THOMPSON RIVERS UNIVERSITY

MEETING OF THE SENATE

Monday, October 28, 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 meeting is recorded, and are used to assist with preparing the minutes. Once the minutes of a meeting are approved, the recording is deleted.

1. **Call to Order**
   a. Remarks from the Chair
      i. Territorial Acknowledgment
      ii. Welcome new student Senator Rayyan Khan (replacing Elon Newstrom)

Page 1   **2.**   **Adoption of Agenda**

3. **Approval of Minutes**
Page 3   a. Minutes of senate meeting of September 23, 2024

4. **Reports of Officers**
   a. President and Vice-Chancellor
Page 8   i. President's Report to Senate (Information)
   b. Provost and Vice-President Academic (Information)

5. **Reports of Committees**
Page 13   a. Academic Planning and Priorities Committee (Items for Decision) —
Gillian Balfour
Page 18   i. Memo: Credit and Non-Credit Courses minor amendment (Information)
Page 21   ii. Memo: Academic Integrity Policy proposal (Information; *for Notice of Motion*)
Page 62   b. Budget Committee (Information) — Gillian Balfour

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6. Business

7. Correspondence

8. Question Period

9. Next Senate meeting

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

10. Termination of Meeting

THOMPSON RIVERS UNIVERSITY

MEETING OF THE SENATE

Monday, September 23, 2024
3.30pm to 5.30pm

House of Learning, HL190

MINUTES

Present: Brett Fairbairn (Chair), Greg Anderson, Gillian Balfour, Mike Bluhm, Doug Booth, Susan Butland, David Carter, John Church, Melba D'Souza, Yasmin Dean, DeRose, DeDe, Katia Dilkina, Sean Donlan, Greg Garrish, Tania Gottschalk, Mike Henry, Derek Knox, Sasha Kondrashov, Gurjit Lalli, Laura Lamb, Rita Leone, Jim Lomen, Ben Lovely, Heather MacLeod, Krish Maharaj, Daleen Millard, Waqar Mulk, Jamie Noakes, John Patterson, Baldev Pooni, Rohini Ranganatha, Gordon Rudolph, Anne Terwiel, Joanna Urban, Mark Wallin, Darren Watt, Juliana West, Joel Wood

Regrets: Mugesh Narayanasamy

Absent: Jason Bermiller, Paul Martin

Executives and Others Present: Baihua Chadwick (VP International), Scott Blackford (Associate General Counsel), Lynda Worth (University Governance Coordinator), Noah Arney (Policy Specialist)

1. **Call to Order**

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

   a. Remarks from the Chair
      i. Territorial Acknowledgment

      B. Fairbairn delivered the territorial acknowledgment.

      ii. Welcome new senators

      B. Fairbairn welcomed four new student senators, as well as the Interim Dean of Arts, Mark Wallin.

B. Fairbairn called for a moment of silence for two faculty members who recently passed away, Dr. Andrew Fergus and Dr. John Hull.

2. Adoption of Agenda

B. Fairbairn requested that agenda item 5.c. *Proposed revisions to policy ADM 20-0 Program Advisory Committees* be deferred to a later date, and there were no objections.

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

3. Approval of Minutes
a. Minutes of senate meeting of June 10, 2024

*On motion duly made and adopted, it was **RESOLVED** that the minutes of the senate meeting of June 10, 2024 be approved as circulated.*

4. Reports of Officers
a. President and Vice-Chancellor
   i. President's Report to Senate

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

b. Provost and Vice-President Academic

   G. Balfour delivered her report orally with a visual presentation. She spoke of a variety of items, including domestic recruitment, a wildfire curriculum update, TRUly Flexible, TRUBold, the Indigenous Membership Working Group, and also provided a Culture Conversation update. Further discussion ensued.

5. Business
a. Election of Vice-Chair of Senate

   B. Fairbairn asked senators if anyone wished to nominate a new vice-chair. Senator Wood indicated he wished to encourage other nominees, but was willing to remain in the position. Senator Anderson nominated Senator Wood for an additional term, and Senator Wood was acclaimed vice-chair for a second one-year term.

b. Proposed revisions to policy ED 08-0 Educational Standards in Credit Courses and Programs

G. Balfour asked senators for permission to allow N. Arney to speak to this agenda item. There were no objections. Discussion ensued.

*On motion duly made and adopted, it was **RESOLVED** that Senate approve the revisions to policy ED 08-0 Educational Standards in Credit Courses and Programs, as presented.*

6. **Reports of Committees**
   a. Academic Planning and Priorities Committee

   G. Balfour, chair of the Academic Planning and Priorities Committee (APPC), presented the committee's report. She presented 16 items for decision by senate, namely 15 Category III revisions, and one item for consideration by senate. The following resolutions resulted:

   *On motion duly made and adopted, it was **RESOLVED** that Senate approve the Category III Heavy Duty Equipment Technician Foundation Certificate, Horticulture Certificate, Industrial Mechanic (Millwright)/Machinist Foundation Certificate, Instrumentation and Control Technician Foundation Certificate, and Plumbing Foundation Certificate proposals as presented.*

   *On motion duly made and adopted, it was **RESOLVED** that Senate approve the Category III Associate of Science, Biology, Associate of Science, Chemistry, Associate of Science, Computing Science, Associate of Science, Geology, Associate of Science, Mathematics, and Associate of Science, Physics deletions as presented.*

   *On motion duly made and adopted, it was **RESOLVED** that Senate approve the Category III BA Major in Applied Creative Arts as presented.*

   *On motion duly made and adopted, it was **RESOLVED** that Senate approve the Category III Education Assistant and Community Support Certificate and associated course proposals as presented.*

   *On motion duly made and adopted, it was **RESOLVED** that Senate approve the Category III Bachelor of Arts, Major Program, and Co-op Option modifications as presented.*

   *On motion duly made and adopted, it was **RESOLVED** that Senate endorse the Revision Project for Policies Concerning Curriculum and Programs as presented.*

b. Educational Programs Committee

R. Chambers, chair of the Educational Programs Committee, presented the committee's report for information.

c. Budget Committee

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

B. Fairbairn raised a question regarding BCOS approval of the Diploma in Computer Network and Cybersecurity, seeking clarity on whether BCOS was recommending approval of the program or the fees for said program. As such, the following resolution resulted:

*On motion duly made and adopted, it was **RESOLVED** that Senate recommend the President recommend to the Board of Governors the approval of the Diploma in Computer Network and Cybersecurity.*

Note: *It was later determined that BCOS was providing senate with information only, namely that they were recommending approval of the fees (not the program) to the Board of Governors for the Diploma in Computer Network and Cybersecurity. Thus, the motion approved by Senate was not necessary.*

d. Steering Committee

Steering Committee chair, J. Sudhoff, presented the committee's June and September reports. The reports contained two items for decision, namely appointments to senate and other committees, and a decision on changes to Qelmúcw Affairs Committee terms of reference.

*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. Budget Committee
   Faculty:
   • Lisa Dyck, Nursing
2. Academic Planning and Priorities Committee (APPC)
   Staff:
   • Licheng Li
3. Steering Committee
   Faculty:
   • Rhonda McCreight, CELT, Nursing
   • Mohamed Tawhid, Science

4. Academic Integrity Committee (AIC)
Faculty:
• Bridget Orsetti, Adventure, Culinary Arts and Tourism (FACT)
• Jenna Goddard, Faculty of Student Development (FSD) (officially; through November 2025)
5. Research Committee
Faculty Senator:
• Melba D'Souza, Nursing (2nd term)
6. Academic Integrity Committee (AIC)
Faculty:
• Jenna Goddard, Faculty of Student Development (FSD)

J. Sudhoff spoke to the amount of work required regarding the revision of the Qelmúcw Affairs Committee terms of reference.

*On motion duly made and adopted, it was **RESOLVED** that Senate approve the revisions to the Qelmúcw Affairs Committee terms of reference as presented.*

e. Teaching and Learning Committee

B. McCollum, chair of the Teaching and Learning Committee, presented the committee's report which was circulated with the agenda package.

f. International Affairs Committee

B. Chadwick, chair of the International Affairs Committee, presented the committee's report for information. Senator Terwiel asked B. Chadwick if she could comment on the Guaranteed Fee Model for International Students, which she did.

7. **Question Period**

Given there was no meeting time remaining, there was no Question Period.

8. **Next Senate meeting**
a. The next regular meeting of Senate is on Monday, October 28, 2024 from 3.30-5.30 pm in the Brown Family House of Learning, Room HL190.

9. **Termination of Meeting**

There being no further business, the meeting was terminated at 5:30pm.

Note — I will be unable to attend the Senate meeting on Oct. 28 as I will be travelling to Universities Canada meetings, government meetings, and alumni events in Ottawa and Toronto.

FALL CONVOCATION 2024 — I had the honour of presiding over Fall 2024 Convocation ceremonies earlier this month, something I always consider to be a highlight of both the spring and fall seasons.

This fall, TRU presented 905 credentials (certificates, diplomas, baccalaureates, and degrees) to 879 graduates across 97 programs from 34 countries. Thirty-nine TRU staff assisted with the event, which was held at the Tournament Capital Centre. The event brought together faculty, staff, families, and friends to celebrate the graduates' accomplishments, dedication, and hard work.

In addressing the graduating students, I highlighted the benefits of education and the crucial role it plays in helping others, contributing positively to society, and driving change in a world with many uncertainties and challenges.

As reported by TRU's Newsroom, when asked for their best advice for incoming students, graduates shared these insights:

> Digital journalism graduate Karin Nishiwaki suggested everyone should make the most of their student journey. "Go outside. Don't stay inside too much. Enjoy your time as a student."

> Graduate Carlos Tajan hoped new students stay open-minded. "There is a lot of diversity here and it's a beautiful thing. You get to see and meet different people from different backgrounds. Try to make the most of it."

> Master of Arts in Human Rights and Social Justice graduate Caoimhe Laird urged students to savour the splendour of the great outdoors. "Embrace the natural beauty that is in Kamloops and around Kamloops! It is super rare to live in a place where you can access nature and the outdoors."

> Graduate Minhaj Khan encouraged students to persevere. "Hang in there! Keep going with the flow. It can get hard sometimes to manage your studies and work, but you will get through it."

I want to acknowledge the effort, time and energy invested by the graduates in their education, with the hope that their success here will drive future successes for all of them down the road.

EDI-AR OFFICE WELCOMES NEW EDI MANAGER — The Office of Equity, Diversity, Inclusion and Anti-Racism (EDI-AR) welcomes Keisha Morong as the new EDI Manager.
Keisha's 12 years of experience at TRU have included positions in Open Learning, Academic Advising, and, most recently, Program Coordination for TRU Gaglardi graduate programs.

Throughout her time at TRU, Keisha has been active in various EDI committees and initiatives, building on her background and passion in this field. Please help me welcome Keisha to this new role.

Also, the EDI-AR office is creating a Harassment and Discrimination Strategy Committee to develop an education strategy addressing harassment and discrimination. Staff, faculty, and students are invited to be members. Apply by Thursday, Oct. 31.

NEW RESEARCH FACULTY BREAKFAST A SUCCESS — Twenty-five faculty members joined the Research and Graduate Studies office for breakfast on Wednesday, Oct. 2. It was an opportunity for new research faculty to develop a supportive network of colleagues from across the university and hear about some of the key research supports offered by the office. Thanks to all those who were able to join. Please look for upcoming sessions on the TRU Connect events listing.

BOARD MEETING HIGHLIGHTS — The Friday, Oct. 4 meeting of the Board of Governors covered a variety of important topics, from new appointments to financial updates. Here are some key highlights:

- o The board welcomed six new members:
    - Nicole (Niki) Remesz (appointed community member)
    - Dancing Water Sandy (appointed community member)
    - Christine Sorensen (appointed community member)
    - Timothy Webber (appointed community member)
    - Mugesh Narayanasamy (elected student)
    - Rohini Ranganatha (elected student)

- o Award of Excellence — The board recognized Dr. Roderick (Rod) McCormick for being elected fellow of the Royal Society of Canada for his outstanding scholarly, scientific and artistic achievements (learn more). Rod's research has attracted more than $50 million in funding in the areas of Indigenous health and mental health, suicide prevention, capacity building and community wellness.

- o Finance Committee report — The board was provided an update on TRU's changing financial situation. While the current first-quarter budget shows a surplus for 2024/25, the university is projecting deficits starting in 2025/26. The board heard TRU is exploring initiatives to address the significant drop in international student enrolment, including

proposals for program innovation and financial restraint. Regular updates can be found on the TRU Budget Sustainability web page.

o Proposed guaranteed tuition fee model for international students — TRU is proposing a new guaranteed per-credit tuition fee model for international students. Pending board approval at the next board meeting in December, tuition fees would remain fixed for the duration of a student's program, plus one additional year, offering greater transparency and cost certainty. This initiative exceeds upcoming government requirements for tuition predictability, and TRU will be the only BC university to guarantee no fee increases during a student's studies, enhancing its reputation for strong international student support. If approved, the model would start in September 2025.

o Academic program approvals — The board approved the following new academic programs, which will now go to the provincial Degree Quality Assurance Board for review and consultation:
   - Bachelor of Arts, Major in Applied Creative Arts
   - Bachelor of Arts, Major in Politics and International Studies
   - Post-Baccalaureate Diploma in Politics and International Studies

o TRU Bold update — Provost Gillian Balfour provided updates on TRU Bold which aims to advance the university's academic priorities with new proposed academic priority areas. A series of campus consultations are being held in the coming weeks leading to Senate and Board approval in early 2025.

o BCNET update — In 2023/24, TRU spent $5.2 million on BCNET services, marking an 11 per cent increase from the previous year. Matt Milovick, VP Administration and Finance, said this spending supports a range of services, including procurement, cybersecurity and shared technology solutions. BCNET remains a critical partner for the university, contributing to cost-saving efficiencies and technological advancements.

o Economic Impact Study — Hannah Ruffridge from Lightcast discussed the economic impact of TRU on the local and provincial economy, with TRU's regional economic impact surpassing $885 million. Read the highlights of the study.

o Policy updates — The board approved a new Public Interest Disclosure Policy and revisions to BRD 18-0 Whistle Blower Policy, following the notice of motion period. Additionally, proposed revisions to BRD 17-0, Respectful Workplace and Harassment Prevention Policy were introduced as a notice of motion and will be discussed at the next board meeting.

TRU AMONG BEST OF KAMLOOPS — The Eureka! Science Camp and the TRU Print Shop were voted among the Best of Kamloops in this year's awards through KamloopsBCNow.

Eureka! took silver in the Best Summer Camp category. Every summer, the camp draws keen and inquiring minds to the TRU Kamloops campus to get hands-on with all kinds of experiments.

The TRU Print Shop captured bronze in the Best Printing Service category. From postcards to posters to glossy convocation booklets, the Print Shop's great works can be seen across TRU campuses.

UC SUBMISSION ON RESEARCH SECURITY — As part of its advocacy work, Universities Canada recently made a submission to Global Affairs Canada on research security.

The UC submission addressed the role of Canadian universities in advancing innovation and international research partnerships while emphasizing the need to safeguard research against evolving threats.

The document outlined the importance of research security, particularly in the face of malign efforts to exploit Canadian research. Canadian universities have implemented security measures supported by federal funding but face challenges such as increased administrative burdens and policy fragmentation across federal and provincial levels.

Key recommendations from UC included:

- Increase funding for the RSF research security stream to reflect escalating administrative burdens.

- Create a supplementary fund to ensure baseline support for smaller institutions to address capacity gaps.

- The Government of Canada should work with provinces to harmonize research security policies across Canada or establish a reciprocity framework to accept research security paperwork from another jurisdiction.

- The Government of Canada should standardize all departments implementing research security policies to STRAC to ensure consistency and predictability for Canadian researchers.

- As other countries develop research security frameworks, the Government of Canada should encourage harmonization with the Canadian approach, and work with international partners establish reciprocity for recognized research security policies.

- With current and any additional measures being considered by the government, research security policies must be continually articulated in a clear, open and

welcoming manner.

The submission concluded by advocating for policies that protect research while preserving academic freedom and innovation. Read the full submission here: https://www.ourcommons.ca/Content/Committee/441/SECU/Brief/BR13171211/br-external/UniversitiesCanada-e.pdf

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

- o Sept 24 – Continental Institute for International Studies (CIIS), India – delegation
- o Sept 27 – 2024 TRC Day Event at TRU
- o Oct 2 – Post Secondary Sector Institutions Meeting
- o Oct 11 – Fall Convocation
- o Oct 16 – TRU Board and City of Kamloops Council Meeting
- o Oct 17 – TRUnity Dessert Party
- o Oct 17 – President's Reception for Scholarship Students
- o Oct 22 – Fall Forum
- o Oct 22 – RUCBC Presidents' Committee Meeting
- o Oct 23 – Consul General India Luncheon
- o Oct 24/25 – Board Planning Session

THOMPSON RIVERS UNIVERSITY

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
OCTOBER 2024 REPORT TO SENATE

The October 10, 2024, meeting of APPC was chaired by Dr. Gillian Balfour. The following items came forward from APPC for Senate's approval:

<u>FOR APPROVAL</u>

1. **Credit and Non-Credit Courses policy minor amendment**, Noah Arney, Policy Specialist

   Motion Approved at APPC

   On motion duly made and adopted, APPC recommends to Senate the approval of the Credit and Non-Credit Courses policy minor amendment as presented.

2. **Academic Integrity Policy Proposal**, Noah Arney, Policy Specialist

   Motion Approved at APPC

   Be it resolved that APPC approves the proposed changes to the Academic Integrity policy ED 5-0, and recommends that Senate approve it.

3. **Category III, University Honours Certificate**, Will Garrett-Petts/Kellee Caton, Office of the Provost/Faculty of Adventure, Culinary Arts, and Tourism

   i.   University Honours Certificate

         All Fields

   ii.   UHON 1010 Sw7ecs re Secwépemc: Secwépemc Understandings

         All Fields

   iii. UHON 1020 Sw7ecs re t̓ícwell te Qelmúcw: Opening the Western Door

         All Fields

   iv.   UHON 2000 Kekelépens re stselxmém: Tracking Knowledge

         All Fields

   v.   UHON 3000 Honours Field Experience

         All Fields

   vi.   UHON 4000 Me7 cwítsctsen re s7elkst: Exploring a Great Question

[All Fields](#)

Motion Approved at APPC

On motion duly made and adopted, APPC recommends to Senate the approval of the Category III University Honours Certificate and associated course proposals as presented.

4. Wildfire-Related Programs-ARTS

   i. **Category III, Bachelor of Arts in Wildfire Studies**, Mark Wallin, Heather MacLeod, and Lisa Cooke, Faculty of Arts

      [All Fields](#)

   ii. **Category III, Diploma in Wildfire Studies**, Mark Wallin, Heather MacLeod, and Lisa Cooke, Faculty of Arts

      [All Fields](#)

   iii. **Category III, Emergency Communications Certificate**, Mark Wallin, Heather MacLeod, and Lisa Cooke, Faculty of Arts

      [All Fields](#)

   iv. **Category III, Wildfire Communication and Media Certificate**, Mark Wallin, Heather MacLeod, and Lisa Cooke, Faculty of Arts

      [All Fields](#)

Motion Approved at APPC

On motion duly made and adopted, APPC recommends to Senate the approval of the Category III Bachelor of Arts in Wildfire Studies, Diploma in Wildfire Studies, Wildfire Communication and Media Certificate, and Emergency Communications Certificate proposals as presented.

