

THOMPSON RIVERS  UNIVERSITY

# GRADUATE STUDIES

## GOVERNANCE STRUCTURE

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# A Brief History of Graduate Studies at Thompson Rivers University

Thompson Rivers University was established as a full degree-granting institution with the mandate to offer graduate programs in 2005. With the achievement of university status came three significant changes in institutional structure and mandate of relevance to graduate studies:

- TRU established a collegial governance system for academic matters, at the hub of which is the academic Senate and its associated committees,
- TRU embraced an increased mandate for research, and
- TRU was granted the option to offer graduate programs.

Graduate studies at Thompson Rivers University started in 2005 with the introduction of the Master of Business Administration Degree. Prior to this time TRU offered graduate programs as a partnership with other universities, such as the Master of Science in Nursing, and Master of Social Work degrees offered collaboratively with UBC.

## FROM UNIVERSITY COUNCIL TO SENATE

TRU academic Senate was formally established in 2005 by the Legislative Assembly of the Province of British Columbia, as part of the *Thompson Rivers University Act* (referred to as “University Council” in the legislation, but officially named “Senate” by TRU). The inaugural meeting of University Council under the TRU Act was held on January 23, 2006. The name of the Council was formally changed to “Senate” by approval of a motion passed at its February 27, 2006 meeting.

## THE ASSOCIATE VICE PRESIDENT, RESEARCH AND GRADUATE STUDIES (AVP RGS)

With the mandate to offer graduate programs, the position Associate Vice President, Research was expanded in scope and named, the AVP Research and Graduate Studies. The position was filled in July 2006 with the following position description:

*The Associate Vice-President Research & Graduate Studies reports directly to the Provost & Vice-President Academic and is responsible and accountable for the leadership and management of the research activities and graduate programs of the University. As a member of the University’s senior leadership team, the AVP Research and Graduate Studies will also work with other members of the senior executive to assist with the development and implementation of the University’s goals and priorities.*

## TRU RESEARCH, INNOVATION AND GRADUATE STUDIES

As a university-college, faculty members were already engaged in research, but research and graduate studies needed more support. By December 2006, a structure for Research, Innovation and Graduate Studies was clearly articulated, and brought forward formally to the Council of Deans on January 9, 2007. This new structure unified the research office with the former Advanced Technology Centre, and Graduate Studies to create TRU-Research, Innovation and

Graduate Studies (TRU-RIGS), ensuring strategic synergies between these activities, and uniting the staff into one building (for the general structure, see page 5).

## **TRU OFFICE OF GRADUATE STUDIES**

In support and celebration of TRU's history and opportunity, on January 28, 2008, TRU Senate approved the establishment of the Office of Graduate Studies, and relevant structures for the centralized leadership and management of graduate programs.

The passing of this document was a significant event in the history of TRU. This document established:

- A mandate for the Office of Graduate Studies,
- The Graduate Studies Committee of Senate,
- The approval process for new graduate programs,
- The requirement and composition for program committees for graduate programs outside of the traditional departmental structure, allowing for more latitude in the development of interdisciplinary programs, and most significantly,
- Criteria for faculty participation in graduate studies; in an aim to be as inclusive and as development as possible, faculty participation is tiered, and encourages collaboration of faculty in graduate studies instruction and supervision as credentials are developed. This is unique and important for Thompson Rivers University, given its history as a college and university college.

## **THE GRADUATE STUDIES COMMITTEE OF SENATE**

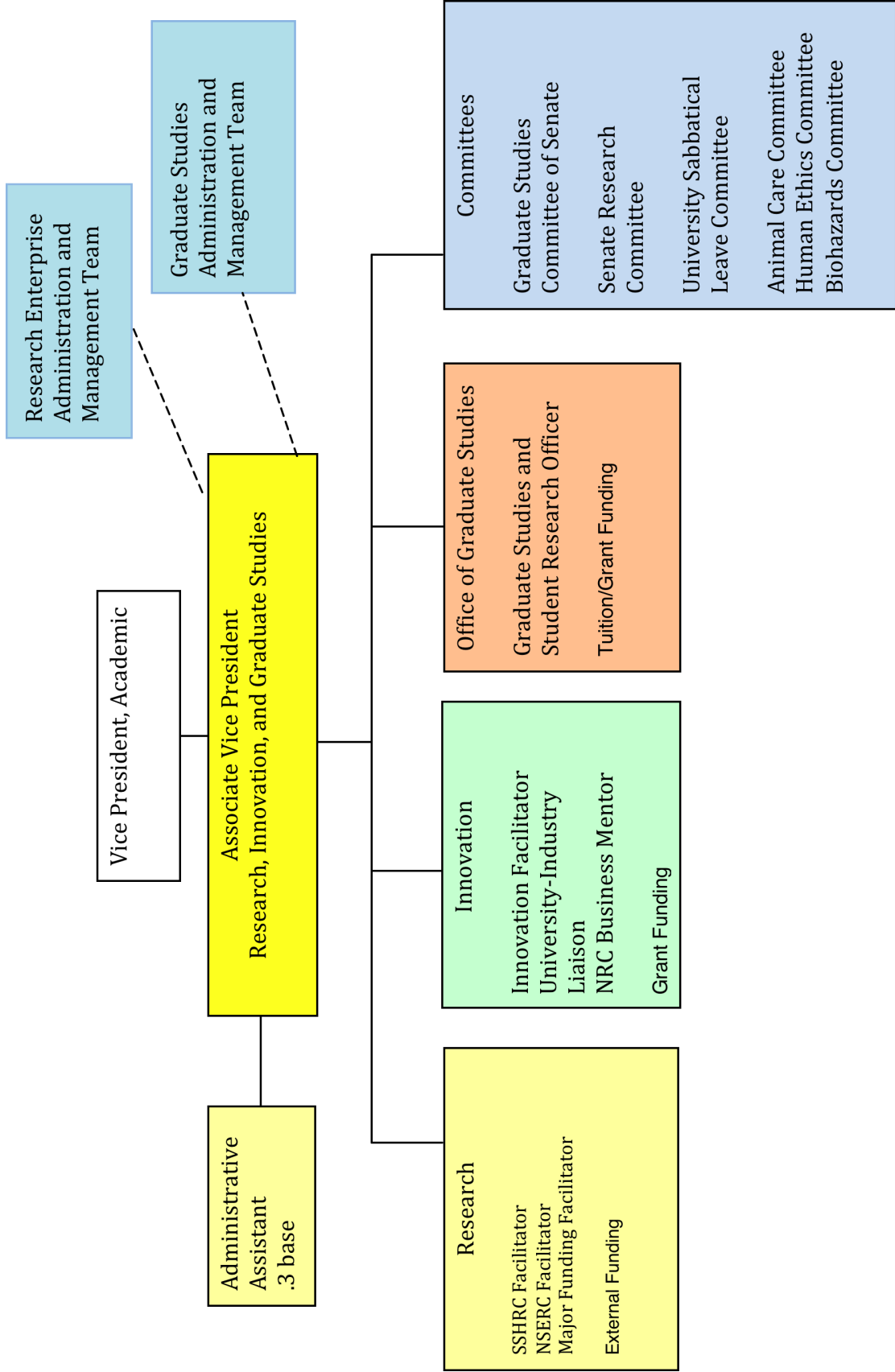
The terms of reference for the Graduate Studies Committee of Senate were tabled at Senate by the Steering Committee of Senate, as a notice of motion on October 27, 2008, and approved on November 4, 2008. The TRU-GSC held its inaugural meeting on February 5, 2009. With this body thus established, the Committee could begin to do its work within the collegial governance system of TRU.

