



MEETING OF THE SENATE

Monday, November 27, 2023
3.30pm to 5.30pm

House of Learning, HL190

AGENDA

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 meetings is recorded. These recordings are used to assist with preparing the minutes of the meetings. Once the minutes of a meeting are approved, the recording of that meeting is destroyed.

1. **Call to Order**
 - a. Remarks from the Chair
 - i. Territorial Acknowledgment

Page 1 2. **Adoption of Agenda**

Page 3 3. **Approval of Minutes**

- a. Minutes of senate meeting of October 23, 2023

Page 10 4. **Reports of Officers**

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

Page 17
Page 72 5. **Reports of Committees**

- a. Academic Planning and Priorities Committee (Items for Approval) — Gillian Balfour
 - i. Presentation as contemplated by Section VI.2. under "University Council Guidelines for the Application of this Policy" of [Policy BRD 08-4, Program Reductions and Eliminations](#)
- b. Budget Committee of Senate (Information) — Gillian Balfour

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- c. Educational Programs Committee (Information) — Shannon Smyrl
- d. Steering Committee (Items for Approval) — James Sudhoff
- e. Senate International Affairs Committee — Baihua Chadwick

6. Business

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- a. Senate advice to the Board of Governors regarding [Policy BRD 08-4, Program Reductions and Eliminations](#) — Brett Fairbairn
 - i. Senate’s role and responsibilities
 - ii. Consideration of motions as circulated by Senator Jones
- b. Fall 2023 By-election and election results (Information) — Michael Bluhm
 - i. Tie vote (see section 1.6.iii. in the [Election Procedures](#))

NOTE: Voting will take place in the In Camera Meeting directly to follow.

7. In Camera Meeting

8. Question Period

9. Next Senate meeting

- a. The next regular meeting of Senate is on Monday, December 11, 2023 from 3.30-5.30 pm in the Brown Family House of Learning, Room HL190.

10. Termination of Meeting

NOTE:

[Link to Recent Correspondence to Senate](#)



MEETING OF THE SENATE

Monday, October 23, 2023
3.30pm to 5.30pm

House of Learning, HL190

MINUTES

Present: Christine Adam, Gillian Balfour, Mike Bluhm, Doug Booth, Susan Butland, David Carter, John Church, Melba D'Souza, Yasmin Dean, Robert Diab, Greg Garrish, Michael Henry, Crystal Huscroft, Anel Jazybayeva, Craig Jones, Randall Kimmel, Derek Knox, Oleksandr Kondrashov, Ben Lovely, Paul Martin, Richard McCutcheon, Daleen Millard, Chris Montoya, Jamie Noakes, Rien Okawa, Cindy Ozouf, John Patterson, Baldev Pooni, Reshma Pradhan, Gordon Rudolph, Tanya Sanders, Rani Srivastava, Anne Terwiel, Joanna Urban, Darren Watt, Juliana West, Joel Wood, Gopi Yerranguntla

Regrets: Brett Fairbairn, Susan Butland, Yasmin Dean, Ben Lovely

Absent: Gregory Anderson, Tania Gottschalk, Mary Kruger, Divyani Pathak

Executive and Others Present: Scott Blackford (Acting General Counsel), Charlene Myers (Manager, University Governance), Brad Harasymchuk (Chair, Environmental Sustainability Advisory Committee), Brett McCollum (Chair, Teaching and Learning Committee), Shannon Smyrl (Chair, Educational Programs Committee), James Sudhoff (Chair, Steering Committee), Shannon Wagner (Vice-President, Research), Stephanie Klassen (Integrated Planning and Effectiveness)

1. Call to Order

In the absence of Brett Fairbairn, chair of senate, Senator Michael Henry convened the meeting at 3:30pm.

a. Remarks from the Chair

i. Territorial Acknowledgment

M. Henry delivered the territorial acknowledgment.

2. Business

a. Election of Vice-Chair of Senate

Michael Henry indicated that senator Joel Wood was willing to let his name stand for election. As no other nominations were forthcoming from the floor, Senator Wood was elected by acclamation.

Senator Henry vacated the chair and Senator Wood chaired the remainder of the meeting.

3. Adoption of Agenda

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

4. Approval of Minutes

a. Minutes of special senate meeting of September 18, 2023

In response to a question about the implications of approving the minutes (particularly, whether they would be included in senate's advice to the board), S. Blackford responded that discussion about what information would form senate's advice to the board would be discussed at the November senate meeting.

*On motion duly made and adopted, it was **RESOLVED** that the minutes be approved as circulated.*

b. Minutes of regular senate meeting of September 18, 2023

A senator proposed that the appendix be removed from the minutes.

*On motion duly made and adopted, it was **RESOLVED** that "Appendix I" be removed from the minutes.*

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

5. Reports of Officers

a. President and Vice-Chancellor

i. President's Reports to Senate

President's Reports from September and October 2023 were circulated with the agenda package. The Vice-Chair requested that any questions on the president's reports be emailed to the secretariat in the absence of the president.

b. Provost and Vice-President Academic

The Provost, G. Balfour, delivered her report verbally, speaking about several matters. She also reported that she had received, as chair of the Academic Planning and Priorities Committee (APPC) a request from the chair of senate to present to senate on the proposed closure of visual arts programming. She spoke about the process that would be undertaken in response to that request, including that the presentation from APPC would be coming to senate at their meeting on November 27. Discussion ensued.

6. Reports of Committees

a. Academic Planning and Priorities Committee

G. Balfour, chair of APPC, delivered the committee's report.

i. September 2023 report

The September 2023 report contained two items for approval.

1. Research Centre Proposal – Institute for Wildfire Science, Adaptation, and Resiliency

G. Balfour introduced this agenda item and then invited Dr. Mike Flannigan to speak and respond to any questions. Discussion ensued, and S. Wagner also responded to questions.

*On motion duly made and adopted, it was **RESOLVED** that the Institute for Wildfire Science, Adaptation, and Resiliency be approved as circulated.*

2. Nursing handbook

The Dean of the School of Nursing, Senator Srivastava, noted that one correction needed to be made to the handbook, namely regarding criteria for admission to statistics courses.

*On motion duly made and adopted, it was **RESOLVED** that the Master of Nursing – Nurse Practitioner (MN-NP) Graduate Program Handbook 2023-2024 be approved as amended.*

Senator Montoya asked to have it noted in the minutes that he had abstained from voting on this matter.

The September report from APPC also contained three items for information.

ii. October 2023 report

The APPC report for October 2023 contained two items for approval, which were presented by the committee's chair, G. Balfour. There were two Category III proposals for deletion, both of which, it was noted, had been incorporated into a different credential.

*On motion duly made and adopted, it was **RESOLVED** that the Category III deletion proposal: Bachelor of Arts, Major in Communication and the Category III deletion proposal: Bachelor of Journalism, Major in Public Relations be approved as circulated.*

The report also contained two items for information, upon which discussion ensued.

b. Budget Committee of Senate

G. Balfour, chair of BCOS, presented the committee's report, which contained one item for senate to consider approving.

*On motion duly made and adopted, it was **RESOLVED** that the program modifications to the Regenerative Agriculture Diploma and the Regenerative Agriculture Certificate be approved as circulated.*

c. Educational Programs Committee

EPC reports from September and October 2023 were circulated with the agenda package, for information, and the committee's chair, Shannon Smyrl, spoke briefly.

d. Steering Committee

James Sudhoff, chair of the Steering Committee, presented the committee's reports for September and October.

i. September 2023 report

The report contained two items for approval, namely proposed appointments to committees and recommended revisions to the terms of reference for the Academic Planning and Priorities Committee.

*On motion duly made and adopted, it was **RESOLVED** that the following volunteer(s) be appointed to serve on the following senate and other committees:*

Educational Programs Committee

Faculty of Science: Susan Purdy (2nd term)

Faculty of Student Development: Leanne Mihalicz

Graduate Studies Committee

Dean, Faculty of Adventure, Culinary Arts, Tourism: Douglas Booth

Research Committee

Dean, Faculty of Science: Gregory Anderson

*On motion duly made and adopted, it was **RESOLVED** that the changes to the Terms of Reference for the Academic Planning and Priorities Committee, to reflect requested changes in the membership roster, be approved as circulated.*

J. Sudhoff noted that he expected additional proposed revisions to the terms of reference for the Academic Planning and Priorities Committee to come to senate for consideration next month.

ii. October 2023 report

The report contained one item for approval, namely appointments to committees.

*On motion duly made and adopted, it was **RESOLVED** that the following volunteer(s) be appointed to serve on the following senate and other committees:*

Educational Programs Committee

School of Nursing: Devon Graham

Bob Galardi School of Business and Economics (BGSoBE): Stefania Strantz

Graduate Studies Committee

Open Learning Faculty Member (OLFM): Anber Rana

Research Committee

NOTE: The Research Committee's Terms of Reference indicate that "Normally, [emphasis added] there shall be one member from each of the Academic Divisions (Faculties/Schools/Division), reflecting the diversity of disciplines at the University."

The Steering Committee received six nominations in response to four

vacancies. Nominations were not received from some of the unrepresented faculties so, as a result, the Research Committee will have some duplicate representation.

Faculty of Arts: Catherine Ortner

Faculty of Nursing: Anila Virani

Faculty of Bob Galardi School of Business and Economics (BGSoBE):

Yoo Jong Kang

Library Faculty: Erin May

e. Environmental Sustainability Advisory Committee

Brad Harasymchuk, chair of the Environmental Sustainability Advisory Committee, spoke briefly to the committee's report, a copy of which was circulated with the agenda package, for information.

f. Qelmúcw Affairs Committee

All matters in the report from the Qelmúcw Affairs Committee, a copy of which was circulated with the agenda package, were for information.

g. Teaching and Learning Committee

Chair of the Teaching and Learning Committee, Brett McCollum, presented the committee's report, a copy of which was circulated with the agenda package, for information.

7. Presentation

a. Canadian University Survey Consortium (CUSC) and National Survey of Student Engagement (NSSE)

Stephanie Klassen presented data from the most recent results of the CUSC and NSSE surveys. Discussion ensued.

8. Question Period

No questions were raised.

9. Next Senate meeting

a. The next regular meeting of Senate is on Monday, November 27, 2023 from 3.30-5.30 pm in the Brown Family House of Learning, Room HL190.

10. Termination of Meeting

As there were no further agenda items, the meeting terminated at 5:20 p.m.

TRU'S PARTICIPATION IN US-CANADA WILDFIRE PREDICTION INITIATIVE — TRU has joined the U.S.-Canada Centre on Climate-Resilient Western Interconnected Grid, aiming to improve wildfire prediction models. This initiative is led by the Universities of Utah and Calgary.

The Western Interconnected Grid is one of two major power grids in North America, stretching from the northern edge of British Columbia to the border of Baja, Mexico, and from the California coast to the Rockies. The backbone of one of the largest regional economic engines in the world, the grid serves roughly 80 million people over 4.6 million square kilometres.

Dr. Mike Flannigan, the BC Innovation Research Chair in Predictive Services, Emergency Management and Fire Science at TRU, is working closely with other leading experts to enhance the power grid's resilience to the rising frequency, intensity and duration of extreme weather events, such as wildfires and heatwaves.

This partnership closely follows the introduction of TRU's proposed Institute for Wildfire Science, Adaptation and Resiliency, which is a significant step forward in providing British Columbians and Canadians with solutions to living with wildfires and highlights the university's growing expertise of wildfire researchers.

The academic members of the U.S.-Canada centre include the University of Utah; the WIFIRE Lab at the University of California San Diego; the University of New Mexico; the Desert Research Institute; the University of Calgary; the University of British Columbia; the University of British Columbia Okanagan Campus; the University of Alberta; the University of Saskatchewan; the University of Regina and Thompson Rivers University.

The centre has received \$5 million from the U.S. National Science Foundation and \$3.75 million from NSERC (Natural Sciences and Engineering Research Council of Canada).

INSTITUTIONAL MESSAGES REGARDING GLOBAL EVENTS — Recently, TRU sent two messages to our community regarding ongoing and deeply troubling global conflicts, urging people to show empathy and compassion for those who may be directly or indirectly affected and pointing people in the direction of support services we offer.

These messages were sent amidst a national environment that is hyper-sensitive to questions regarding what is hate speech and free speech and what duty organizations have to take strong positions that denounce the actions of one group or another.

We are living in difficult times, and TRU's senior executive has taken the position that, as an institution, it is not our role to issue statements about external events or take positions related to them. Instead, we must focus on people and supporting those who need care and attention. We feel there is more value and need in these moments for compassion, empathy, and inclusion over political rhetoric.

LATEST BC STUDENT OUTCOMES RESULTS — Integrated Planning and Effectiveness (IPE) has shared the latest BC Student Outcomes resources and results from former TRU diploma, certificate, associate degree, and apprenticeship and foundation students, which are now available on IPE's OneTRU BC Student Outcomes SharePoint site and IPE's Tableau Server.

The BC Student Outcomes Research Forum, in partnership with The Ministry of Advanced Education, Skills and Training and BC Stats, conducts annual surveys of former students from British Columbia's post-secondary institutions. The results help shape the future of post-secondary education in British Columbia by providing valuable information to post-secondary institutions, the provincial government, career counsellors, parents and prospective students.

The 2023 diploma, associate degree, certificate (DAC), apprenticeship (APP) and foundation (TFTRV) results are located on IPE's [OneTRU BC Student Outcomes](#) site and are available by credential and program. By request, these reports can be customized to include outcomes from 2019 to 2023 at an institutional, credential, discipline, or program level and can be grouped by Indigenous identity, residency, or gender.

The most recent five years of DAC, APP and TFTRV results are located on IPE's [Tableau Server](#) in an interactive dashboard which allows you to filter by year, division, credential, program name, residency, Indigenous identity, rural and gender, as well as view five-year trends for key outcomes indicators. Log into the Tableau Server using your user account credentials and navigate to the Surveys project. Results in these workbooks are intended for internal use only and may not be published or used for publication.

Another fantastic BC Student Outcomes resource is the [BC Student Outcomes Data Viewer](#), which is open to the public. The results in the Data Viewer are available by Student Group, Institution (all participating BC PSIs), Program Area and Program Name. Aggregated data for the three most recent survey years are presented. As an example of the kinds of data to be found, the BC Students Outcomes provided the following summary for the 1,465 TRU degree recipients who responded:

- Gender distribution among respondents — 32% male and 68% female.
- Median age of respondents — 28 years.
- Satisfaction rate — 94% of respondents rated the quality of instruction as very good or good.
- Employment status — 90% of those employed were working full-time.

- Further studies — 45% of respondents pursued additional studies.
- Job relevance to program — 81% of employed respondents were working in a job related to their program.

THANK YOU FOR SUPPORTING TRUNITY — TRU's annual internal giving campaign, now known as TRUnity Employee Giving, wrapped up on October 20, and preliminary results show that TRU has amazingly generous staff and faculty. Following the campaign, participation in payroll deduction giving is up 20 per cent and total contributions through payroll deduction amount to over \$100,000. Together, we are positively impacting students' lives!

NEW STUDENT HOUSING CELEBRATES GRAND OPENING — TRU's newly constructed East Village complex opened on November 22. The Coyote Den or *Skelepéllcw* (the Secwepemc word for Coyote Den) is a new four-storey building constructed at TRU's East Village. The permanent housing is TRU's latest addition to help address the rising need for safe, affordable student housing.

The project, which creates 148 beds in 80 single- and double-occupancy rooms, was made possible with \$10.85 million from the province, with TRU contributing \$7.91 million toward the total project cost of \$18.76 million. Construction began in October 2022. Amenities include:

- All rooms have a kitchenette and bathroom.
- Each interconnected floor included a common space ideal for gatherings, collaboration or study.
- Students can access 38 outdoor parking spaces, including one handicapped-accessible stall, 40 enclosed bike spaces and two electric vehicle chargers.
- The area will also feature well-maintained green space, stunning mountain views and a multi-use pathway connecting Summit Drive and Dalglish Drive.

I am thrilled to see this building come online to serve the housing needs of our students, especially at a time when affordable, quality housing is in extremely short supply both in Kamloops, B.C. and across Canada.

PLANNING THE FUTURE OF INTERNATIONALIZATION — TRU is embarking on a process to develop a 10-year strategic plan for internationalization. As a university, we celebrated 40 years of international education this year. We're ready to take this leadership to new heights at this stage in our history with a pan-institutional strategy.

Over the past four decades, TRU has achieved a level of excellence in international education, and we did this without a comprehensive framework. In the future, we want our internationalization efforts to be grounded in our Vision and Values and informed by the input of our university community and the communities we serve. We will embark on a broad consultation process in 2024 that will culminate with a strategic plan to guide our international education, partnerships, and development for the next ten years.

We have sought applications from our community for participation on the Strategic Internationalization Plan Advisory Committee (SIPAC). This planning process will involve broad and ongoing consultation with the TRU community.

INTERNATIONAL EDUCATION STRATEGY — There's a call from Universities Canada for a renewed International Education Strategy to prioritize student mobility and diversification, highlighting the importance of international education in today's globalized world.

Universities Canada recently submitted its **consultation to Global Affairs Canada to renew the International Education Strategy** (IES). University Canada's recommendations call on the government to support the **EduCanada** brand through market diversification activities, research collaboration, in-country trade commissioner support, commitments to funding mobility programs and addressing issues with study permit processing.

The objective of the renewed IES is to prioritize investing in diversification, research collaboration and student mobility through the **Global Skills Opportunity** program. The current strategy's objectives include:

- Encouraging Canadian students to gain new skills through study and work abroad opportunities in key global markets, especially Asia;
- Diversifying the countries from which international students come to Canada, as well as their fields, levels of study, and location of study within Canada; and
- Increasing support for Canadian education sector institutions to help grow their export services and explore new opportunities abroad.

INVESTMENT IN ON-CAMPUS MENTAL HEALTH CARE — Universities, colleges, and students called on the government to invest in on-campus mental health care on World Mental Health Day, emphasizing the need for the federal government to fulfill its promises in this area.

According to Universities Canada, in 2021, universities and colleges welcomed the government's promise to introduce a new fund to expand student mental health services at Canadian post-secondary institutions. First introduced in the 2021 Liberal platform and then included in the mandate letter of the inaugural minister of mental health and addictions, the fund was promised to support student well-being and increase access to mental health care at colleges and universities.

Two years later, cohorts of students directly impacted by the pandemic are graduating without that additional support. By prolonging the investment in student mental health care, Canada risks prolonging the mental health effects of the pandemic on students—our future leaders, decision-makers and community members.

On World Mental Health Day 2023, students and post-secondary institutions from coast to coast to coast called on the federal government to fulfill its promise to introduce a \$500-million fund to improve wait times and increase access to mental health care on post-secondary campuses nationwide.

Read more here: <https://www.univcan.ca/media-room/media-releases/call-on-government-to-invest-in-on-campus-mental-health-care/>

SUPPORT FROM PHILANTHROPIST KEN LEPIN — Ken Lepin, a TRU Honorary Doctorate recipient and donor, awarded numerous students prizes this fall to encourage their academic pursuits. Recipients were honoured last month with TRU Honorary Doctorate Lepin in attendance. He has been supporting TRU students since 2006. He is one of TRU’s most generous contributors, with his lifetime donations totalling more than \$3.9 million. To date, 368 students have received a total of \$1,140,850.

The Fall 2023 recipients of the Ken Lepin Research and Graduate Studies Award:

- Gabe Carpendale
- Olivier Jumeau
- Calli Lawrence
- Erin Marchio
- Olivia McLennan
- Tay Powrie
- Jacqueline Schoen
- Kara Nickerson Wright

The Fall 2023 recipients of the Ken Lepin Prize of Excellence Entrepreneur and Communication Master of Business Administration Award:

- Isabella Ferster
- Hiten Patel

CONSULTATION / ENGAGEMENT — Here is a list of recent events and meetings that have allowed me to connect with stakeholders:

- October 21 — TRU Open House
- October 23 – 26 — Ottawa
 - Meeting with Science and Technology Branch, Agriculture and Agri-Food Canada
 - Meeting with Strategic Policy and Innovation Sector, Natural Resources Canada
 - Meeting with Parks Canada
 - Meeting with Senior Policy Advisor, Policy and Cabinet Affairs, Prime Minister's Office
 - Universities Canada Membership Meetings (Oct 24 & 25)
 - Meeting with Innovation, Science and Economic Dev, Science & Research, and Strategic Policy
 - Meeting with MP Kamloops-Thompson-Cariboo
 - Meeting with MP South Okanagan-West Kootenay
 - Meeting with Sr Regional Advisor & Policy Advisor, Office of the Deputy PM and Min. of Finance

- Meeting with an Alum
- Meeting with Director of Operations, Office of the Prime Minister
- October 30 - Victoria
 - Meeting with President RUCBC
 - Meeting with DM PSFS
- November 1
 - Fall Forum
 - Minister and DM meeting with PSI Presidents & Associations (virtual)
- November 3 - Vancouver
 - RUCBC Presidents' Meeting
- November 7-17
 - Travel to the Caribbean and Mexico, visiting new partner institutions and federal and state agencies.
- November 22 — East Village Opening Event

Recent university meetings I have attended nationally and regionally confirm that we are in an environment where higher education's importance is less valued than other pressing public priorities. Cases for increased funding for operations, enrolment growth, graduate students and graduate programs, and for research are not having a significant impact.

Generally, universities must present new narratives about how our activities positively impact society; these new narratives must include compelling quantitative and qualitative dimensions. Housing, health, and electoral issues dominate public agendas; it is good for TRU and other universities to speak to these, for example, by building housing and promoting health programs.

Government relations activities have become more complicated, and we will have to engage with and across many ministries and agencies to find support for major initiatives, as we are doing with wildfire science. Indigenization is prominent on government and university agendas, with promising initiatives at other universities and TRU.

Lastly, I spent more than a week in November visiting new partner institutions in Mexico (states of Queretaro and Guanajuato) and the Caribbean, as well as federal and state agencies in Mexico. These are promising partners for TRU students' outbound mobility, faculty research collaboration and exchange, and, in several cases, for inbound mobility to help meet TRU's balance-related SEM goals in the last nine months.

TRU has built especially warm relations with a consortium of six universities in Queretaro whose presidents visited TRU this past summer, and we have already received 23 students from these institutions this semester, with more to come in January and later terms.



ACADEMIC PLANNING AND PRIORITIES COMMITTEE NOVEMBER 2023 REPORT TO SENATE

The November 9, 2023, meeting of APPC was chaired by Dr. Gillian Balfour. The following items came forward from APPC for Senate's information or approval as indicated:

For Approval:

1. **Category III, Regenerative Agriculture Certificate, Tom Pypker, Department of Natural Resource Science** *(This proposal was approved at an earlier APPC meeting, but couldn't be forwarded to Senate until BCOS had reviewed the proposal.)*

[All Fields](#)

[Comparison](#)

Motion passed at APPC

Be it resolved that APPC approves and recommends to Senate to recommend to the Board the program modifications to the Regenerative Agriculture Certificate Program as presented, pending BCOS review. (amended to include BCOS review and Board approval)

2. **Category III, Regenerative Agriculture Diploma, Tom Pypker, Department of Natural Resource Science** *(This proposal was approved at an earlier APPC meeting, but couldn't be forwarded to Senate until BCOS had reviewed the proposal.)*

[All Fields](#)

[Comparison](#)

Motion passed at APPC

Be it resolved that APPC approves and recommends to Senate to recommend to the Board the program modifications to the Regenerative Agriculture Diploma as presented, pending BCOS review. (amended to include BCOS review and Board approval)

3. **Category III, Bachelor of Business Administration, Business Law Minor, Dan Thompson and John O'Fee, Department of Accounting, Finance, and Law**

[All Fields](#)

Motion passed at APPC

On motion duly made and adopted, APPC recommends to Senate to recommend to the Board the approval of the Category III Bachelor of Business Administration, Business Law Minor and associated courses proposal as presented pending review by BCOS.

4. **Category III, Architectural and Engineering Technology Diploma, Ehsan Ahmed, Department of Architectural and Engineering Technology**

[All Fields](#)

[Comparison](#)

Motion passed at APPC:

APPC REPORT TO SENATE NOVEMBER 2023

On motion duly made and adopted, APPC recommends to Senate to recommend to the Board the approval of the Category III Architectural and Engineering Technology Diploma and associated courses proposal as presented pending review by BCOS.

5. Policy Proposal for Instructional Days Changes, Mike Bluhm, Registrar

Motion passed at APPC

Be it resolved that APPC recommends to Senate to recommend to the Board the proposed changes to BRD 26-0 AND recommend to Senate for approval the proposed change to ED 03-9 contingent on the Board's approval of the BRD 26-0 changes.

For Information:

1. Bachelor of Education-Elementary Mid-Cycle update, Gloria Ramirez and Pam Gurney, School of Education
2. Respiratory Therapy Mid-Cycle update, Mike Lemphers, Department of Allied Health

Respectfully submitted on November 10, 2023 by



Gillian Balfour
Chair, Academic Planning and Priorities Committee

Date: October 23, 2023
To: APPC, Senate, Board of Governors
From: Michael Bluhm, AVP Strategic Enrolment & University Registrar
Re: **Revisions to Board policy BRD 26-0 Annual Academic Schedule and ED 03-9 Examinations**

Context

- Since the last revisions to the Annual Academic Schedule policy, the BC government has now announced formal recognition of National Day for Truth and Reconciliation as a statutory holiday in BC. This impacts the number of instructional days that are possible in the fall term while considering all related policies and the addition of the fall reading break.
- Also since the last revisions to this policy, feedback has been generated indicating an interest in re-instating orientation activities at the start of the fall term
- Also since the last revisions to this policy, feedback has been generated indicating that the earlier start dates for winter terms are undesirable.

