



THOMPSON RIVERS UNIVERSITY

BOARD OF GOVERNORS PUBLIC MEETING

Thursday, March 28, 2024

1:00 PM

Clock Tower Boardroom, CT309

AGENDA

The public Board meetings are live streamed, and at the meeting time members of the public 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**
2. **TERRITORIAL ACKNOWLEDGMENT — Marilyn McLean**
3. **RECOGNITION OF EXCELLENCE — Marilyn McLean**
 - a. Natasha Ramroop Singh, [BCcampus Award for Excellence in Open Education](#)
 - b. Jeneen HERNs-Jensen, All My Relations (Knowledge Makers) collaboration with the United Nations Food and Agricultural Organization

Page 1 4. **ADOPTION OF AGENDA**

5. **CONFLICT OF INTEREST DISCLOSURES**

Page 3
Page 10 6. **APPROVAL OF MINUTES**

- a. Minutes of Extraordinary Public meeting of January 29, 2024
- b. Minutes of Board Public meeting of February 23, 2024

Page 16 7. **BOARD CHAIR'S REPORT — Marilyn McLean**

- a. Report on election of board chair and vice-chair, to assume office on April 2, 2024 (Information)
- b. Presidential Search Committee appointments (Information)
- c. Joint workshop of governors with members of Senate (Information)

- Page 17
Page 24
- 8. REPORT FROM THE FINANCE COMMITTEE — David Hallinan**
- a. 2024-2025 Budget (Approval)
 - i. Funding for capital projects (Approval)
- Page 28
- 9. PRESIDENT’S REPORT — Brett Fairbairn**
- a. President’s Report to the Board (Information)
 - b. President’s Reports to Senate (Information)
 - i. February 2024
 - ii. March 2024
- Page 37
Page 38
- 10. SENATE REPORT — Brett Fairbairn**
- a. Population Health and Aging Rural Research Centre (Approval)
 - b. Proposed revisions to BRD 26-0 Annual Academic Schedule (Approval; [*notice of motion served February 23, 2024*](#))
- Page 59
Page 102
- 11. BUSINESS**
- a. Tuition and fee structure for the Bachelor of Engineering in Computer Engineering (Approval) — Gillian Balfour
 - b. Master of Arts in Human Rights and Social Justice extension rates (Approval) — Gillian Balfour
 - c. BRD 23-0 Environmental Policy (for [*Notice of motion*](#)) — Matt Milovick
 - d. Policy Development and Approval Policy (for [*Notice of motion*](#)) — Scott Blackford
- 12. PRESENTATION**
- a. Empowering Future Canadians — Baihua Chadwick
- 13. NEXT BOARD MEETING**
- a. The next board meeting is scheduled for Friday, June 14, 2024 in the Clock Tower Boardroom.
- 14. TERMINATION OF MEETING**



BOARD OF GOVERNORS PUBLIC MEETING

Monday, January 29, 2024
3.30pm to 5.00pm

Clock Tower Building, Third Floor, CT309 Boardroom

MINUTES

Board members Present:

Marilyn McLean (Chair), Hee-Young Chung, Hasnat Dewan, Heather Fader, Brett Fairbairn, Dave Hallinan, Jim Hamilton, Dian Henderson, Cindy Ozouf

Regrets: Shariyer Chowdhury

Absent: Katy Gottfriedson-Jasper, Jimmy Lulua, Anshuman Walia

Executive and Others Present:

Gillian Balfour (Provost and Vice-President Academic), Brian Daly (Vice-President University Relations), Matt Milovick (Vice-President Administration and Finance), Shannon Wagner (Vice-President Research), John Sparks (General Counsel), (Scott Blackford (Legal Counsel), Robert Koopmans (Marketing and Communication), Lynda Worth (University Governance Coordinator)

1. CALL TO ORDER

M. McLean, Board Chair, called the meeting to order at 3.30pm.

2. ADOPTION OF AGENDA

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

3. CONFLICT OF INTEREST DISCLOSURES

No conflicts of interest were expressed.

4. BUSINESS

- a. Presentation from D. Lawrence on behalf of the Department of Visual Arts

Dr. Lawrence shared the letter sent on behalf of the department to the board of governors. A visual presentation was provided (attached as Appendix A). Discussion and questions followed.

- b. Advice regarding the future of the Visual Arts Programs

- i. Senate's advice to the Board

B. Fairbairn reviewed the history of the discussion pertaining to the proposed elimination of the Visual Arts programs, as had arisen since September 2023. He shared the motion of advice as provided by Senate, namely as follows:

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*

Documents mentioned in the motion from Senate were provided to the board in the agenda package.

- c. Recommendation from administration for discontinuance of four (4) Visual Arts Programs

- i. Report to the Board

G. Balfour spoke to her report memo as provided in the agenda package, which included a space utilization visual. Lengthy discussion ensued.

M. McLean discussed what the resolution would mean to governors, stating that these four programs in Visual Arts would be eliminated from the TRU calendar and curriculum and would not be available for new applications, admissions, or enrollment unless they were re-established by a resolution of the Board (having first sought the advice of Senate). It is anticipated that many, particularly first and second year classes, will continue, according to student demand.

On motion duly made and adopted, it was resolved that the Board of Governors directs the TRU administration to discontinue immediately the following four programs in Visual Arts: 1. The BFA (Visual Arts, major); 2. The BA (Visual Arts, minor); 3. The Diploma in Visual Arts; and 4. The Visual Arts Studio Certificate.

5. TERMINATION OF MEETING

As there were no further agenda items, the meeting terminated.



Responses to proposed elimination of TRU's Bachelor of Fine Arts (BFA) and associated programs - a request for Board support of External Program Review.

presented by Professor Donald Lawrence,
to TRU's Board of Governors, January 29, 2024

Visual Arts BFA and associated programs are studio based. Working in a physically, highly engaged, experiential realm students' learning and research takes place in three primary and interconnected ways:

1) Enabling the physical realization of original, creative artworks in which students express and share stories of critical, personal and cultural significance.



2) Engaging students in critically informed discussions of their own and their peers' work during regularly scheduled in-class critiques.

3) Regularly disseminating their work beyond the classroom, including in professional level and community-based settings.

Associate Teaching Professor Alan Brandoli, demonstrating use of a table saw, Visual Arts Carpentry Studio

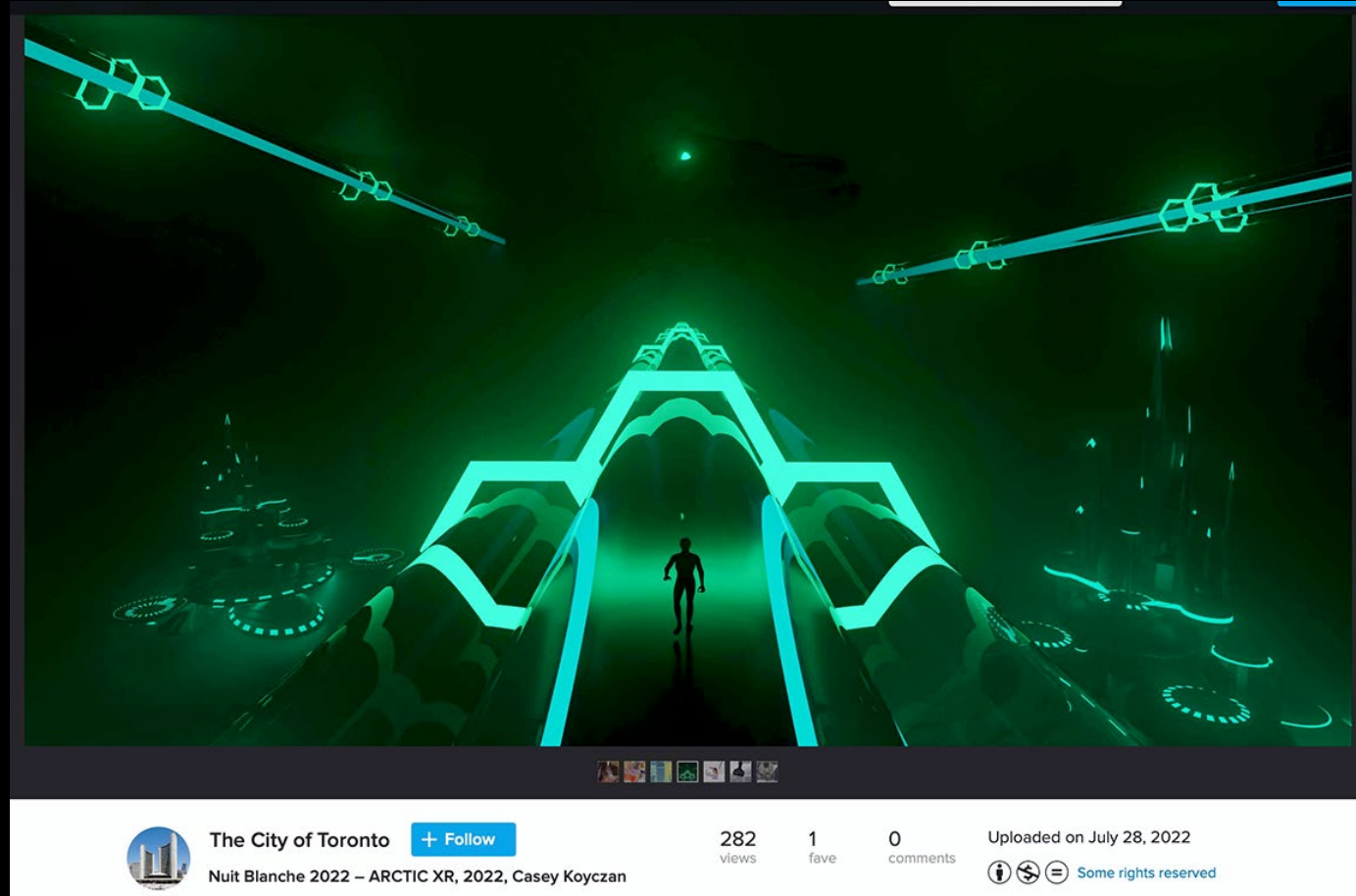
Indigenous alumni of the BFA program are important contributors to Indigenous and settler cultural and educational communities throughout Secwepemcúl'ecw, functioning as mentors for potential future program students and alumni.



Elsie Joe, Nteʔkepmx, BFA 2021
Coyote Visits, screenprint, 2020

Elsie Joe is Curator at the Secwépemc Museum, a past Intern at UBC's Museum of Anthropology, and is the guest curator of an upcoming exhibition in The Cube (KAG)

Indigenous and other alumni are active producers of original artworks across a wide range of traditional and emergent media and disseminate their artworks to audiences locally, regionally, nationally and internationally.



<https://www.flickr.com/photos/cityoftoronto/52247498225/>

<https://arcticartssummit.ca/2022xrar/>



BOARD OF GOVERNORS PUBLIC MEETING

Friday, February 23, 2024

1:00 PM

Clock Tower Boardroom, CT309

MINUTES

Board members Present:

Marilyn McLean (Chair), David Hallinan, Dian Henderson, Hee-Young Chung, Hasnat Dewan, Heather Fader, Brett Fairbairn, Jim Hamilton, Cindy Ozouf, Nathan Matthew, Anshuman Walia, Shariyer Chowdhury

Absent: Katy Gottfriedson-Jasper, Jimmy Lulua (vacated seat)

Executive and Others Present:

Gillian Balfour (Provost and Vice-President Academic), Baihua Chadwick (Vice-President International), Brian Daly (Vice-President University Relations), Matt Milovick (Vice-President Administration and Finance), John Sparks (General Counsel and Corporate Secretary), Shannon Wagner (Vice-President Research), Charlene Myers (Manager, University Governance), Lynda Worth (University Governance Coordinator), Will Garrett-Petts (former Vice-President Research; *present for agenda item 3.a. only*), Laura Doan (TRU faculty member; *present for agenda item 3.a. only*)

1. CALL TO ORDER

The chair, M. McLean called the meeting to order at 1:00 p.m.

2. TERRITORIAL ACKNOWLEDGMENT

The chair delivered the territorial acknowledgment.

3. RECOGNITION OF EXCELLENCE

a. Top 50 Research Award

B. Fairbairn spoke about the Top 50 Research Award. S. Wagner introduced the W. Garrett-Petts and L. Doan, who were accepting the Recognition of Excellence, respectively, on behalf of the Office of the Vice-President Research and TRU faculty members who contributed to TRU receiving the award. She then presented W. Garrett-Petts and L. Doan with framed certificates. The recipients said a few words, after which M. McLean congratulated them on behalf of the board.

4. ADOPTION OF AGENDA

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

5. CONFLICT OF INTEREST DISCLOSURES

No governors declared conflicts.

6. APPROVAL OF MINUTES

a. Minutes of December 1, 2023

*On motion duly made and adopted, it was **RESOLVED** that the minutes of the public board meeting of December 1, 2023 be approved as circulated.*

7. BOARD CHAIR'S REPORT

M. McLean gave her report.

a. Presidential Search Committee appointments

M. McLean reported that the Presidential Search Committee would be getting underway soon and that, therefore, the board planned to appoint the required Board members (two in addition to the board chair, who chairs the search committee) at the March 28 board meeting.

8. REPORT FROM THE FINANCE COMMITTEE

D. Hallinan, chair of the Finance Committee, delivered the committee's report.

- a. 2023-24 Third Quarter Forecast for Ministry of Post-Secondary Education and Future Skills

At the request of the committee chair, M. Milovick presented the Third Quarter Forecast for the Ministry. B. Fairbairn also commented.

- b. 2023/24 Third Quarter Financial Results and Forecast

M. Milovick also presented the 2023-2024 Third Quarter Financial Results and Forecast.

- c. 2024-2025 Domestic Tuition and Other Fees

G. Balfour presented the proposed 2024-2025 domestic tuition and other fees, notice of motion for which had been served at the board meeting on December 1, 2024, and for which the Finance Committee had recommended approval at its meeting on February 14, 2024.

*On motion duly made and adopted, it was **RESOLVED** that the board approve the 2024-2025 Domestic Tuition and Other Fees, as circulated.*

- d. 2024-2025 International Tuition and Other Fees

G. Balfour, M. Milovick, and B. Chadwick presented the proposed 2024-2025 international tuition and other fees, notice of motion for which had been served at the board meeting on December 1, 2024, and for which the Finance Committee had recommended approval at its meeting on February 14, 2024. Discussion ensued.

Based on the recommendation made by administration in the memorandum circulated with the agenda package, a motion was moved and seconded as follows:

RESOLVED that the university will:

1. Increase international tuition fees for all courses and programs, including vocational, that lead to academic credit at Thompson Rivers University (face-to-face and open learning) as per CPI as of September 2023 for the preceding 12 months (at 5.0%).
2. Increase all other international student fees as per CPI as of September 2023 for the preceding 12 months (at 5.0%).

A governor then moved to amend that motion, to change the amount of the increase for international tuition and other student fees from 5% to 3.9%, which was seconded. Discussion ensued.

The motion to amend the main motion (to change the increase amount for international tuition and other student fees from 5% to 3.9%) was **DEFEATED**.

*On motion duly made and adopted, it was **RESOLVED** that the board approve the 2024-2025 International Tuition and Other Fees, as circulated.*

i. Letter from TRUSU

M. Milovick stated that the letter from the TRU Students' Association was circulated to the board for information.

e. 2024-2025 Budget Update

G. Balfour and M. Milovick presented a 2024-2025 budget update. A link to the presentation had been circulated on the agenda. Discussion ensued.

9. PRESIDENT'S REPORT

a. President's Report to the Board

President Fairbairn spoke to some matters in his written report, a copy of which had been circulated with the agenda package.

b. President's Reports to Senate

President's Reports to Senate for the following months were circulated with the agenda package, for information:

- i. December 2023
- ii. January 2024

10. SENATE REPORT

B. Fairbairn, Chair of Senate, delivered the report from senate, a copy of which had been circulated with the agenda package.

He drew governors' attention to recommendations from senate that the board approve proposed revisions to several academic credentials.

- a. Proposed Category III revisions, Regenerative Agriculture Certificate

*On motion duly made and adopted, it was **RESOLVED** that the board approve the program modifications to the Regenerative Agriculture Certificate Program, as circulated.*

- b. Proposed Category III revisions, Regenerative Agriculture Diploma

*On motion duly made and adopted, it was **RESOLVED** that the board approve the program modifications to the Regenerative Agriculture Diploma Program, as circulated.*

- c. Proposed Category III revisions, Bachelor of Business Administration, Business Law Minor

*On motion duly made and adopted, it was **RESOLVED** that the board approve the Category III program modifications to the Bachelor of Business Administration, Business Law Minor, as circulated.*

- d. Proposed Category III revisions, Architectural and Engineering Technology Diploma

*On motion duly made and adopted, it was **RESOLVED** that the board approve the Category III program revisions to the Architectural and Engineering Technology Diploma and associated courses proposal, as circulated.*

- e. Proposed revisions to BRD 26-0 Annual Academic Schedule

B. Fairbairn noted that the board was being asked to serve Notice of Motion for the proposed revisions to this policy, to be considered for approval at the March 28 board meeting. The board chair added that policy ED 03-9 was also circulated with the report from the Academic Planning and Priorities Committee, for information, because neither policy would be revised in the absence of both policies being revised. She added that the changes to this policy would be considered for approval at the board meeting on March 28, 2024.

