THOMPSON RIVERS UNIVERSITY

MEETING OF THE SENATE

Monday, June 10, 2024
3.30pm to 5.30pm

House of Learning, HL190

AGENDA

The public Senate meetings are live streamed, and at the meeting time, non-Senators may [click here to join the meeting](). The live-stream of the meetings is recorded. These recordings are used to assist with preparing the minutes of the meetings. Once the minutes of a meeting are approved, the recording of that meeting is destroyed.

1. **Call to Order**
   a. Remarks from the Chair
      i. Territorial Acknowledgment
Page 3   ii. In Memoriam
      iii. Acknowledgement of departing senators
         a. Anel Jazybayeva (student senator)
         b. Bhavish Malhotra (student senator)
         c. Reshma Pradhan (student senator)
         d. Manu Sharma (faculty senator)
         e. Gopi Yerraguntla (student senator)

Page 1 2. **Adoption of Agenda**

3. **Approval of Minutes**
Page 5   a. Minutes of senate meeting of May 27, 2024

4. **Reports of Officers**
      a. President and Vice-Chancellor
Page 11   i. President's Report to Senate (Information)
      b. Provost and Vice-President Academic (Information)

---

5. Reports of Committees

a. Academic Planning and Priorities Committee (Items for Decision) —
        Gillian Balfour
b. Educational Programs Committee (Information) — Shannon Smyrl
c. Research Committee (Information) — Shannon Wagner
d. Graduate Studies Committee (Information) — Jillian Harvey
e. University Tenure and Promotion Committee (Information) — Gillian Balfour

6. Business

   a. Election of vice-chair at September senate meeting (Information) — Brett Fairbairn
b. Winter 2024 election results (Information) — Mike Bluhm
   c. Moving Open Learning out of the BC Centre for Open Learning (Information) —
        Gillian Balfour / Matt Milovick

7. Presentations

   a. Domestic enrolment targets — Mike Bluhm

8. Question Period

9. Next Senate meeting

   a. The next regular meeting of Senate is on Monday, September 23, 2024 from 3.30-
        5.30 pm in the Brown Family House of Learning, Room HL190**.**

10. Termination of Meeting

Memorialization at Senate

Recognition of Passing *

  a. Once the death of an active faculty member is made public, the chair will lead a moment of silence at the beginning of the senate meeting.

  b. At each June meeting of senate, faculty, staff and current students who have passed away during the academic year will be acknowledged (by way of a document circulated with the agenda package, and displayed at the meeting.)

* With information provided via external information sources.

IN MEMORIAM

Our Students

Leona Thomas
- ➢ Leona passed away September 12, 2023, and was studying for a Master of Business Administration degree. Her sons accepted a posthumous degree on her behalf at convocation.

James Daniel McMechan
- ➢ James passed away on October 2, 2023, and was studying for a Bachelor of Social Work degree. James' family accepted a posthumous degree on his behalf at convocation.

Owyn Benjamin McInnis
- ➢ Owyn passed away on November 29, 2023, and was studying for a Bachelor of Arts in Psychology. Owyn was a 3rd year varsity team member for the TRU Varsity Men's volleyball team.

Stephen William Wynnyk
- ➢ Stephen passed away on February 4, 2024, and was an Open Learning student who served in the Armed Forces.

Braeden Connor Coulombe Mahar
- ➢ Braeden passed away March 9, 2024, and was studying for his Bachelor of Science in Nursing.

Caroline Antoinette Favot
- ➢ Caroline passed away on March 9, 2024, and was an Open Learning student who worked in Early Childhood Education.

Thomas Arthur Robertson-Berlinski
- ➢ Thomas passed away on April 7, 2024, and was studying for a Bachelor of Business Administration degree.

Our Faculty

Nicholas Pawliuk
- ➢ Nick was a member of the Faculty of Arts – English who passed away November 12, 2023.

Duncan Low
- ➢ Duncan was an Open Learning Faculty Member who passed away on November 18, 2023.

Kimberly Moshenko
- ➢ Kimberly was a member of the Faculty of Education and Social Work who passed away on February 17, 2024.

THOMPSON RIVERS UNIVERSITY

MEETING OF THE SENATE

Monday, May 27, 2024
3.30pm to 5.30pm

House of Learning, HL190

MINUTES

Present: Brett Fairbairn (Chair), Greg Anderson, Gillian Balfour, Jason Bermiller, Mike Bluhm, Susan Butland, John Church, DeDe DeRose, Katia Dilkina, Greg Garrish, Tania Gottschalk, Mike Henry, Derek Knox, Rita Leone, Jim Lomen, Ben Lovely, Heather MacLeod, Krish Maharaj, Bhavish Malhotra, Paul Martin, Daleen Millard, John Patterson, Baldev Pooni, Reshma Pradhan, Gordon Rudolph, Manu Sharma, Anne Terwiel, Joanna Urban, Darren Watt, Juliana West, Joel Wood

Regrets: Melba D'Souza, Yasmin Dean, Gurjit Lalli, Laura Lamb, Rick McCutcheon, Jamie Noakes

Absent: Doug Booth, David Carter, Sean Donlan, Anel Jazybayeva, Rani Srivastava, Gopi Yerraguntla

Executive and Others Present: Matt Milovick (VP Finance), John Sparks (General Counsel), Charlene Myers (Manager, University Governance), Lynda Worth (University Governance Coordinator)

---

1. **Call to Order**

   The chair, President Brett Fairbairn, called the meeting to order at 3:31pm.

   a. Remarks from the Chair

   i. Territorial Acknowledgment

   B. Fairbairn delivered the territorial acknowledgment.

   B. Fairbairn also reminded senators that the joint workshop for senate and the board of governors was going to be held on Friday, June 7.

---

2. **Adoption of Agenda**

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

3. **Approval of Minutes**

   a. Minutes of senate meeting of April 22, 2024

   *On motion duly made and adopted, it was **RESOLVED** that the minutes of the senate meeting of April 22, 2024 be approved as circulated.*

4. **Reports of Officers**

   a. President and Vice-Chancellor

      i. President's Report to Senate

      President Fairbairn highlighted two matters from his written report (convocation and capital projects), a copy of which had been circulated with the agenda package. A question and answer ensued.

   b. Provost and Vice-President Academic

   G. Balfour delivered her report verbally.

      i. Repurposing of graduate study rooms

      G. Balfour indicated that a report was provided about space allocations and planning in response to a request from a senator for an agenda item regarding repurposing of graduate study rooms. She added that she and the Vice-President Administration and Finance, who was responsible for space allocation, would respond to questions from senators about the report. Discussion ensued. G. Balfour agreed to consult with the space planning committee.

      G. Balfour also presented a proposed three-year academic plan for TRU ("TRUBold"), which she indicated would be discussed more fully at senate in the fall.

5. **Reports of Committees**

a. Academic Planning and Priorities Committee

G. Balfour, chair of the Academic Planning and Priorities Committee (APPC), presented the committee's reports from its March and May meetings.

i. March 2024 Report

1. Category III, Bachelor of Engineering in Computer Engineering

G. Balfour spoke to this proposal, a decision matter related to which (to raise the English admission requirement to be in alignment with all other programs at TRU) had not been addressed at the March senate meeting.

*On motion duly made and adopted, it was **RESOLVED** that senate approve the Category III Bachelor of Engineering in Computer Engineering proposal as presented.*

ii. May 2024 Report

The May APPC report contained seven items for decision:

1. Category III, Master of Nursing

*On motion duly made and adopted, it was **RESOLVED** that senate approve the Category III Master of Nursing proposal as presented.*

2. Category III (new programs), Bachelor of Arts, Major in Politics and International Studies, and Post-Baccalaureate Diploma in Politics and International Studies

*On motion duly made and adopted, it was **RESOLVED** that senate approve, and recommend to the board for decision, the Category III Bachelor of Arts, Major in Politics and International Studies proposal, and the Category III Post-Baccalaureate Diploma in Politics and International Studies proposal, as presented.*

G. Balfour indicated that the proposals for the following four decision items were related to English and Mathematics minimum grade changes to the admission requirements. The chair proposed dealing with all four programs in one motion unless there were objections, and there were none.

3. Category III Changes: Automotive Service Technician Foundation Certificate, Carpenter, Residential Construction, Foundations Certificate, Carpentry Foundation Certificate, and Electrical Trades Foundation Certificate.

*On motion duly made and adopted, it was **RESOLVED** that senate approve the Category III changes to the Automotive Service Technician Foundation Certificate, the Carpenter, Residential Construction, Foundations Certificate,*

the Carpentry Foundation Certificate, and the Electrical Trades Foundation Certificate, as presented.

4. Category III, Bachelor of Education, Elementary

*On motion duly made and adopted, it was **RESOLVED** that senate approve the Category III Bachelor of Education, Elementary proposal as presented.*

G. Balfour also noted two information items from APPC. A comment and question ensued.

b. Budget Committee of Senate

Chair of the Budget Committee of Senate, G. Balfour, presented the committee's report, all items within which were for the information of senate.

c. Educational Programs Committee

S. Smyrl, chair of the Educational Programs Committee, presented the committee's report, a copy of which was circulated with the agenda package.

d. Steering Committee

Steering Committee chair, J. Sudhoff, presented the committee's report. The report contained one item for decision, namely appointments to senate and other committees.

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

1. Qelmùcw Affairs Committee
   Faculty:
   • Jessica Owen, Science
   • Jason Johnston-Sedore, Adventure Culinary Arts and Tourism

2. Steering Committee
   Open Learning Faculty: Doug Brown, Open Learning
   Faculty Senator: Sean Donlan, Law

3. Budget Committee
   Faculty Senators:

- *Krish Maharaj, Law*
- *Katia Dilkina, Open Learning*

4. *Academic Planning and Priorities Committee ("APPC")*
    Faculty Senator: Heather MacLeod, Arts

J. Sudhoff also emphasized that two faculty senators were still required to serve on the Educational Programs Committee.

e. Student Success Committee

D. Janes and D. Kondapalli, co-chairs of the Student Success Committee, were unable to attend the meeting, so S. Wolfe presented the report, everything in which was for information.

6. Business

a. Appointment of Senators to Summer Executive Committee

B. Fairbairn invited senators to volunteer to serve on the Summer Executive Committee. He also indicated that Senator Noakes, who was unable to attend the meeting, had indicated she was willing to sit on the Summer Executive Committee. Senator Sharma volunteered, as did Senator Terwiel and Senator Lovely. Student Senator Pradhan also expressed interest if she was eligible to serve. J. Sparks indicated that student senators were eligible to serve on the committee, so senator Terwiel stepped aside.

B. Fairbairn announced that senators Noakes, Sharma, Lovely, and Pradhan were appointed to the Senate Summer Executive Committee.

b. Report from Planning Council for Open Learning

The latest report from the Planning Council for Open Learning (PCOL) was circulated for information, to which the Chair of PCOL, G. Balfour, spoke.

c. Proposed revisions to composition of Presidential Search Committee

J. Sparks presented a proposal on behalf of the board chair, to add "1 person recommended by Tk̓emlúps te Secwépemc, appointed by the Board" to the composition of the Presidential Search Committee as outlined in the Presidential Search Procedures. A senator asked whether Indigenous people in Williams Lake had also been consulted. Discussion ensued.

*On motion duly made and adopted, it was **RESOLVED** that senate approve the proposal to add "1 person recommended by Tk̓emlúps te Secwépemc, appointed by the Board" to the composition of the Presidential Search Committee as outlined in the Presidential Search Procedures, and further recommend that consideration be given to an Indigenous member from Williams Lake.*

d. 2025/26 and 2026/27 Academic Schedule of Dates

M. Bluhm presented the 2025/26 and 2026/27 Academic Schedule of Dates for information, which were circulated with the agenda package.

e. Proposed Senate meeting dates for 2025-2026 Academic Year

C. Myers circulated a memorandum with the agenda package which proposed dates for senate meetings for the 2025-2026 Academic Year.

*On motion duly made and adopted, it was **RESOLVED** that senate approve the dates for senate meetings for the 2025-2026 Academic Year, as circulated.*

A motion was made to extend the senate meeting by 10 minutes. The motion was not seconded, so it was defeated.

B. Fairbairn terminated the meeting at 5:26pm, noting that the scheduled presentation would be carried over to the next meeting.

Note — This report is shorter than usual, thanks to the proximity of the June meeting of Senate to the meeting on May 27.

ENROLLMENT OUTLOOK FOR 2024-25 — The current outlook for 2024-25 indicates that the total annualized number of TRU Learners will decline by just one per cent relative to 2023-24 (from 29,619 to 29,450). This includes a five per cent on-campus decline that is mitigated by the expected two per cent growth in open learning student headcount.

For Fall 2024, we are expecting an estimated 9,490 learners at our Kamloops and Williams Lake campuses. This includes 4,200 international students despite the challenges presented by IRCC policy changes.

Regarding international enrollment, TRU is on track to meet our international student targets for Fall 2024, contingent on successful visa conversions and other study permit factors. While we are expected to meet targets this year, we will face challenges replacing graduating students in later years.

Key challenges impacting our international student recruitment efforts include IRCC policy changes and financial barriers, reputation and employment issues, negative sentiment toward Canada, and misinformation in international markets.

Currently, these IRCC policy changes have led to a significant decrease in international student applications, challenging our enrolment goals for 2025 and beyond.

SPRING CONVOCATION 2024 — Last week, TRU held convocation ceremonies at both the Kamloops and Williams Lake campuses. In total, TRU awarded 2,757 credentials. These data can be broken down as follows:

- o Williams Lake — 60 (4 Faculties/Schools: 13 in the Faculty of Education and Social Work, 4 in the School of Nursing, 2 in the Faculty of Science and 41 in the School of Trades and Technology).

- o Kamloops — 2,279 (195 in the Faculty of Arts, 759 in the Bob Gaglardi School of Business and Economics, 386 in the Faculty of Education and Social Work, 121 from the Faculty of Law, 143 from the School of Nursing, 386 from the Faculty of Science, 25 from the Faculty of Student Development, 117 from the Faculty of Adventure, Culinary Arts and Tourism, 147 from the School of Trades and Technology)

- o Open Learning — 418

- o Indigenous students (all campuses — 198 credentials were awarded to students who have self-declared Indigenous ancestry (34 in the Faculty of Arts, 38 in the Bob Gaglardi School of Business and Economics, 33 in the Faculty of Education and Social Work, 3 in the Faculty of Law, 26 in the School of Nursing, 25 in the Faculty of Science, 2 in the Faculty of Student Development, 3 in the Faculty of Adventure, Culinary Arts and Tourism, 34 in the School of Trades and Technology).

TRU / BCWS COLLABORATION ON PROMOTIONAL VIDEO — TRU and the BC Wildfire Service recently collaborated to produce a video promoting the value of TRU Wildfire. The video premiered at the Canadian Council of Forestry Ministers Conference in Cranbrook on June 5. See the video here: TRU x BCWS (youtube.com),

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
JUNE 2024 REPORT TO SENATE

The May 30, 2024, meeting of APPC was chaired by Dr. Gillian Balfour. The following items came forward from APPC for Senate's approval:

For Approval:

a. **Category III, Power Engineering Technology Certificate,** Amie Schellenberg, Faculty of Trades and Technology

      Comparison   All Fields

b. **Category III, Power Engineering Technology Diploma (2 Year)**, Amie Schellenberg, Faculty of Trades and Technology

      Comparison   All Fields

c. **Category III, Refrigeration and Air Conditioning Certificate,** Amie Schellenberg, Faculty of Trades and Technology

      Comparison   All Fields

d. **Category III, Welder Foundation Certificate,** Amie Schellenberg, Faculty of Trades and Technology

      Comparison   All Fields

<u>Motion passed at APPC</u>

On motion duly made and adopted, APPC recommends to Senate the approval of the Category III Power Engineering Technology Certificate, Power Engineering Technology Diploma (2 Year), Refrigeration and Air Conditioning Certificate, and Welder Foundation Certificate proposals as presented.

e. **Graduate Courses,** Jillian Harvey, Chair, Graduate Studies Committee

    i. EDUC 5040 – Diversity: Constructing Social Realities

      Comparison   All Fields

<u>Motion passed at APPC</u>

On motion duly made and adopted, APPC recommends to Senate the approval of the Graduate Course modification proposal, EDUC 5040, as presented.

    ii. NURS 5100 – Knowledge for Advanced Nursing

      Comparison   All Fields

<u>Motion passed at APPC</u>

On motion duly made and adopted, APPC recommends to Senate the approval of the Graduate Course modification proposal, NURS 5100, as presented.

f. **Policy Updates,** Noah Arney, Policy Specialist

i.   Program Advisory Committees policy revision

<u>Motion passed at APPC</u>

On motion duly made and adopted, APPC recommends to Senate the approval of the Program Advisory Committees policy revision.

ii.   Official Positions and Spokespeople policy revision

<u>Motion passed at APPC</u>

On motion duly made and adopted, APPC recommends to Senate the approval of the Official Positions and Spokespeople policy revision, and that Senate recommends it be approved by the Board.

iii.   Educational Standards in Credit Courses and Programs policy revision

<u>Motion passed at APPC</u>

On motion duly made and adopted, APPC recommends to Senate the approval of the Educational Standards in Credit Courses and Programs policy revision.

