THOMPSON RIVERS UNIVERSITY

MEETING OF THE SENATE

Monday, March 24, 2025
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** — Brett Fairbairn
    a. Remarks from the Chair
       i.   Territorial Acknowledgment
       ii. Acknowledgement of departing senator
            a. Greg Garrish (alumni senator)

Page 1 **2. Adoption of Agenda**

3. Minutes of Previous Meeting
Page 3   a. Minutes of senate meeting of February 24, 2025 (For Decision)

4. Business Arising from the Minutes

   a. New Policy ED X-X Research Ethics Board (For decision; [notice of motion]() served February 28, 2025)

5. Reports of Officers
      a. President and Vice-Chancellor
Page 7   i. President's Report to Senate (Information)
To be   b. Provost and Vice-President Academic (Information)
circulated

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6. **Reports of Committees**

7. **Question Period**

8. **Next Senate meeting**

   a. The next regular meeting of Senate is on Monday, April 28, 2025 from 3.30pm-5.30pm in the Brown Family House of Learning, Room HL190**.**

9. **Termination of Meeting**

THOMPSON RIVERS UNIVERSITY

MEETING OF THE SENATE

Monday, February 24, 2025
3.30pm to 5.30pm

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MINUTES

Present:
Brett Fairbairn (Chair of Senate), Gillian Balfour, Doug Booth, Susan Butland, John Church, David Cormier, Melba D'Souza, Yasmin Dean, Katia Dilkina, Sean Donlan, Will Garrett-Petts, Greg Garrish, Tania Gottschalk, Derek Knox, Krish Maharaj, Daleen Millard, Waqar Mulk, Mugesh Narayanasamy, Jamie Noakes, John Patterson, Baldev Pooni, Gordon Rudolph, Rani Srivastava, Anne Terwiel, Joanna Urban, Mark Wallin, Darren Watt, Joel Wood (Vice-Chair of Senate)

Regrets:
Jason Bermiller, Michael Bluhm, David Carter, DeDe DeRose, Michael Henry, Gurjit Lalli, Jim Lomen, Ben Lovely, Juliana West

Absent:
Greg Anderson, Rayyan Khan, Sasha Kondrashov, Laura Lamb, Rita Leone, Heather MacLeod, Rohini Ranganatha

Executives and Others Present:
Brian Daly (Vice-President, Advancement), Matt Milovick (Vice-President Administration and Finance), Shannon Wagner (Vice-President, Research), John Sparks (General Counsel and Corporate Secretary), Charlene Myers (Manager, University Governance), Lynda Worth (University Governance Coordinator)

1. **Call to Order**

    B. Fairbairn, chair of senate, called the meeting to order at 3:30pm.

a. Remarks from the Chair

    i. Territorial Acknowledgment

      B. Fairbairn delivered the territorial acknowledgment.

2. Adoption of Agenda

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

3. Minutes of Previous Meeting

a. Minutes of senate meeting of January 27, 2025

*On motion duly made and adopted, it was **RESOLVED** that the minutes of the senate meeting of January 27, 2025 be approved as circulated.*

4. Reports of Officers

a. President and Vice-Chancellor

    i. President's Report to Senate

    President Fairbairn commented on some of the matters in his written report and invited senators to submit nominations for honorary doctorates for Convocation.

b. Provost and Vice-President Academic

G. Balfour noted that her written report was circulated with the agenda package and commented on some items within it, as well as some other matters. She also presented budget information in conjunction with M. Milovick, Vice-President Administration and Finance.

5. Reports of Committees

a. Academic Planning and Priorities Committee

G. Balfour, chair of the Academic Planning and Priorities Committee (APPC), presented the committee's report.

There was one item in the APPC report requiring a decision by Senate, namely minor amendments to Policy ED 03-9 Examinations.

*On motion duly made and adopted, it was **RESOLVED** that senate approve the minor amendments to Policy ED-9 Examinations as circulated.*

Two policies were listed in the APPC report as requiring a decision by Senate; however, they required notice of motion first, which G. Balfour served, as follows:

- Revisions to Policy ED 15-2 Research Integrity (name change from Integrity in Research and Scholarship)
- New Policy ED X-X Research Ethics Board

All other items in the APPC report were for information.

b. Budget Committee of Senate

The BCOS report was presented to senate for information by the committee chair, G. Balfour.

c. Educational Programs Committee

R. Chambers, chair of the Educational Programs Committee (EPC), presented the committee's report, a copy of which was circulated with the agenda package.

d. Steering Committee

The report from the Steering Committee was presented by its chair, J. Sudhoff. The report contained one item for decision, namely appointments to senate committees.

*On motion duly made and adopted, it was **RESOLVED** that Senate appoint the proposed volunteers to serve on senate and other committees as follows:*

Budget Committee
Faculty: Lian Dumouchel, Adventure, Culinary Arts and Tourism

Research Committee
Faculty: Kellee Caton, Adventure, Culinary Arts and Tourism

Teaching and Learning Committee
Faculty: Melanie Latham, Open Learning, Learning Design and Innovation

Academic Integrity Committee ("AIC")
Faculty: Jeffrey Kent, Gaglardi School of Business and Economics

Student Success Committee
Faculty: Mark Zhang, Student Development

e. Teaching and Learning Committee

The report from the Teaching and Learning Committee was circulated with the agenda package, for information. The committee chair, B. McCollum, presented the report.

f. Research Committee

S. Wagner, chair of the Research Committee, was present to respond to any questions regarding the committee's report, of which there were none.

6. Presentation

a. Student Research

I. Hartley and S. Heer Matonovich, accompanied by some students, presented on student research.

7. Question Period

As the vice-chair of senate had stepped out of the meeting, B. Fairbairn chaired Question Period. No questions were posed.

8. Next Senate meeting

a. The next regular meeting of Senate is on Monday, March 24, 2025 from 3.30pm-5.30pm in the Brown Family House of Learning, Room HL190**.**

9. Termination of Meeting

As there were no further agenda items, the meeting terminated at 4:35pm.

FAREWELL AND BEST WISHES TO PROVOST GILLIAN BALFOUR — For those who may have missed the announcement, here is the text of my message posted to TRU Connect on March 7:

I am writing to share the news that Provost and Vice-President Academic Gillian Balfour has accepted a new role as Provost at Lakehead University in Ontario. Her last day at TRU will be May 25.

While this is a significant loss for TRU, it is an exciting opportunity for Gillian as she returns to a province where she has deep professional roots and strong family connections. Gillian has spent most of her career in Ontario.

Since 2022, Gillian has provided strong leadership for TRU's academic, strategic, and budget planning, leading to a surplus budget for 2024/25 and a balanced budget anticipated for next year. Under her guidance, TRU has created Canada's first Honours College, new programs and research in wildfire studies, a nearly completed new academic plan, and new initiatives for flexible learning.

These achievements have helped TRU navigate the first wave of international enrolment decline imposed by federal policy changes. Throughout, Gillian has been a strong advocate for academic excellence, student success, and the role of universities in supporting communities.

On behalf of TRU, I want to thank Gillian for her contributions and leadership. We will all feel the loss of her insight and vision, her commitment to our mission, and her ability to bring people together to advance important initiatives. She will be dearly missed by her colleagues.

From Gillian: "Leaving TRU is not an easy decision. The past 2 ½ years have been an incredibly rewarding part of my career, and I am deeply grateful for the colleagues, students, and community members who have made this a meaningful experience.

"TRU is a special place that values innovation and the transformative power of education. While I am excited for the opportunity to return to Ontario and be closer to family, I will truly miss the people and the incredible work being done here."

I am also pleased to share that Dr. Shannon Wagner has accepted the appointment as Interim Provost and Vice-President Academic, effective May 26, for a term of up to 12 months. Shannon is currently VP Research at TRU and brings extensive experience in

academic leadership. Over the coming weeks, she will work closely with Gillian to ensure a smooth transition.

We will provide updates on the search for TRU's next Provost in the coming months. In the meantime, please join me in thanking Gillian for her contributions, wishing her success at Lakehead, and in welcoming Shannon to her new role.

TRU DAY OF GIVING SETS NEW RECORD — Our 2025 Day of Giving was a great success this year, as we more than doubled our goal to raise $50,000 in 24 hours. Donors came through, generating $105,997 to help students.

A total of 193 donors — including alumni, long-time individual supporters, organizations and new contributors — chose from a variety of funds to make their donations during the annual campaign on Feb. 27. Funds raised through Day of Giving and stewarded by the TRU Foundation primarily support scholarships and bursaries for TRU students in Kamloops and Williams Lake.

The 2025 Day of Giving took place over 24 hours, a departure from the 48-hour donation window in previous years. Despite the shorter timeline, Day of Giving welcomed more individual donors than ever before and passed the previous record of $81,591 set in 2024.

Several community members came forward to provide matching funds and challenge funds to help amplify the impact for students, including the Kamloops Blazers Scholarship and Education Society, Marg and Terry Bangen, Trace Associates, Fiona Chan, Brogan Fire and Safety, the BC Nurses' Union, Valley First Credit Union, TRU Alumni and TRU honorary doctorate recipients Roland and Anne Neave and family.

Here's what TRU students had to say when asked what it means to them to receive a donor-funded award:

> "I love teaching science. Science is what I love, so being able to share that and hopefully inspire kids to also love science and other STEM topics is really, really big for me. I found out about the award that I received while I was at my practicum. It was really exciting — it let me take my mind off of things like finances and focus on like being the best educator I can." — Erin O'Leary, Bachelor of Education, STEM

> "When I got the email about the award, it was like winning a lottery to me. It brightened my day massively and it's a huge help." — Latham Wallace, Adventure Studies

> "Between sports and school, it's highly demanding. This scholarship has greatly helped me to be able to focus on my education and sport career. I think receiving this type of support helps me play better because it motivates me." — TRU WolfPack basketball player Nya Derkach, Bachelor of Arts, Psychology

"Getting this award was a huge weight off my shoulders. It allowed me to focus on my studies instead of being focused on my finances and really gave me a chance to breathe and open up and feel comfortable and confident to focus on why I'm here." — Paul DeLuca, Adventure Studies

For more on the impact of philanthropy at TRU, visit tru.ca/giving.

KNOWLEDGE MAKERS TAKES INTERNATIONAL STAGE — Thompson Rivers University's (TRU) Knowledge Makers Program, a unique and award-winning Indigenous research network, received global recognition this month.

A global edition of the Knowledge Makers journal featuring the research of 21 Indigenous women from 16 countries was celebrated and launched as a publication by the Food and Agriculture Organization of the United Nations (FAO) in Rome. In recognition of TRU's invaluable partnership in this unique and transformational project, a delegation from TRU and authors from the Knowledge Makers Indigenous women's research cohort were invited to attend and speak at the unveiling.

Sparked by the All My Relations Research Centre at TRU with the FAO, the award-winning Indigenous research network gives a powerful voice to Indigenous women who, historically, have not been heard on global issues of importance, including climate change and food security.
On Friday, March 7, Dr. Rod McCormick, Dr. Shannon Wagner, and Dr. Airini (now at the University of Saskatchewan and a co-founder of Knowledge Makers when she was at TRU) joined in the ceremonial publication launch of this special edition of the journal. Attending virtually were Dr. Sereana Naepi, Jeneen Herns-Jensen, Chuying Jiao, Alexis Gottfriedson and Joanne Brown. The event was timed to coincide with International Women's Day on March 8.

The call for participants went out globally in late 2022 through the All My Relations Research Centre and the FAO. Indigenous women across the world's seven socio-cultural regions were selected to join in this unique Knowledge Makers Program, led by Naepi and supported by Dr. Rod McCormick, Sandra Bandura, Herns-Jensen, Jiao, the online learning team at TRU and the Office of the Vice-President Research.

The women participating are from Indigenous Peoples in Tanzania, Burkina Faso, Kenya, Sweden, Russia, Nepal, Philippines, Bangladesh, India, Turkey, Mexico, Venezuela, the United States, Canada, New Zealand and Kiribati.

For a year, they studied online and held group discussions as they were mentored and created peer-reviewed research articles covering topics important to their communities in the themes of Indigenous women, Indigenous Peoples' food and knowledge systems, and climate change.

Last year, the Coyote Brings the Food Conference was held at TRU to mark and celebrate the completion of the program and forthcoming journal publication. Members of the special edition cohort came to Kamloops or attended online to present their work and meet fellow Indigenous scholars and Knowledge Makers alumni.

The All My Relations Research Centre and FAO have worked together closely since 2020 to bring this idea, program and publication into reality. The official launch of this Knowledge Makers Journal Volume 8 special edition at the FAO headquarters in Rome, Italy marks an important accomplishment for the Indigenous women of the cohort, as well as TRU and FAO. The project has inspired interest in future meaningful research partnerships with the Food and Agriculture Organization of the United Nations.

Congratulations to everyone who has been involved and contributed to Knowledge Makers.

OPEN-SOURCE COLLABORATION GAINS PROVINCIAL BACKING THROUGH NEW GRANT —
A grassroots initiative co-led by TRU to foster the use of open-source technologies for higher education is gaining momentum with a $100,000 grant from British Columbia's Ministry of Post-Secondary Education and Future Skills. The Shared Education Resources and Technology (SERT) grant enables TRU and its partners to take the Open EdTech Collective (OpenETC) to the next level.

Founded by a group including TRU, the University of Northern British Columbia and BCcampus, OpenETC arose as a voluntary effort to collaborate with other universities and colleges to share and support the use of open-source technologies such as WordPress for teaching and learning. The site's community of educators, technologists and designers share their expertise to develop open infrastructure for B.C.'s post-secondary sector.

Recognizing the role OpenETC and its collaborators can play in supporting the ministry's Digital Learning Strategy, the one-time SERT grant will fund the development of infrastructure, sharable designs and templates that will sustain the project moving forward, including a governance policy and business model. TRU, which is provincially mandated to serve B.C.'s open learning needs, will lead the initiative with continued collaboration across the province.

Work is already underway on OpenETC, with the rollout of demonstration tools and potential business models expected this spring and summer. The SERT grant wraps up in March 2026.

IMPACT OF HAVING A FULL UNIVERSITY IN KAMLOOPS HAS BEEN FAR-REACHING — The following is my op-ed that ran on Castanet on March 12*:*

> A significant milestone for Thompson Rivers University is coming. In just a few weeks, on March 31, we will celebrate TRU becoming a full university. Twenty years ago, after an intensive community-driven campaign, the B.C. government approved legislation, the

Thompson Rivers University Act 2005, that brought together the University College of the Cariboo with B.C.'s Open University to create a new centre for higher learning in Kamloops.

Anniversaries invite reflection. Whether it's a personal milestone, a community achievement or the evolution of an institution, marking the passage of time gives us a chance to consider where we started, what we've accomplished, and where we're headed. This year, Thompson Rivers University turns 20 — a milestone for Kamloops and the many thousands of students, faculty and staff who have been part of its journey.

The evolution from the UCC to TRU was a bold step that reshaped the provincial educational landscape. But has TRU fulfilled the promise? What has it meant for Kamloops to have a university in its backyard? And, as we look ahead, what role should TRU play in tackling the biggest challenges of our time?

Before TRU became a full university in 2005, Kamloops lacked a research-driven centre for higher education. Bright minds — both faculty and student — often had to leave to pursue research and higher education. Businesses had to look elsewhere for highly skilled graduates and pressing local issues—whether economic, environmental, or social — often lacked the benefit of in-depth academic research.

That changed with TRU. Today, thousands of students from Kamloops and beyond choose to study here. Faculty members are leading research that directly impacts our region. And the city benefits from the economic and cultural energy of a thriving university.

Having a university in Kamloops has meant more than just educational opportunities. It has meant growth — of people, ideas, and industries. TRU has created new degree programs, expanded its reach through Open Learning, and established partnerships that connect students with employers.

It has become an anchor for the city's economy, attracting investment and talent that might otherwise have gone elsewhere.

A recent economic impact study examined how TRU benefits local, regional and provincial economies. The economic evidence is striking. TRU now contributes more than $885 million annually to the Kamloops economy and supports one in every 10 jobs in the region.

The influx of students, the expansion of research activity, and the development of industry partnerships have all made TRU a major economic driver. If TRU had stayed a university college, many of these opportunities — and the people and businesses that benefited from them — might have gone elsewhere.

Becoming a university also allowed TRU to attract research funding that was previously out of reach. Today, TRU brings in $8.5 million annually in sponsored research. Recently, TRU reached a new and important milestone, being named in the top 50 research universities 2023 list, for the first time. From wildfire science to sustainable agriculture, TRU's research is tackling some of the most pressing challenges of our time. Without a full research mandate, those projects, and their benefits to local industries and communities, would likely not exist.

Beyond economics, the social impact has been profound. TRU's growth has increased access to higher education, allowing more students, especially from rural and Indigenous communities, to earn undergraduate and graduate degrees without leaving the region.

TRU has also enriched Kamloops' cultural and civic life. Our work makes Kamloops more diverse, connected and engaged. TRU supports the arts, fosters debate and brings diverse perspectives to the community. The research and scholarship our faculty does related to global issues, which includes faculty and student exchanges, increases international understanding. It all ensures that Kamloops is not just a great place to live but also a great place to learn and innovate.

As we look ahead, TRU's role in Kamloops, B.C., and Canada will become even more critical. We are tackling some of the most pressing challenges of our time, issues that matter to people from all parts of our country.

Take wildfire research as an example. TRU is becoming a national leader in studying wildfires and their impacts. With the devastating effects of climate change more apparent in recent summers, the need for evidence-based solutions has never been greater. TRU researchers will help us better understand fire behaviour, mitigation strategies and ways to build more resilient communities. Their work will save lives and protect livelihoods.

Then there are social challenges. TRU's Strategic Research Plan emphasizes research in areas such as housing and homelessness, community-based addictions research, and Indigenous health. The plan highlights the university's commitment to studying social challenges through collaborative research initiatives.

Kamloops is a stronger city because of its university and, as TRU moves into our next 20 years, its value will only grow. The challenges of the future — climate change, social inequality, economic uncertainty, including tariffs and trade wars — are complex. But they are precisely the kinds of challenges universities exist to help solve.

In 2005, TRU's potential existed as an idea, a concept. Today, its value is well understood. By any measure, TRU has been, and continues to be, a tremendous success. And the promise it offers for the future is even greater.

IDAYS 2025 — The importance of collaboration in addressing global challenges was the theme of this year's IDays celebrations at TRU. Students, faculty, staff and the wider Kamloops community were invited to join the celebration of cultural diversity and global perspectives, which ran from March 12 to 14.

This year's theme — Collective Voices: Innovating towards a Sustainable Future — was weaved into performances, hands-on workshops and immersive experiences. IDays invites participants to celebrate culture, connect through food, music and dance, and engage in meaningful conversations about sustainability and the future.

IDays celebrates the diverse cultures that shape TRU and Kamloops, with the international community that plays a key role in bringing new perspectives, traditions and ideas to campus. More than a showcase, it's a chance for everyone — students, faculty, staff and the community — to connect, engage and experience the vibrancy of TRU's global spirit.

This year, the IDays Fashion Show debuted as a stand-alone spectacle. This vibrant showcase features students bringing their culture to the runway through traditional attire and modern designs that celebrate heritage, identity and self-expression. The event was be hosted by Priyanka, winner of Canada's Drag Race season one.

The capstone event of IDays, the IDays Showcase, took place on March 14, from 3 to 8 p.m. in the TRU Gym, and offered a vibrant celebration of global traditions. The evening featured live performances, cultural exhibits, food and artistic expressions that bring the community together.

TRU CELEBRATES INDIGENOUS AWARENESS WEEK — Both the Provost and I were invited (among other guests) to offer remarks at the Elders Luncheon held on March 4 as part of Indigenous Awareness Week events. Here are our written versions of our remarks:

> Brett Fairbairn: It is an honour to welcome you to TRU's Elders Luncheon, held on the traditional and unceded lands of the Tk'emlúps te Secwépemc. Today allows us to recognize the Knowledge Keepers among us — those who hold the stories, teachings, and wisdom that guide our communities forward.

> In Secwépemc tradition, knowledge is not stored away; it is something lived, shared, and passed on through generations. That is why this event is essential — it is a moment to honour the role Elders play in shaping education, relationships, and the future of TRU.

> Kw'seltktnéws tells us that we are all interconnected and that our success and well-being are tied to one another. That is why your presence here today is meaningful. It is a reminder that universities are not just places of study. They must also be places of listening and respect.

This week is Indigenous Awareness Week at TRU, when we recognize and celebrate Indigenous knowledge, languages, and traditions. From drumming and storytelling to student presentations and language lessons, this week reinforces our understanding that learning needs to be rooted in tradition, relationships, and responsibility.

It is our responsibility to ensure that Secwepemc ways of knowing are carried forward with respect and purpose. And today we begin by honouring you, because you are the Knowledge Keepers.

We are grateful for the time and wisdom you share with us. Your voices will continue to shape a centre for higher learning where Secwepemc ways of knowing are valued and celebrated, where learning is not just about the mind but also about the heart.

Gillian Balfour: It is a privilege to be here today with everyone as we share time in the spirit of respect, gratitude, and learning. This event reminds us that Elders are the heart of Indigenous communities. I want to acknowledge the deep contributions you make to TRU.

At universities, we often focus on new ideas and emerging knowledge, but we often forget that wisdom is about more than discovery — it is also about remembering. Secwépemc knowledge is enduring, tested, and deeply connected to the land.

Secwépemc ancestral knowledge teaches us how to live, listen, and pass knowledge forward. Events like this one today are not just moments to celebrate or recognize individuals – they are also opportunities to recognize the strength of Secwépemc languages, traditions, and ways of knowing that have always been here.

As others have noted, this week is Indigenous Awareness Week at TRU. This week, we will have opportunities to learn about and celebrate Secwépemc language and culture. But the most important lessons do not come from scheduled sessions or events. They come from relationships, sitting together — as we are now — and listening to those who have carried knowledge through generations.

To the Elders here today — you are the teachers, the Knowledge Keepers, and the foundation of our communities. TRU is grateful for the time you share with us and the wisdom you pass on to future generations.

NOMINEES FOR TRU HONORARY DEGREES — The honorary degree is the highest form of recognition offered by TRU. You are invited to nominate a distinguished individual for an honorary degree, in accordance with [Honorary Degree Policy ED 16-2](). The nomination deadline for candidates to be considered for the 2026 Convocation ceremonies is Aug. 31, 2025.

Recipients of honorary degrees must be distinguished, with achievements both relevant and appropriate to TRU. Eligibility for nomination is restricted to persons of provincial, national or international stature. By nominating a worthy candidate, this is your opportunity to:

- o Profile your discipline or field within our university

- o Highlight and raise awareness of important issues in society
- o Bring national attention to our university and our community
- o Forge a relationship that could benefit your faculty or school
- o TRU employees, students, alumni and members of the Board of Governors are invited to nominate candidates for consideration.

Visit the Honorary Degree Nomination Process OneTRU site to get started. Contact the Secretariat with any questions.

SEARCH FOR NEW TRU PRESIDENT WRAPPING UP — As reported by Board Chair Hee Young Chung on February 28, the search for a new president at Thompson Rivers University is beginning to wrap up.

Hee Young said the presidential search committee will be reconvening to come up with its recommendations for the board on who should fill the role. The committee took feedback from the public last year, developed a candidate profile and officially began recruitment in the fall.

The committee has been reviewing applications and interviewing candidates since the beginning of the new year. A decision on who will take over this role could be made in less than a month, Hee Young said.

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
MARCH 2025 REPORT TO SENATE

The March 13, 2025, meeting of APPC was chaired by Dr. Gillian Balfour. The following items come forward from APPC to Senate:

For notice of motion:

a. **TRU Bold,** Gillian Balfour, Provost

Motion approved at APPC

On motion duly made and adopted, it is RESOLVED that APPC recommends for Notice of Motion to Senate the TRU Bold proposal as presented.

For information:

a. **Changes to Program Review procedures, timeline, and responsibilities,** Shannon Smyrl and Justyna Burgess, Office of Mission Fulfilment and Quality Assurance

b. **Master of Nursing Program Review Final Report**, Tracy Christianson, Interim Associate Dean, School of Nursing and Florriann Fehr, MN Coordinator (interim)

c. **English & Modern Languages Program Review Final Report,** Mark Wallin, Dean, Faculty of Arts

d. **Category II Approvals**

   i.   Bachelor of Arts, Major in Theatre Arts

   ii. ENGL 3741 Milton's Paradise Lost

   iii. ENST 3130 Sustainability In Action

   iv. ENST 3720 Qualitative Methods in Geography and Environmental Studies

   v.   FIRE 1000 Introduction to Fire Science

   vi. FIRE 1010 Wildfire Dynamics

   vii. FIRE 1020 Impacts of Wildfire

   viii. FIRE 2100 Colonial Land-Use Management and Wildfire

   ix. FIRE 2110 Braiding Knowledges: Western & Indigenous Perspectives on Wildfires

   x.   FIRE 2120 Wildfire Impacts on Rural, Indigenous and Recreation Tourism

   xi. FIRE 2410 Wildfire Community Relations

   xii. FIRE 2420 Wildfire Communications

   xiii. FIRE 2430 Wildfire Media Relations

   xiv. CHIN 1110 Introductory Chinese 1

   xv. CHIN 1210 Introductory Chinese 2

    xvi.   FRAN 2110 Intermediate French 1

    xvii.   FRAN 2210 Intermediate French 2

    xviii.   GERM 1210 Introductory German 2

    xix.   JAPA 1110 Introductory Japanese 1

    xx.   JAPA 1210 Introductory Japanese 2

    xxi.   JAPA 2110 Intermediate Japanese 1

    xxii.   JAPA 2210 Intermediate Japanese 2

    xxiii.   LING 2010 Introduction to Linguistics 1

    xxiv.   LING 2020 Introduction to Linguistics 2

    xxv.   MLAN 1110 Introductory World Language 1

    xxvi.   MLAN 1210 Introductory World Language 2

    xxvii.   MLAN 2700 Field School Modern Languages

    xxviii.   HEAL 3350 Mental Health Matters: Exploring Mental Health Care for Clients and Providers

    xxix.   PSYC 4281 Psychology Capstone

Respectfully submitted on March 13, 2025, by:

Gillian Balfour, Chair, Academic Planning and Priorities Committee

THOMPSON RIVERS UNIVERSITY

TRU Bold

Academic and Open Learning Plan

2024-2030

Message from the Provost

Thompson Rivers University is at a pivotal moment. The landscape of post-secondary education is shifting, shaped by technological change, social forces, evolving workforce needs, and new approaches to learning.

TRU Bold is our response — an Academic and Open Learning Plan that defines how we will navigate changes while staying true to our mission of providing accessible, high-quality education to students in our region, B.C. and Canada, and the world.