11. BUSINESS

- a. BRD 27-0 Fraud Risk Management Policy

S. Blackford and C. Duquette attended the meeting to present and respond to questions regarding this proposed new policy, notice of motion for which had been served at the board meeting on December 1, 2023.

*On motion duly made and adopted, it was **RESOLVED** that the new policy BRD 27-0 Fraud Risk Management be approved as circulated.*

b. Proposed revisions to BRD 02-1 Signing Authority Policy

S. Blackford attended the meeting to respond to questions regarding the proposed revisions to this policy, notice of motion for which had been served at the board meeting on December 1, 2023. Questions and answers ensued.

*On motion duly made and adopted, it was **RESOLVED** that the proposed revisions to policy BRD 02-1 Signing Authority be approved as circulated.*

c. BRD 28-0 Indigenous Building Naming (renamed to “Secwépemc Names for Buildings”) Policy

M. Milovick spoke to this proposed new policy, for which notice of motion had been served at the board meeting on December 1, 2023.

*On motion duly made and adopted, it was **RESOLVED** that the new policy BRD 28-0 Secwépemc Names for Buildings be approved as circulated.*

12. REPORTS AND UPDATES

a. Pedestrian Bridge Issue

M. Milovick reported on issues with the proposed pedestrian bridge, for information.

13. NEXT BOARD MEETING

- a. The next board meeting is scheduled for Thursday, March 28, 2024 in the Clock Tower Boardroom.

14. TERMINATION OF MEETING

As there were no further agenda items, the meeting terminated at 2:43pm.



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.



Date: March 13, 2024

To: Gillian Balfour, Provost and Vice-President Academic
Matt Milovick, Vice-President, Administration & Finance

From: Yvette Laflamme, Associate Vice-President, Finance

Re: Annual Budget Report for Fiscal Year 2024/25

Executive Summary: This report is going to the Finance Committee for review and recommendation and the Board of Governors for approval. The salient details of the report are as follows:

- This report includes TRU's proposed consolidated annual budget for fiscal year 2024/25 as well as projections for fiscal years 2025/26 through 2028/29.
- TRU is projecting consistent \$5.0M surpluses, including allocations for anticipated grant deferral, ISP allocations, Board reserves, and a rebalancing fund in all five years.
- Budget for fiscal 2024/25 includes \$309.7M in revenues, after a \$7.0M surplus restriction, and \$304.7M in expenditures.
- BCOS recommended the 24/25 budget to the President for approval at the Board.

Purpose: To provide the Finance Committee of the Board and the Board of Governors with an overview of the annual budget for fiscal year 2024/25 and projections for fiscal years 2025/26 through 2028/29.

Background: The 2024/25 budget cycle and processes were TRU's first year of multi-year financial planning and budget development.

The budget was prepared, in consultation with budget holders (VPs, Deans, AVPs and Directors) and Financial Services. The budget contemplates enrolment projections and corresponding workload plans, developed and provided, between September 2023 through February 2024. In addition, individual hiring plans were provided by each Faculty, School or Department, as well as augmented non-compensation budgets based on metric-based costing, known contracts and commitments, and anticipated inflation increases.

The annual budget report includes the proposed 2024/25 budget, the board approved 2023/24 budget (current budget), 2023/24 third quarter forecast (current forecast), 2022/23 year-end actuals (prior year actuals), and respective variances.

The multi-year budget report includes the proposed 2024/25 budget, the board approved 2023/24 budget (current budget), 2023/24 third quarter forecast (current forecast), projection for each fiscal year through 2028/29, and respective budget variances.

Discussion: The proposed consolidated budget for fiscal 2024/25 anticipates a surplus of \$5.0M, which is \$1.1M lower than the current budget of \$6.1M, \$13.0M lower than current forecast and \$7.9M lower than prior year actual results.

Revenue is budgeted to be \$309.7M, after \$7.0M deferral for future capital, this is approximately \$27.9M higher than 2023/24 budgeted revenue of \$281.8M, \$15.1M higher than third quarter projections of \$294.6M, and \$47.2M higher than prior year end results of \$262.5M.

Expenditures are budgeted to be \$304.7M, which is approximately \$29.0M higher than 2023/24 budgeted expenditures of \$275.7M, \$28.1M higher than third quarter projections of \$276.6M, and \$55.1M higher than prior year end expenditures of \$249.6M.

Results could vary negatively or positively as there are several items which can significantly affect the projected surplus. The most significant undetermined impact is the current changes to international student visa processes, in Canada; however, the impact of unfilled vacancies and employee attrition, as well as unfulfilled spending plans have been seen to impact results in the current and previous years.

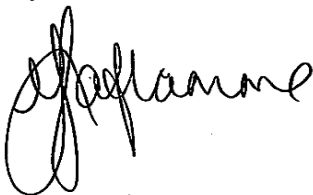
Pending actual results, TRU will reserve a portion of its surplus for future capital needs, through a government approved restriction process. Although all contingencies and in-year budget variances could be used for one-time expenditures without affecting long-term financial sustainability, their use would reduce future availability of capital funds. If there is any permanent allocation of these amounts, future operations and financial sustainability will be affected.

Accountability and accuracy in 2024/25 in-year projections will be crucial for confident Board, executive and management decision making. The ability to anticipate opportunities for redeployment of resources will ensure that budget allocations are used to move TRU's strategic change goals forward and ultimately provide students with high levels of support, recognize truth reconciliations and rights, support community research and create life-long learning opportunities for our communities.

Action: Finance Committee to recommend the proposed 2024/25 budget to the Board of Governors for approval, on March 28, 2024.

Attachment: 2024/25 Annual Budget Report

If you would like to discuss this report further, I am available at your convenience.

A handwritten signature in black ink, appearing to read 'Shafiq' or similar, written in a cursive style.



THOMPSON RIVERS UNIVERSITY

Annual Budget Report

For the 2024/25 Fiscal Year

01	SCHEDULE 1 5-Year Consolidated All Funds - 2024/25 to 2028/29
02	SCHEDULE 2 Consolidated All Funds - 2024/25
03	SCHEDULE 3 Consolidated Revenue Schedule - 2024/25
04	SCHEDULE 4 Operating and Non-Operating Fund by Unit - 2024/25

Thompson Rivers University
Annual Budget Report - 5-Year
Schedule 1 - Consolidated All Funds
For the 2024/25 to 2028/29 Fiscal Years

	Consolidated All Funds		Multi-Year			
	2023/24 Approved Budget	2024/25 Budget (Proposed)	2025/26 Budget (Projected)	2026/27 Budget (Projected)	2027/28 Budget (Projected)	2028/29 Budget (Projected)
	(thousands of dollars)					
Revenue						
Provincial Grants	99,680	110,971	110,203	109,818	109,818	109,818
Capital Restriction	-	(6,974)	(4,242)	(8,020)	(9,874)	(11,171)
Grants Other	7,092	7,198	7,116	7,011	7,041	7,128
Deferred Capital Contributions	5,461	6,387	6,503	6,506	6,320	7,301
Tuition Domestic	40,683	42,842	44,101	45,122	46,260	47,507
Tuition International	78,993	91,048	90,272	92,591	95,433	98,853
Lab and Course Fees	13,108	13,368	13,274	13,598	14,309	14,709
Sales Revenue	20,460	22,397	22,398	23,398	24,311	25,255
Interest and Other Revenues	13,724	18,555	17,530	17,755	18,119	18,491
Internal Sales and Transfers	2,597	3,888	3,312	3,650	3,632	3,720
Revenue Total	281,798	309,680	310,467	311,429	315,369	321,611
Compensation and Benefits						
Faculty Tenure/Tenure Track	60,715	62,026	64,143	64,807	65,470	66,476
Faculty Sessional	13,348	15,613	16,046	15,959	15,879	16,120
Open Learning Faculty Members (OLFM)	8,517	10,731	10,731	10,731	10,731	10,731
Support	32,371	34,511	34,371	33,891	33,900	33,955
Excluded	31,127	36,930	35,708	36,158	37,232	38,403
Other Compensation	348	414	414	414	414	414
Benefits	32,648	35,379	35,662	35,811	36,180	36,720
Compensation and Benefits Total	179,074	195,604	197,075	197,771	199,806	202,819
Expenditures						
Professional fees and contracted services	19,979	23,758	22,156	22,328	22,677	23,070
Building, equipment, operations and maintenance	19,099	22,351	22,383	19,965	20,366	20,782
Supplies, postage and freight	8,318	10,354	9,358	8,855	8,892	9,066
Travel	4,993	7,174	7,356	7,408	7,559	7,712
Advertising, memberships and public relations	4,555	4,727	4,818	4,720	4,853	4,990
Bursaries, awards and scholarships	6,568	7,207	7,359	7,545	7,754	7,965
Cost of materials sold	5,092	6,435	6,541	6,650	6,761	6,874
Amortization of capital assets	14,660	16,720	17,628	18,198	18,660	20,238
Other Expenditures	13,377	10,350	10,793	12,989	13,041	13,095
Expenditures Total	96,641	109,076	108,392	108,658	110,563	113,792
Excess (Deficiency) of Revenues over Expenditures	6,083	5,000	5,000	5,000	5,000	5,000

Thompson Rivers University
Annual Budget Report
Schedule 2 - Consolidated All Funds
For the 2024/25 Fiscal Year

(thousands of dollars)

	Consolidated All Funds				Variances		
	2024/25 Budget (Proposed)	2023/24 Approved Budget	2023/24 Q3 Forecast	2022/23 Year End Actual	Budget Variance	Forecast Variance	Prior Year Variance
Revenue							
Provincial Grants	110,971	99,680	110,417	96,880	11,291	554	14,091
Capital Restriction	(6,974)	-	(20,000)	(10,000)	(6,974)	13,026	3,026
Grants Other	7,198	7,092	7,357	6,901	106	(159)	297
Deferred Capital Contributions	6,387	5,461	6,042	5,109	926	345	1,278
Tuition Domestic	42,842	40,683	41,387	38,654	2,159	1,455	4,188
Tuition International	91,048	78,993	92,783	74,071	12,055	(1,735)	16,977
Lab and Course Fees	13,368	13,108	13,844	13,280	260	(476)	88
Sales Revenue	22,397	20,460	22,425	19,894	1,937	(28)	2,503
Interest and Other Revenues	18,555	13,724	16,636	14,618	4,831	1,919	3,937
Internal Sales and Transfers	3,888	2,597	3,730	3,061	1,291	158	827
Revenue Total	309,680	281,798	294,621	262,468	27,882	15,059	47,212
Compensation and Benefits							
Faculty Tenure/Tenure Track	62,026	60,715	57,081	51,941	(1,311)	(4,945)	(10,085)
Faculty Sessional	15,613	13,348	15,018	13,478	(2,265)	(595)	(2,135)
Open Learning Faculty Members (OLFM)	10,731	8,517	10,019	9,096	(2,214)	(712)	(1,635)
Support	34,511	32,371	32,725	29,465	(2,140)	(1,786)	(5,046)
Excluded	36,930	31,127	30,235	26,688	(5,803)	(6,695)	(10,242)
Other Compensation	414	348	26	498	(66)	(388)	84
Benefits	35,379	32,648	30,539	27,534	(2,731)	(4,840)	(7,845)
Compensation and Benefits Total	195,604	179,074	175,643	158,700	(16,530)	(19,961)	(36,904)
Expenditures							
Professional fees and contracted services	23,758	19,979	23,642	22,334	(3,779)	(116)	(1,424)
Building, equipment, operations and maintenance	22,351	19,099	20,993	19,522	(3,252)	(1,358)	(2,829)
Supplies, postage and freight	10,354	8,318	8,402	8,327	(2,036)	(1,952)	(2,027)
Travel	7,174	4,993	7,051	5,077	(2,181)	(123)	(2,097)
Advertising, memberships and public relations	4,727	4,555	4,789	4,836	(172)	62	109
Bursaries, awards and scholarships	7,207	6,568	8,519	6,843	(639)	1,312	(364)
Cost of materials sold	6,435	5,092	7,032	5,434	(1,343)	597	(1,001)
Amortization of capital assets	16,720	14,660	15,759	13,926	(2,060)	(961)	(2,794)
Other Expenditures	10,350	13,377	4,747	4,599	3,027	(5,603)	(5,751)
Expenditures Total	109,076	96,641	100,934	90,898	(12,435)	(8,142)	(18,178)
Excess (Deficiency) of Revenues over Expenditures	5,000	6,083	18,044	12,870	(1,083)	(13,044)	(7,870)

Thompson Rivers University
Annual Budget Report
Schedule 3 - Consolidated Revenue Schedule
For the 2024/25 Fiscal Year

	Consolidated Tuition & Fees				Variances		
	2024/25 Budget (Proposed)	2023/24 Approved Budget	2023/24 Q3 Forecast	2022/23 Year End Actual	Budget Variance	Forecast Variance	Prior Year Variance
(thousands of dollars)							
Grants							
Provincial Grants	104,776	93,603	103,728	90,429	11,173	1,048	14,347
Capital Restriction	(6,974)	-	(20,000)	(10,000)	(6,974)	13,026	3,026
ITA Grant	6,195	6,077	6,689	6,451	118	(494)	(256)
Research Grants	6,353	6,424	6,252	6,310	(71)	101	43
Other Grants	845	668	1,105	591	177	(260)	254
Deferred Capital Contributions	6,387	5,461	6,042	5,109	926	345	1,278
Grants Total	117,582	112,233	103,816	98,890	5,349	13,766	18,692
Tuition & Fees							
Domestic Tuition							
Tuition Domestic - Undergraduate - On Campus	26,920	26,342	26,262	25,011	578	658	1,909
Tuition Domestic - Undergraduate - Open Learning	12,025	10,647	11,490	10,347	1,378	535	1,678
Tuition Domestic - Graduate - On Campus	1,369	1,311	1,227	957	58	142	412
Tuition Domestic - Graduate - Open Learning	2,528	2,383	2,408	2,339	145	120	189
Domestic Tuition Total	42,842	40,683	41,387	38,654	2,159	1,455	4,188
International Tuition							
Tuition International - Undergraduate - On Campus	69,316	59,907	70,345	56,816	9,409	(1,029)	12,500
Tuition International - Undergraduate - Open Learning	6,850	4,867	6,413	4,624	1,983	437	2,226
Tuition International - Graduate - On Campus	14,566	14,101	15,621	12,335	465	(1,055)	2,231
Tuition International - Graduate - Open Learning	316	118	404	296	198	(88)	20
International Tuition Total	91,048	78,993	92,783	74,071	12,055	(1,735)	16,977
Lab and Course Fees							
Lab and Course Fees - On Campus	9,246	9,374	9,893	9,253	(128)	(647)	(7)
Lab and Course Fees - Open Learning	4,122	3,734	3,951	4,027	388	171	95
Lab and Course Fees Total	13,368	13,108	13,844	13,280	260	(476)	88
Sales Revenue							
Ancillary External Sales	2,568	2,076	2,800	1,974	492	(232)	594
Residence Revenue	14,424	13,379	13,735	12,724	1,045	689	1,700
Bookstore Sales Revenue	3,034	3,044	3,190	3,167	(10)	(156)	(133)
Printshop External Sales	152	61	151	87	91	1	65
Parking Revenue	1,471	1,129	1,851	1,369	342	(380)	102
Other Sales Revenue	748	771	698	573	(23)	50	175
Sales Revenue Total	22,397	20,460	22,425	19,894	1,937	(28)	2,503
Interest & Other Revenues							
Interest on Investments	7,632	4,919	6,650	5,703	2,713	982	1,929
Donations, Endowments and Fundraising	4,843	4,121	4,341	3,793	722	502	1,050
Contract Revenue	4,487	3,337	3,978	2,980	1,150	509	1,507
Other Revenue	1,593	1,347	1,667	2,142	246	(74)	(549)
Interest & Other Revenues Total	18,555	13,724	16,636	14,618	4,831	1,919	3,937
Internal Sales & Transfers							
Ancillary Internal Sales and Transfers	2,869	2,329	3,348	2,382	540	(479)	487
Other Internal Sales and Transfers	1,019	268	382	679	751	637	340
Internal Sales & Transfers Total	3,888	2,597	3,730	3,061	1,291	158	827
Revenue Total	309,680	281,798	294,621	262,468	27,882	15,059	47,212

Thompson Rivers University
Annual Budget Report
Schedule 4 - Operating and Non-Operating Fund by Unit
For the 2024/25 Fiscal Year

