



## MEETING OF THE SENATE

Monday, February 26, 2024  
3.30pm to 5.30pm

House of Learning, HL190

### AGENDA

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The public Senate meetings are live streamed, and at the meeting time, non-Senators may [click here to join the meeting](#). The live-stream of the 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
- b. Welcome to new senator
  - i. Séan Donlan (faculty representative – Faculty of Law)

Page 1 **2. Adoption of Agenda**

**3. Approval of Minutes**

- Page 3 a. Minutes of senate meeting of January 22, 2024

**4. Reports of Officers**

- Page 11 a. President and Vice-Chancellor
- Page 20
  - i. President's Report to Senate (Information)
  - ii. Senator request for agenda item (Information)
- b. Provost and Vice-President Academic (Information)

**5. Reports of Committees**

- Page 21 a. Budget Committee of Senate (Information) — Gillian Balfour
  - i. 2024-2025 Draft Budget (Presentation) — Gillian Balfour / Matt Milovick
- Page 22 b. Educational Programs Committee (Information) — Shannon Smyrl
- Page 24 c. Steering Committee (Items for Approval) — James Sudhoff

- i. Appointments to Committees
- ii. Proposed revisions to Terms of Reference: Budget Committee of Senate
- iii. Proposed changes to the TRU Senate Bylaws (Approval; [notice of motion served on December 11, 2023](#))

**6. Business**

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- a. Proposed changes to ED 03-9 Examinations (Approval; [notice of motion](#) served January 22, 2024) — Mike Bluhm
  - i. Comment received during the notice of motion period
- b. Proposal for the establishment of a *Population Health and Aging Rural Research Centre* (Approval) — Gillian Balfour
  - i. Presentation by Dr. Juanita-Dawne Bacsu
- c. Proposed revisions to TRU Election Procedures (Approval) — Michael Bluhm
- d. Presidential Search Committee appointments (Information) — John Sparks

**7. Question Period**

**8. Next Senate meeting**

- a. The next regular meeting of Senate is on Monday, March 25, 2024 from 3.30-5.30 pm in the Brown Family House of Learning, Room HL190.

**9. Termination of Meeting**



## MEETING OF THE SENATE

Monday, January 22, 2024  
3.30pm to 5.30pm

House of Learning, HL190

### MINUTES

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**Present:**

Brett Fairbairn (Chair), Greg Anderson, Gillian Balfour, Jason Bermiller, Mike Bluhm, Doug Booth, Susan Butland, David Carter, John Church, Melba D'Souza, Yasmin Dean, Katia Dilkina, Greg Garrish, Tania Gottschalk, Mike Henry, Anel Jazybayeva, Craig Jones, Derek Knox, Gurjit Lalli, Rita Leone, Jim Lomen, Ben Lovely, Heather MacLeod, Krish Maharaj, Bhavish Malhotra, Paul Martin, Rick McCutcheon, Daleen Millard, Jamie Noakes, John Patterson, Baldev Pooni, Reshma Pradhan, Gordon Rudolph, Manu Sharma, Rani Srivastava, Anne Terwiel, Darren Watt, Juliana West, Joel Wood, Gopi Yerranguntla

**Regrets:** Laura Lamb

**Absent:** Joanna Urban

**Executive and Others Present:**

Scott Blackford (University Counsel), Lynda Worth (University Governance Coordinator)

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**1. Call to Order**

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

- a. Remarks from the Chair
  - i. Territorial Acknowledgment

The chair delivered the territorial acknowledgement.

B. Fairbairn discussed the four characteristics of governing bodies, including asking questions out of curiosity, hearing detailed reports from administration and committees, being places where people come to listen, emphasizing that emails are not part of a deliberative body, and finally that they make time for generative discussion, with committees providing the time for flexible and creative conversations.

The chair welcomed the following new senators, whose terms began January 1, 2024:

- Gurjit Lalli
- Rita Leone
- James Lomen
- Laura Lamb
- Heather MacLeod
- Jason Bermiller
- Krish Maharaj
- Katia Dilkina

Noting that time has been short in recent meetings, the chair proposed that senate continue following the same rules adopted in November to assist with efficient debate, namely a 3-minute time-limit for each person's remarks, with no senator speaking twice until all those that wish to speak have been granted the opportunity. A senator objected to the variance from Robert's Rules of Order (RRoO) of 10 minute time-limits. Discussion followed. In response, the chair moved a motion to adopt the rules as found in RRoO that the time limit for speaking be 10 minutes. That motion was seconded and subsequently defeated, so the rules as proposed initially by the chair were adopted for the meeting.

## 2. Adoption of Agenda

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

## 3. Approval of Minutes

- a. Minutes of senate meeting of December 11, 2023

*On motion duly made and adopted, it was **RESOLVED** that the minutes for the senate meeting of December 11, 2023 be approved as circulated.*

#### 4. Reports of Officers

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

President Fairbairn commented that the usual practice was to share matters in his written report and answer any questions arising from it, but added that he also wished to update senators on recent items in the news related to policy of the Government of Canada with respect to international students. President Fairbairn shared that information.

There were no questions or comments regarding the President's Report to Senate.

- b. Provost and Vice-President Academic

G. Balfour delivered her report orally, highlighting events and initiatives that are being hosted on campus.

#### 5. Reports of Committees

- a. Academic Planning and Priorities Committee

- i. November 2023 report
  - 1. Policy Proposal for Instructional Day Changes

G. Balfour, chair of the Academic Planning and Priorities Committee, called on Senator Bluhm to present the proposed revisions to BRD 26-0 Annual Academic Schedule and ED 03-9 Examinations. Senator Bluhm explained that the proposed changes to each policy are interdependent and that one policy cannot be changed without the other. Notice of Motion was given for ED 03-9 Examinations, for which approval would be sought at the February senate meeting.

<p><b>Action:</b> Secretariat to convey to the Board the proposed revisions to Board policy BRD 26-0, Annual Academic Schedule, for Notice of Motion at its February board meeting.</p>
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- ii. December 2023 report

G. Balfour presented one item for approval, namely a proposal for the establishment of a *Population Health and Aging Rural Research Centre*. She asked that the approval item be postponed to the February meeting of senate as the supporting APPC documentation was not provided to senators in a timely manner.

b. Budget Committee of Senate

All items from the Budget Committee were for information, the report related to which was circulated with the agenda package.

c. Educational Programs Committee

- i. December 2023 report
- ii. January 2024 report

All items from the December and January Educational Programs Committee were for information, the reports related to which were circulated with the agenda package.

d. Steering Committee

- i. December 2023 report
  1. Proposed changes to the TRU Senate bylaws and to Appendix A to Senate Bylaws under Article IX(2)(f) ([Notice of motion served on December 11, 2023](#))
  2. Faculty Senator Request for Leave of Absence from Senate

J. Sudhoff, Steering Committee chair, presented the Committee's report, in which there were two items for senate to consider approving, namely proposed changes to Senate bylaws, and a request for a Leave of Absence from Senate. J. Sudhoff stated that the Steering Committee wishes to extend the Notice of Motion period whilst seeking further input, and would postpone the motion to approve until a later senate meeting.

ii. January 2024 report

J. Sudhoff presented the Committee's January report, in which there were items for senate to consider approving, namely committee appointments.

*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:*

Environmental Sustainability Advisory Committee ("ESAC")

Staff: Peter Hrkac, (2<sup>nd</sup> term)

Academic Planning and Priorities Committee ("APPC")

Faculty: Sina Keshvadi, Faculty of Science

Budget Committee

Faculty or Open Learning Faculty Member (OLFM): Gordon Rudolph, OLFM

Steering Committee

Faculty: James Sudhoff, Faculty of Science (2<sup>nd</sup> term), re-elected as chair

Faculty: Salman Kimiagari, Bob Gaglardi School of Business and Economics (BGSOBE), (2<sup>nd</sup> term)

Educational Programs Committee ("EPC")

Faculty: Kyle Dorion, Trades and Technology

Teaching and Learning Committee

Faculty: Jerry Isaak, Faculty of Adventure, Culinary Arts and Tourism (FACT)

e. Academic Integrity Committee

All items from the Academic Integrity Committee were for information, the report related to which was circulated with the agenda package.

f. Sabbatical Leave Committee

All items from the Sabbatical Leave Committee were for information, the report related to which was circulated with the agenda package.

**6. Business**

a. Senate Advice to the Board related to elimination of programs in Visual Arts

i. Motion from Senator Jones

Senator Jones spoke to his motion as circulated with the agenda package. Discussion and comments regarding the motion, and the nature of what senate's advice would look like, were heard. A senator proposed amending the motion to refer to offering advice to the board, to which Senator Jones objected.

The chair read the motion that Senator Jones had provided to senate, namely:

*"RESOLVED that prior to Senate giving advice to the Board with respect to program eliminations or reductions in the Visual Arts Programs, the ED 8-4 review of the Visual Arts programs that was due in 2018 must be completed."*

The chair confirmed with senators that, if this motion was carried, senate would not be providing advice to the board.

Discussion of the motion on the floor continued. A senator called for a motion to extend the meeting time.

*On motion duly made and adopted, it was **RESOLVED** that the senate meeting be extended by 10 minutes.*

Discussion continued.

With a motion on the floor and a speakers list, a senator moved to extend the meeting time again.

*On motion duly made and adopted, it was **RESOLVED** that the senate meeting be extended by 10 minutes.*

A senator called the question, and that motion was seconded. The chair explained that the motion on the floor was to call the question and, if it passed, senate would proceed to an immediate vote on the main motion as provided by Senator Jones.

*On motion duly made and adopted, it was **RESOLVED** that the question was clearly called.*

Senators proceeded to a vote on the main motion:

*"RESOLVED that prior to Senate giving advice to the Board with respect to program eliminations or reductions in the Visual Arts Programs, the ED 8-4 review of the Visual Arts programs that was due in 2018 must be completed."*

*On motion duly made and adopted, it was **RESOLVED** that the motion, as provided, was **DEFEATED**.*

The floor was open for discussion.

A senator proposed a motion, which was reviewed and amended as follows:

*That Senate advise the board that Senate does not wish to cancel the Fine Arts programs, and wish to complete a program review.*

A senator called for a motion to extend the meeting to allow for further discussion.

*On motion duly made and adopted, it was **RESOLVED** that the senate meeting be extended by 10 minutes.*

Discussion continued. It was noted by senators that there was a wish to consider the interests of students' in the visual arts program when crafting the motion.



A senator proposed a motion to amend the motion, which was seconded. On motion duly made and adopted, the main motion was amended as follows:

*That Senate advise the Board that Senate does not wish to cancel the Fine Arts programs until there is a program review in full consultation with Indigenous students in the program.*

Discussion continued.

A senator called for a motion to extend the meeting to allow for further discussion.

*On motion duly made and adopted, it was **RESOLVED** that the senate meeting be extended by 10 minutes.*

Discussion continued as per the speaker's list, and then the chair called for a vote on the amendment of the motion as discussed. The amendment to the motion was carried.

The question was called regarding the motion.

*On motion duly made and adopted, it was **RESOLVED** that the motion that Senate advise the Board that Senate does not wish to cancel the Fine Arts programs until there is a program review in full consultation with Indigenous students in the program was **DEFEATED**.*

Discussion continued. A senator proposed a new motion, stated as the following:

*On a one time, non-precedent setting basis, Senate shall provide the following to the Board as advice from Senate:*

- *The APPC report*
- *Written submissions of 8 stakeholders*
- *Arts Faculty Council submission*

Discussion continued. A senator called the question on the motion.

*On motion duly made and adopted, it was **RESOLVED** that the motion, as provided, was **APPROVED**.*

- ii. Other related materials carried over from December meeting
  1. Memo from Dean McCutcheon to the Provost dated October 20, 2023
  2. Motion from Senator Huscroft

These agenda items were provided for information and not discussed at this meeting.

**7. Question Period**

There was no question period due to time constraints.

**8. Next Senate meeting**

- a. The next regular meeting of Senate is on Monday, February 26, 2024 from 3.30-5.30 pm in HL190.

*NOTE — This report was also sent to the Board of Governors and is being provided to senators as this meeting of Senate follows the meeting of the Board of Governors by only a day. A separate report to Senate would have proved redundant, as the content would largely have been the same.*

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*The following sections report on work underway and progress made regarding executive priorities for the current year based on TRU's vision and 10-year strategic change goals. There are also sections on Enabling Strategies and Operations and International Development/Community.*

## **Enabling Strategies / Operations**

**SIGNIFICANT CHANGES TO INTERNATIONAL STUDENT EDUCATION** — On January 22, the federal government announced sweeping changes to rules governing international education in Canada, including the number of study visas that will be issued to international students, as well as how those visas will be administered and distributed.

Since the federal government's announcement, TRU has continued to monitor the situation and is engaged in regular conversations with universities and the government to understand what this may mean for us.

At this time, there remains considerable uncertainty. While TRU has a strong history in international education, a stellar reputation, and attracts many international students each year, we don't yet know how the federal changes will affect students' choices about their studies.

We also don't know what our provincial allotment — the maximum number of new international students we will be able to take — will be. The province is working through this allocation, and we are patiently awaiting these results.

Given the current context, the executive and leaders across TRU are discussing what we need to do to adapt and prepare for potential changes in international programming and student demographics, including ways to sustain and grow future enrolments under these altered circumstances. Solutions will require collaborative efforts across campus, including innovations and new approaches.

It is prudent that we move ahead with caution, balancing the need to address strategic priorities while protecting the university. With this in mind, the provost and the vice-president of Administration and Finance have briefed TRU leaders about interim measures for financial planning, including pausing some capital projects and deferring some vacancy hires.

It is important to note TRU will end this current fiscal year with a significant budgetary surplus, which is the result of unfilled vacancies and strong enrollment. Bearing in mind that much is still unknown about the impact of international student changes on future budgets (including the possibility in the short-term for deficit budgets), the senior executive team has recommended the surplus be left untouched until the future is better understood.

This chapter is the latest example of uncertainty in our operating environment, alongside several others, including pressures on public finances, changing student behaviours and demographics, stresses and mental health challenges for students, employee recruitment and retention, impacts of artificial intelligence and remote/hybrid work, and generally adverse media coverage of higher education in North America.

These are reasons for us to keep up the development of robust planning processes for TRU. A changeable environment means TRU must be ready for adaptation and innovation in our programs and services.

**THE FUTURE OF THE KAMLOOPS CAMPUS** — [TRU's 2013 Campus Master Plan](#) articulates the vision for the Kamloops campus and guides future investment. The plan is undergoing an update, including seeking input from the TRU community.

The reason for an update rather than an entirely new plan is that the plan's purpose and drivers (listed below) remain the same, but some changes affect the campus's future that are ideally captured in the plan.

Planned revisions include adding potential developments related to active transportation (overpass/pedestrian bridge being explored with the City of Kamloops, consideration of new location for bus loop), adding new real estate acquisitions, specifying which parcels of land have been allocated to the TRU Trust (and therefore potential locations for future Trust developments) and correcting assumptions that were made in 2013 that are no longer accurate.

Before finalizing the updates, the TRU community will be invited to provide feedback via a questionnaire and attend small focus groups. Both are expected to take place in the first half of 2024. Faculty, staff and student feedback will be incorporated into the plan and presented to the Board of Governors later this year. TRU's Campus Master Plan's purpose and drivers:

- create a destination campus and a prominent identity
- densify the academic core

- support TRU’s academic research growth
- create a University Village

**MEETING WITH TRUSU REGARDING INSTITUTIONAL MESSAGES** — TRU’s senior executive team recently met with TRUSU to discuss how and when TRU makes public statements regarding global events. The meeting was sought by TRUSU and proved to be informative and collegial.

The issue of when and why universities make public statements has gained more attention on campuses over the past few months. Public debate across Canada has focussed on what organizations, including universities, should say when global events dominate the news.

Since October 7, TRU has sent two messages to our community regarding the ongoing and profoundly troubling conflict in Israel and Gaza, urging people to show empathy and compassion for those who may be directly or indirectly affected and pointing people toward the support services we offer.

While some universities have developed formal policies regarding issuing public statements ([most recently, Laurentian University in Ontario](#)), TRU’s senior executive has taken the position that these issues are best decided on a case-by-case basis.

However, the senior executive team generally believes it is not TRU’s role to issue statements about external events or take related positions. Instead, we must focus on people and supporting those who need care and attention. We feel there is more value and need for compassion, empathy, and inclusion over political rhetoric when significant global crises occur.

**PRESIDENT’S MESSAGE – ENSURING A VALUES-BASED WORKPLACE CULTURE** — In early January, I shared the following message with the TRU community via TRU Connect:

As we settle into a new year and new school term, I’m pleased to provide a fresh update on TRU’s initiative, *Ensuring a Values-Based Workplace Culture*, primarily that we are soon ready to enter the next and most active phase of this important process — a Listening Phase in which everyone who works at TRU will have significant opportunities to participate.