For the first time, TRU will have a unified academic plan that integrates open learning, research priorities, and a structured approach to program development through "halo programs" — academic areas of strength that will guide investment and innovation.

The plan is structured around five key goals: expanding TRU's signature academic programs, embedding research-informed teaching, increasing flexible learning pathways, strengthening our commitment to open education, and developing graduate programs that align with research priorities.

These priorities reflect TRU's responsibility to students, faculty, and communities — including Tk'emlúps te Secwépemc and T'exelc — by ensuring that our academic offerings contribute to real-world challenges in health, the environment, and technology.

TRU Bold will drive action through program development, research investment, and enhanced student opportunities. Whether studying on campus, online, or in applied settings, students will have access to learning designed to prepare them for a rapidly changing world.

TRU Bold provides a clear framework for growth. I encourage you to explore how this plan will shape our university and how you can contribute to its success.

Gillian Balfour
Provost and Vice-President Academic

Message from the Vice-President, Research

Research at Thompson Rivers University is deeply connected to the people and places we serve. Through TRU Bold, we will build a research culture that seeks to lead, serves people and communities, and is responsive to pressing challenges in health, the environment, and technology.

This plan affirms our commitment to integrating research into learning at all levels. Every TRU student — undergraduate or graduate — will have opportunities to contribute to meaningful inquiry that matters.

Faculty will be supported in advancing scholarship that addresses local and global needs or issues. We will tackle the complex and urgent social problems of our times. We will deepen our impact across sectors through interdisciplinary collaboration, a focus on student and faculty success, and by strengthening external partnerships, such as with Tk'emlúps te Secwépemc and T'exelc.

By enabling advanced research that is both relevant and impactful, TRU will create new pathways for knowledge creation and application. Our faculty and students will shape solutions for the future.

TRU Bold provides a new direction for research that matters. It will be a core pillar of how we develop programs, support faculty, and prepare students for a knowledge-driven world.

Shannon Wagner
Vice-President, Research

Introducing TRU Bold

Where do we want to be as an institution in five years? Our vision is for a university defined as a place of belonging — Kw'seltktnéws (we are all related and interconnected with nature, each other, and all things) — where all people are empowered to transform themselves, their communities, and the world.

Like all public post-secondary institutions, TRU faces a rapidly changing educational landscape with significant market shifts, evolving social and economic outlooks for graduates, and new conversations about the nature of education in an AI world. In this context, bold moves are needed to ground institutional reputation and student success.

TRU Bold is TRU's Academic and Open Learning Plan, bringing us towards this vision of an interconnected and empowered community with a global conscience, bold in leveraging the institution's mandate to provide and foster open education, bold in securing institutional reputation and resiliency through alignment of unique halo programming and research priorities, and bold in committing to a university as a space, where learning happens through high impact practices and flexible pathways.

TRU Bold presents five goals for the academic priorities of the institution over the next five years.

Goal One   Prioritize academic planning around visible and compelling Halo Programs that align with the TRU's research priorities: health and healing, environment, and technology to improve peoples' lives. These align with Tk'emlúps te Secwépemc research priorities, including natural resources, education, health and engineering.

Goal Two   Embed distinctive high-impact teaching that reflects institutional learning outcomes.

Goal Three   Undertake a digital transformation that embeds open educational practices into TRU's signature pedagogy, which will be defined through future work.

Goal Four   Prioritize flexible pathways to learning and student success.

Goal Five   Develop graduate programs that align with TRU's research priorities and meet the needs of the region.

In fulfilling these goals, the institution will be guided by three core principles that ensure student success stays at the centre of our work.

Guiding Principles for TRU Bold

TRU Bold puts student success at the centre, ensuring that the institution's reputation for academic excellence reflects an engaged and inclusive student experience in learning that is available to any learner and responsive to the needs and challenges of our local and global communities.

Every student is a TRU student.

▶ Commitment to decolonization of programs and pedagogy and the significant and meaningful inclusion of Secwepemc ways of knowing.

▶ Unified recognition and support of the TRU student, who may access learning online or on-campus, in regional areas, in Williams Lake, or in Kamloops.

Every student can start here, from anywhere.

▶ Flexible entry options mean TRU will be recognized as a place where academic excellence is made possible for all learners.

▶ Flexible access to learning through a digital transformation that provides a continuum of program delivery.

Every student can be a researcher.

▶ Alignment of the academic and research priorities to link and integrate research with teaching and learning opportunities that meet core community challenges: health and healing, the environment and technology for improving peoples' lives.

▶ Continued excellence in undergraduate student research and growth in graduate programs in halo areas.

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Context

TRU Bold is responsive to internal and external conditions that will affect the post-secondary environment generally — and TRU specifically — in the coming years.

1. TRU's partnership with Tk'emlúps te Secwépemc and T'exelc will inform the development of a respectful relations consultation framework for curriculum development aligned with TRU's institutional learning outcomes.

2. TRU is committed to continued and enriched collaboration with both the Research Universities Council of BC (RUCBC) and the Interior Research Universities Council (IURC).

3. TRU is the only research university in B.C. with a School of Trades and Technology. STT will be key to meeting provincial government labour market priorities through expanded trade programming, especially for international students.

4. TRU is well-positioned to build on the success and mandate of Open Learning, to expand on its commitments to flexible access and delivery, as well as open pedagogy, to meet growing demand, acheived through implementation of TRUly Flexible.

5. TRU must address challenges in domestic enrollment and retention, as well as the severe decline in the international student market. This will be acheived through effective recruitment strategies and service standards benchmarked for attainment.

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Strategic Alignment

TRU Bold is aligned with Envision TRU, the institution's mission, values, and vision, and contributes to meeting the 10-year institutional change goals.

TRU Bold defines the academic priorities and goals for the institution, guided by the existing research priorities and guided by our research priorities and integrated strategic planning objectives:.

The institution's three key Integrated Strategic Planning objectives are:

1. Student success and research innovation through inclusive excellence in research faculty and staff recruitment.

2. Eliminate achievement gaps across different groups of learnings, and honour truth, reconciliation and rights.

3. To be recognized provincially, nationally, and internationally for our unique programs, which provide students with flexible learning pathways, experiential opportunities, and community research.

TRU Bold addresses academic priorities and goals designed to enhance our reputation through unique programs based in the beauty of the central Interior of BC.

Strategic Research Plan

TRU Bold is guided by our research priorities. The Academic and Research Plans inspire unique learning opportunities for students to meet community challenges, namely health and healing, the environment, and technology to improve peoples' lives.

TRU Bold and the TRU graduate

The Academic Plan puts student experience and success at the centre. The goals of the academic plan are to support students in meeting TRU's graduate attributes, which are defined in the institutional learning outcomes.

A TRU graduate will:

► Recognize and respect the value of Tk'emlúps te Secwépemc and T'exelc knowledge and diverse cultural perspectives; to be "community-minded with a global conscience."

► Experience and demonstrate connection through effective leadership and communication.

► Set goals for learning beyond their university experience and are socially and environmentally responsible.

► Seek and produce knowledge and think critically through research activities.

Accountability and the Academic Action Plan

TRU Bold is accountable. To meet the goals of the Academic and Open Learning Plan, TRU will commit to a digital transformation in how it delivers learning to all students. The next step is an academic action plan outlining the pathway for achieving the goals of TRU Bold through measurable objectives and an implementation strategy, ensuring its accountability to the integrated strategic planning objectives and Envision TRU.

Five Goals for TRU Bold

Academic Plan Priorities and Halo Programs

Goal One: Prioritize academic planning around visible and compelling "halo programs" that align with TRU's strategic research priorities.

1.1 Elevate TRU's reputation with unique and competitive "halo programming" that attracts students, faculty and funding.

1.2 Be recognized for enriched student experience in the specific fields of expertise aligned with institutional research priorities.

1.3 Transform current programs through collaborative interdisciplinary curriculum design and cross-appointments.

Prioritizing prestigious or high-profile programs, known as "halo programs," differentiates an institution, builds a reputation and strengthens the brand.

Three selected areas for academic planning priority have been identified for their alignment with TRU's Strategic Research Plan:

Health and healing

The environment

Technology for improving peoples' lives

Within these aligned areas, emphasis is placed on the development of halo programs as indicators of TRU's excellence in teaching, research, and impact.

Academic Plan Priorities

Health and healing

Areas of focus might include Indigenous healing, ecological grief, wildfire studies in resiliency and physical and mental health impacts, nursing in rural communities.

The environment

Areas of focus might include green energy, Indigenous land use, wildfire studies in community adaptation and predictive sciences.

Technology for improving peoples' lives

Areas of emphasis on AI innovation, skilled trades, wildfire technology, renewable energy applications, and social enterprise solutions.

Strategic Research Plan Priorities

▶ Understanding and responding to changing climate and its consequences on the environment (built, natural, and social), and pursuing sustainable solutions.

▶ Seeking truth, reconciliation and rights through Indigenous led research and capacity building

▶ Contributing to greater social cohesion and sense of belonging through a commitment to social justice, equity, diversity, inclusion, and social responsibility.

▶ Strengthening health, quality of life, and cultural sustainability in our local and regional communities

▶ Advancing technological, cultural, social, and economic development and innovation that improves peoples' lives.

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Transformative Teaching Practices

Goal Two: Integrate high-impact teaching methods into TRU's signature pedagogy.

2.1 Expand opportunities for experiential learning, including community and land-based 2ducation, field schools, travel abroad, trades programs and apprenticeships, and undergraduate research.

2.2 Strengthen faculty capacity to design and deliver engaging, research-informed instruction while improving infrastructure to support student access to these opportunities.

2.3 Increase success and reputation in the scholarship of teaching and learning.

These kinds of teaching strategies contribute to student success by improving academic achievement, satisfaction, and persistence, particularly for learners across the B.C. Interior.

This commitment aligns with the strategic research plan by emphasizing hands-on student experiences in transformative research and inquiry-driven learning. Making these methods a core feature of TRU's pedagogy strengthens student engagement and research-informed education.

Open Educational Practices

Goal Three: Embed open educational practices into TRU's signature pedagogy.

3.1 Be recognized internally and externally for our excellence in open educational practices on campuses and online.

3.2 Be recognized as the provincial leader in PLAR for on-campus learners and Indigenous learners, and as a hub for an expanded interprovincial credit bank.

TRU embraces our provincial mandate for serving the open learning needs of British Columbia. The opportunity exists now to leverage this legacy by expanding our identity and reputation in this area.

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Flexible Pathways

Goal Four: Prioritize flexible pathways for learning and student success.

4.1 Be recognized as a place where academic excellence is made possible for all learners, including through flexible entry options and exceptional student services and academic support.

4.2 Prioritize the design of program architectures with flexible learning pathways for students, including laddering opportunities and transfer potential.

Commitments to flexible learning are tied to increased domestic enrollment by expanding market access, increasing education pathways for underserved and underrepresented communities, and improving retention and completion rates through diversification of delivery.

Strategic Graduate Programming

Goal Five: Develop strategic graduate programs that align with TRU's research priorities and our halo program areas

5.1 Develop interdisciplinary graduate programs which bring together existing areas of academic expertise from across faculties and expand TRU's reputation and research profile.

5.2 Explore the development of collaborative graduate and PhD programs within the Interior University Research Coalition (IURC) to complement the strategic emphasis on research partnerships.

5.3 Embed principles of respectful relations into student and faculty research practices within Secwépemculecw.

TRU's research commitments are grounded in community connections and community partnerships. Collaborate and innovative academic programming at the graduate level will complement and reinforce our participation in and contributions to our communities through scholarship.

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MEMORANDUM

TO:	Academic Planning and Priorities Committee of Senate
FROM:	Shannon Smyrl, Director, Mission Fulfilment and Quality Assurance and Justyna Burgess, Manager, Quality Assurance
RE:	Proposed Revisions to Program Review Procedure and Master Schedule Design
DATE	March 13, 2025

In line with Policy ED 8-4, the Office of MFQA seeks APPC approval for proposed modifications to the TRU Program Review Procedure and Master Schedule design, as documented in this memo. The current version of the Program Review Procedure was approved by APPC on March 11, 2021.

Goals for the proposed modifications
- Reduce the administrative load for faculty completing reviews
- Facilitate more timely completion of program reviews
- Address content gaps with current DQAB requirements and meet the 2024 recommendation from the Assurance of Learning subcommittee
- Establish a more transparent and compliant master review schedule with reasonable bundling of programs.
- Establish clean alignment between internal program review and required external reviews, such as those by accrediting bodies.

Background and Issues
DQAB
On Sept 1, 2024, the Degree Quality Assessment Board published updates to its Standards and Criteria. These updates include expanded requirements for evidence of adequate academic and student support services to support both the development of new curriculum and during program review. In addition, DQAB standards indicate a review cycle of "normally every 5 years."

The need to strengthen alignment with DQAB has provided an opportunity for a broader review and revision of TRU's Program review Procedure.

Consultations
Beginning in Fall 2024, in the context of these DQAB changes, the office of MFQA has been consulting with various constituents on opportunities to improve the program review process:

- Surveyed current cohort of Program Review teams and conducted meetings with individual faculty and Deans, to discuss plans for and experiences of the program review process.
  - Common issues are faculty capacity (especially in smaller faculties and particularly related to OL programming) and the weight of administrative tasks associated with the program review process, both of which impact overall completion times and rates.
  - As well, interest exists for tailored versions of program review materials suitable to the variety of program types offered by TRU (large vs small programs, OL, Trades, externally reviewed, etc.)

- Continued exploration with IPE, Students Services, Library, and CELT into the ways in which program review is and could continue to be supported in an effective way at the institutional level.
    - Consideration has been given to ways to generate the data and support for faculty undertaking program reviews in efficient and effective ways through changes to both content and timelines.

- Completed a gap analysis of the current program review procedure and the self-study template against the DQAB requirements.
    - Noted a need to revise the self-study template to fill some gaps and otherwise clarify the ways in which specific questions or tasks are meeting the requirements. Overall, the self-study is compliant, with one exception of PLO/ILO assessment, but stronger language to map the content to specific DQAB standards can be added.
    - Noted gap in measuring adequacy of methods of assessment to evaluate learning outcomes; recommendation in 2024 from the Assurance of Learning subcommittee for the development of such a process (which were approved at APPC and need to be incorporated into the Program review procedure).
    - Noted DQAB's 5-year cycle compared to TRU Policy's 7-year cycle.

Proposed changes
Timeline and Administrative Load

1. *Adjust the Module Structures* from 8 down to 4, to better integrate analysis tasks with data review (See Revised Program Timeline and Revised Program Review Processes documents below). The proposed new structure allows interconnection between the writing of the self-study report and the review and analysis of data, allowing a more integrated context for completing the study.

   With this new structure, Program Review Teams can review data, do analysis, and write their self-study in the first spring/summer of their cohort year, normally a non-teaching time. The external review can be scheduled during the winter. And the second spring term can be used to write the Action Plan, based on outcomes of the external review and self-study.

   Note that no core element of the program review procedure has been removed; this consolidation is achieved by combining tasks and, in some cases, re-allocating tasks and responsibilities to MFQA:

   a) *Shift responsibility for Data collection to MFQA and front load*. The Office of MFQA will seek confirmation of Program Review in the Fall prior to the April start date, and prepare the data package in advance (surveys, IPE data, Library, Student Services, etc.)

      Note that this does not change the ask on other support areas, but it does adjust the timeline for when that ask happens. Also, the overall administrative workload for MFQA should be reduced with the use of standardized surveys.

b) Deans with Program teams must now commit in the Fall term prior to the April Review start date or apply to APPC for a deferral; this process will happen at the same time as work loading, service commitment considerations, and sabbatical considerations are done, to help with planning.

c) Standardized Survey questions will now be used, customized for program type rather than unique surveys built through consultation between MFQA and each program review team.

Adjustments to Content

2. *Addition of a task*. Add to the self-study the task on PLO/ILO assessment, based on recommendation memo from Assurance of Learning Committee; to be built in consultation with CELT and supported by CELT as needed during review.

3. *Revision to Guides and the Self-Study template* to facilitate stronger use of data and SOAR results to inform reflection and analysis in the self-study and thus lead more clearly into an Action plan.

   The wording will also be adjusted to ensure the implied requirement from DQAB is clear and that material requested will match the nature of specific types of programs (OL, Trades, Degree, non-degree, etc.). The goal will be easier and more efficient completion for faculty, and results that are more integrated. This work with be done in consultation with CELT.

Master Schedule

4. *Building a 5-Year Master Schedule*. A five-year master schedule allows for room for deferral and delay to stay safely within a "normally every five years" window. The current 7-year model begins outside DQAB requirements and often extends to longer windows. In addition, a 7-year window means program reviews are often disconnected from curriculum lifecycles of revision or modification.
5. *Program Bundles*. Program Reviews will be conducted in *program bundles* (approved by each Faculty), designed to make the process more efficient and allow for shared resources between faculty groups.
6. *External Review Mapping*. Programs requiring external review, such as for accreditation, will have their internal program reviews aligned, and thus exist outside the regular 5-year schedule. The purpose is efficiency, as well as the opportunity to link the recommendations and feedback from both review contexts.

Motions
1. Changes to Program procedures, timeline and responsibilities. See the Program Review Processes and Procedures Document below:
   Motion: That APPC accept the proposed changes to the procedures, responsibilities and timeline for program review as presented above and in the attached charts.
2. Changes to design of Master Schedule to 5-year cycle, with bundling principle and alignment with external review.
   Motion: That APPC accept the proposed changes to the design of the Program Review Master Schedule as presented above, including a 5-year cycle, program bundling, and alignment with external reviews.

THOMPSON RIVERS UNIVERSITY

1. Program Review Procedures Overview

Program Review procedures are guided by TRU policy ED 8-4 Program Review and aligned with the Degree Quality Assessment Board Standards and Criteria. The procedures are overseen by Academic Planning and Priorities Committee and coordinated by the Office of Mission Fulfilment & Quality Assurance. Program Review is an evidence-based inquiry, focused on continuous quality improvement led by faculty. Programs have a strategic opportunity to engage in future planning based on a comprehensive process of self-and peer-evaluation.

2. Program Review Timeline & Module Structure

Module	Faculty Time Commitment	Responsibility	Jan	Feb	March	April	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
Module 1: Preparation			▓	▓	▓	▓													
1a: Invitation to February Orientation Event	1 hour	MFQA, Dean, Program Chair	▓																
1b: Complete registration form	1 hour	MFQA, Program Team	▓																
1c: Orientation Event (Reading Week)	1/2 day workshop	MFQA & All teams		▓															
1d: SOAR Analysis	1/2 day workshop	CELT, Program Team			▓														
1e: Data packages delivered by April		MFQA, IPE			▓	▓													
Module 2: Writing the Self-Study						▓	▓	▓	▓	▓	▓								
2a: How to Write Your Self-Study workshop	1 hour workshop	Program Team & Dean				▓													
2b: Nominating reviewers	2 hours	Program Team & Dean				▓													
2c: Agreeing on Site Visit dates	1 hour	MFQA & All teams				▓													
2d: Completing the Self-Study Report	80 hrs over 6 months*	Program Team				▓	▓	▓	▓	▓	▓								
Module 3: Hosting the External Review										▓	▓	▓	▓	▓	▓				
3a: Site-Visit planning	5 hours	MFQA & Program Team								▓									
3b: Site Visit hosting	2 days	MFQA, Dean, Team											▓						
3c: Receiving the External Reviewer Report		External Reviewers											▓	▓	▓				
Module 4: Building an Action Plan															▓	▓	▓	▓	▓
4a: Action Planning info sessions	1 hour workshop	MFQA & Program Team																	
4b: PLO & Curriculum Mapping	1/2 day workshop	CELT & Program Team																	
4c: Completing the Action Plan Report	40 hrs over 5 months*	Program Team & Dean																	
4d: Dean and Chair sign off	1 hour	Dean, Chair																	
4e: Reporting to APPC	2 hours	Chair, Dean & MFQA																	

*Estimate of time needed to complete report, based on a degree program. Actual completion time will vary, depending on size of program.

3. Program Review Procedures

The following table outlines the standard procedures for program review. These procedures are supported by materials, such as guidelines, data packages, and templates, provided to faculty program teams. Customization of program review materials will be done to meet unique program needs, such as for Trades, service areas, and to align with external accreditation.

Module 1: Preparation				
Timeline	**Components**	**Key Document(s)**	**Responsibility**	**Comment**
September	**Notification of upcoming Program Review**	• Program Review Registration Form	Office of Mission Fulfilment and Quality Assurance (MFQA) Deans and Chairs	MFQA informs Deans and Chairs of upcoming program reviews in September, 6 months ahead of the start of the reviews. Deans and Chairs complete Program Review Registration Form.
Feb	**Orientation**	• Held during Reading Week • Overview of process • Supports and services • Roles and responsibilities • Access to templates	MFQA Director, Centre for Excellence in Learning and Teaching (CELT) All Deans, Chairs and other faculty involved in program reviews scheduled for the year.	Annual event co-facilitated by MFQA and Director, CELT Introduction to Program Review process, including the Moodle course and other resources used to support faculty.
Jan- March	**Data Packages**	• IPE Self-Study Report • Library Form • Student Services Consultation Form • Surveys	MFQA IPE	MFQA gathers reports from Library and Student Services. IPE produces the Self-Study data report. MFQA confirms with program faculty the list of all faculty members and staff to be surveyed as well as student and alumni distribution lists. MFQA designs, distributes the Surveys and collates data into Survey Reports to be shared with program teams.
Feb-April	**SOAR Analysis**	• SOAR Report	CELT facilitates. All program faculty participate.	For each program, faculty members, Dean, students, alumni and community members participate in a 1/d day interactive workshop. The experience and resulting report are used as data to support completion of the self-study.

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Module 2: Writing the Self-Study				
Timeline	**Component**	**Key Document(s)**	**Responsibility**	**Comment**
April-May	**Self-Study Info Sessions**	• Self-Study Report Template	MFQA	MFQA provides guidance sessions on writing the Self-Study
April-May	**External Reviewer Nominations**	• External Reviewer Nomination Template • Set Dates for site visit	Dean, Chair, faculty complete nominations and set timelines for visit	Nomination list approved by Provost Office
April- Sept	**Completing the Self-Study**	• Self-Study Report Template	Dean, Chair, Program faculty	Program review team write the Self-Study and gain full program faculty approval. Dean reviews and signs Self-Study before submitting as completed document

Module 3: Hosting the External Review				
Timeline	**Component**	**Key Document(s)**	**Responsibility**	**Comment**
July- Sept	**Site-Visit Planning**	• External Reviewer Invitation Email • External Reviewer Welcome Package	MFQA	MFQA invites and liaises with nominated reviewers and establishes site-visit teams and dates.
Sept- Jan	**Site-Visit**	• Site-Visit Schedule template	Program Faculty, Dean and Chair	Site-visit is organized and paid for by Program Chair and Program Faculty.
Nov-Jan	**External Reviewer Report**	• External Reviewer Report template	External Reviewers	Report is sent to MFQA and distributed to Dean for distribution and review by program.

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Module 4: Building an Action Plan				
Timeline	**Component**	**Key Document(s)**	**Responsibility**	**Comment**
Dec-Feb	**Action Plan Info Session**	• Action Plan Template	MFQA	MFQA hosts information sessions on writing the Action Plan
Dec-Feb	**Program Learning Outcomes** **Curriculum Map**	• Program Learning Outcomes • Curriculum Map	Program faculty	These activities are optional. If programs would like to develop or rethink PLOs and Curriculum Maps after the review, CELT is available for consultation.
Dec- April	**Action Plan Report writing**	• Action Plan template	Chair and program faculty	Program review team write the Action Plan and gain full program faculty approval. Dean reviews and signs Action Plan before submitting to APPC
April-May	**Reporting to APPC**	• Final Report template	Dean, Chair, and program faculty APPC	Reviewed by MFQA Posted to Program Review SharePoint following APPC meeting
Program Review Reporting				
Timeline	**Component**	**Key Document(s)**	**Responsibility**	**Comment**
Annually	Annual Update	• Dean Memo to APPC	Dean, Chair and program faculty	On-going monitoring of action plan by program and Dean.
3 years following Completion of Action Plan	Mid-cycle report to APPC	• Mid-cycle Report Template	Dean, Chair and program faculty	On-going monitoring of action plan by program and Dean. MFQA will send a reminder for mid-cycle report to APPC Posted to Program Review SharePoint following APPC meeting

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MEMORANDUM

TO	Academic Planning and Priorities Committee
	Senate
FROM	Dean Rani Srivastava, Interim Associate Dean T. Christianson, and Program Coordinator F. Fehr, School of Nursing
RE	Program Review: Response to Recommendations and Action Plan
DATE	February 11, 2025

SUMMARY OF REVIEW (maximum 250 words)

On October 1-2, 2024 the Master of Nursing program underwent its first program review. An External Reviewer report was received from the three reviewers who provided observations, commendations and recommendations regarding the program's strengths and challenges in curriculum, program delivery, and student achievement. While the reviewers acknowledged the initiatives and investments made to date, they emphasized the need for the MN program to clearly establish and articulate its direction in alignment with TRU's overall vision.

The reviewers made 22 recommendations highlighting the importance of defining a clear mission and vision, specifying the program delivery method, and the target student demographic. The reviewers stressed that the program's growth and sustainability depend on focusing its efforts rather than trying to be all-encompassing. Additional recommendations committing to a single delivery model, enhancing the student experience, and improving curriculum including Indigenization and interdisciplinary opportunities.

RESPONSE TO EXTERNAL REVIEWER RECOMMENDATIONS (maximum 500 words)

The MN faculty reviewed the report and engaged with the recommendations during the December 2024 Action Planning session, discussing how best to implement them. Several of the recommendations aligned with the SOAR activity completed in 2024, focusing on target students, delivery method, curriculum changes.

The MN faculty have developed an action plan with achievable goals and tasks, some ongoing and others are short-term. The faculty members have drafted a mission and vision statement and have discussed their vision for growing the program in terms of curriculum delivery and offerings, and student recruitment. A commitment to domestic students was agreed upon including Indigenous and students from rural and remote communities to be responsive to the needs of student, the university, and communities locally, provincially, and nationally.

Based on the recommendations, the MN faculty have prioritized goals to focus on 1) program delivery, 2) curriculum revisions, including pathways/streams, and 3) supporting students (processes/supervision-advising). The faculty members have agreed to a delivery method that provides the flexibility domestic students request and aligns with the other SON graduate program (MN-NP). Curriculum revisions were not only recommended by reviewers during the SOAR activity session. The action plan includes tasks initiated by the MN faculty and committees, such as exploring interdisciplinary collaborations with other TRU programs to capitalize on existing resources. In 2024, a market analysis was conducted on the opportunity for graduate stackable certificate offerings within the SON, leading to an exploration of how

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

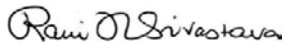these would align with the program curriculum.