5. Wildfire-Related Programs-SCIENCE

   i. **Category III, Bachelor of Wildfire Science and Management**, Greg Anderson and Tom Pypker, Faculty of Science

      [All Fields](#)

   ii. **Category III, Wildfire Science Certificate**, Greg Anderson and Tom Pypker, Faculty of Science

      [All Fields](#)

Motion Approved at APPC

On motion duly made and adopted, APPC recommends to Senate the approval of the Category III Bachelor of Wildfire Science and Management and Wildfire Science Certificate proposals as presented.

6. Wildfire-Related Programs-FACT

    i. **Category III, Sociocultural Dynamics of Wildfire Certificate**, Doug Booth, Faculty of Adventure, Culinary Arts, and Tourism

        All Fields

    Motion Approved at APPC

    On motion duly made and adopted, APPC recommends to Senate the approval of the Category III Sociocultural Dynamics of Wildfire Certificate proposal as presented.

7. Wildfire-Related Programs-GSOBE

    i. **Category III, Wildfire Leadership Certificate**, Rhonda Dever, Gaglardi School of Business and Economics

        All Fields

    ii. FIRE 1200 Fireline Supervision

        All Fields

    iii. FIRE 1210 Wildfire Leadership

        All Fields

    iv. FIRE 1220 Systems Thinking for Wildfire Management

        All Fields

    Motion Approved at APPC

    On motion duly made and adopted, APPC recommends to Senate the approval of the Category III Wildfire Leadership Certificate and associated course proposals as presented.

8. **Category III, Early Childhood Education Diploma**, Dian Henderson, Faculty of Education and Social Work

    i. Early Childhood Education Diploma

        Comparison   All Fields

    ii. ECED 1320 Child Guidance

        Comparison   All Fields

iii.   ECED 1350 Introduction to Program Planning
    Comparison   All Fields

iv.   ECED 1360 Curriculum Development

    Comparison   All Fields

v.   ECED 1999 Special Topics in Early Childhood Education

            All Fields

vi.   ECED 2200 Practicum 3 – Demonstration Practicum

    Comparison   All Fields

vii.   ECED 2350 Advanced Program Development

    Comparison   All Fields

viii. ECED 2440 Working with Families

    Comparison   All Fields

ix.   ECED 3999 Special Topics in Early Childhood Education

            All Fields

Motion Approved at APPC

On motion duly made and adopted, APPC recommends to Senate the approval of the Category III Early Childhood Education Diploma and associated course proposals as presented.

9. **Program Review Deferral Approval Memo**, Shannon Smyrl and Justyna Burgess, Office of Mission Fulfilment and Quality Assurance

Motion Approved at APPC

On motion duly made and adopted, APPC recommends to Senate the approval of the proposed Program Review Deferral Approval Memo as presented.

FOR INFORMATION

10. **Assessing Attainment of PLO and ILO through Program Review**, Stephen Doubt, Assurance of Learning Sub-Committee

Motion Approved at APPC

On motion duly made and adopted, APPC approves that the "Assessing Attainment of PLOs and ILOs" document be adopted to guide the review process, including embedding this assessment in the program review process.

Motion Approved at APPC

On motion duly made and adopted, APPC approves that the Office of Quality Assurance, in addition to other elements of TRU's curriculum governance process,

support APPC in its responsibility for the ongoing cyclical review and revision of the ILO model and procedures.

Motion Approved at APPC

On motion duly made and adopted, APPC approves that with this recommendation and the accompanying document, the Assurance of Learning sub-committee has met its stated objectives and should now be dissolved.

11. **Program Review: Physics Major Mid-Cycle Update,** Greg Anderson, Mark Paetkau, and Anusha Venkataraman, Faculty of Science

Respectfully submitted on October 11, 2024 by

Gillian Balfour, Chair, Academic Planning and Priorities Committee

THOMPSON RIVERS UNIVERSITY

MEMORANDUM

To: Brett Fairbairn, Senate Chair

From: Noah Arney, Policy Specialist
             Office of the Provost & VP Academic, Office of the General Counsel
Date: August 22, 2024

Subject: Minor amendment to Credit and Non-Credit Courses policy

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Purpose of this document:

This memo is to recommend a minor amendment to the Credit and Non-Credit Courses policy (ED 8-1).

Background of Policy:

The Credit and Non-Credit Courses policy (the Policy) delineates the difference between TRU's credit courses and non-credit courses. The main distinction identified is that credit courses are approved by Senate while non-credit courses are not. The Policy goes on to say that non-credit courses do not appear on TRU transcripts and do not satisfy prerequisites for credit programs. The policy also includes a line restricting admission to courses for those not actively enrolled in a program. The policy has not been changed since 2004, and has several, mostly minor, conflicts with other policies.

Discussion:

The Policy refers to criteria that limits the enrolment of students in credit courses in a way that contradicts current and long established practices as well as the more recent Student Admission policy (ED 1-0) which was revised and approved in 2020.

The Student Admission policy enables students to be admitted to TRU and enrol in credit courses as Visiting Students or as Dual Credit students who are not in a TRU program. These students enrol as Unclassified students rather than being linked to a specific faculty and/or program.

The Policy stipulates that students must be admitted to a program or have the permission of the instructor to enrol in credit courses. Seeking the permission of instructors for Visiting and Dual Credit students has not been our practice as long as institutional collective memory can recall, and doing so would create prohibitive delays for students as well as administrative burden on faculty members.

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The recommended minor amendment will eliminate the contradiction between policies, preserve admission-related policy content in a single admission policy, and align policy with current practice.

This update will also lend support to the expansion of our Unclassified category as a flexible entry point for students seeking to take a limited number of courses as exploratory studies, pre-qualifying access, upgrading, etc., in addition to the existing Visiting and Dual Credit categories.

Summary of Proposed Amendments:

- Removing the line "Enrolment into credit courses requires prior acceptance into a TRU program or the permission of the instructor" from the Policy.

Summary of Engagement:

- Review by Registrar

Action Requested:

Approving the minor amendment to the Policy.

Attachments:

- Credit and Non-Credit Courses Policy in Redline

THOMPSON RIVERS UNIVERSITY

CREDIT AND NON-CREDIT COURSES

POLICY NUMBER	ED 08-1
APPROVAL DATE	JUNE 3, 2004
PREVIOUS AMENDMENT	OCTOBER, 1989
REVIEW DATE	JUNE, 2009
AUTHORITY	SENATE
PRIMARY CONTACT	REGISTRAR AND/OR APPROPRIATE DEAN

POLICY

All Thompson Rivers University (TRU) courses fall into one of two categories: credit or non-credit. These are defined as follows:

I. **CREDIT COURSES**

TRU courses which carry credit towards a TRU certificate, diploma, or degree are known as credit courses. Credit courses are listed in the Calendar, and registration in such courses is open to suitably qualified members of the general public. ~~Enrolment into credit courses requires prior acceptance into a TRU program or the permission of the instructor.~~

Curriculum content and academic standards are defined for all credit courses, and students receive a final grade based on their performance and determined according to Policy ED 8-0 (unless the student has registered as an audit student).

Students are issued TRU transcripts to document their achievement in credit courses. On successful completion of a program, students may apply for a Certificate, Diploma, or Degree.

The offering of credit courses, together with their curriculum and academic standards, is subject to the approval of the Vice-President, Academic and University Council.

II. **NON-CREDIT COURSES**

TRU offers short non-credit courses in a wide variety of subjects. Registration in such courses is open to the general public. Completion of a non-credit course may lead to a Certificate of Completion, but academic standards are not normally defined. Non-credit courses do not satisfy prerequisite requirements for credit programs.

Occasionally certification for a non-credit course may be provided by an external agency (as in the case of first-aid training, for example). However, TRU transcripts are not issued, nor do non-credit courses lead to TRU certificates, diplomas, or degrees.

THOMPSON RIVERS UNIVERSITY

MEMORANDUM

To: Brett Fairbairn, Senate Chair

From: Noah Arney, Policy Specialist
Office of the Provost & VP Academic, Office of the General Counsel
Date: October 1, 2024

Subject: Proposed new Academic Integrity policy

Purpose of this document:

This memo is to recommend the approval of the proposed Academic Integrity policy, to replace the Student Academic Integrity policy (ED 5-0).

Background of Policy:

Over the last several years APPC has had several working groups consulting and planning on improving the academic integrity prevention and response at TRU. The Academic Integrity Action Planning Group in spring 2024 put forward their proposals on the improvement of our processes, a new Academic Integrity policy, a new Operational Guide, and new Terms of Reference for the Academic Integrity Committee.

Attached is the proposed new Academic Integrity Policy which was conceived of and moved into consultation by the APG in the spring. Over the course of the summer through additional consultation and revision the attached policy was drafted.

Discussion:

The primary changes recommended by the APG were the creation of an Office of Academic Integrity to handle the administrative work and reporting work involved in academic integrity, the creation of Dean's Designates in each faculty to support the work of making decisions regarding departures from academic integrity, and improvements to the policy to provide more clarity around the process and around definitions of departures from academic integrity.

Summary of Proposed Amendments:

- Updated policy statement reframing academic integrity as an expectation and departures from academic integrity as the concerns;
- Structural reorganization of the policy;
- A clause stating the jurisdiction of the policy as separate from the Integrity in Research and Scholarship policy;
- A definitions section to explain common terms including definition of Dean's Designates;

- Moving Academic Integrity administrative matters from the Office of Student Affairs to the Office of Academic Integrity;
- Language improvements to recognize the rise of online and AI concerns in academic integrity;
- The addition of unapproved AI use in student work as a specific type of Fabrication under the policy;
- The addition of language supporting academic integrity cases regarding fake credentials and transcripts;
- The addition of language clarifying that harming another student's academic work is an academic integrity concern;
- Clarity around education or training requirements as a remedial sanction;
- Clarity in the scope of authority and procedures for Instructors, Dean's Designates, the AIC, and the President;
- The addition of Decision Standards language into the policy;
- Addition of language around reporting of Academic Integrity if identified by someone other than the course instructor; and
- Improved appeals language.

Summary of Engagement:
- Academic Integrity Working Group (March 2022 – October 2023)
- Academic Integrity Action Planning Group (October 2023 – May 2024)
- APPC (March 2022 – May 2024)
- Academic Integrity Committee review (August 2024)
- Public review (August 2024)
- Three post-writing engagement sessions (August – September 2024)
- Review by Legal (August – September 2024)

Action Requested:
Putting the attached revision of the Academic Integrity policy to Notice of Motion and then Approving it; having the policy come into effect for all cases after May 5th 2025. For any Academic Integrity cases in process on May 5th 2025 the Office of Academic Integrity will determine the procedurally fair process as appropriate.

Proposed Motion:
RESOLVED that Senate approves the proposed changes to the Academic Integrity policy ED 5-0, to come into effect on May 5th 2025.

Attachments:
- Academic Integrity Policy in Redline
- Academic Integrity Policy Clean

~~Student~~ Academic Integrity

Policy Name	~~Student~~ Academic Integrity
First Approved	2006
Last Approved	April 2020
Approval Authority	Senate
Category	Conduct
Primary Contact	Director, <u>Office of Academic Integrity</u>~~Student Affairs~~
Administrative Contact	

POLICY

<u>Teaching, learning, and research form the heart of any university, and it is vital that these activities be undertaken with and promote academic integrity. This policy outlines the rights and responsibilities of all members of the</u> Thompson Rivers University (TRU) <u>community (students, employees, or anyone holding a university appointment) with respect to understanding and adhering to</u> ~~students are required to comply with the standards of~~ academic integrity ~~set out in this policy~~.

It is the responsibility of <u>all members of the</u> TRU <u>community to understand the importance of academic integrity, what constitutes Departures from Academic Integrity, the process by which suspected Departures are investigated and the range of actions and sanctions the University can apply in response to confirmed Departures.</u> ~~employees to take reasonable steps to prevent and to detect acts of academic dishonesty. It is an instructor's responsibility to confront a student when such an act is suspected and to take appropriate action if academic dishonesty, in the opinion of the instructor, has occurred.~~

~~Members of the TRU community, including students, engaged in research or scholarship, are also required to comply with the University's policy on Integrity in Research and Scholarship ED 15-2.~~

REGULATIONS

<u>This policy applies to academic integrity in credit and non-credit classes or programs of study offered by TRU. Allegations of Departures from Academic Integrity or scholarly misconduct outside of a class or program of study falls under the jurisdiction of the Integrity in Research and Scholarship policy.</u>

~~Student~~ Academic Integrity

1 DEFINITIONS

1. **Academic Integrity**: A commitment to honesty, trust, fairness, respect, responsibility, and courage in all academic work and/or relationships.
2. **Academic Integrity Committee**: A committee of Senate created for the purposes of reviewing Departures from Academic Integrity and acting as a Decision Maker.
3. **Academic Work**: Any work or performance by a student submitted for assessment in a credit or non-credit course.
4. **Dean's Designate**: A person designated by the Dean of a Faculty for a term of a year or more to act as the Decision Maker for Departures from Academic Integrity in courses and programs in the Dean's Faculty. This role can be taken on by the Dean.
5. **Decision Maker**: Either the Dean's Designate or the Academic Integrity Committee in their capacity as being able to make a decision on Departures from Academic Integrity within their scope.
6. **Departure from Academic Integrity (Departure)**: Conduct~~under this policy~~ that, regardless of intent, goes against academic integrity and enables or attempts to enable a person to gain an unfair advantage in academic performance.
7. **Instructor**: an employee of TRU who is a Faculty Member, Open Learning Faculty Member, Open Learning Exams Supervisor, or an instructor.
8. **Reasonable Error:** A student error in academic work that that does not rise to the level of a Departure from Academic Integrity but that will often require resolution in a teaching context or ordinary academic penalties. Clarification of a reasonable error is provided by the Office of Academic Integrity.
9. **Student**: A person who is admitted, registered, or enrolled in a credit or non-credit course or program of study offered by TRU. A person who is no longer registered at the University but who is alleged to commit a Departure from Academic Integrity while registered in a course or program of study at the University is also considered a student under this policy.

~~1~~2 RESPONSIBILITIES ~~OF THE OFFICE OF STUDENT AFFAIRS~~

1. The University, directly and through the Office of Academic Integrity, is responsible for:
    a. Ensuring that all policies and procedures related to academic integrity are publicly available and proactively communicated to the TRU community and applied consistently and effectively.
    b. Building and maintaining a culture of academic integrity through educational efforts, including the creation of dedicated resources for the TRU community (e.g., handbooks or other operational guides).
    c. Providing technology programs and systems consistent with the Responsible Use of Information Technology Facilities and Services Policy. This includes, but is not limited

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to, maintaining a database to record Departures from Academic Integrity while ensuring appropriate confidentiality and data privacy.

d. Ensuring that procedures for investigating and assessing Departures from Academic Integrity are fair, transparent, and consistent.

e. Supporting faculty in their efforts to follow evidence-based practices in pedagogy and assessment to foster a culture of academic integrity.

f. Providing appropriate training for Decision Makers.

g. Developing, maintaining and making available an operational guide on processes for Departures from Academic Integrity which will be approved by Senate's Academic Planning and Policy Committee (APPC).

h. Producing and presenting to senate a report of Departures from Academic Integrity annually.

2. Instructors are responsible for:

a. Making expectations under this policy clear and explicit to students in course materials (including course outlines) and in instructions for assignments and exams.

b. Reducing the occurrence of Departures through effective course and assessment design and administration.

c. Engaging in community learning on academic integrity at TRU.

d. Investigating and reporting all suspected Departures from Academic Integrity in accordance with this policy and related procedures.

3. Students are responsible for:

a. Reading and understanding this policy and associated policies and procedures.

b. Refraining from Departures from Academic Integrity.

c. Refraining from assisting or attempting to assist others in Departures, including taking reasonable precautions to prevent their work from being used by other parties or other unauthorized sharing of course materials, exams, or assignments with other students or with any third-party sharing sites or services.

~~Case Management: The Office of Student Affairs shall undertake all aspects of academic integrity case management following initiation of a case report, including but not limited to:~~
~~Ensuring completeness and accuracy of case files;~~
~~Correspondence with the student and the initiator of the Case Report Form as required;~~
~~Preparation of case files for consideration by the Academic Integrity Committee; and~~
~~Administration of resolutions and sanctions;~~
~~Maintenance of Records and Reporting:~~
~~The Office of Student Affairs shall maintain the official and confidential institutional records of academic integrity cases for 10 years. Other members of the university community shall keep only those records relating to academic integrity cases which they may need in the future; such records will be kept in a secure location and are subject to the University's Records Retention/Destruction Policy.~~
~~The Office of Student Affairs shall produce and present to Senate a report of academic integrity cases on an annual basis which report will not include references to students' names.~~

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~~Education: The Academic Integrity Committee has a role to educate faculty and students on issues and standards relative to academic integrity.~~

~~2 COMPOSITION OF ACADEMIC INTEGRITY COMMITTEE~~

1. ~~The Academic Integrity Committee shall be comprised of the following members appointed by Senate:~~
   a. ~~At least six Faculty Members, with no more than one from each School or Faculty, nominated by the respective Faculty Councils;~~
   b. ~~One Dean;~~
   c. ~~Three Undergraduate students nominated by the TRU Students' Union;~~
   d. ~~One Graduate student;~~
   e. ~~One TRU World International Education representative –nominated by the Associate Vice President, International and CEO Global Operations;~~
   f. ~~One Open Learning representative –nominated by the Vice Provost Open Learning;~~
   g. ~~One Library representative – nominated by the Library Director;~~
   h. ~~Director of Student Affairs or designate (ex-officio, non-voting)~~
2. ~~The Chair of the committee shall be a voting member of the committee nominated and elected by the committee.~~
3. ~~The committee will have the support of one secretary provided by the Office of Student Affairs (to maintain records, minutes, database and other such files). The secretary will set up all meetings and related duties.~~
4. ~~Committee members will serve a term of up to three (3) years and may be reappointed, with the exception of student members who shall serve a term of up to one (1) year and may be reappointed.~~
5. ~~A quorum will consist of fifty percent (50%) of voting members, and must include at least two students and two (2) faculty members. Vacancies on the committee will not invalidate any of its decisions provided a quorum was present in person or by teleconference when the decision was made.~~
6. ~~In addition to the three undergraduate students on the committee, the TRU Students' Union may appoint other undergraduate students from time to time to be Alternate Student Members on the committee.~~
7. ~~Whenever there is a vacancy on the committee for any of the three undergraduate student members, the TRU Students' Union may designate one of the Alternate Student Members to fill the vacancy until Senate fills that vacancy. Such Alternate Student Member attending meetings of the committee shall have all the powers and duties of a student member of the committee appointed by Senate.~~
8. ~~Prior to any meeting of the committee, the Chair of the committee will at least seven days prior to the meeting send an email providing notice of the meeting to all committee members. All members of the committee will reply by email to the Chair of the~~

~~Committee at least 96 hours prior to the start of the meeting (the "Reply Deadline") advising the Chair of their availability to participate in the meeting. If any of the three undergraduate students on the committee: (i) replies indicating that they are not available; or (ii) fails to reply to the Chair by the Reply Deadline, the TRU Students' Union may designate one of the Alternate Student Members to attend that meeting in the place of the student member who is unavailable or who has failed to reply by the Reply Deadline. Such Alternate Student Member attending that meeting of the committee shall have all the powers and duties of a student member of the committee appointed by Senate.~~

9. ~~When a committee member is absent from scheduled meetings, the constituency that that member is supposed to represent is being represented less than is intended by the regulations of the policy. A committee member who is absent for three consecutive meetings of the committee, without authorization from the committee for that absence, is deemed to have vacated his/her seat. Committee members are expected to submit their request for absence to the committee in writing. To be fair to their constituents, members of the committee who expect to be absent for more than three consecutive meetings, should promptly seek a leave of absence, or resign their seat, rather than allowing their seat to be vacant for 3 meetings before it is deemed to be vacated and then, subsequently, filled.~~

3 PROCEDURAL FAIRNESS~~DUE PROCESS~~

In the administration and adjudication of cases of alleged Departures from Academic Integrity~~academic dishonesty~~, the Office of ~~Student Affairs~~Academic Integrity and the Academic Integrity Committee shall be guided by the following principles:

1. The right to a fair process, including for the participants to be initially informed of that process and their rights in the process, and to be informed of substantive decisions at each stage.
2. The right of participants to the support of an advisor or peer of their choosing at all stages of the process, provided that there is no right to counsel at hearings of the Academic Integrity Committee.
3. The right to know the details of the case including the right to view all written evidence.
4. The right to make submission and to provide responses to the submissions of others with the student being allowed the final submission.
5. The right to an impartial adjudicator.
6. The right to an expedient adjudication to normally take place within sixty (60) days of the commencement of the case.
7. The right of a student to be presumed innocent until a finding is made.
8. The right to reasonable confidentiality.

