



## MEETING OF THE SENATE

Monday, January 27, 2025  
3.30pm to 5.30pm

House of Learning, HL190

## AGENDA

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The public Senate meetings are live streamed, and at the meeting time, non-Senators may [click here to join the meeting](#). The live-stream of the meeting is recorded, and are used to assist with preparing the minutes. Once the minutes of a meeting are approved, the recording is deleted.

1. **Call to Order** — Gillian Balfour
  - a. Election of a chair *pro-tem* (chair for this meeting only) — Gillian Balfour
  - b. Remarks from the Chair
    - i. Territorial Acknowledgment
    - ii. Welcome new senators David Cormier (Director, Curriculum Development and Delivery (Interim); administrator of the Open Learning Division, appointed by the president) and Will Garrett-Petts (Dean, Faculty of Student Development (Interim))

Page 1    2. **Adoption of Agenda**

Page 3    3. **Minutes of Previous Meeting**

- a. Minutes of senate meeting of November 25, 2024 (For Decision)

Page 8  
Page 14    4. **Reports of Officers**

- a. President and Vice-Chancellor
  - i. President's Report to Senate (Information)
- b. Provost and Vice-President Academic (Information)

## 5. Reports of Committees

- a. Academic Planning and Priorities Committee (Items for Decision) —Gillian Balfour
  - Page 23 i. December 2024 report
  - Page 61 ii. January 2025 report
  - Page 98 iii. APPC Presentation – Shannon Smyrl
- b. Budget Committee of Senate (Information) — Gillian Balfour
- c. Educational Programs Committee (Information) — Robert Chambers
  - Page 99 i. December 2024 report
  - Page 103 ii. January 2025 report
- d. Steering Committee (Items for Decision) — James Sudhoff
- Page 105 e. Sabbatical Leave Committee (Information) — Shannon Wagner
- Page 106 f. Senate International Affairs Committee (Information) — Baihua Chadwick
- Page 107 g. Teaching and Learning Committee (Information) — Brett McCollum
- Page 108 h. Environmental Sustainability Advisory Committee (Information) — Catherine
- Page 118 Tatarniuk / Shelley Church

## 6. Business

- Page 127 a. [Strategic Internationalization Plan](#) (For Decision; [notice of motion](#) served on *November 25, 2024*) — Baihua Chadwick
  - Page 130 i. Comments received during Notice of Motion period
- Page 135 b. Proposed revisions to Election Procedures (For Decision) — Mike Bluhm

## 7. Presentation

- a. Joint presentation on Research and Graduate Studies — Shannon Wagner / Ian Hartley

## 8. Question Period

## 9. Next Senate meeting

- a. The next regular meeting of Senate is on Monday, February 24, 2025 from 3.30pm-5.30pm in the Brown Family House of Learning, Room HL190.

## 10. Termination of Meeting



## MEETING OF THE SENATE

Monday, November 25, 2024  
3.30pm to 5.30pm

House of Learning, HL190

### MINUTES

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**Present:** Brett Fairbairn (Chair), Gillian Balfour, Jason Bermiller, Mike Bluhm, Susan Butland, John Church, Melba D'Souza, Yasmin Dean, DeDe DeRose, Sean Donlan, Greg Garrish, Tania Gottschalk, Mike Henry, Rayyan Khan, Derek Knox, Sasha Kondrashov, Gurjit Lalli, Laura Lamb, Rita Leone, Jim Lomen, Ben Lovely, Heather MacLeod, Krish Maharaj, Paul Martin, Daleen Millard, Mugesh Narayanasamy, Jamie Noakes, John Patterson, Baldev Pooni, Rohini Ranganatha, Gordon Rudolph, Mark Wallin, Darren Watt, Juliana West, Joel Wood

**Regrets:** Greg Anderson, Doug Booth, David Carter, Katia Dilkina, Waqar Mulk, Rani Srivastava, Anne Terwiel

**Absent:** Joanna Urban

**Executives and Others Present:** Baihua Chadwick (VP International), John Sparks (General Counsel and Corporate Secretary), Charlene Myers (Manager, University Governance), Lynda Worth (University Governance Coordinator)

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#### 1. Call to Order

The chair, President Brett Fairbairn, called the meeting to order at 3:30pm.

##### a. Remarks from the Chair

##### i. Territorial Acknowledgment

B. Fairbairn delivered the territorial acknowledgment.

B. Fairbairn also reflected on the United Nations' International Day for the Elimination of Violence against Women.

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## 2. Adoption of Agenda

The chair noted that, on November 22, the Secretariat received and circulated an addendum (additional special meeting report) from the Steering Committee, which would be discussed during the report from that committee.

*On motion duly made and adopted, it was **RESOLVED** that the agenda be adopted as circulated, and with the addition of the addendum from the Steering Committee.*

## 3. Minutes of Previous Meeting

- a. Minutes of senate meeting of October 28, 2024

*On motion duly made and adopted, it was **RESOLVED** that the minutes of the senate meeting of October 28, 2024 be approved as circulated.*

## 4. Reports of Officers

- a. President and Vice-Chancellor
  - i. President's Report to Senate

President Fairbairn commented on some of the matters in his written report, including the budget. He invited G. Balfour to add to those comments, which she did.

- b. Provost and Vice-President Academic

G. Balfour spoke to her written report, a copy of which had been circulated with the agenda package. She also delivered a presentation on TRUly Flexible, a link to which was provided on the agenda.

## 5. Reports of Committees

- a. Academic Planning and Priorities Committee

G. Balfour, chair of the Academic Planning and Priorities Committee (APPC), presented the committee's report, which contained three items for information and one item for senate to consider for decision.

1. Category III, Diploma in Computer Network and Cybersecurity

*On motion duly made and adopted, it was **RESOLVED** that senate approve, and recommend that the board approve, the Category III Diploma in Computer Network and Cybersecurity, and associated course proposals, as circulated.*

b. Educational Programs Committee

R. Chambers, chair of the Educational Programs Committee, presented the committee's report for information.

c. Steering Committee

J. Sudhoff, chair of the Steering Committee, presented the committee's reports.

The Steering Committee report dated November 13, 2024 contained one item for information and one item for decision by senate, namely appointments to senate and other committees.

*On motion duly made and adopted, it was **RESOLVED** that the proposed volunteers be appointed to serve on senate and other committees, as follows:*

a. International Affairs Committee ("IAC")

*Faculty:*

- Nisha Puthiyedth, Science
- Abhijit Ghosh, Gaglardi School of Business

b. Budget Committee ("BCoS")

*Dean: Greg Anderson, Science (2nd term)*

*Faculty:*

- Salman Kimiagari, Gaglardi School of Business (2nd term)
- Zeinab Teimoori, Science

c. Academic Integrity Committee

*Faculty: Joseph Brown, Science*

d. Student Success Committee ("SSC")

*Faculty: Maggie Shamro, Nursing*

The Steering Committee report dated November 22, 2024 contained one item for information and one item for decision by Senate.

*On motion duly made and adopted, it was **RESOLVED** that the proposed volunteer be appointed to serve on senate and other committees, as follows:*

- a. University Sabbatical Leave Committee (“USLC”)  
*Faculty: Tina Block, Faculty of Arts*

## **6. Business**

- a. Proposed revisions to ED 05-0 Student Academic Integrity policy

G. Balfour presented the proposed revisions to this policy. Discussion ensued, particularly around the new positions contemplated in the policy revisions.

*On motion duly made and adopted, it was **RESOLVED** that senate approve the revisions to the ED 05-0 Student Academic Integrity policy as presented, contingent on budgetary approval of the new positions mentioned in the revised policy.*

*Prior to senators moving to the in camera meeting, the chair reported on the date for the next meeting of senate.*

## **7. Next Senate meeting**

The chair reported that the next regular meeting of Senate was on Monday, January 27, 2025 (from 3.30-5.30 pm in the Brown Family House of Learning, Room HL190), as December’s meeting was cancelled.

*All non-senators left the meeting and the livestream was suspended.*

## **8. In Camera Meeting**

The Senate meeting moved in camera.

*After the in camera meeting ended at 4:49pm, non-senators were invited back into the meeting and livestreaming was resumed.*

## **9. Presentation**

- a. Strategic Internationalization Plan

B. Chadwick presented the Strategic Internationalization Plan, for which notice of

motion was being served. A link to the draft plan was circulated via a link on the agenda. B. Fairbairn noted that, although notice of motion was not required, given that this was a long-term strategic plan, it was appropriate to present it at one senate meeting and seek approval at a subsequent meeting. A senator commented on the structure of the plan and B. Chadwick responded that her intention was to have the plan approved and then come back with an implementation plan.

#### **10. Question Period**

The vice-chair of senate chaired Question Period so that President Fairbairn could respond to questions. Questions and answers ensued.

#### **11. Termination of Meeting**

There being no further business, the meeting terminated at 5:12pm.

*I regret that I will not be in attendance at the January Senate, as I will be away on an international student recruitment and partnership-building initiative. The provost will be happy to answer questions about executive priorities.*

**ENROLMENT AND ADMISSIONS UPDATE (based on IPE data and analysis)** — As TRU moves into 2025, it is clear that we continue to navigate a challenging enrolment environment, almost entirely caused by the negative impacts of federal government changes to immigration targets and policies.

As I have said other times in recent months, TRU is not alone in this regard. Many universities face enrolment challenges and budget constraints because of the changing post-secondary landscape in international education. The post-secondary sector can expect further declines in international enrolment for a few more years before proactive responses, such as new programs and enhanced recruitment, can have a substantial impact.

It should be noted, however, that even though international enrolment has declined, we continue to attract significant numbers of international students to study here, largely due to our excellent reputation and well-recognized service delivery model. It must also be noted that there are encouraging signs of growth and opportunity in domestic enrolment as efforts to improve domestic growth begin to have an effect.

Overall, for 2025, TRU anticipates serving approximately 29,000 students across all locations and delivery modes, which includes students enrolled in traditional on-campus programs in Kamloops and Williams Lake, as well as those participating in Open Learning and blended delivery models.

At this point (as of Dec. 31), institutional enrolment for the 2024-25 fiscal year is up 2%, and the number of learners is up 7% compared to last year. This includes a 16% increase in Open Learning enrolments, offset by a 3% decline in on-campus activity. Total applications across all program areas for Fall 2025 (combining domestic and international figures) are down 4 per cent, and total admissions are down 13 per cent. On-campus course registrations for Winter 2025 (Kamloops and Williams Lake) are 7 per cent lower than last year because of international declines.

The following provide more specific insights:

**DOMESTIC ENROLMENT** — For Winter 2025, domestic enrolments increased by 3 per cent in headcount and 4 per cent in course registrations, indicating resilience in local demand for TRU programs.



To date, domestic applications for Fall 2025 have increased by 34 per cent, and admissions have also surged by 51 per cent. This growth reflects the success of strategic recruitment efforts, such as removing application fees for domestic students and simplifying application processes. Although these data are positive, converting applicants to registrants will require close monitoring when course registration opens in June 2025.

**INTERNATIONAL ENROLMENT** — As expected, international enrolments and applications have faced significant declines, driven by policy changes from Immigration, Refugees, and Citizenship Canada (IRCC) and shifting perceptions of Canada as a study destination. For Winter 2025, international course registrations are down 18 per cent, reflecting a 12 per cent drop in continuing international students and a 59 per cent decline in new registrants.

Similarly, Fall 2025 international applications and admissions have both decreased by approximately 64 per cent. First-time applications are a lead indicator. As this 64 per cent decline works its way through program years, TRU's total international enrolment (all years) could be expected to decline by a similar percentage over the next four years, absent initiatives that generate new enrolments.

**STRATEGIES FOR GROWTH/STABILITY** — TRU is taking action to address enrolment challenges and support growth. We are developing new programs in high-demand fields such as STEM, early childhood education, and healthcare to attract a broader range of students.

Recruitment efforts are being intensified domestically and internationally, supported by new strategies and strengthened partnerships. Additionally, TRU is enhancing student support services to assist students' academic and personal successes to improve retention and long-term enrolment stability.

**NEW WILDFIRE PROGRAMS** — Six programs in wildfire science and communication — five certificates and a diploma — have been approved by TRU's Senate and the Board of Governors and completed a 30-day public feedback process. It's another key milestone for TRU and the BC Wildfire Service (BCWS) in our shared vision for increased educational opportunities in wildfire studies.

Three of these certificates, each a semester in length and equal to nine credits, are expected to start at TRU in September 2025:

- the Wildfire Science Certificate (Faculty of Science)
- the Sociocultural Dynamics of Wildfire Certificate (Faculty of Adventure, Culinary Arts and Tourism)
- the Wildfire Communications and Media Certificate (Faculty of Arts)

The Wildfire Science and Sociocultural Dynamics of Wildfire certificates also form part of the first year of a Wildfire Studies Diploma within the Faculty of Arts. The interdisciplinary certificate

programs were developed in consultation with community partners and include courses in the sciences and arts.

Two other approved certificates — Wildfire Leadership and Emergency Communications — are anticipated to start in 2026, along with the diploma in wildfire studies. These programs mark the university's first steps toward an independent and distinct wildfire studies discipline, which will be a first in Canada.

**SCHOOL OF NURSING LAB ACHIEVES CONDITIONAL ENDORSEMENT** — The School of Nursing has received conditional endorsement for its simulation program from the International Nursing Association for Clinical Simulation and Learning (INACSL). This recognition highlights TRU's commitment to excellence in simulation-based nursing education.

The endorsement confirms that our program meets INACSL's rigorous Healthcare Simulation Standards of Best Practice, which include pre-briefing, debriefing, facilitation, and professional integrity. It reflects our focus on preparing students to tackle real-world healthcare challenges through transformative learning experiences.

Key to this achievement is our Simulation-Based Learning Centre (SBLC), which replicates real healthcare environments, such as hospital wards and home-care settings. Resources like the Dr. Sherman Jen High-Fidelity Simulation Centre, the Stollery Foundation Innovation Lab, and the Home Visit Lab offer immersive scenarios and advanced video technology for evaluation and debriefing.

This endorsement offers several benefits:

- Ensures consistent application of best practices in simulation education
- Recognizes a range of simulation experiences, including low- to high-fidelity, virtual reality, and distance learning
- Promotes positive change through evidence-based practices and research
- Encourages ongoing evaluation and improvement of simulation programs
- Enhances health-care education and patient safety through high-quality simulation practices

**ARTS FACULTY MEMBERS AWARDED SIGNIFICANT GRANTS** — Congratulations to Arts political scientists Rob Hanlon and Saira Bano for their work with the [Canada and the Asia Pacific Policy Project](#) that secured them two grants never before awarded at TRU.

Saira and Rob were awarded their first grant of \$49,000 from the Department of National Defence (DND) under the [Mobilizing Insights in Defence and Security](#) (MINDS) initiative. This grant funds a major security and defence conference at TRU in early April of this year.

Saira and Rob received their second grant of \$80,000 from Global Affairs Canada (GAC) through the [Indo-Pacific Regional Connectivity Envelope](#) to establish a three-year partnership between TRU and the [University of Colombo](#) in Sri Lanka.

**GIFT SUPPORTS RESEARCH ON CLIMATE RESILIENCE** — A \$100,000 donation will fund new research at Thompson Rivers University (TRU) that explores the role of British Columbia’s parks in climate resilience, reconciliation and Indigenous-led conservation.

The anonymous grant was awarded to Dr. Courtney Mason, TRU professor and Canada Research Chair in Rural Livelihoods and Sustainable Communities. Mason’s two-year research project, *Parks as Climate Resilience, Reconciliation and Indigenous-led Conservation*, will increase understanding of how parks can minimize risks to local ecosystems, foster socio-economic opportunities and manage climate-related environmental change.

Dr. Joel Wood is an associate professor of economics at TRU and co-lead on the project. Joining co-leads Mason and Wood on the project are a team of TRU faculty members from several faculties: Jessica Owen, natural resource science; Patrick Brouder, Kimberly Thomas-Francois and Jason Johnston, tourism; Natalie Clark, social work; and Rod McCormick, education.

An anonymous donor gave \$100,000 to support a research endeavour focused on tackling the challenges of climate change. It is the first time a philanthropic gift has been dedicated to an interdisciplinary research project at TRU.

**INAUGURAL PROFESSORIAL LECTURE (IPL)**— Dr. Wendy Gardner will give her IPL on Tuesday, Feb. 4. Her lecture, [The Importance of BC Grasslands: Building Our Understanding](#), will offer insights about what makes grasslands environmentally vital. Wendy was promoted to professor in Natural Resource Science in 2024. To attend the event, [RSVP](#) by Friday, Jan. 28.

**NEW VICE-PROVOST TO LEAD TRU’S VISION FOR DIGITAL LEARNING AND TEACHING EXCELLENCE** — Dr. Liesel Knaack has been appointed as Vice-Provost, Open Learning, Teaching and Innovation at TRU, effective May 1, 2025.

Dr. Knaack brings impressive experience in educational leadership, digital pedagogies, online and open learning innovations, making her ideal to lead TRU’s commitment to excellence in teaching and learning and digital transformation.

Dr. Knaack has an extensive background in higher education. Currently, she serves as the Director of North Island College’s Centre for Teaching and Learning Innovation, where she established a framework to enhance quality student learning through digital pedagogies, program review and quality enhancement activities, and teaching innovations.

Prior to that, she led Vancouver Island University’s Centre for Innovation and Excellence in Learning for nearly a decade. She also contributed significantly to Ontario Tech University’s founding and growth as Associate Professor and Program Director in the Faculty of Education. She was a co-founder of the BC Teaching and Learning Council supporting leadership of teaching and learning across BC in collaboration with BCcampus, and she is part of the BC AI Working Group which aligns with the BC Digital Learning Strategy.

Throughout her career, Dr. Knaack has demonstrated a deep commitment to academic quality, evidence-informed teaching practices, and innovative uses of educational technology. Her research activities include the design of online learning experiences, metacognitive teaching practices, open pedagogies and digital literacies. She has published and shared her insights widely and worked collaboratively across the province and nationally to enhance student learning experiences.

At a time when TRU is navigating challenges caused by declining international enrolment, making strategic investments in leadership and innovation is critical to ensuring our continued success and sustainability.

**UNIVERSITIES CANADA’S SUBMISSION TO THE STANDING COMMITTEE ON CITIZENSHIP AND IMMIGRATION** — Universities Canada submitted to the federal Standing Committee on Citizenship and Immigration in December, emphasizing the critical role of international students in Canada's economic and social prosperity.

The organization expressed concern over recent federal policy changes aimed at limiting international student numbers, warning that such measures could undermine Canada's reputation as a premier destination for global talent.

Key Points in the submission:

- Economic Contributions — International students significantly benefit Canada's economy, contributing \$30.9 billion to the GDP and \$7.4 billion in tax revenue in 2022. They also help address labour shortages by providing a pipeline of young, skilled workers trained in Canadian universities.
- Policy Concerns — Recent federal policy changes intended to manage housing and immigration pressures are viewed as blunt and one-size-fits-all, leading to unintended consequences that damage Canada's global reputation and deter prospective students.
- Institutional Impacts — Universities are experiencing financial strains due to declining international enrolments, resulting in layoffs, reduced program offerings, and diminished student experiences.

Recommendations in the submission:

- Develop a Unified, Sustainable Immigration Strategy — The federal government should create a cohesive immigration strategy that aligns with Canada's economic and social goals, ensuring policies support productivity, address demographic challenges, and attract global talent.
- Modernize Canada's Immigration System — Accelerating the Digital Platform Modernization at Immigration, Refugees and Citizenship Canada (IRCC) will improve processing times, enhance data-sharing capabilities, and reduce delays, making Canada more competitive in attracting top global talent.
- Implement the Recognized Institutional Framework (RIF) — Adopting an outcomes-based, data-driven approach like the RIF can streamline study permit processing for institutions meeting high standards of support, housing, and recruitment ethics, enhancing accountability and benefiting institutions across regions.

Universities Canada urged the federal government to take decisive action to restore and enhance Canada's position as a global hub for talent, emphasizing that the global competition for skilled individuals is fierce, and Canada cannot afford to fall behind. Read the whole submission here:

[Universities Canada](#)

**CONSULTATION / ENGAGEMENT** — In December, I was pleased once again to host the President's Annual Holiday Social for TRU faculty and staff, which was well-attended. I was also glad to be able to meet community partners at several of their local holiday social events. In January I represented TRU at the Celebration of Life for Al Raine in Sun Peaks.

Since the last Senate meeting, my meetings with government officials have included a cordial introductory meeting with our new minister of Post-Secondary Education and Future Skills (PSEFS), Anne Kang.

I have had numerous meetings with peer universities, including an Interior Universities Research Consortium executive-team partnership meeting with the University of Northern British Columbia in Prince George, a meeting with Research Universities Council of British Columbia (RUCBC) presidents in Vancouver, and online meetings with Universities Canada including a meeting with its board of directors, of which I am a member this year.

Lastly, the President's Executive has begun meeting with faculty members in faculties or schools for casual conversations over coffee. I look forward to these chats in the coming weeks.



## PROVOST'S REPORT TO SENATE JANUARY 2025

I am pleased to provide updates to Senate on the excellence in teaching and research that is ongoing across our Faculties, Library, Open Learning and Student Services.

I am also including the mandate letter received by our Minister from the Premier's office. The letter outlines clear direction of the current government "to review all existing Ministry of Post-Secondary Education and Future Skills programs and initiatives to ensure our programs remain relevant, are efficient, offer meaningful training opportunities for British Columbians, grow the economy, and help keep costs low". The letter also outlines the government's priority to achieve more "key skilled workers and professionals that are constraining economic growth or service delivery to find practical, fast, and efficient ways to address shortages of those workers through training, credential recognition, career laddering, and other innovative approaches".

### **FACULTY OF ARTS**

TRU's Actors Workshop Theatre produced *Storied Voices*, an original work in cooperation with CFBX campus radio. Together with recent honorary degree recipient Christopher Weddell, Wesley Eccleston led a team of 30 students in staging 2 dozen stories told by Kamloopsians, new and old. As a verbatim production designed largely by students, over half a dozen international players from programs across campus moved audiences with their heartfelt tales of immigration, climate change and personal identity.

Jenny Shaw's interview on CBC's "The Current" on January 13, 2025:

<https://www.cbc.ca/listen/live-radio/1-63-the-current/clip/16120588-migrant-caregivers-in-limbo-pornhub-blocks-access-age>

### **FACULTY OF EDUCATION AND SOCIAL WORK**

Indigenous Rights: With the Faculty of Law and the Office of Indigenous Education, EDSW will be celebrating the recent publication of our honorary (2022) doctoral recipient's recent book: *HOT'A! Enough!* Join us on February 6 in the law library for the book launch and conversation with Dene leader Georges Erasmus.

Date: Feb 6, 2025; Time: 1:00 p.m.; Location: Law Library, OM3652

Reconciliation: Congratulations to Dr. Garry Gottfriedson and Dr. Tory Handford and the authors from EDSW (Sarah Ladd, Patricia Liu Bergen, Gloria Ramirez, Rod McCormick, Alfred Schaub, Bernita Weinhold-Leahy, Georgeann Cope Watson and from the Office of Indigenous Education: Tina Matthew). EDSW and the Office of Indigenous Education hopes to hold a book launch celebrating this important achievement in the new year. *Dangling in the Glimmer of Hope*; Date: Feb 13; Time: 4:00 p.m.; Location: CT T200

## **FACULTY OF SCIENCE**

Acres Engineering High School Competition begins early February. Student mentors from our STAMP program have been paired with 1st year cohort students for this term. The January 3, 2025 Faculty Council meeting included exercises on Indigenous ways of knowing, a part of our teaching practices.

Dr. Mike Flannigan co-authored a paper featured in *Science*: Canadian forests are more conducive to high-severity fires in recent decades  
<https://www.science.org/doi/10.1126/science.ado1006>

Dr. Courtney Mason was awarded a \$100,000 Blair Climate Change Research Initiative grant for two-year research project, Parks as climate resilience, reconciliation and Indigenous-led conservation.

## **FACULTY OF STUDENT DEVELOPMENT**

In December, 2024, it was announced that the Faculty of Student Development will play a new, pivotal role in implementing the University's commitment to integrated strategic planning by transitioning during the coming year into a new pan-university faculty committed to interdisciplinary and integrative studies. The new faculty will house TRU's Honours College and be committed to providing experiential, intercultural and integrative academic programming, community-engaged scholarship, work-integrated learning, wellness education programs and supports, and high-impact co-curricular learning opportunities. FSD is now in the process of developing a Strategic Plan for the new Faculty, and during the Winter Semester will be consulting widely across the University and with community partners.

## **SCHOOL OF NURSING**

HCA admissions are as projected, or higher. We have a cohort of 41 for the January intake, including an OL HCA cohort to begin in February, with a Nelson cohort to start in late March. We are also in discussion with Nisgaa Valley Health Authority regarding a cohort for their Nation in the North. MN program external review completed with a number of commendations and recommendations that we are currently incorporating into an action plan. MN-NP program is readying to graduate its first program cohort this summer.

## **LIBRARY**

Amy Paterson and Elizabeth Rennie, TRU librarians, worked with the English Department on a 3-class tutorial for English 1100 students. Outcomes of the tutorials aligned to the Introduction to Academic Writing class and ACRL Framework for Information Literacy. An article published in the Journal of Information Literacy highlights findings. Faculty members reported that participating students found, identified, and used appropriate sources more effectively than those not attending the program.

Michelle Terriss, Law Librarian, worked with a team of librarians in the Canadian Association of Law Librarians, on an open-access alternative to paywalled legal citation in Canada. Over the course of two years, they worked together to create the COAL-RJAL Guide. The Guide is now freely available and hosted on CanLII. The Guide is for use throughout the legal field and incorporates feedback contributed by reviewers from Canadian courts, law firms, law journals, law societies, and law schools

The newest addition to the library's online resources is Scopus, produced by Elsevier. This 20-year-old abstracting and indexing database is widely recognized for its coverage of peer-reviewed literature. The database has over 77 million records, including articles from more than 7,300 publishers. Scopus is multidisciplinary, covering a wide range of subjects including science, technology, medicine, nursing, social sciences, business, arts, and humanities.

## **OPEN LEARNING: TRUly Flexible (Phase 1)**

Over the past year, the initial phase of TRUly Flexible has focused on the major redevelopment of asynchronous courses across several faculties including Arts, Education and Social Work, Science, School of Business & Economics, Student Development and Nursing.

Phase 1 has fostered stronger collaborations across various academic programs with colleagues in Learning Technology and Innovation and Learning Design and



Innovation, and OL leadership. Major redevelopments have seen the inclusion of zero cost textbooks co-created with TRU's Open Press, a commitment to universal design principles, and alignment with on campus course learning outcomes. One of the critical areas of focus is how to set more effective and pedagogically appropriate guidelines throughout the course development and delivery lifecycle. Issues include understanding how learners are approaching the courses given the impact of new technologies like Generative AI, balancing the use of appropriate or necessary copyrighted resources with open and ZTC (Zero Cost Textbook) resources and finding more effective ways to collaborate with different affinity groups across campus. Our focus going into the new year will be the implementation of new processes to make the course development and delivery process better for students.

### **OPEN PRESS**

The TRU Open Press has released its latest report for December 2024. It provides status updates on projects, support for other ISP projects, plans for promotion and impact assessment. Two projects: the Indigenous Medicines Project integrating knowledge and practices while exploring the chemical properties of plants used in Indigenous medicine; and Future Earth: A Student Journal on Sustainability and Environment, publishing two issues annually. <https://openpress.trubox.ca/december-24-report/>

### **PLAR**

Currently working with PSFS to assess 50 micro-credentials using a PLAR methodology. We have reconvened the micro-credential advisory board, are currently selecting the micro-credentials to be assessed, and have begun updating assessor recruitment and training tools. We are also working with over 50 students from regional bands in our continued efforts to decolonize and Indigenize PLAR, and through the Office of Indigenous Education and community representatives; we are searching for paths where students can share their Indigenous knowledge systems and ways of knowing in culturally supportive ways.

### **STUDENT SERVICES**

The beginning of 2025 has been exciting for Student Services as we are striving to enhance support and improve learning for all. We are working through the changes to Student Services including the integration of the Open Learning Student Engagement and Experience team. We are welcoming the OL Advising, Examinations and Assessment Services, and Student Engagement team to Student Services, along with Matt Dyck as Director, Student Engagement and Experience.

Student Services is continuing to move through the Revamp of Academic Advising to a Student-Centered Hub and Spokes Holistic Approach. We are collaborating with faculties and schools on setting up academic advising in areas from years one to graduation for students who know their pathway while also teaming up with Enrollment Services, TRU World and MarCom on flexible pathways and communications.

**UPCOMING EVENT: Leadership with Communities**

Ms. Rachel Notley (former Premier and leader of NDP, Alberta) and Joe Ceci (current MLA, NDP Alberta) will be on campus on March 4<sup>th</sup> and 5<sup>th</sup>.

Similar to the Women in Leadership series, our guests will join me for a conversation open to our community, about leading 'from the left'. Ms. Notley and Mr. Ceci will also be meeting with TRUs senior leadership group to explore how public institutions must navigate government budget priorities. Throughout the day, we hope to make arrangements for our guests to visit with students in classrooms.

Respectfully submitted on January 20, 2025 by:



Dr. Gillian Balfour  
Provost and Vice-President Academic



January 16, 2025

Honourable Anne Kang  
Minister of Post-Secondary Education  
and Future Skills  
Parliament Buildings  
Victoria, BC V8V 1X4

Dear Minister Kang:

Congratulations on your appointment as Minister of Post-Secondary Education and Future Skills at a critical time for our province. Serving as a member of the executive council is a privilege and responsibility which I am confident you will fulfill with integrity and a commitment to the people of our province.

British Columbians have trusted us with a mandate to deliver for them in ways that make a tangible difference in their daily lives. They expect us to listen and learn from people of different perspectives – and work together to make things better for everyone.

Specifically, we will tackle the challenges people worry about at the kitchen table:

- **Grow the economy by creating good jobs across British Columbia.** We will collaborate with businesses, workers, and communities to attract investments in both new and traditional sectors as well as emerging sectors of the economy. This approach will bring certainty for business, security for workers, and generate the wealth needed to support the essential services British Columbians rely on.
- **Reduce costs for families** including by helping people access homes they can afford through support for first-time homebuyers, increasing the supply of rental housing stock, and stronger measures to crack down on housing speculation.

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- **Strengthen health care** by expanding access to family doctors and recruiting and training more health professionals, ensuring that every British Columbian can access the care they need, no matter where they live. We will also increase access to addictions treatment and provide help for people whose struggles require intensive supports.
- **Make our neighbourhoods and communities safer** by working with law enforcement and social agencies to address street disorder, crack down on organized crime, and do all we can to ensure repeat offenders stay behind bars.

Our commitment to take action on climate change remains foundational and will be key to a healthy and prosperous BC for future generations.

Underlying all this work is our partnership with Indigenous peoples. Advancing reconciliation, implementing the *Declaration on the Rights of Indigenous Peoples Act* and working in partnership with First Nations rights-holders to advance shared interests is the responsibility of every Minister.

Over this mandate I expect you to prioritize making progress on the following:

- In order to protect key services that British Columbians rely on, work with the Minister of Finance to review all existing Ministry of Post-Secondary Education and Future Skills programs and initiatives to ensure our programs remain relevant, are efficient, offer meaningful training opportunities for British Columbians, grow the economy, and help keep costs low. This is important in the context of current Provincial budget constraints, the job opportunities available and projected to be available for British Columbians in the near future, and the threat of American tariffs.
- Work with ministerial colleagues who have identified shortages of key skilled workers and professionals that are constraining economic growth or service delivery to find practical, fast, and efficient ways to address shortages of those workers through training, credential recognition, career laddering, and other innovative approaches.
- Work with post-secondary institutions to evaluate and advocate federally in relation to the funding challenges caused by the federal government's changes related to international students. Support schools in identifying structural solutions, new revenue streams, and cost reductions to ensure strong, sustainable public post-secondary schools, and training providers, who offer British Columbians the training and skills they need to be successful and help grow our provincial economy.