The preparatory phases of the work have been successfully concluded. Mid-2023 saw targeted consultations to design key features of the process. This past fall, TRU piloted and refined the approaches that had been developed and identified so far. With this work complete, it is time to start the broader university-wide conversation on culture.

We’ve linked this process to *values* intentionally. Our desire is that our workplace culture reflects our TRU values of inclusion and diversity, community-mindedness, curiosity, and sustainability. The foundation of these is respectful relations. Culture is expressed in the interactions all of us have with one another, including words, practices, behaviours, policies, and

structures. Every employee at TRU has relevant experience and something to contribute to one aspect or another of workplace culture.

Now, for some details.

With the support of external consultant Raj Dhasi, and as mentioned above, a pilot of the Listening phase is now complete. Involving a smaller group of faculty and staff in the second half of 2023, the pilot allowed us to ensure we were on the right track before taking this conversation much more broadly.

The pilot included the Bob Gaglardi School of Business and Economics, Faculty of Science, Advancement, TRU World, and some faculty from Open Learning. Of the 175 potential participants, 46 percent responded to an online survey about TRU's culture. Participants also had the opportunity to provide verbal feedback on culture in addition to providing feedback on the Listening process itself. A key learning from the pilot was the important role leaders at various levels have in this conversation – in their active involvement and communication about the initiative to their respective faculty and staff.

Our university-wide conversation will kick off with an online survey later this month, with our provost, Gillian Balfour, as executive lead for the listening phase. You'll hear more from Gillian in the coming days about the survey, other ways to participate, and timelines. I'd like to thank Gillian for taking on this important role during the most critical part of this process, gathering your voices in a respectful and safe way. I'd also like to thank vice presidents Baihua Chadwick and Brian Daly, who have worked with Raj Dhasi since spring 2022.

I'd also like to thank the faculty and staff for your patience. It has taken longer than expected to get to this stage. I'm glad to have this update for you.

Further to this message, I also recently announced that Yasmin Dean, Dean of the Faculty of Education of Social Work, will co-lead the Listening phase of this initiative. Yasmin will be an excellent addition to this important phase of the conversation. Surveys and facilitated sessions will be announced soon.

**BC'S LARGEST POST-SECONDARY JOB FAIR AT TRU** — Kudos to TRU's Career and Experiential Learning team following the success of the 2024 TRU Job Fair. On Thursday, Feb. 1, our post-secondary job fair saw a historic turnout of 110 employers nationwide.

Previous years have seen between 70 and 90 employers coming to make connections and talk with about 2,000 students and graduates. Year after year, TRU's annual Job Fair has created opportunities and advanced job security for employers and students.

The Career and Experiential Learning Department, faculty and staff, and 30 student volunteers made this year's unprecedented success possible. The event's main sponsors were the Chartered Professional Accountants of Canada and Cooper Equipment Rentals from Ontario.

**CONSULTATION / ENGAGEMENT** — TRU's Government Relations program has been active through the past several weeks, with visits to Ottawa and Victoria arranged for VP University Relations Brian Daly and/or I to meet with senior leaders from both provincial and federal governments.

We have also been working closely with RUCBC, CiCAN, and Universities Canada as these groups lobby governments on behalf of PSIs, especially regarding the changes to international student policies and potential impacts.

I was also pleased to attend an announcement at TRU on January 25, when Teck Highland Valley Copper announced significant support for TRU research. Details of the announcement are provided further in this report.

Lastly, I would like to highlight the following opinion piece, which was published on February 14, regarding the potential impacts of federal changes to international education:

<https://www.castanet.net/news/Opinion/472205/Stigma-from-bad-actors-in-international-education-could-have-lasting-impact>

**AGPI REPORT ON ANTI-SEMITISM FOR 2024** — The recently released 2024 Canadian Universities Antisemitism Report, prepared by the Abraham Global Peace Initiative, indicates there were no significant reports of campus antisemitism at TRU, leading to an overall grade of 'A' for our institution. According to the report, this reflects "a positive environment, showcasing a commitment to fostering a safe and inclusive learning environment for all students."

The report reveals that across Canada, five institutions received a failing grade for their handling of antisemitism. This underscores the varying degrees of responsiveness and commitment among universities to addressing such issues. The report serves as a call to action for all institutions to ensure their policies and practices provide a safe and inclusive environment for all students.

## **Eliminating Achievement Gaps**

**STRATEGIC ENROLLMENT MANAGEMENT** — Overall applications and admissions to TRU are lower than last year, with domestic figures up slightly and international numbers down, data from IPE reveal.

As of February 12, total applications to TRU are lower than the previous year's figures. Specifically, domestic applications have increased by 2% (from 2,503 to 2,544), and domestic admissions have

risen by 1% (from 1,263 to 1,279). In contrast, international applications have dropped by 40% (from 3,812 to 2,276), and international admissions have decreased by 36% (from 2,464 to 1,572).

This decline in international figures is attributed to deliberate institutional measures to reduce international student numbers and recent adjustments in study permit processing by Immigration, Refugees and Citizenship Canada (IRCC).

China is now the leading source of international applications, with a 3% increase over last year, surpassing India, which has experienced a 76% decrease in applications and fallen to fourth place, behind Iran and Nigeria.

International admissions have decreased across nearly all major source countries except for Nepal and Ghana, which have seen increases of 145% and 8%, respectively. The top three countries for admissions — Iran, Nigeria, and India — each contribute around 15% to the total international admissions, showing a shift towards a more diversified international student body compared to last year when India dominated the admissions statistics.

**ANNUAL REPORT FROM STUDENT DEVELOPMENT ON SERVICES** — TRU demonstrates a strong commitment to student support through a comprehensive and holistic approach that contributes to the well-being and success of students.

The [2022-2023 annual report from the Faculty of Student Development \(FSD\)](#) underlines a range of initiatives that cater to various aspects of student life, from academic advising and counselling to diversity and equity, health and wellness, and career and experiential learning.

TRU's strategy is noteworthy for its emphasis on inclusivity, accessibility, and mental health. Programs like Consent Café and the Berry Walk showcase innovative methods to educate and engage students in critical conversations about consent, sexualized violence prevention, and Indigenous land stewardship. The report also highlights the Back to School BBQ and the Spring Convocation, which foster community and celebrate student achievements.

The academic support services, including the Writing Centre and Supplemental Learning, are tailored to enhance students' learning experiences, ensuring they have the tools to succeed academically. Additionally, TRU's Health & Wellness initiatives, such as the keep.meSAFE program demonstrates an understanding of the importance of mental health support in academic environments.

This comprehensive support system nurtures a conducive learning environment. It recognizes the diverse needs of the student body, providing tailored support that spans academic, emotional, and professional development.



## **Honouring Truth, Reconciliation, and Rights**

**SECWEPEMCTSÍN LANGUAGE SERIES AVAILABLE TO HELP PEOPLE LEARN** — TRU’s Secwepemc Cultural Advisor, Ted Gottfriedson, has been recording audio clips of Secwépemc community names and other resources to help people boost their language skills.

Those wanting to practice saying Secwépemc community names aloud can visit TRU’s [Secwépemc Communities Pronunciations page](#) to listen to audio clips of 18 communities.

Ted also provides instruction on more general aspects of the language. Listen to Ted Gottfriedson as he breaks down the [Secwepemctsín alphabet](#) in this YouTube video, one of many resources on our [Learning Secwepemctsín page](#).

Lastly, people can join Ted in person for a monthly workshop on basic greetings and phrases in Secwepemctsín. The workshops are posted on the TRU Connect events listing on Teams or OneTRU.

## **Leading in Community Research and Scholarship**

**NEW OUTDOOR THERAPY COURSE UNITES ADVENTURE AND HUMAN SERVICE** — Using nature as a teaching or learning tool isn’t new. Research has shown that a therapeutic application of nature and outdoor activities helps improve mental health, quality of life and developmental outcomes in children and youth. Seeing the benefits of using outdoor therapies as a tool, two Thompson Rivers University (TRU) faculty members have joined forces to create a class that teaches those benefits.

Jay Goddard, an associate teaching professor in the School of Social Work and Human Service and a therapist and counsellor, understands the wellness benefits of the outdoors. He says research into increased anxiety in youth and young adults increasingly points to the loss of unstructured play in nature as an essential factor in what have become epidemic levels of youth anxiety and depression.

The summer offering, open to all students, will be the first iteration of an outdoor therapies course at TRU. Students will be required to register in both [HUMS 3500](#) and [ADVG 4240](#), providing an interdisciplinary approach for those interested in the theory and practice of nature-based therapies. The courses will be offered in a condensed format. Summer registration opens in March 2024.

**IPL EXAMINES “AG GAG” LAWS IN CANADA** — TRU Law faculty member Katie Sykes, who was appointed tripartite professor in 2023, recently highlighted the problems with “ag-gag” laws in her [Inaugural Professorial Lecture \(IPL\)](#).

Her February 13 lecture, *Ag-gag in Canada: Animal farms and the right to know*, looked at the legal gaps in the regulation of factory farming, why it's hard for us to get information about what happens on farms and whether ag-gag legislation violates Charter expression rights.

IPLs provide an opportunity for the community to meet newly appointed professors and gain an understanding of their scholarship, research and teaching.

**TECK HIGHLAND VALLEY COPPER DONATES \$575K TOWARD RESEARCH ON ECOSYSTEM RECLAMATION** — Teck Highland Valley Copper has given \$575,000 to support industry-leading research on ecosystem reclamation headed by Lauchlan Fraser at TRU.

Fraser is an NSERC Industrial Research Chair and expert in grassland and wetland ecology whose research focuses on understanding BC Interior ecosystems so they can be quickly restored after natural environmental disturbances and resource extraction.

Restoring complex ecosystems requires coordination between government, academia, industry and Indigenous groups. Fraser and his team of researchers from TRU's Centre for Ecosystem Reclamation, a leader in restoration management that informs industry strategies for planning, implementing, and managing ecosystem reclamation projects.

Fraser is working with post-graduate scholars Ghassen Chaieb and Jay Singh on Teck Highland Valley Copper restoration projects. Chaieb is studying using different soil amendments to accelerate and enhance restoration success. Singh recently completed a historical study of the development of soil microbial communities on reclaimed mine sites at Highland Valley Copper.

**TRU ANNOUNCES NEW COMPUTER ENGINEERING PROGRAM** — With the financial support of the B.C. government, TRU is launching a five-year Computer Engineering program to meet the growing industry demand for engineers across technology sectors.

Set to begin in the fall of 2024; the program gives students a broad background in the theory and application of hardware and software technologies. The program includes a mandatory one-year co-op placement, where students gain valuable experience and are provided with networking opportunities before graduation.

Employment opportunities for computer engineers are diverse and include positions in health care, telecommunications and the automotive industry, to name a few. TRU already offers a [Bachelor of Engineering in Software Engineering](#), which provides the technical knowledge and skills needed to be an expert in software engineering. TRU is the only post-secondary institution in the B.C. Interior offering both programs.

The 2021 BC Labour Market Outlook revealed that while BC’s computer systems design and related services industry grew before the pandemic, the sector grew more rapidly during the pandemic because of increasing digitalization, automation and work from home.

## **International Development / Building Our Community**

**2024 IDAYS TO LAUNCH KNOWLEDGE MAKERS JOURNAL** — iDays at TRU kicks off on March 11 this year and will feature a wide range of activities designed to celebrate and honour the diversity of our international student cohort.

This year’s event also includes the launch of a unique collaborative edition of the Knowledge Makers journal that showcases the research of young Indigenous women from 19 countries — in partnership with the United Nations Food and Agricultural Association (UNFAO) — highlighting their work in food sovereignty and climate change issues.

The capstone event of IDays is a colourful, exciting and highly anticipated Showcase featuring a fashion show, food festival, educational booths, singing, dancing and performances by members of the TRU and Kamloops communities. iDays concludes on March 15.

**UPDATE ON STRATEGIC INTERNATIONALIZATION PLANNING** — TRU launched its Strategic Internationalization Planning initiative in December 2023, assembling a 23-member committee to lead the effort.

This committee meets monthly and hosts workshops to delve into key themes shaping internationalization planning, including Indigenization, reconciliation, decolonization, sustainability, diversity, and climate change. Emphasizing a holistic approach, the initiative aims to embed global perspectives into the core functions of the university, extending beyond mere recruitment of international students.

The steering committee has proposed an initial phase of campus engagement, scheduled to commence in early March. This engagement strategy encompasses various methods, such as in-person sessions, virtual platforms, open surveys, and one-on-one interviews, ensuring broad participation and input from the TRU community.



# THOMPSON RIVERS UNIVERSITY

OFFICE OF THE PRESIDENT

## MEMORANDUM

TO: Senate

FROM: Brett Fairbairn, President and Vice-Chancellor  
and Chair of Senate

DATE: February 13, 2024

SUBJECT: Senator request for agenda item

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A senator has requested the following agenda item:

*This motion proposes a change in policy to allow students who fail a course the option to re-take the exam with a nominal re-exam fee, rather than re-enrolling in the course with the full fee. The aim is to alleviate financial burdens on students and support their academic perseverance.*

I have asked the Budget Committee of Senate and the Academic Planning and Priorities Committee to look at the matter before it comes to a future Senate meeting.



## BUDGET COMMITTEE OF SENATE (BCOS) FEBRUARY 2024 REPORT TO SENATE

The February 13, 2024 meeting of BCOS was chaired by Dr. Gillian Balfour.

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

1. BCOS reviewed and consulted on a budget submission for a proposal on behalf of the Faculty of Science to deliver a Bachelor of Engineering – Computer Engineering program. The proposal was put forward by Dr. Greg Anderson, Dean of Science.

*Motion passed at BCOS:*

*On motion duly made and adopted It was RESOLVED THAT BCOS will recommend the President recommend to the Board of Governors the approval of the Bachelor of Engineering in Computer Engineering.*

2. G. Balfour, Provost & Vice-President Academic, and M. Milovick, Vice-President Administration and Finance, provided a Financial Sustainability Working Group update to the committee for information purposes.
3. K. Hartt, Director, Finance, provided a 2023 / 2024 Third Quarter Consolidated Forecast presentation to the committee for information purposes.
4. G. Balfour and M. Milovick provided a draft Budget 2024 / 2025 Budget presentation to the committee for information purposes.

The next BCOS meeting is scheduled on March 12, 2024.

Respectfully submitted on February 16, 2024 by:

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

Dr. Gillian Balfour  
Chair, Budget Committee of Senate

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

Based on the proceedings of the February 7, 2024 meeting of the Educational Programs Committee (EPC), the following approvals are reported to Senate for information purposes:

**Program Modification**

1. Bachelor of Science, Minor in Biology

**New Courses**

1. ENST 3120 Solutions to the Climate Crisis
2. GEOG 3120 Solutions to the Climate Crisis
3. POLI 3150 Political Violence in the Post-Cold War Era

**Course Modifications**

1. BIOL 4270 Terrestrial Vertebrate Zoology
2. COMP 3710 Applied Artificial Intelligence
3. COMP 4910 Computing Science Project
4. CRWR 3330 Special Topics in Creative Writing
5. CRWR 3340 Writing Speculative Fiction
6. CRWR 3360 Advanced Short Fiction Writing
7. CRWR 3370 Novel Writing
8. CRWR 3380 Advanced Poetry Writing
9. CRWR 3390 Advanced Drama Writing
10. CRWR 3410 Screenwriting
11. GEOG 3991 Global Climate Change and Regional Impacts
12. HIST 1220 History of Canada, 1867 to the Present
13. HIST 1221 Post-Confederation Canadian History
14. HIST 2251 History of British Columbia
15. MATH 1070 Mathematics for Business and Economics
16. MATH 1420 Mathematics for Arts
17. PSYC 3070 Psychology of Sleep
18. PSYC 3420 Children & the Law
19. PSYC 4210 Advanced Topics in Psychology
20. PSYC 4220 Advanced Topics in Applied Psychology
21. THTR 2110 Acting & Character Portrayal 1
22. THTR 3300 Movement for the Stage
23. THTR 3610 Advanced Acting and Performance
24. THTR 3800 Voice for the Stage
25. VTEC 1001 Veterinary Technology Terminology
26. VTEC 1011 Veterinary Technology Mathematics

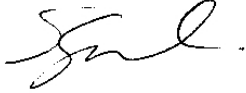
Approved curricular changes can be viewed on CurricUNET at <https://www.curricunet.com/TRU/>

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”

EPC REPORT TO SENATE DECEMBER 2023

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 February 16, 2024 by

A handwritten signature in black ink, appearing to read "Smyrl", with a small horizontal line extending from the end.