~~DECISIONS~~

~~Student~~ Academic Integrity

~~Notwithstanding policy ED 4-0, Student Academic Appeals, all decisions of the Academic Integrity Committee are final and binding and may be appealed to the Appeals Committee only on the grounds that the Academic Integrity Committee failed to follow the process set out in this policy and regulations.~~

Commented [NA3]: Moved to new Appeals section

4 DEPARTURES FROM ACADEMIC INTEGRITY~~FORMS OF ACADEMIC DISHONESTY~~

Commented [NA4]: Changes from move were accepted to make changes to text clearer.

Departures from Academic Integrity can vary greatly in scope and severity. They include, but are not limited to, the following categories:

1. **Cheating**: Cheating is an act of deception by which a student misrepresents (or assists another student in misrepresenting) that they~~he or she~~ ha~~s~~ve mastered information on an assignment, test, project or other academic exercise that the student has not mastered. Examples include:
   a. Copying from another student's test paper or assignment (paper or digital).
   b. Allowing another student to copy from a test, paper, or assignment~~s~~.
   c. Using the course textbook, electronic devices, or other material such as a notebook not authorized for use during a test.
   d. Collaborating during a test with any other person by receiving information without authority.
   e. Using exam aids or other non-authorized materials during a test (e.g., notes, formula lists, crib sheets, etc.).
2. **Academic Misconduct**: Academic misconduct is the intentional violation of TRU academic procedures by tampering with grades, taking part in obtaining or distributing any part of a test (unadministered or otherwise), or by other means of academic deception not explicitly identified in other sections of this policy. Examples include:
   a. Stealing, buying, or otherwise obtaining all or part of a test, answer key, grade or other document by any means.
   b. Selling or making available to another all or part of a test or assignment, including answers to a test.
   c. Obtaining an un-administered test or any information about the test from another person or organization, in person or digitally.
   d. Providing an un-administered test or assignment, or any information related to work submitted for assessment, ~~about the test~~ to another person or organization, in person or digitally, without the express permission of the instructor, copyright holder, or University.
   e. Entering a building or office or digital platform for the purpose of changing a grade in a grade book, on a test, or on other work for which a grade is given.

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f. Changing, altering, or being an accessory to the changing and/or altering of a grade ~~in~~ on official academic record.~~a grade book, on a test, a "change of grade" form, or other official academic records of TRU which relate to grades.~~

g. Entering a building or office or digital platform for the purpose of obtaining or examining a potential test document or assignment that has not been made public.

h. Impersonating another student, or permitting someone to impersonate you, in any assessment.

i. Submitting false or fake credentials, documents, or transcripts for access to a program or to receive credit at TRU.

j. Deliberately interfering in another student's ability to succeed in any academic activity, including through the tampering with or destruction of another student's work, course materials, or personal property such as a laptop or other digital device.

~~h.~~

3. **Fabrication**: Fabrication is the intentional use of invented information or the falsification of research or other findings, including the use of unapproved human assistance or unapproved tools which generate content, such as generative artificial intelligence or similar computer or machine learning tools (AI Tools). Examples include:

    ~~a.   Listing sources in a bibliography not used in the academic exercise.~~

    ~~b.~~a. Inventing data or source of information for research or other academic exercise, including the production of text, images, code, video, or summaries of one's own written work using AI tools.

    ~~c.~~b. Submitting as one's own, any academic exercise (e.g., written work, printing, sculpture, etc.) not prepared ~~totally~~ wholly by them, including the output of unapproved AI tools (e.g., submitting assignments to websites for the generation of solutions).~~or in part by another.~~

    c. Citing information not taken from the source indicated.

    ~~d.~~

4. **Plagiarism**: Plagiarism is the inclusion of someone else's words, ideas, images, or data as one's own work without proper acknowledgement. Examples include:

    ~~e.~~a. When a student submits work for credit that includes the words, ideas, images or data of others, without acknowledging the source of that information ~~must be acknowledged~~ through complete, accurate, and specific citations, and, if verbatim statements are included, through quotation marks or block format.

    ~~f.~~b. By placing ~~his/her~~ their name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.

    ~~g.~~c. Self -plagiarism, which involves handing in all or part of an essay or assignment completed for a previous or another course without the consent of the instructor of the second course.~~, is also a form of plagiarism, and an infraction of this Academic Integrity Policy.~~

DRAFT - for consultation purposes

A student will avoid plagiarism if there is an acknowledgement of indebtedness:
   a. Whenever the student quotes another person's actual words.
   b. Whenever the student uses another person's idea, opinion or theory, even if it is completely paraphrased in the student's own words.
   c. Whenever the student cites facts, statistics, or other illustrative materials from a published source or a lecture when that material is not considered common knowledge.
   d. Whenever the student uses images produced by another person.
   e. Citing facts or statistics or using illustrative materials considered to be common knowledge is not considered plagiarism.

5 S~~ANCTIONS~~ANCTIONS

~~The~~ A range of responses and sanctions are applied to Departures from Academic Integrity, with the most severe reserved for serious, systematic, and repeated Departures. In addition to providing students with education-promoting and rehabilitative options whenever possible and appropriate, Decision Makers ~~Committee~~ shall determine a resolution or sanction, or combination of sanctions, from the list below:

1. **No Sanction**: In the event that the ~~Academic~~ Decision Maker~~Integrity Committee does not~~ determines that no Departure ~~dishonesty~~ has occurred, no sanction will be administered and the student's file related to the allegation will be destroyed.
2. **Reprimand**: Where appropriate, the Decision Maker may ~~The Academic Integrity Committee~~ forwards to the student a written Letter of Reprimand, stating that the student's behaviour is unacceptable to TRU. A Letter of R~~r~~eprimand is recorded in the ~~Academic~~ academic ~~Integrity~~ integrity D~~d~~ata-B~~b~~ase. ~~as a first offence, and may be used only once in a student's academic career at TRU.~~
3. ~~Reduction~~ Assignment of~~of~~ **Grade**: The Decision Maker ~~student's grade~~ may ~~be decreased~~assign a student's grade on an assignment, test or project.
4. **Remedial Sanctions**: The Decision Maker ~~Academic Integrity Committee~~ may, in consultation with the relevant stakeholders, order participation in a specified education or training program for academic or educational purposes, completion of an assignment or project ~~other remedial~~ ~~sanctions~~ as deemed appropriate (e.g., essay, research, or paper related to topic, resubmission of assignment, etc.) or other, remedial or restorative sanctions. If the student fails to comply with this order ~~the committee may impose an~~ alternative sanctions may be imposed by the Decision Maker.
5. **Failure of Course**: The student is assigned an "F". In the case of an "F", a student may not withdraw from the course ~~n~~or receive a refund. An "F" will appear on the student's transcript.

~~Student~~ Academic Integrity

6. **Suspension**: The Academic Integrity Committee may recommend to the President the suspension of the student for a definite or indefinite time period ~~from TRU~~.

~~6 FORMS OF ACADEMIC DISHONESTY~~

Commented [NA5]: Moved above Sanctions

~~4. Cheating~~

~~Cheating is an act of deception by which a student misrepresents (or assists another student in misrepresenting) that he or she has mastered information on an assignment, test, project or other academic exercise that the student has not mastered. Examples:~~

~~f. Copying from another student's test paper or assignment.~~
~~g. Allowing another student to copy from a test paper or assignments.~~
~~h. Using the course textbook, electronic devices, or other material such as a notebook not authorized for use during a test.~~
~~i. Collaborating during a test with any other person by receiving information without authority.~~
~~j. Using exam aids or other non-authorized materials during a test (e.g., notes, formula lists, crib sheets etc.).~~

~~5. Academic Misconduct~~

~~Academic misconduct is the intentional violation of TRU academic procedures by tampering with grades, taking part in obtaining or distributing any part of a test (unadministered or otherwise), or by other means of academic deception not explicitly identified in other sections of this policy. Examples include:~~

~~i. Stealing, buying, or otherwise obtaining all or part of a test, answer key, grade or other document by any means.~~
~~j. Selling or making available to another all or part of a test or assignment, including answers to a test.~~
~~k. Obtaining an un-administered test or any information about the test from another person.~~
~~l. Providing an un-administered test or any information about the test to another person.~~
~~m. Entering a building or office for the purpose of changing a grade in a grade book, on a test, or on other work for which a grade is given.~~
~~n. Changing, altering, or being an accessory to the changing and/or altering of a grade in a grade book, on a test, a "change of grade" form, or other official academic records of TRU which relate to grades.~~
~~o. Entering a building or office for the purpose of obtaining or examining a potential test document or assignment that has not been made public.~~
~~p. Impersonating another student, or permitting someone to impersonate you, in any assessment.~~

~~6. Fabrication~~

~~Fabrication is the intentional use of invented information or the falsification of research or other findings. Examples include~~

~~a.   Listing sources in a bibliography not used in the academic exercise.~~
~~b.   Inventing data or source of information for research or other academic exercise.~~
~~c.   Submitting as one's own, any academic exercise (e.g., written work, printing, sculpture, etc.) prepared totally or in part by another.~~
~~d.   Citing information not taken from the source indicated.~~

~~7.   Plagiarism~~
~~Plagiarism is the inclusion of someone else's words, ideas, images, or data as one's own work. When a student submits work for credit that includes the words, ideas, images or data of others, the source of that information must be acknowledged through complete, accurate, and specific citations, and, if verbatim statements are included, through quotation marks or block format.~~

~~By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.~~

~~Self -plagiarism, which involves handing in all or part of an essay or assignment completed for another course without the consent of the instructor of the second course, is also a form of plagiarism, and an infraction of this Academic Integrity Policy.~~

~~A student will avoid plagiarism if there is an acknowledgement of indebtedness:~~
~~a.   Whenever the student quotes another person's actual words.~~
~~b.   Whenever the student uses another person's idea, opinion or theory, even if it is completely paraphrased in the student's own words.~~
~~c.   Whenever the student cites facts, statistics, or other illustrative materials from a published source or a lecture when that material is not considered common knowledge.~~
~~d.   Whenever the student uses images produced by another person.~~
~~e.   Citing facts or statistics or using illustrative materials considered to be common knowledge is not considered plagiarism.~~

~~Visit the Office of Student Affairs website to access more information on the academic integrity process, resources and forms. https://www.tru.ca/osa~~

6   PROCEDURE FOR DEPARTURES FROM ACADEMIC INTEGRITY

6.1   SCOPE OF AUTHORITY

1.   **Instructors**: Instructors have the responsibility to investigate possible Departures from Academic Integrity, meet with students to review them, and to report to the Office of Academic Integrity, on all possible Departures from Academic Integrity that exceed reasonable errors as articulated in this policy.

2. **Dean's Designate**: Dean's Designates have the authority to decide suspected first Departures, provided they are neither major nor complex Departures, and to impose a range of sanctions up to and including a mark assignment of zero on the student work related to the Departure.
3. **Academic Integrity Committee**: The Academic Integrity Committee has authority to decide suspected major and complex first Departures and all suspected second or subsequent Departures and to impose a range of actions and sanctions up to and including a failing grade in the course related to the Departure. They may recommend suspension for a definite or indefinite time period.
4. **President**: Only the President has authority to impose suspensions for Departures from Academic Integrity and may only implement such sanctions for Departures when they are recommended by the Academic Integrity Committee.

6.2 DECISION STANDARDS

1. Decision Makers shall make decisions on a balance of probabilities, that is, whether or not it is more likely than not that the student committed the Departure from Academic Integrity.
2. Decisions on alleged Departures must be decided based on the evidence provided, this policy, guidance on best practice provided or sanctioned by the Office of Academic Integrity, and the earlier decisions of the Academic Integrity Committee.

6.3 PROCESSES FOR DEPARTURES FROM ACADEMIC INTEGRITY

1. **Fact Finding and Reporting for Departures from Academic Integrity Within a Course:**
   a. If an instructor believes a student has committed a Departure, the instructor shall meet with the student to discuss the matter as soon as is practicable.
   b. Where a member of the TRU Community, other than the course instructor, believes a student has committed a Departure, they shall report such alleged Departure to the instructor or to the Office of Academic Integrity. The Office of Academic Integrity shall provide the report to the course instructor and the instructor shall meet with the student to discuss the matter as soon as is practicable.

   > **Commented [NA6]:** Substantive change from Legal

   c. If, after discussing the matter with the student, the instructor still reasonably believes the student committed a Departure, the instructor shall submit a report of such Departure to the Office of Academic Integrity, and the Office of Academic Integrity shall provide a copy of the report to the student and to the Decision Maker~~Dean's Designate~~.
   d. After receiving the report, the student shall have seven (7) days to submit a response to the Office of Academic Integrity. The Office of Academic Integrity shall provide the student's response to the instructor and the Decision Maker~~Dean's Designate~~.
2. **Fact Finding and Reporting for Departures from Academic Integrity Outside of a Course:**

a. Where a member of the TRU community believes a student has committed a Departure outside of a course they shall report such alleged Departure to the Office of Academic Integrity. The Office of Academic Integrity shall provide the report to the relevant Dean's Designate to act in place of an instructor, and the process as set out in 6.3.1 shall be followed. The alleged Departure will be within the scope of the Academic Integrity Committee. ~~an appropriate~~
b. Anonymous allegations are not accepted.

3. **Review by the Dean's Designate:**
    ~~For Departures within their scope of authority, the Dean's Designate reviews the submissions of the instructor and the student and, when warranted, implements actions and sanctions within their authority.~~
    a. If, during the review, the Dean's Designate determines that the matter lies outside of their authority, they must notify the Office of Academic Integrity of that decision.
    b. The decisions of the Dean's Designate should normally take place within 45 days of the date the instructor submitted the report.

4. **Review by the Academic Integrity Committee:**
    ~~For Departures that are within their scope of authority~~Dean's Designate, the Academic Integrity Committee reviews the submissions of the instructor and the student and, when warranted, implements actions and sanctions within its authority.
    a. When warranted, the Academic Integrity Committee recommends suspension to the President.
    b. The decisions and recommendations of the Academic Integrity Committee should normally take place within 60 days of the date when the instructor submitted the report.

7 PRESIDENTIAL REVIEW AND APPEALS

1. Presidential Review:
    a. Academic Integrity Committee decisions that include a recommendation of suspension are reviewed by the President under the Suspension of Students Policy (ED 7-0). They may not also be appealed to the Student Academic Appeals Committee.
    b. During a presidential review the President reviews the submissions of the student, the instructor, the Office of Academic Integrity, as well as the findings of the Academic Integrity Committee.
    c. The President may uphold or rescind the sanctions of the Academic Integrity Committee, and may decide on a recommendation of suspension in accordance with the Suspension of Students Policy (ED 7-0).
2. Student Academic Appeals Committee:
    a. Decisions of Decision Makers ~~and all decisions of~~that do not include a recommendation for suspension may be appealed to the Student Academic

Appeals Committee, in accordance with the Student Academic Appeals Policy (ED 4-0), but only on the grounds that the Decision Maker(s) deviated from procedural fairness as set out in this policy.

b.   The Student Academic Appeals Committee has the authority to uphold or rescind decisions of the Dean's Designate or the Academic Integrity Committee on grounds of procedural fairness.

1.3. The Director of the Office of Academic Integrity or their Designate will act in lieu of the Decision Maker for all Presidential reviews and appeals to the Student Academic Appeals Committee (the Respondent under the Student Academic Appeals policy ED 4-0), to provide information on the content and context of alleged Departures from Academic Integrity and process.

Academic Integrity

Policy Name	Academic Integrity
First Approved	2006
Last Approved	April 2020
Approval Authority	Senate
Category	Educational; Conduct
Primary Contact	Director, Office of Academic Integrity
Administrative Contact	

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7. **Instructor**: an employee of TRU who is a Faculty Member, Open Learning Faculty Member, Open Learning Exams Supervisor, or an instructor.

8. **Reasonable Error:** A student error in academic work that that does not rise to the level of a Departure from Academic Integrity but that will often require resolution in a teaching context or ordinary academic penalties. Clarification of a reasonable error is provided by the Office of Academic Integrity.

9. **Student**: A person who is admitted, registered, or enrolled in a credit or non-credit course or program of study offered by TRU. A person who is no longer registered at the University but who is alleged to commit a Departure from Academic Integrity while registered in a course or program of study at the University is also considered a student under this policy.

2 RESPONSIBILITIES

1. The University, directly and through the Office of Academic Integrity is responsible for:
   a. Ensuring that all policies and procedures related to academic integrity are publicly available and proactively communicated to the TRU community and applied consistently and effectively.
   b. Building and maintaining a culture of academic integrity through educational efforts, including the creation of dedicated resources for the TRU community (e.g., handbooks or other operational guides).
   c. Providing technology programs and systems consistent with the Responsible Use of Information Technology Facilities and Services Policy. This includes, but is not limited to, maintaining a database to record Departures from Academic Integrity while ensuring appropriate confidentiality and data privacy.
   d. Ensuring that procedures for investigating and assessing Departures from Academic Integrity are fair, transparent, and consistent.
   e. Supporting faculty in their efforts to follow evidence-based practices in pedagogy and assessment to foster a culture of academic integrity.
   f. Providing appropriate training for Decision Makers.
   g. Developing, maintaining and making available an operational guide on processes for Departures from Academic Integrity which will be approved by Senate's Academic Planning and Policy Committee (APPC).
   h. Producing and presenting to senate a report of Departures from Academic Integrity annually.

2. Instructors are responsible for:
   a. Making expectations under this policy clear and explicit to students in course materials (including course outlines) and in instructions for assignments and exams.

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    b. Reducing the occurrence of Departures through effective course and assessment design and administration.

    c. Engaging in community learning on academic integrity at TRU.

    d. Investigating and reporting all suspected Departures from Academic Integrity in accordance with this policy and related procedures.

3. Students are responsible for:

    a. Reading and understanding this policy and associated policies and procedures.

    b. Refraining from Departures from Academic Integrity.

    c. Refraining from assisting or attempting to assist others in Departures, including taking reasonable precautions to prevent their work from being used by other parties or other unauthorized sharing of course materials, exams, or assignments with other students or with any third-party sharing sites or services.

3 PROCEDURAL FAIRNESS

In the administration and adjudication of cases of alleged Departures from Academic Integrity, the Office of Academic Integrity and the Academic Integrity Committee shall be guided by the following principles:

1. The right to a fair process, including for the participants to be initially informed of that process and their rights in the process, and to be informed of substantive decisions at each stage.

2. The right of participants to the support of an advisor or peer of their choosing at all stages of the process, provided that there is no right to counsel at hearings of the Academic Integrity Committee.

3. The right to know the details of the case including the right to view all written evidence.

4. The right to make submission and to provide responses to the submissions of others with the student being allowed the final submission.

