

1. What are the strengths upon which Royal Roads University should continue to build over the next five to ten years?

- Cohort model
- Student interaction and engagement
- Heritage site – community engagement of participants
- Continue to build ...
- Working professional programs – how can we distinguish those?
- Unique programs
- Scholar practitioner model – SMES
- Internationalization/Diversity
- Location – castle, use more classrooms
- Keep nurturing the community between staff/faculty/students
- Flexibility, small scale – move fast
- “Boutique”
- Practitioner/scholar, mid-career working professional
- Personable, hands-on, support
- Interdisciplinary
- Creative and innovative
- Blended and online accessible
- Connection to place – location
- Community minded
- Quality programs
- Relationship with Indigenous community
- Student word of mouth = positive
- Support for applied research
- Support for non-traditional career paths (faculty)
- Support for non-traditional students (flexi)
- Collaborative
- Social justice mission – social entrepreneurship – change making
- Continuing studies suite of courses
- Relevant
- Our business model – flexible in negotiations with government
- Learning and Teaching model
- People – what makes our people special – keen, committed, entrepreneurial
- Change making – social impact – Levels of change – personal and social growth

- Our values – caring, creative, accountable
- Value to our students – working professional – applied and professional
- Building positive relationships towards indigenization
- Build our learning community
- Being different
- Innovate continuously
- Hands-on approach – not just a student # – personalized
- Very in touch – involved with community
- Concentrate on relevant programs
- Continue to be a leader in online and blended learning
- Allow flexibility to work and study
- Ability to embrace innovation
- Ability to adapt to market changes
- High touch – high service
- Online platforms
- Being proud of what we do well – a boutique enterprise
- Connection to community
- Business model – success even though not funded the same as other post-secondary institutions
- Commitment to sustainability
- Flexibility – learning model, blended learning, admission
- Campus experience – sense of place, connection
- Partnership – Indigenous, City of Colwood, government, other educational institutions, donors etc
- Applied research – deriving relevant programming
- Reputation – education institution (quality) – extending/expanding – unique
- Outdoor green space
- Heritage
- Securing and strengthening our IT infrastructure and data so that we can provide and support the quality education we promise and people pay for
- Supporting staff to do their best work by putting the right technology in the right hands at the right time
- Supporting staff to do their best work by ensuring our skills are kept current.
- Business programs – global and local
- Environmental programs – global and local
- Relationships with all traditional Canadian government levels and Indigenous nations
- Regenerative culture initiated by Dr. Cahoon
- Seek to provide innovative and relevant programs for the domestic and global markets
- Continue to work and build relationships with the Canadian Armed Forces, especially with the existing educational funding model, which is substantial, and the new veteran education funding coming in 2018, which will see between \$40K and \$80K for educational pursuits
- Continue to work and build relationships with the Ex-Cadets of Royal Roads Military College. We not only share an important history of education with this group, the Vancouver Island Ex-Cadet Club is a stakeholder and champion for RRU and graduates from the later years of RRMC are the present and future leaders of the Canadian Armed Forces
- Continue to work and build relationships with the Indigenous communities of Canada, an

important group that's not only connected to our past, but to our future as well

- Cohort model – great for working professionals
- Diversity

2. What challenges/opportunities do you believe Royal Roads University will need to address during that same time period?

- Indigenous relations
- Funding to support aging buildings – leveraging heritage to generate funds
- Community engagement
- Student enrollment
- Cross-institutional partnerships
- Managing tension between student engagement via cohort model and need/demand/value of interdisciplinary studies
- Keeping up/staying in front in terms of technology – website – online learning platforms
- Campus life – on-campus housing – student engagement
- Relationship between International students and domestic students
- More community development
- Brand building
- Marketing – will become even more important AND recruitment strategies
- Growth; space, technology – scalability, systems and spaces
- What is the RIGHT size for RRU?
- Step up online presence – keep up continuing to innovate
- Relationship with associate faculty – engagement, level of involvement, burnout
- Having a focus, vision
- Affordability – tuition and funding opportunities
- On-campus students – Victoria affordability and lack of housing
- Victoria affordability – attracting talent to work here
- Partnerships – community, private sector, other universities
- Funding sources for faculty research – tri-agency becoming less accessible
- Staffing, retention, levels of staff support
- Re-evaluation of deployment of talent – are the right people in the right places?
- Land claims and future infrastructure
- Maintaining focus on our curriculum and technology as it aligns to our Learning and Teaching Model
- Industry/non-accredited institutions are now valid competitors
- How do we stay ahead with signature pedagogies and signature programs?
- We need to spend time developing understanding of social changes and how we might respond
- Opportunity: domestic year 1/ year 2 – is this our next market? What should it look like?
- Challenge: cost and revenue structure – tuition model
- Challenge: general competition for both domestic and international students is on the rise
- Staying cutting edge with our programs and technology
- Technology – corporate infrastructure is robust and future-proof
- Revisit our domestic market (and local market)
- Land issues – deferred maintenance – heritage buildings