For Information:

a.   **Architectural and Engineering Technology Mid-Cycle Update**, Greg Anderson, Dale Parkes, Ehsan Ahmed, Faculty of Science

b.   **MBA Annual Program Review Update,** Michael Henry, Li Zhang, SOBE

Respectfully submitted on May 30, 2024, by:

Gillian Balfour, Chair, Academic Planning and Priorities Committee

THOMPSON RIVERS UNIVERSITY

MEMORANDUM

To: Brett Fairbairn, Senate Chair

From: Noah Arney, Policy Specialist

Date: May 30, 2024

Subject: Program Advisory Committees policy revision

Background and Purpose of this document:

Proposing major changes to the Program Advisory Committees policy ADM 20-0 (the Policy) I request approval of the attached policy changes by Senate.

Background of Policy:

The Program Advisory Committee policy guides the development of committees of community members to support program improvements at TRU and improve educational outcomes for students. The policy as written is very operational and limits several programs from having a program advisory committee structured in the way that they are required to structure it to satisfy their accreditation requirements.

Summary of Proposed Amendments:

1. Moving responsibilities for setting up PACs from the Provost to the Deans.
2. Aligning the policy with the TRU Act by moving it to being an ED policy.
3. Updating language in the policy around diversity.
4. Replacing the Dean with the department chair and/or program coordinator and allowing an option for an associate dean to be on the PAC.
5. Additional flexibility around having one PAC for multiple aligned programs.
6. Allowing PACs to determine the length of term of the Chair of the PAC.
7. Providing more flexibility around the development of the terms of reference and purpose of the PAC.

Summary of Engagement:

- Identified as a problem by Policy Specialist during review for Dean of Education and Social Work
- Reviewed with Deans and Chairs
- Developed by Policy Specialist
- Reviewed with Provost, Deans, and Chairs

- Reviewed by Policy Subcommittee of APPC
- Shared broadly with TRU Community
- Reviewed and approved by APPC

Effective Date:

Earliest Notice of Motion to be given by Senate June 10, 2024, final approval to be given September 23, 2024.

Attachments:

Program Advisory Committee policy in redline

POLICY NUMBER	~~ADM~~ ED 20-0
APPROVAL DATE	(Leave blank; will be completed once approved)
LAST AMMENDMENT	January 19, 1994
REVIEW DATE	(Leave blank; will be completed once approved)
AUTHORITY	~~President's Council~~Senate
PRIMARY CONTACT	Provost and Vice-President Academic

POLICY

~~GENERAL~~

To assist in ensuring that its programs are current and ~~address~~ serve the educational and training needs of the region and the open learning needs of British Columbia,~~society's human resource needs,~~ Thompson Rivers University (TRU) seeks advice and guidance from the community through Program Advisory Committees. ~~Each~~The Dean, with the support of the Provost and Vice-President~~,~~ Academic~~, in consultation with the relevant Dean~~, shall determine any~~those~~ programs, or groups of programs, in their Faculties for which Advisory Committees are appropriate.

A Program Advisory Committee (PAC) provides advice to programs on professional, local, provincial, and federal regulations or legislation, changes in labour market trends, curriculum and practice alignment, and community needs as appropriate. A PAC also serves as a resource for engaging with the community to improve student opportunities. A PAC is an advisory body made up of primarily members external to TRU and cannot have the powers or duties of a Faculty delegated to it.

REGULATIONS

I.   ~~MEMBERSHIP~~ESTABLISHING PACs

Program Advisory Committees ~~Advisory Committees~~ shall be composed of ~~between five and twelve~~ members who are not TRU employees appointed by the Dean of the relevant Faculty in consultation with, or at the recommendation of, the relevant department chair(s) or program coordinator(s). ~~Vice-President, Academic, in consultation with the relevant dean(s).~~

Nominations for appointment may be submitted by members of the Board of Governors, current Advisory Committee members, or TRU staff.

The Vice-President, Academic, in appointing members to Advisory Committees, shall give due consideration to the principles and practice of gender equity.

Appointees may be drawn from such categories as employers and potential employers of program graduates; persons working in program-related occupations or professions; professional; trade and business organization representatives; representatives of local First Nations communities; current students registered in the program; graduates of the program, and staff from other post-secondary institutions.

To ensure a broad range of perspectives, membership should be inclusive of equity deserving groups including the gender and sexually diverse, individuals reporting a disability, and Indigenous and racialized people.

Membership shall include at least one graduate of the program and one student currently registered in the program. If the program is linked to the secondary school curriculum, one member shall be a teacher from a relevant Career Preparation program.

TRU representation on the Committee shall consist of the dean(s) of the division(s), the program co-ordinator(s) and/or the chair(s) of the department(s), or designate, within which the program is located and optionally the Dean or designate of the Faculty. TRU representatives shall be non-voting members. P Program faculty or instructors shall not be members of the Committee but will may provide support on an ad hoc basis.

Advisory Committee members normally will be appointed for three year terms commencing September 1. Appointments may be made at other times deemed appropriate by the Vice-President, Academic.

Two consecutive unexcused absences from Committee meetings by a member will be interpreted as that member's resignation from the Committee.

II.   TERMS OF REFERENCE

Each PAC will develop their own terms of reference which will be provided to the Faculty Council for approval. A template terms of reference will be made available by the Provost and Vice-President Academic.

It is expected that the terms of reference will outline the membership and terms of the PAC, the specific types of advice provided by the PAC, the methods in which they provide it, and other needs of the program that the PAC may support. The criteria for selection of members may be specified in the terms of reference.

The roles of PACsAdvisory Committees will may include:
a. Advising TRU on the need for revisions to program content to ensure that graduates possess appropriate competencies, knowledge and skills for employment or further academic study.
b. Advising TRU on the current and projected demand for program graduates.

   c. Advising TRU on the degree to which the program fulfills the needs of employers or satisfies the expectations of educational institutions in which our graduates enroll.

   d. Advising TRU on program resource needs, including equipment, laboratories, shops, and specialized educational and training facilities.

   e. Participating in TRU's program review process.

   f. Assisting in program promotion and the development of effective links with business, industry, and other academic institutions.

III. COMMITTEE CHAIR

Unless otherwise stated in the terms of reference Eeach PAC Advisory Committee will elect its own Chair from among its external members. The term of each Committee Chair shall be two years.

The Committee Chair will:

   a. ensure that meeting preparations and arrangements are made, including agenda preparation and distribution, serving notice of meeting, and distributing program reports.

   b. ensure that minutes are prepared and distributed promptly; and

   c. ensure that action items receive prompt and appropriate follow-up.

IV. OPERATION

The Advisory Committee will meet at the request of the Committee Chair at such times as are deemed appropriate by the Chair in consultation with the relevant TRU department chair(s) and divisional dean(s).

Meetings of each Advisory Committee shall take place at least once in each academic year.

Meetings may take place in person or via teleconference, as deemed appropriate by the Committee Chair in consultation with the relevant TRU department chair(s) and divisional dean(s). In-person meetings will normally be held at TRU.

Normally, at least three weeks notice of meetings will be provided. An agenda will be distributed with the notice of meeting.

When appropriate, the relevant department chair(s) or program co-ordinator(s) will provide the PAC Advisory Committee Chair with a written report on the status of the program (see Appendix) for distribution with the agenda.

PACs will report on their activities to the appropriate Dean and the Provost and Vice-President Academic annually.

The TRU department chair(s), program co-ordinator(s), and staff in TRU departments offering the program will provide assistance to the Committee Chair, including making arrangements for meeting facilities.

AGENDA

Suggested agenda topics include:
Academic preparation of students

Labour market trends
Changing roles of men and women
Impacts of federal and provincial legislation
Potential new courses and programs
Curriculum development
Instructional development
Facilities requirements
Marketing of programs and graduates
Achievement levels and attrition
Work performance of graduates
Academic performance of graduates in subsequent study
Program review processes and outcomes
Requirements for industrial/commercial support
Equipment

Program Advisory Committees

THOMPSON RIVERS UNIVERSITY

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

POLICY NUMBER	ED 20-0
APPROVAL DATE	(Leave blank; will be completed once approved)
LAST AMMENDMENT	January 19, 1994
REVIEW DATE	(Leave blank; will be completed once approved)
AUTHORITY	Senate
PRIMARY CONTACT	Provost and Vice-President Academic

POLICY

To assist in ensuring that its programs are current and serve the educational and training needs of the region and the open learning needs of British Columbia, Thompson Rivers University (TRU) seeks advice and guidance from the community through Program Advisory Committees. Each Dean, with the support of the Provost and Vice-President Academic, shall determine any programs, or groups of programs, in their Faculties for which Advisory Committees are appropriate.

A Program Advisory Committee (PAC) provides advice to programs on professional, local, provincial, and federal regulations or legislation, changes in labour market trends, curriculum and practice alignment, and community needs as appropriate. A PAC also serves as a resource for engaging with the community to improve student opportunities. A PAC is an advisory body made up of primarily members external to TRU and cannot have the powers or duties of a Faculty delegated to it.

REGULATIONS

I.   ESTABLISHING PACs

Program Advisory Committees shall be composed of members who are not TRU employees appointed by the Dean of the relevant Faculty in consultation with, or at the recommendation of, the relevant department chair(s) or program coordinator(s).

Appointees may be drawn from such categories as employers and potential employers of program graduates; persons working in program-related occupations or professions; professional; trade and business organization representatives; representatives of local First Nations communities; current students registered in the program; graduates of the program, and staff from other post-secondary institutions.

To ensure a broad range of perspectives, membership should be inclusive of equity deserving groups including the gender and sexually diverse, individuals reporting a disability, and Indigenous and racialized people.

TRU representation on the Committee shall consist of the program coordinator(s) and/or the chair(s) of the department(s), or designate, within which the program is located and optionally the Dean or designate of the Faculty. Program faculty or instructors shall not be members of the Committee but may provide support on an ad hoc basis.

.

II.   TERMS OF REFERENCE

Each PAC will develop their own terms of reference which will be provided to the Faculty Council for approval. A template terms of reference will be made available by the Provost and Vice-President Academic.

It is expected that the terms of reference will outline the membership and terms of the PAC, the specific types of advice provided by the PAC, the methods in which they provide it, and other needs of the program that the PAC may support. The criteria for selection of members may be specified in the terms of reference.

The roles of PACs may include:
a. Advising TRU on the need for revisions to program content to ensure that graduates possess appropriate competencies, knowledge and skills for employment or further academic study.
b. Advising TRU on the current and projected demand for program graduates.
c. Advising TRU on the degree to which the program fulfills the needs of employers or satisfies the expectations of educational institutions in which our graduates enroll.
d. Advising TRU on program resource needs, including equipment, laboratories, shops, and specialized educational and training facilities.
e. Participating in TRU's program review process.
f. Assisting in program promotion and the development of effective links with business, industry, and other academic institutions.

III.   COMMITTEE CHAIR

Unless otherwise stated in the terms of reference each PAC will elect its own Chair from among its external members.

The Committee Chair will:
a. ensure that meeting preparations and arrangements are made, including agenda preparation and distribution, serving notice of meeting, and distributing program reports.
b. ensure that minutes are prepared and distributed promptly; and
c. ensure that action items receive prompt and appropriate follow-up.

IV.   OPERATION

The Committee will meet at least once in each academic year.

When appropriate, the relevant department chair(s) or program co-ordinator(s) will provide the PAC Chair with a written report on the status of the program for distribution with the agenda.

PACs will report on their activities to the appropriate Dean and the Provost and Vice-President Academic annually.

THOMPSON RIVERS UNIVERSITY

MEMORANDUM

To: Brett Fairbairn, Senate Chair

From: Noah Arney, Policy Specialist

Date: May 30, 2024

Subject: Official Positions and Spokespeople policy revision

Background and Purpose of this document:

Proposing changes to the Official Positions and Spokespeople policy BRD 1-4 (the Policy) to include default delegation and align with current practice. In addition to this, the changes will make the External Relations policy obsolete.

I request approval of the attached policy changes by Senate and the Board and the subsequent repealing of the External Relations policy.

Background of Policy:

The Policy is a joint policy between Board and Senate to clarify the responsibilities in making official university statements. Because of the lack of default delegation the policy and current practice no longer align. Similar changes were recommended to this policy in 2021 as part of an external legal review.

Summary of Proposed Amendments:

1. Merging the External Relations policy into this policy.
2. Providing clarity that the policy covers only official statements of the institution and does not apply to expressions that do not purport to be the view of the University, nor does it apply to anything covered by academic freedom.
3. Providing clarity around the role of the Board Chair and President in relation to university wide matters.
4. Identifying the Provost as the spokesperson for PCOL in their role as Chair of PCOL.
5. Delegating spokesperson responsibility to the Vice-Presidents for matters within their portfolio.
6. Delegating communications daily operations and media interactions to MarCom
7. This will allow the repeal of External Relations policy once the new policy has been approved.

Summary of Engagement:

- Proposed by MarCom
- Developed by Policy Specialist and MarCom
- Reviewed by General Counsel
- Redeveloped by Policy Specialist
- Reviewed by MarCom
- Reviewed by Policy Subcommittee of APPC
- Shared broadly with TRU Community
- Reviewed and approved by APPC

Effective Date:

Earliest Notice of Motion to be given by Senate June 10, 2024, final approval to be given September 23, 2024. Earliest Notice of Motion to be given by Board of Governors June 14, 2024, final approval to be given October 4, 2024.

Attachments:

Official Positions and Spokespeople policy in redline.

OFFICIAL POSITIONS AND SPOKESPEOPLE

POLICY NUMBER	BRD 1-4
APPROVAL DATE	(Leave blank; will be completed once approved)
LAST AMMENDMENT	April 9, 2008
REVIEW DATE	(Leave blank; will be completed once approved)
AUTHORITY	Board of Governors, Senate
PRIMARY CONTACT	**AVP Marketing and Communications**

POLICY

Thompson Rivers University (the University), and the Board of Governors (Board), the Senate, and the Planning Council of Open Learning (PCOL), is committed to sharing information and news with the university community and external communities about the activities of the University. For this purpose, it is appropriate for the University to designate official spokespeople for the University.

This policy applies to members of The University governing bodies (Board, Senate, and PCOL), faculty, staff, administrators, consultants, and students representing or working for the University. It governs all official university communications, including print, online, digital, and social media, on behalf of the University, Board, Senate, and PCOL.

At all times it must be clear that a distinction exists between the private opinion of any member of the Board, Senate, or PCOL, or any employee of the University, and the expression of the view of the University itself. The Board and Senate recognize the right of any individual connected with the University to express themselves in any legal way but reserves the right to determine who can speak for the University.

REGULATIONS

I.   OFFICIAL SPOKESPEOPLE AND DELEGATION OF AUTHORITY

The following positions are designated as official University spokespeople for the purpose of providing official statements on behalf of the University:

- The Board Chair (or Vice-Chair in the Chair's absence) is the spokesperson for the Board of Governors and for any matter within the authority of the Board.

- The President is the spokesperson for university-wide matters, day-to-day operations, and, as the Chair of Senate, is the spokesperson for the University for any matter within the authority of Senate.

- The Provost & Vice-President Academic is the spokesperson for matters in their portfolio and, as Chair of PCOL, is the spokesperson for the University for any matter within the authority for PCOL.