	2024/25 Budget (Proposed)				2023/24 Approved Budget		2022/23 Year End Actual	
	Revenue	Compensation and Benefits	Expenditures	Total	Total	Variance	Total	Variance
(thousands of dollars)								
Faculty of Science	944	22,769	2,598	(24,423)	(22,181)	(2,242)	(20,545)	(3,878)
Bob Gaglardi School of Business and Economics	6,370	17,366	962	(11,958)	(9,296)	(2,662)	(9,545)	(2,413)
Faculty of Education and Social Work	3,522	14,354	298	(11,130)	(9,151)	(1,979)	(9,045)	(2,085)
School of Nursing	1,200	8,847	601	(8,248)	(6,706)	(1,542)	(7,234)	(1,014)
Faculty of Adventure, Culinary Arts and Tourism	569	5,781	1,346	(6,558)	(5,613)	(945)	(5,482)	(1,076)
Faculty of Arts	1,052	14,064	280	(13,292)	(12,318)	(974)	(12,213)	(1,079)
Faculty of Law	5,710	5,234	391	85	47	38	(101)	186
School of Trades and Technology	1,529	7,423	1,528	(7,422)	(6,501)	(921)	(6,287)	(1,135)
University Library	1	3,395	2,062	(5,456)	(4,949)	(507)	(4,894)	(562)
Enrolment Services and University Registrar	-	7,129	313	(7,442)	(6,759)	(683)	(6,653)	(789)
Faculty of Student Development	9	7,372	697	(8,060)	(7,304)	(756)	(7,281)	(779)
Office of Quality Assurance	-	1,744	168	(1,912)	(1,670)	(242)	(1,453)	(459)
Research and Graduate Studies	-	2,347	975	(3,322)	(2,835)	(487)	(1,980)	(1,342)
Open Learning	-	19,206	987	(20,193)	(17,338)	(2,855)	(18,140)	(2,053)
Williams Lake	(97)	3,906	707	(4,710)	(4,447)	(263)	(4,126)	(584)
Regional Campuses	546	518	597	(569)	(336)	(233)	9	(578)
Indigenous Education	-	889	250	(1,139)	(1,112)	(27)	(871)	(268)
Provost and VP Academic	-	936	100	(1,036)	(1,816)	780	(1,105)	69
Office of EDI & AR	-	375	85	(460)	(467)	7	(1)	(459)
University Relations	-	714	572	(1,286)	(980)	(306)	(795)	(491)
Marketing and Communications	-	2,772	1,063	(3,835)	(3,599)	(236)	(3,417)	(418)
Advancement	-	2,528	489	(3,017)	(2,820)	(197)	(2,355)	(662)
Campus Infrastructure & Sustainability	30	2,440	9,857	(12,267)	(8,432)	(3,835)	(9,776)	(2,491)
Athletics and Recreation	-	1,820	1,807	(3,627)	(3,397)	(230)	(3,276)	(351)
IT Services	-	5,857	9,122	(14,979)	(12,302)	(2,677)	(9,985)	(4,994)
People and Culture	-	2,432	1,556	(3,988)	(3,186)	(802)	(3,527)	(461)
Integrated Planning & Effectiveness	-	1,939	216	(2,155)	(1,921)	(234)	(1,811)	(344)
Risk Management & OSEM	-	663	1,312	(1,975)	(1,852)	(123)	(1,708)	(267)
Finance and Procurement Services	-	5,291	309	(5,600)	(4,846)	(754)	(4,201)	(1,399)
Internal Audit	-	285	28	(313)	(293)	(20)	(269)	(44)
VP Administration and Finance	-	395	443	(838)	(1,048)	210	(664)	(174)
Office of the General Counsel & Secretariat	-	1,089	1,339	(2,428)	(1,539)	(889)	(3,061)	633
Special Advisor on Indigenous Matters	-	224	30	(254)	(238)	(16)	(179)	(75)
Office of the President	-	591	173	(764)	(669)	(95)	(643)	(121)
TRU World	2,988	6,126	9,698	(12,836)	(11,707)	(1,129)	(11,157)	(1,679)
Faculty, School, Division Total before Surplus Allocation/Usage	24,373	178,821	52,959	(207,407)	(179,581)	(27,826)	(173,771)	(33,636)
Provost and VP Academic Portfolio	21,355	141,308	13,970	(133,923)	(117,917)	(16,006)	(114,967)	(18,956)
VP Administration and Finance Portfolio	30	21,122	24,650	(45,742)	(37,277)	(8,465)	(35,217)	(10,525)
VP International Portfolio	2,988	6,126	9,698	(12,836)	(11,707)	(1,129)	(11,157)	(1,679)
VP University Relations Portfolio	-	6,014	2,124	(8,138)	(7,399)	(739)	(6,567)	(1,571)
President Portfolio	-	1,904	1,542	(3,446)	(2,446)	(1,000)	(3,883)	437
VP Research Portfolio	-	2,347	975	(3,322)	(2,835)	(487)	(1,980)	(1,342)
Institutional	230,003	8,403	9,607	211,993	185,163	26,830	186,823	25,170
Operating Fund before Surplus Allocation/Usage	254,376	187,224	62,566	4,586	5,582	(996)	13,052	(8,466)
Professional Allowance	1,117	16	821	280	264	16	60	220
Internal Research Awards/Stipends	1,281	211	664	406	44	362	(21)	427
Ancillary Services, Parking & Residences	25,158	4,878	20,710	(430)	834	(1,264)	(1,226)	796
Capital	13,349	-	12,711	638	(41)	679	866	(228)
Specific Purpose - Internally Restricted	1,471	34	1,887	(450)	(481)	31	189	(639)
Specific Purpose - Externally Restricted	3,838	1,099	2,739	-	-	-	(2)	2
Bursaries and Trust	3,305	-	3,335	(30)	(142)	112	(72)	42
Research	5,244	1,718	3,526	-	-	-	(2)	2
Endowment	-	-	-	-	-	-	27	(27)
TRU Community Corporation	1	-	1	-	-	-	-	-
TRU Legal Clinic Society	540	424	116	-	23	(23)	(1)	1
Non-Operating Fund before Endowment	55,304	8,380	46,510	414	501	(87)	(182)	596
Excess (Deficiency) of Revenues over Expenditures before Surplus Allocation/Usage and Endowment	309,680	195,604	109,076	5,000	6,083	(1,083)	12,870	(7,870)



Date: March 12, 2024

To: Brett Fairbairn, President and Vice-Chancellor
Gillian Balfour, Provost and Vice-President, Academic

From: Matt Milovick, Vice-President, Administration & Finance

Re: Annual Capital Budget Proposal for 2024/25

Attachment: Table 1 – Proposed Capital Projects Schedule

Executive Summary: The FY24/25 capital budget is going to the Board of Governors **FOR APPROVAL**. The salient details of the report are as follows:

- This is the first year that TRU’s capital report has come forward for approval as a comprehensive annual budget submission. While projects with a value of \$2M or greater have always had Board approval; smaller projects have been initiated based on campus need; academic requirements; deferred maintenance or for other infrastructure needs of the campus without a defined annual funding maximum. Administration feels that the Board should be approving an envelope of capital funding based on the strength of TRU’s overall reserves and capital restrictions to ensure ongoing financial sustainability.
- Given the strength of TRU’s capital reserves year ending March 2023, and expected surpluses (and capital restrictions in FY24/25 and future years), Administration is recommending a capital budget for FY24/25 of \$26.3M

Background: Since 2013, TRU has spent approximately \$160M on capital projects on its campuses. These projects have included new buildings; major deferred maintenance projects; infrastructure improvements (e.g. walkways, roads, underground servicing); investments in equipment for academic and operational purposes; sustainability projects; property acquisitions; etc. While larger projects (those with a value of \$2M or greater) were always approved by the Board of Governors, the annual capital spend has largely been at the discretion of the Administration. Projects and investments have been well managed as evidenced by the growth and development of the campus as well as from the significant capital reserves that have been maintained on the institution’s balance sheet over the past decade. And while TRU is in a healthy position with respect to its reserves, Administration recognizes the need for greater transparency at the Board level

with respect to its capital spending and suggested as much at the June 2023 meeting of the Board on this topic.

Discussion: For FY2024/25, Administration is proposing an annual capital budget for approval by the Board as part of the annual budget approval process. Currently, the Board requires TRU to maintain \$6M in Board reserves and a minimum of \$10M for Capital reserves. These have been maintained to date and are expected to be maintained ongoing.

At year end 2023, TRU held \$48.9M in capital reserves. Being held in this reserve is the mandatory \$6M Board Reserve and \$10M minimum Capital Reserve. At year end 2024, TRU is expecting to add \$30M to its capital reserves (\$30M in capital restrictions and \$8M in year end surplus, less \$8M of in-year spending). With a proposed capital spend of \$26.3M in FY2024/25, at the end of FY2024/25 TRU anticipates having approximately \$21.6M due to an additional \$5M from surplus. \$7.0M from 24/25 will be reserved to be used in 25/26 for future projects. Based on the projects TRU currently has in its plan, pushing out to FY28/29, TRU anticipates approximately \$22.8M in total capital reserves plus \$11.2M restricted for use in 2029/30. *For reference, please see Table 1 – Proposed Capital Projects Schedule.*

For the Board's information, large capital project will still be required to come to the Board for separate approval. Within the proposed capital budget is the anticipated FY2024/25 spend for two large projects that have already received Board approval – the Low Carbon District Energy System (Phase I) and the Indigenous Education Centre. Within this recommendation for approval, the Board is not being asked to approve the additional specific projects but rather the spend associated with those projects. It is Administration's responsibility to identify the projects that are most pressing. Contracts that exceed \$2M associated with capital projects will still require a separate Board approval.

Risks: The risks and mitigations associated with this proposal are discussed below:

- *Spending Transparency:* A positive outcome of an annually approved capital budget is complete transparency of the Board to understand the full spend associated with TRU's capital projects. A fixed capital budget holds Administration accountable for capital projects while ensuring that future reserves are sustained in the event they are required to deal with unforeseen circumstances. If there are cost overruns on projects, Administration will be required to either reduce the number of projects or go back to the Board to request additional funds beyond the approved annual allocation. This outcome, in Administration's opinion, outweighs all the additional risks mentioned below.
- *Restrictions that cannot be unrestricted:* The government permits TRU to restrict operating grant, prior to year-end, for the purposes of specific capital projects. If restricted funds are drawn down for the purposes of a capital project, those funds can no longer be unrestricted and used for solvency purposes. This will require continual monitoring by Finance to ensure available a minimum threshold of eligible funds is maintained.

- *Timing of Capital Budget Preparation:* The annual capital budget is based on an estimated equity position. The final equity position is known in May when financial statements are prepared. It may be possible that capital budgets could be adjusted in June (with Board approval) based on TRU's known equity position at year-end from the financial statements.
- *Timing of Capital Project Spending:* Large projects may pose timing issues especially at start-up as to when funds may be spent which could either require a shift as to how much money is being spent in any given year. Administration's cash flow predictions are prepared based on the best information it has at the time and spending may need to be adjusted accordingly.
- *Accuracy of budget forecasts:* The annual capital budget is predicated on both in-year budget assumptions as well as multi-year budget assumptions. Black swan events have the potential to disrupt TRU's financial plan. With additional capital reserves through to FY2028/29 plus the minimum planned reserve of \$16M through Board reserves and Board capital reserves that could be deployed to offset potential losses, TRU has mitigation in place.

Financial Implications: As presented in the "Discussion" section.

Consultations: The decisions made with respect to specific capital projects come about through consultation with campus stakeholders and direction of campus plans including the campus master plan, the campus sustainability plan, deferred maintenance plans, accessibility requirements and space management plans. Large capital projects (>\$5M) are vetted and recommended to the President by the Capital Projects Planning Advisory Group (CPPAG). Administration is working on refining its projects intake process for small capital projects that are not necessarily directly informed by any specific plans.

Action: Administration recommends the Board of Governors approve the capital budget of \$26.3M for FY2024/25 (which includes the estimated FY24/25 spending for the Low Carbon District Energy System project, Phase I (est. \$6M) and the Indigenous Education Centre (est. \$4M) that have already received Board approval).

Table 1 - Proposed Capital Projects Schedule

Small Cap Projects	Amount	24/25	25/26	26/27	27/28	28/29
Accessability Concrete Repairs - CAC/HOL	1,500,000	1,500,000				
Science Building Classroom Improvements	100,000	100,000				
Gym - interior improvements	300,000	300,000				
Old Main / Fine Arts Planning and Divisible Classroom	1,200,000	1,200,000				
BCOL Move - Admin Building	2,500,000	2,500,000				
Tech & Trades - Classroom Modernization	1,000,000	1,000,000				
Horticulture - Relocation Concept Design	200,000		200,000			
Williams Lake Classroom Modernization	575,000	575,000				
BC Hydro Solar Project (ITTC/A&E/CAC)	585,000	585,000				
Institutional capital requirements (MMR/Library/FF&E/misc)	8,500,000	1,700,000	1,700,000	1,700,000	1,700,000	1,700,000
ADD: 10% Project Contingency	1,646,000	946,000	190,000	170,000	170,000	170,000
SubTotal	\$ 18,106,000	\$ 10,406,000	\$ 2,090,000	\$ 1,870,000	\$ 1,870,000	\$ 1,870,000
Big Cap Projects						
IEC	22,000,000	4,000,000	10,000,000	8,000,000		
LCDES - Building and In-Building Retrofits	12,000,000	6,000,000	6,000,000			
LCDES - Sustainability Office Addition	3,000,000		3,000,000			
Future project undefined	22,274,000			4,200,000	8,200,000	9,874,000
ADD: 10% Project Contingency	5,507,400	1,000,000	1,900,000	800,000	820,000	987,400
SubTotal	\$ 64,781,400	\$ 11,000,000	\$ 20,900,000	\$ 13,000,000	\$ 9,020,000	\$ 10,861,400
Ancillary						
SubTotal	\$ 6,550,500	\$ 3,800,500	\$ 550,000	\$ 550,000	\$ 550,000	\$ 550,000
ITS Capital						
SubTotal	\$ 5,500,000	\$ 1,100,000	\$ 1,100,000	\$ 1,100,000	\$ 1,100,000	\$ 1,100,000
Total Capital Spend	\$ 94,937,900	\$ 26,306,500	\$ 24,640,000	\$ 16,520,000	\$ 12,540,000	\$ 14,381,400
Application of deferred contributions						
IEC		(4,000,000)	(10,000,000)	(7,500,000)		
LCDES		(5,000,000)	(1,500,000)			
IT projects		(1,000,000)	(1,000,000)			
Future operating grant restrictions			(6,974,000)	(4,242,000)	(8,200,000)	(9,874,000)
SubTotal		\$ (10,000,000)	\$ (19,474,000)	\$ (11,742,000)	\$ (8,200,000)	\$ (9,874,000)
Net Institutional Capital Spend		\$ 16,306,500	\$ 5,166,000	\$ 4,778,000	\$ 4,340,000	\$ 4,507,400
Capital Reserve Estimates						
Total Reserves - \$48.9M YE 2023	\$ 48,911,000					
Board contingency	\$ (6,000,000)					
Capital reserve	\$ (10,000,000)					
Available for capital spend	\$ 32,911,000					
Prior Year Available for capital spend		32,911,000	21,604,500	21,438,500	21,660,500	22,320,500
Less: net capital spend		(16,306,500)	(5,166,000)	(4,778,000)	(4,340,000)	(4,507,400)
Add: Forecasted In-Year Surplus		5,000,000	5,000,000	5,000,000	5,000,000	5,000,000
Cummulative available for capital spend		\$ 21,604,500	\$ 21,438,500	\$ 21,660,500	\$ 22,320,500	\$ 22,813,100

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/Operations, and International Development/Community.

Enabling Strategies/Operations

INTERNATIONAL STUDENTS UPDATE — As you know, the federal government has capped the number of study permit applications that can be issued across Canada for international students. Provincial governments were given the task of allocating permits to institutions in each province.

Within an overall national cap of 606,250 study permit applications for 2024, B.C. was allocated 83,000 study permit applications, effective January 22, 2024. In early March, the B.C. government informed institutions across the province about the number of study permits each institution will likely receive, although this number may not yet be final.

In reaching its decision, the Ministry of Post-Secondary Education and Future Skills assessed federal data regarding past study permit authorizations and international-student ratios at each institution. Based on these data, the ministry allocated a specified number of provincial attestation letters to eligible public and private post-secondary institutions (PSIs) in B.C.

The distribution was 53 per cent for public PSIs and 47 per cent for private institutions. In making the allocations, the province noted its goal was to ensure that public PSIs with sustainable international enrolment could maintain their international student programs, while private institutions with unsustainable growth would be affected through reduced allocations ([see March 1, 2024, News Release](#)).

We appreciate that public institutions, including TRU, benefitted from this process. The B.C. government's speedy response and efforts to bring a degree of clarity will allow us to begin moving forward with more certainty in the coming months.

However, we will remain vigilant about our international student numbers in the coming year. Various factors contribute to this caution; however, the primary factor is prospective students' declining perceptions of Canada as an educational destination.