Ensuring a positive student experience is of utmost importance. The Reviewer Report offered several recommendations related to student achievement, such as recruiting diverse learners. The MN program collaborates with five other universities to support Indigenous nurse to pursue graduate education. The faculty have an action plan goal to focus efforts to continue to improve the curriculum to include more Indigenous focused courses and embedded learning outcomes reflecting equity, diversity, inclusion, and Indigenization.

The SON is committed to addressing and implementing recommendations within our control to achieve. The tasks and milestones in the Action Plan are grouped thematically based on the provided template and are not listed in order of importance. All goals and tasks are equally important, but some actions are necessary before others can be addressed. The timelines provided are generally targets.

REVIEW CYCLE
- Year of Mid-Cycle Review: 2027
- Year of Next Program Review: 2031

SIGNATORIES

Dean	Interim Associate Dean	Program Chair

ATTACHMENTS
- Action Plan
- External Reviewer Report

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

DRAFT _ Program Review: Action Plan
Master of Nursing

Instructions: *Consider all the data gathered during the program review process (i.e., self-study report, external reviewer report and recommendations and commendations, survey results, consultations with community and industry partners, and internal consultations). Identify goals for improvement of the program over the next seven years. Detail the specific steps that will be taken to advance these goals including key milestones, measurable outcomes, and people responsible for the change effort. Depending on the results of the program review, you may find that one or two areas require greater attention than others. Please add/remove rows to each section, as needed. It is recommended to select six (6) to eight (8) goals to focus improvement efforts in the coming years.*

Curriculum and Assurance of Learning

Goal:
Articulate program direction and revise curriculum to align with the University

Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.

The External Review Report made the following recommendation:
"Significant work has been completed for the SON Strategic Plan and the participation in the SOAR activity for the SON. The leadership of the graduate program needs to make the connections between the plan and the aspirations of the faculty to clearly articulate the direction of the graduate program. This work must be aligned with TRU's overall vision."
Additionally, the report provided other recommendations emphasized changes/improvements related to program curriculum (recommendations #2, 4, 5, 7, 9).

The MN faculty have also recognized the changes that are needed to improve the program delivery and direction. The recommendations have solidified these. Faculty are working to action these tasks

Tasks to Complete the Goal (add rows as needed):
Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility

Review and revise Program Mission and Vision to reflect the values of program faculty, SON, and TRU
    - Build from SOAR
    - Community engagement
    - Examine student eval data
	Updated Mission and Vision Statements	Year 1 (2025)	Associate Dean, Program Coordinator

Revise Program Admissions criteria/requirements
    - Update Curricunet
     - Update Academic Calendar
	Updated Admission Requirements Implemented	Year 1 (2025)	Associate Dean, Program Coordinator

Formalize program delivery method(s) *- Determine program modalities &/or model*	*Program delivery method defined, established, and implemented*	Year 1 (2025)	Associate Dean, Program Coordinator

Update curriculum - review and revise program structure & courses
    - examine CASN Framework for graduate education re: opportunities
    - create new pathways/streams
    - Explore inter-departmental collaborations for course offerings
    -Ensure courses reflect EDII content and learning Outcomes
    - Consider revising NURS 6200 directed studies to a Special Topics course
    - Update Curricunet
    - Update Academic Calendar
	- Updated curriculum
	- Defined pathways/streams
	- Enhanced interdisciplinary courses
	-Two new pathways/streams established
	-Pathways/streams #3 & 4
		Year 1 (2025)
		Years 2-4 (2026-2030)
			Associate Dean, Program Coordinator, Program Faculty

Revise total program credits to align with establish TRU graduate degree credits (33 to 30)
    - Update Curricunet
    - Update Academic Calendar
	Revised core course offerings [reduce Thesis from 12 > 9 credits, NURS 6100 from DS (core/elective) to a Core Graduate Seminar course for proposal development]	Years 1-3 (2025-2027)	Program Coordinator, Curriculum Committee

Goal:
Embed Indigenous Ways of Knowing and Being into PLOs and course learning outcomes to align with TRU ILOs

Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.

The External Review Report made the following recommendation:

"Leverage Indigenous Graduate Education in Nursing (IGEN) collaborative to enhance the recruitment and retention of Indigenous students." (Recommendations #1, 7, 10, 11, 12, 13).

While the reviewers did not specifically note recommendations about the PLOs and course LOs, or lack of EDDI content, the MN faculty have been committed to TRC and improving the Indigenization of the curriculum. In 2023, the SON has a collaborative partnership with

four BC universities to offer graduate nursing education for Indigenous nurses. The MN program is working to create a defined Indigenous stream/pathway of its own.

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility
Review PLOs and course LO for opportunities to embed Indigenous ways of knowing and/or content	*PLOs and course LO reflect Indigenous ways of knowing*	Year 1-2 (2025-2026)	Program Coordinator, Curriculum Committee
Explore ideas and examine existing courses and develop new courses for Indigenous stream/pathway	*New pathway/stream developed and implemented*	Years 1-3 (2025-2027)	Program Coordinator, Curriculum Committee
Seek First Nations Community feedback/involvement in program development	*New Indigenous Consultation process and/or possible advisory group established*	Ongoing - Years 1-5 (2025-2030)	Dean, Associate Dean, Indigenous Scholar
Formalize partnership with First Nations Heath Authority	*New partnership with FNHA*	Years 2-3 (2026-2027)	Dean, Associate Dean, Indigenous Scholar

Student Achievement

Goal:
Improve student experience and adapt to individual learning needs of students

Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.

The External Review Report made the following recommendation:

"Clarify the strategic plan to clearly articulate the student population they wish to attract (e.g., domestic, rural, Indigenous, International)." (Recommendations #3-7, 10-13, 16, 18).

Tasks to Complete the Goal (add rows as needed):
Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility
Conduct Program/Curriculum Committee Student Surveys to identify student needs, interests, and educational experiences	*Creation and implementation of Student Surveys* *Established data storage location* *Data-driven program delivery improvements*	Ongoing Years 1-5 (2025-2030)	Program Coordinator, Committee Chairs
Delineate program advisor and supervisor roles	*Clear roles and responsibilities: Program Advisor providing support and guidance to current and prospective students*	Ongoing Years 1-5 (2025-2030)	Program Coordinator
Streamline processes for both students and faculty: *- Review and revise application processes* *- Articulate clear communication for WDA process*	*Streamlined & Improved processes*	Years 1-2 (2025-2026)	Program Coordinator

Goal:
Clearly articulate student population to ensure representation of diverse learning and community needs

Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.

The External Review Report made the following recommendation:

"Clarify the strategic plan to clearly articulate the student population they wish to attract (e.g. domestic, rural, Indigenous, International)."

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility
Clarify and define the student population desired for program (e.g., domestic, rural, Indigenous, and/or International)	*- Defined target student populations* *- Tailored recruitment strategies*	Year 1-2 (2025-2026)	*Associate Dean, Program Coordinator*

Governance and Resources

Goal:
Improve oversight through continuous review for quality program delivery

Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.

The External Review Report made the following recommendations:

"Update the organizational structure to reflect the growth of the graduate program" (#14), and #15, "Leverage the existing facilities (e.g. building and equipment) as well as the expertise of other faculty (e.g., business)."

Tasks to Complete the Goal (add rows as needed):
Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility
Articulate roles and responsibilities of program coordinators, Department Chair, and Associate Dean associated with the SON graduate programs	*Updated descriptions of the roles and responsibilities defined*	Years 1 (2025)	Dean, Associate Dean, Program Coordinator, Dept. Chair
Establish annual faculty and stakeholder meeting for continuous program improvement and collaboration	*Annual meetings (spring)*	Ongoing Years 1-5 (2025-2030)	Dean, Associate Dean, Program Coordinator
Launch Program Evaluation & Curriculum Review committees	*Ongoing committee meetings with annual reviews*	Ongoing Years 1-5 (2025-2030)	Program Coordinator and Committee Chairs
Leverage IT/CELT resources	*- Enhanced online supports*	Ongoing	Dean, Program Coordinator

Goal:

Commit to improving research opportunities for faculty and students

Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.

The External Review Report made the following recommendation:

"To achieve research intensity, there needs to be an investment to support faculty research so that they can in turn financially support students."

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility

Raise the research profile within the School of Nursing
    - Identify research streams/foci
    - Promote funding opportunities
    - Establish guidelines for research tasks
    - Collaborate with TRU Research Office
    - Collaborate with local health authority
    - leverage the Interior University Research Collaborative
	Increased research activities (faculty & students)
	- More funding opportunities for students
	- Clear research guidelines
	- Improved research collaborative opportunities
		Ongoing Years 2-5 (2026-2030)	Dean, Associate Dean, Program Coordinator

Planning and Sustainability

Goal:

Improve educational activities and opportunities to ensure program sustainability

Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.

The External Review Report made the following recommendation:

"The program offers a 'traditional' curriculum which is a reasonable place to start a program. With time, there is awareness that other courses which meet current and future trends need to be developed and offered. The timing is appropriate for the faculty to decide which direction they want to take regarding these specialist streams, determine how associated courses will be developed and how they will be offered." (Recommendations #5, 7, 20, 21, 22).

Tasks to Complete the Goal (add rows as needed):
Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility
Explore opportunities for interdisciplinary learning, fostering partnerships with professionals in fields (e.g., business, environmental science, public health)	*New community partnerships developed*	Years 2-5 (2026-2030)	Dean, Associate Dean, Program Coordinator
Explore micro-credentialing to attract additional students, including the input of stakeholder/community organizations	*Market Analysis completed*	Year 1 (Done)	Associate Dean, Program Coordinator

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility
Develop micro-credentialing certificates programs using the pathway/stream curriculum a way to attract additional students	*Developed certificate foci and incremental implementation initiated*	Years 3-5 (2028-2030)	Associate Dean, Program Coordinator
Explore community health initiatives and addressing health disparities through community partnerships	*New community partnerships developed New learning opportunities for students*	Ongoing	Dean, Associate Dean, Program Coordinator

Goal:

Develop student recruitment strategies that represent the diverse learners and the needs of the communities.

Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.

The External Review Report made the following recommendation:
"Develop student recruitment strategies that represent the diverse learners and the needs of the
Communities."

While the reviewers noted this recommendation under student achievement, the faculty felt that recruitment and marketing was also an important program sustainability goal and hence this goal.
** It should also be noted that, recommendation #17 regarding attrition is in fact not an issue for the program. This was confirmed with the IPE office and will not be a goal to be addressed at this time.

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility
Refine Branding (website, showcasing student outcomes)	*Improved website, branding, and visibility*	Years 1-2 (2025-2026) Ongoing	Associate Dean, Program Coordinator
Develop a marketing strategy for both ongoing and targeted recruitment	*Marketing plan developed and initiated*	Years 1-3 (2025-2028)	Dean, Associate Dean, Program Coordinator
Enhance program visibility across Canada to promote program	*-Marketing plan developed and initiated -Improved website, branding, and visibility*	Years 1-2 (2025-2026) Ongoing	Associate Dean, Program Coordinator

Program Review
External Reviewer Report

Program

Master of Nursing

External Review Panel Members

Dr Lorna Butler, Professor, University of New Brunswick
Dr Monique Sedgwick, Professor, Lethbridge University
Dr Gail Macartney, Assistant Professor, University of PEI

Date of Site Visit

October 1 & 2, 2024

Date of Report Submission

October 29, 2024

Contents

Executive Summary

Briefly comment on the purpose of this review, the main recommendations, and the program review process.

According to TRU policy ED 8-4 *Program Review*1, insights and guidance of External Reviewers help to inform the program's action planning and is also an essential part of the University's quality review and improvement process.

Thompson Rivers University (TRU) initiated a quality assurance review (QAR) of the School of Nursing, Master of Nursing program (excluding Nurse Practitioner stream), which involved an external, three-member assessment review panel. Reviewers were provided with a self-assessment document and met with various faculty, staff, students and stakeholders during a site visit held on October 1 & 2, 2024. Reviewers requested additional material to provide organizational clarity and governance structures within the SON. In addition to the information provided in the self-study, content materials on the university and the School of Nursing websites were reviewed.

The QAR was comprised of five specific content areas: Context, Curriculum & Assurance of Learning, Student Achievement, Governance & Resources and Sustainability. Reviewers were responsible for studying all five content areas. The agreed upon process included an identified reviewer to lead the questioning and information gathering for a specific section; reviewers then discussed the data to determine gaps for additional questions or materials and the lead reviewer drafted the initial analysis. Recommendations were formulated after a fulsome discussion of each section and consensus by unanimous agreement on the final wording of each recommendation. It was noted that the expectations of the QAR did not include reference to senior administrative aspects of TRU that may directly impact the SON. To that end an observation was included relative to the university's expectations for graduate level internationalization and strategic enrolment planning.

The QAR provides the School of Nursing with twenty-three (23) recommendations aimed at furthering the graduate program and the direction the SON wishes to pursue moving forward. It is important to recognize the initiatives of the SON and the investment that has already been made to develop and expand the graduate program. To acknowledge this work, seven (7) commendations are made on their behalf. The members of the Office of Quality Assurance, all faculty and staff of TRU and the SON leadership team are thanked for their support in facilitating the QAR panel members to conduct this review.

Assessment

Program Context

Briefly comment on the program's role at Thompson Rivers University, and in the community.

The School of Nursing (SON) is to be commended on moving forward with a graduate program: Master of Nursing and to further diversify with a second stream-Master of Nursing: Nurse Practitioner in the early stages of graduate level program development. This is a bold move and demonstrates a willingness of the faculty to be innovative in advancing the SON's mission and vision and impact on the community

The Master of Nursing program began in 2017 and is one of nine established graduate programs at TRU. The work of the graduate program is situated within the TRU research ecosystem with additional leadership extended by the Office of the Vice President Research (VPR). The 2022-27 Strategic Research Plan led by the VPR outlines five key challenges, one of which directly impacts the SON faculty and student research in the Master of Nursing program: *"Strengthening health, quality of life, and cultural sustainability in our local and regional communities."*

A review of the self-study and the TRU website revealed three distinct vision, mission and values statements including TRU, the Office VPR, and the SON. All three have different mission statements; TRU and nursing each have their own vision statements; TRU and the VPR share the four values of inclusion/diversity, community-mindedness, curiosity, and sustainability while nursing has its own: culture of belonging, authentic relationships, reciprocity, learner-centered and lifelong learning. Within the SON, the Strategic Plan 2022-2027 approved by Faculty Council, November 2022 quotes a different vision statement than the TRU Nursing website as found in the section entitled TRU Nursing: Research in Nursing.

(https://www.tru.ca/nursing/research-and-scholarship.html)

The foundations upon which a program is developed and subsequently sustained rests within a well-defined mission, the values held by the faculty and a shared vision for the SON. Based on the work of the SON (beginning in 2017), with the addition of a graduate program, the recent appointment of a research chair in population health, and the recruitment of early career, tripartite faculty, the Strategic Plan reflects the status quo rather than the growth agenda which appears to be happening within the faculty. The report by SOAR in 2023 is much more visionary which puts the aspirations of the faculty at odds with the limited direction of the strategic plan. Further, there were inconsistencies in the voices of the faculty for creating a "research intensive environment" within the SON which is somewhat inconsistent with the investment in graduate level education. It will be incumbent on the Dean and her leadership team to articulate the integration of the mission and vision of TRU and VPR with the SON to provide clarity of purpose and to guide the faculty's decision making within their Council.

It appeared that the implications of starting a graduate program were not well understood in terms of the impact on culture of the SON, specifically the change from complement planning to a well-designed growth agenda in support of graduate student research, targeted areas of faculty expertise, faculty retention, diversity of workload across programs based on rank (Tripartite/ Bipartite) and the expectations of graduate students for faculty support. These are areas the SON will have to grapple with as the graduate program is not small; in fact, for a beginning program with few experienced researchers, it is a large and demanding program. Adding a nurse practitioner program within the first few years of transitioning to graduate level education has added to the complexity of adequately resourcing the graduate program.

The Organizational Chart demonstrates exceptional staff resources within the SON. Given the growth of the graduate program to realize the full capacity of 32 seats (MN + MN - NP) the timing is right to distribute the wealth of resources within the SON to support graduate education. The positioning of staff is somewhat siloed under programs (such as simulation & advising) rather than viewed as a resource for all aspects of the SON. Consideration may need to be given to a realignment of the resources to support the graduate program. Perhaps the most resource intensive aspect of the graduate program is the seat allocation of 10 domestic and 10 international student enrolment.

In terms of economic context, the SON budget is based on a cost recovery model. The budget is designed for the annual intake of 20 students with a 50% split. Based on the chart provided in the self-study, international students initially comprised a significant number of the admissions to the Master of Nursing program which is now on a downward trend in admissions. Overall data reveal 14 international students between 2019-2022 predominantly in the course-based program and with a high success rate. These graduates do not remain in British Columbia upon completion however do remain in Canada. The most consistent concern raised by faculty in several meetings was the implications on program delivery. International students are required to be in-person, yet domestic students can attend remotely. Overall, the SON is making a significant investment in a small number of students who do not remain in the province. The most recent announcement by IRCC to further reduce international student study permits by an additional 10% for 2025 includes graduate students. Graduate students will require a provincial attestation letter (PAL) and for those in master's degree programs, spousal work permits will only be issued for programs at least 16 months in duration. The impact of international students on the overall budget within the university may be significant thus cost sharing arrangements for graduate programs will also experience a loss. How these manifest in terms of the Master of Nursing program are unknown but require a fiscal plan for the SON. No data were provided to demonstrate revenue generation opportunities or donor relationships within the faculty. However, the new building has several naming rights on walls thus TRU has made health a funding priority.

The rationale provided for the justification of 10 dedicated seats for international students is historical and no longer serves the interests of SON nor advances nursing practice within the provincial workforce. In fact, it is a barrier to the SON for 1) meeting its own goals of providing accessible education to rural regions of the province, 2) investing in opportunities to build relationships with Indigenous communities, and 3) building capacity for a research-intensive environment within the faculty. The growth of the graduate program could benefit from a strategic enrollment plan within the SON that compliments the overall growth agenda of the university. At present there appears to be a disconnect between the goals of TRU World

for international enrolment and the reality of its impact on the SON. There was not a clear understanding of whether the SON can make the decision to reduce the international seat capacity.

A formal recommendation is outside the mandate of this review; therefore, the following observation is shared for consideration by the SON leadership for program deliberations. For the program to meet the expectations, the senior administration of TRU should articulate the expectations of individual faculties/schools to engage in international recruitment as part of the university strategic enrollment management plan.

The context is set for the SON to demonstrate its unique contribution to "the place of belonging" and assert the work of the faculty within the *innovation space* of their new building and the resources of TRU. The existing mission and vision as written, are like many programs across Canada. The question posed to the Dean, Associate Deans and the faculty was about the legacy of SON at TRU; what makes this program distinct from others in British Columbia or Canada; what do the faculty want to be known for as their graduates enter the workforce? The consideration is not about the space or the tools available but how future students envision themselves within the MN program. The SON can contribute to the growth of graduate education at TRU through a strategic plan that moves beyond facilitation to implementation and action of all three visions/missions. To do this the leadership has to believe and demonstrate a shared distinctiveness.

There seemed to be uncertainty in the SON's ability to provide graduate programming which resulted in a lack of clarity in direction for within the faculty and senior TRU leadership. Reference to being comfortable with being a small program, a desire not to be big like University of Calgary or UBC, and to have a more local identity was voiced. Perhaps the first step is to acknowledge that this is not a small graduate program, but it is still within its infancy in terms of the number of graduates within the province. As a comprehensive university aspiring to become more research intensive, there is little to be gained in using U15 comparator programs such as University of Calgary or UBC. The governance of the Master of Nursing program is within the SON with accountability for program decisions at the level of the Graduate Program Committee which reports to the Faculty Council. The program has just recently created a curriculum and evaluation committee which takes time to demonstrate the return on engagement of graduates within the workforce that supports the program.

Recommendation #1
Significant work has been completed for the SON Strategic Plan and the participation in the SOAR activity for the SON. The leadership of the graduate program needs to make the connections between the plan and the aspirations of the faculty to clearly articulate the direction of the graduate program. This work must be aligned with TRI's overall vision.

Curriculum and Assurance of Learning

Comment on the quality of the education delivered.
- Does the program demonstrate that both subject matter and learning outcome standards are of sufficient breadth and rigour?
- Is the curriculum current? Does it reflect the state of knowledge in the field(s)?
- Does the program demonstrate evidence of ongoing assessment (both direct and indirect) of student learning? If so, is evidence used to inform continuous quality improvement of the program?

Question 1: Does the program demonstrate that both subject matter and learning outcome standards are of sufficient breadth and rigour?

Admission requirements for the post-baccalaureate entry and post-diploma entry are clearly detailed in the self-study and will not be repeated here. Students must maintain a GPA of 3.0 or B to progress through the program and have five years (15 consecutive terms) to complete the program.

The MN program is two-years in length and consists of thirty-three graduate level credits with 15 credits from core nursing theory courses, plus an exit course [Thesis (12), Project (6), or Major Paper (6)]. Leaving 6 (thesis) or 12 (project or major paper) elective credits to complete. Students can choose from four program elective courses or take electives from other graduate programs at TRU or other universities through the Western Deans Agreement. Students must maintain a GPA of 3.0 or B to progress through the program and have five years (15 consecutive terms) to complete the program.

Program learning outcomes (PLOs) are identified in the curriculum map. They seem to map well to the core courses. It is less clear how the specific learning outcomes are mapped to the directed study courses. The program outcomes seem relevant and important; however, the educational framework underpinning the curriculum is not transparent.

Use of the CASN 2022 National Nursing Education Framework may help with identifying key learning domains (e.g. knowledge, leadership), guiding principles and learning outcomes specific to TRUs program. The curriculum streams could be developed with focused areas of advanced nursing practice, e.g., Nursing Education; Leadership & Management; Clinical Nurse Specialist.

Question 2: Is the curriculum current? Does it reflect the state of knowledge in the field(s)?

In our discussions with current students and alumni, there was consistent agreement that they enjoyed their academic experience at TRU in the MN program. Two international students were employed in leadership positions, albeit in another province. Faculty were described as approachable and committed. Students described needing to rely heavily on academic advisors for course mapping throughout the program. Domestic students enjoyed the flexibility of being able to join their classes virtually. The international students that we spoke with left us with the impression that they would have also enjoyed the ability to attend virtually, if that had been

an option for them. The students did describe some difficulty with the hybrid classroom learning with some students face-to-face and others online. This was particularly difficult during small group activities. Some faculty seemed better able to optimize the technology and tailor the classroom than others.

Students described some difficulty navigating the Western Deans Agreement. They found it difficult to understand the processes and significant lead time required for getting course approvals. They described time delay with respect to selecting and confirming electives.

According to the self-study, the two-year, multi-modal blended learning program offers learner flexibility that furthers their individual career aspirations by building on individual nurses' strengths, experience, and interests. However, faculty and students discussed challenges with the program delivery modality. Access to student advisors seemed to be inconsistent with some students being aligned with experienced advisors on entry to the program and others not. Strategic course selection including electives was inconsistent causing confusion for some students we spoke with.

The 2022 Canadian Graduate and Professional Student Survey (CGPSS) results were reviewed and provide feedback on the institution, program/teaching and quality of student life. From the selected results (pg. 5 & 6), the sample of up to 15 MN students (33% response rate, up to 3 international students, half first year/half second year) rated most (14) of the 18 indicators slightly below the mean TRU scores. The intellectual quality of the faculty was rated highly (4.0/5). Low scores were noted for the availability of financial support (2.86/5). Student scores were higher than the TRU mean related to opportunities to take courses outside of their department.

As noted in self-study, there may be some opportunities to improve the scaffolding of information through course sequencing 5200 and 6000 across semesters. Cohorting students in electives 6100 and 6200 may provide opportunities for synergies and will relieve faculty workload – consider switching HLTH 5200 back to fall and HLTH 6000 to winter semester in the 2025/26 school year to improve course sequencing.

Course delivery. During our assessment, several interviewees identified course delivery formats as problematic. Initially designed as a hybrid program with a combination of in-person and virtual classes. In fall 2023, core courses were delivered as a hybrid with some students in a physical classroom and others joining synchronously online. The MN-NP program increased class sizes as MN-NP students also take the MN core courses.

Hybrid delivery challenges. Based on the self-study, the hybrid delivery is described as a dis-service for international students because they must be in a classroom on campus with most other students online resulting in limited engagement with online students. With the immigration study permit restrictions, international students must be in a physical classroom but there are not enough students currently to warrant separate course sections (1 section online and 1 section campus classroom). Increasing seats for international students (currently capped at 10) could offer a more enriching experience and justification for two sections. **While this approach may be a solution for course delivery, it has implications for the overall growth agenda.** Domestic students appreciate the flexibility of being able to join

classes remotely. Faculty describe hybrid delivery as problematic for student engagement and not ideal for teaching and learning including pedagogical and financial implications.

Redefining courses. We agree with the suggestions identified in the self-study related to curriculum modifications. These changes could be entertained to improve course sequencing and scaffolding of curriculum. The focus of the directed studies course NURS 6200 Studies in Nursing Education could be broadened to include Advanced Practice Nursing Issues. The advanced practice internship offered in NURS 6500 could occur in a specific semester with specific course content (archived from previous) with a cohort in weekly seminars.

Credit allocation. We did note a discrepancy between the university credit requirement for a master's program (30) and the MN program (33). Consider possibly revising the credit allocation for a thesis from 12 to 9 credits. If NURS 6100 becomes a required graduate seminar focused on proposal development, then the 3 credits of the original 12-credit course could reduce the total for the thesis to 9.

Admission requirements. Remove diploma nurse entry as very few interested, and no bridging courses exist to allow the applicant to complete the required 15 BSN credits needed. Require a letter of intent/interest for all applicants as an admission requirement. Remove the 5-year requirement for statistics course completion.

Expanding access to interdisciplinary electives. Develop/co-create additional nursing and/or interdisciplinary electives (healthcare leadership and management) with the SON and other TRU graduate programs, (e.g., Master of Business Administration). We recommend deferring the exploration of opportunities for nurses to engage in stackable graduate certification.

Question 3 Does the program demonstrate evidence of ongoing assessment (both direct and indirect) of student learning? If so, is evidence used to inform continuous quality improvement of the program?