.../3

- Continue work with Indigenous partners to ensure that Indigenous learners can achieve their higher educational goals in ways that reflect a diversity of Indigenous cultures and values.
- Support the Minister of Social Development and Poverty Reduction to enhance employment services and skills training for people facing multiple and complex barriers to assist them in exiting a cycle of poverty and build a dignified life.
- Work with the Minister of Housing and Municipal Affairs to ensure that post-secondary institutions that have identified opportunities in relation to using housing as an economic development tool are supported in delivering that housing urgently.
- Work with the Minister of Housing and Municipal Affairs to enable privately owned new purpose-built rental buildings that, if partnered with a public post-secondary institution, receive special provision under the *Residential Tenancy Act* to be exclusively for students registered at that institution.

To assist you in meeting the commitments we have made to British Columbians, you are assigned a Parliamentary Secretary for International Credentials whose focus will be to:

- Engage with people with international professional credentials to ensure that the implementation of our *International Credentials Recognition Act* is relevant, meaningful, and effective for them in transitioning into employment in their area of professional training.
- Work with you to identify any shortcomings in the implementation of the Act and ensure that professional colleges and other credential granting agencies are in compliance with government expectations.
- Support government in formally recognizing and celebrating professional colleges and credential-granting agencies that exceed government expectations.

You will work closely together and ensure your Parliamentary Secretary receives appropriate support to deliver on this work.

As you are aware, we have established an accord with the BC Green Caucus that supports our shared commitment to ensuring stable governance focused on delivering progress and tangible outcomes for British Columbians. The commitments in that accord complement the direction in these mandate letters.

As a Cabinet, we will uphold the highest standards of ethics, collaboration, and good conduct in service of the public, and as a Minister of the Crown, you are expected to

review, understand, and act according to the *Members' Conflict of Interest Act*. You will establish a collaborative working relationship with your Deputy Minister and the public servants under their direction, who provide the professional, non-partisan advice that is fundamental to delivering on our government's priorities. Your Minister's Office must meet the highest standards for integrity and provide a respectful, rewarding environment for all staff.

The work we have ahead takes place in a profoundly challenging geopolitical environment. Close friends and neighbours to our south are contemplating imposing draconian tariffs on our products that would hurt both Americans and Canadians. Our allies internationally face governmental instability. Hate and racism are on the rise around the world. Artificial intelligence breakthroughs with unclear implications and astonishing potential are announced daily. Global inflation, snarled supply chains, and war are threatening global economic growth and prosperity as well as the transition to a low-carbon economy.

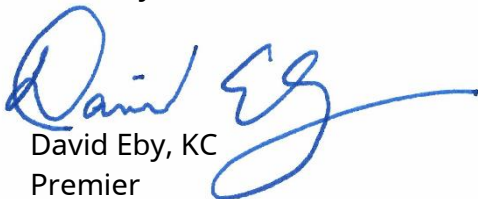
We have an obligation to protect and defend British Columbians, as well as seize opportunities, in these uncertain times.

The good news is that we have everything we need to succeed, and we will succeed. British Columbia's people – our workers, entrepreneurs, business leaders, artists, and innovators – are among the most talented in the world. We are home to world-class educational institutions and public services. Our natural beauty is unmatched, we have internationally envied resources, and we are one of the most diverse places on the planet. Your job is to help us leverage these advantages in perilous times.

Use this mandate letter to guide your work, and do not be afraid to challenge assumptions, or be innovative, bold and aggressive in achieving the goals set out for you and your Ministry by the people of this province.

Thank you for joining me in the work ahead.

Sincerely,



David Eby, KC  
Premier

cc: Sunita Dhir, MLA  
Parliamentary Secretary for International Credentials

ACADEMIC PLANNING AND PRIORITIES COMMITTEE  
DECEMBER 2024 REPORT TO SENATE

The December 12, 2024, meeting of APPC was chaired by Dr. Gillian Balfour. The following items came forward from APPC for Senate's approval:

**For Approval:**

- a. **Curricular Governance Changes**, Shannon Smyrl, Director (interim), Office of Mission Fulfilment and Quality Assurance

*Motion approved at APPC*

*On motion duly made and adopted, APPC recommends to Senate the approval of the Curricular Governance Changes document as presented.*

**For information:**

- a. **Heavy-Duty Technician Program Review: Response to Recommendations and Action Plan**, Baldev Pooni, Paul Simpson, and Mike Harcourt, School of Trades and Technology
- b. **Deferral of Millwright Program Review**, Baldev Pooni and Mike Harcourt, School of Trades and Technology

Respectfully submitted on January 16, 2025, by:



Gillian Balfour, Chair, Academic Planning and Priorities Committee

# Curricular Governance: Structure and Responsibilities

## Introduction

Curricular governance is TRU's process for curriculum development and renewal. This document presents the procedures and responsibilities for curricular governance at TRU and, as such, is responsive to *TRU's Curricular Governance Policies*.

Curriculum development at TRU is done within the framework of the standards and criteria established by the Ministry of Post-Secondary Education and Future Skills. Curricular governance at TRU is structured around two areas of alignment.

- *Strategic Priorities & Resources*. Curriculum development is assessed for strategic alignment as it may be defined at the faculty and institutional levels. Questions of resource priorities and the institutional sustainability of proposed curriculum are also considered in this context.

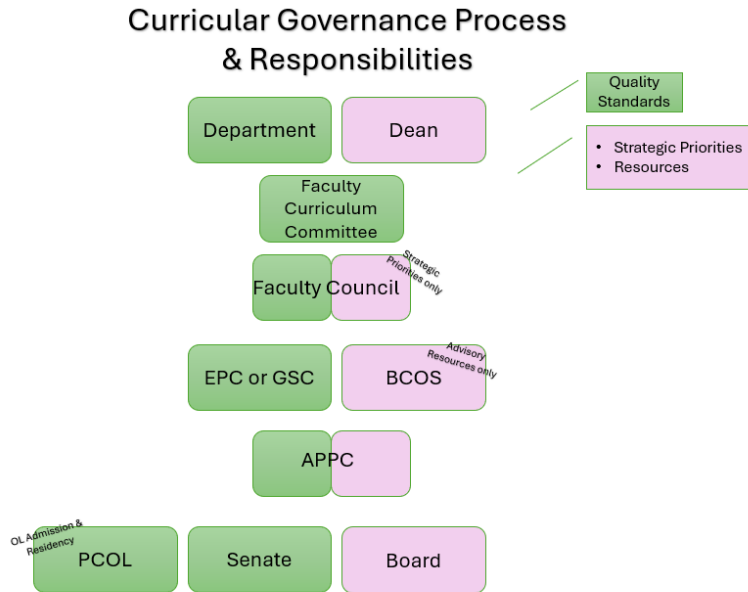
At TRU, responsibility for assessment of Strategic Priority alignment resides with Faculty/School/Divisional Deans, Faculty Councils, Academic Planning and Priorities Committee (APPC) (with review from Budget Committee of Senate [BCOS]) and the Board.

- *Quality Assurance Standards*. Curriculum development is also assessed for alignment with quality assurance standards. Such standards are primarily defined by the provincial Degree Quality Assessment Board (DQAB), and this includes curriculum design, as well as alignment with institutional policy and practices related to admissions, graduation, work-integrated learning, and transfer.

At TRU, responsibility for assessment of Quality Standards alignment resides with Departments, Faculty/School/Division Curriculum Committees, Faculty Councils, Educational Programs Committee (EPC), APPC, and Senate.



## Approvals Map for Scope & Responsibility:



## Goals and Responsibilities for Curricular Review and Approval

Specific process and procedures for achieving these goals and responsibilities will be outlined in the terms of reference and/or operating procedures for each committee, as needed.

|                                  |   |
|----------------------------------|---|
| Departments                      | Develop and renew curriculum, in alignment with quality assurance standards defined by DQAB, and responsive to disciplinary and community interests and benefits.   |
| Deans                            | Support and approve development and renewal of quality curriculum with attention to alignment to strategic priorities and resource needs at the faculty and institutional levels.   |
| Faculty Curriculum Committees    | Review curriculum proposals to ensure alignment with degree quality standards and institutional requirements around admissions, scheduling and graduation.  |
| Faculty/School/Division Councils | Approve curriculum proposals with alignment with degree quality standards and strategic priorities at the faculty and institutional levels.   |
| Education Program Committee      | Review and approve (according to the Categories Definitions) undergraduate curriculum proposals to ensure alignment with degree quality standards and institutional requirements around admissions, scheduling, and graduation, and to ensure intra-institutional consultation on curriculum development. |
| Graduate Studies Committee       | Review and approve (according to the Categories Definitions) graduate curriculum proposals to ensure alignment with degree quality standards and institutional requirements around admissions, scheduling and graduation, and to ensure intra-institutional consultation on curriculum development.       |

|  |   |
|--|---|
| Budget Committee of Senate                 | Advise APPC, when necessary, on the budget implications of proposed new and renewed curriculum.   |
| Academic Planning and Priorities Committee | Review and approve curriculum proposals (according to the Categories Definitions) for alignment with degree quality standards and strategic and resource priorities at the institutional level. |
| Senate                                     | Review and Approve curriculum proposals (according to the Categories Definitions) with alignment with degree quality standards.   |
| TRU Board                                  | Approve New Program proposals with alignment to strategic and resource priorities at the institutional level.   |
| Planning Council for Open Learning         | Approve admission requirements for courses and programs, and residency requirements for awarding credentials, offered through the Open Learning Division.                                       |

## Definition of Categories for Curricular Development & Renewal

TRU's process is designed to ensure all curriculum development and renewal is assessed for *Quality Standards* and, when necessary, *Strategic Priorities* at the faculty and the institutional level. Variations in the curricular approval process reflect the varying need for curriculum renewal to undergo review for strategic priorities and resource implications.

To that end, TRU works with the following *Definition of Categories* to guide curricular development and renewal.

| Category I  |
|---|
| <p>Minor curricular changes that involve quality standards but have very little or no impact on students/programs within the Faculty/School/Division. All costs associated with these changes will be covered within the Academic Division.</p> <p><b>Approval Pathway:</b></p> <ol style="list-style-type: none"> <li>1. Approved by Faculty Council.</li> <li>2. Reported by Faculty Council Chair (or designate) to EPC or GSC. If any errors or omissions are identified, EPC or GSC may recommend to Faculty Council to review them before moving forward.</li> <li>3. Reported by EPC or GSC to Senate for information. If any errors or omissions are identified, Senate may recommend to Faculty Council to review them before moving forward.</li> <li>4. Implemented after recorded in Senate minutes.</li> </ol> |
| <p>Category I changes include, but are not limited to:</p> <p><b>Courses</b></p>  |

- Modifications to an existing course (**Title, Description, Learning Outcomes, Number, Acronym, Level, Vectoring, Prerequisite/Co-requisite**) when it is not a core (required) course by programs outside the faculty/school, and when the changes do not significantly impact student pathway/program architecture, and when the changes do not have resource implications.

**Programs**

- Modifications to an existing program that change fewer than 30% of courses but otherwise do not change the overall program architecture or requirements for students in the program and the changes do not have resource implications.

**Category II**

Significant curricular changes that involve quality standards that may impact the students/programs within the Faculty/School/Division and/or may indicate a change in strategic priority. All costs associated with these changes will be covered within the Academic Division.

**Approval Pathway:**

1. Approved by Faculty Council.
2. Reported by Faculty Council (or designate) to EPC or GSC for Approval.
3. Reported by EPC or GSC to APPC for information. If any errors or omissions are identified, APPC may recommend to Faculty Council to review them before moving forward.
4. Reported by APPC to Senate for information. If any errors or omissions are identified, Senate may recommend to Faculty Council to review them before moving forward.
5. Implemented after recorded in Senate minutes.

Category II changes include, but are not limited to:

**Courses**

- New course
- Deletion of course
- Modifications to an existing course (**Title, Description, Learning Outcomes, Number, Acronym, Level, Vectoring, Prerequisite/Co-requisite**) when it is a core (required) course by (or, like SERV, available to) programs outside the faculty/school and/or when the changes significantly impact student pathway/program architecture.
- Addition of ILO, HIP, or Capstone Designation to a course

- Method of delivery of a course

### **Programs**

- Modifications to an existing program that result in a change to the overall program architecture, affecting any of the slate of approved electives, addition or deletion of requirements within the program, or student pathway through the credential. Addition of a new field of specialisation at the minor level if there is already a major in the same field of specialization.
- Addition or deletion of non-credit programs or programs offered under service contracts, if the costs associated with these will be covered by the academic unit making the proposal.

## **Category III**

Significant curricular changes that may require DQAB approval and/or may indicate a change in strategic priority and/or require assessment and allocation of resource priorities.

### **Approval Pathway:**

1. Approved by Faculty Council
2. Reported by Faculty Council (or designate) to EPC or GSC for recommendation for approval.
3. Reported by EPC or GSC to APPC for recommendation for approval (based on consultation with BCOS on budgetary implications in the case of new programs).
4. Reported by APPC to Senate for approval.
5. In the case of New Programs, reported by Senate to the Board for approval.
6. In the case of New Programs or those requiring determination of new degree, submission to DQAB.

Category III changes include, but are not limited to:

### **Courses**

- Method of delivery of a course or collection of courses in a program such that the overall program method of delivery changes by 50%.
- New course or any course revisions that will require new resources.
- New or modified OL courses that have prerequisites or impact residency and so will go to PCOL for approval.

### **Programs**

- New programs
- Program deletions
- Change in program residency requirement
- Change to method of delivery of a program
- Program revisions that require new resources
- Addition or deletion of non-credit programs or programs offered under service contracts when there are resource implications for the university
- Any changes to a program that would necessitate a *determination of new degree* assessment by DQAB. These include but are not limited to:
  - Changes to degree name, program learning outcomes, new delivery outside BC, admission/graduation requirements, partnerships.
  - A new minor if there is not already an approved major; a new undergraduate concentration constituting 1/3 or more of required credits in the field of study; a new graduate concentration constituting 1/3 or more of total program content in required credits.
  - Changes to the program's core (required) courses that cumulatively make the program measurably different by over 1/3 of total program content from the degree initially approved.

(Note: Changes in categories 1 and 2 that would result in a program change that would necessitate a *determination of new degree* will become category 3 changes).

## Approvals Map for Categories

As per Policy ED 8-2.  
Curriculum Proposals are approved by appropriate  
Departments, Deans and Faculty Councils before  
submission to EPC (undergraduate) or GSC  
(graduate).

| Category 1  | Category 2   | Category 3  |
|---|--|---|
| <ul style="list-style-type: none"><li>•Faculty/School/Division Council for Approval</li><li>•EPC or GSC for information</li><li>•Senate for information</li></ul> | <ul style="list-style-type: none"><li>•Faculty/School/Division Council for Approval</li><li>•EPC or GSC for approval</li><li>•APPC for information</li><li>•Senate for information</li></ul> | <ul style="list-style-type: none"><li>•Faculty/School/Division Council for Approval</li><li>•EPC or GSC for recommendation for approval</li><li>•(New credential requires review by BCOS to advise APPC)</li><li>•APPC for Recommendation for Approval</li><li>•(OL course and program changes involving admission or residency requirements go to PCOL for approval)</li><li>•Senate for Approval</li><li>•Board Approval for New Credentials only</li></ul> |

**Task:** Revision of the Senate Categories Document (see old version attached)

**Rationale:**

The justification for expanding the context/frame of the Categories document in this way is to bring the institutional practice together in one shared senate approved document as an operational articulation of Policy ED 8-2. Further, revisions are required in response to new requirements from Degree Quality Assessment Board (DQAB).

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# Curricular Governance: Structure and Responsibilities

## Introduction

Curricular governance is TRU's process for curriculum development and renewal. This document presents the procedures and responsibilities for curricular governance at TRU and, as such, is responsive to TRU's *Curricular Governance Policies*.

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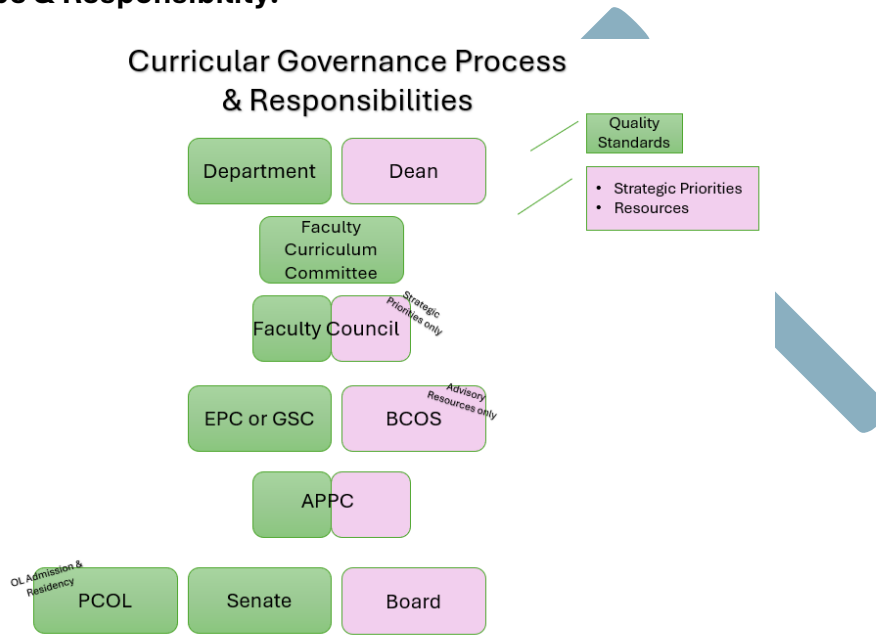
- *Strategic Priorities & Resources.* Curriculum development is assessed for strategic alignment as it may be defined at the faculty and institutional levels. Questions of resource priorities and the institutional sustainability of proposed curriculum are also considered in this context.

At TRU, responsibility for assessment of Strategic Priority alignment resides with Faculty/School/Divisional Deans, Faculty Councils, Academic Planning and Priorities Committee (APPC) (with review from Budget Committee of Senate [BCOS]) and the Board.

- *Quality Assurance Standards.* Curriculum development is also assessed for alignment with quality assurance standards. Such standards are primarily defined by the provincial Degree Quality Assessment Board (DQAB), and this includes curriculum design, as well as alignment with institutional policy and practices related to admissions, graduation, work-integrated learning, and transfer.

At TRU, responsibility for assessment of Quality Standards alignment resides with Departments, Faculty/School/Division Curriculum Committees, Faculty Councils, Educational Programs Committee (EPC), APPC, and Senate.

**Approvals Map for Scope & Responsibility:**



## Goals and Responsibilities for Curricular Review and Approval

Specific process and procedures for achieving these goals and responsibilities will be outlined in the terms of reference and/or operating procedures for each committee, as needed.

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|----------------------------------|---|
| Departments                      | Develop and renew curriculum, in alignment with quality assurance standards defined by DQAB, and responsive to disciplinary and community interests and benefits.                 |
| Deans                            | Support and approve development and renewal of quality curriculum with attention to alignment to strategic priorities and resource needs at the faculty and institutional levels. |
| Faculty Curriculum Committees    | Review curriculum proposals to ensure alignment with degree quality standards and institutional requirements around admissions, scheduling and graduation.                        |
| Faculty/School/Division Councils | Approve curriculum proposals with alignment with degree quality standards and strategic priorities at the faculty and institutional levels.                                       |
| Education Program Committee      | Review and approve (according to the Categories Definitions) undergraduate curriculum proposals to ensure alignment with degree   |



|  |   |
|--|---|
|  | quality standards and institutional requirements around admissions, scheduling, and graduation, and to ensure intra-institutional consultation on curriculum development.   |
| Graduate Studies Committee                 | Review and approve (according to the Categories Definitions) graduate curriculum proposals to ensure alignment with degree quality standards and institutional requirements around admissions, scheduling and graduation, and to ensure intra-institutional consultation on curriculum development. |
| Budget Committee of Senate                 | Advise APPC, when necessary, on the budget implications of proposed new and renewed curriculum.   |
| Academic Planning and Priorities Committee | Review and approve curriculum proposals (according to the Categories Definitions) for alignment with degree quality standards and strategic and resource priorities at the institutional level.   |
| Senate                                     | Review and Approve curriculum proposals (according to the Categories Definitions) with alignment with degree quality standards.   |
| TRU Board                                  | Approve New Program proposals with alignment to strategic and resource priorities at the institutional level.   |

## Definition of Categories for Curricular Development & Renewal

TRU's process is designed to ensure all curriculum development and renewal is assessed for *Quality Standards* and, when necessary, *Strategic Priorities* at the faculty and the institutional level. Variations in the curricular approval process reflect the varying need for curriculum renewal to undergo review for strategic priorities and resource implications.

To that end, TRU works with the following *Definitions of Categories* to guide curricular development and renewal.

| Category I  |
|---|
| <p><u>Minor curricular changes that involve quality standards but have very little or no impact on students/programs within the Faculty/School/Division. All costs associated with these changes will be covered within the Academic Division.</u></p> <p><del>Defined as those curricular changes approved at the Faculty Council level. These consist of minor changes that have very little or no impact on the students/programs within the Faculty/School/Division. All costs associated with these changes will be covered within the Academic Divisi</del></p> <p><b>Approval Pathway:</b></p> <ol style="list-style-type: none"> <li>1. Approved by Faculty Council.</li> <li>2. Reported by Faculty Council Chair (or designate) to EPC or GSC. <u>If any errors or omissions are identified, EPC or GSC may recommend to Faculty Council to review them before moving forward.</u></li> <li>2-3. Reported by EPC or GSC to Senate for information. <u>If any errors or omissions are identified, Senate may recommend to Faculty Council to review them before</u></li> </ol> |

[moving forward.](#)

4. [Implemented after recorded in Senate minutes.](#)

~~The changes must be reported to EPC and the Registrar's Office through curriculaNET, and are implemented after EPC reports them to Senate for information only.~~

[Category I changes include, but are not limited to:](#)

### [Courses](#)

- [Modifications to an existing course \(Title, Description, Learning Outcomes, Number, Acronym, Level, Vectoring, Prerequisite/Co-requisites\) when that course is not a core \(required\) course by programs outside the faculty/school, and when the changes do not significantly impact student pathway/program architecture, and when the changes do not have resource implications.](#)

### [Programs](#)

- [Modifications to an existing program change that substitute change fewer than 30% of courses but otherwise does not change the overall program architecture or requirements for students in the program and the substitutions changes do not have resource implications.](#)

[Minor change to a course title](#)

[Minor change to the calendar description \(does not change intent of course\)](#)

[Minor change to course learning outcomes](#)

[Change to method of evaluation](#)

[Change to the following when they do not affect students or programs:](#)

[Total number of credits for a course](#)

[Vectoring of a course](#)

[Pre-requisites or co-requisites of a course](#)

[Scheduling](#)

[Admission quotas for a course](#)

## **Category II**

[Significant curricular changes that involve quality standards that may impact the students/programs within the Faculty/School/Division and/or may indicate a change in strategic priority. All costs associated with these changes will be covered within the Academic Division.](#)

[Defined as those curricular changes that require EPC review and all costs associated with the changes are covered by the Faculty/School/Division](#)

### [Approval Pathway:](#)

1. [Approved by Faculty Council.](#)

2. [Reported by Faculty Council \(or designate\) to EPC or GSC for Approval.](#)

1.3. Reported by EPC or GSC to APPC for information. If any errors or omissions are identified, APPC may recommend to Faculty Council to review them before moving forward.

2.4. Reported by APPC to Senate for information. If any errors or omissions are identified, Senate may recommend to Faculty Council to review them before moving forward.

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5. Implemented after recorded in Senate minutes.

Category II changes include, but are not limited to:

### Courses

- New cCourse
- Deletion of course
- Changes-Modifications to an existing course (Title, Description, Learning Outcomes, Number, Acronym, Level, Vectoring, Prerequisite/Co-requisites) when that course it is a core (required) course by (or, like SERV, available to) programs outside the faculty/school and/or when the changes significantly impact student pathway/program architecture.
- Addition of ILO, HIP, or Capstone Designation to a course
- Method of dDelivery of a course

### Programs

- Modifications to an existing pProgram changes that result in a change to the overall program architecture, affecting any of: of the slate of approved electives, addition or deletion of requirements within the program, and/or student pathway through the credential.  
Addition of a new field of specialisation at the minor level if there is already a major in the same field of specialization.
- Addition or deletion of non-credit programs or programs offered under service contracts, if the costs associated with these will be covered by the academic unit making the proposal.

•

- New course
- Course deletion
- Method of delivery of a course or a small number of courses in a program
- Change to the following when it affects student or programs:
  - Method of delivery
  - Number of credits for a course

- ~~○ Vectoring of a course~~
- ~~○ Pre-requisites and co-requisites for course or program~~
- ~~● Level of course (e.g. moving from 3000 to 2000 level)~~
- ~~● Approved electives for a program~~
- ~~● Minor program change (e.g. substituting different course for required course)~~
- ~~● Addition or deletion of a requirement within an approved program~~
- ~~● Addition of a new field of specialization at the minor level if there is already a major in the same field of specialization~~
- ~~● Addition or deletion of non-credit programs or programs offered under service contracts, if the costs associated with these will be covered by the academic unit making the proposal~~

### Category III

Significant curricular changes that may require DQAB approval and/or may indicate a change in strategic priority and/or require assessment and allocation of resource priorities.

#### Approval Pathway:

1. Approved by Faculty Council
2. Reported by Faculty Council (or designate) to EPC or GSC ~~for~~ recommendation for approval.
3. Reported by EPC or GSC to APPC for recommendation for approval (based on consultation with BCOS on budgetary implications in the case of new programs).
4. Reported by APPC to Senate for approval.
5. In the case of New Programs, reported by Senate to the Board for approval.
6. In the case of New Programs or those requiring determination of new degree, Potential for submission to DQAB.

~~Defined as curricular changes that require Senate and/or Board and/or DQAB approval and other curricular changes that may require additional university resources.~~

Category III changes include, but are not limited to:

#### Courses

- Method of delivery of a course or collection of courses in a program such that the overall program method of delivery changes by 50%.
- New course or any course revisions that will require new resources.
- New or modified OL courses that have prerequisites or impact residency and so will go to PCOL for approval.

#### Programs

- New programs
- Program deletions
- Change in **program** residency requirement
- Change to method of delivery of a program
- Program revisions that require new resources:
- Addition or deletion of non-credit programs or programs offered under service contracts when there are resource implications for the university:
- Any changes to a program that would necessitate a *determination of new degree* assessment by DQAB. These include but are not limited to:
  - Changes to degree name, program learning outcomes, new delivery outside BC, admission/graduation requirements, partnerships.
  - A new minor if there is not already an approved major; a new undergraduate concentration constituting 1/3 or more of required credits in the **field** of study; a new graduate concentration constituting 1/3 or more of total program content in required credits.
  - Changes to the program's core (required) courses that cumulatively make the program measurably different by over 1/3 of total program content **from** the degree initially approved.

(Note: **e**Changes in categories 1 and 2 that would result in a program change that would necessitate a *determination of new degree* will become category 3 changes).

Any changes to a program that would necessitate a Determination of New Degree assessment by DQAB.

Course or program revisions that require new resources beyond those currently provided by the Faculty/School/Division

New programs

Program deletions

New field of specialization at the major or honours level, or minor level if there is not an approved major in the same area

Deletion of a field of specialization at the major or honours level

Changes to a program that result in a total change of more than 30% of the core program content compared to the Minister approved version of the program

Changes to the method of delivery in a program that affects more than 50% of the courses

Changes to requirements for admission to programs, promotion or graduation, especially those that may affect enrollments

Changes in admission quotas

Change in residency requirement for a program

Addition or deletion of non-credit programs or programs offered under service contracts when there are resource implications for the university

# Approvals Map for Categories

As per Policy ED 8-2.  
Curriculum Proposals are approved by appropriate  
Departments, Deans and Faculty Councils before  
submission to EPC (undergraduate) or GSC  
(graduate).

| Category 1  | Category 2   | Category 3  |
|---|--|---|
| <ul style="list-style-type: none"><li>•Faculty/School/Division Council for Approval</li><li>•EPC or GSC for information</li><li>•Senate for information</li></ul> | <ul style="list-style-type: none"><li>•Faculty/School/Division Council for Approval</li><li>•EPC or GSC for approval</li><li>•APPC for information</li><li>•Senate for information</li></ul> | <ul style="list-style-type: none"><li>•Faculty/School/Division Council for Approval</li><li>•EPC or GSC for recommendation for approval</li><li>•(New credential requires review by BCOS to advise APPC)</li><li>•APPC for Recommendation for Approval</li><li>•(OL course and program changes involving admission or residency requirements go to PCOL for approval)</li><li>•Senate for Approval</li><li>•Board Approval for New Credentials only</li></ul> |

DRAFT

## DEFINITION OF CATEGORIES

### Category I

Defined as those curricular changes approved at the Faculty Council level. These consist of minor changes that have very little or no impact on the students/programs within the Faculty/School/Division. All costs associated with these changes will be covered within the Academic Division.

The changes must be reported to EPC and the Registrar's Office through curricuNET, and are implemented after EPC reports them to Senate for information only.

- Minor change to a course title
- Minor change to the calendar description (does not change intent of course)
- Minor change to course learning outcomes/content
- Change to method of evaluation
- Change to the following when they do not affect students or programs:
  - Total number of credits for a course
  - Vectoring of a course
  - Pre-requisites or co-requisites of a course
  - Scheduling
  - Admission quotas for a course

### Category II

Defined as those curricular changes that require EPC review and all costs associated with the changes are covered by the Faculty/School/Division.

These changes are reported by EPC to Senate for information only.

- New course
- Course deletion
- Change to the following when it affects students or programs:
  - Method of delivery
  - Number of credits for a course
  - Vectoring of a course
  - Scheduling of a course
  - Pre-requisites and co-requisites for course or program
- Level of course (e.g. moving from 3000 to 2000 level)
- Approved electives for a program
- Minor program change (e.g. substituting different course for required course)
- Addition or deletion of a requirement within an approved program
- Addition of a new field of specialization at the minor level if there is already a major in the same field of specialization
- Addition or deletion of non-credit programs or programs offered under service contracts, if the costs associated with these will be covered by the academic unit making the proposal

## DEFINITION OF CATEGORIES

### Category III

Defined as curricular changes that require Senate and/or Board and/or DQAB approval and other curricular changes that may require additional university resources.

- Course or program revisions that require new resources beyond those currently provided by the Faculty/School/Division
- New programs
- Program deletions
- New field of specialization at the major or honours level, or minor level if there is not an approved major in the same area
- Deletion of a field of specialization at the major or honours level
- Changes to the majority of the courses in an approved program
- Changes to requirements for admission to programs, promotion or graduation, especially those that may affect enrollments
- Changes in admission quotas
- Change in residency requirement for a program
- Addition or deletion of non-credit programs or programs offered under service contracts when there are resource implications for the university



## MEMORANDUM

**TO** Academic Planning and Priorities Committee  
Senate

**FROM** Dean Baldev Pooni and Chairs Paul Simpson and Mike Harcourt

**RE** Program Review: Response to Recommendations and Action Plan

**DATE** October 28, 2024

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### **SUMMARY OF REVIEW** (maximum 250 words)

The Heavy-Duty Technician program consists of a certificate at the “Foundation” level in Kamloops and the Williams Lake Campus. STT offers all four levels of Apprenticeship leading to Red Seal at the Kamloops Campus. The program review involved the delivery of all programs. Two peer external reviewers were recruited as volunteers from two peer institutions to conduct the review over two days. The reviewers interviewed the Interim Provost, Dean, Chairs, faculty, students, and Alumni. The reviewers submitted a report, which is attached.

TRU is unique because it is the only Research University offering Trades programs. University policies shape program delivery: therefore, our offerings and structures may differ from those of other institutions (primarily colleges) offering the credential.

We value the reviewers' feedback and will implement many of the recommendations. To that effect, our action plan is attached.

BC is facing significant shortfalls in certified tradespeople, often called Skills Shortages. The BC Government has recently announced an investment of \$150M over the next three years to expand the number of apprenticeship training seats in BC from 26,000 to 50,000. We will do our utmost to secure funding to expand our capacity to meet the demands of our students.

