THOMPSON RIVERS UNIVERSITY

MEETING OF THE SENATE

AGENDA

Monday, November 23, 2026
3:30 – 5:30 PM
Brown Family House of Learning, C7ístkteɁ
(Winter House, Room HL190)

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 is used to assist with preparing the minutes. Once the minutes of a meeting are approved, the recording is deleted.

1. **CALL TO ORDER — Dr. Airini**
2. **TERRITORIAL ACKNOWLEDGMENT**
3. **ADOPTION OF THE AGENDA**
4. **MINUTES OF PREVIOUS MEETING**

Page 3 a. Minutes of Senate Meeting of October 26, 2026 (For Decision)

Page 8 b. Highlights from October 26, 2026, Senate (For Information)

Item	Follow-up/Status
BUSN Course Requirements	Clarification of General Education HIP/ILO requirements pending.
Senate Committee Vacancies	Vacancies remain to be filled.
University Budget	Update requested.

5. **REPORTS OF OFFICERS**
   a. President and Vice-Chancellor — Dr. Airini
   b. Provost and Vice-President Academic — Dr. Gordon Binsted

6. REPORTS OF COMMITTEES

Page 10 a. Academic Planning and Priorities Committee (For Decision) – Dr. Gordon Binstead

Page 26 b. Budget Committee of Senate (For Information) – Dr. Gordon Binsted

Page 27 c. Educational Programs Committee (For Information) — Devon Graham

Page 28 d. Steering Committee (For Decision) – James Sudhoff

Page 30 e. Strategic Internationalization Plan Year One progress report (For Information) — Justin Kohlman and Robert Hanlon

7. BUSINESS

a. Senate Policy Packages – Gordon Binsted (For Decision)

i. Policy Package 1

ii. Policy Package 2

iii. Policy Package 3

8. CORRESPONDENCE (Received)

Page 62 a. Letter: Feedback on Proposed Senate Policy Revisions – Lian Dumouchel

Page70 b. Letter: Concerning Policy ED-08 - Peter Tsigaris

9. QUESTION PERIOD

10. IN-CAMERA SESSION — Separate Agenda

11. NEXT SENATE MEETING

The next Senate meeting is scheduled for December 14, 2026 in House of Learning, HL 190.

12. ADJOURNEMNET OF MEETING

THOMPSON RIVERS UNIVERSITY

MEETING OF THE SENATE

Monday, October 26, 2026
3.30pm to 5.30pm

Brown Family House of Learning, C7ístkteɁ (Winter House, Room HL190)

MINUTES

Present:
President Airini (Chair), Ayobola Alalade, Gregory Anderson, Gordon Binsted, David Cormier, Chelsea Corsi, Yasmin Dean, DeDe DeRose, Katia Dilkina, Seán Donlan, Lian Dumouchel, Melba D'Souza, Sarah Gibson, Tania Gottschalk, Myah Jones, Oleksandr Kondrashov, Brad Kozubski, Vivek Kumar, Heidi Lawson, Laura Lamb, Gurjit Lalli, Ehsan Latif, Rita Leone, James Lomen, Daleen Millard, Ryan Munden, Amisha Patel, John Patterson, Baldev Pooni, Gordon Rudolph, Mónica Sánchez-Flores, Jonathan Sholty, Annie St. John-Stark, Anne Terwiel, Joanna Urban, Mark Wallin, Juliana West, Joel Wood (Vice-Chair)

Regrets:
Aleece Laird, John Church, Krish Maharaj

Absent:
Derek Knox

Executive and Others Present:
Michael Henry (Chief of Staff), Andrew Guerra (General Counsel), Lily Copeland (Office of the President)

1. **Call to Order** — Dr. Airini
   President Airini, chair of Senate, called the meeting to order at 3:32 pm.

2. **Territorial Acknowledgment**
   President Airini acknowledged that Senate was meeting within Secwépemcúl'ecw and expressed gratitude for the opportunity to gather, grow and share knowledge, and serve communities.

3. **Adoption of the Agenda**
   *On motion duly made and adopted, it was **RESOLVED** that Senate approve the agenda as presented.*

4. **Minutes of Previous Meeting** — September 28, 2026
The On motion duly made and adopted, it was **RESOLVED** that Senate approve the minutes of the Senate meeting of September 28, 2026, as circulated.

