



## MEETING OF THE SENATE

Monday, February 24, 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** — Brett Fairbairn
  - a. Remarks from the Chair
    - i. Territorial Acknowledgment

Page 1    2. **Adoption of Agenda**

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

- a. Minutes of senate meeting of January 27, 2025 (For Decision)

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Page 13    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**
  - Page 18 a. Academic Planning and Priorities Committee (Items for Decision) — Gillian Balfour
  - Page 75 b. Budget Committee of Senate (Information) — Gillian Balfour
  - Page 76 c. Educational Programs Committee (Information) — Robert Chambers
  - Page 77 d. Steering Committee (Items for Decision) — James Sudhoff
  - Page 78 e. Teaching and Learning Committee (Information) — Brett McCollum
  - Page 88 f. Research Committee (Information) — Shannon Wagner
  
- 6. Presentation**
  - a. Student Research — Ian Hartley / Sukh Heer Matonovich
  
- 7. Question Period**
  
- 8. Next Senate meeting**
  - a. The next regular meeting of Senate is on Monday, March 24, 2025 from 3.30pm-5.30pm in the Brown Family House of Learning, Room HL190.
  
- 9. Termination of Meeting**



## MEETING OF THE SENATE

Monday, January 27, 2025  
3.30pm to 5.30pm

House of Learning, HL190

### MINUTES

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#### **Present:**

Gillian Balfour (Chair Pro Tem), Greg Anderson, Jason Bermiller, Mike Bluhm, Doug Booth, Susan Butland, David Carter, John Church, David Cormier, Melba D'Souza, Yasmin Dean, DeDe DeRose, Katia Dilkina, Sean Donlan, Will Garrett-Petts, Greg Garrish, Tania Gottschalk, Mike Henry, Rayyan Khan, Derek Knox, Sasha Kondrashov, Gurjit Lalli, Laura Lamb, Rita Leone, Ben Lovely, Heather MacLeod, Krish Maharaj, Daleen Millard, Waqar Mulk, Mugesh Narayanasamy, Jamie Noakes, John Patterson, Baldev Pooni, Rohini Ranganatha, Gord Rudolph, Rani Srivastava, Anne Terwiel, Mark Wallin, Darren Watt, Juliana West

#### **Regrets:**

Brett Fairbairn (Chair of Senate), Joel Wood (Vice-Chair of Senate), Joanna Urban

#### **Absent:**

Katia Dilkina, Jim Lomen

#### **Executives and Others Present:**

Baihua Chadwick (Vice-President, International), Shannon Wagner (Vice-President, Research), 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** — Gillian Balfour

In the absence of the chair (President Brett Fairbairn) and vice-chair (Senator Joel Wood), the Provost, Gillian Balfour, called the meeting to order at 3:31pm.

a. Election of a chair *pro-tem* (chair for this meeting only) — Gillian Balfour

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G. Balfour presented two options for having the meeting chaired, indicating she was willing to chair the meeting but also asking if senators preferred that she call for nominations for a chair *pro tem*. A senator suggested that G. Balfour chair the meeting, so she asked if any senators objected. None did, so G. Balfour was approved as the chair *pro tem* by unanimous consent and she proceeded to chair the meeting.

b. Remarks from the Chair

i. Territorial Acknowledgment

G. Balfour delivered the territorial acknowledgment.

ii. Welcome new senators

The chair welcomed the following new senators:

- a. David Cormier, Director, Curriculum Development and Delivery (Interim)
- b. Will Garrett-Petts, Dean, Faculty of Student Development (Interim)

**2. Adoption of Agenda**

G. Balfour indicated that, as Brett McCollum was unable to attend the meeting, agenda item 5.g. (Report from the Teaching and Learning Committee) was being postponed and removed from the agenda.

*On motion duly made and adopted, it was **RESOLVED** that the agenda be adopted as amended.*

**3. Minutes of Previous Meeting**

Page 3

a. Minutes of senate meeting of November 25, 2024

*On motion duly made and adopted, it was **RESOLVED** that the minutes of the senate meeting of November 25, 2024 be approved as circulated.*

**4. Reports of Officers**

a. President and Vice-Chancellor

i. President's Report to Senate

G. Balfour suggested that, since President Fairbairn was not present at the meeting, she and the other senior administrators present could respond to questions or senators could ask their questions at the next meeting. No senators asked questions.

b. Provost and Vice-President Academic

G. Balfour spoke to some items in her written report and presented information on the budget.

**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 reports.

i. December 2024 report

The December report from APPC contained one item for decision, namely "Curricular Governance Changes".

After a motion to approve, the proposal was moved and seconded, G. Balfour invited S. Smyrl to present on the topic.

*On motion duly made and adopted, it was **RESOLVED** that senate approve the Curricular Governance Changes document as presented.*

The report also contained two items for information, to which G. Balfour spoke briefly.

ii. January 2025 report

G. Balfour presented the January 2025 APPC report, all items within which were for information.

iii. APPC Presentation – Shannon Smyrl

S. Smyrl delivered this presentation during the December APPC report.

b. Budget Committee of Senate

All items in the BCOS report were presented to senate for information by the committee chair, G. Balfour.

c. Educational Programs Committee

R. Chambers, chair of the Educational Programs Committee (EPC), presented the committee's reports, in which all items were for information. He noted that, in the future, some items coming forward from EPC would be for senate's approval.

d. Steering Committee

The report from the Steering Committee was presented by its chair, J. Sudhoff. The report contained one item for decision, namely appointments to senate committees.

*On motion duly made and adopted, it was RESOLVED that Senate approve the volunteer appointments to the Senate Standing Committees as follows:*

Steering Committee

*Staff: Mullai Chinnasamy*

Budget Committee

*Staff: Matt Norton*

*Faculty: Mohamed Tawhid, Faculty of Science (2nd term)*

Educational Programs Committee

*Staff: Roxanne Heinen*

Environmental Sustainability Advisory Committee

*Staff: Sarah Martin*

Student Success Committee

*Dean: Yasmin Dean, Faculty of Education and Social Work*

e. Sabbatical Leave Committee

The report from the Sabbatical Leave Committee was circulated, for information. S. Wagner was present to respond to any questions, but there were none.

f. Senate International Affairs Committee

All items in the SIAC report (a copy of which was circulated with the agenda package) were for information and elicited no questions for the committee chair, B. Chadwick.

g. Environmental Sustainability Advisory Committee (Information)

Committee co-chairs, C. Tatarniuk and S. Church, were present to respond to questions, although there were none.

## 6. Business

### a. Strategic Internationalization Plan (*notice of motion served on November 25, 2024*)

B. Chadwick presented the Strategic Internationalization Plan and then addressed comments received during the notice of motion period, which she indicated would be considered in the coming implementation phase. An updated version of the proposed Plan was circulated via a link on the agenda. Comments and questions ensued.

*On motion duly made and adopted, it was **RESOLVED** that Senate approve the Strategic Internationalization Plan as circulated.*

### b. Proposed revisions to Election Procedures

M. Bluhm spoke to the proposed revisions to the election procedures document. Discussion ensued.

*On motion duly made and adopted, it was **RESOLVED** that Senate approve the proposed revisions to the Election Procedures document, as circulated.*

## 7. Presentation

### a. Joint presentation on Research and Graduate Studies

S. Wagner and I. Hartley presented on Research and Graduate Studies. Questions and comments ensued.

## 8. Question Period

G. Balfour indicated that, since the president was away, questions could be passed along by email or asked at the next meeting.

## 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

As there were no further agenda items, the meeting terminated at 4:57pm.

**ENROLMENT SUMMARY WINTER 2025** — IPE recently released a summary of TRU enrolment for Winter 2025. The data highlight key shifts in student numbers across TRU's campuses and Open Learning programs.

The most significant change is a sharp decline in new international enrolments, down 59% compared to last year. This drop is a direct result of federal policy changes affecting study and post-graduate work permits, leading to an overall 19% decline in international student numbers on the Kamloops campus.

In contrast, domestic enrolment remains stable or growing. Kamloops campus has seen a 4% increase in domestic students, while Williams Lake campus enrolment is up 23%. Open Learning continues to expand, with domestic enrolment increasing by 7%.

Program demand has also shifted. The Bob Gaglardi School of Business and Economics, which previously saw high enrolment from international students, has experienced a significant decline, particularly at the post-baccalaureate level. Meanwhile, Science, Nursing, and Trades programs have shown growth, likely reflecting changing student interests and workforce needs.

Open Learning remains a critical component of TRU's enrolment strategy, with a 45% increase in international students and a 7% increase in domestic enrolment. This growth suggests that Open Learning could play an increasingly important role in attracting students, particularly those seeking flexible study options.

Indigenous student representation continues to strengthen, particularly in Williams Lake, where 37% of domestic students now self-identify as Indigenous. This increase aligns with TRU's commitment to accessibility and support for Indigenous learners in the region.

**NOMINEES FOR TRU HONORARY DEGREES** — The honorary degree is the highest form of recognition offered by TRU. You are invited to nominate a distinguished individual for an honorary degree, in accordance with [Honorary Degree Policy ED 16-2](#). The nomination deadline for candidates to be considered for the 2026 Convocation ceremonies is Aug. 31, 2025.

Recipients of honorary degrees must be distinguished, with achievements both relevant and appropriate to TRU. Eligibility for nomination is restricted to persons of provincial, national or international stature. By nominating a worthy candidate, this is your opportunity to:

- Profile your discipline or field within our university



- Highlight and raise awareness of important issues in society
- Bring national attention to our university and our community
- Forge a relationship that could benefit your faculty or school
- TRU employees, students, alumni and members of the Board of Governors are invited to nominate candidates for consideration.

Visit the [Honorary Degree Nomination Process OneTRU site](#) to get started. Contact the [Secretariat](#) with any questions.

**AVP GRADUATE STUDIES AND RESEARCH APPOINTED** — Dr. Brian Roy has been named as TRU's new Associate Vice-President, Graduate Studies and Research.

Brian comes to TRU from Brock University, where he was associate dean of the Faculty of Graduate Studies and Postdoctoral Affairs for the past four years. He joined Brock's kinesiology department in 2002 and was department chair from 2015 to 2018. His leadership roles at the university also include senator, chair of the Bioscience Research Ethics Board and director of the Centre for Bone and Muscle Health.

As the recipient of multiple grants and awards as a sports and clinical scientist, Brian's research focuses on the regulation of integrated physiological responses and muscle metabolism during physical activity and dietary manipulations. In 2023 he was co-investigator on a CHIR Project Grant valued at \$573,752, "The Can-IIHSS: A Canadian integrated platform for injury and concussion prevention." He won the CCIP Award for Collaborative Excellence in 2022 for "Concussion Awareness Training Tool (CATT) for High-Performance Athletes." He is the author of more than 80 peer-reviewed articles and chapters in six books.

Brian holds a Bachelor of Physical Education and an MSc in Kinesiology from McMaster, and a PhD in Work Physiology from the University of Waterloo. He returned to McMaster as a CIHR Research Fellow in the Department of Medicine.

**VP INTERNATIONAL NOMINATED TO CBIE BOARD** — Congratulations to Baihua Chadwick, Vice-President International, who has been nominated to the board of directors for the Canadian Bureau for International Education (CBIE).

CBIE is the national voice advancing international education in Canada, bringing together leaders from institutions across the country to shape policies, share expertise, and support student success. Baihua's nomination recognizes her leadership in international education, her commitment to fostering inclusion and diversity and her ability to navigate complex policy landscapes.

### **TRU OPEN LEARNING RECEIVES FUNDS TO IMPROVE MICRO-CREDENTIAL ASSESSMENT —**

TRU has received \$321,359 for the third phase of its work creating a process to assess micro-credentials for additional credit options.

A micro-credential is a short, stand-alone, competency-based learning program that fits with labour market or community needs. It is assessed and recognized for employment or further learning.

As part of phase 3, TRU is assessing up to 50 micro-credentials for possible academic credit. This includes provincially funded and independently developed micro-credentials. Phase 3 builds on the success of phases 1 and 2, which created a repeatable micro-credential assessment process.

TRU is also working with the B.C. Council on Admissions & Transfer (BCCAT) to house and share the assessment results through the online Transfer Credit System. Sharing assessment results allows institutions across B.C. to identify potential credit paths within their own institution.

TRU continues to engage with a committee of senior post-secondary institution representatives to refine, scale and apply the assessment process. This committee will report on findings with recommendations for repeatable and sustainable processes that expand current skill validation in post-secondary institutions.

**NEW CEREMONIAL MACE DEBUTS AT SPRING CONVOCATION —** Tk'emlúps artist Ed Jensen has designed and carved a new ceremonial mace for the university featuring Coyote and stories of the Secwépemc people. The new mace replaces our old mace, which was damaged in transit in 2024.

The new mace prominently features Coyote, carved from a piece of. He sits atop a juniper staff carved with pictographs that represent the stories of the Secwépemc people as they live on the land. The staff is carved with pictographs depicting stories of the Secwépemc people. To emphasize their importance, Jensen painted them with red ochre.

Ed, who is a respected hunter, hunting guide and knowledge keeper among Tk'emlúps te Secwépemc, says he is looking forward to seeing his art used in future convocation ceremonies.

[Read the full story of Ed and his work here.](#)

**TRU RECOGNIZES DISTINGUISHED ALUMNI —** TRU is honouring three esteemed alumni with Distinguished Alumni Awards for outstanding achievements and dedicated service in the areas of health care, truth and reconciliation, and medicine.

Celebrating distinguished alumni has been a cherished tradition at TRU since the inception of the Alumni Association in 1995. This year's Distinguished Alumni Awards go to:

Frank Fiorenza, Distinguished Alumni Award, Health Care 2024 — As an experienced respiratory therapist and inventor of innovative medical devices, Frank (BHS '12) has significantly impacted the healthcare industry. His inventions have optimized mechanical ventilation, resulting in enhanced patient care and better protected healthcare workers. With more than 20 patents and patents pending for various devices related to respiratory therapy, his contributions are recognized globally. Fiorenza is president and CEO of Smart RS Inc. and vice president of sales, marketing and product development at McArthur Medical.

Annie Korver, Distinguished Alumni Award, Truth and Reconciliation 2024 — Annie (BTM '04) is the founder of Rise Consulting Ltd., a corporation that focuses on Indigenous inclusion and reconciliation in corporate Canada. Through her leadership at Rise Consulting, Korver facilitates the creation of sustainable relationships between corporations and Indigenous communities. Korver is a respected speaker as well, frequently sharing her insights at high-profile events on topics such as Indigenous inclusion, economic reconciliation and the empowerment of Indigenous women. By actively participating in initiatives that empower Indigenous women and youth, Korver provides guidance and inspiration to those who aspire to follow in her footsteps.

Dr. Elspeth McDougall, Distinguished Alumni Award, Medicine 2024 — Recognizing her outstanding achievements in the field of medicine, most notably her work in developing new techniques in laparoscopic renal surgery, Elspeth McDougall, MD, received an Honorary Doctor of Laws degree from TRU in 2010.

Now retired, she is a professor emerita at the University of British Columbia. McDougall is internationally recognized for her laboratory and clinical research in urologic laparoscopic surgery and teaching courses on fundamental and advanced endourological and laparoscopic techniques. McDougall has published well over 200 peer-reviewed journal articles and numerous book chapters, and she is the co-editor of two textbooks on laparoscopic surgery.