### **RESPONSE TO EXTERNAL REVIEWER RECOMMENDATIONS** (maximum 250 words)

The BC government has not provided funding for capital equipment. Our instructors have developed mutually beneficial relationships with employers and the industry. Based on past successes, we will advocate for industry donations to maintain current equipment. Some current equipment, such as EV equipment, is so new that funding is required. We will continue to lobby the government for such funding.

Industry skills shortages impact TRU's ability to recruit instructors to train our students and apprentices. We will do our best to lobby for additional funding to attract and retain new instructors and mentor and coach them to succeed as educators.

The Heavy-Duty program is at capacity for the dedicated space we have. We will advocate for creating additional space and reviewing its use to maximize training capacity for emerging needs.

TRU has developed ten-year change goals to decolonize the institution. We will work with the Indigenous community to broaden our student mix to serve a more significant Indigenous population and close the success gap for Indigenous students compared to non-indigenous populations.

**REVIEW CYCLE**

- Year of Mid-Cycle Review: 2028
- Year of Next Program Review: 2032

**SIGNATORIES**



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Dean Baldev Pooni



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Program Chair Michael Harcourt

**ATTACHMENTS**

- External Reviewer Report
- Action Plan



Program Chair Paul Simpson

## Program Review External Reviewer Report

**Program:**

Heavy Duty Equipment Technician / Truck and Transport Mechanic

**External Review Panel Members:**

Jason Sutton – Vancouver Island University

Lee Achtemichuk - BCIT

**Date of Site Visit:**

April, 24<sup>th</sup> & 25<sup>th</sup> 2023

**Date of Report Submission:**

May, 2023

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## Assessment

In the following section, comment on commonly-held standards and expectations in relation to the field/discipline of the program under review.

### Program Context

Briefly comment on the program's role at Thompson Rivers University, and in the community.

TRU's Trades and Technology faculties have thoughtfully designed programming to provide Kamloops and its greater surrounding territories the highest quality of training. Program review such as this one will ensure this quality remain steadfast and the format in which it is delivered will remain at the highest possible levels, ensuring the students enjoy a positive culture that successfully prepares them for today's workforce.

### Curriculum and Assurance of Learning

Comment on the quality of the education delivered.

- Does the program demonstrate that both subject matter and learning outcome standards are of sufficient breadth and rigour?
  - Is the curriculum current? Does it reflect the state of knowledge in the field(s)?
  - Does the program demonstrate evidence of ongoing assessment (both direct and indirect) of student learning? If so, is evidence used to inform continuous quality improvement of the program?
- 
- Does the program demonstrate that both subject matter and learning outcome standards are of sufficient breadth and rigour?
    - Yes,
      - by student comments they are fully prepared for their workplace and feel they have fully covered the subject matter
      - by talking to the instructors and looking at the facility they are using what they have fully to meet and exceed the learning outcomes of the program.
  - Is the curriculum current? Does it reflect the state of knowledge in the field(s)?
    - Yes and no,
      - When talking to the students there was mention of older curriculum and training aids, but there was also mention of newer material. Despite being older it met the needs of that student in their workplace. When building deliverable curriculum at a training facility it helps using information from equipment the student will be performing their practical assessments on. Due to the age of some of the equipment this looks like it is the reason.
  - Does the program demonstrate evidence of ongoing assessment (both direct and indirect) of student learning? If so, is evidence used to inform continuous quality improvement of the program?
    - Yes and no,
      - The instructors are continuously monitoring students progress through theory and practical assessments. The students commented on how well it helped them find their weak points and work on them.

- During our short time we did not see evidence that the information gathered from those assessments were being used to provide improvements to the program.

### Student Achievement

Comment on the extent to which the program is meeting students' needs and supporting outcome attainment.

- Does the program have the appropriate expertise and resources to support student achievement?
- Are the admission requirements supportive of access and success for all students?
- Are sufficient efforts being made to close equity gaps, including achievement of Indigenous and rural learners?

- Does the program have the appropriate expertise and resources to support student achievement?
  - The instructors are doing very well with what they have been given. The students are getting great support through the expertise of their instructors.
  - As far as resources go there is room for improvement. With limited class room/shop space this can affect learning. There is a scheduling aspect when you have more students than there are learning spaces, that will affect the delivery of practical and theoretical assignments. Though well thought out and creative it still has an impact.
  - Through your chair and Dean there was mention of plans to help alleviate this issue.
- Are the admission requirements supportive of access and success for all students?
  - To my knowledge there was no mention of admission requirements
- Are sufficient efforts being made to close equity gaps, including achievement of Indigenous and rural learners?
  - Yes,
    - Through the foundation program that is delivered in Williams Lake there was mention about its outreach program for Indigenous communities. This is a great way to support an indigenous learner without taking them out of their community.

### Governance and Resources

Comment on the program's governance, operations, and the adequacy of available resources (e.g., facilities, equipment, library resources, laboratories, computing facilities, shops, specialized equipment, etc.).

The campus at TRU for the trades area is a well-planned student-centered space. In the newer building it is not just full of class rooms to pack more students in. It has many open areas, natural light, study spots, quiet rooms for student to study or work on group projects, and relaxing scenic views. There are many computer laboratories for student use and resources for them there. The classrooms are large and well equipped for their courses.

For the Heavy-Duty Program that is in the older building it does not have all those same resources. Some are a quick walk away and are easily accessible to the students. The class room and shop space could use improvements. This is mentioned throughout the report, as well as the plans to help alleviate this issue. We can see this well-established program has

the ability for expansion with its reputation and wait list. At this moment it could use additional space to operate the number of programs that are currently running.

The type of equipment the instructors are using to train with is diverse and gives the students a well-rounded experience of the trades. Though diverse, in areas the equipment is older and does not give the student experience of working with current technology. Technological changes over the last 20 years have been astonishing in our trade. This technology advancement requires drastically different diagnostic and service skills than older machines. Understandably with the cost of equipment it is hard to allocate the funds to purchase newer equipment. As the years go by these technological advancements will keep happening and creating a bigger gap.

With what has been provided, the group has been creative and resourceful by building training modules instead of purchasing them, has worked with industry to gain better recourses, and kept their area organized to improve the operation.

### **Planning and Sustainability**

Comment on the overall sustainability of the program, both socially and economically.

- Has the program adequately prepared for current trends in the profession/field, as well adapted to future trends?
- Has the program met the needs of learners today as well as adapting to the needs of future learners?

As mentioned above, technological changes over the last 20 years have been astonishing in our trade. This technology advancement requires drastically different diagnostic and service skills. By interviewing the students and instructors it is evident that the instructors are in touch with changes in trends in the industry and have passed that information onto the students. It is great to have the instructors delivering the theory behind technologies in equipment today and sharing their experiences. What would make it more beneficial to meet the needs of the learner today, would be to have access to newer equipment at points of their course. This would allow them to practice the hands-on skills to the theory they learned regarding the technology equipped in vehicles today.

Adapting to needs of future learners is difficult in this field. Its hard to stay just behind the manufacturers let alone steps ahead of them to prep the students for the future. Another barrier for that is the program outline given to your group by the province. It does not always provide the time or direction to instruct students on up to date technology. A good way to prep learners for the future is to give them a strong knowledge of the fundamentals of every aspect of the trade. As newer technologies arise a student with good understanding of the fundamentals can apply them to newer technologies and create a good understanding of them. With what we were shown I can see this is being practiced in this department.

## Recommendations

### Recommendations related to: Curriculum and Assurance of Learning (add or remove lines as needed)

#### **Recommendation #1**

It was mutually agreed by both management and faculty that the scheduling Provided sufficient opportunity to engage in curriculum or professional development. From the conversations we had, each instructor had eight weeks built into their annual schedule. Management was looking for a more structured approach to this time, and faculty preferred an open autonomy providing better flexibility to use the time in a collaborative format.

The faculty shared that the primary focus of this time was working on curriculum/content development, and when opportunities became available, a smaller percentage was dedicated to Professional Development. Further conversations identified that overall, the faculty was still teaching from a traditional competency-based approach. This is not alarming as we know that most of the trades programming is still delivered this way. We discussed the opportunities of exploring a more outcome-based format and it was met with a lot of interest, but also with concerns as how to approach an undertaking of this nature.

We are all aware of the benefits outcome-based learning provides to adult learners, but most educator struggle with the notion of implementing it into their programs.

Other trades and technologies institutions have engaged in mentorship programs with their Learning Innovation and Excellence departments. The challenge with this undertaking is that outcome-based learning we know today is heavily focused around the academic system and does not have a natural transition in to trades programming.

Mentorship is the critical component to this undertaking. Having a mentor that possesses the ability to identify these differences and navigate your team through them. There are exceptional people in the world of learning strategies that possess the experience of taking the traditional academic approach and manipulating it into learning strategies that would work in a trade's environment.

We recommend a collaborative approach of this nature be explored at TRU.

### Recommendations related to: Student Achievement (add or remove lines as needed)

#### **Recommendation #1**

During our student interviews the dialog was extremely positive when the students discussed their thoughts around their own learning achievements. The only feedforward recommendation item we were able to take from this is that a few of the foundation students identified that there may be a little bit too much self-discretion allowed when choosing their daily practical components in the shop. When we drilled down on this topic, the students felt that it might be better to have less choice on what they do, possibly this would result in better alignment between the classroom theory, and the shop floor practical.



Understanding that some of this is unavoidable due to shop space restrictions. We recommend researching new ways to create better alignment between theory and practical components without sacrificing student safety.

### **Recommendations related to: Governance and Resources**

(add or remove lines as needed)

#### **Recommendation #1**

TRU has a very impressive trades and technologies facility, especially when referencing your newer buildings. These extraordinary spaces will provide learning opportunities that are arguably second to none. From what we witnessed, the only space that appears to be beyond capacity was the Heavy-Duty shop. The instructors are doing a great job of utilization, but we both agreed that when considering the inherent dangers that accompany a trade of this nature, space to learn, and more importantly, space to fail is critical to student safety. This is a very small space for the number of students the institution is running through the program annually.

Although we are making this recommendation, we are aware that this is largely out of managements hands, and it maybe sometime before you see capital dollars of the magnitude where a new building or expansion to the existing space become available.

We did enjoy hearing one of the chairs plans to reorganize the original space and repurpose one of the storage buildings into an automotive shop. Again, we realize this, like all other capital asks is a large undertaking.

#### **Recommendation #2**

We both come from institutions that require each department to elect a chair from within a specific trade, these chairs are not always full release, often they are provided 25 – 50% depending on faculty size and budgets. We were not familiar with your format of having two super chairs or two full-time chairs that represent all the trades programming. We are sure this format obviously has great benefits, but we also felt from our conversations that it was not effectively able to support the individual departments on a regular basis.

The faculty felt that taking unscheduled time off was not an option provided to them, no matter how sick they were, or even if a family issue were to arise. Today individuals are under more stress than ever before, we talk about mental health, and how important it is to us, but we need to ensure that people feel supported. Having a chair that works within the department, and more importantly one possessing the skillsets required to jump into the classroom on short notice would allow better support for unforeseen or personal circumstances.

The ability to support the faculty with unforeseen or personal circumstances is just one of the benefits to having a chair from within. Additional items witnessed in our departments also include the following supports:

- Mentorship of new or struggling faculty members.
- A direct liaison between departs to management.
- Support in curriculum development.
- Abilities to address the smaller issues in a timelier fashioned.
- A liaison with local industry,
- Administration of budgets, planning, scheduling, and advertising.

- Chairing faculty meetings,

These are just a few examples of what we have witnessed in our own institutions when using department chairs.

We recommend exploring whether this style of administration would be beneficial to your institution.

### **Recommendation #3**

The student panel we interviewed felt an extremely sincere connection to their instructors, often sounding like they were referencing a good friend. There was also strong evidence that suggested a genuine connection to the TRU's trades department. However, it was unanimous that this group did not feel any connection to TRU the institution. The comments were not good.

We believe this is a top-down issue, and one that should be prioritized. For a community post-secondary institution like TRU, it is critical to build and maintain strong connections with your alumni. Often a demographic region like Kamloops is home to many successful businesspeople that own or operate trade focus businesses, and many of these people are likely former trade's students.

## **Recommendations related to: Planning and Sustainability**

(add or remove lines as needed)

### **Recommendation #1**

In the previous Planning and Stability section above the question that was asked about prepping the students for the future. It was mentioned that the instructors are doing what they can to give that to their students. There is a recommendation about prepping students for the future.

One way we at BCIT have tried to adapt students to the changes in the industry is through dealer education. We have worked with dealers and they have given us access to their online education systems for the instructors and the students (in the diploma program). This has a few benefits. For one, the instructors have some more exposure to newer technologies and service procedures as soon as the technicians from the dealers get it. That gets passed down to the students. If the students get access they are not just getting the knowledge of newer technologies directly they have a record of taking courses that would help them get jobs within these dealers.

## **Commendations**

### **Commendations related to: Curriculum and Assurance of Learning**

(add or remove lines as needed)

#### **Commendation #1**

It is apparent from the conversations we had with your faculty that they are very dedicated to improving their curriculum and assuring the learning outcomes are at the highest standards.

Although we suggested the involvement of some Outcome-based learning opportunities into their eight weeks of CD/PD, we believe that that time is currently being used to make some impressive modernization upgrades to the curriculum content.

Not unlike many disciplines, the technologies in the heavy mechanical trades field are advancing at such a rapid rate that it is extremely challenging for faculty to keep up to date, nevertheless we believe your staff has been utilizing these eight weeks appropriately and evidence identifies their commitment to minimize these challenges.

We commend you on your commitment to modernization and staying on track with the evolution of technologies used in the heavy mechanical trades. You are doing a better job at this than most.

### **Commendation #2**

I have always been impressed by the external involvement TRU's Heavy Duty faculty have played in the larger picture. Your institution always represents well at events such as Articulation, Harmonization and SkilledtradesBC (*ita*).

### **Commendations related to: Student Achievement** (add or remove lines as needed)

### **Commendation #1**

From the literature provided in your Self-Study Report, your Heavy-Duty students are enjoying some impressive results at both the Standard Level and the Red seal Exams. I believe this report reference them as being some of the highest in the province.

### **Commendation #2**

The most convincing factor in student achievement, is whether students can obtain sustainable and rewarding employment in their fields of choice.

The survey results shared in your SOAR's report, indicates your students are enjoying high employment rates, and the feed back they are receiving from industry has been very positive. Inevitably, this is the primary objective of post secondary education!

### **Commendation #3**

The institution has a great reputation, this is evident by the percentage of out-of-town students registered in your apprenticeship programs. Once a student decides to relocate for there training, the entire province becomes their playground. At this point it does not matter whether you head to the coast, or head north. You must travel somewhere so the decision now becomes very clear, where will the learner experience the highest levels of program quality!

We commend you on the large number of out of area students that have chosen TRU for the educational requirements.

### **Commendations related to: Governance and Resources** (add or remove lines as needed)

### **Commendation #1**

We were very impressed with your trades and technologies learning spaces. There is no question in our minds, that your trades and technologies administrative team has taken planning very seriously. As mentioned in our recommendations, your new trades facility provides some exceptional learning spaces for your learners. It is very impressive to see that you were not only able to achieve the structural buildings, but also managing these budgets to include state-of-the-art equipment. Quite often when we see capital buildings, we end up with a great facility but unfortunately budgets tend to run a little tight and the equipping of that space sometimes falls somewhat short of what was originally planned.

We commend your administration team for their achievements in your new trades and technologies learning space.

### **Commendation #2**

We commend you on this process. Opening your doors to outsiders' opinions can be an unsettling event. Observations that are viewed through external lenses often pickup on things an internal lens may have missed, and there are always the possibilities you may receive some feedback that may be difficult to hear.

This process shows your commitment to always being at the top of your game.

Our hope is that the recommendations shared inspire you to take your game to the next level, and to understand that they are all minor adjustment that are not meant to overshadow all the great thing that are happening in your Heavy-Duty programs!

### **Commendations related to: Planning and Sustainability** (add or remove lines as needed)

### **Commendation #1**

There were a few commendations in the previous categories. Here are some quotes:

“By interviewing the students and instructors it is evident that the instructors are in touch with changes in trends in the industry and have passed that information onto the students.”

“As newer technologies arise a student with good understanding of the fundamentals can apply them to newer technologies and create a good understanding of them. With what we were shown I can see this is being practiced in this department”.

## Program Review: Action Plan Heavy Duty Technician

### Curriculum and Assurance of Learning

**Goal:**

An ongoing goal for our program is to ensure the university keeps up with technology within our industry. As technologies change and are updated in the field, we also need to have adequate and up-to-date equipment to use in our labs and have available for our students the most current equipment to work on as well as our older lab equipment. To ensure we are teaching the current curriculum set by Skilled Trades, BC, our goal is to acquire new or used EV equipment for the department.

**Tasks to Complete the Goal (add rows as needed):**

*Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.*

| Task  | Key Milestones or Measurable Outcome(s) | Timeline | Responsibility  |
|---|---|----------|---|
| Obtain EV Truck and heavy-duty equipment through industry donations (or capital expense purchases). | Acquire modern equipment                | 1-2 Yrs. | Director of development and University relations heavy-duty department. |
| Partner with OEM-related dealerships to enable instructor training.                                 | Connect and access OEM training..       | 3 yrs.   | Heavy duty mechanical department.                                       |
|   |   |          |   |

**Goal:**

To ensure students are completing foundation level programming with a high quality of understanding of curriculum content, the foundation program will institute a modulated programming system which will itemize each line of the program as a specific course. This will ensure that students entering the program will complete each unit within the program with a minimum of 70% to complete and earn their diploma when complete. Students not finishing units with 70% or higher will have an opportunity to return after foundation to

complete the course(s) which were below the pass rate and earn their respective foundation diploma. This program format will ensure students are putting in the required effort to complete it.

**Tasks to Complete the Goal (add rows as needed):**

*Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.*

| Task   | Key Milestones or Measurable Outcome(s)  | Timeline | Responsibility   |
|--|--|----------|--|
| Work with the program delivery manager to offer the heavy-duty foundation program as a modulated format. | Offer course content to registering foundation students in module format. Each line that is used currently will be its own course. | 1 yr.    | Heavy duty department, program delivery manager, Deans Office, Education Programs Committee, Faculty Council Academic Approvals Committee. |

## Student Achievement

**Goal:**

*As mentioned in the external review, a challenge that we are faced with in our program is the amount of available lab space for our students to learn with the number of classes ongoing at the same time within our space. This has been discussed multiple times within our school of trades and technology department, chairs, and dean. The goal of the school is to expand the amount of indoor space for students to have more room to safely move, work and have the space needed to learn their skills.*

**Tasks to Complete the Goal (add rows as needed):**

*Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.*

| Task | Key Milestones or Measurable Outcome(s) | Timeline | Responsibility |
|------|---|----------|----------------|
|------|---|----------|----------------|

|   |   |        |  |
|---|---|--------|--|
| <i>Make long-term plan to expand facility to accommodate the growing demand for heavy mechanical programs</i> | <i>Action plan to ensure the facility can accommodate learners' education to a high standard.</i> | 5 yrs. | Dean (School of trades and technology) |
|   |   |        |  |
|   |   |        |  |

**Goal:**

*The Skilled Trades BC funds a capacity of 16 students. Our goal is to maintain a positive instructor – student ratio to allow more time student focussed teaching with time allocation.*

| <b>Task</b>                              | <b>Key Milestones or Measurable Outcome(s)</b> | <b>Timeline</b> | <b>Responsibility</b>        |
|--|--|-----------------|------------------------------|
| <i>Review the maximum class capacity</i> | <i>Improved instructor/ student ratios</i>     | 3 yrs.          | STT Program delivery manager |

**Goal:**

*As a commitment to the student's success in the foundation program and engaging in the industry leaders, the mechanical department wants to introduce a 2-week volunteer work placement program within the foundation program timeframe to have students rotate with specified employers in the community. This will help students enjoy real-life work scenarios and build relationships with employers in the community and would see a possible rise in job placements directly from the program.*

| <b>Task</b>   | <b>Key Milestones or Measurable Outcome(s)</b>               | <b>Timeline</b> | <b>Responsibility</b>             |
|---|--|-----------------|-----------------------------------|
| Enhance employability of students with practical training in the work place | <i>Introduce a foundation 2-week work placement course .</i> | 1 yr.           | Heavy duty mechanical department. |

## Governance and Resources

**Goal:**

*As current equipment technologies have had major changes and improvements over the last decade, the importance to keep up with technology for student success is imperative. The department has a wide range of equipment which range in age, but there is an opportunity to acquire equipment for training aids which will allow the program to represent what the students will be required to work on in the industry.*

**Tasks to Complete the Goal (add rows as needed):**

*Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.*

| Task   | Key Milestones or Measurable Outcome(s)  | Timeline | Responsibility  |
|--|--|----------|---|
| <i>Increase the teachable areas within the shop and compound for practical assignments and maintain a safe working area for the number of classes that are running at the same time.</i> | <i>Having a work environment large enough to adequately accommodate two apprenticeship classes and 2/3 foundation classes that operate simultaneously.</i> | 5 yrs    | STT Dean<br>VP Admin<br>Provost<br>Ministry   |
| <i>. Maintain high-quality, relevant training for students.</i>  | <i>Acquiring updated equipment to modernize our equipment for students to work on and align with curriculum, including EV vehicle safety and tech.</i>     | 2 yrs.   | Heavy duty department/<br>Chairs/ STT Dean/<br>Director of development and university relations |

**Goal:**

*The department needs relief instructors to provide the full-time staff available time for curriculum development, articulation attendance, sick days, etc...*

| Task   | Key Milestones or Measurable Outcome(s)   | Timeline | Responsibility                    |
|--|---|----------|-----------------------------------|
| <i>We desperately need relief staff in the faculty to accommodate and fill time off requirements by the instructors to allow the courses to continue without disruption to the students.</i> | <i>Hire 1 or 2 relief instructors to have access to in the event of necessary time off for full-time instructors.</i> | 1 Yr.    | STT Chairs, STT hiring committee. |



## Planning and Sustainability

**Goal:**

*Develop and maintain a strong community relationship with local industry and dealerships for future training and potential donations for the department.*

**Tasks to Complete the Goal (add rows as needed):**

*Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.*

| Task   | Key Milestones or Measurable Outcome(s)               | Timeline       | Responsibility                      |
|--|---|----------------|-------------------------------------|
| <i>Work with community on relationships by visiting dealerships and mechanical industry providers.</i> | <i>OEM training and donations for the department.</i> | <i>Ongoing</i> | <i>Heavy mechanical department.</i> |

**Goal:**

As recommended in the external review as well as in the interest of the mechanical department future planning and goals, the department feels it is necessary to review the need for Chair academic leadership in the department.

**Tasks to Complete the Goal (add rows as needed):**

*Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.*

| Task  | Key Milestones or Measurable Outcome(s)                                  | Timeline     | Responsibility                                    |
|---|--|--------------|---|
| <i>Work with the school of trades and technology and help recognize the benefits of having a department chair</i> | <i>Establish a case for department chairs for each major discipline.</i> | <i>3 yrs</i> | <i>Heavy mechanical department, chairs, Dean.</i> |

**Goal:**

As there is a gap between with the heavy-duty mechanical department and the indigenous community, the department would commit to working with Continuing Studies to grow the relationship between the school of trades and technology and the indigenous community to educate and offer courses of upgrading or basic mechanical courses.

**Tasks to Complete the Goal (add rows as needed):**

*Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.*

| <b>Task</b>  | <b>Key Milestones or Measurable Outcome(s)</b>                                     | <b>Timeline</b> | <b>Responsibility</b>                         |
|--|--|-----------------|---|
| <i>Offer educational courses from the heavy-duty mechanical program to indigenous communities and explore the relationships to develop between the university, continuing studies and the communities within the region.</i> | <i>Offer Heavy duty continuing studies courses to the surrounding communities.</i> | 3 yrs.          | Continuing studies and mechanical department. |

Oct 10/2024

**MEMORANDUM**

**TO:** Academic Planning and Priorities Committee Senate  
**FROM:** Dean Baldev Pooni and Chair Mike Harcourt  
**RE:** Request for Approval for Deferral of Program Review  
**DATE:** November 29, 2024

---

**PROGRAM(S) UNDER REVIEW**

APPC is asked to consider this request for approval for the deferral of program review for this/these program(s).

Millwright

**RATIONALE FOR POSTPONEMENT** (maximum 500 words)

**Note:** This might be for example: abeyance, or decision to group reviews of smaller credentials, faculty capacity to complete the review.

The Millwright program is currently undergoing some faculty changes (instructor retirement, instructor seconded to chair, new instructor hires). Deferring the review for 1 year will allow faculty to become familiar with the existing program and produce a more meaningful program review.

**SCHOOL/FACULTY PLAN FOR PROGRAM(S)**

**The program has a healthy and increasing enrollment, and the School of Trades and Technology anticipates strong program activity for the foreseeable future.**

**SUMMARY OF ACTIONS**

1. Program review deferred for 1 year.

**REVIEW CYCLE**

Year of Next Program Review: 2025

**Note:** In case of abeyance, 2 years from time of abeyance. Any postponement of longer than two years, please provide an explanation.

**SIGNATORIES**

*Baldev Pooni*

Dean



Program Cha

Oct 10/2024

**ATTACHMENTS**

1. In case of abeyance, please include the required abeyance memo.

ACADEMIC PLANNING AND PRIORITIES COMMITTEE  
JANUARY 2025 REPORT TO SENATE

The January 9, 2025, meeting of APPC was chaired by Dr. Gillian Balfour. The following items come forward from APPC to Senate:

**For information:**

- a. **Academic Integrity Process Operational Guide**, Noah Arney, Policy Specialist
- b. **Biological Sciences Program Review Final Report**, Greg Anderson, Dean, Faculty of Science and Rob Higgins, Chair, Biological Sciences
- c. **Welcome to new member**, Dave Cormier, Director, Curriculum Development and Delivery, Open Learning (interim)

Respectfully submitted on January 16, 2025, by:



Gillian Balfour, Chair, Academic Planning and Priorities Committee

## TRU Academic Integrity Process OPERATIONAL GUIDE

This guide outlines the processes to be followed where *Departures from Academic Integrity* appear to have occurred under Academic Integrity Policy (ED 5-0), especially Sections 6 and 7, and decisions must be made. The focus on such decisions should not, however, detract from the obligation, throughout the TRU Community, with the assistance of the Office of Academic Integrity, to prevent such departures from arising.

### TABLE OF ABBREVIATIONS AND DEFINITIONS

The following *abbreviations* are used, where possible, in this guide:

- **AIC:** Academic Integrity Committee
- **Departure:** Departure from Academic Integrity (under ACADEMIC INTEGRITY Policy)
- **DC:** Department Chair
- **DD:** Dean's Designate
- **ED 5-0:** Academic Integrity Policy
- **OAI:** Office of Academic Integrity
- **OL:** Open Learning
- **OLFM:** Open Learning Faculty Member
- **SAAC:** Student Academic Appeals Committee

In line with the *definitions* in ED 5-0, note, for the purposes of this guide:

1. **Instructors** should be understood to include Faculty Members, OLFMs, the OL Exams Supervisor, and other instructors.
2. **DC** should be understood to include, for OLFMs, the OL Associate Director of Program Delivery (APPD) or their designate.
3. **DD** should be understood to include the Dean, if they choose to manage academic integrity matters, but will typically be an Associate Dean. Note that Dean's Designates within the Faculties will act as decision-makers for appropriate OL cases.<sup>1</sup>
4. A *departure* may, depending on context, refer to (i) ED 5-0 classifications generally, (ii) behaviours that appear to fall within those categories (*possible or suspected departures*), or (iii) actions determined to be *departures* under ED 5-0 (*confirmed departures*).

### GENERAL NOTES

- Students, instructors, and decision-makers under ED 5-0 should not be inappropriately pressured in their interactions. Given the power imbalance between them, it is important for instructors and decision-makers to avoid exerting such pressure on students.
- Instructors will frequently have to distinguish between *departures* and *reasonable errors*<sup>2</sup>:

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<sup>1</sup> The revised ED 5-0 permits Faculties to have more than a single DD, for example, for OL cases. Faculties are responsible for ensuring the OAI has the information required to channel reports appropriately. In addition, the OAI may require training of all AIC members and DDs; as a matter of convenience, the DD serving on the AIC will also be assumed to be the primary point of contact with the OAI.

<sup>2</sup> The OAI will provide guidance on distinguishing *departures* from *reasonable errors*. See Appendix 2.

- *Departures* and sanctions for confirmed *departures* are defined in ED 5-0; decisions on *departures* can only be resolved by DDs and the AIC, as laid out in this guide.
- *Reasonable Errors*, as defined in ED 5-0, are reasonable student errors that do not rise to the level of *departures* and, as such, permit resolution by an instructor, in an ordinary teaching context through ordinary academic penalties.
- A student's contrition or willingness to take responsibility for their actions
  - cannot be used by instructors or decision-makers under ED 5-0 to alter the nature of the suspected *departures*. All suspected *departures* must be provided the process elaborated here so that appropriate sanctions can be considered and, where a *departure* is established, the matter is appropriately recorded in the Academic Integrity Database.
  - may be considered by instructors in addressing *reasonable errors* and by decision-makers under ED 5-0 in sanctioning students for *departures*.
- Where a *reasonable error* warrants it, instructors are free to impose appropriate academic penalties, subject to ordinary review of those decisions (for example, grade rechecks).
- Decisions must be made within the Decision Standards under ED 5-0 Section 6.2 and as soon as possible within the timelines listed in ED 5-0 (Sections, 3, 6, and 7) and below.<sup>3</sup> Where those timelines are exceeded, explanations for the delays should be recorded.<sup>4</sup>

## INSTRUCTORS

| Days Since Possible <i>Departure</i> Was Discovered - Action  |
|---|
| 7 – DC/DD Consultation and Student Meeting should have occurred                                     |
| 14 –Instructor should have decided on whether a report was appropriate and, if it was, submitted it |

- Instructors typically start the process of assessing whether a *departure* occurred.<sup>5</sup> Where it appears that there may be a *departure*, an instructor may consult with the DC or DD about whether a *departure* occurred, the apparent magnitude of the *departure*, and possible provisional actions. The instructor should also notify the student, usually by email, and invite them to a meeting, either in person or online (ideally within seven days of the discovery of the suspected *departure*).<sup>6</sup> The instructor may place reasonable limits on the timing and duration of such meetings.<sup>7</sup>
- In their meeting, the instructor and student should attempt to reach an understanding on the details of the occurrence, whether a *departure* has occurred, and the magnitude of any

<sup>3</sup> Sanctioning must be contextual, but current conventions are cumulative, involving (i) for a first *departure*, a zero on the assignment in which it occurred, (ii) for a second *departure*, adding an F in the course in which it occurred, and (iii) for a third *departure*, adding a recommendation to the President for suspension.

<sup>4</sup> Submissions just outside of ED 5-0 Section 3 timelines should be heard as quickly as possible. Even where those standards are not met, cases should typically be heard to determine if a *departure* occurred, but student sanctions may be reduced as appropriate. More significant delays might be dismissed.

<sup>5</sup> In unusual circumstances where a member of the TRU community other than an instructor raises a credible concern about a potential *departure*, the OAI may start the academic integrity process. See ED 5-0 6.3(4).

<sup>6</sup> Meetings with OL students must, as a practical matter, be online rather than in person.

<sup>7</sup> Since this meeting typically has an exploratory and educational focus, there is no automatic provision for an accompanying *support person*.