Considerations

- A minimum of 13 weeks of instruction plus a two-week final exam period is needed to deliver a standard 3-credit course in the fall and winter terms
- The 13 weeks of instruction should include a minimum of 60 instructional days not including reading breaks and stat holidays
- A dedicated orientation day at the start of the fall term is desirable
- A mid-term break is desirable and important for student well-being and academic success
- A break between the last instructional day of a term and the start of the exam period is desirable for students to prepare for exams
- A substantial break in academic delivery between the fall and winter terms is desirable
- At least 2 non-instructional business days after the January 1 statutory holiday are desirable prior to the start of winter term classes to facilitate new international student orientation
- A mid-term break in the winter term is desirable and important for student well-being and academic success
- A substantial break in academic delivery between the winter and summer terms is desirable
- A substantial break in academic delivery between the summer and following fall terms is desirable

Recommended policy changes

BRD 26-0

- Fall and winter terms include a minimum of 13 weeks of instruction (including statutory holidays) as well as a two-week final exam period
- 13 weeks of instruction shall include a minimum of 60 scheduled instructional days (not including statutory holidays and mid-term breaks)
- Re-instate fall Orientation Day as the Tuesday after Labour Day
- Start of fall term classes is Wednesday following Orientation Day

- Start of winter term classes is first Monday in January that accommodates at least two non-instructional business days after the January 1 statutory holiday and before the first day of classes
- Start of summer term and summer intersession 1 is the first Monday in May that accommodates at least 5 non-instructional business days after the winter final exam period and before the first day of classes
- Summer term includes a minimum of 14 weeks of instruction (including statutory holidays) including final exams
- Summer intersessions include a minimum of 7 weeks of instruction (including statutory holidays) including final exams

ED 03-9

- Change the required 48 hours between the end of classes and the start of the final exam period to 24 hours

Resulting outcomes

- Minimum 60 instructional day standard met
- Both existing mid-term breaks are preserved
- Full two-week exam period preserved
- The break between end of classes and start of exams is reduced from two days to one day
- Some fall term final exam periods will run up to December 23rd
- December holiday break is minimum of 2 full weeks
- Some winter terms will start as late as January 12th
- Always at least a week break between end of winter term and start of summer
- Summer terms will run typically one week later into August than we're used to, but results in at least 3 weeks between the end of summer term and start of the following fall term
- This is a standardized and repeatable pattern

Policy dependencies and approval paths

- The proposed changes to each policy are dependent; we do not want either one policy changed without the other
- BRD 26-0 is the jurisdiction of the Board requiring advice from Senate
- ED 03-9 is the jurisdiction of Senate

	BRD 26-0	ED 03-9
November 27 Senate meeting	1. Consider to recommend to the Board for approval	2. Notice of motion if BRD 26-0 is being recommended to Board in step 1
December 1 Board meeting	3. Notice of motion if recommended in step 1	
December 11 Senate meeting		4. For decision –conditional upon Board approval of BRD 26-0 by July 1 in step 5
February 23 Board meeting	5. For decision if ED 03-9 conditionally approved by Senate in step 4; otherwise withdraw notice of motion	6. Condition from step 4 is upheld or fails based on step 5 (or subsequent Board meeting if needed)

Proposed – Mark-up



ANNUAL ACADEMIC SCHEDULE

POLICY NUMBER	BRD 26-0 (FORMERLY ED 13-0)
APPROVAL DATE	T.B.D.
LAST AMENDMENT	FEBRUARY 2022
REVIEW DATE	5 YEARS FROM APPROVAL DATE
AUTHORITY	BOARD OF GOVERNORS
PRIMARY CONTACT	REGISTRAR

POLICY

The annual Academic Schedule will be established a minimum of one year in advance of the start of each academic year to provide important dates for planning campus term-based course schedules, institutional committee meetings, and other university events according to the following regulations. The Academic Schedule and related important dates and deadlines are published annually on the University website and in the Academic Calendar.

REGULATIONS

I. GENERAL

- The academic year runs from September to August each year and comprises the following terms and intersessions:

<u>Term/ intersession</u>	<u>Orientation Day</u>	<u>Start date for classes</u>	<u>Mid-term break</u>	<u>Minimum weeks of instruction (including statutory holidays and exams)</u>	<u>Minimum instructional days (not including statutory holidays and exams)</u>
<u>Fall term (September - December)</u>	<u>Tuesday after Labour Day statutory holiday</u>	<u>Wednesday after Orientation Day</u>	<u>2 weekdays adjacent to Remembrance Day statutory holiday as scheduled by the Registrar</u>	<u>15</u>	<u>60</u>

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Winter term (January – April)	none	First Monday in January accounting for at least 2 non-instructional business days between the January 1 statutory holiday and the first day of classes	4 weekdays following BC Family Day statutory holiday	15	60
Summer term (May – August)	none	First Monday in May accounting for at least 5 non-instructional business days between the winter final exam period and the first day of classes	none	14	60
Summer intersession 1	none	First Monday in May accounting for at least 5 non-instructional business days between the winter final exam period and the first day of classes	none	7	30
Summer intersession 2	none	Monday following end of summer intersession 1	none	7	30

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ANNUAL ACADEMIC SCHEDULE

POLICY NUMBER	BRD 26-0 (FORMERLY ED 13-0)
APPROVAL DATE	T.B.D.
LAST AMENDMENT	FEBRUARY 2022
REVIEW DATE	5 YEARS FROM APPROVAL DATE
AUTHORITY	BOARD OF GOVERNORS
PRIMARY CONTACT	REGISTRAR

POLICY

The annual Academic Schedule will be established a minimum of one year in advance of the start of each academic year to provide important dates for planning campus term-based course schedules, institutional committee meetings, and other university events according to the following regulations. The Academic Schedule and related important dates and deadlines are published annually on the University website and in the Academic Calendar.

REGULATIONS

I. GENERAL

1. The academic year runs from September to August each year and comprises the following terms and intersessions:

Term/ intersession	Orientation Day	Start date for classes	Mid-term break	Minimum weeks of instruction (including statutory holidays and exams)	Minimum instructional days (not including statutory holidays and exams)
Fall term (September - December)	Tuesday after Labour Day statutory holiday	Wednesday after Orientation Day	2 weekdays adjacent to Remembrance Day statutory holiday as scheduled by the Registrar	15	60

Winter term (January – April)	none	First Monday in January accounting for at least 2 non- instructional business days between the January 1 statutory holiday and the first day of classes	4 weekdays following BC Family Day statutory holiday	15	60
Summer term (May – August)	none	First Monday in May accounting for at least 5 non- instructional business days between the winter final exam period and the first day of classes	none	14	60
Summer intersession 1	none	First Monday in May accounting for at least 5 non- instructional business days between the winter final exam period and the first day of classes	none	7	30
Summer intersession 2	none	Monday following end of summer intersession 1	none	7	30

POLICY NUMBER	ED 03-9
APPROVAL DATE	February 22, 2021 (to take effect on September 1, 2021)
AUTHORITY	Senate
PRIMARY CONTACT	Registrar

POLICY

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

I. SUPERVISED EXAMINATIONS

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.
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.
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.

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.
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.

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- 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.

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 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.

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.

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.

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

II. 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.

III. EXAM SCHEDULE

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.
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. 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.
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.

IV. EXAM CENTRES

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

V. 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.

VI. 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.

Executive Summary – Bachelor of Education Program Review

Overview of the Academic Program Review Process at TRU

Thompson Rivers University has a comprehensive program review process as required by Senate Policy *ED-8-4 – Academic Program Review*. The focus of the program review process is program improvement, innovation, and accountability. The Program Review process sets out to answer four basic questions:

- What does the Program do well (*strengths*)?
- What does the Program need to improve (*opportunities for improvement*)?
- Where should the Program be in 5-7 years (*goals and objectives*)?
- How should the Program get there (*action planning*)?

The review of the Bachelor of Education Program was completed in May, 2018. The Final Report of the program review was approved by Airini, Dean of the Faculty of Education and Social Work and the Associate Vice-President, Academic, Donna Petri. The External Reviewers that assisted TRU and the Bachelor of Education Program in completing the program review were:

- Dr. Dianne Gereluk, Werklund School of Education, University of Calgary
- Dr. Kevin O'Connor, Mt. Royal University
- Ms. Cheryl Sebastian, School District 73 (Kamloops)

Summary of the Bachelor of Education Program Review Action Plan

- *Opportunities for Improvement Related to the Curriculum, Program Quality and Research of the Bachelor of Education Program*
 - *Recommendation #1* -- Authentically integrate Aboriginal worldviews and perspectives and First Peoples Principles of Learning into each course to align with the redesigned B.C. provincial curriculum.
 - *Recommendation #2* -- Strengthen research focus and students' understanding of connections between research and practice.
 - *Recommendation #3* -- Review and improve program design, course sequencing and content.
 - *Recommendation #4* -- Explore online and blended options for some courses
 - *Recommendation #5* -- Build a stronger focus on means of assessment of student learning in schools.

- *Opportunities for Improvement Related to Meeting the Needs of the Students in the Bachelor of Education Program*
 - *Recommendation #6* -- Further develop the accessibility of the program to Aboriginal students.
 - *Recommendation #7* -- Develop remote community accessibility for TCs to study while they stay in their community and become teachers there.

- *Opportunities for Improvement Related to Governance, Resources and Program Capacity of the Bachelor of Education Program*
 - *Recommendation #8* -- Strengthen links to teacher competencies - BC teaching standards.
 - *Recommendation #9* -- Improve organization and communication to increase sessional instructor involvement.
 - *Recommendation #10* -- Build additional library resources.

- *Opportunities for Improvement Related to Program Planning, Change, and Sustainability of the Bachelor of Education Program*
 - *Recommendation #11* -- Develop more nuanced theoretical approaches that underpin interdisciplinary pedagogy (broader than Arts integration) as central element of program philosophy.
 - *Recommendation #12* -- Align the program to be responsive to the broader changes occurring with the BC curriculum (e.g. inquiry-based; project-based learning).
 - *Recommendation #13* -- Explore new practicum models such as the Professional Development Model that bridge the gap between theory and practice and university and schools.
 - *Recommendation #14* -- Develop international connections.
 - *Recommendation #15* -- Support laddering from ECE, DSTC-FNLT and Physical Education Programs.
 - *Recommendation #16* -- Balance faculty teaching between BEd and MEd to ensure full time faculty involvement in BEd.
 - *Recommendation #17* -- Build infrastructure support for administrator roles (Chair and Coordinator).

The mid-cycle review has been completed by: Dr. Gloria Ramirez, B.Ed. Coordinator and Dr. Pam Gurney, B.Ed. Elementary faculty in consultation with the B.Ed. Elementary Committee.

3.0 Bachelor of Education Program Improvement Action Plan

3.1 Opportunities for Improvement Related to the Curriculum, Program Quality and Research of the Bachelor of Education Program

Recommendation #1

Authentically integrate Aboriginal worldviews and perspectives and First Peoples Principles of Learning into each course to align with the redesigned B.C. provincial curriculum.

Description, Rational, and Evidence Supporting the Recommendation

From the external report (ER Recommendation #4):

Emergent signs suggest that the faculty is considering how to embed and weave Aboriginal Worldviews and Perspectives and First Peoples' Principles of Learning throughout the program. On each of the course outlines, recognition is given to the traditional territory of the Secwepemc People. There are also illustrative examples of instructors drawing upon Aboriginal Elders and scholars to support students' learning.

Currently, the Aboriginal Culture and Learning course offered in the second year is the one course that reflects the intent of the redesigned BC Curriculum and the Framework for Enhanced Student Learning whereby Aboriginal perspectives and knowledge are both explicit and implicit. Integrating Aboriginal Perspectives in each course would model the intent of the newly revised BC Curriculum at a higher level, increase opportunities for students to broaden their understanding of their role as teachers in authentically implementing Aboriginal perspectives, and hopefully lessen any anxieties they may have in doing so.

A clear recommendation is that the Faculty should provide an explicit and scaffolded approach to how Aboriginal perspectives and knowledge are embedded throughout the program. Again, this ought to be reflected in the Program Level Learning Outcomes. Further, these principles should be made explicit in each of the course outlines, and there should be explicit points throughout the program for students to demonstrate how they will apply knowledge that will inform their own teaching and learning.

While many students are aware that they need to embed it within their lesson plans and their teaching practices, there is still fear and anxiety as to how to do so authentically and how to be allies and champions in their respective educational institutions.

There is a will to expand upon this view, but at a fundamental level the committee believes that you need to build on the very honest and open conversations that were apparent during the site visit on including Aboriginal

worldviews and perspectives and developing faculty understandings that “resonate from the heart”.

(from ER Recommendation #13)

In addition to the appointment of a Canada Research Chair in Indigenizing Higher Education, give consideration to increasing the capacity of faculty to authentically embed and weave Aboriginal Worldviews and Perspectives into the courses. As mentioned in the faculty meeting, as opportunities arise, seek to increase faculty with persons of Aboriginal Ancestry. We further recommend that professional development and support be provided to all faculty to build their capacity as allies so that they do not unnecessarily rely on Elders and Knowledge Keepers to the neglect of their own personal and professional growth.

Tasks to Achieve the Recommendation

Ensure we are explicit in all courses so that this is clear to students and to faculty that take on new courses. This can be done through examining all Course Outlines (with minor course changes if necessary).

1. Ensure that all documentation is explicit regarding this infusion by reviewing the BEd Handbook and course outlines.
2. Provide in-service for all faculty on Indigenizing all courses in the program.
3. Involve an Indigenous consultant to assist with the above tasks. This could be done by an Indigenous faculty member.
4. Give priority in hiring to Indigenous faculty as vacancies arise.

Issues, Concerns and Barriers

We need better communication and articulation with Indigenous Faculty and Elders.

We need to ensure that all faculty are fluent in the First Nations Principles of Learning and the Aboriginal Worldview and Perspective documents.

Milestones and Measurements

Course outlines and documentation reviewed and revised as necessary by December 2018, to be ready for approval processes in 2018-19 year, and implementation by 2020-21 year.

In-service offered during 2018-19 year.

Seek Indigenous faculty in 2018.

Mid-Cycle Update

Summary Update

Status

List steps taken to address recommendations, issues and barriers, milestones, etc.
 A section focusing on Secwepemctsin has been created for EDSL 4100;

 Each course instructor strives to incorporate Indigenous worldviews and perspectives in their course outlines.

 All course outlines have been audited to make sure they reflect commitment to decolonization and Indigenization.
 Revisions for each course are currently in

Select one:
 • **in progress**
 • completed
 • modified
 removed

<p>draft form.</p> <p>The BEd Handbook has been revised reflect our commitment to Indigenous worldviews and First People’s Principles of Learning.</p> <p>PD opportunities have been provided to help faculty Indigenize their courses (e.g., workshops with Jo Chrona)</p> <p>Offered several Indigenous focused workshops/sessions during the BC Teacher Education Programs Round Table, which we hosted ion April 2023</p> <p>An Education Indigenous cultural advisor position has been created to support faculty with Indigenization, she is offering monthly workshops for all faculty and is providing one-on-one mentoring to non-Indigenous faculty on how to Indigenize teaching.</p> <p>We have hired 2 Indigenous faculty.</p>	
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Recommendation #2

Strengthen research focus and students’ understanding of connections between research and practice.

Description, Rational, and Evidence Supporting the Recommendation

From the external report (ER Recommendation #7):

A number of indicators suggest that research is occurring at the Undergraduate level. In collaboration and mentorship under faculty members, students were able to contribute to a journal entitled, Knowledge Keepers, that produced a number of academic articles. A couple of faculty also noted that students were hired as research assistants.

There is an interest by the faculty to implement an action research course for all students. Given this interest, opportunities to create public research showcases would create a broader research impact to the broader community. Consideration and support for students to attend WESTCAST, CSSE, and local and regional teacher specialist areas would also amplify the interest to bolster the research efforts among undergraduate students.

Tasks to Achieve the Recommendation

1. Create more student research opportunities, such as a specific “teacher as researcher” Action Research course that is based on practica (in consultation with practicum site partners). This course could end with a research presentation.
2. Develop opportunities for sharing faculty pedagogical research with students, such as providing credit for an assignment through attendance at the EDSW Research Provocations, the Undergraduate Research Conference, or Westcast.
3. Raise awareness of research opportunities for students, such as the events listed in #2, as well as UREAP.
4. Ensure we are explicit regarding connections to research in all courses so that this is clear to students.

All documentation should be explicit regarding connections to research in course outlines and the BEd Handbook.

5. Create a research club or group for interested students.
6. Review course structure to consider the inclusion of an inquiry-based practicum.
7. Help students to become aware of the research resources and support on campus through continued liaison with Kathy Gaynor (Education Librarian) to give workshops to TCs on research tools, methods etc. This should be done in the first semester with Year 1 TCs.

Issues, Concerns and Barriers

We need to carefully screen potential UREAP applicants. Also, any program changes take time. Not all BEd students have a keen interest in research. How can we connect these students with research?

Milestones and Measurements

New course, *Action Research*, and Handbook documentation considered for inclusion in any program changes by May 2020, to be ready for approval processes in 2020-21 year, and implementation by 2021-22 year.

Annual visit by Education Librarian to Year 1 BEd cohorts, and offer of research club by a faculty “champion”.

Students presenting their research at the annual Undergraduate Research Conference by 2020.

Develop annual research fair for undergraduates by end of 2019-2020 school year.

Inclusion of TRU research events in student activities in 2017-18 year, including student attendance at WestCast, etc.

Host WestCast within the next five years.

Mid-Cycle Update

Summary Update

Status

List steps taken to address recommendations, issues and barriers, milestones, etc.

Tasks 1-3 to achieve the recommendations have not been achieved contributed by a number of

Select one:

- **in progress**
- completed
- modified
- removed

factors, such as new faculty who are bipartite and time constraints.

Currently, we don't have tri-partite faculty teaching in the B.Ed. Elementary program.

Each course instructor will incorporate research in their course outlines.

Currently EDEF 3100, EDIE 3100, EDIE 4100, EDSC 3200 explicitly state research-based connections in the course outlines.

The TRU Education Librarian and the Henry Grube Librarian give a talk to all Teacher Candidates each year before they start their practicum.



Recommendation #3

Review and improve program design, course sequencing and content.

Description, Rationale, and Evidence Supporting the Recommendation

From the External Report (ER Recommendation #10):

With the strong practical and reflective component in the program-level student learning outcomes, we recommend that this be balanced with some of the broader theoretical principles that underpin these practices. Anecdotal comments from faculty note that there are attempts to make connections between the foundation courses to more practice-based courses. Again, this ought to be made explicit to students. For instance, if students are learning about supporting the diverse needs of students in classrooms, the courses should have the key concepts that underpin the practices, (for example, differentiated instruction, universal design for learning, etc.). This will better prepare students to understand how these principles frame how educators create supportive classroom environments. This will further assist students to demonstrate their understanding as they enter the profession.

Tasks to Achieve the Recommendation

1. Building on the significant work that we have done already (Curriculum mapping etc.) in our program review, we will revise program design and course outlines to:
 - a. avoid duplication of content in courses (unless reinforcement of specific topics/content is desired and explicit).
 - b. Create/make explicit intentional interdisciplinary connections;
2. Ensure we are explicit about the rationale for content, sequencing and interdisciplinary connections in all documentation, including the handbook.

Issues, Concerns and Barriers

Program changes take time. Also, we need to consult with all key stakeholders.

Faculty need to look at the original common underpinnings/topics agreed upon in 2005. If these topics continue to be considered important to have in every course, there should be Learning Outcomes associated and an understanding that every course will address them.

Milestones and Measurements

Make all course outlines available for faculty to view to avoid duplication of course content in Fall 2017.

Review and revise courses and program design, and the associated Handbook documentation for inclusion in any program changes by May 2019, to be ready for approval processes in 2019-20 year, and implementation by 2020-21 year.

Include the current rationale in the handbook for the 2018-19 year.

Mid-Cycle Update

Summary Update

List steps taken to address recommendations, issues and barriers, milestones, etc.

In February 2023, we started auditing all courses for alignment with the new BCTEPAS. We identified redundancies and gaps.

Status

Select one:

- **in progress**
- completed
- modified
- removed

<p>Over the spring/summer of 2023, we held several 3-hour program planning workshops. Through these, we articulated a program philosophy, learning outcomes, and proposed program changes.</p> <p>Program philosophy and learning outcomes have been added to the handbook.</p> <p>We are currently working on revisions to individual course outlines.</p> <p>We are preparing a Notice of program changes for BCTC to be submitted toward the end of October.</p>	
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<p><u>Recommendation #4</u></p> <p><i>Explore online and blended options for some courses</i></p>	
<p><i>Description, Rationale, and Evidence Supporting the Recommendation</i></p> <p>From the external report (ER Recommendation #15):</p> <p><i>TRU Bachelor of Education program is well placed to provide a blended rural teacher education program that would serve interior British Columbia. We recommend that you explore recent teacher education programs that go beyond traditional cohort or satellite campus models. For example, providing condensed summer classes on campus when residency is not at capacity, with the ability to offer online classes for students during the fall and winter terms, with placements in their rural communities, might increase equity and access for those students who wish to become certified teachers, but are unable to commit to the residency-based program. It would also be potentially more responsive to where there is a current demand for teachers in rural areas than in urban areas. The well-established and regarded online learning institute provides an incredible infrastructure in providing online courses.</i></p>	
<p><i>Tasks to Achieve the Recommendation</i></p> <ol style="list-style-type: none"> 1. Form a committee to analyze blended/on-line learning carefully before proceeding, examine how they would fit into the program, and to choose further courses to be developed on-line. 2. Provide ways for students in rural areas to join classes through video-conferencing in real time. 3. Activate current online courses as options. 	

<p>Issues, Concerns and Barriers</p> <p>Our program has various strengths, including the personalized nature and small classes. We should be careful not to lose these elements as we expand.</p>	<p>Milestones and Measurements</p> <p>Report by committee by January, 2018.</p> <p>Activate current three online courses as options. (EDFN 4201, EDTE 3181, EDIE 4151)</p> <p>See Recommendations #6, #7 for related milestones</p>
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Mid-Cycle Update

Summary Update	Status
<p><i>List steps taken to address recommendations, issues and barriers, milestones, etc.</i></p> <p>This is an unrealistic recommendation due to the constrains listed below, as such this has been removed:</p> <ul style="list-style-type: none"> • Currently, BCTC requires all courses to be in person. Blended and online options are a long-term goal to be explored in consultation with BCTC. • Undertaking this initiative would require additional human resources. • We have been mandated by the office of the Provost and Academics that all campus courses should be in person. 	<p>Select one:</p> <ul style="list-style-type: none"> • <i>in progress</i> • <i>completed</i> • <i>modified</i> • removed

Recommendation #5

Build a stronger focus on means of assessment of student learning in schools.

Description, Rationale, and Evidence Supporting the Recommendation

From the external report (ER Recommendation #9):

The current research and practices in assessment seem to be an underdeveloped aspect of the program. Students were unable to articulate basic understandings of assessment, and often commented that they will ‘figure it out’ when they have to write report cards. Whether this is reflective of the larger cohort is unknown, but it does suggest a need for further development in this area. Some key principles that you may wish to consider include:

- *Design principles and features of authentic performance assessments;*
- *Principles and features of high-quality rubrics;*
- *Alignment between high quality assessment tasks, rubrics, and assessment for learning;*
- *Rationale for adopting sound grading and reporting practices.*

We recommend that there is a clear component that is made explicit and

woven throughout the program, articulating the theoretical principles that underpin recent research in assessment. Again, we further suggest that this is made explicit in the course outlines, which also models their own assessment practices in the undergraduate courses.

Tasks to Achieve the Recommendation

1. Ensure new B.C. curriculum alignment of assessment strategies (such as inquiry-based, project-based, etc.) are well covered in EDTL 3100, 3200, and 4100 by revising course content and sequence as necessary to ensure student understanding of connection between objectives and assessment.
2. Engage teacher and faculty mentors in assisting with this while students are in practicum.
3. Offer workshops in this area to faculty, teacher mentors, and faculty mentors (perhaps cross campus and PreK-16).

Issues, Concerns and Barriers

The connection between theory and practice is a challenge in assessment. TCs are instructed in connecting “Objectives” to “Assessment” but until they are in the classroom, the reality of what this means becomes clearer. They are being instructed in the new curriculum assessment strategies. Again, until they go into long practicum (EDPR 4200), they struggle to draw on the material covered a year before. Perhaps the “Assessment” piece should be moved to EDTL 4100 or at least a couple of sessions devoted to it as they prepare to go into EDPR 4200.

Milestones and Measurements

Review and revise courses and program design, and the associated Handbook documentation for inclusion in any program changes by May, 2018, to be ready for approval processes in 2018-19 year, and implementation by 2019-20 year.

Workshops and meetings with faculty, teacher and faculty mentors to discuss student needs during practicum in 2017-18.

Mid-Cycle Update

Summary Update

Status

List steps taken to address recommendations, issues and barriers, milestones, etc.

Select one:

- in progress
- completed
- modified
- removed

Tasks 1 This has been a topic of discussion at several program meetings and a focus on the current in-progress program revisions.

Tasks 2 & 3- Practica Coordinator, Amanada Russett, organized a triangulated assessment workshop for faculty with SD 73 in the winter of 2023. More opportunities like this need to be offered.

3.2 Opportunities for Improvement Related to Meeting the Needs of the Students in the Bachelor of Education Program

<u>Recommendation #6</u>	
Further develop the accessibility of the program to Aboriginal students.	
Description, Rationale, and Evidence Supporting the Recommendation	
<p>From the external report (ER Recommendation #15): <i>TRU Bachelor of Education program is well placed to provide a blended rural teacher education program that would serve interior British Columbia. We recommend that you explore recent teacher education programs that go beyond traditional cohort or satellite campus models. For example, providing condensed summer classes on campus when residency is not at capacity, with the ability to offer online classes for students during the fall and winter terms, with placements in their rural communities, might increase equity and access for those students who wish to become certified teachers, but are unable to commit to the residency-based program. It would also be potentially more responsive to where there is a current demand for teachers in rural areas than in urban areas. The well-established and regarded online learning institute provides an incredible infrastructure in providing online courses.</i></p>	
Tasks to Achieve the Recommendation	
<ol style="list-style-type: none"> 1. Form a committee to analyze blended/on-line learning carefully before proceeding, examine how they would fit into the program, and to choose further courses to be developed on-line. 2. Provide ways for students in rural areas to join classes through video-conferencing in real time. 3. Activate current online courses as options. 4. Develop partnerships with First Nations communities to determine Aboriginal students' needs. Speak to Aboriginal Counsellors that work through the SD 73 Aboriginal Education Council and Secondary School Counsellors about our program. Invite FN support faculty (staff) to present at a department meeting. 5. Establish committee to investigate online, blended, and on-site options for remote FN community delivery. 	
Issues, Concerns and Barriers	Milestones and Measurements
<p>Online course delivery has serious limitations in our BEd program, especially regarding BCTC requirements.</p>	<p>Report by committee by January, 2018.</p> <p>Activate current three online courses as options. (EDFN 4201, EDTE 3181, EDIE 4151)</p> <p>Information gathered by committee by January, 2018</p> <p>Review program design, and the associated Handbook documentation for inclusion in any program changes by May 2019, to be ready for approval processes in 2019- 20 year, and implementation by 2020-21 year.</p>

Mid-Cycle Update

Summary Update	Status
<p><i>List steps taken to address recommendations, issues and barriers, milestones, etc.</i></p> <p>Currently, BCTC requires all courses to be in person. Blended and online options are a long-term goal to be explored in consultation with BCTC.</p> <p>EDFN 4201 is offered online as PD for practicing teachers, it is not approved for inclusion in the current program.</p>	<p>Select one:</p> <ul style="list-style-type: none">• in progress• completed• modifiedremoved

Recommendation #7

Develop remote community accessibility for TCs to study while they stay in their community and become teachers there.