As noted in self-study direct and indirect measures are identified throughout the program and courses which helps to assess learners and determine if they are achieving the PLOs. Such measures include: 1) Assessments and exams determine if students can implement new knowledge and skills. The use of systematic and consistent rubrics to evaluate comprehension is noted; 2) Research projects and papers allow students to explore and evaluate practice issues and/or policies, or to generate knowledge in a substantive area of nursing practice. These types of measures would be guided by the principles of power, equity, and social justice; 3) Portfolio Assessments are used in the advance nursing practice internship course and these evaluate the student's critical reasoning, leadership, and application of advance nursing practice in complex health system settings; and, 4) Leadership simulations/opportunities provide students with an opportunity to lead class seminars/discussions and apply and integrate knowledge, skills, and technology for effective communication to promote professional team collaborations.

Opportunities to include more indirect measures going forward: 1) Surveys and/or focus groups with students to collect feedback and insights on their understanding and application of reflective and critical thinking exploring their perceptions of the role of the advanced practice nurse in healthcare settings; and, 2) External evaluations/assessments from external experts or

potentially accrediting bodies such as BCCNM or CASN to offer an unbiased evaluation of the MN program's effectiveness.

Recommendation #2
Update and align the curriculum map with the [Canadian Association of Schools of Nursing (CASN) National Education Framework (2022).](#)

Recommendation #3
Leverage immersive technologies in teaching and learning. Continue to encourage faculty to participate in ongoing professional development offered by the teaching center and IT departments.

Recommendation #4
Create a solution to the increased student numbers and hybrid delivery in courses to support more engaging learning environments.

Recommendation #5
Develop/co-create additional nursing and/or interdisciplinary electives (healthcare leadership and management) with the SON and other TRU graduate programs, (e.g., Master of Business Administration).

Recommendation #6
We suggest that program and academic advisors review the Western Deans agreement to ensure adequate support for students is provided to help them understand, access and apply within the appropriate timelines.

Recommendation #7
Consider the use of areas of specialization pathways (e.g. nursing education; Indigenous, rural and remote health; leadership and management per strategic plan) considering faculty capacity and relevance to the current healthcare landscape. Consider synergies across other faculties.

Recommendation #8
Consider streamlining culminating activities (e.g. thesis, project, paper) considering university and faculty strategic directions.

Recommendation #9
Align program credits with TRU master's degrees (e.g. 30 credit hours).

Student Achievement

Comment on the extent to which the program is meeting students' needs and supporting outcome attainment.

- Does the program have the appropriate expertise and resources to support student achievement?
- Are the admission requirements supportive of access and success for all students?
- Are sufficient efforts being made to close equity gaps, including achievement of Indigenous and rural learners?

According to the faculty, the following values, mission, and vision statements of TRU support student achievement.

Inclusion and Diversity

- promoting diversity in student admissions, fostering an inclusive learning environment, and preparing graduates who can provide culturally competent and equitable healthcare
- creating an inclusive and accessible learning environment.
- educating students about healthcare disparities, advocating for health equity, and preparing graduates to contribute to reducing healthcare inequalities.
- welcoming students, faculty, and communities from around the world to bring a global perspective to the program.

Based on our conversations, the inclusion of international students had increased the diversity of the student complement although little was said regarding Indigenous students. Moreover, from our perspective, inclusion and diversity goes beyond admission of international and Indigenous people. There was no discussion regarding how EDI is incorporated in program (or university) policies, procedures, and courses. We would encourage the faculty to continue to use hiring processes that attract a diverse cadre of faculty that is representative of the population locally and across the province of British Columbia.

Community-Mindedness

- establishing partnerships with healthcare organizations, conducting community-based research, and providing clinical placements that benefit both students and the community.
- a vision of mutual benefit and meaningful community connections prioritize educating nurses to be actively engaged in and contribute positively to the communities they serve.
- emphasize collaboration between healthcare providers, community organizations, and other stakeholders, recognizing that healthcare is a collective effort involving various entities.

In our discussion with various stakeholders, community connections may be enhanced especially through the internship course. Having a Chair of the PHARR Research Centre

highlighted the work of the centre in establishing and nurturing community partnership in rural settings.

Curiosity
- Integrating innovative teaching methods, staying current with technological advancements in healthcare, and preparing graduates who can contribute to the evolution of nursing practice.

The faculty believe that the Master of Nursing degree at TRU meets the identified needs of nursing professionals and health sector employers regionally as well as beyond. That said, they state in the self-study that they deliberately did not seek stakeholder feedback. In our discussion with faculty about this gap, they indicated that since 50% of their students are international and cannot work in the healthcare system given the absence of appropriate credentialing, seeking feedback would be too time consuming and labor intensive and would not yield useful information.

Interdisciplinary learning is met by collaborating with other university units through course offerings identified as potential elective courses in particular leadership or education. In discussion with current students and alumni, students appreciated the flexibility of selecting courses of particular interest. At the same time, they indicated it was difficult to know which courses were appropriate and found 'building' their program overwhelming.

The SON has been successful as part of a collaboration with four other universities in obtaining funding the Ministry of Post-Secondary Education & Future Skills which provides financial support for two years for Indigenous students.

There are multiple assessment strategies (exams, projects, papers, portfolio, simulation) that support different student learning styles. There are plans to include surveys and/or focus groups with students to collect feedback and insights on their understanding and application of reflective and critical thinking exploring their perceptions of the role of the advanced practice nurse in healthcare settings. Beyond this review, in their self-study, faculty suggests that external evaluations/assessments from external experts or potentially accrediting bodies such as BCCNM or CASN might be sought to offer an unbiased evaluation of the MN program's effectiveness.

While the program course map suggests there are synergies between courses taught in the MN program and MN-NP program, faculty report challenges with having both groups of students taking the same courses. These challenges seem to revolve mainly around class size and associated workload.

There are currently 12 faculty members (although there are 13 CVs in the package) who between them have supervised more than 116 undergraduate, masters, and PhD students since 2017. All faculty have earned a doctoral degree and are appointed at the Assistant Professor or Associate Professor level. Only one faculty member is a 'full' professor. There is a productive level of external funding and dissemination work among faculty members with several having held or currently completing a post-doctoral fellowship. Most faculty supervise undergraduate and graduate students. There are three faculty members who clearly indicated they teach

graduate courses while it would appear many faculty members have not taught at the graduate level.

In our discussion with faculty, there seemed to be more perceived value placed on teaching graduate courses than undergraduate courses. There also seemed to be hidden work particularly around supervision of students. Students are assigned a faculty member shortly after entry into the program. It appears the faculty member provides advising as well as academic support and supervision. This work appears to be resource intensive (time and energy) which faculty indicate takes time away from engaging in other duties like research and teaching.

With our meeting with the Office of the Vice President Research work is being done to 'standardize' procedures and processes for graduate programs across the university. For example, tracking student progression through the program using student progress reports. Standardized forms are also being developed to ensure students meet the requirements of the program for graduation. Faculty have also indicated in the self-study and verbally that admission requirements particularly for post-diploma need to be revised or perhaps admission of post-diploma candidates be suspended due to lack of interest.

Question 1: Does the program have the appropriate expertise and resources to support student achievement?

Based on the reported dates of appointment, it appears that many faculty members are new to academia, and few teach graduate level courses. Many faculty members have or are in the process of completing a post-doctoral program and based on the reported research productivity, appear well positioned to supervise students who are in the thesis route. It is unclear however, what mentorship within the SON and by the university is provided to new faculty members for teaching and supervising graduate students. For example, whether faculty receive mentorship on how supervisors mentor students in securing funding and engaging in dissemination of their thesis work and for development of teaching scholarship if the university provides opportunities like teaching skills workshops, workshops on how to construct a course outline, etc. This type of mentorship and support is particularly important for faculty just starting their career in academia (as well as more senior faculty) to support student achievement.

Based on data we received regarding the number of students completing the culminating projects (thesis, project, or major paper), it appears that most students select the major paper. In our conversation with faculty, the major paper is time intensive for faculty members particularly if they are supervising international students. A review of the parameters and expectations associated with the paper needs to be undertaken so that students are successful, meet graduate level expectations, and faculty are not overburdened.

It is also apparent that internships (intended to introduce students [particularly international students] to various aspects of the healthcare system) are supervised mainly by two faculty members. While these faculty members believe this type of experience is of high value for students, providing supervision across many different types of settings is time and resource intensive. Having only two faculty members to supervise the experience also limits other faculty members' ability to develop the necessary skills for supervision of this type of course

and thus sustainability of the experience. While we see the value of this type of experiential learning and the positive impact in has on student learning by expanding their understanding of what nurses do, a cost-benefit analysis needs to be undertaken to determine if this course should continue to be offered.

It is also unclear the plan for mentoring faculty members to administrative positions. Careful consideration is needed regarding leadership as the program grows and the direction of the program is solidified. Consistent administrative leadership positively impacts the student experience and enhances program completion rates.

In summary, the resources are present to support student achievement however, these need to be better leveraged. Moreover, given the experience of the faculty, greater mentorship and support is needed to support the development of their programs of research (they would be able to hire graduate research assistants and better support the development of their students' research skills including application for funding) as well as teaching scholarship.

Question 2: Are the admission requirements supportive of access and success for all students?

According to the self-study, to make admission requirements more manageable and make the program more accessible to applicants, the following revisions to admission requirements have been proposed:

- Diploma nurse entry: remove as very few interested and no bridging courses exist to allow the applicant to complete the required 15 BSN credits needed.
- Add a letter of intent/interest for all applicants as admission requirement.
- Remove the 5-year requirement for statistics course completion.

All students:
- Verification of registration as an active practising nurse from the regulatory body of the jurisdiction where you live.
- Canadian citizenship, permanent resident status or valid student permit issued by Canada (indicating TRU as a place of study).
- Two electronic references, preferably one academic and one professional. You will be provided a link once you apply.
- Official copies of all post-secondary transcripts.

Since students do not have to have a licence from a Canadian regulatory body, completion of the internship course requires that students do not provide direct patient care. Substantial creativity has resulted in experiential placements for international students without a Canadian RN licence.

English language proficiency
- Students who have completed studies in a country where English is not the official language must also submit English language test scores. International English Language Testing System (IELTS) with a minimum score of 7.0 and the following sub-test scores: Speaking 7.0, Writing 7.0, Listening 7.5, Reading 6.5.

- Test of English as a Foreign Language (TOEFL) iBT: a minimum score of 100 (iBT) with no section below a 20 Paper-Based: 600 with a TWE of 5.0.

In a discussion with current international students and alumni, TRU was perceived as being the 'easiest' university to navigate the requirements for admission. Since faculty members who work with students completing the culminating major paper indicated that the amount of work required of them in supporting international students was significant, it may be that students need to take a mandatory English writing course.

According to the self-study, since 2020, graduation rates have been the highest among international students although there was a small dip in 2022. Graduation rates for Indigenous students remain the lowest followed by domestic students. Reflection on these results is warranted.

In summary, GPA admission requirements align with other MN programs. Not requiring a Canadian RN licence creates restrictions particularly with the internship course, however, may be what makes the admission process easier for international students. A closer inspection of why graduation among Indigenous students is the lowest among the three groups of students is warranted.

Question 3: Are sufficient efforts being made to close equity gaps, including achievement of Indigenous and rural learners?

The collaboration between five universities and Ministry of Post-Secondary Education is unique and should be commended. However, it's unclear how long that funding will continue to exist. Furthermore, since the funding is divided among the participating universities, growing this initiative is unclear. To continue to support equity seeking students, it is recommended that a plan to maintain the funding be developed.

Offering a hybrid program with core courses delivered in-person and synchronously online was thought to address the need for flexibility and improve student access. Additionally, students in the MN-NP program could take foundational courses common across programs reducing the impact on faculty resources. However, according to the self-study, the hybrid delivery approach has not met needs or expectations. International students must be in the classroom on campus while non-international students may be attending virtually that has resulted in limited engagement among students. We noticed that international students seem to have created a support group among themselves. It is unclear if domestic students attending exclusively online have developed the same level of connection among themselves. It is reported in the self-study that a peer mentorship program is currently being developed and implemented which might address the faculty's concern regarding engagement among students. Faculty should also consider ways of creating connections among students within their courses for example, using breakout rooms, discussion posts, creating a space students can chat without having faculty members monitoring the discussion. Moreover, while student engagement may be limited, it is unclear what the level of faculty engagement with students (both in-person and virtually) is undertaken.

It is also unclear in the self-study, the level of professional development that has been provided to faculty members who teach in a hybrid environment. Discussions with the Associate Dean, Dean, and Program Coordinator, seem to indicate that faculty have received

consistent and extensive support from the Teaching Center and other units across the university. However, while the support was appreciated, it was unclear if it met faculty needs and tension between in-person and online modalities.

There is recognition that Visa permit restrictions create challenges in meeting the needs of international students and to address these challenges separate courses sections (one online section and another in-person) may be a solution. In our meetings with the Dean, Associate Dean, and Program Coordinator, this model has been adopted for the current academic year as well as for next year. However, because of the cap placed on the number of seats for international students (10) this may not be financially feasible. As noted in the self-study, increasing the number of seats for international students may offer a more enriching experience and justification for two sections.

According to the self-study, international students have International Student Advisors who provide one-to-one support as well as group workshops. Additionally, all international students receive additional orientation in August to prepare students for living and learning in Canada prior to the start of the fall semester. A 'graduate peer mentorship' program is currently under development. Of particular importance in supporting Indigenous students and closing the equity gap is having an Elder within the SON. It will be important to assess the effectiveness of these strategies in the future to determine if they close the equity gaps particularly among Indigenous students.

Although in their self-study the SON indicated they implement many other strategies aimed at reducing inequities including revising policies and procedures that promote diversity and inclusion, we did not see clear evidence of this related to Indigenous and rural students.

The Associate Vice President Research and Graduate Studies indicated that one of his goals would be to develop a strategic plan regarding graduate funding opportunities. Moreover, there is an awareness that the SON needs to lobby the Office of the Vice-President Research to increase funding opportunities. Clearer direction is needed regarding funding opportunities for graduate assistantships (includes teaching and research assistantships), awards (based on GPA, as well as for specific student groups i.e. Indigenous students and rural students), and external funding grant opportunities.

Of note, while International, Indigenous, and students situated in rural settings are identified if at times briefly in the self-study and in our discussions with various stakeholders, no discussion or information was offered regarding other vulnerable groups such as LGBTQ2S+. The goal may need to be broadened to incorporate the principles of EDI within the curriculum and to assist faculty for course development.

In summary, the SON has made efforts to close the equity gap; however, more can be done particularly for Indigenous and rural students. We also encourage students to be involved in the development of any strategies to enhance equity.

Recommendation #10
Clarify the strategic plan to clearly articulate the student population they wish to attract (e.g. domestic, rural, Indigenous, International).

Recommendation #11
Develop student recruitment strategies that represent the diverse learners and the needs of the communities.

Recommendation #12
Leverage Indigenous Graduate Education in Nursing (IGEN) collaborative to enhance the recruitment and retention of Indigenous students.

Recommendation #13
Capitalize on existing resources to support Indigenous students (e.g. elder, faculty, Indigenous education building).

Governance and Resources

Comment on the program's governance, operations, and the adequacy of available resources (e.g., facilities, equipment, library resources, laboratories, computing facilities, shops, specialized equipment, etc.).

The SON structure has two distinct departments, HCA/PN and Nursing. For this review, reference is limited to the Nursing Department which governs the graduate program. Governance is referenced in the self-study under section: Program Context (pg.4) and Governance & Resources (pg. 13). Within the section on context the overall academic governance is outlined inclusive of the university act, TRU policies, senate and unit level authority for decision-making.

The powers of Faculty Council are outlined which is significant for the leadership and operations of the graduate program:
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) *to make rules for the government, direction and management of the faculty and its affairs and business*
d) *Vote on the recommendations from its committees pertaining to issues regarding operations in the SON, including planning, priority-setting, development, management and ongoing review of programs and services. Generally, to deal with all matters assigned to it by the Board or the Senate.*

The oversight of the MN program is through representation on the Graduate Programs Committee (GPC) which is a standing committee of Faculty Council. Both the MN and MN-NP streams have representation on the GPC. *"Any program/curriculum proposed change is reviewed at the GPC level and brought to the SON Faculty Council for approval. Any approved program/curricular change then goes through a university approval process as per TRU Senate's Academic Planning and Priorities Committee who oversee curricular*

governance." (pg. 5).

The importance of restating the governance is to highlight the power invested in the SON for decision-making of the graduate program given that TRU does not have a School of Graduate Studies. The relationship between the nine graduate programs and the Office of the Vice President Research is in its infancy stages and not well defined relative to any shared policies, procedures or guidelines that relate to governance. For example, on the VPR website under faculty resources, the terms of reference for a GPC at TRU is dated January 7, 2011. It is important for the SON to appreciate the scope of accountability and freedom to design and manage their graduate program within the governance structure of the SON and TRU Senate.

The self-study describes the leadership and human resource allocation for the graduate program however, it was difficult to ascertain the overall responsibilities of faculty assigned to the program. For example: *"Prior to the implementation of the MN program, the Chair emphasis was solely on the BSN programming. The BSN program takes most of the Chair's attention as this is the largest program in the SON especially, communications, student issues, workload, and curriculum processes. These processes often spill over to the MN program and cause confusion with faculty as some of the processes are different in the MN program. The chair and the MN coordinator work in close collaboration to determine faculty workload and ensure that differences between undergraduate and graduate programs are understood by all parties. Recently, there has been informal discussions about forming a new department within the SON specific for the graduate programs so that it would have its own Chair and coordinators or program leads. This idea is a work in progress and will continue."* (pg13)

Upon request, a visual representation of the SON Organizational Chart was provided. To reiterate comments from the previous section on Context, the SON is well resourced albeit the distribution of those resources to support the addition of a graduate program is not evident. The suggestion to form a new department is a significant departure from the existing structure and should not be necessary. Rather the faculty should consider the integration of the graduate program within the SON that requires attention. Moving from a non-departmentalized School to a departmentalized structure is not without its challenges administratively as well as the impact on the cohesiveness of the faculty complement plan. Based on the richness of resources within the organizational chart and the work that is being done by the Graduate Programs Committee to *"...have established two new sub-committees (curriculum and programs evaluation) with the primary responsibility of ensuring alignment between the graduate programs and practices and priorities"* such a move would be premature and challenging for a cost-recovery budget. The rapid growth of graduate programming in the SON requires dedicated leadership. The roles and responsibilities of the two Associate Deans and the MN Program Coordinator as well as the MN-NP Coordinator are difficult to ascertain as they are not well defined in the chart or in conversations with the team.

Reference to the SON Strategic Plan 2022-2027 (Appendix I) is absent in the written commentary of the self-study. The only direct reference to the graduate program is:

2.1.1: Establish Master of Nursing – Nurse Practitioner program with infrastructure and partnerships for educational success

2.1.2 Develop focused areas of specialization through interprofessional partnerships for the Master of Nursing program (e.g., nursing education; Indigenous, rural and remote health; leadership and management)

To what extent the plan is a driver for growth and development of faculty, students and the SON is unclear. It would be important for the SON to revisit the plan to consider if the frame of reference to position strategic initiatives will benefit graduate education in the SON and at TRU.

Recommendation #14
Update the organizational structure to reflect the growth of the graduate program.

Recommendation #15
Leverage the existing facilities (e.g. building and equipment) as well as the expertise of other faculty (e.g. business).

Planning and Sustainability

Comment on the overall sustainability of the program, both socially and economically.
- Has the program adequately prepared for current trends in the profession/field, as well adapted to future trends?
- Has the program met the needs of learners today as well as adapting to the needs of future learners?

The following values, mission, and vision statements of TRU provide the foundation for a sustainable program.

Sustainability. The MN program focuses on a holistic approach to healthcare by integrating various aspects of health, society, and the environment throughout the program to address the well-being of individuals, communities, and the environment. Here are some ways in which these programs may address sustainability:

- encourage interdisciplinary learning, fostering partnerships with professionals in fields such as environmental science, public health, and policymaking.
- students may be encouraged to advocate for policies that promote sustainability in healthcare. This can include participating in discussions about environmentally friendly healthcare practices and influencing policy decisions at local, national, and international levels.
- supporting community health initiatives and addressing health disparities through sustainable interventions.

In our discussions with members of the SON, it appears establishing interdisciplinary partnerships across university units is in its infancy although faculty are aware of the potential of developing such relationships across several units.

Student recruitment and admission cycle suggests that the program attracts a broad range of applicants. The MN program admits self-identified Indigenous applicants as well as non-Indigenous and international applicants. International applicants make up approximately half of the student population. Approximated 18% of the students are male. While attracting international students may be financially beneficial for the program, recruiting students with divergent needs seems to be creating tension and lack of clarity regarding the program's focus and teaching modality. Indeed, although TRU's vision includes being a university destination for international students, in discussion with the Dean, Associate Dean, and Program Coordinator, recruitment of international students has been based solely on financial reasons.

To that end, faculty have identified three areas that may affect the program's sustainability:

- Cost recovery model for a small, blended program for domestic and international students.
- Limited faculty who are willing to teach in both undergraduate and graduate programs.
- Limited faculty also impacts the program's ability to grow/develop new courses and/or program offerings.

The achievement rates chart is difficult to interpret (Appendix E). Current enrollment is set at 20 with 10 domestic and 10 international. There appears to be increased awareness and interest in the program with 79 applications in 2021 and 92 applications in 2023. Without knowing the number of qualified applicants, it is difficult to comment on the conversion rate although enrollments seem to be increasing: 16 enrollments in 2021 and 19 in 2023. Increased enrollments also demonstrate that the cap of 20 can be filled. We are unclear if there was a waitlist. Thirty students were admitted in 2021/2022 with a total of 16 enrolled and total retention of 8 from year 1 to year 2. The attrition rate appears to be significant. **The retention rates may be problematic requiring the attention of the Program Coordinator to identify touchpoints that can be mitigated to support student progression.**

From the student perspective, MN students seem to be less satisfied with the degree of collaboration presumably with peers (and possibly faculty), the program, and courses. That said, students and alumni report having flexible learning is very positive.

Other potential initiatives to meet student learning needs is to develop a curriculum that supports advanced nursing practice in nursing education, leadership & management, and clinical nurse specialist. There is also a possibility of offering stackable certificates. No timeline was provided regarding when these initiatives might be started.

Little information is provided regarding employer satisfaction with graduates from the program. Several reasons are provided in the self-study. In discussion with three potential practice partners, they indicated they would welcome more discussion regarding experiential learning opportunities.

In summary, it is apparent that the MN program is at a crossroads. There is recognition that to sustain the program financially, growth is required. However, there lacks clarity regarding the direction of this growth and to what extent external factors impinge on the autonomy of the SON to be strategic such as local government initiative, funding opportunities and TRUWorld international agenda.

Question 1: Has the program adequately prepared for current trends in the profession/field, as well adapted to future trends?

Financial and personnel sustainability for a program is necessary for the development of courses, programs, and future growth. Many of the faculty are new to academia where there are competing priorities: developing teaching skills, establishing a sustainable program of research, and predetermining how service will be operationalized. Given these competing priorities, some faculty members feel they should have course release for course development. Course release, however, may not be financially feasible; moreover, as per the TRU Collective Agreement, this activity is normally part of teaching. Given that there is a desire to develop advanced nursing practice in nursing education, leadership and management, and clinical nurse specialist, the development of associated courses needs to be strategic. That is, perhaps fewer 'streams' should be considered, streams should align with faculty expertise, and course development should be assigned according to faculty interest.

The student life cycle is also a point of concern regarding sustainability. At each point of admission, enrollment, and progression from year 1 to 2 in the cycle, the program seems to be losing ½ of its students. It is unclear why this attrition rate exists. An exit interview would perhaps yield insights into why students choose to leave prior to completing the program.

Since there is a pre-existing relationship with four other universities across the province, there may be a possibility of extending the current collaboration to include other courses across institutions and disciplines. Developing creative synergies based on current collaborations may address student concerns as well as faculty workloads.

Although getting employer feedback is extremely difficult especially since about ½ of the students/graduates are international, it would be important to develop a strategic plan with specific strategies for collecting employer feedback. This type of information would inform curriculum development by identifying future trends in healthcare as well as help with curricular revisions should they be needed.

In summary, the program offers a 'traditional' curriculum which is a reasonable place to start a program. With time, there is awareness that other courses which meet current and future trends need to be developed and offered. The timing is appropriate for the faculty to decide which direction they want to take regarding these specialist streams, determine how associated courses will be developed and how they will be offered.

Question 2: Has the program met the needs of learners today as well as adapting to the needs of future learners?

Some curricular development has been suggested regarding advanced nursing practice and stackable certificates. Providing the results of a windshield survey would help determine if there is a need and/or desire for these types of programs/initiatives.

Current courses within the program are quite 'traditional' i.e. nursing philosophy, research, health care system, managing change and a self-directed course. Although these may be foundational for nursing knowledge, there are gaps in the curriculum where student learning needs may not be met. For example, there is no ethics course. As the practice setting becomes more complex, a firm understanding of ethics, nursing ethics, and ethical decision making is

essential. There is no course pertaining to environmental changes and its impact on health, the digital economy such as a course on AI impacting nursing practice or use of existing health data to inform practice available through data science in health.

Alumni who were all international students while in the program, felt the program met their needs since all were employed (one in post-secondary education, and the other two in non-direct patient care positions). None discussed the need for seeking out future learning opportunities for example, speciality courses. This would seem to suggest that the program currently meets international students' needs however, given that none were employed in direct patient care positions, it is hard to determine if their education would help them thrive in the future.

Recommendation #16
Commit to delivery model (e.g. in person, synchronous online, hybrid, flex delivery).

Recommendation #17
Clarify and understand attrition rates.

Recommendation #18
To achieve research intensity, there needs to be an investment to support faculty research so that they can in turn financially support students.

Recommendation #19
Recommend that the provost liaise with counterparts in other provinces to revise the Western Dean's agreement to facilitate student access.

Recommendation #20
Develop a plan to elicit feedback from community stakeholders/employers to ascertain how well graduates can meet their needs.

Recommendation #21
Refrain from introducing new programming (e.g. micro credentialing) unless new assessments support this need and resourced adequately to deliver.

Recommendation #22
Articulate existing or future relationships with external partners.

Recommendation #23
The dean provide transparency for determining the assignment of duties related to teaching, scholarship and service as per the collective agreement (article 6.11.5.3 & 6.11.5.4). There was an assumption/perception however, within the faculty that workload was inequitable because of need to teach in both undergraduate and graduate programs. Although based on our own experiences in post-secondary institutions this workload is comparable to other faculties, the dean should provide recognition of the 'hidden' work faculty engage in (ex: supervision and advising) that is integral to rather than additional for a graduate level teaching assignment.

Recommendations

The vision and mission for the SON should articulate the distinctive identity of the Master of Nursing program. The recommendations are designed to connect the vision and mission to the TRU graduate identity.