## **A HOME FOR GRADUATE STUDENTS**

The Graduate Student House was opened in the summer of 2009. This office space is for use by all graduate programs and allows for informal interaction among graduate students across disciplines. A new and larger in the library is planned for 2011.

## **TIMELINE OF GRADUATE PROGRAMS TO 2009:**

- Master of Business Administration, admitted its first students in September 2005, graduating its first class of 25 students in December 2006;
- Master of Education began with the intake of its first cohort of students in July 2007, with four students graduating in the Fall Convocation, October 2009;
- Master of Science in Environmental Science, started in September 2007, graduating its first two students at the Fall Convocation, October 2009;
- Master of Social Work, submitted to the British Columbia Degree Quality Assessment Board for approval, and granted conditional approval on October 30, 2009; and
- Master of Arts, Interdisciplinary Studies, was approved by the TRU-GSC and the APPC in October 2009.



# TRU–OGS: Office of Graduate Studies

## INTRODUCTION

Graduate education encompasses educational and training programs at the graduate post-baccalaureate level, including certificate, diploma and masters degree programs. The TRU-OGS is the centralized enabling body, facilitating the opportunity for TRU to leverage its unique history, research focus and strengths, size, and freedom from traditional academic silos, to make a significant contribution to graduate students regionally and globally. In this regard, TRU has the potential to lead academic reform in graduate education, and innovate the next generation of graduate-level programming. Operationally, the Office of Graduate Studies provides institutional support for the development, delivery and review of graduate program curriculum, policies and practices at Thompson Rivers University.

The centralized structure was chosen for a number of reasons. TRU is a primarily undergraduate university, developing graduate programs in particular areas where TRU has the combined research and teaching capacity, facilities and infrastructure, and enthusiasm, and where there is an identified need. In this environment, a centralized and dedicated champion and advocate is a way of ensuring that the institution realizes its potential in graduate studies.

The centralized structure is cost-effective, creating economies of scale for the activities and services required to support graduate studies. Given the TRU faculty demographics, the centralized overview of research strength and facilities, enables TRU to best integrate research and teaching capacity. With an institutional perspective, the TRU-OGS is able to engage in strategic, integrated, university-wide planning for advanced and graduate studies that are of a high standard, consistent with strategic research directions and strengths, make the best and most efficient use of university resources, encourage integration across disciplines, and for which there is a demand.

For a university embarking on graduate studies the centralized structure allows for the development of consistent academic policies and standards, with appropriate flexibility to account for specific program requirements. Similarly, it designates a priority for developing institutional capacity to support graduate student services such as scholarships, research funding and internships, program delivery and laddering requirements, and thesis and defense management and support.

With TRU's unique expectations of faculty members which distinguishes those faculty members whose expectations include a contribution to research and scholarship, the central structure provides a mechanism for creating and implementing institutional standards and consistency for faculty participation in graduate studies.

## MISSION OF THE OFFICE OF GRADUATE STUDIES

The Mission of the Office of Graduate Studies is to ensure the success and excellence of graduate studies and to support the strategic development, management and administration of graduate programs by:

- Engaging in program planning from a strategic, university-wide perspective; and facilitating research in innovation in graduate education;
- Ensuring university-wide standards of quality, policy, equity and access;
- Supporting and coordinating enrolment management, program administration and financial and resource management;
- Supporting and coordinating faculty and student services, and graduate alumni relations;
- Advocating for the development of institutional capacity in graduate studies.

## PLANNED SERVICES OF THE OFFICE OF GRADUATE STUDIES

The centralized structure for Graduate Studies minimizes costs of administrative services through economies of scale. Once fully staffed and operational the services of the Office of Graduate Studies will be as follows:

1. Strategic Program Development
2. Enrolment Management: Marketing, Advertising, Promotion and Recruiting (and coord with other units)
3. Program Infrastructure Support
4. Student Services (general)
5. Support for Thesis, Project, Invention, or Creative Work
6. Promotion, Management, and Fund-Raising for Scholarships, Assistantships, and Student Research Awards
7. Program Review and Reports
8. General Program Administration
9. Other Faculty support
10. Admissions, Tracking of Progress, Convocation Celebration
11. Alumni Tracking and Relations (with alumni)
12. Information, Reporting and Planning: and provincial outcomes reporting

## **The Details**

### **1. Strategic Program Development**

- Program Research, Development and Innovation—Assistance to university-wide graduate studies and program development committees: A strategic approach, building on areas of academic/research strength in areas where TRU has a strategic advantage (based on comparative analysis with programs elsewhere), that are aligned with current and emerging requirements for graduate education (needs assessments and market analysis), competitive tuition and fees (international and domestic), opportunities for strategic partnerships, innovative methods of teaching and learning, funding sources, and other research critical to new program development.
- Business Plan Development: Individual program, and institutional business plan development, revision and monitoring, to ensure overall cost-recovery of graduate studies including revenue sharing and distribution, enrolment targets and mix of professional and traditional programs, and to identify the best strategic investments of any surplus revenue.
- Cultivating Relationships nationally and internationally for program partnerships and student placements.