The continuing lack of clarity around the federal government's changes to the international student program, combined with the extensive media coverage of "bad actors," has left students feeling confused or discouraged about applying to study in Canada. The negative impact on Canada's

“brand” in overseas markets has the potential to impact our enrolment and budgetary targets for the coming year.

Faced with these concerns, TRU World has adjusted its recruitment strategy. The team at TRU World, with 40 years of experience in international education, is a strategic asset for TRU, as are particular programs that draw applicants to our university. TRU’s strong reputation and student service-focused approach ensure we will do well compared to others in the challenging environment we now face.

Lastly, I want to thank our IT and international admissions teams, which helped the B.C. government develop the attestation letters and the processes for issuing and receiving them. TRU is now receiving and issuing the letters, as our other institutions in B.C. This kind of collaboration with the government sets TRU up as a key partner and will undoubtedly help us in the future.

INTERNATIONAL WOMEN'S DAY — March 8 was International Women’s Day, a day that not only celebrates women’s and girls’ achievements but also recognizes the importance of rights and acknowledges challenges. The theme for this year’s day was Inspire Inclusion.

I want to thank Provost Gillian Balfour and political science assistant professor Saira Bano, as well as numerous students, for taking part in a special video talking about the importance of this day. Their discussion, which was shared internally on TRU Connect and externally via social media, shared important insights and context around the importance of this occasion. You can find the video here: <https://www.youtube.com/watch?v=P6-ym2nAu3g>

BUILDING STRENGTH, SUPPORTS FOR EDI AND AR — It’s been just over six months since Pauline Streete joined TRU as Executive Director of Equity, Diversity, Inclusion and Anti-Racism (EDI and AR). The EDI and AR Office has already made progress in building internal strength and moving towards a more equitable and inclusive working and learning space. The following provides an overview of work underway or on the near horizon:

- EDI Conference May 29-30 — Planning is underway for the EDI and AR Office’s first EDI conference to take place May 29 to 30 at the Campus Activity Centre. Faculty, staff and students are welcome to attend.
- New website — Please explore [the revised web pages dedicated to EDI and AR](#). A larger presence on the website is one of the many ways that TRU demonstrates a commitment to EDI-AR.

- Internal committees — Two new committees are now in place to advise the executive director of EDI and AR and guide the advancement of recommendations made by the AR Task Force. Also, an EDI and AR Faculty Committee of volunteer faculty members from each school and faculty has been established, with members serving as intermediaries between the EDI and AR Office. Their role allows for tremendous opportunities for collaboration.
- Five-year service plan — Along with all departments, faculties and schools, the EDI and AR Office is developing its five-year service plan, which will provide an overview of priorities and planned work.
- Staffing updates — The office is pleased to welcome Tristan Muhr, Research Assistant to the team and looks forward to hiring a manager of Equity, Diversity and Inclusion. The office said farewell to Tehmina Kwaja, whose contract concluded at the end of December.

ENGAGEMENT ON CAMPUS MASTER PLAN BEGINS — As shared [earlier this month](#), TRU’s 2013 Campus Master Plan will be updated and include opportunities for students, faculty and staff to provide input. Now is the time for faculty and staff to provide input by filling out this short, five-minute survey. [Complete the Campus Master Plan survey](#) by Friday, March 15

Feedback will be incorporated into a proposed update to the Campus Master Plan, which will be presented to the Board of Governors. If you have thoughts, ideas, and concerns about the future of the Kamloops campus, please be sure to have your voice heard.

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

- Feb 13 — Meeting with provincial government officials in Victoria
- Feb 23 — New Chancellor (Dede Derose) announcement and welcome
- Feb 27 — Presentation to City of Kamloops Council regarding Summit Drive overpass
- March 4 — Universities Canada Research Committee meeting
- March 4 — Event honoring outgoing TRU Chancellor Nathan Mathew
- March 5 — Elders luncheon
- March 7 — ESTRs 10-Year Anniversary celebration
- March 11 — UNFAO/Knowledge Makers opening
- March 13/14 — Meetings in Ottawa with:
 - China’s Ambassador
 - Prime Minister’s Office
 - Global Affairs Canada-International Trade Office
 - Immigration and Refugee Services Canada
 - Opposition Leaders
 - Policy advisors
- March 15 — IDays Showcase

DAY OF GIVING EXCEEDS GOAL BY OVER \$33,000 — TRU’s seventh annual Day of Giving on February 29 raised \$81,591.50 for TRU students at the Kamloops and Williams Lake campuses last week, smashing the goal to raise \$48,000 in 48 hours.

A total of 223 donors — including alumni, long-time individual supporters, organizations and new contributors — chose from several areas to make their donation during the campaign, held Feb. 29 and March 1.

This year’s donors also include 90 current TRU students who visited the Day of Giving booth on campus, at which they allocated \$970 provided by an anonymous donor to the funds of their choice.

Eliminating Achievement Gaps

AWARD FOR EXCELLENCE IN OPEN EDUCATION — I want to congratulate Natasha Ramroop Singh, an assistant teaching professor in TRU’s Department of Biological Sciences, on being recognized by BCcampus in February with an Award for Excellence in Open Education.

Natasha was recognized for her significant contributions to open education as an author and avid adopter of open textbooks in the subject areas of chemistry, genetics and biochemistry. Her efforts have resulted in annual savings of more than \$50,000 for students.

Natasha promotes the adoption of open educational resources (OER), serving as a member of the [TRU Open Education Working Group](#), collaborating with the newly minted TRU Open Press and advocating for OER within her faculty.

Since 2019, she has been an assistant teaching professor in the Biological Sciences Department. She teaches approximately 300 students each academic year, covering introductory biology, biochemistry and genetics in courses ranging from first to fourth year.

Natasha’s work on open textbooks aligns with her role as a content expert and course developer for [TRU Open Learning](#). She revised three TRU courses by creating and adapting open textbooks — BIOL 2341: Introduction to Genetics, BIOL 1113: Principles of Biology I and CHEM 1503: Chemical Bonding and Organic Chemistry. In February 2023,

She published [Introduction to Genetics](#), an open textbook featuring videos, practice questions and interactive H5P activities. This textbook was created with the support of a [TRU OER Development Grant](#). In the same year, Natasha created two open textbook adaptations: [Chemical Bonding and Organic Chemistry](#) and [Introduction to Biology](#). All three of her open textbook projects have been part of the [Zero Textbook Cost initiative at TRU](#).

2024 MERIT AWARD WINNERS — Every year TRU faculty and staff make extraordinary contributions that change the lives of our students, colleagues and wider community for the better. Through a process involving peer nominations and review, committees from the Research Office, the Centre for Excellence in Learning and Teaching (CELT), and People and Culture recommend a few for special recognition. I am pleased to announce this year’s Merit Award recipients:

President's Distinguished Teacher Award

- Michelle Borgland, School of Nursing

Faculty Excellence Awards

- Dr. Laura Doan, Faculty of Education and Social Work
- Dr. Florriann Fehr, School of Nursing
- Shyann Vosper, Faculty of Student Development

Award for Excellence in Interculturalization

- Heather Hamilton, School of Trades and Technology
- Roxane Letterlough, Faculty of Education and Social Work

President’s Distinguished Scholar Award

- Dr. Matthew Reudink, Faculty of Science

Distinguished Service Awards

- Curtis Atkinson, Athletics and Recreation
- Alana Frymire, Faculty of Education and Social Work
- Val Jacobs, Faculty of Student Development
- Kathy Lauriente, Williams Lake and the Regions

Congratulations to these colleagues for their outstanding teaching, research, and service! We will celebrate our Merit Awards recipients and 179 dedicated colleagues receiving Long-Term Service pins at the President's Annual Merit and Long-Term Service Awards ceremony on Wednesday, April 24, from 9 to 11 a.m. in the Grand Hall, CAC.

TRU RESEARCHERS AWARDED PRESTIGIOUS FEDERAL GRANTS — Three professors at TRU are among faculty from across Canada to receive some of the \$1.7 billion in research funds awarded by the federal government this year.

SSHRC Insight Development Grants support research in its initial stages, building knowledge and understanding about people, societies and the world by supporting research excellence in the social sciences and humanities. These grants were awarded to:

- Dr. Scott Rankin, business and economics — New theories of people management in social enterprise. The research team, led by Scott Rankin and Salvador Barragan, along with Bruce Martin, Tolulope Oluwafemi and Melanie Reed, is studying human resource management and leadership within social enterprises and social-purpose organizations. These are businesses that try to accomplish social and environmental impacts or goals, as opposed to for-profit businesses. This research will be passed on to future social enterprise managers and contribute to their ability to achieve social missions more effectively.
- Dr. Kimberly Thomas-François, tourism — Information communication technology at hotels: A route to sustainable development. Thomas-François aims to generate knowledge on the level of technological integration at hotels in Canada. She will assess the willingness of Canadian hotels to integrate technology into their day-to-day operations in a manner that improves their overall sustainability. A higher level of integration may also contribute to more efficient and sustainable operations and help address some concerns, such as labour shortages in the sector.

NSERC Alliance Grants encourage collaboration between researchers and partners from different sectors to generate new knowledge and apply research results for Canada's benefit. This grant was awarded to:

- Dr. Omer Waqar, engineering — Scalable and trustworthy machine learning over the wireless edge networks. In partnership with his global collaborators from the University of Glasgow, Scotland, Waqar plans to design innovative machine learning models that are scalable and trustworthy. These models will be designed with a distributed architecture, making them ideal for deployment over the wireless edge networks. Additionally, they plan to develop customized radio resource management strategies tailored to support the unique requirements of the distributed machine learning models. Waqar received his NSERC Alliance International Catalyst Grant while at TRU and currently holds an assistant professor role at the University of the Fraser Valley.

The [Research Support Fund](#) provides a portion of the costs associated with managing the research funded by the Social Sciences and Humanities Research Council (SSHRC) and the Natural Science and Engineering Council (NSERC), such as salaries for staff who provide administration support, training costs for workplace health and safety, and library maintenance.

Honouring Truth, Reconciliation, and Rights

IDAYS & COYOTE BRINGS FOOD CONFERENCE — TRU once again hosted our annual IDays from March 11 to 15, celebrating the cultural diversity brought by international students from 103 countries. Several events were held on campus throughout the week, culminating in the Days Showcase on March 15. As always, this was a lively, colourful event that featured students' performances. The passion students bring to this event shows their cultural pride and their deep desire and willingness to share their heritage with others.

As part of this year's IDays, TRU hosted the two-day Coyote Brings Food Conference to celebrate a special research partnership between TRU's Knowledge Makers and the Food and Agricultural Organization of the United Nations (UNFAO).

The conference spotlighted the launch of the Special Edition Knowledge Makers Journal Volume 8, titled "Indigenous Women, Indigenous Peoples' Food and Knowledge Systems, and Climate Action," showcasing the work of 16 Indigenous women authors. The event's second day focused on Indigenous research, featuring discussions with the FAO, Knowledge Makers alumni, Elders, and Indigenous scholars from TRU and other institutions.

This gathering marked the culmination of a partnership that began in 2022 between TRU's All My Relations Indigenous Research Centre and the FAO. The collaboration aimed to enhance research opportunities for Indigenous women through a special edition of the TRU Knowledge Makers Program.

A global call was issued, attracting 101 applicants from 30 countries. From this pool, 16 Indigenous Women from diverse backgrounds were selected to contribute to this edition. The program was led by TRU All My Relations directors Dr. Rod McCormick and Jeneen HERN-Jensen, alongside TRU faculty, staff, and Indigenous Elders, and in partnership with TRU World.

Over the course of a year, Dr. Sereana Naepi, along with fellow Indigenous facilitators and Elders, guided the research cohort through an online course, group discussions, mentorship, and a writing process. This effort produced peer-reviewed research articles on topics vital to their communities, aiming to promote the recognition of Indigenous women's knowledge and amplify their voices in decision-making processes.

This conference at TRU marked the completion of this special program. It aligned with the UN Declaration on the Rights of Indigenous Peoples (UNDRIP), emphasizing the rights of Indigenous Peoples' knowledge systems and particularly focusing on Indigenous women's rights.

By valuing the voices of Indigenous scholars and integrating their wisdom with global initiatives, the partnership addressed immediate challenges such as food security and climate change and contributed to a larger narrative of respect, sustainability, and inclusivity.

It was an honour to welcome the attendees at this conference, including four members of the UNFAO and several of the journal authors. Thank you to all who participated in this event.

Leading in Community Research and Scholarship

JOHN CHURCH IPL— On March 26, Professor John Church gave a public lecture as part of the Inaugural Professorial Lecture series on Precision Ranching Technology.

Precision ranching technology is revolutionizing remote data collection from livestock and the land base they depend on. Remotely Piloted Aircraft System (RPAS or drone) based remote sensing to data has been used to assess intensive cropping, but RPAS systems equipped with interchangeable cameras: high-resolution visual, thermal, LiDAR, and multi/hyperspectral imagers are now being deployed on pasture to monitor subtle changes in the visible, near infrared and infrared spectrums (radiation) that both plants and animals reflect.

A single RPAS system can now be used simultaneously for high-quality vegetation mapping and the location, identification, and behavioural analysis of animals, providing new tools for studying livestock in various landscapes and rugged terrain. Precision breeding techniques enable the development of new lines of climate-adapted cattle that are better able to withstand future extreme weather events. Additionally, equipping these cattle with new tracking technology, including “smart” GPS ear tags, rumen boluses, and wireless fencing collars (based on low-earth orbit satellites and cellular networks) enables animals to be readily identified and tracked on the landscape while providing invaluable physiological data, such as body temperature, to monitor estrous, heat stress, or the onset of disease.

Finally, the new wireless fencing systems have the potential to improve animal management through autonomous mustering or adaptive multi-paddock grazing for use in regenerative agriculture efforts and will improve the sustainability of future livestock production systems.

An inaugural professorial lecture is given by tenured faculty members who have recently been promoted to full professor positions. IPLs are a recognized way for universities to celebrate this milestone event publicly.

International Development / Building Our Community

INPUT ON STRATEGIC INTERNATIONALIZATION PLAN — TRU is in the process of creating our first pan-institutional strategic internationalization plan. This work will help guide, develop, and inform decision-making across the institution in matters related to international education and research.

Your work and perspective as part of the TRU community hold valuable insights into shaping the future of global connections at TRU. Every interaction, from fostering understanding across cultures to collaborating on global projects, contributes to our collective journey toward embracing global citizenship. Whether you are faculty or support staff, we believe you have valuable input to contribute to the planning process.

Sessions are underway to seek input as part of our development of TRU's first Strategic Internationalization Plan. Your contribution is integral to shaping the future of global connections at TRU. Learn more and register for an engagement session at tru.ca/sip.



Senate Report to the Board of Governors Senate meeting of February 26, 2024

From senate for board approval:

1. Proposal for the establishment of a Population Health and Aging Rural Research Centre

NOTE: The Research Groups and Centres policy (BRD 21-0) states that research centres require "approval of the Board of Governors on the recommendation of Senate".

Motion approved by senate:

*On motion duly made and adopted, it was **RESOLVED** that senate approve the proposal for the establishment of the Population Health and Aging Rural Research (PHARR) Centre as presented.*

2. Proposed Changes to Policy BRD 26-0 (Annual Academic Schedule)

NOTES:

1. [Notice of motion](#) was served by the board on February 23, 2024 regarding the proposed revisions to this policy. No comments were received during the notice period.
2. At its meeting on February 26, 2024, senate approved the proposed revisions to policy ED 03-9 (Examinations), contingent on the board's approval of the proposed revisions to policy BRD 26-0.

Motion approved by senate:

*On motion duly made and adopted, it was **RESOLVED** that Senate recommend to the Board the proposed changes to BRD 26-0 (Annual Academic Schedule) **AND** approve the proposed change to policy ED 03-9 (Examinations) **contingent on the Board's approval of the BRD 26-0 change by July 1, 2024.***

A handwritten signature in blue ink, appearing to read "Brett Fairbairn", enclosed in a thin blue rectangular border.

Brett Fairbairn
President and Vice-Chancellor and
Chair of Senate

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.