Shannon Smyrl, Chair, Educational Programs Committee

**Steering Committee  
Report to Senate**

**February 14, 2024**

1. APPOINTMENTS TO COMMITTEES

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

a. Qelmúcw Affairs Committee

Two Faculty

- **Rod McCormick**, Faculty of Education and Social Work (FoESW), (2<sup>nd</sup> term)
- **Murray Sholty**, Law / Bob Gaglardi School of Business and Economics (BGSOBE)

b. Academic Integrity Committee

One Faculty

- **Arleigh Bell**, Nursing

c. Environmental Sustainability Advisory Committee

One Deans Council Representative

- **Baldev Pooni**, Trades and Technology

d. Teaching and Learning Committee

One Dean Senator

- **Rani Srivastava**, Nursing

2. SENATOR VACANCIES ON COMMITTEES

We would like thank Senators for the volunteer service they already contribute to collegially support TRU through its multifaceted operations. Thank you very much!

At this time, to ensure smooth operation of the University, the Steering committee is reaching out at Senate as we have the following vacancies on these three Senate Standing Committees.



**a. Steering Committee**

- 1 Faculty Senator (vacant)

**b. Budget Committee**

- 2 Faculty Senators (vacant)

**c. Academic Planning and Priorities Committee (APPC)**

- 1 Senator from any constituency (vacant)

If Senators are considering joining any one of these committees, please download and complete the **nomination form** found at [tru.ca/senate.html](http://tru.ca/senate.html) and e-mail it to [senate@tru.ca](mailto:senate@tru.ca) indicating which committee you would be willing to serve on. Again, kukwstsétsemc for all you do.

3. BUSINESS:**a) Budget Committee: Revisions to Terms of Reference**

The steering committee recommends that Senate approve the revisions to the Budget Committee terms of reference. The proposed changes reflect that the administrative support for the committee has moved from the office of the Vice-President Academic and Finance to the Office of the Provost and Vice-President Academic.

Please refer to the original (current), red-line, and clean versions of the Budget Committee Terms of Reference documents included below the report which outline these changes.

**b) Revisions to the SENATE BYLAWS**

At the Nov 27<sup>th</sup> Senate meeting, a **notice of motion** was announced regarding proposed amendments to the TRU Senate bylaws and to Appendix A to Senate Bylaws under Article IX(2)(f). To review, these 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.

The original changes (both redacted and redlined) remain and **3 additional** recommended changes have been added in bold **purple** to the following areas:

- 1) Article II: Definitions "Appointed members"
- 2) Article II: Definitions "Non-Voting Member"
- 3) Article VII, 3, ii), II "Decisions related to labour negotiations and labour relations":

The additional changes reflect suggestions made by TRU Policy Specialist, Noah Arney, to bring clarity to the wording of the Senate bylaws. In point 3), the changes clarify wording to direct comparisons between the Senate Bylaws Article II “definitions” and Section 8(m) of the TRU Act (non-voting senators that may be added ad hoc).

The Steering Committee requests that Senators consider these 3 additional wording changes and include them with the original, standing, notice of motion. If acceptable, we recommend that a motion be made to vote for the entire proposed TRU Senate bylaw changes together.

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

### **c) Usage of the term “Stakeholder”:**

A request was made to the Steering Committee to find alternative wording for use of the term “Stakeholder” as it appears in the Senate Bylaws, Article VII, 3.d.

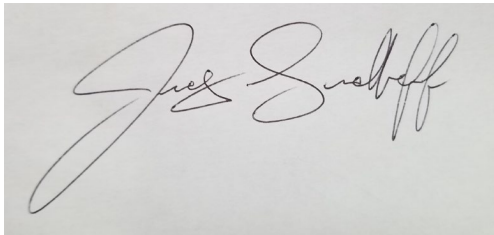
We reached out to members of TRU’s Indigenous community for consultation and are respectfully thankful for the responses we received. It is quite apparent that this term is viewed as being “colonial in nature” and has “the potential for perceived settler ties”.

As we engage in fulfilling this request, we recognize that the issue is significant and is larger than simple wording changes in a single document, as this and other similar terms appear in several documents and webpages across the University. Pursuing changes to this terminology is meaningful and shows a commitment to honoring and implementing the Truth and Reconciliation Commission (TRC) calls to action and the United Nations Declaration on the Rights of Indigenous Peoples Act (UNDRIPA).

Reflecting on these initial consultations, the steering committee feels that a broad, collaborative approach is essential in helping establish terminology that aligns with TRU’s commitment to truth and reconciliation as we approach these culturally sensitive concerns. We recommend that a respectful collaboration including Indigenous representatives from several partner

groups be initiated that could include (but is not limited to): the Office of Indigenous Education, the Knowledge Makers, Indigenous Students, Elders, the Qelmúcw Affairs committee, and the Tk'emlúps te Secwépemc. It was suggested that engagement could encompass student-driven projects or research initiatives that would explore the language and terminology used at TRU and offer direction towards positive cultural change.

Respectfully submitted,  
Kukwstsétsemc

A handwritten signature in black ink on a light gray background. The signature is written in a cursive style and appears to read "James Sudhoff".

James Sudhoff, DVM  
Chair, Steering Committee of Senate

# **Terms of Reference Budget Committee**

## **Composition**

### **Chair**

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

### **Voting members**

- Eleven Faculty or Open Learning Faculty Members, approved by Senate, at least two of whom shall be members of Senate. Normally, there shall be one member from each of the academic divisions (Faculties/Schools/Division) reflecting the diversity of disciplines at the University
- Two Deans approved by Senate
- Two Directors approved by Senate
- One staff member approved by Senate
- Two students nominated by TRUSU and approved by the Senate Steering Committee.
- President (ex officio)

### **Ex officio non-voting members**

- Vice-President Administration and Finance
- Associate Vice-President, Finance
- Director, Williams Lake Campus
- Director, Risk Management
- Director, Financial Planning and Budget

### **Administrative support**

- Office of the Vice-President Administration and Finance

## **Responsibilities**

- Advise Senate and its committees on the budgetary implications of matters within the jurisdiction of Senate and its Committees, including proposals for new educational, research or other programs or initiatives, as required by Senate and its committees.
- On behalf of Senate, and in consultation with the Academic Planning and Priorities Committee of Senate, advise the President and Vice-

Presidents on the review and development of academic budgetary priorities, major capital plans, and the allocation of funds.

- At the request of the President, Board of Governors and Senate, provide advice on matters related to the University's property, buildings and structures.
- Assist the President and Vice-Presidents in the development of budgetary policies, guidelines, processes and models.
- Assist the President and Vice-Presidents with the development of consultation and communication strategies related to budgetary matters, and ensure that language used in budget related communications are clear and concepts are transparent.
- Act as ambassadors with respect to the University budget by educating their constituent groups with respect to the budget methodology, terminology and processes.
- Present the annual University budget to Senate.
- Establish such subcommittees as needed to fulfil the Committee's responsibilities.
- Other duties as assigned by Senate.

# Terms of Reference    Budget Committee

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# 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<sup>[1]</sup> which could appear<sup>[2]</sup> 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

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[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.

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### **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.

# Bylaws

Last updated: June 12, 2023

Redline (+Purple)  
Version

## 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 either 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 Appointed 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~~ **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<sup>[1]</sup> which could appear<sup>[2]</sup> 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~~ **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 **is employed by** 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;
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- 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*)
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- 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.
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### 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

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[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.

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## **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 either 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 Appointed 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<sup>[1]</sup> which could appear<sup>[2]</sup> 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 is employed by 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 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

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[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.

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### **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.

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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.

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**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.

**From:** [Michael Bluhm](#)  
**To:** [Lucas Mol](#)  
**Cc:** [Secretariat](#)  
**Subject:** Re: 03-9 Examinations Policy Revisions  
**Date:** Tuesday, 06 February 2024 08:24:26 AM

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Hello Lucas,

Thank you for this feedback regarding the Examinations policy. The proposed change before Senate at this time is in relation to the annual academic schedule, so the intent is not a full reconsideration of all parts of this policy at this time. That said, I can pass this feedback along to the Policy Sub-Committee of the Academic Planning & Priorities Committee so that a more fulsome review of the policy can be initiated and consideration can be given to deferred exams. I've also noted the editorial correction. Thank you.

Best regards,

**Michael Bluhm** (he/him)

Associate Vice President Strategic Enrolment & University Registrar  
Thompson Rivers University  
[www.tru.ca](http://www.tru.ca)

*Thompson Rivers University campuses are on the traditional lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwepemcúl'ecw, the traditional and unceded territory of the Secwépemc. The region TRU serves also extends into the territories of the St'át'imc, Nlaka'pamux, Nuxalk, Tsilhqot'in, Dakelh, and Syilx peoples.*

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**From:** Secretariat <secretariat@tru.ca>  
**Date:** Monday, February 5, 2024 at 4:03 PM  
**To:** Michael Bluhm <mbluhm@tru.ca>  
**Cc:** Secretariat <secretariat@tru.ca>  
**Subject:** Fw: 03-9 Examinations Policy Revisions

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**From:** Lucas Mol <lmol@tru.ca>  
**Sent:** Monday, February 5, 2024 3:52 PM  
**To:** Secretariat <secretariat@tru.ca>  
**Subject:** 03-9 Examinations Policy Revisions

Hi there,

There is a typo in 6 b. ii. of the policy. It should be just "wish" instead of "wish wishes".



Also, I would like to point out that policy 6 b. iii. does not seem reasonable. The instructor is supposed to “Arrange for a suitable final exam that will be scheduled to occur before the end of the semester’s examinations period.”, but this might very well be impossible if the exam was originally scheduled near the end of the exam period. In many situations, I think that it would be reasonable to allow a student that misses a final exam with a valid reason to write after the exam period (e.g., in the first week of January if they miss a December exam).

Does TRU have a policy for deferred exams? It would be much easier for instructors if there were several catchall “deferred exam” dates for students that miss final exams for valid reasons. All students that miss a final exam for a valid reason in December could write in the same place one day at the beginning of January.

Thank you,  
Lucas

## Research Centre Proposal

### I. Identification

#### a. Name of the research centre

Population Health and Aging Rural Research (PHARR) Centre

#### Proposed Director

- Juanita-Dawne Bacsu, Assistant Professor, Tier II CRC in Nursing and Population Health, School of Nursing, TRU

#### b. Lead Faculty and other Faculties involved

Lead Faculty: School of Nursing

Others Involved (PHARR Faculty Researchers):

- Faculty of Education and Social Work- Wendy Hulko
- Faculty of Arts- Claudia Gonzalez
- School of Nursing- Anila Virani, Melba D'Souza
- Faculty of Science- Mark Rakobowchuk

Community Partners (Community-Based Organizations and Academic):

- Alzheimer Society of BC
- Interior Health/Seniors' Care
- Dr. Christopher Almond, Vernon Jubilee Hospital
- Dr. Marc Viger, Orchards Walk Medical Clinic
- Enderby and District Community Resource Centre
- Chase Creekside Seniors Centre
- Canadian Centre for Activity and Aging, Western University

#### c. Physical location of the research centre:

PHARR requires a physical space to operate. The proposed director is working to secure a physical location for the research centre.

### II. Rationale

### **a. Context and background for creating a research centre**

Urgent action is needed to improve the health equity of older adults living in rural communities. Health inequities refer to unfair, unjust, and avoidable differences in health outcomes at the population level (Whitehead, 1991). Compared to urban older adults, rural older adults often have higher rates of cardiovascular disease, diabetes, cancer-related mortality, and dementia (Weden et al., 2018; Xu et al., 2021; Yang et al., 2020). Despite this knowledge, rural older adults continue to face unique health inequities related to limited public transportation, finances, education, housing, and healthcare and support services (Bacsu et al., 2012; 2014; 2019; Forbes & Hawranik, 2012; Hulko et al., 2020).

Improving health equity and rural aging requires local input and interdisciplinary innovation to develop community-based interventions to address not only the biomedical determinants, but also the social determinants of health such as socio-economic, cultural, and educational factors. Accordingly, the Population Health and Aging Rural Research Centre (PHARR) aims to improve rural older adults' health equity and ability to age in place. The PHARR Centre will foster interdisciplinary innovation and meaningful collaboration with researchers, students, clinicians, older adults, policy makers, and community leaders including collaboration with rural older adults living with dementia and their care partners. This centre will be unique in Canada and will host intergenerational programs and foster interdisciplinary research where rural older adults will guide the research questions, priorities, and knowledge translation and exchange (KTE) strategies.

### **b. Overall purpose of the research centre**

#### **Vision**

The vision of the PHARR Centre is to enhance the quality of life and the health equity (unfair, avoidable, and unjust differences in health outcomes) of rural older adults.

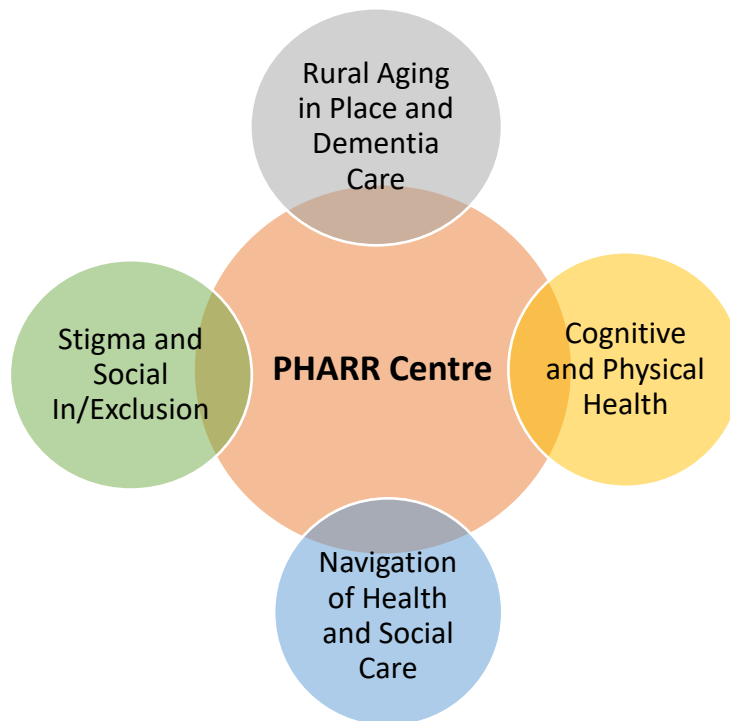
#### **Mission**

The mission of the PHARR Centre is to promote community-driven, population health research informed by interdisciplinary innovation and lived experience to improve the health equity of rural older adults, including rural older adults living with dementia and their care partners. Guided by a social-ecological approach, the PHARR Centre will conduct population health research to improve rural older adults' quality of life at the individual, community, policy, and societal levels. The Centre's interdisciplinary team will work collaboratively with rural community leaders, clinicians, older adults, students, and policymakers to develop timely solutions to real-world issues related to rural aging.

The PHARR Centre's four main research areas include:

- Rural Aging in Place and Dementia Care
- Cognitive and Physical Health
- Stigma and Social In/Exclusion
- Navigation of Health and Social Care

**Figure 1: PHARR Centre’s Research Themes**



### **c. Past History**

The PHARR Centre includes a diverse group of interdisciplinary researchers from a variety of disciplines and faculties. More specifically, our members include expertise in the disciplines of nursing, population health, psychology, physiology, sociology, and social work. Our interdisciplinary researchers have demonstrated scholarly leadership and have strong track records of conducting successful community-driven research and engaging with policymakers, clinicians, students, and community leaders to address issues of health inequity and rural aging (Bacsu et al., 2012; 2014a; 2016; 2019a; Hulko et al., 2021; Hulko et al., 2020; Mirza & Hulko, 2022).

Through our community-based partnerships and interdisciplinary team approach, we have a strong foundation and are ready to implement our PHARR Centre. Our researchers (Bacsu, Hulko, Rakobowchuk, Gonzalez, and Virani) have experience collaborating to develop community-based partnerships and grant applications. For example, our team members have collaborated on grant applications for the Canadian Frailty Network, Michael Smith Foundation for Health Research, Public Health Agency of Canada, Social Sciences and Humanities Research Council, and TRU's Internal Research Fund.