*departure*. If the matter appears to be a *reasonable error*, they may also try to agree on any warranted actions.<sup>8</sup>

- If instructor no longer suspects that a *departure* has occurred, no further action is required and no reporting is necessary. Where a *departure* appears to have occurred, instructors must submit a report to the OAI (ideally within fourteen days of the discovery of the suspected *departure*) to the OAI.<sup>9</sup> The report is normally expected to be complete and final to ensure both informed decision-making and appropriate record-keeping.<sup>10</sup>

## ACADEMIC INTEGRITY DECISIONS BY THE DD OR AIC

| Total Days Since the Academic Integrity Report Was Submitted - Action                                     |
|---|
| 0 – Report Submitted  |
| 7 – Student Response Due  |
| 14 - OAI should confirm if there were earlier <i>departures</i> and notify the appropriate decision-maker |
| 21 - DD must decide if the case involves a possible <i>major or complex departures and</i> notify the OAI |
| 28 (ideal) - 45 (acceptable) – DD Decision, with OAI Notice within seven days                             |
| 42 (ideal) - 60 (acceptable) – AIC Decision, with OAI Notice within seven days                            |

## THE OAI AND STUDENT NOTIFICATION AND MEETINGS

- When an instructor submits a case report to the OAI, the OAI alerts students to their rights under ED 5-0, including the right to assistance from the OAI and the opportunity to submit a written response and to apply to review that response with the appropriate decisionmaker.<sup>11</sup> The OAI must also confirm, through the Academic Integrity Database, whether the student committed an earlier *departure* and, based on this information, immediately forward possible first *departures* to the DD and second and subsequent *departures* to the AIC.<sup>12</sup>
- Students must provide their written response within seven days; the response is normally expected to be complete and final to ensure both informed decision-making and appropriate record-keeping.<sup>13</sup>
- Students may apply to appear in person or online to review their completed written submission with the appropriate decisionmaker.<sup>14</sup> Such a review is at the decisionmaker’s discretion and, if permitted, occurs at a time and within the time limits they specify. These

<sup>8</sup> Actions in response to *reasonable errors* should have an educational emphasis, may have a restorative component, and are ideally decided with the student’s participation, understanding, and concurrence.

<sup>9</sup> This will be automated through the OAI to be efficient and equitable in ensuring notice to the student, as well as the DC and DD. The instructor may also make recommendations to decision-makers and should, as much as is possible, present the evidence in a form that assists the decision-maker in reaching a result.

<sup>10</sup> Instructors should also enter a DEF mark for the student if the grade submission date arises before a decision is made. Once submitted, cases may be withdrawn if the instructor alerts the decision-maker, before a decision has been made, of reporting errors by the instructor that were unfair to the student.

<sup>11</sup> The OAI *Learning Strategist* assists students with the academic integrity process, submissions, etc.

<sup>12</sup> In line with broader TRU practice, *confidentiality* does not require OAI redaction of case reports.

<sup>13</sup> Decision-makers may be alerted to issues falling outside of their authority and may, in response, provide limited guidance on such complaints, that is, in pointing to appropriate TRU policies.

<sup>14</sup> The new ED 5-0 confirmed such meetings were possible subject to reasonable limits by the DD/AIC.



meetings are not an opportunity to present information beyond that included in the written submission and written correspondence. The student may have a support-person present.<sup>15</sup>

## THE DD

- Where the OAI confirms a suspected *departure* is the student's first *departure*, the DD must determine, normally within seven days of the submission of the case report, whether it is a *major* and/or *complex departure*; they may consult the OAI for advice. *Departures* are:
  - *major* whenever it (i) is part of an apparent pattern of dishonest, unfair, or unethical behaviour and/or (ii) has potentially adverse implications for the TRU community.<sup>16</sup>
  - *complex* where the nature of the case suggests that decision-making would benefit from consideration by the AIC and the *departure* is denied by the student.
- If the DD determines that the suspected *departure* is a *major* or *complex departure*, they must forward the report immediately to the AIC for further consideration. Where the DD determines that a suspected first *departure* does not rise to the level of a major or complex *departure*, they must decide the case.<sup>17</sup>
- The DD reviews the instructor's report and the student's written response, and if applicable, meets with the student.<sup>18</sup> If the DD's review indicates a *departure* has occurred, they decide on sanctions within ED 5-0.<sup>19</sup> Whether or not a *departure* has occurred, the DD sends a report to the OAI, which includes the information from the student and the instructor.
- The OAI notifies the student of the decisions of the DD, usually by email, and provides copies of the notification to the instructor and the DC.<sup>20</sup> If a *departure* has not occurred, the OAI securely stores the full report outside of the Academic Integrity Database. If a *departure* occurred, the OAI holds the report for a possible appeal. If the 30-day appeal period lapses, the OAI adds the relevant information to the Academic Integrity Database.<sup>21</sup>

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<sup>15</sup> In each of the academic integrity processes below, such a *support person* does not participate directly in the meeting and is not an advocate or legal representative.

<sup>16</sup> This may include harm to TRU's reputation, erosion of its standards, debasement of its credentials, etc.

<sup>17</sup> In situations where the DD could be in a *conflict of interest*, for example where the DD is the instructor submitting the report, the DD should forward the report to the AIC. The same approach would ordinarily be taken where the DD is away from campus on holiday, short-term sick leave, etc.

<sup>18</sup> Occasionally, further review might suggest that a *departure* is *major* or *complex* and must be referred to the AIC via the OAI. Consequently, if a second overlapping *departure* is identified prior to the resolution of the first *departure*, the first *departure* as well as the second must be referred to the AIC via the OAI.

<sup>19</sup> *Letters of Warning* can also be considered where it was determined that a *departure* either (i) occurred where there are other extenuating factors that warranted something less than a *Letter of Reprimand* or (ii) did not occur but mere dismissal doesn't appropriately recognize the significance of the student's actions.

<sup>20</sup> The notification will indicate that decisions of the DD may be appealed only if there has been a deviation from procedural fairness as set out in ED 5-0.

<sup>21</sup> Cases may be reopened if the instructor alerts the DD, within seven days from the date of notification of the decision, of reporting errors by the instructor that were unfair to the student. The DD may only amend decisions in the student's favour; this does not affect a student's right to appeal.

## THE AIC<sup>22</sup>

- The AIC reviews the instructor’s report and the student’s written response and, if applicable, meets with the student. If the review indicates there has been a *departure*, the AIC decides on actions and/or sanctions within its authority, and when appropriate, it can also recommend suspension.<sup>23</sup> Whether or not the review indicates that a *departure* has occurred, the AIC sends a report to the OAI, which includes the information from the student and the instructor.
- The OAI notifies the student of AIC decisions and recommendations, usually by email, and provides copies of the notification to the instructor, the DC, and the DD.<sup>24</sup>
- If a *departure* has not occurred, the OAI securely stores the full report outside of the Academic Integrity Database. If a *departure* occurred:
  - but there was no AIC recommendation for suspension, the OAI holds the report until either (i) a student appeals the AIC decision and the SAAC decides the appeal or (ii) no appeals are in made in the 30-day appeal period, after which the OAI stores the report in line with the directions below.
  - and the AIC recommended suspension, the OAI holds the report pending the decision of the President, after which the OAI stores the report in line with the direction below.<sup>25</sup>

## SAAC APPEALS AND PRESIDENTIAL REVIEW

| Days Since Notification of the DD or AIC Decision Was Provided - Action                    |
|--|
| 7 – Student Response Due for Presidential review of AIC decisions recommending suspension  |
| 28 (ideal) - 45 (acceptable) – Presidential Review Decision, with Notice within seven days |
| 30 - SAAC Appeal Deadline (optional for students, who must file the appeal)                |

## THE SAAC

- Students may apply to the SAAC to appeal decisions of a DD or the AIC, except where the AIC recommends suspension (where the matter is handled by the President, below). Appeals will only be considered in cases where an application establishes a possible deviation from procedural fairness as set out in ED 5-0. A copy of the appeal must be provided to the OAI.
- The SAAC accepts appeals and conducts a hearing to review the submissions of the student, instructor, and the DD or the AIC in accordance with its own procedures under the [Student](#)

<sup>22</sup> See the AIC *Terms of Reference*, included as Appendix 3, for additional information.

<sup>23</sup> With respect to *sanctioning*, the AIC should distinguish between *sequential* and *overlapping departure*. The former may indicate a pattern, as a student has had feedback on an earlier *departure* before a later *departure*; the latter occurs so close in time that no feedback was possible, particularly where the *departures* are the student’s first, are similar in nature, and confusion about the *departure* is reasonably possible.

<sup>24</sup> The notification will indicate that (i) decisions of the AIC may be appealed only if there has been a deviation from procedural fairness as set out in ED 5-0 and (ii) decisions involving recommendations for suspension may not be appealed to the SAAC as they are automatically reviewed by the President.

<sup>25</sup> Cases may be reopened if the instructor alerts the AIC, within seven days from the date of notification of the decision, of reporting errors by the instructor that were unfair to the student. The AIC may only amend decisions in the student’s favour; this does not affect a student’s right to appeal.

[Academic Appeals Policy](#) (ED 4-0).<sup>26</sup> The OAI Director or their designate(s) attends SAAC meetings in lieu of a *respondent* to assist with the appeal and clarify ED 5-0 and regulations.<sup>27</sup>

- If the hearing indicates a significant deviation from procedural fairness, the SAAC rescinds some or all the actions and sanctions of the DD or AIC. If the hearing indicates that this has not happened, the SAAC upholds the actions and sanctions of the DD or AIC.
- The SAAC notifies the student of its decisions and provides copies of the notification to the OAI, the instructor, the DC, the DD, and, where relevant, the AIC Chair. The notified parties remain obliged to keep all information on the matter confidential.
- If all of the actions and sanctions of the DD or AIC are rescinded, the OAI securely stores the full report outside of the Academic Integrity Database. If any of the actions and sanctions are upheld, the OAI adds the relevant information to the Academic Integrity Database.

## THE PRESIDENT

- The OAI consults with the President to prepare the occurrence for review.
- The President conducts a review of all submissions by the student, instructor, and the AIC in accordance with their own procedures under the [Suspension of Students Policy](#) (ED 7-0). The OAI Director or their designate assists with their review, in lieu of a *respondent* and to clarify ED 5-0 and regulations.
  - If the review indicates that suspension is not warranted, the President may reject that recommendation by the AIC. If the review indicates that recommendations are warranted, the President implements or modifies them at their discretion.
  - If the review indicates a significant deviation from procedural fairness, the President may rescind some or all the actions and sanctions of the AIC. If the review indicates that this has not happened, the President upholds the actions and sanctions of the AIC.
- The President notifies the student of their decisions and provides copies of the notification to the OAI, the instructor, and the AIC Chair. The notified parties remain obliged to keep all information on the matter confidential.<sup>28</sup>
  - If a suspension is rejected by the President, the OAI ensures that no information on it is held in the Academic Integrity Database. If suspension is approved by the President, the President notifies the *Deputy Registrar of Student Records* and the OAI adds relevant information to the Academic Integrity Database.
  - If all of the actions and sanctions of the AIC are rescinded, the OAI securely stores the full report outside of the Academic Integrity Database. If any of the actions and sanctions are upheld, the OAI adds the relevant information to the Academic Integrity Database.

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<sup>26</sup> ED 4-0 doesn't specify a hearing time but requires party notification within fourteen days of a decision.

<sup>27</sup> While this will often be the AIC Chair, DDs should also be included in appropriate cases.

<sup>28</sup> This mirrors current practice on notification but ensures that the President notifies the OAI so that information can be filed appropriately and expediently. That practice might be reconsidered in future.

**APPENDIX 1:  
THE ACADEMIC INTEGRITY PROCESS**

| <b>INSTRUCTORS: WHERE DEPARTURES ARE SUSPECTED</b>   |   |  |  |
|--|---|--|--|
| Instructors investigate and gather evidence, with ED 5-0 in mind, along with any guidance provided by the OAI; they may meet with the student at this point  |   |  | Instructors may consult with their DCs and DDs; all may consult with the OAI     |
| If instructors believe a student committed neither a <i>reasonable error</i> nor a <i>departure</i> , no action is necessary, though some feedback might be provided to the student  | If instructors believe a student committed a <i>reasonable error</i> but not a <i>departure</i> , they may penalize the student accordingly, subject to grade rechecks, etc., as well as providing feedback | If instructors believe a student committed a <i>departure</i> , beyond mere <i>reasonable error</i> , they <i>must</i> meet with the student and, if still convinced, file a report with the OAI |  |
| After a report is submitted, the OAI (i) alerts the DD (where the <i>departure</i> is a first offence) or the AIC (where the <i>departure</i> would be a second or subsequent <i>departure</i> ) and (ii) notifies the instructor and DD, as appropriate |   |  |  |
| <b>DEAN'S DESIGNATES: WHERE DEPARTURES ARE SUSPECTED</b>   |   |  |  |
| The DD determines whether a <i>complex</i> or <i>major departure</i> or multiple <i>departures</i> have occurred   |   |  |  |
| If they have, the DD should return the report to the OAI for the AIC to decide   | If not, the DD must decide the case   |  | DDs may consult the OAI  |
| <b>DEAN'S DESIGNATES: DECISION-MAKING</b>  |   |  |  |
| If the DD determines a <i>departure wasn't</i> committed, they inform the OAI  | If the DD determines a <i>departure was</i> committed, they inform the OAI  |  |  |
| The OAI records the matter, as appropriate, and notifies the parties   |   |  |  |
| <b>ACADEMIC INTEGRITY COMMITTEE: DECISION-MAKING</b>   |   |  |  |
| If the AIC determines that a <i>departure wasn't</i> committed, they inform the OAI  | If the DD determines that a <i>departure was</i> committed, they inform the OAI   |  |  |
| The OAI records the matter, as appropriate, and notifies the parties   |   |  |  |
| <b>SAAC APPEALS AND PRESIDENTIAL REVIEW: DECISION-MAKING</b>   |   |  |  |
| The President, after an AIC recommendation for suspension, conducts a hearing and may decide on the recommended suspension at their discretion and uphold or rescind AIC sanctions for procedural irregularities.  | The SAAC, after an appeal from a DD or AIC decision, conducts a review and may uphold or rescind DD or AIC sanctions for procedural irregularities  |  | All decisions must be made in line with policy, OAI guidelines, and AIC practice |
| The OAI records the matter, as appropriate, and notifies the parties   |   |  |  |



**APPENDIX 2:  
GUIDANCE ON DEPARTURES AND REASONABLE ERRORS**

The following examples illustrate the distinction between *departures* (which must be managed by DDs or the AIC, as indicated in ED 5-0) and *reasonable errors* (which may be managed by the instructor, with appropriate academic sanctions, subject to grade rechecks, etc.):

| <b>Possible <i>departures</i></b>  | <b><i>Reasonable Errors</i></b>   |
|--|---|
| With respect to <b>Cheating</b> , a student  |   |
| appears to unauthorized materials, for example, inappropriate notes, access to a phone or other devices beyond those permitted in the assessment, etc.                         | is discovered, in an assessment setting, to have unauthorized materials where a reasonable interpretation suggests that possession of the materials was unintended and the materials weren't used in an assessment  |
| With respect to <b>Academic Misconduct</b> , a student   |   |
| appears to inappropriately obtain an unadministered test or assignment   | has access to an unadministered test or assignment by some fault of the instructor and reports this to the instructor, exam proctor, etc.   |
| With respect to <b>Plagiarism</b> , a student  |   |
| appears to make little or no effort to credit another's work, where the fact that it is another's work can be reasonably established   | commits mistakes that nevertheless suggest a good faith effort to attribute properly, for example, they use the wrong citation style, fail to include appropriate quotation marks around another's words, or fail to include some part of a complete citation |
| fails to provide essential citation information, for example appropriate pinpoint citation details, <i>even if this was through negligence</i>                                 |   |
| With respect to <b>Fabrication</b> , a student   |   |
| appears to use a fictional source or a source whose substance is obviously unrelated to the student's use of it (so that gross negligence or intent may be reasonably assumed) | uses a legitimate source but does so inconsistently with that source, where a fair interpretation recognizes that this likely occurred because the student reasonably misjudged the substance   |

It is difficult to propose situations in which apparent *Cheating* or *Academic Misconduct* will be *reasonable errors* but both *Plagiarism* and *Fabrication* fall across a more complicated spectrum.

The use of **Artificial Intelligence Detectors** requires the specific consent of TRU's Privacy Office, as such detectors frequently, inappropriately capture student information. They are also often unreliable and, as such, are insufficient, without more, to establish a *departure*.

Note, too, that the following evidence is also insufficient, without more, to establish a *departure*:

- The inclusion of a name, other than the student's, in a document's properties.
- Online student activity outside of the geographical area in which they reside.

**APPENDIX 3:**

***Academic Integrity Committee Terms of Reference***

**Purpose**

The *Academic Integrity Committee* (AIC) is a *Thompson Rivers University* (TRU) Senate committee. It decides cases referred under the *Academic Integrity Policy* (ED 5-0) and related procedures.

**Membership**

The AIC includes the following ex officio members (by virtue of the positions they hold):

- The Director of the *Office of Academic Integrity* (OAI), as a non-voting member
- One Dean's Designate, which may be the Dean, from each School or Faculty, as voting members

Additional voting members include the following, as approved by Senate:

- One Member of Faculty from each School or Faculty, nominated by the respective Faculty Councils
- One Open Learning representative, nominated by the Vice Provost Open Learning
- One Library representative, nominated by the Library Director
- One TRU World representative, nominated by the Vice President International

These members serve terms from one to, ideally, three years and may be reappointed.

Student members include the following, as approved by Senate:

- Three undergraduate students nominated by the TRU Student Union (TRUSU)
- One graduate student nominated by TRUSU

Student members serve a term of up to one year and may be reappointed. TRUSU may appoint additional students to be Alternate Student Members. Whenever there is a vacancy for any of the student members, TRUSU may designate an alternate to act until Senate fills that vacancy.

Vacancies do not invalidate AIC decisions if quorum was met when the decision was made.

**The AIC Chair and Case Facilitator:**

The AIC *Chair* shall be a voting member of the committee, excluding the Dean's Designates, nominated and elected by the AIC as a whole. To support the AIC Chair, the OAI Director may recommend course releases or the equivalent in recognition of the workload involved.

The AIC will have the support of a *Case Facilitator*, provided by the OAI, who will

1. set up all meetings and perform related duties.

2. maintain records, minutes, database, and other such files.
3. provide related information only to appropriate persons (President, Vice-Presidents, Registrar)

Members who are unable to provide secure storage of their files may request that the *Case Facilitator* maintain their files between meetings.

### **Deciding Cases**

The *Case Facilitator* will ordinarily provide notice of meetings to appropriate members at least seven days prior to the meeting. Invited panel members should confirm their attendance at least ninety-six hours prior to the panel meeting.

Dean's Designates are expected to attend meetings as scheduled. Other members unavailable for scheduled meetings should submit a request for absence to the AIC Chair. Members absent without such authorization for three consecutive meetings are deemed to have vacated their seat.

With the assistance of OAI, the AIC Chair is responsible for maintaining, insofar as is practical, a record of the committee's principles and practices.

#### *Deciding Cases by Hearing Panels*

The AIC ordinarily decides cases in Hearing Panels. The quorum for such panels is five voting members, including the AIC Chair; ideally two Dean's Designates and a student should be included on each panel but no more than two Dean's Designates may be on a panel. Dean's Designates will not sit on panels deciding cases related to courses in their faculties.

Where a motion is made that appears to be inconsistent with the interpretation and application of the committee's earlier decisions, the AIC Chair may determine, subject to the consent of the OAI Director, that the matter must be submitted to a Plenary Session. As a result, no formal decision of the Hearing Panel is made.

#### *Deciding Cases by Plenary Sessions*

Plenary Sessions include all AIC members. Notice requirements are the same as those for Hearing Panels but the quorum for Plenary Sessions is 50% of the voting members, as well as 50% of the Dean's Designates.

In cases that have been referred to Plenary Sessions by Hearing Panels, all AIC members may participate, including those who served on the original Hearing Panel.

## MEMORANDUM

**TO** Academic Planning and Priorities Committee  
TRU Senate

**FROM** Greg Anderson, Dean of Science and Robert Higgins, Chair of Biological Sciences

**RE** Biology Program Review 2024: Response to Recommendations and Action Plan

**DATE** 17 Nov 2024

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### **SUMMARY OF REVIEW** (maximum 250 words)

Both students and external reviewers were positive about departmental programming and student outcomes. External reviewers suggested moving away from Majors in the degree, and instead creating Areas of Concentration to reduce the number of mandatory courses and give students more flexibility. This has become more common at universities (e.g., SFU). Student surveys indicated that they did not see Majors as something they really needed and thus one of the main tasks for the department is to move in this direction. In addition, the past two program reviews identified an important need to reduce the heavy load for students in the second year of our program and we are looking at options there. In more detailed recommendations, a move to teaching statistics in an earlier year has been suggested. We are looking at whether it is possible to reduce calculus requirements to one semester and then replacing the second semester of calculus with statistics including an introduction to the software R. Another specific recommendation was to certify our program with the College of Applied Biology such that our ecology students may graduate and seamlessly certify as a Registered Professional Biologist. This is in progress. A number of other recommendations such as improving Teaching Assistant training, improving our website to provide more detailed information to students, updating equipment, finding research space and developing a proactive hiring plan have also been scheduled for analysis and action.

### **RESPONSE TO EXTERNAL REVIEWER RECOMMENDATIONS** (maximum 250 words)

The department would like to thank Christine Dalton (University of the Fraser Valley – retired), David Green (Simon Fraser University) and Allison Walker (Acadia University) for their time and insight. The department is currently working to develop a plan to transition our Majors into Areas of Concentration, which involves a significant restructuring of our programming. In the context of recommendations to reduce student workload in early years, we are looking at this directly, via course content, and are considering adding credits awarded to the lab components of existing courses which would decrease total course requirements to graduate. We have scheduled the department to begin to look at other recommendations such as improving web content to emphasize student supports (e.g., Supplemental Learning) and student access to research. We will also soon be developing a proactive



hiring plan to be ready to take advantage of hiring opportunities and retirement replacements. Some recommendations though pertain to matters that are beyond departmental control. The external reviewers were quite concerned that problems with course scheduling are creating stress for students and blocking access to desired courses. They also note the need for more space and updating lab equipment. The department agrees with these concerns.

#### **REVIEW CYCLE**

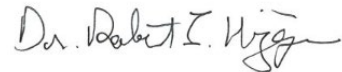
- Year of Mid-Cycle Review: 2028
- Year of Next Program Review: 2032

#### **SIGNATORIES**



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Greg Anderson, Dean



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Program Chair

#### **ATTACHMENTS**

- External Reviewer Report
- Action Plan

# Program Review External Reviewer Report

**Program:**

Biological Sciences

**External Review Panel Members:**

Christine Dalton, University of the Fraser Valley (retired)

David Green, Simon Fraser University

Allison Walker, Acadia University

**Date of Site Visit:**

September 28 – 29, 2023

**Date of Report Submission:**

November 9, 2023

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## Executive Summary

Briefly comment on the purpose of this review, the main recommendations, and the program review process.

The External Review Panel of the Biological Sciences program at Thompson Rivers University (TRU) was asked to assess the program's role at TRU, evaluate the curriculum and quality of education delivered by the program, comment on student achievement and the extent to which the program is meeting students' needs, and comment on governance, the adequacy of available resources, planning and the overall sustainability of the program.

The Biological Sciences program at TRU offers undergraduate students a comprehensive training in biological sciences with a focus on the quality of the relationship between students and faculty, experiential learning, and opportunities to obtain research experience. The quality of the program is reflected in the level of student satisfaction and their successful transition to the workforce; 75-87% of alumni would enrol in their degree again and ca. 90% are employed two years after graduating.

The Biological Sciences program currently offers a diversity of courses that support five majors, one offered jointly by the Departments of Biological Sciences and Chemistry. The External Review Panel recommends minor modifications to the lower division components of the program that would bring the curriculum in line with other institutions across BC: assigning more credits to lecture/lab courses to streamline the first year and reduce student workload in the second year, continuing to update course material and lab content, actively promoting the incorporation of an Indigenous Studies course as a lower division elective, and exploring the advantages and disadvantages of amalgamating the four Biology majors into a single Biological Sciences major – all activities contributing to the Faculty of Science strategic planning goals.

TRU's admission requirements are mandated by the provincial government to minimize barriers to entry into the sciences and promote access to higher education. TRU provides support for all students and the will to promote access and close equity gaps is evident. To further reduce equity gaps and improve the achievement of all students the External Review Panel recommends that advising for first- and second-year students in the program is provided by advisors with detailed knowledge of the program housed in the Faculty of Science. We recommend improved web-based communication detailing program requirements for future and incoming students, the breadth of available resources at TRU (including the Supplemental Learning (SL) program and peer academic coaching), and how to access research.

Scheduling decisions that create uncertainty about when courses are offered, irregular class times, and unnecessary course conflicts affect access to courses, the need for on-line courses, and student completion times. Scheduling decisions also put younger and/or more vulnerable students at risk, increase student stress levels and the general well-being of both students and faculty. The External Review Panel strongly recommends that the Department of Biological Sciences and the Faculty of Science engages with administration and other departments/faculties to significantly improve course scheduling.

The Biological Sciences program is well managed. The current three-person leadership team within the Department have clearly defined roles that share the workload of the Chair, communicate well, and are supported by collegial interactions with other faculty within the Department. However, the External Review Panel recommends re-evaluating the current three-Chair structure in Biology, to increase efficiency when dealing with increased administrative task load and improve communication with units from outside the Department.

The Biological Sciences program is supported by strategic decisions at the Faculty level and funding (e.g. UREAP) further supports student access to experiential learning. However, the size, curriculum and research profile of the Biological Sciences program is constrained by access to high quality space for teaching, research, and graduate students. The External Review Panel recommends continued

renewal and upgrading of teaching laboratory space for microbiology and cell biology, biochemistry, and physiology. The External Review Panel also recommends that the Department of Biological Sciences and the Faculty of Science seek solutions to the lack of dedicated space for current and future tripartite faculty.

The long-term sustainability of this high-quality program will be dependent on managing the increased workload of faculty and strategic succession planning. The External Review Panel recommends seeking solutions that reduce workloads and allow the Department of Biological Sciences to conform to the collective agreement regarding teaching equivalents. The External Review Panel also recommends that the Department of Biological Sciences develops a strategic hiring plan that would allow it to capitalize on opportunities, speed up succession, and improve continuity of course offerings.

The External Review Report was developed by Christine Dalton (University of the Fraser Valley – retired), David Green (Simon Fraser University) and Allison Walker (Acadia University) following a site visit to Thompson Rivers University on September 28 and 29, 2023. We received the Self-Study Report and supporting documentation from the Biological Sciences Department several weeks before the site visit. The External Review team would like to thank the administrators that organised the site visit, the faculty that made us extremely welcome and the administrators, faculty, staff, and students that gave up their time to reflect on the Biological Sciences program. The External Review team had time to meet and interact with a large number of people from the University, Faculty, and Department. In retrospect, the External Review team felt that our visit and review might have been improved if we had also been able to spend some time with laboratory technicians and international students in the program.

## Assessment

In the following section, comment on commonly-held standards and expectations in relation to the field/discipline of the program under review.

### Program Context

Briefly comment on the program's role at Thompson Rivers University, and in the community.

The Vision Statement for TRU emphasizes the Secwépemc word Kw'seltnéws, meaning "we are all related and interconnect with nature, each other and all things." The Biological Sciences Department at TRU is an interconnected group of students, faculty, and staff. As well, the TRU Vision Statement redefines the university as a place "where all people are empowered to transform themselves, their communities, and the world." The role of the Biological Sciences Department is to support student empowerment.

The Biological Sciences Department is housed within the Faculty of Science at TRU and offers five BSc degrees: Animal Biology; Cellular, Molecular and Microbial Biology; Ecology and Environmental Biology; Chemical Biology Degree (shared with Chemistry); and General Biology. Additionally, students may take an honours program in any of the Biological Sciences BSc degrees.

Students have opportunities for student-directed research with faculty members through Directed Studies courses.

Co-operative education opportunities exist for Biology students who are interested in engaging in paid employment as part of their degree.

Students completing these degrees receive a well-rounded education in modern biology. Courses emphasize experiential education through laboratories, field courses and opportunities for field studies, including courses at the Wells Gray Education and Research Centre. Two courses within the Department meet the General Education Institutional Learning Outcome for 'Indigenous Ways and Knowing.'

The Biological Sciences Department also provides service courses for students in other Faculties who require lab science courses as part of their degree.

The Biological Sciences Program at TRU serves local, regional, and international students. Sixty-three percent are domestic and 37% international (compared to TRU overall with 58% domestic and 42% international). Approximately 110-125 students graduate from the Biological Sciences Department annually (393 students are enrolled in Biology courses).

The BSc Biological Sciences degrees at TRU provide students with the education and skills to find employment in their field or apply to graduate and professional programs. Current students who were surveyed for this program review reported that they intended to pursue employment in their field (36%), graduate studies (37%), and professional studies (32%).

The current faculty complement is 9 tripartite (changing to 10 as of December 2023) and 9 bipartite faculty (currently 1 is seconded to advising and 1 is on a 50% workload). Four faculty members have received institutional awards for their teaching excellence, and in the last 5 years five tripartite faculty members have won regional, national, and international teaching awards.

Biological Sciences faculty members engage in research supported by internal, regional, or federal funding. As well, five tripartite faculty members currently maintain ongoing NSERC grants. TRU Biological Sciences faculty publish in a wide range of academic journals in their areas of expertise as well as new areas of research such as scholarship of discovery, teaching and learning, and application.

In the community, Biological Sciences faculty members provide community-based workshops through partner organizations including the Kamloops Adult Learners, Kamloops Naturalist Club, Wells Gray Wilderness Society, and municipalities throughout the Interior and Lower Mainland.

## Curriculum and Assurance of Learning

Comment on the quality of the education delivered.

- Does the program demonstrate that both subject matter and learning outcome standards are of sufficient breadth and rigour?
- Is the curriculum current? Does it reflect the state of knowledge in the field(s)?
- Does the program demonstrate evidence of ongoing assessment (both direct and indirect) of student learning? If so, is evidence used to inform continuous quality improvement of the program?

The program demonstrates that both subject matter and learning outcome standards are of sufficient breadth and rigour. As evidenced by speaking with program alumni, students are well prepared for the workforce in a variety of applied disciplines that draw upon a strong foundation in biology, including health sciences, science education, and environmental consulting.

The curriculum could use updating in certain areas; this was commented on by students and faculty. Student feedback mentioned tests being reused many years in a row. Faculty mentioned the goal of revitalizing and refreshing content in microbiology labs. Parts of microbiology, genetics and biochemistry lab curriculum require lab upgrades and increased resourcing to update the curriculum.

A required data management or statistics course is recommended instead of the mandatory Computer Science course in first year.

We recommend reducing the number of required second year courses with labs. Additional credit could be given for courses with labs, while maintaining the current required number of lower-level credits. Currently the second year required course load is very heavy.

One major with concentrations may better reflect the current depth of course offerings, according to students. A broad foundation in biology is possible with a general biology degree. In Biological

Sciences students gain a great exposure to a broad variety of courses and experiential learning experiences. For example (and there are many), the scientific writing course is a strength and a unique offering which will assist with accessibility and keeping admissions requirements reasonable. Students can take courses from the Natural Resources Science Department, and opportunities exist for interdisciplinary student research.

Integration of Open Learning courses with the Biological Sciences curriculum is needed. The current OL course content is not monitored well. Students taking OL classes may not receive the same content. All the students we spoke with have taken OL courses, in many cases due to scheduling needs.

In terms of ongoing assessment, students comment on faculty incorporating student feedback quickly and meaningfully. Student evaluations are valued. The quality of the program is continuously improving. New hires from a variety of disciplines reflect this. Learning is currently being impacted by class scheduling issues and the heavy required course load in second year. We admire the flexibility of the program. For example, if students enter the Biological Sciences program having >80% in Physics 12, they will then only need 1 Physics course at TRU. We suggest giving the same flexibility for Math as is currently offered for Physics.

## Student Achievement

Comment on the extent to which the program is meeting students' needs and supporting outcome attainment.

- Does the program have the appropriate expertise and resources to support student achievement?
- Are the admission requirements supportive of access and success for all students?
- Are sufficient efforts being made to close equity gaps, including achievement of Indigenous and rural learners?

The Biological Sciences Department at TRU does have the faculty expertise and resources to support student achievement.

We met with groups of undergraduate students and recent graduates. Both groups provided unwaveringly positive comments on the TRU Biological Sciences Department faculty members. Students appreciated the diversity of faculty expertise, faculty availability and engagement with both undergraduate and graduate students, small class sizes (particularly in upper-level courses), and the ability to get to know their professors.