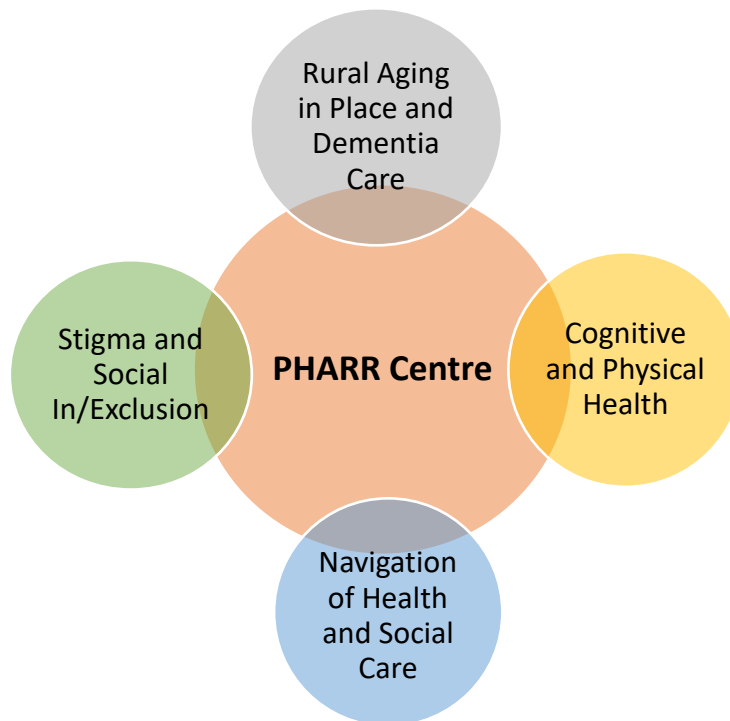
Mission

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
 - i) **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).
 - ii) **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
		Total:	Secured \$743,251 Pending \$3,417,251	

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).

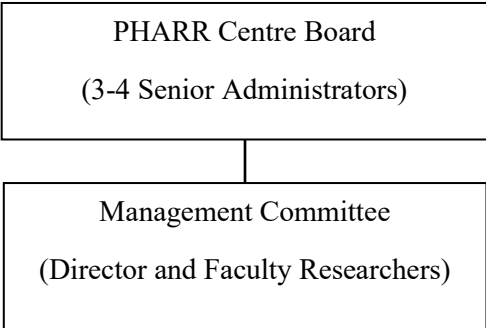
V. Governance

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
Research Project Coordinator/ (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
1. HQP Undergraduates 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
2. Partnership Building with Multi-stakeholders	\$15,000	MSHR C2 Grant Secured			\$15,000
3. Research Equipment and KTE Equipment	\$50,472	CFI Grant Secured			\$50,472
4. PHARR Centre Infrastructure	\$17,779	CFI Grant Secured			\$17,779
5. Website	\$3,000		UGRAF planned		\$3,000
Total					\$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.



Approved: March 20, 2024

M E M O R A N D U M

TO: Dr. Brett Fairbairn, President and Vice-Chancellor
Brett Fairbairn
President and Vice-Chancellor

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

DATE: March 19, 2024

RE: Bachelor of Engineering in Computer Engineering

Attachment(s): BEng Computer Engineering – Tech Expansion Proposal
Memo, K. Hartt, Director of Finance
Letter of support, Z. Feng, Chief International Enrolment Officer, TRU

Purpose: The purpose of this memo is to bring a decision item to the March 28, 2024 Board meeting to request approval of the tuition and fee structure for the first intake of students into the Bachelor of Engineering in Computer Engineering as described below. The program was approved in 2018, and the first cohort will be registered for September 2024.

Background: In 2018, DQAB approved software engineering, followed by approval of computer engineering and electrical engineering in 2020. Strategic funding has recently been made available from the Ministry through the tech seats expansion initiative and TRU wishes to move forward with computer engineering intake for September 2024.

Discussion: The Budget Committee of Senate is recommending that the Bachelor of Engineering in Computer Engineering be approved.

- **Risks:**
 - Low enrolment rates – mitigated by common 1st year engineering core courses and we expect some students in the engineering transfer program to stay and complete the computer engineering degree here (based on informal discussions with current engineering transfer students).

- Hiring qualified faculty – the program will require 12 new faculty members, most of whom will be tripartite but there are plans to be flexible in qualifications, for example a PhD in computer engineering and P. Eng. license (either held, or obtained within the first three years of the position), or M. Eng. and P. Eng. license and industry experience; these hirings will be staggered as the program progresses.
- **Budgetary Implications:**
 - The Bachelor of Engineering in Computer Engineering is self-sustaining with government funding. Based on planned grant funding, the program is anticipating an accumulated surplus over the first 5 years of delivery of \$251,864.
- **Consultation:**
 - Since the program will be marketed to international students as well as domestic students, a letter of support was obtained from TRU World; this letter is included in the additional documents provided with this memo.
 - The original PSW for the Bachelor of Engineering provided details on the consultation that was held with the engineering schools at UBC, UVic, SFU and UNBC, as well as industry partners and professional accreditation bodies. The rationale for potentially duplicating the program here includes student interest, economic benefit to the region, availability of such a program to Indigenous students, women and under-represented groups (due to many initiatives already in place in the Department of Engineering to support these groups) and expanded engineering offerings since there is currently only one option at TRU (software engineering).
 - A student survey conducted in May 2022 indicated that 70% of all respondents would be “interested” or “very interested” in studying Computer Engineering at TRU if it were available.
 - Industry support: strong ties with local industry, and tech and innovation sector, Indigenous groups and the department intends to draw on these partnerships as the program develops.
 - Support letters from Kamloops Innovation, BCLC, and Engineers & Geoscientists of BC may be found in the June 2022 BEng Computer Engineering Tech Expansion Proposal, included in the additional documents provided with this memo.

- **Communications Approach:**

- We are dedicated to ensuring that students receive comprehensive information through various channels, allowing them to plan effectively and access necessary support. Our aim is to maintain trust and openness with our students by ensuring they are well-informed. As this is a new program, promotion of the program is crucial to its success and thus communication has begun as follows:
 - A dedicated recruiter has been hired to inform future students of this new option for study. School visits are currently underway to notify school districts of the new program.
 - TRU's website technology is being used to reach future students, and the engineering department is reaching out via social media (maintained by faculty members and program coordinators).
 - Faculty and staff in the engineering department act as program advisors to their students, and are instrumental in relaying the program to, for example, engineering transfer students who otherwise will depart TRU after their first year of study.

Recommendation(s): Administration is recommending that the Board of Governors approve the tuition and fee structure for the Bachelor of Engineering in Computer Engineering as presented. Administration is proposing the following recommendation to achieve that approval:

RESOLVED that the university will:

1. Approve the tuition and fee structure for the Bachelor of Engineering in Computer Engineering as presented.

If you are in agreement, I would ask that you place this item on the agenda for the next meeting of the Board of Governors.

Thank you.



Date: February 6, 2024
To: Budget Committee of Senate
From: Kelly Hartt, Director of Finance
Re: Bachelor of Engineering – Computer Engineering

Budget Office has verified and reviewed the budget for the delivery of the Bachelor of Engineering Computer Engineering with an anticipated start date of September 2024. The budget was prepared based on TRU's Budget Methodology and information provided by Faculty of Science including the following assumptions:

- Revenue and expenses relate to the delivery of a 159-credit program.
- Enrolment projections were provided by the Faculty of Science and include attrition of one domestic and one international student between years 1 and 2 of the program and a further one between years 2 and 3.
- There is grant revenue of \$175,000 and \$385,000 committed for 2024/25 and 2025/26 with further grant revenue of \$17,500 per domestic FTE anticipated from 2026/27 onwards.
 - o \$240,000 of start-up funding and \$200,000 of capital funding has been received in 2023/24 with a further \$200,000 of capital funding anticipated in 2024/25
- Courses are expected to have the same tuition fees as other on-campus courses:
 - o Domestic tuition of \$155.59 per credit (plus 2% increase for the 2024/25 academic year subject to Board approval).
 - o International tuition of \$8,438.64 per term up to 12 credits and \$611.50 per credit there after (plus 5.0% increase for the 2024/25 academic year subject to Board approval).
- Indirect operating costs were modelled at 35% of revenue with capital levy modelled at 12% of international revenue.
- Faculty and support requirements to deliver program were provided by Faculty of Science:
 - o 12 new instructional faculty
 - o 1 new non-instructional faculty
 - o 2 new support positions
- Faculty of Science confirmed that there will be no additional Library costs.
- Other non-salary requirements provided by Faculty of Science.

Our conclusion is the Bachelor of Engineering – Computer Engineering is self-sustaining with government funding. Based on planned grant funding, the program is anticipating an accumulated surplus over the first five years of delivery of \$251,864.

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

Kelly Hartt

Bachelor of Engineering in Computer Engineering

Tech-Relevant Seat Expansion Submission Proposal

June 1, 2022



ENGINEERING | FACULTY OF SCIENCE

Section 1: Institution Details

- a) **Institution Name:** Thompson Rivers University
- b) **Dean/Director of Program Area:** Dr. Greg Anderson, Dean Faculty of Science
- c) **Program Contact** (Name and contact information): Dr. Faheem Ahmed, fahmed@tru.ca, 250-371-5696

Section 2: Overview of Program Change

Please provide a description of the proposed changes to an existing or new program, including:

- a) **the need for the (expanded or new) program:** Innovation that leads to emerging technologies is the key to success in the new millennium. The economic growth is correlated with a skilled work force in these emerging technologies. New programming blended with the concepts of emerging technologies and different modalities of delivery for a wide range of learners is a way to move forward. Thompson Rivers University is proposing to offer a new BEng Computer Engineering program with a focus on training in Quantum Computing, which is the future of next generation computing. The Canadian computer engineering industry requires a substantial number of engineers to have the knowledge and skills required to design and integrate efficient and complex quantum computing hardware and highly reliable and mission-critical software systems using imperative quantum programming.

Quantum computing is the fastest growing emerging technology that could be seen as the future of powerful high-speed computing. Quantum computing could solve problems in minutes that would take years by classical computers. Organizations such as Google are dealing with large amounts of data that requires fast processing to make real time decisions and have shown keen interest in the application of Quantum Computing in business operations. A quantum engineer requires sufficient knowledge of quantum mechanics, electronics, systems and software engineering, all blended into the discipline of computer engineering. The computer engineering profession with specialized training in quantum computing is highly interesting, challenging, and rewarding due to the rapid pace of advancements in quantum computing technology and its application in next generation computer networks, network security, artificial intelligence, digital forensics, and big data.

Thompson Rivers University is currently offering only one-degree option of BEng Software Engineering in engineering training. The limited choice of engineering discipline makes the program less attractive for the applicants. The addition of this new option of BEng Computer Engineering with a focus on quantum computing will support the students from interior BC to gain access to the engineering education at

their doorstep and provide a suite of options once students move through the standard first year of Engineering. This option of BEng Computer Engineering will be the first and only option available in the interior of BC, further strengthening the economy of the region, and fulfilling the educational and training needs of the province. Thompson Rivers University was granted approval to offer the Bachelor of Engineering in Computer Engineering on May 28, 2020 (Ref: 118589).

- b) **alignment with high opportunity occupations in the Labour Market Outlook 2021:** The Labour Market Outlook 2021 revealed that the Computer systems design and related services industry was growing in B.C. well before the pandemic and further found that the industry grew even faster during the pandemic because of increasing digitalization, automation and work from home. The analysis outlined that the industry is expected to grow at an annual rate of 5.4 per cent from 2021 to 2026, and 4.8 per cent from 2021 to 2031, the highest rate among all industries. The number of job openings projected over the next 10 years (2021-2031) for the NOC (2147) computer engineers are 1,670 and each typically requires a degree. The computer engineering profession dealing with embedded systems, bio-medical, and safety-critical systems, among others, also has overlap with job opportunities for NOC (2174) which projects 12, 620 job openings. Computer engineering professionals also work in the area of telecommunication and computer networking, network security, and NOC (2281) projects 4310 jobs.
- c) **student demand:** Thompson Rivers University in May 2022 conducted a survey to assess students' interest in Thompson Rivers University's upcoming BEng computer and BEng electrical engineering specialization programs (Appendix-4). Respondents identified the three most important factors (quality of the program, specializations offered are relevant to me, and location of the university (e.g., close to my hometown)) for pursuing an engineering degree. Seventy percent (70%) of all respondents would be 'interested' or 'very interested' in taking BEng Computer Engineering at TRU if it was available. Forty-eight percent (48%) of all respondents would be 'interested' or 'very interested' in taking BEng Electrical Engineering at TRU if it was available. In 2018, former and current students in the Engineering Transfer program were also surveyed to understand the student demand for engineering degrees at Thompson Rivers University. The results were in line with the current survey.
- d) **industry support:** Thompson Rivers University's engineering program is proud to have strong ties with local industry, the technology and innovation sector, social organizations, and Indigenous communities and encourages working together to understand what the needs of the region are and provide students with opportunities to work on projects which are highly relevant to our communities. Kamloops Innovation along with thirteen local tech companies are also requesting and supporting the funding request (Appendix-1). BCLC one of the leading industry in Kamloops has also expressed its full support (Appendix-2). Engineers and Geoscientists British Columbia – the regulatory and licensing body for engineering professions in BC is also voiced their support to the program (Appendix-3)

- e) **consultation with other institutions:** The program during the development and approval process involved a comprehensive discussion and consultation with the external entities including other post-secondary institutions and relevant regulatory and professional bodies.
- f) **mode of delivery (face-to-face, online, etc.):** The BEng Computer Engineering is a face-to-face full time program to be offered at the Kamloops campus of Thompson Rivers University.
- g) **proposed supports for Indigenous students, women, and other under-represented groups:** The engineering program at Thompson Rivers University has started many initiatives to support increased representation of Indigenous, women and students from under-represented groups in the engineering profession, some examples are:
- Low entrance requirements comparison to other engineering schools to make the engineering education more accessible.
 - Entrance scholarship to offset their initial deposits upon acceptance to the Indigenous students, women and students from under-represented groups.
 - Peer mentoring for Indigenous students, women and students from under-represented in the program to ensure their successful completion of the program.
 - Active collaboration with the Indigenous Student Office at TRU to reach out to the Indigenous community, and create an awareness of the engineering profession among Indigenous students.
 - Focusing on developing increased awareness among younger women on the benefits of becoming an engineer, and specifically a software engineer through high school visits.
- h) **work-integrated learning opportunities for students:** The BEng Computer Engineering program, through the Co-op education program provides students with the opportunity to enhance their education by acquiring career related work experience before graduation. During the first three years when students are required to complete the study terms in fall and winter, summer terms are reserved for the students for optional Co-op placements. However, in the fourth year of study in the program students are required to complete two mandatory Co-op work terms. Through Co-op placements student will gain experiential learning and hands-on experience working in relevant paid positions in professional industry, non-profit, private business, and public sector organizations. This will allow the students to learn valuable career skills and have opportunities to test-drive the wide variety of career options in Computer Engineering.

SECTION 3: Program Details

Please provides details about the proposed program change including:

- a) **Program name:** Computer Engineering
- b) **Credential awarded (micro-credential, certificate, diploma, baccalaureate, masters, etc.):** BEng Computer Engineering
- c) **Program location:** Kamloops, BC
- d) **Program duration (# of weeks/months/semesters, etc.):** Five Years (10 semesters)
- e) **Start date and FTE numbers on start date:** September 2023
- f) **Steady state date and FTE target numbers for steady state:** September 2028
- g) **If FTEs will gradually increase, please provide the Year and FTE Targets by year:**

The following Table 1 illustrates the FTEs gradual increase over the five years.

Table 1: New FTEs BEng Computer Engineering Program 2023					
	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
	FTEs	FTEs	FTEs	FTEs	FTEs
Year 1	10	12	15	17	20
Year 2		10	12	15	17
Year 3			10	12	15
Year 4				10	12
Year 5					10
Total FTEs	10	22	37	54	74

- h) Performance of related programming, such as FTE utilization achieved under the recent tech expansion initiative.

Figure 1 illustrates the FTE utilization achieved under the recent tech expansion initiative (BEng Software Engineering program) and projects we will achieve the target of 140 negotiated FTEs in 2023-2024, two year later than the original timeline. Keeping in view the challenges of first-time implementation of a new BEng degree program with only one engineering discipline option, challenges students experienced during the pandemic, and challenges in performing activities related to outreach and promotion, we

trust that the program has made significant progress and is moving towards the steady state.

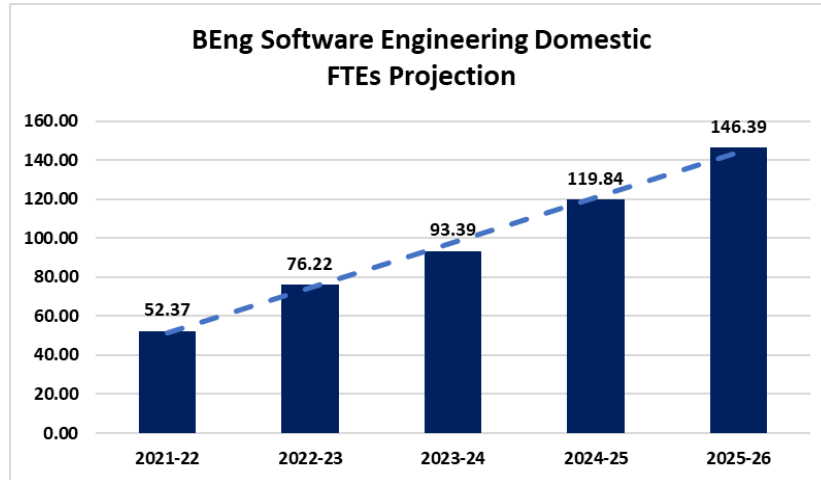


Figure 1: BEng Software Engineering Projected FTEs (Domestic)

SECTION 4: Funding Costs

The proposed tuition fees is similar to the existing BEng program at Thompson Rivers University. Table 2 illustrates the Program Revenue on the basis of enrollment projection shown in Table 1.