- Vice-Presidents are the spokespeople for matters within their specific portfolios.

- The President may specifically designate other people to act as spokespeople for the University in relation to daily operations and media interactions, and this is normally delegated to the direction of the Vice-President of University Relations and the Marketing and Communications department.

II.   OFFICIAL UNIVERSITY POSITIONS

Public statements, verbal or written, putting forward an official University position on any matter, are the sole responsibility of those identified as official spokespeople. Any inquiry, including those from members of the media, requesting clarification or additional information respecting an official University position, should be referred to the Marketing and Communications department, who have the responsibility for keeping internal and external communities informed through ongoing communications.

III.   EXCLUSIONS

Nothing in this policy should be read as restricting or limiting faculty members Academic Freedom as defined in their collective agreement and their freedom to speak to the media or other communities on their specific areas of expertise; nor does it apply to the personal communications of employees outside of their professional scope or roles at the University.

OFFICIAL POSITIONS AND SPOKESPEOPLE

THOMPSON RIVERS UNIVERSITY

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

POLICY NUMBER	BRD 1-4
APPROVAL DATE	(Leave blank; will be completed once approved)
LAST AMMENDMENT	April 9, 2008
REVIEW DATE	(Leave blank; will be completed once approved)
AUTHORITY	Board of Governors, Senate
PRIMARY CONTACT	**AVP Marketing and Communications**

POLICY

Thompson Rivers University (the University), and the Board of Governors (Board), the Senate, and the Planning Council of Open Learning (PCOL), is committed to sharing information and news with the university community and external communities It is the policy of the Board of Governors and Senate of Thompson Rivers University to keep the residents of the Thompson Rivers University region informed about the activities of the University. For this purpose, it is appropriate for the University to designate official spokespeople for the University.

This policy applies to members of The University governing bodies (Board, Senate, and PCOL), faculty, staff, administrators, consultants, and students representing or working for the University. It governs all official university communications, including print, online, digital, and social media, on behalf of the University, Board, Senate, and PCOL.

At all times it must be clear that a distinction exists between the private opinion of any member of the Board, Senate, or PCOL, or any employee of the University, and the expression of the view of the University itself. The Board and Senate recognize the right of any individual connected with the University to express themselves in any legal way but reserves the right to determine who can speak for the University.

REGULATIONS

I.   OFFICIAL SPOKESPERSONSPOKESPEOPLE AND DELEGATION OF AUTHORITY

The following positions are designated as official University spokespeople for the purpose of providing official statements on behalf of the University:

- The Board Chair (or Vice-Chair in the Chair's absence) is the spokesperson for the University Board of Governors and for any matter within the authority of the Board. In the absence of the Chair, the Vice-Chair or the member acting as Chair becomes the spokesperson.

- The President is the spokesperson for university-wide matters, day-to-day operations, and, as the Chair of Senate, is the spokesperson for the University for any matter within the authority of Senate.

- The Provost & Vice-President Academic is the spokesperson for matters in their portfolio and, as Chair of PCOL, is the spokesperson for the University for any matter within the authority for PCOL.

- Vice-Presidents are the spokespeople for matters within their specific portfolios.

- The President may specifically designate other people to act as spokespeople for the University in relation to daily operations and media interactions, and this is normally delegated to the direction of the Vice-President of University Relations and the Marketing and Communications department.

Any other member of the University community may voice their opinion publicly on any University matter, but in so doing, should make it clear that this opinion is not necessarily that of the Board or Senate.

In all matters of daily operation, the President is the official spokesperson for the University.

II.   OFFICIAL TRU UNIVERSITY POSITIONS

Public statements, verbal or written, putting forward an official University position on any matter, are the sole responsibility of those identified as official spokespeople. the President or Board Chair as set out above. Any inquiry, including those from members of the media, needing requesting clarification or additionalmore information respectingon an official University position, should be referred to the Marketing and Communications department President through the Public Relations Office, who have the responsibility .for keeping internal and external communities informed through ongoing communications.

The issuing of Official Media Releases, which relate to the business of the institution including but not limited to appointments, programs, initiatives and major gifts, to members of the media in any form on behalf of any University department or activity requires the approval of the President or Board Chair.
The responsibility for routine matters and the process of keeping various 'publics' informed through: (i) ongoing media relations activities, (ii) the consistent and professional use of approved institutional identity; and (iii) accurate content in all official print and electronic information sources may be delegated to the Public Relations Office.

III.   EXCLUSIONS

Nothing in this policy should be read as restricting or limiting faculty members Academic Freedom as defined in their collective agreement and their freedom to speak to the media or other communities on their specific areas of expertise; nor does it apply to the personal communications of employees outside of their professional scope or roles at the University.

MEMORANDUM

To: Brett Fairbairn, Senate Chair

From: Noah Arney, Policy Specialist

Date: May 30, 2024

Subject: Educational Standards in Credit Courses and Programs policy revision

---

Background and Purpose of this document:

Proposing minor changes to the Educational Standards in Credit Courses and Programs policy ED 8-0 (the Policy) to align it with other policies and to support attaching credits to vocational and trades programs. I request approval of the attached policy changes by Senate.

Background of Policy:

The Policy provides guidance on a number of matters for TRU including vectoring of courses so that we can accurately apply credits within a program and credits or equivalency required for programs. There is also a section specifically about vectoring for vocational programs. Because most of the programs in the School of Trades and Technology do not have credit attached to them this section hasn't been used often. Since the policy was approved the number of instructional hours for trades students has changed as a result of a change in the TRUFA collective agreement. This makes future uses of the vectoring tool difficult. The alignment was reviewed with other institutions across BC, most of which use some form of vectoring that works out to one week of full time learning to one credit.

In addition there are some minor oversights in the policy. It is unclear if TRU accepts equivalency to credits for diplomas and degrees, there is a disconnect between this policy and the Types of Undergraduate and Graduate Credentials policy regarding required credits for each credential, and the terms for practica are out of date and so a stop-gap term is being added.

This policy will be undergoing further review in Fall 2024, but these changes are needed for supporting program development in the School of Trades and Technology.

Summary of Proposed Amendments:

1. Changing the vectoring for vocational programs to align with our other programs in that a week of full-time study is considered one credit. For academic programs a student taking full time courses receives 15 credits over the course of a 15-week semester.

2. Adding the words "or equivalent" to the credit requirement for each program credential type.
3. Aligning the number of credits for program credentials with the Types of Undergraduate and Graduate Credentials policy.
4. Moving policy under Provost directly.
5. Adding the term "work-integrated learning" to the practica section.

Summary of Engagement:

- Identified as a problem by Policy Specialist during policy review for Dean of School of Trades and Technology
- Reviewed with Policy Subcommittee of APPC
- Developed changes with AVP Strategic Enrolment and University Registrar and the Deputy Registrar Student Records
- Reviewed by Dean of School of Trades and Technology
- Reviewed by Policy Subcommittee of APPC
- Shared broadly with TRU Community
- Reviewed and approved by APPC

Effective Date:

Earliest Notice of Motion to be given by Senate June 10, 2024, final approval to be given September 23, 2024.

Attachments:

Educational Standards in Credit Courses and Programs in redline.

EDUCATIONAL STANDARDS IN CREDIT COURSES AND PROGRAMS

THOMPSON RIVERS UNIVERSITY

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

POLICY NUMBER	**ED 8-0**
APPROVAL DATE	**January 26, 2009**
LAST AMENDMENT	**November 27, 2006**
REVIEW DATE	**November 2014**
AUTHORITY	**Senate**
PRIMARY CONTACT and/or Registrar	**Provost and Vice President Academic~~Appropriate Dean~~**

POLICY

Curriculum content and educational standards are established for all credit courses, and students receive a final grade based on their performance, determined according to policy ED 3-5, Grading Systems (unless they have registered as an audit student).

Students are issued transcripts to document their achievement in credit courses. On successful completion of a program, students may apply for a certificate, diploma, associate degree, baccalaureate degree, or master's degree.

Credits serve as a form of academic currency in post-secondary institutions. They are designed to measure the duration, breadth and depth of study toward a specific program goal.

The purpose of this policy is to provide common standards at Thompson Rivers University (TRU) for defining the number of credits a course should attract within the context of a specific program of study.

REGULATIONS

I. GENERAL

A certificate will be awarded for the successful completion of a program less than ~~46~~ 60 credits of study, or equivalent. An undergraduate~~A~~ diploma will be awarded for the successful completion of a program of ~~46~~ 60 – 119 credits of study, or equivalent. An associate degree will be awarded for the successful completion of a program ~~of~~~~which is equal to or greater than~~ 60 - 119 credits of study, or equivalent, and is in accordance with the definition in the Types of Undergraduate and Graduate Credentials policy. A baccalaureate degree will be awarded for the successful completion of a program that is equal to or greater than 120 credits of study, or equivalent. Post-baccalaureate certificates will be awarded for the successful completion of a baccalaureate degree and up to 30 additional credits of study, or equivalent. A post-baccalaureate diploma will be awarded for the successful completion of a

baccalaureate degree plus 31 credits or more of study, or equivalent. A masters' degree will be awarded for the successful completion of a baccalaureate degree or the equivalent plus a minimum of 24 graduate credits, or equivalent.

To be eligible for a credential, a student must normally complete all courses within a period designated by the relevant program.

The criteria for the awarding of credentials are subject to the approval of the Vice-President, Academic, following advice from Senate.

When these criteria change, the criteria that apply to a particular student shall be those in effect when the student was admitted to the program.

II.   **RESIDENCE REQUIREMENTS**

At least 50% of a program's requirement must be completed through TRU. This does not apply to Open Learning programs.

III.   **TRANSFER CREDIT**

TRU encourages the recognition of credit for courses taught at other institutions.

GUIDELINES:

1. Comparison of course curriculum forms the basis for considering credit recognition at TRU.

2. Courses accepted by any two B.C. public universities and/or university colleges or institutes should be accepted by equivalent TRU programs.

3. Specific credit will be given for courses with a minimum 80% match in content and similar entrance requirements.

4. Credit may be given only for courses receiving a passing grade from the granting institution..

IV.   **PROGRAM CAPACITIES AND SECTION SIZES**

In order to help maintain appropriate educational standards, program capacities and maximum course section sizes shall be determined by the Vice-President, Academic, or designate, in consultation with the relevant department.

V.   **COURSE VECTORING AND SCHEDULING**

Semester-based courses shall be assigned vectoring by the Vice-President, Academic or designate, in consultation with the relevant department and Senate. The vectoring will specify the weekly hours of lecture, seminar and laboratory instruction. The vectoring will be designed to help maintain appropriate educational standards.

The schedule of semester-based courses for each semester shall be prepared by the Registrar, in consultation with the relevant departments.

VI.   **ASSIGNMENT OF COURSE CREDITS FOR ACADEMIC AND CAREER TECHNICAL PROGRAMS**

a. Main principles:

 i.   Multi-semester course credits are assigned as the sum of each semester's credits.

 ii.   For courses of less than one semester duration, credits are assigned using the vectoring that would apply if the actual course contact hours were distributed in semesterized format.

   iii.   All courses must either be vectored (on a per-week basis) or have the total contact hours indicated in the calendar. When the total contact hour method is chosen, a reasonable breakdown among lectures, seminars, labs, practica should be chosen.

   iv.   A standard semester including the exam period is 15 weeks.

   v.   Fifteen credits are considered to be a 100% course load per semester. Students need Chair or designate permission in order to take an overload.

   vi.   The perceived difficulty of the course curriculum as compared to other course curricula at TRU will not be factored into the credit assignment standard.

   vii.   Credit assignment is based solely on derived contact hours of instruction.

b.   Definitions of instructional delivery methods:

   i.   Lecture: instruction - standard format.

   ii.   Seminar: subset of lecture instruction - participative format.

   iii.   Lab: laboratory (hands on activity) instruction with laboratory equipment.

   iv.   Practica: related work experience or work-integrated learning, such as: practicum, clinical, shop, fieldwork, or studio, or internship. [or co-operative education].

c.   Credit Calculations:

   i.   Educational delivery method and instructional weighting factor for credit assignment purposes:

Lectures and Seminars   1 actual hour = 1 derived instructional hour

Labs   1 actual hour = ¼ of a derived instructional hour

Practica   1 actual hour = ½ of a derived instructional hour

Note: Once the total program credits are derived using the formula, the credits are to be distributed in proportion to the contact hours of each course. Any partial credit should be rounded down to the nearest whole credit.

   ii.   Calculation of derived hours:

Hours of instruction per week x (Weeks of instruction + Assessment) x instructional weighting factor = total derived hours

$$\frac{\text{total derived hours}}{15} = \text{derived hours per week}$$

Use (iii) below to equate course derived hours per week to credits.

Examples of Credit Assignment to Credit Courses

Course	Total Derived Hours	Derived Hours Per week	Credits
ENGL 110 (4,0,0)	Lec (4)(15)(1) = 60	60/15 = 4	3

| BIOL 310 (3,0,2) | Lec (3)(15)(1) = 45
Lab (2)(15)(¼) = 7.5 | 45/15 = 3
7.5/15 = .5
= 3.5 | 3 |
| NURS 218 (0,4,12P) | Sem (4)(15)(1) = 60

Pract (12)(15)(½) = 90 | 60/15 = 4

90/15 = 6
= 10 | 5 |

iii.   Derived hours per week equate to the following credits:

   < 1 hour   =   0 credits

   1 hour   =   1 credit

   2 hours   =   2 credits
   3 -5 hours   =   3 credits
   6 - 9 hours   =   4 credits
   10 - 11 hours   =   5 credits
   12 – 13 hours   =   6 credits
   14 – 15 hours   =   7 credits
   16 – 17 hours   =   8 credits
   18 – 19 hours   =   9 credits
   20 – 21 hours   =   10 credits

iv.   Distributed Learning Refer to Section d. below

d. For courses delivered with no or few direct contact hours (e.g. Distance or Open Learning), credits are assigned using one of the following methods:

   i.   Where the same TRU course is delivered in a vectored format, the credits assigned to the no-direct-contact-hours course must be the same.

   ii.   Where there is no TRU equivalent, then the credits assigned should be based on a reasonable estimate of the equivalent contact hours of instruction that would be needed to deliver the curriculum under a vectored delivery model. Once the contact hour equivalent is determined, the contact hour/credit relationship defined in c) above should be applied.

   iii.   Credit assignment for co-operative education courses is assigned a three credit value.

VII.   **ASSIGNMENT OF COURSE CREDITS FOR VOCATIONAL PROGRAMS**

a. A full-time vocational (non-semesterized) program normally has a maximum of 30 25 contact hours per week of instruction. The equivalent (to a semesterized delivery model) 100% (15 credit) load equals 15 weeks of full-time instruction. [30 per week] x [15 weeks] = 450 contact hours. A

vocational (non-semesterized) program has one credit assigned for every week of full-time instruction. A program that is less than full-time will have credits distributed proportionally to the equivalent number of full-time weeks.

Examples of Credit Assignment to Vocational Programs:

Program	Total ~~Derived Hours~~Weeks	~~Derived Hours Per week~~	Credits
Automotive Service Technician Foundation Certificate~~AUTO Program~~	27 weeks~~(15 contact hrs/wk)(25 wks) = 375~~	~~375/15 = 25~~	12~~27~~
~~WELD Program~~ Water and Wastewater Technology Diploma	~~(30 contact hrs/wk)(30 wks) = 900~~63 Weeks	~~900/15 = 60~~	63~~30~~

~~b.   Derived hours per week equate to the following credits:~~

~~< 1 hour   =   0 credits~~   ~~32 – 33 hours = 16 credits~~
~~1 hour   =   1 credit~~   ~~34 – 35 hours = 17 credits~~
~~2 hours   =   2 credits~~   ~~36 – 37 hours = 18 credits~~
~~3 -5 hours   =   3 credits~~   ~~38 – 39 hours = 19 credits~~
~~6 - 9 hours   =   4 credits~~   ~~40 – 41 hours = 20 credits~~
~~10 - 11 hours   =   5 credits~~   ~~42 – 43 hours = 21 credits~~
~~12 – 13 hours = 6 credits~~   ~~44 – 45 hours = 22 credits~~
~~14 – 15 hours = 7 credits~~   ~~46 – 47 hours = 23 credits~~
~~16 – 17 hours = 8 credits~~   ~~48 – 49 hours = 24 credits~~
~~18 – 19 hours = 9 credits~~   ~~50 – 51 hours = 25 credits~~
~~20 – 21 hours = 10 credits~~   ~~52 – 53 hours = 26 credits~~
~~22 – 23 hours = 11 credits~~   ~~54 – 55 hours = 27 credits~~
~~24 – 25 hours = 12 credits~~   ~~56 – 57 hours = 28 credits~~
~~26 – 27 hours = 13 credits~~   ~~58 – 59 hours = 29 credits~~
~~28 – 29 hours = 14 credits~~   ~~60 – 61 hours = 30 credits~~
~~30 – 31 hours = 15 credits~~

Note: Once the total program credits are derived using the formula, the credits are to be distributed in proportion to the contact hours of each course. Any partial credit should be rounded to the nearest whole credit.