## Researchers

**Dr. Juanita-Dawne Bacsu** is a Tier II Canada Research Chair (CRC) in Nursing and Population Health at Thompson Rivers University (TRU) and has over a decade of experience in leading and implementing interdisciplinary community-based research projects to improve rural aging and stigma of dementia through her work with the Saskatchewan Population Health and Evaluation Research Unit (SPHERU) (Bacsu et al., 2012; 2014; 2017; 2019; 2022). Dr. Bacsu's CRC enables her to dedicate substantial time and resources (CFI funding, course release from CRC funding, etc.) to ensure successful management, organization, and sustainability of the PHARR Centre. **Dr. Claudia Gonzalez** is a psychologist at TRU with research expertise in aging, cognitive health, and dementia. She is currently investigating age-related changes in cognition and brain function using a variety of techniques including grant funded (CFI, \$287,836) functional near infra-red spectroscopy (fNIRS), eye-tracking, and cognitive assessments. She provides valuable training for diverse HQPs in these novel techniques, used in research and clinical settings. She was also a site coordinator for a multi-center clinical trial (treatment for Alzheimer's disease) which required management of large datasets, quality assurance, and management of multiple stakeholders. **Dr. Wendy Hulko** is a sociologist and social worker at TRU with extensive experience in community-based research with equity-denied groups with a focus on rural aging, dementia, intersectionality, service users' views, health provider education, and the social determinants of health (Hulko et al., 2021; Hulko et al., 2020; Mirza & Hulko, 2022). **Dr. Mark Rakobowchuk** is a physiologist at TRU with expertise in gerontology, human physiology, and vascular health. He focuses on diet and exercise interventions that can be implemented in diverse populations to reduce risk of developing vascular related diseases that develop in old age. **Dr. Melba D'Souza** is a nurse researcher at TRU with expertise in ageism, rural health, and the social determinants of health. **Dr. Anila Virani** is a nurse researcher at TRU with a research background in gerontology and dementia care.

#### **d. Recommendations (internal and external)**

As evidenced by our letters of support (see Appendix I), we have strong recommendations and community partnerships with local leaders, policymakers, clinicians, and the internal TRU community. Based on our experience in community-based research, these partnerships are integral not only to capacity-building but in ensuring the sustainability and success of our PHARR Centre over time.

### **III. Research program**

#### **a. Short and long-term goals and specific objectives**

##### **Short term goals (1-3 years)**

- Promote community-driven, population health research informed by interdisciplinary innovation, student collaboration, and lived experience to enhance the quality of life of rural older adults.

##### **Long term goals (3-5 years)**

- Develop and sustain authentic partnerships, build research capacity, provide educational and trainee learning opportunities, and support integrated knowledge translation and exchange to improve rural older adults' quality of life and health equity at the individual, community, policy, and societal levels.

##### **Specific Objectives**

- 1) Conduct population health research informed by interdisciplinary innovation and lived experience to improve the quality of life of rural older adults;
- 2) Foster authentic partnerships, education and training opportunities, and build the capacity of community leaders, students, researchers, clinicians, and policymakers;
- 3) Develop effective knowledge translation and exchange strategies to advance evidence-informed research to enhance the health equity of rural older adults.

## **b. Description of the proposed centre and the value added:**

The PHARR Centre faculty come from a range of disciplines such as social work, community health, nursing, science, and psychology. The value of our centre comes from our ingenuity of combining elements from different disciplines and theories to create innovative solutions to address real-world issues. More specifically, we believe that by combining different disciplines and theories, we can create more robust and evidence-based solutions than could be achieved by a single discipline or theory. Aging is an interdisciplinary field, thus all PHARR members are very accustomed to collaborating with researchers from a variety of disciplines/professions and drawing upon knowledge from both the social and physical sciences, as well as the humanities.

The PHARR Centre will have an exceptional integrated knowledge translation and exchange strategy (KTE). Specifically, the PHARR Centre's integrated KTE strategy will involve developing meaningful partnerships, disseminating a range of communication products (podcasts, journal articles, reports, newspaper articles), and providing various outreach activities (community workshops and conference presentations) targeted to diverse knowledge users. We will engage with our networks which will act as a conduit to both interpret, promote, and disseminate our research findings back to community leaders, clinicians, and policymakers. The PHARR Centre's Faculty has strong experience with innovative and creative KTE activities (such as podcasts, webinars, policy briefs, workshops, infographics, documentary films, reports, and Healthy Aging in place Newsletters) which exemplify the Centre's capacity to translate research findings into policy, practice, and action.

In addition, the PHARR Centre will provide various educational events, training and mentorship opportunities, and KTE activities. The following list provides examples of some of the PHARR Centre's planned activities.

- **Café Scientifique (Year 1):** Host a café scientifique on rural aging and dementia to showcase the work of the PHARR Centre scholars in the community. Partner with Alzheimer Society of BC on café.
- **Biannual PHARR Centre Newsletter (Year 1 onwards):** to share upcoming events, news, research updates, and community workshops.
- **Demystifying Dementia Podcast Series (Year 1-2 onwards):** Partner with students, community leaders, practitioners, rural older adults, and policymakers to develop a collaborative podcast to support rural aging and dementia.

- **CIHR Planning and Dissemination** (Year 2): Host a planning and dissemination event on rural aging, cancer care, and diverse populations to showcase the work of the PHARR Centre scholars in the community. Partner with Interior Health’s Senior Care, the Canadian Mental Health Association and Kamloops Immigrant Services and Kamloops Cancer Supportive Care Society.
- **PHARR Centre Seminar Series** (Year 2 onwards): Develop a seminar series to showcase PHARR Centre research to TRU and larger community.
- **Annual Dementia and Rural Aging Symposium** (Year 2-3): Organize an annual symposium for rural people with lived experience, care partners, students, researchers, practitioners, and policymakers to provide educational knowledge, networking, and awareness to enhance rural aging and dementia.
- **Student Research Internships** (Year 3-4 onwards): Provide TRU enrolled students with the opportunity to apply for student research internship positions at the PHARR centre to provide community-based research training, skill development, and mentorship opportunities in population health and rural aging.
- **Interdisciplinary Course** (Year 4, onwards): Develop an interdisciplinary course on population health.
- **PHARR Centre Casebook of Knowledge Translation Strategies** (Year 4-5): Host a writing retreat to develop a casebook to celebrate the PHARR Centre’s 5-year anniversary to showcase novel methods of KT strategies performed by PHARR research faculty.

**c. Description of the research program (the axis of research)**

- **Overarching theme:** Population Health and Rural Aging
  - Rural Aging in Place and Dementia Care:** Improving independence and aging in place for rural older adults including older adults with dementia. Aging in place refers to having the supports and services necessary to be able to remain in one’s own home or community for as long as one wishes to do so (Zackerman et al., 2008).
  - Cognitive and Physical Health:** Enhancing the cognitive and physical health of older adults living in rural communities.



**iii) Navigation of Health and Support Services:** Addressing knowledge needs and access to information on health and support services for rural older adults and their families.

**iv) Stigma and Social In/Exclusion:** Reducing issues of stigma and social in/exclusion (e.g., such as stigma of dementia and ageism and its intersection with other forms of oppression like racism and heterosexism) towards rural older adults and promoting their societal inclusion.

#### **d. Contribution to training highly qualified personnel (HQP)**

The PHARR Centre will provide exceptional HQP training and mentorship opportunities for students. For example, the Centre will provide educational opportunities to advance trainee's skills through community-based research mentorship (e.g., partnership building, negotiation, dialogue and MOU's), field research experience (e.g., interviews, focus groups, community workshops, collaborative data analysis), interprofessional education by working with interdisciplinary teams (psychology, population health, social work, nursing, etc.), and KT activities (e.g., podcasts, conference presentations, manuscripts, policy briefs, and TRU's Knowledge Maker Journal). Funding will be leveraged to support trainees through the Mitacs program, Alzheimer Society of Canada, and TRU's U-REAP and UGRAF Programs, the Canadian Consortium on Neurodegeneration in Aging (CCNA), and the Canadian Institutes for Health Research (CIHR).

In alignment with CIHR's strategic action plan for training, the PHARR Centre will aim to engage highly qualified and motivated undergraduate and graduate students who demonstrate a commitment to population health intervention research to support healthy aging. The PHARR Centre will be strongly committed to upholding equity, diversity, and inclusion, and will actively recruit and mentor underrepresented population groups (e.g., Indigenous Peoples, visible minorities, persons with disabilities, women, and people marginalized based on gender expression, gender identity and/or sexual orientation including Two Spirit and LGBTQI people). Team members of the PHARR Centre have experience in EDI. For example, Dr. Hulko has supervised and trained over 50 research personnel at TRU, nearly all of whom have been members of one or more equity-deserving group. Her contributions to training extend to publishing, presenting, and holding research grants and she regularly serves as a mentor to emerging scholars from equity-denied groups. In 2019, Dr. Hulko was awarded the TRU undergraduate research mentor award in recognition of her training of HQP (students and community partners). Through Dr. Bacsu's collaborations with the CCNA's Team 18 working group on Indigenous cultural safety in dementia care, she has provided training and worked with 3 Indigenous students, including providing mentorship and training to an Indigenous PhD

student in the School of Nursing at the University of Victoria. Recently in 2022, this working group co-authored two manuscripts (Chakanyuka et al., 2022a; 2022b) together that were published in the *Journal of Advanced Nursing* and *Social Science and Medicine*. Dr. Mark Rakobowchuk has experience supervising an Indigenous BSc student and he upholds principles of equity, diversity, and inclusion through his recruitment of undergraduate and Master's students. His recruitment of HQP's emphasizes gender equity as >50% of his mentees have been women throughout his career.

Faculty of the PHARR Centre have outstanding expertise in training and mentoring highly qualified personnel. For example, Dr. Claudia Gonzalez has strong expertise in supervising HQP's (~13) as part of the Department of Psychology's honours program, directed studies courses, and via scholarship programs and grants offered at TRU. Her HQP training focuses on developing novel skills in data interpretation, community outreach (e.g., to senior centres), and written/oral communication (e.g., conferences). She uses weekly meetings, open communication, and continual feedback to enhance student learning and ensure successful project completion. Dr. Gonzalez's HQPs have moved on to post-graduate studies including medical school (1, UBCO), masters in public health (1, U of S), masters in cognitive and neuroscience (1, SFU), and masters in clinical psychology (1, Newcastle University).

Similarly, Dr. Bacsu has extensive experience with mentorship as she has trained and worked with 21 HQP's including 2 postdoctoral fellows, 5 PhD's, 6 master's, and 8 undergraduate students. Currently, Dr. Bacsu leads a national CCNA study on COVID-19 vaccine-related ageism where she is training 7 HQP's including 3 undergraduate students (1, U of T, 1, U of S, 1, TRU), 1 MSc student (U of S), 2 PhD trainees (1, Dalhousie, 1, U of S), and 1 Postdoctoral Fellow (1 U of S) in conducting inductive thematic analysis and infodemiology research using Twitter data. In addition to providing research training, Dr. Bacsu actively involves HQP's in co-authorship on peer-reviewed journal articles (e.g., *Journal of Medical Internet Research*), conference presentations (e.g., Canadian Association on Gerontology, Gerontological Society of America, Canadian Association for Health Services and Policy Research) and global reports (e.g., 2021 World Alzheimer Report). Most recently, Dr. Bacsu founded an international training program with the GSA entitled, Advancing Gerontology through Exceptional Scholarship (AGES), where she is co-leading (with Dr. Matthew Lee Smith from A&M Texas University) a team of 5 early career HQP's from across North America and Europe by providing mentorship, training, expert guest speakers, and interdisciplinary scholarship opportunities to advance academic careers in the field of aging. Accordingly, the PHARR Centre Faculty will continue to use their extensive networks and mentorship experiences to recruit and train HQP's at the PHARR Centre at TRU.

**e. Expected sources of funds, plans for funding research activities.**

We have a range of secured, expected, and planned internal and external funding sources to support our research activities as outlined in the table below.

Status of Grant	Funding Source	Grant Amount	PI/Co-I's	Title of Grant
Secured	Government of Canada	\$600,000	JB	Tier II CRC Funding for salary (\$500,000) and research stipend (\$100,000)
Secured	Government of Canada/CFI	\$68,251	JB	Canada Foundation for Innovation Grant for research lab development
Secured	Thompson Rivers University	\$3,000 x 3= \$9,000	JB, WH	Undergraduate Research Apprenticeship Fund
Secured	MSHR	\$15,000	JB, WH, AV, MD	Convening and Collaborating C2 Grant
Secured	TRU Internal Research Fund	\$5,000	JB/AV/DG	Internal Research Fund
Secured	TRU Internal Research Fund	\$5,000	AV/JB/JM	Internal Research Fund
Secured	TRU UGRAF Fund x 2	\$6,000	JB	Undergraduate Research Apprenticeship Fund
Submitted for review	Alzheimer Society of Canada	\$200,000	JB	New Investigator Award
Submitted for review	SSHRC Partnership Grant	\$25,000	WH/JB/Others	SSHRC Grant - Cultural Safety Dementia Care
Submitted for review	Western University/CCAA Collaboration	\$2,500,000	JB Orange/JB/Others	SSHRC Partnership Grant
		<b>Total:</b>	<b>Secured \$743,251 Pending \$3,417,251</b>	

**f. Five-year sustainability plan as it relates to centre activities, membership, engagement, and financial resources.**

**Five-Year Sustainability Plan**

YEAR	ACTIVITIES, MEMBERSHIP, & ENGAGEMENT	POTENTIAL FINANCIAL RESOURCES
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1	Hire centre staff; host centre's grand opening; establish community advisory team; organize biannual research team meetings; complete grant applications to fund research activities and highly qualified personnel (HQP); host CIHR café scientifique; develop biannual centre newsletter; launch centre's first podcast series (Demystifying Dementia); roll-out potentially funded research (CABHI and Harold Project).	CFI; UGRAF; CABHI Spark Grant in collaboration with Alzheimer Society of BC; Public Health Agency of Canada's (PHAC) Dementia Community Investment (DCI) Grant; Café Scientifique; CCAA's SSHRC Harold Project
2	Launch centre's newest podcast series (Dementia Conversations: Stopping Stigma); hold bi-annual team meetings; hire new HQP's; develop team research grants; host CIHR dissemination event, continue biannual newsletter; host PHARR seminar series; submit grants to support summer institute, develop new and existing research partnerships.	PHAC New Horizons Grant; CCNA Dissemination Grant; TRU UGRAF; Alzheimer Society of Canada; CIHR Brain Health Grant; MSBC partnership Grant; CIHR Planning Grant
3	Organize annual symposium on dementia and rural aging; hire new HQP; apply for team grants; host biannual team meetings; develop an annual review report to document milestones (projects, publications, funding).	UGRAF; CIHR planning and dissemination grants; Alzheimer Society of Canada; TRU Internal Grants; PHAC New Horizons Grant; CCNA Dissemination Grant
4	Continue applying for grants to sustain/grow centre's research/KT activities; hire new HQP; host biannual team meetings; complete annual review; develop interdisciplinary course on population health and rural aging; organize writing retreat to begin plans for PHARR Centre KT Casebook; continue to develop/strengthen research partnerships.	UGRAF; CIHR planning and dissemination grants; MSFHR C2; MSFHR Reach grants (KTE); MSFHR IURC; Alzheimer Society of Canada; TRU Internal Grants; PHAC New Horizons Grant; CCNA Grant; SSHRC Partnership Grant; Subvention grants.
5	Develop new 5-year Plan to update centre's themes and objectives; host book launch (KT Casebook) to celebrate centre's 5-year anniversary; complete annual review; host biannual team meetings; apply for grants to advance research centre and HQP's.	ASC; CIHR; MSHR; TRU Internal Grants; Interior University Coalition Grants; Alzheimer Society of Canada; PHAC New Horizons Grant; CABHI Spark Grant.

#### IV. Strategic positioning

##### a. Positioning in relation to other research units and groups at TRU, in British and Canada, and internationally (as deemed relevant).

Currently, there are no comparable rural aging research centres using a population health approach at TRU or within the Interior Region of British Columbia. Although the University of Victoria (UVIC) has the Institute on Aging and Lifelong Health (IALH), this unit focuses on improving the health and quality of life of individuals of all age groups and it does not include a rural health focus. Moreover, UVIC's research centre is located in Victoria (443 km away from Kamloops) which makes sharing their space and/or research equipment impractical. Moreover, The PHARR Centre is essential for the success of members' programs of research as it will support training of highly qualified personnel (HQP), enable quality data collection and analysis using community-based research approaches (e.g., partnership building, community workshops, Community Advisory Team meetings), and provide advanced technology needed for producing leading-edge knowledge translation activities (e.g., podcast studio, casebook, etc.). The PHARR Centre will also provide the physical space and opportunity for TRU researchers to develop and strengthen interdisciplinary collaborations and community partnerships which align well with TRU's Integrated Strategic Plan.

**b. Added value and importance in relation to the plans of the University, including its Strategic Research Plan, the Lead Faculty, and other schools, departments, or institutes.**

The PHARR Centre aligns with three of TRU's five research themes including: i) education, health, and diversity; ii) community and cultural engagement; and iii) technology and optimization. Specifically, the PHARR Centre will support education, health, and diversity by conducting population health research that addresses health inequity of rural older adults with dementia and their care partners. The Centre will develop community and cultural engagement by building meaningful collaborations with diverse stakeholders including community leaders, policy makers, health practitioners, and rural older adults including people with dementia and their care partners. In addition, the Centre will support technology and optimization through its integrated KTE Strategy using innovative methods to support knowledge dissemination (e.g., podcasts, webinars, etc.).