5. The right to an impartial adjudicator.

6. The right to an expedient adjudication to normally take place within sixty (60) days of the commencement of the case.

7. The right of a student to be presumed innocent until a finding is made.

8. The right to reasonable confidentiality.

4 DEPARTURES FROM ACADEMIC INTEGRITY

Departures from Academic Integrity can vary greatly in scope and severity. They include, but are not limited to, the following categories:

1. **Cheating**: Cheating is an act of deception by which a student misrepresents (or assists another student in misrepresenting) that they have mastered information on an

assignment, test, project or other academic exercise that the student has not mastered. Examples include:

    a. Copying from another student's test paper or assignment (paper or digital).

    b. Allowing another student to copy from a test, paper, or assignment.

    c. Using the course textbook, electronic devices, or other material such as a notebook not authorized for use during a test.

    d. Collaborating during a test with any other person by receiving information without authority.

    e. Using exam aids or other non-authorized materials during a test (e.g., notes, formula lists, crib sheets, etc.).

2. **Academic Misconduct**: Academic misconduct is the intentional violation of TRU academic procedures by tampering with grades, taking part in obtaining or distributing any part of a test (unadministered or otherwise), or by other means of academic deception not explicitly identified in other sections of this policy. Examples include:

    a. Stealing, buying, or otherwise obtaining all or part of a test, answer key, grade or other document by any means.

    b. Selling or making available to another all or part of a test or assignment, including answers to a test.

    c. Obtaining an un-administered test or any information about the test from another person or organization, in person or digitally.

    d. Providing an un-administered test or assignment, or any information related to work submitted for assessment, to another person or organization, in person or digitally, without the express permission of the instructor, copyright holder, or University.

    e. Entering a building or office or digital platform for the purpose of changing a grade in a grade book, on a test, or on other work for which a grade is given.

    f. Changing, altering, or being an accessory to the changing and/or altering of a grade on official academic record.

    g. Entering a building or office or digital platform for the purpose of obtaining or examining a potential test document or assignment that has not been made public.

    h. Impersonating another student, or permitting someone to impersonate you, in any assessment.

    i. Submitting false or fake credentials, documents, or transcripts for access to a program or to receive credit at TRU.

    j. Deliberately interfering in another student's ability to succeed in any academic activity, including through the tampering with or destruction of another student's work, course materials, or personal property such as a laptop or other digital device.

3. **Fabrication**: Fabrication is the intentional use of invented information or the falsification of research or other findings, including the use of unapproved human assistance or unapproved tools which generate content, such as generative artificial intelligence or similar computer or machine learning tools (AI Tools). Examples include:

a. Inventing data or source of information for research or other academic exercise, including the production of text, images, code, video, or summaries of one's own written work using AI tools.

b. Submitting as one's own, any academic exercise (e.g., written work, printing, sculpture, etc.) not prepared wholly by them, including the output of unapproved AI tools (e.g., submitting assignments to websites for the generation of solutions).

c. Citing information not taken from the source indicated.

4. **Plagiarism**: Plagiarism is the inclusion of someone else's words, ideas, images, or data as one's own work without proper acknowledgement. Examples include:

a. When a student submits work for credit that includes the words, ideas, images or data of others, without acknowledging the source of that information through complete, accurate, and specific citations, and, if verbatim statements are included, through quotation marks or block format.

b. By placing their name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.

c. Self -plagiarism, which involves handing in all or part of an essay or assignment completed for a previous or another course without the consent of the instructor of the second course.

A student will avoid plagiarism if there is an acknowledgement of indebtedness:

a. Whenever the student quotes another person's actual words.

b. Whenever the student uses another person's idea, opinion or theory, even if it is completely paraphrased in the student's own words.

c. Whenever the student cites facts, statistics, or other illustrative materials from a published source or a lecture when that material is not considered common knowledge.

d. Whenever the student uses images produced by another person.

e. Citing facts or statistics or using illustrative materials considered to be common knowledge is not considered plagiarism.

5 SANCTIONS

A range of responses and sanctions are applied to Departures from Academic Integrity, with the most severe reserved for serious, systematic, and repeated Departures. In addition to providing students with education-promoting and rehabilitative options whenever possible and appropriate, Decision Makers shall determine a resolution or sanction, or combination of sanctions, from the list below:

1. **No Sanction**: In the event that the Decision Maker determines that no Departure has occurred, no sanction will be administered and the student's file related to the allegation will be destroyed.

2. **Reprimand**: Where appropriate, the Decision Maker may forward to the student a written Letter of Reprimand, stating that the student's behaviour is unacceptable to TRU. A Letter of Reprimand is recorded in the academic integrity database.

3. **Assignment of Grade**: The Decision Maker may assign a student's grade on an assignment, test or project.

4. **Remedial Sanctions**: The Decision Maker may, in consultation with the relevant stakeholders, order participation in a specified education or training program for academic or educational purposes, completion of an assignment or project as deemed appropriate (e.g., essay, research, or paper related to topic, resubmission of assignment, etc.) or other, remedial or restorative sanctions. If the student fails to comply with this order alternative sanctions may be imposed by the Decision Maker.

5. **Failure of Course**: The student is assigned an "F". In the case of an "F", a student may not withdraw from the course or receive a refund. An "F" will appear on the student's transcript.

6. **Suspension**: The Academic Integrity Committee may recommend to the President the suspension of the student for a definite or indefinite time period.

6 PROCEDURE FOR DEPARTURES FROM ACADEMIC INTEGRITY

6.1 SCOPE OF AUTHORITY

1. **Instructors**: Instructors have the responsibility to investigate possible Departures from Academic Integrity, meet with students to review them, and to report to the Office of Academic Integrity, on all possible Departures from Academic Integrity that exceed reasonable errors as articulated in this policy.

2. **Dean's Designate**: Dean's Designates have the authority to decide suspected first Departures, provided they are neither major nor complex Departures, and to impose a range of sanctions up to and including a mark assignment of zero on the student work related to the Departure.

3. **Academic Integrity Committee**: The Academic Integrity Committee has authority to decide suspected major and complex first Departures and all suspected second or subsequent Departures and to impose a range of actions and sanctions up to and including a failing grade in the course related to the Departure. They may recommend suspension for a definite or indefinite time period.

4. **President**: Only the President has authority to impose suspensions for Departures from Academic Integrity and may only implement such sanctions for Departures when they are recommended by the Academic Integrity Committee.

6.2 DECISION STANDARDS

1. Decision Makers shall make decisions on a balance of probabilities, that is, whether or not it is more likely than not that the student committed the Departure from Academic Integrity.

2. Decisions on alleged Departures must be decided based on the evidence provided, this policy, guidance on best practice provided or sanctioned by the Office of Academic Integrity, and the earlier decisions of the Academic Integrity Committee.

6.3 PROCESSES FOR DEPARTURES FROM ACADEMIC INTEGRITY

1. **Fact Finding and Reporting for Departures from Academic Integrity Within a Course:**
   a. If an instructor believes a student has committed a Departure, the instructor shall meet with the student to discuss the matter as soon as is practicable.
   b. Where a member of the TRU Community, other than the course instructor, believes a student has committed a Departure, they shall report such alleged Departure to the instructor or to the Office of Academic Integrity. The Office of Academic Integrity shall provide the report to the course instructor and the instructor shall meet with the student to discuss the matter as soon as is practicable.
   c. If, after discussing the matter with the student, the instructor still reasonably believes the student committed a Departure, the instructor shall submit a report of such Departure to the Office of Academic Integrity, and the Office of Academic Integrity shall provide a copy of the report to the student and to the Decision Maker.
   d. After receiving the report, the student shall have seven (7) days to submit a response to the Office of Academic Integrity. The Office of Academic Integrity shall provide the student's response to the instructor and the Decision Maker.
2. **Fact Finding and Reporting for Departures from Academic Integrity Outside of a Course:**
   a. Where a member of the TRU community believes a student has committed a Departure outside of a course they shall report such alleged Departure to the Office of Academic Integrity. The Office of Academic Integrity shall provide the report to the relevant Dean's Designate to act in place of an instructor, and the process as set out in 6.3.1 shall be followed. The alleged Departure will be within the scope of the Academic Integrity Committee.
   b. Anonymous allegations are not accepted.
3. **Review by the Dean's Designate:**
   a. For Departures within their scope of authority, the Dean's Designate reviews the submissions of the instructor and the student and, when warranted, implements actions and sanctions within their authority. If, during the review, the Dean's Designate determines that the matter lies outside of their authority, they must notify the Office of Academic Integrity of that decision.
   b. The decisions of the Dean's Designate should normally take place within 45 days of the date the instructor submitted the report.
4. **Review by the Academic Integrity Committee:**
   a. For Departures that are within their scope of authority, the Academic Integrity Committee reviews the submissions of the instructor and the student and, when warranted, implements actions and sanctions within its authority. When warranted, the Academic Integrity Committee recommends suspension to the President.

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b. The decisions and recommendations of the Academic Integrity Committee should normally take place within 60 days of the date when the instructor submitted the report.
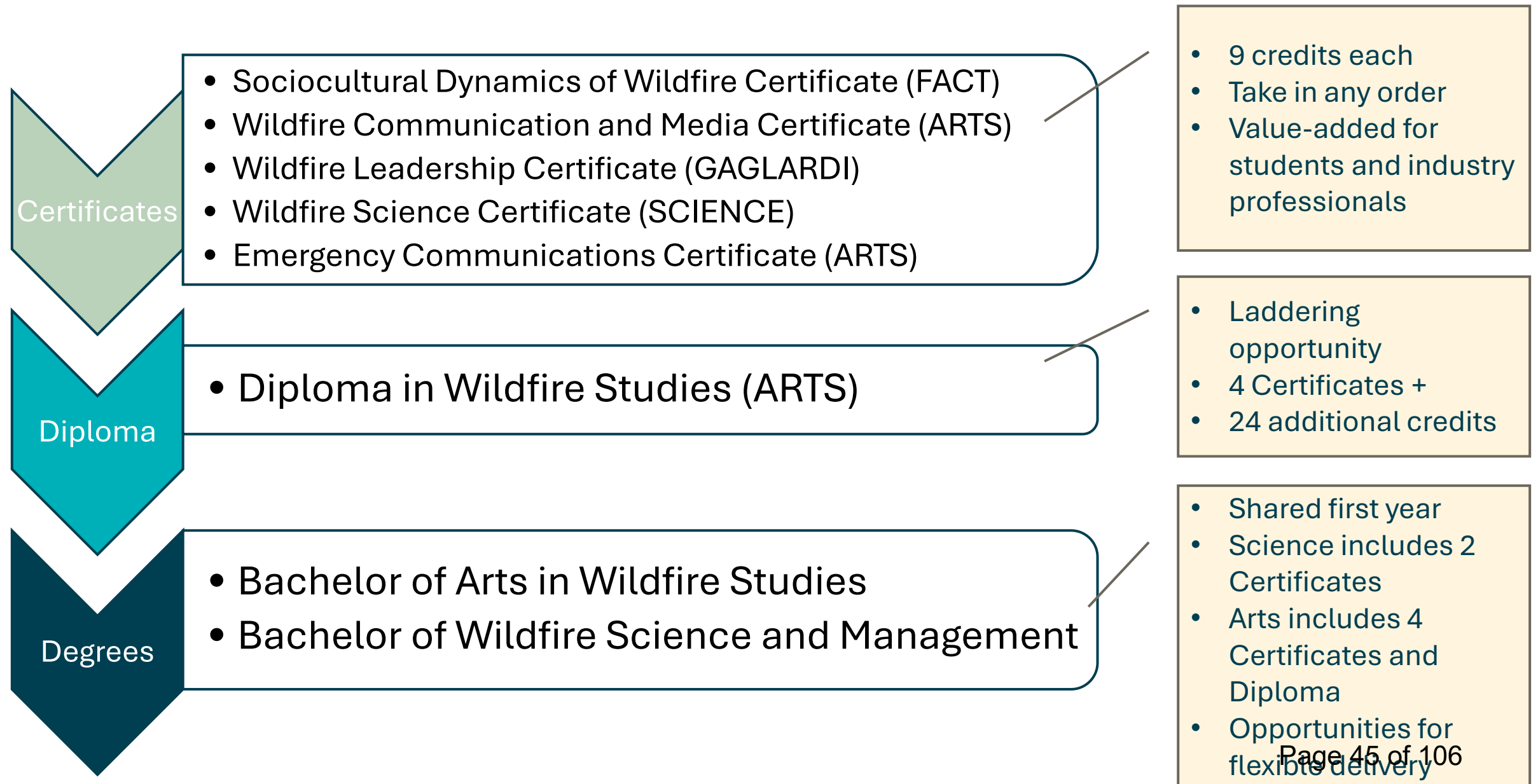
7 PRESIDENTIAL REVIEW AND APPEALS

1. Presidential Review:
    a. Academic Integrity Committee decisions that include a recommendation of suspension are reviewed by the President under the Suspension of Students Policy (ED 7-0). They may not also be appealed to the Student Academic Appeals Committee.
    b. During a presidential review the President reviews the submissions of the student, the instructor, the Office of Academic Integrity, as well as the findings of the Academic Integrity Committee.
    c. The President may uphold or rescind the sanctions of the Academic Integrity Committee, and may decide on a recommendation of suspension in accordance with the Suspension of Students Policy (ED 7-0).
2. Student Academic Appeals Committee:
    a. Decisions of Decision Makers that do not include a recommendation for suspension may be appealed to the Student Academic Appeals Committee, in accordance with the Student Academic Appeals Policy (ED 4-0), but only on the grounds that the Decision Maker(s) deviated from procedural fairness as set out in this policy.
    b. The Student Academic Appeals Committee has the authority to uphold or rescind decisions of the Dean's Designate or the Academic Integrity Committee on grounds of procedural fairness.
3. The Director of the Office of Academic Integrity or their Designate will act in lieu of the Decision Maker for all Presidential reviews and appeals to the Student Academic Appeals Committee (the Respondent under the Student Academic Appeals policy ED 4-0), to provide information on the content and context of alleged Departures from Academic Integrity and process.

Wildfire Studies
Undergraduate Curriculum Package

8 Credentials from 4 Faculties/Schools:

Certificates

- Sociocultural Dynamics of Wildfire Certificate (FACT)
- Wildfire Communication and Media Certificate (ARTS)
- Wildfire Leadership Certificate (GAGLARDI)
- Wildfire Science Certificate (SCIENCE)
- Emergency Communications Certificate (ARTS)

- 9 credits each
- Take in any order
- Value-added for students and industry professionals

Diploma

- Diploma in Wildfire Studies (ARTS)

- Laddering opportunity
- 4 Certificates +
- 24 additional credits

Degrees

- Bachelor of Arts in Wildfire Studies
- Bachelor of Wildfire Science and Management

- Shared first year
- Science includes 2 Certificates
- Arts includes 4 Certificates and Diploma
- Opportunities for flexible delivery

TRU Wildfire Studies

Curriculum Package – October 2024

This proposed package of undergraduate curriculum offers a broad educational experience in wildfire studies, supporting the TRU Wildfire commitment to clear educational pathways for those seeking careers in wildfire.

The curriculum has been built on the momentum of strong Ministry support for educational initiatives in Wildfire Studies and, with its submission for ministry approval, TRU will be well-positioned to be a leader in the province in this area.

The Curriculum:

The package includes 2 Degrees, 1 Diploma and 5 Certificates.

BA in Wildfire Studies	Bachelor of Wildfire Science & Management
Shared Year one of both Arts and Science Degrees Wildfire Science Certificate Sociocultural Dynamics of Wildfire Certificate	
Year two of the Arts Degree Wildfire Leadership Certificate Wildfire Communication and Media Certificate **Diploma in Wildfire Studies**	**Year two of the Science Degree**
Years 3&4 of Arts Degree	**Years 3&4 Science Degree**
Emergency Communications Certificate – Elective Option	

BA in Wildfire Studies/Diploma in Wildfire Studies

Program Description

The BA in Wildfire Studies is an interdisciplinary program that offers diverse certificates, diploma, and major options. This program prepares students for a range of roles in the fields of Wildfire science, management, leadership, communications and media relations, as well as offering a grounded understanding and foundation in various Indigenous cultural wildfire and land-based practices. By critically examining wildfires through an emphasis on socio-economic, colonial, political, geographical inequities, the impact of wildfires are understood to impact individuals, cultures, and communities disproportionately. The BA in Wildfire Studies equips students with the tools to contextualize and critically examine these uneven impacts by grounding learning at the intersections of the material realities of wildfires on the ground through Wildfire Science and the Sociocultural impacts of wildfire on communities and individuals.

Program Outcomes

1. Contextualize and critically examine wildfires and wildfire management from a local, national and global perspective
2. Engage with, recognize and respect the value of diverse worldviews and explain why doing so is critical in the context of wildfires
3. Identify and articulate tools that enable them to engage with communities in ethically and socially responsible ways
4. Reflect upon their place as active participants in decolonization and reconciliation in the ongoing systems of colonization within Canada and beyond
5. Cultivate respectful participation as members and/or leaders of diverse teams by offering alternative solutions or courses of action that may build upon or synthesize contributions from others when communicating about wildfires.
6. Engage in interdisciplinary analysis of the environmental, social, political, economic, and cultural complexities of wildfires
7. Contextualize and critically examine wildfires and wildfire management for their implications locally and globally
8. Engage with, recognize, and respect the value of diverse worldviews and explain why doing so is critical in the context of wildfires
9. Articulate a grounded understanding and foundation in various Indigenous cultural wildfire and land-based practices

Program Architecture – Bachelor of Arts in Wildfire Studies	
Year One	
Wildfire Science Certificate	
Sociocultural Dynamics of Wildfire Certificate	
Fall Semester	Winter Semester
FIRE 1000 Intro to Fire Science FIRE 1010 Wildfire Dynamics FIRE 1020 Impacts of Wildfire ENGL 1100 University Writing ADVT 1020 or GEOG 1000 or BIOL 1210	FIRE 2100 Colonial Land-Use Mgmt & Fire FIRE 2110 Braiding Knowledges: Western & Indigenous Perspectives FIRE 2120 Wildfire Economic Impacts on Rural, Indigenous and Recreation Tourism ANTH 2140 Indigenous Peoples GEOG 2020 or NRSC 1500
Year Two	
Wildfire Leadership Certificate	
Wildfire Communication and Media Certificate	
Fall Semester	Winter Semester
FIRE 1200 Fireline Supervision FIRE 1210 Wildfire Leadership FIRE 1220 Systems Thinking Wildfire Mngt PHIL 2010 Intro to Ethics Elective at 1000/2000 level	FIRE 2410 Wildfire Community Relations FIRE 2420 Wildfire Communications FIRE 2430 Wildfire Media Relations SOCI 2620 Sociology of the Environment Elective at any level
Diploma in Wildfire Studies Complete	
Year Three	
Fall Semester	Winter Semester
POLI 3470 Biopolitics ENST 3720 Qualitative Methods ENST 3120 Solutions to Climate Crisis Elective at any level Elective at any level	FIRE 3300 Wildfire and Community FIRE 3310 *Indigenous/Secwepemc Fire Practices/ Protocols (tentative name; interest in co-development) ANTH 3270 Indigenous Peoples Nat. Res. Mngt. Elective at any level Elective at any level
Year Four	
Fall	Winter
FIRE 4440 Wildfire Community and Pop. Health ENST 4720 Community Engaged Action Research FIRE 4600 Wildfire Governance and Policy THTR 4700 Eco-Critical Landscapes Elective at 3000/4000 level	FIRE 4280 Wildfire Studies Capstone ANTH 4050 Indigenous Reserve Communities FIRE 4610 Wildfire and Risk PHIL 4350 Environmental Ethics Elective at 3000/4000 level
ILO Requirements	

- Teamwork – ENST 3120
- Communication – ENGL 1100
- Lifelong learning – PHIL 2010
- Social responsibility – GEOG 1000; PHIL 2010
- Knowledge – POLI 3470
- Critical Thinking – ENST 3720
- Intercultural Awareness – ANTH 2140
- Indigenous Knowledge and ways – ANTH 2140

Bachelor of Wildfire Science and Management

Program Description

Wildfire is a frequent occurrence in Canada, with roughly 7,000 annual fires burning an average of 2.5 million hectares (about half the size of Nova Scotia) per year in recent times. Area burned and the associated impacts have been increasing due to land development and climate change. The Bachelor of Wildfire Science and Management provides students with an interdisciplinary education that will prepare them to meet those challenges. Knowledge of wildfire science is enhanced with attention to the socioeconomics, culture, health and well-being of communities, in recognition of the complex impacts associated with wildfire. Graduates of this program will have education aligned with standards for professional forestry practice and be prepared for potential roles within provincial and federal governments, Indigenous forest management, or environmental and forestry-related consulting services.