### **2. Enrolment Management: Marketing, Advertising, Promotion and Recruiting (and coordination with other units)**

- Enrolment Management: With program committees identify target numbers, student demographics, recruitment strategies and implementation (including cost/benefit analysis: these activities are strategic investments).
- Production of the Graduate Student Handbook and Calendar: As information and recruitment tools.
- Production of other marketing and promotion materials, and identification of effective recruiting venues.
- Internet promotion including an online searchable database of all faculty members of Graduate Studies, their research interests, available projects and theses, and contact information, as marketing and promotion tools for student recruitment and partner businesses and organizations.

- With TRU World and Enrolment Management conduct international market research.
  - Maintain a database of inquiries, and follow-ups.
  - Develop and negotiate contracts for graduate and post-baccalaureate programs domestically and internationally.
3. Program Infrastructure
- Office Space: Identification, allocation, furnishings and maintenance.
  - Electronic library resources (institutional considerations) to improve access to online journals.
4. Student Services (general)
- In collaboration with Faculties campus-wide: Welcome materials, handbooks, orientations, social events, program information, and workshops.
  - Assistance with compliance to policies and practices.
  - Arrangements for special circumstances such as absences and leaves.
5. Support for Thesis, Project, Invention, or Creative Work
- Arrangement for logistics and payment of external reviewers.
  - Promotion, management and oversight of defence.
  - Support institutional standards and procedures.
  - Ensure proper preparation and archive.
6. Scholarships, Assistantships, and Student Research Awards and Promotion
- Promote, administer and manage teaching and research assistantships, tri-council scholarships, and institutional scholarships.
  - Celebrate scholarship holders.
  - Fund planning and fund-raising (with the Advancement Office).
7. Program Review and Reports
- Support for review of new programs.
  - Support for regular review of existing programs.
  - Monitor enrolments.
  - Implementation and analysis of exit survey.
  - Provincial and federal reports.
8. General Program Administration
- Recording and maintenance of policies, practices, procedures and curriculum related to graduate studies.
  - Provide logistical and secretarial support to graduate program committees and the TRU-Graduate Studies Committee.
9. Other Faculty support
- Governance document.
  - Guide to graduate student supervision.
  - Assistance with implementation of policies and practices.
  - Dispute issues.
  - Classroom booking and scheduling.

- Workshops regarding graduate studies.
- Maintain files of graduate studies faculty and remind programs when renewal is required.

#### 10. Admissions, Tracking of Progress, Convocation Celebration

- Liaison with programs committee chairs, admissions and finance to ensure effective process with maximum conversion of the best students
- Send and distribute the official letter of acceptance from the AVP RGS to the student per the information received from the Chair of the Graduate Program Committee
- Ensure effective use of the TRU Student Record system for the sharing and tracking of all relevant student information. The TRU Student Record System will allow for the following:
  - A scan of the application and supporting documents
  - A scan of the letter of admission
  - A fee tracking system
  - In addition to the data fields indicated above, includes fields for:
    - Supervisor
    - Provisional Thesis Topic
    - Start Date
    - Anticipated Completion Date
    - Scholarships/Assistantships
    - Verification of receipt of payments
    - Course Requirements for the program
    - Notes regarding changes to program, completion dates, any other information pertinent to program progress
    - Thesis Committee Members
    - External Reviewer
    - Thesis examination date
    - PDF of Thesis

#### 11. Alumni Tracking and Relations (with TRU Alumni)

- Yearly update of contact information, profession, etc.
- Follow up on exit surveys
- Graduate alumni newsletter
- Graduate alumni events locally and in those cities with a group of alumni

#### 12. Information, Reporting and Planning: and provincial outcomes reporting

- Prepares required reports based on data collected (see below)
- The generation of reports such as: Number of students, conversion rates, student demographics, completion rates, time to completion, total scholarships, bursaries, teaching assistantships, NSERC PGS, NSERC IGS, other funding sources, etc., and other reports as requested by Graduate Programs, the GSC, the AVP RGS, provincial and federal government and granting agencies.
- Identification of under- and over-subscribed programs
- Data
  - Number of Graduate Student applications received by program
  - Presenting credentials (eg. Degree, and GPA)

- Local and home contact information including email addresses
- Years since completing previous degree
- Breakdown by geopolitical region based on the home address of the applicant, and the location of the presenting degree
- English proficiency
- Gender
- Conversion rates
- Program, acceptance rates
- Funding
- Total tuition
- Turn-around/response time, etc.
- Subset of the above for those admitted