5. **Reports of Officers**

a. **President and Vice-Chancellor**
President Airini reported on university strategy, government relations, regional engagement, planning, budget context, institutional achievements, and upcoming events. She highlighted the recently signed cooperative agreement with Williams Lake First Nation; engagement following provincial and municipal elections; continued work on the Envision TRU aspirations and indicators (TRU Ten); Maclean's university rankings; the university's two-phase approach to adapting to a smaller institution and restoring revenue; and the November 24 UniForum open forum. She also recognized Fall Convocation, regional workforce training, externally funded research, and upcoming university and community events.

b. **Provost and Vice-President Academic**
Provost Gordon Binsted welcomed the strong student presence and reported on the changing provincial, national, and international post-secondary environment. His update included engagement with new government leaders, the status of the provincial post-secondary system review, federal international-student policy, TRU's participation in a Global Affairs Canada visit to India, investments in trades training, the Maclean's rankings, and the importance of student financial support.

6. **Reports of Committees**

a. **Academic Planning and Priorities Committee**
Dr. Gordon Binsted presented three Category III items for Senate approval.

1. **Master of Nursing, Nurse Practitioner**
On motion duly made and adopted, it was **RESOLVED** that Senate approve the modifications of the Master of Nursing, Nurse Practitioner program as presented.

2. **Bachelor of Communication and Digital Journalism, Major in Communication Design**
Senators heard that the new major integrates visual and verbal communication and is intended to create additional opportunities for students.
On motion duly made and adopted, it was **RESOLVED** that Senate approve the addition of a new major, Bachelor of Communication and Digital Journalism, Major in Communication Design, as presented.

3. **Graduate Certificate in Online Teaching and Learning *OL**
It was noted that the courses had not filled for several years.

On motion duly made and adopted, it was RESOLVED that Senate approve the deletion of the Graduate Certificate in Online Teaching and Learning as presented.

Information items included new courses, course modifications, and course deletions. Discussion focused on proposed BUSN courses, including the breadth of BUSN 1710, progression and assessment across three live business case courses, implementation logistics, and whether three one-credit courses can collectively satisfy General Education HIP/ILO requirements. The Provost indicated that the final point would be investigated.

b. Educational Programs Committee

Devon Graham presented eight Category I modifications for information, including modifications associated with the new Communication Design major and changes related to on-campus and Open Learning alignment, course descriptions, and learning outcomes.

No questions were raised.

c. Budget Committee of Senate

The September and October reports were received for information.

No questions were raised.

d. Steering Committee

Dr. James Sudhoff presented committee business, including volunteer appointments and a change to the Educational Support and Academic Committee terms of reference.

On motion duly made and adopted, it was **RESOLVED** that Senate approve the volunteer appointments to the standing committees as presented.

On motion duly made and adopted, it was **RESOLVED** that Senate approve the changes to ESAC's terms of reference, increasing faculty representation from three to five members.

Senators were also reminded of outstanding faculty senator vacancies on the Educational Programs Committee, Steering Committee, Awards and Honours Committee, International Affairs Committee, and Planning Council for Open Learning.

e. Academic Integrity Committee Annual Report

The annual report was received for information. Senator Wallin thanked the committee for its work. During Question Period, the committee further explained that an AI subcommittee is being established to gather and synthesize research and provide advice to the Academic Integrity Committee and the university community on artificial intelligence-related academic integrity, pedagogy, and learning issues.

7. Presentation- Enrolment Trends

Dana Prymak and Dominique Bourdin presented an update on Fall 2026 enrolment trends and outlook, combining forecasting and foresight. The presentation addressed demographic trends, labour-market and skills changes, policy and geopolitical factors, learner readiness, and institutional enrolment patterns.

Year-to-date, institutional headcount was flat compared with the same period in 2025-26, total FTE was down 1%, course enrolments were down 6%, and countable FTE was up 5%. On-campus headcount and course enrolments were both down 10%, while Open Learning headcount was up 8%. Domestic activity grew, while international activity was down by approximately one third across enrolment measures.

At the Fall add/drop snapshot, on-campus headcount was 8,128, 9% lower than the previous fall; Open Learning headcount was 12,435, up 7%. Projections estimated just under 106,000 course enrolments for the current fiscal year and 13,240 FTE, with ministry utilization projected at 104%.