~~VIII.   CREDIT ASSIGNMENT TO PROGRAMS IN DETERMINING APPROPRIATE DOCUMENT~~

a. Undergraduate Certificates: a maximum 45 credits of study

b. Undergraduate Diplomas: 46 - 119 credits of study

c. Baccalaureate Degrees: a minimum of 120 credits of study

d. Post-Baccalaureate Certificates: Baccalaureate degree plus a maximum of 30 credits of study

e. Post-Baccalaureate Diplomas: Baccalaureate degree 31 credits of study

f. Master's Degree: Baccalaureate degree or equivalent plus a minimum of 24 graduate credits of study.

IX.VIII. UNIVERSITY PARTNER AGREEMENTS

Credit assignments for courses involved with university partner baccalaureate degree programs are to remain assigned as per each university's credits. Once the partner arrangements are terminated, each course credit assignment must be revised where needed to meet TRU policy.

X.IX. PREREQUISITES AND PROMOTION

Subject to the approval of the Vice-President, Academic (or designate), specific grade or grade point average requirements may be set for progression from one course into another, or for promotion from one semester of a program into another.

XI.X. AUDIT STUDENTS

Students who register to audit a course must satisfy the instructor that they are taking reasonable steps to complete course requirements, although no formal evaluation procedures are required. If in the judgment of the instructor a student is not doing this, a grade of W will be recorded.

Students must meet with the instructor at the commencement of the course, or prior to a change to Audit status, to agree on what constitutes reasonable steps to complete course requirements.

Students who wish to change from Credit to Audit status must do so by the end of the second week of the semester.

Departments have the right to refuse an audit student's participation.

EDUCATIONAL STANDARDS IN CREDIT COURSES AND PROGRAMS

THOMPSON RIVERS UNIVERSITY

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

POLICY NUMBER	**ED 8-0**
APPROVAL DATE	**January 26, 2009**
LAST AMENDMENT	**November 27, 2006**
REVIEW DATE	**November 2014**
AUTHORITY	**Senate**
PRIMARY CONTACT	**Provost and Vice President Academic**

POLICY

Curriculum content and educational standards are established for all credit courses, and students receive a final grade based on their performance, determined according to policy ED 3-5, Grading Systems (unless they have registered as an audit student).

Students are issued transcripts to document their achievement in credit courses. On successful completion of a program, students may apply for a certificate, diploma, associate degree, baccalaureate degree, or master's degree.

Credits serve as a form of academic currency in post-secondary institutions. They are designed to measure the duration, breadth and depth of study toward a specific program goal.

The purpose of this policy is to provide common standards at Thompson Rivers University (TRU) for defining the number of credits a course should attract within the context of a specific program of study.

REGULATIONS

I.   GENERAL

A certificate will be awarded for the successful completion of a program less than 60 credits of study, or equivalent. An undergraduate diploma will be awarded for the successful completion of a program of 60 – 119 credits of study, or equivalent. An associate degree will be awarded for the successful completion of a program of 60 - 119 credits of study, or equivalent, and is in accordance with the definition in the Types of Undergraduate and Graduate Credentials policy. A baccalaureate degree will be awarded for the successful completion of a program that is equal to or greater than 120 credits of study, or equivalent. Post-baccalaureate certificates will be awarded for the successful completion of a baccalaureate degree and up to 30 additional credits of study, or equivalent. A post-baccalaureate diploma will be awarded for the successful completion of a baccalaureate degree plus 31 credits or

more of study, or equivalent. A masters' degree will be awarded for the successful completion of a baccalaureate degree or the equivalent plus a minimum of 24 graduate credits, or equivalent.

To be eligible for a credential, a student must normally complete all courses within a period designated by the relevant program.

The criteria for the awarding of credentials are subject to the approval of the Vice-President, Academic, following advice from Senate.

When these criteria change, the criteria that apply to a particular student shall be those in effect when the student was admitted to the program.

II.   RESIDENCE REQUIREMENTS

At least 50% of a program's requirement must be completed through TRU. This does not apply to Open Learning programs.

III.   TRANSFER CREDIT

TRU encourages the recognition of credit for courses taught at other institutions.

GUIDELINES:

1. Comparison of course curriculum forms the basis for considering credit recognition at TRU.

2. Courses accepted by any two B.C. public universities and/or university colleges or institutes should be accepted by equivalent TRU programs.

3. Specific credit will be given for courses with a minimum 80% match in content and similar entrance requirements.

4. Credit may be given only for courses receiving a passing grade from the granting institution..

IV.   PROGRAM CAPACITIES AND SECTION SIZES

In order to help maintain appropriate educational standards, program capacities and maximum course section sizes shall be determined by the Vice-President, Academic, or designate, in consultation with the relevant department.

V.   COURSE VECTORING AND SCHEDULING

Semester-based courses shall be assigned vectoring by the Vice-President, Academic or designate, in consultation with the relevant department and Senate. The vectoring will specify the weekly hours of lecture, seminar and laboratory instruction. The vectoring will be designed to help maintain appropriate educational standards.

The schedule of semester-based courses for each semester shall be prepared by the Registrar, in consultation with the relevant departments.

VI.   ASSIGNMENT OF COURSE CREDITS FOR ACADEMIC AND CAREER TECHNICAL PROGRAMS

a. Main principles:

   i.   Multi-semester course credits are assigned as the sum of each semester's credits.

   ii.   For courses of less than one semester duration, credits are assigned using the vectoring that would apply if the actual course contact hours were distributed in semesterized format.

iii.   All courses must either be vectored (on a per-week basis) or have the total contact hours indicated in the calendar. When the total contact hour method is chosen, a reasonable breakdown among lectures, seminars, labs, practica should be chosen.

iv.   A standard semester including the exam period is 15 weeks.

v.   Fifteen credits are considered to be a 100% course load per semester. Students need Chair or designate permission in order to take an overload.

vi.   The perceived difficulty of the course curriculum as compared to other course curricula at TRU will not be factored into the credit assignment standard.

vii.   Credit assignment is based solely on derived contact hours of instruction.

b.   Definitions of instructional delivery methods:

i.   Lecture: instruction - standard format.

ii.   Seminar: subset of lecture instruction - participative format.

iii.   Lab: laboratory (hands on activity) instruction with laboratory equipment.

iv.   Practica: related work experience or work-integrated learning, such as: practicum, clinical, shop, fieldwork, studio, internship, or co-operative education.

c.   Credit Calculations:

i.   Educational delivery method and instructional weighting factor for credit assignment purposes:

Lectures and Seminars   1 actual hour = 1 derived instructional hour

Labs   1 actual hour = ¼ of a derived instructional hour

Practica   1 actual hour = ½ of a derived instructional hour

Note: Once the total program credits are derived using the formula, the credits are to be distributed in proportion to the contact hours of each course. Any partial credit should be rounded down to the nearest whole credit.

ii.   Calculation of derived hours:

Hours of instruction per week x (Weeks of instruction + Assessment) x instructional weighting factor = total derived hours

$$\frac{\text{total derived hours}}{15} = \text{derived hours per week}$$

Use (iii) below to equate course derived hours per week to credits.

Examples of Credit Assignment to Credit Courses

Course	Total Derived Hours	Derived Hours Per week	Credits
ENGL 110 (4,0,0)	Lec (4)(15)(1) = 60	60/15 = 4	3

BIOL 310 (3,0,2)	Lec (3)(15)(1) = 45 Lab (2)(15)(¼) = 7.5	45/15 = 3 7.5/15 = .5 = 3.5	3
NURS 218 (0,4,12P)	Sem (4)(15)(1) = 60 Pract (12)(15)(½) = 90	60/15 = 4 90/15 = 6 = 10	5

iii. Derived hours per week equate to the following credits:

< 1 hour	=	0 credits
1 hour	=	1 credit
2 hours	=	2 credits
3 -5 hours	=	3 credits
6 - 9 hours	=	4 credits
10 - 11 hours	=	5 credits
12 – 13 hours	=	6 credits
14 – 15 hours	=	7 credits
16 – 17 hours	=	8 credits
18 – 19 hours	=	9 credits
20 – 21 hours	=	10 credits

iv. Distributed Learning Refer to Section d. below

d. For courses delivered with no or few direct contact hours (e.g. Distance or Open Learning), credits are assigned using one of the following methods:

   i. Where the same TRU course is delivered in a vectored format, the credits assigned to the no-direct-contact-hours course must be the same.

   ii. Where there is no TRU equivalent, then the credits assigned should be based on a reasonable estimate of the equivalent contact hours of instruction that would be needed to deliver the curriculum under a vectored delivery model. Once the contact hour equivalent is determined, the contact hour/credit relationship defined in c) above should be applied.

   iii. Credit assignment for co-operative education courses is assigned a three credit value.

VII. **ASSIGNMENT OF COURSE CREDITS FOR VOCATIONAL PROGRAMS**

a. A full-time vocational (non-semesterized) program normally has 25 contact hours per week of instruction. The equivalent (to a semesterized delivery model) 100% (15 credit) load equals 15 weeks of full-time instruction. A vocational (non-semesterized) program has one credit assigned for

every week of full-time instruction. A program that is less than full-time will have credits distributed proportionally to the equivalent number of full-time weeks.

Examples of Credit Assignment to Vocational Programs:

Program	Total Weeks		Credits
Automotive Service Technician Foundation Certificate	27 weeks		27
Water and Wastewater Technology Diploma	63 Weeks		63

Note: Once the total program credits are derived using the formula, the credits are to be distributed in proportion to the contact hours of each course. Any partial credit should be rounded to the nearest whole credit.

VIII.   UNIVERSITY PARTNER AGREEMENTS

Credit assignments for courses involved with university partner baccalaureate degree programs are to remain assigned as per each university's credits. Once the partner arrangements are terminated, each course credit assignment must be revised where needed to meet TRU policy.

IX.   PREREQUISITES AND PROMOTION

Subject to the approval of the Vice-President, Academic (or designate), specific grade or grade point average requirements may be set for progression from one course into another, or for promotion from one semester of a program into another.

X.   AUDIT STUDENTS

Students who register to audit a course must satisfy the instructor that they are taking reasonable steps to complete course requirements, although no formal evaluation procedures are required. If in the judgment of the instructor a student is not doing this, a grade of W will be recorded.

Students must meet with the instructor at the commencement of the course, or prior to a change to Audit status, to agree on what constitutes reasonable steps to complete course requirements.

Students who wish to change from Credit to Audit status must do so by the end of the second week of the semester.

Departments have the right to refuse an audit student's participation.

Program Review: Mid-Cycle Update

Program	Architectural and Engineering Technology
Faculty/School	Faculty of Science
Dean	Dr. Greg Anderson
Program Chair	Dale Parkes, and Ehsan Ahmed
Date of Program Review	August 2019
Date of Mid-Cycle Update	May 2024

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

Curriculum and Assurance of Learning					
Goal #1: *Developing and Applying Improved Course Outlines Through Program-Level Learning Outcomes and Curriculum Mapping*					
Tasks to Complete the Goal (add rows as needed)				**Mid-Cycle Update**	
Task	**Key Milestones or Measurable Outcome(s)**	**Timeline**	**Responsibility**	**Summary Update**	**Status**
Update program learning outcomes and create a curriculum map – contact https://www.tru.ca/celt/about-celt.html to work with a teaching fellow to guide and support the ARET program.	Program faculty will assess that all courses meet new requirements.	See schedule for implementing recommendations on the final page of this document.	ARET department	The ARET department has recently completed a major program change from a three-year diploma to a two-year diploma. As part of this, all course outlines for all remaining courses have been carefully reviewed and updated. We worked with CELT faculty to create a new curriculum map and ensure that the changes retain the core values of the program, while continuing to meet our accreditation requirements. These updates will update the courses to more current practices as well as ensuring that there is less overlap and less subject matter that is outside the scope of work for a Building Technologist.	Completed
Present learning outcomes/course outlines to PAC for feedback.	New course outlines/Program Learning Outcomes are submitted to PAC for comments.		ARET department	The revised course outlines have been shared with the PAC on several occasions and we have received feedback which has been incorporated into the course content.	Completed

Hoare, A., Dishke Hondzel, C., & Wagner, S. (2022). *Program review handbook: A course-based approach to conducting program review.* https://programreviewhandbook.pressbooks.tru.ca/

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Summary Update	Status
Update course outlines.	New Program Learning Outcomes and Course Outlines are implemented.		ARET department		Completed
Submit course revisions to EPC for approval.	Course revisions are submitted to EPC.		ARET Chairs	EPC has approved the curriculum changes	Completed
Submit revised outlines to Technology Accreditation Canada (TAC) for approval.	Receive Technology Accreditation Canada (TAC) approval.	Summer 2026	ARET Chairs	TAC has been provided with the updated course outlines, but they will not officially approve the revised program until we have graduates from the program in the Summer of 2026. They have extended our accreditation until this time	In progress

Goal #2: *Identify the Attributes of Effective Sessional Instructors and Use Professional Development and Hiring to Achieve this Goal*

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Mid-Cycle Update	
				Summary Update	Status
Put out postings sooner and for longer duration.	Offer limited term contracts or ongoing contract (ROFR).	See schedule for implementing recommendations on the final page of this document.	ARET Hiring Committee and Chairs	During the past five years, The ARET department had built up a good number of sessional faculty and one LTC, all with rights of first refusal, but due to the program changes and retirement of tenured ARET faculty, we currently have no sessional faculty and the one LTC is currently being transitioned to tenure track	In progress
Hire continuing faculty as required.	Department will mentor new sessional instructors and provide oversight on course content and evaluation process.		ARET Hiring Committee and Chairs	With the increased number of students coming into the program for September 2024, there will be a need to hire more sessional instructors. As we do this, we will need to go back to mentoring these new instructors and hopefully build them up to ROFR and more permanent positions within the department.	In progress
	Chair/co-chairs will assess submitted teaching & assessment tools from new sessionals and recommend changes if necessary.		ARET Chairs		In progress

Hoare, A., Dishke Hondzel, C., & Wagner, S. (2022). *Program review handbook: A course-based approach to conducting program review.* https://programreviewhandbook.pressbooks.tru.ca/

Goal #3: *Improving the Content and Structure of the Technology Reports*

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Mid-Cycle Update	
				Summary Update	**Status**
CMNS instructor has undertaken a revamp of the report and is using OCET guidelines.	1. Continue review and feedback sessions with CMNS instructor.	See schedule for implementing recommendations on the final page of this document.	Communications Curriculum Committee	This goal came out of the external review of the program by our accreditation body. They were not satisfied with the research report component of the program. The Communications department has successfully updated the requirements of the research report in order to satisfy the requirements of the accreditation.	Completed
Instructors need update to new IEEE formatting and follow the new report guidelines. (department meeting to discuss above; ask librarian to explain IEEE).	2. Faculty purchase or download IEEE manual and update themselves to new IEEE format.		ARET Faculty	ARET faculty are now aware of the new formatting requirements and the students have been implementing these on their reports for some time.	Completed
	3. Provide new format and example reports to TAC for feedback/approval.		ARET Chairs	TAC has approved the changes to the research reports and granted the ARET program accreditation.	Completed
	4. Equally distribute reports to all full-time faculty.		ARET department	ARET faculty meets every winter semester, when the students choose their research report topics, and each faculty member selects an equal number of students to mentor.	Completed
	5. As the program grows, re-evaluate how many students each faculty can mentor.		ARET department	With the change to the new two-year program, we will likely see more students and this may put a strain on the limited number of full-time faculty (four). As the program grows, we will hopefully be able to hire more full-time faculty to assist with this.	In progress

Hoare, A., Dishke Hondzel, C., & Wagner, S. (2022). *Program review handbook: A course-based approach to conducting program review.* https://programreviewhandbook.pressbooks.tru.ca/

Goal #4: *Practice Improved Faculty and Student Communication*

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Mid-Cycle Update	
				Summary Update	**Status**
Individual instructors to review their own feedback from students and/ or peers and commit to improve. Faculty will discuss feedback from students with Chair/Co-Chair. If evaluation is below 2.5, Faculty and Chair/Co-Chair will create a plan for improvement.	1. Faculty give feedback on how department communication is improving. Dean and/or Associate Dean to attend department meeting once per semester. 2. Student evaluations indicate improvement in instructor communications. 3. Peer evaluations indicate improvement in instructor communications.	See schedule for implementing recommendations on the final page of this document.	ARET faculty	While this is an area where all programs should strive to improve, the ARET department has had some specific issues with communication. We have attempted to improve communication between faculty and students by implementing a number of strategies. While it is difficult to judge the level of improvement, there has certainly been some improvement.	In progress.
Encourage faculty to take advantage of CELT courses.	4. Report any professional development courses on APARs.		ARET faculty	ARET faculty have been engaging with CELT and taking some CELT courses.	In progress.
Encourage faculty to take professional development courses to improve oral and written communication.	5. Faculty Department Meetings provide opportunities for each Faculty member to provide input for departmental decisions.		ARET faculty		In progress.
Encourage new faculty to take courses on public speaking as well as courses offered by CELT.	6. Faculty will each provide service as per Collective Agreement to the department.		ARET faculty	Strategies have also been implemented to ensure that service to the department is distributed more equally.	In progress.