Program Outcomes

1. Contextualize and critically examine wildfires and wildfire management from a local, national and global perspective
2. Have advanced understanding of wildland fire resiliency and risk reduction including fuels sampling, inventory and management
3. Articulate major concepts in ecology and apply them to the conservation, restoration and management of natural resources
4. Understand forest ecology in health and disease, and processes related to forest management
5. Understand fire behaviour and prediction and factors that influence both
6. Engage in interdisciplinary analysis of the environmental, social, political, economic, and cultural complexities of wildfires
7. Engage with, recognize, and respect the value of diverse worldviews and explain why doing so is critical in the context of wildfires
8. Critically evaluate peer-reviewed literature to determine, articulate and defend evidence-based best practice

Program Architecture – Bachelor of Wildfire Science and Management	
Year One *Wildfire Science Certificate* *Sociocultural Dynamics of Wildfire Certificate*	
Fall Semester	**Winter Semester**
FIRE 1000 Intro to Fire Science	FIRE 2100 Colonial Land-Use Mgmt & Fire
FIRE 1010 Wildfire Dynamics	FIRE 2110 Braiding Knowledges: Western & Indigenous Perspectives
FIRE 1020 Impacts of Wildfire	FIRE 2120 Wildfire Economic Impacts on Rural, Indigenous Recreation
ENGL 1100 University Writing	ANTH 2140 Indigenous Peoples
ADVT 1020 or GEOG 1000 or BIOL 1210	GEOG 2020 or NRSC 1500
Year Two	
Fall Semester	**Winter Semester**
MATH 1140 Calculus	NRSC 1220 Dendrology 2
NRSC 1120 Dendrology 1	NRSC 2200 Forest Ecology and Silvics 2
NRSC 2000 Intro to Soils	NRSV 2110 Forest Mensuration & Fuels
NRSC 2100 Forest Ecology and Silvics 1	BIOL 3000 Biometrics Systems
CHEM 1500 Bonding & Organic Chem	CMNS 2290 Technical CMNS or FIRE 2420 Fire Communication
Year Three	
Fall Semester	**Winter Semester**
NRSC 3200 Silviculture (f2f or OL)	FIRE 4300 Wildfire and Ecological Reclamation
NRSC 4110 Watershed Management	GEOG 2750 GIS
NRSC 4020 Entomology (f2f or OL)	FRST 3073 Forest Harvesting (OL)
ECON 1900 Microeconomics	NRSC 4130 Fire Ecology and Management
ELECTIVE (choose from list)	ELECTIVE (choose from list)
Year Four	
Fall	**Winter**
NRSC 4140 N.R. Policy & Planning	NRSC 4210 Conflict Resolution/Natural Resources
FIRE 4110 Fire Behaviour and Weather	FIRE 4100 Forest Management
FIRE 4400 Trends in Fire Research	FIRE 4500 Prescribed Burning
NRSC 4030 Pathology	FIRE 4230 Capstone
ELECTIVE (choose from list)	Elective (choose from list)
Electives List Must choose at least 1 from each category	
Fire Science & Management	*Personal and Population Health*
FIRE 4600 Wildfire Governance and Policy	FIRE 3330 Occupational Health and Well-being
NRSC 4040 Wildlife Management and Conservation 1FIRE 4990 Directed Studies	FIRE 4440 Community and Population Health Nursing
	GEOG 3991Climate Change and Regional Impacts
Cultural Practices	
ANTH 3430 Indigenous Resource Management ANTH 4050 Indigenous Reserve Communities BIOL 3430 Plants and People TMGT 4700 Indigenous Tourism SOCW 4800 International Social Work	
ILO Requirements	

- Teamwork – NRSC 4210

- Communication – ENGL 1100

- Lifelong learning – FIRE 4300

- Social responsibility – NRSC 1500

- Knowledge – NRSC 4020

- Critical Thinking – NRSC 4110

- Intercultural awareness – NRSC 4140

- Indigenous Knowledge and ways – ANTH 2140

- Capstone –FIRE 4230

Certificates

Wildfire Science Certificate (9 Credits)	
The proposed Wildfire Science Certificate is designed to teach students the science fundamentals of this field including fire management and impacts. Graduates of this program will have a unique advantage for employment roles that require knowledge of wildfire science, such as within provincial and federal governments, Indigenous forest management, or environmental and forestry-related consulting services. *Learning Outcomes:* • Discuss wildfires and wildfire management from local to global perspectives • Examine factors that influence fire behaviour and prediction, including vegetative fuels, weather, and climate • Engage in interdisciplinary analysis of the environmental, social, political, economic, and cultural complexities of wildfires	FIRE 1000 Intro to Fire Science FIRE 1010 Wildfire Dynamics FIRE 1020 Impacts of Wildfire
Sociocultural Dynamics of Wildfire Certificate (9 Credits)	
The Certificate in Sociocultural Dynamics of Wildfire introduces students to land use management frameworks that have compounded the impacts of global climate change and related patterns of weather on wildfires and their management. Students will learn about different knowledge foundations of wildfires and their sociocultural complexities. Students will also explore how Indigenous methodologies and knowledges of wildfire, climate and land use can be combined with Western sciences to produce "braided knowledge." This certificate will demonstrate how connecting knowledge systems can support healthy ecosystems and assist the development of community resilience to wildfire and climate emergencies. *Learning Outcomes* • Apply a critical historical perspective to colonial land use management in Western Canada • Analyze land use management decision making processes in Western Canada and how these processes shape responses to wildfire emergencies • Examine Indigenous methodologies and knowledges of land use management, climate and wildfires • Understand the concept and application of braided knowledges and its contribution to processes of reconciliation with Indigenous peoples • Consider the human costs of wildfires by analyzing their impacts on the tourism industry in Western Canada • Develop analytical and communication skills by reviewing and critiquing selected pieces of literature dealing with the different knowledge foundations of wildfires and their sociocultural complexities.	FIRE 2100 Colonial Land-Use Mgmt & Fire FIRE 2110 Braiding Knowledges: Western & Indigenous Perspectives FIRE 2120 Wildfire Economic Impacts on Rural, Indigenous & Recreation Tourism
Wildfire Leadership Certificate (9 credits)	FIRE 1200 Fireline Supervision FIRE 1210 Wildfire Leadership FIRE 1220 Systems Thinking Wildfire Mngt
A certificate in Wildfire Leadership helps to address the urgent need for skilled leaders in wildfire management. By enhancing leadership skills, promoting safety and well-being, integrating theoretical and practical knowledge, and supporting professional development, the program contributes to mitigating wildfire impacts and protecting communities and natural resources. *Learning Outcomes:* • Employ foundational leadership techniques and strategies to effectively manage and lead diverse teams in high-pressure wildfire scenarios. • Make informed and rapid decisions based on situational analysis, risk assessment, and critical thinking, ensuring efficient and effective wildfire response. • Maintain the safety of their teams and the public during wildfire incidents by prioritizing safety protocols and risk management practices. • Apply system thinking principles to facilitate understanding of the complex interactions in wildfire ecosystems and develop strategic, holistic management practices. • Communicate clearly, concisely, and effectively within teams, with other agencies, and with the public during wildfire emergencies, using strong interpersonal skills. • Support the mental health and well-being of wildfire personnel using knowledge and tools, promoting resilience and psychological preparedness to handle the stresses of wildfire operations.	

## Wildfire Communication and Media Certificate (9 credits) The Certificate in Wildfire Communications and Media prepares students in the fields of media relations, professional communication, and community relations specific to wildfires. Students will learn about different media industries including private, public, corporate, and community sectors and their ongoing changes. Paying attention to the importance of communicating time sensitive and evolving information across social, cultural, economic, and geographical diversity, students examine the complexities of crisis communication. *Learning Outcomes:* • Examine and explain multifaceted concepts from crisis communication studies • Critically examine media depictions of wildfires as ongoing negotiations between public institutions, diverse communities, media, and industry, as well as considering the ethical implications of various forms of communication regarding wildfires • Adopt ethical communication strategies and respond with integrity to ethically challenging communicative contexts Examine, identify, and articulate environmental, economic, and ethical approaches to social responsibility through communication • Implement professional strategies relying upon historical and contemporary public relations and crisis communication studies applicable to a range of diverse audiences • Engage with, recognize and respect the value of diverse worldviews • Critically engage with historical and contemporary relationships between Indigenous peoples' and communities and mainstream media representation of them, paying special attention to the impacts of this in the context of wildfire communications	FIRE 2410 Wildfire Community Relations FIRE 2420 Wildfire Communications FIRE 2430 Wildfire Media Relations
## Certificate in Emergency Communications (9 credits) The certificate prepares students in the essential skills and knowledge required to excel in real-world challenges of today's crisis landscape. With a focus on contemporary communication strategies and emerging trends, students examine various subject areas including crisis management, as well as strategies of effective teamwork and leadership. Paying attention to the importance of combining theoretical concepts with practical applications, students acquire the expertise needed to articulate the complexities of emergency communication. Learning Outcomes • Conduct accurate and effective research of suitable quality and scope for industry-level projects and document that research appropriately. • Produce public relations strategies across print, broadcast, and online media environments • Demonstrate knowledge of and evaluate the theories, models, and methods of organizational communications. • Practice principles and strategies of effective teamwork, interpersonal, and small-group communication as essential skills to accomplish case-study based small group projects. • Create communication plans that offer clear and complex solutions to an array of media and PR problems	CMNS 4240 Strategies in Crisis Communication CMNS 4530 Organizational Communication CMNS 3240 Advanced Professional Communication OR CMNS 3550 Media and Public Relations

Oct 10/2024

MEMORANDUM

TO: Academic Planning and Priorities Committee Senate
FROM: Dean [insert name] and Chair [insert name]

RE: Request for Approval for Deferral of Program Review

DATE: [insert date]

PROGRAM(S) UNDER REVIEW

APPC is asked to consider this request for approval for the deferral of program review for this/these program(s).

[insert program name]

RATIONALE FOR POSTPONEMENT (maximum 500 words)
      Note: This might be for example: abeyance, or decision to group reviews of smaller credentials, faculty capacity to complete the review.

SCHOOL/FACULTY PLAN FOR PROGRAM(S)

SUMMARY OF ACTIONS
    1. [list next steps]

REVIEW CYCLE
Year of Next Program Review: [insert date]
      Note: In case of abeyance, 2 years from time of abeyance. Any postponement of longer than two years, please provide an explanation.

SIGNATORIES

_____   _____
Dean   Program Chair

ATTACHMENTS
    1. In case of abeyance, please include the required abeyance memo.

Assessing Attainment of PLO and ILO through Program Review

Proposed additional module to Program Review Process

Purpose

To provide a structured approach within Program Review to report on the achievement of Program Learning Outcomes and Institutional Learning Outcomes through assessment practices. This ongoing process of evaluation and improvement aims to inform continuous enhancements in program quality.

Assessment Philosophy and Principles

The recommended approach to evaluating the attainment of PLOs and ILOs is intended to be formative. Programs are required to evaluate the design of their assessments to ensure attainment of PLOs and ILOs. In additional, Programs may find it valuable to evaluate student success in these assignments as evidence. Evaluation processes can be quantitative or qualitative. This broad scope allows flexibility so that the unique culture and diversity of programs under review can tailor their reporting to match the philosophy of the program. The purpose of this module is not the evaluation of faculty instruction, but the evaluation of program assessment design against declared learning outcomes.

Approach

Part A – Evaluation of Attainment of Program Learning outcomes

1. Programs will identify at least one assessment for each Program Learning Outcome
    a. Assessments should come from a course designated as *C (*competency assessment) on the Program course map
2. Using an appropriate qualitative or quantitative method, programs evaluate the design of the selected assessments against the corresponding PLO. The standard of evaluation will be determined at the program level. Example resources, tools, and templates to support this evaluation will be provided in the Program Review process.
3. (Optional). Programs may also choose to evaluate data on student success on these assessments, which might include student performance or indirect methods like faculty reflection.
4. Document findings of evaluation process.

Part B – Evaluation of Program Design Support for General Education Achievement

1. Baccalaureate programs are responsible for planning a feasible pathway for ILO completion for program students. Demonstrate this plan.

Part C – Evaluation of Attainment of Institutional Learning outcomes

1. Programs are responsible to demonstrate that any courses within the program with an ILO designation fulfills that designation. Using the course's approved FOCI tool as the standard, programs evaluate how the design of course assessments attain the ILO.
2. Using an appropriate qualitative or quantitative method, programs evaluate the design of the selected assessments against the corresponding ILO Foci Tool. Example resources, tools, and templates to support this evaluation will be provided in the Program Review process.
3. (Optional). Programs may also choose to evaluate data on student success on these assessments, which might include student performance or indirect methods like faculty reflection.
4. Document findings of evaluation process.

Summarize Findings and Plans for Continual Improvement

Once complete, programs should summarize the assessment findings highlighting strengths and areas for improvement. If possible, include data visualizations (charts, graphs) for clarity. Explain how the findings from this module will be used to improve assessment design and curriculum design. Provide examples of any proposed changes to be made based on findings.

Program Review: Mid-Cycle Update

Program	Physics Major
Faculty/School	Science
Dean	Greg Anderson
Program Chair	Mark Paetkau
Date of Program Review	Fall 2021
Date of Mid-Cycle Update	Sept. 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.

Goal: Mentoring of New Faculty	

We have new faculty and sessional faculty joining the department. It will be important to ensure they are supported in their career and understand the expectations for tenure and promotion. The department is a leader in peer review, and we should continue this trend and build a culture of continual improvement of teaching and research.

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Updates: Sept. 6 2023/ Mar 15 2024/Sept 1 2024
Plan for Peer Review each term	Every faculty member is involved with peer review.	5/22-2/29	Chair	Set up Teams page to document and plan these reviews.
Encourage faculty to attend conferences in summer, Teaching Practices Conference in Winter	Evidence of attending conferences can be noted on the APAR	5/22-	All	ongoing
Support new faculty through PRC and Tenure	Complete PRC for new faculty tenure and promotion	3/22, 3/25, 3/26 5/25, 5/27, 5/28	Chair and PRC	Ongoing RK PRC fall 22, MF PRC fall 23. AV fall 24 – kept apprised of the process

Student Achievement

Goal: Support second year student success

The program review suggested we have a solid intake of students at second year, and we have solid retention of students at 3rd year, but we have trouble with retention from 2nd to 3rd year. The department needs to find ways to support student success in physics at the second-year level.

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Updates: Sept. 6 2023/ Mar 15 2024/Sept 1 2024
Physics enrollment report	Create 5-year average report of enrolment in 2nd year PHYS 2000 and 2200 courses as well as PHYS 3000-4000 core and elective courses	5/22-	Chair	Completed 9/24
Review curriculum for ways to support 2nd year students	Identify ways to provide support to second year students. Measurable outcome will be increased retention over the next 5 years. Chair should review 5 year moving average of 2nd year intakes in PHYS 2000 and 2200.	1/22-	All Measurable: Chairs	Ongoing 2000 has seen seminars used to have faculty meet 2nd year students, help support them through other classes… As for measurable outcomes being retention: we had 0 (zero) retention of 22/23… Good success in fall 23. Well attended seminars
Reach out to 2nd year students in June	Contact second-year students yearly to bolster student registration into 3rd year	1/22-	Chair to organize process to reach out to students in June	Ongoing. Students apprised of upcoming offerings, and lab TA positions.
Update curriculum (see above)	See above	1/22-4/22	Curriculum Committee	Completed

Goal: First year lab review

Through the pandemic, a new paradigm of first year physics lab was implemented. This year is the first iteration in face-to-face implementation. The new set of labs needs to be reviewed to ensure learning outcomes are being met, and implementation is sustainable. Furthermore, physics offers many service courses for other departments and these labs need to be reviewed to ensure we are meeting learning outcomes and needs of other departments.

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Updates: Sept. 6 2023/ Mar 15 2024/Sept 1 2024
Student feedback	Meet with and survey students in the lab.	4/22	Chair, Lab Coordinator	Ongoing.New lab coordinator has been hired and has developed survey for lab feedback.
Lab report review	Review lab reports and lab exams and assess for learning outcomes.	5/22	Chair, Lab Coordinator	Ongoing
Meet with Stakeholders	Meet with RESP, ARET, ENGR, BIOL to ensure labs meet needs of those departments	4/22-4/26	Chair, Lab Coordinator	In progress. ARET program has been updated. Working with James Gu on new labs. ENG labs have been updated to the common curriculum

Goal: Support upper- level students through independent research projects, provincial and national competitions, physics club activities

The program review external report emphasized increased research opportunities for upper-level students. In the past few years, physics students have been involved with SEDs-Zero Gravity competition and flew an experiment on Canada's Zero Gravity airplane.

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Updates: Sept. 6 2023/ Mar 15 2024/Sept 1 2024
Faculty mentors	Identify faculty mentors and assist them to provide support to students through club activities, capstone courses and directed studies.	5/22-	Chair	Ongoing RK (6) (bipartite) AV (7) (bipartite) MF (2) (bipartite)
Physics club	Ensure physics club has direct contact with the chair and department in general to maximize advocacy in terms of financial assistance and provision of space.	5/22	Chair, Mateus Fandino	Ongoing New leadership Fall 2024, meet regularly with chair.
Competitions	Identify competitions for student participation. Identify application dates for National Labs…	5/22-	All Faculty	Ongoing. Reached out to NASA (4/24), but no return signal.

Goal: Increase community within physics program

The program review identified the importance of community within the physics program. The program does not enjoy the cohort mentality found in, for example, engineering, but the physics club has had strong cross-disciplinary participation. Supporting community within the program and extending to first year students is one way the program can actively recruit and retain students

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Updates: Sept. 6 2023/ Mar 15 2024/Sept 1 2024
Fall Social	Department host a fall social event. Invite upper-level and lower-level students. (Measurable outcomes: attendance and course registrations)	5/22-	All	Ongoing A December social took place in Dec 23 Social in Feb 24 First year student lunch occurred Mar 24
Spring Social	Department host a spring social event, invite upper- and lower-level students, and have upper-level students present their research/capstone/ lab work to help inform and engage 1st and 2nd year students. (Measurable outcome: retention, enrolment in physics)	5/22-	All	Ongoing (Mar 24) A spring social was planned and carried out by the PHI 6 club. 30 students attended.