Description, Rationale, and Evidence Supporting the Recommendation

From the external report (ER Recommendation #15):
TRU Bachelor of Education program is well placed to provide a blended rural teacher education program that would serve interior British Columbia. We recommend that you explore recent teacher education programs that go beyond traditional cohort or satellite campus models. For example, providing condensed summer classes on campus when residency is not at capacity, with the ability to offer online classes for students during the fall and winter terms, with placements in their rural communities, might increase equity and access for those students who wish to become certified teachers, but are unable to commit to the residency-based program. It would also be potentially more responsive to where there is a current demand for teachers in rural areas than in urban areas. The well-established and regarded online learning institute provides an incredible infrastructure in providing online courses.

Tasks to Achieve the Recommendation

As per Recommendations #4 and #6,

1. Form a committee to analyze blended/on-line learning carefully before proceeding, examine how they would fit into the program, and to choose further courses to be developed on-line.
2. Provide ways for students in rural areas to join classes through video-conferencing in real time.
3. Activate current online courses as options.
4. Develop partnerships with First Nations communities to determine Aboriginal students' needs. Speak to Aboriginal Counsellors that work through the SD 73 Aboriginal Education Council and Secondary School Counsellors about our program. Invite FN support faculty (staff) to present at a department meeting.
5. Establish committee to investigate online, blended, and on-site options for remote FN community delivery.
6. Establish a committee to investigate online and blended options for remote community delivery. Using the Bigbluebutton portal in Moodle may be an option.

Issues, Concerns and Barriers

Online course delivery has serious limitations in our BEd program, especially regarding BCTC requirements.

Milestones and Measurements

Report by committee by January, 2018.
 Activate current three online courses as options. (EDFN 4201, EDTE 3181, EDIE 4151)
 See Recommendations #6, #7 for related milestones
 Information gathered by committee by January, 2018
 Review program design, and the associated Handbook documentation for inclusion in any program changes by May, 2018, to be ready for approval processes in 2018-19 year, and implementation by 2019-20 year.

Mid-Cycle Update

Summary Update

Status

List steps taken to address recommendations, issues and barriers, milestones, etc.

Select one:
 • in progress
 • completed
 • modified
 removed

Currently, BCTC requires all courses to be in person. Blended and online options are a long-term goal to be explored in consultation with BCTC.

EDFN 4201 is offered online as PD for practicing teachers, it is not approved for inclusion in the current program.

3.3 Opportunities for Improvement Related to Governance, Resources and Program Capacity of the Bachelor of Education Program

Recommendation #8

Strengthen links to teacher competencies - BC teaching standards.

Description, Rational, and Evidence Supporting the Recommendation

From the external report (ER Recommendation #8):

The committee recommends a faculty-wide curriculum mapping process as you review your course outlines ...and also in how these support BC teacher competencies. It will be prudent to not only identify their inclusion in course curriculum but also how they are specifically enacted pedagogically by the individual instructors. We were very impressed in how TRU BEd teacher candidates were able to identify key teacher competencies yet we found they struggled to elaborate or express rich descriptions and provide concrete examples in demonstrating an explicit understanding of the required teacher competencies, a key component when applying for teaching positions.

Tasks to Achieve the Recommendation

1. Ensure we are explicit regarding teacher competencies and standards in all courses so that this is clear to students.
2. Ensure that all documentation is explicit regarding connections to competencies and standards.
3. This is quite well covered on practica evaluation forms.
Reviewing these as a group may be helpful.

Issues, Concerns and Barriers

e-Portfolios for all TCs have direct connections to the standards of teaching. All TCs are encouraged to provide evidence and to respond to this directly in their exit presentations. This is new (so, it might not have been evident in the performance review data).

Milestones and Measurements

BC Teaching standards reviewed by all faculty for inclusion in course outlines, program documentation, and/or instructional practices by January, 2018. Revise courses and program design, and the associated Handbook documentation for inclusion in any program changes by May, 2019, to be ready for approval processes in 2019-20 year, and implementation by 2020-21 year.

Mid-Cycle Update

Summary Update	Status
<p style="color: #00a0c0; font-size: small;"><i>List steps taken to address recommendations, issues and barriers, milestones, etc.</i></p> <p style="color: #00a0c0; font-size: small;"><i>This is</i></p> <p>Tasks 1-3- We have revised the program learning outcomes to align more closely with the BCTC professional standards. Revisions have also been made to individual courses (e.g., EDCO 3100, EDCO 4200, EDEF 3200, EDPR 4200) to make explicit references to the professional standards.</p>	<p style="color: #00a0c0; font-size: small;"><i>Select one:</i></p> <ul style="list-style-type: none"> <li style="color: #00a0c0; font-size: small;">• <i>in progress</i> <li style="background-color: yellow; color: #00a0c0; font-size: small;">• <i>completed</i> <li style="color: #00a0c0; font-size: small;">• <i>modified</i> <li style="color: #00a0c0; font-size: small;">• <i>removed</i>

Recommendation #9

Improve organization and communication to increase sessional instructor involvement.

Description, Rationale, and Evidence Supporting the Recommendation

As noted in the External Review, we have a small faculty, with a significant number of courses being taught by Sessional Instructors. Sessional Instructors often teach outside of regular hours and have other employment, so they have little contact with full-time faculty.

Due to the nature of the position, Sessional Instructors do not have to participate in service activities such as meetings, curriculum development, or in-service. Even given opportunities, they will likely continue to choose not to attend, as evidenced by low turnouts at our recent and past meetings which have been changed to accommodate their availability (time does not seem to matter).

Tasks to Achieve the Recommendation

1. Use SharePoint to allow for communication and collaboration from home
2. Establish meeting dates and phone-in processes to allow for remote participation
3. Provide complimentary parking passes for Sessional Instructors to attend meetings.
4. Survey Sessional Instructors for provide feedback on the types of actions that would be beneficial
5. Provide a full-time faculty contact to check in with each Sessional Instructor. This could be beneficial and could make the Sessional Instructor feel acknowledged and included.
6. Provide a (paid) annual event for all Sessional Instructors prior to each Fall Term to orient them to the program and provide opportunities for feedback.

<p>Issues, Concerns and Barriers</p> <p>Dean Airini's meetings with Sessional Instructors is appreciated. Again, time is always a factor as a number of Sessional Instructors have other employment.</p>	<p>Milestones and Measurements</p> <p>Survey Sessional Instructors at the beginning of each term, as the individuals in these positions often change.</p> <p>Parking passes and full-time faculty contacts arranged for Fall 2020.</p> <p>Fall Orientation Session offered by Fall 2020</p>
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Mid-Cycle Update

Summary Update	Status
<p><i>List steps taken to address recommendations, issues and barriers, milestones, etc.</i></p> <p>Task 1- all communication is shared to sessional instructors through Teams.</p> <p>Task 2- Teams options is provided to participate in meetings via video conference.</p> <p>Task 3- still to be addressed, although unsure this would make a difference</p> <p>Task 4- everyone is given the opportunity for feedback. Documents are made available to all instructors, and they are always invited to meetings and workshops.</p> <p>Task 5- still to be addressed</p> <p>Task 6- still to be addressed</p>	<p>Select one:</p> <ul style="list-style-type: none"> • in progress • completed • modified removed

<p><u>Recommendation #10</u></p> <p><i>Build additional library resources.</i></p>
<p><i>Description, Rationale, and Evidence Supporting the Recommendation</i></p> <p>Meetings with the TRU Education Librarian have indicated that the Library is not used a great deal by Teacher Candidates. Some resources in the collection are dated, as there has not been enough faculty input to assist Library staff with BC Curriculum changes.</p>

Tasks to Achieve the Recommendation

1. Ensure library resources are being used;
2. Build instructor and student knowledge of library resources through documentation of library resources for courses;
3. Collaborate with TRU and SD # 73 Librarians to build resources together.
4. Encourage faculty to share publications in TRU Space (open access).
5. Provide evidence of need to encourage TRU to carry more education journals.
6. Continue to remind faculty to send in requests to the School of Education subcommittee for current library resources that would benefit the program.

Issues, Concerns and Barriers

Presently all TCs receive a tour of the Henry Grube Education Centre and a presentation by the head librarian to heighten their awareness of resources.

Milestones and Measurements

Meeting #1 held between SD73 District Librarian, TRU Education Librarian, & BEd Coordinator : Feb. 14, 2017
 Continue these meetings annually or bi-annually
 Include Education Librarian in meetings (started 2017)
 Resource list developed by Education Librarian and shared on SharePoint (faculty) and Moodle (TC cohort)

Mid-Cycle Update

Summary Update

Status

List steps taken to address recommendations, issues and barriers, milestones, etc.

It is not clear why this is a concern. Most library use is digital; there does not seem to be a need for borrowing physical items.

The TRU Education Librarian and the Henry Grube Librarian met in 2019-2021 to talk about resources and to share information. The TRU Education Librarian, Erin May, audited all education resources in the TRU Library and ordered new material based on recommendations from BEd/STEM faculty.

Select one:

- *in progress*
- *completed*
- *modified*
- removed**

3.4 Opportunities for Improvement Related to Program Planning, Change, and Sustainability of the Bachelor of Education Program

Recommendation #11

Develop more nuanced theoretical approaches that underpin interdisciplinary pedagogy (broader than Arts integration) as central element of program philosophy.

Description, Rational, and Evidence Supporting the Recommendation

From the external report (ER Recommendation #1):

There is a clear institutional memory by key faculty members and sessionals who were part of the initial conceptualization and implementation of the Bachelor of Education program. In focus groups, faculty noted that the principles of the Bachelor of Education program were based on: teacher professionalism; integrated arts-based approach, and; praxis. While this appears to be present in the articulation by faculty, it is less apparent in the perspectives of students, and falls to a lowest common denominator of 'just doing more practice on lesson plans' and waiting for their time in 'field placements'. Making these key principles explicit to students will help foster their own teaching philosophy, and their articulation of the broader theoretical principles that underpin their practice and understanding of teaching and learning.

From ER Recommendation #3:

Fundamental and central to the program is the value that integrated arts informs teaching and learning. This is a commendable goal and a strong differentiator among many other teacher education programs in Canada. Interestingly, this articulated notion of integrated arts approach is not reflected in the BEd Program Level learning outcomes. If this is a central component in practice, this ought to be reflected in your program outcomes. In comparing the qualitative comments from instructors to that of the course outlines and comments from students, we recommend that you consider the key theoretical principles that underpin the notion of an integrated arts approach. Currently, there are discipline specific arts courses that students take (visual arts, drama, music), and a culminating performance for the final year undergraduate students. The perception is that while there is a strong arts approach to the program, it is unclear whether there is a strong integrated arts approach. Students were unable to articulate how arts or aesthetic experiences informed their thinking about their teaching and learning. Providing explicit theoretical connections would foster students' ability to have a deeper understanding beyond design principles found in the arts.

Tasks to Achieve the Recommendation

1. Ensure we are explicit in all courses so that philosophy is clear to students.
2. Ensure that all documentation is explicit regarding this philosophy.

<p>Issues, Concerns and Barriers</p> <p>EDEF3100 and EDEF3200 are clearly connected as "educational foundations courses" with a graphic organizer Ted created showing various lenses.</p>	<p>Milestones and Measurements</p> <p>Review and revise courses and program design, and the associated Handbook documentation for inclusion in any program changes by May 2019, to be ready for approval processes in 2019-20 year, and implementation by 2020-21 year.</p>
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Mid-Cycle Update

Summary Update	Status
<p><i>List steps taken to address recommendations, issues and barriers, milestones, etc.</i></p> <p>Responding to current societal priorities (e.g., TRC calls to action) the identity of the program has shifted; as such we need to re-evaluate this recommendation.</p>	<p>Select one:</p> <ul style="list-style-type: none"> • in progress • completed • modified removed

<p><u>Recommendation #12</u></p> <p><i>Align the program to be responsive to the broader changes occurring with the BC curriculum (e.g. inquiry-based; project-based learning).</i></p>
<p>Description, Rationale, and Evidence Supporting the Recommendation</p> <p>From the external report (ER Recommendation #6):</p> <p><i>It is unclear how the faculty has responded to recent curricular changes within the BC curriculum. It is further unclear whether students have a sense of the changes that are currently in place. As one student commented, "one instructor just told us that it basically looks the same as the old curriculum." There appears to be little evidence of how instructors are addressing the changes in their courses, or developing an awareness of how the changes will impact the teaching profession. One recommendation is to create a space to discuss how policy impacts teaching practice, with specific reference to the changes occurring at the provincial level. The second is for students to develop the ability to articulate the new areas of emphasis related to pedagogy that is demonstrated and embedded in their teaching practices.</i></p>
<p>Tasks to Achieve the Recommendation</p> <ol style="list-style-type: none"> 1. Building on the significant work that we have done already (Curriculum mapping etc.) in our program review, we will revise program design and course outlines to create/make explicit intentional interdisciplinary connections as well as the new BC Curriculum. 2. Ensure that all documentation is correct and explicit regarding the new BC curriculum. 3. Provide students with opportunities to design integrated units of instruction for their practica (cross-disciplinary).

<p>Issues, Concerns and Barriers</p> <p>As of this year, our TCs only know the new curriculum so this may no longer be an issue.</p>	<p>Milestones and Measurements</p> <p>Revised courses and program design changes considered for inclusion in any program changes by May 2019, to be ready for approval processes in 2019-20 year, and implementation by 2020-21 year.</p>
<p>Mid-Cycle Update</p>	
<p>Summary Update</p>	<p>Status</p>
<p><i>List steps taken to address recommendations, issues and barriers, milestones, etc.</i></p> <p>Tasks 1-3: Address through the current program changes in progress</p> <p>One of the practica placements gives students opportunities to integrate cross disciplinary instruction in their lessons.</p>	<p>Select one:</p> <ul style="list-style-type: none"> • in progress • <i>completed</i> • <i>modified</i> <i>removed</i>

Recommendation #13

Explore new practicum models such as the Professional Development Model that bridge the gap between theory and practice and university and schools.

Description, Rational, and Evidence Supporting the Recommendation

New ways to leverage professional learning at all levels of the system (faculty, teacher candidates, practicing teachers) are necessary to accommodate the needs of the new BC Curriculum, along with the program needs of the BEd (STEM).

Tasks to Achieve the Recommendation

1. Explore Instructional Rounds at TRU and with SD73 to encourage professional learning and forms of action research.
2. Continue to communicate with SD73 about shared in-service for teachers, teacher candidates and faculty
3. Explore new practicum models, including International placements, service learning, and possible articulation with Social Work practica.

Issues, Concerns and Barriers

Milestones and Measurements

Monthly meeting between SD73 and TRU faculty/administrators to discuss various practicum models (such as professional development model) Instructional Rounds, and in-service – to be reported back to the BEd committee. (started 2017)

BEd (STEM) committee to explore new practicum models prior to BEd (STEM) start, and during its first year.

Mid-Cycle Update

Summary Update

Status

List steps taken to address recommendations, issues and barriers, milestones, etc.

Select one:

• **in progress** (for action 2)

• completed

• modified

Removed (actions 1 and 3)

Tasks 1- Cannot be accomplished any longer because Instructional Rounds no longer exist in SD 73

Task 2 – The elimination of the Mind the Gap program is making it difficult to accomplish this task. We need to explore other options.

Task 3 - The proposed alternative practica models are not approved practica forms under BCTC, thus this task cannot be accomplished

Recommendation #14

Develop international connections.

Description, Rational, and Evidence Supporting the Recommendation

TRU has a strategic goal of increasing intercultural understanding. There is also a growing number of international students in the GCES, MEd, and potentially in the BEd (STEM). Therefore, the BEd program will need to develop connections to support the needs of a diverse group of learners as well as to prepare Teacher Candidates for teaching in a Global society.

Tasks to Achieve the Recommendation

1. Continue to encourage international exchange students (including TRU students studying abroad if possible);
2. Continue to build connections with Maple Leaf Schools;
3. Create international field courses;
4. Continue to promote international teaching opportunities for qualified teachers.
5. Establish mixers for international and domestic students.

Issues, Concerns and Barriers

Ensuring international exchange students coming to TRU have adequate English skills and a cultural orientation to ensure success.

The cohort model has been a limitation to student interest in the past.

Milestones and Measurements

Subcommittee to look at:

- creating an international field course
- creating mixers for international students and domestic students by May 2018

Mid-Cycle Update

Summary Update

Status

List steps taken to address recommendations, issues and barriers, milestones, etc.

Select one:

Tasks 1 & 3- These have been attempted in the past without success

- **in progress**
- *completed*
- *modified*

Task 2 - This is done in STEM, it is not currently relevant for B.Ed. Elementary

removed

Task 4 – Announcements on international teaching opportunities are shared with all TCs through Moodle

Task 5 – This would have significant implications for practica placements (e.g., more support, intercultural training for faculty mentors and teacher mentors)

Recommendation #15

Support laddering from ECE, DSTC-FNLT and Physical Education Programs.

Description, Rationale, and Evidence Supporting the Recommendation

From the External Report (ER Recommendation #17):

The faculty currently provides an Early Childhood Certificate and a First Nations Language Teachers' Certificate. In both instances, the faculty may wish to consider how the certificate could be part of the larger Bachelor of Education program. A consultative faculty review would be required to ensure that the integrity and key principles of the certificate would be maintained and supported within the larger Bachelor of Education program. However, a key differentiator would be to augment the First Nations' Language Teachers Certificate so that those students who have completed the certificate would naturally progress to the Bachelor of Education program with the intent of becoming certified teachers.

Tasks to Achieve the Recommendation

1. Create options for laddering the DSTC into the BEd in a one-year format as well as the current two-year format.
2. Review all laddering programs (ECE, DSTC, PE) to ensure congruence and integrity in the transition to the BEd.
3. Ensure that we are explicit about laddering opportunities including all documentation

Issues, Concerns and Barriers

Milestones and Measurements

Subcommittee to review laddering programs by January, 2018

As necessary, revise courses and program design, and the associated Handbook documentation for inclusion in any program changes by May, 2018, to be ready for approval processes in 2018-19 year, and implementation by 2019-20 year.

Mid-Cycle Update

Summary Update

Status

List steps taken to address recommendations, issues and barriers, milestones, etc.

Select one:

- **in progress**
- completed
- modified
- removed

The First Nations Language Teachers' Certificate. DSTC is in abeyance to address delivery and student recruitment challenges. Some consultations took place throughout 2021-2022 about new directions for the program, but lack of human resources has stalled any progress on this.

No action has been taken to address tasks 2 and 3.

Recommendation #16

Balance faculty teaching between BEd and MEd to ensure full time faculty involvement in BEd.

Description, Rationale, and Evidence Supporting the Recommendation

From the external report (ER Recommendation #14): *The committee recommends that the faculty administration be attentive to some emerging issues related to academic and administrative roles undertaken by faculty. In a small faculty that promotes innovation, often faculty are asked to take on various responsibilities that are not always clear in their delineation and also can lead to overload and loss of work-life balance. In our interviews, we were privy to some subtle, yet no less serious, examples of overlap on faculty responsibilities to that of administrative roles. We believe the program would benefit in the short- and long-term in reviewing academic and administrative roles and how their roles relate to the program vision, academic and strategic plan. This will help create a sustainable faculty and administrative staff plan that ensures success and support for all involved.*

From the external report (ER Recommendation #5): *Be attentive to the development and expansion of new programs with faculty workload, without it compromising the nature of the undergraduate faculty ratio. A real strength evident in the student survey, and also in our discussions with faculty and staff, is the personal attention and close-knit teacher-student relationships that are developed within the program. This speaks to the passion and dedication that a small faculty such as TRU Bachelor of Education program possesses. The committee commends the faculty for their dedication and commitment, but also warns of the dangers that can develop when passions and innovations outweigh time, workload and personal work-life balance. Specifically as it relates to the development of new programs (e.g. Secondary STEAM/BETT), we suggest a deliberate full-faculty consultation and review of faculty responsibilities and commitment as this could have significant impacts on the very aspects that make your program so unique and successful. Small IS good and a specific strength of your program. The caution is to respect and honor this strength as you develop.*

Tasks to Achieve the Recommendation

1. In conjunction with the regular workload plan, conduct a workforce analysis to assist in the strategic development of current and new positions. As part of workload discussions with individual faculty members, include reflection and input on teaching load and interest in all of: BEd (Elementary), BEd (STEM), GCES.
2. Workload analysis: Further investment in School of Education workforce development will be needed to advance the BEd, BETT, MEd. The workforce profile adjustments will address a faculty complement of approximately 51% (for EDSW overall) which is below the TRU-TRUFA expectations of 60% for the Faculty, and the need for an amended profile to: (a) 80% tripartite; (b) 20% Indigenous faculty; (c) 33% Full Professor; and 33% Principal Lecturer. The Faculty workforce plan was submitted with EDSW FY 2018/19 budget papers. The needed mix for delivery has been identified in the EDSW Workforce Plan

<p>Issues, Concerns and Barriers</p> <p>Although not contractually related to workload within TRUFA, roles as OLFMs may also impact faculty interest in specific programs.</p>	<p>Milestones and Measurements</p> <p>Workload analysis complete by May 2019 by Chair with support from Program Coordinators and Associate Dean. This will be examined in conjunction with the 5 Year Strategic Plan for the faculty in order to determine hiring needs.</p>
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Mid-Cycle Update

Summary Update	Status
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<p><i>List steps taken to address recommendations, issues and barriers, milestones, etc.</i></p> <p>Very little progress has been made on actions towards addressing this recommendation.</p> <p>Lack of tenure-track hiring Com mensurating with increasing retirements (6 just in the past 2 years) and programs growth create barriers to addressing this recommendation.</p> <p>Some new tenure-track positions have been approved, but they are insufficient to address the growing needs of the School of Education.</p> <p>The graduate programs continue growing at a rapid pace, reducing opportunities for faculty to teach across programs.</p>	<p>Select one:</p> <ul style="list-style-type: none"> • in progress • completed • modified removed
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Recommendation #17

Build infrastructure support for administrator roles (Chair and Coordinator).

Description, Rational, and Evidence Supporting the Recommendation

From the external report (ER Recommendation #14):

The committee recommends that the faculty administration be attentive to some emerging issues related to academic and administrative roles undertaken by faculty. In a small faculty that promotes innovation, often faculty are asked to take on various responsibilities that are not always clear in their delineation and also can lead to overload and loss of work-life balance. In our interviews, we were privy to some subtle, yet no less serious, examples of overlap on faculty responsibilities to that of administrative roles. We believe the program would benefit in the short- and long-term in reviewing academic and administrative roles and how their roles relate to the program vision, academic and strategic plan. This will help create a sustainable faculty and administrative staff plan that ensures success and support for all involved.

From the external report (ER Recommendation #5):

Be attentive to the development and expansion of new programs with faculty workload, without it compromising the nature of the undergraduate faculty ratio. A real strength evident in the student survey, and also in our discussions with faculty and staff, is the personal attention and close-knit teacher-student relationships that are developed within the program. This speaks to the passion and dedication that a small faculty such as TRU Bachelor of Education program possesses. The committee commends the faculty for their dedication and commitment, but also warns of the dangers that can develop when passions and innovations outweigh time, workload and personal work-life balance. Specifically as it relates to the development of new programs (e.g. Secondary STEAM/BETT), we suggest a deliberate full-faculty consultation and review of faculty responsibilities and commitment as this could have significant impacts on the very aspects that make your program so unique and successful. Small IS good and a specific strength of your program. The caution is to respect and honor this strength as you develop and possibly expand your scope and breadth of programming.

Tasks to Achieve the Recommendation

1. Review roles of administrative and support staff roles, tasks, and workflow to ensure efficiency and clarity.
2. Provide faculty with a description of the role for these positions to assist with avoiding duplication of requests and misdirected inquiries.
3. Review and provide IT structures to ensure continuity and security of documentation for all committee and subcommittee work.

<p>Issues, Concerns and Barriers</p> <p>Ensure that all Collective Agreements and supervisory roles are followed.</p>	<p>Milestones and Measurements</p> <p>Review complete by May 2019 by Chair with support from Program Coordinators and Associate Dean</p>
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Mid-Cycle Update

Summary Update	Status
<p><i>List steps taken to address recommendations, issues and barriers, milestones, etc.</i></p> <p>This continues to be an issue. The heavy workload of chairs and coordinators has been exacerbated.</p> <p>Unsustainable growth in the GRAPE space has had a negative effect on the B.Ed., as more faculty is pulled into the graduate programs.</p> <p>More administrative support for the B.Ed. is needed.</p>	<p>Select one:</p> <ul style="list-style-type: none"> • in progress • completed • modified removed

Program Review: Mid-Cycle Update

Program	Respiratory Therapy
Faculty/School	Science
Dean	Dr. Greg Anderson
Program Chair	Mike Lemphers
Date of Program Review	October 2019
Date of Mid-Cycle Update	September 2023

Instructions: Review the program Action Plan that was produced as a result of the program review. Provide an update on progress towards meeting the goals, tasks, and milestone/outcomes identified in the program Action Plan using this template.