Hoare, A., Dishke Hondzel, C., & Wagner, S. (2022). *Program review handbook: A course-based approach to conducting program review.* https://programreviewhandbook.pressbooks.tru.ca/

Goal #5: *Develop a Co-operative Education (Co-Op) Option for the ARET Program*

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Mid-Cycle Update	
				Summary Update	Status
Assess the viability of a cooperative education requirement in the program through a market analysis that studies both the level of student interest and the potential availability of co-op job placements.	1. Completed market analysis.	See schedule for implementing recommendations on the final page of this document.	ARET faculty	After completing a market analysis as part of the program review, it was determined that having a co-op option for ARET students would be beneficial. We worked with the Co-op department to implement this and it has been ongoing since 2019.	Completed.
Work with the TRU Career and Experiential Learning office during all aspects of the investigation, design and implementation of co-op education in the ARET program.	2. Agreed upon support from Career and Experiential Learning to support co-op in the ARET program.		ARET faculty and Co-op department		Completed.
Based on the results of the market analysis, and consultations with Career and Experiential Learning, implement co-op opportunities for ARET students.			ARET faculty	With the change to the two-year program, this makes attaining the co-op designation for ARET students more challenging. We will continue to work with the Co-op department to find the best options for our students. This may include an extended ARET program for those students wishing to attain the co-op designation.	In progress.

Hoare, A., Dishke Hondzel, C., & Wagner, S. (2022). *Program review handbook: A course-based approach to conducting program review.* https://programreviewhandbook.pressbooks.tru.ca/

Student Achievement					

Goal #6: *Improving Course Scheduling in the ARET Program*

Tasks to Complete the Goal (add rows as needed)				Mid-Cycle Update	
Task	**Key Milestones or Measurable Outcome(s)**	**Timeline**	**Responsibility**	**Summary Update**	**Status**
Create a schedule using our classrooms in Trades Building.	1. Work with Registrar's Office to create a schedule that works for students.	See schedule for implementing recommendations on the final page of this document.	ARET department	The Registrar's Office has been helpful in allowing the ARET department to schedule their own classes as all ARET students take the same classes and have no electives. Moving the ARET classrooms from the Old Main building to the Trades and Technology buildings allowed us to greatly improve the scheduling of the program due to having access to two computer labs instead of one. Most classes fall within a 9:30 to 4:30 window, which seems to work well for our students and faculty. This may change as we add more sessional faculty and need to work with their schedules as well.	Completed
All faculty to provide input on schedule and be notified of changes.			ARET department	All faculty provide input on the workload and scheduling. Any changes are approved by the faculty affected before being implemented.	Completed
Work with the service area to better identify the needs of the program.	2. Survey students to better identify the strengths, and the opportunities for improvement, regarding ARET program scheduling.		ARET department	Students have given positive feedback regarding the scheduling of classes. We will continue to involve students in the scheduling process.	In progress.
Ensure that scheduling in the Program will allow student access to off-campus constructions sites and other field trip opportunities.	3. Use scheduling information and student survey results to make improvements.		ARET department	We continue to have a two-day field trip every Winter semester. All faculty work together to reschedule classes during this time. We also try to leave several blocks during the week where local field trips or guest speakers can be scheduled.	In progress.

Hoare, A., Dishke Hondzel, C., & Wagner, S. (2022). *Program review handbook: A course-based approach to conducting program review.* https://programreviewhandbook.pressbooks.tru.ca/

Governance and Resources

Goal #7: *Strengthening the Program Advisory Committee*

Tasks to Complete the Goal (add rows as needed)				Mid-Cycle Update	
Task	**Key Milestones or Measurable Outcome(s)**	**Timeline**	**Responsibility**	**Summary Update**	**Status**
Work with the Provost's Office to develop a list of potential PAC members.	1. Invite PAC members from industry, following the TRU Program Advisory Committee policy.	See schedule for implementing recommendations on the final page of this document.	ARET department and Provost	The ARET Program Advisory Committee had been dormant for some time before we undertook the program review. It has since been reconstituted and meets every fall and winter semester.	Completed
Schedule and hold meetings on a regular basis consistent with the PAC terms of reference.	2. Have first meeting within Fall 2019 semester 3. Have second meeting in Winter 2020		ARET department and Program Advisory Committee		Completed
Send out survey to PAC/create agenda items to discuss.	4. Provide minutes of PAC meeting to TAC for review		ARET department and Program Advisory Committee	The PAC provides regular feedback on the program and the agenda is created by the membership.	Completed

Hoare, A., Dishke Hondzel, C., & Wagner, S. (2022). *Program review handbook: A course-based approach to conducting program review.* https://programreviewhandbook.pressbooks.tru.ca/

Goal #8: *Improving the ARET Facilities – Moving to the Trades and Technology Building*

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Mid-Cycle Update	
				Summary Update	**Status**
Move to the Trades Building.	1. Get fob access to Trades Building for all students. 2. Key code system installed to computer labs TT253 & TT255 as well as locker room and 3D printing room.	See schedule for implementing recommendations on the final page of this document.	ARET department	The ARET department successfully moved to the Trades and Technology buildings in September 2019. This move has been great for the program as it allows us more lab space for seminars and for students to work when they are not in classes. We also have access to a larger lecture room, so there is potential to grow the program. Students all have fob access for after hours and weekend access to the computer labs. The labs have key codes so that only the ARET students have access.	Completed
Classrooms, offices and storage offices are functioning correctly and efficiently.	3. Renovations to be completed to department satisfaction. 4. Rooms used by ARET are functioning efficiently. 5. Purchase wagon/dolly to move material samples.		ARET department	Our labs and classrooms were renovated as part of the move and included more white boards, "smart boards" and changes to the desks and computers in the labs so that we can accommodate up to 30 students in each lab. The rooms have been working well for us. We have also added webcams to each classroom so that we can live broadcast and/ or record classes to provide better access for the students. We have two carts for moving materials.	Completed

Planning and Sustainability					

Goal #9: *Investigate Opportunities for ARET Students to Earn a Bachelor's Degree, including:*
   • *Open Learning Bachelor of General Studies*
   • *Developing a Fourth Year to the ARET Program*					

Tasks to Complete the Goal (add rows as needed)				Mid-Cycle Update	
Task	**Key Milestones or Measurable Outcome(s)**	**Timeline**	**Responsibility**	**Summary Update**	**Status**
Liaise with Open Learning to establish a process for ARET students to receive OL program advisory services and transfer credit assessment into the OL Bachelor of General Studies program.	Confirm the ARET-to-Open Learning Bachelor of General Studies process.	See schedule for implementing recommendations on the final page of this document.	ARET and OL	A clear path has been established with the Open Learning department for ARET graduates to continue their education and obtain a degree. We typically have several students do this every year and we have had between one and three students get accepted to graduate school every year after taking this route. There are other degree options available to ARET students, such as the Bachelor of Technology in Technology Management and the Bachelor of Interdisciplinary Studies degree, but because these options would take more than two additional semesters, most students choose the BGS option.	Completed
Develop website and written material that describes the ARET–to-OL BGS option.				This has not been done. Due to many students having different educational paths, each student is evaluated individually by the Open Learning department, when the students apply to the BGS degree. This works fairly well, but some students have reported being assessed differently than their peers.	In progress
Conduct a needs assessment to determine if there is a need for a Building Sciences-type degree	Completion of a needs assessment for a building sciences-type degree program.			Due to lower enrolments in the program, this option has not been pursued further. It is expected that enrolment numbers will increase with the change to the two-year program and if this is sustained for a	In progress

Hoare, A., Dishke Hondzel, C., & Wagner, S. (2022). *Program review handbook: A course-based approach to conducting program review.* https://programreviewhandbook.pressbooks.tru.ca/

program. The needs assessment should also give an indication of the number of graduates that would be appropriate.				number of years, we can then look at adding two more years to the program to make it a degree.	
Follow the established new program approval processes within the University and with DQAB.					In progress

Hoare, A., Dishke Hondzel, C., & Wagner, S. (2022). *Program review handbook: A course-based approach to conducting program review.* https://programreviewhandbook.pressbooks.tru.ca/

Schedule for implementing recommendations							
	2019	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**
3.1 Improvements to Program Structure, Curriculum, and Quality of the ARET Program							
Recommendation #1 Develop and Apply Improved Course Outlines	**Completed Program Learning Outcomes**	**and Curriculum Mapping in 2019**			**Completed major program revision**	All course outlines revised	
Recommendation #2 Improve Sessional Instruction through Professional Development and Hiring	Ongoing	Ensure that job postings clearly articulate	what is expected and are posted	as early as possible			
Recommendation #3 Improve the Technology Reports	**Completed to TAC standards**	Continuously improving					
Recommendation #4 Practice Improved Faculty and Student Communication	Ongoing	Chair to check in with each faculty member	To see what they are doing to	improve communication			
Recommendation #5 Develop and Implement a Co-op Education Option	**Completed**	Encourage students to enrol in coop			Working with coop department	To keep ARET in coop	
3.2 Improvements to Meeting the Needs of the Students in the ARET Program							
Recommendation #6 Improve Course Scheduling	Ongoing	Move to new building with 2 computer labs	has helped with scheduling		Change to two-year program will make	scheduling easier	
3.3 Improvements to Governance and Resources of the ARET Program							
Recommendation #7 Strengthen the Program Advisory Committee	**Completed**	PAC has been revived and meets	semi-annually in	fall and winter			
Recommendation #8 Improve the ARET Facilities – Moving to Trades-Tech Building	**Completed**						
3.4 Improvements to Program Planning and Sustainability of the ARET Program							
Recommendation #9 Investigate the Opportunities for ARET Students to Earn a Bachelor's Degree	Ongoing. Working with OL on BGS degree	Developed 2 ARET courses for OL	Courses started in 2021				

Hoare, A., Dishke Hondzel, C., & Wagner, S. (2022). *Program review handbook: A course-based approach to conducting program review.* https://programreviewhandbook.pressbooks.tru.ca/

MEMORANDUM

TO   Academic Planning and Priorities Committee
           Senate

FROM   Dean: Michael Henry and Chair: Li Zhang

RE   Annual Program Review Update

DATE   May 16, 2024

In accordance with TRU policy ED 8-4 Program Review, programs are required to provide an Annual Program Review Update to APPC regarding progress towards meeting goals stated in the program review Action Plan.
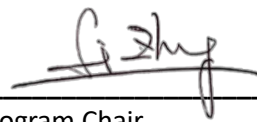
SUMMARY OF PROGRESS (maximum 250 words)
Below is the summary of the implementations of the MBA Program Review Action Plan:

- To address recommendation from the program review committee, the MBA Committee made changes to the MBA program's learning objectives. The Committee adopted new standards and definitions for MBA theses and research projects and proposed capstone project to the curriculum. To support course alignment and execution of new learning outcomes, a full curriculum mapping of the MBA will be completed in the Fall of 2025
- The MBA Committee regularly conducted MBA Faculty Professional Development events.
- The MBA Committee successfully completed the pilot Indigenous MBA cohort in collaboration with the Nicola Valley Institute of Technology (NVIT). This project has significantly contributed to our faculty and staff's awareness and commitment to advancing Indigenization initiatives and access to resources (cases, guest speakers) and facilitated new connections in the community.
- The MBA committee launched Experiential Community Projects. The MBA will pilot a co-curricular professional development program in 2024/2025.
- Several MBA students received Mitacs Accelerate Internships and Business Strategy Internships. MBA students participated in the Telus Sustainability Research Fellows program.
- Every year, a team of MBA students participates in the BC MBA games. The BGSoBE Dean's Office has allocated more staff and financial resources for case competitions across our clubs.
- The MBA program has piloted Special Topics – one to three - credit nano courses. MBA program committee also piloted Special Topics courses in collaboration with Tourism research faculty.
- In Winter 2024, MBA staff prepared two orientations, one for on-campus students and one for open-learning students. Both attendance rates were very high. Materials to support online and campus students are now combined in one Moodle shell.

SIGNATORIES

_____
Dean

_____
Program Chair

ATTACHMENTS
- Annual Update Report

Program Review: Annual Update

Program	Masters of Business Administration
Faculty/School	Bob Gaglardi School of Business and Economics
Dean	Dr. Michael Henry
Program Chair	Dr. Li Zhang
Date of Program Review	Final Report, October 2020
Date of Annual Update	May 2024

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

- *Note: Goal numeration supplied in the report maps to the goal numeration of the TRU Gaglardi MBA Action plan. For the purposes of this report Goals have been grouped with the appropriate headers as required by the report but may not appear sequentially.*

Curriculum and Assurance of Learning					
Goal 1: Institute an annual systematic curriculum review Description and Rationale for Recommendation: An annual review to ensure alignment and continuous improvement in the MBA.					
Tasks to Complete the Goal (add rows as needed)				**Annual Update**	
Task	**Key Milestones or Measurable Outcome(s)**	**Timeline**	**Responsibility**	**Summary Update**	**Status**
Original: MBA office to determine date, TRU Gaglardi events to coordinate logistics, MBA teaching faculty to prepare course overviews based on	Original: For first year, we will measure success as: 80% of MBA teaching faculty attend and present 90% of MBA faculty document their	Current team to define new timelines.	Current Active Team: Dr. Mohammad Mahbobi Dr. Salvador Barragan	It was identified as a priority that the MBA learning objectives needed to be reviewed first.	• modified

	courses, including content, learning approaches and alignment with key themes via common template		Dr. Li Zhang (current MBA coordinator) Lorri Weaver (Instructional Designer)		
common template, MBA teaching faculty to submit and present					
Review MBA Program learning objectives	Final approved MBA learning objectives.	2020-2021	Dr. Salvador Barragan (previous MBA coordinator)	Changes to the MBA program learning objectives - approved in Faculty Council May 28, 2021 (see Appendix I)	• completed
Review MBA thesis and project definitions.	New Standards and definitions	2022-2024	Dr. Salvador Barragan and Dr. Li Zhang	New standards and definitions for MBA thesis & research project and addition of capstone project (approved by MBA committee May 2023 (see Appendix II). Next steps: Review at Gaglardi Graduate Committee and approval in Faculty Council.	• in progress
For Assurance of Learning, implement a cycle of review for the 5 main MBA program learning objectives.	Develop assessment rubrics, assess the achievement of learning objectives, compile and share the assessment results with relevant departments and institute curriculum/pedagogy changes as needed. Each objective to be measured twice in a five-year cycle.	Fall 2021 to Winter 2026 (five-year cycle)	Assurance of Learning Working Group	Rubrics have been created; all five objectives have been assessed in an initial 1st cycle; pedagogical and other recommendations in progress.	• in progress

Goal 2: Set consistent quality standards for curriculum design and content delivery Description and Rationale for Recommendation: A semi-annual series of professional development for MBA teaching faculty.