**TRU ANNUAL DAY OF GIVING** — TRU's Day of Giving is your chance to invest in education, training, research and scholarship that makes a difference in the lives of students. This year's goal is to raise \$50,000 in just 24 hours.

Building on the success of last year's campaign, which surpassed its 48-hour target of \$48,000, organizers are hopeful that the community will once again come together to make a powerful impact on students.

The 2025 Day of Giving kicks off at 12:01 a.m. on Feb. 27, and donors have 24 hours to choose a cause, either a featured fund or an area of their choice from across TRU's faculties and schools. Stay tuned for more on featured funds, challenges and on-campus activities. Choose your cause at [tru.ca/givingday](https://tru.ca/givingday).

**TRU AND UNIVERSIDAD EXTERNADO EXPLORE ACADEMIC COLLABORATION** — I had the opportunity to meet with Externado University Rector Hernando Parra Nieto in Colombia earlier this month to discuss potential academic partnerships, including student exchanges and double-degree programs.

The discussion highlighted shared priorities such as faculty development and Indigenous inclusion. I also expressed interest in facilitating visits for TRU students and faculty to Externado and noted TRU's focus on in-person and virtual education.

The meeting was made possible through Juan Felipe Mejia, who is an Externado graduate and now Manager, Transnational Education, TRU World. Also representing TRU in Colombia were TRU World's ZiPing Feng, Chief International Enrolment Officer, and Aldo Mendizabal, Senior International Recruitment Consultant. Anyone interested in learning more is welcome to contact TRU World's Study Abroad Office, Norah Vander Haas ([nvanderhaas@tru.ca](mailto:nvanderhaas@tru.ca) 1-250-852-6312).



## PROVOST'S REPORT TO SENATE February 2025

I am delighted to share updates with the Senate on the outstanding teaching, learning, and research activities happening across TRU's Faculties and Library. Each month, I request updates on key successes and initiatives. While many faculties have their own newsletters, I would like to highlight items of interest to senators as well.

### **FACULTY OF ADVENTURE, CULINARY ARTS & TOURISM**

FACT secured 4 of 9 SOTL grants, with 3 awarded to Adventure faculty.

Kimbire Woods (Culinary Arts) received a \$45K sustainability grant for a growing dome between the Culinary Arts Training Center and the nursing building.

Anne Terwiel (Tourism Management) was appointed as a judge and coach for the 2027 Canadian Interski Team, which will compete in Vail, Colorado.

Adventure faculty will present on inter-faculty collaboration and co-teaching Outdoor Therapies at the 2025 Teaching Practices Colloquium. Adventure and Anthropology are developing an experiential field-based course for field technicians. Adventure also launched Pathways to Adventure, a dual credit initiative for high school students to enter adventure programs and BTM.

Adventure launched a blog: [adventure.inside.tru.ca](https://adventure.inside.tru.ca). Retail Meat and Culinary Arts hosted high school students in their labs, leading to several enrollments. Kimberly Thomas-Francois and Jason Johnston (Tourism) discussed managing tourism from an Indigenous perspective during a field trip to Quaaout Lodge. The annual Career Mentoring Event saw 50 students and 12 mentors from the tourism sector participate.

### **FACULTY OF EDUCATION & SOCIAL WORK**

On February 13, EDSW, in collaboration with the Office of Indigenous Education and the University of Ottawa Press, hosted a book launch event to celebrate the release of *Dangling in the Glimmer of Hope: Academic Action on Truth and Reconciliation*, edited by Drs. Garry Gottfriedson and Victoria (Tory) Handford. The collection features short stories, poetry, children's stories, and scholarly chapters. During the event, Drs. Gottfriedson and Handford shared their insights on the process and the book's creation, while contributing authors Sarah Ladd, Dr. Rod McCormick, Dr. Gloria Ramirez, Fred Schaub, and Dr. Bernita Wienhold-Leahy read excerpts from their works or discussed the impact of the experience. It was an honor to have T'kemplúps te Secwépemc Kúkpí7 Rosanne Casimir and Council members in attendance.

The School of Social Work and Human Service has introduced the Online Fetal Alcohol Spectrum Disorder (FASD) Training program. Led by faculty members Jay Goddard and Michele Bebault, this free, non-credit program is tailored for frontline workers, family members/caregivers of individuals with FASD, and self-advocates. The eight-module course runs as a self-paced, self-directed course for 12-weeks. The program has three intake points: January, March, and May, with 60 students currently enrolled in the first intake.

## **FACULTY OF SCIENCE**

The Faculty of Science has received approval from DQAB to offer a Master's of Engineering program. Additionally, we have been authorized to offer a Computer Networking and Cybersecurity diploma, which we plan to launch in Fall 2025. We are creating promotional videos to be featured on our website and other platforms. These will include separate videos for general, applied, and health sciences, as well as a video highlighting common student supports and services. The videos will feature student testimonials, faculty comments, and footage of labs, the latest equipment, and help centers.

On February 19, the Faculty of Science will host "Science Revealed - Dean's Lecture Series" featuring Gwynne Dyer. This special event will welcome 300 attendees to the Mountain Room for the lecture, with a Guest Reception in the Alpine Room prior to the lecture.

## **FACULTY OF STUDENT DEVELOPMENT**

The Faculty of Student Development continues its reorganization towards becoming a new academic faculty dedicated to the creation, delivery and facilitation of pan-institutional, interdisciplinary and integrative curricular and co-curricular programming.

A strategic visioning plan, currently under review by FSD, will be shared in March. The plan aligns with the Provost's Integrated Strategic Planning initiative and lays the groundwork for development of a pan-university social compact between the proposed new Faculty of *Interdisciplinary and Integrative Studies* (FIIS; name to be voted on by faculty council) and other key stakeholders, including TRU's faculties, schools, the Library, Research, students, and community partners. The university-wide consultation process begins in March.

The following achievements speak to the impact of FSD's programming, which has involved and positively impacted the academic and personal lives of over 5000 TRU students during the last month:

- FSD hosted the TRU Job Fair, with over 90 Employers and 4000 students participating.
- Through the Supplemental Learning program, 22 leaders are providing support through weekly sessions to approximately 1845 students. They are registered in multiple sections of 15 courses in Arts, Science, and Business. Course registrants by Faculty are: 365 Arts, 1250 Science, 230 Business.
- The Writing Centre gave 10 course or discipline-specific writing workshops (including 1<sup>st</sup> year Nursing Students, MEd students, MN and NP Students, Psych Honours Students, and Political Science students). It has also refined its tutor training program for appropriate use of Generative AI.

- Career & Experiential Learning has started a new Career Ready program for students. This program will teach them essential strategies for exploring career options that are a good fit for their skills, interests, and goals, as well as how to successfully navigate the job search and application process. They will also be piloting a weekly drop-in program to support students with building career readiness skills.
- 2024 Co-op Student of the Year Award was hosted by Career & Experiential Learning. Bhavika Jain, who is also an Intercultural Peer Mentor, received this year's award.

## **BOB GAGLARDI SCHOOL OF BUSINESS & ECONOMICS**

Last month, our MBA team competed against 13 universities at Canada's 2025 National MBA Games, securing first place in the spirit category and second place in athletics.

On February 19th, TRU Gaglardi hosted the TRU Gaglardi AI Summit: Generative AI's Role in Education, Business, and Society, organized by the Teaching and Learning Committee and the GenAI Innovators Group at TRU Gaglardi. On February 19th, the TRU Gaglardi Indigenous Working Group (IWG), in conjunction with Sk'elep Reconciliation and developed in collaboration with Indigenous Elders, Knowledge Keepers, and Educators, will present the Blanket Exercise. This interactive and experiential teaching tool explores the historic and present-day relationship between Indigenous Peoples and non-Indigenous Peoples in the land now known as Canada.

## **SCHOOL OF TRADES & TECHNOLOGY**

The Water and Wastewater Program created and launched a website to help operators of small water systems get support from their peers. Since its launch in 2018, the Ministry of Health, First Nations Health Authority, Indigenous Services Canada, and the Environmental Operators Certification Program (ECOP) have collectively contributed over \$100K towards its development. Recently, the Ministry of Health confirmed an additional \$42K for ongoing site updates.

The Canadian Home Builders Association Central Interior (CHBA-CI) recently awarded STT to support the Residential Construction program. The awards included \$50K for a new endowment fund, a \$1000 tool donation for each of the 17 students in the program, and \$17.5K for constructing the Dream Home. The Dream Home, a partnership between STT and CHBA-CI, is raffled by the Y, with profits supporting services for families in need. New Gold donated a fire truck to the Heavy-Duty program, which will aid in training Foundation and Apprentices in repair, maintenance, and wildfire training. Additionally, New Gold has donated approximately 200 coveralls for use in training at TRU, saving students around \$10K.

STT has begun receiving applications from international student apprentices for training at TRU. A model for international student tuition has been approved to welcome these students into our programs.

## **LIBRARY**

Canadian Newsstream is now available in the Library's Database A-Z list and integrated into the library's Discovery Search. This collection offers access to current and historical Canadian news, featuring major newspapers like The Vancouver Sun, Victoria Times Colonist, The Globe and Mail, National Post, Toronto Star, and more. We are also excited to announce the addition of Emerald Journals Limited to our library's database offerings. Emerald Publishing Limited is a renowned scholarly publisher specializing in academic journals and books across various disciplines, including social sciences, management, business, education, health, science, engineering, and technology.

Congratulations to Michelle Terriss, our TRU law librarian, for recently winning a Clawbie, the 2024 Canadian Law Blog Award for her work on the Canadian Open Access Legal Citation Guide.

Until earlier this year, keeping books out of the landfill was tricky. They were not accepted as part of the Recycle BC program and not all books were accepted by second-hand stores or used bookstores. When the City of Kamloops secured Planet Earth Recycling as a provider of book recycling services for Kamloops residents, the TRU Library team was quick to partner with the TRU Sustainability Office in making book recycling a convenient option for TRU students, faculty and staff. A collection bin was purchased and placed at the south entrance to the Brown Family House of Learning, signage was updated, hauling services were secured, and a pilot was launched in April 2024. To date, a whopping 3,306 lbs of books have been diverted from landfill.

## **CENTRE FOR EXCELLENCE IN LEARNING & TEACHING**

On March 4, CELT is hosting Dr. Dustin Louie, an Indigenous Scholar and Director of the Indigenous Teacher Education Program at the University of British Columbia. Dr. Louie will be speaking on "Barriers to Engaging with Reconciliation in Canada". Registration links for the sessions are on CELT's webpage.

March 21 will be TRU's first AI Showcase! The event is an opportunity for faculty to learn with and from colleagues on strategies for responding to artificial intelligence in post-secondary education. Registration through CELT's webpage is required, and attendees can indicate if they will participate in person or online.

## **PROVOST UPDATES**

I have requested that Brian Lamb, Director of Learning Technology & Innovation, lead a cross-institutional group of faculty members who are actively involved in AI discussions. Their goal is to draft guiding principles for the use of AI in teaching and learning at TRU. As many universities are advancing similar initiatives, it is crucial for TRU to establish principles for Senate's consideration within this academic year. I look forward to receiving the committee's recommendations to bring to Senate.

I recently attended a RUCBC (Research Universities' Council of BC) meeting, where I received a report on projected K-12 demographic changes based on IRCC updates. The largest K-12 learner cohort in the Lower Mainland and Vancouver consists of children



whose parents are working and studying in B.C. on student and work visas. As a result, the IRCC changes, the K-12 sector is expected to see a decline in the number of school-aged children in the coming years. This will impact post-secondary applications from future high school graduates. As we develop a new strategic enrolment planning strategy, we must consider the broader effects of IRCC changes beyond international students coming to TRU. We will see fewer young families moving to B.C.

Respectfully submitted on February 18, 2025 by:



Dr. Gillian Balfour  
Provost and Vice-President Academic

**ACADEMIC PLANNING AND PRIORITIES COMMITTEE  
FEBRUARY 2025 REPORT TO SENATE**

The February 13, 2025, meeting of APPC was chaired by Dr. Michael Henry on behalf of Dr. Gillian Balfour. The following items come forward from APPC to Senate:

**For approval:**

- a. **Examinations Policy ED 3-9 Amendment**, Noah Arney, Policy Specialist

*Motion approved at APPC*

*On motion duly made and adopted, it is RESOLVED that APPC approves the proposed minor amendment to the Examinations policy ED 3-9 and recommends Senate approve it.*

- b. **Research Integrity Policy ED 15-2 Revision**, Noah Arney, Policy Specialist

*Motion approved at APPC*

*On motion duly made and adopted, it is RESOLVED that APPC approves the proposed Research Integrity Policy ED 15-2 and recommends Senate approve it.*

- c. **Research Ethics Board Policy (new policy)**, Noah Arney, Policy Specialist

*Motion approved at APPC*

*On motion duly made and adopted, it is RESOLVED that APPC approves the proposed Research Ethics Board Policy and recommends Senate approve it.*

**For information:**

- a. **Software Engineering Accreditation and Program Review Final Report**, Faheem Ahmed, Associate Dean, Faculty of Science and Yasin Mamatjan, Chair, Engineering
- d. **Chemistry Program Review Final Report**, Kara Lefevre, Associate Dean, Faculty of Science and Bruno Cinel, Chair, Chemistry
- e. **Category II Approvals**
- i. COOP 4300 Co-op Work Term 4

Respectfully submitted on February 14, 2025, by:



Gillian Balfour, Chair, Academic Planning and Priorities Committee



## MEMORANDUM

**To:** Gillian Balfour, Chair APPC  
**From:** Noah Arney, Policy Specialist  
**Date:** January 9, 2025  
**Subject:** Minor Amendment to Examinations Policy ED 3-9

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### Purpose of this document:

To adopt a minor amendment to the Examinations Policy that is taking effect for the 2025/2026 academic year.

### Background:

The section of the Exam policy outlining the process for Open Learning students taking an exam early is a purely procedural matter, in that exam booking is separate from the rest of the course, and so there is no way to properly enforce this section of the policy for determining permission. This means that the section is not implementable and should be removed from the policy.

### Summary of Proposed Amendments:

- Deletion of Regulation 2 “Choosing to Take and Exam Early” in its entirety and renumbering of the remainder of the policy.
- Addition of the Administrative Contact as the Relevant Dean

### Summary of Engagement:

- Identified as a concern by OLFMs
- Reviewed with Registrar and Director of Curriculum, Development and Delivery

### Recommended Steps:

1. Review by APPC
2. Approval of the policy proposal as a minor amendment

### Proposed Motion:

APPC: RESOLVED that APPC approves the proposed minor amendment to the Examinations policy ED 3-9.



# THOMPSON RIVERS UNIVERSITY

Senate: RESOLVED that, on the recommendation of APPC, Senate approves the proposed minor amendment to the Examinations policy ED 3-9.