Curriculum and Assurance of Learning					
Goal: Develop support mechanisms to assist clinical site coordinators (CSCs) to deliver improved clinical education					
Tasks to Complete the Goal (add rows as needed)				Mid-Cycle Update	
Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Summary Update	Status
<i>Determine the types and extent of issues related to the provision of clinical education</i>	<i>CSC feedback</i>	2022 and Ongoing	RT Clinical coordinator	<i>Meetings between CSCs and clinical coordinator in May 2020 identified need for improved sharing of educational resources between CSCs. Clinical coordinator updated the CSC Moodle web site to include resources for orientation, class day planning, creating study plans, developmental plans, student injury reporting, and rotational pre-reading assignments. Will meet with CSCs in October 2023 to evaluate these changes and to identify any current issues.</i>	<ul style="list-style-type: none"> • <i>completed first phase</i> • <i>in progress</i>

<i>Document if and how clinical site coordinators are hampered in their delivery of clinical education</i>	<i>CSC feedback</i>	2022 and Ongoing	RT clinical coordinator	<i>Meetings in May 2020 identified the need for CSCs to improve the consistency of weekly class sessions. CSCs supported sharing of educational resources (PowerPoints) related to clinical course learning outcomes. CSCs now share PowerPoint lectures between clinical sites. Will meet with CSCs in October 2023 to evaluate these changes and to identify any current issues.</i>	<ul style="list-style-type: none"> • <i>completed first phase</i> • <i>in progress</i>
<i>Through consultation with faculty and current TRU clinical education, identify potential improved clinical supports</i>	<i>CSC feedback</i>	2022 and Ongoing	RT clinical coordinator	<i>Meetings in May 2020 identified the need for improved supports needed for CSCs in the areas of creating consistent class lectures and evaluating clinical students.</i>	<ul style="list-style-type: none"> • <i>in progress</i>
<i>Based on the above, develop a group of support mechanisms to support respiratory clinical educators</i>	<i>CSC feedback</i>	2022 and Ongoing	RT clinical coordinator	<i>Clinical coordinator updated the CSC orientation manual in May 2020 to include more detailed information on CSC role and responsibilities. Also included additional information and specific examples on evaluating students and creating developmental plans. Through collaboration with CSCs, the clinical coordinator assigned mentors to new CSCs.</i>	<ul style="list-style-type: none"> • <i>in progress</i>
<i>Implement and monitor the support mechanisms</i>	<i>CSC feedback</i>	2022 and Ongoing	RT Clinical Coordinator	<i>Clinical coordinator has gathered feedback on the effectiveness of these support mechanisms over the past two years. Will meet with CSCs in October 2023 to evaluate these changes and to identify any current issues.</i>	<ul style="list-style-type: none"> • <i>in progress</i>

Student Achievement

Goal: Increase the clinical simulation opportunities for students

Tasks to Complete the Goal (add rows as needed)				Mid-Cycle Update	
Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Summary Update	Status
Identify the types of simulations that can be developed and implemented. This should include ideas with, and without, collaboration with TRU Nursing	Create a list	2022 and Ongoing	Department chairperson, academic coordinator, individual department faculty	Program faculty met in Fall 2019 to discuss opportunities to create additional IPE simulation experiences for RESP and nursing students. We identified case-based simulations that could be completed in groups within a large class setting, along with increasing high-fidelity simulation experiences. The academic coordinator has met with nursing faculty over the past two years to modify current simulation plans and identify further opportunities. Other department faculty have assumed this role as the current academic coordinator will be retiring next year.	<ul style="list-style-type: none"> • in progress • completed
Develop a plan, with timelines and costs, of increasing the simulation opportunities	Formalize a plan with nursing	2022 and Ongoing	Department chairperson, academic coordinator, individual department faculty	We worked collaboratively with nursing faculty to develop a plan to create and deliver these simulations. There was no additional cost to creating these simulations as all faculty who participated did so voluntarily. The simulation sessions were set up so that students could participate without missing any class time.	<ul style="list-style-type: none"> • in progress • completed
If additional resources are required, seek support and approval from the Dean's Office (and perhaps the Dean of Nursing, depending on specifics)	N/A to this point – but may need to occur in the future for improved IPE simulation experiences	N/A	N/A	We used current available class and high-fidelity simulation lab space for these experiences. No additional resources required to this point.	<ul style="list-style-type: none"> • in progress • completed

<i>Implement increased patient care simulation learning opportunities for students</i>	<i>Increased number of simulation opportunities created</i>			<i>The chairperson, academic coordinator, and department faculty worked collaboratively with the School of Nursing to create IPE case and simulation experiences for students in Fall 2019 and Winter 2022. Student feedback on these experiences was exceptionally positive. COVID prevented experiences from being available from Winter 2020 to Fall 2021. While faculty are planning to continue to deliver these IPE simulation experiences, these experiences take a lot of extra time to create and coordinate. To create more effective IPE simulation experiences, it may require departmental workload release.</i>	<ul style="list-style-type: none"> • <i>in progress</i> • <i>completed</i>
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Governance and Resources

Goal: Increase the size of the student intake (from 80 students to 100 students) to better meet student demand and the staffing needs of healthcare (Note: Recommendation 3 and Recommendation 4 are related)

<i>Tasks to Complete the Goal (add rows as needed)</i>				Mid-Cycle Update	
Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Summary Update	Status
<i>Collect expected employment projections over the next few years to develop a needs assessment</i>	<i>Employment data collected from BC Society of Respiratory Therapists</i>	2023 and Ongoing	Department chairperson	<i>Once COVID started in Canada in March 2020, this process fast forwarded. The program chairperson had direct discussion with the Dean of Science and Ministry of Advanced Education regarding the need for increased number of RT program graduates.</i>	<ul style="list-style-type: none"> • <i>completed</i>
<i>Determine, based on the findings of the needs assessment, what would be the optimum size for the RT program</i>	<i>Discussions with department faculty, Dean of Science, and Ministry of Post Secondary Education and Future Skills</i>	2023 and Ongoing	Department chairperson, Dean of Science	<i>See above comment. The program chairperson worked closely with the Dean of Science and Ministry of Advanced Education to determine capabilities to increase student intake. All parties agreed that increasing fast-track</i>	<ul style="list-style-type: none"> • <i>in progress</i> • <i>completed</i>

				<i>intake by 20 (with a goal of 100 preclinical students) would be the best way to address the need. We are in current discussion regarding further program expansion.</i>	
<i>Develop a plan to achieve program growth, including the needs for faculty, classroom and lab space, equipment, clinical placements, costs, timing, and other aspects</i>	<i>Discussions with department faculty, Dean of Science, and Ministry of Post Secondary Education and Future Skills</i>	2023 and Ongoing	Department chairperson, Dean of Science	<i>With the ongoing increase in fast-track student intake, we have received an increase in faculty and additional targeted program funding to pay for additional equipment needed to support a larger cohort. If we expand further, we will likely need additional targeted funding.</i>	<ul style="list-style-type: none"> • <i>in progress</i> • <i>completed</i>
<i>Work with the Dean's Office to refine the plan, adding detail as required, and secure the Dean's support</i>	<i>Discussions with Dean of Science and department chairperson</i>	2023 and Ongoing	Department chairperson, Dean of Science	<i>The program chairperson has worked closely with the Dean of Science to develop and refine the plan for program expansion.</i>	<ul style="list-style-type: none"> • <i>in progress</i> • <i>completed</i>
<i>Include the program expansion request in the TRU budgeting process</i>	<i>Discussions with Dean of Science and department chairperson</i>	2023 and Ongoing	Department chairperson, Dean of Science	<i>Working collaboratively with the Dean of Science and the Acting Provost, we received targeted, one-time funding for 20 additional fast-track students in March 2020 and March 2021. We received approval and targeted funding for ongoing program expansion of 20 fast-track students in March 2022. We are currently working collaboratively on a plan to increase the program intake further.</i>	<ul style="list-style-type: none"> • <i>in progress</i> • <i>completed</i>
Goal: Maintain the Clinical Site Coordinator-to-student ratio concurrently with increasing the size of the student intake (Note: Recommendation 3 and Recommendation 4 are related)					
Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Mid-Cycle Update	
				Summary Update	Status
<i>Explain and document the current Clinical Site Coordinator/student ratio. Explain how this ratio have been</i>	<i>Creation of program expansion proposal</i>	2023 and Ongoing	Department chairperson, Dean of Science	<i>At each clinical practicum adult hospital site within the RESP program, there is 1 CSC for every 10 students on-site. This ratio has helped the clinical practicum run effectively and safely. Each CSC coordinates the</i>	<ul style="list-style-type: none"> • <i>completed</i>

<i>effective in the past and up to the present</i>				<i>practicum experiences on-site, teaches, and evaluates every student on site.</i>	
<i>Show how, with a student intake increase of the proposed amount, that it will require the addition of (2) Clinical Site Coordinators</i>	<i>Creation of program expansion proposal</i>	2023 and Ongoing	Department chairperson, Dean of Science	<i>In the proposal for ongoing program expansion that the program coordinator developed in collaboration with the Dean of Science, the Ministry of Advanced Education and Future Skills approved the ongoing addition of two FTE CSCs at adult clinical sites and a 0.5 FTE CSC at the neonatal pediatric site.</i>	<ul style="list-style-type: none"> • <i>completed</i>
<i>Develop a costing and timeline of adding the proposed number of Clinical Site Coordinators</i>	<i>Creation of program expansion proposal</i>	2023 and Ongoing	Department chairperson, Dean of Science	<i>See above</i>	<ul style="list-style-type: none"> • <i>completed</i>

Goal: Develop an equipment renewal plan to support the maintenance and replacement of laboratory equipment					
Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Mid-Cycle Update	
				Summary Update	Status
<i>Develop an inventory of current equipment, including age, expected lifespan, current condition, current repair/maintenance needs, and the type/cost of comparable replacements</i>	<i>Develop list</i>	2021 and Ongoing	Department chairperson, RESP program lab technician	<i>The RESP program lab technician has developed an inventory of all equipment within the RESP labs, including age, expected lifespan, current condition, current repair/maintenance needs, and the type/cost of comparable replacements. She has shared this list with Joe Street, biomedical technician for Science. This requires ongoing updates annually.</i>	<ul style="list-style-type: none"> • <i>in progress</i> • <i>completed</i>
<i>Identify technical and equipment trends in the healthcare industry, including the</i>	<i>Get feedback from CSCs on trends and equipment</i>	2021 and Ongoing	Department chairperson, RESP program faculty	<i>As a department, we meet with our program CSCs for feedback on trends and equipment use. We use this feedback to</i>	<ul style="list-style-type: none"> • <i>in progress</i> • <i>completed</i>

<i>types of equipment currently used in B.C. health authorities</i>				<i>determine what new types of equipment to purchase</i>	
<i>Develop a comprehensive, multi-year equipment replacement plan that is approved by the Dean</i>	<i>Develop list</i>	2021 and Ongoing	Department chairperson, RESP program lab technician	<i>The equipment/replacement list that the RESP program lab technician has developed and shared with the Science biomedical technician has also been shared with the Dean of Science.</i>	<ul style="list-style-type: none"> <i>in progress</i> <i>completed</i>
<i>Implement the equipment replacement plan</i>	<i>Utilize list</i>	2021 and Ongoing	Department chairperson, RESP program lab technician	<i>Done</i>	<ul style="list-style-type: none"> <i>completed</i>

Goal: Relocate the RT outpatient clinic services to the current TRU Nursing administration areas once Nursing moves to their new building					
Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Mid-Cycle Update	
				Summary Update	Status
<i>Determine the space-related shortcomings of the current outpatient facilities</i>	<i>Communicate with Dean of Science regarding clinic space</i>	2022 and Ongoing	Department chairperson, RESP program faculty	<i>Done</i>	<ul style="list-style-type: none"> <i>completed</i>
<i>Develop a written plan that identifies the amount of space, renovations costs, equipment requirements, timing and other aspects of moving space</i>	<i>Communicate with Dean of Science regarding clinic space</i>	2022 and Ongoing	Department chairperson, Dean of Science	<i>In 2020, the program chairperson worked together with the Dean of Science and TRU Provost to create a joint community respiratory clinic in collaboration with Interior Health</i>	<ul style="list-style-type: none"> <i>completed</i>
<i>Secure approval from the Dean and others</i>	<i>Communicate with Dean of Science regarding clinic space</i>	2022 and Ongoing	Department chairperson, Dean of Science, Provost	<i>Done - 2020</i>	<ul style="list-style-type: none"> <i>completed</i>

Complete the move		2022	Department chairperson	Done – Winter 2021. We had to arrange virtual client appointments for the first two years due to the COVID pandemic. We conducted in-person appointments starting in Winter 2023.	• completed
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Planning and Sustainability

Goal: Develop a faculty succession plan

Tasks to Complete the Goal (add rows as needed)

Mid-Cycle Update

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Summary Update	Status
Identify the upcoming retirement and faculty turn-over patterns	Meet/communicate with faculty	2022 and Ongoing	Department chairperson, Department faculty	As a department, we have informally agreed to give at least one year's notice before retiring.	• in progress • completed
Identify the types of new skills, knowledge, and faculty attributes required to keep the RT program current and effective for the next several years	Meet/communicate with faculty	2022 and Ongoing	Department chairperson, Department faculty	As a department, we discuss and determine the attributes required by new faculty to keep the program current and effective	• in progress • completed
Determine if there is a need, and administrative support, for adding additional research elements to the program. This could include collaboration with other academic and health-related programs both on and off campus	Meet/communicate with faculty	2022 and Ongoing	Department chairperson, Department faculty, Dean of Science	As a department, and in discussion with the Dean of Science, we have determined that it is best to hire into bipartite faculty positions currently. We will reassess this on an ongoing basis.	• in progress • completed
Use the expertise of the TRU HR Department as a resource in the development of the succession plan	Communicate with People and CUlture	2022 and Ongoing	Department chairperson, People and Culture	People and Culture have been valuable to improve the efficiency of ongoing hiring/onboarding processes	• completed

<i>Investigate if there is a need, concurrent with the succession plan, to add more tripartite RT faculty</i>	Meeting with faculty	2022 and Ongoing	Department chairperson, Department faculty, Dean of Science	<i>As a department, and in discussion with the Dean of Science, we have determined that it is best to hire into bipartite faculty positions currently. We will reassess this on an ongoing basis.</i>	<ul style="list-style-type: none"> • in progress • completed
<i>Develop a succession plan that identifies the specifics of a succession plan for the RT Program</i>	Develop a plan	2022 and Ongoing	Department chairperson, Department faculty	<i>Although we meet monthly as a department, we meet annually to determine faculty succession plans. We discuss and determine the attributes required by new faculty to keep the program current and effective. We reassess this plan on an ongoing basis.</i>	<ul style="list-style-type: none"> • in progress • completed • modified • removed
Goal: Increase interprofessional collaboration, including during clinical training, with TRU programs and outside agencies					
Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Summary Update	Status
<i>Develop agreement within the program of the overall purpose of increasing interprofessional collaboration</i>	<i>Meet with faculty</i>	2022 and Ongoing	Department chairperson, Department faculty	<i>The department has met and agreed that interprofessional collaboration is an important goal.</i>	<ul style="list-style-type: none"> • completed
<i>Identify one or two collaborations that have a high likelihood of success and develop a work plan for each initiative</i>	Determine which faculty members are interested in helping with this initiative	2022 and Ongoing	Department chairperson, Department faculty NURS faculty	<i>The department faculty believed that classroom-based case studies and high-fidelity simulations offer excellent opportunities for successful interprofessional collaborations with the School of Nursing.</i>	<ul style="list-style-type: none"> • completed
<i>Track and document the success and shortcomings in each collaborative initiative as a template for further collaborations</i>	Review and get student/faculty feedback	2022 and Ongoing	Department chairperson, Department faculty NURS faculty	<i>Feedback on each of these endeavors was very positive. Students comment that they gain a much better perspective when working collaboratively with professionals/students from other professions.</i>	<ul style="list-style-type: none"> • completed

<i>Report the outcomes of the collaboration within the RT program and to the Faculty of Science</i>	Report to Science in Science newsletter	2022 and Ongoing	Department chairperson, Department faculty NURS faculty	<i>Results from student feedback/surveys were shared directly with the Dean of Science and Dean of Nursing. We also hared results with the monthly Science report for distribution to Science and the Provost.</i>	• <i>completed</i>
<i>Plan additional collaborations</i>	Work with School of Nursing	2022 and Ongoing	Department chairperson, Department faculty NURS faculty	<i>RESP faculty worked with NURS faculty this summer to create an interprofessional video depicting end-of-life scenarios. RESP and NURS faculty would then use the video for in-class discussions and group work. The plan is to build upon these skills for next semester (Winter 2024). We are planning to have live simulations involving RESP and NURS faculty concentrating on end-of-life situations and communication.</i>	• <i>completed</i>

Goal: Create a plan to develop and offer an undergraduate degree in respiratory therapy

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Summary Update	Status
<i>Conduct a comprehensive needs assessment, including: a. Determine the types and extent of the workplace and professional needs of RT graduates relative to an RT degree program. b. Examine what other RT programs in Canada and the United States are doing about degree completion for their students. c. Determine how best to structure degree completion, for instance, ladder of other TRU degrees, combine with</i>	<i>Meet with stakeholders – TRU admin, campus faculty, clinical faculty, employers, government. Come out of meeting with defined action items with deliverables.</i>	2025 and Ongoing	Department chairperson, Department faculty, Dean of Science	<i>The Dean of Science has been very supportive of the RESP program working towards creating an undergraduate degree in respiratory therapy. He and the Associate Dean of Science, Faheem Ahmed, met with the department in 2021 to discuss this. Cael Field, RESP program faculty member, has been coordinating the undergraduate degree process for the RESP program. He has initiated meetings with academic and clinical faculty within the program to determine strengths, weakness, opportunities, and threats associated with creating an undergraduate degree in respiratory therapy. We have also met with the AVP Academic (Donna Petri) and Science Associate Dean (Faheem Ahmed) to discuss the process to follow to create this degree as entry to practice. COVID pushed the pursuit of an</i>	• <i>in progress</i>

<p>Open Learning courses as part of the degree completion pathway, secure approval and develop a stand-alone degree.</p> <p>d. Seek support and approval by the University, including the Faculty of Science, other programs, the Academic Planning and Priorities Committee (APPC) and senior administration.</p> <p>e. Develop a fully costed plan including facilities, equipment, off-campus clinical placements, and course/program curriculum.</p>				<p>undergraduate degree to the backburner for program faculty and employers. There is a huge demand for graduate respiratory therapists that we are not currently meeting. We have worked with the government to expand intake into the program by 50%. Employers initially supported the idea of a RESP undergraduate degree pre-COVID; however, if a RESP undergraduate reduces program graduate numbers for one year, employer enthusiasm/support for this degree would likely decrease. We need employer feedback before proceeding. Employer support is necessary to lobby the Ministry of Health for this degree. As Donna Petri noted, without support from the Ministry of Health, the Ministry of Post-Secondary Education and Future Skills will not support the creation of this degree.</p>	
<p>If approved, begin program development and implementation</p>		<p>2025 and Ongoing</p>	<p>Department chairperson, Department faculty, Dean of Science</p>	<p>N/A</p>	<p>• <i>in progress</i></p>

APPC Report to Senate

RE: IMPACT OF THE ELIMINATION OF FOUR PROGRAMS: FACULTY OF ARTS

1. Introduction and Purpose

The role of the Academic Planning and Priorities Committee (APPC) at the highest level is to Advise Senate on the mission statement and the educational goals, objectives, strategies, and priorities of the University.

Under the guideline VI. 2 of BD 8-4, APPC will provide Senate a “more complete picture of **impacts from proposed reductions or eliminations**” of program(s). APPC has been asked by the Chair of Senate, to present to Senate **its assessment** of the “educational losses and financial or other resource savings” for proposed program eliminations (BD 8-4 Guideline II)

APPC recognizes that the programs under review are those listed originally by the Dean of Arts to the Department in June 2023:

- The Bachelor of Fine Arts;
- The BA Minor in Visual Arts;
- The Visual Arts Diploma; and
- The Visual Arts Studio Certificate

In discussing impact from the proposed reductions or eliminations, the focus will be on educational losses and resource savings/allocation. **As such, on balance consideration of the impact is characterized by the high resource demand of the programs under review combined with their narrow graduate profile and low graduation rates.**

An assessment of educational losses and financial resource savings is presented, and contextualized in the contexts of the resource demands of the programs and the educational and employment pathways,

2. Scope and Meaning of impact

2.1 Scope

The Faculty of Arts currently offers the following qualifications as part of the Visual Arts field:

Undergraduate degrees	Diplomas	Certificates
Bachelor or Fine Arts (BFA)	Visual Arts Diploma	Visual Arts Studio Certificate
BA, minor in visual arts		Drawing and Painting Certificate
		Certificate in Literary and Art history

The programs in blue are the ones that are to be considered for elimination. APPC can therefore only consider the impact of the removal of the Bachelor of Fine Arts, Bachelor of Arts Minor in Visual Arts, Visual Arts Diploma and Visual Arts Studio Certificate. This list of programs was cited in the June 1st 2023 notification with the Department from the Dean of Arts as required under BRD 8-4 Regulation III, and discussed with the Board of Governors. APPC notes that the TRU Connect post of July 26 did not list the Minor as a program under consideration. We recognize the addition to two other programs by the Dean of Arts in their communication with Provost and Board as per Regulation VI, should be removed from the deliberations of APPC and its report to Senate. These programs were not included in any formal notification to the Department on June 1st 2023.

It is essential to understand the foundation of these programs is a commitment to an extensive resource-intensive scope of required studio-based work. Unlike professional programs such as Nursing where accreditation requires resource intensive learning environments (for example simulation labs), the structure of Visual Arts programming at TRU is not tied to external professional accreditation and generally exceeds education and career pathways expectations.

- The Bachelor of Fine Arts is the foundation program, a studio based BFA with prescriptive structure requiring 96 program credits, 78 of which are studio.
- The Diploma of Visual Arts (60 credits) and the Visual Arts Studio Certificate (30 credits) each replicate a subset of the studio focused BFA. These credentials are used primarily as early exit or add-on credentials for students already in the BFA. Any ladder potential is minimal and not used, especially for the 30-credit certificate which cannot be completed in less than 4 semesters.
- The BA, Minor in Visual Arts requires a minimum of 36 studio credits in addition to other required art theory and history classes. The Minor is also a subset of the studio focused BFA, designed to be an add-on credential for students in other degree programs. The Minor is the only other program requiring upper-level studio credits and, as such, its sustainability is tied directly to the BFA.

2.2 Meaning of Impact

For purposes of this discussion, the *integrity* of the programs canvasses program structure and pathways. The *relevance* considers educational pathways, student success and employment outcomes. APPC defined *educational losses* as enrolments and graduation rates, transfer or articulation agreements impacted, student career opportunities impacted and other TRU academic programs that are linked to Visual Arts that may be impacted. Finally, the discussion on *resource savings* considers the balance of educational losses against the resource demands as a strategic evaluation.

To illustrate a more complete picture of the impact, the presentation will consider the *integrity* of the current programs (paragraph 3.1 below), the *relevance* thereof (paragraph 3.2), *the educational losses* (paragraph 3.3) and the *resource savings* (paragraph 3.4) that will be the direct result of the program eliminations.

3. Picture of Impact

General assessments are presented in this section. The supporting data for this discussion can be found in Appendix A.

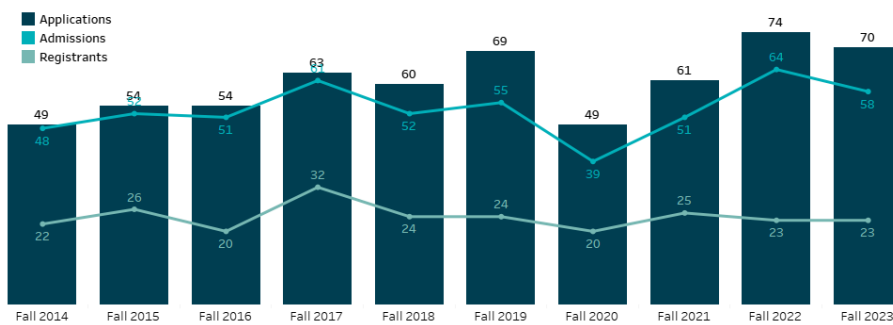
3.1 Integrity of programs

Taken together, the relationship between the 4 programs under review can best be described as nested subsets; the Diploma, Certificate and Minor replicate the logic of the BFA in smaller packages for add-on or early exit opportunities. These subset credentials are not often used and depend upon the BFA for their sustainability; this is particularly true of the Minor.

3.1.1 Program structure and pathways

a) Bachelor of Fine Arts (BFA)

This qualification requires 120 credits of which 96 credits are in visual arts. Of the 96 visual arts credits, 78 are in VISA Studio of which 39 are at the 3000/4000 level. For the current year, there are 75 active students in the program.



BFA Applications, Admissions, and Registrations 2014-2023

The BFA is a prescriptive and high resource program focused on a tightly scaffolded traditional studio education and aimed at a narrow graduate profile. As such, the program requires a high investment in studio resources for a narrow graduate profile, with emphasis on artist and research trajectories:

- The Baccalaureate Graduates Survey¹ indicated that over four years (2018 to 2022) 42%, or 14 of 33 survey respondents, took further studies after completing their degree. Six pursuing a master's degree, four a certificate or diploma, two a post-graduate certificate or diploma, and two an undergraduate degree.

¹ The Baccalaureate Graduates Survey, funded by the Ministry of Post-Secondary Education and Future Skills, is conducted annually with graduates of BC's public post-secondary institutions who completed their bachelor's degree program two years prior to the survey. The TRU Bachelor of Fine Arts cohort consisted of 52 graduates, with 33 responding to the survey (a response rate of 63%).

- The Employment outcomes table (Appendix B) indicates of the 25 respondents over the past five years who are employed, 16% (4) are/were employed in category “likely related to degree.”

More discussion on career and education pathways can be found in section 3.2.

b) BA, Minor in Visual Arts

Students in the BA or any other Baccalaureate degree use the Minor in Visual Arts as an add-on credential. This qualification, replicating the logic of the BFA, has a focus on studio-intensive programming, requiring a minimum of 30 studio credits, with 18 at the upper level, and six additional credits of non-studio Visual Arts. However, given the scaffolded nature of visual arts programming, there is not a functional path that leads to less than 45 required credits to complete, with 39 being studio credits. As such, the Minor demonstrates the challenges of this resource intensive programming for limited educational outcomes, as opportunities for student completion are limited inside the requirements of another Major. Further, without the BFA, it would not be feasible to sustain programming at the upper level necessary to support this Minor, given its enrollment history.

Because students don't apply to minors, there is no applications or admissions information for the Bachelor of Arts, minor in Fine Arts.

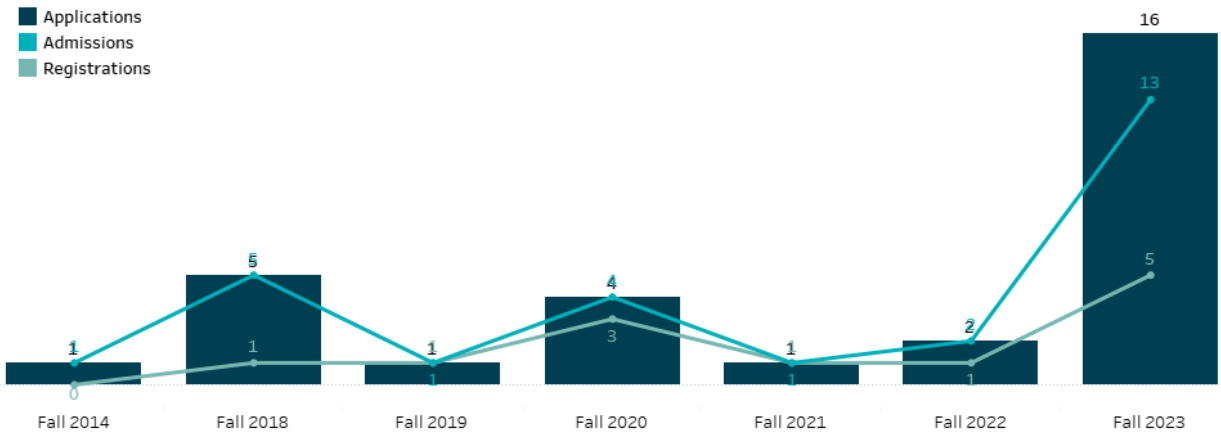
c) Visual Arts Diploma

The associated Diploma and Certificate replicate the internal program logic of the BFA, with prescriptive focus on traditional studio education. These credentials are not designed for a student to complete in one year (certificate) or two years (diploma). Instead, these credentials function primarily (and not to a large extent) as early exit or add-on credentials with little evidence of laddering opportunity used.