Governance and Resources	
Goal: Create Departmental Handbook	

With faculty retiring, and new faculty starting, there may be loss of continuity in processes, procedures and practices. A departmental handbook will provide clarity to students and faculty alike regarding some of the procedures in the physics department

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Sept. 6 2023/Mar 15 2024/Sept 1 2024 Update
Review other departments	Assemble other TRU (Thompson Rivers University) examples	5/22-2/23	Chair	Completed
Finalize physics content	Determine specific physics content, get department approval	6/23	Chair	Completed
Implement	Take to Science Faculty Council	6/23-12/23	Chair	Ongoing. Chair to submit to FC fall 2024

Planning and Sustainability	

Goal: Increase overall enrollment in physics upper-level courses	Status

The Physics program is predicated on providing service courses to many departments to fund the physics major. However, in ever increasing costs, it is important the physics department increases its enrollment in upper-level courses. This can be completed in two ways: attract more physics majors and create upper-level interdisciplinary courses. There is a natural limit on the first, as physics programs everywhere tend to attract a set percentage of first year students, but some things can be done (see Student Achievement). The second is within reach and was recommended by the external reviewers.

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Sept. 6 2023/Mar 15 2024/Sept 1 2024 Update
Track Physics enrolment report	Count the number of students enrolled in 3000/4000 level courses	1/22-	Chair	ongoing
Delivery Quantum Computing	1/22 deliver first iteration of PHYS3000/COMP 4235 Quantum Computing Evaluate number of students in 3000/4000 level courses	1/22-4/22 Completed	Chair	Completed
Create Geophysics course	Start CurricUNET process to create geophysics lecture course.	5/22-6/23	Chair	Completed
Implement Geophysics course	First offering in Fall 24	5/24-Completed	Chair	Complted Completed. To be delivered Fall 2024. Co-scheduling of GEOG, GEOL and PHYS 18 students.
Examine other offerings	Explore other options for interdisciplinary courses such as scientific computing, biophysics, data modelling, and science communication.	5/22-	All	Ongoing. MF delivered Cosomology course delivered to physics/math and comp sci students AV will deliver course on nanotechonology to Phys/Chemistry students (Winter 25)

Goal: Research Opportunities	

The Physics "Department" has 7 faculty, currently one is tri-partite. Other similar sized departments typically have 10 faculty of which 6 are tri-partite. Tri-partite faculty are crucial to providing sustainable research opportunities for students. We have three ways to accomplish this: lobby the Dean to have new hires be tri-partite, work within our program to streamline offerings; expand engineering into engineering physics.

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Sept. 6 2023/Mar 15 2024/Sept 1 2024 Update
Workload	Workload a new tri-partite position into the 23-24 schedule	4/22-9/22 Ongoing	Chair	Ongoing
Support faculty to switch	Work with faculty to identify faculty interested in switching to tri-partite. Ensure they understand the process and are supported.	5/22-	Chair	Ongoing
Review Curriculum	Can workload at upper level be further reduced and still provide viable physics program? A tripartite moves from 8 to 5, so explore ways to save 3 courses and still deliver our service/core/electives.	5/22-	All	Ongoing RK is looking to move from bipartite to tripartite starting 2025.
Develop Engineering Physics program	Work with Engineering Department to explore engineering physics requirements. Encourage current faculty to apply for professional licensee engineering (P.L.Eng.) (reserved practice) or professional engineer (P.Eng.) status.	5/23- 5/22-	Chair All	Ongoing. Not much progress in the Engineering Physics, but AV has started the P. Eng. Process.

THOMPSON RIVERS UNIVERSITY

BUDGET COMMITTEE OF SENATE (BCOS)
REPORT TO SENATE
OCTOBER 2024

The October 8, 2024 meeting of BCOS was chaired by Dr. Gillian Balfour, Provost and Vice-President Academic.

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

1. BCOS reviewed and consulted on a proposed Guaranteed International Tuition Fee rate and model for new international students presented by Baihua Chadwick, VP International, and Adrian Conradi, Special Advisor to the VP International.

    Motion passed at BCOS:
    On motion duly made and adopted It was RESOLVED THAT BCOS will recommend the President recommend to the Board of Governors the approval of the proposed Guaranteed International Tuition Fee rate and model. Motion carried.

2. BCOS reviewed and consulted on a budget submission for a proposed TRU Honours College Certificate presented by Dr. Will Garrett-Petts, Special Advisor on Integrated Strategic Planning, and Dr. Kellee Caton, Professor, Faculty of Adventure, Culinary Arts & Tourism.

    Motion passed at BCOS:
    On motion duly made and adopted It was RESOLVED THAT BCOS will recommend the President recommend to the Board of Governors the approval of the budget for the proposed TRU Honours College Certificate. Motion Carried.

3. BCOS reviewed and consulted on a budget submission for a proposed TRU Wildfire Curriculum Package presented by Dr. Greg Anderson, Dean, Faculty of Science:
    i. Bachelor of Arts in Wildfire Studies
    ii. Diploma in Wildfire Studies
    iii. Emergency Communications Certificate
    iv. Wildfire Communication and Media Certificate
    v. Bachelor of Wildfire Science and Management
    vi. Wildfire Science Certificate
    vii. Sociocultural Dynamics of Wildfire Certificate
    viii. Wildfire Leadership Certificate

Motion passed at BCOS:
On motion duly made and adopted It was RESOLVED THAT BCOS will recommend the President recommend to the Board of Governors the approval of the budget for the proposed Wildfire Curriculum Package. Motion carried.

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

Respectfully submitted on October 16, 2024 by:

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

THOMPSON RIVERS UNIVERSITY

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

The following approvals from the October 2, 2024 meeting of the Educational Programs Committee (EPC) are reported to Senate for information purposes:

New Courses

 i. HIST 4280 History Capstone

    All Fields

 ii. SOCI 3700 Critical Race Theories

    All Fields

 iii. SOCW 4120 Critical Dementia Studies

    All Fields

Course Modifications

 i. APEC 1631 Assessments and Assessment Appeal Procedures

Comparison   All Fields

 ii. HEAL 1250 Practice Experience in Home Support, Assisted Living, and/or Group Home Setting

Comparison   All Fields

 iii. HEAL 1300 Practice Experience in Multi-Level and/or Complex Care

Comparison   All Fields

 iv. HLTH 1001 Lifestyle and Choices

Comparison   All Fields

 v. HLTH 1051 Interpersonal Communications

Comparison   All Fields

 vi. HLTH 1101 Introduction to Practice

Comparison   All Fields

 vii. HLTH 1153 Personal Care & Assistance Theory

Comparison   All Fields

 viii. HLTH 1201 Common Health Challenges

Comparison   All Fields

 ix. HLTH 1351 Cognitive and/or Mental Health Challenges

Comparison   All Fields

x. HLTH 3611 Professional Growth

Comparison   All Fields

xi. HLTH 3621 Relational Practice

Comparison   All Fields

xii. HLTH 3631 Clinical Decision Making

Comparison   All Fields

xiii. MATH 0510 Advanced Algebra

Comparison   All Fields

xiv. NURS 3643 Principles and Skillfulness: Lab

Comparison   All Fields

xv. NURS 3651 Return to Registered Nurse Practice

Comparison   All Fields

xvi. SOCI 4221 The Social Construction of Crime and Deviance

Comparison   All Fields

Respectfully submitted on October 11, 2024 by

Robert Chambers, Chair, Educational Programs Committee

THOMPSON RIVERS UNIVERSITY

Steering Committee
Report to Senate

October 9th, 2024

1. <u>APPOINTMENTS TO COMMITTEES</u>

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

    a. **<u>Senate Appeals Committee</u>**

        Senators:
        - **Gordon Rudolph, Teaching Staff, Open Learning**
        - **John Patterson, Teaching Staff, Open Learning**
        - **Greg Garrish, Alumni**

    b. **<u>University Sabbatical Leave Committee ("USLC")</u>**

        Faculty:
        - **Mohamed Tawhid, Science (2nd term)**
        - **Jon Heshka, Adventure, Culinary Arts and Tourism**

    c. **<u>Environmental Sustainability Advisory Committee ("ESAC")</u>**

        Faculty:
        - **Amie Schellenberg, Trades**

    d. **<u>International Affairs Committee ("IAC")</u>**

        Dean:
        - **Greg Anderson, Science**

    e. **<u>Teaching and Learning Committee ("TaLC")</u>**

        Faculty:
        - **Amy Tucker, Open Learning Faculty Member**
        - **Amanda Russett, Education and Social Work** (Instructional Support)

    f. **<u>Awards and Honours Committee ("AaHC")</u>**

        Faculty:
        - **Lorry-Ann Austin, Education and Social Work (2nd term)**
        - **Yue Zhang, Science** (tenured/tenure track)

g. **Graduate Studies Committee ("GSC")**

Faculty:
- **Alana Hoare, Education and Social Work**
- **Monica Sanchez-Flores, Arts**
- **Frederic Fovet, Education and Social Work**

Dean:
- **Daleen Millard, Law (2nd term)**

➢ *Motion: That Senate approve the volunteer appointments to the Senate Standing Committees as mentioned.*

2. STUDENT APPOINTMENT TO COMMITTIES (For Information)

TRU Student Caucus Nominations to Standing Committees

The steering committee reviewed the list of student caucus nominations generated by Thompson Rivers University Student Union (TRUSU) and confirmed the appointments. Please join us in welcoming the following Students the various committees!
- Please see page 4-5 of this report for the list of nominations.

3. BUSINESS

a. **Revisions to the Terms of Reference: Academic Integrity Committee ("AIC")**

The AIC voted and recommends the approval of the changes to their Terms of Reference (ToR). Included in this report are: (pages 6-14)
- A memo outlining the reasons for the changes
- The ToR as it currently stands
- The tracked red-lined changes
- The new clean copy of the ToR for Senate approval.

➢ *Motion: That Senate approve the recommended revisions to the Academic Integrity Committee Terms of Reference.*

b. **Outstanding Vacancies for Senators on Standing Committees**

Collegial governance is dependent on and thrives, through robust and diverse committee volunteerism. The steering committee would like to thank all Senators for their ongoing contributions and appreciate that they are substantial. There are

several standing committees of Senate that still require support however, with calls for nominations extending back quite a while.

We would kindly like Senators to recollect the following vacancies for their potential consideration. Please see the Terms of Reference for each committee located on the TRU Senate webpage for full position details.

- **Planning Council for Open Learning**
  - 2 Faculty Senators (4 calls: Apr, May, Aug, Sept 2024)
- **Educational Programs Committee**
  - 1 Faculty Senator (vacant since 2023)
- **Teaching and Learning Committee**
  - 1 Senator (2 calls: Aug, Sept 2024)
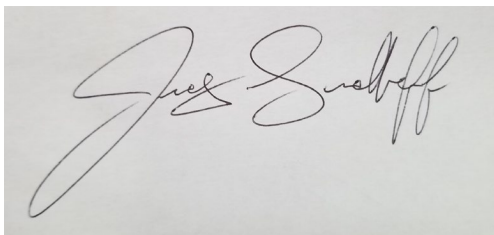
We ask that Deans, and their Faculty Council Chairs consider:

- Do their faculties have representation on the various committees?
- Would it help if the Steering Committee reached out directly for each Senator vacancy call? A possible agenda item for faculty council meetings?

We appreciate that everyone does an amazing job and are just doing our due diligence to keep this matter on the forefront of our collective radar.

Respectfully submitted,

Kukwstsétsemc (Thank you)

James Sudhoff, DVM
Chair, Steering Committee of Senate

Student Caucus
Sierra Rae, University Affairs Coordinator, Thompson Rivers University Students' Union

Nominations to Senate Committees

Tuesday, October 02, 2024

The following students have applied to serve as student representatives on the Senate Standing Committees/Related Committees for TRU and are recommended for appointment to the following committees based on their schedules and interests.

Academic Integrity Committee
October 2024 – September 2025   Sufiyan Ateeq
October 2024 – September 2025   Ishan Kapoor
October 2024 – September 2025   Dhwani Gupta
October 2024 – September 2025 (Graduate)   Min Wu

Academic Planning and Priorities Committee
October 2024 – September 2025   Satishkumar Kukadiya
October 2024 – September 2025   Richell Adeng
October 2024 – September 2025 (Graduate)   Yujin Mi

Awards and Honours Committee
October 2024 – September 2025   Balavaishnavi Palakollu
October 2024 – September 2025 (Graduate)   Krishna Parikh

Budget Committee
October 2024 – September 2025   Chery-l Owengo
October 2024 – September 2025   Marvelous Fasan

Educational Programs Committee
October 2024 – September 2025   Waliyat Sulaiman
October 2024 – September 2025   Danelia Alexia Pineda Mora

Environmental Advisory Committee
October 2024 – September 2025   Poonam .
October 2024 – September 2025   Sesathya Mahahama Nanayakkara

Graduate Studies Committee
October 2024 – September 2025 (Graduate)   Divyansh Sharma
October 2024 – September 2025 (Graduate)   Hedy Wang

International Affairs Committee
October 2024 – September 2025   Arnav Mittal
October 2024 – September 2025   Faqruddin Mohammed
October 2024 – September 2025   Shivani Verma

Qelmúwc Affairs Committee
October 2024 – September 2025   VACANT - TBD
October 2024 – September 2025   VACANT - TBD

Research Committee
October 2024 – September 2025   Paula Arango
October 2024 – September 2025 (Graduate)   Sepideh Mansourigovari

Steering Committee
October 2024 – September 2025   Sharon Rajan
October 2024 – September 2025 (Graduate)   Elizabeth Iteze

Student Success Committee
October 2024 – September 2025   Melani Sagastume
October 2024 – September 2025   Pavitra Kaushik
October 2024 – September 2025   Chandanaa Patil
October 2024 – September 2025   Diya Chudasama
October 2024 – September 2025   Suliat Buraimoh
October 2024 – September 2025   Carlos Tirado
October 2024 – September 2025   Chai Chin Chen

Student Caucus
Sierra Rae, University Affairs Coordinator, Thompson Rivers University Students' Union

Teaching and Learning Committee

October 2024 – September 2025	Anjaly Jobai
October 2024 – September 2025	Shane Edwards

MEMORANDUM

To:	Steering Committee of Senate
From:	Professor Seán Patrick Donlan, Chair of the *Academic Integrity Committee* (AIC)
Date:	1 September 2024
Subject:	Revision of the *AIC Terms of Reference*

Purpose of this document:

This memo recommends approval of the revision of the *AIC Terms of Reference*, as part of a wider suite of Academic Integrity reforms.

Background of Policy:

A number of working groups over the last few years, not least an *Academic Integrity Action Planning Group* that included the AIC Chair, have recommended a number of Academic Integrity reforms including:

- the establishment of an *Office of Academic Integrity* (OAI)
- a revised *Academic Integrity Policy* (ED 5-0, which removes much of the AIC-related language that fleshed out AIC responsibilities)
- a new *Operational Guide* (outlining more-detailed principles and procedures)
- the attached revised *AIC Terms of Reference* (*approved, as required, by the AIC*)

Discussion:

In the context of these reforms, revision of the *AIC Terms of Reference* includes

- recognition of responsibilities to be transferred to the OAI
- recognition of responsibilities to be transferred to Dean's Designates within Faculties
- alteration of AIC membership to include the Dean's Designates
- a move to a more efficient panel system for AIC decision-making.

Summary of Proposed Amendments:

In line with academic integrity reform proposals and drawing on the experience of current AIC members, the revision of the *AIC Terms of Reference*:

- Recognizes that the new OAI will take on responsibilities for academic integrity education and policy oversight (these were nominally AIC responsibilities under the current Terms of Reference but, as a practical matter, have been not viewed as AIC duties for many years).

- Recognizes that the new OAI will take on responsibilities of case and record management, policy oversight, and reporting currently handled by the Office of Student Affairs (OSA), including the addition of the new OAI Director as a member of AIC and the provision of a Case Facilitator to manage cases and records (both broadly in line with the inclusion and responsibilities of current OSA staff).
- Recognizes the designation of Dean's Designate within Faculties, who will decide most cases involving first departures from academic integrity, leaving the AIC to make academic integrity decisions in repeated, complex, and serious matters (including those in which recommendations of suspension to the President may be warranted).
- Includes a Dean's Designate from each Faculty as voting members of the AIC (eliminating the need for a single, reserved seat for a Dean). The inclusion of the Dean's Designate will facilitate communication among academic integrity decision-makers, ensure consistency in the interpretation and application of academic integrity decisions, and provide Dean Designates with the required expertise on academic integrity standards to make appropriate decisions within the Faculties and to educate faculty and students.
- Reforms AIC decision-making so that cases that remain with AIC are decided by five-person hearing panels, including the AIC Chair, in line with other TRU committees. In addition to the benefits of including Dean's Designates in appropriate AIC decision-making, this will make the responsibilities of AIC members more manageable and efficient (they have been overwhelming in past years, requiring President amendment of ED 5-0 with respect to quorum requirements with respect to students).
- Provides for decision-making, as necessary, in plenary sessions of the AIC, to ensure consistency in the interpretation and application of AIC decisions.

Summary of Engagement:

- *Academic Integrity Action Planning Group* (AI APG, October 2023-May 2024)
- *Academic Planning and Priorities Committee* (APPC, April 2024)
- *Academic Integrity Committee* (AIC, October 2023-August 2024)

Action Requested:

Approval of the revised *AIC Terms of Reference*, to be presented to Senate for approval with other reform texts and in line with the timelines to be agreed there (ie, *the revised AIC Terms of Reference will take effect at the same time that the new ED 5-0 comes into effect*).

Attachments:

- *AIC Terms of Reference* – Current
- *AIC Terms of Reference* – Proposed
- *AIC Terms of Reference* – Redlined

Academic Integrity Committee

Terms of Reference

Purpose
The purpose of the Academic Integrity Committee is to:
- review the Academic Integrity Policy and make recommendations for change
- review cases as necessary acting as an impartial adjudicator
- administer the Academic Integrity Policy by determining resolutions or sanctions on cases which have been referred to the Committee
- provide education to faculty, staff and administration regarding the implementation of the Student Academic Integrity Policy.

The Director of Student Affairs will report annually to Senate. These reports will not contain student names and are to be used to provide the institution with an overall picture of Academic Integrity at TRU.

Confidentiality
Students shall have the right to reasonable confidentiality. The Secretary will retain all records and will provide related information only to those persons in places of authority at TRU (President, Vice-Presidents, Registrar). Members who are unable to provide secure storage of their files may request that the Secretary maintain their files between meetings.

Quorum
A quorum will consist of fifty percent (50%) of voting members and must include at least two (2) faculty members. Vacancies on the committee will not invalidate any of its decisions provided a quorum was present in person or by teleconference when the decision was made.

Attendance
In addition to the three undergraduate students on the committee, the TRU Students' Union may appoint other undergraduate students from time to time to be Alternate Student Members on the committee.

Whenever there is a vacancy on the committee for any of the three undergraduate student members, the TRU Students' Union may designate one of the Alternate Student Members to fill the vacancy until Senate fills that vacancy. Such Alternate Student Member attending meetings of the committee shall have all the powers and duties of a student member of the committee appointed by Senate.

Prior to any meeting of the committee, the Chair of the committee will at least seven days prior to the meeting send an email providing notice of the meeting to all committee members. All members of the committee will reply by email to the Chair of the Committee at least 96 hours prior to the start of the meeting (the "Reply Deadline") advising the Chair of their availability to participate in the meeting. If any of the three undergraduate students on the committee: (i) replies indicating that they are not available; or (ii) fails to reply to the Chair by the Reply Deadline, the TRU Students' Union may designate one of the Alternate Student Members to attend that meeting in the place of the student member who is unavailable or who has failed to reply by the Reply Deadline. Such

Alternate Student Member attending that meeting of the committee shall have all the powers and duties of a student member of the committee appointed by Senate.