## Attachments:

- Examinations Policy ED 3-9 in Redline

# EXAMINATIONS



THOMPSON  
RIVERS  
UNIVERSITY

805 TRU Way  
Kamloops, BC V2C 0C8  
tru.ca

<b>POLICY NUMBER</b>	ED 03-9
<b>APPROVAL DATE</b>	March 28, 2024 (To take effect for the 2025/2026 academic year.)
<b>AUTHORITY</b>	Senate
<b>CATEGORY</b>	Educational
<b>PRIMARY CONTACT</b>	Registrar
<b>ADMINISTRATIVE CONTACT</b>	(TBD), <u>Relevant Dean</u>

## POLICY

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The University is committed to enable students to effectively express their mastery of course learning outcomes; provide students with appropriate feedback on their performance; and provide assessment environments that ensure the credibility of TRU's credentials.

## REGULATIONS

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### 1. SUPERVISED EXAMINATIONS

- 1.1. For the purposes of this policy supervised exams come in four types:
  - a. **Final exams** – these are supervised assessments that are either scheduled by the TRU Registrar and occur within the final exam period, or are overseen by the TRU-Open Learning Exams Department and are identified as final exams;
  - b. **Mid-term exams** – these are assessments supervised by a TRU invigilator, worth fifteen percent (15%) or more of the total course grade, and are not final exams (as defined above) nor laboratory or law exams (as defined below);
  - c. **Laboratory exams** – these are assessments supervised by a TRU invigilator that take place within a laboratory environment and require the use of specialized laboratory equipment;
  - d. **Law exams** – these are exams offered and scheduled by the Faculty of Law.
- 1.2. No single mid-term examination shall exceed thirty percent (30%) of the final grade. A laboratory mid-term exam may exceed 30% of the laboratory grade, but may not exceed 30% of the associated course grade.

- 1.3. Final examinations shall not exceed 50% of the final grade. A laboratory final exam may exceed 50% of the laboratory grade, but may not exceed 50% of the associated course grade. This section (3) does not apply to Law exams.
- 1.4. Students with a disability may receive exam accommodations in compliance with TRU policy BRD-10, Academic Accommodation and Services for Students with Disabilities, and with Accessibility Services' procedures.
- 1.5. Scheduling of exams in semesterized courses
  - a. Mid-term exams (including Law and laboratory mid-term exams) shall take place during the scheduled course time and place (both physical and/or virtual) unless indicated in the course outline or by mutual agreement between the instructor and the student(s).
  - b. In the last week of instruction, no on-campus course may include an examination which makes up more than fifteen percent (15%) of the student's final grade, with the exception of laboratory and Law examinations.
  - c. In the last two weeks of instruction, no Law courses may include an exam which makes up more than ten percent (10%) of the student's final grade.
  - d. Final exams in semesterized courses (including Law mid-terms in full year courses as well as Law final exams but excluding laboratory exams) shall be scheduled only during the prescribed final exam period which shall commence no sooner than 24 hours after the last day of classes. This does not apply to OL paced courses, where students schedule their own exam times in consultation with consultation with TRU OL Examinations Department.
  - e. Laboratory exams (including final exams) will be scheduled during the scheduled laboratory time and may be given in the last week of classes, unless otherwise indicated in the course outline.
  - f. Scheduling of supervised final exams (excluding lab exams) in on-campus, semesterized courses shall make reasonable attempts to follow these general principles;
    - i. Exams shall be scheduled to spread the students' exams over the entire exam schedule to provide students with a maximum amount of study time and to provide for the efficient use of the time and space resources available for exam scheduling.
    - ii. No student will be scheduled so that two exams occur in the same exam session.
    - iii. No student will be scheduled with three exams in the same calendar day.

- g. The general principles for scheduling final exams for on-campus, semesterized courses outlined in item 1.5.f above will be implemented according to the following operational guidelines:
- i. The course instructor is responsible for ensuring the invigilation of all scheduled exams in their course.
  - ii. So long as the general principles outlined in item 1.5.f are met, faculty with Dean-approved activity that cannot be accomplished outside of the exam period will have these activities considered as constraints in the scheduling of examinations for the faculty member's courses.
  - iii. So long as the General Principles are met, faculty with medical circumstances beyond their control that occur during the exam schedule will have absences related to these circumstances considered as constraints in the scheduling of examinations for the faculty member's courses.
  - iv. Faculty requesting common exams for all or some sections of a course shall be accommodated where practical and as long as the General Principles are met.
- h. The schedule of supervised final exams for on-campus, semesterized courses will be published by the Registrar at least one month ahead of the semester's final examinations period.

#### 1.6. Missed supervised exam

Open learning students in continuous entry courses who miss a supervised exam are normally able to reapply to write the supervised assessment.

Additionally, it is recognized that students may miss a scheduled supervised exam due to unplanned circumstances that are outside of their control. The faculty, Registrar, and staff will recognize the following as valid reasons for a student to miss a supervised exam are:

- Illness;
- Acute medical condition;
- Domestic affliction; and
- Wolf Pack travel schedule.

In order for a reason that a student has missed a supervised exam to be deemed valid, the student must be able to support the reason with appropriate documentation, which may include a medical certificate, police report, or official letter. Based on this evidence, the instructor in consultation with their Department Chair (for campus-based courses) or the Open Learning Exams Department (for Open Learning courses) will determine if the student's reason is to be considered a

valid reason to miss the scheduled supervised exam. Steps to be taken for exams missed valid reasons are as follows:

- a. Mid-term examinations missed:
  - i. In the event that a student receives prior information that they have a valid reason (as defined above) to miss a mid-term exam, and they wish to seek a remedy, the student must inform the instructor (for campus based courses) or the Open Learning Exams Department (for Open Learning courses) immediately and attempt to reschedule the exam or arrive at another mutually acceptable solution.
  - ii. In the event that a student misses a mid-term exam for a valid reason (as defined above), and they wish to seek a remedy, the student must inform the instructor (for campus-based courses) or the Open Learning Exams Department (for Open Learning courses) as soon after the missed mid-term exam and attempt to arrive at a mutually acceptable resolution.
- b. Final examinations missed
  - i. In the event that a student receives prior information that they have a valid reason (as defined above) to miss a final exam and they wish to seek a remedy, the student must inform the instructor (for campus-based course) or the Open Learning Exams Department (for Open-Learning Courses) immediately and attempt to reschedule the exam or arrive at another mutually acceptable solution.
  - ii. In the event that a student misses a final exam for a valid reason (as defined above) and they wish wishes to seek a remedy, the student must inform the instructor (for campus-based courses) or the Open Learning Exams Department (for Open Learning courses) within two working days from the date of the missed exam.
  - iii. Upon receipt of a valid reason for a missed campus based final exam the instructor in consultation with the Department Chair will either:
    - Arrange for a suitable final exam that will be scheduled to occur before the end of the semester's examinations period. Due to room booking and other scheduling constraints, this exam may be scheduled at any time mutually acceptable to the instructor and student during regular university hours (including during the last week of classes) or at any time during the examinations period.; or
    - In exceptional circumstances, and after due consultation between the instructor and Department Chair, the student may be awarded a final mark for the course based on the student's performance on graded material assigned throughout the term.



- iv. Upon receipt of a valid reason for a missed open learning final exam the OL exams department will permit the student to complete the final exam during the next available exam session.
- c. Law examinations missed
  - i. In the event that a student receives prior information that the student will miss an exam for a valid reason or a student claims that circumstances beyond their control have caused them to miss all or part of a Law exam, the student should inform the Associate Dean (Assistant Dean if the Associate Dean is the instructor for the course in question) as soon as possible.
  - ii. Should a student seek remedy for a missed exam the Office of the Dean of Law will determine the evidence required to support the claim as well as the remedy.
  - iii. All decision related to missed exams may be appealed under the policy Student Academic Appeals, ED 4-0.

Generally, only valid reasons (as defined above) will be accepted for missing a supervised examination, however, instructors in on-campus courses have latitude to accept other legitimate reasons.

All decision related to missed exams may be appealed under the policy Student Academic Appeals, ED 4-0.

#### 1.7. Illness during an examination

If a student becomes ill while writing an exam, the student should inform the exam invigilator immediately. Full particulars of the circumstances will be taken by the invigilator and a report, the partially completed exam, and all other exam materials will be sent to the instructor (for campus-based courses) or the Exams Department Supervisor (for Open Learning courses).

If a student who became ill during an Open Learning examination wishes to re-write the exam, the student must submit a request for a re-write and medical documentation supporting the illness to the TRU-Open Learning Exams Department within seven (7) days of the exam.

#### 1.8. Interruption during an examination

A supervised examination may be significantly interrupted by unforeseeable conditions, for example a fire alarm, campus or building closure, or disruptive event in the examination room. It will be left up to the invigilator to determine if the interruption is significant enough to warrant terminating the examination prematurely.

- a. In the case that a mid-term, laboratory, or Law examination is prematurely terminated due to an interruption, the instructor (for campus-based courses) or the Open Learning Exams Department (for Open Learning course) will

attempt to reschedule the exam or arrive at another mutually acceptable solution.

- b. In the case that a final examination is prematurely terminated due to an interruption, the exam invigilator will notify the instructor and the Registrar (for campus based courses) or the Open Learning Exams Department (for Open Learning courses) within two working days after the date of the interrupted final exam.

Upon notification of an interrupted final exam, the Registrar, in consultation with the instructor and Department Chair (for campus-based courses), or the Open Learning Exams Department (for Open Learning courses) will either:

- i. Arrange for a suitable final exam which shall be provided and marked by the appropriate instructional department; or
- ii. In exceptional circumstances, and after due consultation with the instructor and Department Chair, the student may be awarded a final mark for an on-campus course based on the student's performance on graded material assigned throughout the term.

#### 1.9. Misconduct related to an examination

Instances of suspected academic misconduct during a supervised examination will be handled in accordance with Thompson Rivers University Policy ED 5-0, Student Academic Integrity.

### **ADDITIONAL REGULATIONS THAT APPLY TO OPEN LEARNING COURSES**

#### **2. CHOOSING TO WRITE A SUPERVISED EXAM EARLY**

~~If a student chooses, and is permitted, to write a final exam before completing all assignments, and then fails the final exam, the course is terminated. Remaining assignments will not be graded, and Open Learning Faculty Member support will not be available.~~

#### **3.2. EXAM SCHEDULE**

**3.1.2.1.** In-person supervised exam sessions dates are determined by the Thompson Rivers University Open Learning Exams Department and students must apply for a specific exam session by that session's application deadline.

**3.2.2.2.** Each in-person exam is conducted on the date and time assigned to the student by the Thompson Rivers University Open Learning Exams Department. Every effort will be made to ensure the date and time assigned to the student falls within the exam session date requested by the student.

**3.3.2.3.** Students may be permitted to reschedule their exam to another in-person exam session date if there is a session available before their course completion date and if the request is made a minimum of fourteen (14) days prior to the scheduled start date of the exam session for which they are currently scheduled.

3.4.2.4. Students who miss a scheduled in-person exam, and another exam session is available before their course completion date, will be charged a fee for rebooking their subsequent exam session for this course.

#### **4.3. EXAM CENTRES**

4.1.3.1. Whenever possible, students who have booked in-person exams will be assigned to the exam centres they have requested.

4.2.3.2. Students may be permitted to change their exam centre provided they make the request to the Thompson Rivers University Open Learning Exams Department a minimum of fourteen (14) days prior to the scheduled start date of the exam session.

#### **5.4. STUDENTS RESIDING IN CANADA**

Students who registered with Thompson Rivers University Open Learning using a Canadian address must write their exam in Canada, with the exception of Canadians serving in the Canadian Armed Forces or working abroad in diplomatic services. Other exceptions are granted only under extenuating circumstances.

#### **6.5. EXAM SPECIAL ARRANGEMENTS**

In extenuating circumstances, if a student is unable to attend an exam centre during the date assigned, she/he may request approval from the Exams Department Supervisor to write the exam at another location and/or time with an approved invigilator present. When such exceptions are granted the students may be required to arrange for their own exam supervisor and to submit the Statement of Presiding Supervisor form to Thompson Rivers University Open Learning Exams Department for approval. Thompson Rivers University Open Learning does not normally recognize employment commitments or vacation as acceptable reasons for exam special arrangements.



## MEMORANDUM

**To:** Gillian Balfour, Chair APPC

**From:** Noah Arney, Policy Specialist  
Office of the Provost & VP Academic, Office of the General Counsel

**Date:** January 23, 2025

**Subject:** Research Integrity policy, replacing Integrity in Research and Scholarship policy

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### Purpose of this document:

Approving the revised Integrity in Research and Scholarship policy ED 15-2, now renamed Research Integrity.

### Background:

TRU's Integrity in Research and Scholarship policy is out of date and no longer in full alignment with the Tri-Agency Framework: Responsible Conduct of Research (RCR). This new policy will replace the current policy with a new Research Integrity policy (the Policy) that aligns with RCR. Due to the substantial changes this policy is a replacement of the earlier policy and so is not provided in redline.

The current policy was approved in 2012 and is no longer up to date with the current version of RCR or with how TRU manages research integrity. The new policy makes substantial changes to ensure our alignment with RCR. In many cases the wording is directly taken from RCR. TRU is required to have an updated version of this policy to align with our responsibilities regarding Tri-Agency funding.

### Summary of Proposed Amendments:

- Clearly outlining all responsibilities for ethical conduct of research and scholarly integrity
- Placing the role for administration and misconduct allegations with the Provost and education jointly between the Provost and VP Research
- Updating the definitions of scholarly misconduct to align with RCR
- Updating the misconduct allegation section to align with procedural fairness and RCR
- Removing informal resolutions from the policy
- Updated the reporting and confidentiality requirements to align with RCR
- Moving the establishment of the Research Ethics Board to a separate policy



## Summary of Engagement:

- Identified as a priority by Office of VP Research
- Written with Director of Research Initiatives and Policy Specialist
- Reviewed by VP Research and Provost
- Reviewed by Legal
- Reviewed by People and Culture
- Reviewed by Policy Subcommittee of APPC
- Reviewed by Research Committee of Senate
- Shared broadly with TRU Community

## Recommended Steps:

1. Review by APPC February 2025
2. Notice of Motion at Senate February 2025
3. Approval of the policy proposal by Senate March 2025

## Proposed Motion:

APPC: RESOLVED that APPC approves the proposed Research Integrity policy ED 15-2 and recommends Senate approve it.

Senate: RESOLVED that, on the recommendation of APPC, Senate approves the proposed Research Integrity policy ED 15-2.

## Attachments:

- Research Integrity Policy

<b>POLICY NUMBER</b>	ED 15-2
<b>APPROVAL DATE</b>	(Leave blank; will be completed once approved)
<b>AUTHORITY</b>	Senate
<b>CATEGORY</b>	Educational; Research; Conduct
<b>PRIMARY CONTACT</b>	Provost & Vice-President Academic
<b>ADMINISTRATIVE CONTACT</b>	Vice-President Research

## **POLICY**

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Thompson Rivers University (TRU) supports and encourages the highest standards of conduct in research and scholarship. Toward that end, TRU strives to provide a positive environment that supports research excellence and that fosters researchers' abilities to act honestly, accountably, openly, and fairly as well as respecting Indigenous principles of relationality, respect, responsibility, and reciprocity in the search for, and dissemination of, knowledge. TRU will actively support education and training in integrity in scholarship as well as knowledge-seeking, knowledge creation, and creative inquiry.