The PHARR Centre will address five of the six priorities of TRU's School of Nursing's Strategic Research Directions, including: i) fostering engagement; ii) building capacity; iii) supporting collaboration; iv) conducting high quality research; and v) promoting knowledge exchange. First, to foster engagement, partnerships will be developed with community leaders, policy makers, health practitioners, and rural older adults including rural people with dementia and their care partners. Second, capacity will be developed through student mentorship and training to build trainees' skills and research capacity by using Interior BC's aging population as a living laboratory to conduct population health research to build evidence-informed knowledge to improve rural aging. Third, collaboration will be fostered by developing a community advisory team to provide local expertise throughout the entire program of research. Fourth, high quality research will be conducted by interdisciplinary teamwork to combine elements from different frameworks and disciplines to foster more robust research than could be achieved by a single discipline. Fifth, promoting knowledge

exchange will be accomplished through partnerships with diverse researchers, and knowledge users (individual, community, policy, and societal levels).

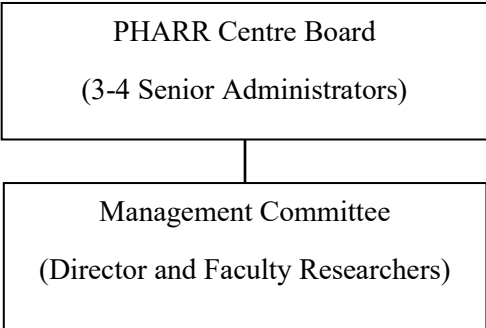
**V. Governance**

**a. Description of the governance structure, including roles and responsibilities of committees and key positions (Organizational chart if necessary)**

The PHARR Centre’s governance structure will include a Board, that oversees the Centre’s research and financial activities (See Figure 2). The Centre’s management will be guided by a collaborative memorandum of relational understanding (MORU) that outlines the role of the Management Committee in providing consultation and input in supporting the PHARR Centre’s Director and Faculty Researchers. The MORU will be developed in consultation with the Board and by the PHARR Centre’s Director and Faculty Researchers. Through TRU’s research centre policies, the PHARR Centre will receive institutional oversight from the Vice-President Research (e.g., five-year review requirement for research centres).

The Board members will consist of 3-4 senior university administrators (e.g., such as the PHARR Centre Director’s Dean) and will provide guidance and insight on its activities and programs, including strategic planning and plans for seeking research funding. The PHARR Centre’s Director will meet biannually with the Board to provide updates on the Centre’s research and economic activities and to seek input and advice for moving the centre forward.

**Figure 2:** PHARR Centre’s Organizational Chart



**Roles and Responsibilities**

**Management Committee**

- The Management Committee will be responsible for overseeing the PHARR Centre’s research and financial activities. The PHARR Centre’s Director will meet biannually with

the Management Committee to provide updates on the Centre's research and funding activities and to seek consultation and advice for the Centre.

### **PHARR Centre Director**

- The PHARR Centre's Director's membership criteria includes having a faculty appointment at TRU (Tenure-Track, Tenure Tri-partite); having strong research expertise in at least three of PHARR's theme areas; and demonstrating extensive evidence of peer-reviewed publications, presentations, and research grants. The Director will be responsible for overseeing the Centre's research activities, finances, and supervising staff members.

### **Faculty Researchers**

- PHARR Faculty Researchers' membership criteria includes having a faculty appointment at TRU (Tenure-Track, Tenure Tri-Partite) or elsewhere; having research expertise in at least two PHARR's theme areas; and showing evidence of peer-reviewed publications and acquiring research grants. Faculty Researchers responsibilities include: attending biannual PHARR meetings; participating in PHARR events, student mentorship, and research/publication opportunities; providing financial support for the Centre through built-in funding requests in grant applications (e.g., knowledge translation/project coordinator); and acknowledging Centre affiliation in publications and presentations.

### **b. Proposed inaugural membership of the board and/or steering committee and other key committees, include department/school and faculty affiliations.**

The PHARR Centre Management Committee will include:

- Director:
  - Juanita-Dawne Bacsu, Assistant Professor, Tier II CRC in Nursing and Population Health, School of Nursing, TRU
- TRU Faculties and Schools:
  - Initial Faculty Research Team
    - Faculty of Social Work - Wendy Hulko
    - Faculty of Science - Mark Rakobowchuk
    - Faculty of Arts - Claudia Gonzalez
    - School of Nursing - Anila Virani and Melba D'Souza
  - As the centre grows, new research clusters may be established that will add to the membership of the Management Committee.
- c. Frequency of board meetings and other committee, as well as the timing of the annual general meeting, as deemed relevant.**

The PHARR Centre Management Committee (Director and Faculty Researchers) will meet biannually to discuss important updates and events. Additional meetings will be held as necessary to support team collaboration for grant funding and research projects. The Management Advisory Committee will meet biannually to review the Centre’s finances, research activities, and provide consultation/input to support the Centre.

**d. Criteria for expanding membership and criteria/mechanism for removing members.**

Membership expansion will be based on the membership criteria noted above for Research Faculty. Nominations of new members must include a letter of intent and a CV that will be submitted to the Centre’s Director who will then share with the Board for consideration. The Board, by majority vote, will determine whether the nomination of the new member is successful.

Membership removal may occur for the following reasons: i) the member does not participate in the biannual Centre meetings, events, publications and/or research activities for a prolonged period of time (timelines to be determined by Board); and ii) the member does not abide by TRU policies related to ethical research conduct. The Board, by majority vote will determine whether a member is removed from the centre.

**e. Identify funding, or anticipated sources of revenue. This should also include details on how they will be managed.**

*Please see sections III. Research program (e) and VII Resources & budget below for details.*

Funding Source	Grant Amount	PI/Co-I’s/ Management	Title of Grant
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**VI. Community relationships (as required)**

Through the development of our research grant proposals (CAHBI Spark Grant, Canadian Frailty Network Grant, etc.), the PHARR Centre Faculty have developed strong relationships with community organizations such as the Alzheimer Society of British Columbia, Chase Creekside Seniors Centre, and Enderby and District Community Resource Centre. We have also established relationships in the Thompson Cariboo Shuswap Region with general practitioners including, Dr. Christopher Almond and Dr. Marc Viger. Dr. Christopher Almond is an emergency physician and Dr. Marc Viger is one of only a few physicians in interior British Columbia with training and a fellowship in Geriatrics and Care of Older Adults. These relationships are vital as they provide knowledge to support community driven research and knowledge dissemination strategies to support our research findings into practice (see attached letters of support).



**a. Details of consultation with stakeholders, and anticipated linkages with regional, domestic and international research, business and government groups, as necessary.**

Consultation has focused on establishing a national research linkage with the Canadian Centre for Activity and Aging (CCAA) at Western University. Building on recent research collaborations with the CCAA (research grants such as CFN, SSHRC Partnership Grant, etc), this linkage will provide the PHARR Centre with opportunities for partnership in terms of collaborative studies, networks, and research grants to enhance healthy aging for older adults. Drawing on the PHARR Center Director's international and national networks, other anticipated PHARR linkages and collaborations include the Gerontological Society of America (GSA), the Saskatchewan Population Health and Evaluation Research Unit (SPHERU), the Canadian Rural Health Research Society (CRHRS), Dementia Advocacy Canada, Caregiver Crosswalk, and the Rural Dementia Action Research (RaDAR) Team, and the Canadian Consortium on Neurodegeneration on Aging (CCNA). Dr. Hulko is a founding member of the Centre for Research on Personhood in Dementia (CRPD) at UBC, the Critical Dementia Studies Network, and the International Indigenous Dementia Research Network (IIRDN) and can leverage these relationships to support/promote the Centre's work.

**VII. Resources & budget**

**a.** Identification of the required direct and indirect resources in a detailed budget. The budget and resources to support the PHARR Centre are detailed in Table below.

## Budget Breakdown

ITEM	Amount	Awarded Grants	Planned/Submitted for Review	In-Kind Funding	Total
<b>Research Project Coordinator/</b> (20 hrs/week)	\$28.34/hr x 975 hrs/yr = \$27,631.50 + 13.8% benefits = \$31,445		PHAC 2023 planned/ New Horizons planned		\$31,445
<b>1. HQP Undergraduates</b> x 4	\$3000 x 2 = \$6,000  \$2,500 x 2 = \$5,000	TRU UGRAF Grant \$6,000 Secured	TRU Internal Grant \$5,000 submitted		\$11,000
<b>2. Partnership Building with Multi-stakeholders</b>	\$15,000	MSHR C2 Grant Secured			\$15,000
<b>3. Research Equipment and KTE Equipment</b>	\$50,472	CFI Grant Secured			\$50,472
<b>4. PHARR Centre Infrastructure</b>	\$17,779	CFI Grant Secured			\$17,779
<b>5. Website</b>	\$3,000		UGRAF planned		\$3,000
<b>Total</b>					\$88,849 (secured) \$39,445 (planned) Total: \$128, 294

### 1. PHARR Centre Staff: \$31,445

- Project Coordinator – \$31,445
- Coordinator will assist the Director with organizing the Centre’s education, research, and engagement activities.
- .5 FTE research coordinator = \$27,632 + 13.8% benefits = \$31,445 as per the CUPE collective agreement

### 2. Highly Qualified Personnel (HQP): \$11,000

- 4 Undergraduate HQP’s: \$11,000
- HQP’s will learn new skills and training by participating in PHARR Centre’s research projects, educational opportunities, networking, and meetings.
- Funding initially planned from TRU’s UGRAF and Internal Grant Award

### 3. Partnership Building with Multistakeholders: \$15,000

- Partnership building through meetings and workshops with diverse stakeholders to develop research agenda to secure additional funding to reduce stigma of dementia in rural communities.

### 4. Research equipment and Knowledge Translation/Exchange (KTE) equipment: \$50,472

**Item 1: Laptop computers (Total: \$5,800):** AN515-57-76NE ACER NITRO 15.6" (I711800H/RTX3050/16GB/512GB SSD) 4 x \$1450 = \$5,800

- Student research assistants (e.g., estimated 4 RAs) will require laptops to support data collection (e.g., scoping review, environmental scans, etc.), analysis, and dissemination.

**Item 2-4: iPads and related equipment (Total: \$6,580):** iPad Pro 2021 (12.9”) 4 x \$1002 = \$4,008, Apple pencil 4 x \$145 = \$580 (<https://www.apple.com/ca/apple-pencil/>), Apple Magic keyboard iPad Pro 12.9-inch 4 x \$498 = \$1,992 ([Magic Keyboard for iPad Pro 12.9-inch \(5th generation\) - US English - White - Apple \(CA\)](#))

- iPads with data plans will be used during fieldwork and rural travel to provide maps and navigation for locating rural communities, participants’ homes, and/or farms, and healthcare organizations. iPads will also be used for paperless ethics forms, interview guides, focus groups guides, and fieldnotes. Apple pencils will be used for participant signatures on the ethics forms, and Apple Magic keyboards will be used for typing fieldnotes and observations at interviews, focus groups, community presentations, and Community Advisory Meetings.

**Item 5: Audio recorders (Total: \$396):** Olympus WS-853 Digital Voice Recorder with Two Directional Microphones (V415131BU000) 4 x \$99 = \$396

- Audio digital recorders are required to record the interviews and focus groups.

**Item 6: Transcription equipment (Total: \$360):** Olympus AS-2400 Transcription Kit (147588) 2 x \$180 = \$360

- Two transcription kits (software/pedal) are needed to type the interview/focus group data.

**Item 7-8: Data projector and screen (Total: \$4,653):** Data projector (LG 4K UHD LED 5,000 Lumens Laser ProBeam Projector with webOS, BU50NST) = \$4,195, Data Projector Screen: (Pyle PRJTP42 40-Inch Video Projector Screen, Easy Fold-Out and Roll-Up Projection Display, Tripod Stand Style)= \$458

- Data projector and screen are needed to support community-based research approach and sharing information during various activities including community information sessions, intergenerational programming, local presentations, Community Advisory Meetings, etc.)

**Item 9-10: Microphones and speakers (Total: \$774):** Wireless microphones: (Rode Wireless Go II Dual Compact Microphone System for Two People – Black, WIRELESSGO2) = \$371 Dual Wireless Portable PA Speaker with 2 UHF Wireless Microphones (Timo 1800) = \$403

- Wireless microphones are required to support adequate hearing/communication with diverse audiences (including rural older adults who may have difficulty hearing) at community presentations, information sessions, etc. Portable speaker and handheld microphones are needed for audience questions during events.

**Item 11: Smart Interactive Whiteboard and related equipment (Total: \$3769):** (Samsung 55" Flip 2.0 Digital Flipchart, Advanced IR touch technology, with passive pen, 4 pts drawing, NEW Pen and Brush modes, notation feature, Built-in WiFi, built-in speaker (10W x 2), Light gray cabinet mobile stand for 55"(WM55R)- rotation (4-Wheels), Pivot (90°), Light gray Flip Tray for 55" and 65" -front facing= \$3769

- Remote/virtual meetings and collaboration (e.g., due to COVID-19 lockdowns, extreme winter weather, poor road conditions in the mountains, travel advisories, etc.) will be aided with the Smart Interactive Whiteboard to enable both remote and/or in-person teamwork (e.g., Community Advisory Meetings, reviewing data collection tools, editing documents, and data dissemination materials, etc.) on a shared whiteboard.

**Item 12: Satellite iPhone adapter (Total: \$1,230):**

- Iridium GO!® satellite adapter to extend reach of iPhone (e.g., no/limited cell coverage in some rural areas) is required for rural fieldwork and community-based research approach by supporting up-to-date communication with participants during research program and data collection (e.g., any study questions, cancellations, rescheduling, change-of-address, etc.) and to ensure safety during travel to rural communities (e.g., flat tire, up-to-date weather conditions, travel advisories, road conditions, etc.).

**Item 13: Adobe Illustrator & Adobe Stock (Total: \$2,340):** 5 years x \$468 per year= \$2,340

(<https://www.adobe.com/ca/creativecloud/plans.html?filter=design&plan=individual&promoid=TKZTLDFL&mv=other> )

- Software required to design participant recruitment/data collection materials and knowledge translation materials (e.g., newsletters, policy briefs, reports, posters, etc.).

**Item 14:** Portable hard drive (Total: \$140): Verbatim XS USB 3.0 Portable External Hard Drive- \$140 <https://www.grandandtoy.com/en/product/97394-0-Verbatim-Titan-XS-USB-3-0-Portable-2-5-Hard-Drive.aspx>

- Portable external hard drive required for backing up and saving research data.

**Item 15-21:** Podcast Recording Studio Package (\$7,034): Podcast Microphone (Shure MV7 Microphone-Podcasting-Voice-Isolating- Technology)- 1 for host and 5 guest speakers x \$357= \$2,142, Rode studio arm including desk clamp & adapter- 6 x \$144.00= \$864, Live Trak Zoom 12CH digital mixer/recorder -\$928, Closed back studio headphones 6 x \$167 = \$1002, 25' Lo Z Neutrik cables 6 x 34 = \$204, Studio Starter Kit (sound panels) – 3 x \$548=1,644, Wedgies (foam panels)- \$250

- Equipment and advanced technology needed to produce leading-edge KTE activities (e.g., podcasts, café conversations, webinars, etc.).

**Item 22-23:** Podcast recording/editing software (Total: \$12,209): Podcast Recording Software: Squadcast software–5 years x \$1650 per year = \$8,250 USD x 1.26 CAD = \$10,395 (<https://squadcast.fm/pricing/>), Podcast Editing Software: Descript program - 60 months x \$24 per month= \$1,440 USD x 1.26 CAD = \$1,814 (<https://www.descript.com/pricing>)

- Software required to record and edit podcasts episodes.

**Item 24:** Large monitor (Total: \$896): Dell Monitor WQHD 165Hz (S2721DGF)-\$896

- Large monitor needed to record and edit KTE (e.g., podcasts, webinars, etc.).

**Item 25:** Live stream recording equipment (Total: \$258): (AverMedia Live Streamer CAM)

- Live stream video recording equipment required for KTE (e.g., podcasts, webinars, café conversations)

**Item 26-27:** Podcast table and chairs (Total:\$4,033): Classic Brushed Double Based Conference Table Boat-Shaped with Double Base - \$2,227, Podcast Chairs: Nova High Back Leathertek & Bonded Leather Chair \$301 x 6 = \$1806

(<https://www.source.ca/shop/office-chairs/executive-chairs/nova-high-back-chair-without-arms/#choose-your-seat-material>)

- Table and seating for podcast host/co-hosts, trainees, and guest speakers.