When a committee member is absent from scheduled meetings, the constituency that that member is supposed to represent is being represented less than is intended by the regulations of the policy. A committee member who is absent for three consecutive meetings of the committee, without authorization from the committee for that absence, is deemed to have vacated his/her seat. Committee members are expected to submit their request for absence to the committee in writing. To be fair to their constituents, members of the committee who expect to be absent for more than three consecutive meetings, should promptly seek a leave of absence, or resign their seat, rather than allowing their seat to be vacant for 3 meetings before it is deemed to be vacated and then, subsequently, filled.

Membership
The Academic Integrity Committee shall be comprised of the following members appointed by Senate:
- At least six Faculty Members, with no more than one from each School or Faculty, nominated by the respective Faculty Councils;
- One Dean;
- Three Undergraduate students nominated by the TRU Students' Union;
- One Graduate student;
- One TRU World International Education representative –nominated by the Vice President International;
- One Open Learning representative –nominated by the Vice Provost Open Learning;
- One Library representative – nominated by the Library Director;
- Director of Student Affairs or designate (ex-officio, non-voting)

The Chair of the committee shall be a voting member of the committee nominated and elected by the committee.

The committee will have the support of one secretary provided by the Office of Student Affairs (to maintain records, minutes, database, and other such files). The secretary will set up all meetings and related duties.

Committee members will serve a term of up to three (3) years and may be reappointed, with the exception of student members who shall serve a term of up to one (1) year and may be reappointed.

Academic Integrity Committee
Terms of Reference (Revised and Approved by AIC August 29, 2024)
Purpose

The ~~purpose of the~~ Academic Integrity Committee (AIC) is a Thompson Rivers University (TRU) Senate committee. It ~~is to:~~

~~review the Academic Integrity Policy and make recommendations for change~~
~~review~~decides cases referred under ~~as necessary acting as an impartial adjudicator~~ ~~administer~~ the Academic Integrity Policy (ED 5-0) and related procedures. ~~by determining resolutions or sanctions on cases which have been referred to the Committee~~
~~provide education to faculty, staff and administration regarding the implementation of the Student Academic Integrity Policy.~~

~~The Director of Student Affairs will report annually to Senate. These reports will not contain student names and are to be used to provide the institution with an overall picture of Academic Integrity at TRU.~~

~~**Confidentiality**~~
~~Students shall have the right to reasonable confidentiality. The Secretary will retain all records and will provide related information only to those persons in places of authority at TRU (President, Vice-Presidents, Registrar). Members who are unable to provide secure storage of their files may request that the Secretary maintain their files between meetings.~~

~~**Quorum**~~
~~A quorum will consist of fifty percent (50%) of voting members and must include at least two (2) faculty members. Vacancies on the committee will not invalidate any of its decisions provided a quorum was present in person or by teleconference when the decision was made.~~

~~**Attendance**~~
~~In addition to the three undergraduate students on the committee, the TRU Students' Union may appoint other undergraduate students from time to time to be Alternate Student Members on the committee.~~
~~Whenever there is a vacancy on the committee for any of the three undergraduate student members, the TRU Students' Union may designate one of the Alternate Student Members to fill the vacancy until Senate fills that vacancy. Such Alternate Student Member attending meetings of the committee shall have all the powers and duties of a student member of the committee appointed by Senate.~~
~~Prior to any meeting of the committee, the Chair of the committee will at least seven days prior to the meeting send an email providing notice of the meeting to all committee members. All members of the committee will reply by email to the Chair of the Committee at least 96 hours prior to the start of the meeting (the "Reply Deadline") advising the Chair of their availability to participate in the meeting. If any of the three undergraduate students on the committee: (i) replies indicating that they are not available; or (ii) fails to reply to the Chair by the Reply Deadline, the TRU Students' Union may designate one of the Alternate Student Members to attend that meeting in the place of the student member who is unavailable or who has failed to reply by the Reply Deadline. Such Alternate Student Member attending that meeting of the committee shall have all the powers and duties of a student member of the committee appointed by Senate.~~
~~When a committee member is absent from scheduled meetings, the constituency that that member is supposed to represent is being represented less than is intended by the regulations of the policy. A committee member who is absent for three consecutive meetings of the committee, without authorization from the committee for that absence, is deemed to have vacated his/her seat. Committee members are expected to submit their request for absence to the committee in~~

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

Membership

The AIC includes the following ex officio members (by virtue of the positions they hold):
- The Director of the Office of Academic Integrity (OAI), as a non-voting member
- One Dean's Designate, which may be the Dean, from each School or Faculty, as voting members

Additional voting members include the following, as approved ~~The Academic Integrity Committee shall be comprised of the following members appointed~~ by Senate:
- One ~~At least six~~ Faculty Member~~s, with no more than one~~ from each School or Faculty, nominated by the respective Faculty Councils;
- ~~One Dean;~~
- ~~Three Undergraduate students nominated by the TRU Students' Union;~~
- ~~One Graduate student;~~
- One TRU World International Education representative – nominated by the Vice President International;
- One Open Learning representative – nominated by the Vice Provost Open Learning;
- One Library representative – nominated by the University Librar~~iany Director~~;
- ~~Director of Student Affairs or designate (ex-officio, non-voting)~~

These members serve terms from one to, ideally, three years and may be reappointed.

Student voting members include the following, as approve by Senate:
- Three Undergraduate students nominated by the TRU Students' Union (TRUSU);
- One Graduate student nominated by TRUSU;
-

Student members serve a term of up to one year and may be reappointed. TRUSU may appoint additional students to be Alternate Student Members. Whenever there is a vacancy for any of the student members, TRUSU may designate an alternate to act until Senate fills that vacancy.

Vacancies do not invalidate AIC decisions if quorum was met when the decision was made.

The AIC Chair and Case Facilitator:
The AIC Chair ~~of the committee~~ shall be a voting member of the committee nominated, excluding the Dean's Designates, nominated and elected by the ~~committee~~AIC as a whole. To support the AIC Chair, the OAI Director may recommend course releases or the equivalent in recognition of the workload involved.

~~The committee will have the support of one secretary provided by the Office of Student Affairs (to maintain records, minutes, database, and other such files). The secretary will set up all meetings and related duties.~~

~~Committee members will serve a term of up to three (3) years and may be reappointed, with the exception of student members who shall serve a term of up to one (1) year and may be reappointed.~~ The AIC will have the support of a **Case Facilitator**, provided by the OAI, who will

1. set up all meetings and perform related duties.
2. maintain records, minutes, database, and other such files.
3. provide related information only to appropriate persons (President, Vice-Presidents, Registrar)

Members who are unable to provide secure storage of their files may request that the Case Facilitator maintain their files between meetings.

Deciding Cases

The Case Facilitator will ordinarily provide notice of meetings to appropriate members at least seven days prior to the meeting. Invited panel members should confirm their attendance at least ninety-six hours prior to the panel meeting.

Dean's Designates are expected to attend meetings as scheduled. Other members unavailable for scheduled meetings should submit a request for absence to the AIC Chair. Members absent without such authorization for three consecutive meetings are deemed to have vacated their seat.

With the assistance of OAI, the AIC Chair is responsible for maintaining, insofar as is practical, a record of the committee's principles and practices.

Deciding Cases by Hearing Panels

The AIC ordinarily decides cases in Hearing Panels. The quorum for such panels is five voting members, including the AIC Chair; ideally two Dean's Designates and a student should be included on each panel but no more than two Dean's Designates may be on a panel. Dean's Designates will not sit on panels deciding cases related to courses in their faculties.

Where a motion is made that appears to be inconsistent with the interpretation and application of the committee's earlier decisions, the AIC Chair may determine, subject to the consent of the OAI Director, that the matter must be submitted to a Plenary Session. As a result, no formal decision of the Hearing Panel is made.

Deciding Cases by Plenary Sessions

Plenary Sessions include all AIC members. Notice requirements are the same as those for Hearing Panels but the quorum for Plenary Sessions is 50% of the voting members, as well as 50% of the Dean's Designates.

In cases that have been referred to Plenary Sessions by Hearing Panels, all AIC members may participate, including those who served on the original Hearing Panel.

Academic Integrity Committee **(AIC)** *Terms of Reference*
Revised and Approved by the AIC on 29 August 2024

Purpose

The *Academic Integrity Committee* (AIC) is a *Thompson Rivers University* (TRU) Senate committee. It decides cases referred under the *Academic Integrity Policy* (ED 5-0) and related procedures.

Membership

The AIC includes the following ex officio members (by virtue of the positions they hold):

- The Director of the *Office of Academic Integrity* (OAI), as a non-voting member
- One Dean's Designate, which may be the Dean, from each School or Faculty, as voting members

Additional voting members include the following, as approved by Senate:

- One Member of Faculty from each School or Faculty, nominated by the respective Faculty Councils
- One Open Learning representative, nominated by the Vice Provost Open Learning
- One Library representative, nominated by the Library Director
- One TRU World representative, nominated by the Vice President International

These members serve terms from one to, ideally, three years and may be reappointed.

Student voting members include the following, as approved by Senate:

- Three undergraduate students nominated by the TRU Student Union (TRUSU)
- One graduate student nominated by TRUSU

Student members serve a term of up to one year and may be reappointed. TRUSU may appoint additional students to be Alternate Student Members. Whenever there is a vacancy for any of the student members, TRUSU may designate an alternate to act until Senate fills that vacancy.

Vacancies do not invalidate AIC decisions if quorum was met when the decision was made.

The AIC Chair and Case Facilitator:

The AIC *Chair* shall be a voting member of the committee, excluding the Dean's Designates, nominated and elected by the AIC as a whole. To support the AIC Chair, the OAI Director may recommend course releases or the equivalent in recognition of the workload involved.

The AIC will have the support of a *Case Facilitator*, provided by the OAI, who will

1. set up all meetings and perform related duties.
2. maintain records, minutes, database, and other such files.
3. provide related information only to appropriate persons (President, Vice-Presidents, Registrar)

Members who are unable to provide secure storage of their files may request that the *Case Facilitator* maintain their files between meetings.

Deciding Cases

The *Case Facilitator* will ordinarily provide notice of meetings to appropriate members at least seven days prior to the meeting. Invited panel members should confirm their attendance at least ninety-six hours prior to the panel meeting.

Dean's Designates are expected to attend meetings as scheduled. Other members unavailable for scheduled meetings should submit a request for absence to the AIC Chair. Members absent without such authorization for three consecutive meetings are deemed to have vacated their seat.

With the assistance of OAI, the AIC Chair is responsible for maintaining, insofar as is practical, a record of the committee's principles and practices.

Deciding Cases by Hearing Panels

The AIC ordinarily decides cases in Hearing Panels. The quorum for such panels is five voting members, including the AIC Chair; ideally two Dean's Designates and a student should be included on each panel but no more than two Dean's Designates may be on a panel. Dean's Designates will not sit on panels deciding cases related to courses in their faculties.

Where a motion is made that appears to be inconsistent with the interpretation and application of the committee's earlier decisions, the AIC Chair may determine, subject to the consent of the OAI Director, that the matter must be submitted to a Plenary Session. As a result, no formal decision of the Hearing Panel is made.

Deciding Cases by Plenary Sessions

Plenary Sessions include all AIC members. Notice requirements are the same as those for Hearing Panels but the quorum for Plenary Sessions is 50% of the voting members, as well as 50% of the Dean's Designates.

In cases that have been referred to Plenary Sessions by Hearing Panels, all AIC members may participate, including those who served on the original Hearing Panel.

Qelmúcw Affairs Committee of Senate Report October 18, 2024

Prepared by Tina Matthew, Executive Director Office of Indigenous Education

2024-2025 QAC Meeting Schedule at Clocktower Boardroom CT 309
   Tuesday, September 17, 2024 at 9:00 AM-10:30 AM
   Tuesday, October 15, 2024 at 9:00 AM-10:30 AM
   Tuesday, November 19, 2024 at 9:00 AM-10:30 AM
   Tuesday, December 17, 2024 at 9:00 AM-10:30 AM
   Tuesday, January 21, 2025 at 9:00 AM-10:30 AM
   Tuesday, February 18, 2025 at 9:00 AM-10:30 AM
   Tuesday, March 18, 2025 at 9:00 AM-10:30 AM
   Tuesday, April 15, 2025 at 9:00 AM-10:30 AM
   Tuesday, May 20, 2025 at 9:00 AM-10:30 AM

Administrative Support
Kimberly Rolle, Indigenous Education Administrative Assistant

Terms of Reference (ToR)
Updated Terms of Reference accepted by TRU Senate on September 23, 2024

Host
Dr. Gillian Balfour, Provost Vice President Academic

Co-Chair Model
Dr. Rod McCormick, EDSW, BC Innovation Chair Indigenous Health
TRUSU Indigenous Student Representative: TBD

Members of Senate (2)
John Patterson (OL Faculty)
Greg Anderson (Dean of Science)

Faculty: (5)
Robbi Davey, Faculty of Student Development
Rod McCormick, EDSW, BC Innovation Chair Indigenous Health
Murray Sholty, Faculty of Law & TRU Gaglardi Business
Jessica Owen, NRS Faculty of Science
Jason Johnston-Sedore, FoACT Adventure department

Qelmúcw Affairs Committee of Senate: https://www.tru.ca/senate/committees/fnaac.html

TRUSU Student Representative (2)
To be determined.

Office of Indigenous Education (1)
Tina Matthew, Executive Director

Indigenous Student Development (House 5) Representatives (2):
Marie Sandy, Manager
Lex Edwards, Indigenous Mentor and Communications Coordinator

School District 73 (1):
Mike Bowden, District Indigenous Principal
Michael Faisthuber, Vice-Principal District Indigenous (alternate)

Kamloops Aboriginal Friendship Society Representative (1):
Cal Albright, Executive Director

Elder Representative (1):
Ted Gottfriedson, Secwépemc Cultural Advisor

Metis Representative (1):
Derek Bergeron, Two Rivers Metis Society representative

Tk'emlups te Secwepemc (1):
Dessa Gottfriedson, Education Manager, Tk'emlúps te Secwepemc
Jonathan Michel, Post-Secondary Education Coordinator (alternate)

Williams Lake Campus
Geraldine Bob, Indigenous Student Services Coordinator

Guests:
Crystal Schock, Facilities
Laura Grizzlypaws, CELT Indigenous Developer
Kaleena Carriere, Director Advancement Indigenization
Sarah Candido, Indigenous Liaison City of Kamloops
Terri Mindel, Training Coordinator Tk'emlúps te Secwepemc
Vernie Clement, Indigenous Cultural Advisor TRU Gaglardi Business
Alexis Gottfriedson, S7extekékstmen Office of Vice President Research

2023-24 UPDATES FROM QELMUCW AFFAIRS COMMITTEE

February 9, 2024, QAC Motions submitted to TRU Senate Committee

MOTIONS:
1. QAC moves to change the chair model from the VP Academic (or designate) chairing to two co-chairs; a TRU Indigenous faculty member and an Indigenous student representative, both derived from QAC membership in good standing.

2. QAC moves to amend the approval process for TRU Indigenous faculty membership from Senate Steering Committee to QAC approval.

3. QAC moves to approve a new voting position for T'exelc, host of TRU's Williams Lake campus.

4. QAC moves for TRU Senate to accept the proposed changes to the QAC Terms of Reference and membership as presented

Topics for discussion and approval:

- QAC Terms of Reference (ToR) and membership
- QAC Governance- Discussion paper Senate & Board of Governors representation
- Indigenous identity & self-declaration at TRU (students & employees)
- Indigenous languages offered at TRU
- TRU Indigenous cultural accommodations (staff/faculty/students)
- Supporting TRU Indigenous recruitment, retention, and hiring practices
- Indigenous Student Success Working Group (QAC & Student Success)
- Proposed Bachelor of Indigenous Leadership Degree (discussion)
- TRU Indigenous Education building
- TRU Indigenous courses & training (support & development)
- Mandatory Indigenous course for all TRU students & staff
- Secwepemc scholars and academics
- Secwepemc Nation Research Ethics Guide (SNREG) (presentation & updates)
- TRU Indigenous statistics (IPE)
- TRU Coyote Project (Indigenous Education updates)
- 2021-2025 Universities Canada Global Skills Opportunity (GSO) (Indigenous student outbound travel) All My Relations Indigenous Research Center and Indigenous Education)

THOMPSON RIVERS UNIVERSITY

MEMORANDUM

Date: September 11, 2024

To: TRU Senate

From: Michael Bluhm, AVP Strategic Enrolment and University Registrar

Re: Update to TRU Board, Senate and Planning Council Elections
              Procedures

Attachments: Redlined copy of the TRU Elections Procedures showing changes

_____

Jurisdiction
- As per the University Act, Part 9, Section 43(1), *The senate must make and publish all rules necessary and consistent with this Act in respect of nominations, elections and voting.*

Purposed Changes
The attached document, *Thompson Rivers University Election Procedures for Board of Governors, Senate, Planning Council for Open Learning and TRU Community Trust Board of Directors, (February 2024) is* recommended to Senate for approval.

Background
The Registrar's Office has witnessed an increasing number of complaints through several election cycles regarding candidate behaviour during campaigning, escalating in both number and severity.

The proposed changes in sections 1.5 and 1.6 attached aim to protect the integrity of our election processes by providing candidates with more structured guidelines for campaigning.

The Office of Student Affairs and the Office of the General Counsel have been consulted in drafting these proposed changes. The changes bring us in line with common practice at other BC public postsecondary institutions.

THOMPSON RIVERS UNIVERSITY

*(Approved by Senate **2024)*

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

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

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

Contents

1.0 General Election Procedures

1.1 Schedule of Elections

i. **Fall Elections** will be completed by the end of December. (Before winter break). The nomination process will usually take place in the month of September. Candidates elected in the fall election cycle will commence their term beginning January 1.

ii. **Winter elections** will be completed by the end of April. The nomination process will usually take place in the month of February. Candidates elected in the winter election cycle will commence their term beginning September 1.

iii. **By-elections** will be held in the event that an elected candidate cannot complete their term of office and that their seat cannot be filled by other means as defined in the University Act. By-elections will be incorporated into the next possible fall or winter election cycle.

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

1.2 Election Register

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

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

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

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

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

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1.3 Nominations

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

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

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

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

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

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

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

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

1.4 Candidate Statements

Candidates that meet election eligibility requirements will be invited to submit a brief candidate statement. Candidate statements shall be no more than one page (8.5 x 11) ~~300 words~~ and may include the following information:

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

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Candidate statements are to be submitted electronically in Word of PDF format, with file size no larger than 10MB.
Candidate statements received will be published on line as PDFs with content as-is. Candidates are advised to omit personal contact information.

1.5 Campaigning

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

Campaigning is prohibited during the voting period. This prohibition includes campaigning in person, on all social media sites or platforms, personal websites, personal email accounts, or any other medium or platform not listed. ~~The campaign period will continue up to and including the voting period.~~

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

a) Campaign materials must not contain information other than that related to the candidate's platform and information regarding the schedule of the election.
b) The TRU email system must not be used for campaign purposes at any time. This includes both sending from and sending to TRU emails, "@tru.ca". Candidates are responsible to inform their proponents and organizations from who they seek support of their candidacy about this rule.
c) Campaign activity and materials must comply with all TRU policies including but not limited to Respectful Workplace and Harassment Prevention (BRD 17-0), Responsible Use of Information Technology Facilities and Services (BRD 16-0), Freedom of Information and Protection of Privacy (ADM 2-0), Health and Safety (ADM 5-0), and Posting Procedures (ADM 01-3) , Responsible Use of University Space (ADM 32-0).
d) Campaign activity must comply with TRU's area and table booking rules issued by Ancillary Services.
e) Soliciting votes door to door in on campus housing is against residence's policies.
f) Campaigning must not disrupt classes or regular campus operations.
g) Candidates must not be engaged with eligible voters when they are aware, or ought to reasonably be aware, that they are voting, **and must not provide any electronic devices or login credentials to voters for the purpose of voting.**
h) Candidates are responsible for the removal of all campaign materials before the campaign period deadline.