This policy aligns with the Tri-Agency Framework: Responsible Conduct of Research (RCR) (2021) and will be updated to remain consistent with it. To better align with RCR some language in this policy has been adopted directly from it. Should there be any discrepancies between this policy and the RCR, the most recent version of the RCR takes precedence.

Primary responsibility for high standards of conduct in research and scholarship rests with the individuals carrying out these activities.

The Provost & Vice-President Academic is the responsible officer for this policy including being the contact for receiving protected disclosures, allegations of breaches of policies, and information related to allegations.

## **REGULATIONS**

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All faculty members, staff, other employees, students, postdoctoral researchers and all others involved in research associated with TRU are required to adhere to the principles described in these regulations. Misconduct in research and scholarship is an offence which, depending on its severity, is subject to a range of sanctions and progressive disciplinary measures up to and including dismissal or indefinite suspension.

Breach of the policies, rules, or guidelines of TRU or a funding agency or organization, or relevant laws or contractual obligations, in relation to research and scholarship is considered a breach of this policy.

## 1 RESPONSIBILITIES

It is the responsibility of the entire University Community to support a culture of scholarly integrity. No member of the University Community will breach this policy, engage in scholarly misconduct, make a malicious allegation of misconduct, or engage in retaliation against anyone following this policy.

### 1.1 THE UNIVERSITY

TRU is responsible for:

1. The development and implementation of this policy in alignment with the RCR.
2. Promoting and providing education on scholarly integrity including providing guidance to researchers on relevant policies and applicable laws, rules, and guidelines.
3. Reporting allegations to the appropriate agency, organization, or to the Secretariat on Responsible Conduct of Research.
4. Investigating allegations of scholarly misconduct.

### 1.2 RESEARCHERS

All those conducting research and scholarship, or otherwise involved in the research enterprise in any capacity whatsoever at TRU shall adhere to ethical standards. Researchers are responsible for promoting research integrity which includes the following as defined in the RCR:

- **Rigour:** Scholarly and scientific rigour in proposing and performing research; in recording, analyzing, and interpreting data; and in reporting and publishing data and findings.
- **Record keeping:** Keeping complete and accurate records of data, methodologies and findings, including graphs and images, in accordance with the applicable funding agreement, institutional policies, laws, regulations, and professional or disciplinary standards in a manner that will allow verification or replication of the work by others.
- **Accurate referencing:** Referencing and, where applicable, obtaining permission for the use of all published and unpublished work, including theories, concepts, data, source material, methodologies, findings, graphs and images.
- **Authorship:** Including as authors, with their consent, all those and only those who have made a substantial contribution to, and who accept responsibility for, the contents of the publication or document. The substantial contribution may be conceptual or material.
- **Acknowledgement:** Acknowledging appropriately all those and only those who have contributed to research, including funders and sponsors.
- **Conflict of interest management:** Appropriately identifying and addressing any real, potential or perceived conflict of interest, in accordance with the Institution's policy on conflict of interest in research, in order to ensure that the objectives of the RCR Framework (Article 1.3) are met.

Researchers are also responsible for:

1. **Disclosure:** Providing accurate information and documentation for expenditures from grant, contract, and award accounts.
2. **Approvals:** Seeking and obtaining any necessary approvals, permits, or certifications before conducting certain types of research, from the appropriate committee which may



include the Research Ethics Board, Animal Care Committee, and the Biohazards Committee.

3. **Protocols:** Respecting local cultural protocols, and obtaining all necessary approvals, for engaging in any research or scholarship when partnering with Tk'emlúps te Secwépemc or T'éxelc or any other Indigenous nation or community as defined in TCPS2. Additional guidance for this may be given in TCPS2.
4. **Compliance:** Following all applicable laws, rules, policies, and TRU requirements for the conduct of research, including but not limited to the:
  - a. Tri-Agency Framework: Responsible Conduct of Research (RCR, 2021);
  - b. Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS2, 2022);
  - c. Canadian Council on Animal Care Policies and Guidelines;
  - d. Agency policies related to the Impact Assessment Act;
  - e. Licenses for research in the field;
  - f. Laboratory Biosafety Guidelines;
  - g. Controlled Goods Program;
  - h. Canadian Nuclear Safety Commission (CNSC) Regulations;
  - i. Canada's Food and Drugs Act;
  - j. Conflict of Interest and Confidentiality Policy of the Federal Research Funding Organizations; and
5. **Supervision:** Researchers with oversight roles provide appropriate supervision and training in the conduct of research to those they oversee.

## 1.3 PROVOST & VICE PRESIDENT ACADEMIC

The Provost & Vice-President Academic (Provost) is responsible for administering this policy and all record keeping and reporting under this policy as well as under the RCR as required. If the Provost was a party to the alleged misconduct, the Vice-President Research will assume the Provost's role in applying this policy.

The Provost will make available to the University Community any procedures for the conduct and administration of this policy.

## 2 EDUCATION AND AWARENESS

The Provost, in consultation with the Office of the Vice-President Research will develop and provide training and education on scholarly integrity and research ethics. The Office of the Provost and the Office of the Vice-President Research will promote awareness of these topics and provide access to related resources to all members of the University community. They will support researchers by ensuring they are aware of the requirements laid out in this policy and by communicating with the University Community on matters relating to Scholarly Integrity and how to make an allegation of scholarly misconduct.

The Office of the Provost will develop and share an annual report on findings of breaches of this policy.



## 3 SCHOLARLY MISCONDUCT

Scholarly misconduct means conduct that breaches the scholarly standards or a failure to meet the expectations outlined in section 1.2 of this policy. This breach may be intentional or a result of honest error and also includes, but is not limited to, any of the following as defined by the RCR:

1. **Fabrication:** Making up data, source material, methodologies or findings, including graphs and images.
2. **Falsification:** Manipulating, changing, or omitting data, source material, methodologies or findings, including graphs and images, without appropriate acknowledgement, such that the research record is not accurately represented.
3. **Destruction of research data or records:** The destruction of one's own or another's research data or records or in contravention of the applicable funding agreement, institutional policy and/or laws, regulations and professional or disciplinary standards. This also includes the destruction of data or records to avoid the detection of wrongdoing.
4. **Plagiarism:** Presenting and using another's published or unpublished work, including theories, concepts, data, source material, methodologies or findings, including graphs and images, as one's own, without appropriate referencing and, if required, without permission.
5. **Redundant publication or self-plagiarism:** The re-publication of one's own previously published work or part thereof, including data, in any language, without adequate acknowledgment of the source, or justification.
6. **Invalid authorship:** Inaccurate attribution of authorship, including attribution of authorship to persons other than those who have made a substantial contribution to, and who accept responsibility for, the contents, of a publication or document.
7. **Inadequate acknowledgement:** Failure to appropriately recognize contributors.
8. **Mismanagement of Conflict of Interest:** Failure to appropriately identify and address any real, potential or perceived conflict of interest, in accordance with the Institution's policy on conflict of interest in research, preventing one or more of the objectives of the RCR Framework (Article 1.3) from being met.
9. **Misrepresentation in an Agency Application or Related Document**
  - a. Providing incomplete, inaccurate or false information in a grant or award application or related document, such as a letter of support or a progress report.
  - b. Applying for and/or holding an Agency award when deemed ineligible by CIHR, NSERC, SSHRC, or any other research funding organization world-wide for reasons of breach of responsible conduct of research policies such as ethics, integrity or financial management policies.
  - c. Listing of co-applicants, collaborators or partners without their agreement.
10. **Mismanagement of Grants or Award Funds:** Using grant or award funds for purposes inconsistent with the policies of the Agencies; misappropriating grants and award funds; contravening Agency financial policies, namely the Tri-Agency Guide on Financial Administration, Agency grants and awards guides; or providing incomplete, inaccurate or false information on documentation for expenditures from grant or award accounts.
11. **Breaches of Agency Policies:** failing to meet Agency policy requirements or, to comply with relevant policies, laws or regulations, for the conduct of certain types of research

activities; failing to obtain appropriate approvals, permits or certifications before conducting these activities.

12. **Breaches of Agency Review Processes:** Non-compliance with the Conflict of Interest and Confidentiality Policy of the Federal Research Funding Organizations or participating in an Agency review process while under investigation.

## 4 ALLEGATIONS OF SCHOLARLY MISCONDUCT

All allegations of misconduct, inquiries, and investigations under this Policy will protect the privacy of the Complainant(s) and Respondent(s) to the extent possible provided under applicable university policy, collective agreements, and/or legislation. All allegations will be dealt with following the principles of procedural fairness and in accordance with any relevant collective agreements.

### 4.1 MAKING AN ALLEGATION

Allegations of misconduct in research and scholarship may be made by any person inside or outside of TRU. Protected disclosures, allegations of breaches of policies and information related to allegations, should be directed in writing to the Provost. All allegations under this policy must be based in facts and made in good faith.

An anonymous allegation which includes enough information to assess its validity and begin an investigation is allowed under this policy. Those making anonymous allegations are not considered a Complainant.

### 4.2 RESPONDING TO AN ALLEGATION

1. When an allegation is made under this policy the Provost will immediately begin an initial inquiry to determine whether:
  - a. the allegation is based in fact;
  - b. a formal investigation is warranted;
  - c. it falls under the scope of this policy; and
  - d. the allegation, if proven, constitutes Scholarly Misconduct.
2. This initial inquiry will normally be delegated to an appropriate Vice-Provost, Associate Vice-President, Dean, or Director who reports to the Provost or the Vice-President Research. In all cases the person conducting the initial inquiry will be someone who has the necessary academic expertise to assess the allegations and who has no perceived or real conflicts of interest.
3. During the initial inquiry additional Respondents, Complainants, and witnesses may be identified.
4. The Respondent will be made aware of the substance of the allegations and allowed to respond.
5. The Respondent and Complainant have the right to a support person of their choosing to assist them who may have access to all information available to them, provided that it must be kept confidential. Members of unions and employee associations have the right to representation that their collective agreement confers.
6. At the discretion of the Provost immediate action may be taken to protect the administration of funds associated with the research in question up to and including freezing the accounts or requiring the signature of the Provost or Vice-President

Research on all expenses. This will not be seen as a finding of fact in the process but is a temporary protective measure while the inquiry and investigation are undertaken.

7. The decision of the initial inquiry must be reported to the Provost within 30 working days of the delegation.
8. The decision of the initial inquiry will be reported to the Respondent within 10 working days of the Provost receiving it.
9. If the initial inquiry determines that the allegation is based in fact and that the alleged conduct could constitute scholarly misconduct a formal investigation will begin.
10. In the case of an allegation of misconduct that occurred at another organization, agency, or institution the Provost will coordinate with the other organization, agency, or institution's designated point of contact to determine how to proceed.

## 4.3 FORMAL INVESTIGATION AND REPORT

1. When a formal investigation is begun the Provost will appoint an Investigation Committee:
  - a. The chair of the Investigation Committee will be a Vice-Provost, Associate Vice-President, Dean, or Director who reports to the Provost or the Vice-President Research.
  - b. The remainder of the Investigation Committee will be made up of between two and four tenured TRU faculty members and one external member who has no current affiliation with TRU.
  - c. All members should have the necessary expertise to assess the allegations and have no perceived or real conflicts of interest.
2. The Investigation Committee has the authority to decide whether a breach has occurred. The Investigation Committee may review any information relevant to the allegation. They may interview any relevant member of the University Community during their investigation.
3. Both the Complainant and Respondent will be provided an opportunity to be heard by the Investigation Committee. The Respondent will be entitled to see and make submissions regarding all information considered by the Investigation Committee.
4. The Respondent and Complainant have the right to a support person of their choosing to assist during the Formal Investigation who may have access to all information available to them provided that it must be kept confidential. Members of unions and employee associations have the right to representation that their collective agreement confers.
5. All those involved in the Formal Investigation will agree to confidentiality about the allegations, investigation, and proceedings.
6. At the conclusion of a formal investigation the Investigation Committee will prepare and sign a report which includes:
  - a. a summary of the allegations and responses;
  - b. their decision on the matter with specific reasons; and
  - c. a recommendation of sanctions, if any, or recommended actions to protect or restore the reputation of the Respondent.
7. This report will be provided to both the Provost and the Respondent normally within 60 working days of the commencement of the formal investigation.
8. The Provost will determine any sanctions based on the recommendation of the Investigation Committee normally within 20 working days of receiving the report will and



send a copy of the report and the Provost's decision to the Respondent, President and the relevant Deans or Directors of those involved in the allegation.

## 4.4 SANCTIONS

1. Sanctions for Scholarly Misconduct will be determined by the Provost on the recommendation of the Investigation Committee and will depend on the severity of the offense.
2. If sanctions are to be imposed, the Provost will provide the Respondent an opportunity to be heard or to provide further information prior to their final decision regarding a sanction.
3. Any disciplinary action to be taken against an employee of TRU under this policy is subject to the applicable employee agreement and legislation that apply to that employee.

## 4.5 APPEAL

1. **Appeal of process:** Within 10 working days of receiving the report and Provost's decision on sanctions, the Respondent may appeal the process of the investigation to the President. Grounds for such appeals shall be limited to procedural matters such as failure to follow this policy or the RCR. Should the President find in favour of the Respondent, a new Investigation Committee with new membership will be convened to conduct a new investigation.
2. **Appeal of discipline:** Respondents with applicable grievance procedures in their collective agreement or terms and conditions of employment may appeal discipline that is imposed under this policy and is subject to their collective agreement or terms and conditions of employment, through the relevant grievance procedure.

## 5 REPORTING

Subject to the Freedom of Information and Protection of Privacy Act TRU will advise the appropriate agency, organization, or to the Secretariat on Responsible Conduct of Research of allegations in alignment with RCR Reporting Requirements (4.4) and the relevant agency or organization policies. Timelines for reporting will align with RCR. TRU will report annually on all allegations and confirmed breaches of this policy to the SRCR and will post a report annually on the TRU website with the number of and general information on findings of breaches.

## 6 CONFIDENTIALITY AND PRIVACY

Enquiries, allegations of breaches of policies and information related to allegations will be handled confidentially subject to the BC Freedom of Information and Protection Privacy Act, RCR, and relevant policies and legislation. The privacy of Complainant(s) and Respondent(s) will generally be protected, but a Respondent is normally entitled to know the identity of the Complainant.

TRU's public annual report on confirmed misconduct and actions taken is not a violation of confidentiality.

## 7 ASSOCIATED POLICIES

Other TRU policies that affect this include but are not limited to:

- Biosafety and Biosecurity ADM 25-0
- Care and Use of Animals in Research and Teaching BRD 21-1
- Conflict of Interest ADM 4-2
- Public Interest Disclosure BRD 29-0
- Records Retention/Destruction ADM 2-3 and associated Records Retention Schedule
- Research Ethics Board ED XX-X
- Whistleblower BRD 18-0

DRAFT - for consultation purposes



## MEMORANDUM

**To:** Gillian Balfour, Chair APPC

**From:** Noah Arney, Policy Specialist  
Office of the Provost & VP Academic, Office of the General Counsel

**Date:** January 23, 2025

**Subject:** Research Ethics Board Policy

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### Purpose of this document:

Approving a Research Ethics Board policy ED (number to be assigned).