Course offerings support the five Biology majors (including Chemical Biology). Additionally, Biology students can take courses from the Natural Resource Science Department. Student surveys support student satisfaction with course offerings.

Student comments and survey results also cited labs and field components of courses as strengths of the program. The Wells Gray Education and Research Centre provides excellent opportunities for budget conscious experiential learning.

Some upper-level courses (field courses or those with a significant field component) are not offered every year, however students are able to take the courses needed for each of the majors. (The current way in which courses are scheduled does create barriers to completing a degree in four years for some students. However, scheduling is mostly beyond the control of the Biological Sciences Department.)

We did not find that the resources at TRU are lacking. However, there is room for improvement in how some students gain access to resources.

In our undergraduate student meeting we heard that there were barriers to access to mental health services and a lack of resources focusing on mental health awareness. Students suggested that

providing mental health awareness and services specifically for science students would improve this situation. Students pointed out that science students in general have a higher workload than students in other faculties at TRU due to the valuing of most lab courses as 3-credits.

Students commented that international students were likely getting less out of their overall experience at TRU. Notably, although first-generation learners were represented amongst the students attending our meetings with students, there were no international students.

The TRU Biological Sciences Department is considering changing from the four current majors to one major with optional concentrations. We did not find compelling evidence to support keeping the current four majors or changing to one major with optional concentrations. One argument for collapsing the four majors to one is to increase flexibility for students. This would be the likely result, but we found that the current majors are supported by the current course offerings. Additionally, it is unlikely that the name of the undergraduate biology degree has an impact on students' future careers or access to graduate or professional schools. Student survey results show about two-thirds of students in favour of changing to a single Biology major. A BSc in 'Biology' or 'Biological Sciences' may more accurately reflect the curriculum at TRU. There may not be depth in some of the current majors comparable to similar degrees at other institutions.

The will to close the equity gap on the part of the Biological Sciences Department, Dean of Science, and TRU as a whole is evident. TRU's admission requirements are mandated by the provincial government to minimize barriers to entry into the sciences, and the science admission requirements are lower than those at other BC institutions (see the Self-Study Report). The admission requirements result in better access to a science degree program at TRU than at other institutions in BC. The challenges posed by lower admissions requirements likely impact students coming into TRU with lower grades and/or less family and community support. The Dean of Science is working on a plan to provide summer courses for rural and Indigenous high school students whose courses lacked science labs.

We observed a somewhat bimodal description of student achievement, with students who had strong supports at home and were well-prepared coming into university being able to take advantage of the ample resources at TRU. In contrast, there were more barriers to achievement for international students, first-generation learners, and Indigenous students. TRU provides support for all students, but access to supports for students coming into the Biological Sciences program who have lower grades or less home/community support should be prioritized. Starting in first year these students should be given access to information on supports, advising, peer academic coaching, availability of upgrading courses (through the Adult Basic Education Department), and availability of research opportunities.

As identified elsewhere in this report, improvements are needed to advising for incoming and lower-level students. As well, the Biological Sciences Department website should be improved to include much more useful information regarding available supports and routes through a biology degree at TRU.

## **Governance and Resources**

Comment on the program's governance, operations, and the adequacy of available resources (e.g., facilities, equipment, library resources, laboratories, computing facilities, shops, specialized equipment, etc.).

The Biological Sciences program is well managed at the Department and Faculty level. The current members of the three-person leadership team have clearly defined roles that share the workload of the Chair. They communicate well and are supported by collegial interactions with other faculty within the Department. The need for the three-person team would be reduced with increased administrative support (above the current 50%), increasing administrative efficiencies. Future leadership may not need to be shared by as many people facilitating communication between the Department, the Faculty and senior administration within the University. The Department is supported by strategic decisions at the Faculty level that have enabled renovation of lab and research space that have partially allayed the need for more and improved space (see below). However, the Biological Sciences program has been



negatively impacted by higher-level decisions relating to (i) scheduling, (ii) the introduction of a poorly-communicated General Education Model that increases the number of required courses, and (iii) new buildings and space allocation.

The Biological Sciences program's capacity to offer high quality "learning on the land" is aided by the location of TRU and access to the world-class Wells Gray Education and Research Centre. Course offerings, faculty engagement, and funding (e.g. UREAP) further support student access to experiential learning in and out of the classroom that is highly valued by the students and their future employers.

The Biological Sciences program's size, curriculum and research profile is constrained by access to high quality space for teaching, research, and graduate students. Recent renewal and renovations of first year labs and faculty space has assisted in upgrading undergraduate and graduate student experience. However, continued renewal and upgrading of teaching laboratory space for microbiology and cell biology, biochemistry and physiology is required to increase student numbers in these courses and allow for the curriculum to keep pace with advances in these disciplines. Dedicated research space for current tripartite faculty is limited. Faculty share space where possible, but two faculty with research grants have inadequate space located outside the Science building. Solutions to the lack of dedicated research space are required if the program is to attract, support and retain additional tripartite faculty supporting Goal 2.0 and 3.0 of the Strategic Plan. Hiring tripartite faculty in disciplines that require a research laboratory space without providing that space will inevitably reduce their productivity and capacity to attract research funding. Currently, graduate student access to desk space is also uneven (ca.  $\frac{3}{4}$  do not have dedicated desk space), and the planned addition of a second master's program will only increase demand. In short, hiring additional tripartite faculty requires addressing the lack of space for research and graduate students in line with Goal 3.0 of the Strategic Plan.

## Planning and Sustainability

Comment on the overall sustainability of the program, both socially and economically.

- Has the program adequately prepared for current trends in the profession/field, as well adapted to future trends?
- Has the program met the needs of learners today as well as adapting to the needs of future learners?

The Biological Sciences program offers undergraduate students a comprehensive training in biological sciences with a focus on the quality of the relationship between students and faculty, experiential learning, and opportunities to obtain research experience. The quality of the program is reflected in the level of student satisfaction and their successful transition to the workforce; 75-87% of alumni would enrol in their degree again and ca. 90% are employed two years after graduating. Consequently, demand for entry to the program is high and slight decreases in domestic enrollment have been mitigated by increased international enrollment. Looking forward, demand from domestic students is likely to rebound as the numbers of high school students graduating increases. Student interest is therefore more than sufficient to maintain the program. Numbers are limited more by constraints on teaching and research space than student interest.

The Biological Sciences program offers a single Master of Science in Environmental Science that serves a diversity of part-time and full-time students. Student satisfaction with the program appears high, despite the limited financial support available for some of these students. Graduate students, many of whom have a strong publication record, are successful in competing for scholarships and moving into graduate programs at other institutions. Student demand and faculty expertise make plans to extend the master's program feasible, although financing for students may restrict access to those that are employed and have greater access to financial support (counter to Goal 1.0 of the Strategic Plan), while research and desk space may limit the numbers of students that can be supported successfully.

The long-term sustainability of this high-quality program will be dependent on managing the increased workload of faculty. The faculty work together to manage workloads given the space constraints within the Department and at TRU, but report increased administrative demands on their time and teaching responsibilities for undergraduate and graduate students that result in overloads. Solutions that reduce workloads by conforming to the collective agreement regarding teaching equivalents would improve support for faculty health and well-being consistent with Goal 2.0 of the Strategic Plan. Solutions may require consideration of (i) reducing the number of lower-division lab courses required, (ii) when and how often upper-level courses are offered, with more courses being offered in alternate years, (iii) reducing the administrative loads and faculty, and (iv) strategic planning regarding new hires.

Succession planning that considers how bipartite faculty can better support teaching of upper-division courses would increase the flexibility of course offerings improving degree progress and student completion times. Development of a strategic hiring plan may speed up the hiring process improving continuity of course offerings following retirements and increase the capacity for the Department to capitalize on opportunities while considering space constraints on hiring tripartite faculty.

The Biological Sciences program is actively engaged with stakeholders in other higher education institutions, high schools, the broader community and potential employers in industry, government, and non-governmental organisations. Progress is being made in bridging achievement gaps by providing opportunities for Indigenous and rural high school students and promoting intercultural understanding including awareness of Indigenous knowledge and ways. Potential employers acknowledge the quality of the training provided by the program. Accreditation of the Ecology and Environmental Biology major (or concentration within a combined Biological Sciences major) with the College of Applied Biologists would acknowledge the training provided in this major/concentration and be attractive to both students and potential employers while also supporting Goal 4.0 of the Strategic Plan.

## Other

Provide any additional comments that may be relevant to this review, as well as feedback on the program review process.

The External Review Report was developed following a site visit to Thompson Rivers University on September 28 and 29, 2023. We received the Self-Study Report and supporting documentation from the Biological Sciences Department several weeks before the site visit. The External Review team would like to thank the administrators that organised the site visit, the faculty that made us extremely welcome and the administrators, faculty, staff, and students that gave up their time to reflect on the Biological Sciences program. The External Review team had time to meet and interact with a large number of people from the University, Faculty and Department. In retrospect, the External Review team felt that our visit and review might have been improved if we had also been able to spend some time with laboratory technicians and international students in the program.

# Recommendations

## Recommendations related to: Curriculum and Assurance of Learning

### **Recommendation #1**

Consider reducing the number of required second year courses with labs. Additional credit could be given for courses with labs, while maintaining the current required number of lower-level credits.

Rationale: This links to student mental health, workload, success, and retention (Strategic Plan Goals 1.0 and 2.0).

### **Recommendation #2**

We recommend replacing the first year required math or computer science course with a required statistics or data manipulation course.

Rationale: This will set students up for success in upper-level biology courses and research opportunities, and align with other Biological Sciences programs across Canada (Strategic Plan Goal 3.0).

### **Recommendation #3**

Actively promote the incorporation of an Indigenous Studies course as a lower division elective. This course could come from another Department.

Rationale: All biologists in Canada require this knowledge. This supports Strategic Plan Goal 1.0.

### **Recommendation #4**

Examine the equivalency of in-person and Open Learning Biology courses.

Rationale: OL courses are currently used as pre-requisites or equivalents by Biology students, but their content may not be equivalent to in-person versions of the same course in terms of material covered, and rigor. Departments at TRU are mandated to provide content oversight of OL courses in their discipline (Strategic Plan Goal 3.0).

### **Recommendation #5**

Continue to update course materials and increase course content cohesion between lecture and lab (also see Resources section; Strategic Plan Goal 3.0).

Rationale: This will reflect the ongoing commitment to incorporating research in teaching, and faculty commitment to student success post-graduation.

### **Recommendation #6**

Explore the advantages and disadvantages of the amalgamation of the four current majors (Cellular, Molecular and Microbial biology; Ecology and Environmental biology; Animal Biology; Biology) into a single degree in Biological Sciences.

Rationale: Multiple students indicate 'Biological Sciences' best reflects the content of their degree. This may well support Strategic Plan Goal 3.0 in continuous improvement in quality and relevance.

### **Recommendation #7**

We recommend increasing TA training and support, offering professional development as per Strategic Plan Goal 5.0.

The rationale for this is it will ensure consistent support for students attending labs, as well as prepare TAs for situations that may arise in the classroom or laboratory, adding to their professional skillset and employability.

## Recommendations related to: Student Achievement

### **Recommendation #1**

Science Advising should be done by science advisors for 1<sup>st</sup> and 2<sup>nd</sup> year students.

Rationale: Students currently note difficulties in obtaining correct advising information in their first two years. First and second year advisors have inadequate knowledge of science program requirements, research opportunities, additional supports. This supports Strategic Plan Goal 3.0.

### **Recommendation #2**

We recommend engaging with administration and other departments to significantly improve course scheduling.

The rationale is that scheduling is currently a barrier to student success and timely graduation, wellbeing, health, and safety (Strategic Plan Goal 2.0). Current randomized course scheduling is likely affecting student retention. As well, faculty schedules are very unpredictable, increasing workload.

### **Recommendation #3**

Improved web-based communication regarding program requirements for future and incoming students is needed. Information that is currently missing includes required courses, how best to schedule those courses in Fall and Spring semesters of first and second years with regular or reduced courseload, and where to find information on research opportunities. We recommend including links to Co-op, other University support services, peer coaching, accessibility services, and counselling.

The rationale for this recommendation is increased access to information for all students, reducing the achievement gap for Indigenous, International and First-Generation Learners (Strategic Plan Goal 1.0).

### **Recommendation #4**

Accreditation for RPBio is recommended, with the rationale that accreditation is actively sought by students to increase their post-graduation employment options in biological fields.

## Recommendations related to: Governance and Resources

### **Recommendation #1**

More dedicated Biological Sciences teaching space is needed. Continue to renew older teaching lab space and equipment (e.g. microbiology, genetics, physiology). This supports Strategic Plan Goal 3.0.

Rationale: Teaching space is a barrier to updating the curriculum and increasing program size.

### **Recommendation #2**

Seek solutions to lack of dedicated research space for current and future Biological Sciences tripartite faculty, addressing Strategic Plan Goal 4.0.

Rationale: Currently, lack of research space is a barrier to hiring. Not all current tripartite have suitable research space which will limit their ability to attract research funding and could affect faculty retention, both of which limit student research opportunities.

### **Recommendation #3**

We recommend reevaluating the current three-Chair structure in Biological Sciences, to increase efficiency and find the best way to deal with the increased administrative task load. There is a need for more administrative support for Biological Sciences. Potential use of release funds should be explored.

Rationale: This will increase efficiency and decrease workload both within the Department and in interactions with upper administration.

## Recommendations related to: Planning and Sustainability

### **Recommendation #1**

Reduce faculty workload, for example consider offering more upper-level courses in alternate years.

Rationale: This will align with the Collective Agreement and prevent faculty burnout. Currently many faculty are teaching overloads. This supports Strategic Plan Goal 2.0 (health and well-being).

### **Recommendation #2**

Create a strategic Biological Sciences hiring plan that considers opportunities and constraints, supporting Strategic Plan Goal 4.0 (sustainable practices).

Rationale: A proactive hiring plan would allow Biological Sciences to capitalize on opportunities, speed up succession and improve continuity in course offerings.

### **Recommendation #3**

Explore methods to reduce lab waste in Biological Sciences. We suggest the Department consider reviewing options for Green Lab certification to address reducing lab waste and increasing environmental sustainability (Strategic Plan Goal 2.0).

Rationale: There is sufficient student interest that TRU could lead in this area, with institutional support.

## Commendations

## Commendations related to: Curriculum and Assurance of Learning

### **Commendation #1**

The TRU Biological Sciences program offers a diverse experiential curriculum with strengths in field and molecular biology which serves student interests well.

### **Commendation #2**

Faculty are committed to student mentorship. Students commend faculty for their engagement, personal attention, opportunities provided for student research, and the varied backgrounds of faculty. Students appreciate the small class sizes, especially in upper-level courses.

### **Commendation #3**

Course instruction has an emphasis on developing writing and presentation skills that are valued by the students.

### **Commendation #4**

Faculty are successful at obtaining large and small grants to support research which allow faculty to engage undergraduates in varied research opportunities.

## Commendations related to: Student Achievement

### **Commendation #1**

TRU offers a high-quality undergraduate program with a strong grounding in modern biology. Student surveys show high student satisfaction with the program.

### **Commendation #2**

Students appreciate the many opportunities for learning beyond the classroom. The supplemental learning program and peer academic counselling were both cited as helpful. Additionally, upper-level students appreciated the opportunities to be SL leaders and peer academic coaches themselves.

**Commendation #3**

Faculty are very enthusiastic about their jobs. They gain satisfaction from teaching and from opportunities to mentor student researchers. Faculty feel as though they are part of a team.

**Commendation #4**

The strong honours and master's programs promote interdisciplinary research. Notably, some students produce a large number of publications which facilitate their success as graduate students at TRU and at other institutions.

**Commendations related to: Governance and Resources****Commendation #1**

Recent lab renewal and renovations, particularly in first-year labs, are assisting in upgrading student experiences (although further renewal of labs is required - see Recommendation #1).

**Commendation #2**

The Wells Gray Education and Research Centre provides a high-quality and local venue for experiential learning, supporting the goal of providing affordable access to experiential learning for all students.

**Commendation #3**

The Undergraduate Research Experience Award Program (UREAP) provides valuable resources which allow access to student research opportunities.

**Commendation #4**

The Biological Sciences program at TRU is well-managed at the Departmental and Faculty levels with collegial and supportive interactions throughout.

**Commendations related to: Planning and Sustainability****Commendation #1**

Faculty work well together and are working together to manage various workload and space constraints.

**Commendation #2**

Evidence from alumni surveys shows that the program meets employer needs in a variety of fields.

## Program Review: Action Plan Biological Sciences Summer 2024

**Instructions:** Consider all of the data gathered during the program review process (i.e., self-study report, external reviewer report and recommendations and commendations, survey results, consultations with community and industry partners, and internal consultations). Identify goals for improvement of the program over the next seven years. Detail the specific steps that will be taken to advance these goals including key milestones, measurable outcomes, and people responsible for the change effort. Depending on the results of the program review, you may find that one or two areas require greater attention than others. Please add/remove rows to each section, as needed. It is recommended to select six (6) to eight (8) goals to focus improvement efforts in the coming years.

### Curriculum and Assurance of Learning

**Goal #1: Evaluate conversion of existing four biology majors to concentrations (Rec #6) including the addition of a TRU (non-departmental) required Indigenous Studies course (Rec #3) (i.e., a course that meets Gen Ed ILO of Indigenous Knowledge and Ways)**

*Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.*

Student surveys suggest that having a specific major on a transcript is not as important as simply indicating a major in Biological Sciences. Also, routine sabbaticals restrict required course offerings for majors, creating challenges for students to complete their degree in their planned timeline. The current structure of prescriptive majors program requirements (some with many more required courses than others) also creates challenges for course access when students in majors are given preference over students in other programming streams. It is also noted that biology graduates need to gain a basic understanding of Canada’s obligation to meet the calls of the Truth and Reconciliation Commission.

| Task  | Key Milestones or Measurable Outcome(s)   | Timeline    | Responsibility              |
|---|---|-------------|-----------------------------|
| A. Determine if department approves shift in approach: creation of concentrations within one Biology major as opposed to maintaining multiple majors. | Convene departmental conversation and reach consensus regarding concentrations                    | Spring 2024 | Dept Chairs                 |
| B. Determine common required courses across the Biology major.  | Identify required courses for BSc in Biology  | Summer 2024 | Department                  |
| C. Determine theme and content of new concentrations  | Identify possible courses for each concentration  | Summer 2024 | Department                  |
| D. Create requirement for an Indigenous Studies course (Rec #3)   | i. Identify list of courses currently meeting Gen Ed ILO ‘Indigenous Ways of Knowing’             | Summer 2024 | Dept chairs and BSc Advisor |
|   | ii. Outline which of the currently approved courses will meet needs of Biology students / program | Fall 2024   | Department                  |

|   |   |           |                   |
|---|---|-----------|-------------------|
| E. Seek approval for curriculum changes | Submit program modification in Curricunet | Fall 2024 | Department Chairs |
|---|---|-----------|-------------------|

**Goal #2: Streamline (reduce) required workload for students in second year (Rec #1)**

*Describe the rationale and provide evidence supporting the necessity for the Goal.*  
 Two program reviews have recommended that we reduce the workload of our second-year curriculum. These reviews have documented that student perception of workload **increased** after our last major curriculum revision (in 2010), which added labs to several second-year courses. Currently there are five required courses, all of which have an integrated lab component; it seems reasonable to streamline learning activities and evaluate the pedagogical value of labs (as opposed to seminars) associated with second-year courses.

**Tasks to Complete the Goal (add rows as needed):**  
*Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.*

| Task  | Key Milestones or Measurable Outcome(s)  | Timeline   | Responsibility                               |
|---|--|--|--|
| A. Discuss the workload of current courses and labs associated in second year curriculum  | Identify all areas for modification  | Summer/Fall 2024                                     | Department and faculty leading those courses |
| B. Revamp second year courses to reduce student workload while maintaining learning objectives.   | Survey 3 <sup>rd</sup> year students enrolled in Fall 2024 regarding their experience with the second year lab workload<br><br>Set an aspirational workload reduction of 25-50%, with an emphasis on lab work.<br><br>Reassess perceived workload of lab by 2 <sup>nd</sup> year students (survey) | Fall 2024<br><br>Summer 2025<br><br>End of Fall 2025 | Chairs<br><br>Faculty leading these courses  |
| C. Evaluate consequences and feasibility of (1) separating 2 <sup>nd</sup> year lab components from lecture and (2) providing 1-credit for each lab without increasing number of required program credits | Develop consensus in Department about role and credit for labs (included? Separate?)   | 2026 decision  | Science advisor, Chairs and Department       |



**Goal #3: Evaluate value of a lower-level data management/statistics/bioinformatics course in place of a second calculus course within the curriculum (Rec #2)**

*Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.*

Program reviewers identified that our students should have a Statistics/data manipulation course earlier than our current third-year required Biometrics course. We also note that the needs for information management and analysis have diversified beyond traditional biometrics, given the rise of bioinformatics in assessing biological questions. Therefore, our goal is to evaluate the timing and place of data management/statistics/bioinformatics in the Biology major and modify our program accordingly.

| Task   | Key Milestones or Measurable Outcome(s)  | Timeline    | Responsibility   |
|--|--|-------------|--|
| A. Reach departmental consensus about data management/statistics/bioinformatics within the lower-level curriculum            | Propose corresponding motion for change in curriculum                                      | Spring 2026 | Chairs, Faculty leading current Biology statistics course, Department                                    |
| B. Consult with other Departments (Math and Statistics) about proposed changes   | i. Identify proposed course<br><br>ii. Implement changes to degree structure in Curricunet | Fall 2026   | Chairs, Faculty leading current Biology statistics course, Department of Math and Statistics, Department |
| C. Request/modify existing Calculus courses to focus on practical application of these techniques within Biological Sciences |  | Fall 2026   | Chairs, Faculty leading current Biology statistics course, Department of Math and Statistics, Department |

**Goal #4: Cultivate a departmental culture of continuous improvement by workshopping course materials in regular department meetings (Rec #5)**

*Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.*

The program review (Rec #5) highlights that some parts of our curriculum are outdated. Faculty have noted that much of our teaching occurs in “silos” with limited understanding of how our departmental courses fit together to form a cohesive whole. If we can establish a culture where individual faculty regularly discuss their course learning objectives and methods of student assessment with the entire department, this will build a greater understanding of the curriculum including how it supports program learning objectives. It will also give faculty an opportunity to critically evaluate the currency of their courses. The objective of each course outline discussion would be to familiarize the department with the key learning outcomes of the course and to brainstorm any teaching and learning opportunities that could be developed in the course.

| Task  | Key Milestones or Measurable Outcome(s)                                      | Timeline                  | Responsibility        |
|---|--|---------------------------|-----------------------|
| A. Discuss all biology course outlines in a team setting over a 5-year period | i. Seek approval from Department members to initiate these discussions       | Winter 2025               | Chairs.<br>Department |
|   | ii. Establish schedule of course discussions                                 | Winter 2025               | Chairs.<br>Department |
|   | iii. Compile learning objectives for each course and how they relate to PLOs | Fall 2025 to<br>Fall 2027 | Chairs.<br>Department |

**Goal #5: Develop consistent training for TAs across Biology curriculum (Rec #7)**

*Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.*

The Department increasingly relies on TAs to teach lower-level labs. The limited number of graduate student TAs often results in undergraduate students fulfilling this role, so training and preparation is essential.

**Tasks to Complete the Goal (add rows as needed):**

*Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.*

| <b>Task</b>                                     | <b>Key Milestones or Measurable Outcome(s)</b>   | <b>Timeline</b> | <b>Responsibility</b>   |
|---|--|-----------------|-------------------------|
| A. Develop minimum requirements for TA training | i. Convene goal setting workshop with Biology TA Coordinators                                    | Summer 2024     | Chairs, TA Coordinators |
|   | ii. Implement pilot pre-semester workshops for Biology TAs in addition to existing CELT training | August 2024     | Chairs, TA Coordinators |
|   | iii. Consult with CELT to develop disciplinary specific workshops for TAs                        | Fall 2024       | Chairs, CELT            |

## Student Achievement

### Goal 6: Seek departmental accreditation for RPBio (Rec #4).

*Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.*

This accreditation is actively sought by students to increase their post-graduate employment options in biological fields. The credential is an industry standard for environmental consulting work in the province of BC.

#### **Tasks to Complete the Goal (add rows as needed):**

*Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.*

| Task   | Key Milestones or Measurable Outcome(s)   | Timeline    | Responsibility          |
|--|---|-------------|-------------------------|
| A. Organize committee to evaluate steps of process | i. Identify membership  | Fall 2025   | Chairs, RPBio committee |
|  | ii. Identify curriculum issues and consult Natrual Resource Sciences Program for additional guidance. | Fall 2025   | Chairs, RPBio committee |
|  | iii. Initiate application   | Winter 2026 | Chairs, RPBio committee |

### Goal 7: Improve web-based communication of program requirements (Rec #3)

*Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.*

As indicated in our External Reviewer Report, information that is currently missing includes: required courses for Biology majors; how best to schedule those courses in Fall and Spring semesters of first and second years with regular or reduced courseloads; and where to find information on research opportunities. We recommend including links to Co-op, other University support services, peer coaching, accessibility services, and counselling. The rationale for this recommendation is increased access to information for all students to support their learning and success, and a reduced achievement gap for Indigenous, International and First-Generation Learners (Strategic Plan Goal 1.0).

| Task  | Key Milestones or Measurable Outcome(s)                                      | Timeline    | Responsibility               |
|---|--|-------------|------------------------------|
| A. Update Dept of Biological Sciences to include all relevant information | i. Identify procedure for website changes (Faculty of Science versus MarCom) | Summer 2025 | Chairs                       |
|   | ii. Write missing text   | Summer 2025 | Faculty and Student advisors |

|  |                     |           |        |
|--|---------------------|-----------|--------|
|  | iii. Update website | Fall 2025 | MarCom |
|--|---------------------|-----------|--------|

## Governance and Resources

**Goal 8: Obtain more dedicated teaching space for Biological Sciences and continue to renew older teaching lab space and equipment across all lab courses. This supports Strategic Plan Goal 3.0 of providing experiential learning opportunities at TRU.**

*Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.*  
 As outlined in the External Reviewer report, the ability to expand our program is limited by teaching facilities (limited space and older equipment). Although the reviewers highlighted equipment deficiency in the microbiology, genetics and physiology labs, the equipment in other labs such as plant biology and animal biology labs are also in desperate need of updating.

**Tasks to Complete the Goal (add rows as needed):**  
*Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.*

| Task  | Key Milestones or Measurable Outcome(s)   | Timeline  | Responsibility          |
|---|---|-----------|-------------------------|
| A. Continue to advocate for updated equipment during Capital requests | i. Develop priority replacement schedule for all key equipment in all labs (microscopes, etc) | Fall 2025 | Chairs, Lab Technicians |
|   | ii. Prioritize capital expenditure requests based on priority list                            | Fall 2025 | Chairs, Lab Technicians |

**Goal 9: Ensure that all current and future Biological Sciences tripartite faculty have access to adequate research space. Seek solutions to lack of dedicated research space addressing Strategic Plan Goal 4.0.**

*Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.*

This goal addresses Strategic Plan Goal 4.0 of increasing student research opportunities. It will ensure that new faculty are able to attract research funding and will increase overall faculty retention, both of which influence student research opportunities and student success.

| <b>Task</b>                              | <b>Key Milestones or Measurable Outcome(s)</b>   | <b>Timeline</b> | <b>Responsibility</b>    |
|--|--|-----------------|--------------------------|
| A. Evaluate current research space needs | i. Poll tripartite faculty about priority space needs  | Fall 2024       | Chairs, Research Faculty |
|  | ii. Poll tripartite faculty about future funding attempts to help support research space (i.e., anticipated CFI grants). | Fall 2024       | Chairs, Research Faculty |
| B. Advocate for new research space.      | Present results to Dean of Science and VP Research   | Winter 2025     | Chairs, Research Faculty |

## Planning and Sustainability

**Goal 10: Develop a strategic Biological Sciences hiring plan that considers opportunities and constraints, supporting Strategic Plan Goal 4.0 (sustainable practices).**

*Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.*

The External Reviewer Report advised that a proactive hiring plan will allow our department to capitalize on opportunities, speed up succession, and improve continuity in course offerings. For example, there is a pressing need to replace expertise in Molecular Genetics that will be lost in imminent retirements.

There is also a need to create some expertise overlap such that tripartite faculty (e.g., those teaching biostatistics/bioinformatics) can have some flexibility to offer new courses or have coverage when on sabbaticals.

***Tasks to Complete the Goal (add rows as needed):***

*Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.*

| Task                                 | Key Milestones or Measurable Outcome(s)                            | Timeline    | Responsibility        |
|--------------------------------------|--|-------------|-----------------------|
| A. Identify anticipated future hires | i. List future hires based on retirements or changes in curriculum | Spring 2024 | Department and Chairs |
|                                      | ii. Present list to Dean   | Summer 2024 | Chairs                |

## Goal 11: Reduce lab waste in Biological Sciences

*Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.*

Given the importance that TRU and the Department place on sustainability, this is an opportunity for us to lead by example and to support Strategic Plan Goal 2.0 where Science implements environmentally sustainable practices as routine.

| Task  | Key Milestones or Measurable Outcome(s)                                 | Timeline    | Responsibility                           |
|---|---|-------------|--|
| A. Review options for Green Lab certification | i. Identify policies and procedures to meet certification               | Winter 2025 | Chairs, TA Coordinators, Lab Technicians |
|   | ii. Determine level of support at departmental and administrative level | Summer 2025 | Chairs, TA Coordinators, Lab Technicians |
|   | iii. Begin to implement certification                                   | Fall 2025   | Chairs, TA Coordinators, Lab Technicians |



Timeline

| Goal                                 | Task/Outcome | W24 | S24 | F24 | W25 | S25 | F25 | W26 | S26 | F26 | W27 | S27 | F27 |
|--------------------------------------|--------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| <b>1 Majors &amp; Concentrations</b> | A            | ■   |     |     |     |     |     |     |     |     |     |     |     |
|                                      | B            | ■   | ■   |     |     |     |     |     |     |     |     |     |     |
|                                      | C            | ■   | ■   |     |     |     |     |     |     |     |     |     |     |
|                                      | D i          | ■   | ■   |     |     |     |     |     |     |     |     |     |     |
|                                      | D ii         |     |     | ■   |     |     |     |     |     |     |     |     |     |
|                                      | E            |     |     | ■   |     |     |     |     |     |     |     |     |     |
| <b>2 Second Year</b>                 | A            | ■   |     |     |     |     |     |     |     |     |     |     |     |
|                                      | B            |     | ■   | ■   |     |     |     |     |     |     |     |     |     |
|                                      | C            |     |     | ■   | ■   | ■   | ■   |     |     |     |     |     |     |
|                                      | D            |     |     |     |     |     |     | ■   | ■   | ■   |     |     |     |
| <b>3 Data &amp; Statistics</b>       | A            |     |     |     |     |     |     |     | ■   |     |     |     |     |
|                                      | B            |     |     |     |     |     |     |     |     | ■   |     |     |     |
|                                      | C            |     |     |     |     |     |     |     |     |     | ■   |     |     |
| <b>4 Workshopping courses</b>        | A i and ii   |     |     |     | ■   |     |     |     |     |     |     |     |     |
|                                      | B iii        |     |     |     |     |     | ■   | ■   | ■   | ■   | ■   | ■   | ■   |
| <b>5 TA Training</b>                 | A i          |     | ■   |     |     |     |     |     |     |     |     |     |     |
|                                      | B ii         |     | ■   |     |     |     |     |     |     |     |     |     |     |
|                                      | C iii        |     |     | ■   |     |     |     |     |     |     |     |     |     |
| <b>6 Obtain RPBio</b>                | A i          |     |     |     |     |     | ■   |     |     |     |     |     |     |
|                                      | A ii         |     |     |     |     |     | ■   |     |     |     |     |     |     |
|                                      | A iii        |     |     |     |     |     |     | ■   |     |     |     |     |     |
| <b>7 Web Communication</b>           | A i          |     |     |     |     | ■   |     |     |     |     |     |     |     |
|                                      | A ii         |     |     |     |     | ■   |     |     |     |     |     |     |     |
|                                      | A iii        |     |     |     |     |     | ■   |     |     |     |     |     |     |
| <b>8 Space &amp; Equipment</b>       | A i          |     |     |     |     |     | ■   |     |     |     |     |     |     |
|                                      | A ii         |     |     |     |     |     | ■   |     |     |     |     |     |     |
| <b>9 Research Space</b>              | A i          |     |     | ■   |     |     |     |     |     |     |     |     |     |
|                                      | A ii         |     |     | ■   |     |     |     |     |     |     |     |     |     |
|                                      | B            |     |     |     | ■   |     |     |     |     |     |     |     |     |
| <b>10 Hiring Strategy</b>            | A i          |     | ■   |     |     |     |     |     |     |     |     |     |     |
|                                      | A ii         |     | ■   |     |     |     |     |     |     |     |     |     |     |
| <b>11 Lab Waste</b>                  | A i          |     |     |     | ■   |     |     |     |     |     |     |     |     |
|                                      | A ii         |     |     |     |     | ■   |     |     |     |     |     |     |     |
|                                      | A iii        |     |     |     |     |     | ■   |     |     |     |     |     |     |



# THOMPSON RIVERS UNIVERSITY

## BUDGET COMMITTEE OF SENATE (BCOS) REPORT TO SENATE

### DECEMBER 2024

The December 10, 2024 meeting of BCOS was chaired by Dr. Gillian Balfour, Provost and Vice-President Academic.