Recommendations related to: Context

Recommendation #1
Significant work has been completed for the SON Strategic Plan and the participation in the SOAR activity for the SON. The leadership of the graduate program needs to make the connections between the plan and the aspirations of the faculty to clearly articulate the direction of the graduate program. This work must be aligned with TRI's overall vision.

Recommendations related to: Curriculum and Assurance of Learning

Recommendation #2
Update and align the curriculum map with the [Canadian Association of Schools of Nursing (CASN) National Education Framework (2022).](#)

Recommendation #3
Leverage immersive technologies in teaching and learning. Continue to encourage faculty to participate in ongoing professional development offered by the teaching center and IT departments.

Recommendation #4
Create a solution to the increased student numbers and hybrid delivery in courses to support more engaging learning environments.

Recommendation #5
Develop/co-create additional nursing and/or interdisciplinary electives (healthcare leadership and management) with the SON and other TRU graduate programs, (e.g., Master of Business Administration).

Recommendation #6
We suggest that program and academic advisors review the Western Deans agreement to ensure adequate support for students is provided to help them understand, access and apply within the appropriate timelines.

Recommendation #7
Consider the use of areas of specialization pathways (e.g. nursing education; Indigenous, rural and remote health; leadership and management per strategic plan) considering faculty capacity and relevance to the current healthcare landscape. Consider synergies across other faculties.

Recommendation #8
Consider streamlining culminating activities (e.g. thesis, project, paper) considering university and faculty strategic directions.

Recommendation #9
Align program credits with TRU master's degrees (e.g. 30 credit hours).

Recommendations related to: Student Achievement

Recommendation #10
Clarify the strategic plan to clearly articulate the student population they wish to attract (e.g. domestic, rural, Indigenous, International).

Recommendation #11
Develop student recruitment strategies that represent the diverse learners and the needs of the communities.

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Leverage Indigenous Graduate Education in Nursing (IGEN) collaborative to enhance the recruitment and retention of Indigenous students.

Recommendation #13
Capitalize on existing resources to support Indigenous students (e.g. elder, faculty, Indigenous education building).

Recommendations related to: Governance and Resources

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Develop a plan to elicit feedback from community stakeholders/employers to ascertain how well graduates can meet their needs.

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The dean provide transparency for determining the assignment of duties related to teaching, scholarship and service as per the collective agreement (article 6.11.5.3 & 6.11.5.4). There was an assumption/perception however, within the faculty that workload was inequitable because of need to teach in both undergraduate and graduate programs. Although based on our own experiences in post-secondary institutions this workload is comparable to other faculties, the dean should provide recognition of the 'hidden' work faculty engage in (ex: supervision and advising) that is integral to rather than additional for a graduate level teaching assignment.

Commendations

Commendations related to: Curriculum and Assurance of Learning

Commendation #1
The SON should be proud for having stared a master's program. Beginning a graduate program directly impacts the expectations of a School of Nursing within a comprehensive university such as TRU. The SON is to be commended for its preparedness to build capacity for the SON and the nursing profession.

Commendation #2
Collaboration with the 5 universities for the Indigenous course is noteworthy. A five-university collaboration is a complex network of many competing interests. This program is unique and demonstrates leadership and support for nursing students to learn Indigenous culture and health that most Canadian nursing programs struggle to achieve. The strength of the network and the agreement to educate across programs on Indigenous knowledge is enviable. The faculty is to be commended.

Commendations related to: Student Achievement

Commendation #3
Our best ambassadors are those we teach; current students and alumni describe an enjoyable and fulfilling academic experience at TRU in the MN program.

Commendation #4
Faculty in the MN program are described as approachable and committed to student success. The intellectual quality of the faculty was rated highly by graduate students in the MN program according to quantitative data.

Commendations related to: Governance and Resources

Commendation #5
The introduction of an Elder as a member of the faculty, the successful hiring of an Indigenous nurse in a tenure track position and other content area resources to support Indigenous students is inspiring. The TRU website, the artwork within the buildings and signage provide a sense of welcoming and inclusion.

Commendation #6

The new population health building is a wonderful capital investment and an asset with state of the art resources. TRU is commended for the recognition given to house and resource nursing education within the building.

Commendations related to: Planning and Sustainability

Commendation #7

The investment in the population health research chair demonstrates the willingness of the SON to take a risk with complement planning to help build their research capacity.

MEMORANDUM

TO	Academic Planning and Priorities Committee
	Senate
FROM	Mark Wallin, Dean of Arts
RE	English & Modern Languages Program Review: Response to Recommendations and Action Plan
DATE	19 February 2025

SUMMARY OF REVIEW (maximum 250 words)
While the English program has gone through several curricular innovations, it has not been resourced to a level to support the depth and breadth of the major. The program could develop connections between the Theatre and Creative Writing groups and work to foster experiential learning opportunities for majors, and work with experiential education to build co-op options.

RESPONSE TO EXTERNAL REVIEWER RECOMMENDATIONS (maximum 250 words)
The English Major currently represents the second largest number of program students in the Bachelor of Arts and is in need of urgent resourcing. The faculty sees this need and will prioritize a hire into this area.

The Faculty of Arts has prioritized the development of Indigenous Language curriculum and programming and is working with Indigenous Education and CELT to bring forward OL courses and certifications in Indigenous Languages.

The new BA Major in Applied Arts brings together the Theatre and Creative Writing programs in new and innovative ways that directly addresses the concerns of the reviewers.

The recent reductions in new international students addresses many of the concerns raised surrounding the retention and support for international learners in introductory composition courses. Other initiatives undertaken by TRU World address several of their suggestions.

REVIEW CYCLE
- Because of the severe reduction in numbers of tenured English Faculty members, the department has been unable to engage in a response and review of the program, therefore the Dean considers this program review complete.
- Year of Next Program Review: 2027

SIGNATORIES

_____
Dean

ATTACHMENTS
- External Reviewer Report

Program Review
External Reviewer Report

Program: English and Modern Languages

External Review Panel Members:

Dr. David Hyttenrauch, Mount Royal University

Dr. Paul Keen, Carleton University

Dr. Melissa Walter, University of the Fraser Valley

Date of Site Visit: February 10-11, 2022

Date of Report Submission: 11 March 2022

Contents

Executive Summary

Briefly comment on the purpose of this review, the main recommendations, and the program review process.

The purpose of the review is to ensure program quality. In our process, we read the comprehensive self-study document, met with faculty, students, and alumni of the program, the Dean of Arts and the Associate VP Academic. We would like to express our appreciation for the positive spirit and thoughtfulness of all these people and for their incisive and informative information and commentary.

We commend the English and Modern Languages department for their determined work to serve students with teaching and curriculum that promotes well-founded reflection, careful thinking, informed and empowered expression of their diverse voices based on their personal experience, and rich historical and cultural context–equipping them to meet the challenges of today and tomorrow. The larger global perspectives encouraged by language courses, and the longer historical and cross-cultural perspectives encouraged by literary studies foster intercultural understanding and promote creative visioning of sustainable futures.

Our main recommendations are:

- Invest in the modern languages and English programs to promote intercultural communication and understanding and contribute to a values-based culture of community-mindedness, belonging, and global awareness, particularly in curricular areas providing historical depth of perspective in relation to current issues, embracing the visionary directions identified by the department. The department's unique ability to contribute to these goals requires and will repay investment.

- Move forward with plans for a Centre for Theatre and Creative Writing, honouring values of inclusion and diversity, community mindedness, and curiosity. This can be a cornerstone for larger university-wide goals of eliminating achievement gaps, honouring truth and reconciliation, leading in active community-based research and scholarship, and empowering lifelong learning.

- Address pedagogical and curricular needs of international students more effectively. International students should be able to pursue their goals at the university in for-credit courses that attend effectively to any language-learning needs they may arrive with. They should not be penalized academically for arriving (having met entrance requirements) with language learning needs. By addressing these concerns, the university will better fulfill its ethical

responsibilities to the international students whose tuition contributes so much to the university budget, and make the most of opportunities for intercultural exchange and education, enacting the vision of being "community minded with a global conscience." It could also be a major positive factor in improving student retention.   Consider using these new strategies:
- dedicated sections of first-year writing for learners benefitting from English language learning support
- other courses that meet language-learning needs that can be enrolled in for credit
- development and enhancement of curricular and extra-curricular synchronicities with the modern languages program, and, perhaps relatedly,
- community-building between students that builds on the language capacities and cultural knowledge of both international and domestic students.

- Further develop co-op, internship, and internal work-study opportunities for English and Modern Languages students, both in relation to language competency in English and other languages, and in relation to the career assets that program students bring to a variety of workplace settings, from local government, business, helping professions, and managerial roles in areas such as heavy industry and agriculture.

- Continue with plans for other interdisciplinary centres and programs, such the Masters in Human Rights and Social Justice, and the Centre for Environmental Sustainability in Culture.

4

Assessment

In the following section, comment on commonly-held standards and expectations in relation to the field/discipline of the program under review.

Program Context

Briefly comment on the program's role at Thompson Rivers University, and in the community.

While the English degree is a core activity and language instruction offers many benefits, we heard frequent mention of the department's service role in providing writing instruction and liberal studies courses. It does play that service role, but it is uniquely positioned to contribute in a major way to the university's vision of being "community minded with a global conscience." Supporting the department's quest to reimagine itself in ways that will contribute directly to this goal, and to the specific priorities of the university's strategic plan (promoting an atmosphere of inclusion and diversity, community-mindedness, curiosity, and sustainability) will enable the department to rebuild itself in ways that will make this a worthwhile investment, not just for the department and its students, but for the university as a whole.

Curriculum and Assurance of Learning

Comment on the quality of the education delivered.

We heard that the original Thompson Rivers Bachelor of Arts in English was modeled on the requirements of the University of British Columbia's degree, as the senior program in the province and the presumptive transfer destination for students. While degree requirements are rarely identical between institutions, overall it is typical of English baccalaureate degrees that they structure requirements to provide a broad understanding of historical and cultural contexts. These contexts normally include distinctive periods of literary and language development, and of cultural environments where English has been an important (if often colonial) literary language. Core requirements also typically include study of literary theory, covering the evolving and contested methodologies of the discipline.

We also heard that, under the constraints of long-term resource shortages and a lack of institutional succession planning in core degree specialties, the current curriculum has eliminated specific degree requirements and instead identifies only the number of

courses to be taken from level to level. There is no doubt about the quality of individual courses or that these courses achieve their learning outcomes. There is serious doubt about whether students are receiving the breadth and depth of disciplinary understanding that are among the key assets of an English degree.

Disciplinary breadth and depth, while important, are not necessarily the only criteria to evaluate an English degree, though. This is where thoughtful and intentional engagement with the purpose, learning experiences, and transferable skill sets within the Thompson Rivers degree becomes critical. Many of our recommendations suggest pathways to this engagement.

Student Achievement

Comment on the extent to which the program is meeting students' needs and supporting outcome attainment.
·   Does the program have the appropriate expertise and resources to support student achievement?
·   Are the admission requirements supportive of access and success for all students?
·   Are sufficient efforts being made to close equity gaps, including achievement of Indigenous and rural learners?

While the program currently has appropriate expertise, it is at a tipping point. Our recommendation is that the department **<u>urgently</u>** needs additional resources to continue to support student achievement. The department does not have enough tripartite faculty and needs more permanent faculty in historical fields of English Studies, and Modern Languages. Resources to enhance communication with Indigenous communities also need to be added. And, rural centres need to be appropriately staffed.

Governance and Resources

Comment on the program's governance, operations, and the adequacy of available resources (e.g., facilities, equipment, library resources, laboratories, computing facilities, shops, specialized equipment, etc.).

The department is currently very well governed, but it faces an impending crisis as there is no one holding the necessary tripartite portfolio to succeed the current department head, or as the coordinators of the English Studies and Modern Languages streams. In terms of faculty, the department is in **dire** need of additional teaching and research expertise in the early historical periods. The department also would benefit from additional resources for communications to students and the community.

Planning and Sustainability

Comment on the overall sustainability of the program, both socially and economically.
·   Has the program adequately prepared for current trends in the profession/field, as well adapted to future trends?
·   Has the program met the needs of learners today as well as adapting to the needs of future learners?

The program has been agile in responding to institutional pressures and has adopted a future-facing approach to programming and the needs of learners.

Recommendations

Recommendations related to: Curriculum and Assurance of Learning

During our two days of meetings we heard several exciting ideas about proactive ways the program can build on its strengths. These align well with the university's four strategic goals. These initiatives are well worth investing in, as they will enhance students' experience, benefit the department, and ultimately, and enrich the university generally.

Recommendation #1: Provide adequate resources to sustain and reinvigorate language teaching, including teaching of Indigenous languages, of English as an additional language, and of select other languages as appropriate to student contexts and needs.

Supports: TRU's <u>Inclusion and Diversity</u> value, especially its emphasis that "we embrace diversity of thought and people" and TRU's <u>Eliminate Achievement Gaps</u> change goal.

Language is inseparable from thought, from culture, from ethos, and from diversity and inclusion. English has been a colonizing language, and preserving and teaching other languages is inherently valuable in building understanding. Intercultural knowledge and understanding cannot be severed from language, whether in the context of Indigenous communities or global ones. The former are especially important given the university's location and its commitments to truth and reconciliation. For Indigenous students, we heard that language training is "the foundation of higher education and of people being able to contribute back to their own communities." We consider that effective teaching of Indigenous languages is central to the university's ethical commitments. Language training in Japanese, French, Mandarin, Hindi, English, and other languages may also be valuable and even foundational for students' life and career goals.

Additional languages can provide the edge in employment opportunities for students, a point that was made by Indigenous as well as non-Indigenous students with whom we spoke. Language learning also facilitates true cultural interchange, an idea reinforced by both students who hoped to study abroad and alumni who had participated in Field Schools or taught English internationally.

To eliminate achievement gaps and support students of all backgrounds to succeed in higher education, effective language teaching and adequate course offerings need to be provided as part of degree programs. While we address it elsewhere in our

recommendations, English language skills gaps create a significant achievement barrier for international students, and for recent immigrants and some Indigenous students. Offering Indigenous or international languages for credit but restricting intermediate or advanced English acquisition to non-credit feels arbitrary and does not recognize the realities of the student population.

The responsiveness of dedicated language instructors supports student learning. Remote (particularly asynchronous remote) or commercial language learning misses the mark in terms of access and effectiveness. Those approaches also do not capitalize upon the potential of language classes and field schools to build community and engagement. (A student mentioned having tried open-learning language instruction and "it didn't work." This is not a surprise, as language is a responsive, interpersonal skill.)

Current research on language teaching emphasizes building on shared understanding and intertwining language with culture so that both are taught together. In such classrooms, language-learning is not a series of drills and exercises but is literally made up of (pedagogically purposeful) conversation about topics of interest to a classroom community–lively, fun, serious, ethically engaged and engaging. As noted in the self-study report, "Access to experiential facilities such as kitchen classrooms and field trip transportation would also allow for enhanced intercultural opportunities" (p. 17). Language learning becomes, itself, a form of intercultural communication and it necessarily enhances intercultural understanding, as well as being an engaging social event that builds community, supports a sense of belonging, and empowers individual students.

TRU students already told us how much they appreciated language being taught in connection with culture–a point we particularly heard in relation to Indigenous languages. Similarly, courses in other modern languages can intentionally highlight cultural topics of existential importance.

Languages, as they are taught in a university, are about far more than grammar and vocabulary--they are vibrant cultural phenomena that encapsulate and convey ways of knowing and being. Languages support student career goals, strengthen communities, help to foster intercultural awareness and communicative ability, and are an inherent human capacity that can be developed and enjoyed in lifelong learning.

This requires immediate and substantial investment in faculty to rebuild the Modern Languages stream, which has been radically underfunded and allowed to shrink for many years. Rebuilding this can add an important dimension to TRU's national and international profile. The department is ready and eager to rebuild this area, and has an exciting and intellectually robust vision of how to do this. This would be well worth investing in.

Recommendation #2: Provide adequate resources to restore breadth and depth to English literature course offerings.

Supports: Institutional values of <u>Inclusion and Diversity</u>, and <u>Curiosity</u>

The English discipline has long made it a central goal to advance cultural understanding, and with it inclusion, diversity and social justice, by seeking and reading critically the voices of English-language writers from an array of historical, social, and geographical contexts. The English program is uniquely qualified to engage students actively through the power of narrative, through attentiveness to words and their impact, and through distinct perspectives and voices. Narratives and words shape and inform urgent current debates on Indigenous-settler relations, climate change, social justice, and the politics of inequity and division.   In connection with the university goals of "enhancing community sustainability and entrepreneurship" the department wisely notes the human dimensions of sustainability (self study report, p. 17). Indeed, the opportunity to thoughtfully and respectfully interpret narratives from diverse contexts builds the reflective skills that foster community sustainability.

We heard very clearly from current students that they are unsatisfied with the range of offerings, and with uncertainty about which faculty are assigned to teach. This points both to a student hunger for a breadth of course options and to the lack of a sustained commitment to offer that breadth. We emphasize that these complaints are absolutely no fault of the department; students are very positive about the efforts the department has gone to to offer them the best education it can with its available resources. These complaints, which are legitimate and serious, are the result of many years of systemic underfunding, which has radically jeopardized the ability of the department to provide TRU students with a university-level education in English. Once again, the department knows exactly how to fix this, and has a dynamic and cutting-edge vision of how to rebuild itself that will place it at the forefront of current developments in the discipline. Given how ready and able it is to fix this problem, it is well worth the investment.

The very urgency of the most pressing issues facing communities today often tends to promote a very short-term set of debates and utilitarian principles which can ultimately be counterproductive. The English program helps students situate themselves within historical and cultural trends through the discipline's focus on language-as-world-making, diversity within texts written in English, and the ethical implications of stories and metaphors. The construction of masculinity in the fifteenth century, the radical new media potential of Shakespeare's theatre in the sixteenth century, the construction of race in the long eighteenth century, the colonizing impact of industrialization in the nineteenth century, settler attitudes to Indigenous and non-European peoples in the nineteenth and twentieth centuries, and Indigenous literatures and theory, all inform and illuminate our contemporary challenges.

Without ongoing thoughtful interpretation of the past, damaging versions of history can be perpetuated, which, when left unchallenged, only feeds further conflicts in the present. Witness the ways that white supremacist groups have appropriated certain versions of early English pasts as a foundation for their particular ideologies. In contrast, current scholarship updates our understandings of the past in relation to present conversations. Building a vibrant English department which engages with these debates will position TRU to be an active part of the solution to these problems.

Universities are uniquely positioned to take a longer historic view and apply knowledge from many contexts to contemporary debates and crises. Older texts are reinterpreted from new and innovative perspectives in the light of our own challenges to turn up original insights. Diverse voices are attended to across time and geography, and the complexity of culture in any given time and place elucidated. To participate in these processes, TRU must invest the resources that will enable the program to recommit to teaching in historical areas.

Recommendation #3: Implement the proposed initiative to bring Creative Writing and Theatre into a new relationship by developing an integrated Major to support students in both program areas.

Supports: Institutional values of Community-Mindedness and Sustainability

We were struck by the enormous potential of bringing the Theatre and Creative Writing streams more closely together with the proposal to redevelop the Theatre Major as a Theatre and Creative Writing Major. Both are potential growth areas because of their popularity with students, both foster cultural expression and intercultural understanding, and both provide opportunities to build community. While the Theatre program is not in our purview, we understand that it has sustainability challenges, which is common in smaller universities and smaller communities. From direct experience at one of our institutions, the community impact of losing a theatre program is immeasurable because it impairs the quality of life for the campus and its community. During our review we heard more than once about *human* sustainability, which is as vital as economic and environmental considerations. Theatre and creative writing tell stories; bringing them closer together in the university will develop student voices, foster leadership, and create immediate, visible community impact.* They also lend themselves well to undergraduate research training and to the development of transferable skills in communication and collaboration. Both areas are ideally situated to provide the university with a public-facing set of activities that can reach out to the community and invite exchange and engagement. As the university continues to Indigenize its offerings and culture, also, there is huge potential in connecting with the innovative and culturally sustaining voices of Indigeous writers, playwrights, and performers.

Recommendations related to: Student Achievement

Recommendation #1

The **<u>OVERWHELMING</u>** priority, in our unanimous opinion, is the urgent need to enable the program to offer a much fuller curriculum to its students. We heard very positive things from current students and graduates. The department has clearly created a strong community of learners who have contributed to their communities locally and beyond (and the university is justly proud of distinguished graduates who studied with EML faculty in the past, including writers who publish in genres ranging from biography to poetry and who have been celebrated in university communications (self-study report p. 23)). **But it is very clear to us that the experience of current students is fundamentally diminished compared to the opportunities students enjoyed ten years ago, as a direct result of the increasingly limited number of courses the program is able to offer.** Students face a far more limited range of courses and too often see "TBA" on the timetable, a situation that is symptomatic of the ways that TRU has allowed declining resources to weaken the sense of a department community which can be one of its biggest draws and competitive advantages.

Investing in the program will have major advantages for the university: it will enrich and improve student experience in crucial ways that could have a direct influence on student retention. It will also help the program to build a laddered approach that can foster vertical connections between the undergrad program and the Master's program in Social Justice, the Law degree, and other opportunities still to be developed at TRU. We heard from students that they would like to stay at TRU for grad school, or would like to study a subject or topic they encountered at first year at a higher level, but were not able to because the courses or programs are not offered. The university should make the most of the opportunity they have to capitalize on this student demand and build the university and the community.

Recommendation #2

The English and the Modern Languages programs could really benefit from an active participation in learning enrichment opportunities. The first of these is a commitment to a Co-Op or similar work-integrated learning program in ways that many English programs are now doing across the country. The experience of many of these other Co-Op programs is that English students can be introduced to and go on to flourish in a range of corporate and public-sector positions, often very much going beyond editing, teaching and marketing or communications to managerial and supervisory roles in local government, heavy industry, digital tech, agriculture, and other areas. Co-op placement helps both students and employers realize just how valuable their transferable skills are, and will give graduates an all-important foot in the door with employers. TRU already has a Co-Op office, so this is an opportunity that can easily be realized.

The second of these is Field Schools, which may be international, national, or regional in scope. For example, as part of Indigenization initiatives, some universities offer shorter intensive field experiences in Indigenous communities or their associated educational or cultural organizations, to build cultural competence, awareness and capacity and to support reconciliation. The third opportunity is around community-engaged learning projects, which can take a range of forms tied to course curricula, from engaging with literary or cultural festivals, to supporting community literacy or English language learning, to gathering and sharing the stories of seniors or other identified groups. As with Co-Op programs, these provide ways for students to connect with a community and apply their transferable skills, while building relationships, confidence, and their own future opportunities.

Recommendation #3

Students would benefit from more advising from the department (especially about applying to graduate school and applying for graduate funding). The department could hold workshops in the fall, which would align well with the timing for graduate school applications. Support for those students not planning to enter graduate programs could draw on the experiences of alumni related to their own career paths, or on the expertise of local or regional employers who have hired recent graduates.

This duty to provide better advising about academic and career opportunities needs to be part of a larger communications strategy. Allocating even modest resources would enable the department to communicate far more effectively with students on a range of issues, from advising about grad programs to many of the existing opportunities that students would benefit from being more aware of, including field schools, work-study programs, co-op opportunities, and conferences. One of students' few regrets (apart from the sharp decline in courses offered as faculty numbers shrink) is that they did not always know enough about these opportunities.

This omission is a classic flaw in programs that are under-resourced and stretched to their breaking point. Happily, this is an easy and relatively inexpensive fix and one that will contribute in vital ways to the university's goal of building intercultural understanding. Providing the resources that would enable the department to develop and maintain a communications strategy would enhance its ability to forge valuable connections with local Indigenous communities, simultaneously putting TRU's English department more effectively on their radar and bringing their community activities within the orbit of TRU students and faculty. Having a robust and adequately resourced communications strategy is a crucial part of the rebuilding process: it is no longer enough to work in isolation from non-academic communities, even where this divide is unintentional, and there is no point in building a strong program without some mechanism for telling people about it.

Recommendations related to: Governance and Resources

Recommendation #1

The **MOST URGENT** and pressing need that struck all three of us is the immediate need for a departmental succession plan, in terms of the Department Chair and the Co-Ordinators for the English and Modern Language streams, as well as faculty specializations for the English degree. The department Chair is currently in his seventh year in this position; the Modern Languages co-ordinator is about to retire. Without creating a real basis for genuine ongoing leadership, none of the potential changes that we have been discussing are possible. Failing to address this can only compound the most pressing difficulties faced by this program in ways that will be highly detrimental to the university as a whole. The fact that many committees are required to be filled by tenured professors highlights the urgency of this problem: right now, the program would be hard pressed to meet these official requirements.

The major challenge facing any effort to renew these leadership positions is declining faculty resources. Even more than this, the biggest practical hurdle is the protracted historical shift to bipartite positions including half-time and shared positions. Bipartite faculty make valuable contributions to teaching, but the ongoing success of the department and the degree program depends on a continuing commitment to faculty scholarship, which only has full workload support in tripartite positions. Individuals normally teaching a 4-4 load, even with a reduction to a 2-2 load as Chair, CANNOT reasonably be asked to take on these leadership roles. It also means that the department would be led by individuals who have not been on a research path, which is counterproductive, especially at this transformational moment when these positions need to play a crucial leadership role in renewing and rebuilding the program.

New hires should definitely be tripartite appointments, which will provide resources for these administrative positions and renew the department's research profile. The easiest interim solution, which would have marginal costs compared to new hiring, would be to follow a more intentional and robust process for converting bipartite to tripartite positions as outlined in the Collective Agreement. The program has some outstanding bipartite professors; converting some of these to tripartite positions would strengthen the department and benefit the university. Unlocking this potential would be an easy and highly productive initiative in the face of a serious immediate crisis in leadership that has been generated by years of non-hiring at the tripartite level.

Recommendation #2

There is more room for TRU to commit itself to Indigenizing itself in terms of this rebuilding process in both the English and Modern Languages streams. Kamloops' location at the epicentre of recent revelations about residential schools and settler-Indigenous relations makes this both a valuable opportunity and an ethical responsibility. This is a moment to build connections with local Indigenous communities in ways that can become a model for other institutions to emulate.