### Background:

TRU is required to have a Research Ethics Board (REB) in alignment with the Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans (TCPS2). Senate is our highest body for academic and research matters and so oversight of the REB is under the Senate, while the Office of the Vice President Research provides administrative support for the REB. With the change to the Integrity in Research and Scholarship the Research Ethics Board policy the Research Ethics Board will no longer be established under that policy. This new policy then will establish the REB as an independent board with oversight by the Senate.

### Summary of Proposed Amendments:

This policy replaces brief mention in the Integrity in Research and Scholarship with a policy that gives the REB a framework within which they will be independent but accountable to Senate. It establishes the REB, sets their mandate, and gives them the responsibility for developing terms of reference, procedures, processes, and reviewing research involving humans. It affirms that all researchers conducting research that involves human participants, their private data, or human biological material must be reviewed and approved by the REB. It structures the role of the VP Research in relation to the REB and to education on and promotion of research ethics.

### Summary of Engagement:

- Identified as an issue in the proposed updated Scholarly Integrity policy
- Reviewed with Director of Research Contracts and Compliance and Director of Research Initiatives
- Reviewed by the Chairs of the REB
- Reviewed by Provost and Vice President Research
- Reviewed by Legal



- Reviewed by Policy Subcommittee of APPC
- Reviewed by Research Committee of Senate
- Shared broadly with TRU Community

## Recommended Steps:

1. Review by APPC February 2025
2. Notice of Motion at Senate February 2025
3. Approval of the policy proposal by Senate March 2025
4. Assigning of policy number by Secretariat

## Proposed Motion:

APPC: RESOLVED that APPC approves the proposed Research Ethics Board policy and recommends Senate approve it.

Senate: RESOLVED that, on the recommendation of APPC, Senate approves the proposed Research Ethics Board policy.

## Attachments:

- Research Ethics Board Policy

<b>POLICY NUMBER</b>	(If a new policy, leave blank)
<b>APPROVAL DATE</b>	(Leave blank; will be completed once approved)
<b>AUTHORITY</b>	Senate
<b>CATEGORY</b>	Educational; Research
<b>PRIMARY CONTACT</b>	Vice President Research
<b>ADMINISTRATIVE CONTACT</b>	Director of Research Contracts and Compliance; Chair, Research Ethics Board

## **POLICY**

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The ethical conduct of research and respect for human dignity are a priority for Thompson Rivers University (TRU). This policy establishes an independent Research Ethics Board (REB), accountable to the Senate, which is authorized to establish and oversee appropriate procedures to ensure ethical conduct of research involving humans.

This policy aligns with the Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans (TCPS2) (2022) and will be updated to remain consistent with them. To better align with TCPS2, language in this policy may be adopted directly from that document. Should there be any discrepancies between this policy and the TCPS2, the most recent version of the TCPS2 takes precedence.

In alignment with TCPS2 the core principles of the REB are:

- Respect for Persons
- Concern for Welfare
- Justice

## **REGULATIONS**

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### **1 RESEARCH ETHICS BOARD**

Thompson Rivers University (TRU) establishes the Research Ethics Board (REB) to ensure that TRU upholds the highest standards in the involvement of human participants for teaching, research or testing. The REB is established in compliance with the TCPS2 and the Tri-Agency Agreement which requires that institutions conducting human participant-based research, teaching, or testing establish an REB and that it be functionally active.

All research that involves human participants, their private data, or human biological material as defined in TCPS2 requires review and approval by the REB.

The REB has a mandate to approve, reject, propose modifications to, or terminate any proposed or ongoing research involving humans conducted under the jurisdiction of TRU.



## 2 RESPONSIBILITIES

It is the responsibility of the entire University Community to support a culture of research ethics. No member of the University Community will breach this policy, engage in unethical research as defined in TCPS2, or engage in retaliation against anyone following this policy.

### 2.1 RESEARCHERS

All those conducting research and scholarship, or otherwise involved in the research enterprise in any capacity whatsoever, at TRU are responsible for:

1. Adhering to ethical standards as defined in TCP2.
2. Seeking, obtaining, and maintaining approval from the relevant approval committee which may include the REB, Animal Care Committee, and/or Biohazards Committee.

### 2.2 RESEARCH ETHICS BOARD

The REB is responsible for:

1. Developing and submitting to the Senate for approval a Terms of Reference for the REB which will include membership, conduct of their business, development of processes, and reporting frequency and method.
2. Development of any procedures and processes for reviewing and overseeing research involving humans.
3. Making the Terms of Reference, procedures, and processes available to the University Community.
4. Approving any research involving human participants before it can proceed
5. Independent decision making on any applications that come before them.

### 2.3 VICE-PRESIDENT RESEARCH

The Vice-President Research is responsible for:

1. The development and implementation of this policy.
2. Promoting and providing education on research ethics including providing guidance to researchers on relevant policies and applicable laws, rules, and guidelines.
3. Supporting researchers in their confidentiality obligations.
4. Providing administrative support for the REB.

The Vice-President Research may not be a member of the REB or have influence on any decision making of the REB.

## 3 ASSOCIATED POLICIES

Other TRU policies that affect this include but are not limited to:

1. Biosafety and Biosecurity ADM 25-0
2. Care and Use of Animals in Research and Teaching BRD 21-1
3. Research Integrity ED 15-2

## MEMORANDUM

**TO** Academic Planning and Priorities Committee  
Senate

**FROM** Dr. Greg Anderson, Dean, Faculty of Science

**RE** Program Review: Response to Recommendations and Acton Plan (BEng Software Engineering)

**DATE** December 17, 2024

---

**SUMMARY OF REVIEW:** On November 5 to 7, 2023, a visiting team chaired by Diane Kennedy, P.Eng., FEC, reviewed the BEng Software Engineering program at Thompson Rivers University for the purpose of accreditation by the Canadian Engineering Accreditation Board. Subsequently, the BEng Software Engineering received accreditation for three (3) years to June 30, 2027, and that this accreditation may be extended beyond June 30, 2027, subject to the receipt of a report by June 30, 2026, which satisfies the Canadian Engineering Accreditation Board that comments, concerns, weaknesses and deficiencies identified in the decision letter dated June 27, 2024, have been addressed adequately.

### **RESPONSE TO EXTERNAL REVIEWER RECOMMENDATIONS:**

The regulatory body identified following deficiencies, weaknesses, and concerns to be addressed:

#### Deficiencies:

- Neither the Dean nor the acting Associate Dean is licensed to practice engineering in Canada.
- The Department Council does not have full authority for the engineering program.

#### Weaknesses:

- The links between course learning outcomes and assessment tools is difficult to understand, and clear/sufficient rationale are not provided for the selection of the assessment tools.
- There is limited documented evidence that Graduate Attribute data analysis-informed program level or process change actions have been considered and/or implemented.

#### Concerns:

- Number of indicators is not consistent with a long-term sustainable data collection process.
- Students and non-engineering faculty are not involved in the continual improvement process.

### **REVIEW CYCLE**

- Year of Mid-Cycle Review: [2027]
- Year of Next Program Review: [2027, but may be extended to 2029]



Dr. Greg Anderson  
Dean, Faculty of Science

Encl: CEAB Decision Letter (dated: June 27, 2024)  
Action Plan

**CONFIDENTIAL**

June 27, 2024

Gregory Anderson, Ph.D.  
Dean, Faculty of Science  
Thompson Rivers University  
805 TRU Way  
Kamloops, BC V2C 0C8

Via email: [ganderson@tru.ca](mailto:ganderson@tru.ca)

Dear Dean Anderson:

RE: Accreditation decision for the following program at Thompson Rivers University:

**SOFTWARE ENGINEERING**

On November 5 to 7, 2023, a visiting team chaired by Diane Kennedy, P.Eng., FEC, reviewed the program listed above for the purpose of accreditation by the Canadian Engineering Accreditation Board. The team's report was sent to you for comment to ensure its accuracy and completeness. You were also invited to comment upon improvements being implemented in the current academic year. The Accreditation Board Secretariat received your comments, with thanks.

A dossier containing the visiting team report as well as your comments were distributed to the Accreditation Board members in advance of the accreditation decision meeting, which took place May 31 to June 2, 2024. The visiting team chair was present at the meeting to discuss information and answer questions about your program.

We wish to inform you that the Accreditation Board made the following decision:

***Software Engineering } Accredited for three (3) years to June 30, 2027.  
Report required by June 30, 2026.***

The details of this decision are attached herewith as Appendix 1, of which you are the only recipient.

As you know, the Accreditation Board maintains a policy of strict confidentiality regarding accreditation decisions. However, since this review was undertaken at your request, you may distribute information as you see fit.

The Accreditation Board expects you to inform students and staff of the process of accreditation and of the accreditation status of your program.

.../2

As a courtesy, I will send Brett Fairbairn, President and Vice-Chancellor, Thompson Rivers University, a letter advising them of the decision taken by the Accreditation Board.

I take this opportunity to remind you that the Accreditation Board must be notified of any significant change to an accredited program during the period of accreditation. Any change that alters the circumstances under which a program was accredited may necessitate an immediate reassessment. Submission of documents may be sufficient for the reassessment.

On behalf of the Accreditation Board, I thank you for the kind hospitality extended to the visiting team and for your cooperation in reviewing the report of the visiting team and providing comments in advance of our meeting.

Yours truly,



J. Pemberton Cyrus, Ph.D., P.Eng., FEC  
Chair, Canadian Engineering Accreditation Board

Encl.: Appendix 1  
JPC/jl

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HEIs offering engineering programs which are accredited by the Canadian Engineering Accreditation Board are encouraged to inform students, prospective students, and the general public of the current accreditation status of such programs. The Accreditation Board accredits only individual undergraduate degree programs, and not departments, HEIs or entire institutions, therefore, any reference to the accreditation must identify specific programs by name. Accordingly, the following statement is authorized for use in official institution publications where references to accreditation are made:

"The Baccalaureate degree program(s) in [name(s) of program(s)] at (name of institution) is (are) accredited by the Canadian Engineering Accreditation Board"

**CANADIAN ENGINEERING ACCREDITATION BOARD**

**Accreditation Decision  
Taken at the May 31 to June 2, 2024 meeting**

**Institution:** Thompson Rivers University

**Concerning the program in:** Software Engineering

**Arising from:** Accreditation visit of November 5-7, 2023

**CEAB DECISION:**

**MOTION:**

"That the program in:

Software Engineering

at Thompson Rivers University be accredited for three (3) years to June 30, 2027 and that this accreditation may be extended beyond June 30, 2027, subject to the receipt of a report by June 30, 2026, which satisfies the CEAB that comments, concerns, weaknesses and deficiencies identified in the CEAB Chair's accreditation decision letter and its attachments have been addressed adequately.

The CEAB criteria to be used when considering this report will be the criteria published in the Policy Statement of the CEAB 2022 report, or any subsequent criteria provided approval is received from the CEAB."

**Definitions**

**Comment:** For information only.

**Concern:** Criterion satisfied; **potential** exists for non-satisfaction in near future.

**Weakness:** Criterion satisfied; **insufficient strength of compliance** to assure quality of program will be maintained.

**Deficiency:** Criterion **not** satisfied.

**COMMENTS, CONCERNS, WEAKNESSES AND DEFICIENCIES**

(References are to the 2022 Accreditation Board Criteria used at the time of the visit.)

**SOFTWARE ENGINEERING**

**Deficiencies:**

Neither the Dean nor the acting Associate Dean is licensed to practice engineering in Canada. The former Dean is licensed to practice engineering in Canada however is presently in the role as acting Associate VP Academic. (Criterion 3.5.3)

In practice, the Department Council does not have full authority for the engineering program. Rather, the Department Council values the continued leadership provided by the program founder, who is not a member of the Department Council. The program founder is currently a senior administrator in Thompson Rivers University. (Criterion 3.5.7)

Weaknesses:

The links between course learning outcomes and assessment tools is difficult to understand, and clear/sufficient rationale are not provided for the selection of the assessment tools, especially when the same assessment tools are associated across multiple indicators and multiple Graduate Attributes. (Criterion 3.1.4)

There is limited documented evidence that Graduate Attribute data analysis-informed program level or process change actions have been considered and/or implemented. (Criterion 3.2.3)

Concerns:

There are 78 indicators with a range of five to eight indicators per Graduate Attribute. This number of indicators is not consistent with a long-term sustainable data collection process. (Criterion 3.1.3)

Students and non-engineering faculty are not involved in the continual improvement process. External stakeholders were narrowly consulted with, and their roles in the improvement process are not specified. (Criterion 3.2.2)

June 27, 2024



J. Pemberton Cyrus, Ph.D., P.Eng., FEC  
Chair, Canadian Engineering Accreditation Board

JPC/jl

## Program Review: Action Plan

### Bachelor of Engineering in Software Engineering

**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			
<b>Goal: Reduce the number of indicators per graduate attribute of BEng Software Engineering program.</b>			
<i>There are 78 indicators with a range of five to eight indicators per Graduate Attribute. This number of indicators is not consistent with a long-term sustainable data collection process.</i>			
<b>Tasks to Complete the Goal (add rows as needed):</b>			
<i>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.</i>			
Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility
<b>Review all indicators and reduce the number of indicators per graduate attribute where appropriate.</b>	<ul style="list-style-type: none"> <li>Update BEng Software Engineering program Graduate Attribute Indicators list.</li> <li>Update Curriculum Map of BEng Software Engineering program.</li> <li>Update Data Collection Process.</li> </ul>	<b>Fall 2025</b>	<b>CQA, Chair, Associate Dean</b>
<b>Goal: Provide clear/sufficient rationale to increase understanding of linkage between course learning outcomes and assessment tools.</b>			
<i>The links between course learning outcomes and assessment tools is difficult to understand, and clear/sufficient rationale are not provided for the selection of the assessment tools, especially when the same assessment tools are associated across multiple indicators and multiple Graduate Attributes.</i>			
Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility

<b>Provide clear rationale for the selection of the assessment tool that is linked to each learning outcome.</b>	Develop assessment tool mapping of each course in the software engineering program.	<b>Fall 2025</b>	<b>Course Instructor, CQA, Chair, Associate Dean</b>
<b>Educate faculty on the importance of selecting appropriate assessment tool to assess course learning.</b>	Training sessions to educate course instructors how to select appropriate tool to assess a learning outcome.	<b>Fall 2025</b>	<b>Associate Dean</b>
<b>Goal: Improve documentations to illustrate how Graduate Attribute data analysis-informed program level or process change actions have been considered and/or implemented.</b>			
<i>There is limited documented evidence that Graduate Attribute data analysis-informed program level or process change actions have been considered and/or implemented.</i>			
<b>Task</b>	<b>Key Milestones or Measurable Outcome(s)</b>	<b>Timeline</b>	<b>Responsibility</b>
<b>Document clearly examples of continual improvement process that demonstrates where improvements have been made by using the graduate attribute data analysis process.</b>	<ul style="list-style-type: none"> <li>Document Engineering Curriculum &amp; Quality Assurance Committee meeting minutes with necessary information.</li> <li>Document Department meeting minutes with necessary information.</li> </ul>	<b>Fall 2026</b>	<b>CQA, Chair, Associate Dean</b>

<b>Student Achievement</b>			
<b>Goal:</b>			
<i>Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.</i>			
<b>Tasks to Complete the Goal (add rows as needed):</b> <i>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.</i>			
<b>Task</b>	<b>Key Milestones or Measurable Outcome(s)</b>	<b>Timeline</b>	<b>Responsibility</b>