1. A formal agenda was not prepared for this meeting but, rather, was an open opportunity to ask questions and discuss budget.
2. Y. Laflamme reviewed the results of Q2.

### JANUARY 2025

The January 14, 2025 meeting of BCOS was chaired by Dr. Gillian Balfour, Provost and Vice-President Academic.

1. Guest, David Attis, Managing Director, Research, EAB (Education Advisory Board) attended the meeting to share a Budget Context and Financial Sustainability presentation with the Committee.
2. The Senate Standing Committee Triennial Self-Report was presented to the Committee for their review and consideration. The Committee's feedback and endorsement of the report will be requested at the next meeting.
3. A Notice of Motion of a Domestic Tuition Increase Proposal 2025/26 was served. The Committee will be asked for a decision at the next meeting.

The next BCOS meeting is scheduled on February 11, 2025.

Respectfully submitted on January 20, 2025 by:

A handwritten signature in blue ink that reads "Gillian Balfour".

Dr. Gillian Balfour, Chair, Budget Committee of Senate  
Provost and Vice-President Academic

EDUCATIONAL PROGRAMS COMMITTEE (EPC)  
REPORT TO SENATE FOR DECEMBER 2024

The following approvals from the December 4, 2024 meeting of the Educational Programs Committee (EPC) are reported to Senate for information purposes:

**New Courses**

- i. CNCS 1270 Integrated Security Practice-II (Intro to Cybersecurity)  
[All Fields](#)
- ii. CNCS 2110 Security Operations and Malware Analysis  
[All Fields](#)
- iii. CNCS 2120 Web and Cloud Security  
[All Fields](#)
- iv. CNCS 2130 Cybersecurity Laws and Ethics  
[All Fields](#)
- v. CNCS 2150 Integrated Security Practice-III (Security Ops and Malware)  
[All Fields](#)
- vi. CNCS 2160 Integrated Security Practice-III (Web and Cloud Security)  
[All Fields](#)
- vii. CNCS 2170 Integrated Security Practice-III (Ethical Hacking)  
[All Fields](#)
- viii. CNCS 2230 Cyber Incident Response Handling and Digital Forensics  
[All Fields](#)
- ix. CNCS 2260 Integrated Security Practice-IV (Emerging Technology)  
[All Fields](#)
- x. NRSC 4900 Special Topics in Natural Resource Sciences  
[All Fields](#)
- xi. PSYC 3111 Theories of Counselling & Psychotherapy  
[All Fields](#)
- xii. PSYC 3280 Human Behaviour Modification  
[All Fields](#)
- xiii. PSYC 3391 Human Neuropsychology  
[All Fields](#)
- xiv. PSYC 3541 Cognition: Attention and Memory

[All Fields](#)

**Course Modifications**

- i. ACCT 2210 Financial Accounting  
[Comparison](#)      [All Fields](#)
- ii. ACCT 2211 Financial Accounting  
[Comparison](#)      [All Fields](#)
- iii. ACCT 2250 Management Accounting  
[Comparison](#)      [All Fields](#)
- iv. ACCT 2251 Management Accounting  
[Comparison](#)      [All Fields](#)
- v. ACCT 2280 Accounting Software Systems  
[Comparison](#)      [All Fields](#)
- vi. ACCT 2281 Accounting Software Systems  
[Comparison](#)      [All Fields](#)
- vii. ACCT 3200 Intermediate Financial Accounting 1  
[Comparison](#)      [All Fields](#)
- viii. ACCT 3201 Intermediate Financial Accounting 1  
[Comparison](#)      [All Fields](#)
- ix. ACCT 3210 Intermediate Financial Accounting 2  
[Comparison](#)      [All Fields](#)
- x. ACCT 3211 Intermediate Financial Accounting 2  
[Comparison](#)      [All Fields](#)
- xi. ACCT 3220 Income Taxation 1  
[Comparison](#)      [All Fields](#)
- xii. ACCT 3221 Income Taxation 1  
[Comparison](#)      [All Fields](#)
- xiii. ACCT 3230 Income Taxation 2  
[Comparison](#)      [All Fields](#)
- xiv. ACCT 3231 Income Taxation 2  
[Comparison](#)      [All Fields](#)
- xv. ACCT 3250 Intermediate Management Accounting  
[Comparison](#)      [All Fields](#)

## EPC REPORT TO SENATE DECEMBER 2024

- xvi. ACCT 3251 Intermediate Management Accounting  
[Comparison](#)      [All Fields](#)
- xvii. ACCT 4200 Advanced Financial Accounting  
[Comparison](#)      [All Fields](#)
- xviii. ACCT 4201 Advanced Financial Accounting  
[Comparison](#)      [All Fields](#)
- xix. ACCT 4230 Assurance  
[Comparison](#)      [All Fields](#)
- xx. ACCT 4231 Assurance  
[Comparison](#)      [All Fields](#)
- xxi. ACCT 4250 Performance Management  
[Comparison](#)      [All Fields](#)
- xxii. ACCT 4251 Advanced Management Accounting  
[Comparison](#)      [All Fields](#)
- xxiii. ACCT 4270 Accounting Information Systems  
[Comparison](#)      [All Fields](#)
- xxiv. HLTH 1251 Practice Experience in Home Support, Assisted Living, and/or Group Home Setting  
[Comparison](#)      [All Fields](#)
- xxv. HLTH 4441 Population Based Mental Health Assessment and Intervention  
[Comparison](#)      [All Fields](#)
- xxvi. HLTH 4541 Population Based Prevention and Intervention  
[Comparison](#)      [All Fields](#)
- xxvii. HLTH 4551 Directed Studies Practicum in Substance Use and Concurrent Disorders  
[Comparison](#)      [All Fields](#)
- xxviii. HUMS 2060 Introduction to Social Work Practice  
[Comparison](#)      [All Fields](#)
- xxix. HUMS 2120 Introduction to Social Welfare in Canada  
[Comparison](#)      [All Fields](#)
- xxx. MKTG 3481 Marketing Research  
[Comparison](#)      [All Fields](#)
- xxxi. PSYC 3110 Theories of Counselling & Psychotherapy  
[Comparison](#)      [All Fields](#)

EPC REPORT TO SENATE DECEMBER 2024

- xxxii. PSYC 3540 Cognition: Attention and Memory  
[Comparison](#)      [All Fields](#)
- xxxiii. PSYC 3550 Cognition: Language and Thought  
[Comparison](#)      [All Fields](#)
- xxxiv. PSYC 4280 Psychology Capstone  
[Comparison](#)      [All Fields](#)
- xxxv. SOCW 2060 Introduction to Social Work Practice  
[Comparison](#)      [All Fields](#)
- xxxvi. SOCW 2061 An Introduction to Social Work Practice  
[Comparison](#)      [All Fields](#)
- xxxvii. SOCW 2120 An Introduction to Social Welfare in Canada  
[Comparison](#)      [All Fields](#)
- xxxviii. SOCW 2121 Social Welfare in Canada  
[Comparison](#)      [All Fields](#)

Respectfully submitted on January 16, 2025 by



Robert Chambers, Chair, Educational Programs Committee

EDUCATIONAL PROGRAMS COMMITTEE (EPC)  
REPORT TO SENATE FOR JANUARY 2025

The following approvals from the January 8, 2025 meeting of the Educational Programs Committee (EPC) are reported to Senate for information purposes:

**Welcome to new committee member Dave Cormier**, Director, Curriculum and Development, OL (interim)

**New Courses**

- i. COOP 3300 Co-op Work Term 1  
[All Fields](#)
- ii. COOP 3400 Co-op Work Term 2  
[All Fields](#)
- iii. COOP 3500 Co-op Work Term 3  
[All Fields](#)
- iv. COOP 4400 Co-op Work Term 5  
[All Fields](#)

**Course Modifications**

- i. ECON 1951 Principles of Macroeconomics  
[Comparison](#)      [All Fields](#)
- ii. ENST 4720 Community Engaged Action Research in Environmental Studies  
[Comparison](#)      [All Fields](#)
- iii. HLTH 1011 Concepts for Practice  
[Comparison](#)      [All Fields](#)
- iv. NRSC 3110 Grassland Ecology  
[Comparison](#)      [All Fields](#)
- v. NURS 1840 Nursing Practice 2: Coming to Know the Client  
[Comparison](#)      [All Fields](#)
- vi. NURS 2740 Nursing Practice 3: Promoting Health and Healing  
[Comparison](#)      [All Fields](#)
- vii. NURS 2840 Nursing Practice 4: Promoting Health Transitions  
[Comparison](#)      [All Fields](#)

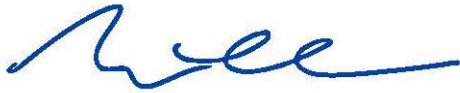
EPC REPORT TO SENATE JANUARY 2025

viii. NURS 3740 Nursing Practice 5: Promoting Health and Healing

[Comparison](#)

[All Fields](#)

Respectfully submitted on January 16, 2025 by

A handwritten signature in blue ink, appearing to read 'R. Chambers', written in a cursive style.

Robert Chambers, Chair, Educational Programs Committee



**Steering Committee  
Report to Senate**

**January 8<sup>th</sup>, 2025**

1. APPOINTMENTS TO COMMITTEES

The Steering Committee recommends the following volunteers for appointment by Senate:

a. Steering Committee

Staff

- **Mullai Chinnasamy**

b. Budget Committee

Staff

- **Matt Norton**

Faculty

- **Mohamed Tawhid, Faculty of Science (2<sup>nd</sup> term)**

c. Educational Programs Committee

Staff

- **Roxanne Heinen**

d. Environmental Sustainability Advisory Committee

Staff

- **Sarah Martin**

e. Student Success Committee

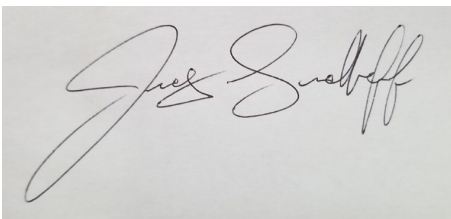
Dean

- **Yasmin Dean, Faculty of Education and Social Work.**

- *Motion: That Senate approve the volunteer appointments to the Senate Standing Committees as mentioned.*

Respectfully submitted,

Kukwstsétsemc (Thank you)



James Sudhoff, DVM  
Chair, Steering Committee of Senate



**REPORT OF THE UNIVERSITY SABBATICAL LEAVE COMMITTEE  
(USLC)**

**Prepared for Senate: January 13, 2025**

1. Members of the 2024 University Sabbatical Leave Committee

| <b><u>Name</u></b> | <b><u>Faculty</u></b>              |
|--------------------|------------------------------------|
| Shannon Wagner     | Chair                              |
| Tara Lyster        | TRUFA Rep                          |
| Tanya Sanders      | Nursing                            |
| Belayet Hossain    | Business                           |
| Jason Brown        | FESW                               |
| Tina Block         | Arts                               |
| Ryan Gauthier      | Law                                |
| Jon Heshka         | Adventure, Culinary Arts & Tourism |

2. Meetings:

The USLC has met two times in December. We received 28 applications with 25 approved, 2 denied and 1 pending.

25 applications were approved (14 for 6-month duration; 11 for a 1-year duration).

14 of the applications were from Tripartite faculty members and 11 applications from Bipartite faculty members.

Historical Averages:

|      |   |
|------|---|
| 2014 | 17 applications (11 Tripartite; 6 Bipartite)  |
| 2015 | 20 applications (11 Tripartite; 9 Bipartite)  |
| 2016 | 30 applications (20 Tripartite; 10 Bipartite) |
| 2017 | 24 applications (17 Tripartite; 7 Bipartite)  |
| 2018 | 22 applications (12 Tripartite; 10 Bipartite) |
| 2019 | 26 applications (18 Tripartite; 8 Bipartite)  |
| 2020 | 16 applications (13 Tripartite; 3 Bipartite)  |
| 2021 | 23 applications (13 Tripartite; 10 Bipartite) |
| 2022 | 17 applications (10 Tripartite; 7 Bipartite)  |
| 2023 | 33 applications (19 Tripartite; 14 Bipartite) |

Total            228 applications; 90% success rate overall

Respectfully submitted on behalf of the University Sabbatical Leave Committee,  
Shannon Wagner, VP of Research

# **Senate International Affairs Committee (SIAC)**

## **January 2025 Report to Senate**

The Senate International Affairs Committee meets every other month from September to May. Since the last report in September 2024, SIAC has convened on the following dates:

- November 28, 2024

### **Strategic Internationalization Plan (SIP): Endorsement and Next Steps**

The Strategic Internationalization Plan (SIP), a cornerstone of TRU's commitment to global engagement and innovation, has been carefully developed through extensive consultations and community input over the past year. With significant contributions from students, faculty, staff, committee members, and Indigenous partners, the SIP encapsulates TRU's vision for fostering inclusivity, cultural exchange, and leadership in addressing global challenges.

SIAC received the draft SIP recommended by the Strategic Internationalization Plan Advisory Committee (SIPAC). SIAC unanimously endorsed the draft SIP on November 4, 2024 to seek Senate approval with the following minor amendments:

- remove definitions;
- add references; and,
- add a preamble.

### **SIAC Subcommittee and working groups Updates – last 6 months of activity**

#### **Internationalization Fellowship Program Working Group:**

The group is working on the draft proposal for the international fellowship program, outlining a vision for six fellowship opportunities aimed at supporting international activities, including field schools. The proposal generated robust discussion, highlighting significant faculty engagement and interest across TRU in developing an international fellowship model.

#### **Intercultural Understanding Sub-Committee:**

The Intercultural Understanding Sub-Committee was initially established for the purpose of NWCCU reporting. The sub-committee currently seeks nominations for the "Awards for Excellence in Interculturalization" and has sought to engage student members from SIAC in various aspects of the process, including submitting nominations, preparing portfolios, and serving on the adjudication committee.

Respectfully submitted

Baihua Chadwick

Chair, Senate International Affairs Committee



## MEMORANDUM

To: Senate  
From: Dr. Brett McCollum, Chair of Teaching and Learning Committee  
Date: November 26, 2024  
Subject: Update of Student Course Evaluation Principles and Procedures

### Purpose of this document:

This memo is to advise members of Senate of changes to the Student Course Evaluation Principles and Procedures that have been approved by the Teaching and Learning Committee of Senate.

### Background:

To ensure that the University's processes are responsive to the needs of our community, Senate's Teaching and Learning Committee (TLC) is charged with reviewing the Student Course Evaluations Principles and Procedures (SCE P&P) on a cyclical nature. The Student Course Evaluation Working Group (SCE WG) of TLC was organized to examine the SCE P&P, receive input on the SCE P&P, and make recommendations to the TLC.

Over the last few years, requests have been received from faculty members to include late responses in SCE reports. Under current practices, SCE responses submitted more than 48-hours after the survey is administered are considered late responses and are not included in reports.

Based on data from Winter 2023, 94% of all student responses to SCEs are received within the first 30 minutes of the survey being administered, increasing to 96% of responses submitted within the 48-hour window. The remaining 4% of responses are late responses and are not included in reports. Similar data are available from other semesters.

While the number of late responses is relatively small, almost 1 in 3 SCE surveys had at least one response beyond the 48-hour window. This reduces the number of responses included in a survey report. To reduce the risk of loss of anonymity for respondents, SCE reports that have less than 5 responses cannot be accessed by the instructor. This minimum-response threshold affects approximately 1 in 7 of all SCE surveys for on-campus courses. Faculty teaching small enrolment courses, courses that meet only once per week, or courses that are delivered without a regular synchronous component (i.e. work placement) are disproportionately affected.

## Discussion:

To support faculty in receiving the minimum number of survey responses, the SCE WG examined the existing time window for valid survey responses and alternative options.

Based on the Winter 2023 data, 94% of all student responses to SCEs are received within the first 30 minutes of the survey being administered. Despite having 48 hours to complete the survey, a significant majority of students choose to submit their responses without delay. This data suggests that extension of the time window for valid responses would not significantly impact faculty that regularly meet the minimum-response threshold.

Additional time for valid responses is anticipated to only slightly increase survey response rates. However, historical data suggests that for SCE surveys that do not meet the minimum-response threshold (1 in 7 surveys), a longer window of time for valid data collection permits faculty to receive the minimum number of student responses.

SCE WG examined options for alternative time windows for valid SCE survey responses, and considered the implications on procedures for data collection. SCE WG surveyed faculty members on the proposed revision to the time window for valid responses. Over 130 faculty members participated in the survey. An analysis of faculty feedback from the survey is attached.

Interest in automation of emails to students for survey invitation and reminders did emerge from our consultations with faculty. TLC discussed the functionality and limitations of the existing survey software used for SCEs. Alternative specialized software options with automation features are commercially available but would incur new costs to TRU. Transition to a new SCE software would also require training for faculty and staff.

## Summary of Approved Amendments:

- TLC approved updating the time window for valid SCE survey responses to 7 days + 1 hour (169 hours).
- Additional edits were approved by TLC to the SCEP&P to accurately reflect practices.

## Summary of Engagement:

- Teaching and Learning Committee (November 2023 – August 2024)
- Integrated Planning and Effectiveness (November 2023 – August 2024)
- Survey to TRUFA members (August – September 2024)
- Review and approval of changes to SCEP&P by TLC (October 16, 2024)
- Academic Planning and Priorities Committee for information (November 14, 2024)
- University Tenure and Promotion Committee for information (November 26, 2024)

## Attachments:

- Analysis of faculty feedback
- Student Course Evaluation Principles & Procedures (October 9, 2024)



## Student Course Evaluation Working Group of TLC

### Analysis of faculty feedback

The number of faculty responses received was 131.

The current time limit for valid responses to SCE surveys is 48 hours. Roughly half of all respondents (49%) have at least one of their classes scheduled with more time between them than the SCE response valid time limit.

A minimum of five responses to a SCE survey must be received for the faculty member to view the report. More than half of faculty members (53%) have experienced having fewer than the minimum number of responses.

Faculty members were asked to consider a proposal to change the time window for valid SCE responses from 48 hours to 169 hours. A majority of faculty members (52%) do not anticipate any change to their SCE report access with the longer valid response time window. However, faculty members that have previously received fewer than the minimum number of responses are significantly more likely to anticipate that a longer valid response time limit would increase their access to SCE reports (26% vs. 11%).

Open-response feedback on the potential benefits and drawbacks was collected and categorized. Results are shown below with the number of responses per category shown in parenthesis.

| Benefits                                   |
|--|
| More time & opportunity for responses (53) |
| None/minimal (27)                          |

| Drawbacks                                    |
|--|
| Will decrease responses (16)                 |
| Permits responses from non-attenders (9)     |
| Possible discussion between respondents (10) |
| Long for an 8-week course (2)                |
| None/minimal (34)                            |

Some responses requested that the surveys be automatically distributed to students by the university. Faculty respondents also reported challenges in convincing students to complete the survey, identified concerns with SCE survey exhaustion, and frustration with the inability to track response rates while the survey is open. IP&E has clarified that this is a technical limitation of the survey tool. However, it is possible for faculty to contact IP&E while the survey is open for an update on response rates.

The SCE Working Group recognizes that the current procedures, which permit valid responses within 48 hours, provides opportunity for students to meet outside of class before submitting survey responses. However, data from past semesters reveals that if this practice is occurring it is relatively minor across the university with 94% of all student responses to SCEs are received within the first 30 minutes of the survey being administered.

## Student Course Evaluations—Principles and Procedures

The proposed revised Course Evaluation Principles and Procedures document was drafted to ensure it reflects the TRU Governance approval process, as well as incorporating issues identified by faculty members and operational services.

### Background

Regular student feedback is important to ensure an effective student learning experience. As such, Senate adopted: “that student course evaluations will be carried out for all courses every time a course is offered” (December 16, 2013). The evaluation tool will consist of items that allow students to provide faculty members and Chairs with insight into their learning in individual courses. On March 23, 2015, the Teaching and Learning Committee (TLC) presented the February 3, 2015 draft of the Principles and Procedures document to Senate for information. This document included a proposed evaluation instrument. It was adopted that the evaluation instrument would include the four Senate-approved questions (February 22, 2016). In addition, at this meeting, was advised of the four bullet points below as part of the *Principles & Procedures* document regarding course evaluations:

- The administration of course evaluations will be undertaken by Integrated Planning and Effectiveness (IPE) in conjunction with IT Services;
- The instructions for administering course evaluations will note the need for students to fill out the evaluation individually;
- Support will be provided for the education of all campus stakeholders on the appropriate use of formative course evaluations as one source of data for the formative evaluation of teaching effectiveness;
- Support will be provided for ongoing research into the process and products of course evaluation such that TRU can ensure that the process is fair and equitable for all faculty and students.

Last updated: October 9, 2024

## Memorandum of Settlement

In addition to the governance approval process noted above, a memorandum of settlement between TRU and the TRU Faculty Association (TRUFA) (July 21, 2015) outlines several procedural terms in regards to course evaluations, including:

- The Instructional Development and Support Committee (IDSC, *now called the Teaching and Learning Committee*) will provide departments with another opportunity to contribute questions to be considered in the development of a bank of questions, should they wish to do so. The IDSC will develop the final bank of core questions for use in the second section of the student evaluation questionnaire.
- The student evaluation questionnaire resulting from this process satisfies Article 7.3.7.2 (b) and Letter of Understanding No. 31.
- The collective agreement will apply in determining whether a student evaluation is formative or summative.
- Individual formative evaluation results will be provided to individual faculty members and their department Chair.
- Aggregate evaluation results will be provided to the University community.
- Deans may obtain the individual evaluation results for a specific faculty member.
- Student evaluation questionnaires are to be administered in class and the University will ensure that students have the necessary tools to complete the questionnaire.
- This settlement is without prejudice and without precedent.
- Nothing herein overrides the jurisdiction of Senate.



## Principles and Procedures

### Goals of Student Course Evaluations

1. To provide data to continuously improve student learning
2. To provide faculty members with information on their performance to enhance their effectiveness and instructional development
3. To provide data to assess program and course learning outcomes
4. To provide faculty members, departments, faculties, and the university with a source of data regarding students' course and learning experiences.

### Principles of Student Course Evaluations

Course evaluations instruments and procedures should:

1. Provide information that is student-centred
2. Provide information that is learning centred
3. Provide formative and continuous feedback to faculty members
4. Reflect the diversity of programs, course content, and course delivery
5. Provide data to assist in assessing program learning outcomes and useful aggregate data to the department, faculty, and institution.

#### **1. Student Centred**

Course evaluations are an important mechanism for students to provide feedback on their experience of learning in a course. They also provide students with an opportunity to summarize their experiences at the end of a course that can be used by faculty members to maximize the learning and success for their students in future offerings.

#### **2. Learning-Centred**

Student course evaluations should be viewed as learning-centred for the student and the faculty member. In other words, the procedures should enable a continuous learning model on the part of both students and faculty. For students, providing feedback develops the abilities to effectively reflect on and constructively comment on their experience in a course. For faculty, receiving feedback assists them to effectively reflect on and constructively respond to students' experiences and to provide space for them to situate their own teaching experiences of a course within the feedback from learners.

#### **3. Formative and Continuous Feedback**

TRU is committed to increasing student success and eliminating achievement gaps (TRU 10-year Strategic Change Goals 2023-2033). Student course evaluations are one important source of evidence for continuous improvement of teaching to increase student success. Others include, but are not limited to, course learning outcomes, peer review of teaching, receipt of teaching awards, scholarly studies of teaching practices,

the scholarship of teaching and learning, letters from students and colleagues, etc. (Gravestock & Gregor-Greenleaf, 2008). The Centre for Excellence in Learning and Teaching (CELT) will provide support for TRU in moving toward a continuous improvement model of teaching that includes resources, workshops and events for departments and individual faculty.

TRU Senate believes it is important for faculty to receive regular feedback from students on their experience of learning in TRU courses so has adopted: "student course evaluations will be carried out for all courses every time a course is offered."

#### **4. Course Evaluation Instrument: Reflecting the Diversity of Programs**

The course evaluation instrument (see Appendix A) will include the four Senate approved questions (Part I) and discipline specific questions (Part II). The discipline specific questions (normally, no more than 16, including two to three open-ended questions) provide departments with the opportunity to customize the instrument to reflect their discipline and/or course format/delivery.

##### **Custom Questions Approval Process**

Approval process for discipline specific custom questions:

1. Discuss custom questions as a department
2. Provide custom questions to the CELT for feedback
3. Submit custom questions to Faculty Council for approval
4. Provide approved custom questions to the CELT to distribute to IPE

Senate approved questions may only be modified in very specific circumstances. These modifications must retain intent and meaning of the original questions.

Approval process for changing four Senate approved questions:

1. Senate must submit request to Teaching and Learning Committee with recommended changes to senate-approved questions and rationale.
2. Teaching and Learning Committee will work with CELT to develop new or change current questions.
3. Teaching and learning committee will submit questions to APPC of Senate for approval
4. CELT will provide Senate approved questions to IPE

#### **5. Data Use and Reporting**

Student responses will be kept confidential. Course evaluation data will be stored on a secure server in Canada. This raw data is accessible only by some IPE staff. The course evaluation data will be analysed by Integrated Planning and Effectiveness (IPE) at the end of each administration cycle.

Individual faculty members will receive their course results (including both quantitative data and the comments provided by students) electronically and confidentially. Chairs will receive a copy of the results for each faculty member in their Schools/Departments.

Deans and Chairs receive an overall report on their Faculty. Upon request, Deans may obtain the individual evaluation results for a specific faculty member.

In addition to the Faculty-level reports, CELT, with the assistance of IPE, will report annually on institution level achievements and areas for improvement and provide Senate with institutional strategies co-developed with Deans for improvement (note: the course evaluation results will be considered along with other sources of student feedback like responses to National Survey of Student Engagement (NSSE) surveys and Canadian University Survey Consortium (CUSC) surveys).

## **Procedures**

### ***Administering the Evaluation Instrument***

Integrated Planning & Effectiveness (IPE) will administer the surveys and will place the links to course-specific surveys in students' MyTRU accounts.

Every faculty/school will receive a proposed list of course sections for evaluation from IPE prior to each administration cycle. Deans and Chairs will be asked to review and confirm the course lists, course instructors, and scheduled course dates prior to the specified due date. IPE will use the validated lists to administer the surveys and place the links to course-specific surveys in students' MyTRU accounts. This validation process is also important in disseminating reports to the faculty members.

For semester-based courses, the evaluations will be administered to students in the last three weeks of each term. Faculty members will build in time during a class within this period for students to complete the evaluations. Faculty members will decide and coordinate the exact date within this three-week period for the student course evaluation to occur. In cases where a course does not follow the typical semester format, this timeline can be altered, but only insofar as evaluations are meant to be completed toward the end of a course.

Faculty members will be provided with a password to unlock the link for the on-line surveys, which they will provide their students. They will also be provided with instructions for administering the evaluations. Communications with faculty members will occur through their individual TRU email accounts.

Course evaluation survey links for regular semester-based courses will be available via students' MyTRU accounts. For exceptions and courses that do not follow the semester schedule, survey links will be distributed to the faculty member's TRU email account.

Faculty members should ensure that students are aware of the evaluation date. Students will complete the surveys individually, online, using an appropriate electronic device (e.g., laptop, tablets, Smart phone, etc.). Student devices do not require a data plan, but the device must have Wi-Fi capabilities.

Faculty members should:

- Inquire if students have access to such a device and request they bring it to class on the day of the Student Course Evaluation.
- Inform students that electronic devices can be signed out from the TRU library for use.

Faculty members may also consider:

- Booking time in a computer lab – this may be worth considering if there are a large number of students without in-class access to a device.

On the day of the evaluation:

1. Students should be informed of the importance of course evaluations and that their feedback allows faculty members to continuously improve their teaching to support the learning for future students.
2. Faculty members administering the evaluation will provide instructions to students. Please note, these instructions are guidelines –language can be modified to suit the teaching style/philosophy and course context.
3. Students should be informed that they have at least 10 minutes to complete the survey
4. Students should be reminded, as per the instructions, to complete the survey independently. Students are encouraged to submit feedback on their own learning experience when completing the Student Course Evaluation.
5. Students should be provided with the password which was sent to faculty members, to open the survey.
6. Faculty should remain unobtrusive during the completion of the evaluations.

Students who are absent from class will have the opportunity to complete the Student Course Evaluation within 169 hours from the time it is first administered in class (“unlocked”), and will need to obtain the necessary password from the faculty member. The first valid response received starts this 169-hour period. Responses will only be included in reporting if submitted within this 169-hour period.

Students with disabilities will be accommodated in compliance with BRD 10-0.

Faculty members may administer the Student Course Evaluation themselves or choose to have a colleague administer it.

## **Course Evaluation Data**

Evaluation data will not be available until final grades are submitted, typically within three weeks of the grade due date.

Data from evaluated course sections receiving less than five validated responses cannot be accessed for that individual course section. However, data from multiple course sections can be combined in the dashboard report and can be viewed in aggregate if the total number of valid responses meets the institutional response threshold of five.

Written comments on course evaluations will be screened electronically, and removed, if they contain harassing or defamatory language as defined by the BC Human Rights Code and the Human Resources Policy 11 – [Discrimination and Harassment in the Workplace](#). Evaluation data will be compiled by IPE and provided to faculty members electronically and confidentially.

Data will be retained in a secure electronic form by the university for seven years before being deleted. Faculty who wish to keep their data for more than seven years must make a local electronic or paper copy (See Record Retention Schedule).

## **Faculty Assistance**

Questions regarding the administration of the survey can be addressed to IPE at [crsevaladmin@tru.ca](mailto:crsevaladmin@tru.ca). Questions regarding the student course evaluation process, the survey instrument or the instructions can be addressed to the Centre for Excellence in Learning and Teaching at [celt@tru.ca](mailto:celt@tru.ca). CELT also provides constructive feedback to faculty members about their reports at their request and offers a full range of consultative supports for teaching.

<http://www.tru.ca/celt/faculty-learning/Consultations/feedback-practice.html>

## **Ongoing Review**

To ensure that the implementation of student course evaluations effectively addresses the principles set forth in this document, the procedures outlined here will be revisited every 3 years by the Senate Teaching and Learning Committee and necessary adjustments made in consultation with TRU stakeholders.



# Environmental Sustainability Advisory Committee

## *2024 Annual Report*

*For the period January 1 to December 31, 2024*

*Written by Shelley Church, Catherine Tatarniuk (ESAC co-Chairs), and*

*James Gordon (TRU Manager of Sustainability Programs)*



## Purpose of the ESAC

The Environmental Sustainability Advisory Committee (ESAC) is dedicated to providing evidence-based advice with regard to environmental sustainability policies and practices that foster a sustainable future and lead to health and economic benefits for the University community. The ESAC will act to promote dialogue and discussion on issues related to the environment and sustainability. The ESAC is also committed to fostering environmental literacy, sustainable development, and environmental responsibility at Thompson Rivers University that can serve as a model for others. See the ESAC [Terms of Reference](#) for more information.