Table 2: Program Revenue

	2023/2024	2024/2025	2025/2026	2026/2027	2027/2028
Program Revenues					
Tuition Domestic - Undergraduate	61,895	146,670	242,718	297,706	419,562
Grant - increase in FTE's	145,000	319,000	536,500	783,000	1,073,000
Total Revenue	206,895	465,670	779,218	1,080,706	1,492,562

We plan to make effective use of the existing faculty members in teaching the proposed expansion to BEng Computer Engineering option and hiring seven new faculty members. An incremental hiring approach will be used as the program progresses into the next level. The faculty will be involved in teaching common engineering courses as well as specialized Computer Engineering courses. The staffing plan also includes hiring a co-op coordinator, and accreditation coordinator. The space and infrastructure plan is based on optimizing the use of the existing TRU space and infrastructure as well as enhancing the capacity of these resources. A capital request of \$ 350,000 will help to setup a laboratory to support offering upper level courses of the program.

May 11, 2022

The Hon. Anne Kang
Minister of Advanced Education and Skills Training
Room 346 Parliament Buildings
Victoria, BC V8V 1X4

Dear Minister Kang:

The technology (tech) sector in B.C., with more than 10,200 businesses, is one of the fastest-growing sectors of the provincial economy, generating \$29 billion in revenue and employing over 106,000 people. Many of BC's small businesses also rely on this workforce to develop and adapt to new business practices and tools. The demand for skilled tech workers presents immense opportunities for British Columbia.

The government of BC recognized this opportunity and has committed to the expansion of tech-related training spaces in B.C.'s post-secondary institutions.

Thompson Rivers University waits ready for this expansion and request additional undergraduate spaces in the engineering program to start offering a BEng Computer Engineering program from Fall 2023.

The signatories of this letter of support agree that:

- The number one concern for our region's tech sector and tech-enabled businesses is access to skilled talent.
- There is an unfulfilled need for broader, professional, and engineering-focused skill sets. The shortage of these skilled professionals disadvantages our companies' current and future growth potential.
- An increase in skilled tech workers boosts B.C.'s diverse industry sectors and creates jobs in the industries already located in Regional BC. By expanding our region's homegrown talent pool, we support the tech sector's continued growth.
- Substantial funding and post-secondary spaces have been created in the Lower Mainland and Victoria. BC's interior has the exact needs and youth looking for tech-related careers. Approval of tech spaces expansion for TRU will create access to education for our youth and build a much-needed workforce in all of BC.
- Offering a BEng Computer Engineering program in Interior BC will allow learners to remain in the region and mitigate barriers to education associated with the high cost of living in BC's urban centers.
- Our businesses and local industries can form early relationships with students during their studies and participate in the training process through coop and internships. This will promote workforce retention in the region upon graduation.

The signatories to this letter agree that the Government of British Columbia's support for training skilled workers is key to a vibrant and innovative economy in the province.

They respectfully request and strongly support that Thompson Rivers University's application for expanding BEng Computer Engineering is funded under the tech-related space expansion plans of the Ministry of Advanced Education and Skills Training.

Sincerely,

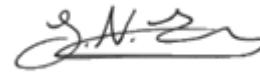


Lincoln Smith, PhD
--
Executive Director
Kamloops Innovation



Matt deFouw (Jun 1, 2022 16:54 PDT)

Matt deFouw
matt@defouw.ca

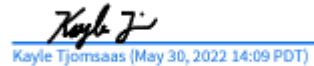


George Emery
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Matt Thurber (Jun 1, 2022 15:52 PDT)

Matt Thurber
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Kayle Tjomsaas (May 30, 2022 14:09 PDT)

Kayle Tjomsaas
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Mickael Maddison (May 31, 2022 08:02 PDT)

Mickael Maddison
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Jesse Ebbett (May 30, 2022 13:55 PDT)

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Danny Rink

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Angela Hapke

Angela Hapke (Jun 1, 2022 16:35 PDT)

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Wayne Cochran
Wayne Cochran (May 30, 2022 15:22 PDT)

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Garret Hunter
Garret Hunter (May 30, 2022 14:36 PDT)

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Jason Wassing
Jason Wassing (May 30, 2022 14:19 PDT)

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Danny Rink

Dan Rink
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Jonathan Bowers
Jonathan Bowers (Jun 2, 2022 11:21 PDT)

Jonathan Bowers
Jonathan.bowers@twostoryrobot.com



May 11, 2022

Dr. Faheem Ahmed, P.Eng.
Associate Dean
Faculty of Science
Thompson Rivers University, 805 TRU Way
Kamloops, BC, V2C 0C8, Canada



Dear Dr. Ahmed,

Re: Letter of Support for BEng Program in Computer Engineering at TRU

I am writing to express BCLC's emphatic support for the addition of a five-year Bachelor of Engineering in Computer Engineering program at Thompson Rivers University.

74 West Seymour Street
Kamloops, BC V2C 1E2

T 250.828.5500
F 250.828.5631

As our city and region continues to grow, the need for broader, professional skill sets and new, innovative solutions in these particular fields increases. By offering these new programs, TRU will continue to build its reputation as a leader in post-secondary education, attracting students from across the province and beyond, while further strengthening and stimulating the local economy.

2940 Virtual Way
Vancouver, BC V5M 0A6

T 604.215.0649
F 604.225.6424
bclc.com

From BCLC's perspective, these programs will provide new opportunities for partnerships with students for co-op placements, student-led projects and research and development projects. As a company that is focused on innovation, these kinds of opportunities are invaluable in helping us meet our goals. Currently up to eight students participate in co-ops with BCLC's Business Technology division each year – these programs would add to the available pool and skill sets available for co-op positions, adding further value to an already valuable relationship. There is also potential that engineering graduates who have participated in co-ops with us could become employees.

Overall, these programs would broaden the technology footprint in the region and could even motivate other technology-based companies to relocate their operations in this region as well.

On behalf of BCLC, you have our full support for this initiative and for the benefits it will bring to the students, faculty, and programming at TRU, as well as the surrounding region and businesses.

Yours truly,

Pat Davis,
CIO & VP Business Technology, BCLC

PD/hm



June 7, 2022

Dr. Faheem Ahmed, P.Eng., Associate Dean of Science
Thompson Rivers University
805 TRU Way
Kamloops, BC V2C 0C8

Dear Dr. Ahmed,

Re: Letter of Support Regarding Thompson Rivers University B.Eng. Program

I am writing to you in my capacity as the CEO of Engineers and Geoscientists British Columbia – the regulatory and licensing body for these professions in BC – to provide our support of the development of a Bachelor of Engineering in Computer Engineering program at Thompson Rivers University (TRU).

Engineering is a regulated profession in Canada. In order to practice professional engineering, individuals must be equipped with the right education and professional experience to become registered with their provincial regulatory body. We feel it is important to reinforce TRU's current role in supporting the sustainability of the engineering professions in the interior of British Columbia. As the only computer engineering program in the interior of BC, if developed, this program would support growth and innovation in the region, provide expanded opportunity for educating future computer engineering professionals as well as meeting the demands for technological expansion.

Engineering will continue to be a profession that is critical to the public's safety and wellbeing and well-educated and licensed engineers will need to be part of the solution. As Engineers and Geoscientists BC looks to the future and its mandate of public protection in the regulation of the engineering and geoscience professions, we encourage TRU to consider these factors so that it can continue to attract high-quality students and offer them the programs necessary to support and foster engineering education in British Columbia.

Sincerely,

Heidi Yang, P.Eng., FEC, FGC (Hon.)
Chief Executive Officer
Cc: Tim Verigin, Manager, Programs

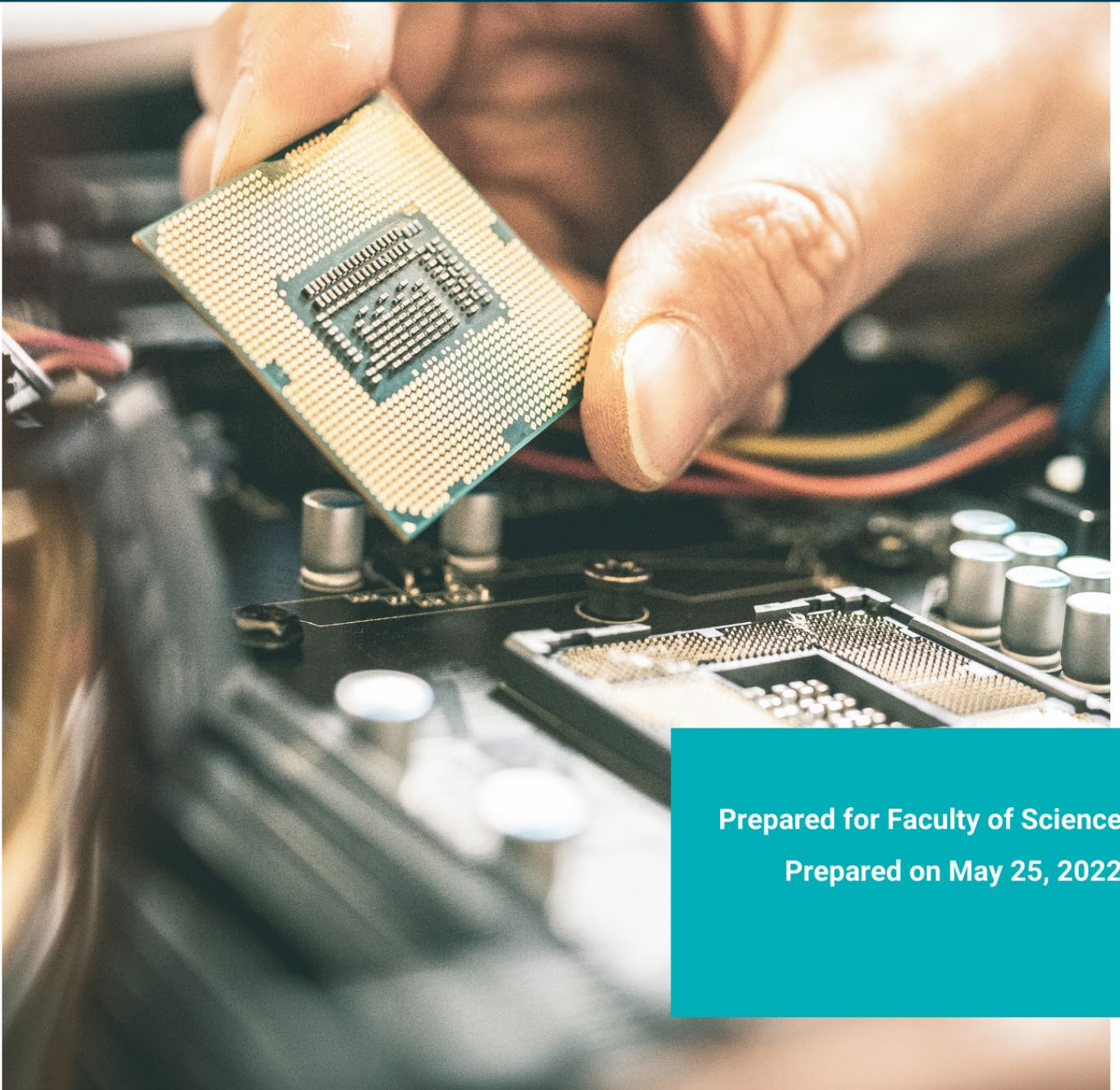


**THOMPSON
RIVERS
UNIVERSITY**

Integrated
Planning &
Effectiveness

Student Demand for Engineering Specializations at TRU

Computer and Electrical Engineering



Prepared for Faculty of Science
Prepared on May 25, 2022

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Summary of Results

The purpose of this survey was to assess students' interest in Thompson Rivers University's (TRU) upcoming computer and electrical engineering specialization programs.

Respondents identified the three most important factors for pursuing an engineering degree as (Q6):

1. Quality of the program (19%)
2. Specializations offered are relevant to me (14%), and
3. Location of the university (e.g., close to my hometown) (13%)

Respondents were asked to indicate their level of interest in the two following engineering specializations TRU is preparing to offer (Q7):

Computer Engineering

- Seventy percent (70%) of all respondents would be 'interested' or 'very interested' in taking Computer Engineering at TRU if it was available.
- Fourteen percent (14%) of all respondents indicated 'not interested at all'.

Electrical Engineering

- Forty-eight percent (48%) of all respondents would be 'interested' or 'very interested' in taking Electrical Engineering at TRU if it was available.
- Seventeen percent (17%) of all respondents indicated 'not interested at all'.

Respondents were asked to indicate which institution they would consider pursuing their engineering degree if their preferred specialization was offered (Q8):

- Thirty-four percent (34%) of all respondents indicated that Thompson Rivers University would be their 'first choice', followed by 31% indicating that University of British Columbia (Vancouver) would be their 'first choice'.
- Six percent (6%) of all respondents indicated they 'would not consider Thompson Rivers University at all'.

Inclusion Criteria

Students were invited to participate in this survey if they met any of the following criteria:

- Applied to TRU's Transfer Engineering certificate program and/or Bachelor of Engineering in fall 2019 and each subsequent semester until fall 2022 (including not admitted, admitted, not registered, or registered).
- Enrolled in or are currently enrolled in TRU's Transfer Engineering certificate program or Bachelor of Engineering in fall 2019 and each subsequent semester until winter 2022.
- Registered in any one of the following courses starting in fall 2019 and each subsequent semester until winter 2022: MATH_1140, MATH_1240, PHYS_1150, PHYS_1250, EPHY_1150, EPHY_1250, EPHY_1170, and EPHY_1270, and MATH_1650.

Survey Administration

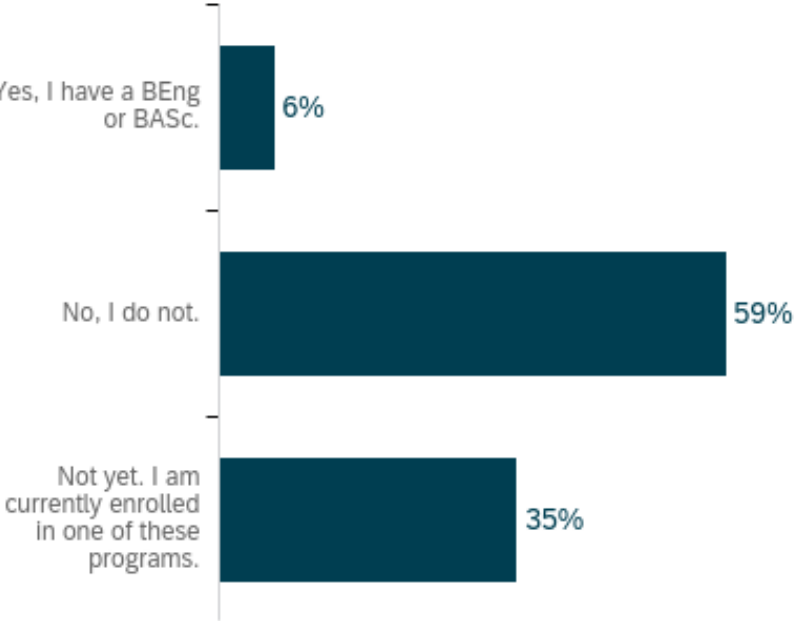
Application of the inclusion criteria results in a survey population of 1,820 individuals. Of the 1,820 individuals who received an invitation to participate in the survey, 173 responded to at least the first question of the survey. The total response rate was 10%.

The survey was available for a total of 18 days and included one reminder sent to non-completers on May 12th.

The survey was designed to assess students' interest in TRU's upcoming computer and electrical engineering specialization programs. Conditional (skip) logic was used to direct respondents to questions that were appropriate to the student's response to Question 1. All respondents were asked to complete Questions 6 through 8.

Survey Questionnaire Results

Q1. Do you have a Bachelor of Engineering degree (BEng) or a Bachelor of Applied Science degree (BASc)?



#	Answer	%	Count
1	Yes, I have a BEng or BASc.	6%	11
2	No, I do not.	59%	102
3	Not yet. I am currently enrolled in one of these programs.	35%	60
	Total	100%	173

Q2. From which university did you earn your degree, or are currently working towards completing your degree?

Responded 'Yes, I have a BEng or BAsC.' or 'Not yet. I am currently enrolled in one of these programs.' in Q1.