<b>Goal:</b>			
<i>Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.</i>			
<b>Task</b>	<b>Key Milestones or Measurable Outcome(s)</b>	<b>Timeline</b>	<b>Responsibility</b>
<b>Governance and Resources</b>			
<b>Goal: Increase the involvement of students, non-engineering faculty and external stakeholders in the continual improvement process.</b>			
<i>Students and non-engineering faculty are not involved in the continual improvement process. External stakeholders were narrowly consulted with, and their roles in the improvement process are not specified.</i>			
<b>Tasks to Complete the Goal (add rows as needed):</b> <i>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.</i>			
<b>Task</b>	<b>Key Milestones or Measurable Outcome(s)</b>	<b>Timeline</b>	<b>Responsibility</b>
<b>Add a student to the membership of Engineering Curriculum &amp; Quality Assurance committee.</b>	Update Term of Reference of Engineering Curriculum & Quality Assurance Committee.	<b>Completed</b>	<b>Chair and Associate Dean</b>
<b>Add non-engineering faculty members from Physics, and math and stats departments to the membership of Engineering Curriculum &amp; Quality Assurance committee.</b>	Update Term of Reference of Engineering Curriculum & Quality Assurance Committee.	<b>Completed</b>	<b>Chair and Associate Dean</b>
<b>Add a representative from Engineering Program Advisory committee to join Engineering Curriculum &amp; Quality Assurance committee.</b>	Update Term of Reference of Engineering Curriculum & Quality Assurance Committee.	<b>Winter 2025</b>	<b>Chair and Associate Dean</b>
<b>Goal: Ensure leadership of the engineering program has valid full professional engineering license.</b>			
<i>Neither the Dean nor the acting Associate Dean, at the time of accreditation, is an engineer with their Peng.</i>			
<b>Task</b>	<b>Key Milestones or Measurable Outcome(s)</b>	<b>Timeline</b>	<b>Responsibility</b>

<b>Associate Dean position be filled with person holding a valid full professional engineering license.</b>	Associate Dean, Dr. Faheem Ahmed holds a valid full professional engineering license.	<b>Completed</b>	<b>Dean</b>
<b>Engineering department chair position be filled with person holding a valid full professional engineering license.</b>	Acting Department Chair, Dr. Yasin Mamatjan holds a valid full professional engineering license.	<b>Completed</b>	<b>Dean</b>
<b>Goal: Ensure the engineering department council has full authority and responsibility for the engineering program.</b>			
<i>In practice, the Department Council does not have full authority for the engineering program. Rather, the Department Council values the continued leadership provided by the program founder, who is not a member of the Department Council. The program founder is currently a senior administrator in Thompson Rivers University.</i>			
<b>Task</b>	<b>Key Milestones or Measurable Outcome(s)</b>	<b>Timeline</b>	<b>Responsibility</b>
<b>Assign full authority to Engineering Department Council, and Engineering Curriculum &amp; Quality Assurance Committee.</b>	<ul style="list-style-type: none"> <li>Update Term of Reference of Engineering Curriculum &amp; Quality Assurance Committee to ensure that Chair, Department of Engineering chairs the Curriculum &amp; Quality Assurance Committee.</li> <li>Remove the membership of Associate Dean from Engineering Curriculum &amp; Quality Assurance Committee.</li> <li>Remove the membership of Associate Dean from Engineering Department Council.</li> </ul>	<b>Completed</b>	<b>Chair and Associate Dean</b>

## Planning and Sustainability

### Goal:

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

### **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>
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<b>Goal:</b>			
<i>Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.</i>			
<b>Task</b>	<b>Key Milestones or Measurable Outcome(s)</b>	<b>Timeline</b>	<b>Responsibility</b>

## MEMORANDUM

**TO** Dr. Greg Anderson, Dean, Faculty of Science  
**FROM** Justyna Burgess, Manager Quality Assurance, Office of Mission Fulfilment & Quality Assurance,  
Provost and Vice-President Academic  
**RE** Accreditation Alignment: BEng Software Engineering  
**DATE** January 20, 2025

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BEng Software Engineering program has recently completed the accreditation process through Engineers Canada, where it received accreditation until June 2027. The Office of of Mission Fulfilment & Quality Assurance worked with the Program Chair and the Dean of Science to align the accreditation work with the TRU Program Review process.

### GAP ANALYSIS

TRU Program Review Process	Accreditation Step	Comments
Self-Study Report	Questionnaire for Evaluation of an Engineering Program - Exhibit 1 document	Matches TRU process
Site-Visit	Site visit on Nov 5-7, 2023, hosting 3 external reviewers	Matches TRU process
External Reviewer Report	Received the External Reviewers report on Jan 19, 2024	Matches TRU process
Action Plan	Submitted Dec 2024	Document created by faculty following gap analysis
Response to Recommendations Memo	Submitted Dec 2024	Document created by faculty following gap analysis
Submission to APPC for dissemination with university community	Submitted in Jan 2025	To be presented at APPC on February 13.

We can confirm that the program team provided the required documents, resulting in completion of the requirements for TRU's Program Review through the external accreditation.

### REVIEW CYCLE

- Year of Mid-Cycle Review: [2027]
- Year of Next required Accreditation/Program Review: [2027, but may be extended to 2029]

Justyna Burgess,  
Manager, Quality Assurance

## MEMORANDUM

**TO** Academic Planning and Priorities Committee  
Senate

**FROM** Dean Greg Anderson and Chair Bruno Cinel

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

**DATE** January 31, 2025

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### SUMMARY OF REVIEW

Over the past two years, the Chemistry faculty have reviewed their Chemistry and Environmental Chemistry Majors degree programs. An Action Plan was created that addressed improvements identified from our self study report, surveys of students and alumni, and external reviewers. In particular, the External Reviewers Report contained 11 recommendations, with key passages presented below:

- 1) consensus building within the department on a more viable general and flexible chemistry major program,
- 2) institutional reevaluation of scheduling software that is not working for all stakeholders,
- 3) a workload allocation formula for research student supervision,
- 4) meet on a regular schedule to work on coherent curricular planning,
- 5) a sustainable funding model for common chemicals and instrumentation consumable,
- 6) expand and provide larger research bench spaces for students and their faculty to do their research work... in the same vein, the organic laboratory teaching lab needs to be upgraded and fitted with adequate fumehood spaces,
- 7) longer term hiring plan for tenure track faculty with consensus on disciplinary areas
- 8) the diversity of the faculty composition could be improved to reflect the very diverse student population,
- 9) student data collection could be improved,
- 10) better collaboration with the career and experience office, and
- 11) TRU will need to develop a functional approach to track TRU alumni and to find ways to engage them in areas such as co-mentorship, guest lectures and as a pathway to connect TRU to community for work integrated learning opportunities.

### RESPONSE TO EXTERNAL REVIEWER RECOMMENDATIONS

The Chemistry Department thanks Dr. Golfam Ghafourifar, Dr. Christine Tong, and Dr. Samuel Mugo for visiting our institution last year and meeting with our students, alumni, faculty, and staff. The Action Plan directing our efforts over the next 5 years reflects the thoughtful observations and recommendations put forward by the External Reviewers and our students. The main features of the Action Plan (and the recommendations above they address) involve:

- 1) increasing the flexibility and robustness of our Chemistry curriculum to better serve students (**recommendations 1, 4**),
- 2) building a sustainable faculty complement through new hire and succession planning (**recommendations 7, 8**),
- 3) enhancing the student experience with strategies to improve recruitment and retention (**recommendations 2, 3, 9, 10, 11**),
- 4) improving the management and maintenance of departmental teaching and learning resources such as our advanced instrumentation (**recommendations 3, 5**), and
- 5) enhancing the safety and sustainability of our laboratory learning spaces (**recommendation 6**).

The Action Plan sets out reasonable and attainable milestones to help the Department achieve it's stated goals.

**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: Chemistry and Environmental Chemistry

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External Review Panel Members:

Dr. Golfam Ghafourifar  
Dr. Christine Tong  
Dr. Samuel Mugo

Date of Site Visit:

\_\_ March 4-5, 2024 \_\_\_\_\_

Date of Report Submission:

\_\_ May 11, 2024 \_\_\_\_\_

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## Executive Summary

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

The purpose of this review was to evaluate the areas of improvement for the Chemistry major and environmental chemistry programs at TRU. Academic Planning and Quality Assurance (APQA) provincial legislative requirement for all university programs done on a seven year cycle. The review assessed the self-study report internally generated by academic actors at TRU on their chemistry/environmental chemistry programs, while reflecting on the progress achieved from the last independent review of their programs carried out 7 years ago. During this round of review (March 4-5, 2024), the three independent reviewers Drs Christine Tong (Associate Professor Vancouver Island University), Golfam Ghafourifar (Associate Professor, University of the Fraser Valley) , and Samuel Mugo (Professor, MacEwan University) interviewed administrators, faculty, technical staff, students, and Alumni from the chemistry/environmental chemistry programs. The reviewers carried out a site visit of the academic infrastructure supporting these programs at TRU. The reviewers make the following observations and recommendations.

### Observations:

- 1) Nearly all the stakeholders interviewed identify the distinctive strength of Chemistry/Environmental Chemistry Programs as the small size classes, personalized learning, faculty highly dedicated and supportive of students' learning needs as the core hallmarks of the education being offered.
- 2) The experiential learning from undergrad involvement in research programs of the faculty was emphasized by most students and alumni as the distinctive value proposition that has positioned them for success in the industry and graduate schools.
- 3) The learning environment is in general very positive especially from the perspective of students and alumni, indicative of high level of satisfaction from their education.
- 4) The learning infrastructure, especially the labs are sufficiently resourced with fairly modern instrumentation, lab benches, and fume hoods to support teaching and research, though some improvements could be made as indicated in the recommendations.
- 5) While the programs are housed in a fairly older building, the institution has refurbished most of the labs (other than the organic chemistry lab) and fitted them with appropriate fumehoods, ventilation, and adequate bench spaces.
- 6) The library infrastructure and services were indicated as satisfactory and effective to running the programs.
- 7) The program is supported by 10 faculty members, six of whom are tripartite, thereby providing experiential research learning opportunities for the students. The distribution of research training of students and workload is vastly different across the tripartite faculty, which could jeopardize the programs sustainability especially on the core areas of strength-experiential learning.
- 8) The maintenance of the analytical instrumentation is supported by technical staff including an instrument technician , who carries out general maintenance and fixing of analytical instrumentation, which ensures they are functioning for teaching and research.
- 9) New instrumentation that supports teaching and research are generally sourced from grant funding from a few of the tripartite faculty with some support of covering the cost of consumable from the departmental budgets when the instruments are used for teaching. However, with the blurry lines between teaching and research, a more sustainable model should be considered.

- 10) The student's study spaces within the building were largely inadequate.
- 11) While the COVID pandemic may have disrupted and slowed down the action plan from the review recommended 7 years ago, some of the recommendations had not been acted upon, including reflective action on curriculum organization and coherence of the environmental chemistry program. The intentional coherence of the governance structure and curriculum process (likely interfered with by the pandemic) was noted as an area of weakness that risks constant improvement.
- 12) The enrolment in the environmental chemistry programs presents a fiscal sustainability challenge, with very minimal grads from the program. The rigid program of study structure was suggested as one key challenge that contributes to low enrolments. A self-reflective look at the programs essential to make the programs viable is essential.
- 13) Beyond the Faculty, the system used for scheduling courses is an irritant to all stakeholders, causing inefficiencies and personnel costs.
- 14) Faculty members morale, cohesion, and collective sense obligation to the program could be improved through intentional action oriented meetings and team building initiatives.
- 15) Academic advising was identified as an area needful improvements, though these improvements were evidently in progress.
- 16) While most chemistry fields are covered, there may be gaps in physical chemistry and electrochemistry.

Recommendations:

- 1) Consensus building within the department on a more viable general and flexible chemistry major program, probably with honors, which still provides the environmental chemistry and other streams within it. Based on enrollment, environmental chemistry as a program may be unviable.
- 2) Institutional reevaluation of scheduling software that is not working for all stakeholders. Chair facilitated consensus on lab/course schedules that work for faculty members and students, and locking those within the scheduling software, year after year, is a more efficient approach, which has worked with other institutions.
- 3) Experiential learning and research opportunities for undergrads is the distinctive strength of the Chemistry program. Huge disparities exist between faculty members on how many students they supervise. A workload allocation formula for research students supervision is needed.
- 4) Departmental/faculty curriculum councils should be more structured and functional, with a recommendation to meet on a regular schedule to work on coherent curricular planning, changes and matters arising.
- 5) A sustainable funding model for common chemicals and instrumentation consumables generally used for training students should be funded by the operational funding from the University, rather than research grants from individual faculty members.
- 6) Considering the impressive research and the students involved in these research programs, the shared research labs spaces are too tight and not adequate. Need to expand and provide larger research bench spaces for students and their faculty to do their research work. In the same vein, the organic laboratory teaching lab needs to be upgraded and fitted with adequate fumehood spaces.
- 7) Longer term hiring plan for tenure track faculty with consensus on disciplinary areas where there are gaps and unique opportunities to create research programs that may train students in areas of growing demand such as electrochemistry, and renewable energy materials.
- 8) The diversity of the faculty composition could be improved to reflect the very diverse students population.

- 9) The students data collection could be improved. There is ambiguity on how many students are enrolled in these program majors, which can be captured and tracked better. Tracking where these students go after completion is an effort that is worthwhile.
- 10) Better collaboration with the career and experience office on the role of internships in chemistry and environmental chemistry programs
- 11) TRU will need to develop a functional approach to track TRU alumni and to find ways to engage them in areas such as co-mentorship, guest lectures and as a pathway to connect TRU to community for work integrated learning opportunities. These engagements should be meaningful and must go beyond monetary donations. This could be established of a fully functional TRU Alumni office. The Faculty or TRU could consider creating awards to recognize Alumni who are contributing meaningfully in both industry and to TRU, especially in areas that support students success.

## 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 Chemistry Program at Thompson Rivers University supports three different majors while it offers small class sizes providing much higher than usual amount of one-on-one time compared with many larger size post-secondary institutions in British Columbia. The program significantly contributes to strengthening the laboratory skill development and the ability to conduct research in students by providing them access to a variety of advanced instrumentation.

The program and the enriched research environment support the success of its graduates in various professions and graduate schools well.

### 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 Chemistry and Environmental Chemistry Programs are sufficient in breadth and rigor. Both students and the Alumni from the program are, in general, satisfied with the quality of training; especially the small class sizes with close proximity to instructors and opportunities for research that is uniquely available. Some improvements are needed to maintain quality and fiscal sustainability of the program.

The curriculum is largely current and augmented by the fact that research is embedded in teaching. Opportunities exist for continuous improvement if curriculum councils within the department meet regularly to reflect on the programs and any gaps therein. This is especially valuable given the ever changing level of preparedness of incoming university students. Post pandemic, there was a general sentiment that incoming students have widely varying levels of preparedness for the rigor of university-level curriculum, and as such need more support and accommodation. Curricular committees that can access the problems and make recommendations would continue to enrich and improve the program.