## Responsibilities of ESAC

1. To advise the Board of Governors and Senate regarding the development, operation, and continuous evaluation of sustainability-related policies and plans at TRU, including the current [TRU Environmental Sustainability Policy](#) and the [TRU Campus Strategic Sustainability Plan, 2020-2025 \(CSSP\)](#).
2. To investigate environmental sustainability-related issues of concern at TRU and make recommendations to Administration, the Board of Governors and Senate within their respective areas of responsibility.
3. To communicate and collaborate with the Office of Sustainability on environmental sustainability issues.
4. In consultation with the Mission Fulfillment Executive Subcommittee, advise Senate and report on mission fulfillment in relation to the core theme of environmental sustainability.

## Introduction

Thompson Rivers University's Environmental Sustainability Advisory Committee had another great year in fulfilling its purpose locally, nationally and globally. In the last academic year, ESAC has worked closely with the TRU Sustainability Office to champion sustainability and assist with the work of the office, either with advice or getting involved in initiatives. ESAC's membership is made up of a highly engaged group of students, faculty, staff, Board-appointed members, and administrators who are dedicated to sustainability and are active participants in six subcommittees: Core Theme Planning, Zero-Waste, Sustainability Education in the Curriculum, Awards, Sustainable Purchasing and Biodiversity (a seventh subcommittee, Energy, will be launched in the Spring of 2025). Members of each subcommittee, which consist of members of ESAC and the broader TRU community, plan and execute many of the environmental sustainability related activities and events at TRU, and even help with some in the broader community. This report is a summary of the activities of ESAC and each of the six subcommittees.

An overview of this work in 2024 included:

- Successfully updating and then getting approval by the TRU Board of Governors for the amended [TRU Environmental Sustainability Policy](#).
- In April 2024, TRU's sustainable management team received the Gold award for

- Leadership Excellence by Managerial Staff from Colleges and Institutes Canada.
- In June 2024, TRU was awarded the Public Sector Award, Excellence and Leadership in Environmental Stewardship, by the Recycling Council of BC.
  - Led by TRU's Energy Manager, Natalie Yao, TRU achieved compliance with the ISO 50001 international standard for energy management.
  - On August 29 TRU took a significant step forward in its journey to achieve zero carbon emissions from its buildings with a ground-breaking ceremony for its Low-Carbon District Energy System (LCDES). This innovative project, a collaboration between TRU, Creative Energy and BC Hydro, will help make TRU one of the first universities in North America to reach zero carbon in its building stock, underscoring its commitment to sustainability and climate action.
  - In October TRU was among the first in BC to receive approval from BC Hydro to install more than 1,000 solar panels across campus over the next five years (and was awarded \$300,000 from BC Hydro). The first phase of the TRU Solarization PV Project involves the installation of 540 solar photovoltaic (PV) panels on three campus buildings in Kamloops: CAC, A&E, and ITTC. The solar energy generated will help power the new Low-Carbon District Energy System, which will allow TRU to reach its goal to reach zero carbon by 2030.
  - Continued installation of bird strike protective window covering around campus on 'hot spot' windows (that birds are likely to strike); in 2024 Clock Tower and HOL were finished, and work began on A&E. CAC and OLARA are done.
  - Second year of the successful event *SDGs & Global Super Snacks*, part of TRU's involvement in the pan-Canadian event for universities and colleges, *SDG Week Canada*; to bring awareness to the UN's 17 Sustainable Development Goals.
  - The 27th Annual Trash Bash campus clean-up and BBQ was another success; included cleaning up the land bordering Summit Drive for the first time. 80 participants removed 140 kg of garbage and 119 kg of recycling.
  - Of the 12 indicators in the Mission Fulfilment workbook for the TRU value of Sustainability, 7 of the 12 were either 'Achieved' or 'Minimally Achieved'. (Details of this are in the report, *TRU Mission Fulfilment Planning and Evaluation – Sustainability – 2023-2024*, that was submitted to the Provost in June 2024.
  - Consultant hired to help re-write TRU Purchasing Policy, which, amongst other elements, will now have a greater emphasis on sustainable purchasing principles.
  - Passed a motion to create an ESAC working group to investigate the creation of an official park on the Kamloops campus.
  - A full complement of Sustainability Research Grants was awarded; two for Faculty members, each at \$5000, and four for students, each at \$2500.
  - Four sustainability projects around campus were awarded funds from the TRU Sustainability Grant Fund.
  - Solar Table Design Competition; student Nolan Goller won the competition for project number three (situated behind A&E)
  - EV Van Conversion project moved ahead but stalled in June and is on hold until July 2025 when a team member will return
  - ESAC participated in a TRU initiative to encourage students to co-chair committees. Brad and student Poonam Poonam co-chaired the



subcommittees section of the ESAC agenda.

- Films For Change showed the movie Push on May 29.
- TRU partnered with a local organizer to host the first annual bicycling event *Stoke The Season* (April 27). It was a free and family-friendly event open to the public and took place on the campus.

### **ESAC Membership Roster as of January 2025:**

- Shelley Church and Catherine Tatarniuk – Co-Chairs (Staff, Office of Mission Fulfillment and Quality Assurance, and Faculty, Science)
- Ted Gottfriedson– (designate for) Executive Director, Office of Indigenous Education
- James Gordon – Manager of Sustainability Programs
- Robyn Hollas – Director of Ancillary Services
- Warren Asuchak – Director of Facilities
- Hardeep Chahal – General Counsel
- Baldev Pooni - Deans Council Rep
- Peter Arkesteyn, Faculty, Trades and Technology – Appointed by the Board
- Niki Remesz – Appointed by the Board
- Elder, Mike Arnouse – Appointed by the Board
- Heather Simeney Macleod – Faculty, Arts
- Kai Bauman – Faculty, Bob Gaglardi School of Business and Economics
- John Church – Faculty, Science
- Amie Schellenberg – Faculty, Trades and Technology
- Sesathya Mahahama Nanayakkara – TRUSU Rep
- Poonam Poonam – TRUSU Rep
- Vacant – JOHSC Committee Rep
- Vacant – Staff position
- Vacant – (non-voting) Accreditation Liaison Officer
- Lora Sartori – (non-voting) ESAC Support and Admin

### **Reports of Subcommittees**

#### **Core Theme Planning Subcommittee:**

##### *Mission Fulfilment*

The Environmental Sustainability Advisory Committee is one of the Senate Mission Fulfilment committees responsible for reporting on institutional effectiveness based on key performance indicators and measures of success.

The Core Theme planning subcommittee in 2024 was made up of the Chair of ESAC, Brad Harasymchuk, and the Manager of Sustainability Programs for the Sustainability Office, James Gordon. Due to the fact that the entire Mission Fulfilment mandate of TRU

was in a period of flux during much of 2024, it was agreed that the minimum should be reported on and focus on reporting on the key indicators of the core theme as was done the previous. The details of these indicators were submitted in the report TRU Mission Fulfilment Planning and Evaluation – Sustainability – 2023-2024. This report was submitted to the Provost in June 2024. Of the 12 indicators in the Mission Fulfilment Workbook for the value of Sustainability, 7 of the 12 either met the thresholds of ‘Achieved ‘or ‘Minimally Achieved’.

The Sustainability Core Theme Subcommittee is responsible for:

- advising on the alignment of sustainability with TRU's vision and sustainability values;
- reviewing Sustainability indicators and recommending appropriate measures/tools based on available data;
- reviewing mission fulfilment threshold ranges and five-year targets, and recommending revisions as appropriate;
- in collaboration with the Chair of ESAC and Associate Vice President Campus Infrastructure, Sustainability and Ancillary Services, preparing the annual Core Theme Workbook.

#### *Summary of Activities:*

In light, the fact that the Core Theme planning activities for the entire institution were in a state of flux for much of 2024, it was decided by Brad and James to reproduce what was done the previous year and use the same 12 sustainability indicators. They met on a regular basis throughout the first half of the year, leading up to the submission to the Provost of the Core Theme Planning workbook in June. Once school resumed in September, James, along with the two new Co-Chairs of ESAC, Shelley Church and Catherine Tatarniuk, attended monthly meetings with the Mission Fulfilment Executive team in order to discuss how Core Theme reporting will happen in the future. Those meetings are ongoing and a plan is currently being developed by that team for the future of Core Theme reporting.

More information regarding Mission Fulfilment and the Core Theme Sustainability is available online: <https://www.tru.ca/about/tru-mission-statement/themes/sustainability.html>

#### *Zero Waste Subcommittee*

The Zero Waste Subcommittee provides oversight for implementation of TRU's Zero Waste Plan, ensuring timely progress is made on established targets. The group is responsible for identifying gaps in performance and identifying/researching additional resources that may be required to adjust course in meeting those targets.

#### *Responsibilities*

- The Zero Waste Subcommittee reports to ESAC and updates ESAC on its core activities, including any significant decisions or resource requests.

- The Zero Waste Subcommittee provides TRU members with tools, expertise and guidance required to facilitate decision making related to waste management. This includes removing barriers to and creating incentives for waste minimization, reuse, and diversion.
- In addition to overseeing implementation of TRU's Zero Waste Plan, the committee will strive to align efforts and recommendations with the goals and objectives outlined in:
  - [TRU's Campus Strategic Sustainability Plan](#)
  - [AASHE's Sustainability Tracking, Assessment & Rating System \(STARS\)](#), particularly by taking proactive steps to achieve the maximum scoring possible for credits related to:
    - Waste Minimization and Diversion
    - Construction and Demolition Waste Diversion
    - Hazardous Waste Management
  - [United Nations Sustainable Development Goals](#), particularly:
    - SDG #3: Good Health and Wellbeing
    - SDG #11: Sustainable Cities and Communities
    - SDG #12: Responsible Consumption and Production
    - SDG #14: Life Below Water
    - SDG #15: Life on Land

*Summary of Activities:*

- 98% mattress recycling record in campus residences.
- Diverted 9500 kg of furniture.
- Introduced Planet Earth for book recycling. Diverted 1000 kg of books over the summer.
- Fall Trash Bash in October in conjunction with TRUSU.
- BOMA Best certification - Waste audits for seven campus buildings this year.
- Presenting to various classes about zero-waste.
- Initiated a program to dispose of low-value office supplies as freebies.
- Sustainability Office worked with Aramark to purchase reusable small containers for takeout.
- Reusable Catering Program launched – Catering deliveries on campus outside of the CAC using almost all reusable items; for under 10 people for an additional fee of \$0.50/person

[Sustainability Education in the Curriculum Steering Subcommittee](#)

The Sustainability Education in the Curriculum Steering Subcommittee (SECCS) reports to the Environmental Sustainability Advisory Committee (ESAC) and is committed to providing TRU faculty and programs with evidence-based curriculum and teaching practices to foster sustainability-related content, processes, and practices within courses and programs. Please see the subcommittee's [Terms of Reference](#). Unfortunately, due

to the fact that there was no Chair for this subcommittee for most of 2024, it went on hiatus starting in March 2024. In December 2024 and January 2025 meetings took place with interested members of the TRU community and a new format for this committee is being developed.

### Awards Subcommittee

The Awards Subcommittee is responsible for advertising, selecting recipients and disbursing funds for sustainability-related awards including the Tom Owen Award, the Environmental Sustainability Achievement Awards (open to faculty, staff and students), and new in 2024, the Herbinlay Happy Planet Award. Embedded are the [terms of reference](#).

This year's award recipients were:

- Environmental Sustainability Achievement Staff/Faculty Award – Crystal Huscroft
- Environmental Sustainability Achievement Student Award – Heidi Wismath
- Environmental Sustainability Achievement Student Award – Parth Bavishi
- Tom Owen Student Award – Tatiana Mueller
- Herbinlay Happy Planet Award – Dani Lafleur

### Sustainable Purchasing Subcommittee

This subcommittee is in its fourth year and is dedicated to ensuring sustainable purchasing practices. During the course of 2024 three key members of the TRU Procurement Department left TRU for various reasons; two of them were core members of this subcommittee. As a result of this, the activities of the subcommittee were significantly stalled. As a result of the new members of that department getting up to speed with the initiatives of the subcommittee in the later few months of 2024, the work at hand will continue with the start of 2025.

The main work of the subcommittee in 2025 is working with members of the department to try and make sure sustainability-focused concerns are well articulated in the new TRU Purchasing Policy. Sustainable procurement looks at three key areas of environmental, ethical and social implications. The following documents will be used to help inform elements of the new policy:

- A [sustainable purchasing guide](#) was created in 2018 for staff and faculty to consider sustainability in their procurement decisions (revised in 2021).
- The following ten [purchasing fact sheets](#) were also created to help staff and faculty in making more sustainable purchases.

Highlights submitted by James Gordon, Chair of Sustainable Purchasing Subcommittee:

- The TRU Procurement Department is in the process of doing a significant overhaul of the current TRU Purchasing Policy so that it will have a significant component dedicated to the principles of sustainable purchasing. A consultant has been hired with expertise in this area and is working with the TRU Procurement Department to finalize the policy
- Conducting research that is looking into what other public service organizations are doing in the realm of using an EDI purchasing framework (equity, diversity, inclusion) and an indigenous purchasing framework.
- Conducted one workshop for a TRU office that focused on sustainable purchasing principles
- Worked on updating the 10 high impact purchasing opportunity (HIPO) worksheets to make them more relevant with the key offices and departments around the campus that they most pertain to
- Started the process to organize a campuswide large free garage sale in the spring in order to facilitate the transfer of TRU property from those that are not using it to those that could use it
- Posted on various sustainable purchasing 'success stories' on social media channels in order to promote these favourable practices

### Biodiversity Subcommittee

This subcommittee is in its third year and is dedicated to preserving and/or increasing biodiversity on campus.

A few highlights from the subcommittee include:

- Helped with running the first BioBlitz event at TRU, which involved using the app iNaturalist. It's an initiative to increase awareness of biodiversity on the TRU Kamloops campus. Students won small prizes for finding different plants and animals, registering them in the app and completing corresponding bingo cards - September 2024
- Continued work on the subcommittee's first major initiative, which is a combination of compiling data and reports on audits of biodiversity components around the campus (for instance, inventory of trees and report on bird population)
- Continued advocacy for installation of bird strike protective window covering around campus on 'hot spot' windows (that birds are likely to strike); in 2024 Clock Tower and HOL were finished, and work began on A&E. CAC and OLARA are done.
- Tree planting on September 18 marked the third anniversary of the TRU Campus Tree Program, which works to involve members of the TRU community to volunteer in meeting the goals of the program—plant, care, and

preserve trees on the TRU campus

- TRU awarded a [Bee Campus designation](#) by Bee City Canada.
- Assisted with annual Earth Day event (April 22), *TRU Plants For Earth Day*, that gave out the following for free to any TRU member: planter pots, earth, vegetable/flower seeds, and expert advice on how to grow them.

## Looking Ahead to 2025

ESAC will continue to support TRU's effort to be a leader in environmental sustainability. It will continue to work closely with the Sustainability Office to further TRU's Strategic Goal of Sustainability and strive for 100% Mission Fulfillment, guided by TRU's Vision Statement and Campus Strategic Sustainability Plan, which aligns with the United Nations Sustainable Development Goals.

Moving forward ESAC will:

1. Support the Sustainability Office staff with two major initiatives that will affect all of TRU for years to come:
  - The next 5-year Campus Strategic Sustainability Plan (2026-2030)
  - The next AASHE STARS report (submitting in Spring/Summer 2026.)
2. Maintain the focus towards achievement of the six priorities set out in the 2020-2025 TRU Campus Strategic Sustainability Plan:
  - Plan for carbon neutral and net zero campus carbon emissions
  - Eliminate single-use plastics and other single-use items
  - Integrate sustainable purchasing throughout campus operations
  - Conserve potable water
  - Advance sustainability performance of the campus built environment
  - Champion sustainability beyond campus for a global impact
3. In addition to these priorities, over the next year ESAC will also strive to:
  - Promote the Sustainability's office's Staff and Student Ambassador programs
  - Support faculty in developing courses with an environmental sustainability focus
  - Develop EDI and Indigenous focused sustainable purchasing practices across campus
  - Maintain and/or increase biodiversity on campus



## MEMORANDUM

Date: January 27, 2025

To: Brett Fairbairn, President & Vice Chancellor

From: Baihua Chadwick, Vice President International

Re: Strategic Internationalization Plan seeking approval

Attachments: Strategic Internationalization Plan draft, Powerpoint presentation

---

**Purpose:** The purpose of this memo is to provide updates to senators on the Strategic Internationalization Plan, which will be considered for approval at the Senate meeting scheduled for January 27, 2025. Comments on the proposed plan were accepted until December 23, 2024, at 4:00 p.m.

**Background:** Thompson Rivers University (TRU) has long been recognized as a leader in international education with over 40 years of success stories. Since its earliest days, TRU has embraced a global educational perspective, building on a foundation that integrates diverse cultural expressions, international collaborations and a deep commitment to inclusion.

Inspired by TRU's vision of being "community-minded with a global conscience," the Strategic Internationalization Planning process was initiated by SIAC (Senate's standing committee) in 2023 to shape the university's global strategy for the next decade. Sponsored by TRU President Brett Fairbairn and co-led by an external consultant Colin Doerr and myself, with guidance from the 20-member [Strategic Internationalization Plan Advisory Committee](#) (SIPAC), the plan aims to build on TRU's long-standing tradition of international engagement while ensuring that our efforts remain deeply connected to the needs of both local and global communities.

Since March 2024, several months of comprehensive campus and community engagement sessions have taken place, resulting in key themes emerged that were developed into the five (5) Goals and Objectives-- they include:

- To empower members of the TRU community through curricula and support systems to become community-minded and globally conscious through international engagement.
- To continue providing exceptional support services that ensure the academic and personal success of international learners and contribute to the local region and global community.
- To continue to expand access and supports for internationalization efforts with Tk'emlúps te Secwépemc and T'exelc. Actively work to address and dismantle the systemic inequities rooted in colonial history and their ongoing impacts.

- To enhance environments and opportunities to find enriching connections that inspire diverse cultural expressions, individual growth and foster life-long relationships.
- To lead the way in cultivating a culture of community-mindedness with a global conscience by sharing educational practices, exchanging knowledge worldwide and taking a proactive role in addressing regional, national and global challenges through education and scholarship.

The Strategic Internationalization Plan (SIP) goals and objectives were continuously refined and shaped through ongoing advice from SIPAC, additional presentations and discussions were conducted with key campus partners including Office of Indigenous Education, Dean's Council, Faculty Councils, People and Culture, Graduate Studies and Student Research Office, Sustainability Office, Athletics, University Relations, Alumni, Intercultural Office, Tkemlúps te Secwépemc, , Centre for Excellence in Learning and Teaching, Office of Mission Fulfilment & Quality Assurance, the Equity, Diversity, Inclusion & Anti-racism Office and various faculty members involved in internationalization.

Finally, with the endorsement of SIAC, a Notice of Motion regarding the SIP was served to the TRU Senate on November 25, 2024, initiating a feedback period that ran until December 23, 2024.

## **Discussion:**

### ***Process & Plan Structure***

The Strategic Internationalization planning process has been guided by a core commitment to flexibility, adaptability and meaningful collaboration across the university community. The initial engagement and consultation phase, launched in March 2024, included over 36 consultations with faculty, staff, students, Indigenous partners such as Tk'emlúps te Secwépemc, and the broader Kamloops community, resulting in more than 1,500 individual contributions.

To ensure the process remained responsive to feedback and aligned with community timelines, the engagement period was extended into the summer and fall, capturing additional input from students, faculty and stakeholders. Engagement during the draft stage culminated with over 30 targeted meetings held to further refine the SIP and align it with other institutional plans and priorities.

The SIP development process emphasized the iterative and continuous nature of the planning process.

### ***Feedback to Senate***

All feedback received has been carefully considered and incorporated where appropriate. Some suggestions led to adjustments in the plan, while others were integrated into the broader context of the goals, which remain aligned with the original intent.

Feedback following Notice of Motion introduced at Senate on November 24<sup>th</sup> falls into **two general areas:**

#### **1. Questions pertaining to specific timelines, tactics, and metrics towards operationalizing stated objectives and goals as cited in the Strategic Internationalization Plan**

In response to questions about timelines, tactics and metrics for operationalizing the objectives and goals outlined in the Strategic Internationalization Plan, it is important to note that the plan is structured to adapt through annual implementation cycles, allowing for continuous refinement of strategies, tactics,



and metrics as needed. The SIP is intended to align with TRU's academic plan and is designed to remain flexible in response to evolving financial situations and institutional priorities.

The SIP adopts a 10-year horizon, offering a visionary framework for TRU's internationalization, while specific strategies and actions will evolve annually in response to changing conditions. This longer-term approach promotes resilience by preparing for various scenarios and demonstrating our commitment to TRU's overarching goals, even when facing unforeseen challenges.

Preparations for the first year of the implementation plan are already underway, with strategies recommended during the consultation period to be further considered and refined as part of the implementation process. Building off many good initiatives already underway across TRU, it will be refined and updated annually with specific tactics, success measures, and metrics. Implementation will be overseen by a working group within SIAC, co-led by Associate Professor and Chair Robert Hanlon, and Justin Kohlman, Associate Vice President International. This ensures that the SIP's goals and objectives will be achieved over the next decade, with annual updates aligning with evolving priorities and resources.

## **2. Questions pertaining to Indigenous Knowledge and Principles to the extent that they are fully considered in the development and implementation of the Strategic Internationalization Plan**

The Strategic Internationalization Plan (SIP) is rooted in TRU's commitment to embedding Indigenous perspectives throughout its development and implementation. The plan acknowledges the Secwépemc peoples, the land, and their interconnectedness with nature as foundational to its approach. Guided by the principles of Kw'selktnéws, which emphasize relationships with all beings, the SIP actively works to dismantle systemic inequities and align with and respect Secwépemc cultural values.

Collaboration with Indigenous communities, particularly Tk'emlúps te Secwépemc, and TRU's Indigenous Education Office, has been central to the plan's development. We value the guidance and insights from indigenous leaders such as Dessa Gottfriedson (Education Manager at Tk'emlúps te Secwépemc), Tina Matthews and Ted Gottfriedson, ensuring the plan remains grounded in the principles of respect, reciprocity, and relationship-building. The plan reflects the Secwépemc circle principle in its design and organization of knowledge, ensuring not one goal is prioritized over the other, all voices are heard and contributing to shared understanding.

The SIP Implementation Plan, which is currently under development, will include specific actions, timelines, and metrics to operationalize the objectives outlined in the SIP. The implementation cycle will be co-created with TRU's Indigenous Office and Secwépemc community representatives to ensure Indigenous voices continue to shape strategies and outcomes. The principle of "Nothing for us, without us" remains central to our approach, ensuring that Indigenous communities retain authority over their cultural narratives. Success will be measured through clear benchmarks and evaluation frameworks that ensure the plan remains responsive to both local and international contexts.

Attachment(s):

- SIP Draft ([link in agenda](#))
- Senate Presentation Powerpoint ([not included; for presentation](#))

**From:** [Amy Tucker](#)  
**To:** [Secretariat](#)  
**Subject:** Feedback for Strategic Internationalization Plan  
**Date:** Tuesday, 10 December 2024 09:15:53 AM

---

Weytk!

Greetings,

I have reviewed the draft Strategic Internationalization Plan (SIP) for 2025–2035 and want to focus on the plan's potential impact on the Secwépemc culture and decolonization. Here are my suggestions and comments:

- The SIP discusses the importance of integrating Secwépemc culture but does not explain how this will happen. For example, will Elders and Knowledge Keepers be involved in developing the curriculum? Will specific programs include traditional ecological knowledge?
- Although the plan focuses on including Indigenous culture in internationalization, it misses other important changes, like hiring practices or policy reforms, that could help decolonization efforts.
- The strong emphasis on global skills may overshadow the equally important local Indigenous knowledge and issues. As a local institution defined by the University Act, we should prioritize, value, and respect local perspectives. I would like to clarify how these plans will balance these priorities.
- The plan mentions systemic inequities, but it does not provide specific steps to address them. To instill hope and optimism in all stakeholders, it's crucial to outline clear actions that will be taken to remove barriers for Indigenous students or provide culturally relevant support.
- The SIP could include clear benchmarks to measure progress and impact, such as the number of courses with Indigenous content or retention rates for Indigenous students; how do you plan on doing this?
- The commitment to Indigenous knowledge appears deeper with specific examples of current or planned initiatives. Highlighting actual collaborations or future partnerships would enhance the plan's credibility.
- The plan does not sufficiently explain how Indigenous stakeholders, such as Secwépemc Elders or community members, will be involved in developing and implementing the SIP. More transparency in this process is crucial to building trust and reassuring all stakeholders about the plan's inclusivity.

Thank you for considering my feedback.

Kukwstsétsemc

Amy Tucker, University Instructor  
Thompson Rivers University  
atucker@tru.ca  
<https://www.linkedin.com/in/amytucker/>

**From:** [Oleksandr Kondrashov](#)  
**To:** [Secretariat](#)  
**Subject:** Re: Correction: Agenda Package - Senate Meeting of November 25th  
**Date:** Friday, 22 November 2024 05:06:20 PM

---

Hello Charlene:

I have prepared the response to the plan that I am not too sure how to share with Senators. Do you want me to bring hard copies to Senate or can I find all e-mails and send them to the Senators or you can do it?

Have a good weekend.

With respect

Sasha

Feedback for Revising TRU's Internationalization Plan

Submitted by Dr. Oleksandr Kondrashov, TRU Senator, EDSW

Acknowledgment of Contribution

The feedback and recommendations provided herein are informed by valuable insights from Alana Hoare, Assistant Teaching Professor at the School of Education. Alana's suggestions, particularly in identifying areas for improvement such as the clarity of objectives, and refining the scope of the Strategic Internationalization Plan, have been instrumental in shaping this analysis. Her expertise and dedication to enhancing institutional frameworks are deeply appreciated.

The Strategic Internationalization Plan (SIP) is an ambitious and forward-thinking document. However, to ensure its clarity, feasibility, and alignment with TRU's vision, the following recommendations are suggested:

General Feedback

1. Clarify Perspective

- o The plan's objectives and tone would benefit from specifying whose perspective it represents. For instance:
  - Is it written from the perspective of administrative leadership, faculty, or a unified stakeholder voice?
  - Clarity here would streamline objectives and define roles more effectively.

2. Refine Objectives for Precision and Feasibility

- o Many objectives contain overly broad or competing ideas, making them challenging to implement. Objectives should be clear, actionable, and measurable, avoiding unnecessary complexity.
- o For example, some objectives read more like guiding principles (e.g., aligning with other plans or global frameworks) rather than specific, achievable goals.

3. Align References with Relevance

- o The reference list needs updating to include current and specific sources. For example:
  - Replace general references, like encyclopedia entries, with peer-reviewed academic studies or recent policy reports.
  - This will strengthen the credibility of the plan, particularly on topics such as colonization, sustainability, and international education.

Specific Objective Revisions

4. Page 10, Objective 1

- o Current: "Encourage the TRU community to collaborate and engage with diverse engagement..."
- o Revision: "Foster meaningful local and global partnerships through faculty exchanges, joint research projects, and collaborative teaching initiatives."

5. Page 7, Objective 3

- o Current: "Collaborate with faculty, staff, and learners to reduce barriers..."
- o Revision: "TRU will implement specific support systems to reduce barriers to international participation, including enhanced financial support mechanisms, streamlined administrative processes, and accessible language services."

6. Page 10, Objective 2

- o Current: "Develop and implement strategies that strengthen local and global partnerships... in accordance with the United Nations SDGs..."
- o Revision: "Establish targeted international partnerships focusing on educational exchange programs, joint sustainability research, and cross-cultural learning opportunities."

7. Page 10, Objective 3

- o Current: "Promote a climate-literate approach to internationalization..."
- o Revision: "Implement sustainable internationalization practices through virtual exchange programs, carbon-offset initiatives for essential travel, and integration of environmental sustainability into international programs."

8. Page 7, Objective 4

- o Current: "Expand global research opportunities..."
- o Revision: "Develop research partnerships addressing key global challenges, such as climate resilience, equity in education, and health disparities."

Broader Recommendations

9. Committee Review
  - Reconvene the committee to refine the scope of objectives and align them with TRU's capacity and mission.
  - Focus on ensuring consistency in tone and intent, avoiding overlapping or contradictory goals.
10. Prioritize Feasibility and Focus
  - Replace overly ambitious goals (e.g., alignment with all SDGs) with specific, actionable objectives tied to TRU's core strengths and mission.
11. Strengthen Citations
  - Include updated academic sources to bolster sections on colonization, sustainability, and international education. Suggested references include:
    - Colonization Studies:
      - Smith, L. T. (2021). *Decolonizing Methodologies: Research and Indigenous Peoples* (3rd ed.). Zed Books. <https://www.amazon.ca/Decolonizing-Methodologies-Research-Indigenous-Peoples/dp/1786998130>
      - Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society*, 1(1), 1-40. <https://clas.osu.edu/sites/clas.osu.edu/files/Tuck%20and%20Yang%202012%20Decolonization%20is%20not%20a%20metaphor.pdf>
    - International Education:
      - Brandenburg, U., & De Wit, H. (2011). The end of internationalization. *International higher education*, (62). <https://ejournals.bc.edu/index.php/ihe/article/download/8533/7667/>
      - De Witt, H. (2020). Internationalization of Higher Education: The More Ethical and Qualitative Approach. *Journal of International Students*, 10(1). <https://www.ojed.org/index.php/jis/article/view/1893>
    - Sustainability in Higher Education:
      - Sterling, S. (2021). *Sustainable Education: Re-visioning Learning and Change*. Green Books. <https://www.amazon.com/Sustainable-Education-Revisoning-Schumacher-Briefings/dp/1870098994>

#### Implementation Framework

12. Clear Objective Statements
  - Each objective should specify what is to be achieved, who is responsible, and a timeline for completion.
  - For example, instead of "Promote inclusive dialogue," specify, "Host three community forums annually to discuss colonial history and foster cultural exchange."
13. Measurable Outcomes
  - Define success metrics for each objective, such as:
    - Number of partnerships established.
    - Percentage reduction in international student barriers.
    - Measurable environmental impact reductions from travel initiatives.
14. Resource Allocation
  - Specify the required budget, staffing needs, and infrastructure to implement each initiative.
15. Stakeholder Engagement
  - Develop a mechanism for ongoing consultation with key stakeholders, including students, faculty, and community partners.

#### Priority Actions

16. Immediate (0-6 months)
  - Reconvene the planning committee to revise objectives.
  - Update the reference list with current academic sources.
17. Short-term (6-12 months)
  - Develop detailed implementation plans for the revised objectives.
  - Establish measurable outcomes and success metrics.
18. Medium-term (1-2 years)
  - Begin phased implementation and monitoring.
  - Conduct assessments and adjust strategies based on initial results.

By incorporating these recommendations, TRU's SIP will achieve greater clarity, align more closely with its mission, and set realistic, actionable goals that reflect its global vision.

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**From:** Secretariat <secretariat@tru.ca>  
**Sent:** November 22, 2024 2:03 PM  
**To:** Oleksandr Kondrashov <okondrashov@tru.ca>  
**Subject:** Re: Correction: Agenda Package - Senate Meeting of November 25th

Hi Sasha,

You're most welcome. Thank you for pointing it out. Have a great weekend.

Kukwstsétsemc (Thank you).

Sincerely,  
Charlene

**Charlene Myers**, B.A. (Hons.), MA  
Manager, University Governance  
Office of the General Counsel and Secretariat  
Thompson Rivers University  
Tel: 250-828-5318  
[cmyers@tru.ca](mailto:cmyers@tru.ca)  
[tru.ca/secretariat](http://tru.ca/secretariat)

Thompson Rivers University campuses are on the traditional lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwepemcúl'ecw, the traditional and unceded territory of the Secwépemc. Our region also extends into the territories of the St'át'imc, Nlaka'pamux, Nuxalk, Tšilhqot'in, Dakelh, and Syilx peoples.