In every area of the university, from campus design and facilities management, to student services, to curriculum and pedagogy, considering the needs of Indigenous students, consulting with community members, and framing the material from a 21st century view is important. This is no less true of the English and Modern Language curriculum, where all topics can be considered in light of the needs of Indigenous and non-Indigenous students who wish to fulfil their responsibilities to the report of the Truth and Reconciliation Commission of Canada. We applaud that the department is drawing on the expertise of the Indigenous teaching-and-learning specialist in the Center for Excellence in Teaching and Learning, and listening to Indigenous students and faculty (without placing the burden of Indigenization on them) in its efforts to meet the needs and expectations of Indigenous students and communities and to educate both Indigenous and non-Indigenous students in alignment with the TRC report. Building more active lines of communication with local First Nations communities can strengthen people's understanding of how the programs can play a role in addressing the recommendations of the TRC. Intensive field schools could help to develop these connections and expand the sorts of opportunities available to TRU students. Investing in flexible program delivery models in the community (combining intensive classroom time with distance-ed follow-up) could benefit students and also increase TRU's institutional capacity to meet the expectations and needs of Indigenous communities. While the emphasis above was on student Field Schools, developing faculty capacity through their direct engagement with the community is also essential to share the work and responsibility of reconciliation.

TRU can also be proud that the Nlaka'pamux playwright Kevin Loring, whose plays so incisively examine current issues in Indigenous-settler relations, is a graduate of the institution (when it was University College of the Caribou). Loring is a past winner of the Governor-General's Award for drama, and is currently the Artistic Director of Indigenous Theatre at the National Arts Centre in Ottawa. Writer, law school graduate and former chief of the Xat'sull First Nation, Bev Sellars, who wrote the memoir of residential school, *They Called Me Number One*, that has transformed the minds and hearts of many readers, is from the region that TRU serves.   Can the department work to celebrate and build ties with these powerful leaders?

Recommendation #3

On a basic level, we feel that the university has much to gain from making it possible for both the literature and modern languages streams to resume their ability to offer an adequate range of courses in ways that will put the department back on par with English departments at other universities. Rebuilding the department in ways that will actively foster intercultural understanding by enabling it to offer more diverse courses to students, both in terms of historical and geographical literatures and languages, in the availability of upper-year courses, and in developing relations with Indigenous cultures, is worth investing in!!

This goal of fostering diversity speaks directly to the pressures and priorities of our current moment, both in terms of current processes of globalization and the goal of Indigenizing the program in ways that will appeal to student needs and align very closely with the larger goals of the university's strategic plan. At the same time, it will help the university build programs that will enhance student retention and foster potential connections with graduate programs such as the new Master's in Social Justice.

We believe very strongly that this is a matter of pure institutional self-interest at the faculty and university levels: it will contribute to the larger goals of the university as outlined in its current strategic plan even as it enables the department to compete more effectively with literature and language programs elsewhere. Failing to provide these resources can only weaken the goal of boosting student retention, which will in turn have a strong negative impact on the university's financial outlook. Choosing not to embrace this opportunity would be an extreme and costly example of the dangers of short-term thinking in ways that can derail more productive planning strategies.

Recommendations related to: Planning and Sustainability

Recommendation #1: Address urgently the English proficiency gap which is interfering with the academic success of International students and others.

Supports: TRU's Eliminate Achievement Gaps change goal and the Inclusion and Diversity and Sustainability values.

An **URGENT ACADEMIC and ETHICAL PRIORITY** is addressing the English proficiency gap among many international students. We heard serious concerns about the ways limited English proficiency is impeding international students' progress and effective teaching in classes with many students needing remedial help. We heard these concerns from faculty, students, and administration. This is not the fault of students, who have met the required standard on admissions tests, but there is a notable gap between the testing standard and the actual proficiency standard needed for success. International students under-prepared in their English skills cannot gain the full benefit of their coursework, and they must repeat courses where they had no real opportunity to succeed. The large proportion of international students with extremely weak English skills (both oral and written) is having major detrimental effects on instructor morale. Moreover, the skills gap harms other students' learning experiences, and this overlooked impact will also undermine the goal of student retention in serious ways that should be a major concern for the university.

We consider that bringing in under-prepared students without adequate supports is a breach of the university's ethical commitment to these students.

Merely problematizing the situation will serve no one. We propose these solutions:

- The President must direct the university's Integrated Planning and Effectiveness office to make a formal study correlating English proficiency scores with course success rates, to direct ongoing remedies and resource decisions;
- The university should offer class sections of academic writing oriented towards the needs and capacities of more beginning English language learners and drawing upon their strengths, staffed by faculty with related expertise, to create a focused learning environment for these students, especially as there is no real cultural interchange happening under current arrangements;
- English and Modern Languages should be given scope to develop and offer English as an Additional Language courses, for academic credit, for students needing additional assistance. (In the same way we advocate for additional language learning as part of essential program offerings. Credit courses

enhancing English proficiency would give more opportunities for student success and meaningful cultural interchange);
- The university should create work-study positions for English-proficient students with interests in teaching English (a career goal mentioned by several students we spoke to) to work with English language learners. This could be an extremely valuable experience for English-proficient students, it would offer a much-needed support system for struggling English learners, and it would encourage real cultural interchange;
- English and Modern Languages should consider exploring synchronicities between the modern languages program and international student needs, for example in developing new language and culture courses where International students might, in turn, support other students' language learning and cultural knowledge;

Recommendation #2: Complete planning, identify resources, and launch the proposed Centre for Environmental Sustainability in Culture

Supports: TRU's Community-Mindedness and Sustainability values and Lead in Community Research and Scholarship change goal.

We understand that English has been a leading participant in plans to develop a Centre for Environmental Sustainability in Culture, and a related Certificate. This strikes us as precisely the kind of initiative the university would be wise to invest in: a very proactive effort to build something that will be greater than the sum of its parts, and which will enable the university to become a real leader in this kind of interdisciplinary approach to some of the most urgent questions of our day. It is crucial to recognize the cultural and communications dimensions of larger scientific and political challenges. In response to the challenges of climate change, we need creativity in communicating experiences of change, imagining change. In imagining new narratives of prosperity, it will be important to listen to Indigenous Peoples' knowledge and learn from Indigenous ways of knowing, since Indigenous stories embed teachings about sustainability and are continually updated with relevance to new audiences while connecting back to ancestral teachings rooted in the land. In all dimensions, the innovation required to address these questions has a very central and crucial cultural component. We believe the university should support the development of this program in whatever ways possible.

Recommendation #3: Complete planning and launch the proposed M.A. in Human Rights and Social Justice

Supports: TRU's Community-Mindedness and Sustainability values and its Lead in Community Research and Scholarship change goal.

We are excited by what we heard about the new Master's degree in Human Rights and Social Justice. This interdisciplinary program will allow faculty to foster connections across programs, and will offer TRU students a chance to extend their undergraduate experience to graduate studies without leaving Kamloops. It may lead them directly to work in NGOs, government, or business, or to further training in law, social work, or other fields. Drawing on multiple disciplines also alleviates some concern that a graduate program might dilute undergraduate offerings and stretch faculty resources even more thinly. It is essential for faculty teaching at the graduate level to be actively engaged in research and scholarship, and this in turn requires that they have tripartite appointments.

Commendations

Commendations related to: Curriculum and Assurance of Learning

Commendation #1

We were struck by the extraordinary enthusiasm students feel for the program. They love the sense of departmental community and appreciate how well they were mentored. The feedback was, without exception, extremely positive. One student lamented having to leave to do a Master's at another university despite the fact that she would strongly have preferred to stay at TRU, had a Master's program been in place at the time. It is clear that the department is succeeding in its goals of "Develop[ing] critical thinkers with integrity and the capacity to be change agents" and "expand[ing] students' universes by inspiring curiosity and travel" (self study report, p. 21).

Commendation #2

Students appreciated the many extracurricular opportunities they received, such as the chance to publish in an online journal and participate in the undergraduate conference. They also spoke of how much it meant to many of them to receive the book awards that the department has made available as part of its courses. These added opportunities and forms of recognition are precisely the sort of rewards that make being part of an academic community like this one so positive for these students. Looking ahead, the department's decision to make the 4th year editing and publishing class a Capstone course in the English program, concurrent with a TRU digital journal, is a brilliant planning and curriculum decision that will further develop ties between the university and its communities and help make the bridge for students between the reflective practices and voice they have developed within their coursework, and their lifelong learning.

Commendations related to: Student Achievement

Commendation #1

We spoke with several former TRU students who had gone on to do graduate work (including their PhD) at much larger universities such as UBC, U of Alberta, and SFU. They all felt that the TRU program had prepared them extremely well for graduate school, and that they were definitely on par with students from other undergraduate programs. This confirmed the strong sense of every current and former student we spoke with, and the feedback provided through the questionnaire, about the high academic quality of the program. Several students told us that they'd wished they'd been able to stay at TRU for their graduate work, or even to continue the language studies into the upper-year levels, which is the surest sign of a program that is doing an excellent job of helping its students to succeed!

Commendation #2

We heard from several former students about how well the skills they developed while studying English at TRU had prepared them for career paths outside the academy. The program's ability to develop their communication and critical thinking skills had made a significant difference in their work elsewhere, including, in one case, in heavy industry, where the skills the student had developed at TRU had been crucial to his promotion from junior to senior supervisor. Others echoed this sense of the value and relevance of the transferable skills they gained while studying English and the Modern Languages. We hope that the department will be provided with the resources to communicate these strengths to current and incoming students. This is definitely worth investing in. It will help to position TRU students in highly competitive ways as they transition to careers in their post-university life.

Commendations related to: Governance and Resources

Commendation #1

The department has taken important steps towards Indigenization. These include adding an intercultural and Indigenization learning outcome, hiring Indigenous faculty, welcoming the Indigenous languages program to the department, learning from the Indigenous advisor in the Centre for Excellence in Learning and Teaching, listening to Indigenous students and attending to their experiences, needs, and expectations, and exploring ways to Indigenize and decolonize course curricula and pedagogy. More can definitely be done, but the department's willingness to embrace the ethical importance of this challenge and its determination to seize this opportunity is important. It's not that Thompson Rivers has more responsibility than other institutions do, but Kamloops has an opportunity to lead due to its prominence in the nation's awareness and reckoning with the legacy of residential schools and the colonial assault on Indigenous peoples, culture, and language.

Commendation #2

The department is working hard to resist the erosion of traditional Arts disciplines while also adapting under the pressure to show those disciplines' continuing relevance. In Modern Languages, this means integrating cultural and language instruction, and students told us how much they appreciate the opportunities to understand and experience the interplay of language and culture. The minor in Language and Global Studies (self-study report p. 24) also builds synchronicities in language instruction and cultural studies. In English literature, this means understanding how the literature and even language express the conflicts and aspirations of particular times, and it means thinking comparatively and with ethical imagination across time and geography. It is notable that in spite of severe resource constraints the English program has been able to fill a larger number of second year and upper level classes than in previous years, by means of innovative course offerings (self study report, p. 23). In Creative Writing, it means finding and giving voice to writers' observations and emotions in response to lived experience and historical research. English and Modern Languages is engaging effectively with the many ways communication and story-telling lead to inquiry and understanding, thereby fostering community resilience, reflection, and effective action.

Commendations related to: Planning and Sustainability

Commendation #1

At the most fundamental level, we were impressed by the department's determination to approach the extraordinary pressures of its current situation in a positive spirit by embracing them as an opportunity to reimagine itself. The department is addressing the priorities and challenges of the current day rather than simply trying to retrench former privileges by turning the clock back. The department is focused on contributing to the university's important role as an institution that is uniquely positioned to promoting various forms of intercultural understanding by thinking about how the larger global perspectives encouraged by language courses, and the longer historical and cross-cultural perspectives encouraged by literary studies can provide an ideal context for both fostering this sense of understanding and asking vital questions about how these intercultural dynamics can best be understood.

This strikes us as a compelling vision of how English can contribute in a major way to the university's goal of becoming more "community-minded with a global conscience," through the delivery of both its literary and language courses. Supporting the department's quest to reimagine itself in ways that will contribute directly to this goal, and to the specific priorities of the university's strategic plan (promoting at atmosphere of inclusion and diversity, community-mindedness, curiosity, and sustainability) will enable the department to rebuild itself in ways that will make this a worthwhile investment, not just for the department and its students, but for the university as a whole.

Commendation #2

The initiative in Environmental Sustainability in Culture, which is currently in the planning stage, and the new Social Justice MA are exciting developments that bode well for the future of the Arts Faculty at TRU.

THOMPSON RIVERS UNIVERSITY

BUDGET COMMITTEE OF SENATE (BCOS)
REPORT TO SENATE
March 11, 2025

The March 11, 2025 meeting of the Budget Committee of Senate was chaired by Dr. Gillian Balfour, Provost and Vice-President Academic.

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

1. A memorandum was submitted to BCOS on behalf of G. Balfour, M. Milovick, and B. Chadwick. It proposes to seek Board approval to exempt trades programs from the Guaranteed International Tuition Model, effective Fall 2025. Instead, trades programs should align with other exempted programs, such as the Master of Business Administration (MBA), and follow a 3% annual tuition increase, with the expectation that similar annual increases will continue in subsequent years.

    Motion passed at BCOS:
    On motion duly made and adopted It was RESOLVED THAT BCOS will recommend to the President to recommend to the Board of Governors that they approve the exemption of trades programs from the Guaranteed International Tuition Model, effective Fall 2025. Instead, trades programs will align with other exempted programs, such as the Master of Business Administration (MBA), and follow a 3% annual tuition increase, with the expectation that similar annual increases will continue in subsequent years.

1. G. Balfour and M. Milovick presented the 2025/26 Proposed Consolidated Budget to the committee for approval.

    Motion passed at BCOS:
    On motion duly made and adopted It was RESOLVED THAT BCOS will recommend to the President to recommend to the Board that the 2025/26 Consolidated Budget be approved.

The next BCOS meeting is scheduled on April 8, 2025.

Respectfully submitted on March 12, 2025 by:

Gillian Balfour

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

THOMPSON RIVERS UNIVERSITY

Steering Committee
Report to Senate

March 12th 2025

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

Weytk (Hello!). The Steering Committee recommends the following volunteers for appointment by Senate:

a.   <u>Budget Committee</u>

Director:
- **Kyle Olsen,** University Relations

b.   <u>Educational Programs Committee ("EPC")</u>

Faculty
- **Zeinab Teimoori,** Science

c.   <u>Steering Committee</u>

Dean:
- **Mark Wallin,** Arts

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

2.   <u>BUSINESS</u>

a. **<u>Guidelines for Submission of Materials for Senate Agenda Packages</u>**

To streamline Senate agenda packages and improve the ease of document navigation for Senators, TRU's General Council and Secretariate have drafted a new guiding document for material submissions. The Steering Committee was consulted and recommends that these guidelines be approved and adopted by Senate. Please see the following draft document (page 2).

➤   *Motion: That Senate approves the guiding document for material submissions for Senate Agenda Packages.*

Respectfully submitted,
Kukwstsétsemc (Thank you)

James Sudhoff, DVM
Chair, Steering Committee of Senate

Guidelines for Submission of Materials for Senate Agenda Packages

Background

One of the purposes of the Senate Steering Committee, as noted in its terms of reference, is to "advise Senate on all matters related to the ways it conducts the business of Senate, its meetings and its proceedings". The purpose of these guidelines for senate agenda package materials is to promote good governance.

Guidelines for submission of written materials for senate agenda packages

NOTE: These guidelines are comparable to the existing practice we have on presentations to senate, whereby 10 minutes are normally allotted; in effect, these guidelines are an extension of that practice to written submissions.

1. All senate committee and other reports to senate should normally be 10 pages or less (ideally no more than four pages), with links (accessible by all members of the TRU community) being provided wherever possible to matters in the report for which no decision is being requested of senate.

2. If a senate committee report contains documents attached to it, the pages in the report must be numbered and the report must contain reference page numbers next to each attachment listed in the report so that senators can find them easily.

3. If a report to senate contains any items for which the committee or other entity is recommending approval, the report and attached materials should describe the subject at a level that would allow senators to make an informed decision on the subject.

4. Any recommendation for a decision required of senate should contain a proposed resolution for senators to consider.

5. The secretariat shall review resolutions provided in reports to ensure clarity of resolutions proposed to senate.

Guidelines for length of agenda packages

1. Given the number of senate committees that report to senate (16), committees should endeavour to keep written materials substantially to what is required for senators to make decisions.

2. If a report is longer than four pages, ideally, rather than attachments, it should contain links (accessible by all members of the TRU community) to lengthy supporting material for decision items or information regarding activities of the committee not requiring a decision from senate.

3. Presentation materials need not be submitted in advance for circulation with the agenda packages provided they do not cover material related to a decision item for which no corresponding written submission is circulated with the agenda package.

M E M O R A N D U M

TO: President Brett Fairbairn, Chair of Senate

FROM: Gillian Balfour, Chair, University Tenure and Promotion Committee

DATE: March 17, 2025

RE: TRU Revised School of Nursing Tenure and Promotion Departmental
                  Standards Document

On behalf of the University Tenure and Promotion Committee (UTPC), I respectfully submit the revised TRU School of Nursing departmental standards for approval as recommended by the UTPC at a meeting held on March 13, 2025. Revisions include:

- Added EDI language that affirms diversity of applicants' career paths
- Academic qualification broadened to support non RN colleagues to be successful; qualifications now ask for active registration with the respective provincial body or association rather than specifying nursing
- Table distinguishing scholarly teaching from scholarship of teaching and learning added
- Instructional support (professional role) standards added to teaching to create pathway for promotion
- Explicit note that faculty members with appointments less than 1.0FTE (nurse practitioners) will be assessed on the percentage of the appointment

The vote to recommend the revised School of Nursing Departmental Standards to Senate was unanimous.

Standards and Criteria for Tenure and Promotion
2020

Preamble

The mission of the School of Nursing (SON) is to promote excellence, innovation, and creativity in education, leadership, scholarship, practice, and service through a commitment to engage in critical inquiry and evidence-informed action. The School of Nursing encourages and respects uniqueness and diversity, supporting an open, responsive, and learner- centered environment. The standards document takes into account the TRU Mission Statement; the TRU Strategic Goals; the TRUFA Collective Agreement language related to Tenure and Promotion; the British Columbia College of Nursing Professionals (BCCNP) Standards of Practice; the Canadian Nurses Association (CNA) Code of Ethics; and the Canadian Association of Schools of Nursing (CASN) Position Statement on Scholarship.

The purpose of this standards document is to articulate the SON standards and expectations to provide guidance to faculty members as they prepare their applications for tenure and/or promotion. Achieving tenure and promotion through the ranks is based on incremental and accumulative growth of a faculty member in their teaching, research/scholarship (if applicable), and service roles.

To merit tenure or promotion, faculty members will have their performance assessed for effectiveness in teaching/professional role; recognized research, scholarly and creative work; and contributions to service within the university and general community as well as to the profession (locally, nationally, and internationally). The intent of the SON standards and criteria is to be supportive of faculty as they work towards career goals. The document sets out standards that are realistic and achievable within the discipline of nursing and a primarily undergraduate teaching centered university. This document provides examples of criteria for the evaluation of excellence within each of teaching, scholarship, and service, thus, allowing faculty options in the design of their career path. **The criteria are not exhaustive, nor are they to be used as a checklist that must be completed. The criteria provide examples of objective evidence that can be used to judge excellence.**

University guidelines as detailed in the Senate-approved Principles and Essential Features of Standards and Collective Agreement provisions shall guide all such standards and expectations. In particular, applicants should document clear evidence of the following:
- That they have achieved "incremental and accumulative growth" as teachers/professionals and/or researchers, and in terms of departmental, university, community, and disciplinary service
- That they have met "increasing expectations for teaching/professional role, research, and service," recognizing that as faculty move through the ranks, there should be documented evidence of increasing levels of performance in all areas.

- That they have achieved "recognition and assessment by peers at local, national, or international levels," making sure to employ "recognition and assessment" as means of documenting an increasing sphere of influence.
- That their work can be assessed in terms of its **quantity, quality, and impact**.

Weighting of Tenure and Promotion Criteria

Considering the variability that exists within nursing and university work, faculty have some flexibility in the weighting they assign to the areas for evaluation, which will reflect their focus and strengths. Applicants for tenure and promotion may suggest weightings of their relevant categories to be used in evaluating their applications within the parameters of the weightings articulated in this document as approved by the SON. The Tenure and Promotion committee recognize that the balance between teaching and service for bipartite applicants, and the balance among teaching, research/scholarship, and service for tripartite applicants may differ based on individual circumstances and may vary over an individual's career. These weightings represent the balance among the evidence presented and do not necessarily reflect the applicant's workload.

The relative weighting of evidence for purposes of promotion should consider the appointment type of the applicant, bipartite or tripartite. Normally, bipartite faculty applications will be evaluated primarily on their core responsibility of teaching and on service. Normally, tripartite faculty applications will be evaluated primarily on their core responsibilities of teaching as well as research/scholarship and service. However, extraordinary contributions in teaching, research/scholarship, or service may compensate for lesser achievement in one of the areas of core responsibility, as long as there has been a satisfactory level of contribution in all areas of responsibility.

Applicants must inform the SON Tenure and Promotion committee of the suggested weighting at the beginning of the adjudication process. If a weighting is not suggested then the application will be judged on the following:

Tripartite

Teaching: 40%
Scholarship: 40%
Service: 20%

Bipartite

Teaching: 80%
Service: 20%

Note: that the research/scholarship weighting for tripartite faculty cannot fall below 40%.

Criteria for Tenure and Promotion in the School of Nursing

Academic Qualifications and Appointment Criteria for HCA, PN*, BScN, MN Faculty
- Current and relevant experience
- Holds a practicing registration with BCCNP
- Terminal Degree preferred for Bipartite and Tripartite positions

* Additional qualifications for the PN program as mandated by the Ministry of Advanced Education per the articulated curriculum is the Provincial Instructor Diploma or equivalency.

Assistant Professor
- The normal criterion will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.
- Evidence must indicate that the candidate has potential for effective teaching. This evidence may include data obtained from previous teaching experience (e.g., student teaching evaluations) or from a demonstration of teaching ability in a manner recognized and assessed by peers.
- The candidate must demonstrate potential for successful engagement in Scholarly Activity that would be recognized and assessed by peers locally and regionally.
- The candidate must demonstrate commitment to service to the University, Discipline and/or Profession, and where applicable, the community-at-large in a manner that would be recognized and assessed by peers locally and regionally.

Associate Professor
- The normal criterion will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.
- The candidate must show incremental and accumulative growth in the teaching of the discipline, as demonstrated by recognition and assessment by peers at the national level.
- The candidate must show consistent accomplishment in the scholarship of the discipline, to be demonstrated by Scholarly Activity that is accumulative, and recognized and assessed as significant by peers at the national level.

The candidate must provide evidence of consistent service contribution to the University, Discipline and/or Profession and where applicable the Community-at-Large. The candidate must demonstrate incremental and accumulative growth in service beyond performance levels expected at the Assistant Professor level. This performance should be recognized by peers at the national level.

Full Professor
- The normal criterion will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.
- The candidate must show incremental and accumulative growth and exemplary performance in the teaching of the discipline, as demonstrated by recognition and assessment by peers at the national and international levels.
- The candidate must show consistent and exemplary accomplishment in the scholarship of the discipline, to be demonstrated by Scholarly Activity that is accumulative, and recognized and assessed as significant by peers at the international level.
- The candidate must provide evidence of consistent and exemplary service contribution to the University, Discipline and/or Profession and where applicable the Community-at-Large. The candidate must demonstrate incremental and accumulative growth in service beyond performance levels expected at the Associate Professor level. This performance should be recognized by peers at the international level.

Lecturer
- The normal criterion will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.
- The candidate must demonstrate potential for successful engagement in teaching that would be recognized and assessed by peers as significant at least at the local and regional level.
- The candidate must demonstrate commitment to service to the University, Discipline and/or Profession, and where applicable, the community-at-large in a manner that is recognized and assessed by peers.

Senior Lecturer
- The normal criterion will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.

- The candidate must show incremental and accumulative growth in the teaching of the discipline, as demonstrated by recognition and assessment by peers at the national level.
- The candidate must provide evidence of consistent service contribution to the University, Discipline and/or Profession and where applicable the Community-at-Large. The candidate must demonstrate incremental and accumulative growth in service beyond performance levels expected at the Lecturer level. This performance should be recognized by peers at the national level.

Principal Lecturer
- The normal criterion will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.
- The candidate must show incremental and accumulative growth in the teaching of the discipline, as demonstrated by recognition and assessment by peers at the international level.
- The candidate must provide evidence of consistent and exemplary service contribution to the University, Discipline and/or Profession and where applicable the Community-at-Large. The candidate must demonstrate incremental and accumulative growth in service beyond performance levels expected at the Senior Lecturer level. This performance should be recognized by peers at the international level.

Teaching

The School of Nursing believes teaching-learning is a dynamic process that occurs in any setting such as the: classroom, seminar, lab, online, practice, and research environment. Teaching involves attention to course work, course design, methods of teaching, curriculum development, development of materials such as open educational resources, and other instructional related activities. In addition, we recognize that quality learning environments are essential for learning. Nursing faculty serve as professional role models in all aspects of nursing education.

It is the expectation that all faculty will engage in scholarly teaching regardless of whether one has a bipartite or tripartite appointment. Although scholarly teaching and the scholarship of teaching and learning are closely connected, they differ in both intent and outcome. The intent of scholarly teaching is "maximizing learning through effective teaching" (Potter & Kustra, 2011, p. 3). The intent of the scholarship of teaching is to create, advance, or transform the knowledge about teaching and learning through a rigorous investigative process. The product that results from this process is subjected to peer review and disseminated to the professional/academic community, and could include but are not limited to publications in peer-reviewed or professional journals, conference presentations/publications, book chapters, textbooks, and open education repositories/resources. The scholarship of teaching advances the field, not just individual students' learning.

Teaching Criteria

Assistant Professor / Lecturer	Associate Professor / Senior Lecturer	Professor / Principal Lecturer
Productive Engagement in Teaching	**Consistent and Increasing Sphere of Influence in Teaching**	**Outstanding and Sustained Evidence of Leadership in Teaching**
• Is a subject matter expert and/or resource person to build capacity at the local, regional and/or provincial level.	• Is a subject matter expert and/or resource person to build capacity at the national level.	• Is a subject matter expert and/or resource person to build capacity at the international level.
• Uses appropriate theories and principles of teaching and learning to facilitate student learning at the local, regional and/or provincial level.	• Recognized and assessed for teaching expertise at the national level.	• Recognized and assessed for teaching excellence at the international level.
• Uses appropriate educational strategies to enhance learning.	• Develops and/or implements novel educational strategies to facilitate student engagement in learning.	• Develops, implements and evaluates novel educational strategies to facilitate student engagement in learning.
• Uses established evaluation strategies to assess student learning consistent with course learning outcomes.	• Uses diverse evaluation methods to assess student learning consistent with course learning outcomes.	• Develops, implements and evaluates novel evaluation methods to assess student learning consistent with course learning outcomes.
• Creates a quality learning environment.	• Effectively addresses student learning challenges using evidence-informed action to facilitate learning.	• Recognized by colleagues as a mentor to address student learning challenges.
• Reflects on own teaching and uses a variety of methods to improve performance and/or practice.	• Critically reflects on the development, delivery and refinement of courses across the curriculum.	• Recognized by colleagues as a mentor on the development, delivery and refinement of courses and curricula.
• Delivers courses consistent with an understanding of the curriculum design.	• Contributes to curriculum design and revision.	• Leads curriculum design and revision.

