 2014/15 Academic Portfolio Plan was developed by the Vice-President Academic and Provost and aligns with the framework of the approved RRU strategy and 2014/15 Operating Plan.

Consistent with their terms of reference, Academic Council and the Program and Research Council have reviewed the attached copy of the 2014/15 Academic Portfolio Plan.

Summary

Beginning in September 2013, a series of consultations took place with participants from across all academic units, Business Planning and Performance, Admissions, and Marketing, with the purpose of establishing detailed 2014/15 domestic and international enrolment forecasts to inform the 2014/15 Operating Plan.

Academic units then met to develop specific priorities for each school/unit. Other key elements that round out the plan include program development, research and faculty affairs, academic support and IT services.

While it is recognized that this plan represent a transition year while the new 5 year strategic goals are established, the plan was informed by the key strategic drivers of growth and diversity. The focus for this year is quality, controlled growth and continued internationalization. Targets have been moderated from the original 5-year plan.

Motion: That the Board of Governors receive the 2014/15 Academic Portfolio Plan for information.
ACADEMIC PORTFOLIO PLAN
2014/15

Office of the Vice-President Academic and Provost

11 June 2014
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Introduction and Context

Operating under the mandate of the Royal Roads University Act, the 2014/15 Academic Portfolio Plan is one of a number of institutional plans that collectively shape the overall direction and priorities for RRU. This plan is closely aligned with the mission, vision, and values of the Royal Roads University Strategic Direction and supports all elements of the RRU Learning and Teaching Model.

Overseen by the Office of the VP Academic, and driven through efforts of the Strategic Enrolment Management Group, academic planning and enrolment forecasting for 2014/15 formally began in the late summer of 2013. Participants from across all academic units, Business Planning and Performance, Admissions, and Marketing, met with the purpose of establishing detailed domestic and international enrolment forecasts and program development opportunities to inform the 2014/15 Operating Plan. The discussion was further expanded to include non-credit programming, research and faculty affairs, student academic support services, and IT services to round-out the key elements of the plan.

In addition to the integrated consultation process used in the development of the plan, the completed document will be reviewed by Academic Council, the Program and Research Council, and the Board of Governors in the spring of 2014.

Environmental Scan

The post-secondary education marketplace is crowded and highly competitive. Institutions are struggling with cost pressures and structural deficits, and therefore looking for new revenue opportunities. A number of well-established institutions are continuing to increase their focus on online learning, an area where RRU has had a limited number of direct competitors in the past. Recently there has been growing focus in the media on massive open online courses (MOOCs) further adding to the noise in the marketplace. In recent years international students have become an increasingly growing target for many universities. In order to remain competitive, many Canadian universities have carried out intensive branding campaigns in the last few years.

To deal with this increased competition, it is critical that RRU continue to maintain and develop relevant programming while upholding high quality standards. RRU must also differentiate itself in this crowded space by focusing on its unique learning model and building on the branding work developed over the past few years.

British Columbia’s economy, affected by the broader landscape, is expected to gain a small amount of momentum over the course of 2014 with projected real GDP growth of 2.3%. The province remains committed to a balanced budget which, based on conservative growth assumptions, has led to spending restraints across the system. The majority of BC’s projected growth is related to increased resource exports mainly to the United States and China due to the weakening dollar. As well, a number of projects related to the construction of plant and pipelines for liquid natural gas may commence in 2014. The focus in the BC Jobs Plan is on expansion and investment in trades training and does not anticipate new or expanded investment in universities. Given the tight fiscal framework, overall spending growth is limited to 1.7%. Higher health care costs ($18.7B in 2014/15, a 2.9% increase over the previous year) are being offset by lower FTEs across ministries (26,300 for 2014/15 compared to 31,353 5 years ago), and reductions to post-secondary funding. System-wide core reviews are planned to identify opportunities for more efficient and effective delivery systems.

Despite reduced funding across all PSE institutions, RRU continues to exceed the Ministry of Advanced Education (MAVED) FTE enrolment target of 1,980. The total projected FTEs for 2013/14 is currently 2,440.
Strategic Considerations
The Board has requested that the university re-formulate the strategic plan in 2014/15. Overall there is a desire to reduce the scope, pace and complexity of change. It is clear that the ambitious goals of the previous plan have put too much strain on the organization. It is not anticipated that the mandate, mission, vision and values outlined in the January 2012 Royal Roads University Strategic Direction document (Figure 1) will change. The Office of the VP Academic and Provost will focus on the following during 2014/15.

1. Maintaining and monitoring academic quality across all programs, and support and nurture the RRU Learning and Teaching Model
2. Carefully exiting the affiliate model in Asia
3. Transitioning direct control and oversight of 1st and 2nd year international programs to RRU for Study Group and formulating a new partnership agreement with Study Group
4. Diversifying offerings by the careful introduction of new programs
5. Creating a more engaging workplace by increasing communication, delegation and accountability.
6. Finding more effective and efficient ways of delivering on the promise of the learning and teaching model
7. Producing a comprehensive technology plan for the university

Figure 1: Key Element of the Strategic Direction

Priorities in Action

Quality Assurance Objectives and Curricular Renewal
Royal Roads offers an educational experience epitomized by its brand of life-changing. BC’s labour market, both employers and employees, in the private, public and not for profit arenas and in sectors as diverse as oil and gas, tourism, health care and public administration, needs a professional and managerial cadre with deep competencies and the ability to deliver economic, social and environmental value. RRU is demand focused; thus ensuring the relevancy of programs, innovation in delivery, and collaboration with other institutions to better serve the labour market needs of the province.

Academic quality continues to be a top priority for the university and involves engagement from all levels of the institution to ensure programming is relevant to our industry, government and community stakeholders.
School advisory councils play an important role in providing guidance and advice to RRU on issues related to the relevancy of new and existing programs and research. In 2013/14, the role of school advisory councils was clarified and the terms of reference were revised. Updates included a renewed focus on engaging with the external community (business, government, non-profits, etc.) to ensure industry needs are reflected within our programs. Furthermore, council chairs met with members of the Program and Research Council for the first time in September 2013 with positive outcomes. Follow-up meetings will be scheduled annually.

All schools now have active advisory councils in place: a number of schools refreshed their council membership in the past 12 months, and new councils were struck for the School of Education and Technology and the School of Humanitarian Studies.

In support of quality assurance objectives, comprehensive program reviews are completed annually, and every five years each academic program engages in an external review process for the purpose of program validation and improvement. The process is part of a cycle of continual quality improvement as external reviews (academics and professional practitioners) identify strengths and weaknesses of programs, encourage and recognize quality, suggest possible solutions to existing or anticipated problems, and promote constructive change.