## 5. PHARR Centre Infrastructure: \$17,779

**Item 28:** Secure Data Storage Cabinets (Total: \$2,352): Global 2800 Series Premium Vertical Legal File Cabinet, 4 Drawers Black, 3 x \$784= \$2,352 <https://www.staples.ca/products/511591-en-global-2800-series-premium-vertical-legal-file-cabinets-4-drawer-black>

- Storage cabinets needed to lock-up equipment (iPads, laptops, etc.) and confidential research.

**Item 29:** Printer/Fax machine (Total \$945): HP Color Laserjet Pro Multifunction M479FDN (Fax/Duplex/Network)= \$945

- Machine required for faxing and printing technology for research and dissemination materials (e.g., community recruitment posters, newsletters, reports, etc.).

**Item 30-33: Intergenerational Program Infrastructure (Total: \$14,482):** 4 activity tables (Dandelion dining table <https://www.leons.ca/products/dandelion-dining-table-brown?variant=15482640924718> ) 4 x \$839= \$3,356 with seating (4 chairs per table Thoreaux arm chair <https://www.leons.ca/products/thoreaux-arm-chair-dark-cherry?variant=15941365760046>) 16 x \$290= \$4,640, Enzo Accent Chair (<https://www.leons.ca/products/enzo-accent-chair-orange?variant=30382480425006>) 8 x \$335= \$2,680, Sobro smart coffee table (<https://www.leons.ca/products/sobro-smart-coffee-table-white?variant=15484867444782>) 2 x \$1903-\$3,806.

- Activity tables and seating required to support intergenerational programming with university students (e.g., nursing, social work, psychology, etc.) and rural older adults with dementia and their care partners.

## 6. PHARR Centre Website: \$3,000

- Website development to share PHARR Centre activities, research, and events.

**Budget Total: \$128,294**

▪ **Details of any anticipated institutional support requirements of the centre, including space, support services (i.e. - IT, website, or fundraising) and personnel, equipment & facilities. Supports should be reflected in support letters.**

The Director of the PHARR Centre is working to secure a physical location for the research centre. The PHARR Centre space is based on an existing model (<https://www.salford.ac.uk/salford-institute-for-dementia>) and an ideal location would be accessible (no stairs, or has elevator access, parking nearby, and an accessible washroom) to older adult community partners and research participants who may have mobility issues and/or early-stage dementia. The PHARR Centre's infrastructure (couches, smart tables, interactive whiteboards, speaker system, board room table and chairs, computers, podcast studio equipment, etc.) has been funded through a CFI grant to support intergenerational research and programming with older adults. The research space will also house the PHARR Centre's podcast studio.

## Appendix I

- a. Letter of Support from Deans and Chairs, where necessary, indicating level of support and institutional commitments.
- b. Letters of Support from potential external members, where appropriate.

## Appendix II

Curriculum Vitae of Project Director and key/lead faculty.

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## **Appendix I- Letters of Support**

- a. Letter of Support from Dean of Lead Faculty
  - Dr. Rani Srivastava, School of Nursing
- b. Letters of Support from external members.
  - Community Partners (Community-Based Organizations and Academic):
  - Alzheimer Society of BC
  - Interior Health/Seniors' Care
  - Dr. Christopher Almond, Vernon Jubilee Hospital
  - Dr. Marc Viger, Orchards Walk Medical Clinic
  - Enderby and District Community Resource Centre
  - Chase Creekside Seniors Centre
  - Canadian Centre for Activity and Aging, Western University

March 2, 2023

Dear Dr. Garrett-Petts and member of the Research Committee of Senate,

**RE: Population Health and Aging Rural Research (PHARR) Centre**

It is my pleasure to write this letter of support for the Population Health and Aging Rural Research (PHARR) Centre proposal being submitted by Dr. Juanita-Dawne Bacsu, an Assistant Professor and a Tier II Canada Research Chair in Nursing and Population Health in the School of Nursing at Thompson Rivers University, in collaboration with her team.

The mission of the PHARR Centre is to promote community-driven, population health research informed by interdisciplinary innovation and lived experience to improve the health equity of rural older adults, including rural older adults with dementia and their care partners. This focus on community-driven research is a strength that underscores the importance of the PHARR Centre. Specifically, the PHARR Centre's community partnerships and networks will provide a vehicle to exchange, interpret, and translate evidence-based knowledge into policy and practice to improve rural aging.

The PHARR Centre will contribute to our signature strategic directions at the School of Nursing by fostering community engagement, supporting collaboration, and promoting knowledge exchange. This program will also contribute to our priority research and scholarship themes of community and population health by addressing rural aging, dementia care, cognitive and physical health promotion, and service navigation needs.

The School of Nursing at Thompson Rivers University will provide the physical location for the the PHARR Centre. More specifically, the School of Nursing will commit to providing a dedicated space (NPH 224) for the PHARR Centre with an estimated in-kind value of \$93,450. Other infrastructure support will be provided as needed.

At TRU's School of Nursing, we prioritize preventative aspects of healthcare and capacity-building initiatives to address health disparities at the population level. The PHARR Centre will build research capacity by providing student mentorship and training initiatives to improve the health equity of rural older adults. The Centre will work collaboratively with rural community leaders, students, clinicians, policymakers, and older adults to develop timely solutions to address real-world issues impacting rural aging.

In short, I fully endorse the efforts of Dr. Bacsu and her team's establishment of the PHARR Centre to improve the health equity of rural older adults.

Sincerely,

*Rani H. Srivastava*

Rani H. Srivastava RN, PhD, FCAN  
Dean, School of Nursing  
Nursing & Population Health Building  
840 College Way, 264A  
Kamloops, British Columbia V2C 0C8  
P: (250) 828-5441  
E: [rsrivastava@tru.ca](mailto:rsrivastava@tru.ca)

March 3, 2023

Thompson Rivers University  
805 TRU Way  
Kamloops, BC V2C 0C8

Dear Reviewers,

**RE: Population Health and Aging Rural Research Centre (PHARR Centre)**

On behalf of the Alzheimer Society of B.C., I am writing to express support for Dr. Juanita-Dawne Bacsu's Population Health and Aging Rural Research Centre (PHARR Centre) at Thompson Rivers University.

The Alzheimer Society of B.C.'s vision is a world without Alzheimer's disease and other dementias, and that world begins with a society where people affected by dementia are welcomed, supported and included. Together with people with lived experience, the Society educates and mobilizes a broad community of care and supports valuable research into the disease and people living with it. We are committed to nurturing research and discovery here in B.C. through supporting and partnering with researchers such as Dr. Bacsu.

There are an estimated 85,000 people in B.C currently living with dementia, a number which is projected to increase to almost 134,000 by 2030. We are committed to supporting people affected by dementia to remain in their communities for as long as possible. Reducing stigma and social exclusion, ensuring quality supports and creating barrier-free communities are essential to allow individuals living with dementia to age in place. The PHARR Centre's proposed podcast series (*Demystifying Dementia: Rural and Remote Podcast Series* and *Dementia Conversations: Stopping Stigma*) aligns with our commitment to fostering a deeper awareness and understanding of dementia and reducing stigma. The proposed annual rural and remote summit on brain health and dementia is a first of its kind in the province and would help ensure people living outside the Lower Mainland are included, supported and engaged within their communities and research.

We are particularly pleased to see how the PHARR Centre has been designed as a participatory project that engages people living with dementia and their care partners to guide the research priorities, studies and knowledge mobilization strategies. We look forward to our partnership

# Alzheimer Society

BRITISH COLUMBIA

and collaboration with Dr. Bacsu to support the production of evidence-based knowledge to promote brain health at an individual, community and policy level.

Sincerely,



Heather Cooke, PhD  
Provincial Coordinator, Knowledge Mobilization  
Adjunct Professor, School of Nursing, UBC

ALZHEIMER SOCIETY OF B.C.  
300 – 828 West 8th Avenue  
Vancouver, BC V5Z 1E2  
WEBSITE: [www.alzheimerbc.org](http://www.alzheimerbc.org)

TEL: 604-681-6530  
TOLL-FREE: 1-800-667-3742  
FAX: 604-669-6907  
EMAIL: [info@alzheimerbc.org](mailto:info@alzheimerbc.org)





March 8, 2023

To Whom It May Concern,

**RE: Letter of Support towards the Population Health and Aging Rural Research (PHARR) Centre**

On behalf of the Interior Health, I am pleased to provide this letter of support for the Population Health and Aging Rural Research (PHARR) Centre being developed by Dr. Juanita-Dawne Bacsu and her team at Thompson Rivers University.

The Interior Health has a vested interest in supporting the health equity of rural older adults as our organization works to improve the quality of life for individuals and communities, inspired by innovation and partnership and committed to the health and wellbeing of everyone in our region. Interior Health values compassion, quality, safety and integrity. We believe that health equity is important to contributing to the overall health and wellbeing of people, families and communities. This collaboration meets our 2021-2024 strategic priorities: (1) Population Health – improving outcomes and health equity through effective health promotion, prevention and protection, (2) Primary Care – being the foundation of health care service delivery with improved person-centred access to team based care, (3) Seniors Care – coordinated access to team based specialized community services, (4) Quality and Patient Safety - continuous improvement, safe delivery of care and engagement, (5) Mental Health and Substance Use – overdose response, mental wellness, and increased access to quality person centered care, and (6) Improved and Inclusive Culture – diversity and inclusion, engagement and anti-racism.

The establishment of the PHARR Centre will support community-driven research informed by lived experience and scholarship to improve the health equity of rural older adults, including rural people living with dementia and their care partners. This centre will develop diverse partnerships and conduct interdisciplinary population health research to build capacity and support evidence-based knowledge to promote health equity.

To conclude, Interior Health strongly supports the development of the Population Health and Aging Rural Research Centre for the people in Kamloops and surrounding regions of British Columbia (BC). We believe that the PHARR Centre is important because it will support research, education, and awareness to improve healthy aging.



for rural older adults in our BC region. We look forward to working in partnership and collaboration with Dr. Bacsu and her team at the PHARR Centre.

Sincerely,

A handwritten signature in black ink, appearing to read 'Michelle Smith'.

Michelle Smith, BSc, MSc

Regional Practice Lead, Research, Quality, Knowledge Translation, Interior Health, Canada

Interior Health Lead, BC Provincial Long term care quality initiative (LTC-QI), Canada

Adjunct Professional Fellow, Centre for Indigenous Health Equity, Office of Indigenous Engagement, CQUniversity, Australia

Adjunct Professor, School of Health and Exercise Sciences, Faculty of Health & Social Development, UBC Okanagan, Canada

Michelle.Smith3@interiorhealth.ca

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# CHRISTOPHER J. ALMOND, B.Sc., M.D., CCFP(EM)

9976 Purcell Drive, Box 3176, Vernon, British Columbia, Canada V1B 3M1

639-536-3644 (mobile)

drchrisalmond@gmail.com

March 19, 2023

Dear Reviewers,

I am writing this letter in support of the Population Health and Aging Rural Research (PHARR) Centre, led by Dr. Juanita-Dawne Bacsu. The team of the PHARR Centre's mission is to promote community-driven, population health research informed by interdisciplinary innovation and lived experience to improve the health equity and quality of life of rural older adults. As a rural emergency physician, I think there is a critical need to improve the health equity and disparities faced by rural older adults. Using a population health approach, this centre will conduct timely research to advance preventative care and support community dwelling of older adults. When older adults become institutionalized, their level of care goes up, often with deleterious effects – not just on the elderly but on the healthcare system. As an emergency physician, I have observed the downstream effects of this and recognize the importance of supporting aging in place.

I am told the team's approach to the RCHA program is a multidisciplinary one, drawing on the expertise of researchers in different disciplines to support healthy aging for older adults. Notably, the interdisciplinary team in this application represent the following: Nursing, Social Work, Biological Sciences, Public Health, and Psychology. This application will continue to build on the excellent contributions of the researchers in the areas of gerontological health, healthy aging in place, cognitive health promotion, and rural community-based health research along with the team's proven ability to attract, train and mentor, highly qualified personnel (HQP) with multi-disciplinary skills.

I fully support Dr. Bacsu and her team's establishment of the PHARR Centre to ultimately strengthen the health equity of older adults in rural communities.

Sincerely yours,



---

Dr. Christopher J. Almond  
Emergency Physician



**Orchards Walk Medical Clinic**  
102 - 3200 Valleyview Drive, Kamloops, BC V2C 4S2  
Tel: 250-828-8080

March 16, 2023

Dear Reviewers

I am pleased to write this letter of support for Dr. Juanita-Dawne Bacsu and her team's Population Health and Aging Rural Research (PHARR) Centre.

Rural seniors' health is of critical significance to the Thompson Cariboo Shuswap area that encompasses Kamloops. As a family physician with specialized training in Geriatrics and Care of Older Adults, I recognize the significant need to improve healthy aging for rural older adults, and especially those with dementia and their family caregivers.

The Thompson Cariboo Shuswap area is one of Canada's most rapidly aging regions and the number of seniors is anticipated to significantly increase over the next five years. Currently, healthy aging programs are urban centric with little focus on supporting rural and remote older adults. Thus, I believe that the PHARR Centre is greatly needed as it will support evidence-based knowledge to improve healthy aging in rural communities.

I believe that Dr. Bacsu and her team have the skills, research expertise and capacity to develop a successful Population Health and Aging Rural Research Centre. In short, I strongly endorse these researchers and their commendable efforts to improve healthy aging for older adults in rural communities.

Sincerely,

*Marc Viger*

Dr. Marc D. Viger, M.D., CCFP  
Fellowship in Care of the Elderly, University of Western Ontario  
Family Physician, Orchards Walk Medical Clinic  
102-3200 Valleyview Drive  
Kamloops, BC V2C 4S2  
Email: [dr.viger@live.ca](mailto:dr.viger@live.ca)

March 17, 2023

To Whom It May Concern,

**RE: Population Health and Aging Rural Research (PHARR) Centre**

On behalf of the Enderby & District Community Resource Centre, I am pleased to provide this letter of support for Dr. Juanita-Dawne Bacsu 's Population Health and Aging Rural Research (PHARR) Centre at Thompson Rivers University.

The Enderby & District Community Resource Centre has a vested interest in supporting research on rural healthy aging as our organization works to support aging in place for seniors in a variety of ways. We believe that aging in place is important to our community for a few reasons: furthering independence as seniors desire to remain in their homes and communities, allowing mentoring and sharing of life experience with others in our community could be extended, enhanced enjoyment/quality of life at a time when physical activity is naturally getting harder.

The establishment of the PHARR Centre will support community-driven research informed by lived experience and scholarship to address diverse issues of rural aging such as navigation to health and support services, cognitive and physical health, stigma and social inclusion and dementia care. This centre will develop diverse partnerships and conduct interdisciplinary population health research to build capacity and support evidence-based knowledge to support rural healthy aging the individual, community, and policy-levels.

To conclude, Enderby & District Community Resource Centre strongly supports the development of the Population Health and Aging Rural Research Centre. We believe that the PHARR Centre is important because it will support research and education to support rural seniors health and ability to age in place.

Sincerely,

Lorna Fothergill, Executive Director  
Enderby & District Community Resource Centre

**Chase Creekside Seniors Centre**  
**542 Shuswap Ave, Chase, BC V0E 1M0**  
**Tel: (250) 679-8522**

March 18, 2023

Dear Dr. Garrett-Petts and Members of the Research Committee of Senate at Thompson Rivers University,

As the President of Chase Creekside Seniors Centre, it is a pleasure to provide this support letter for Dr. Juanita-Dawne Bacsu's Population Health and Aging Rural Research Centre at Thompson Rivers University.

Dr. Bacsu recently came down and met with our Seniors' Centre Board to learn about the supports and challenges impacting seniors in our rural community. In Chase, seniors must travel for most healthcare services and supports which make accessing care rather difficult. Although we have a medical clinic and a voluntary transportation service, additional actions are needed to support aging in place for rural seniors. Challenges with accessing healthcare and support services (including seniors' housing) remains an important barrier, particularly for caregivers.

The PHARR Centre will conduct research that will focus on improving seniors' quality of life including rural seniors with dementia and their caregivers. This centre will focus on addressing four main research areas: seniors' access to health and support services, stigma of dementia, cognitive and physical health, and supporting aging in place.

I strongly support Dr. Bacsu and her team's important areas of research and look forward to future collaborations with the PHARR Centre.