As such, these credentials are nested versions of the BFA and do not function as an expansion of visual arts programming, either in diversity or opportunity.

This qualification requires 60 credits at the lower level, 48 in Visual Arts, of which a minimum 33 credits are in Studio.

Over the past 5 years, there have been 24 applicants, 20 of whom were accepted, with an average of about 2 registrations per year.



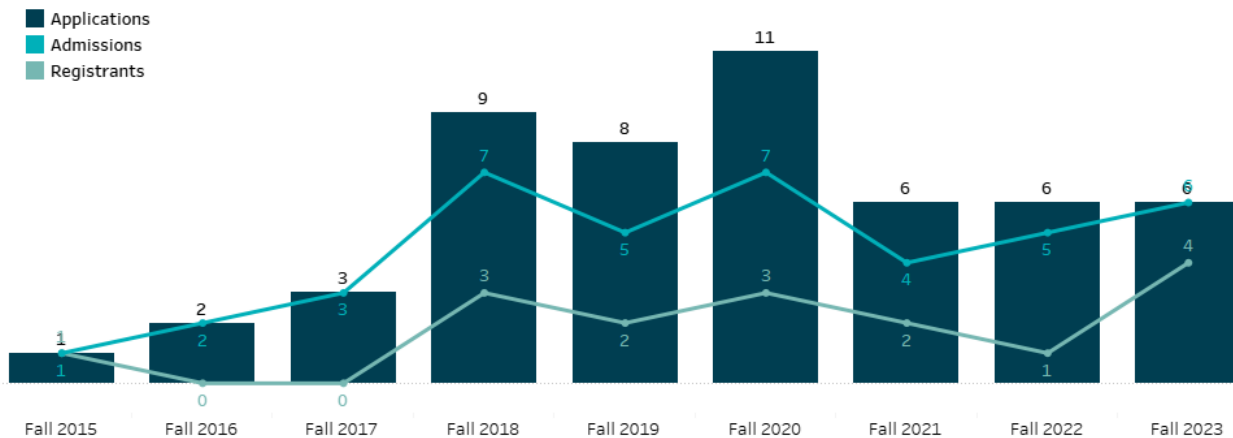
Visual Arts Diploma Applications, Admissions, and Registrations 2014-2023

d) *Visual Arts Studio Certificate*

30 Credits in Visual Arts

This qualification requires 30 lower level credits in Visual Arts studio courses.

This studio certificate requires 10 specific studio courses and, thus, requires a minimum of 4 semesters to complete, giving the scaffolded nature of TRU's studio education courses. As such, it cannot function as an early-exit from the diploma.



Visual Arts Studio Certificate Applications, Admissions, and Registrations 2014-2023

3.2 Relevance of programs

Relevance is discussed in the context of student success, education and career pathways, and employment outcomes. Data supporting this discussion can be found in Appendix A Student Success/Throughput and Appendix B Education and Career pathways and Employment outcomes.

3.2.1 Student Success

In summary, graduation rates deserve significant consideration in the context of the high resource demands of these programs. Appendix A provides data on Fall term headcount, graduation rates and retention rates.

Key points:

- The 6-year graduation rate from the BFA is 14%. To put this in context, the six-year graduation rate for the BA or students starting the BA and completing a non-direct entry degree is 28%. Between 2013 and 2021, 12 students have graduated with a Minor in Visual Arts.
- The relationship between Fall term headcounts and graduate rates for both the Diploma and Certificate indicate their primary use as last-minute add-on or early exit credentials rather than laddering opportunities.

3.2.2 Education and Career Pathways and Employment Outcomes

In summary, the information suggests a narrow range of pathways and outcomes for graduates that are associated with, and dependent uniquely on, the programs under review, and this should be balanced against the high resource demands of the credentials. Appendix B provides data and analysis of Education and Career Pathways and Employment Outcomes.

Key points:

- The pathways to further education provided by this programming include substantially more credits in studio arts than are required for those pathways, except for the Minor in Visual Arts, but the employment outcomes from those further education pathways tend to be good and the work tends to be both decent and meaningful².
- The pathways identified for careers directly from the programming lead to meaningful employment, but the specific programs have limited career opportunities that are not also available to other program graduates.
- The direct to employment fields identified that prefer a **visual arts** program have limited or moderate employment outcomes and have limited access to decent employment.
- The direct to employment fields identified that prefer a **design or digital media** program have good employment outcomes with better access to decent employment.
- Graduate career tracking and graduation pathways indicate the relatively narrow impact the program has for student outcomes, with predominant focus on a research/professional art stream. 42% of graduates over the past five years

² Decent work is work which is accessible, pays a living wage, and has satisfactory working conditions, while meaningful work is work which provides a sense of satisfaction for completing it. See Blustein's work on Psychology of Working Theory for more detail.

going on to take further studies. In addition, based on an employment outcome survey of graduates, only 16% of respondents (4 people) were working in a category of “likely related to degree.”

- High demand employment categories (NOCs) in related areas, including Graphic designers, Photographers, and Producers, directors, choreographers and related occupations are more commonly filled by those with an undergraduate degree in design, graphic design, communications, and digital media.

3.3 Educational losses

3.3.1 Enrolment and graduation rates

The following tables look at the average fall headcount and average number of graduates over the past five years.

In summary, and in the context of the narrow unique career pathways provided through the programs, the graduation rates, both as fixed measure against the high program resource demand and as a percentage of annual Fall headcount, suggest the limits of the education losses in terms of enrollment and graduation metrics.

a) Bachelor or Fine Arts (BFA)

Program	Student Residency	Student Type	Average Fall Headcount per Year	Average Graduates per Year
Bachelor of Fine Arts	Domestic	Non-Indigenous	43	5
		Indigenous	18	3
	International		19	2
	Total		79	9

b) BA, minor in visual arts

Program	Student Residency	Student Type	Average Fall Headcount per Year	Average Graduates per Year
Minor in visual arts	Domestic	Non-Indigenous	6	2
		Indigenous	0	0
	International		2	0
	Total		8	2

b) Visual Arts Diploma

Program	Student Residency	Student Type	Average Fall Headcount per Year	Average Graduates per Year
Visual Arts Diploma	Domestic	Non-Indigenous	3	3
		Indigenous	1	2
	International		4	3
	Total		6	8

c) Visual Arts Studio Certificate

Program	Student Residency	Student Type	Average Fall Headcount per Year	Average Graduates per Year
Certificate in Visual Arts Studio	Domestic	Non-Indigenous	3	2
		Indigenous	1	1
	International		2	1
	Total		5	3

3.3.2 Transfer or articulation agreements impacted

a) *Bachelor or Fine Arts (BFA)*

There are no articulation or transfer agreements between this program and other post-secondary institutions. This program is not linked with any other academic program at TRU therefore there will be no educational losses.

b) *BA, minor in visual arts*

There are no articulation or transfer agreements between this program and other post-secondary institutions. This program is not linked with any other academic program at TRU therefore there will be no educational losses.

c) *Visual Arts Diploma*

There are no articulation or transfer agreements between this program and other post-secondary institutions. This program is not linked with any other academic program at TRU therefore there will be no educational losses.

d) *Visual Arts Studio Certificate*

There are no articulation or transfer agreements between this program and other post-secondary institutions. This program is not linked with any other academic program at TRU therefore there will be no educational losses.

3.3.3 Other TRU academic programs that are linked to Visual Arts that may be impacted

There is little integration between Visual Arts programming and other TRU academic programs.

- The Diploma and Certificate are not used in any significant way as laddering credentials or as add-on credentials for students on other programs.
- As an add on credential for students in other programs, the Minor has minimal student participation.

3.4 Resource savings

3.4.1 Faculty/School future plans

As presented to Senate, the Faculty of Arts wishes to pursue new programming areas that will require new resources (such as faculty positions and multi-use classrooms) from within an existing budget allocation. The Dean's responsibility is to steward a budget towards programs that meet the research profile of faculty, seek to align with broad community needs, and student demand. Integrated strategic planning requires resource allocation to be driven by changing institutional and Faculty priorities.

3.4.2 Balancing Resource investment and yield

The factors of balancing student opportunity and success and advancing institutional priorities in the context of government mandate are considered.

The average graduation rate of the BFA and the Minor (the two which draw on upper-level studio requirements) is 11. To produce these on average 11 graduates/year, the program requires a complex resource-intensive studio facility, with a minimum of 6 individual studio spaces, to sustain the required breadth of upper-level studio offerings.

The resource-intensive facility produces students with a narrow graduate profile and its alignment to the educational priorities set out by the institution/government should be considered; specifically, while not the only factor in strategic programming, in such a high investment program, should the alignment with the expectation to match NOCs deemed "high opportunity occupations" be considered.

Appendix A – Student Success/Throughput

Student success/throughput

a) Bachelor or Fine Arts (BFA)

Overall, the fall term domestic headcount has been relatively constant over the period from Fall 2014 to Fall 2023, ranging from 65 to 84, with many years close to the average of 75. However, domestic student numbers in the Bachelor of Fine Arts have been declining over the period.

Headcount (fall term)

Program	Student Residency	Student Type	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Bachelor of Fine Arts	Domestic	Non-Indigenous	54	52	56	48	44	46	36	46	41	42
		Indigenous	15	21	20	23	19	27	17	16	18	12
	International		0	6	5	6	8	13	14	21	14	21
	Total		75	78	82	79	76	87	74	76	80	75

Graduates (academic year)

Program	Student Residency	Student Type	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18	2018 -19	2019 -20	2020 -21	2021 -22	2021 -22
Bachelor of Fine Arts	Domestic	Non-Indigenou s	9	9	5	7	4	3	7	3	6	3
		Indigenou s	1	2	1	4	2	0	4	3	2	2
	International		0	0	3	0	2	2	0	0	2	2
	Total		10	14	6	13	8	3	11	8	10	9

The following table shows the retention, persistence³, and 6-year graduation rate of students in the BFA program. Students only count as retained if they are still in the BFA program, and only count in the 6-year graduation rate if they graduated from the BFA program. Students moving to other programs or graduating with other credentials are not included in the rates. Students are included in the cohort term that is their first time taking an academic program at TRU.

For all student types starting in Fall 2012 to Fall 2017 in the Bachelor of Fine Arts, Fall 1 to Fall 2 retention averages 49%, persistence of those in Fall 2 to Fall 3 is 72%, and the 6-year graduation rate from the Bachelor of Fine Arts is 16% or 19 students (19% and 32 students with any bachelor's degree). While the Bachelor of Arts graduates only a slightly higher percentage of students within 6 years of beginning at the institution (19%), the overall number of graduates is 351 with the BA, and 538 (25% graduation

³ Persistence is calculated as the percent of students who returned in year three who were present in year two

rate) with any bachelor's degree after beginning in the BA. The 6-year graduation count and rate from any baccalaureate program is higher than for the BA alone in part because students may use the BA as a starting point for entry into programs which do not allow direct entry (e.g. Bachelor of Education, Bachelor of Social Work), or before moving into another baccalaureate program

The average time for students in these cohorts to complete the Bachelor of Fine Arts degree is 5.3 years.

Cohort Term	Student Type	Cohort Headcount	Program		Program		Graduated in 6 Years	6 Year Graduation Rate
			Retained Year 2	Retention Rate	Retained Year 3	Persistence Rate		
Fall 2012	Domestic Non-Indigenous	20	10	50%	8	80%	4	20%
	Domestic Indigenous	3	3	100%	2	67%	1	33%
	International	1	0	0%	0		0	0%
	Total	24	13	54%	10	77%	5	21%
Fall 2013	Domestic Non-Indigenous	10	5	50%	3	60%	1	10%
	Domestic Indigenous	4	1	25%	1	100%	0	0%
	International	0	0		0		0	
	Total	14	6	43%	4	67%	1	7%
Fall 2014	Domestic Non-Indigenous	13	6	46%	5	83%	2	15%
	Domestic Indigenous	2	1	50%	0	0%	0	0%
	International	1	1	100%	1	100%	0	0%
	Total	16	8	50%	6	75%	2	13%
Fall 2015	Domestic Non-Indigenous	19	11	58%	6	55%	4	21%
	Domestic Indigenous	4	3	75%	2	67%	2	50%
	International	0	0		0		0	
	Total	23	14	61%	8	57%	6	26%
Fall 2016	Domestic Non-Indigenous	16	5	31%	5	100%	2	13%
	Domestic Indigenous	2	1	50%	1	100%	0	0%
	International	0	0		0		0	
	Total	18	6	33%	6	100%	2	11%
Fall 2017	Domestic Non-Indigenous	12	5	42%	2	40%	1	8%
	Domestic Indigenous	4	3	75%	3	100%	1	25%
	International	6	2	33%	2	100%	1	17%
	Total	22	10	45%	7	70%	3	14%

b) BA, minor in visual arts
Headcount (fall term)

Program	Student Residency	Student Type	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Minor in Visual Arts	Domestic	Non-Indigenous	3	6	5	3	5	7	7	6	6	4
		Indigenous	1	1	2	1	0	0	0	0	0	0
	International		0	0	1	1	1	0	1	0	2	3
	Total		4	7	8	5	6	7	8	6	8	7

Graduates (academic year)

Program	Student Residency	Student Type	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2021-22
Minor in Visual Arts	Domestic	Non-Indigenous	2	2	1	1	0	0	1	2	1	2
		Indigenous	0	0	0	0	0	0	0	0	0	0
	International		0	0	0	0	0	0	0	0	0	0
	Total		2	2	1	1	0	0	1	2	1	2

c) *Visual Arts Diploma*

Headcount (fall term)

Program	Student Residency	Student Type	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Visual Arts Diploma	Domestic	Non-Indigenous	0	0	0	0	0	0	3	2	2	4
		Indigenous	0	0	0	0	0	0	0	0	1	2
	International		0	0	0	1	2	3	3	3	3	4
	Total		0	0	0	1	2	3	6	5	6	10

Graduates (academic year)

Program	Student Residency	Student Type	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2021-22
Visual Arts Diploma	Domestic	Non-Indigenous	4	3	5	5	5	5	2	0	3	5
		Indigenous	1	0	4	1	3	4	2	0	1	2
	International		2	1	3	1	1	3	1	0	3	5
	Total		7	4	12	7	9	12	5	0	7	12

d) *Visual Arts Studio Certificate*

Headcount (fall term)

Program	Student Residency	Student Type	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Cert in Visual Arts Studio	Domestic	Non-Indigenous	0	0	1	0	3	1	1	1	3	8
		Indigenous	0	0	0	0	1	0	1	0	1	0
	International		0	1	1	0	0	1	2	2	1	0
	Total		0	1	2	0	4	2	4	3	5	8

Graduates (academic year)

Program	Student Residency	Student Type	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2021-22
Cert in Visual Arts Studio	Domestic	Non-Indigenous	7	3	4	3	5	1	3	0	0	2
		Indigenous	1	3	1	1	2	1	1	0	0	2
	International		0	0	3	2	2	1	1	0	0	1
	Total		8	6	8	6	9	3	5	0	0	5

Appendix B – Education and Career Pathways and Employment Outcomes

a) *Bachelor or Fine Arts (BFA)*

- The identified directions for further education for the programs are toward a teaching certificate, toward a graduate program in the visual arts, and toward an architecture graduate program.
 - i. A teaching certificate entry with Art as a teachable subject requires generally 18-21 credits of upper level studio arts classes with an expectation of at least one of the classes to be in digital media or photography.
 - ii. A graduate program in the fine arts generally requires 40 credits of studio arts with 18 at the upper level, but a strong portfolio is more important.
 - iii. An architecture program requires any bachelors degree and completion of a portfolio.
- Identified employment paths are self-employment, conservators and curators, professional occupations in art and culture
 - i. Self-employment tends to be very highly rated as meaningful employment, and the working conditions are determined by the success of the person working in it, which makes the decent conditions difficult to assess, however, the limited employment outcomes make this difficult to consider decent and meaningful work. Graphic designers, Photographers, and Producers, directors, choreographers and related occupations are more commonly filled by those with an undergraduate degree in design, graphic design, communications, and digital media.
 - ii. Conservators and curators and Professional occupations in art and culture: There are no positions currently in Kamloops that require this degree, and very few that require art experience of the type offered by the BFA program. Most of the community arts organization positions currently listed in Canada pay between \$18 and \$25 an hour and they are uncommon which implies that the organizations hire from their local networks without broad postings. There are more positions for curators, however most of the positions either require a graduate degree or are very broad in their degree requirements to including all visual and performing arts as well as the humanities programs.
- Due to the lack of flexibility in the program the program as written has limited career prospects outside of the above.

b) *BA, minor in visual arts*

- This program has the same identified further education pathways and is actually better aligned with the education and architecture directions than the BFA.
- This program has the same identified career pathways and also has additional flexibility based on the major taken.

- c) *Visual Arts Diploma*
 - The identified educational pathway for this program is to move to a BFA at another institution. It would be difficult to move from it to a Bachelor's degree outside of the visual arts from this diploma.
 - This program is designed primarily as artist training and fall into the self-employment pathway mentioned above.
 - d) *Visual Arts Studio Certificate*
 - The identified educational pathway for this program is to move to a BFA at another institution. It may also work to move to a BA with a minor in Visual Arts.
 - This program is designed primarily as artist training and fall into the self-employment pathway mentioned above.
- The pathways to further education include substantially more credits in studio arts than are required for those pathways, except for the minor in visual arts, but the employment outcomes from those pathways tend to be good and the work tends to be both decent and meaningful.
 - The pathways identified for careers lead to meaningful employment, but the specific programs have limited career opportunities that are not also available to other program graduates.
 - The direct to employment fields identified that prefer a visual arts program have limited or moderate employment outcomes and have limited access to decent employment.
 - The direct to employment fields identified that prefer a design or digital media program have good employment outcomes with better access to decent employment.

Employment outcomes

- a) *Bachelor of Fine Arts*
 - Self-employment tends to be very highly rated as meaningful employment, and the working conditions are determined by the success of the person working in it, which makes the decent conditions difficult to assess, however, the limited employment outcomes make this difficult to consider decent and meaningful work. Graphic designers, Photographers, and Producers, directors, choreographers and related occupations are more commonly filled by those with an undergraduate degree in design, graphic design, communications, and digital media.
 - Conservators and curators and Professional occupations in art and culture: There are no positions currently in Kamloops that require this degree, and very few that require art experience of the type offered by the BFA program. Most of the community arts organization positions currently listed in Canada pay between \$18 and \$25 an hour and they are uncommon which implies that

the organizations hire from their local networks without broad postings. There are more positions for curators, however most of the positions either require a graduate degree or are very broad in their degree requirements to including all visual and performing arts as well as the humanities programs.

- Due to the lack of flexibility in the program the program as written has limited career prospects outside of the above.
- According to the Baccalaureate Graduates Survey⁴, the median annual income over the four years for the 33 survey respondents was \$41,254. Respondents had an average unemployment rate of 10.7%, with 25 respondents employed at the time of the survey. The top occupations of the 25 employed graduates by National Occupation Classification Code include:

Occupation	Count	Percent
5136: Painters, sculptors and other visual artists	4	16%
Occupations slightly related to BFA	7	28%
Occupations not related to BFA	14	56%

b) *BA, minor in visual arts*

- The above directions are open to this minor but it also provides the flexibility of the major taken.

c) *Visual Arts Diploma*

- This program is designed primarily as artist training and fall into the self-employment pathway mentioned above.

d) *Visual Arts Studio Certificate*

- This program is designed primarily as artist training and fall into the self-employment pathway mentioned above.

General comments

- The pathways identified lead to meaningful employment, but the programs listed have limited career opportunities that are not also available to other program graduates.
- The direct to employment fields identified that prefer a visual arts program have limited or moderate employment outcomes and have limited access to decent employment.
- The direct to employment fields identified that prefer a design or digital media program have good employment outcomes with better access to decent employment.

⁴ The Baccalaureate Graduates Survey, funded by the Ministry of Post-Secondary Education and Future Skills, is conducted annually with graduates of BC's public post-secondary institutions who completed their bachelor's degree program two years prior to the survey. the TRU Bachelor of Fine Arts cohort consisted of 52 graduates, with 33 responding to the survey (a response rate of 63%).



BUDGET COMMITTEE OF SENATE (BCOS) NOVEMBER 2023 REPORT TO SENATE

The November 14, 2023 meeting of BCOS was chaired by Dr. Gillian Balfour.

The following items have come forward from BCOS for Senate's information:

For Information:

1. BCOS reviewed the budget submission for a proposal on behalf of the Bob Gaglardi School of Business and Economics to add a Business Law Minor to the Bachelor of Business Administration program. The proposal was put forward by Dr. Mike Henry, Dean of BGSOBE and Daniel Thompson, Teaching Professor. BCOS reported back to APPC that BCOS reviewed the submission and noted no concerns.

Motion passed at BCOS:

On motion duly made and adopted It was RESOLVED THAT BCOS will advise the chair of Senate that BCOS has duly consulted on the new proposed Business Law minor program and has noted no concerns.

2. BCOS reviewed the budget submission for a proposal on behalf of the Faculty of Science to condense the ARET diploma program from three years to two years. The proposal was put forward by Dr. Greg Anderson, Dean of Science and Dale Parkes, Senior Lecturer. BCOS reviewed the submission and noted no concerns. BCOS reported back to APPC that consultation was done.

Motion passed at BCOS:

On motion duly made and adopted it was RESOLVED THAT BCOS will advise the chair of Senate that BCOS has duly consulted on the proposed program modifications to the ARET diploma program and has noted no concerns.

3. G. Balfour, Chair, and Y. Laflamme, AVP Finance, introduced the 2024/2025 Budget Context for information purposes.
4. K. Hartt, Director of Finance, introduced the Q2 Forecast Review for information purposes.
5. G. Balfour introduced a Notice of Motion to increase international tuition and other fees. Management is recommending that international tuition and other fees increase by 5% for the 2024/25 academic year.

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 International Tuition Fee Increase Proposal as submitted. The motion was carried.

6. G. Balfour introduced a Notice of Motion to increase domestic tuition and other fees. Management is recommending that domestic tuition and other fees increase by 2% for the 2024/25 academic year as per 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 Domestic Tuition Fee Increase Proposal as submitted. The motion was carried.

The next BCOS meeting is scheduled for December 12, 2023.

Respectfully submitted on November 17, 2023, 2023 by:



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

EDUCATIONAL PROGRAMS COMMITTEE (EPC)
REPORT TO SENATE FOR NOVEMBER 2023

Based on the proceedings of the November 1, 2023 meeting of the Educational Programs Committee (EPC), the following approvals are reported to Senate for information purposes:

Program Modification

1. Police and Justice Studies Diploma

New Courses

1. POLI 3300 Moral & Political Philosophy
2. VISA 3850 Selected Topics in History and Theory (HTA)

Course Modifications

1. ADVG 1510 Flatwater Canoe Instructor
2. ADVG 2000 Expedition 1
3. ADVG 2230 Guide Training Skiing – Mechanized
4. ADVG 2510 Moving Water Canoe Instructor
5. ANTH 1210 Intro to Cultural Anthropology
6. ANTH 2140 Indigenous Peoples
7. ESAL 0308 Intermediate Pronunciation
8. ESAL 0364 Preparation for Standardized English Language Testing - Level 3
9. THTR 1110 Acting Appreciation
10. THTR 1210 Introduction to Acting
11. VISA 2130 A Survey of Modern Art 1(HTA)

Approved curricular changes can be viewed on CurricUNET at <https://www.curricunet.com/TRU/>

To access the approvals, hover over the “Search” tab and select “Course” or “Program.” Proposals can be accessed by entering the course subject acronym and number or program title. Select the “Active” version of the proposal (red text) and choose the “AF (All Fields)” report to view the full proposal document or the “CC (Comparison)” report to view what was modified. AF and CC report icons are located to the left of the proposal title.

Respectfully submitted on November 3, 2023 by



Shannon Smyrl, Chair, Educational Programs Committee

**Steering Committee
Report to Senate**

November 8th 2023

1. APPOINTMENTS TO COMMITTEES

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

a. Academic Integrity Committee

Faculty (2)

- **Robert Wielgoz**, Education and Social Work
- **Cesar Ortiz-Moya**, BGSOBE

b. University Sabbatical Leave Committee

Faculty (2)

- **Ryan Gauthier**, Law
- **Belayet Hossain**, BGSOBE

c. Student Success Committee

Faculty

- **Amy Tucker**, OL Division, BGSOBE

d. Qelmúcw Affairs Committee

Faculty

- **Robline Davey**, (2nd term), Student Development

e. Awards and Honours Committee

Dean

- **Douglas Booth**, (2nd term), Adventure, Culinary Arts and Tourism

f. International Affairs Committee

Dean

- **Richard McCutcheon**, Faculty of Arts

2. BUSINESS

a. SENATE BYLAWS- Recommended Revisions

The steering committee recommends that Senate approve the following changes to the TRU Senate bylaws and to Appendix A to Senate Bylaws under Article IX(2)(f). The changes reflect 3 main areas:

- i) Added wording to define and reference “Appointed Senate Members” throughout the documents. This adds clarity regarding absences from Senate and the ability to seek a replacement Senator, if necessary, as is already clearly defined for both Elected and Student Members.
- ii) Wording changes to Article IX(2)(f) regarding procedures for leaves of absence. The changes remove conflicting language involving the timeframes for leaves, which are inconsistent with Appendix A and restrict the ability of Senate to approve any leaves of absences for more than 3 months. This new language is more equitable and permits considerations for situations such as maternity and medical leaves (for example).
- iii) Using more inclusive language in regard to gender neutrality.

Please refer to the original (current), redline, and clean versions of the Senate Bylaw documents included below the report which outline these changes.

b. Academic Planning and Priorities Committee (APPC) – Terms of Reference, further Revisions.

The steering committee recommends that Senate approve the additional 3 changes to the Terms of Reference (ToR) for the APPC (to accompany the 4 changes already approved at the October Senate Meeting).

- i) Add the Director, Curriculum Development and Delivery, Open Learning to the list of Ex-officio non-voting members.
- ii) Add the Policy Specialist, Office of the Provost and Vice-President Academic to the list of Ex-officio non-voting members.
- iii) Update the title of Provost & Vice-President, Academic & Research to Provost & Vice-President, Academic, due to recent change in title.