Building on quality initiatives undertaken last year, 24 annual program reviews were submitted and four 5-year external program reviews were completed over the past 12 months:

- MA in Tourism Management
- BSc in Environmental Management
- GC in Project Management
- MA in Learning and Technology

In addition to the program revisions related to recently completed external reviews, the School of Humanitarian Studies will be implementing the program harmonization project approved by the Board in December 2013.
Going forward, all academic programs will undergo annual reviews in 2014/15. These reports provide an overview of key performance indicators associated with individual program performance to inform the quality improvement processes. Reports are presented to Academic Council and the Program and Research Council for discussion and follow-up as required. A summary of key elements is provided to the Board of Governors.

External program reviews planned for 2014/15 include:
- MA in Leadership (and Leadership Health)
- MA in Environmental Education and Communication (incl. GC and GDipl.)

**Nurture and Support the RRU Learning and Teaching Model**
Continuing into the spring of 2014, the Centre for Teaching and Educational Technologies (CTET) will be hosting an 11-part Learning and Teaching Model Workshop Series that takes an in-depth look at each of the core components of the RRU Learning and Teaching Model and illustrates how the components are represented throughout RRU's courses and programs. Each workshop incorporates faculty storytellers who showcase how the core component is demonstrated in their course, program, or school. Furthermore, the workshop series articulates how CTET is able to assist faculty and programs in utilizing these core components in service of authentic and relevant learning that creates engaging learning experiences.

Efforts are underway to produce a series of monographs focusing on current practices related to the Learning and Teaching Model and we are in the process of inviting interested faculty and staff members to submit expressions of interest. Plans include publishing the monographs as peer-reviewed Open Educational Resources (OER).

**Steady and Controlled Growth**
Fiscal 2014/15 has been identified as a bridging year to reset the forecasted enrolment targets contained in the December 2012 Board approved 5-year business plan. Year-end forecasting (2013/14) indicated a continued softening of FTE, enrolment and tuition in all areas year-over-year and against plan, and identified the need to re-calibrate the plan.

The Strategic Enrolment Management Group, comprising senior management from the academic, financial and marketing portfolios was established in 2011 to continuously monitor enrolment trends and opportunities across all programs. Robust discussions related to enrolment, attrition, administrative processes and financial analysis contributes to a broad understanding of issues and fosters a collaborative, supportive approach to addressing enrolment challenges across the organization. As a result, strategies have been implemented to synchronize marketing and recruitment efforts into enrolment planning.
Domestic Programs – New Enrolment Forecast

Our domestic program portfolio remains the pillar of our success to date, providing strong enrolment and overall healthy margins.

Existing Programs (pre-attrition)

Table 1: Starting New Enrolments in Existing Programs

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<th>Program</th>
<th>Format</th>
<th>Start Date</th>
<th>14/15 Plan</th>
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<td><strong>Faculty of Social and Applied Sciences</strong></td>
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<td>Format</td>
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<td>14/15 Plan</td>
</tr>
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<td>------------</td>
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<tr>
<td>Dip - Conflict Analysis and Management</td>
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<td>04/22/2014</td>
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<td>GC - Professional Communication Management</td>
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<td>Sept 2014 - TBC</td>
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<td>GC - Sustainable Community Development</td>
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<td>Feb 2015 - TBC</td>
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<td>MA - Interdisciplinary Studies</td>
<td>Blended</td>
<td>09/02/2014</td>
<td>25</td>
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</tbody>
</table>
New Programs

Four new programs are scheduled for launch in 2014/15.

Table 2: Starting New Enrolments in New Programs for 14/15

<table>
<thead>
<tr>
<th>Program</th>
<th>Format</th>
<th>Start Date</th>
<th>14/15 Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA Global Leadership</td>
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<td>02/02/2015</td>
<td>20</td>
</tr>
<tr>
<td>GC in Intercultural Communication &amp; Leadership</td>
<td>Blended</td>
<td>Sept 2014 - TBC</td>
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</tr>
<tr>
<td>GC - Advanced Coaching *</td>
<td>Blended</td>
<td>Likely Q4</td>
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</tr>
<tr>
<td>GC - Organization Design &amp; Development *</td>
<td>Blended</td>
<td>Likely Q4</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL NEW ENROLMENTS (in new programs)</td>
<td></td>
<td></td>
<td>45</td>
</tr>
</tbody>
</table>

* pending internal approval

Program Development

Program development continues to drive new business and support planned enrolment growth. The university plans to invest $746k in 2014/15 for new program development.

Recently approved (implementation)

- GC in Intercultural Communication and Leadership (2014/15)
- MBA - leadership specialization (2014/15) - reactivation
- MA Global Leadership (2014/15)
- MA Higher Education Administration and Leadership (2015/16)

Pending internal approvals

- GC in Advanced Coaching (2014/15)
- GC in Organization Design & Development (2014/15)

Under development

- GC in Change Management (2015/16)
- GC in Social Media Practice (by 2015/16)
- GC in Workplace Innovation (2015/16)
- GC in Workplace Learning & Development (2015/16)
- MBA in Specializations (hospitality, etc.) (2015/16)
- BA in Transformative Leadership & Environmental Sustainability (2016/17)
- Master of Social Science Research (2016/17)
- MGM Blended (2016/17)
- SES new master’s (2016/17)
- SOB new master’s (2016/17)
- Graduate Diploma in Design & Facilitation of Online Learning (TBD)
- Doctor of Business Administration (TBD)
Outstanding Issues
There are several initiatives that should result in extensive efficiencies in the academic portfolio. They are at various stages of implementation and work will continue.

1. Team Coaching
2. Experiential Learning
3. Academic Scheduling
4. Course by Course conversion
5. Moodle upgrades
6. Other Educational Technology upgrades
7. Voyager library system replacement
8. Enhanced prospect conversion
9. Medium term space planning
10. Collaboration projects

Research and Faculty Affairs

Office of Research Services
Guided by strategic research themes —“innovative learning,” “thriving organizations,” and “sustainable communities, livelihoods and the environment”— RRU integrates applied research and student learning, advancing the university’s mandate. Key to the realization of this integrated approach is the production of applied knowledge. This entails a curriculum that is solution oriented and real-world focused, developed and guided by research conducted by faculty, students, and staff. Research is highly interdisciplinary, and often transdisciplinary, involving stakeholders integrally in its design and implementation. There is a high level of public investment in applied research nationally and internationally, and high expectations for evidence of research impact. Research aims to generate new knowledge and, increasingly, to promote and facilitate the use of that knowledge to enable change, solve problems, and support innovation. Given RRU’s unique teaching model and the fact that all research is applied, it is increasingly important to consider the impact of our research in a variety of areas. In April 2013, a campus conversation was held which focused on the topic of ‘how research at RRU makes a difference in the curriculum, the community, and the larger world. A committee was struck to develop a plan detailing how RRU might measure the impact of its research.