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Annual Update	
				Summary Update	**Status**
Original: MBA Committee to develop opportunity list of PD topics that would create 'best practice' teaching in the MBA. MBA office and MBA Committee/Department Chairs to prioritize PD topics and consult with Centre for Excellence in Teaching and Learning (CELT) about resources available at TRU. MBA office to determine date, TRU Gaglardi events to coordinate logistics.	**Original:** By the end of 2020, we will: Identify a prioritized list of PD opportunities (case teaching, team pedagogy, etc.). Hold an inaugural semi-annual MBA Faculty Conference. Achieve 80% of MBA Faculty participation	Current team to define new timelines.	Current Active Team: Dr. Zhang Lorri Weaver Dr. Megan Prins (Director, Graduate Programs)	Four PD events have been hosted to date. Team decided to move to an annual PD event rather than semi-annual.	• modified
Launch inaugural PD event.	Annual PD event.	2021-2024	Dr. Salvador Barragan Dr. Li Zhang Lorri Weaver	Launching of the MBA Faculty Professional Development events: August 23, 2021 - Effective Teamwork Design and Assessment at SOBE MBA- TRU's Centre for Excellence in Learning and Teaching (CELT), Imparted by Dr, Carolyn Hoessler May 2022 - MBA Faculty Workshop (Appendix III)	• In progress/ongoing

| | | | | April 2023 – MBA Indigenization Event (Appendix IV)

April 2024, "Collaborative Pathways: Reimagining Teamwork in the MBA" to enhance collaborative learning and teamwork in our curriculum. It focused on learning objective 4.1 Collaborate empathetically and effectively with diverse people, perspectives, and priorities. (Appendix V)

Each year at the event there will be a focus on a different learning objective. | |

Goal 5: Rethink student teamwork and the size of student teams to make the learning process more effective (Improve student team experiences, moving from 'groupwork to teamwork')

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Annual Update	
				Summary Update	**Status**
Original: Build a team building and operations Moodle module for orientation and plug-in for any team-based course component. Incorporate both virtual and F2F team training and reinforcement. Map teamwork learning outcomes throughout the MBA curriculum.	**Original:** By end of 2021, we will have: A team building and operations Moodle module for orientation and plug-in for team-based course component. Develop coaching resources for supporting teamwork. Team content module offered with each	2021-2025	Current Active Team: Dr. Li Zhang Lorri Weaver Keisha Morong and Bach Nguyen (Coordinators, student services and advising)	Curriculum mapping for delayed due to development of new learning outcomes. Mapping of Learning outcome #4 will be complete in 2024/25. Moodle community building badge built in 2023 and active for all TRU Gaglardi graduate students and is introduced as part of their orientation.	• modified

	cohort, beginning in summer 2021. By end of 2022, we will have: 80% of faculty who use group projects integrate common team approaches.				
Improve student team experiences, moving from 'groupwork to teamwork'.	Support MBA faculty in developing pedagogical best practices for teamwork by delivering sessions and workshops.	2021-2025		A workshop was delivered (virtual/f2f) on best practices for teamwork facilitated by Carolyn Hoessler (Centre for Excellence in Teaching and Learning) (August 2021) MBA Faculty Workshop was hosted that encouraged faculty to share teamwork practices in the classroom (May 2022) <u>Next steps:</u> This recommendation is the focus for the next MBA annual professional development event. This will include looking at the mapping of the related learning objectives in the courses. See goals 1 and 2. Hosted an MBA Faculty Symposium in April 2024 based on collaboration and teamwork and implementation in MBA courses. (Appendix V)	• In progress

Goal 10: Bring greater quality control and transparency to the online MBA (We will deliver a best practices online MBA by aligning content and exploring opportunities for integrating F2F and Online delivery.)

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Annual Update	
				Summary Update	Status
Original: Establish annual OL MBA review process. Seek external expertise to incorporate best-practice approaches to OL MBA course design.	**Original:** By the end of 2021, we will have: Undertaken a curriculum mapping of online and F2F delivery Set consistent principles for program delivery and student support for both F2F & OL	Current team to define new timelines	**Current Team:** Dr. Salvador Barragan Lorri Weaver Heidi Milovick Dr. Li Zhang Keisha Morong, Coordinator, Student services and Advising	COVID 19 provided an opportunity for enhancement of teaching and learning in an online mode of delivery. Curriculum mapping was delayed while new learning objectives were prepared and finalized. (see goal 1).	• in progress
Curriculum mapping of F2F campus courses.	All courses mapped to new learning objectives.	2023-2024/25		Curriculum mapping to the new MBA learning objectives has begun. Priority was to first map all courses to the learning objective: *Attend to the rights and unique cultures of Indigenous Peoples and work to incorporate international and national calls to action and decolonization.* This has been completed. Work is well underway with the remainder. Under leads Dr. Salvador Barragan, Li Zhang and Lorri Weaver, meetings are being held with faculty teaching specific courses and the remaining	• in progress

				learning objectives are mapped to each course.	

Student Achievement

Goal 3: Increase applied research activities to create real-world experience and opportunities for students (Increase experiential opportunities, to respond to program review and align with TRU's strategic priorities.)

Tasks to Complete the Goal (add rows as needed)				Annual Update	
Task	**Key Milestones or Measurable Outcome(s)**	**Timeline**	**Responsibility**	**Summary Update**	**Status**
Original: Build and maintain a bank of local/Indigenous teaching materials by YE 2022. Document previous faculty experiences with experiential community learning to create a document that details best practices and challenges associated with these activities that can be used by faculty. Leverage external partners to find case content and map project opportunities.	**Original:** By the end of 2021, we will have: 80% of classes incorporate experiential learning methods into at least 1 major learning objective. Bank of local/Indigenous teaching materials established by YE 2022.	Current team to define new timelines.	Current Active Team: Dr. Salvador Barragan Dr. Megan Prins Kate Morford (Project Manager – Business Engagement) (staff to be added)	The launch and academic operation of the Indigenous MBA cohort at NVIT from 2021 – December 2023 marked a pivotal moment for the MBA, taking advantage of one-time federal funding, this program directly addressed the new MBA learning outcome, "Attend to the rights and unique cultures of Indigenous Peoples," which is also nested into TRU Gagliardi's strategic plan. Key figures including the Graduate Program Director, the MBA faculty coordinator, and several MBA committee members (both staff and faculty) who devoted additional time and effort to cater to the specific requirements of implementing the Indigenous MBA cohort in collaboration with NVIT. This focused attention has enhanced the	• *Modified/ in progress*

				awareness and dedication of our faculty and staff towards advancing Indigenization initiatives but also significantly bolstered access to valuable resources such as cases and guest speakers. Moreover, it has fostered meaningful new connections within the community, enriching our academic and societal engagement.	
Create an Experiential Community Project course.	Call to faculty to propose a Special Topics: Community Project course. Course is to include a project with a local organization or business. Include the Community Project as an ongoing elective in the MBA program.	Fall 2021-Winter 2025	Dr. Salvador Barragan Dr. Li Zhang	Experiential Community Projects were launched (see call to faculty, Appendix VI): Winter 2022 – Dr. Cheryl Gladu (The Experimental City: Design Thinking for Social innovation) Summer 2022 – Karel Zouzal (3 student team projects – Kamloops Symphony Orchestra, House of Carmond, & Marshland Development) Summer 2023 – Dr. Stuart Milligan (Warehousing and distribution at Wilko) Fall 2023 Special Topics: Community Project – three groups of students in the MBA program at NVIT worked on community projects Summer 2024: Dr. Stuart Milligan (Reconciling corporate image with corporate action: a live project with BCLC)	• In progress and ongoing
Increase research internship opportunities and experiential learning opportunities in the classroom.	Work with Mitacs to develop proposals via their Accelerate and Business Strategy Internships. Match students with	March 2020-December 2024	Kate Morford Project Manager of Business Engagement Jessie Bombardier	A number of Mitacs Accelerate Internships and Business Strategy Internships were funded. Barriers have emerged due to complexity of Mitacs programming and timelines and	• In progress

	supervisors and projects to provide paid research internship opportunities. Support MBA students in participating in the Telus Sustainability Research Fellows – Community Carbon Accounting Program. Increased experiential learning opportunities connected to the classroom. Financial support student research and applied projects.		(Coordinator, student advising) Kammi Madsen (Coordinator, student advising)	development of research internship proposals. We will continue to explore collaborations and opportunities in this area. Although mostly geared towards MEEM/MScEEM students, we have had handful of MBA students participate in the Telus Sustainability Research Fellows program where they produced recommendations to help partnering organizations work towards carbon neutrality. Using the same model, we hope to increase internship opportunities for MBA students by partnering with community businesses to create projects to solve real problems. Project Manager for Business Engagement doing outreach with faculty and students to support connections with industry partners. Initiatives may include guest speakers, case competitions, simulations, research projects. See Appendix VII for a list of these initiatives. In the Fall of 2023, the Dean's office launched Decanal Research Awards, which provide financial support to students, including MBAs, to conduct research. This support enables students to propose, apply and produce their own	

				unique research that they can leverage towards their educational and professional goals.	

Goal: Goal 4: Integrate the orientation process for international and local students and the online and on-campus students together and extend this interactivity (create a multidisciplinary orientation process to address the program review concerns regarding need for better student networking experiences)

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Annual Update	
				Summary Update	**Status**
Original: Coordinate intake with OL MBA. Graduate Advising team and Committee member to determine date and to coordinate logistics with TRU Gaglardi events.	**Original:** By the end of 2021, we will have: Semester orientation event established. Local social event that focuses on the leisure opportunities in Kamloops to create a social connection between students.	Current team to define new timelines.	Current Active Team: Dr. Mohammad Mahbobi Dr. Megan Prins Graduate Coordinators, Student Services and Advising (staff)	Orientation for online MBA and on-campus students has been coordinated, including ensuring Moodle shell is aligned for both groups. Ongoing engagement activities, ranging from social, professional skill building, and career development are made available to all MBA student regardless of modality of study.	• in progress
Prepare integrated orientation for on-campus and online students and extend this interactivity.	Develop and deliver orientations that include both groups of students and extend their interactivity in other opportunities.	Fall 2021- Fall 2023	Dr. Megan Prins Graduate Coordinators, student services and advising and MBA Committee members	Integrated orientation occurred in Summer and Fall 2023 with online students joining MBA program orientation virtually. Attendance online was very low. Decided to separate the orientations but look for opportunities to increase interactivity/networking between online and on-campus students in other co-curricular activities – this included the successful integration of online students participating with the BC MBA games team in Fall 2023.	• Modified and in progress

			In winter 2024, MBA staff prepared two orientations, one for on-campus students and one for open learning students. Both attendance rates were very high. Orientation is framed around professional onboarding where students are introduced to their role as a professional graduate student in the MBA as they would a new employee/manager. More senior students attend to network and speak to their experience; students set down expectations and skills to be successful in the program. They are provided with a programmatic overview including relevant policies. Both orientations cover similar explanations of program structure and a section for tips to be successful that varies according to each mode of delivery. Supportive material for online and campus students is now combined in one Moodle shell and not two separate ones. Students are provided with timelines on when the program will host additional co-curricular sessions to build skills and community. Next steps: Continue to gather feedback from online and on campus MBA students, which informs activities and continue to build interactivity between OL students and among all	

				MBA students through online platforms such as Gather Town. Survey launched in May 2024, data currently being gathered.	
Create a multidisciplinary academic orientation process to address the program review concerns regarding need for better student networking experiences.	Create enhanced networking opportunities with students. Review and refresh academic competencies in our academic orientation	Fall 2021 – Fall 2025	Dr. Mohammed Mahbobi Lorri Weaver Dr. Megan Prins Jessie Bombardier (Coordinator, Student Services and Advising)	MBA students are now cohorted and specific sessions are set up to help cohorts build stronger networks with each other. Cohorts are now brought together to enhance professional networking and professional skills at least once a semester and at least once in an all-cohort session. Next steps: Explore ways to build and facilitate online and f2f cohorted learning communities and to connect with faculty and integrate into the curriculum where possible. Initial exploration of adding a numeracy/math/stats refresher for students to be successful in future quantitative courses different from taking MATH 1070. Next steps: Reconsider the numeracy/math/stats refresher as part of the orientation or a Moodle course that needs to be taken at the beginning of the program. Consultations with departments has begun on what MBA faculty expect from students as they enter the program to ensure that our Moodle badges/refreshers are	• in progress

| | | | | meeting these requirements. Incentivize new students in completing these badges and create a pathway for support for those that struggle with their completion. | |

Goal 7: Improve relevancy of MBA and student career readiness (ensure MBA's are learning/gaining relevant skills for the employers who hire them**)**

Tasks to Complete the Goal (add rows as needed)				**Annual Update**	
Task	**Key Milestones or Measurable Outcome(s)**	**Timeline**	**Responsibility**	**Summary Update**	**Status**
Original: Committee annually holds a dedicated meeting regarding the MBA employment readiness and relevancy. Coordinate dedicated resources within TRU Gaglardi and external to TRU Gaglardi at TRU and in the business sector. Conduct an annual survey of graduates/alumni to capture alumni views of their career readiness after. Establish a record of where students are and what positions they are in.	**Original:** By the end of 2020, we will have: Established a committee to address recommendation. By the end of 2021, we will have: Conducted an annual survey of graduates/alumni.	Current team timeline defined below	Current Active Team: Dr. Stuart Milligan Lorri Weaver Heidi Milovick, (Executive Director, TRU Gaglardi) Kate Morford Dr. Megan Prins Jessie Bombardier	In 2019/2020, MBA students accessed a bridge to business program where students earned badges attending workshops to develop professional skills and network. This program did not gain traction in the virtual space. With the resumption in in-person programming a co-curricular pilot program has been prepared to support students in the development of their professional skills.	• in progress
Work to ensure that MBA students are	Support the development of new	2021 - 2025		The MBA program has piloted Special Topics – one to three	In progress

learning relevant skills for the employers who hire them.	and innovative elective courses that focus on new and emerging skills and trends. Identify emerging trends and required skills. Develop co-curricular program that supports that development of these skills			credit nano courses. Faculty propose innovative, current and or emerging business trends. Nano proposals that share similarities are bundled to create three- credit courses as electives. Some electives are being offered in a hybrid format so that online students also have access to new electives. MBA program is piloting Special Topics courses in collaboration with Tourism faculty. One course has been offered in Fall, 2023 ("Nature, Ethics, and Tourism"). A second class is being offered in Winter '24 ("Tourism Evolution") Two more will be offered in subsequent semesters. Annually discuss current industry trends and needs with Dean's Advisory Council. For AACSB accreditation we currently conduct an annual employment objectives survey. Currently response rates are very low, so we are exploring strategies to increase alumni participation. Currently the TRU Gaglardi team is piloting sessions to gather information to inform the development of a comprehensive program for graduate level students to roll out in fall 2024. This co-curricular program aims to facilitate students' professional development in unique and relevant ways, bridging the	

			community to campus and reinforcing the importance of lifelong learning. In the summer of 2023, a call campaign to MBA alumni occurred. They were asked a where they were employed, positions, and if they were interested in staying connected to support current students. Analysis of call campaign has been done by sector, positions—including general location--and wiliness to engage. Currently using call campaign to establish a baseline understanding of alumni careers; to connect and build stronger community of alumni. Next Steps: Review the survey to look at strategies to increase response rates and potentially add some questions regarding career readiness. Strategy is to connect directly to employers who we know are hiring our students. Develop the comprehensive pilot to launch in fall 2024. Build a stronger alumni network to support an enhanced network of professionals that can connect with current students and help inform our own career readiness programming.	