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**From:** Oleksandr Kondrashov <okondrashov@tru.ca>  
**Sent:** Friday, November 22, 2024 1:16 PM  
**To:** Secretariat <secretariat@tru.ca>  
**Subject:** Re: Correction: Agenda Package - Senate Meeting of November 25th

Thank you, Charlene.  
With respect  
Sasha

---

**From:** Secretariat <secretariat@tru.ca>  
**Sent:** November 22, 2024 1:05 PM  
**To:** Secretariat <secretariat@tru.ca>  
**Subject:** Correction: Agenda Package - Senate Meeting of November 25th

Dear Senators,

It has been brought to our attention that the link on the senate agenda to the Strategic Internationalization Plan was broken. Our apologies, and here is the correct link:

[https://www.tru.ca/\\_\\_shared/assets/Strategic\\_Internationalization\\_Plan\\_2025-203560683.pdf](https://www.tru.ca/__shared/assets/Strategic_Internationalization_Plan_2025-203560683.pdf)

Kukwstsétsemc (Thank you).

Sincerely,  
Charlene

**Charlene Myers**, B.A. (Hons.), MA  
Manager, University Governance  
Office of the General Counsel and Secretariat  
Thompson Rivers University  
Tel: 250-828-5318  
[cmyers@tru.ca](mailto:cmyers@tru.ca)  
[tru.ca/secretariat](http://tru.ca/secretariat)

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**From:** Secretariat  
**Sent:** Monday, November 18, 2024 2:59 PM  
**To:** Secretariat <secretariat@tru.ca>  
**Subject:** Agenda Package - Senate Meeting of November 25th

Good afternoon senators,

The next Senate meeting is scheduled to be held as follows:

Monday, November 25, 2024  
3:30-5:30pm  
Room HL190, The Brown Family House of Learning

**Please let us know if you are NOT available to attend this meeting.** The agenda package is **attached to this email.**

The link for the confidential In Camera portion of the regular meeting can be found here:  
[In Camera Agenda](#)

Please note that the meeting of December 9<sup>th</sup>, 2024 has been cancelled; the next meeting of senate will be January 27<sup>th</sup>, 2025.

Please be reminded that if anything prevents us from finishing a senate meeting in person, if necessary the meeting will continue by Teams using the link directly below.

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## Microsoft Teams meeting

Join on your computer, mobile app or room device

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---

Kukwstsétsemc (Thank you).

Kind regards,

**Lynda Worth**, (she/her) BEd, BA(Anth)  
University Governance Coordinator  
Office of the General Counsel and Secretariat  
Thompson Rivers University  
805 TRU Way, Kamloops, BC V2C 0C8  
Tel: 250.852.6894 (for voicemail only)  
Web: [tru.ca/secretariat](http://tru.ca/secretariat)

*Thompson Rivers University campuses are on the traditional lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwepemcúlcw, the traditional and unceded territory of the Secwépemc. The region TRU serves also extends into the territories of the St'át'imc, Nlaka'pamux, Tsilhqot'in, Nuxalk, and Dakeih.*

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## MEMORANDUM

**Date:** January 2025

**To:** TRU Senate

**From:** Michael Bluhm, AVP Strategic Enrolment and University Registrar

**Re:** Update to TRU Board, Senate and Planning Council Elections Procedures

**Attachments:** Redlined copy of the TRU Elections Procedures showing changes

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### Jurisdiction

- As per the University Act, Part 9, Section 43(1), *The senate must make and publish all rules necessary and consistent with this Act in respect of nominations, elections and voting.*

### Purposed Changes

The attached document, redlined, *Thompson Rivers University Election Procedures for Board of Governors, Senate, Planning Council for Open Learning and TRU Community Trust Board of Directors, (February 2024)* is recommended to Senate for approval.

### Background

The Registrar's Office has witnessed an increasing number of complaints through several election cycles regarding candidate behaviour during campaigning, escalating in both number and severity.

The proposed changes in sections 1.5 and 1.6 attached aim to protect the integrity of our election processes by providing candidates with more structured guidelines for campaigning.

The definition of student "good standing" has been aligned with Senate by-laws and as such is less restrictive for the student body.

The Office of Student Affairs, TRUSU, and the Office of the General Counsel have been consulted in drafting these proposed changes.

(Approved by Senate TBD February 2024\*)

**Thompson Rivers University  
Election Procedures for Board of Governors, Senate, Planning Council for Open  
Learning and TRU Community Trust Board of Directors**

The procedures included in this document are in accordance with the [Thompson Rivers University Act](#) and the [University Act](#) of the Legislative Assembly of British Columbia. (see [section 4.0](#))

In the event of any conflict between these procedures and the Acts, the Acts will prevail.

**Contents**

**1.0 General Election Procedures**

- 1.1 Schedule of Elections
- 1.2 Election Register
- 1.3 Nominations
- 1.4 Candidate Statements
- 1.5 Campaigning
- 1.6 Voting and Results
- 1.7 Withdrawals
- 1.8 Disqualification

**2.0 Vacancies and Eligibility**

- 2.1 Board of Governors
- 2.2 Senate
- 2.3 Planning Council for Open Learning
- 2.4 TRU Community Trust Board of Directors
- 2.5 Filling Vacancies

**3.0 Appeals**

**4.0 Relevant Legislation**

- 4.1 From the Thompson Rivers University Act
- 4.2 From the University Act



## 1.0 General Election Procedures

### 1.1 Schedule of Elections

- i. **Fall Elections** will be completed by the end of December. (Before winter break). The nomination process will usually take place in the month of September. Candidates elected in the fall election cycle will commence their term beginning January 1.
- ii. **Winter elections** will be completed by the end of April. The nomination process will usually take place in the month of February. Candidates elected in the winter election cycle will commence their term beginning September 1.
- iii. **By-elections** will be held in the event that an elected candidate cannot complete their term of office and that their seat cannot be filled by other means as defined in the University Act. By-elections will be incorporated into the next possible fall or winter election cycle.

The election timeline for each cycle will be determined by the Registrar and posted to the TRU elections web page.

### 1.2 Election Register

As per section 45 of the University Act, an election register of faculty, staff and students eligible to run and vote will be prepared at the commencement of each election cycle according to constituent vacancies that have been identified.

People and Culture is responsible for providing the Registrar with an alphabetical list containing the names and email addresses of all eligible faculty and staff members.

The Registrar is responsible for generating the list of names and email addresses of all eligible students.

The election register must be open to inspection at all reasonable office hours by all eligible faculty, staff and students. The election register cannot be copied or distributed.

Only those persons named in the election register are entitled to vote in an election. When requested, a representative of the Registrar will be available to confirm eligibility.

### 1.3 Nominations

At the commencement of an election cycle, the Registrar will publish on line the call for nominations, along with a list of vacancies, the election schedule, and the nomination forms.

The nomination period will begin with the call for nominations and will be a minimum of five (5) business days in length. Late nominations will not be accepted after the close of nominations.

All nominations must be in writing, using the nomination forms made available by the Registrar. Nomination forms must be signed by the nominee indicating their consent to the nomination, and by three (3) nominators who are eligible to vote.

TRU Open Learning students running as student members for the Planning Council for Open Learning may self-nominate.

All student nominees are encouraged to confirm their eligibility with Enrolment Services prior to initiating the nomination process to ensure they are eligible to run in the election.

The Registrar or designate will acknowledge receipt of all nominations and will confirm candidate eligibility via email.

All nominees are encouraged to review relevant legislation, by-laws, and terms of reference for the governing bodies to which they seek election. (*see: relevant legislation attached, [TRU Senate](#), [Board of Governors](#), [Planning Council for Open Learning](#),*)

The nomination period will be followed by four (4) weeks before the voting period commences.

### 1.4 Candidate Statements

Candidates that meet election eligibility requirements will be invited to submit a brief candidate statement. Candidate statements shall be no more than ~~300 words~~one page (8.5 x 11) and may include the following information:

- a) Credentials earned and the dates of them
- b) Occupation
- c) Other offices currently or previously held, either at TRU or at other organizations
- d) Professional or business interests
- e) Publications
- f) Community involvements
- g) Volunteer activities
- h) Student candidates may wish to include program/area of study

Candidate statements are to be submitted electronically in Word or PDF format, with file size no larger than 10MB.

Candidate statements received will be published on line as PDFs with content as-is. Candidates are advised to omit personal contact information.

### 1.5 Campaigning

The campaign period shall commence as soon as possible and no later than five (5) business days following the end of the nomination period. Candidates and their proponents may begin to campaign only after the Registrar has confirmed the eligibility of all candidates and published the names of all candidates online. The campaign period will continue up to and including the voting period.

All candidates are required to act responsibly and with integrity when campaigning. The following guidelines are provided to assist candidates in planning campaign materials and activity:

- a) Campaign materials must not contain information other than that related to the candidate's platform and information regarding the schedule of the election
- b) TRU will not provide prospective voter contact lists to candidates or their proponents for the purpose of election campaigning, including TRU email, personal email, and phone numbers.
- b)c) Campaign activity and materials must comply with all TRU policies including, but not limited to Respectful Workplace and Harassment Prevention (BRD 17-0), Responsible Use of Information Technology Facilities and Services (BRD 16-0), Freedom of Information and Protection of Privacy (ADM 2-0), Health and Safety (ADM 5-0), and Posting Procedures (ADM 01-3), Responsible use of University Space (ADM 32-0).
- e)d) Campaign activity must comply with TRU's area and table booking rules issued by Ancillary Services
- e) Soliciting votes door to door on campus housing is against residence's policies.
- e)f) Campaigning must not disrupt classes or regular campus operations.
- e)g) Candidates and their proponents must not be engaged with eligible voters when they are aware, or ought to reasonably be aware, that they are voting, **and must not provide any electronic devices or login credentials to voters for the purpose of voting.**
- f)h) Candidates are responsible for the removal of all campaign materials within a reasonable time following the close of the elections.

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Campaign materials and activity found to be in violation of university policies, rules, or procedures, including the guidelines listed here, may result in disqualification from the election.

### 1.6 Voting and Results

- i. **Voting period:** The voting period will be a minimum of three (3) business days commencing no sooner than four (4) weeks after the close of nominations. Voting will

close as per election timeline published by the Registrar. Voting will be conducted by anonymous and secure on-line ballot. No ballots will be accepted after the close of voting. Candidates and their proponents must not approach or contact voters during the voting period to ask them to cast a vote on a personal laptop computer, cell phone, or any other electronic device.

- ii. **Results:** In an election where only one candidate is to be elected, the candidate with the highest number of votes will be declared elected. In an election where more than one candidate is to be elected, the candidates with the highest number of votes will be declared elected.  
The Registrar will communicate all election results within five (5) business days of the close of elections as per the following procedures:
  - a) Each candidate will be notified by email of their own outcome.
  - b) All election results, including voting counts and outcomes of all candidates, will be posted online.
  - c) All election results, including voting counts and outcomes of all candidates, will be reported to the Senate at the next possible meeting following the election.
- iii. **Tie votes:** In the event of a tie between two or more candidates for an office, the Senate must cast the deciding vote according to the following procedures:
  - a) Tied nominees will be made aware, by email, of Article 16(2)-*University Act*, and that Senate will address the tied vote at the next available Senate meeting.
  - b) The Registrar will provide to Senate, the biographic information of candidates for vacancies resulting in a tie vote for Senate's consideration.
  - c) The Registrar will present the election results in the public Senate session, and indicate that the tie votes will be discussed and decided by secret ballot in an in-camera Senate session immediately to follow.
  - d) Tie-vote results will be reported by the Registrar publicly on the elections web site the following day.
  - e) Tie-vote counts will not be announced - final vote counts published on the elections web site will indicate one (1) additional vote for the successful candidate in the tie break.
- iv. **Acclamation:** Should nominations produce a number of candidates equal to or less than the number of positions being elected, then no voting through the balloting process will take place and the candidates nominated will be elected by acclamation.

If a candidate has withdrawn or been disqualified and, as a result, the number of remaining candidates is equal to or less than the number of vacant positions the remaining candidate will be elected by acclamation.

### **1.7 Withdrawals**

A candidate who wishes to withdraw their nomination must notify the Office of the Registrar in writing. Upon receipt of a written withdrawal of nomination, the candidate will cease to be a candidate for election.

When a candidate's written notice of withdrawal is received before the start of voting, the candidate's name will be excluded from the electronic ballot.

When a candidate's written withdrawal is received after the start of voting, the election will continue with the remaining candidates and the withdrawn candidate will be listed on the electronic ballot with the notation "candidate withdrawn". Voters who have already cast a vote for a candidate who withdraws after the start of voting will not be permitted to re-cast their vote.

### **1.8 Disqualification**

Campaign materials and activity found to be in violation of university policies, rules, or procedures may result in disqualification from the election. The decision to disqualify will be made by the Registrar.

If a candidate is disqualified before the start of voting, the candidate's name will be excluded from the electronic ballot.

If a candidate is disqualified after the start of voting but before the election closes, the election will continue with the remaining candidates and the disqualified candidate will be listed on the electronic ballot with the notation "disqualified". Voters who have already cast a vote for a disqualified candidate will not be permitted to re-cast their vote.

If a candidate is disqualified after the election closes, and they have been declared the winner, the candidate with the next highest number of votes will be declared the winner.

A disqualification may be appealed under the election appeals procedure.

## 2.0 Vacancies and Eligibility

### 2.1 Board of Governors

- i. **Elected positions:** The TRU board of governors is composed of 15 members. The following positions are filled by election:
  - a) Two (2) faculty members elected by the faculty members
  - b) Two (2) students elected from students who are members of an undergraduate student society or a graduate student society
  - c) one (1) person elected by and from the employees of the university who are not faculty members

- ii. **Reappointment or re-election:** The appointed members of the board are eligible for reappointment and the elected members are eligible for re-election, but those members must not hold office for more than 6 consecutive years.

- iii. **Board Faculty Representatives (two members):**

Eligibility for nomination: all faculty members, who are members of the TRU Faculty Association (TRUFA), paying TRUFA dues, and actively employed at the call for nominations, with an employment appointment term of sufficient length to complete their three (3) year term in office, are eligible to be elected as Faculty Representatives to the Board. *University Act, section 19(c)*.

Eligibility to vote: all faculty members of the TRU faculty (TRUFA), paying TRUFA dues, who are actively employed at the commencement of nominations are eligible to vote for faculty representatives on the Board.

- iv. **Board Student Representatives (two members):**

Eligibility for nomination: a student running for election to the Board must be in good standing (as per ~~below~~ [Senate Bylaws](#)), a member of a TRU student society, and actively enrolled (registered) in a credit course or program at TRU at the commencement of nominations and for a period consistent with the one (1) year term of office.

Eligibility to vote: all students in good standing (as per ~~below~~ [Senate Bylaws](#)), who are actively enrolled (registered) in a credit course or program at TRU (campus or Open Learning) at the commencement of nominations.

~~Good standing: A student in good standing is defined for the purposes of these elections procedures as being in good academic standing (as per policy ED 3-2 and ED 5-0) with no active sanctions related to academic or non-academic conduct.~~

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v. **Board Non-Faculty Representative (one member):**

Eligibility for nomination and to vote: all employees of TRU and TRU-OL are actively employed at the commencement of the nomination process except for TRU faculty members.

Nominees must be actively employed at the call for nominations and have an employment term allowing them to complete a three (3) year term of office.

vi. **Continued Eligibility:** A member of the board who ceases to be eligible during the member's term of office immediately ceases to be a member of the board. (*University Act 23 (2)*).

## 2.2 Senate

i. **Elected positions:** The following Senate positions are filled by election:

- a) two (2) faculty members for each faculty, elected by faculty members of the faculty
- b) four (4) students elected by the students
- c) four (4) members of the teaching staff in the Open Learning Division, elected by members of the teaching staff in the Open Learning Division
- d) two (2) support staff, elected by the support staff (i.e.: employees of the university who are not officers of the university, deans, faculty members)

**Fall elections:** The following positions will be elected in the fall election cycle:

- a) Faculty members from: Faculty of Adventure, Culinary Arts and Tourism, Faculty of Arts, Faculty of Law, School of Business and Economics, School of Nursing
- b) Support staff
- c) Open Learning Teaching Staff

**Winter elections:** The following positions will be elected in the winter elections:

- a) Faculty members from: Faculty of Education and Social Work, Faculty of Science, Faculty of Student Development, School of Trades and Technology
- b) Students

ii. **Senate Faculty Representatives (two members for each faculty):**

Eligibility for nomination: Faculty members from within a faculty for which there is a vacancy, who are members of the TRU Faculty Association (TRUFA) (paying TRUFA dues), and actively employed at the commencement of the nomination process with an employment appointment term of sufficient length to complete a three (3) year term in office.

A faculty member whose appointment crosses two (2) or more faculties may only be nominated to represent one (1) of the faculties. Faculty members must declare to the

Registrar on their nomination form in which faculty they wish to stand for election and vote.

Eligibility to vote: Faculty members from within a Faculty for which there is a vacancy, who are members of the TRU Faculty Association (TRUFA) (paying TRUFA dues), and actively employed at the commencement of the nomination process. Voting for candidates will be done by faculty members from within each faculty, school or division.

There are nine Faculties and Schools for purposes of these elections: Faculty of Arts; Faculty of Education and Social Work; Faculty of Law; Faculty of Science; Faculty of Student Development; School of Business & Economics; School of Nursing; Faculty of Adventure, Culinary Arts and Tourism; School of Trades and Technology.

iii. **Senate Open Learning Teaching Staff Representatives (four members):**

Eligibility for nomination and/or voting: Only members of the Teaching Staff in the Open Learning Division (TRUOLFA) at the time of the commencement of the nomination process are eligible to vote for, and/or be elected as, an Open Learning Teaching Staff representative on the university Senate. Nominees must have an employment appointment term of sufficient length to complete their three (3) year term in office.

iv. **Senate Support Staff Representatives (two members):**

Eligibility for nomination and/or voting: all employees of TRU and TRU OL, who are actively employed at the commencement of the nomination process are eligible to be nominated and/or to vote, excluding the following: Faculty (TRUFA members), Open Learning Teaching Staff (TRUOLFA members), Deans, and Officers of the University (i.e.: the President and the University Registrar), Vice Presidents, and the University Librarian (as per Senate by-laws, article II).

Nominees must have an employment appointment term of sufficient length to complete a three (3) year term in office.

v. **Senate Student Representatives (four members):**

Eligibility for nomination and/or voting: All students in good standing (as per ~~below~~ [Senate Bylaws](#)), who are actively enrolled (registered) in a credit course or program at TRU (campus or Open Learning) at the commencement of nominations are eligible to be nominated and/or to vote in student elections for Senate.

~~Good standing: A student in good standing is defined for the purposes of these elections procedures as being in good academic standing (as per policy ED 3-2 and ED 5-0) with no active sanctions related to academic or non-academic conduct.~~

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Nominees must be actively enrolled in a credit course or program of sufficient length to complete their one (1) year term in office.



### 2.3 Planning Council for Open Learning

- i. **Elected positions:** The following Planning Council for Open Learning positions are filled by election:
  - a) two (2) members of the teaching staff in the Open Learning Division, elected by the teaching staff in the Open Learning Division
  - b) one (1) student enrolled in the Open Learning Division and elected by the students
- ii. **Planning Council for Open Learning OL Teaching Staff Representatives (two members):** Eligibility for nomination and/or voting: only members of the Teaching Staff in the Open Learning Division who are paying dues (TRUOLFA) are eligible to vote for, and be elected as, OL Teaching Staff representatives on the TRU Planning Council (PCOL). Nominees must have an employment appointment term of sufficient length to complete their three (3) year term in office.
- iii. **Planning Council for Open Learning Student Representative (one member):** Eligibility for nomination: all TRU Open Learning students in good standing (as per ~~below Senate Bylaws~~), who are actively enrolled (registered) in TRU Open Learning in a credit course or program of sufficient length to complete their one (1) year term in office at the commencement of nominations are eligible to be nominated for the Planning Council for Open Learning.

Eligibility to vote: all students in good standing (as per ~~below Senate Bylaws~~), who are actively enrolled (registered) at TRU or TRU Open Learning in a credit course or program at the commencement of nominations.

~~Good standing: A student in good standing is defined for the purposes of these elections procedures as being in good academic standing (as per policy ED 3-2 and ED 5-0) with no active sanctions related to academic or non-academic conduct.~~

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### 2.4 TRU Community Trust Board of Directors

- i. **Elected positions:** The following TRU Community Trust Board of Directors positions are filled by election:
  - a) One (1) faculty representative
  - b) One (1) student representative
- ii. **TRU Community Trust Faculty Member (one member):** Eligibility for nomination: all faculty members, who are members of the TRU Faculty Association (TRUFA) (paying TRUFA dues) at the call for nominations, with an employment appointment term of sufficient length to complete their three (3) year term in office, are

eligible to be elected as Faculty Representatives to the TRU Community Trust Board of Directors.

Eligibility to vote: all faculty members of the TRU faculty (paying TRUFA dues) who are actively employed at the commencement of nominations are eligible to vote for faculty representatives on the TRU Community Trust Board of Directors.

iii. **TRU Community Trust Student Representative (one member):**

Eligibility for nomination and/or voting: All students in good standing (as per Senate Bylaws) who are actively enrolled at TRU (including Open Learning) at the commencement of nominations, in a credit course or program, are eligible to be nominated and to vote. Student nominees must be actively enrolled in a credit course or program of sufficient length to complete their one (1) year term in office.

~~Good standing: A student in good standing is defined for the purposes of these elections procedures as being in good academic standing (as per policy ED 3-2 and ED 5-0) with no active sanctions related to academic or non-academic conduct.~~

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## 2.5 Filling Vacancies

i. **Board of Governors**

Board vacancies are to be filled as per Part 6, Section 25 of the University Act.

ii. **Senate and Planning Council for Open Learning**

Senate vacancies are to be filled as per Part 7, Section 36 of the University Act.

As per Section 4, Part 3a) of the Thompson Rivers University Act, Planning Council for Open Learning vacancies are to be filled in the same manner as outlined for Senate in Part 7, Section 36 of the University Act.

For the purposes of section 36(4)(b) of the University Act, if a vacancy occurs on Senate or the Planning Council for Open Learning in the case of an elected member it shall be filled by the candidate who received the most votes among those who were nominated but not elected in the most recent election. In the event the seat was filled by acclamation, the constituency represented by the seat will designate a replacement from within their constituency in accordance with procedures the constituency considers to be fair.

### 3.0 Appeals

An appeal with respect to election procedures, results, or candidate disqualification must be made in writing to the Secretariat [by email to secretariat@tru.ca](mailto:secretariat@tru.ca) with a copy to the Registrar within ~~thirty ten~~ (310) days of the announcement of election results or decision to disqualify.

Appeals will be considered by the Senate Appeals Committee in accordance with its procedures.

Ballots will be retained for thirty (30) days following election results being announced, or upon the resolution of an appeal, whichever is later.

## 4.0 Relevant Legislation

### 4.1 From the [Thompson Rivers University Act](#):

#### **Part 1: Definitions**

- **"board"** means the board of governors of the university;
- **"faculty"** means an educational administrative division of the university constituted by the board;
- **"faculty member"** means a person employed by the university as an instructor, a lecturer, an assistant professor, an associate professor, a professor, or in an equivalent position designated by the senate;
- **"Planning Council for Open Learning"** means the Planning Council for Open Learning established under section 11;
- **"president"** means the president appointed under section 7;
- **"registrar"** means the registrar appointed under section 7;
- **"senate"** means the university council continued as the senate under section 8;
- **"student"** means a person who is enrolled in a credit course at the university;

#### **Part 4: Application of University Act**

(1) Part 4, sections 13, 14 (2) and (3), 16, 17, 19, 19.1, 19.2, 20, 21, 22, 23, 24, 25, 26, 27.1, 28, 29, 30, 31, 32, 33, 34, 36, 38, Parts 8 and 9, sections 48, 49, 50, 51, 52, 53, 54, 55, 56, 57 and 58, Part 11 and sections 68, 69, 70, 70.1 and 71 of the [University Act](#) apply for the purposes of this Act.

(3). A reference in section 36 of the [University Act](#) to

- (a) "senate" is to be read as a reference to "senate or Planning Council for Open Learning"

#### **Part 8: Senate**

(2) The senate is composed of the following:

- (a) the chancellor;
- (b) the president, who is its chair;
- (c) the academic vice president or equivalent;
- (d) the deans of faculties;
- (e) the chief librarian;
- (f) the registrar;
- (g) two faculty members for each faculty, elected by faculty members of the faculty;
- (h) four students elected by the students;
- (i) one alumni member who is not a faculty member, appointed by the president on nomination by the alumni association;

- (j) one administrator of the Open Learning Division, appointed by the president;
  - (k) subject to subsection (5), 4 members of the teaching staff in the Open Learning Division, elected by members of the teaching staff in the Open Learning Division;
  - (l) two support staff, elected by the support staff;
  - (m) one non-voting member of the senate, if appointed to the senate by the board to serve for one year.
- (3) For the purposes of subsection (2) (g), "faculty" does not include the Open Learning Division.
- (4) For the purposes of subsection (2) (l), "**support staff**" means employees of the university who are not
- (a) officers of the university, or
  - (b) deans or faculty members.
- (5) If the total number of faculty members elected for the purposes of subsection (2) (g) exceeds 20, the number of members of the teaching staff in the Open Learning Division to be elected under subsection (2) (k) is
- (a) 20% of the total number of faculty members elected for the purposes of subsection (2) (g), if the number so calculated is a whole number, and
  - (b) if the number calculated under paragraph (a) is not a whole number, the whole number that is next highest to the number calculated as described in paragraph (a).

#### **Part 11: Planning Council for Open Learning**

The Planning Council for Open Learning is composed of the following members:

- (a) the academic vice-president, who is its chair;
- (b) two deans, appointed by the president;
- (c) two officers of the university, appointed by the president;
- (d) two persons who are faculty members referred to in section 8 (2) (g), elected by the senate;
- (e) two members of the teaching staff in the Open Learning Division, elected by the teaching staff in the Open Learning Division;
- (f) two persons nominated by the presidents of the universities under the *University Act* and the *Royal Roads University Act*, appointed by the president;
- (g) two persons nominated by the presidents of the institutions under the *College and Institute Act*, appointed by the president;
- (h) one student enrolled in the Open Learning Division and elected by the students;
- (i) one alumni member who is not a faculty member, appointed by the senate on nomination by the alumni association;
- (j) up to 2 additional persons appointed by the president.

## 4.2 From the [University Act](#):

### **Part 6 – Board of Governors**

#### **Section 19: Composition of board**

(1) The board of a university, other than the University of British Columbia, is composed of 15 members as follows:

- (a) the chancellor;
- (b) the president;
- (c) 2 faculty members elected by the faculty members;
- (d) 8 persons appointed by the Lieutenant Governor in Council, 2 of whom are to be appointed from among persons nominated by the alumni association;
- (e) 2 students elected from students who are members of an undergraduate student society or a graduate student society;
- (f) one person elected by and from the employees of the university who are not faculty members.

#### **Section 19.1: Best Interests of university**

The members of the board of a university must act in the best interests of the university.

#### **Section 20: Term of office**

- (1) Each member of the board elected under section 19 (1) (c) and (f) and (2) (c), (d), (h) and (i) holds office for 3 years and after that until a successor is elected.
- (1.1) Each member of the board appointed under section 19 (1) (d) and (2) (e) holds office for a term of up to 3 years and after that until a successor is appointed.
- (2) Each member of the board elected under section 19 (1) (e) or (2) (f) or (g) holds office for one year and after that until a successor is elected.
- (3) The chancellor and president are members of the board for so long as they hold their respective offices.

#### **Section 21: Reappointment or re-election**

The appointed members of the board are eligible for reappointment and the elected members are eligible for re-election, but those members must not hold office for more than 6 consecutive years.

#### **Section 22: Removal from office**

- (1) The Lieutenant Governor in Council may, at any time, remove from office an appointed member of the board.
- (1.1) Despite section 19, the Lieutenant Governor in Council may, on a resolution passed by the vote of at least a 2/3 majority of the members of the board, remove from office a member of the board
  - (a) elected under section 19 (1) (c), (e) or (f) or (2) (c), (d), (f), (g), (h) or (i), or
  - (b) appointed under section 19 (1) (d) or (2) (e)

- if the board is satisfied that the person should be removed for cause.
- (2) Unless excused by resolution of the board, a member who does not attend at least half of the regular meetings of the board in any year is deemed to have vacated the member's seat.

**Section 23: Persons not eligible**

- (1) The following persons are not eligible to be or to remain members of the board:
- (a) members of the Parliament of Canada;
  - (b) members of the Executive Council or of the Legislative Assembly;
  - (c) [Repealed 2006-15-45.]
  - (d) a member of the public service in the ministry;
  - (e) a member of the public service designated by the minister.
  - (f) [Repealed 2003-48-32.]
  - (g) [Repealed 2018-36-3.]
- (2) A member of the board who ceases to be eligible during the member's term of office immediately ceases to be a member of the board.

**Section 24: Vacancies on the board**

- (1) If a vacancy arises on the board because of the death of a member or for any other reason before the end of the term of office for which a member has been appointed or elected, the secretary of the board must enter a declaration of the vacancy in the minutes of the board.
- (2) A declaration under subsection (1) is conclusive evidence of the vacancy.

**Section 25: Method of filling vacancies and effect of vacancy**

- (1) If a vacancy exists in respect of an appointed member, the Lieutenant Governor in Council must appoint a person to fill the vacancy.
- (2) If a vacancy exists in respect of an elected member, the appropriate body must elect a replacement.
- (3) A person appointed under subsection (1) or elected under subsection (2) holds office for the remainder of the term for which the person's predecessor was appointed or elected.
- (4) A vacancy on the board does not impair the authority of the remaining members of the board to act.

**Part 7 – Senate**

**Section 36: Term of office**

- (1) The term of office of a member of the senate, other than one elected under section 35 (2) (h), 35.1 (2) (h) or (3) (h) or 35.2 (2) (h) or appointed under section 35.2 (2) (k), is 3 years and after that until a successor is appointed or elected.

(2) The term of office of a member of the senate elected under section 35 (2) (h), 35.1 (2) (h) or (3) (h) or 35.2 (2) (h) or appointed under section 35.2 (2) (k) is one year and after that until a successor is elected.

(3) Members of a senate who remain eligible under section 35, 35.1 or 35.2 may be reappointed or re-elected in the manner provided under section 35, 35.1 or 35.2 for further terms.

(4) If a vacancy arises on the senate, the vacancy must be filled,

(a) in the case of an appointed member, by the body possessing the power of appointment, or

(b) in the case of an elected member, in the manner specified by the senate.

(5) A person appointed or elected to fill a vacancy holds office for the remainder of the term for which the person's predecessor was appointed or elected.

(6) The secretary of the senate must enter a declaration of the vacancy in the minutes of the senate.

(7) A declaration under subsection (6) is conclusive evidence of the vacancy.

## **Part 9 – Nominations, Elections and Voting**

### **Section 43: Rules for elections**

(1) The senate must make and publish all rules necessary and consistent with this Act in respect of nominations, elections and voting.

(2) The registrar must conduct all elections that are required.

### **Section 44: Nomination paper to registrar**

A nomination paper is not valid unless at least 4 weeks before the date of the election

(a) it is delivered at the office of the registrar, or

(b) if sent by mail, it is received by the registrar.

### **Section 45: Election register**

(1) In every year in which an election is to take place, the registrar must prepare an alphabetical list, to be called the election register, of the names and known addresses of all members of the convocation who are entitled to vote at an election.

(2) The election register must be open to inspection at all reasonable hours by all members entitled to vote.

(3) The registrar must similarly keep an alphabetical list of the names of all students who are members of the undergraduate student society or the graduate student society.

### **Section 46: Voters to be registered**

Only those persons whose names appear in the election registers are entitled to vote at an election.



**Part 11 – President and Registrar**

**Section 59: President and powers**

(1) There must be a president of the university, who is to be the chief executive officer and must generally supervise and direct the academic work of the university.

**Section 64: Registrar**

(1) There must be a registrar, who must keep the records and perform the duties that the board or senate may require.