The plan will include recommendations regarding:

- faculty outputs, outcomes, and impacts including various metrics (e.g., cash received, success rates, revenue/expenditures, publications, books authored/co-authored, books edited/co-edited, presentations, media connections, grant application development, diversity of funding sources, citations, awards/honors/esteem, altmetrics, changes in behaviours, and changes in society);
- student research (e.g., outputs, outcomes and impacts of major research projects/theses/ OCPs/OLPs, training new researchers, development of labour market skills);
- impact on the curriculum and the learning and teaching model;
- partnership development and productive interactions (business/industry, communities, municipalities, government, not-for-profit, etc.); and
- measures and indicators.

Research is about more than just the research itself. It’s about mobilization and dissemination to the wider world, as well as the curriculum within Royal Roads. Research contributes to the quality of the institution and how it is perceived by
potential students, governments, other institutions/organizations, communities, and the general public. Quality research and a healthy research climate results in enrollment growth, prestige, higher profile, business/community interaction, and the ability to attract and recruit the best of the best. Developing these research measures demonstrates our commitment to, and the impact of, our research themes.

Key activities for 2014/15
- Further development and implementation of the plan regarding research impact
- Continued support for both pre and post-award activities at the current level or above
- Communications activities
- Expansion of alternative partnerships and sources of funding
- Centre/Group development/support
- Faculty training
- Infrastructure
- Internal awards
- Policies
- Post docs
- Student research and training
- Financial expectations
  - $1.8 million cash expected for the year (to be confirmed as budget is finalized)
  - Recognized revenue $1.6 million (to be confirmed as budget is finalized)
  - Expenses are budgeted at ~$2.2 million (to be confirmed as budget is finalized)
  - Target deficit is ($585k) (to be confirmed as budget is finalized)

Ethics Office
The Ethics Office supports all ethical review requests for both faculty members and students, averaging 450 to 600 per year as well as many related activities including the support for the ethical review board, the integrity policy, coordination with other research ethics boards (REBs) in Canada, and speaking to each cohort in the majority of RRU program.

A priority for 2014/15 is increased efficiency with other REBs in Canada by streamlining processes that ease the dual and multiple processes with REBs that affect, in particular, RRU student major papers and theses.

Faculty Affairs
Faculty Affairs priorities for 2014/15 include:
- Launching the associate faculty SharePoint site
- Publishing online faculty profiles
- Survey for associate faculty
- Planning a ProD day for faculty and associate faculty
- Identifying communication mechanisms
- Associate faculty recruitment
- Thesis oversight
- JCOAA and bargaining
School/Departmental Narratives

Office of Interdisciplinary Studies
The Office of Interdisciplinary Studies offers three degree programs: a BA in Interdisciplinary Studies, an MA in Interdisciplinary Studies and a Doctorate in Social Sciences. The unit also offers several graduate certificates. Currently, about 100 graduate students are studying toward graduate degrees through the Office of Interdisciplinary Studies.

The doctoral program has gone from an initial cohort of 8 to annual intakes of 15 students. About forty percent of the applicants are RRU graduates and an increasing number are coming with funding and external supervisors from other universities. There are currently six self-identified Aboriginal students enrolled and a clear program focus in indigenous issues is emerging. Students are primarily from British Columbia and Ontario, and most students represent the education sector, followed by government. The program now has three core faculty, including a new associate professor with expertise in indigenous scholarship and the Canada Research Chair in Sustainability Research Effectiveness.

The MA program is also growing rapidly, with a September 2013 cohort of 30 and an anticipated February 2014 cohort of 20. This program can be completed online or with one residency and appears to be a popular alternative for place-bound students (Canadian North, overseas, working and/or single parents with young children). The program has proven to be a successful laddering opportunity for graduates of our certificates. The program revisions and new program development in other areas of the Faculty of Social and Applied Sciences, such as the MA in Global Leadership and the harmonization of School of Humanitarian Studies programs, open further electives to MAIS students, which is likely to further increase interest. The BA in Interdisciplinary Studies was launched in February 2014.

The Office of Interdisciplinary Studies also coordinates several free-standing graduate certificates. A new certificate in Intercultural Communication and Leadership is awaiting academic approval and scheduled to launch in September 2014. A revised Certificate in Sustainable Community Development and the Professional Communication Management certificate will also be offered at that time; these certificates will share a transdisciplinary and transprofessional one-week residence focusing on leadership. Two other certificates (Health Systems Leadership and Leadership and Management) are under curricular review.

School of Communication and Culture
The School of Communication & Culture (SCC) offers undergraduate completion degrees and master’s programs designed to equip communication professionals with the key competencies and skills required in the future. SCC values community, sustainability, and interculturalism and diversity. Their mission: to resource and develop global citizens who have the communication tools to navigate change, solve systemic problems, think critically and integratively, collaborate, and continuously learn within their professional and community contexts.

Current programs in the school include:
- GC in Intercultural Communication and Leadership
- BA in Professional Communication (on-campus and on-line)
- MA in Professional Communication
- MA in Intercultural and International Communication (on-campus and blended)
Additionally, a Graduate Certificate in Social Media Practice is under development. SCC hopes to achieve a steady enrolment of 15 students in each new certificate by 2017. All graduate certificates will be developed to include opportunities to ladder into existing SCC or MAIS masters programs for up to 12 credits.

SCC encourages an interdisciplinary and broad based approach to communication studies and also prides itself on integrating research into teaching practice which makes this school different from other schools of communication in Canada, which tend to focus on cultural or media studies. The research goals for the school are to maintain a balanced and broad spectrum of research interests in order to sustain our broad based communication focus; to develop our credibility and reach in our specific areas of expertise; and, to enhance the integration of our research into our teaching practice in order to support and strengthen RRU’s learning and teaching principles and applied research focus.

The faculty are active researchers in the following areas:
- David Black: Communication Theory, Policy and Politics
- Joshua Guilar: First Nations Communication and Buddhism
- Zhenyi Li: Intercultural Communication and Health Communication
- Virginia McKendry: Aboriginal Communication and Communication History
- Michael Real: Media Studies and Sport Communication
- Phillip Vannini (CRC): Public Ethnography and SocioCultural Communication
- Jennifer Walinga: Values Education and Organizational Communication

School initiatives for 2014/15:
- Publish quarterly REACH Alumni newsletter – in collaboration with Community Relations
- Launch School satellite website
- Further develop the concept of Communities of Practice site
- Explore the hosting of a student conference/anniversary event during convocation week
- Initiate curricular evolution and program mapping process

School of Education and Technology
The new school of Education and Technology was launched in April 2013 to meet modern challenges in the educational field and to focus on expanding the skills of educators. SET students and graduates are immersed in the realities of the workplace and in the theories that support new ideas and directions. Building on the university’s expertise in online learning, the school contributes to discussions on new technologies and actively seeks solutions to enhance education, both formal and informal, in today’s organizations.