Sincerely,

**Marilyn Joyce White**  
President Chase Creekside  
Seniors Centre  
542 Shuswap Ave, Chase, BC V0E 1M0  
Tel: (250) 679-8522  
Email: Marilynjoycewhite1@hotmail.com

21<sup>st</sup> February 2023

Dear Dr. Garrett-Petts and Member of the Research Committee of Senate,

**RE: Population Health and Aging Rural Research (PHARR) Centre**

I am very pleased to provide, on behalf of the Canadian Centre for Activity and Aging (CCAA) at Western University at London Canada, a strong letter of support on behalf of Drs. Juanita-Dawne Bacsu, Claudia Gonzalez, Wendy Hulko, Mark Rakobowchuk, Anila Virani, Melba D'Souza, and Daniel Gan's application to establish the Population Health and Aging Rural Research (PHARR) Centre at Thompson Rivers University (TRU). Faculty, staff, graduate students, and several Research Associates at the CCAA have known and have worked closely with Dr. Bacsu over the past year on a CCAA led SSHRC funded multi-site study on screening for potentially modifiable risk factors for developing dementia, within the context of functional fitness assessments of community-dwelling older adults. Dr. Bacsu along with several of her community partners, are recognized research collaborators on this study via an inter-university memorandum of agreement. Moreover, Dr. Bacsu has agreed to be a co-applicant on another CCAA led SSHRC-Partnership grant proposal to fund a 7-year, \$2.48M CAD multi-site, Pan-Canadian prospective, longitudinal study that expands upon two previous CCAA led SSHRC partnership-based studies on potentially modifiable risk factors for developing dementia. Dr. Bacsu also is a Research Associate at the CCAA. The status provides benefits such as access to a wide integrated network of n=72 researchers and community partners from across Canada who facilitate collaborations on innovative grant applications, creative studies, participant recruitment, student exchanges, among other academic activities. Moreover, she is able to provide invited guest lectures in our bi-monthly Research Seminar Series in which approximately 75 to 125 researchers, community partners, CCAA-certified senior fitness instructors, and members of the public attend routinely. Finally, I acknowledge that I read the draft proposal prepared by Dr. Bacsu to establish the PHARR. It is from these contexts that I provide my highest, unequivocal support of Dr. Bacsu's application.

The CCAA was founded in 1989 as a research centre at the University of Western Ontario (now referred to as Western University), with affiliations to the current St. Joseph's Health Care London (SJHC) and Lawson Health Research Institute (LHRI). The mandate of the CCAA is to investigate interrelationships among activity (e.g., physical, social), health, well-being, and aging, and to study evidence-informed activity-based interventions designed to promote optimal health and well-being of older adults. The CCAA is well-positioned to implement its mandate in alignment with the proclamation by the United Nations General Assembly to name 2021-2030 as the [Decade of Healthy Ageing](#).

Research at the CCAA includes a wide spectrum of basic and applied high-quality, innovative studies using a range of investigative designs and quantitative and qualitative methods. The emphasis of research is on activity, health, well-being, and aging processes among older adults often linked to optimizing their inter-dependence and independence. Knowledge mobilization, translation, and exchange also are key theme areas of research frequently undertaken collaboratively by CCAA Research Associates, other researchers, graduate students, and community partners at local, regional, provincial, national, and international levels.

The PHARR Centre will contribute to advancing the strategic directions at the Canadian Centre for Activity and Aging (CCAA) at Western insofar as our mission is to investigate interrelationships among activity (e.g., physical, social), health, well-being, and aging, and to study evidence-informed activity-based interventions designed to promote optimal health and well-being of older adults. The CCAA and its faculty, staff, graduate students, and Research Associates welcome the valued and valuable input and scholarly collaborations from the PHARR Centre and its affiliated faculty and staff who would lead transformational work on activity, exercise, aging, and well-being related issues for older adults in rural, remote, and isolated northern settings. Advancing inclusivity, indigenization, diversity, equity, and accessibility (IIDEA) based research is a [strategic priority for Western University](#) and the CCAA and the PHARR Centre. Such considerations, actions, and collaborations align with several of the themes outlined in Dr Bacsu's proposal.

Moreover, the CCAA and its faculty, staff, graduate students, and Research Associates agree to provide academic and research guidance and expertise to the PHARR Centre and its members to establish, implement, and advance its strategic directions on population and rural health issues for older adults. The CCAA is situated in a large, urban centre in southwestern (SW) Ontario surrounded geographically by and within a three-hour radius of agricultural-based villages and towns that constitute rural regions. The CCAA can facilitate access to rural regions in SW Ontario and to several other sites and CCAA-partners located in rural areas throughout Canada with high demographic percentages of older adults. Such networking opportunities for recruiting research participants for PHARR researchers is a 'win-win' proposition for the PHARR, the CCAA, and our respective university communities and researchers.

I note that the PHARR Centre also will contribute to the CCAA's priority research and scholarship themes of activity, exercise, aging and well-being, and to the education and training of high-quality personnel (HQP, undergraduate and graduate students and postdoctoral fellows). Specifically, the work to be done in the PHARR Centre will address diverse issues of brain health such as dementia care, mental health, and cognitive health promotion, especially among those living in rural, remote, and northern settings. Lastly, the PHARR Centre will develop diverse partnerships to conduct interdisciplinary population health research to build capacity at the individual, community, and policy levels, with the potential of attracting new faculty researchers and students to TRU. These are initiatives that align very well with the work being undertaken at the CCAA.

In summary, the CCAA supports enthusiastically and unreservedly the application of Dr, Bacsu to establish the PHARR Centre at Thompson River University. I look forward to its establishment and to many decades of collaborative, innovative, and productive research.

Sincerely,

**JB**

J.B. Orange, PhD

Digitally signed by JB  
Orange  
Date: 2023.02.22  
14:20:23 -05'00'

Scientific Director, CCAA  
Professor Emeritus  
Adjunct Research Professor  
School of Communication Sciences and Disorders

## **Thompson Rivers University Election Procedures for Board of Governors, Senate, Planning Council for Open Learning and TRU Community Trust Board of Directors**

The procedures included in this document are in accordance with the [Thompson Rivers University Act](#) and the [University Act](#) of the Legislative Assembly of British Columbia. (see *section 4.0*)

In the event of any conflict between these procedures and the Acts, the Acts will prevail.

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## 1.0 General Election Procedures

### 1.1 Schedule of Elections

- i. **Fall Elections** will be completed by the end of December. (Before winter break). The nomination process will usually take place in the month of September. Candidates elected in the fall election cycle will commence their term beginning January 1.
- ii. **Winter elections** will be completed by the end of April. The nomination process will usually take place in the month of February. Candidates elected in the winter election cycle will commence their term beginning September 1.
- iii. **By-elections** will be held in the event that an elected candidate cannot complete their term of office and that their seat cannot be filled by other means as defined in the University Act. By-elections will be incorporated into the next possible fall or winter election cycle.

The election timeline for each cycle will be determined by the Registrar and posted to the TRU elections web page.

### 1.2 Election Register

As per section 45 of the University Act, an election register of faculty, staff and students eligible to run and vote will be prepared at the commencement of each election cycle according to constituent vacancies that have been identified.

Human Resources People and Culture is responsible for providing the Registrar with an alphabetical list containing the names and email addresses of all eligible faculty and staff members.

The Registrar is responsible for generating the list of names and email addresses of all eligible students.

The election register must be open to inspection at all reasonable office hours by all eligible faculty, staff and students. The election register cannot be copied or distributed.

Only those persons named in the election register are entitled to vote in an election. When requested, a representative of the Registrar will be available to confirm eligibility.

### **1.3 Nominations**

At the commencement of an election cycle, the Registrar will publish on line the call for nominations, along with a list of vacancies, the election schedule, and the nomination forms.

The nomination period will begin with the call for nominations and will be a minimum of five (5) business days in length. Late nominations will not be accepted after the close of nominations.

All nominations must be in writing, using the nomination forms made available by the Registrar. Nomination forms must be signed by the nominee indicating their consent to the nomination, and by three (3) nominators who are eligible to vote.

TRU Open Learning students running as student members for the Planning Council for Open Learning may self-nominate.

All student nominees are encouraged to confirm their eligibility with Enrolment Services prior to initiating the nomination process to ensure they are eligible to run in the election.

The Registrar or designate will acknowledge receipt of all nominations and will confirm candidate eligibility via email.

All nominees are encouraged to review relevant legislation, by-laws, and terms of reference for the governing bodies to which they seek election. (*see: relevant legislation attached, [TRU Senate](#), [Board of Governors](#), [Planning Council for Open Learning](#),*)

The nomination period will be followed by four (4) weeks before the voting period commences.

### **1.4 Candidate Statements**

Candidates that meet election eligibility requirements will be invited to submit a brief candidate statement. Candidate statements shall be no more than 300 words and may include the following information:

- a) Credentials earned and the dates of them
- b) Occupation
- c) Other offices currently or previously held, either at TRU or at other organizations
- d) Professional or business interests
- e) Publications
- f) Community involvements
- g) Volunteer activities
- h) Student candidates may wish to include program/area of study



Candidate statements are to be submitted electronically in Word or PDF format, with file size no larger than 10MB.

Candidate statements received will be published on line as PDFs with content as-is. Candidates are advised to omit personal contact information.

## 1.5 Campaigning

The campaign period shall commence as soon as possible and no later than five (5) business days following the end of the nomination period. Candidates may begin to campaign only after the Registrar has confirmed the eligibility of all candidates and published the names of all candidates online. The campaign period will continue up to and including the voting period.

All candidates are required to act responsibly and with integrity when campaigning. The following guidelines are provided to assist candidates in planning campaign materials and activity:

- a) Campaign materials must not contain information other than that related to the candidate's platform and information regarding the schedule of the election
- b) Campaign materials must comply with TRU's Posting Procedures policy (ADM 01-3)
- c) Campaign activity must comply with TRU's area and table booking rules issued by Ancillary Services
- d) Campaigning must not disrupt classes or regular campus operations;
- e) Candidates must not be engaged with eligible voters when they are aware, or ought to reasonably be aware, that they are voting, and must not provide any electronic devices or login credentials to voters for the purpose of voting;
- f) Candidates are responsible for the removal of all campaign materials within a reasonable time following the close of the elections.

Campaign materials and activity found to be in violation of university policies, rules, or procedures, including the guidelines listed here, may result in disqualification from the election.

## 1.6 Voting and Results

- i. **Voting period:** The voting period will be a minimum of three (3) business days commencing no sooner than four (4) weeks after the close of nominations. Voting will close as per election timeline published by the Registrar. Voting will be conducted by anonymous and secure on-line ballot. No ballots will be accepted after the close of voting.
- ii. **Results:** In an election where only one candidate is to be elected, the candidate with the highest number of votes will be declared elected. In an election where more than one candidate is to be elected, the candidates with the highest number of votes will be declared elected.

The Registrar will communicate all election results within five (5) business days of the close of elections as per the following procedures:

- a) Each candidate will be notified by email of their own outcome;
  - b) All election results, including voting counts and outcomes of all candidates, will be posted online;
  - c) All election results, including voting counts and outcomes of all candidates, will be reported to the Senate at the next possible meeting following the election.
- iii. **Tie votes:** In the event of a tie between two or more candidates for an office, the Senate must cast the deciding vote according to the following procedures:
- a) Tied nominees will be made aware, by email, of Article 16(2)-*University Act*, and that Senate will address the tied vote at the next available Senate meeting;
  - b) The Registrar will provide to Senate, the biographic information of candidates for vacancies resulting in a tie vote for Senate's consideration;
  - c) The Registrar will present the election results in the public Senate session, and indicate that the tie votes will be discussed and decided by secret ballot in an in-camera Senate session immediately to follow;
  - d) Tie-vote results will be reported by the Registrar publicly on the elections web site the following day;
  - e) Tie-vote counts will not be announced - final vote counts published on the elections web site will indicate one (1) additional vote for the successful candidate in the tie break.
- iv. **Acclamation:** Should nominations produce a number of candidates equal to or less than the number of positions being elected, then no voting through the balloting process will take place and the candidates nominated will be elected by acclamation.

If a candidate has withdrawn or been disqualified and, as a result, the number of remaining candidates is equal to or less than the number of vacant positions the remaining candidate will be elected by acclamation.

## 1.7 Withdrawals

A candidate who wishes to withdraw their nomination must notify the Office of the Registrar in writing. Upon receipt of a written withdrawal of nomination, the candidate will cease to be a candidate for election.

When a candidate's written notice of withdrawal is received before the start of voting, the candidate's name will be excluded from the electronic ballot.

When a candidate's written withdrawal is received after the start of voting, the election will continue with the remaining candidates and the withdrawn candidate will be listed on the electronic ballot with the notation "candidate withdrawn". Voters who have already cast a vote for a candidate who withdraws after the start of voting will not be permitted to re-cast their vote.

## **1.8 Disqualification**

Campaign materials and activity found to be in violation of university policies, rules, or procedures may result in disqualification from the election. The decision to disqualify will be made by the Registrar.

If a candidate is disqualified before the start of voting, the candidate's name will be excluded from the electronic ballot.

If a candidate is disqualified after the start of voting but before the election closes, the election will continue with the remaining candidates and the disqualified candidate will be listed on the electronic ballot with the notation "disqualified". Voters who have already cast a vote for a disqualified candidate will not be permitted to re-cast their vote.

If a candidate is disqualified after the election closes, and they have been declared the winner, the candidate with the next highest number of votes will be declared the winner.

A disqualification may be appealed under the election appeals procedure.

## 2.0 Vacancies and Eligibility

### 2.1 Board of Governors

- i. **Elected positions:** The TRU board of governors is composed of 15 members. The following positions are filled by election:
  - a) Two (2) faculty members elected by the faculty members
  - b) Two (2) students elected from students who are members of an undergraduate student society or a graduate student society
  - c) one (1) person elected by and from the employees of the university who are not faculty members

- ii. **Reappointment or re-election:** The appointed members of the board are eligible for reappointment and the elected members are eligible for re-election, but those members must not hold office for more than 6 consecutive years.

- iii. **Board Faculty Representatives (two members):**

Eligibility for nomination: all faculty members, who are members of the TRU Faculty Association (TRUFA), paying TRUFA dues, and actively employed at the call for nominations, with an employment appointment term of sufficient length to complete their three (3) year term in office, are eligible to be elected as Faculty Representatives to the Board. *University Act, section 19(c)*.

Eligibility to vote: all faculty members of the TRU faculty (TRUFA), paying TRUFA dues, who are actively employed at the commencement of nominations are eligible to vote for faculty representatives on the Board.

- iv. **Board Student Representatives (two members):**

Eligibility for nomination: a student running for election to the Board must be in good standing (as per below), a member of a TRU student society, and actively enrolled (registered) in a credit course or program at TRU at the commencement of nominations and for a period consistent with the one (1) year term of office.

Eligibility to vote: all students in good standing (as per below), who are actively enrolled (registered) in a credit course or program at TRU (campus or Open Learning) at the commencement of nominations.

Good standing: A student in good standing is defined for the purposes of these elections procedures as being in good academic standing (as per policy ED 3-2 and ED 5-0) with no active sanctions related to academic or non-academic conduct.

v. **Board Non-Faculty Representative (one member):**

Eligibility for nomination and to vote: all employees of TRU and TRU-OL are actively employed at the commencement of the nomination process except for TRU faculty members.

Nominees must be actively employed at the call for ~~nominations, and~~nominations and have an employment term allowing them to complete a three (3) year term of office.

vi. **Continued Eligibility:** A member of the board who ceases to be eligible during the member's his or her term of office immediately ceases to be a member of the board. (*University Act 23 (12)*).

## 2.2 Senate

i. **Elected positions:** The following Senate positions are filled by election:

- a) two (2) faculty members for each faculty, elected by faculty members of the faculty
- b) four (4) students elected by the students
- c) four (4) members of the teaching staff in the Open Learning Division, elected by members of the teaching staff in the Open Learning Division
- d) two (2) support staff, elected by the support staff (ie: employees of the university who are not officers of the university, deans, faculty members)

**Fall elections:** The following positions will be elected in the fall election cycle:

- a) Faculty members from: Faculty of Adventure, Culinary Arts and Tourism, Faculty of Arts, Faculty of Law, School of Business and Economics, School of Nursing
- b) Support staff
- c) Open Learning Teaching Staff

**Winter elections:** The following positions will be elected in the winter elections:

- a) Faculty members from: Faculty of Education and Social Work, Faculty of Science, Faculty of Student Development, School of Trades and Technology
- b) Students

ii. **Senate Faculty Representatives (two members for each faculty):**

Eligibility for nomination: Faculty members from within a faculty for which there is a vacancy, who are members of the TRU Faculty Association (TRUFA) (paying TRUFA dues), and actively employed at the commencement of the nomination process with an employment appointment term of sufficient length to complete a three (3) year term in office.

A faculty member whose appointment crosses two (2) or more faculties may only be nominated to represent one (1) of the faculties. Faculty members must declare to the

Registrar on their nomination form in which faculty they wish to stand for election and vote.