#	Answer	%	Count
	Thompson Rivers University	60%	30
2	University of British Columbia (Okanagan Campus)	12%	6
3	University of Victoria	12%	6
	Other (please specify)	8%	4
4	University of British Columbia (Vancouver Campus)	6%	3
5	University of Northern British Columbia	2%	1
6	British Columbia Institute of Technology	0%	0
7	Simon Fraser University	0%	0
	Total	100%	50

TEXT - Other (please specify)

UAlberta

Engineering Transfer Program at University of The Fraser Valley

Purdue University

MIT

Q3. Why did you choose this university to pursue your Bachelor of Engineering or Bachelor of Applied Science degree?

Responded 'Yes, I have a BEng or BAsC.' or 'Not yet. I am currently enrolled in one of these programs.' in Q1.

Thompson Rivers University

Because it was close to home.

Make the world a better place with technology applications

The university is located in my hometown. As well, the smaller classrooms provided a better learning experience.

Small class sizes and program reputation

Because I like the city where it's located, and the study-environment is really good

I have been inspired to become an engineer

Affordable school and close contact with professors.

I chose this as a backup plan if I did not get accepted into UVic

because of location to home

It was convenient for me location wise and had the degree I wanted

I live in the same town

I applied to this program because I had gained interest in attending a program that could fit my interest. Engineers are deemed as the solution to the people of the world, so I wanted to use my skillset to contribute to the solution in order to solve the problem.

Enjoy problem solving and building cool things using engineering thought process

Hometown, wasn't ready to move

It was local, I couldn't afford to move and study elsewhere.

I like computers and programming

Affordable

Because it is local and focuses on hands-on material and learning

Location with respect to friends and family mostly

Engineering is a creative profession, because we are in a time of rapid social and technological changes, the need for engineers to think creatively is greater now than ever before.

University of British Columbia (Okanagan Campus)

I chose UBCO because it is closer to home and is a respectable program.

Close to home and offers the programs that I'm interested in

Because the engagement of the campus and the difficulty they provide, plus the Okanagan campus is more focus on engineering.

The only university that had an electrical engineering program that accepted me

I was accepted and I was informed that they had a good engineering program

University of Victoria

It was the closest to home (besides Vancouver). I completed the TRU bridge program.

I followed out of the 2-year transfer program from TRU.

The location and reputation

Strong co-op program; generous undergraduate funding

Victoria is pretty and TRU does not offer mechanical

Other: please specify

Great CS and CGT programs

I have always been interested in becoming an engineer ever since I was young

Interest

University of British Columbia (Vancouver Campus)

They offered my preferred specialization

Location, reputation, job prospects.

Strong education

University of Northern British Columbia

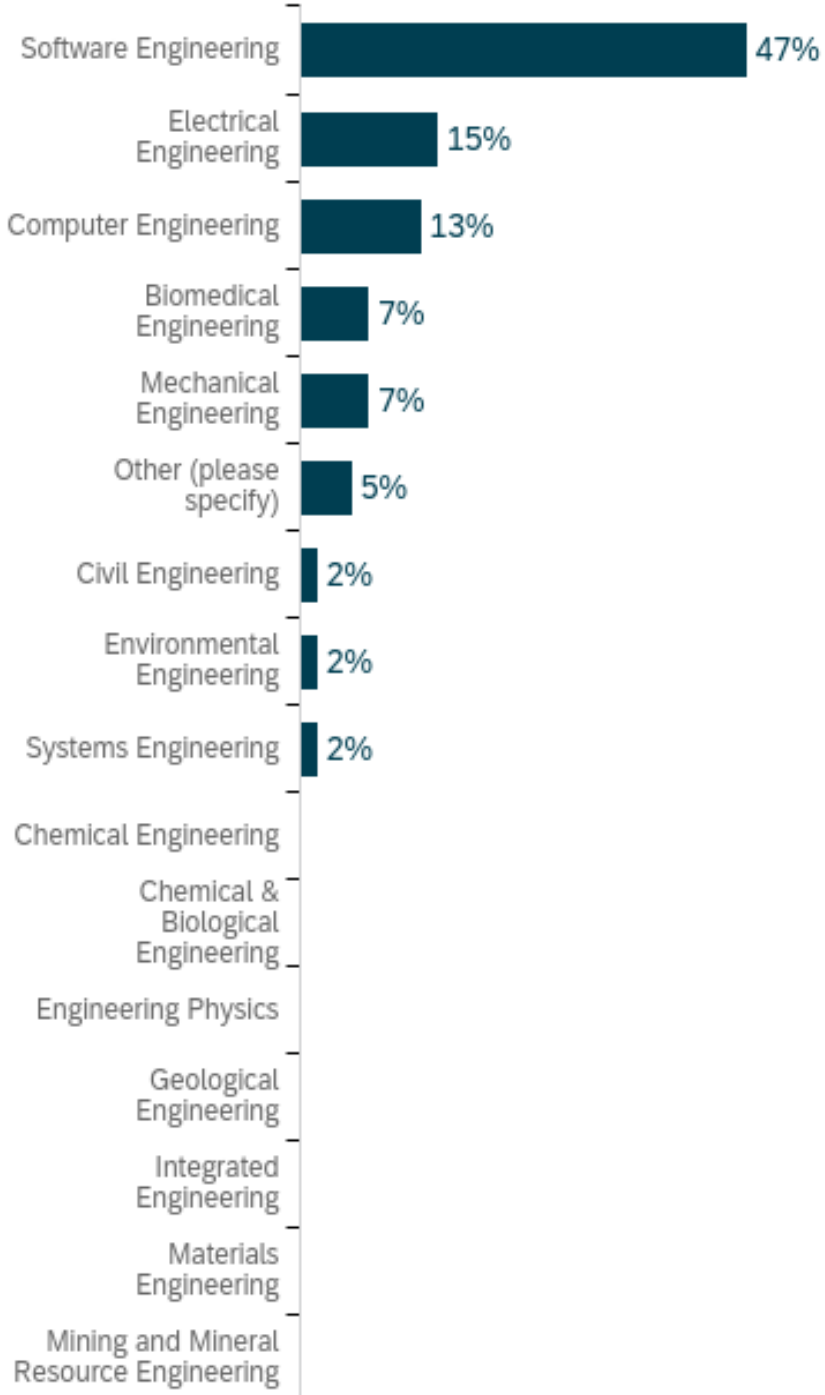
One of the only schools with environmental engineering

British Columbia Institute of Technology

Simon Fraser University

Q4. What is your engineering specialization? Choose all that apply.

Responded 'Yes, I have a BEng or BAsC.' or 'Not yet. I am currently enrolled in one of these programs.' in Q1.



#	Answer	%	Count
14	Software Engineering	47%	26
6	Electrical Engineering	15%	8
5	Computer Engineering	13%	7
1	Biomedical Engineering	7%	4
12	Mechanical Engineering	7%	4
16	Other (please specify)	5%	3
8	Environmental Engineering	2%	1
4	Civil Engineering	2%	1
15	Systems Engineering	2%	1
7	Engineering Physics	0%	0
2	Chemical Engineering	0%	0
10	Integrated Engineering	0%	0
11	Materials Engineering	0%	0
13	Mining and Mineral Resource Engineering	0%	0
3	Chemical & Biological Engineering	0%	0
9	Geological Engineering	0%	0
	Total	100%	55

TEXT - Other (please specify)

Not sure yet

Haven't decided

computer science

Q5. Please list the reasons why you are not pursuing a Bachelor of Engineering or Bachelor of Applied Science degree?

Responded 'No, I do not have a Bachelor of Engineering degree (BEng) or a Bachelor of Applied Science degree (BASC).' in Q1.

Because I am computing science

Not interested

I am in Bachelor of Computer Science and care more about software development

Was not available

I'm in BSc

no passion

Ensuing a Bachelor of Science degree

I am in regular science degree

I am currently in the BSc program, planning on pursuing a Bachelor of Engineering.

I wanted to pursue computer engineering, but it was not offered so I took computer science

No real reason really.

I just haven't considered it

Upgrade my current college education

I am pursuing computer science

I am in Bsc

I am currently pursuing a Bachelor of Science degree.

There were no options to complete and electrical engineering degree at TRU, and one grade from high school made me ineligible for the engineering transfer, a full engineering program at TRU would be massive gain for the university

I don't have the option to at TRU

I am currently pursuing a Bachelor of Computing Science degree.

I am an ex-TRU student who was pursuing Bachelors of Computing Science and it was really fun with all the amazing instructors.

Because I am doing Bachelor of Biological Sciences

too hard

Cause there was no Bachelor of Computer Engineering

In a different program such as BSc

It is extremely competitive and, as a woman, I feel uncomfortable being in a field that is dominated by men.

As it doesn't have a specific Field Like Electrical or Computer Engineering.

engineers are nerdsssssssss

I didn't want to have to transfer schools since I have my living arrangements here

Because it does not interest me.

I am in enrolled in the Computer Science program

Waiting to be accepted

I'm taking a Bachelor of Computing Science

It was just between software engineering and computer science because that's all that was there in the field, I like

I am in a Bachelor of Computing Science degree and will pursue B. Engg in Computer Engineering as soon as the program is out with TRU.

Taking Bachelor of Computer Science

I am pursuing a Bachelor of Science degree with probable major in Environmental Chemistry. Engineering is a fascinating field, but it does not cover chemistry as much as majors in the Bachelor of Science program, and it is likely the only reason.

I got a normal B.Sc. and am almost done a CompSci Diploma. So, I don't really want another one.

Enrolled in bachelor of computing science degree, software engineering became available the same year I started my degree, but to my knowledge these programs did not exist prior.

I like my life

I am in normal sciences and might end up majoring in biology or math

For international students, it's a bit expensive to study. I am currently studying computing science.

Bcs was similar and beng not there at TRU

I prefer chemistry

It is hard, and I do not care for it.

I have a higher inclination to the software field rather than hardware

I'm in Bachelor of Computing Science

Computer Engineering was not available, so I defaulted to computer science

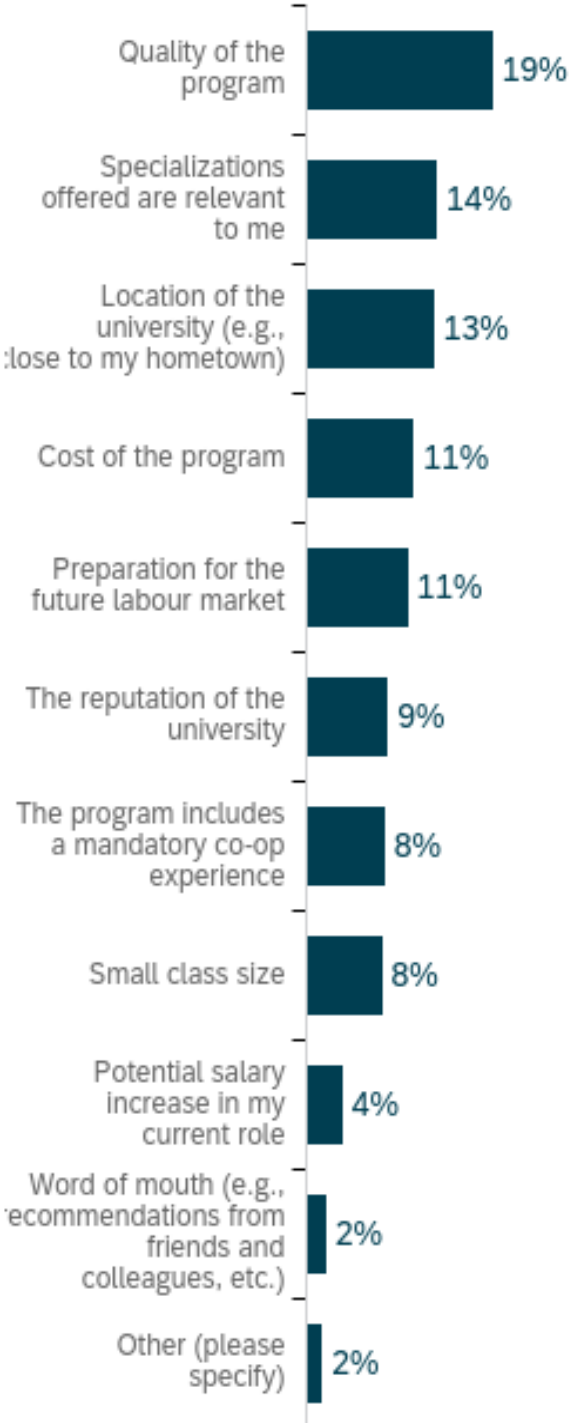
Interested in other fields.

I suck at physics and love biology, so I would rather not study engineering or other more math related sciences.

I am more interested in biological science

I am actually currently enrolled in Bachelor of Computer Science program

Q6. What are the most significant factors you considered when pursuing an engineering degree? Please select the three most important factors (choose up to three responses).



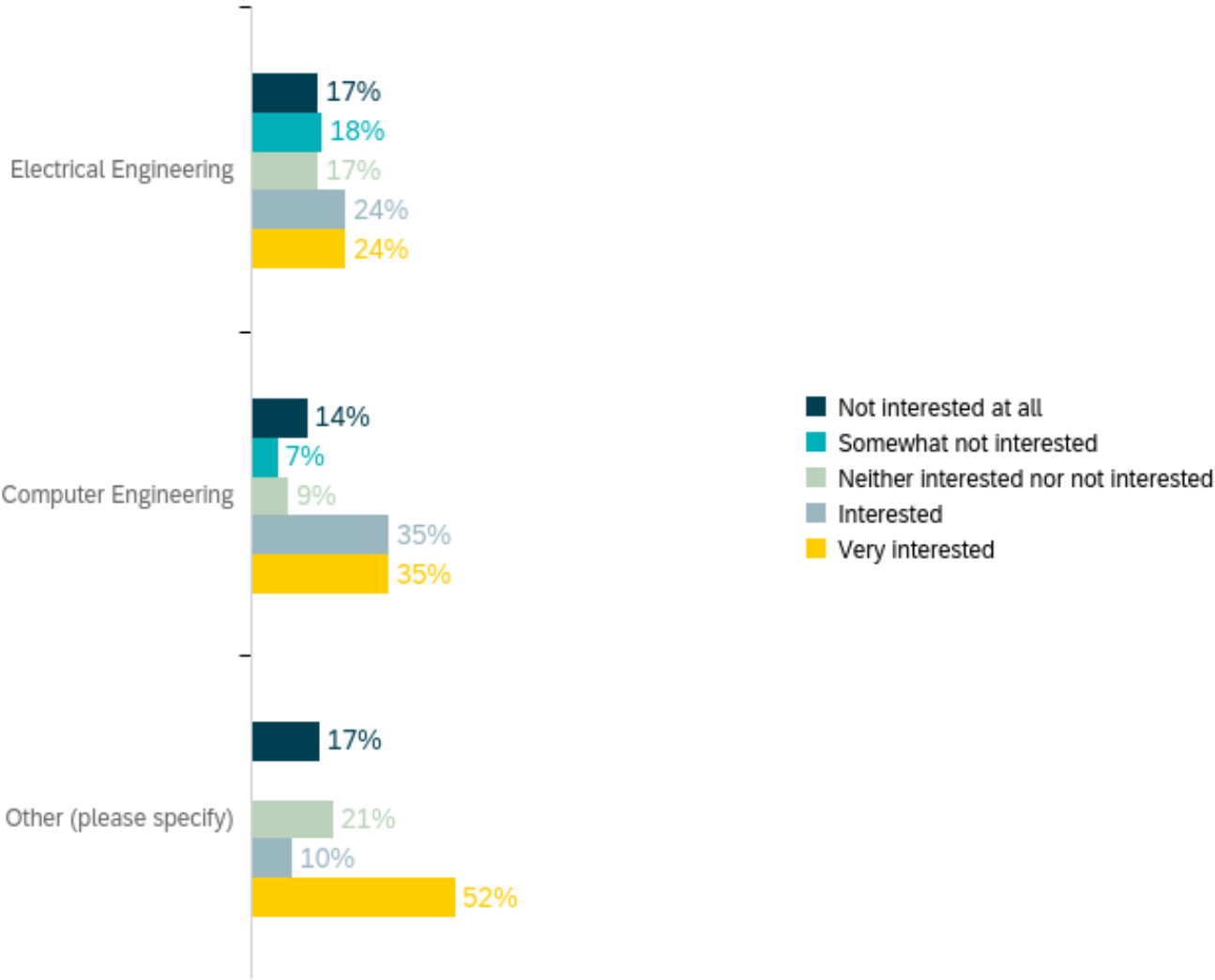
#	Answer	%	Count
6	Quality of the program	19%	57
1	Specializations offered are relevant to me	14%	40
2	Location of the university (e.g., close to my hometown)	13%	39
9	Cost of the program	11%	33
7	Preparation for the future labour market	11%	31
3	The reputation of the university	9%	25
10	The program includes a mandatory co-op experience	8%	24
5	Small class size	8%	23
8	Potential salary increases in my current role	4%	11
4	Word of mouth (e.g., recommendations from friends and colleagues, etc.)	2%	6
11	Other (please specify)	2%	5
	Total	100%	294

TEXT - Other (please specify)

Housing Costs

Not pursuing engineering degree, although would have enrolled in this degree if it was available

Q7. Would you be interested in any of the following specializations, or would you have considered taking a specialization at TRU, if it were offered?