- Potential to use the land as an outdoor learning site
- How to move the vision forward as we grow to accommodate changes
- Staying relevant and unique
- Indigenization
- Competition from other universities – copy our blended learning model – programs – preserve uniqueness – internationalization
- Staying nimble/responsive to market
- Becoming complacent
- Softening enrollment – increasing enrollment
- Stellar reputation – prestige – alumni to be proud
- Land disposition
- Long term labour strategy (e.g., for bargaining)
- Immigrant population increase – increased market
- Remaining unique in a competitive market
- Increase enrollment – provide additional support (\$) student needs
- Infrastructure – accommodation, spaces, services – enhance campus experience
- Diverse student population – services, integration (domestic and international)
- Land disposition process
- Governance – provincial/federal
- Finding a balance between growth and maintaining our core values
- How do we sustain who we are as a business and our reputation during the pending changes related to land disposition changes and government structure
- Improve our processes – sometimes our internal processes really get in the way of getting our real work done (i.e., hiring process, timesheet, leave request form, etc.)
- Directional/wayfinding signage and devices – languages vs pictorial – common look and feel
- Traffic flow – pedestrian, carts, bikes, vehicles, transit
- Parking – pick up and drop off locations
- Infrastructure costs rising
- Partnership with First Nation re: property disposition
- Growth and planning for it
- Develop a sense of student life – international students are isolated
- Need more research lab space – research staff are nomadic (work from a round table they push around)
- Bike share to make travelling around campus easier
- Secure location
- Student housing with public access on an as-available basis (revenue)
- Needed programs not available elsewhere (e.g., SPIN Farming, Health Operations Management)
- Government leadership – all levels – global, national, provincial, regional, municipal
- Systems that talk to each other (currently this fosters the culture of silos)
- Ensure managers and senior leaders are leading in a way that reflects the core values of the university and the internal development programs such as Meaningful Conversations, and managing in a respectful, ethical, and values-based approach
- Stay relevant and current, not only in programs and technology but also in fostering an inclusive, equitable and supportive culture for employees and students
- Ensure program delivery meets the needs of the prospects and students. We have programs

that are incredibly popular which are often in wait-list status, yet the program only has one intake per year

- Become a player again in the information technology sector, seeking programs that are not delivered or not delivered well elsewhere
- Technology – keeping up – website, online learning platforms
- Campus life – on-campus housing, student engagement

3. Given the context of the University's strengths, challenges, and opportunities, what should be the short- and long-term priorities for the next President and Vice- Chancellor?

- Technology development – keeping up with trends and expectations in educational tech and supporting tech/service delivery
- Investment in heritage infrastructure and resolution of land settlement
- Attracting high calibre students, producing high calibre grads – reinforcing university reputation and benefitting community (global and local)
- Technology
- Housing
- Diversification
- Internationalization – existing partnerships
- Branding
- Marketing community outreach
- International strategy
- Undergrad vs grad
- RRU identity and RRU community – who are we, who do we want to be, how do others see us?
- Branding vs recruitment
- Clearing up misconceptions about RRU
- Building community with so few on campus
- Larger, long-term vision
- Structure of our programming and scheduling – evaluate
- Are programs not being marketed properly? Or are they “duds”? – lack of clear, transparent communication and partnership with marketing
- Stronger partnership with military = opportunity
- Re-evaluation of the systems and technology we use – for example, the website
- Reputation – gap between what we teach and what we do
- Opportunity for additional custom programs in partnership with companies
- Need to work together across departments to make this happen
- Focus on signature pedagogies and signature programs – linked to Learning and Teaching Model – linked to technology enabled learning
- Pursue external, recruitable evaluations (e.g., Ashoka)
- International partnerships with industry and external community
- Indigenization
- Review business model for identification of additional sources of funding
- Link to West Shore growth – may be more of an opportunity
- Indigenization
- Infrastructure/technology