Governance and Resources					
Goal:					
Tasks to Complete the Goal (add rows as needed)				**Annual Update**	
Task	**Key Milestones or Measurable Outcome(s)**	**Timeline**	**Responsibility**	**Summary Update**	**Status**
				List steps taken to address recommendations, issues and barriers, milestones, etc.	*Select one:* • *in progress* • *completed* • *modified* • *removed*
Goal:					
Task	**Key Milestones or Measurable Outcome(s)**	**Timeline**	**Responsibility**	**Annual Update**	
				Summary Update	**Status**
				List steps taken to address recommendations, issues and barriers, milestones, etc.	*Select one:* • *in progress* • *completed* • *modified* • *removed*

Planning and Sustainability

Goal 6: Enhance External awareness of the TRU Gaglardi MBA program brand (Description and Rationale for Recommendation: Formalize student competition opportunities and showcase student successes.)

Tasks to Complete the Goal (add rows as needed)				Annual Update	
Task	**Key Milestones or Measurable Outcome(s)**	**Timeline**	**Responsibility**	**Summary Update**	**Status**
Original: Allocate dedicated resources to support students and faculty in external events such as case competitions and student conferences. Allocate dedicated resources to maintain TRU Gaglardi MBA online 'channel' for promotion of TRU Gaglardi MBA brand.	**Original:** By the end of 2020, we will have formal structure and plan in place to deliver by end of 2021: Enhanced social media platform to showcase student success. Dedicated resource/process created to promote and support student competitions.	Current team to define new timelines.	Current Active Team: Dr. Stuart Milligan Dr. Warveni Jap Dr. Megan Prins	See below	• in progress/ongoing
Formalize student competition opportunities and showcase student successes.	Develop a formal programmatic process for key competitions that MBA students attend. Program will include timelines, coaching support, and where possible financial support. Increase attendance at case competitions. Celebrate our students' success via	2021-2024		Since 2021, Every year a team of MBA students participates in the BC MBA games, where other Western Canadian universities compete. TRU Gaglardi hosted the 2021 BC MBA Games Theme: "One earth, one future: business as usual is no longer an option" (Organized and designed by Paul Clark and Adina Gray). Since 2021, we have increased resources including support and funding for case competitions in general across our clubs. This includes some course releases for faculty coaches and staff to support	• complete/ongoing

	key social media and news stories.			administrative and communication (incl social media) processes. We are also working towards developing a structure for competitions.
				With the support of Senior Communications Consultant and her team at TRU Gaglardi, the social media presence of students participating in such event has been showcased and celebrated. This includes stories being generated out of the TRU newsroom.
				Summer 2024 and Fall 2024 we will host a workshop for MBA students on case study analysis. This will be available for all MBA students to attend. Critically, those that are participating in any competitions, including the BC MBA Games, will be encouraged to attend. Preparing them to compete in case competitions for the coming year.
				Some competitions include:
				HRC West Competition
				CFA Society Ethics Challenge
				Competitions in courses
				  - Map the Systems
				  - Innovation and Entrepreneurship
				  - Pitch Challenge
				  - Enactus
				  - SFU Net Impact Challenge
				  - BC MBA Games
				  - CFA Society Ethics Challenge
				  - 3MT (3 Minute Thesis)	

Goal 8: Introduce a formalized strategic planning process

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Annual update	
				Summary update	Status

| Original: MBA Committee to establish an annual strategy session where objectives are reviewed, and annual priorities are set. | *Original: By the end of 2021, we will have: Annual review undertaken in 2021 to align priorities and renew objectives* | Current team to define new timelines. | Current Active Team: MBA Committee | Working groups have been struck to review and advance the recommendations and to set goals for each. Working groups will bring back their recommendations back to the MBA committee for review.
Next Steps: Develop a committee to organize a yearly strategic planning/tactical session to review priorities and set strategic goals that align with TRU and TRU Gaglardi goals for the upcoming year. Potentially this could be added as a regular component to the annual MBA event. | • *in progress* |

Goal 9: Review Faculty workload levels (Make teaching in the MBA program attractive and rewarding to qualified faculty)

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Summary Update	Status
Original: Develop a set of faculty service needs. Publish a document outlining service needs. Revise committee terms of reference to have clearer statements of MBA committee member responsibilities. Provide annual report with service needs of MBA. Secure budget approval.	**Original:** By the end of 2020, we will have: Established draft framework and budget to recognize faculty service in MBA activities such as case competitions, project, thesis etc. Established dedicated budget for increased involvement in scholarship and research.	Current team to define new timelines.	**Current Active Team:** Dr. Li Zhang Dr. Salvador Barragan Dr. Yong Joo Kang Dr. Megan Prins	See below	• **In progress**
Make teaching in the MBA program attractive and rewarding to qualified faculty.	Provide course release for research supervision.	2021 - 2025		The MBA committee has presented a proposal to the dean to provide a framework to administer the new faculty	• In progress

| | Develop clear standards for course release as it relates to supervisory role and contribution in thesis, research project and capstone project. | | | supervision compensation requirement for research projects, thesis, capstone, and directed studies in the faculty collective agreement. It includes a point system for supervising theses, research projects, and capstone projects which will add up to course releases. It is currently under review by the dean.

Dean requires clear standards for MBA theses, projects and capstones. A guiding document is currently under review.

Review framework and budget to recognize faculty service in case competitions. | |
| | | | | | |

Appendix I – MBA Changes in Program Learning Objectives

Proposal developed with a task force (MBA faculty and facilitator from CELT, Carolyn Hoessler) to review the MBA program learning objectives with three purposes in mind (April 1, 2021):

- Aligning the goals/objectives to AACSB accreditation requirements.
- Reducing the number of objectives to facilitate the process of assurance of learning.
- Reflecting changes in our context: a) COVID pandemic had required to be adaptable, and b) Calls for action to engage Indigenous People's rights.
- The new MBA program learning goals were approved in the MBA committee and distributed to departments for consultation and feedback.
- Approval at Faculty Council meeting (May 28, 2021).

Summary of the changes:
- Addressing AACSB accreditation requirements: Goals (be/have) and objectives/outcomes (do/make).
- We identified the essence of our previous program learning objectives (decision making, communication, leadership, global mindset, ethics and sustainability). While we merged and re-wrote the objectives, we maintained the essence of most of them.
- We added one objective for "adaptability" and one to respond to recent calls for action to "Indigenous People's rights".
- We reduced from 11 to 7 learning objectives. This reduction will simplify the work involved in measuring the assurance of learning for AACSB (see new goals and objectives):

By graduation, we strive for SOBE MBA grads to be <u>leaders</u> who are:
- ***Goal 1. Adaptive***
    - *Objective 1.1. Embrace complexity and uncertainty to enhance business solutions.*
- ***Goal 2. Critical thinkers & Decision Makers***
    - *Objective 2.1. Integrate business concepts with analytical and reflective thinking to identify opportunities, resolve problems and make effective decisions.*
- ***Goal 3. Ethics and Sustainability Reasoners***

- o *Objective 3.1. Adopting ethical and sustainable (economically, socially and environmentally) principles and frameworks in decision-making.*
- **Goal 4. Collaborators and Communicators**
  - o *Objective 4.1. Collaborate empathetically and effectively with diverse people, perspectives, and priorities.*
  - o *Objective 4.2. Confidently influence and persuade through effective communication.*
- **Goal 5. Globally and Interculturally Attentive Professionals**
  - o *Objective 5.1. Incorporate intercultural awareness into respectful engagement and business practices.*
  - o *Objective 5.2. Attend to the rights and unique cultures of Indigenous Peoples and work to incorporate international and national calls to action and decolonization.*

Appendix II - New Standards and Re-Definitions for MBA Theses, Projects, and Capstone Projects

GAGLARDI MBA PROGRAM THESIS, RESEARCH PROJECTS, AND CAPSTONE PROJECT

Preamble

TRU Gaglardi MBA program offers completion options for students wishing to complete their program with an in-depth study option: **Thesis, Research Project**, and **Capstone Project**. Regardless of student choice, this stage can potentially be the most rewarding component of their MBA program and future choice of career.

TRU Gaglardi MBA students who are planning to enhance their MBA experience with research and real-world business projects in one of the available areas are highly encouraged to select one of the following three routes in the early stage of studying. As part of the approval process, students must select an internal main supervisor from the approved list of Gaglardi graduate faculty members. It is also recommended that students include a field/industry expert and/or an external graduate faculty from other Faculty, Schools, and Universities if appropriate. Both external field/industry expert and any graduate faculty involved in Thesis, Research Project, and Capstone Project supervisory committee must receive MBA Committee approval as part of the student package submitted to MBA Academic Coordinator prior to the deadline (review processes for MBA thesis-project-capstone).
The three categories for non-course-based options are:

I. Thesis (12 Credits):

Definition: A thesis involves the _creation of new knowledge_ that results in an original contribution to a specific field of scholarship by addressing a research gap.
A prerequisite is BUSN 6950/6951 Research Methods, Preparation and Presentation.
A thesis requires the following components guided by the supervisor and thesis committee:
• Introduction / Research Question
• Literature Review and theoretical framework
• Research Methodology
• Discussion of Findings
• Conclusion

The thesis option is strictly governed under the rules and regulations of TRU Graduate Studies guidelines that can be found on https://www.tru.ca/__shared/assets/Thesis_Preparation_and_Defence_Guidelines33820.pdf.

Finally, the thesis writing style guide can be found here.

II.   Research Project (9 Credits):

Definition: A research project involves applying new relevant data in an existing set of research framework *contributing to new knowledge* within all areas of Entrepreneurship, Leadership, Strategic Management, Finance, Marketing, Supply Chain, Accounting, Business Law, Human Resouces and Business Economics.

A prerequisite is BUSN 6950/6951 Research Methods, Preparation and Presentation.

A project requires the following components guided by a supervisor and a second reader:

- Introduction / Research Question
- Literature Review and theoretical framework
- Research Methodology
- Discussion of Findings
- Conclusion

Research Project rules and regulations are governed by TRU Gaglardi MBA Committee. Students choosing this stream will submit their application approved by a graduate faculty supervisor and a second reader to MBA Academic Coordinator before the set deadline by MBA Committee. MBA committee will approve and determine if a particular Research Project might be considered a Project or 6-credit Capstone Project.

III. Capstone Project (6 Credits):

Definition: The Capstone Project is an intensive process within the TRU Gaglardi School of Business and Economics MBA program for students who plan to learn how to apply what they learned in their courses into real-world business practices.

A graduate faculty supervisor, TRU Gaglardi MBA Capstone Projects supervisory committee will normally involve an external field expert/faculty member from outside of TRU Gaglardi.

Students will submit their applications to MBA Academic Coordinator before the set deadline by the MBA committee. Students will select 6 credits from the list of elective courses, especially those electives that provide more support for the Capstone. Capstone Projects may be defined as one of the following categories:

- A **startup/prototype business plan** that the student is planning to potentially pursue after graduating from TRU Gaglardi MBA program. TRU Intellectual Property Office will be involved to protect any proprietary materials.

- Developing a **case study** (or adapting an existing **business simulation)** in all areas of Entrepreneurship, Leadership, Strategic Management, Finance, Marketing, Business Analytics, Supply Chain, Accounting, Business Law, and Business Economics may also be considered.

- An **executive plan** in collaboration with an **established organization** to solve a concrete business problem. In such a case, a field expert may also be part of the supervisory committee. A complete CV of the field expert must be included as part of the application submitted to MBA Academic Coordinator.

    MBA Coordinator will develop all the required guidelines and present them to MBA Committee for approval.

Appendix III - MBA Faculty Workshop

FACILITATED BY LORRAINE WEAVER (TRU GAGLARDI) & DIANE JANES (CELT)

In alignment with the MBA Program Review Action Plan, we are excited to share an engaging event supporting MBA faculty collaboration. This faculty conference will be focused on bringing **real-world relevance** to the TRU MBA Program by *fostering teamwork through experiential learning*.

Dinner: Thursday, May 5th, 2022
Join us for a delicious dinner and engaging panel discussion in which business professionals and alumni will speak to:
- Impactful moments in their own business education;
- Challenges faced in their careers that their education did not prepare them for; and
- What experiences and skills they would like new hires from our MBA program to have?

Conference: Monday, May 9th, 2022
Drawing inspiration from the guest panel, you will come together with fellow faculty for a day of facilitated collaboration interspersed with learning. Here you will:
- Work with others who teach the same core course to build on other's experiences and knowledge;
- Share learning highlights in your course with all faculty to better understand our student's learning journeys; and
- Share ways you currently implement experiential learning and collaboratively create best practices for fostering teamwork in experiential learning.

Please note, sessional instructors will receive a $300 honorarium to attend BOTH these events.

Appendix IV - MBA Indigenization Event

APRIL 26-27, 2023

One of our MBA program learning objectives is to *attend to the rights and unique cultures of Indigenous Peoples and work to incorporate international and national calls to action and decolonization*.

As part of the TRU Gaglardi's Indigenization Series Event, two sessions are directed to MBA faculty (**Old Main 3732)**:

26 April 2023, 1-4 pm - What have we learned from TRU Gaglardi's Indigenization initiative in collaboration with NVIT?
   This session explores Indigenization of course curriculum and supporting Indigenous learners. Faculty who have taught an Indigenous cohort of students in the MBA program (TRU/NVIT partnership) will share their lessons learned and how they Indigenized their course curriculum. Faculty will then have the opportunity to examine in subject-specific groups how their own course curriculum might incorporate Indigenous content, context and worldviews.

27 April 2023, 9 am - 12 pm - How can TRU Gaglardi MBA faculty better incorporate Indigenous contexts and worldviews?
   The MBA committee will lead this workshop session which will explore how the newly created program objective, *Globally and Interculturally Attentive Professionals: Attend to the rights and unique cultures of Indigenous Peoples and work to incorporate international and national calls to action and decolonization*, can be supported in the program.

Appendix V- TRU Gaglardi MBA Faculty Symposium: Collaborative Pathways – Reimagining Teamwork in the MBA

April 29th, 2024.

Facilitated by Lorrian Weaver, Dr. Li Zhang, Dr. Diane Janes (CELT), and Dr. Megan Prins

Program

Time	Description
9:00 am – 9:15 am	Welcome by Elder, territorial acknowledgement, introduction
9:15 am – 10:00 am	Indigenous teaching (story) relating to teamwork / collaboration
10:00 am – 10:45 am	Keynote from Samantha Slade with student reflections
10:45 am – 11:00 am	Coffee Break
11:00 am – 12:00 pm	Small group sharing "when teamwork went well" using Listen For…Card Deck (mixed faculty and students), whole group sensemaking
12:00 pm – 12:30 pm	Lunch
12:30 pm – 1:15 pm	Facilitated discussions around core collaboration practices and ways these can be taught/facilitated.
1:15 pm – 1:45 pm	Discussion of MBA program mapping refresh (generally) and AoL results. A focus on collaboration learning outcome.
1:45 pm – 2:00 pm	Break
2:00 pm – 3:00 pm	Detailed mapping of collaboration learning outcome and student walkthrough.

Appendix VI - Call for MBA Special Topics in a Community Project – Summer 2023

As part of the MBA program review, one of our goals is to increase our students' experiential learning outside the classroom. We are inviting faculty to present a proposal for a *Special Topics in a Community Project (below, see General Template)*.

- **Deadline for Proposal – January 31, 2023 –** email MBA coordinator sbarragan@tru.ca
- **One proposal would be selected by the MBA committee**
- **Faculty compensation - A cash stipend of a regular MBA course**

Degree of Students' Interaction with the Organization

The faculty has to determine the degree of interaction that students have with the organization in question. The level of interaction can range from low to high.

- **Low:** Teams gather relevant information about the issues faced by the organization from the instructor.
- **Moderate:** Teams may have some initial interaction with representatives of the organization to gather relevant information about the issues faced by the organization.
- **High:** Teams have more than one interaction with representatives of the organization to gather relevant information about the issues faced by the organization.

<u>**General Template**</u>

Course Description

The community project has a dual objective: Provide students with an experiential learning opportunity outside the classroom; and provide the community partner with some potential consulting advice. MBA students will complete strategic level consulting projects for local organizations (for profit, non-profit, social enterprise, and government) under the guidance of the instructor. The scope of the project might concentrate on a functional area of specialization (e.g., marketing, human resources, supply chain, finance) and/or a broader strategic issue (e.g., strategic plan, implementation plan, improving a business model). Students will use various functional and strategic analytical tools to identify and solve problems/opportunities outlined by the organization. Under the guidance of the instructor, students will work as a team, using analytical tools, research, and project management skills to clearly identify problems/opportunities, provide alternatives of solution, and make a recommendation in a comprehensive plan. The expected team outputs are to conduct a board presentation and deliver a comprehensive executive report.