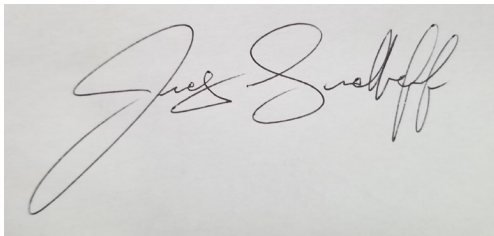
Please refer to the original (current), redline, and clean versions of the APPC ToR documents included below the report which outline these changes.

c. Faculty Senator Request for Leave of Absence from Senate

The Steering committee recommends that Senate approve a leave of absence from Senate for Faculty Senator, **Oleksandr (Sasha) Kondrashov**, for the remainder of his 1-year sabbatical term (Sept 2023- August 2024). Upon return,

Sasha Kondrashov would resume his role as Faculty Senator and complete his current (second) term serving on Senate, ending August 2025. We further recommend that Senate approves a replacement Senator to for the Faculty of Education and Support work (EDSW) which would serve to minimize any detraction of representation from that constituency. **Dr. Manu Sharma** was voted in as the replacement Senator by the EDSW Faculty council and is on standby for appointment pending Senate approval.

Respectfully submitted,

A handwritten signature in black ink on a light gray background. The signature is cursive and reads "James Sudhoff".

James Sudhoff, DVM
Chair, Steering Committee of Senate

Bylaws

Original Version

Last updated: June 12, 2023

ARTICLE I: INTERPRETATION

1. The *Thompson Rivers University Act* (the "Act") establishes the university council (hereinafter referred to as the "Senate").
2. Under section 9(1) of the Act, the Senate is required to establish bylaws for the conduct of the business of the Senate including bylaws specifying the duties of members of the Senate in conflict of interest situations. These Bylaws constitute the Bylaws required by the Act.
3. The Senate has:
 - a. advisory responsibilities on the development of educational policies for the matters designated under the Act;
 - b. the power and duty to set policies, criteria and curriculum for the matters designated under the Act;
 - c. the right to approve procedures established by the Board of Governors for the selection of candidates for President, Deans, Librarians, the Registrar and other such senior Academic Administrators as the Board may designate.
4. Where these Bylaws are at variance with the Act, the Act and all amendments to it shall take precedence.

ARTICLE II: DEFINITIONS

"Academic Administrator" means a dean, vice president or similar employee of the institution whose primary responsibility is to provide administrative services in support of education or training offered by the institution, and does not include the President;

"Act" means the *Thompson Rivers University Act* of the Province of British Columbia;

"Board" means the Board of Governors of the University;

"Faculty Member" means a person employed by the University as an instructor, a lecturer, an assistant professor, an associate professor, a professor or in an equivalent position designated by the Senate who is elected to the Senate;

"Non-Voting Member" means the non-voting Senate Member that may be appointed to the Senate by the Board pursuant to the Act;

"President" means the chief executive officer of the University;

"Registrar" means the registrar of the University;

"Related Person" means a spouse, child, parent or sibling of the Senate Member;

"Senate" means the University Council of the University as established by the Act;

"Senate Member" or **"Member"** means a member of the Senate including any Non-Voting Member;

"Student Member" means a student in good standing at the University who is elected to the Senate;

"Support Staff Member" means an employee of the University, other than a member of a faculty, a member of the teaching staff of the Open Learning Division, the Deans, the President, the Vice-Presidents, the Chief Librarian or the Registrar, who is elected to the Senate;

"University" means Thompson Rivers University.

ARTICLE III: COMPOSITION

The Senate is composed of the Members set out in the Act.

ARTICLE IV: POWERS AND ADVISORY ROLE

The powers and advisory role of the Senate are as set out in the Act.

ARTICLE V: ELECTION OF MEMBERS

The Registrar shall conduct the elections required with respect to Senate Members in accordance with the rules for nominations, elections and voting made by the Senate.

ARTICLE VI: TERMS AND VACANCIES

1. The term of office for Senate Members and the procedure for filling vacancies are as set out in the Act.
2. Senate Members conducting approved Senate business will be reimbursed for travel expenses according to the University's policies.

ARTICLE VII: CONFLICT OF INTEREST

1. Conflict of Interest Defined

- a. In general, a conflict of interest exists for Senate Members who use their position at the Senate to benefit themselves, friends or families.
- b. A Member should not use his or her position with the Senate to pursue or advance the Member's personal interests, the interests of a related person, the Member's business associate, corporation, union or partnership, or the interests of a person to whom the Member owes an obligation.
- c. A Senate Member shall not directly or indirectly benefit from a transaction with the University over which a Member can influence decisions made by the University.
- d. A Senate Member shall not take personal advantage of an opportunity available to the University unless the University has clearly and irrevocably decided against pursuing the opportunity, and the opportunity is also available to the public.

- e. A Senate Member shall not use his or her position with the Senate to solicit clients for the Senate Member's business, or a business operated by a close friend, business associate, corporation, union or partnership of the Member, or a person to whom the member owes an obligation.
- f. Every Senate Member shall avoid any situation in which there is, or may appear to be, potential conflict^[1] which could appear^[2] to interfere with the Member's judgment in making decisions in the University's best interest.
- g. There are several situations that could give rise to a conflict of interest. The most common are accepting gifts, favours or kickbacks from suppliers, close or family relationships with outside suppliers, passing confidential information to competitors or other interested parties or using privileged information inappropriately. The following are examples of the types of conduct and situations that can lead to a conflict of interest:
 - i. influencing the University to lease equipment from a business owned by the Senate Member's spouse;
 - ii. influencing the University to allocate funds to an institution where the Senate Member or his or her relative works or is involved;
 - iii. participating in a decision by the University to hire or promote a relative of the Senate Member;
 - iv. influencing the University to make all its travel arrangements through a travel agency owned by a relative of the Senate Member;
 - v. influencing or participating in a decision of the University that will directly or indirectly result in the Senate Member's own financial gain.
- h. A Senate Member shall fully disclose all circumstances that could conceivably be construed as conflict of interest.

2. Disclosure

- a. Full disclosure enables Senate Members to resolve unclear situations and gives an opportunity to dispose of conflicting interests before any difficulty can arise.
- b. A Senate Member shall, immediately upon becoming aware of a potential conflict of interest situation, disclose the conflict (preferably in writing) to the Senate Chair. This requirement exists even if the Member does not become aware of the conflict until after a transaction is complete.
- c. If a Senate Member is in doubt about whether a situation involves a conflict, the Member shall immediately seek the advice of the Senate Chair. If appropriate, the Senate may wish to seek advice from the University's legal counsel.
- d. Unless a Senate Member is otherwise directed, a Member shall immediately take steps to resolve the conflict or remove the suspicion that it exists.
- e. If a Senate Member is concerned that another Senate Member is in a conflict of interest situation, the member shall immediately bring his or her concern to the other member's attention and request that the conflict be declared. If the other Member refuses to declare the conflict, the Member shall immediately bring his or her concern to the attention of the Senate Chair. If there is a concern with the Senate Chair, the issue shall be referred to the Vice-Chair.
- f. A Senate Member shall disclose the nature and extent of any conflict at the first meeting of the Senate after which the facts leading to the conflict have to that Member's attention. After disclosing the conflict, the Member:

- i. shall not take part in the discussion of the matter or vote on any questions in respect of the matter (although the Member may be counted in the quorum present at the Senate meeting);
- ii. if the meeting is open to the public, may remain in the room, but shall not take part in that portion of the meeting during which the matter giving rise to the conflict is under discussion, and shall leave the room prior to any vote on the matter giving rise to the conflict;
- iii. shall, if the meeting is not open to the public, immediately leave the meeting and not return until all discussion and voting with respect to the matter giving rise to the conflict is completed; and
- iv. shall not attempt, in any way or at any time, to influence the discussion or the voting of the Senate on any question relating to the matter giving rise to the conflict.

3. Outside Business Interests

- a. Senate Members shall declare possible conflicting outside business activities at the time of election or appointment. Notwithstanding any outside activities, Senate Members are required to act in the best interest of the University.
- b. No Senate Member shall hold a significant financial interest, either directly or through a relative or associate, or hold or accept a position as an officer or director in an organization in a material relationship with the University, where by virtue of his or her position in the University, the Member could in any way benefit the other organization by influencing the purchasing, selling or other decisions of the University, unless that interest has been fully disclosed in writing to the University.
- c. A "significant financial interest" in this context is any interest substantial enough that decisions of the University could result in a personal gain for the Senate Member.
- d. Senate Members who have been selected to the Senate as a representative of a stakeholder group or region owe the same duties and loyalty to the University and when their duties conflict with the wishes of the stakeholder or constituent, their primary duty remains to act in the best interests of the University. In general, it is not considered a conflict of interest for a member of a broad group (i.e. students, employees, faculty) to vote on matters that will impact that group. However, conflict could reasonably be considered to exist for the following identified groups when considering these matters:
 - i. Decisions directly affecting a specific instructional program in which:
 - I. a Student Member is enrolled;
 - II. a Faculty Member or Support Staff Member is employed; or
 - III. the Senate Member has a Related Person enrolled or employed.
 - ii. Decisions related to labour negotiations and labour relations:
 - I. for Faculty Members and Support Staff Members;
 - II. for a Senate Member with a Related Person who holds a faculty or employee position at the University;
 - III. for a Senate Member with a Related Person who holds a position at another institution who could be seen to gain or benefit from information divulged on these matters.

4. Confidential Information

- a. Confidential information includes proprietary technical, business, financial, legal, or any other information that the University treats as confidential (including all matters discussed at in-camera meetings). Senate Members shall not either during, or following, their term as a Senate member, disclose such information to any outside person unless authorized.
- b. Similarly, Senate Members shall never disclose or use confidential information gained by virtue of their association with the University for personal gain, or to benefit friends, relatives or associates.
- c. If in doubt about what is considered confidential, a Senate Member shall seek guidance from the Senate Chair.

5. Outside Employment or Association

A Senate Member who accepts a position with any organization that could lead to a conflict of interest or situation prejudicial to the University's interests, shall discuss the implications of accepting such a position with the Senate Chair recognizing that acceptance of such a position might require the Member's resignation from the Senate.

6. Entertainment, Gifts, and Favours

- a. It is essential to fair business practices that all those who associate with the University, as suppliers or contractors, have access to the University on equal terms.
- b. Senate Members and members of their immediate families shall not accept entertainment, gifts or favours that create or appear to create a favoured position for doing business with the organization. Any firm offering such inducements shall be asked to cease.
- c. Similarly, no Senate Member shall offer or solicit gifts or favours in order to secure preferential treatment for themselves or the University.
- d. Under no circumstances shall Senate Members offer or receive cash, preferred loans, securities, or secret commissions in exchange for preferential treatment. Any Senate Member experiencing or witnessing such an offer shall report the incident to the Senate Chair immediately.
- e. Gifts and entertainment shall only be accepted or offered by a Senate Member in the normal exchanges common to established business relationships for the University. An exchange of such gifts shall create no sense of obligation on the part of the Member.
- f. Inappropriate gifts received by a Senate Member shall be returned to the donor.
- g. Full and immediate disclosure to the Senate Chair of borderline cases will always be taken as good-faith compliance with these standards.

7. Use of the Organization's Property

A Senate Member shall require the University's approval to use property owned by the University for personal purposes, or to purchase property from the University unless the purchase is made through the usual channels also available to the public. Even then, a Senate Member shall not purchase property owned by the University if that Senate Member is involved in an official capacity in some aspect of the sale or purchase.

8. Breach

A Senate Member found to have breached his or her duty by violating the minimum standards set out in these Bylaws may, by resolution of the Senate, be reprimanded or be asked to resign from the Senate.

ARTICLE VIII: STRUCTURE OF SENATE

1. Officers of Senate

- a. The Officers of Senate shall consist of the Chair, the Vice-Chair and the Secretary.
- b. The Chair of Senate is the President of the University.
- c. The Vice-Chair of Senate shall be elected each year by secret ballot by and from the Senate Members other than the Non-Voting Member.
- d. In accordance with the Act, the Secretary of the Senate is the Registrar.
- e. The University's legal counsel shall act as parliamentarian to the Senate.

2. Duties of the Officers and Members of Senate

- a. Duties of the Chair:
 - i. to call meetings of the Senate as provided in these Bylaws and in the Act;
 - ii. to ensure that an agenda is prepared and distributed for each meeting as provided in these Bylaws;
 - iii. to preside over all meetings of the Senate;
 - iv. to execute documents as authorized by the Senate;
 - v. maintain a liaison with the Board;
 - vi. to be the spokesperson and representative of the Senate;
 - vii. to perform such other duties as determined by the Senate.
- b. The Vice-Chair shall fulfill the duties of the Chair in his/her absence, and shall assist the Chair in the performance of her/his duties.
- c. The Secretary and his/her staff shall be responsible for:
 - i. maintaining an up-to-date record of minutes (which record shall be available for reference to all members of the University community upon request);
 - ii. maintaining a current list of Senate Members, appointment dates and terms;
 - iii. issuing a copy of these Bylaws to newly elected Senate Members;
 - iv. circulating the agenda and materials for meetings at least seven (7) calendar days prior to a regular Senate meeting;
 - v. distributing the minutes of meetings to members of the University community.
- d. Each Senate Member has a duty to:
 - i. act in what the Member considers to be the best interest of the University even if that conflicts with the wishes of any constituency that the Member may represent on the Senate; and
 - ii. consult with any constituency the member may represent and communicate to such constituency the matters dealt with at the Senate that are relevant to that constituency.

ARTICLE IX: SENATE ADMINISTRATION AND OPERATIONS

1. Regular and Special Meetings

- a. Regular meetings of the Senate shall normally be held monthly, except in July and August.
- b. A special meeting of the Senate shall be called at a time designated by the Chair, following a petition signed by one-half of the sitting Senate Members. The notice for any special meeting shall clearly specify the purpose of the meeting and shall be given at least seven calendar days before the meeting.
- c. Special meetings may be called by the Chair at any time upon seven calendar days' notice.
- d. At a special meeting, only the matter (or matters) specified in the notice convening the meeting shall be considered.

2. Procedures

- a. If a Non-Voting Member is appointed to the Senate by the Board, that Member may not initiate or second motions, nor may their presence be used to establish quorum.
- b. A quorum for Senate, or a committee of Senate, shall consist of a simple majority of voting Members. If within a half an hour from the time appointed for a meeting of the Senate, or a committee of Senate, a quorum is not present, the meeting shall stand adjourned to a date and time and place to be determined by the Chair, and if, at the adjourned meeting, a quorum is not present within a half an hour of the time appointed for the meeting, the Members present shall be a quorum.
- c. A Senate Member may participate in a meeting of the Senate or of any committee of the Senate by means of a conference telephone or other communication device by which all Members participating in the meeting can hear each other. A member participating in accordance with this Article shall be deemed to be present at the meeting and shall be counted in the quorum.
- d. The meetings of Senate and its Committees shall be governed by:
 - i. the Act;
 - ii. these Bylaws and;
 - iii. Robert's Rules of Order Newly Revised with respect to procedural matters not governed by the Act or these Bylaws,
- e. Each voting Member shall have one vote on a motion. Decisions shall be made by majority vote of the voting Members present at the meeting who cast a vote. The names of those opposed shall not be recorded unless a Member requests that they be recorded. Provided, however, that matters before the Qelmúcw Affairs Committee, and other committees designated by Senate from time to time, will proceed with consensus.
- f. Any elected Member of Senate or elected or appointed member of a Committee of Senate may be granted a leave of absence by a resolution of the Senate or the Committee, as the case may be, for up to three consecutive ordinary meetings of the Senate or the Committee. Any such Member who is absent for three consecutive meetings, without a resolution of the Senate or the Committee, as the case may be, authorizing that absence shall be deemed to have vacated his/her seat on the Senate or Committee, as the case may be. Any Student Member who ceases to be a student in good standing at the University, or any Support Staff Member who ceases to be an employee of the University, or any Faculty Member who

ceases to be an employee of the University, shall be deemed to have vacated his/her seat on the Senate and any Committee of Senate on which the individual sits. (*For Guidelines Concerning Representation on Senate, see Appendix A*)

- g. For each motion or amendment, the Chair shall develop a speakers list. A Senate Member may speak a second time on a motion or amendment only after the Chair has exhausted the list of first-time speakers. The mover of a motion or amendment shall have the final opportunity to speak.
- h. Proposed presentations to Senate by particular groups or individuals are to be approved at an earlier meeting of Senate.
- i. If a proposed presentation to Senate does not have Senate approval from a previous meeting then approval must be sought prior to the presenters joining the meeting.
- j. Standing or Ad Hoc Committees must submit written reports to the recording secretary at least ten (10) calendar days prior to a scheduled Senate meeting.
- k. Suggestions for agenda items will be received by the Chair from any Senate Member at least ten (10) working days prior to a scheduled Senate meeting.
- l. It is expected that items presented to Senate or its committees will normally have been vetted or screened by the appropriate faculty or administrative body prior to being presented to Senate.
- m. All matters referred by Senate to its standing committees should usually include instructions to address specific questions and to make recommendations within a specified time frame to Senate.

3. Presentations

Written presentations to the Senate by members of the University community are to be delivered to the recording secretary of the Senate at least 10 calendar days before the scheduled meeting at which the presentation is to be made.

4. Minutes and Records

The Secretary and her/his staff shall maintain an official repository of Senate records and documents.

ARTICLE X: AMENDMENTS AND REVISION OF BYLAWS

Bylaw amendments shall be approved by a majority of Senate Members after at least 14 days notice of any proposed amendment has been given by Notice of Motion published by the recording secretary of the Senate.

ARTICLE XI: THE STATUS OF OBSERVERS

1. Senate and committee meetings, with the exception of the Student Academic Appeals Committee, shall be open to the University community and members of the public.
2. Notwithstanding Subsection (1) of this Article, if a topic or topics on the agenda contain material that is deemed private or confidential, the Chair shall have the

right to require those matters to be dealt with in camera and such matters will be confidential.

ARTICLE XII: COMMITTEES

The Senate shall appoint such standing and ad hoc committees as it, from time to time, shall determine necessary and the Senate shall determine the membership, the method of appointment or electing members, and the Terms of Reference to said committees.

Approved by the Senate:
Roger H. Barnsley, President & Vice-Chancellor
Senate Chair

Date: February 27, 2006

[1] "*conflict*" means a conflict of interest or apparent conflict of interest.

[2] "*apparent*" conflict of interest means any situation where it would appear to a reasonable person that the Member is in a conflict of interest situation.

Guidelines Concerning Representation on Senate Appendix A to Senate Bylaws under Article IX(2)(f)

Under the *Thompson Rivers University Act*, the Senate is composed of 44 voting members who represent various constituencies within the University. The representation of these constituencies is a key goal of the way Senate membership is structured. From time to time, Senate may have concern with respect to whether a particular constituency is being adequately represented, e.g. due to a Senate member's absence. These Guidelines seek to provide guidance with respect to such concerns.

1. Absence from Senate

There are 28 elected Senate members representing: faculties, students, teaching staff in the Open Learning Division and support staff.

When a Senate member is absent from Senate, the constituency that that member is supposed to represent is being represented less than is intended by legislation. Under Article IX of the Senate's bylaws, an elected Senate member who is absent for 3 consecutive ordinary meetings of Senate, without a resolution of Senate authorising that absence, is deemed to have vacated his/her seat.

Senate members are expected to submit their request for absence from Senate to the Steering Committee in writing. In determining whether to authorise a leave of absence, the Steering Committee will make a recommendation to Senate based on the established guidelines of intended constituency representation on Senate.

In the case of a request by a faculty member for leave of absence, the Steering Committee should seek a recommendation from the relevant Faculty Council and would normally accept the recommendation in determining whether to grant a leave of absence.

In considering a request for a leave of absence for Senate members who are not faculty members, the focus should not be normally on the reason for the absence, as this would involve engaging in an exercise of assessing which reasons justify a leave of absence and which do not. The focus should be primarily on the impact there would be on the representation of the relevant constituency if it did, or did not, authorise the leave of absence. This will usually entail a consideration of whether there is another qualified representative who could represent the relevant constituency sooner than the incumbent would return to Senate.

To be fair to their constituents, elected members of Senate who expect to be absent from Senate for more than 3 consecutive ordinary meetings, normally should promptly seek a leave of absence, or resign their seat, rather than allowing their seat to be vacant for 3 meetings before it is deemed to be vacated and then, subsequently, filled.

When a vacancy is filled after a Senate member has resigned or vacated his/her seat, the new Senate member holds office during the balance of the term of the member she/he replaces.

Example:

Senate member A (who is not a faculty member) recognizes that he will be out of the country for a semester and unable to attend Senate meetings, even by telephone. This would mean he would miss 3 or more consecutive ordinary meetings of Senate and be deemed to have vacated his seat, unless he secured an authorized leave of absence from Senate. In this case, Member A should notify the Secretary of Senate of the expected absence; if he wanted to seek a leave of absence from Senate he would ask a colleague on Senate to request a leave of absence for Member A. If such a request were to be made to Senate, Senate would be primarily concerned with seeing the relevant constituency gets the representation intended for it on Senate. In doing this, Senate would take into account that, if Senate did not grant the leave of absence, a vacancy would arise and, under the Election Procedures approved by Senate, a vacancy in respect of an elected member is to be filled by the candidate from the constituency who received the next highest number of votes in the most recent election. Accordingly, in this example, Senate would ascertain whether there had been another candidate for the relevant seat in the last election, and if so, Senate should normally enquire whether that other candidate was prepared to assume a seat in Senate if member A ceased being a member. If the other candidate was prepared to do so, Senate would normally decline to authorize a leave of absence for Member A. To do otherwise would leave a constituency under-represented when there was a qualified representative able to represent the constituency. This is an example only; the guiding principle should normally be whether granting the

leave of absence would enhance or detract from the representation of the relevant constituency on Senate.

2. Release and Secondment

Of the four types of constituencies represented on Senate by elected members (faculties, students, teaching staff of the Open Learning Division and support staff), three are represented on Senate by Senate members who are employees of the University.

These representatives may, from time to time, be released from their usual employment duties or be seconded (including being re-assigned) to other duties. Elected Senate members should keep the Secretary of Senate advised of any significant secondment or release.

In such cases, Senate should be concerned with regard to whether the Senate member still represents her/his constituency as contemplated by the legislation. The guiding concern for Senate will be the extent to which the Senate member will be engaged in activities other than those directly related to the constituency. This will normally involve a consideration of: (i) the proportion of the member's time that he/she will be away from the constituency; and (ii) the length of time the member will be away from the constituency.

Usually, if a member will be engaged in duties directly related to the constituency for 50% or more of the member's time in any academic year, the member will be considered to continue to represent her/his constituency. In each case Senate will have to consider whether the secondment or release results in the member being engaged in activities other than those "directly related to the constituency" based on the specific facts of that secondment or release.

If Senate concludes that a member, due to release or secondment, has ceased to represent his/her constituency, Senate would normally advise the member of that conclusion. Once a member ceases representing a constituency, it would normally not be appropriate for the member to attend Senate on behalf of that constituency. The Senate member would then be absent for the period of the secondment or release. If this absence were to continue for 3 months, the considerations set out above with respect to Absence from Senate would apply with regard to whether the member should seek, or be granted, a leave of absence.

In circumstance where a Senate member is seconded or released from his/her regular duties, but the extent of that secondment or release does not result in the member being deemed to have ceased to represent his/her constituency, the member could still be placed in a conflict of interest on some issues before Senate due to the secondment or release, and, in this event, the Conflict of Interest provisions of the Senate Bylaws would apply.

3. Students

It is also possible for student representatives on Senate to cease representing their constituency, i.e. the students. The Senate Bylaws provide that any student who ceases to be "a student in good standing at the University" shall be deemed to have vacated his/her on Senate. Under the Election Procedures approved by Senate, a "student" is defined to be a person who is enrolled in at least one credit course or program at the University (at the commencement of nominations) which is of sufficient length to allow the student to complete his/her one year term of office. Accordingly, Senate considers that, to be in "good standing", the student must be actively engaged in pursuing his/her education at the University and not be suspended from the University. If a Senate member elected as a student ceases being a student in good standing for a period of time, it would not be appropriate for that person to attend Senate during the period when she/he is not a student; under these circumstances the considerations set out above with respect to Absence from Senate would apply with regard to whether the Student member should be granted a leave of absence.

Last updated: June 12, 2023

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1. The *Thompson Rivers University Act* (the "Act") establishes the university council (hereinafter referred to as the "Senate").
2. Under section 9(1) of the Act, the Senate is required to establish bylaws for the conduct of the business of the Senate including bylaws specifying the duties of members of the Senate in conflict of interest situations. These Bylaws constitute the Bylaws required by the Act.
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 - a. advisory responsibilities on the development of educational policies for the matters designated under the Act;
 - b. the power and duty to set policies, criteria and curriculum for the matters designated under the Act;
 - c. the right to approve procedures established by the Board of Governors for the selection of candidates for President, Deans, Librarians, the Registrar and other such senior Academic Administrators as the Board may designate.
4. Where these Bylaws are at variance with the Act, the Act and all amendments to it shall take precedence.

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"Act" means the *Thompson Rivers University Act* of the Province of British Columbia;

"Appointed Member" means an alumni member who is not a faculty member and is appointed to Senate by the President on nomination by TRU Alumni, or an administrator from the Open Learning Division that has been appointed to Senate by the President.

"Board" means the Board of Governors of the University;

"Faculty Member" means a person employed by the University as an instructor, a lecturer, an assistant professor, an associate professor, a professor or in an equivalent position designated by the Senate who is elected to the Senate;

"Non-Voting Member" means the non-voting Senate Member that may be appointed to the Senate by the Board pursuant to the Act;

"President" means the chief executive officer of the University;

"Registrar" means the registrar of the University;

"Related Person" means a spouse, child, parent or sibling of the Senate Member;

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"Senate Member" or **"Member"** means a member of the Senate including any Non-Voting Member;

"Student Member" means a student in good standing at the University who is elected to the Senate;

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- b. A Member should not use ~~his or her~~ **their** position with the Senate to pursue or advance the Member's personal interests, the interests of a related person, the Member's business associate, corporation, union or partnership, or the interests of a person to whom the Member owes an obligation.
- c. A Senate Member shall not directly or indirectly benefit from a transaction with the University over which a Member can influence decisions made by the University.

- d. A Senate Member shall not take personal advantage of an opportunity available to the University unless the University has clearly and irrevocably decided against pursuing the opportunity, and the opportunity is also available to the public.
- e. A Senate Member shall not use ~~his or her~~ **their** position with the Senate to solicit clients for the Senate Member's business, or a business operated by a close friend, business associate, corporation, union or partnership of the Member, or a person to whom the member owes an obligation.
- f. Every Senate Member shall avoid any situation in which there is, or may appear to be, potential conflict^[1] which could appear^[2] to interfere with the Member's judgment in making decisions in the University's best interest.
- g. There are several situations that could give rise to a conflict of interest. The most common are accepting gifts, favours or kickbacks from suppliers, close or family relationships with outside suppliers, passing confidential information to competitors or other interested parties or using privileged information inappropriately. The following are examples of the types of conduct and situations that can lead to a conflict of interest:
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 - ii. influencing the University to allocate funds to an institution where the Senate Member or his or her relative works or is involved;
 - iii. participating in a decision by the University to hire or promote a relative of the Senate Member;
 - iv. influencing the University to make all its travel arrangements through a travel agency owned by a relative of the Senate Member;
 - v. influencing or participating in a decision of the University that will directly or indirectly result in the Senate Member's own financial gain.
- h. A Senate Member shall fully disclose all circumstances that could conceivably be construed as conflict of interest.