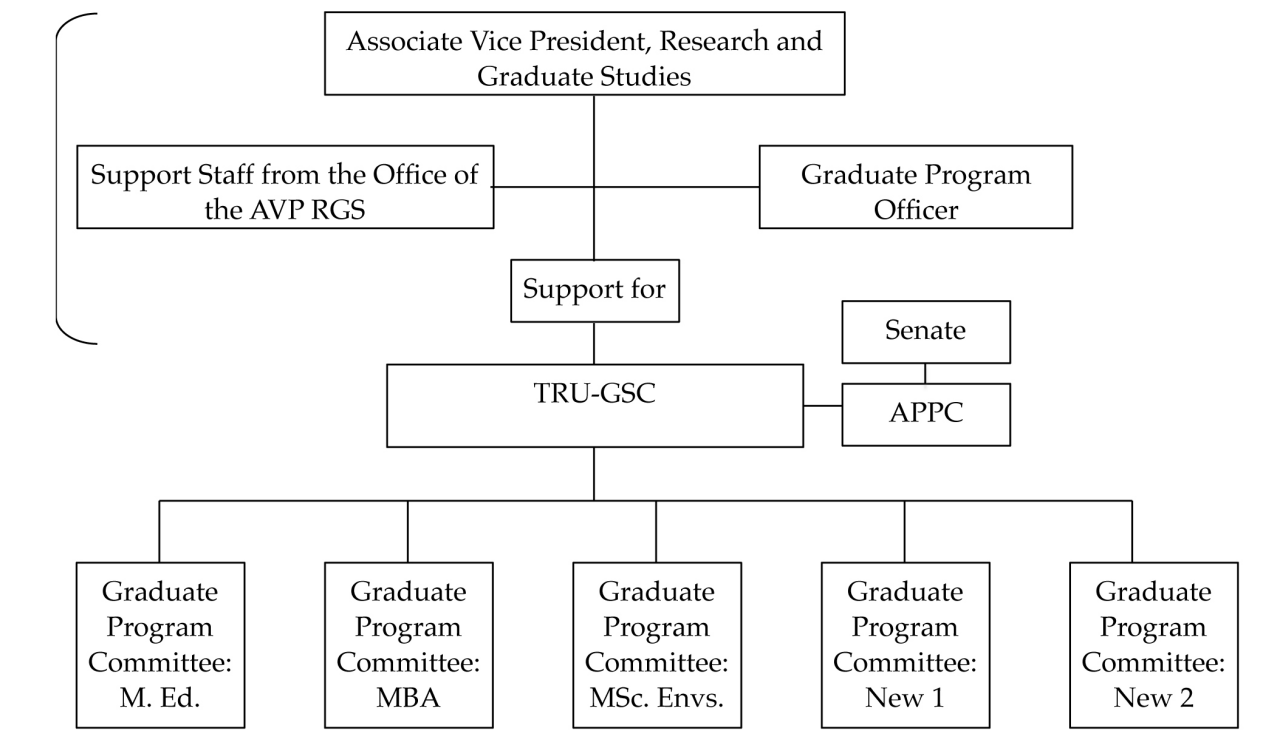
## RELATIONSHIP TO SENATE: THE TRU-GSC: GRADUATE STUDIES COMMITTEE OF SENATE

The TRU-OGS provides research, administrative and logistical support to the TRU-Graduate Studies Committee (GSC) of Senate. This committee is the graduate studies equivalent of the Educational Program Committee (EPPC) of Senate. Graduate programs, courses and policies that are approved by the TRU-GSC are then forwarded by the Chair of the GSC to the Academic Priorities and Planning Committee (APPC) of Senate for consideration. New courses approved by the APPC are submitted to Senate for information. All other academic considerations of the APPC require approval of Senate and are presented to Senate as a notice of motion by the Chair of the APPC. New graduate programs require approval of the British Columbia Degree Quality Assessment Board.

## RELATIONSHIP TO FACULTY COUNCILS: THE GRADUATE PROGRAM COMMITTEES

Programs may originate from one or more Departments and Faculties. Programs are developed by Graduate Program Committees. The Office of Graduate Studies facilitates the work of the Graduate Program Committees. Program implementation is shared by with the Office of Graduate Studies, and a number of academic support units. Each Faculty Council is required to approve a proposed graduate program before it is forwarded to the Graduate Studies Committee of Senate for consideration.

## GENERAL ADMINISTRATIVE STRUCTURE FOR THE OFFICE OF GRADUATE STUDIES



# Graduate Studies Committees

## GRADUATE PROGRAM COMMITTEES

### **Mandate**

The Graduate Program Committees are responsible for developing the curriculum for new graduate programs and courses, which are submitted to the appropriate faculty councils for approval prior to submission to the TRU-GSC. Graduate Program Committees also play a critical role in program implementation, review, and administration.

### **Composition of Graduate Program Committees**

Each Graduate Program Committee will normally be composed of:

- A total of at least 3 faculty members reflecting the scope of the degree,
- The relevant dean(s),
- At least one community expert who is active in the field and understands the intellectual and training requirements of graduates for career success, as applicable,
- The AVP RGS (ex-officio, and non voting)
- Graduate Program and Student Research Officer (ex-officio, and non-voting), and
- Academic Director for Open Learning for the respective Faculty(ies), as applicable

Membership may be proportionate to the involvement of each department.

The Chair of the Graduate Program Committee is faculty member, elected by the committee. The Chair should ideally serve for three years, and may serve more than one term.

### **Responsibilities of Graduate Program Committees**

Graduate Program committees:

- Develop and review program practices and guidelines, particular to the program;
- Review applications and recommend acceptance;
- Identify and assign supervisors, as applicable;
- Ensure supervisory committees are in place, as applicable;
- Ensure that sufficient courses are offered in a logical order and at reasonable time to meet the program requirements and needs of students;
- Recommend qualified faculty for teaching graduate courses;
- Evaluate the program on an on-going basis and make recommendations for revisions;
- Advise on improvements for infrastructure required for the program such as space, library resources, equipment;
- Identifies target markets for recruiting and developing partnerships;
- Identify research and scholarship opportunities and adjudicate program-based awards; and
- Coordinate non-credit portions of the graduate program such as orientations, seminars, workshops and other activities that enhance the academic and social environment for graduate students.

### **Responsibilities of the Chair of Graduate Program Committees**

- Serves on the TRU-Graduate Studies Committee of Senate;
- Brings forward to the TRU-GSC those matters that require institutional policy or practice;
- Liaises with the AVP RGS or TRU-OGS on issues relating to graduate studies, research and scholarships, such as recruitment opportunities, partnerships, student success, alumni relations;
- Ensures a fair review of applications, and ensures that confidentiality is maintained during the review process;
- Informs the TRU-OGS and registrar on students admitted to the program, and conditions of admission including the name of the supervisor, if applicable;
- Ensures that each student has a program plan that is updated as necessary;
- Ensures that supervisory committees for each student are formed in a timely manner;
- Informs the TRU-OGS of the nature of the thesis, project, or creative work for each student (as applicable) including the title, and intended completion date;
- Liaises with the Registrar regarding courses being offered and schedules;
- Informs the Registrar of student registration in courses and ensures students are registered;
- Addresses student issues such as required leaves, academic challenges, and student service requirements;
- Liaises with the supervisor, as appropriate, on matters relating to student progress;
- Ensures that information in the Graduate Studies Calendar and Handbook relating to the graduate program is accurate and up to date;
- Ensures that online information about the program is accurate;
- Chairs the Graduate Program Committee and coordinates the work of the committee;
- Reports to the Faculty Council/s on matters pertaining to the graduate program.

## TRU-GRADUATE STUDIES COMMITTEE (GSC) OF SENATE

### **Mandate**

With respect to Graduate Programs:

To review, consider and recommend matters of administration, policy and practice pertaining to graduate degrees and other graduate post-baccalaureate programs, examine all proposed programs and course offerings prior to submission of APPC, and engage the university in strategic planning for advanced and graduate education (includes education and training programs at the graduate post-baccalaureate level, including certificate, diploma and masters degree programs). The TRU-GSC may strike subcommittees to address specific issues.