There is evidence of quality and commitment by each individual faculty member to the students and the programs; however, collective department-level reflection and assessment is needed and most recommendations from the last program review done 7 years ago were not acted upon. This may be improved by creating curriculum review/reflection structures, for example a departmental curriculum committee, that is accountable to department, which in turn is accountable to faculty council and higher university governance structures. In general, departmental accountability would lead to ongoing improvement of the programs.

While all knowledge areas are somewhat covered, there may be some gaps in physical chemistry and electrochemistry. Some students could benefit from research opportunities if there was a tripartite faculty member focused on these areas.

## 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 faculty in the department have the academic preparation and experience to deliver a Chemistry and Environmental Chemistry degree. Furthermore, various faculty members show an ongoing commitment to professional development through research, advancing curricular changes with focuses on UN SDG and indigenization in specific courses, and service including outreach activities. Their excellence is demonstrated through awards in both teaching and research, peer-reviewed publications, conference presentation, and thesis supervision.

The admission requirements are supportive of accessing. Admission requires only English Studies 12/English First Peoples 12 with a minimum of 73%. The prerequisite course requirements to begin the first-year of the Chemistry programs are reasonable, requiring proficiency in

- Chemistry 11,
- Pre-Calculus 12 and
- Life Sciences 11 or Biology 11 or Anatomy & Physiology 12 or Biology 12 AND Chemistry 11

This minimum level of proficiency is sufficient for them to be successful. Students responding to the survey either agree or strongly agree that they were adequately prepared for university courses. Furthermore, alternative pathways through the University and Employment Preparation Program

ensures that students can gain access to the Chemistry Programs by earning any prerequisites that are needed.

Chemistry Faculty members showed that they understand that there are equity gaps for TRU students during the interviews, in their course development work, and in their service work. The students in their interview and survey answers indicated they feel that their instructors are accessible, helpful and supportive. This environment fosters close relationships between students and instructors so that individualized teaching and mentoring can take place, which is a key component to supporting underrepresented populations in academia. Responses to Questions 10-15 (n = 6), which focus on identity and inclusion were either neutral or positive in the student survey, with the exception of one response to one question. Students were unanimous in their opinion that “My identity did not impact my educational experience.”

Inclusivity and indigeneity remain areas of much needed growth in any institution, as this work is only beginning. There may be a need for a more intentional and systematic approach, with measurable goals of how work on indigeneity would be achieved. There seemed to be only one faculty member focused on this work. Whereas this should be a department-wide effort and be part of curriculum council’s work.

While arguably difficult to recruit indigenous scholars, there may be opportunities for cross-appointments of indigenous scholars or working closely with the Office of Indigenous Education.

## **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.).

As outlined above, the program's governance and curricular planning needs improvement. The faculty members and students are satisfied with the library resources. The teaching labs are generally adequate and while the building is older, there have been sufficient renovations that have upgraded the labs and fitted them with appropriate fumehood spaces. The organic chemistry lab, while of sufficient size, needs to be renovated and upgraded. The fumehoods were cramped. Considering the amount of excellent research being done, the lab research space needs to be expanded. The research faculty shared common bench spaces that were too tight and not sufficient. A larger research lab with larger bench spaces is needed.

The instrumentation available is sufficient and of high quality. However, lab space available for these instruments could be expanded as it is currently very tight.

The department has a workshop space and a capable technician who repairs and maintains the specialized instruments, which works well. However, there seems to be no back-up when this technician is away on vacation, which means an instrument can be down until when they are back. This may be addressed by ½ technician hire, probably even a senior, highly proficient, well-trained research student.

In general the technicians interviewed felt well supported.

## 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 current learners and alumni are highly satisfied with the quality of education. The focus on a learner-centred approach and providing experiential learning opportunities is an area that these programs have excelled at.

Through improved program governance, it is recommended:

- Constant review by curriculum councils on program learning outcomes
- Evaluation of the viability of the environmental chemistry program, which has very low enrolments
- Better data tracking of the students enrolled in these programs and where they go after they graduate. There seems to be no clear framework for tracking Alumni from these programs.
- Better coherence on the role of internships in the chemistry programs, through better collaboration with the career and experience office.

## Other

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

None.

# Recommendations

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

### **Recommendation #1**

Description and Rationale for Recommendation

Work to build consensus within the department on a more viable general and flexible chemistry major program, probably with honors, which still provides the environmental chemistry and other streams within it. This could bolster the Environmental Chemistry program which may be financially unsustainable in its current iteration given the low enrollment. In this process, attention towards opportunities for environmental field schools and internships within the Kamloops economy, in areas like mining and water analysis, and for fully integrating indigenous knowledge into the program should be considered.

### **Recommendation #2**

Description and Rationale for Recommendation

Create a departmental curriculum committee that meets on a regular and ongoing schedule to work on coherent curricular planning and mapping. They should work on coherent curricular planning/mapping anchored in creating flexible paths towards completion of the majors and other curricular matters arising in labs and lectures.

### **Recommendation #3**

Description and Rationale for Recommendation

Create a succession and longer term hiring plan of tenure track faculty with attention to strengths and expertise of impending faculty retirements in order to avoid temporary hiring of limited term faculty, which would be detrimental to program quality. Creating consensus on a tenure track faculty hiring plan in disciplinary gap areas would bring unique opportunities to create research programs that may train students in areas of growing demand or regional relevance.

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

### **Recommendation #1**

Description and Rationale for Recommendation

Reevaluate institutional scheduling software that is not working for all stakeholders. Consider department chair facilitated consensus on lab/course schedules that work for faculty members and students, and locking those within the scheduling software, year after year, is a more efficient approach that has worked for other institutions.

### **Recommendation #2**

Description and Rationale for Recommendation

Experiential learning and research opportunities for undergrads is the distinctive strength of the Chemistry program. Huge disparities exist between faculty members on how many students they supervise. A workload allocation formula for research students supervision is needed.

### **Recommendation #3**

Description and Rationale for Recommendation

There may be more opportunities for encouraging and supporting students clubs as a form of co-curricular learning and in general engagement. This would be improved with dedicated space for students to gather and study.

The students' data collection could be improved. There is ambiguity on how many students are enrolled in these program majors, which can be captured and tracked better. Tracking where these students go after completion is an effort that is worthwhile.

### **Recommendation #4**

Description and Rationale for Recommendation

Continued focus on student retention, especially among the indigenous students, which may be achieved through intentional development of land-based courses (field courses in environmental chemistry) which may be co-taught with indigenous knowledge keepers.

### **Recommendation #5**

TRU doesn't seem to have a fully functional Alumni office, which is essential to ensure tracking of success of the graduates from TRU. Commitment to success of grads need to go beyond their time when they are students. Indeed, by engaging TRU alumni in areas such as student mentorship through for example Alumni guest lectures and also as pathway for connect TRU to community which could create opportunities for work integrated learning opportunities engagement in creating pathways for work integrated learning opportunities etc. TRU could consider to create awards such as TRU distinguished Alumni awards, which could also be created at the level of the Faculty of Science.

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

(add or remove lines as needed)

### **Recommendation #1**

Description and Rationale for Recommendation

Considering the impressive research and the students involved in these research programs, the shared research labs spaces are too tight and not adequate. Need to expand and provide larger research spaces for students and their faculty to do their research work. In the same vein, the organic laboratory teaching lab needs to be upgraded and fitted with adequate fumehood spaces.

Besides research labs spaces that need renovations and expansion, common spaces for students to study should be considered and improved. Currently the available study spaces in the hallways are not adequate and need improvement.



**Recommendation #2**

Description and Rationale for Recommendation

A sustainable funding model for consumables and instrumentation generally used for training students is needed. New instrumentation that supports teaching and research are generally sourced, at least in part, from grant funding from a few of the tripartite faculty. However, the line between teaching and research is blurry and a more transparent model should be considered.

**Recommendation #3**

Description and Rationale for Recommendation

Improve student academic advising services and co-op experiences. Students highlighted frustration because of misadvising early in their degrees which wasted their time and money, though improvements were evidently in progress. Co-op experiences need better vetting and oversight as some students noted that their co-op experiences were not appropriate.

**Recommendations related to: Planning and Sustainability**  
(add or remove lines as needed)**Recommendation #1**

Description and Rationale for Recommendation

Create flexible paths for completing the Chemistry and Environmental Chemistry majors. The current pathways are very limiting because students must select a sub-discipline to focus on in their upper levels. Increased flexibility may help the Environmental Chemistry program improve enrollment and become more financially viable. Perhaps better integration between the Chemistry programs would make the environmental chemistry courses may be more viable. This work may open opportunities for diploma laddering agreements with regional colleagues, which may increase the viability and enrolment of the programs.

**Recommendation #2**

Description and Rationale for Recommendation

Renovation processes could be better managed and planned, where renovations that affect teaching operations are carried out during the lighter/no teaching seasons in Spring/Summer.

**Recommendation #3**

Description and Rationale for Recommendation

Experiential learning through research opportunities is a major strength of the department, yet the distribution of research training of students and workload leans most heavily on NSERC-funded researchers and their resources. New and future hires should be encouraged to apply for external funding which would give more options for students and diversity departmental research interests, especially if new research programs are in complementary areas. Opportunities and support should be given for for new bipartite faculty to move into tripartite appointments, especially if external funding can be secured. This flexibly could also help with succession plans.

# Commendations

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

### **Commendation #1**

Description and Rationale for Recommendation

Nearly all the stakeholders interviewed identify the distinctive strength of Chemistry/Environmental Chemistry Programs as the small size classes, personalized learning, faculty highly dedicated and supportive of students' learning needs as the core hallmarks of the education being offered.

### **Commendation #2**

Description and Rationale for Recommendation

The learning infrastructure, especially the labs are sufficiently resourced with fairly modern instrumentation, lab benches, and fume hoods to support teaching and research, though some improvements could be made as indicated in the recommendations.

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

### **Commendation #1**

Description and Rationale for Recommendation

The learning environment is very positive especially from the perspective of students and alumni. Students and alumni are, in general, very satisfied with their education. The experiential learning from undergrad involvement in research programs of the faculty was emphasized by most students and alumni as the distinctive value proposition that has positioned them for success in the industry and graduate schools.

### **Commendation #2**

Description and Rationale for Recommendation

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

### **Commendation #1**

Description and Rationale for Recommendation

The program is supported by 10 faculty members, six of whom are tripartite, thereby providing experiential research learning opportunities for the students. NSERC funded researchers perform a major role in this and support opportunities for their tripartite colleagues.

**Commendation #2**

Description and Rationale for Recommendation

The maintenance of the analytical instrumentation is supported by technical staff including an instrument technician , who carries out general maintenance and fixing of analytical instrumentation, which ensures they are functioning for teaching and research. This dedicated position in the faculty ensures good service to critical instrumentation, especially, when unexpected breakdowns occur which limits downtime.

**Commendations related to: Planning and Sustainability**

(add or remove lines as needed)

**Commendation #1**

Description and Rationale for Recommendation

There seems to be a lot of support for students needing accommodation which based on the interviews has grown. Maintaining that support will continue to help students to succeed.

**Commendation #2**

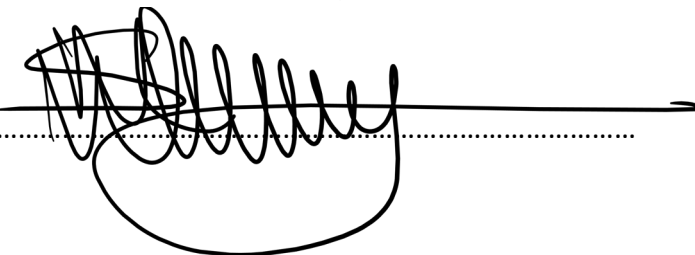
Description and Rationale for Recommendation

Close relationships between students and faculty means opportunities for early and long term mentoring, which is shown to support student success, especially in underrepresented populations.

**The review was prepared and respectively submitted by:**

Dr. Golfam Ghafourifar.....

Dr. Christine Tong...

Dr. Samuel Mugo.....

## Program Review: Action Plan Chemistry

**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: Increase flexibility and robustness of curriculum to better serve students.**

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

From Recommendations of External Reviewers:

- bolster the Environmental Chemistry program
- integrate Indigenous knowledge
- engage in coherent curricular planning/mapping anchored in creating flexible paths towards completion of the majors and other curricular matters arising in labs and lectures
- enhance physical chemistry and electrochemistry content in our curriculum
- increase flexibility in the program to enhance appeal, accessibility, and enrollment

**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>Complete documentation to renew CSC accreditation</i>	<ul style="list-style-type: none"> <li>- Submit application (December 15, 2024)</li> <li>- Organize site visit (March 2025)</li> <li>- Renewal decision</li> </ul>	<b>Completed by June 2025</b>	<b>All faculty members, at direction of departmental Chemistry Curriculum Committee</b>
<i>Apply for Chemistry Honours degree that fits the TRU requirements.</i>	<ul style="list-style-type: none"> <li>- Investigate other examples of standards/ accreditation in other Honours Programs</li> </ul>	<b>Year 1</b>	<b>same</b>

	<ul style="list-style-type: none"> <li>- Prepare documentation including additional resources needed (space, instrumentation, chemicals/consumables, new courses, coordinator)</li> </ul> <p>BUDGET IMPLICATIONS</p>	<b>Year 2</b>	
<p><i>Reconstitute the current departmental curriculum committee to plan program and curriculum redesign, especially in the Environmental Chemistry Program</i></p>	<ul style="list-style-type: none"> <li>- Define committee membership, terms of reference, and regular reporting to department</li> <li>- Revisit course scheduling and yearly offerings of Atmospheric and Aqueous chemistry courses, as well as Geochemistry course in partnership with Geology</li> </ul> <p>BUDGET IMPLICATIONS</p> <ul style="list-style-type: none"> <li>- Investigate linkages with TRU EnviroCollab</li> <li>- Schedule a workshop with CELT to plan program and curriculum design</li> <li>- Complete a redesign of the Chemistry programs and curriculum</li> </ul> <p>Dean's note: Please consider what you are NOT going to do to make room for other ideas</p>	<p><b>Years 1-2</b></p> <p><b>Year 3</b></p> <p><b>Years 4-5</b></p>	<b>same</b>
<p><i>Create new committee(s) (Equity Diversity and Inclusion, Indigenization) to inform the curriculum redesign</i></p>	<ul style="list-style-type: none"> <li>- Define committee membership, terms of reference, and regular reporting to department</li> <li>- Achieve Indigenous HIP/ILO designation in certain courses and to build in a stream of Indigenous content throughout Chemistry curriculum</li> </ul> <p>Dean's note: You could reach out to the existing Science committees which are standing committees of Faculty Council</p>	<p><b>Years 1-2</b></p> <p><b>Years 3-4</b></p>	<b>same</b>
<p><i>Identify and implement changes that increase flexibility in the Chemistry programs</i></p>	<ul style="list-style-type: none"> <li>- Investigate pre-requisites of all courses for relevance and appropriateness</li> <li>- Investigate removing required upper-level electives</li> <li>- Combine 1510/1520 as 4 sections of 1510 and keeping 1520_EN1 for engineering service course</li> <li>- Develop a plan to separate labs and lecture in year 1 and 2</li> </ul>	<p><b>Years 1-2</b></p> <p><b>Years 3-4</b></p>	<b>same</b>