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

1.6 Voting and Results

i. **Voting period:** The voting period will be a minimum of three (3) business days commencing no sooner than four (4) weeks after the close of nominations. Voting will close as per election timeline published by the Registrar. Voting will be conducted by anonymous and secure on-line ballot. No ballots will be accepted after the close of voting. Candidates and their proponents must not approach or contact voters during the voting period to ask them to cast a vote on a personal laptop computer, cell phone, or any other electronic device.

ii. **Results:** In an election where only one candidate is to be elected, the candidate with the highest number of votes will be declared elected. In an election where more than one candidate is to be elected, the candidates with the highest number of votes will be declared elected.
The Registrar will communicate all election results within five (5) business days of the close of elections as per the following procedures:

   a) Each candidate will be notified by email of their own outcome;
   b) All election results, including voting counts and outcomes of all candidates, will be posted online;
   c) All election results, including voting counts and outcomes of all candidates, will be reported to the Senate at the next possible meeting following the election.

iii. **Tie votes:** In the event of a tie between two or more candidates for an office, the Senate must cast the deciding vote according to the following procedures:
   a) Tied nominees will be made aware, by email, of Article 16(2)-*University Act,* and that Senate will address the tied vote at the next available Senate meeting;
   b) The Registrar will provide to Senate, the biographic information of candidates for vacancies resulting in a tie vote for Senate's consideration;
   c) The Registrar will present the election results in the public Senate session, and indicate that the tie votes will be discussed and decided by secret ballot in an in-camera Senate session immediately to follow;
   d) Tie-vote results will be reported by the Registrar publicly on the elections web site the following day;
   e) Tie-vote counts will not be announced - final vote counts published on the elections web site will indicate one (1) additional vote for the successful candidate in the tie break.

iv. **Acclamation:** Should nominations produce a number of candidates equal to or less than the number of positions being elected, then no voting through the balloting process will take place and the candidates nominated will be elected by acclamation**.**
If a candidate has withdrawn or been disqualified and, as a result, the number of remaining candidates is equal to or less than the number of vacant positions the remaining candidate will be elected by acclamation.

1.7 Withdrawals

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

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

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

1.8 Disqualification

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

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

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

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

A disqualification may be appealed under the election appeals procedure.

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2.0 Vacancies and Eligibility

2.1 Board of Governors

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

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

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

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

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

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

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

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v. **Board Non-Faculty Representative (one member):**
Eligibility for nomination and to vote: all employees of TRU and TRU-OL are actively employed at the commencement of the nomination process except for TRU faculty members.

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

vi. **Continued Eligibility:** A member of the board who ceases to be eligible during the member's term of office immediately ceases to be a member of the board. *(University Act 23 (2)).*

2.2 Senate

i. **Elected positions:** The following Senate positions are filled by election:
   a) two (2) faculty members for each faculty, elected by faculty members of the faculty
   b) four (4) students elected by the students
   c) four (4) members of the teaching staff in the Open Learning Division, elected by members of the teaching staff in the Open Learning Division
   d) two (2) support staff, elected by the support staff (i.e.: employees of the university who are not officers of the university, deans, faculty members)

   Fall elections: The following positions will be elected in the fall election cycle:
   a) Faculty members from: Faculty of Adventure, Culinary Arts and Tourism, Faculty of Arts, Faculty of Law, School of Business and Economics, School of Nursing
   b) Support staff
   c) Open Learning Teaching Staff

   Winter elections: The following positions will be elected in the winter elections:
   a) Faculty members from: Faculty of Education and Social Work, Faculty of Science, Faculty of Student Development, School of Trades and Technology
   b) Students

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

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

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

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

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

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

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

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

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

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

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

2.3 Planning Council for Open Learning

i.   **Elected positions:** The following Planning Council for Open Learning positions are filled by election:
   a) two (2) members of the teaching staff in the Open Learning Division, elected by the teaching staff in the Open Learning Division
   b) one (1) student enrolled in the Open Learning Division and elected by the students

ii. **Planning Council for Open Learning OL Teaching Staff Representatives (two members):**
   Eligibility for nomination and/or voting: only members of the Teaching Staff in the Open Learning Division who are paying dues (TRUOLFA) are eligible to vote for, and be elected as, OL Teaching Staff representatives on the TRU Planning Council (PCOL). Nominees must have an employment appointment term of sufficient length to complete their three (3) year term in office.

iii. **Planning Council for Open Learning Student Representative (one member):**
   Eligibility for nomination: all TRU Open Learning students in good standing (as per below), who are actively enrolled (registered) in TRU Open Learning in a credit course or program of sufficient length to complete their one (1) year term in office at the commencement of nominations are eligible to be nominated for the Planning Council for Open Learning.

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

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

2.4 TRU Community Trust Board of Directors

i.   **Elected positions:** The following TRU Community Trust Board of Directors positions are filled by election:
   a) One (1) faculty representative
   b) One (1) student representative

ii. **TRU Community Trust Faculty Member (one member):**
   Eligibility for nomination: all faculty members, who are members of the TRU Faculty Association (TRUFA) (paying TRUFA dues) at the call for nominations, with an employment appointment term of sufficient length to complete their three (3) year term in office, are

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

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

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

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

2.5 Filling Vacancies

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

ii. **Senate and Planning Council for Open Learning**
Senate vacancies are to be filled as per Part 7, Section 36 of the University Act.

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

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

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3.0 Appeals

An appeal with respect to election procedures, results, or candidate disqualification must be made in writing to the Secretariat by email to secretariat@tru.ca with a copy to the Registrar within ten (10) days of the announcement of election results or decision to disqualify.

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

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

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4.0 Relevant Legislation

4.1 From the Thompson Rivers University Act:

Part 1: Definitions

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

Part 4: Application of University Act

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

(3). A reference in section 36 of the *University Act* to

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

Part 8: Senate

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

(j) one administrator of the Open Learning Division, appointed by the president;

(k) subject to subsection (5), 4 members of the teaching staff in the Open Learning Division, elected by members of the teaching staff in the Open Learning Division;

(l) two support staff, elected by the support staff;

(m) one non-voting member of the senate, if appointed to the senate by the board to serve for one year.

(3) For the purposes of subsection (2) (g), "faculty" does not include the Open Learning Division.

(4) For the purposes of subsection (2) (l), **"support staff"** means employees of the university who are not
(a) officers of the university, or
(b) deans or faculty members.

(5) If the total number of faculty members elected for the purposes of subsection (2) (g) exceeds 20, the number of members of the teaching staff in the Open Learning Division to be elected under subsection (2) (k) is
(a) 20% of the total number of faculty members elected for the purposes of subsection (2) (g), if the number so calculated is a whole number, and
(b) if the number calculated under paragraph (a) is not a whole number, the whole number that is next highest to the number calculated as described in paragraph (a).

Part 11: Planning Council for Open Learning

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

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4.2 From the University Act:

Part 6 – Board of Governors

Section 19: Composition of board
(1) The board of a university, other than the University of British Columbia, is composed of 15 members as follows:
  (a)   the chancellor;
  (b)   the president;
  (c)   2 faculty members elected by the faculty members;
  (d)   8 persons appointed by the Lieutenant Governor in Council, 2 of whom are to be appointed from among persons nominated by the alumni association;
  (e)   2 students elected from students who are members of an undergraduate student society or a graduate student society;
  (f)   one person elected by and from the employees of the university who are not faculty members.

Section 19.1: Best Interests of university
The members of the board of a university must act in the best interests of the university.

Section 20: Term of office
(1)   Each member of the board elected under section 19 (1) (c) and (f) and (2) (c), (d), (h) and (i) holds office for 3 years and after that until a successor is elected.
(1.1)   Each member of the board appointed under section 19 (1) (d) and (2) (e) holds office for a term of up to 3 years and after that until a successor is appointed.
(2)   Each member of the board elected under section 19 (1) (e) or (2) (f) or (g) holds office for one year and after that until a successor is elected.
(3)   The chancellor and president are members of the board for so long as they hold their respective offices.

Section 21: Reappointment or re-election
The appointed members of the board are eligible for reappointment and the elected members are eligible for re-election, but those members must not hold office for more than 6 consecutive years.

Section 22: Removal from office
(1)   The Lieutenant Governor in Council may, at any time, remove from office an appointed member of the board.
(1.1)   Despite section 19, the Lieutenant Governor in Council may, on a resolution passed by the vote of at least a 2/3 majority of the members of the board, remove from office a member of the board
  (a) elected under section 19 (1) (c), (e) or (f) or (2) (c), (d), (f), (g), (h) or (i), or
  (b) appointed under section 19 (1) (d) or (2) (e)

if the board is satisfied that the person should be removed for cause.

(2) Unless excused by resolution of the board, a member who does not attend at least half of the regular meetings of the board in any year is deemed to have vacated the member's seat.

Section 23: Persons not eligible

(1) The following persons are not eligible to be or to remain members of the board:
  (a) members of the Parliament of Canada;
  (b) members of the Executive Council or of the Legislative Assembly;
  (c) [Repealed 2006-15-45.]
  (d) a member of the public service in the ministry;
  (e) a member of the public service designated by the minister.
  (f) [Repealed 2003-48-32.]
  (g) [Repealed 2018-36-3.]

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

Section 24: Vacancies on the board

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

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

Section 25: Method of filling vacancies and effect of vacancy

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

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

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

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

Part 7 – Senate

Section 36: Term of office

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

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

(3) Members of a senate who remain eligible under section 35, 35.1 or 35.2 may be reappointed or re-elected in the manner provided under section 35, 35.1 or 35.2 for further terms.

(4) If a vacancy arises on the senate, the vacancy must be filled,
    (a) in the case of an appointed member, by the body possessing the power of appointment, or
    (b) in the case of an elected member, in the manner specified by the senate.

(5) A person appointed or elected to fill a vacancy holds office for the remainder of the term for which the person's predecessor was appointed or elected.

(6) The secretary of the senate must enter a declaration of the vacancy in the minutes of the senate.

(7) A declaration under subsection (6) is conclusive evidence of the vacancy.

Part 9 – Nominations, Elections and Voting

Section 43: Rules for elections
(1) The senate must make and publish all rules necessary and consistent with this Act in respect of nominations, elections and voting.

(2) The registrar must conduct all elections that are required.

Section 44: Nomination paper to registrar
A nomination paper is not valid unless at least 4 weeks before the date of the election
    (a) it is delivered at the office of the registrar, or
    (b) if sent by mail, it is received by the registrar.

Section 45: Election register
(1) In every year in which an election is to take place, the registrar must prepare an alphabetical list, to be called the election register, of the names and known addresses of all members of the convocation who are entitled to vote at an election.

(2) The election register must be open to inspection at all reasonable hours by all members entitled to vote.

(3) The registrar must similarly keep an alphabetical list of the names of all students who are members of the undergraduate student society or the graduate student society.

Section 46: Voters to be registered
Only those persons whose names appear in the election registers are entitled to vote at an election.

Part 11 – President and Registrar

Section 59: President and powers
(1) There must be a president of the university, who is to be the chief executive officer and must generally supervise and direct the academic work of the university.

Section 64: Registrar
(1) There must be a registrar, who must keep the records and perform the duties that the board or senate may require.

THOMPSON RIVERS UNIVERSITY

Date:	October 8, 2024
To:	Yasmin Dean, Daleen Millard, Gregory Anderson, Rani Srivastava, Mark Wallin, Michael Henry, Baldev Pooni, Doug Booth, Paul Martin, Brian Lamb, and Brett McCollum
From:	Brett Fairbairn and Gillian Balfour
Topic:	Roles and Powers of Faculty Councils

Background. On September 17, 2024, TRUFA circulated to faculty and deans a document titled, *TRUFA Statement on Collegial Governance*. A cover e-mail explained that TRUFA's purpose was to start a conversation about collegial governance. The *Statement* quoted at some length, but selectively, from Senate bylaws.

The purpose of this note is to quote and explain in full the passages in legislation and bylaws relevant to the role of faculty councils.

TRUFA's *Statement*. TRUFA's original document is attached, for reference. It quoted at some length from the TRU *Senate Bylaws* (Appendix B). For ease of reference, here is the relevant section of the Senate bylaws, Appendix B, including TRUFA's bolding and underlining, and in highlighting the portions which TRUFA's *Statement* elided:

> *Purpose and Responsibilities*
>
> *Each academic division of the University (Faculty, School or Division) shall have a Council. The Council is the senior academic governance body of the Faculty, School or Division and the venue for collegial and consultative decision-making within the Division.*
>
> *The Council provides a forum for Division-wide dissemination of information, discussion* ***and academic decision-making related to the*** <u>***governance***</u> ***and*** <u>***management***</u> *of the Division and its activities. While respecting the authority of more senior university governance bodies and administration, each Council is responsible at the Divisional level for the planning, priority-setting, development, management and ongoing review of the teaching, research and other related programs and services within the Division.*
>
> *No recommendation on behalf of a Division or its departments will be made to a senior governance body without the approval of that Division's Council and the approval of the Council of any other Division likely to be affected.*

In summary, bolding and underlining were added by TRUFA; highlighted text was omitted by TRUFA, resulting in an incomplete statement to Senate on the purpose and responsibilities of Faculty Councils

Analysis. The highlighted portions omitted by TRUFA are the passages that place in context the role of faculty councils and place limits on their authority, specifically that faculty councils respect the authority of the more "senior" Senate and Board of Governors. A reader perusing the TRUFA *Statement* and unaware of its omissions might well have the impression that the faculty council has unfettered authority over governance, planning, priority-setting, development, management and ongoing review of the teaching, research and other related programs and services within the Division. This is inaccurate and inconsistent with the *TRU Act* and the *University Act,* which give ultimate authority for many of these decisions to Senate, and sometimes to the board and the president. Other matters may be assigned to the faculty by either the board or senate under section 40(h); this may be done by a motion or a policy from either of these bodies. The following section provides additional detail.

Powers and Duties of Faculty Councils. Appendix B as it appears in the Senate Bylaws is consistent with the *University Act* as it relates to the powers and duties of a faculty under section 40:

> ### Powers and duties of faculty
>
> **40** *A faculty has the following powers and duties:*
>
>> *(a) to make rules governing its proceedings, including the determining of the quorum necessary for the transaction of business;*
>>
>> *(b) to provide for student representation in the meetings and proceedings of the faculty;*
>>
>> *(c) subject to this Act and to the approval of the senate, to make rules for the government, direction and management of the faculty and its affairs and business;*
>>
>> *(d) to determine, subject to the approval of the senate, the courses of instruction in the faculty;*
>>
>> *(e) subject to an order of the president to the contrary, to prohibit lecturing and teaching in the faculty by persons other than appointed members of the teaching staff of the faculty and persons authorized by the faculty, and to prevent lecturing or teaching so prohibited;*

(f) subject to the approval of the senate, to appoint for the examinations in each faculty examiners, who, subject to an appeal to the senate, must conduct examinations and determine the results;

(g) to deal with and, subject to an appeal to the senate, to decide on all applications and memorials by students and others in connection with their respective faculties;

(h) generally, to deal with all matters assigned to it by the board or the senate.

Multiple passages in section 40, above, emphasize that various faculty council decisions are "subject to the approval of the senate." In fact, of the eight powers listed, only the first two, (a) and (b) — to make rules for its own proceedings and to provide for student representation — are within the unqualified authority of a faculty council.

Notably absent from the list of faculty council powers are matters typically associated with nonacademic management such as budgets, hirings, and management of personnel. Within a school or faculty, such matters are the purview of the dean as part of the university administration and working with and within the authority delegated for this purpose from the president and the board.

Conclusion. Our purpose in writing this note has been to clarify the governance structure of the university as that structure pertains to faculty councils.

Sincerely,

BRETT FAIRBAIRN
President and Vice-Chancellor

GILLIAN BALFOUR
Provost and Vice-President Academic

cc   TRU Senate

Attachment - TRUFA Statement on Collegial Governance

TRUFA Statement on Collegial Governance

University governance is characterized by a level of decentralization that is matched in few other organizations. As Faculty, the *University Act* (part 8, section 40) states that we have collegial governance power and duties as a collective.

Collegial governance is defined as a democracy of scholars who have primary decision-making authority and influence over the scholarly activity and outcomes of the University (Harelkin v. University of Regina, 1979). Along with academic freedom and tenure, collegial governance is a defining feature of a research university. Collegial governance and academic freedom go hand-in-hand, with academic freedom being the "right and duty of university professors to advance and disseminate knowledge without constraint" (Eastman et al., 2018).

Why Does Collegial Governance Matter?

Collegial governance protects academic freedom and ensures that Faculty have a primary role in decision-making for all scholarly activity and outcomes.

> **Robust collegial governance protects academic freedom** by ensuring that people who are directly engaged in the core mission of teaching and research get to determine the parameters of that mission, and academic freedom protects the rights of faculty members to speak out when they fear the university's core mission is being threatened. (Hearn, 2016, p. 22)

What Does a Democracy of Scholars Look Like at TRU?

A **TRU scholar** is certified in their field via independent, informed assessment from established scholars. They maintain their position through standards (i.e., tenure and promotion) established by their department. In recognition of the diversity of programming offered at TRU and the range of faculty members who contribute to the scholarly environment, including academically and professionally qualified faculty who are in precarious and limited term employment (either by choice or otherwise), a democracy of scholars is inclusive of all TRU faculty, yet we must continue efforts to reduce faculty precarity to protect academic freedom and robust collegial governance.

The TRU *Senate Bylaws* (Appendix B) define the parameters by which collegial governance occurs and vest the authority of academic governance and management within Faculty Councils:

> The Council is the senior academic governance body of the Faculty, School or Division and the venue for collegial and consultative decision-making within the Division.

> The Council provides a forum for Division-wide dissemination of information, discussion and **academic decision-making related to the governance and management** of the Division and its activities... [and] is responsible... for the planning, priority-setting, development, management and ongoing review of the teaching, research and other related programs and services within the Division.

No recommendation on behalf of a Division or its departments will be made to a senior governance body without the approval of that Division's Council and the approval of the Council of any other Division likely to be affected (para. 1-3).

Collegiality coupled with the need for scrutiny at multiple levels, means that decision-making takes time (Eastman et al., 2023); it requires that informal and formal structures and procedures are in place to facilitate good faith engagement among colleagues prior to decision-making, including appropriate representation, transparency, sufficient time to review materials, and mechanisms for negotiation and debate.

What is My Role as a TRU Scholar?

Faculty have a responsibility to engage robustly in collegial governance processes in three areas of governance:
1. the university governance or Senate,
2. the faculty or school, and
3. the department;

and to help maintain open, transparent, and inclusive decision-making at all three levels.

Faculty independence and professional authority are paramount. The professoriate is granted authority and responsibility for the academic activities of the university through academic committees and peer review (e.g., department meetings, Faculty Councils, hiring and tenure committees, curriculum committees, Senate, formulation of policies and procedures for the functioning of the university, and so on).

What Can We Do as a Collective Faculty?

We can strengthen collegial governance by actively engaging in decision-making, and:
1. participating robustly in all areas of collegial governance to ensure open and transparent decision-making;
2. supporting one another by identifying breaches to collegial governance;
3. educating ourselves in academic governance and management practice; and,
4. ensuring that all departments, schools, faculties, and Senate have clear terms of reference that support collegial governance.