- Advise Senate on all matters related to graduate-level education (degrees and other post-baccalaureate programs) of the University.
- Advise Senate on policies and practices related to the development, review, approval, delivery and evaluation of graduate-level courses and programs of the University.
- Review and receive programs and courses from Graduate Program Committees and make recommendations to the APPC for those items that require Senate approval.
- Advise Senate on Student Academic Policies including but not limited to policies, practices and criteria for the admission, evaluation and promotion of students except for those matters within the jurisdiction of the Planning Council for Open Learning.

- Identify commonality between programs and make recommendations that foster cross-disciplinary exchange to enhance the graduate program and to facilitate the sharing of courses, expertise, and other resources.
- Ensure and coordinate regular and systematic external assessment and review of graduate programs.
- Receive and recommend to APPC any programs for deletion and review the phase out process.
- Develop and oversee policies related to compliance with standards of academic integrity and ethics, promotion of cultural diversity and intellectual collegiality.
- Advise Senate on the criteria for awarding certificates, diplomas and degrees.
- Consult the Budget Committee of Senate for advice on the budgetary implications of recommendations brought forward to the TRU-GSC requiring additional resources.
- Conduct research related to new directions in graduate education and to provide a forum for sharing and exchanging ideas and best practices across disciplines.
- Support best practices for graduate student engagement and support, including but not limited to graduate teaching and research assistants, internal scholarships, travel bursaries, and other internal awards, including awards for outstanding graduate student supervision.
- Review and approve or deny applications for faculty participation as Full, Adjunct and Associate Graduate Instructor/Supervisor following approval of the Dean.
- Engage in strategic planning for graduate education in a way that is consistent with the TRU Academic Plan and Strategic Research Plan.
- Submit to Senate an annual report on graduate studies at the University.
- Other duties as assigned by Senate.

## **Membership**

### Chair:

- A voting member of the Committee elected by the Committee

### Members:

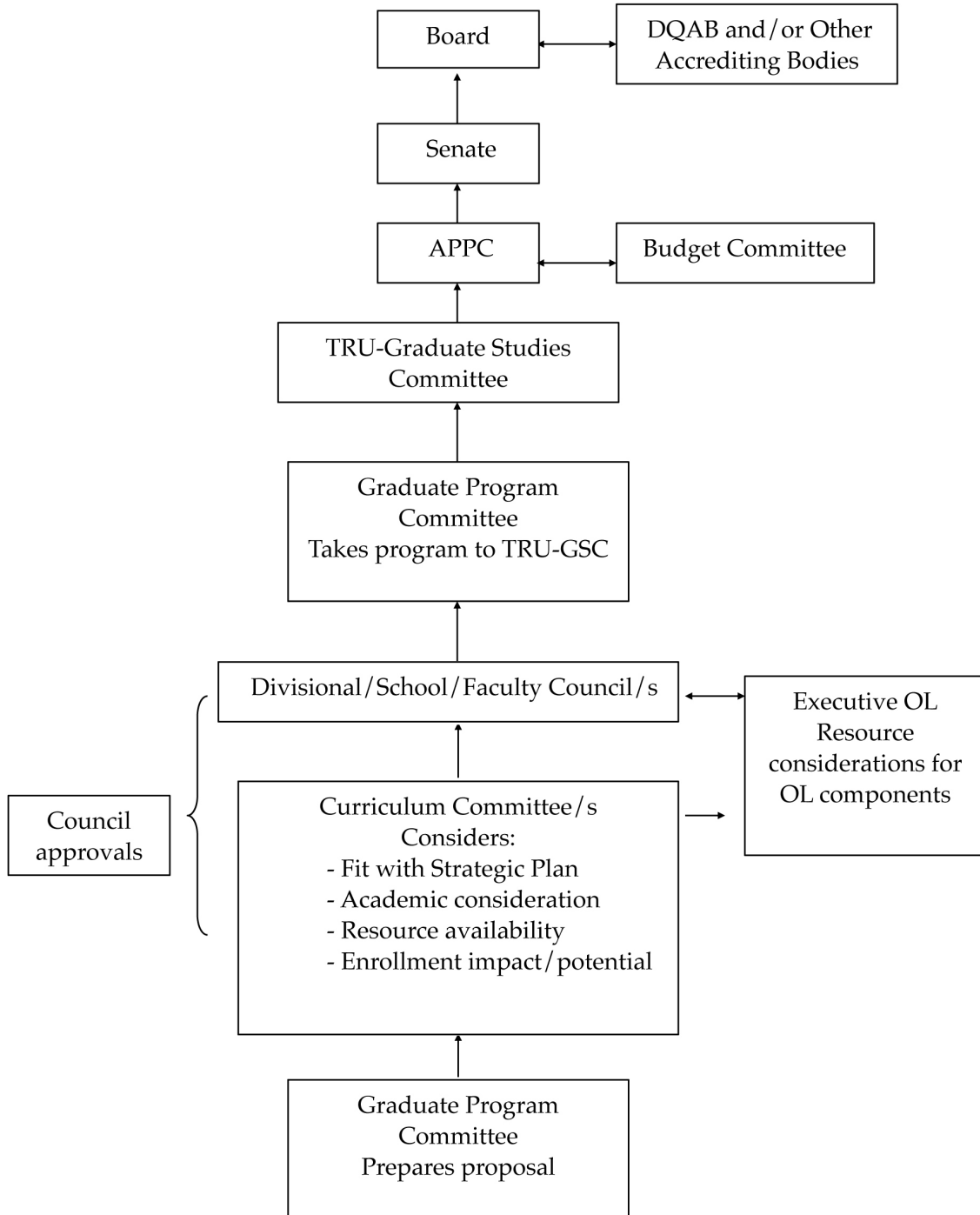
- Associate Vice-President, Research & Graduate Studies
- Graduate Program Officer, or equivalent
- Chair of each Graduate Program Committee
- Two Deans approved by Senate
- One staff member approved by Senate
- Two Graduate Students nominated by TRUSU and approved by Senate
- Two Faculty Members approved by Senate

### *Ex Officio* Non-Voting Members:

- Provost & Vice-President, Academic (or designate)
- Vice-President, Open Learning (or designate)
- Registrar (or designate)
- Director of Libraries (or designate)
- AVP TRU-World (or designate)