Current programs in the school include:
- MA and Graduate Diploma in Learning and Technology
- MA and Graduate Diploma in Educational Leadership and Management
- MA in Educational Leadership and Management – International
- MA and Graduate Diploma in Learning and Technology (Online )
- Graduate Certificate in Online Learning Facilitation
- Graduate Certificate in Instructional Design

New programs – pending launch:
- MA in Higher Education Administration and Leadership (expected launch – Spring 2015)
GC in Systems Leadership in Higher Education
GC in Business Development in International Education
- MA in Higher Education Administration and Leadership - International Education (expected launch – Spring 2015)

Specific attributes of the MAELM program include offering students the opportunity to obtain one of two certificates through the International Baccalaureate Organization (IBO) and the program is recognized by the BC Teacher Qualification Service (TQS). The MALAT program offers students the opportunity to obtain an advanced certificate through IBO and is recognized by the BC TQS. In addition, the MALAT program has two distinct entrance pathways, online and blended, thereby widening access to its programs to those individuals who are unable to attend a residency-based program.

Programs are led by the school director, three full-time faculty members, one of whom is the Canada Research Chair in Innovative Learning and Technology, and two part-time (contract) program heads, plus associate faculty.

SET faculty are currently involved in research topics including the following:
- Open scholarship including: open education, open learning, and open research/publishing
- Academic writing skills
- Student support
- Learning community development
- Online student experience
- Scholarship of Teaching and Learning
- Educational reform in international contexts
- Team-based assessment
- Informal learning in higher education
- Leadership, culture and learning

School initiatives for 2014/15:
- Strengthen existing programs by implementing new initiatives such as:
  o Bringing in more experts in open technologies, processes, consulting, and resources as guests in current courses
  o Encouraging students to produce more knowledge-based artefacts as part of their coursework; artefacts which will contribute to societal and pedagogical/educational knowledge
  o Incorporating a “students as the producer” philosophy
- Increase enrollment through expanding online exposure
- Build a research program to investigate open philosophy, for example, access and participation
- Increase open publishing options, for example in courses, monographs of capstone projects, and as part of teaching scholarship
- Initiate and build on external relationships with groups such as ASTD, CSTD, TQS, IB, and social media communities to increase profile and build knowledge

School of Humanitarian Studies
During the 2013/14 year the school changed its name from the School of Peace and Conflict Management to the School of Humanitarian Studies; this name change better reflects the scope of our current programming, as well as the school’s long-term plans. Humanitarian Studies is concerned with how
humanitarian crises evolve; how they affect people and their institutions, communities and societies; and how individuals, communities and organizations can both mitigate and respond to these events. This newly recognized field of study has developed in response to the need for professionalization within the sector; post-secondary education is seen as being a critical means of developing and advancing professional competencies and practice. Royal Roads University is one of only a few universities in North America to have a programming focus in humanitarian studies.

The school currently offers one undergraduate and three graduate programs:
- BA in Justice Studies (blended + on-campus cohort)
- MA and Graduate Diploma in Conflict Analysis and Management
- MA and Graduate Diploma in Disaster and Emergency Management
- MA and Graduate Diploma in Human Security and Peacebuilding

There are two cross-program developments that support future growth:
- Common learning outcomes – The school has five common learning outcome domains: Critical Thinking, Communication, Research, Knowledge, and Professional Skills and Practice. The latter domain is in keeping with the applied focus of the university and its programs. The learning outcomes for the first three domains are shared across all of the programs in the school. Any future growth opportunities will build from this well-developed base of program learning outcomes.
- Graduate program harmonization model – The new graduate harmonization model provides a foundation for growth of enrolment in current programs and development of new programs.

SHS future growth plans build from and capitalize on their existing, well-recognized programming with three main areas of growth:
- increase current program enrolments
- develop new domestic programming
- develop international programming

Faculty research is concentrated in the following areas:
- Kenneth Christie: Human rights and human security
- Robin Cox: Building resilience and rural health system capacity for pre-disaster planning and preparedness, simulation training and exercise collaboratory, youth-centered disaster recovery, creating community through stories
- Bill Durodie: Comparative National Study on Risk
- Eva Malisius: Mediation in peace processes, interethnic/intercommunity dialogue
- Erich Schellhammer: Learning outcomes for teaching peace professionals
- Jean Slick: disciplinary characteristics of the use of case-based learning in disaster and emergency management programs; development of disaster and emergency management as a profession and field of study
- Michael Young: Rural migration and homelessness in the north, NIMBY research

School of Environment and Sustainability
Programming within the School of Environment and Sustainability provides a balance between a strong theoretical foundation and an experiential learning approach that is unique in Canada. Courses address contemporary sustainability issues through the lens of cutting-edge environmental science, communication, and community action models to ultimately effect change in business, government and
society. SES students also have access to a full range of delivery options depending on the program they are enrolled in, from fully on-campus programs to fully online programs, and in most cases, either an arts or science option within the degrees.

Currently the school offers the following programs:

- MA and MSc in Environment and Management (blended)
- MA in Environment and Management (part-time on-campus in partnership with Tianjin University of Technology in China)
- MA in Environmental Education and Communication (blended, certificate and diploma options also available)
- MA and MSc in Environmental Practice (online)
- BSc in Environmental Science (on-campus, accelerated)
- BSc in Environmental Management (blended)
- BA and BSc in Environmental Practice (online)
- Certificate in Environmental Practice (cancelled, now in teach-out)

This is a complex suite of undergraduate and graduate programming with specific markets for each on the offerings. The challenge for the school is to work closely with Marketing and Recruitment in crafting effective plans for each of their programs.

The research programs within the school fall into four main themes, and further support the Canada Research Chair in Sustainable Communities (Ann Dale):

- Sustainability and Sustainable Communities
  - Social media and knowledge mobilization
  - Adaptive governance and sustainable community development
  - Arctic social indicators
  - Solar Colwood
  - Transition towns
  - Protected areas and poverty reduction

- Climate
  - Past and future trends in human dimensions of arctic climate change
  - Case studies of climate change and knowledge mobilization at the local and regional levels
  - Climate change linked to extreme weather events
  - Physical processes and climate change
  - Marine and lake sediment research
  - Climate envelope modeling
  - Resilience and adaptation to environmental change in coastal communities

- Basic and applies science
  - Past and future trends in human dimensions of arctic climate change
  - Case studies of climate change and knowledge mobilization at the local and regional levels
  - Climate change linked to extreme weather events
  - Physical processes and climate change
  - Marine and lake sediment research
  - Climate envelope modeling
  - Resilience and adaptation to environmental change in coastal communities

- Education
Psychological implications of environmental education
Psychology of change
Critical thinking indicators and scaffolding in online problem-based learning
Perceptions of science and scientists by grade one students

Priorities for 2014/15:
- Complete development of a BA program
- Revise and review the undergraduate offerings in response to recent external reviews
- Increase enrolment across all SES programs by increasing engagement with marketing and recruitment
- Work towards goals outlined in the five year prospectus

School of Leadership Studies
In 2014/15, the School of Leadership Studies will continue to develop the MA Global Leadership courses, with program launch date of February 2, 2015. The school is also developing a proposal for BA in Transformative Leadership & Environmental Sustainability (official title to be determined), in collaboration with the School of Environment and Sustainability. As well, the school will start a 5-year review of its MA Leadership and MA Leadership Health specialization.