• Shares expertise at public events or through various media forums	• Shares expertise at public events or through various media forums	• Influences the public through a variety of media forums

Scholarship

The School of Nursing Standards and Criteria related to scholarship are informed by CASN's (2013) *Position Statement on Scholarship among Nursing Faculty*. Our view of the four domains of scholarship and the range of activities that constitute scholarship is based in Boyer's (1990) expanded view of scholarship.

"Scholarship encompasses a full range of intellectual and creative activities that include the generation, validation, synthesis, and/or application of knowledge to advance science, teaching, and practice" (CASN, 2013, p. 2). It is associated with achievement of excellence, rigorous inquiry, reflective thought, expert knowledge, openness to criticism, peer review, and new ways of viewing phenomena of concern to nursing. "Scholarship domains include inquiry that builds a scientific body of nursing knowledge (Scholarship of Discovery), inquiry that supports the pedagogy of the discipline and a desire to understand how students learn and how teaching influences this process (Scholarship of Teaching), the advancement of knowledge related to expert practice (Scholarship of Application), and the development of new insights as a result of integrative, interdisciplinary, and synthesizing work (Scholarship of Integration)" (Boyer, 1990 as cited in CASN, 2013, p. 2). The four domains may overlap and are not to be viewed as separate (Acorn & Osborne, 2013).

Scholarship in all domains involves rigorous and reflective thinking, expert knowledge, and new ways of viewing phenomenon of interest. It reflects the standards that guide the evaluation of scholarship identified by Glassick, Huber, and Maeroff (1997, as cited in Acorn & Osborne, 2013). These six qualitative standards include: clear goals; adequate preparation; appropriate methods; significant results; effective presentation; and reflective critique.

In the four domains of scholarship, three defining criteria differentiate scholarship from activities that are not scholarship:

- **Documentation** of the intellectual and creative activities carried out.
- **Peer review*** of the documented work.
- **Public Dissemination** of this work enabling critique and replication of the activities.

All three criteria must be met for the work to be considered scholarship.

*Peer reviewers are generally individuals of similar academic status to, and at arms-length from, the author(s) of the document, who have recognized expertise in the phenomenon under review. (CASN, 2013).

Assistant Professor	Associate Professor	Professor
Productive Engagement in Scholarship	**Increasing Sphere of Influence in Scholarship**	**Outstanding & Sustained Leadership in Scholarship**
• Establishes a program of scholarship.	• Maintains a program of scholarship that is recognized and assessed at the national level.	• Maintains a robust program of scholarship that is recognized and assessed at the international level.
• Supervises undergraduate students' scholarly activities and/or serves on graduate student supervisory committee	• Supervises/co-supervises on student thesis and/or dissertation committees.	• Supervises/co-supervises on internal/external student thesis and/or dissertation committees
• Assists students in scholarship development	• Assists colleagues in scholarship development	• Contributes to the scholarly development of colleagues beyond the university
• Secures internal and/or external funding to support scholarship	• Secures external peer-reviewed funding to support scholarship	• Maintains a record of external peer-reviewed funding to support scholarship.
• Acts as a peer reviewer	• Demonstrates an increasing record as a peer reviewer	• Demonstrates a sustained record as a peer reviewer.
• Has 3 publications within 5 years normally in peer-reviewed journal and/or peer-reviewed conference proceedings	• Has 1 publication per year normally in peer-reviewed journal and/or peer-reviewed conference proceedings	• Has 2 publications per year normally in peer-reviewed journal and/or peer-reviewed conference proceedings
• Local, regional and/or provincial conference and/or workshop presentations	• Peer-reviewed provincial and/or national conference and/or workshop presentations.	• Invited keynote speaker at peer-reviewed national and/or international conference and/or workshop presentations
• Shares expertise at public events or through various media forums	• Shares expertise at public events or through various media forums	• Influences the public through a variety of media forums

Service

There is an expectation that nursing faculty be involved in departmental and School of Nursing service with additional service in a variety of other areas to be recognized. Weight will be given to the significance of participation and scope of involvement.

Service Criteria

	Assistant Professor Lecturer	Associate Professor Senior Lecturer	Professor Principal Lecturer
	Commitment to Service	Consistent contribution to service	Outstanding contribution to service
School of Nursing	• Actively participates in School of Nursing Faculty Council and program committees.	• Increasing record of assuming leadership role(s) within the School of Nursing (e.g., Chair of committees, Semester lead, Coordinator, Chairperson etc.). • If tenured, participates in School of Nursing (e.g., Sabbatical; Appointments; Performance Review; Promotion and Tenure committees) • Mentors faculty in developing their service contributions.	• Sustained record of leadership within the School of Nursing.
University Community	• Actively participates in events that support in the intellectual / cultural life at TRU (e.g., Open House, Student Orientation, Faculty Association, convocation)	• Increasing record of involvement in TRU committees (e.g., Senate, Sabbatical, Division, Faculty or School Promotion and Tenure Committee, Teaching Practices Colloquia planning committee, Research Ethics, Graduate Studies etc.).	• Sustained record of involvement and/or leadership in TRU committees (e.g., Chair of TRU committees, Faculty Association Executive, Senate Tenure and Promotion Committee etc.).

Service Criteria

	Assistant Professor Lecturer	Associate Professor Senior Lecturer	Professor Principal Lecturer
	Commitment to Service	Consistent contribution to service	Outstanding contribution to service
Professional Community	• Actively participates in activities that contributes to professional organizations (e.g., committee work). • Beginning record as a consultant with professional organizations at the local, regional and/or provincial level.	• Increasing record of contributing to professional organizations through active participation and/or taking a leadership role at local, regional and / or provincial level (e.g., subcommittee member, board executive member, plans / facilitates conferences). • Increasing record as a consultant with professional organizations at the local, regional and/or provincial level. • Serves as reviewer for health related publication.	• Sustained record of involvement and/or leadership in professional organizations at the national and/or international level (see senior lecturer / associate professor column). • Sustained record as a consultant with professional organizations at the national and / or international level. • Serves as editor of health related publication.
Community at Large	• Actively participates in service organizations (e.g., Rotary, Church, YMCA etc.). • Volunteers for non-profit events (e.g., Terry Fox, Run for the Cure, Ski Patrol etc.).	• Actively participates on the executive of community organizations at the local, regional and/or provincial level (e.g., Food Bank, Boys and Girls club etc.). • Provides professional service to public (e.g., public lectures etc.).	• Sustained record of active engagement in national and/or international organizations (e.g., United Way, Canadian Cancer Society etc.).

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Document Revisions Completed by the Following Committee Members:

- Judy Duchscher RN, BScN, MN, PhD
  Associate Professor
- Joanne Jones RN, MSN, CCNE
  Senior Lecturer
- Star Mahara RN, MSN
  Associate Professor
- Steven Ross RN, BSN, MN
  Senior Lecturer
- Andrea Sullivan RN, BSN, MN
  Senior Lecturer
- Nicola Waters RN, MSc, PhD
  Associate Professor

THOMPSON RIVERS UNIVERSITY | School of Nursing

1

School of Nursing Standards and Criteria for ~~Promotion and~~ Tenure and Promotion ~~Criteria~~
2024

Preamble

The mission of the School of Nursing (SON) is to promote excellence, innovation, and creativity in education, leadership, scholarship, practice, and service through a commitment to engage in critical inquiry and evidence-informed action. The School of Nursing encourages and respects uniqueness and diversity, supporting an open, responsive, and learner-centered environment. The standards document takes into account the TRU Mission Statement; the TRU Strategic Goals; the TRUFA Collective Agreement language related to Tenure and Promotion; the British Columbia College of ~~Nursing Professionals (BCCNP) Standards of Practice~~Nurses and Midwives (BCCNM) Standards of Practice; the Canadian Nurses Association (CNA) Code of Ethics; and the Canadian Association of Schools of Nursing (CASN) Position Statement on Scholarship.

The SON is committed to equity, diversity, ~~and~~ inclusion (EDI) and Indigenization as ~~a~~ core values of the department. The values that guide our work include access and opportunity, equity and inclusion, and intercultural cultural competence, pedagogy, and service. The SON explicitly notes the added barriers that people with different abilities, life circumstances and caring responsibilities, family structures, and structurally marginalized identities can face within the academy and is committed to recognizing scholarship, teaching, instructional support, and service contributions in an actively anti-discriminatory way. As such, the SON commits to assessing all applications for tenure and promotion through a holistic lens, affirming the diversity of applicants' career paths. **Candidates are invited to include a written statement as part of their application outlining their career paths, any potential barriers that have presented, and circumstances that have influenced the shape of their careers.**

Indigenous faculty may provide evidence of research/scholarly activity for tenure and promotion applications that includes written comments from Indigenous organizations, Indigenous communities, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions. For all faculty, Indigenous and non-Indigenous, evidence of impact of research in relation to service and community has value.

The purpose of this standards document is to articulate the SON standards and expectations to provide guidance to faculty members as they prepare their applications for tenure and/or promotion. Achieving tenure and promotion through the ranks is based on incremental and accumulative growth of a faculty member in their teaching, research/scholarship (if applicable), and service roles.

Original 2020 - Approved at Nursing Faculty Council Meeting: Dec 2, 2024 (revised from May 6, 2024)

To merit tenure or promotion, faculty members will have their performance assessed for effectiveness in teaching/professional role; recognized research, scholarly and creative work; and contributions to service within the university and general community, as well as to the profession (locally, nationally, and internationally). The intent of the SON ~~s~~Standards and ~~c~~Criteria is to be supportive of faculty as they work towards career goals. The document sets out standards that are realistic and achievable within the discipline of nursing ~~and a primarily undergraduate teaching centered university~~. This document ~~provides~~includes examples of criteria for the evaluation of excellence within ~~each of~~ teaching, scholarship, and service~~, thus, allowing faculty options in the design of their career path~~. **The criteria are not exhaustive, nor are they to be used as a checklist that must be completed. ~~The criteria provide examples of objective evidence that can be used to judge excellence.~~** As members progress up the ranks, they are expected to make meaningful contributions of increasing impact and influence. Given our institution's values, spheres of influence to be considered include:

- geographical (local, provincial, national, international)
- discipline
- cultural
- beyond academia

~~University guidelines as detailed in the Senate-approved Principles and Essential Features of Standards and Collective Agreement provisions shall guide all such standards and expectations. In particular, applicants should document clear evidence of the following:~~

- ~~That they have achieved "incremental and accumulative growth" as teachers/professionals and/or researchers, and in terms of departmental, university, community, and disciplinary service~~
- ~~That they have met "increasing expectations for teaching/professional role, research, and service," recognizing that as faculty move through the ranks, there should be documented evidence of increasing levels of performance in all areas.~~
- ~~that they have achieved "recognition and assessment by peers at local, national, or international levels," making sure to employ "recognition and assessment" as means of documenting an increasing sphere of influence.~~
- ~~That their work can be assessed in terms of its **quantity, quality, and impact**.~~

Weighting of Tenure and Promotion Criteria

Considering the variability that exists within nursing and university work, faculty have some flexibility in the weighting they assign to the areas for evaluation, which will reflect their focus and strengths. Applicants for tenure and promotion may suggest weightings of their relevant categories to be used in evaluating their applications within the parameters of the weightings articulated in this document as approved by the SON. The Tenure and Promotion committee recognize that the balance between teaching, ~~and~~professional role, service, and scholarship for bipartite, ~~applicants, and the balance among teaching, research/scholarship, and service for~~ tripartite, ~~applicants~~ and Instructional Support applicants ~~may~~will differ based on academic appointment and individual circumstances, and may vary over an individual's career. These weightings represent the balance among the evidence presented and do not necessarily reflect the applicant's workload.

~~The relative weighting of evidence for purposes of promotion should consider the~~

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appointment type of the applicant, bipartite or tripartite. Normally, bipartite faculty applications will be evaluated primarily on their core responsibility of teaching/professional role and on service. NormallyTypically, tripartite faculty applications will be evaluated primarily on their core responsibilities of teaching/professional role, as well as research/scholarship and service. However, extraordinary contributions in teaching, research/scholarship, or service may compensate for lesser achievement in one of the areas of core responsibility, as long as there has been a satisfactory level of contribution in all areas of responsibility.

Applicants must inform the SON Tenure and Promotion committee of the suggested weighting at the beginning of the adjudication process. If a weighting is not suggested, then the application will be judged on the following:

Tripartite		Bipartite	
Teaching or Professional Role:	40%	Teaching or Professional Role:	80%
Scholarship:	40%	Service:	20%
Service:	20%		

Note 1: that the rResearch/scholarship weighting for tripartite faculty cannot fall below 40%.
Note2: Faculty members with an appointment less than 1.0 FTE (eg. nurse practitioners), are expected to follow the suggested weightings as noted above. Faculty must identify the weighting of their work within their portfolio.
Note 2: Faculty members with an appointment less than 1.0 FTE (i.e., nurse practitioners), will be assessed on the percentage of the appointment (internal and external reviewers). Faculty must identify the weighting of their work within their portfolio.

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Criteria for Tenure and Promotion in the School of Nursing

Academic Qualifications and Appointment Criteria for HCA, PN*, BScN, MN Faculty
- ~~Current and relevant experience~~
- ~~Holds a practicing registration with BCCNPM~~
- Faculty must maintain active practicing registration with their respective provincial professional body, if applicable.
- Terminal Degree preferred for Bipartite (Assistant Teaching Professor/Associate Teaching Professor/Instructional Support I, II, III) and required for Tripartite (Assistant Professor/Associate Professor/ Instructional Support I, II, III) positions.
- For bipartite appointments, the preferred criterion is a PhD or other doctorate. Recognized qualifications for a bipartite appointment can include a Master's degree plus five years nursing experience where the candidate has accumulated experience and accomplishments judged to be particularly relevant and valuable to the discipline.

* Additional qualifications for the PN program as mandated by the Ministry of Advanced Education per the articulated curriculum. ~~is the Provincial Instructor Diploma or equivalency.~~

Assistant Teaching Professor / Assistant Professor / Instructional Support I (Professional Role)
- ~~Academic Qualifications: T~~The normal criterion will be the terminal degree required in the faculty member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.
- Teaching or Professional Role: Show ~~Ee~~vidence of productive engagement in ~~must indicate that the candidate has potential for effective teaching.~~ teaching or in professional role. This evidence may include data obtained from previous teaching experience or instructional support (e.g., student teaching evaluations, peer feedback). ~~or from a demonstration of teaching ability in a manner recognized and assessed by peers.~~
- Scholarship: Productive engagement in scholarship ~~The candidate must demonstrate potential for successful engagement in Scholarly Activity~~ that would be recognized and assessed by peers. ~~locally and regionally.~~
- Service: ~~The candidate must demonstrate C~~commitment to service to the School of Nursing, University, Discipline and/or Profession, and where applicable, the community-at-large in a manner that would be recognized and assessed by peers. ~~locally and regionally.~~

Associate Teaching Professor / Associate Professor / Instructional Support II (Professional Role) ~~Associate Professor~~
- ~~Academic Qualifications: The normal criterion will be the terminal degree required in the faculty member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.~~

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- Teaching or Professional Role: ~~The candidate Evidence of must show~~ Consistent and increasing sphere of influence in teaching with evidence of incremental and accumulative growth in the teaching of the discipline or professional role~~, as demonstrated by recognition and assessment by peers at the national level~~.
- Scholarship: ~~The candidate must show Evidence of consistent accomplishment in the scholarship of discipline, to be demonstrated by Scholarly Activity that is accumulative, and recognized and assessed as significant by peers at the national level.~~ Evidence of increasing sphere of influence in scholarship recognized and assessed as significant, crossing geographic (provincial to national) boundaries, and/or across cultures.
  - Service: ~~The candidate must provide E~~evidence of consistent service contribution to the School of Nursing, University, Discipline and/or Profession, ~~and where applicable~~ the Community-at-Large. The candidate must demonstrate incremental and accumulative growth in service beyond performance levels expected at the ~~Assistant Professor~~ Assistant Teaching Professor / Assistant Professor / Instructional Support I (Professional Role) level. This performance should be recognized ~~by peers at the national level.~~ as having an increasing sphere of influence, be it crossing geographic (provincial to national) boundaries, discipline, and/or cross cultures.
  -

~~Full Professor~~Teaching Professor / Professor / Instructional Support III (Professional Role)

- ~~Academic Qualifications: The normal criterion will be the terminal degree required in the faculty member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.~~

- Teaching or Professional Role: ~~The candidate must show~~ Evidence of outstanding and sustained leadership~~performance incremental and accumulative growth and exemplary performance~~ in ~~the~~ teaching or Professional Role, as demonstrated by sustained excellence in teaching and learning practices. Must have an increasing sphere of influence. ~~of the discipline or Professional Role, as demonstrated by recognition and assessment by peers at the national and international levels.~~

- Scholarship: ~~The candidate must show consistent and~~ Evidence of outstanding and sustained leadership. ~~success in the dissemination of scholarly activity exemplary accomplishment in the scholarship, which is supported by internal and external recognition of the Faculty Member's work.~~ ~~of the discipline, to be demonstrated by Scholarly Activity that is accumulative, and recognized and assessed as significant by peers at the international level.~~ This performance should be recognized and assessed as significant, with increasing sphere of influence, crossing geographic (national and international) boundaries, discipline, and/or across cultures. ~~by peers at the national and international level.~~

- Service: ~~The candidate must provide e~~Evidence of outstanding contribution to the ~~consistent and exemplary service contribution to the~~ School of Nursing, University, Discipline and/or Profession, and where applicable, the Community-at- Large. The candidate must demonstrate ~~incremental and accumulative~~ sustained growth ~~in~~of service beyond performance levels expected at the Associate Teaching Professor / Associate Professor / Instructional Support II (Professional Role) level. This performance

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should be recognized to reflect an increasing sphere of influence, crossing geographic (international) boundaries, discipline, and/or across cultures.

-
  - Associate Professor level This performance should be recognized by peers at the international level.

Lecturer

- The normal criterion will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.
- The candidate must demonstrate potential for successful engagement in teaching that would be recognized and assessed by peers as significant at least at the local and regional level.
- The candidate must demonstrate commitment to service to the University, Discipline and/or Profession, and where applicable, the community-at-large in a manner that is recognized and assessed by peers.

Senior Lecturer

- The normal criterion will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.

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- The candidate must show incremental and accumulative growth in the teaching of the discipline, as demonstrated by recognition and assessment by peers at the national level.
- The candidate must provide evidence of consistent service contribution to the University, Discipline and/or Profession and where applicable the Community at Large. The candidate must demonstrate incremental and accumulative growth in service beyond performance levels expected at the Lecturer level. This performance should be recognized by peers at the national level.

Principal Lecturer

- The normal criterion will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline.
- The candidate must show incremental and accumulative growth in the teaching of the discipline, as demonstrated by recognition and assessment by peers at the international level.
- The candidate must provide evidence of consistent and exemplary service contribution to the University, Discipline and/or Profession and where applicable the Community at Large. The candidate must demonstrate incremental and accumulative growth in service beyond performance levels expected at the Senior Lecturer level. This performance should be recognized by peers at the international level.

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Teaching

The School of Nursing believes teaching-learning is a dynamic process that occurs in any setting such as the: classroom, seminar, lab, online, practice, and research environment. Teaching involves attention to course work, course design, methods of teaching, curriculum development, development of materials such as open educational resources, and other instructional related activities. In addition, we recognize that quality learning environments are essential for learning. Nursing faculty serve as professional role models in all aspects of nursing education.

It is the expectation that all faculty will engage in scholarly teaching regardless of whether one has a bipartite or tripartite appointment. Although scholarly teaching and the scholarship of teaching and learning are closely connected, they differ in both intent and outcome. The intent of scholarly teaching is "maximizing learning through effective teaching" (Potter & Kustra, 2011, p. 3). The intent of the scholarship of teaching is to create, advance, or transform the knowledge about teaching and learning through a rigorous investigative process (Potter & Kustra, 2011). The product that results from this process is subjected to peer review and disseminated to the professional/academic community, andcommunity and could include but are not limited to publications in peer-reviewed or professional journals, conference presentations/publications, book chapters, textbooks, and open education repositories/resources. The scholarship of teaching advances the field, not just individual students' learning.

Table 1

Definitions and Examples of SoTL and Scholarly Teaching INSERT Table from Senate – Scholarly Teaching and Scholarship (reference – Senate Thompson Rivers University Office of Quality Assurance, 2003)).

	Definition	Examples
Scholarship of Teaching and Learning	A research-based approach to investigating and improving teaching and learning practices in postsecondary education. Faculty members who conduct SoTL contribute to the field of teaching and learning by using rigorous research methods and disseminating their findings, making them available for critique and replication.	Action research Case studies Experimental research Surveys Interviews Systematic literature reviews Participatory-action research
Scholarly Teaching	The use of scholarly methods, such as reviewing literature and applying evidence- based practices, to inform and improve teaching and enhance student learning outcomes. Faculty members who engage in scholarly teaching examine the effectiveness of their teaching practices and the resulting learning that occurs when they apply	Reflection and self-assessment Peer evaluation Evaluation of teaching effectiveness by analyzing student course evaluations Incorporation of research into teaching Participation in professional development and application of learnings Open educational practices (e.g., reflective blogging and social networking)

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	interventions in their classroom.	

Teaching Criteria

Assistant Professor / ~~Lecturer~~Assistant Teaching Professor	Associate Professor / ~~Senior Lecturer~~Associate Teaching Professor	Professor / ~~Principal Lecturer~~Teaching Professor
Productive Engagement in Teaching	**Consistent and Increasing Sphere of Influence in Teaching**	**Outstanding and Sustained Evidence of Leadership in Teaching**
• Is a subject matter expert and/or resource person to build capacity ~~at the~~ (local, regional and/or provincial level s).	• Is a subject matter expert and/or resource person to build capacity ~~at the~~ (national level).	• Is a subject matter expert and/or resource person to build capacity ~~at the~~ (international level).
• Uses appropriate theories and principles of teaching and learning to facilitate student learning ~~at the~~ (local, regional and/or provincial level s).	• Recognized and assessed for teaching expertise ~~at the~~ (national level).	• ~~Recognized and assessed for teaching excellence at the international level.~~ • Contributes to pedagogical knowledge with an increasing sphere of influence, transcending geographic boundaries, discipline, and/or across cultures.
• Uses appropriate educational strategies to enhance learning.	• Develops and/or implements novel educational strategies to facilitate student engagement in learning.	• Develops, implements and evaluates novel educational strategies to facilitate student engagement in learning.
• Uses established evaluation strategies to assess student learning consistent with course learning outcomes.	• Uses diverse evaluation methods to assess student learning consistent with course learning outcomes.	• Develops, implements and evaluates novel evaluation methods to assess student learning consistent with course learning outcomes.
• Creates a quality learning environment.	• Effectively addresses student learning challenges using evidence-informed action to facilitate learning.	• Recognized by colleagues as a mentor to address student learning challenges.
• Reflects on own teaching and uses a variety of methods to improve performance and/or practice.	• Critically reflects on the development, delivery and refinement of courses across the curriculum.	• Recognized by colleagues as a mentor on the development, delivery and refinement of courses and curricula.
• Delivers courses consistent with an understanding of the curriculum design.	• Contributes to curriculum design and revision.	• Leads curriculum design and revision.

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Shares expertise at public events or through various media forums.	Shares expertise at public events or through various media forums.	Influences the public through a variety of media forums.

Professional Role

Productive engagement in the professional role	Consistent and increasing sphere of influence in the professional role	Outstanding and sustained evidence of leadership in the professional role
Demonstrates effective knowledge in the area of Instructional Support	Demonstrates excellence in the area of Instructional Support	Demonstrates and promotes consistent excellence in the area of Instructional Support
Effectively collaborates with faculty, staff, students, and community to address School of Nursing programming needs at the local level	Provides leadership to initiate, plan, and operationalize initiatives to address the School of Nursing programming needs at the provincial level	Provides leadership to initiate, plan, and operationalize initiatives to address the School of Nursing programming needs at the national/international level
Critically reflects on own professional practice and acts to improve performance	Actively contributes to quality improvements	Provides leadership in quality improvement initiatives
Actively participates in the identification and selection of instructional resources to support teaching and learning	Contributing to the creation of resources to support teaching and learning	Creates and disseminates resources to support teaching and learning
Shares expertise locally and provincially	Shares expertise nationally	Shares expertise internationally
Creates quality learning environments	Provides mentorship within the School of Nursing	Provides mentorship within the professional role provincially and/or nationally

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Scholarship

The School of Nursing Standards and Criteria related to scholarship are informed by CASN's (2013) *Position Statement on Scholarship among Nursing Faculty*. Our view of the four domains of scholarship and the range of activities that constitute scholarship is based in Boyer's (1990) expanded view of scholarship.

"Scholarship encompasses a full range of intellectual and creative activities that include the generation, validation, synthesis, and/or application of knowledge to advance science, teaching, and practice" (CASN, 2013, p. 2). It is associated with achievement of excellence, rigorous inquiry, reflective thought, expert knowledge, openness to criticism, peer review, and new ways of viewing phenomena of concern to nursing. "Scholarship domains include inquiry that builds a scientific body of nursing knowledge (Scholarship of Discovery), inquiry that supports the pedagogy of the discipline and a desire to understand how students learn and how teaching influences this process (Scholarship of Teaching), the advancement of knowledge related to expert practice (Scholarship of Application), and the development of new insights as a result of integrative, interdisciplinary, and synthesizing work (Scholarship of Integration)" (Boyer, 1990, as cited in CASN, 2013, p. 2). The four domains may overlap and are not to be viewed as separate (Acorn & Osborne, 2013).

Scholarship in all domains involves rigorous and reflective thinking, expert knowledge, and new ways of viewing phenomenon of interest. It reflects the standards that guide the evaluation of scholarship identified by Glassick, Huber, and Maeroff (1997, as cited in Acorn & Osborne, 2013). These six qualitative standards include: clear goals; adequate preparation; appropriate methods; significant results; effective presentation; and reflective critique.

In the four domains of scholarship, three defining criteria differentiate scholarship from activities that are not scholarship:

- **Documentation** of the intellectual and creative activities carried out.
- **Peer review*** of the documented work.
- **Public Dissemination** of this work enabling critique and replication of the activities.

All three criteria must be met for the work to be considered scholarship.