# Graduate Program Development/Approval Structure

## FLOW CHART



# Criteria for Evaluating New Graduate Programs

*Passed by the Graduate Studies Committee of Senate:*

*Passed by the Academic Priorities and Planning Committee: November 18, 2009*

*Senate as Notice of Motion December 2009*

*Approval by Senate Pending*

TRU Policy ED 8-5 describes assessment criteria for considering new graduate program proposals for approval. These criteria are designed to guide the development and assessment of new graduate programs in a way that ensures that TRU achieves its unique potential in graduate program development, and that new graduate programs are feasible, viable and sustainable, and support the mission, values and goals of Thompson Rivers University. As resources allow, the Office of Graduate Studies helps research the feasibility of a new graduate program idea. The following should be considered before investing time in new program development:

- **PEOPLE:** whether TRU has the faculty expertise and capacity to offer the program (see the section on Faculty Participation in Graduate Studies),
- **FIT:** within the academic plan (forthcoming), Strategic Research Plan, and the Graduate Program Plan (forthcoming and to be incorporated into the academic plan).
- **RESOURCES:** whether TRU has the physical, information/library, and space resources to offer the program,
- **DEMAND:** now and into the future.
- **COMPETITIVE ADVANTAGE:** for students and those factors that would make the TRU program competitive, distinguish it as being among the best of its kind, and make TRU a destination university for the program.
- **INNOVATION:** New program not currently being well served by the array of graduate programs offered in Canada, new client base, new methods of teaching and learning.

As much as possible program proposals should be prepared following the format of the BC Degree Quality Assessment Board (DQAB), in order to avoid extra work. See: <http://www.aved.gov.bc.ca/degree-authorization/board/welcome.htm>

The following is from TRU Policy ED 8-5

## **A. Program Description**

*(Program is clearly articulated, there is a clear justification for adding this program to the offerings at TRU, and the program supports academic plans.)*

1. The **name** is appropriate and conveys the meaning and content of the degree.
2. The **mission and goals** of the proposed graduate program are clearly defined, including how the program supports the mission, values and goals of TRU, the Academic Plan and the Strategic Research Plan.
3. The **academic rationale** is provided for offering this program at TRU, including evidence for how this program builds on areas of existing institutional strengths in teaching, research and scholarship, including synergies with Research Centres (see Policy BRD21-0).
4. Program **outcome/s** are clear, including:

- a. The purpose of the program, key objectives and key outcomes.  
Is the program designed to prepare students for the workforce and/or for more advanced academic studies?
- b. The curriculum as presented clearly meets the articulated outcome/s.
- c. Any special requirements for accreditation, registration, certification, etc. are stated and evidence is included that the proposed program meets those requirements.
5. The **curriculum** is clear and feasible including:
  - a. Providing evidence for synergies with other graduate programs.
  - b. Providing evidence for ways in which the proposed program enhances the undergraduate curriculum.
6. The potential **student body** is clearly defined in terms of:
  - a. Numbers,
  - b. Demographics,
  - c. Admission criteria,
  - d. Anticipated contribution of the student body to stimulating the academic environment and research culture at TRU.

**B. Other benchmark programs**

1. The proposal should identify three other similar graduate programs, as applicable, regarded as excellent that would be comparable to the proposed program, and/or that represent a standard the proposed program should strive to achieve, and indicate:
  - a. How the proposed program would develop a similar reputation within 5 years (including a plan for achieving and identifying excellence).
  - b. Ways in which the proposed program distinguishes itself from the competition (Why would students come to the TRU program rather than go to a similar program elsewhere?).
2. The contribution of the proposed program to the TRU academic environment, including:
  - a. Contribution to other fields of study at the graduate and upper level/honours undergraduate programs at TRU.
  - b. Ways in which the proposed program detracts from the ability to offer other programs.
  - c. Ways in which the proposed program competes or conflicts with (an) existing program(s) at TRU, and an indication of whether the impact is totally considered and acceptable.
  - d. Plans for reducing any other programs to meet the workload and resource requirements of this program.

**C. Assessment of need by the public, student demand (local, national, international), and institutional priority**

1. How was the need assessed? What resources were consulted to determine student need/demand?
2. What is the anticipated **duration of the demand**, and what is the basis for the estimate?
3. Is there evidence that potential employers or doctoral degree programs will recognize the degree such that it contributes to the professional advancement of the graduate?
4. If the program is primarily designed to lead to doctoral studies, is there clear evidence that graduates of this program would meet the entrance requirements of those doctoral programs?
5. Does the proposal provide clear evidence that it meets a public need and student demand for some or all of the following **specific audiences**?
  - a. Is the program primarily designed to cater to TRU graduates?
  - b. Is the program primarily designed to meet a local demand, and if there is a pent-up demand because the program was lacking, how long will it be before the local

audience is exhausted and what plans are in place to recruit students more broadly?

- c. Is the program designed to meet a national demand, and if so, is there clear justification for why students would be attracted to the TRU program rather than going elsewhere?
  - d. Is the program designed to meet an international demand and has TRU-World been consulted and provided a letter of support stating such?
  - e. Is the program designed for a more traditional student body; current professionals who will continue working while upgrading their education; people with considerable workplace experience?
6. The program clearly defines the **demographics** of the anticipated student body and the methods of program delivery clearly meet the expectations and requirements of the potential student body in terms of:
- a. The approach (professional program -- mostly advanced coursework versus thesis-based program) consistent with the requirements and the expectations of potential students.
  - b. The mode of delivery and timetable are articulated with evidence that it meets the requirements of the proposed student body (distance learning, evening courses, weekend courses on and off campus, summer institutes, direct to client video conferencing, shared classroom environments, etc.)
7. Who are the **potential employers** and have they been consulted? Is there an advisory committee?

### C. Institutional capacity to offer the program and sustainability of the program

1. Evidence is provided of consultation and support by relevant academic units and Faculty Councils.
2. Is there a good fit with other graduate programs and an opportunity to share graduate and advanced undergraduate courses across the disciplines offered?
3. What is the capacity of the program: numbers of faculty offering courses and supervising students/year, number of students the program can sustain on an annual basis?
4. Faculty and Staffing
  - a. There is evidence that there is a critical mass of faculty available and qualified to initiate the program (given the anticipated demand and estimated student body) who are actively engaged in research and scholarship relevant to the program.
  - b. There is commitment, if appropriate, to hiring additional faculty in later years.
  - c. There is evidence that the faculty in aggregate have the necessary experience and research activity to offer and sustain the program, including evidence that faculty members meet the criteria for Full Graduate Instructor/Supervisor. (The CVs of faculty participants should be included with the program proposal, along with a suggested level of participation as per the criteria approved by Senate. [www.tru.ca/senate/minutes.html](http://www.tru.ca/senate/minutes.html))
  - d. There is evidence that the faculty will provide opportunities for scholarship at the frontier of inquiry in the discipline.
  - e. There is evidence that faculty will be teaching in their area of expertise, which is appropriate to graduate-level instruction.
  - f. There is evidence that faculty workloads are considered to ensure appropriate time for faculty to teach in the graduate program, maintain a high level of scholarship, and advise student research projects/theses.
  - g. There is evidence that other support staffing is identified, adequate and available to offer the program.
5. Facilities