Four principles guide all of the teaching, research and outreach activities of the School of Leadership Studies: leadership as engagement; scholarship for engagement; orientation towards possibility: learning as transformation.

Currently the school offers the following programs:
- MA Leadership
- MA Leadership Health Specialization
- MA in Global Leadership (expected launch – Feb 2015)
- Graduate Certificate in Values Based Leadership (to be offered through contracts rather than open enrolment in 2014/15)

Whether the goal is organizational, community or global change, research in the school focuses on generating new perspectives and solutions for social benefit. Strong themes in our research are adding to the discourse on action research and related participatory research approaches, transdisciplinarity and values-based leadership. Some examples are:
- Scholarly literature on action research, for example, on the SoLS “Readiness for change” Action Research model and The Pacific Rim Action Research Impact Evaluation.
- Knowledge Translation and its link to AR
- Social values surveys that generate public awareness and capacity to speak about values
- Case studies of values based leaders and values driven organizations, both locally and internationally
- Documenting and promoting dialogue about values based public education and teacher education.
- Establishing research partnerships with Chinese scholars and researching values related to conceptions of Chinese leadership
- Teaching community-based research and leadership and learning in the small-scale organic farming movement
School of Leadership Studies priorities for 2014/15:

- Course development and launch of MA in Global Leadership
- Program development for BA in Transformative Leadership & Environmental Sustainability
- Begin planning for the next conference in 2015
- Build on partnerships outside of RRU:
  - Shanghai Institute of Technology: Co-development and joint research initiative of a “Cultural Traditions of Leadership” course (working title).
  - Society for Participatory Research in Asia (PRIA): Co-development of a 3-credit online graduate course in Global Capacity Building.
- Continue to explore collaborations with other schools or units within the university

School of Business
The School of Business has been instrumental to the success of Royal Roads University since its inception and it continues to make significant contributions to the academic and financial performance of the institution. With a portfolio of four differentiated (two well established and two relatively young) programs, a student population of approximately 670 students or 371 FTEs, a committed faculty and staff, and a rich pool of associate faculty, the School is well positioned to continue to support the mission and mandate of the university and to respond to labour market needs within the province, country and around the globe.

Mission - To advance the practice of management focused on the responsibilities of the 21st century organization, and effectively serving the global learner.

The school currently offers four programs:

- Bachelor of Commerce in Entrepreneurial Management (blended and accelerated on-campus)
- Bachelor of Business Administration with specialization in International Business and Sustainability (on-campus)
- Master in Business Administration in Executive Management (blended)
- Master in Global Management (on-campus plus internship)

The school anticipates reintroducing a leadership specialization for the August 2014 intake. Pending program success, business cases for additional specializations will be developed and new streams could be introduced in 2015 as well as 2016.

Relevant & applied research in key focus areas

- Sustainability
  - Uptakes and impacts of Solar Colwood (cross school collaboration)
  - Sustainable Supply Chain Management
- International Business
  - Land grab issues in SEZ’s (Myanmar)
  - Northeast Asia’s energy security, Mongolia’s role
- Scholarship of Teaching & Learning
  - Multigenerational differences in the workplace / Creating 21st century learning experiences for Gen Y
  - Models for organizational creativity, implications for MBA thinking
  - Sustainability as a theme in business education
• Innovation
  o Innovation in Canada & technology & knowledge transfer
• Entrepreneurship
  o The Canadian franchise machine

Priorities for 2014/15 include:
• Strengthen & unify School of Business unit
• Continue to maintain, improve and extend existing programs as well as research agendas
• Ensure inaugural BBA offering is a success
• Meet enrollment targets while maintaining the academic integrity and quality of our programs
• Capitalize on strengths and take advantage of selective opportunities for strategic growth

Centre for Coaching and Workplace Innovation
The Centre for Coaching and Workplace Innovation (CCWI) offers leading-edge programming that responds to the need for flexible, relevant programming across many sectors. These applied and professional programs are developed in collaboration with industry experts and taught by leading practitioners ensuring current and immediately applicable knowledge and skills. These programs allow participants to focus on areas of professional interest and strength, build on existing skills and experience, gain certification and/or credentials, and apply new knowledge and strategies in the workplace.

CCWI programs must respond to both individual and organizational needs in a competitive and complex workplace. A balanced approach to professional education (including a combination of soft skills and specialized knowledge), is important for professionals wanting to climb the corporate ladder, and essential for organizations to maintain their competitive advantage. The programs offered through CCWI are positioned as transformational Masters-level learning opportunities and unlike executive programs at most other Canadian universities, provide transfer credit and pathways into other graduate programs at RRU: MBA, MAIS, etc.

Current Graduate Certificate programming offered by CCWI:
• Executive Coaching
• Strategic Human Resources Management
• Project Management

New GC programming planned for 2014/15
• Advanced Coaching
• Organization Design & Development
• Change Management

School of Tourism and Hospitality Management
Our tourism and hospitality management programs bring together current and future industry leaders in hospitality, hotel management, cultural tourism, destination development and sustainable tourism development. With leadership from full-time and associate faculty who bring high level academic credentials plus industry experience and connectivity, the School’s programs are designed to provide students with the strategic vision, competency, and capability to address workplace challenges across this global industry that is growing not only in size but in economic significance.
STHM has three broad areas of focus: graduate, undergraduate and international programming:

- MA in Tourism Management (2-year blended or 1-year compressed on-campus with internship option)
- BA in International Hotel Management (on-campus with internship, 1-year accelerated or 2-year)
- BA in Global Tourism Management (on-campus with internship, 1-year accelerated or 2-year)
- Diploma in Hospitality and Tourism Management (partnership with Jinhua Polytechnic University in China) Note: we expect students from the first graduating class in Jinhua to transfer to RRU in the fall of 2014

The school currently has 19 MOUs in process with post-secondary institutions across Canada that will provide a pathway for undergraduate degree graduates to come into the MATM program. Furthermore, the school has reciprocal learner exchange opportunities set up with four institutions, three in Austria and one in Germany, with the goal to expand further into Australia. Because the interest in coming to RRU is stronger than for our students going to Europe, and the number of students we can accept under the exchange is limited, we are working with the International Office and the Registrar’s Office to enable additional (paying) students to join the STHM programs for one semester.

The school has been in a state of degree program expansion for four years, and is now focussed on developing new domestic and international research and consulting initiatives, exchange and transfer relationships, international and domestic marketing, and on promoting the enrolment growth of our current programs.