2. Disclosure

- a. Full disclosure enables Senate Members to resolve unclear situations and gives an opportunity to dispose of conflicting interests before any difficulty can arise.
- b. A Senate Member shall, immediately upon becoming aware of a potential conflict of interest situation, disclose the conflict (preferably in writing) to the Senate Chair. This requirement exists even if the Member does not become aware of the conflict until after a transaction is complete.
- c. If a Senate Member is in doubt about whether a situation involves a conflict, the Member shall immediately seek the advice of the Senate Chair. If appropriate, the Senate may wish to seek advice from the University's legal counsel.
- d. Unless a Senate Member is otherwise directed, a Member shall immediately take steps to resolve the conflict or remove the suspicion that it exists.
- e. If a Senate Member is concerned that another Senate Member is in a conflict of interest situation, the member shall immediately bring ~~his or her~~ **their** concern to the other member's attention and request that the conflict be declared. If the other Member refuses to declare the conflict, the Member

shall immediately bring ~~his or her~~ their concern to the attention of the Senate Chair. If there is a concern with the Senate Chair, the issue shall be referred to the Vice-Chair.

- f. A Senate Member shall disclose the nature and extent of any conflict at the first meeting of the Senate after which the facts leading to the conflict have to that Member's attention. After disclosing the conflict, the Member:
 - i. shall not take part in the discussion of the matter or vote on any questions in respect of the matter (although the Member may be counted in the quorum present at the Senate meeting);
 - ii. if the meeting is open to the public, may remain in the room, but shall not take part in that portion of the meeting during which the matter giving rise to the conflict is under discussion, and shall leave the room prior to any vote on the matter giving rise to the conflict;
 - iii. shall, if the meeting is not open to the public, immediately leave the meeting and not return until all discussion and voting with respect to the matter giving rise to the conflict is completed; and
 - iv. shall not attempt, in any way or at any time, to influence the discussion or the voting of the Senate on any question relating to the matter giving rise to the conflict.

3. Outside Business Interests

- a. Senate Members shall declare possible conflicting outside business activities at the time of election or appointment. Notwithstanding any outside activities, Senate Members are required to act in the best interest of the University.
- b. No Senate Member shall hold a significant financial interest, either directly or through a relative or associate, or hold or accept a position as an officer or director in an organization in a material relationship with the University, where by virtue of ~~his or her~~ their position in the University, the Member could in any way benefit the other organization by influencing the purchasing, selling or other decisions of the University, unless that interest has been fully disclosed in writing to the University.
- c. A "significant financial interest" in this context is any interest substantial enough that decisions of the University could result in a personal gain for the Senate Member.
- d. Senate Members who have been selected to the Senate as a representative of a stakeholder group or region owe the same duties and loyalty to the University and when their duties conflict with the wishes of the stakeholder or constituent, their primary duty remains to act in the best interests of the University. In general, it is not considered a conflict of interest for a member of a broad group (i.e. students, employees, faculty, ~~alumni~~) to vote on matters that will impact that group. However, conflict could reasonably be considered to exist for the following identified groups when considering these matters:
 - i. Decisions directly affecting a specific instructional program in which:
 - I. a Student Member is enrolled;
 - II. a Faculty Member, ~~or~~ Support Staff Member, or **Appointed Member** is employed; or

- III. the Senate Member has a Related Person enrolled or employed.
- ii. Decisions related to labour negotiations and labour relations:
 - I. for Faculty Members, ~~and~~ Support Staff Members, and **Appointed Members**;
 - II. for a Senate Member with a Related Person who holds a faculty, ~~or~~ employee ~~position~~, or **appointed position** at the University;
 - III. for a Senate Member with a Related Person who holds a position at another institution who could be seen to gain or benefit from information divulged on these matters.

4. Confidential Information

- a. Confidential information includes proprietary technical, business, financial, legal, or any other information that the University treats as confidential (including all matters discussed at in-camera meetings). Senate Members shall not either during, or following, their term as a Senate member, disclose such information to any outside person unless authorized.
- b. Similarly, Senate Members shall never disclose or use confidential information gained by virtue of their association with the University for personal gain, or to benefit friends, relatives or associates.
- c. If in doubt about what is considered confidential, a Senate Member shall seek guidance from the Senate Chair.

5. Outside Employment or Association

A Senate Member who accepts a position with any organization that could lead to a conflict of interest or situation prejudicial to the University's interests, shall discuss the implications of accepting such a position with the Senate Chair recognizing that acceptance of such a position might require the Member's resignation from the Senate.

6. Entertainment, Gifts, and Favours

- a. It is essential to fair business practices that all those who associate with the University, as suppliers or contractors, have access to the University on equal terms.
- b. Senate Members and members of their immediate families shall not accept entertainment, gifts or favours that create or appear to create a favoured position for doing business with the organization. Any firm offering such inducements shall be asked to cease.
- c. Similarly, no Senate Member shall offer or solicit gifts or favours in order to secure preferential treatment for themselves or the University.
- d. Under no circumstances shall Senate Members offer or receive cash, preferred loans, securities, or secret commissions in exchange for preferential treatment. Any Senate Member experiencing or witnessing such an offer shall report the incident to the Senate Chair immediately.
- e. Gifts and entertainment shall only be accepted or offered by a Senate Member in the normal exchanges common to established business relationships for the University. An exchange of such gifts shall create no sense of obligation on the part of the Member.

- f. Inappropriate gifts received by a Senate Member shall be returned to the donor.
- g. Full and immediate disclosure to the Senate Chair of borderline cases will always be taken as good-faith compliance with these standards.

7. Use of the Organization's Property

A Senate Member shall require the University's approval to use property owned by the University for personal purposes, or to purchase property from the University unless the purchase is made through the usual channels also available to the public. Even then, a Senate Member shall not purchase property owned by the University if that Senate Member is involved in an official capacity in some aspect of the sale or purchase.

8. Breach

A Senate Member found to have breached ~~his or her~~ their duty by violating the minimum standards set out in these Bylaws may, by resolution of the Senate, be reprimanded or be asked to resign from the Senate.

ARTICLE VIII: STRUCTURE OF SENATE

1. Officers of Senate

- a. The Officers of Senate shall consist of the Chair, the Vice-Chair and the Secretary.
- b. The Chair of Senate is the President of the University.
- c. The Vice-Chair of Senate shall be elected each year by secret ballot by and from the Senate Members other than the Non-Voting Member.
- d. In accordance with the Act, the Secretary of the Senate is the Registrar.
- e. The University's legal counsel shall act as parliamentarian to the Senate.

2. Duties of the Officers and Members of Senate

- a. Duties of the Chair:
 - i. to call meetings of the Senate as provided in these Bylaws and in the Act;
 - ii. to ensure that an agenda is prepared and distributed for each meeting as provided in these Bylaws;
 - iii. to preside over all meetings of the Senate;
 - iv. to execute documents as authorized by the Senate;
 - v. maintain a liaison with the Board;
 - vi. to be the spokesperson and representative of the Senate;
 - vii. to perform such other duties as determined by the Senate.
- b. The Vice-Chair shall fulfill the duties of the Chair in ~~his/her~~ their absence, and shall assist the Chair in the performance of ~~her/his~~ their duties.
- c. The Secretary and ~~his/her~~ their staff shall be responsible for:
 - i. maintaining an up-to-date record of minutes (which record shall be available for reference to all members of the University community upon request);

- ii. maintaining a current list of Senate Members, appointment dates and terms;
 - iii. issuing a copy of these Bylaws to newly elected Senate Members;
 - iv. circulating the agenda and materials for meetings at least seven (7) calendar days prior to a regular Senate meeting;
 - v. distributing the minutes of meetings to members of the University community.
- d. Each Senate Member has a duty to:
- i. act in what the Member considers to be the best interest of the University even if that conflicts with the wishes of any constituency that the Member may represent on the Senate; and
 - ii. consult with any constituency the member may represent and communicate to such constituency the matters dealt with at the Senate that are relevant to that constituency.

ARTICLE IX: SENATE ADMINISTRATION AND OPERATIONS

1. Regular and Special Meetings

- a. Regular meetings of the Senate shall normally be held monthly, except in July and August.
- b. A special meeting of the Senate shall be called at a time designated by the Chair, following a petition signed by one-half of the sitting Senate Members. The notice for any special meeting shall clearly specify the purpose of the meeting and shall be given at least seven calendar days before the meeting.
- c. Special meetings may be called by the Chair at any time upon seven calendar days' notice.
- d. At a special meeting, only the matter (or matters) specified in the notice convening the meeting shall be considered.

2. Procedures

- a. If a Non-Voting Member is appointed to the Senate by the Board, that Member may not initiate or second motions, nor may their presence be used to establish quorum.
- b. A quorum for Senate, or a committee of Senate, shall consist of a simple majority of voting Members. If within a half an hour from the time appointed for a meeting of the Senate, or a committee of Senate, a quorum is not present, the meeting shall stand adjourned to a date and time and place to be determined by the Chair, and if, at the adjourned meeting, a quorum is not present within a half an hour of the time appointed for the meeting, the Members present shall be a quorum.
- c. A Senate Member may participate in a meeting of the Senate or of any committee of the Senate by means of a conference telephone or other communication device by which all Members participating in the meeting can hear each other. A member participating in accordance with this Article shall be deemed to be present at the meeting and shall be counted in the quorum.
- d. The meetings of Senate and its Committees shall be governed by:

- i. the Act;
 - ii. these Bylaws and;
 - iii. Robert's Rules of Order Newly Revised with respect to procedural matters not governed by the Act or these Bylaws,
- e. Each voting Member shall have one vote on a motion. Decisions shall be made by majority vote of the voting Members present at the meeting who cast a vote. The names of those opposed shall not be recorded unless a Member requests that they be recorded. Provided, however, that matters before the Qelmúcw Affairs Committee, and other committees designated by Senate from time to time, will proceed with consensus.
- f. Any elected **or appointed** Member of Senate or elected or appointed member of a Committee of Senate may be granted a leave of absence by a resolution of the Senate or the Committee, as the case may be, for ~~up to three consecutive ordinary meetings of the Senate or the Committee~~ an amount of time less than the remainder of the Member's current term. A Member's term on Senate or Committee of Senate is not extended by the granting of a leave of absence. Any such Member who is absent for three consecutive meetings, without a resolution of the Senate or the Committee, as the case may be, authorizing that absence shall be deemed to have vacated ~~his/her~~ **their** seat on the Senate or Committee, as the case may be. Any Student Member who ceases to be a student in good standing at the University, or any Support Staff Member who ceases to be an employee of the University, or any Faculty Member who ceases to be an employee of the University, **or any Appointed Member that ceases to represent their constituency** shall be deemed to have vacated his/her seat on the Senate and any Committee of Senate on which the individual sits. *(For Guidelines Concerning Representation on Senate, see Appendix A)*
- g. For each motion or amendment, the Chair shall develop a speakers list. A Senate Member may speak a second time on a motion or amendment only after the Chair has exhausted the list of first-time speakers. The mover of a motion or amendment shall have the final opportunity to speak.
- h. Proposed presentations to Senate by particular groups or individuals are to be approved at an earlier meeting of Senate.
- i. If a proposed presentation to Senate does not have Senate approval from a previous meeting then approval must be sought prior to the presenters joining the meeting.
- j. Standing or Ad Hoc Committees must submit written reports to the recording secretary at least ten (10) calendar days prior to a scheduled Senate meeting.
- k. Suggestions for agenda items will be received by the Chair from any Senate Member at least ten (10) working days prior to a scheduled Senate meeting.
- l. It is expected that items presented to Senate or its committees will normally have been vetted or screened by the appropriate faculty or administrative body prior to being presented to Senate.
- m. All matters referred by Senate to its standing committees should usually include instructions to address specific questions and to make recommendations within a specified time frame to Senate.

3. Presentations

Written presentations to the Senate by members of the University community are to be delivered to the recording secretary of the Senate at least 10 calendar days before the scheduled meeting at which the presentation is to be made.

4. Minutes and Records

The Secretary and ~~her/his~~ their staff shall maintain an official repository of Senate records and documents.

ARTICLE X: AMENDMENTS AND REVISION OF BYLAWS

Bylaw amendments shall be approved by a majority of Senate Members after at least 14 days notice of any proposed amendment has been given by Notice of Motion published by the recording secretary of the Senate.

ARTICLE XI: THE STATUS OF OBSERVERS

1. Senate and committee meetings, with the exception of the Student Academic Appeals Committee, shall be open to the University community and members of the public.
2. Notwithstanding Subsection (1) of this Article, if a topic or topics on the agenda contain material that is deemed private or confidential, the Chair shall have the right to require those matters to be dealt with in camera and such matters will be confidential.

ARTICLE XII: COMMITTEES

The Senate shall appoint such standing and ad hoc committees as it, from time to time, shall determine necessary and the Senate shall determine the membership, the method of appointment or electing members, and the Terms of Reference to said committees.

Approved by the Senate:
Roger H. Barnsley, President & Vice-Chancellor
Senate Chair

Date: February 27, 2006

[1] "*conflict*" means a conflict of interest or apparent conflict of interest.

[2] "*apparent*" conflict of interest means any situation where it would appear to a reasonable person that the Member is in a conflict of interest situation.

Division shall be a voting member(s) of the Council.

Guidelines Concerning Representation on Senate Appendix A to Senate Bylaws under Article IX(2)(f)

Under the *Thompson Rivers University Act*, the Senate is composed of 44 voting members who represent various constituencies within the University. The representation of these constituencies is a key goal of the way Senate membership is structured. From time to time, Senate may have concern with respect to whether a particular constituency is being adequately represented, e.g. due to a Senate member's absence. These Guidelines seek to provide guidance with respect to such concerns.

1. Absence from Senate

There are 28 elected Senate members representing: faculties, students, teaching staff in the Open Learning Division and support staff. **There are two appointed Senate members representing: TRU Alumni and an administrator from the Open Learning Division.**

When a Senate member is absent from Senate, the constituency that that member is supposed to represent is being represented less than is intended by legislation. Under Article IX of the Senate's bylaws, an elected Senate member who is absent for 3 consecutive ordinary meetings of Senate, without a resolution of Senate authorising that absence, is deemed to have vacated **his/her their** seat.

Senate members are expected to submit their request for absence from Senate to the Steering Committee in writing. In determining whether to authorise a leave of absence, the Steering Committee will make a recommendation to Senate based on the established guidelines of intended constituency representation on Senate.

In the case of a request by a faculty member for leave of absence, the Steering Committee should seek a recommendation from the relevant Faculty Council and would normally accept the recommendation in determining whether to grant a leave of absence.

In considering a request for a leave of absence for Senate members who are not faculty members, the focus should not be normally on the reason for the absence, as this would involve engaging in an exercise of assessing which reasons justify a leave of absence and which do not. The focus should be primarily on the impact there would be on the representation of the relevant constituency if it did, or did not, authorise the leave of absence. This will usually entail a consideration of whether there is another qualified representative who could represent the relevant constituency sooner than the incumbent would return to Senate.

To be fair to their constituents, elected **and appointed** members of Senate who expect to be absent from Senate for more than 3 consecutive ordinary meetings, normally should promptly seek a leave of absence, or resign their seat, rather than allowing their seat to be vacant for 3 meetings before it is deemed to be vacated and then, subsequently, filled.

When a vacancy is filled after a Senate member has resigned or vacated ~~his/her~~ ~~their~~ seat, the new Senate member holds office during the balance of the term of the member ~~she/he~~ ~~they~~ replaces.

Example:

Senate member A (who is not a faculty member) recognizes that ~~he~~ ~~they~~ will be out of the country for a semester and unable to attend Senate meetings, even by telephone. This would mean ~~he~~ ~~they~~ would miss 3 or more consecutive ordinary meetings of Senate and be deemed to have vacated ~~his~~ ~~their~~ seat, unless ~~he~~ ~~they~~ secured an authorized leave of absence from Senate. In this case, Member A should notify the Secretary of Senate of the expected absence; if ~~he~~ ~~they~~ wanted to seek a leave of absence from Senate ~~he~~ ~~they~~ would ask a colleague on Senate to request a leave of absence for Member A. If such a request were to be made to Senate, Senate would be primarily concerned with seeing the relevant constituency gets the representation intended for it on Senate. In doing this, Senate would take into account that, if Senate did not grant the leave of absence, a vacancy would arise and, under the Election Procedures approved by Senate, a vacancy in respect of an elected member is to be filled by the candidate from the constituency who received the next highest number of votes in the most recent election. Accordingly, in this example, Senate would ascertain whether there had been another candidate for the relevant seat in the last election, and if so, Senate should normally enquire whether that other candidate was prepared to assume a seat in Senate if member A ceased being a member. If the other candidate was prepared to do so, Senate would normally decline to authorize a leave of absence for Member A. To do otherwise would leave a constituency under-represented when there was a qualified representative able to represent the constituency. This is an example only; the guiding principle should normally be whether granting the leave of absence would enhance or detract from the representation of the relevant constituency on Senate.

2. Release and Secondment

Of the four types of constituencies represented on Senate by elected members (faculties, students, teaching staff of the Open Learning Division and support staff), three are represented on Senate by Senate members who are employees of the University.

These representatives may, from time to time, be released from their usual employment duties or be seconded (including being re-assigned) to other duties. Elected Senate members should keep the Secretary of Senate advised of any significant secondment or release.

In such cases, Senate should be concerned with regard to whether the Senate member still represents ~~her/his~~ ~~their~~ constituency as contemplated by the legislation. The guiding concern for Senate will be the extent to which the Senate member will be engaged in activities other than those directly related to the constituency. This will normally involve a consideration of: (i) the proportion of the

member's time that ~~he/she~~ they will be away from the constituency; and (ii) the length of time the member will be away from the constituency.

Usually, if a member will be engaged in duties directly related to the constituency for 50% or more of the member's time in any academic year, the member will be considered to continue to represent ~~her/his~~ their constituency. In each case Senate will have to consider whether the secondment or release results in the member being engaged in activities other than those "directly related to the constituency" based on the specific facts of that secondment or release.

If Senate concludes that a member, due to release or secondment, has ceased to represent ~~his/her~~ their constituency, Senate would normally advise the member of that conclusion. Once a member ceases representing a constituency, it would normally not be appropriate for the member to attend Senate on behalf of that constituency. The Senate member would then be absent for the period of the secondment or release. If this absence were to continue for 3 months, the considerations set out above with respect to Absence from Senate would apply with regard to whether the member should seek, or be granted, a leave of absence.

In circumstance where a Senate member is seconded or released from ~~his/her~~ their regular duties, but the extent of that secondment or release does not result in the member being deemed to have ceased to represent ~~his/her~~ their constituency, the member could still be placed in a conflict of interest on some issues before Senate due to the secondment or release, and, in this event, the Conflict of Interest provisions of the Senate Bylaws would apply.

3. **Students**

It is ~~also~~ possible for student representatives on Senate to cease representing their constituency, i.e., the students. The Senate Bylaws provide that any student who ceases to be "a student in good standing at the University" shall be deemed to have vacated ~~his/her~~ their seat on Senate. Under the Election Procedures approved by Senate, a "student" is defined to be a person who is enrolled in at least one credit course or program at the University (at the commencement of nominations) which is of sufficient length to allow the student to complete ~~his/her~~ their one year term of office. Accordingly, Senate considers that, to be in "good standing", the student must be actively engaged in pursuing ~~his/her~~ their education at the University and not be suspended from the University. If a Senate member elected as a student ceases being a student in good standing for a period of time, it would not be appropriate for that person to attend Senate during the period when ~~she/he is~~ they are not a student; under these circumstances the considerations set out above with respect to Absence from Senate would apply with regard to whether the Student member should be granted a leave of absence.

4. **Appointed Members.**

It is also possible for Appointed Members on Senate to cease representing their constituency, i.e., the Alumni Member or the Open Learning Division Administrator

Member. Under the University Act, an “alumni” member is an alumnus who is not a faculty member and is appointed by the President on nomination by TRU Alumni. An “administrator from the Open Learning Division” is an administrator that has been appointed by the President. If Senate concludes that an Appointed Member ceases to represent their constituency, then it would not be appropriate for the member to attend Senate on behalf of that constituency. If this absence were to continue for 3 months, the considerations set out for other voting Senators with respect to absence from Senate would apply, and the Appointed Member shall be deemed to have vacated their seat on Senate unless that member has sought or was granted a leave of absence.

Last updated: June 12, 2023

ARTICLE I: INTERPRETATION

1. The *Thompson Rivers University Act* (the "Act") establishes the university council (hereinafter referred to as the "Senate").
2. Under section 9(1) of the Act, the Senate is required to establish bylaws for the conduct of the business of the Senate including bylaws specifying the duties of members of the Senate in conflict of interest situations. These Bylaws constitute the Bylaws required by the Act.
3. The Senate has:
 - a. advisory responsibilities on the development of educational policies for the matters designated under the Act;
 - b. the power and duty to set policies, criteria and curriculum for the matters designated under the Act;
 - c. the right to approve procedures established by the Board of Governors for the selection of candidates for President, Deans, Librarians, the Registrar and other such senior Academic Administrators as the Board may designate.
4. Where these Bylaws are at variance with the Act, the Act and all amendments to it shall take precedence.

ARTICLE II: DEFINITIONS

"Academic Administrator" means a dean, vice president or similar employee of the institution whose primary responsibility is to provide administrative services in support of education or training offered by the institution, and does not include the President;

"Act" means the *Thompson Rivers University Act* of the Province of British Columbia;

"Appointed Member" means an alumni member who is not a faculty member and is appointed to Senate by the President on nomination by TRU Alumni, or an administrator from the Open Learning Division that has been appointed to Senate by the President.

"Board" means the Board of Governors of the University;

"Faculty Member" means a person employed by the University as an instructor, a lecturer, an assistant professor, an associate professor, a professor or in an equivalent position designated by the Senate who is elected to the Senate;

"Non-Voting Member" means the non-voting Senate Member that may be appointed to the Senate by the Board pursuant to the Act;

"President" means the chief executive officer of the University;

"Registrar" means the registrar of the University;

"Related Person" means a spouse, child, parent or sibling of the Senate Member;

"Senate" means the University Council of the University as established by the Act;

"Senate Member" or **"Member"** means a member of the Senate including any Non-Voting Member;

"Student Member" means a student in good standing at the University who is elected to the Senate;

"Support Staff Member" means an employee of the University, other than a member of a faculty, a member of the teaching staff of the Open Learning Division, the Deans, the President, the Vice-Presidents, the Chief Librarian or the Registrar, who is elected to the Senate;

"University" means Thompson Rivers University.

ARTICLE III: COMPOSITION

The Senate is composed of the Members set out in the Act.

ARTICLE IV: POWERS AND ADVISORY ROLE

The powers and advisory role of the Senate are as set out in the Act.

ARTICLE V: ELECTION OF MEMBERS

The Registrar shall conduct the elections required with respect to Senate Members in accordance with the rules for nominations, elections and voting made by the Senate.

ARTICLE VI: TERMS AND VACANCIES

1. The term of office for Senate Members and the procedure for filling vacancies are as set out in the Act.
2. Senate Members conducting approved Senate business will be reimbursed for travel expenses according to the University's policies.

ARTICLE VII: CONFLICT OF INTEREST

1. Conflict of Interest Defined

- a. In general, a conflict of interest exists for Senate Members who use their position at the Senate to benefit themselves, friends or families.
- b. A Member should not use their position with the Senate to pursue or advance the Member's personal interests, the interests of a related person, the Member's business associate, corporation, union or partnership, or the interests of a person to whom the Member owes an obligation.
- c. A Senate Member shall not directly or indirectly benefit from a transaction with the University over which a Member can influence decisions made by the University.

- d. A Senate Member shall not take personal advantage of an opportunity available to the University unless the University has clearly and irrevocably decided against pursuing the opportunity, and the opportunity is also available to the public.
- e. A Senate Member shall not use their position with the Senate to solicit clients for the Senate Member's business, or a business operated by a close friend, business associate, corporation, union or partnership of the Member, or a person to whom the member owes an obligation.
- f. Every Senate Member shall avoid any situation in which there is, or may appear to be, potential conflict^[1] which could appear^[2] to interfere with the Member's judgment in making decisions in the University's best interest.
- g. There are several situations that could give rise to a conflict of interest. The most common are accepting gifts, favours or kickbacks from suppliers, close or family relationships with outside suppliers, passing confidential information to competitors or other interested parties or using privileged information inappropriately. The following are examples of the types of conduct and situations that can lead to a conflict of interest:
 - i. influencing the University to lease equipment from a business owned by the Senate Member's spouse;
 - ii. influencing the University to allocate funds to an institution where the Senate Member or his or her relative works or is involved;
 - iii. participating in a decision by the University to hire or promote a relative of the Senate Member;
 - iv. influencing the University to make all its travel arrangements through a travel agency owned by a relative of the Senate Member;
 - v. influencing or participating in a decision of the University that will directly or indirectly result in the Senate Member's own financial gain.
- h. A Senate Member shall fully disclose all circumstances that could conceivably be construed as conflict of interest.

2. Disclosure

- a. Full disclosure enables Senate Members to resolve unclear situations and gives an opportunity to dispose of conflicting interests before any difficulty can arise.
- b. A Senate Member shall, immediately upon becoming aware of a potential conflict of interest situation, disclose the conflict (preferably in writing) to the Senate Chair. This requirement exists even if the Member does not become aware of the conflict until after a transaction is complete.
- c. If a Senate Member is in doubt about whether a situation involves a conflict, the Member shall immediately seek the advice of the Senate Chair. If appropriate, the Senate may wish to seek advice from the University's legal counsel.
- d. Unless a Senate Member is otherwise directed, a Member shall immediately take steps to resolve the conflict or remove the suspicion that it exists.
- e. If a Senate Member is concerned that another Senate Member is in a conflict of interest situation, the member shall immediately bring their concern to the other member's attention and request that the conflict be declared. If the other Member refuses to declare the conflict, the Member shall

immediately bring their concern to the attention of the Senate Chair. If there is a concern with the Senate Chair, the issue shall be referred to the Vice-Chair.