Educational Objectives/Outcomes

Upon completion of this course, students will be able to:

I. Understand how to work within a team to accomplish a community consulting project.

II. Use the analytical tools and theories learned throughout the MBA, to solve business needs of a community partner.

III. Understand different consulting styles, audiences, and customer needs.

IIII. Conduct a comprehensive board report and board presentation.

Prerequisites for MBA students
- Having obtained a B+ or better in BUSN 6070/BUSN 6071 Project Management and Consulting Methods
- A minimum GPA of 3.3
- *Additional prerequisites TBD by the instructor*

Instructor's name: _____

Description of the project (initial conceptualization)

| |
| |

Organization (or type of organization)

| |
| |

Student Evaluation (project-based)

Class participation	%
Board Report	%
Board Presentation	%
Other	%

Appendix VII – Engagement Activities

TELUS Sustainability Fellowship - Community Carbon Accounting Program

- 4 Students in TRU Gaglardi graduate programs (incl MBA students) are provided the opportunity to complete a carbon assessment for a local Kamloops business. Students are responsible for applying to research ethics board, collecting data from organizations, working with Faculty supervisors and providing a comprehensive presentation to address the organizations current status and potential solutions.

Graduate Student Cohort Sessions

- Since Fall 2023 term the TRU Gaglardi team have worked to arrange opportunities for individual and group cohort meetings. These sessions are designed to bring students together, help facilitate networking skills build community connection among our graduate students on their journey at TRU.

Professional Development Sessions

- TRU Gaglardi has been piloting a variety of professional development sessions to engage with graduate students such as Networking 101, Professionalism in the Workplace, LinkedIn, and Telling Your Story. These sessions are to support TRU Gaglardi professional development and address feedback from graduate students.

Community Partner Led Sessions

- TRU Gaglardi has invited community partners to lead sessions focused on supporting graduate level students. These sessions are meant to bridge the business community to students and provide networking opportunities for students.

Celebration of Success

- Every term we celebrate our graduating students at an event titled Celebration of Success. All graduate level students are invited to attend. This provides students another opportunity to engage and connect with one another. In addition, we invite a guest speaker to attend to pass on some words of advice and encouragement to students. Usually, our guest also stays to network with students.

Classroom Guest Speakers

- Faculty have provided opportunities for local businesses to come and speak in their classroom, participate in a relevant group project, complete a project on the businesses behalf, judge and presentation/pitch competition or other.

Dean's Student Advisory Committee

- Bi-annually student club leaders from business related clubs attend a lunch with Dean Dr. Michael Henry. Students have the opportunity to provide feedback on topics related to the school and their experience. *These meetings include both Undergraduate and Graduate level students.

Management Consulting Club

- Founded by MBA students this club seeks to gain experience as consultants through real world practice. Working with the TRU Gaglardi Project Manager they are supported in connecting with local organizations to complete projects to gain this experience.

Lunch with Leaders

- Through generous funding of a TRU alumni James McCreath graduate students have been able to attend small intimate sessions with industry leaders. Students gain valuable insight into different industries, career paths and general advice.

Coming Soon* Dean's Speakers Series

- Designed for students in our graduate level programs the Dean's Speakers Series will be an opportunity for high achieving TRU Gaglardi graduate students to meet with Senior Executives from a variety of companies. The sessions will help to elevate students experience here at TRU Gaglardi and reward those who have gone above and beyond during their studies. *Please note students are evaluated not only on academics but their community involvement and other factors TBD.

MBA Games

- Every year TRU Gaglardi supports a group of students to attend the MBA Games. The MBA games is a competition between 5 other institutions in BC with the winners moving onto a national level competition. Students compete in sprit, cases and athletic challenges.

MBA Club

- The MBA club supports student interests through meaningful events and workshops. TRU Gaglardi helps to support this club with connections to guest speakers and support for other activities such as case competitions.

Other Clubs

- TRU Women in Business Club
- HR Management Club
- Management and Consulting Club
- Economics Club
- TRU Student Investment Fund (TRUSIF) supported by TRU Gaglardi.
- Sales Club
- Enactus

THOMPSON RIVERS UNIVERSITY

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

The following approvals from the May 29, 2024 meeting of the Educational Programs Committee (EPC) are reported to Senate for <u>information purposes:</u>

<u>Program Modifications</u>
   i. Bachelor of Arts, Major in English

   <u>Comparison</u>   <u>All Fields</u>

   ii. Bachelor of Arts, Minor in Creative Writing

   <u>Comparison</u>   <u>All Fields</u>

   iii. Bachelor of Arts, Minor in English

   <u>Comparison</u>   <u>All Fields</u>

   iv. Bachelor of Engineering in Software Engineering

   <u>Comparison</u>   <u>All Fields</u>

<u>New Courses</u>
   i. CMNS 2140 Media, Representation and Society

      <u>All Fields</u>

   ii. ENST 3720 Qualitative Methods in Geography and Environmental Studies

      <u>All Fields</u>

   iii. ENST 4720 Community Engaged Action Research in Environmental Studies

      <u>All Fields</u>

   iv. PHYS 3050 Geophysics

      <u>All Fields</u>

   v. POLI 4130 Nonviolent Resistance

      <u>All Fields</u>

   vi. PSYC 4010 Foundational Counselling Skills

      <u>All Fields</u>

   vii. VISA 3210 Making Art with Community

      <u>All Fields</u>

<u>Course Deletions</u>

   i. APEC 1671 Development Cost Charges

[Comparison](#)   [All Fields](#)

<u>Course Modifications</u>

i. BBUS 4135 Motivation and Productivity

[Comparison](#)   [All Fields](#)

ii. CONV 1011 Introduction to Tourism

[Comparison](#)   [All Fields](#)

iii. EPHY 1700 Engineering Mechanics 1

[Comparison](#)   [All Fields](#)

iv. GEOL 4050 Applied Geophysics

[Comparison](#)   [All Fields](#)

v. HIST 1120 An Introduction to Canadian History

[Comparison](#)   [All Fields](#)

vi. HIST 1121 Canadian History to 1867

[Comparison](#)   [All Fields](#)

vii. HIST 3731 A Cultural History of Crime and Justice

[Comparison](#)   [All Fields](#)

viii. HRMN 3840 Labour Relations

[Comparison](#)   [All Fields](#)

ix. HRMN 3841 Labour Relations

[Comparison](#)   [All Fields](#)

x. MATH 1171 Calculus for Business and Economics

[Comparison](#)   [All Fields](#)

xi. MKTG 3451 Professional Selling

[Comparison](#)   [All Fields](#)

xii. MNGT 3730 Leadership

[Comparison](#)   [All Fields](#)

xiii. MNGT 3731 Leadership

[Comparison](#)   [All Fields](#)

xiv. MUSI 2700 Advanced Chorus 1

[Comparison](#)   [All Fields](#)

xv. PSYC 2040 Introduction to Brain and Behaviour

[Comparison](#)   [All Fields](#)

xvi. PSYC 3560 Neuropsychopharmacology of Addictive Substances

Comparison   All Fields

xvii.   THTR 3310 Acting for the Camera

Comparison   All Fields

xviii. TMGT 1110 Introduction to Tourism

Comparison   All Fields

xix.   TMGT 2600 Tourism Management Fundamentals

Comparison   All Fields

xx.   TMGT 4020 Graduating Seminar

Comparison   All Fields

xxi.   TMGT 4021 Graduating Seminar

Comparison   All Fields

xxii. TMGT 4600 Post-Baccalaureate Capstone in Tourism Management

Comparison   All Fields

Respectfully submitted on May 30, 2024 by

Shannon Smyrl, Chair, Educational Programs Committee

THOMPSON RIVERS UNIVERSITY

<u>RESEARCH COMMITTEE OF SENATE</u>

REPORT TO SENATE
Submitted by Shannon Wagner, Vice-President
Research

The Research Committee of Senate is proud to submit its 2023-24 annual report to Senate which highlights the Committee's involvement in advancing research at TRU.

For the first time in its history, TRU is one of Canada's top 50 research universities. This recognition illustrates the excellent research conducted by TRU's faculty and students. This ranking will increase TRU's reputation among universities in BC and across Canada and help attract students and faculty. TRU's research income was $8.5 million overall and its research intensity ranked 14th per faculty member and 17th per graduate student in its tier.

As part of its role, the Research Committee undertook an annual review of the university's Strategic Research Plan (2022-27) and provided advice on measuring success and the key challenge areas:
1. Understanding and responding to changing climate, its consequences for our environments (built, natural, social), and pursuing sustainable solutions;
2. Contributing to greater social cohesion and sense of belonging through a commitment to social justice, equity, diversity, inclusion, and social responsibility;
3. Strengthening health, quality of life, and cultural sustainability in our local and regional communities;
4. Advancing technological, social and economic development and innovation that improves people's lives; and,
5. Seeking truth, reconciliation, and rights through Indigenous-led research and capacity building.

In direct support of Strategic Research Plan initiatives led by Research and Graduate Studies, the Committee:

- invited Ted Gottfriedson, Secwépemc Cultural Advisor to TRU, to discuss the Secwépemc research ethics guidelines, the importance of following local cultural protocols when working with Indigenous communities, and the introduction of a new position to support Indigenous research and researchers on campus: S7extekékstmen.
- recommended Research Centre/Institute proposals for the creation of the Institute for Wildfire Science, Adaptation, and Resiliency and the Centre for

Population Health and Aging Rural Research.
- reviewed letters of intent for the upcoming Tier II Canada Research Chair vacancy and recommended a new chair in in Economics of Climate Change, Disasters, and Inequality.

Importantly, the Committee reviewed its Terms of Reference and was engaged in conversations on emerging topics impacting research such as effective research communications, data management and security, learning through research student presentation, and the Federal Policy on Sensitive Technology Research and Affiliations of Concern (STRAC).

Respectfully submitted,

DocuSigned by:

Shannon Wagner

F28811EFFBB94B6...

Dr. Shannon Wagner
Vice-President Research, on behalf of the Research Committee of Senate

THOMPSON RIVERS UNIVERSITY

GRADUATE STUDIES COMMITTEE OF SENATE

2023-2024 REPORT TO SENATE
Submitted by Jill Harvey, Chair

Over the past 12 months (April 1, 2023 – March 31, 2024) the Graduate Studies Committee of Senate met seven times and accomplished the following:

- Reviewed two new graduate courses for existing programs
- Reviewed graduate course that had minor changes
- Established Affiliate Membership status in Graduate Studies
- Reviewed and recommended 50 faculty applications for graduate-level instructor, associate or full supervisor status
- Struck sub-committees to adjudicate awards for:
    - Governor General's Gold Medal for Graduate Studies
    - Ken Lepin Award
    - Sherman Jen Award

Respectfully submitted,

Jill Harvey
Chair of the Graduate Studies Committee

THOMPSON RIVERS UNIVERSITY

UNIVERSITY TENURE AND PROMOTION COMMITTEE (UTPC)

Annual Report to Senate

For the Period July 1, 2023 – June 30, 2024

Membership from July 1, 2023 to June 30, 2024

Provost & Vice-President Academic, Gillian Balfour (ongoing)
VP Research, Shannon Wagner (ongoing)

Dean, Faculty of Law, Daleen Millard
Dean, Faculty of Education and Social Work, Yasmin Dean

Bob Gaglardi School of Business and Economics, Laura Lamb

Faculty of Adventure, Culinary Arts and Tourism, Lian Dumouchel

Faculty of Arts, Catherine Ortner

Faculty of Education and Social Work, Juliana West (effective Aug 1, 2023)

Faculty of Law, Craig Jones

Faculty of Science, Sean McGuinness (sabbatical Jan 1 – June 30, 2024)

Faculty of Student Development, Cindy James

Learning Design and Innovations, Carolyn Ives

School of Nursing, Renee Anderson

School of Trades and Technology, Paul Simpson

University Library
    Elizabeth Rennie (Jul 1, 2023 – Oct 4, 2023)
    Brenda Smith (effective Oct 5, 2023)

TRUFA Observer (non-voting), Tara Lyster
    Amy Paterson (substituted Jan 18, 2024)
    Mark Paetkau (substituted Feb 8 & 15, 2024)

Meeting Dates

September 20, 2023	February 1, 8, 15, 29, 2024
November 22, 2023	March 14, 2024
January 4, 11, 18, 25, 2024	

Summary Table 2023/2024

The number of Faculty Members recommended for tenure by their Division, Faculty or School Tenure & Promotion Committee (DFSTPC): Bob Gaglardi School of Business and Economics (4) Faculty of Arts (4) Faculty of Education and Social Work (3) Faculty of Law (1) Faculty of Science (7) Faculty of Student Development (3) Learning, Design and Innovations (1) School of Nursing (2) School of Trades and Technology (1)	26
The number of Faculty Members recommended for promotion by their Division, Faculty or School Tenure & Promotion Committee (DFSTPC): Bob Gaglardi School of Business and Economics • Associate Professor (2) Faculty of Arts • Associate Teaching Professor (4) Faculty of Education and Social Work • Associate Teaching Professor (3) • Associate Professor (1) • Professor (1) Faculty of Law • Associate Professor (1) Faculty of Science • Associate Teaching Professor (6) • Associate Professor (1) • Professor (1)	28

Faculty of Student Development • Counsellor II (1) • Instructional Support II (2) Learning, Design and Innovations • Associate Professor (1) School of Nursing • Associate Teaching Professor (1) • Teaching Professor (1) School of Trades and Technology • Associate Teaching Professor (2)	
The number of Faculty Members not recommended for tenure by their DFSTPC	0
The number of Faculty Members not recommended for promotion by their DFSTPC	2
The number of Faculty Members recommended by the DFSTPC for tenure and/or promotion which were not recommended by the University Tenure and Promotion Committee	0
The number of Faculty Members not recommended by the DFSTPC for tenure and/or promotion that were recommended by the University Tenure and Promotion Committee	0

Respectfully submitted,

Gillian Balfour, PhD, RN
Provost and Vice-President Academic
Chair, University Tenure and Promotion Committee

THOMPSON RIVERS UNIVERSITY

To:	Senate
From:	Michael Bluhm, AVP Enrolment Services and University Registrar
Date:	March 26, 2024
Subject:	**Thompson Rivers University Winter 2024 Election Results**

Winter 2024 election results for positions on the Board of Governors, Senate, the Planning Council for Open Learning and the TRU University Trust Board of Directors.

BOARD OF GOVERNORS

Two (2) Student representatives. Appointment term one year—September 1, 2024, to August 31, 2025.

Nominees

Rohini Ranganatha	**Elected**	712 votes
Mugesh Narayanasamy	**Elected**	709 votes
Zuber Ahmed		498 votes
Rayyan Khan		443 votes
Niharika Chhabra		89 votes
Nasrawaris Patel *withdrawn*		

SENATE

Four (4) Student representatives. Appointment term one year—September 1, 2024, to August 31, 2025.

Nominees

Mugesh Narayanasamy	**Elected**	740 votes
Rohini Ranganatha	**Elected**	723 votes
Robert Elon Newstrom	**Elected**	697 votes
Waqar Ul Mulk	**Elected**	608 votes
Rayyan Khan		458 votes
Nupur Gaba		233 votes
Bhavish Malhotra		186 votes
Niharika Chhabra		121 votes
Nasrawaris Patel *withdrawn*		

PLANNING COUNCIL FOR OPEN LEARNING (PCOL)

One (1) TRU Open Learning Student representative. Appointment term one year—September 1, 2024, to August 31, 2025.

Nominees

Kaitlyn Diamond	**Elected**	759 votes
Simranjeet Singh		138 votes
Sakshay Kapur		101 votes

TRU COMMUNITY TRUST BOARD OF DIRECTORS

One (1) TRU Student representative. Appointment term one year—September 1, 2024, to August 31, 2025.

Nominees

Cicyetkwu Bennett-Dunstan	**Elected**	703 votes
Rayyan Khan		561 votes