The school priorities for 2014/15:

- Develop more targeted marketing and recruitment – domestic and international
- Build Transfer Agreements and MOUs
- Build durable international partnerships
- Build profile with our target sectors

Non-Credit and Customized Programs

Another active component of the academic mix is non-credit and customized programs offered through Continuing Studies (CS).

Continuing Studies offers a dynamic and rich mix of innovative and practical, non-credit, short courses that range from career skill-building to personal development. Within a culture of lifelong learning, CS programming aligns both philosophically and pedagogically with the Learning and Teaching model at RRU and on a micro scale, CS courses emphasize many of the same competencies and learning outcomes found within the degree programs at the university.

The four main lines of business in Continuing Studies are:

1) Non-credit face to face public short courses
   - Over 350 innovative, high-quality, non-credit educational experiences provide a rich and compelling learning context that facilitates both personal and professional development. Learning is offered in a variety of formats that include: evening talks, half-day lectures, forums & discussions, single one or two day courses, multiple day or evening learning series, part-time skills development certificate programs, weekend conferences and retreats. CS offers the best in adult learning practices where learning is considered an active and social process that is best experienced through a variety of instructional methods that meet diverse learning styles such
as: authentic experiences, mini-lectures and seminars, hands-on engagement, interactive large and small group activities, case studies & readings, discussions & reflection practices, and class presentations.

2) Online courses (includes online academic student support)
Currently CS offers approximately 12 unique online programs ranging from 3 to 8 weeks that include academic student supports such as Introduction to Academic Writing and Critical Thinking and Accounting Preparatory (which are either pre-requisites or strongly recommended pre-degree courses for many students entering programs at RRU). Approximately 30 iterations of our existing online courses are run annually to meet demand.

3) Contract Training and customized programs (also known as Customized Training - domestic)
Developing specialized solutions for diverse learner needs means that CS can respond immediately to requests for specific and customized study that links learning to organizational strategies while addressing the complexities of the contemporary workplace. Practical skills can be immediately applied, building confidence, competency and capacity for results that take days not years. In effect, CS can bring “RRU to the workplace” as we draw on university expertise as well as highly qualified contracted service providers to bring relevant, applied training to meet the more immediate needs of organizations, governments and communities. Delivery methods include face to face, online, or a blend of both either on or off campus.

4) Community based training and capacity building (Indigenous and Youth focus)
Due to another recent university reorganization, the Centre for Livelihood and Ecology’s (CLE) Extension, Training and Sector Support program has been folded into Continuing Studies. This includes a full time employee with a portfolio of community-based training, applied research, and knowledge tools that support and complement the CS department.

Continuing Studies expects about 4,800 course enrolments for 2014/15.

International Study Centre
The International Study Centre (ISC) at RRU was launched in September 2011 in partnership with Study Group (SG). To this point, the ISC has provided preparatory programming and years 1 and 2 of undergraduate studies (delivered by SG) that feed into RRU undergraduate and graduate programming.

Over the last several months, discussions have taken place with respect to the operation of the International Study Centre. The Centre now has about 200 students in various stages of programs. We have agreed in principle that it would be beneficial if both parties (SG and RRU) concentrated more efforts on their strengths: for Royal Roads, that is our learning and teaching model and a thorough understanding of what it means to be a special purpose university focused on applied and professional programming; for Study Group, it is their comprehensive marketing and recruitment network and their expertise in ESL and bridging programs. Accordingly, we have agreed that RRU will take over the direct management of all degree credit programming and SG will continue to offer bridging and ESL programming as well as marketing and recruitment functions.

This is a complex transition that will be overseen by five transition teams. Overall project coordination will be carried out by the Office of the VP Academic and Provost in collaboration with the Director of the International Study Centre. Executive oversight will be the responsibility of the VP Academic and Provost.
at RRU and the VP Operations for Study Group North America. The transition is expected to be completed by December 2014.

The projected enrolment for ISC is given in Table 3: Enrolments Projected for the International Study Centre.

Table 3: Enrolments Projected for the International Study Centre

<table>
<thead>
<tr>
<th>International Study Centre ($000s)</th>
<th>2014/15 Plan</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit Programs</strong></td>
<td><strong>Enrolment</strong></td>
<td><strong>FTEs</strong></td>
</tr>
<tr>
<td>Finishing - Year Two</td>
<td>50</td>
<td>9</td>
</tr>
<tr>
<td>Continuing - Year One/Two</td>
<td>103</td>
<td>119</td>
</tr>
<tr>
<td>New - Year One</td>
<td>115</td>
<td>84</td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
<td>268</td>
<td>212</td>
</tr>
<tr>
<td><strong>Non Credit Programs</strong></td>
<td><strong>Enrolment</strong></td>
<td><strong>FTEs</strong></td>
</tr>
<tr>
<td>English Academic Prep 1 &amp; 2</td>
<td>31</td>
<td>-</td>
</tr>
<tr>
<td>University Bridging Program</td>
<td>64</td>
<td>-</td>
</tr>
<tr>
<td>Preparatory Studies</td>
<td>44</td>
<td>-</td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
<td>139</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>407</td>
<td>212</td>
</tr>
</tbody>
</table>
Offshore Programs & Partnerships 2014/15

A decision was made in 2012 to teach-out the MBA programs in mainland China and Bangladesh, and look for key university partners in China.

The first students will graduate from the new offshore partner programs in 2014: Diploma in Tourism and Hospitality Management at Jinhua Polytechnic, and Master of Arts in Environment and Management at Tianjin University of Technology. RRU will welcome the first Jinhua students transferring to the BAIHM or BAGTM in the fall.

Table 4: Total Student Enrolment Targets in Teach-Out of Mainland China and Bangladesh by Location

<table>
<thead>
<tr>
<th>Location/Affiliate</th>
<th>13/14 Forecast</th>
<th>14/15 Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>FuYou</td>
<td>69</td>
<td>0</td>
</tr>
<tr>
<td>IIBE</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>PRTC</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>Tak Ming</td>
<td>59</td>
<td>0</td>
</tr>
<tr>
<td>PML</td>
<td>235</td>
<td>137</td>
</tr>
<tr>
<td>TOTAL</td>
<td>389</td>
<td>137</td>
</tr>
</tbody>
</table>

Table 5: Total New Enrolment for Taiwan and Jinhua

<table>
<thead>
<tr>
<th>Location</th>
<th>13/14 Forecast</th>
<th>14/15 Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taiwan</td>
<td>32</td>
<td>50</td>
</tr>
<tr>
<td>Jinhua</td>
<td>86</td>
<td>85</td>
</tr>
</tbody>
</table>

Goals for 2014/15:
1. Develop new articulation agreements.
2. Explore opportunities to partner with University of Denver and University of Montreal in the area of executive coach programming.
3. Review the MEM-TUT program design for a new intake.
4. Pursue a contract with Dalian Maple Leaf Schools for a blended MAELM.
5. Explore opportunities for DSocSci collaboration and research with a South American partner.
6. Continue discussions with Beijing University of Posts and Telecommunication to offer MADEM and a dual MGM-MBA degree.
7. Explore potential partnership opportunities for MALAT with Open University of Catalonia.
8. Continue to pursue options to deliver the MBA with a partner offshore.
10. Develop a leadership course for delivery to undergraduate students at Shanghai Institute of Technology.
11. Complete the teach-out of the MBA affiliate program in China, Hong Kong and Bangladesh.