- f. A Senate Member shall disclose the nature and extent of any conflict at the first meeting of the Senate after which the facts leading to the conflict have to that Member's attention. After disclosing the conflict, the Member:
 - i. shall not take part in the discussion of the matter or vote on any questions in respect of the matter (although the Member may be counted in the quorum present at the Senate meeting);
 - ii. if the meeting is open to the public, may remain in the room, but shall not take part in that portion of the meeting during which the matter giving rise to the conflict is under discussion, and shall leave the room prior to any vote on the matter giving rise to the conflict;
 - iii. shall, if the meeting is not open to the public, immediately leave the meeting and not return until all discussion and voting with respect to the matter giving rise to the conflict is completed; and
 - iv. shall not attempt, in any way or at any time, to influence the discussion or the voting of the Senate on any question relating to the matter giving rise to the conflict.

3. Outside Business Interests

- a. Senate Members shall declare possible conflicting outside business activities at the time of election or appointment. Notwithstanding any outside activities, Senate Members are required to act in the best interest of the University.
- b. No Senate Member shall hold a significant financial interest, either directly or through a relative or associate, or hold or accept a position as an officer or director in an organization in a material relationship with the University, where by virtue of their position in the University, the Member could in any way benefit the other organization by influencing the purchasing, selling or other decisions of the University, unless that interest has been fully disclosed in writing to the University.
- c. A "significant financial interest" in this context is any interest substantial enough that decisions of the University could result in a personal gain for the Senate Member.
- d. Senate Members who have been selected to the Senate as a representative of a stakeholder group or region owe the same duties and loyalty to the University and when their duties conflict with the wishes of the stakeholder or constituent, their primary duty remains to act in the best interests of the University. In general, it is not considered a conflict of interest for a member of a broad group (i.e. students, employees, faculty, alumni) to vote on matters that will impact that group. However, conflict could reasonably be considered to exist for the following identified groups when considering these matters:
 - i. Decisions directly affecting a specific instructional program in which:
 - I. a Student Member is enrolled;
 - II. a Faculty Member, Support Staff Member, or Appointed Member is employed; or

- III. the Senate Member has a Related Person enrolled or employed.
- ii. Decisions related to labour negotiations and labour relations:
 - I. for Faculty Members, Support Staff Members, and Appointed Members;
 - II. for a Senate Member with a Related Person who holds a faculty, employee, or appointed position at the University;
 - III. for a Senate Member with a Related Person who holds a position at another institution who could be seen to gain or benefit from information divulged on these matters.

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- b. Similarly, Senate Members shall never disclose or use confidential information gained by virtue of their association with the University for personal gain, or to benefit friends, relatives or associates.
- c. If in doubt about what is considered confidential, a Senate Member shall seek guidance from the Senate Chair.

5. Outside Employment or Association

A Senate Member who accepts a position with any organization that could lead to a conflict of interest or situation prejudicial to the University's interests, shall discuss the implications of accepting such a position with the Senate Chair recognizing that acceptance of such a position might require the Member's resignation from the Senate.

6. Entertainment, Gifts, and Favours

- a. It is essential to fair business practices that all those who associate with the University, as suppliers or contractors, have access to the University on equal terms.
- b. Senate Members and members of their immediate families shall not accept entertainment, gifts or favours that create or appear to create a favoured position for doing business with the organization. Any firm offering such inducements shall be asked to cease.
- c. Similarly, no Senate Member shall offer or solicit gifts or favours in order to secure preferential treatment for themselves or the University.
- d. Under no circumstances shall Senate Members offer or receive cash, preferred loans, securities, or secret commissions in exchange for preferential treatment. Any Senate Member experiencing or witnessing such an offer shall report the incident to the Senate Chair immediately.
- e. Gifts and entertainment shall only be accepted or offered by a Senate Member in the normal exchanges common to established business relationships for the University. An exchange of such gifts shall create no sense of obligation on the part of the Member.

- f. Inappropriate gifts received by a Senate Member shall be returned to the donor.
- g. Full and immediate disclosure to the Senate Chair of borderline cases will always be taken as good-faith compliance with these standards.

7. Use of the Organization's Property

A Senate Member shall require the University's approval to use property owned by the University for personal purposes, or to purchase property from the University unless the purchase is made through the usual channels also available to the public. Even then, a Senate Member shall not purchase property owned by the University if that Senate Member is involved in an official capacity in some aspect of the sale or purchase.

8. Breach

A Senate Member found to have breached their duty by violating the minimum standards set out in these Bylaws may, by resolution of the Senate, be reprimanded or be asked to resign from the Senate.

ARTICLE VIII: STRUCTURE OF SENATE

1. Officers of Senate

- a. The Officers of Senate shall consist of the Chair, the Vice-Chair and the Secretary.
- b. The Chair of Senate is the President of the University.
- c. The Vice-Chair of Senate shall be elected each year by secret ballot by and from the Senate Members other than the Non-Voting Member.
- d. In accordance with the Act, the Secretary of the Senate is the Registrar.
- e. The University's legal counsel shall act as parliamentarian to the Senate.

2. Duties of the Officers and Members of Senate

- a. Duties of the Chair:
 - i. to call meetings of the Senate as provided in these Bylaws and in the Act;
 - ii. to ensure that an agenda is prepared and distributed for each meeting as provided in these Bylaws;
 - iii. to preside over all meetings of the Senate;
 - iv. to execute documents as authorized by the Senate;
 - v. maintain a liaison with the Board;
 - vi. to be the spokesperson and representative of the Senate;
 - vii. to perform such other duties as determined by the Senate.
- b. The Vice-Chair shall fulfill the duties of the Chair in their absence, and shall assist the Chair in the performance of their duties.
- c. The Secretary and their staff shall be responsible for:
 - i. maintaining an up-to-date record of minutes (which record shall be available for reference to all members of the University community upon request);

- ii. maintaining a current list of Senate Members, appointment dates and terms;
 - iii. issuing a copy of these Bylaws to newly elected Senate Members;
 - iv. circulating the agenda and materials for meetings at least seven (7) calendar days prior to a regular Senate meeting;
 - v. distributing the minutes of meetings to members of the University community.
- d. Each Senate Member has a duty to:
- i. act in what the Member considers to be the best interest of the University even if that conflicts with the wishes of any constituency that the Member may represent on the Senate; and
 - ii. consult with any constituency the member may represent and communicate to such constituency the matters dealt with at the Senate that are relevant to that constituency.

ARTICLE IX: SENATE ADMINISTRATION AND OPERATIONS

1. Regular and Special Meetings

- a. Regular meetings of the Senate shall normally be held monthly, except in July and August.
- b. A special meeting of the Senate shall be called at a time designated by the Chair, following a petition signed by one-half of the sitting Senate Members. The notice for any special meeting shall clearly specify the purpose of the meeting and shall be given at least seven calendar days before the meeting.
- c. Special meetings may be called by the Chair at any time upon seven calendar days' notice.
- d. At a special meeting, only the matter (or matters) specified in the notice convening the meeting shall be considered.

2. Procedures

- a. If a Non-Voting Member is appointed to the Senate by the Board, that Member may not initiate or second motions, nor may their presence be used to establish quorum.
- b. A quorum for Senate, or a committee of Senate, shall consist of a simple majority of voting Members. If within a half an hour from the time appointed for a meeting of the Senate, or a committee of Senate, a quorum is not present, the meeting shall stand adjourned to a date and time and place to be determined by the Chair, and if, at the adjourned meeting, a quorum is not present within a half an hour of the time appointed for the meeting, the Members present shall be a quorum.
- c. A Senate Member may participate in a meeting of the Senate or of any committee of the Senate by means of a conference telephone or other communication device by which all Members participating in the meeting can hear each other. A member participating in accordance with this Article shall be deemed to be present at the meeting and shall be counted in the quorum.
- d. The meetings of Senate and its Committees shall be governed by:

- i. the Act;
 - ii. these Bylaws and;
 - iii. Robert's Rules of Order Newly Revised with respect to procedural matters not governed by the Act or these Bylaws,
- e. Each voting Member shall have one vote on a motion. Decisions shall be made by majority vote of the voting Members present at the meeting who cast a vote. The names of those opposed shall not be recorded unless a Member requests that they be recorded. Provided, however, that matters before the Qelmúcw Affairs Committee, and other committees designated by Senate from time to time, will proceed with consensus.
- f. Any elected or appointed Member of Senate or elected or appointed member of a Committee of Senate may be granted a leave of absence by a resolution of the Senate or the Committee, as the case may be, for an amount of time less than the remainder of the Member's current term. A Member's term on Senate or Committee of Senate is not extended by the granting of a leave of absence. Any such Member who is absent for three consecutive meetings, without a resolution of the Senate or the Committee, as the case may be, authorizing that absence shall be deemed to have vacated their seat on the Senate or Committee, as the case may be. Any Student Member who ceases to be a student in good standing at the University, or any Support Staff Member who ceases to be an employee of the University, or any Faculty Member who ceases to be an employee of the University, or any Appointed Member that ceases to represent their constituency shall be deemed to have vacated his/her seat on the Senate and any Committee of Senate on which the individual sits. (*For Guidelines Concerning Representation on Senate, see Appendix A*)
- g. For each motion or amendment, the Chair shall develop a speakers list. A Senate Member may speak a second time on a motion or amendment only after the Chair has exhausted the list of first-time speakers. The mover of a motion or amendment shall have the final opportunity to speak.
- h. Proposed presentations to Senate by particular groups or individuals are to be approved at an earlier meeting of Senate.
- i. If a proposed presentation to Senate does not have Senate approval from a previous meeting then approval must be sought prior to the presenters joining the meeting.
- j. Standing or Ad Hoc Committees must submit written reports to the recording secretary at least ten (10) calendar days prior to a scheduled Senate meeting.
- k. Suggestions for agenda items will be received by the Chair from any Senate Member at least ten (10) working days prior to a scheduled Senate meeting.
- l. It is expected that items presented to Senate or its committees will normally have been vetted or screened by the appropriate faculty or administrative body prior to being presented to Senate.
- m. All matters referred by Senate to its standing committees should usually include instructions to address specific questions and to make recommendations within a specified time frame to Senate.

3. **Presentations**

Written presentations to the Senate by members of the University community are to be delivered to the recording secretary of the Senate at least 10 calendar days before the scheduled meeting at which the presentation is to be made.

4. **Minutes and Records**

The Secretary and their staff shall maintain an official repository of Senate records and documents.

ARTICLE X: AMENDMENTS AND REVISION OF BYLAWS

Bylaw amendments shall be approved by a majority of Senate Members after at least 14 days notice of any proposed amendment has been given by Notice of Motion published by the recording secretary of the Senate.

ARTICLE XI: THE STATUS OF OBSERVERS

1. Senate and committee meetings, with the exception of the Student Academic Appeals Committee, shall be open to the University community and members of the public.
2. Notwithstanding Subsection (1) of this Article, if a topic or topics on the agenda contain material that is deemed private or confidential, the Chair shall have the right to require those matters to be dealt with in camera and such matters will be confidential.

ARTICLE XII: COMMITTEES

The Senate shall appoint such standing and ad hoc committees as it, from time to time, shall determine necessary and the Senate shall determine the membership, the method of appointment or electing members, and the Terms of Reference to said committees.

Approved by the Senate:
Roger H. Barnsley, President & Vice-Chancellor
Senate Chair

Date: February 27, 2006

[1] "*conflict*" means a conflict of interest or apparent conflict of interest.

[2] "*apparent*" conflict of interest means any situation where it would appear to a reasonable person that the Member is in a conflict of interest situation.

Division shall be a voting member(s) of the Council.

Guidelines Concerning Representation on Senate Appendix A to Senate Bylaws under Article IX(2)(f)

Under the *Thompson Rivers University Act*, the Senate is composed of 44 voting members who represent various constituencies within the University. The representation of these constituencies is a key goal of the way Senate membership is structured. From time to time, Senate may have concern with respect to whether a particular constituency is being adequately represented, e.g. due to a Senate member's absence. These Guidelines seek to provide guidance with respect to such concerns.

1. Absence from Senate

There are 28 elected Senate members representing: faculties, students, teaching staff in the Open Learning Division and support staff. There are two appointed Senate members representing: TRU Alumni and an administrator from the Open Learning Division.

When a Senate member is absent from Senate, the constituency that that member is supposed to represent is being represented less than is intended by legislation. Under Article IX of the Senate's bylaws, an elected Senate member who is absent for 3 consecutive ordinary meetings of Senate, without a resolution of Senate authorising that absence, is deemed to have vacated their seat.

Senate members are expected to submit their request for absence from Senate to the Steering Committee in writing. In determining whether to authorise a leave of absence, the Steering Committee will make a recommendation to Senate based on the established guidelines of intended constituency representation on Senate.

In the case of a request by a faculty member for leave of absence, the Steering Committee should seek a recommendation from the relevant Faculty Council and would normally accept the recommendation in determining whether to grant a leave of absence.

In considering a request for a leave of absence for Senate members who are not faculty members, the focus should not be normally on the reason for the absence, as this would involve engaging in an exercise of assessing which reasons justify a leave of absence and which do not. The focus should be primarily on the impact there would be on the representation of the relevant constituency if it did, or did not, authorise the leave of absence. This will usually entail a consideration of whether there is another qualified representative who could represent the relevant constituency sooner than the incumbent would return to Senate.

To be fair to their constituents, elected and appointed members of Senate who expect to be absent from Senate for more than 3 consecutive ordinary meetings, normally should promptly seek a leave of absence, or resign their seat, rather than allowing their seat to be vacant for 3 meetings before it is deemed to be vacated and then, subsequently, filled.

When a vacancy is filled after a Senate member has resigned or vacated their seat, the new Senate member holds office during the balance of the term of the member they replace.

Example:

Senate member A (who is not a faculty member) recognizes that they will be out of the country for a semester and unable to attend Senate meetings, even by telephone. This would mean they would miss 3 or more consecutive ordinary meetings of Senate and be deemed to have vacated their seat, unless they secured an authorized leave of absence from Senate. In this case, Member A should notify the Secretary of Senate of the expected absence; if they wanted to seek a leave of absence from Senate they would ask a colleague on Senate to request a leave of absence for Member A. If such a request were to be made to Senate, Senate would be primarily concerned with seeing the relevant constituency gets the representation intended for it on Senate. In doing this, Senate would take into account that, if Senate did not grant the leave of absence, a vacancy would arise and, under the Election Procedures approved by Senate, a vacancy in respect of an elected member is to be filled by the candidate from the constituency who received the next highest number of votes in the most recent election. Accordingly, in this example, Senate would ascertain whether there had been another candidate for the relevant seat in the last election, and if so, Senate should normally enquire whether that other candidate was prepared to assume a seat in Senate if member A ceased being a member. If the other candidate was prepared to do so, Senate would normally decline to authorize a leave of absence for Member A. To do otherwise would leave a constituency under-represented when there was a qualified representative able to represent the constituency. This is an example only; the guiding principle should normally be whether granting the leave of absence would enhance or detract from the representation of the relevant constituency on Senate.

2. Release and Secondment

Of the four types of constituencies represented on Senate by elected members (faculties, students, teaching staff of the Open Learning Division and support staff), three are represented on Senate by Senate members who are employees of the University.

These representatives may, from time to time, be released from their usual employment duties or be seconded (including being re-assigned) to other duties. Elected Senate members should keep the Secretary of Senate advised of any significant secondment or release.

In such cases, Senate should be concerned with regard to whether the Senate member still represents their constituency as contemplated by the legislation. The guiding concern for Senate will be the extent to which the Senate member will be engaged in activities other than those directly related to the constituency. This will normally involve a consideration of: (i) the proportion of the member's time that

they will be away from the constituency; and (ii) the length of time the member will be away from the constituency.

Usually, if a member will be engaged in duties directly related to the constituency for 50% or more of the member's time in any academic year, the member will be considered to continue to represent their constituency. In each case Senate will have to consider whether the secondment or release results in the member being engaged in activities other than those "directly related to the constituency" based on the specific facts of that secondment or release.

If Senate concludes that a member, due to release or secondment, has ceased to represent their constituency, Senate would normally advise the member of that conclusion. Once a member ceases representing a constituency, it would normally not be appropriate for the member to attend Senate on behalf of that constituency. The Senate member would then be absent for the period of the secondment or release. If this absence were to continue for 3 months, the considerations set out above with respect to Absence from Senate would apply with regard to whether the member should seek, or be granted, a leave of absence.

In circumstance where a Senate member is seconded or released from their regular duties, but the extent of that secondment or release does not result in the member being deemed to have ceased to represent their constituency, the member could still be placed in a conflict of interest on some issues before Senate due to the secondment or release, and, in this event, the Conflict of Interest provisions of the Senate Bylaws would apply.

3. Students

It is possible for student representatives on Senate to cease representing their constituency, i.e., the students. The Senate Bylaws provide that any student who ceases to be "a student in good standing at the University" shall be deemed to have vacated their seat on Senate. Under the Election Procedures approved by Senate, a "student" is defined to be a person who is enrolled in at least one credit course or program at the University (at the commencement of nominations) which is of sufficient length to allow the student to complete their one year term of office. Accordingly, Senate considers that, to be in "good standing", the student must be actively engaged in pursuing their education at the University and not be suspended from the University. If a Senate member elected as a student ceases being a student in good standing for a period of time, it would not be appropriate for that person to attend Senate during the period when they are not a student; under these circumstances the considerations set out above with respect to Absence from Senate would apply with regard to whether the Student member should be granted a leave of absence.

4. Appointed Members.

It is also possible for Appointed Members on Senate to cease representing their constituency, i.e., the Alumni Member or the Open Learning Division Administrator

Member. Under the University Act, an “alumni” member is an alumnus who is not a faculty member and is appointed by the President on nomination by TRU Alumni. An “administrator from the Open Learning Division” is an administrator that has been appointed by the President. If Senate concludes that an Appointed Member ceases to represent their constituency, then it would not be appropriate for the member to attend Senate on behalf of that constituency. If this absence were to continue for 3 months, the considerations set out for other voting Senators with respect to absence from Senate would apply, and the Appointed Member shall be deemed to have vacated their seat on Senate unless that member has sought or was granted a leave of absence.



ACADEMIC PLANNING AND PRIORITIES COMMITTEE OF SENATE (APPC)

TERMS OF REFERENCE

COMPOSITION

Chair:

- Provost & Vice-President, Academic (ex officio, voting)

Voting Members:

- Chair of TRU Senate
- Chairs of the following standing committees of Senate: Budget, Educational Programs, Research, and Graduate Studies
- Five (5) additional members of Senate, approved by Senate, two (2) of whom must be Deans and two (2) of whom must be faculty members selected to ensure that the composition of the Committee reflects the diversity of disciplines at the University
- One (1) Open Learning faculty member approved by Senate
- One (1) Faculty member approved by Senate
- One (1) staff member approved by Senate
- Two (2) undergraduate students nominated by TRUSU and appointed by the Senate Steering Committee
- One (1) graduate student nominated by TRUSU and appointed by the Senate Steering Committee
- Vice-President, Research

Ex Officio Non-Voting Members:

- Vice-President, International
- Associate Vice-President, Strategic Enrolment & University Registrar
- Executive Director, Indigenous Education
- Director, Centre for Excellence in Learning and Teaching (CELT)

RESPONSIBILITIES

- Advise Senate on the mission statement and the educational goals, objectives, strategies and priorities of the University
- Following consultation with the Educational Programs Committee or the Graduate Studies Committee (as appropriate) and the Budget Committee, advise Senate on Category III changes
- Following consultation with the Educational Programs Committee or the Graduate Studies Committee (as appropriate) and the Budget Committee, advise

Senate on the priorities for implementation of new programs leading to certificates, diplomas and degrees

- Following consultation with the Educational Programs Committee or the Graduate Studies Committee (as appropriate) and the Budget Committee, advise Senate on the establishment or discontinuance of Faculties, Schools, Divisions and Departments of the University
- Following consultation with the Research Committee and the Budget Committee, advise Senate on the establishment, revision or discontinuance of research centres, institutes, and research chairs and professorships, and other research-related matters requiring Senate approval
- Following consultation with other relevant standing committees, review and advise Senate on the terms of affiliation, articulation and other contractual agreements with other post-secondary institutions
- Following consultation with the Educational Programs Committee or the Graduate Studies Committee (as appropriate), the Budget Committee, and any other relevant standing committees, advise Senate on the number of students that may be accommodated by the university and policies for enrolment management
- Advise Senate on policies and processes for the development, review, implementation and communication of educational plans that support the priorities of the University
- Advise the Budget Committee of Senate on the academic priorities for the allocation of funds
- Review the reports and recommendations of the Educational Programs Committee and the Graduate Studies Committee (as appropriate) and advise Senate on actions
- Establish such sub-committees as needed to fulfil the Committee's responsibilities
- Review TRU's general education model and Institutional Learning Outcomes at least once every seven (7) years and advise Senate on actions resulting from the review (Initial Review date: Fall 2028)
- Other duties as assigned by Senate



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- Provost ~~and~~ Vice-President, Academic, ~~(Ex-officio, voting)~~

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- Deleted: <#>Associate
- Deleted: <#>& CEO Global Operations, TRU World

Ex-officio Non-Voting Members:

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- Associate Vice-President, Strategic Enrolment & University Registrar
- Executive Director, Indigenous Education
- ~~Director, Curriculum Development and Delivery, Open Learning~~
- ~~Director, Centre for Excellence in Learning and Teaching (CELT)~~
- ~~Policy Specialist, Office of the Provost and Vice-President, Academic,~~

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Senate International Affairs Committee November 2023 Report to Senate

The Senate International Affairs Committee generally meets every other month from September to May. Since the last report to Senate in May 2023, the Senate International Affairs Committee met on the following dates:

- May 25, 2023
- August 4, 2023 (Extraordinary Meeting)
- September 28 2023

Strategic Internationalization Plan

SIAC formed a working group to develop a process document to guide the development of a Strategic Internationalization Plan. The process was presented in draft form in May 2023 for feedback. In August 2023 SIAC held an extraordinary meeting to seek endorsement of the process. On a motion duly made and seconded, SIAC endorsed the process planning document. This will form the roadmap for the work of developing an institutional internationalization plan over the next year.

Intercultural Understanding Working Group of SIAC/Qelmúcw

The 2022-23 Mission Fulfillment results were shared. The subcommittee continues to refine the indicators and look to formalize a more research-intensive approach including a mixed method analysis of the indicators.

SIAC shared feedback on the findings and approach, with faculty members offering to disseminate survey tools in the future.

Respectfully submitted
Baihua Chadwick
Chair, Senate International Affairs Committee

Resolutions for Next Senate Meeting

Craig Jones <Cjones@tru.ca>

Wed 10/25/2023 8:39 AM

To: Secretariat <secretariat@tru.ca>

[Redacted content]

📎 1 attachments (15 KB)

Proposed Resolutions For November Meeting of the TRU Senate.docx;

Dear Secretariat,

Please find attached the text of three resolutions I ask to be placed on the Agenda for consideration at the next meeting of Senate.

Thank you as always for your assistance.

CEJ

Craig E. Jones, K.C., BGS, LL.B., LL.M.
Professor of Law, Thompson Rivers University
Mobile/Text: (250) 318-0973

Note: to contact me with respect to my legal counsel work, including as General Counsel to the Premier, please use my law firm email account cjones@branmac.com.

Proposed Resolutions For Next Meeting of the TRU Senate

1. RESOLVED that the Chair of Senate shall write to the Chair of Board of Governors to say that Senate will not be in a position to provide any advice to the Board in accordance with its duty set out in Section 10 of the *Thompson Rivers University Act* related to any proposed closures of Visual Arts programs until it has received from the Board of Governors a written request for advice which sets out, at minimum, a concise list of the programs whose termination or reduction is sought and, in the case of a proposed program reduction, the nature and extent of the proposed reduction.
2. RESOLVED that, upon receiving a written request from the Board of Governors for its advice with respect to Visual Arts program closures, and not before, the Chair of Senate shall request a presentation, in accordance with BRD 8-4 Guideline VI.2, from the Academic Planning and Priorities Committee that will permit it “to obtain a more complete picture of impacts from the proposed reductions or eliminations” with respect to each of the programs identified by the Board as being programs whose termination or reduction is sought (“Identified Programs”). In accordance with Policy BRD 8-4, this request to the APPC will seek information and advice with respect to each Identified Program on (a) educational losses; (b) expected financial and other resource savings; and (c) possible alternative actions for cost reduction.
3. RESOLVED that consideration or further consideration of Senate’s advice to the Board of Governors regarding any proposed closures or reductions of Visual Arts programs is adjourned until:
 1. Senate has received from the Board of Governors a written notice of intent to proceed pursuant to Guideline I of BRD 8-4, setting out a concise list of the programs whose termination or reduction is sought (“Identified Programs”) and, in the case of a proposed program reduction, the nature and extent of the proposed reduction;
 2. Senate has received a written request for advice from the Board of Governors with respect to each of the Identified Programs;
 3. Senate has received from APPC information and advice with respect to each Identified Program on (a) educational losses; (b) expected financial and other resource savings; and (c) alternative actions for cost reduction; and
 4. Senate is satisfied that, with respect to each of the Identified Programs,
 - A) An opportunity has been provided for “written input from any person or group” pursuant to BRD 8-4 Guideline V; and
 - B) A special meeting has been held in accordance with BRD 8-4 Guideline VI, and in particular that invitations to speak at that special meeting have been extended to stakeholders in each Identified Program including a. students taking the program, b. faculty delivering the program, c. administration responsible for the program, d. external groups such as alumni, the community, or First Nations.

To: Senate
From: Michael Bluhm, AVP Enrolment Services and University Registrar
Date: November 7, 2023
Subject: **Thompson Rivers University Fall 2023 Election Results**

Fall 2023 election results for positions on the Board of Governors, the University Senate, and the Planning Council for Open Learning are as follows:

BOARD OF GOVERNORS

Two (2) Faculty representatives for the appointment term January 1, 2024, to December 31, 2026.

Nominees

Hasnat Dewan	Elected	73 votes
Dian Henderson	Elected	57 votes
David Carter		46 votes
Franklin Sayre		40 votes

One (1) Non-faculty representative for the appointment term January 1, 2024, to December 31, 2026.

Nominees

Cindy Ozouf	Elected	95 votes
Rita (Hodge) Leone		77 votes
Jasmine Haskell		22 votes

SENATE

A by-election for one (1) Student representative to fill the balance of the appointment term, September 1, 2023, to August 31, 2024.

Nominees

Bhavish Malhotra	Elected	130 votes
Bala Palakollu		114 votes
Yash Kaushik		108 votes
Harshini Padala		108 votes
Priyanka Rane		41 votes
Rohini Ranganatha		21 votes

Two (2) Faculty representatives for the appointment term January 1, 2024, to December 31, 2026, from the following faculties:

Faculty of Adventure, Culinary Arts and Tourism

Nominees

David Carter	Elected by acclamation
Ann Terwiel	Elected by acclamation