- a. The proposal provides evidence that classroom, teaching laboratory, research laboratory, office, and any other type of space that is necessary for the proposed program is sufficient to initiate the program.
  - b. The proposal provides evidence that necessary and sufficient equipment to initiate the program is available.
6. Library and Research Resources  
The proposal provides evidence that library resources are sufficient to initiate the program as verified by the TRU Director of Libraries describing the materials available to support this proposed new degree program, along with a letter from the Dean committing to enhancing those resources.
7. Scholarships, Research Assistantships, and Teaching Assistantships  
The proposal provides evidence that, if appropriate, scholarships, and graduate assistantships are sufficient to initiate the program.
8. Internships  
The proposal provides evidence that, if appropriate, clinical and internship sites have been arranged.
9. Recruiting  
Based on the defined potential student body, what plans are in place to recruit students and what resources are required for recruiting students?
10. Finances
  - a. The proposal provides a complete and reasonable budget for the program that is supported in the text of the proposal.
  - b. A financial analysis considers price comparison among other similar programs that are considered to be program competitors.
  - c. Program income and expenses are clearly outlined and it can be demonstrated that the program is financially viable in the short term and sustainable in the long term.

#### **D. Program Administration**

1. Is the Graduate Program Committee identified with an interim Chair?
2. Alumni: How does the proposal propose to follow up with graduates to assess long-term career success and develop continued graduate loyalty?

#### **E. Curriculum Standards and Ongoing Program Assessment (includes DQAB Standards)**

1. There is a complete description and justification for degree requirements including the duration of the program, core course work and electives, thesis requirements, examination requirements, and residency requirements.
2. The proposal provides the following details of curriculum:
  - a. Depth and breadth of knowledge, including a systematic understanding of knowledge and a critical awareness of inquiries that are at the forefront of the discipline, and informed by current research.
  - b. Development of methodological competencies including research methods, problem solving, critical thinking, and originality in the application of knowledge.
  - c. A syllabus for each course that includes a course number, title, description, credit hours, prerequisites, and potential instructor/s.
  - d. Anticipated sequencing of courses and a clear description of the capstone experience (thesis proposal, comprehensive exam, oral exam, thesis defense, composition of thesis committee).
3. Potential thesis supervisors are identified along with a one-paragraph statement describing their research program, and listing potential research projects for graduate students, and their funding sources.

4. There is clear evidence that the curriculum is comparable to respected, high quality programs offered elsewhere.
5. Student research and scholarship outcomes are clearly articulated.
6. Student outcomes are clearly identified, along with a set of generic skills the program aims to develop, and an indication of how those skills will be developed such as research methods, critical thinking, problem solving, communication skills, initiative, responsibility, research integrity, decision-making in complex situations, intellectual independence, etc.
7. The proposal identifies clear plans for ongoing program assessment that includes an assessment of student outcomes.
8. Program suspension and /or closure conditions are specified.
9. Have external reviewers been consulted?

**F. General**

1. Does the program name, quality and standard enhance the reputation of TRU as a university?

# Faculty Participation in Graduate Studies

## CRITERIA AND DESIGNATIONS

### Introduction

Because of the evolution of TRU from a college to a university college, and then to a university, faculty members have a variety of credentials consistent with their original appointment. In becoming a university with developing graduate programs, TRU required a mechanism for encouraging broad participation among faculty in graduate programs, while respecting the differences in credentials and career paths as the institution evolved. The following standards were approved by Senate as part of the Office of Graduate Studies.

### Objectives

- To maintain standards consistent with the university designation;
- To aim for inclusion by providing two entry points for faculty participation, and allowing for adjunct participation.

### Graduate Instruction and Supervision Designations

All designations indicated below require active participation in a graduate program. The Office of Graduate Studies maintains a list of faculty eligible to participate in graduate instruction and supervision and the level of participation. Participation of individuals at the various levels of instruction and supervision requires approval of the Dean and the TRU-GSC.

#### Full Graduate Instructor/Supervisor

*Function:* Teach graduate courses, supervise graduate student theses, projects and internships, chair thesis and examination committees, and participate on program committees.

*Qualifications:* A TRU faculty member, holding terminal qualifications or equivalent in their discipline with a proven record of peer-reviewed and disseminated research, scholarly activity and/or production of creative works, and also preferably with external funding, and be active in their profession or discipline. Other criteria may be defined in the Program Proposal.

#### Adjunct Graduate Instructor/Supervisor

*Function:* Same as Full

*Qualifications:* Other professionals and academics who add value to graduate education by providing unique knowledge, expertise, or connection. Adjunct members are recommended by the Dean and approved by the TRU-GSC, and should have been approved for adjunct faculty status at TRU.

#### Associate Graduate Instructor/Supervisor

*Function:* Teach, supervise and tutor graduate students in collaboration with Full Graduate Instructor/Supervisor.

*Qualification:* TRU Faculty members who would like to participate in graduate programs and have knowledge and expertise to offer, but do not have all of the qualifications to be Full Graduate Instructor/Supervisors.

## APPROVAL PROCESS

### Background

A mandate of the Graduate Studies Committee of Senate (TRU-GSC) is to review, and grant or deny applications for faculty participation in graduate studies.

The Structure for Graduate Studies approved by TRU Senate designates criteria for faculty participation in graduate studies. Participation status may be granted for up to five years. The Office of Research and Graduate Studies will maintain faculty files, and records of submissions, decisions and renewal dates.

### Application process (for existing graduate programs)

Applicants should submit to the Chair/Coordinator of the appropriate Graduate Program Committee:

- A CV highlighting recent (last 6 years) activity in research/scholarship/creative works,
- A cover letter indicating the level of participation they wish to be considered for, and how they meet the criteria for the specified level of participation.
- The committee will forward their recommendation to the appropriate Dean for approval.
- Within one month of receiving the committee recommendation the Dean will forward:
  - Approved applications, and
  - A letter of approval with recommended tenure of the approval to the TRU-GSC (c/o the Office of Research and Graduate Studies) for consideration by the TRU-GSC.
- The TRU-GSC will render its decision within 2 months of receiving the Dean's recommendation.