- Have/build strong community partnerships
- Work on bringing RRU into focus with domestic markets (recognition)
- Fundraising
- Understanding the culture at RRU and the mission/vision – being able to communicate this to the external world
- [Short-term]
 - Retaining talent with current competitive structure
 - Maintaining relationships
 - Immediate enrollment challenge
 - Campus space
 - Build on strengths with eye to innovation – FOCUS – think tank?
- [Long-term]
 - Retaining talent with current competitive structure
 - Deferred maintenance – new building – funding
 - Viable responsive programming
 - Recognizing what is/will be important to all 5 generations (x, y, z, millennials, boomers)
- Partnerships – stakeholders, government, Indigenous
- Importance of fundraising – a president who supports a culture of giving back (philanthropy)
- Supporting IT so we can achieve the technical demands of the market (\$, capacity, systems)
- Move and grow and maintain the museum (move to Padre’s house? Near the wall and mast?)
- The need for action research – there are a lot of opportunities to do this quite well
- Research curation – a new method of disseminating information
- Heritage commemoration – Royal Roads Military College, Royal Roads University, First Nations,
- Creation and maintenance of RRU culture that harks to its history while looking to the future
- Greater utilization of green spaces for learning and classrooms – properly planning and financing it
- Heritage maintenance
- Horticulture program – heritage landscaping restoration, head gardener program, specific horticultural research, horticultural therapy and PTSD training
- Continue to break down RRU’s culture of silos; replace with synergistic teamwork and collaboration
- Continue to break down RRU’s culture of double standards (e.g., one process and accountability for one; no process or accountability for another); replace with illustrated benefits of removing double standards
- Remove inefficiencies (e.g., more than one system that does the same thing; systems that don’t talk to each other; systems creating manual work to then manipulate a reporting into something quickly comprehensive)
- Being nimble (e.g., interoffice mail takes longer than Canada Post sometimes)
- More paperless internal process
- Our strength is our suite of programs, many unique, and our focus on applied learning for mid-career adult learners. These are our roots and we should continue that focus. When we’ve veered from that path in the past, we have faltered
- Our challenge is the plethora of schools that are now doing what we do. We need to find ways to differentiate ourselves, ensure we have the best technical tools to deliver our online and residence programs and ensure we continue to explore and create programs that fulfil business and sector needs and wants
- Strive to be nimble in creating new programs and reacting to internal and external needs. The

longer we're in business, the more we can tend towards needlessly complicated processes and delays

- On-campus housing
- Diversification
- Technology
- Branding
- Teachers who can teach online as well

4. What experience, leadership attributes, and character traits should Royal Roads University be seeking in its next President and Vice-Chancellor?

- Distance/blended learning
- Honest and transparent
- Approachable
- Experience managing complex physical infrastructure
- Value/respect faculty requirement to contribute to Canadian research community
- Diverse experience
- Globalization
- Transformative leadership
- Innovative – new ideas
- Enjoys diversity
- Openness and transparency
- Diversity, inclusion and multi-cultural education champion
- Ability to promote international programs that are GOOD business decisions and further the reputation of RRU
- Need to be a full professor – evidence of scholarly track record
- Very relational, network builder, can facilitate engagement
- In tune with RRU
- Experienced leader
- Collaborative style
- Entrepreneurial mindset
- Welcoming, inclusive
- Recognizes and supports diversity
- Maybe reflects diversity
- Represents what sets RRU apart
- INSPIRING
- Leader as connector – internally and externally
- Decisive and strong but humble and approachable
- Non-hierarchical
- A president who both understands and values the unique and focused mandate and approach to delivery, our values, model
- Experience and proven skills in our Learning and Teaching Model
- Excited about who we are, not where we are
- Someone who can cultivate trusting relationships (inwards and outwards)

- Being accessible and engaged
- Trust employees to do what they need to do – empowerment
- His/her values need to align with those of the university
- Great communication skills
- Good leader – collaborative approach
- Inspiring – building shared vision
- Respectful
- Pride – in who we are and what we do
- Inclusivity and collaborative
- Caring, accountable, creative
- Open minded
- Entrepreneurial/business-minded
- Passionate about our mission
- Roll up the sleeves – not expect small = easy
- Have a real presence with students, faculty, staff, community at all levels – know and be known
- Networker
- Hands on approach (boots on the ground)
- Supports fundraising efforts
- Humble
- Authentic and respectful
- Open-minded
- Innovative
- Not a top-down approach – listener
- Relationship builder
- Scholar/practitioner (entrepreneur)
- Experience – similar organization
- Entrepreneurial
- Willing to finance and plan for greater nimbleness
- Kind
- Sense of humour
- Love of trees and green spaces
- Willingness to say “hi” in public, even if they don’t know your name
- Open-minded
- Willingness to maintain heritage landscapes
- Approachable and personable
- A “bridge builder”
- Understands how crucial a solid IT infrastructure is to the university because of what we do and what we’re known for
- A rule breaker – willing to change goal posts if necessary
- Seeing RRU as an efficient business but also a non-traditional institution of education
- The next president should have a cross-section of experience, interpersonal skills, media savvy and credibility. Political connections/relationships are particularly important.
- If Royal Roads truly wants to further extend down an innovative new path of post-secondary education that is more responsive to real-world, applied and professional needs, we need to look for someone outside of the "traditional" university environment, culture and belief system; instead, we need a visionary leader who can not only understand the value of this

innovative, non-traditional path, but who can evangelize for its success with government, indigenous, business, students and international partners - with leadership experience, a sense of humour, and a PhD in the field of education

- Global citizen, enjoys diversity, diverse experience in education, 21st century
- Leader – asks questions, doesn't always know the answer – collaborates