The evaluation of scholarship will address the impact of the faculty member's work and their contribution to their field of study and the larger community. Normally there would be a progression from regional to provincial to national to international; however, these standards will respect and acknowledge alternate evidence of increasing spheres of influence. While peer-reviewed materials are the primary evidence used to assess the impact of a members' scholarship, they are not the sole evidence. The applicant can address the choice of venues for dissemination, and the indications of impact including advancement of knowledge and/or addressing socio-economic or environmental needs.

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*Peer reviewers are generally individuals of similar academic status to, and at arms-length from, the author(s) of the document, who have recognized expertise in the phenomenon under review. (CASN, 2013).

Scholarship

Assistant Professor / Instructional Support Faculty I	Associate Professor / Instructional Support Faculty II	Professor / Instructional Support Faculty III
Productive Engagement in Scholarship	**Increasing Sphere of Influence in Scholarship**	**Outstanding & Sustained Leadership in Scholarship**
• Establishes a program of scholarship • Supervises undergraduate students' scholarly activities and/or serves on graduate student supervisory committee • Assists students in scholarship development • Secures internal and/or external funding to support scholarship • Acts as a peer reviewer • Has 3 publications within 5 years normally in peer-reviewed journal and/or peer-reviewed conference proceedings	• Maintains a program of scholarship that is recognized and assessed, normally at the national level • Supervises/co-supervises on student thesis and/or dissertation committees • Assists colleagues in scholarship development • Secures external peer-reviewed funding to support scholarship • Demonstrates an increasing record as a peer reviewer • Has 1 publication per year normally in peer-reviewed journal and/or peer-reviewed conference proceedings	Maintains a robust program of scholarship that spans broad boundaries of geography, discipline, and/or across cultures. ~~is recognized and assessed at the international level~~ • Supervises/co-supervises on internal/external student thesis and/or dissertation committees • Contributes to the scholarly development of colleagues beyond the university • Maintains a record of external peer-reviewed funding to support scholarship • Demonstrates a sustained record as a peer reviewer • Has 2 publications per year normally in peer-reviewed journal and/or peer-reviewed conference proceedings

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• Local, regional and/or provincial conference and/or workshop presentations • Shares expertise at public events or through various media forums	• Peer-reviewed provincial and/or national conference and/or workshop presentations • Shares expertise at public events or through various media forums	• Invited keynote speaker at peer-reviewed national and/or international conference and/or workshop presentations • Influences the public through a variety of media forums
Assistant Professor	**Associate Professor**	**Professor**
Productive Engagement in Scholarship	**Increasing Sphere of Influence in Scholarship**	**Outstanding & Sustained Leadership in Scholarship**
• Establishes a program of scholarship. • Supervises undergraduate students' scholarly activities and/or serves on graduate student supervisory committee • Assists students in scholarship development • Secures internal and/or external funding to support scholarship • Acts as a peer reviewer • Has 3 publications within 5 years normally in peer-reviewed journal and/or peer-reviewed conference proceedings	• Maintains a program of scholarship that is recognized and assessed at the national level. • Supervises/co-supervises on student thesis and/or dissertation committees. • Assists colleagues in scholarship development • Secures external peer-reviewed funding to support scholarship • Demonstrates an increasing record as a peer reviewer • Has 1 publication per year normally in peer-reviewed journal and/or peer-reviewed conference proceedings	• Maintains a robust program of scholarship that is recognized and assessed at the international level. • Supervises/co-supervises on internal/external student thesis and/or dissertation committees • Contributes to the scholarly development of colleagues beyond the university • Maintains a record of external peer-reviewed funding to support scholarship. • Demonstrates a sustained record as a peer reviewer. • Has 2 publications per year normally in peer-reviewed journal and/or peer-reviewed conference proceedings

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• ~~Local, regional and/or provincial conference and/or workshop presentations~~	• ~~Peer-reviewed provincial and/or national conference and/or workshop presentations.~~	• ~~Invited keynote speaker at peer-reviewed national and/or international conference and/or workshop presentations~~
• ~~Shares expertise at public events or through various media forums~~	• ~~Shares expertise at public events or through various media forums~~	• ~~Influences the public through a variety of media forums~~

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Service

There is an expectation that nursing faculty be involved in Service. departmental and School of Nursing service with additional service in a variety of other areas to be recognized. The SON recognizes that there may be disproportionate service load traditionally undertaken by some faculty within equity-seeking groups, as such Weightconsideration will be given to the significance of participation and scope of involvement contributions.

Service Criteria

	Assistant Professor LecturerAssistant Teaching Professor / Instructional Support I	Associate Professor Senior Lecturer Associate Teaching Professor / Instructional Support II	Professor Principal Lecturer Teaching Professor/ Instructional Support III
	Commitment to Service	Consistent contribution to service	Outstanding contribution to service
School of Nursing	• Actively participates in School of Nursing Faculty Council and program committees.	• Increasing record of assuming leadership role(s) within the School of Nursing (e.g., Chair of committees, Semester lead, Coordinator, Chairperson etc.). • If tenured, participates in School of Nursing (e.g., Sabbatical; Appointments; Performance Review; Promotion and Tenure committees) • Mentors faculty in developing their service contributions.	• Sustained record of leadership within the School of Nursing.
University Community	• Actively participates in events that support in the intellectual / cultural life at TRU (e.g., Open House, Student Orientation, Faculty Association, convocation)	• Increasing record of involvement in TRU committees (e.g., Senate, Sabbatical, Division, Faculty or School Promotion and Tenure Committee, Teaching Practices Colloquia planning committee, Research Ethics, Graduate Studies etc.).	• Sustained record of involvement and/or leadership in TRU committees (e.g., Chair of TRU committees, Faculty Association Executive, Senate Tenure and Promotion Committee etc.).

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Service Criteria

	Assistant Professor / Assistant Teaching Professor / Instructional Support I~~Assistant Professor Lecturer~~	Associate Professor / Associate Teaching Professor / Instructional Support II~~Associate Professor Senior Lecturer~~	Professor Teaching Professor/ Instructional Support III~~Professor Principal Lecturer~~
	Commitment to Service	Consistent contribution to service	Outstanding contribution to service
Professional Community	• Actively participates in activities that contributes to professional organizations (e.g., committee work). • Beginning record as a consultant with professional organizations at the local, regional and/or provincial level.	• Increasing record of contributing to professional organizations through active participation and/or taking a leadership role at local, regional and / or provincial level (e.g., subcommittee member, board executive member, plans / facilitates conferences). • Increasing record as a consultant with professional organizations at the local, regional and/or provincial level. • Serves as reviewer for health-related publication.	• Sustained record of involvement and/or leadership in professional organizations at the national and/or international level (see senior lecturer / associate professor column). • Sustained record as a consultant with professional organizations at the national and / or international level. • Serves as editor of health-related publication.
Community at Large	• Actively participates in service organizations (e.g., Rotary, Church, YMCA etc.). • Volunteers for non-profit events (e.g., Terry Fox, Run for the Cure, Ski Patrol etc.).	• Actively participates on the executive of community organizations at the local, regional and/or provincial level (e.g., Food Bank, Boys and Girls club etc.). • Provides professional service to public (e.g., public lectures etc.).	• Sustained record of active engagement in national and/or international organizations (e.g., United Way, Canadian Cancer Society etc.).

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School of Nursing
Standards and Criteria for Tenure and Promotion
2024

Preamble

The mission of the School of Nursing (SON) is to promote excellence, innovation, and creativity in education, leadership, scholarship, practice, and service through a commitment to engage in critical inquiry and evidence-informed action. The School of Nursing encourages and respects uniqueness and diversity, supporting an open, responsive, and learner- centered environment. The standards document takes into account the TRU Mission Statement; the TRU Strategic Goals; the TRUFA Collective Agreement language related to Tenure and Promotion; the British Columbia College of Nurses and Midwives (BCCNM) Standards of Practice; the Canadian Nurses Association (CNA) Code of Ethics; and the Canadian Association of Schools of Nursing (CASN) Position Statement on Scholarship.

The SON is committed to equity, diversity, inclusion (EDI), and Indigenization as core values of the department. The values that guide our work include access and opportunity, equity and inclusion, and intercultural cultural competence, pedagogy, and service. The SON explicitly notes the added barriers that people with different abilities, life circumstances and caring responsibilities, family structures, and structurally marginalized identities can face within the academy and is committed to recognizing scholarship, teaching, instructional support, and service contributions in an actively anti-discriminatory way. As such, the SON commits to assessing all applications for tenure and promotion through a holistic lens affirming the diversity of applicants' career paths. **Candidates are invited to include a written statement as part of their application outlining their career paths, any potential barriers that have presented, and circumstances that have influenced the shape of their careers.**

Indigenous faculty may provide evidence of research/scholarly activity for tenure and promotion applications that includes written comments from Indigenous organizations, Indigenous communities, Elders, and/or Traditional Knowledge Carriers/Keepers who are identified as such by their respective community, about a candidate's contributions. For all faculty, Indigenous and non-Indigenous, evidence of impact of research in relation to service and community has value.

The purpose of this standards document is to articulate the SON standards and expectations to provide guidance to faculty members as they prepare their applications for tenure and/or promotion. Achieving tenure and promotion through the ranks is based on incremental and accumulative growth of a faculty member in their teaching, research/scholarship (if applicable), and service roles.

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To merit tenure or promotion, faculty members will have their performance assessed for effectiveness in teaching/professional role; recognized research, scholarly and creative work; and contributions to service within the university and general community, as well as to the profession (locally, nationally, and internationally). The intent of the SON Standards and Criteria is to be supportive of faculty as they work towards career goals. The document sets out standards that are realistic and achievable within the discipline of nursing. This document includes examples of criteria for the evaluation of excellence within teaching, scholarship, and service. **The criteria are not exhaustive, nor are they to be used as a checklist that must be completed.** As members progress up the ranks, they are expected to make meaningful contributions of increasing impact and influence. Given our institution's values, spheres of influence to be considered include:

- geographical (local, provincial, national, international)
- discipline
- cultural
- beyond academia

Weighting of Tenure and Promotion Criteria

Considering the variability that exists within nursing and university work, faculty have some flexibility in the weighting they assign to the areas for evaluation, which will reflect their focus and strengths. Applicants for tenure and promotion may suggest weightings of their relevant categories to be used in evaluating their applications within the parameters of the weightings articulated in this document as approved by the SON. The Tenure and Promotion committee recognize that the balance between teaching, professional role, service, and scholarship for bipartite, tripartite, and Instructional Support applicants will differ based on academic appointment and individual circumstances and may vary over an individual's career. These weightings represent the balance among the evidence presented and do not necessarily reflect the applicant's workload.

Normally, bipartite applications will be evaluated primarily on their core responsibility of teaching/professional role and on service. Typically, tripartite applications will be evaluated primarily on their core responsibilities of teaching/professional role, as well as research/scholarship and service. However, extraordinary contributions in teaching, research/scholarship, or service may compensate for lesser achievement in one of the areas of core responsibility, as long as there has been a satisfactory level of contribution in all areas of responsibility.

Applicants must inform the SON Tenure and Promotion committee of the suggested weighting at the beginning of the adjudication process. If a weighting is not suggested, then the application will be judged on the following:

Tripartite

Teaching or Professional Role: 40%
Scholarship: 40%
Service: 20%

Bipartite

Teaching or Professional Role: 80%
Service: 20%

Note 1: Research/scholarship weighting for tripartite faculty cannot fall below 40%.

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Note 2: Faculty members with an appointment less than 1.0 FTE (i.e., nurse practitioners) will be assessed on the percentage of the appointment (internal and external reviewers). Faculty are expected to follow the suggested weightings as noted above. Faculty must identify the weighting of their work within their portfolio.

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Criteria for Tenure and Promotion in the School of Nursing

Academic Qualifications and Appointment Criteria for HCA, PN*, BScN, MN MN-NP Faculty

- Faculty must maintain active practicing registration with their respective provincial professional body, if applicable.
- Terminal Degree preferred for Bipartite (Assistant Teaching Professor/Associate Teaching Professor/Instructional Support I, II, III) and required for Tripartite (Assistant Professor/Associate Professor/ Instructional Support I, II, III) positions.
- For bipartite appointments, the preferred criterion is a PhD or other doctorate. Recognized qualifications for a bipartite appointment can include a Master's degree plus five years nursing experience where the candidate has accumulated experience and accomplishments judged to be particularly relevant and valuable to the discipline.

  * Additional qualifications for the PN program as mandated by the Ministry of Advanced Education per the articulated curriculum.

Assistant Teaching Professor / Assistant Professor / Instructional Support I (Professional Role)

- Teaching or Professional Role: Show evidence of productive engagement in teaching or in professional role. This evidence may include data obtained from previous teaching or instructional support (e.g., student teaching evaluations, peer feedback).
- Scholarship: Productive engagement in scholarship that would be recognized and assessed by peers.
- Service: Commitment to service to the School of Nursing, University, Discipline, and/or Profession, and where applicable, the community-at-large in a manner that would be recognized and assessed by peers.

Associate Teaching Professor / Associate Professor / Instructional Support II (Professional Role)

- Teaching or Professional Role: Consistent and increasing sphere of influence in teaching with evidence of incremental and accumulative growth in the teaching of the discipline or professional role.
- Scholarship: Evidence of increasing sphere of influence in scholarship recognized and assessed as significant, crossing geographic (provincial to national) boundaries, discipline, and/or across cultures.

- Service: Evidence of consistent service contribution to the School of Nursing, University, Discipline, and/or Profession, and where applicable the Community-at-Large. The candidate must demonstrate incremental and accumulative growth in service beyond performance levels expected at the Assistant Teaching Professor / Assistant Professor / Instructional Support I (Professional Role) level. This performance should be recognized as having an increasing sphere of influence, be it crossing geographic (provincial to national) boundaries, discipline, and/or across cultures.

Teaching Professor / Professor / Instructional Support III (Professional Role)
- Teaching or Professional Role: Evidence of outstanding and sustained leadership in teaching or Professional Role, as demonstrated by sustained excellence in teaching and learning practices. Must have an increasing sphere of influence.
- Scholarship: Evidence of outstanding and sustained leadership. This performance should be recognized and assessed as significant, with increasing sphere of influence, crossing geographic (national and international) boundaries, discipline, and/or across cultures.
- Service: Evidence of outstanding contribution to the School of Nursing, University, Discipline, and/or Profession, and where applicable, the Community-at-Large. The candidate must demonstrate sustained growth of service beyond performance levels expected at the Associate Teaching Professor / Associate Professor / Instructional Support II (Professional Role) level. This performance should be recognized to reflect an increasing sphere of influence, crossing geographic (international) boundaries, discipline, and/or across cultures.

Teaching

The School of Nursing believes teaching-learning is a dynamic process that occurs in any setting such as the: classroom, seminar, lab, online, practice, and research environment. Teaching involves attention to course work, course design, methods of teaching, curriculum development, development of materials such as open educational resources, and other instructional related activities. In addition, we recognize that quality learning environments are essential for learning. Nursing faculty serve as professional role models in all aspects of nursing education.

It is the expectation that all faculty will engage in scholarly teaching regardless of whether one has a bipartite or tripartite appointment. Although scholarly teaching and the scholarship of teaching and learning are closely connected, they differ in both intent and outcome. The intent of scholarly teaching is "maximizing learning through effective teaching" (Potter & Kustra, 2011, p. 3). The intent of the scholarship of teaching is to create, advance, or transform the knowledge about teaching and learning through a rigorous investigative process (Potter & Kustra, 2011). The product that results from this process is subjected to peer review and disseminated to the professional/academic community and could include but are not limited to publications in peer-reviewed or professional journals, conference presentations/publications, book chapters, textbooks, and open education repositories/resources. The scholarship of teaching advances the field, not just individual students' learning.

Table 1

Definitions and Examples of SoTL and Scholarly Teaching (Thompson Rivers University Office of Quality Assurance, 2003).

	Definition	Examples
Scholarship of Teaching and Learning	A research-based approach to investigating and improving teaching and learning practices in postsecondary education. Faculty members who conduct SoTL contribute to the field of teaching and learning by using rigorous research methods and disseminating their findings, making them available for critique and replication.	Action research Case studies Experimental research Surveys Interviews Systematic literature reviews Participatory-action research
Scholarly Teaching	The use of scholarly methods, such as reviewing literature and applying evidence-based practices, to inform and improve teaching and enhance student learning outcomes. Faculty members who engage in scholarly teaching examine the effectiveness of their teaching practices and the resulting learning that occurs when they apply interventions in their classroom.	Reflection and self-assessment Peer evaluation Evaluation of teaching effectiveness by analyzing student course evaluations Incorporation of research into teaching Participation in professional development and application of learnings Open educational practices (e.g., reflective blogging and social networking)

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Teaching Criteria

Assistant Professor / Assistant Teaching Professor	Associate Professor / Associate Teaching Professor	Professor / Teaching Professor
Productive Engagement in Teaching	**Consistent and Increasing Sphere of Influence in Teaching**	**Outstanding and Sustained Evidence of Leadership in Teaching**
• Is a subject matter expert and/or resource person to build capacity (local, regional, and/or provincial levels)	• Is a subject matter expert and/or resource person to build capacity (national level)	• Is a subject matter expert and/or resource person to build capacity (international level)
• Uses appropriate theories and principles of teaching and learning to facilitate student learning (local, regional, and/or provincial levels)	• Recognized and assessed for teaching expertise (national level)	• Contributes to pedagogical knowledge with an increasing sphere of influence, transcending geographic boundaries, discipline, and/or across cultures
• Uses appropriate educational strategies to enhance learning	• Develops and/or implements novel educational strategies to facilitate student engagement in learning	• Develops, implements, and evaluates novel educational strategies to facilitate student engagement in learning
• Uses established evaluation strategies to assess student learning consistent with course learning outcomes	• Uses diverse evaluation methods to assess student learning consistent with course learning outcomes	• Develops, implements, and evaluates novel evaluation methods to assess student learning consistent with course learning outcomes
• Creates a quality learning environment	• Effectively addresses student learning challenges using evidence-informed action to facilitate learning	• Recognized by colleagues as a mentor to address student learning challenges
• Reflects on own teaching and uses a variety of methods to improve performance and/or practice	• Critically reflects on the development, delivery, and refinement of courses across the curriculum	• Recognized by colleagues as a mentor on the development, delivery and refinement of courses and curricula
• Delivers courses consistent with an understanding of the curriculum design	• Contributes to curriculum design and revision	• Leads curriculum design and revision
• Shares expertise at public events or through various media forums	• Shares expertise at public events or through various media forums	• Influences the public through a variety of media forums

Professional Role

Instructional Support Faculty I	Instructional Support Faculty II	Instructional Support Faculty III
Productive Engagement in the Professional Role	**Consistent and Increasing Sphere of Influence in the Professional Role**	**Outstanding and Sustained Evidence of Leadership in the Professional Role**
• Demonstrates effective knowledge in the area of Instructional Support • Effectively collaborates with faculty, staff, students, and community to address School of Nursing programming needs at the local level • Critically reflects on own professional practice and acts to improve performance • Actively participates in the identification and selection of instructional resources to support teaching and learning • Shares expertise locally and provincially • Creates quality learning environments	• Demonstrates excellence in the area of Instructional Support • Provides leadership to initiate, plan, and operationalize initiatives to address the School of Nursing programming needs at the provincial level • Actively contributes to quality improvements • Contributing to the creation of resources to support teaching and learning • Shares expertise nationally • Provides mentorship within the School of Nursing	• Demonstrates and promotes consistent excellence in the area of Instructional Support • Provides leadership to initiate, plan, and operationalize initiatives to address the School of Nursing programming needs at the national/international level • Provides leadership in quality improvement initiatives • Creates and disseminates resources to support teaching and learning • Shares expertise internationally • Provides mentorship within the professional role provincially and/or nationally

Scholarship

The School of Nursing Standards and Criteria related to scholarship are informed by CASN's (2013) *Position Statement on Scholarship among Nursing Faculty.* Our view of the four domains of scholarship and the range of activities that constitute scholarship is based in Boyer's (1990) expanded view of scholarship.

"Scholarship encompasses a full range of intellectual and creative activities that include the generation, validation, synthesis, and/or application of knowledge to advance science, teaching, and practice" (CASN, 2013, p. 2). It is associated with achievement of excellence, rigorous inquiry, reflective thought, expert knowledge, openness to criticism, peer review, and new ways of viewing phenomena of concern to nursing. "Scholarship domains include inquiry that builds a scientific body of nursing knowledge (Scholarship of Discovery), inquiry that supports the pedagogy of the discipline and a desire to understand how students learn and how teaching influences this process (Scholarship of Teaching), the advancement of knowledge related to expert practice (Scholarship of Application), and the development of new insights as a result of integrative, interdisciplinary, and synthesizing work (Scholarship of Integration)" (Boyer, 1990, as cited in CASN, 2013, p. 2). The four domains may overlap and are not to be viewed as separate (Acorn & Osborne, 2013).

Scholarship in all domains involves rigorous and reflective thinking, expert knowledge, and new ways of viewing phenomenon of interest. It reflects the standards that guide the evaluation of scholarship identified by Glassick, Huber, and Maeroff (1997, as cited in Acorn & Osborne, 2013). These six qualitative standards include: clear goals; adequate preparation; appropriate methods; significant results; effective presentation; and reflective critique.

In the four domains of scholarship, three defining criteria differentiate scholarship from activities that are not scholarship:
- **Documentation** of the intellectual and creative activities carried out.
- **Peer review*** of the documented work.
- **Public Dissemination** of this work enabling critique and replication of the activities.

All three criteria must be met for the work to be considered scholarship.

The evaluation of scholarship will address the impact of the faculty member's work and their contribution to their field of study and the larger community. Normally there would be a progression from regional to provincial to national to international; however, these standards will respect and acknowledge alternate evidence of increasing spheres of influence. While peer-reviewed materials are the primary evidence used to assess the impact of a members' scholarship, they are not the sole evidence. The applicant can address the choice of venues for dissemination, and the indications of impact including advancement of knowledge and/or addressing socio-economic or environmental needs.

*Peer reviewers are generally individuals of similar academic status to, and at arms-length from, the author(s) of the document, who have recognized expertise in the phenomenon under review. (CASN, 2013).

Scholarship

Assistant Professor / Instructional Support Faculty I	Associate Professor / Instructional Support Faculty II	Professor / Instructional Support Faculty III
Productive Engagement in Scholarship	**Increasing Sphere of Influence in Scholarship**	**Outstanding & Sustained Leadership in Scholarship**
• Establishes a program of scholarship • Supervises undergraduate students' scholarly activities and/or serves on graduate student supervisory committee • Assists students in scholarship development • Secures internal and/or external funding to support scholarship • Acts as a peer reviewer • Has 3 publications within 5 years normally in peer-reviewed journal and/or peer-reviewed conference proceedings	• Maintains a program of scholarship that is recognized and assessed, normally at the national level • Supervises/co-supervises on student thesis and/or dissertation committees • Assists colleagues in scholarship development • Secures external peer-reviewed funding to support scholarship • Demonstrates an increasing record as a peer reviewer • Has 1 publication per year normally in peer-reviewed journal and/or peer-reviewed conference proceedings	• Maintains a robust program of scholarship that spans broad boundaries of geography, discipline, and/or across cultures • Supervises/co-supervises on internal/external student thesis and/or dissertation committees • Contributes to the scholarly development of colleagues beyond the university • Maintains a record of external peer-reviewed funding to support scholarship • Demonstrates a sustained record as a peer reviewer • Has 2 publications per year normally in peer-reviewed journal and/or peer-reviewed conference proceedings

• Local, regional, and/or provincial conference and/or workshop presentations • Shares expertise at public events or through various media forums	• Peer-reviewed provincial and/or national conference and/or workshop presentations. • Shares expertise at public events or through various media forums	• Invited keynote speaker at peer-reviewed national and/or international conference and/or workshop presentations • Influences the public through a variety of media forums

Service

There is an expectation that nursing faculty be involved in Service. The SON recognizes that there may be disproportionate service load traditionally undertaken by some faculty within equity-seeking groups, as such consideration will be given to the significance of participation and contributions.

Service Criteria

	Assistant Professor Assistant Teaching Professor / Instructional Support I	Associate Professor Associate Teaching Professor / Instructional Support II	Professor Teaching Professor/ Instructional Support III
	Commitment to Service	**Consistent contribution to service**	**Outstanding contribution to service**
School of Nursing	• Actively participates in School of Nursing program committees.	• Increasing record of assuming leadership role(s) within the School of Nursing (e.g., Chair of committees, Semester lead, Coordinator, Chairperson etc.). • If tenured, participates in School of Nursing (e.g., Sabbatical; Appointments; Performance Review; Promotion and Tenure committees) • Mentors faculty in developing their service contributions.	• Sustained record of leadership within the School of Nursing.
University Community	• Actively participates in events that support in the intellectual / cultural life at TRU (e.g., Open House, Student Orientation, Faculty Association, convocation)	• Increasing record of involvement in TRU committees (e.g., Senate, Sabbatical, Division, Faculty or School Promotion and Tenure Committee, Teaching Practices Colloquia planning committee, Research Ethics, Graduate Studies etc.).	• Sustained record of involvement and/or leadership in TRU committees (e.g., Chair of TRU committees, Faculty Association Executive, Senate Tenure and Promotion Committee etc.).

Service Criteria

	Assistant Professor / Assistant Teaching Professor / Instructional Support I	Associate Professor / Associate Teaching Professor / Instructional Support II	Professor Teaching Professor/ Instructional Support III
	Commitment to Service	Consistent contribution to service	Outstanding contribution to service
Professional Community	• Actively participates in activities that contribute to professional organizations (e.g., committee work). • Beginning record as a consultant with professional organizations at the local, regional, and/or provincial level.	• Increasing record of contributing to professional organizations through active participation and/or taking a leadership role at local, regional and / or provincial level (e.g., subcommittee member, board executive member, plans / facilitates conferences). • Increasing record as a consultant with professional organizations at the local, regional, and/or provincial level. • Serves as reviewer for health-related publication(s).	• Sustained record of involvement and/or leadership in professional organizations at the national and/or international level (see senior lecturer / associate professor column). • Sustained record as a consultant with professional organizations at the national and / or international level. • Serves as editor of health-related publication(s).
Community at Large	• Actively participates in service organizations (e.g., Rotary, Church, YMCA etc.). • Volunteers for non-profit events (e.g., Terry Fox Run for the Cure, Ski Patrol etc.).	• Actively participates on the executive of community organizations at the local, regional, and/or provincial level (e.g., Food Bank, Boys and Girls club etc.). • Provides professional service to public (e.g., public lectures etc.).	• Sustained record of active engagement in national and/or international organizations (e.g., United Way, Canadian Cancer Society etc.).

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