#	Question	Not interested at all		Somewhat not interested		Neither interested nor not interested		Interested		Very interested		Total
1	Electrical Engineering	17%	17	18%	18	17%	17	24%	24	24%	24	100
2	Computer Engineering	14%	15	7%	7	9%	10	35%	37	35%	37	106
3	Other (please specify)	17%	5	0%	0	21%	6	10%	3	52%	15	29

TEXT - Other (please specify)

Very interested

Analytical Chemistry

ARET bachelor's degree

Biomedical

Biomedical engineering

Chemical or materials

Civil Engineering

Enviro or civil

Forensic Science

Gardening

machinist

Mechatronics

Mechatronics engineering

Interested

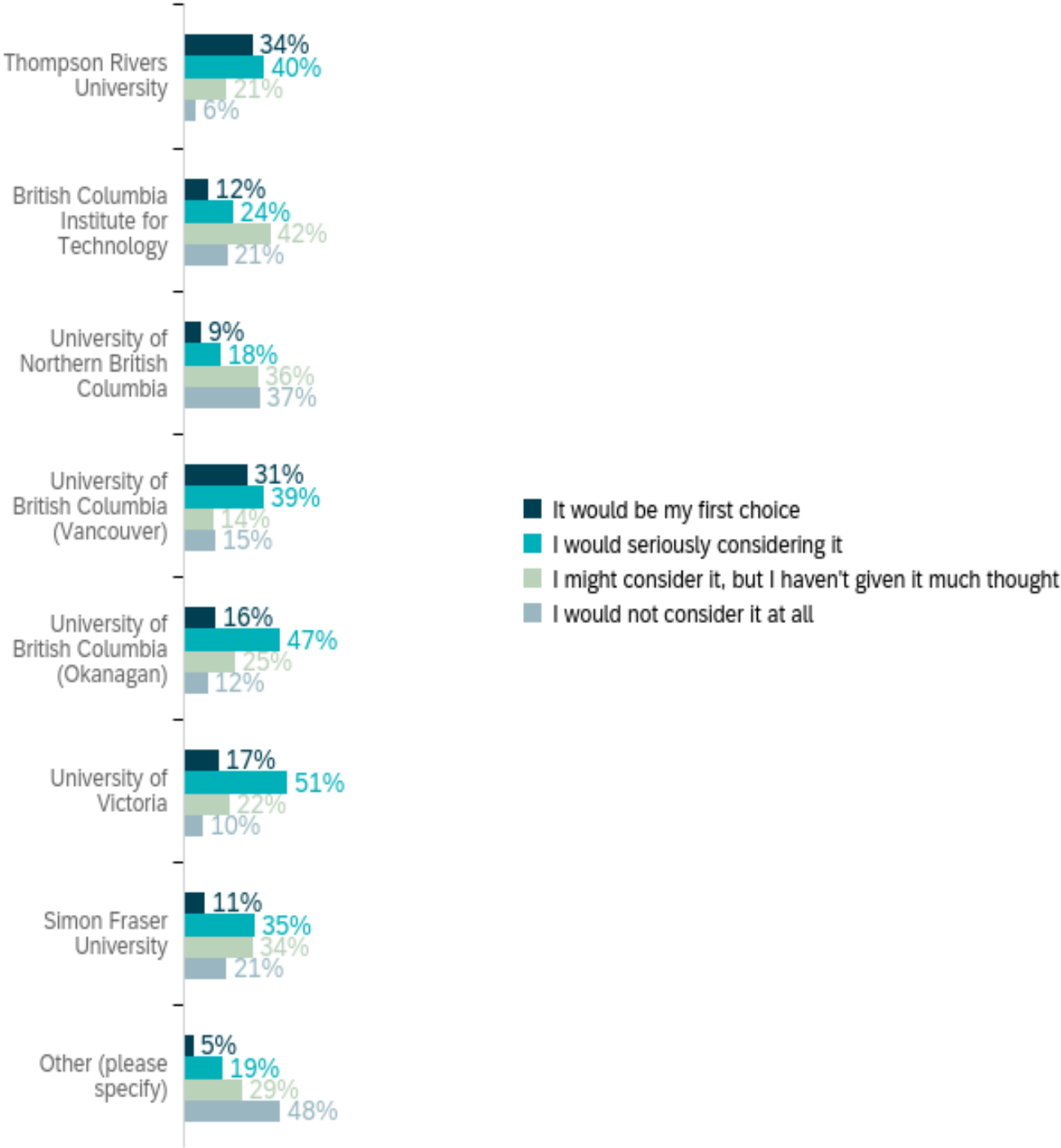
Chemical engineering

manufacturing engineering

Not interested at all

TRU engineering reputation bad

Q8. If you could start your education over, which institution(s) would you consider when pursuing your engineering degree if your preferred specialization was offered?



#	Question	It would be my first choice		I would seriously consider it		I might consider it, but I haven't given it much thought		I would not consider it at all		Total
1	Thompson Rivers University	34%	34	40%	40	21%	21	6%	6	101
2	British Columbia Institute for Technology	12%	12	24%	24	42%	42	21%	21	99
3	University of Northern British Columbia	9%	8	18%	17	36%	34	37%	35	94
4	University of British Columbia (Vancouver)	31%	30	39%	38	14%	14	15%	15	97
5	University of British Columbia (Okanagan)	16%	15	47%	45	25%	24	12%	11	95
6	University of Victoria	17%	16	51%	48	22%	21	10%	9	94
7	Simon Fraser University	11%	10	35%	33	34%	32	21%	20	95
8	Other (please specify)	5%	1	19%	4	29%	6	48%	10	21

TEXT - Other (please specify)

It would be my first choice

machinist apprenticeship

I would seriously be considering it

Caltech

Out-of-province universities

Waterloo

I might consider it, but I haven't given it much thought

University of Lethbridge

I would not consider it at all

Harvard

Q9. Why wouldn't you consider TRU?

Selected Thompson Rivers University and responded, 'I would not consider it at all.' in Q8.

TRU will provide skills needed in general, with less emphasis on what's new and innovating in comparison with schools with higher budget and expenses

Not enough resources and the program is too small without relevant outreach to the industry.

Bad

TRU aims towards international students and does not care for other students. TRU administration absolutely sucks with dealing anything aimed towards students and handles graduate and post-undergrad programs poorly. You can notice a hierarchy when you attend TRU, and after a while, it is noticeable. Programs are held towards business and arts programs while leaving sciences in the dust and the building is proof of that - the science building is falling apart. Pipes are breaking all around campus, parking is a nightmare and I'm pretty sure there is a natural gas leak right outside the front doors of the human resources building. Benches are broken, salt is poured in copious amounts during the winter. TRU has not been the best school that I have attended and will not be coming back.

Q10. Why did you choose this institution(s) as your first choice?

Thompson Rivers University - It would be my first choice

Why did you choose this institution(s) as your first choice?

it was my first choice due to it being in my hometown and it offers the transfer program

TRU is in my hometown, and the cost is the most affordable.

Small classes and much more interaction with professors.

Same reason I started my degree at TRU, in my hometown. However with the benefit of hindsight, the small class sizes at TRU make a difference too.

Proximity to home

Location

Location

Live in Kamloops and love TRU

Its local.

It is the best location in terms of value and proximity as well as being a place I know best

It is in the town I live in, could not afford to work to pay rent with the high demand of a program like engineering in another town.

It has amazing reviews and supportive facilities.

If the designation was offered as I currently live in Kamloops location and housing price would make it a great choice, as well as my previous interactions with professors

I have access to a small range of friends that I can call my family and can co-habit within an educational setting.

I am living there

I am already attending classes at TRU

Cost of living in respective cities where schools are located and proximity to hometown.

Close to my hometown, many friends live in Kelowna or Kamloops. It's good to know people when moving somewhere new

Close to family

Because TRU is close to home and less competitive

Because it is close to home.

British Columbia Institute for Technology - It would be my first choice

Why did you choose this institution(s) as your first choice?

close to home

Proximity to my living.

Program Reputation

Opportunities and class sizes

Low tuition fees and a specialization in technical courses, as well as having a smaller class size

Location

It was my first choice before TRU but an intense program to get in.

Because it's main focus is technology

University of Northern British Columbia - It would be my first choice

Why did you choose this institution(s) as your first choice?

close to home

Offered the only software engineering program that was closest to home and the future outlook is great

Location

I am living there

UBC – Vancouver - It would be my first choice

Why did you choose this institution(s) as your first choice?

close to home

The reputation of the university and the graduates I saw are at good places.

Reputation and quality of program.

Quality of the program, location of the institution and reputation of the institution.

Quality of program

Program Reputation

Price point w/ requirements

Opportunities and class sizes

One of the best universities in Canada and it is not far from home

Location

Its status, location and level of programs and research.

I would choose UBC Vancouver because of its reputation and location

Best program offerings for me.

UBC-Okanagan - It would be my first choice

Why did you choose this institution(s) as your first choice?

close to home

The reputation of the university and the graduates I saw are at good places.

Quality of the program, location of the institution and reputation of the institution.

Quality of program

Location

It would be the closest university to home (Kamloops)

I want TRU to have a machinist apprenticeship program

I have not started my program at UBCO yet, but I like the specializations and it is close to home

I am currently enrolled in it and the faculty is very well known for its outreach to the industry and have excellent resources and options in engineering.

Close to my hometown, many friends live in Kelowna or Kamloops. It's good to know people when moving somewhere new

University of Victoria - It would be my first choice

Why did you choose this institution(s) as your first choice?

I attended the University of Victoria for 2 years and enjoyed it because there were many free resources and services made available to students. They also offer co-op programs for nearly every major.

It would be the closest university to home (Kamloops)

Location

Location, family, reputation, ultimate frisbee

Opportunities and class sizes

Proximity to my living.

The reputation of the university and the graduates I saw are at good places.

close to home

Simon Fraser University - It would be my first choice

Why did you choose this institution(s) as your first choice?

The reputation of the university and the graduates I saw are at good places.

Location

close to home

Proximity to my living.

Appendix: Summary of Results from 2018 Engineering Surveys

In 2018, former and current students in the Engineering Transfer program were surveyed to understand the student demand for engineering degrees at Thompson Rivers University (TRU). Current students were identified as first year students in three undergraduate programs (i.e., Engineering Transfer, Bachelor of Computer Science, and Bachelor of Science). The highest factor in choosing an engineering program at 70% for both former (n=47) and current students (n=117) was 'Quality of the program'.

Of the former students that transferred to other Universities to complete Engineering Degrees (completers; n = 47), half the respondents (50%) identified the 'location of the university' as one of the three highest factors for choosing an engineering degree program. Completers continued their studies at UBC (31% Vancouver and 18% Okanagan), UVIC (33%), TRU (13%), and Universities outside the province (5%).

Over a quarter of the completers (27%) are currently taking Electrical Engineering with 40% of respondents indicating that they would have been 'interested' or 'very interested' in taking Electrical Engineering at TRU, if it were available. For Computer Engineering, only one completer pursued this option after TRU, and if it were available, 28% would have been 'interested' or 'very interested'. Close to half the respondents (47%) would have chosen to stay at TRU to complete their engineering degree if it were an option.

Although the current students had a high response rate, this cohort had a high frequency of skipped question. The 'location of the university' did not factor as highly in choosing an engineering degree with only 21% of 82 respondents identifying this as important.

Computer Engineering ranked highly for all current students with 58% of respondents being 'interested' or 'very interested' in enrolling at TRU if the program were available. For students in first year of the Bachelor of Computer Science, those indicating 'interested' or 'very interested' climbed to 92%. For the Electrical Engineering Degree, 35% of overall respondents indicated 'interested' or 'very interested' in enrolling if the program were available. For first year Engineering Transfer students, those 'interested' or 'very interested' rose to 50%, and if their specialization was offered at TRU, 82% of these students would complete a Bachelor of Engineering.

For complete survey results, please see the *Student Demand for Three Baccalaureate Degree Engineering Specializations at TRU: Computer, Electrical, and Software Engineering* prepared by Integrated Planning and Effectiveness (IPE) November 2, 2018.

January 8th, 2024

Dear Dr. Joanne Rosvick,

Re: Support for the Bachelor of Computer Engineering Program - International Student Recruitment Perspective

I am writing to express my enthusiastic support for the proposed Bachelor of Computer Engineering program within the Faculty of Science at Thompson Rivers University (TRU). As the lead international enrolment officer, I believe that the introduction of this program is a commendable step towards broadening TRU's academic offerings and catering to the diverse needs of prospective students.

Having witnessed the success of TRU's first engineering program, the Software Engineering degree, we are excited about the prospect of the Bachelor of Computer Engineering program. This second engineering degree not only expands the university's academic repertoire but also addresses the growing demand for specialized programs in the field of computer engineering.

One key aspect that we find particularly appealing is the incorporation of a mandatory co-op within the program. This feature presents a valuable opportunity for international students to gain hands-on experience in the Canadian work environment, enhancing their skill set and employability upon graduation. The practical exposure offered through the co-op aligns perfectly with the aspirations of international students seeking a comprehensive education that goes beyond theoretical knowledge.

Our goal is to actively promote and recruit 10 international students for each academic intake during the first three years of the program's inception. We are confident that the Bachelor of Computer Engineering program's unique features, combined with TRU's esteemed reputation, will make it an excellent choice among international students looking to pursue a degree in computer engineering.

As we anticipate the program's launch, we look forward to continuing our collaboration with the Faculty of Science and the university at large to ensure the successful implementation and growth of the Bachelor of Computer Engineering program. We believe that this program will not only enhance the educational experience for international

students but also contribute significantly to the overall success and reputation of TRU in the field of engineering education.

Thank you for your dedication to advancing TRU's academic offerings.

Sincerely,

A handwritten signature in black ink, appearing to be 'ZiPing Feng', written in a cursive style.

ZiPing Feng

Chief International Enrolment Officer

Phone: +1 250 828-5225 | Mobile: +1 250 572-6526

Email: zfeng@tru.ca



MEMORANDUM

TO: President Brett Fairbairn

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

DATE: March 15, 2023

RE: MA Human Rights & Social Justice Extension Rate Proposal
MN Nurse Practitioner Tuition Fee Proposal
Domestic Tuition Fee Proposal
Budget 2023/24

At its March 14, 2023 meeting, the Budget Committee of Senate voted to recommend the following motions:

- 1. RESOLVED THAT the Budget Committee of Senate recommends to the President to recommend to the Board of Governors that the Master of Arts Human Rights & Social Justice Extension Rate Proposal be approved as submitted.*
- 2. RESOLVED THAT the Budget Committee of Senate recommends to the President to recommend to the Board of Governors that the Master of Nursing Nurse Practitioner Tuition Fee Proposal be approved as submitted.*
- 3. RESOLVED THAT the Budget Committee of Senate recommends to the President to recommend to the Board of Governors that the Domestic Tuition Fee Proposal for 2023/24 be approved as submitted.*
- 4. RESOLVED THAT the Budget Committee of Senate recommends to the President to recommend to the Board of Governors that Budget 2023/24 be approved as submitted.*

If you are in agreement, I would ask that you place these items and supporting documentation on the agenda for the next meeting of the Board of Governors.

Thank you.



THOMPSON RIVERS UNIVERSITY

Date: February 8, 2023
To: Budget Committee of Senate
From: Rick McCutcheon, Dean, Faculty of Arts
Re: Master of Arts in Human Rights and Social Justice extension rate

The Master of Arts in Human Rights and Social Justice program had its first intake Fall 2022. Tuition was based on existing Master programs at TRU. Domestic tuition was set the same as the Master of Business Administration and international tuition was set the same as the Master of Education.

Faculty of Arts is proposing the extension rates be set using the same approach:

- Domestic: \$704.09 per semester. This is the same rate as the Master of Business Administration plus a 2% increase for the 2023/24 academic year, subject to Board approval.
- International: \$1,060.16 per semester. This is the same rate as the Master of Education plus a 6.9% increase for the 2023/24 academic year, subject to Board approval.

Regards,

A handwritten signature in cursive script that reads "Richard McCutcheon".

Richard McCutcheon, PhD
Dean, Faculty of Arts



THOMPSON RIVERS UNIVERSITY

Date: February 8, 2023

To: Rick McCutcheon, Dean, Faculty of Arts

From: Katelin McNichol, Manager, Financial Planning and Budget

Re: Master of Arts in Human Rights and Social Justice extension rate

Budget Office has verified and reviewed the information provided by the Faculty of Arts regarding the proposed extension fees for Master of Arts in Human Rights and Social Justice for international and domestic students.

The proposed fees are as follows:

- Domestic: \$704.09 per semester. This is the same rate as the Master of Business Administration plus a 2% increase for the 2023/24 academic year, subject to Board approval.
- International: \$1,060.16 per semester. This is the same rate as the Master of Education plus a 6.9% increase for the 2023/24 academic year, subject to Board approval.