Academic Support

Student and Academic Services

Student and Academic Services will continue to focus on propelling learning through the provision of integrated academic and student support services. Working in partnership with other academic and support units, the overarching purpose of the portfolio is to manifest elements of the Learning & Teaching Model by continuously seeking a rationalized, coordinated approach to all academic and student support.
services to efficiently and effectively foster student retention, academic success, and personal
development. In keeping with this, an educational perspective is applied to interactions with students in
particular, framed by the Five Pillars of Learning adapted by UNESCO’s Education for Sustainable
Development Initiative from work of the Commission on Education for the Twenty-First Century – learning
to know, learning to do, learning to live together, learning to be, and learning to transform oneself and
society.

The units that comprise the portfolio include the Centre for Teaching and Educational Technologies,
Indigenous Education and Student Services, the Library and Student Services. These units provide a wide
range of services described by the following key functions:

Centre for Teaching and Educational Technologies (CTET)
- Course production
- Learning technologies
- Classroom technologies
- Communities of Practice support
- Learning design
- Faculty development
- STUDIO – interactive course development and problem-solving workshop environment for faculty
  and staff supported by CTET staff

Indigenous Education and Student Services
- Academic, financial assistance and cultural support services for Indigenous students, on campus
  and online
- Development of institutional culture, space, systems and supports that foster access and success
  for Indigenous students
- Oversight of Sneq’wa e’len, the Blue Heron House
- Support and delivery of academic programs and contract training for Indigenous people, communities
  and organizations
- Relationship building with local Elders, Chiefs and Council members, communities and Indigenous
  organizations

Library
- Reference services
- Research collections
- Research instruction
- Student study, collaborative learning, and informal meeting space
- Writing Centre
- Archives
- Copyright services
- Bookstore

Student Services
- Accessibility Services
- Counselling Services
- Career Enhancement Services
- Financial Aid and Awards
Food Bank
Recreation Centre
Student engagement (orientation and information, Royal Roads Student Association liaison and support, student activities and events)
Student behaviour/conduct management
Student crisis response
Student institutional concerns/ “Ombuds Office”
Work-integrated learning

A priority for Student and Academic Services in 2013/2014 was to articulate a student experience framework complementing the Learning and Teaching Model; however, as work on student feedback mechanisms and other data-driven analyses for decision-making proceeded, it became clear that this would be better informed by incorporating the results of these. Other projects planned for last year that have been delayed for various reasons remain as key priorities for the coming year, such as the online bookstore pilot, Indigenous education strategy, and academic orientation for students and faculty.

In addition to continuing work on these initiatives, key priorities for 2014/2015 include:

- Propose quality standards for online and on campus learning experiences, working in consultation with academic units and Curriculum Committee
- Upgrade current courses to Moodle 2.6 and implement “One Release Behind” to take advantage of newer features and improved functionality
- Conduct ongoing process improvements in course production to maximize efficiencies of Service Levels approach while attending to quality
- Explore improved service model for console and AV technologies in classrooms, including the “bring your own device” paradigm
- Propose alternative funding allocation and team approach for new course development, engaging subject matter experts, instructional designers and elearning technicians collaboratively at the outset of each new course
- Recommend changes to Library systems and prepare for system migration as needed
- Develop writing support strategy, providing a continuum of support, from remedial to scholarly writing
- Create integrated heritage interpretation strategy based on archives
- Co-locate student services and Library functions to maximize opportunities for integration and efficiencies
- Launch a Student Coaching Centre, centralizing and extending team coaching support and integrating counselling and a wide range of personal and team support functions
- Rationalize existing formal student experiential learning degree requirements (e.g. internships and evolution of Experiential Education unit to Work-integrated Learning)
- Update Recreation Centre business plan, including programming model and capital renewal plan
- Develop an integrated institutional orientation plan orientation plan to provide relevant, seamless, accessible information to students during pre-registration period, at time of entry, and throughout their studies

Office of the Registrar
According to The Registrar’s Guide published by AACRAO, “the office of the registrar exists to serve the needs of students, to respond to requests of the faculty and administration for data [and for services and information related to admissions and registration], and to safeguard the integrity [and security] of the
institution’s records and degrees” (p. 7). In fulfilling this mandate, the Registrar’s Office at Royal Roads University has numerous responsibilities, including:

- Admitting eligible students, with an eye on program enrolment capacities
- Managing registration and record-keeping functions, including oversight of the student information system, setting up programs and courses in the records system, registering students in programs and courses, entering and maintaining grades earned, monitoring and recording changes in registration status (including withdrawals, deferrals, leaves, re-entries, etc.), performing degree audits, certifying enrolments, and preparing and maintaining official lists of graduates
- Managing the retention of student records (including the risk of loss), and disaster recovery
- Providing institutional data to support enrolment management
- Protecting the confidentiality of student records
- Monitoring and working to prevent fraud associated with student records and credentials
- Managing and supporting the process of building academic schedules and allocating classrooms
- Monitoring and supporting curriculum development (including the official record of past and current program and course offerings)
- Administering and monitoring external transfer and articulation agreements
- Recommending, drafting, monitoring, amending, and (where appropriate) enforcing academic university policy
- Leading projects to improve business process in admissions, registration, and student records

The priorities of the Registrar’s Office for 2014/15 will include:

- Developing and building a more effective academic scheduling and classroom allocation process, including the implementation of our new scheduling software, EMS Campus, and a review in collaboration with each of the schools on the timing (i.e., the start and end dates) of specific residencies
- Improving student enrolment reporting, with a focus on the development of cumulative counts of students, broken out by domestic versus international, by program area, and by source country; and with a secondary focus on admission process status reporting to support the management of these processes
- Building more robust processes to support the admissions and registration functions, especially for offshore programs and for international students in on-campus programs
- Building and maintaining a comprehensive repository of articulation agreements to support the admission function for students wanting to take advantage of these agreements, and supporting the improved administration of these agreements in collaboration with Marketing, where a new position has been created in this area of activity
- Collaborating with institutional partners to improve communications with students, along the student continuum from ‘prospects’ to alumni (Lead: AVP Student Services, supported by the Prospect Conversion Task Force chaired by Lois Fearon)
- Collaborating with IT services and Student Accounts (among others) to investigate the possibility of introducing course-by-course registration

**Information Technology Services**

IT-Services is a significant component of the university consisting of 32 FTE employees and an operating budget of $2.9M of which $2.4M is staffing. In conjunction with CTET, IT-Services is responsible for development and support of the RRU e-learning platform. IT-Services is also responsible for the
acquisition, service and support of all technology and systems across the campus with the exception of class-
room technology, which is managed jointly with CTET.