**Goal: Build a sustainable faculty complement including a new tri-partite permanent hire.**

<p>Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.          From Recommendations from External Reviewers:</p> <ul style="list-style-type: none"> <li>- Create a succession and longer-term hiring plan of tenure-track faculty with attention to strengths and expertise of impending faculty retirements to avoid temporary hiring of limited term faculty, which would be detrimental to program quality</li> </ul>			
Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility
<p><i>Develop a succession and hiring plan for a tripartite faculty member in materials/green/nano/inorganic/physical chemistry</i></p>	<ul style="list-style-type: none"> <li>- Support current faculty in transitioning from bipartite to tripartite BUDGET IMPLICATIONS</li> <li>- Develop a succession plan that includes Chair position, future retirements, and transitions of current faculty from bipartite to tripartite (or vice versa) BUDGET IMPLICATIONS</li> <li>- Hire will also allow offering courses that have not been offered in recent years as well as meeting growing enrolments</li> </ul>	<p><b>Years 1-2</b></p>	<p><b>All faculty members, at direction of departmental Appointments Curriculum Committee</b></p>

Student Achievement			
<p><b>Goal: Enhance the student experience by improving scheduling, extra-curricular student clubs, and activities to improve recruitment and retention.</b></p>			
<p><i>Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.</i>            From Recommendations from External Reviewers:</p> <ul style="list-style-type: none"> <li>- Reevaluate institutional scheduling software that is not working for all stakeholders</li> <li>- There is need to include supervision of research students in the workload allocation formula</li> <li>- Continued focus on student retention, especially among Indigenous students</li> <li>- Pay close attention to Alumni Tracking through the Alumni Office</li> </ul>			
<p><b>Tasks to Complete the Goal (add rows as needed):</b>  <i>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.</i></p>			
Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility

<i>Inform the Dean of scheduling issues and provide evidence supporting the implementation of a new scheduling system</i>	- Generate yearly report of issues, steps taken to alleviate or mitigate, and estimate of time allocated	<b>Years 1-5</b>	<b>Departmental Chair</b>
<i>Include workload assignments for student supervision and other departmental priorities, referenced to the collective agreement</i>	- Maintain departmental records in workload planning tool BUDGET IMPLICATIONS	<b>Years 1-5</b>	<b>Departmental Chair</b>
<i>Create new events for Chemistry students to enhance student engagement and community building (themed events, food-incentivized socials, events where faculty highlight their research</i>	- Re-evaluate our outreach activities to build an effective and sustainable plan to increase the number and scope - Implement new events BUDGET IMPLICATIONS	<b>Years 1-2</b>  <b>Years 3-5</b>	<b>All faculty members</b>
<i>Leverage administrative staff, Institutional Planning and Effectiveness, and the TRU Alumni Office to help us track our students and alumni</i>	- Follow-up with Greg, Aniljit, Dustin's replacement, and Kevin	<b>Years</b>	

## Governance and Resources

**Goal: Develop plans for improved resource management, maintenance, and awareness.**

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

From Recommendations from External Reviewers:

- Address the need for a sustainable funding model to support consumables and instrumentation used for training students.
- Improve student academic advising services and co-op experiences.

**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>Perform a comprehensive audit of chemistry instrumentation, maintenance schedules, repairs, and operating costs.</i>	- Gather all available information from users, technicians, Dean's office, and vendors - Develop a preventative maintenance schedule and log for each instrument specific to our department - Advocate for budget line item for maintenance, repairs, and replacement of aging instrumentation BUDGET IMPLICATIONS	<b>Year 1</b>  <b>Years 2-3</b>  <b>Years 2-5</b>	<b>All faculty members</b>

<i>Develop guidelines around appropriate departmental support of student research projects.</i>	- Discuss and develop policies around safety, budgeting, training etc. related to supporting Directed Studies, Honours, and research students	<b>Years 3-4</b>	<b>same</b>
<i>Enhance the co-op experiences available to our students.</i>	- Begin regular annual meetings with the Co-op advisor to enhance and increase opportunities	<b>Years 1-3</b>	<b>same</b>
<i>Familiarize all faculty with the new academic advising model being implemented in the Faculty of Science to address concerns raised by the external reviewers.</i>	- Schedule workshops to facilitate communication between faculty and new advisors to better support our students in this new model	<b>Years 2-5</b>	<b>same</b>

**Goal: Enhance teaching and research laboratory spaces, prioritizing safety and sustainability.**

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

From Recommendations from External Reviewers:

- The shared research lab spaces are too tight and not adequate.
- Need to expand and provide larger research spaces for students and their faculty to do their research work.
- The organic laboratory teaching lab needs to be upgraded and fitted with adequate fumehood spaces.

<b>Task</b>	<b>Key Milestones or Measurable Outcome(s)</b>	<b>Timeline</b>	<b>Responsibility</b>
<i>Hire a consultant to generate a planning report for the synthetic laboratory space for a safe and sustainable remodel of S273/271, S237, or any future space needs.</i>	- Investigate an application for sustainability grants to fund this initiative - Request a consultant to be hired to investigate the renovation of S273/271 and S237 (immediate priority S273 based on safety reasons) BUDGET IMPLICATIONS - Plan for additional expansion of research/project/lab space for Honours program (including S271 and S265)	<b>Years 1-3</b>	<b>All faculty members through Departmental Chair/Dean/Health Safety and Environment/VP Finance</b>
<i>Leverage the developed planning report to remodel/renovate the laboratory space.</i>	- Create a priority list and plan for renovations - Advocate for increased research space in the Science building to support student research projects and help attract a future tripartite hire BUDGET IMPLICATIONS	<b>Years 3-5</b>	<b>same</b>



## Planning and Sustainability

### Goal: Create flexible paths and laddering opportunities for our students

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

From Recommendations from External Reviewers:

- Create flexible paths for completing the BSc with general Chemistry and Environmental Chemistry areas of interest
- Open opportunities for diploma laddering agreements with regional colleagues.
- New and future hires should be encouraged to apply for external funding which would give more options for students and diversify departmental research interests.
- Opportunities and support should be given for new bipartite faculty to move into tripartite appointments.

Dean's note: a general chemistry degree with areas of interest (without majors) may be a preferred option and not require new degree proposals.

### 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>Investigate current and possible future laddering opportunities for the Chemistry program.</i>	<ul style="list-style-type: none"> <li>- Begin conversations with our new Flexible Learning Associate Dean about support of current initiatives (LibreText and OERs) as well as other TRU-OL opportunities</li> <li>- Develop a plan to expand these flexible pathways and learning opportunities</li> </ul>	<p><b>Years 1-2</b></p> <p><b>Years 3-5</b></p>	<b>All faculty members, at direction of departmental Chemistry Curriculum Committee</b>
<i>Develop a career planning workshop in conjunction with Chemistry Biochemistry Club (CBC).</i>	- Plan career workshop event with invited alumni/Co-op students to chat with current students	<b>Years 1-3</b>	<b>All faculty members</b>
<i>Invite Dean and Associate Dean (Greg and Kara) to attend a departmental meeting to provide clarification on how the Chemistry Department can work towards responding to some recommendations from external reviewers.</i>		<b>Year 1</b>	<b>Departmental Chair</b>
<i>Request new tri-partite positions for the department to facilitate experiential learning through research opportunities with dedicated research space. The last tri-partite hire was 20 years ago (HHH, DP was a bi-partite hire, request for tri-partite hires was denied).</i>	<p>Come up with a succession plan: think about a sub-speciality area to hire and what kind of hire. What could we offer a tripartite and how could we support them (budget)</p> <p>Support current faculty who wish to transfer from bipartite to tripartite (budget)</p>	<b>Years 1-5</b>	<b>Departmental Chair</b>

	Dean's note: New space is at least 5-10 years out if a STEM building gets approved. So tripartite with dedicated space is a stretch goal		
<i>Commend and support the contributions that all faculty members make to experiential learning through research opportunities.</i>	Investigate credit for Directed Studies, Honours and research students BUDGET IMPLICATIONS  Dean's note: I assume workload credit is being discussed, which will need to be a bargained item	<b>Years 1-5</b>	<b>Departmental Chair/Dean</b>



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

February 11, 2025

The February 11, 2025 meeting of the Budget Committee of Senate was chaired by Dr. Gillian Balfour, Provost and Vice-President Academic.

1. Following review, the Committee endorsed the Senate Standing Committee Triennial Self-Report.
2. A Notice of Motion was introduced at the January 14, 2025 meeting to increase domestic tuition and other fees. Management recommends a 2% increase in domestic tuition and other fees for the 2025 / 26 academic year, in accordance with Ministry guidelines.

*Motion passed at BCOS:*

*On motion duly made and adopted It was RESOLVED THAT BCOS recommend to the President to recommend to the Board of Governors that TRU approve the 2% increase in domestic tuition and other fees as submitted. The motion was carried.*

3. Y. Laflamme, AVP Finance, introduced the Third Quarter Financial Results and Forecast for 2024 / 2025 for information purposes.
4. G. Balfour, Chair, and M. Milovick, VP Finance and Administration, presented the 2025 / 2026 Draft Budget Update for information purposes.
5. Y. Laflamme, AVP Finance, and B. Pooni, Dean, School of Trades and Technology and Williams Lake Campus and Regions, presented an International Student Apprenticeship Tuition Proposal for information purposes.

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

Respectfully submitted on February 11, 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 FEBRUARY 2025

The following approvals from the February 5, 2025 meeting of the Educational Programs Committee (EPC) are reported to Senate for information purposes:

**For Information**

1. Welcome to new committee members:
  - a. Andrea Fleury, designate for Director, Curriculum and Development, OL (interim)
  - b. Roxanne Heinen, Staff, EDSW
2. Appointment of Dr. Tara Duncan, Faculty of Adventure, Culinary Arts, and Tourism, as EPC representative on Policy Sub-Committee of APPC.

**Category I modifications**

- i. GEOL 3290 Sedimentology and Stratigraphy  
[Comparison](#)      [All Fields](#)
- ii. HLTH 4551 Directed Studies Practicum in Substance Use and Concurrent Disorders
- iii. [Comparison](#)      [All Fields](#)

Respectfully submitted on February 14, 2025 by



Robert Chambers, Chair, Educational Programs Committee

**Steering Committee  
Report to Senate**

**February 12<sup>th</sup> 2025**

1. APPOINTMENTS TO COMMITTEES

Weytk (Hello). The Steering Committee recommends the following volunteers for appointment by Senate:

a. Budget Committee

Faculty:

- **Lian Dumouchel**, Adventure, Culinary Arts and Tourism

b. Research Committee

Faculty:

- **Kellee Caton**, Adventure, Culinary Arts and Tourism

c. Teaching and Learning Committee

Faculty:

- **Melanie Latham**, Open Learning, Learning Design and Innovation

d. Academic Integrity Committee (“AIC”)

Faculty:

- **Jeffrey Kent**, Gagliardi School of Business and Economics

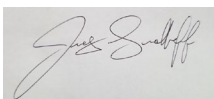
e. Student Success Committee

Faculty:

- **Mark Zhang**, Student Development

- *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



## 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.



## TRU FORMER CRC PROGRAM

### Objective

Thompson Rivers University recognizes and values its Canada Research Chairs (CRCs), who are committed to creating and mobilizing knowledge to achieve research excellence. As leaders in their field, CRCs are critical to enhancing TRU's research capacity, strengthening Canada's international competitiveness, and training the next generation of highly qualified personnel (HQP).

In recognition of their research leadership, the university has developed the **TRU Former CRC Program** for Tier II CRCs who have completed their second terms and achieved significant research recognition nationally and internationally. This program is a *transition program* for CRCs, intending that a gradual return to teaching duties will ensure continued research success and productivity following the completion of their second term.

### Eligibility Criteria

The CRC must have previously completed two terms as Tier II CRCs at TRU and upheld the CRC Program's standards of excellence during their appointment.

### Benefits of the Award

**Reduced course load:** Individuals awarded a **TRU Former CRC** will have a reduced teaching load for three years immediately following their second CRC term: they will teach one course in Year 1, two in Year 2 and three in Year 3. The release will be for teaching only. The respective faculty Dean commits to this support.

Note: The Former CRCs are eligible to apply for the university's Research Training Recognition Fund (one-course release), provided they teach a minimum of one course per academic year.

**Space and Equipment:** Agreements for extended equipment support, the allocated research space and any additional resources beyond the course releases must be discussed with the Dean before application and will require the Dean's written commitment at the time of approval.

### Application Package and Submission Process:

Each CRC must submit the **TRU Former CRC Application** to the Office of VP Research ([vpr@tru.ca](mailto:vpr@tru.ca)) one year before the end of their second CRC term consisting of:

- CRC Program Productivity (Last 10 years)
- Proposed Three-Year Chair Proposal
- CV

### Application Evaluation Process:



The Senate Research Committee (SRC) will review the application package and submit its assessment to the Dean. The Dean will then review both the application and the SRC's recommendations to make a decision. The Dean will forward their recommendation to the VP Research and the Provost for final approval. *The decisions made by the Dean, the VP Research, and the Provost will be final, with no appeals permitted for any of these decisions.*

### **Evaluation Criteria:**

**TRU Former CRC Application** will be adjudicated using the following criteria:

1. CRC Program Productivity
  - Achievement of the objectives set out in the last CRC nomination.
  - Record of research productivity and external funding.
  - HQP (undergraduate and graduate students and post-doctoral fellows) training record.
  - Contribution towards mentorship of other faculty, supporting the research culture and productivity of others.
  - Contribution towards Equity, Diversity, and Inclusion (EDI) during the Chair's program.
  - Leadership in the development and execution of large-scale strategic research projects.
2. Proposed Three-Year Research Program
  - Comprehensive and growth oriented proposed research program, including additional external grant applications.
  - Alignment with TRU's Strategic Research Plan and Strategic Academic Plan.
  - HQP (undergraduate and graduate students and post-doctoral) training plan.
  - Practices and actions toward decolonization and Indigenization in the proposed program.
  - Practices and actions towards EDI in the proposed program.

Evidence of all the above must be provided on the application.

### **Application Formatting Guidelines:**

The application must be written using 12-point Calibri font, single-line spaced with 3/4" margins, and cannot exceed **five pages**. No other appendices are permitted. An application as a single PDF, including the five-page application and CV, must be submitted to [vpr@tru.ca](mailto:vpr@tru.ca).

### **Timeline Snapshot:**



<b>Deadline</b>	<b>Procedure</b>
One year before the end of the second term	The CRC must submit the following information to <a href="mailto:vpr@tru.ca">vpr@tru.ca</a> : <ul style="list-style-type: none"><li>• CRC Program Productivity (Last 10 years).</li><li>• Proposed Three-Year Chair Proposal, including the description of resources committed by the Dean.</li><li>• CV</li></ul>
Within three months of the application deadline	The SRC will review the application and submit its assessment to the Dean. After their review, the Dean forwards their recommendations to the VP Research and the Provost for final approval.
Within four months of the application deadline	The VP Research will notify the applicant of the decision.

**Use of CRC Title:**

According to the CRC Secretariat, former CRCs are permitted to include their prior CRC position in email signatures and business communications, provided the title is noted as past tense.

For example:

Dr. Jane Smith, Professor

Former Canada Research Chair, Wildlife Genetics (2005-2015)

Department of Biological Sciences