### Application Process (new programs under consideration)

Applicants should submit to the Chair/Coordinator of the appropriate Graduate Program Committee, a CV highlighting recent (last 6 years) activity in research/scholarship/creative works, along with a cover letter indicating the level of participation they wish to be considered for, and how they meet the criteria for the specified level of participation.

The Dean must approve the application by providing a letter of approval to the Chair of the Graduate Program Committee.

The Chair/Coordinator of the Graduate Program Committee will include a list of these potential faculty supervisors and instructors and their CVs with the new program proposal that is submitted to the TRU-GSC, along with a letter of approval.

### WITHDRAWAL OF APPROVAL DURING THE APPROVAL TENURE

Recommendations to withdraw the approval will be forwarded to the TRU-GSC by the Chair/Coordinator of the Graduate Program Committee for consideration.

# Student Admission to Acceptance: The Process and Responsibilities

## BACKGROUND

There are significant services associated with the proper implementation of graduate programs from recruitment and admission, through to graduation and alumni relations. This document breaks down responsibilities associated with the admission of students to graduate programs. The responsibilities will be continuously reviewed with admissions and appropriate academic administrators to ensure an ongoing efficient and cost-effective process.

## DATA STEWARDSHIP FOR APPLICATIONS: THE OFFICE OF THE REGISTRAR

As data stewards for information relating to graduate student applications and admission, the Office of the Registrar will provide following data (maintained in the records system of these statistics), on a per program basis for all applications.

1. Number of Graduate Student applications received by program
2. Presenting credentials (eg. Degree, and GPA)
3. Local and home contact information including email addresses
4. Years since completing previous degree
5. Breakdown by geopolitical region based on the home address of the applicant, and the location of the presenting degree
6. English proficiency
7. Gender
8. Conversion rates
9. Program, acceptance rates
10. Funding
11. Total tuition
12. Turn-around/response time, etc.
13. Subset of the above for those admitted

## ADMISSIONS AND REGISTRATION

### Office of Admissions responsibilities

1. Receives graduate applications submitted to TRU by the applicant
2. Ensures applications are complete and in order for the Graduate Program Committee
3. Verifies transcripts
4. Corresponds with the student if application is incomplete and acknowledges receipt of complete applications
5. Passes all applicant information to the program selection committee by the deadline, along with a report of any incomplete applications
6. Registers graduate students in each semester in the courses indicated by the Graduate Program Committee Chair.
7. Assesses the appropriate tuition and other fees, in accordance with established deadlines
8. Maintains official transcript record in the Banner student system

9. Corresponds with the Chairs of Graduate Program Committees or the Program Coordinator, providing updates on numbers of applications received, in progress and completed applications
10. Maintains in the student record system all information related to admissions and registration of the graduate students, including copies of official letters of admission.
11. Provides copy of official transcripts upon request by student

#### **The Graduate Studies Program Committee (responsibility of the Chair)**

1. Recommends acceptance to the AVP Research and Graduate Studies based on admissions criteria stated by the program, fit within the program, availability of a supervisor with the appropriate interest and expertise
2. Identifies and confirms a thesis supervisor, if applicable
3. Identifies scholarships, bursaries, teaching assistantships
4. Identifies any special terms associated with the acceptance, including whether acceptance is conditional upon the student completing particular requirements such as: successful completion of current undergraduate or other program by a specified time and with a specified GPA, completion of language courses, completion of undergraduate courses to fill in gaps in undergraduate education required for the graduate program, etc.
5. Confirms status: domestic/international, and full-time vs part-time (if applicable)
6. Using a standard form, reports this information to the Office of Research, Innovation and Graduate Studies with copy to the Office of Admissions and Registration.
7. *Special Procedures for International Students*
  - International students must first receive a Pre-acceptance letter from Admissions which requests transcripts and fees.
  - The application is then forwarded to the Graduate Program Committee, as above.
  - Once approved for admission by the committee, a final letter of acceptance is sent to the student per above by the AVP RGS, which allows for them to obtain a Student Permit to study in Canada.

#### **Office of the AVP RGS**

- The official letter of acceptance is sent from the AVP RGS to the student per the information received from the Chair of the Graduate Program Committee.

#### **Finance**

- Tracks fees and is responsible for the collection of payments

## **Information Recording, Sharing, Tracking and Reporting**

### **TRU STUDENT RECORD SYSTEM**

The TRU Student Record System will be used to record all graduate student records and allow for the sharing and tracking of all application information from the moment the application arrives to admission, acceptance and tracking of progress in the academic program.

Appropriate access will be given to faculty and staff in all areas as required to perform their work. The secure system will be viewable by the:

- Director of Admissions,
- Appropriate Admissions Offices,

- Graduate Program Committee Chairs/Coordinators,
- AVP Research and Graduate Studies and appropriate staff of TRU-RIGS.

## **OFFICE OF ADMISSIONS RESPONSIBILITIES**

The Office of Admissions will ensure that the TRU Student Record System allows for the following:

- A scan of the application and supporting documents
- A scan of the letter of admission
- A fee tracking system
- In addition to the data fields indicated above, includes fields for:
  - Supervisor
  - Provisional Thesis Topic
  - Start Date
  - Anticipated Completion Date
  - Scholarships/Assistantships
  - Verification of receipt of payments
  - Course Requirements for the program
  - Notes regarding changes to program, completion dates, any other information pertinent to program progress
  - Thesis Committee Members
  - External Reviewer
  - Thesis examination date
  - PDF of Thesis

## **INSTITUTIONAL PLANNING AND ITS ROLE IN EVALUATING THE DATA FOR REPORTING AND PLANNING**

- Prepares required reports based on data collected (per above)
- The generation of reports such as: Number of students, conversion rates, completion rates, time to completion, total scholarships, bursaries, teaching assistantships, NSERC PGS, NSERC IGS, other funding sources, etc., and other reports as requested by Graduate Programs, the GSC, or the AVP RGS

## **TRU-OGS AND THE GRADUATE STUDIES COMMITTEE OF SENATE**

- Reviews reports
- Identifies under- and over-subscribed programs
- Evaluates information on a university-wide basis for planning purposes