IT-Services meets with university business owners and their representatives on a quarterly basis to review their in-progress projects and future project requests. This allows for collaborative planning to proactively respond to the changing university environment, ensures the strategic alignment of team efforts with university goals, and confirms IT-Services’ priorities continue to match the business owners’. These meetings are an excellent opportunity to identify any conflicts or resource shortages that might negatively affect project success, so ways and means of dealing with them can be discussed.

As the Core Review and Strategic Plan Update (and related activities) are currently underway and not yet complete, putting forward a list of activities for 2014/15 is problematic at this time. There will be projects and initiatives identified during the review that IT-Services will be completing in the upcoming fiscal. Depending on the input received from the review, the following projects could be given support from IT-Services in 2014/15:

- Implementation of classroom scheduling utilizing the EMS Campus software
- Improvements to, or a replacement of, our Continuing Studies Registration system
- Move to a single user account for students from the current two
- A trial for operationalizing the upgrading of the Learning Management System based on the Moodle software
- The launching of seven school satellite websites which will provide a deeper level of information than is available on the primary prospect site, www.royalroads.ca
- Continuing the work on making web content easier to access via mobile devices
- Applying brand standards and usability improvements to the on-line application
- Administrative system support for a course-by-course delivery model

As in previous years, there will again be significant upgrades to infrastructure as part of the university lease strategy. The key foundation for systems support and development is a scalable and secure technology infrastructure which was enabled through a lease strategy begun in 2004/05. This strategy has resulted in an annual operationalized investment of $812K. Considerable increases in capacity to meet a growing demand have been achieved without increasing this annual investment through consistent technological advances and price reductions within the industry. We expect this strategy to remain viable into the near future and costs to remain constant.
**Key Performance Indicators**

The strategic framework and success of the university is quantified through a variety of key performance indicators across the organization. KPIs are monitored throughout the year and reported out on a quarterly basis. The following are examples of 2014/15 KPIs:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Quality</td>
<td>Students surveyed on academic quality measures scored very good or excellent (4 or 5 on a 5-point scale) 80%</td>
</tr>
<tr>
<td></td>
<td>Annual program reviews complete 36</td>
</tr>
<tr>
<td></td>
<td>5-year external program reviews complete 2</td>
</tr>
<tr>
<td>Faculty of Social and Applied Sciences</td>
<td>New Enrolment – pre-attrition 944</td>
</tr>
<tr>
<td></td>
<td>Revenue ($000s) 16,574</td>
</tr>
<tr>
<td></td>
<td>Gross Margin ($000s) 7,622</td>
</tr>
<tr>
<td></td>
<td>Gross Margin (%) 46%</td>
</tr>
<tr>
<td></td>
<td>Contribution Margin ($000s) 6,090</td>
</tr>
<tr>
<td></td>
<td>Contribution Margin (%) 37%</td>
</tr>
<tr>
<td></td>
<td>New Programs Launched 4</td>
</tr>
<tr>
<td></td>
<td>New Programs internally approved 2</td>
</tr>
<tr>
<td>Faculty of Management</td>
<td>New Enrolment – pre-attrition 657</td>
</tr>
<tr>
<td></td>
<td>Revenue ($000s) 12,702</td>
</tr>
<tr>
<td></td>
<td>Gross Margin ($000s) 6,770</td>
</tr>
<tr>
<td></td>
<td>Gross Margin (%) 53%</td>
</tr>
<tr>
<td></td>
<td>Contribution Margin ($000s) 5,555</td>
</tr>
<tr>
<td></td>
<td>Contribution Margin (%) 44%</td>
</tr>
<tr>
<td></td>
<td>New Programs Launched 4</td>
</tr>
<tr>
<td></td>
<td>New Programs internally approved 4</td>
</tr>
<tr>
<td>Continuing Studies</td>
<td>Course Registrations 4,800</td>
</tr>
<tr>
<td></td>
<td>Number of programs offered 350</td>
</tr>
<tr>
<td></td>
<td>Run Rate 75%</td>
</tr>
<tr>
<td></td>
<td>Revenues ($000s) 1,460</td>
</tr>
<tr>
<td></td>
<td>Gross Margin 40%</td>
</tr>
<tr>
<td>Research and Faculty Affairs</td>
<td>Student Research Grant Revenue ($000s) 409</td>
</tr>
<tr>
<td></td>
<td>Faculty Research Grant Revenue ($000s) 1,186</td>
</tr>
<tr>
<td></td>
<td>Implement Associate Faculty Engagement Plan Q1-Q4</td>
</tr>
<tr>
<td></td>
<td>Measures for Research Impact Q3</td>
</tr>
<tr>
<td>Student and Academic Services</td>
<td>Upgrade current courses to Moodle 2.6 and implement “One Release Behind” to take advantage of newer features and improved functionality Q2</td>
</tr>
<tr>
<td></td>
<td>Advance work on institutional strategy for Indigenous Education &amp; Student Services Q2</td>
</tr>
<tr>
<td></td>
<td>Review Library systems and prepare for system migration as needed Q4</td>
</tr>
<tr>
<td></td>
<td>Launch a Student Coaching Centre, centralizing and extending team coaching support and integrating counselling and a wide range of personal and team support functions Q4</td>
</tr>
<tr>
<td>Office of the Registrar</td>
<td>Develop an integrated institutional orientation plan to provide relevant, seamless, accessible information to students during pre-registration period, at time of entry, and throughout their studies</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Develop and build a more effective academic scheduling and classroom allocation process</td>
</tr>
<tr>
<td></td>
<td>Improve student enrolment reporting</td>
</tr>
<tr>
<td></td>
<td>Develop action template for collaborating with institutional partners to improve communications with students</td>
</tr>
<tr>
<td></td>
<td>Build more robust processes to support the admissions and registration functions, especially for offshore programs and for international students in on-campus programs</td>
</tr>
<tr>
<td></td>
<td>Build and maintain a comprehensive repository of articulation agreements</td>
</tr>
<tr>
<td></td>
<td>Collaborate with IT services and Student Accounts (among others) to investigate the possibility of introducing course-by-course registration</td>
</tr>
<tr>
<td>Information Technology Services</td>
<td>Technology Plan V1.0</td>
</tr>
<tr>
<td></td>
<td>Execute plans related to the computing hardware lease program</td>
</tr>
<tr>
<td></td>
<td>Key Systems Reliability</td>
</tr>
<tr>
<td></td>
<td>New Non-Credit Registration System</td>
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<td></td>
<td>Complete quarterly business owner Projects Plan meetings</td>
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<td></td>
<td>Operationalize Moodle Upgrades</td>
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<td>Complete a ITCG Self-Assessment</td>
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