Eligibility to vote: Faculty members from within a Faculty for which there is a vacancy, who are members of the TRU Faculty Association (TRUFA) (paying TRUFA dues), and actively employed at the commencement of the nomination process. Voting for candidates will be done by faculty members from within each faculty, school or division.

There are nine Faculties and Schools for purposes of these elections: Faculty of Arts; Faculty of Education and Social Work; Faculty of Law; Faculty of Science; Faculty of Student Development; School of Business & Economics; School of Nursing; Faculty of Adventure, Culinary Arts and Tourism; School of Trades and Technology.

iii. **Senate Open Learning Teaching Staff Representatives (four members):**

Eligibility for nomination and/or voting: Only members of the Teaching Staff in the Open Learning Division (TRUOLFA) at the time of the commencement of the nomination process are eligible to vote for, and/or be elected as, an Open Learning Teaching Staff representative on the university Senate. Nominees must have an employment appointment term of sufficient length to complete their three (3) year term in office.

iv. **Senate Support Staff Representatives (two members):**

Eligibility for nomination and/or voting: all employees of TRU and TRU OL, who are actively employed at the commencement of the nomination process are eligible to be nominated and/or to vote, excluding the following: Faculty (TRUFA members), Open Learning Teaching Staff (TRUOLFA members), Deans, and Officers of the University (i.e.: the President and the University Registrar), Vice Presidents, and the University Librarian (as per Senate by-laws, article II).

Nominees must have an employment appointment term of sufficient length to complete a three (3) year term in office.

v. **Senate Student Representatives (four members):**

Eligibility for nomination and/or voting: All students in good standing (as per below), who are actively enrolled (registered) in a credit course or program at TRU (campus or Open Learning) at the commencement of nominations are eligible to be nominated and/or to vote in student elections for Senate.

Good standing: A student in good standing is defined for the purposes of these elections procedures as being in good academic standing (as per policy ED 3-2 and ED 5-0) with no active sanctions related to academic or non-academic conduct.

Nominees must be actively enrolled in a credit course or program of sufficient length to complete their one (1) year term in office.

## 2.3 Planning Council for Open Learning

- i. **Elected positions:** The following Planning Council for Open Learning positions are filled by election:
  - a) two (2) members of the teaching staff in the Open Learning Division, elected by the teaching staff in the Open Learning Division
  - b) one (1) student enrolled in the Open Learning Division and elected by the students
- ii. **Planning Council for Open Learning OL Teaching Staff Representatives (two members):** Eligibility for nomination and/or voting: only members of the Teaching Staff in the Open Learning Division who are paying dues (TRUOLFA) are eligible to vote for, and be elected as, OL Teaching Staff representatives on the TRU Planning Council (PCOL). Nominees must have an employment appointment term of sufficient length to complete their three (3) year term in office.
- iii. **Planning Council for Open Learning Student Representative (one member):** Eligibility for nomination: all TRU Open Learning students in good standing (as per below), who are actively enrolled (registered) in TRU Open Learning in a credit course or program of sufficient length to complete their one (1) year term in office at the commencement of nominations are eligible to be nominated for the Planning Council for Open Learning.

Eligibility to vote: all students in good standing (as per below), who are actively enrolled (registered) at TRU or TRU Open Learning in a credit course or program at the commencement of nominations.

Good standing: A student in good standing is defined for the purposes of these elections procedures as being in good academic standing (as per policy ED 3-2 and ED 5-0) with no active sanctions related to academic or non-academic conduct.

## 2.4 TRU Community Trust Board of Directors

- i. **Elected positions:** The following TRU Community Trust Board of Directors positions are filled by election:
  - a) One (1) faculty representative
  - b) One (1) student representative
- ii. **TRU Community Trust Faculty Member (one member):** Eligibility for nomination: all faculty members, who are members of the TRU Faculty Association (TRUFA) (paying TRUFA dues) at the call for nominations, with an employment appointment term of sufficient length to complete their three (3) year term in office, are

eligible to be elected as Faculty Representatives to the TRU Community Trust Board of Directors.

Eligibility to vote: all faculty members of the TRU faculty (paying TRUFA dues) who are actively employed at the commencement of nominations are eligible to vote for faculty representatives on the TRU Community Trust Board of Directors.

iii. **TRU Community Trust Student Representative (one member):**

Eligibility for nomination and/or voting: All students in good standing who are actively enrolled at TRU (including Open Learning) at the commencement of nominations, in a credit course or program, are eligible to be nominated and to vote. Student nominees must be actively enrolled in a credit course or program of sufficient length to complete their one (1) year term in office.

Good standing: A student in good standing is defined for the purposes of these elections procedures as being in good academic standing (as per policy ED 3-2 and ED 5-0) with no active sanctions related to academic or non-academic conduct.

## **2.5 Filling Vacancies**

i. **Board of Governors**

Board vacancies are to be filled as per Part 6, Section 25 of the University Act.

ii. **Senate and Planning Council for Open Learning**

Senate vacancies are to be filled as per Part 7, Section 36 of the University Act.

As per Section 4, Part 3a) of the Thompson Rivers University Act, Planning Council for Open Learning vacancies are to be filled in the same manner as outlined for Senate in Part 7, Section 36 of the University Act.

For the purposes of section 36(4)(b) of the University Act, if a vacancy occurs on Senate or the Planning Council for Open Learning in the case of an elected member it shall be filled by the candidate who received the most votes among those who were nominated but not elected in the most recent election. In the event the seat was filled by acclamation, the constituency represented by the seat will designate a replacement from within their constituency in accordance with procedures the constituency considers to be fair.



### 3.0 Appeals

An appeal with respect to election procedures, results, or candidate disqualification ~~must be~~ must be made in writing to the Secretariat within thirty (30) days of the announcement of election results or decision to disqualify.

Appeals will be considered by the Senate Appeals Committee in accordance with its procedures.

Ballots will be retained for thirty (30) days following election results being announced, or upon the resolution of an appeal, whichever is later.

## 4.0 Relevant Legislation

### 4.1 From the [Thompson Rivers University Act](#):

#### **Part 1: Definitions**

- **"board"** means the board of governors of the university;
- **"faculty"** means an educational administrative division of the university constituted by the board;
- **"faculty member"** means a person employed by the university as an instructor, a lecturer, an assistant professor, an associate professor, a professor, or in an equivalent position designated by the senate;
- **"Planning Council for Open Learning"** means the Planning Council for Open Learning established under section 11;
- **"president"** means the president appointed under section 7;
- **"registrar"** means the registrar appointed under section 7;
- **"senate"** means the university council continued as the senate under section 8;
- **"student"** means a person who is enrolled in a credit course at the university;

#### **Part 4: Application of University Act**

(1) Part 4, sections 13, 14 (2) and (3), 16, 17, 19, 19.1, 19.2, 20, 21, 22, 23, 24, 25, 26, 27.1, 28, 29, 30, 31, 32, 33, 34, 36, 38, Parts 8 and 9, sections 48, 49, 50, 51, 52, 53, 54, 55, 56, 57 and 58, Part 11 and sections 68, 69, 70, 70.1 and 71 of the [University Act](#) apply for the purposes of this Act.

(3). A reference in section 36 of the [University Act](#) to

(a) "senate" is to be read as a reference to "senate or Planning Council for Open Learning"

#### **Part 8: Senate**

(2) The senate is composed of the following:

- (a) the chancellor;
- (b) the president, who is its chair;
- (c) the academic vice president or equivalent;
- (d) the deans of faculties;
- (e) the chief librarian;
- (f) the registrar;
- (g) two faculty members for each faculty, elected by faculty members of the faculty;
- (h) four students elected by the students;
- (i) one alumni member who is not a faculty member, appointed by the president on nomination by the alumni association;

- (j) one administrator of the Open Learning Division, appointed by the president;
  - (k) subject to subsection (5), 4 members of the teaching staff in the Open Learning Division, elected by members of the teaching staff in the Open Learning Division;
  - (l) two support staff, elected by the support staff;
  - (m) one non-voting member of the senate, if appointed to the senate by the board to serve for one year.
- (3) For the purposes of subsection (2) (g), "faculty" does not include the Open Learning Division.
- (4) For the purposes of subsection (2) (l), "**support staff**" means employees of the university who are not
- (a) officers of the university, or
  - (b) deans or faculty members.
- (5) If the total number of faculty members elected for the purposes of subsection (2) (g) exceeds 20, the number of members of the teaching staff in the Open Learning Division to be elected under subsection (2) (k) is
- (a) 20% of the total number of faculty members elected for the purposes of subsection (2) (g), if the number so calculated is a whole number, and
  - (b) if the number calculated under paragraph (a) is not a whole number, the whole number that is next highest to the number calculated as described in paragraph (a).

### **Part 11: Planning Council for Open Learning**

The Planning Council for Open Learning is composed of the following members:

- (a) the academic vice-president, who is its chair;
- (b) two deans, appointed by the president;
- (c) two officers of the university, appointed by the president;
- (d) two persons who are faculty members referred to in section 8 (2) (g), elected by the senate;
- (e) two members of the teaching staff in the Open Learning Division, elected by the teaching staff in the Open Learning Division;
- (f) two persons nominated by the presidents of the universities under the *University Act* and the *Royal Roads University Act*, appointed by the president;
- (g) two persons nominated by the presidents of the institutions under the *College and Institute Act*, appointed by the president;
- (h) one student enrolled in the Open Learning Division and elected by the students;
- (i) one alumni member who is not a faculty member, appointed by the senate on nomination by the alumni association;
- (j) up to 2 additional persons appointed by the president.

## 4.2 From the [University Act](#):

### **Part 6 – Board of Governors**

#### **Section 19: Composition of board**

(1) The board of a university, other than the University of British Columbia, is composed of 15 members as follows:

- (a) the chancellor;
- (b) the president;
- (c) 2 faculty members elected by the faculty members;
- (d) 8 persons appointed by the Lieutenant Governor in Council, 2 of whom are to be appointed from among persons nominated by the alumni association;
- (e) 2 students elected from students who are members of an undergraduate student society or a graduate student society;
- (f) one person elected by and from the employees of the university who are not faculty members.

#### **Section 19.1: Best Interests of university**

The members of the board of a university must act in the best interests of the university.

#### **Section 20: Term of office**

- (1) Each member of the board elected under section 19 (1) (c) and (f) and (2) (c), (d), (h) and (i) holds office for 3 years and after that until a successor is elected.
- (1.1) Each member of the board appointed under section 19 (1) (d) and (2) (e) holds office for a term of up to 3 years and after that until a successor is appointed.
- (2) Each member of the board elected under section 19 (1) (e) or (2) (f) or (g) holds office for one year and after that until a successor is elected.
- (3) The chancellor and president are members of the board for so long as they hold their respective offices.

#### **Section 21: Reappointment or re-election**

The appointed members of the board are eligible for reappointment and the elected members are eligible for re-election, but those members must not hold office for more than 6 consecutive years.

#### **Section 22: Removal from office**

- (1) The Lieutenant Governor in Council may, at any time, remove from office an appointed member of the board.
- (1.1) Despite section 19, the Lieutenant Governor in Council may, on a resolution passed by the vote of at least a 2/3 majority of the members of the board, remove from office a member of the board
  - (a) elected under section 19 (1) (c), (e) or (f) or (2) (c), (d), (f), (g), (h) or (i), or
  - (b) appointed under section 19 (1) (d) or (2) (e)

if the board is satisfied that the person should be removed for cause.  
(2) Unless excused by resolution of the board, a member who does not attend at least half of the regular meetings of the board in any year is deemed to have vacated ~~his or her~~ the member's seat.

### **Section 23: Persons not eligible**

(1) The following persons are not eligible to be or to remain members of the board:

- (a) members of the Parliament of Canada;
- (b) members of the Executive Council or of the Legislative Assembly;
- (c) [Repealed 2006-15-45.]
- (d) a member of the public service in the ministry;
- (e) a member of the public service designated by the minister.
- (f) [Repealed 2003-48-32.]
- (g) [Repealed 2018-36-3.]

(2) A member of the board who ceases to be eligible during ~~his or her~~ the member's term of office immediately ceases to be a member of the board.

### **Section 24: Vacancies on the board**

(1) If a vacancy arises on the board because of the death of a member or for any other reason before the end of the term of office for which a member has been appointed or elected, the secretary of the board must enter a declaration of the vacancy in the minutes of the board.

(2) A declaration under subsection (1) is conclusive evidence of the vacancy.

### **Section 25: Method of filling vacancies and effect of vacancy**

(1) If a vacancy exists in respect of an appointed member, the Lieutenant Governor in Council must appoint a person to fill the vacancy.

(2) If a vacancy exists in respect of an elected member, the appropriate body must elect a replacement.

(3) A person appointed under subsection (1) or elected under subsection (2) holds office for the remainder of the term for which the person's predecessor was appointed or elected.

(4) A vacancy on the board does not impair the authority of the remaining members of the board to act.

## **Part 7 – Senate**

### **Section 36: Term of office**

(1) The term of office of a member of the senate, other than one elected under section 35 (2) (h), 35.1 (2) (h) or (3) (h) or 35.2 (2) (h) or appointed under section 35.2 (2) (k), is 3 years and after that until a successor is appointed or elected.

- (2) The term of office of a member of the senate elected under section 35 (2) (h), 35.1 (2) (h) or (3) (h) or 35.2 (2) (h) or appointed under section 35.2 (2) (k) is one year and after that until a successor is elected.
- (3) Members of a senate who remain eligible under section 35, 35.1 or 35.2 may be reappointed or re-elected in the manner provided under section 35, 35.1 or 35.2 for further terms.
- (4) If a vacancy arises on the senate, the vacancy must be filled,
  - (a) in the case of an appointed member, by the body possessing the power of appointment, or
  - (b) in the case of an elected member, in the manner specified by the senate.
- (5) A person appointed or elected to fill a vacancy holds office for the remainder of the term for which the person's predecessor was appointed or elected.
- (6) The secretary of the senate must enter a declaration of the vacancy in the minutes of the senate.
- (7) A declaration under subsection (6) is conclusive evidence of the vacancy.

## **Part 9 – Nominations, Elections and Voting**

### **Section 43: Rules for elections**

- (1) The senate must make and publish all rules necessary and consistent with this Act in respect of nominations, elections and voting.
- (2) The registrar must conduct all elections that are required.

### **Section 44: Nomination paper to registrar**

A nomination paper is not valid unless at least 4 weeks before the date of the election

- (a) it is delivered at the office of the registrar, or
- (b) if sent by mail, it is received by the registrar.

### **Section 45: Election register**

- (1) In every year in which an election is to take place, the registrar must prepare an alphabetical list, to be called the election register, of the names and known addresses of all members of the convocation who are entitled to vote at an election.
- (2) The election register must be open to inspection at all reasonable hours by all members entitled to vote.
- (3) The registrar must similarly keep an alphabetical list of the names of all students who are members of the undergraduate student society or the graduate student society.

### **Section 46: Voters to be registered**

Only those persons whose names appear in the election registers are entitled to vote at an election.

## **Part 11 – President and Registrar**

### **Section 59: President and powers**

(1) There must be a president of the university, who is to be the chief executive officer and must generally supervise and direct the academic work of the university.

**Section 64: Registrar**

(1) There must be a registrar, who must keep the records and perform the duties that the board or senate may require.



## Presidential Search Procedures 2017/18

Under section 27(2)(g) of the *University Act* the Board of Governors of Thompson Rivers University has the power to appoint the President of the University.

Under s. 27(2)(f) of the *University Act*, the Board has the power, with the approval of the Senate, to establish procedures for the recommendation and selection of candidates for President. This document sets out those procedures.

### 1. Search Committee.

The Board will establish a Search Committee to provide advice to the Board in making its appointment of the President. The Search Committee will have the following representation:

- 5 faculty members\* appointed by Senate;
- 1 staff member\*\* appointed by Senate;
- 1 student appointed by Senate;
- 5 individuals including 4 administrators (which may include academic administrators) and one Indigenous person appointed by the President;
- 3 Board members (including the Chair of the Board) appointed by the Board; and
- 1 representative appointed jointly by the Alumni Association and the TRU Foundation.

The Chair of the Board of Governors will act as Chair of the Search Committee.

\* “faculty members” include teaching staff from the Open Learning Division;

\*\* “staff members” include all employees of the University other than “faculty members” as defined above and administrators (including academic administrators).

### 2. Search Consultant.

The Search Committee will hire an executive search firm to assist the Committee.

### 3. National Advertising.

The University will advertise at least nationally for a new President and will advertise more widely if the Search Consultant recommends doing so.

### 4. University Community.

The Search Committee will seek input from the university community with regard to the qualifications and experience the University should look for in a new president.

### 5. Confidentiality.

Once the Search Committee begins accepting applications, the search process is confidential.