Questions addressed the relationship between learner readiness and current economic conditions; outreach to K-12 students; youth mental-health data; the potential to measure attendance and related learner-readiness indicators at TRU; and continuation of student academic supports. The Provost clarified that the way some student supports are delivered is changing, but student support will continue.

8. Question Period – Vice-Chair Joel Wood

Vice-Chair Joel Wood assumed the chair for Question Period.

Senators asked about publication of agreements with Tk̓emlúps te Secwépemc and Williams Lake First Nation. President Airini advised that each agreement is reviewed with the Nation before posting and that the publication process was underway.

A question about the Academic Integrity Committee's new AI subcommittee was addressed by committee representatives, who described its planned research, synthesis, and advisory role.

Senators requested an update on the university budget, including the relationship between enrolment levels and course sections. President Airini advised that budget information presented publicly to the Board and to the Budget Committee of Senate could also be brought forward to Senate.

Discussion also addressed the university's role following the provincial election, including academic freedom, the university's critic-and-conscience role, and continued engagement with government while maintaining TRU's academic mission.

A senator asked about implementing student-supervision workload guidelines in the context of budget and teaching-capacity pressures. The President and Provost emphasized honouring collective-agreement commitments, student needs, and the

requirement to return a balanced budget, while working with deans to minimize disruption.

A senator suggested additional cohort-based and blended approaches for learners unable to attend campus. The Provost noted TRU's access mandate, acknowledged technical and budget constraints, and expressed willingness to work with faculties and departments on appropriate delivery approaches.

9. Next Senate Meeting

The next regular meeting of Senate is scheduled for Monday, November 23, 2026, in the Brown Family House of Learning, C7ístkteṅ (Winter House), Room HL190.

10. Adjournment of Meeting

As there were no additional agenda items for the public meeting, the meeting has been adjourned at 5:16 pm.

THOMPSON RIVERS UNIVERSITY

Senate Meeting Highlights

October 26, 2026

Senate met on October 26, 2026. The following items of business were discussed and approved:

Update from the President and Provost

The President and Provost provided updates on institutional priorities, including:

- TRU's approach to adapting to a smaller institution and restoring revenue.
- The recently signed cooperative agreement with Williams Lake First Nation.
- Progress on the Envision TRU aspirations and indicators (TRU Ten).
- Provincial post-secondary developments, federal international student policies and government engagement.
- Student financial support, regional workforce training and institutional achievements.

Academic Program Changes Approved

The following program changes were approved by Senate as recommended by the Academic Planning and Priorities Committee:

- **Master of Nursing, Nurse Practitioner:** Modifications to the existing program.
- **Bachelor of Communication and Digital Journalism:** Addition of a new major in Communication Design.
- **Graduate Certificate in Online Teaching and Learning:** Discontinuation of the program.

Senate also received information on new courses, course modifications and course deletions.

Senate Committee Appointments and Governance

Senate approved:

- Volunteer appointments to Senate standing committees.
- Changes to the Educational Support and Academic Committee's terms of reference, increasing faculty representation from three to five members.

Senators were reminded of outstanding faculty vacancies on several Senate committees.

Enrolment Trends

Senate received a presentation on Fall 2026 enrolment trends and projections:

- On-campus student headcount decreased by 9% compared with the previous fall.
- Open Learning student headcount increased by 7%.
- International enrolment declined by approximately one-third across enrolment measures.
- Projected enrolment for the fiscal year was approximately 13,240 full-time equivalent students.

Discussions addressed learner readiness, student supports, enrolment forecasting and changing student needs.

Academic Integrity and Artificial Intelligence

Senate received the Academic Integrity Committee's annual report. The committee reported on establishing an AI subcommittee to examine issues related to academic integrity, teaching and learning, and to provide research-informed advice to the university community.

Other Matters Discussed

During Question Period, Senators discussed:

- University budget pressures and their implications for academic programming and teaching capacity.
- Publication of agreements with Tk̓emlúps te Secwépemc and Williams Lake First Nation.
- Academic freedom and the university's role in engaging with government.
- Student-supervision workloads and opportunities for blended and cohort-based learning.

THOMPSON RIVERS UNIVERSITY

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
NOVEMBER 2026 REPORT TO SENATE

The November 12, 2026, meeting of APPC was chaired by Dr. Gordon Binsted, Chair, Academic Planning and Priorities Committee. The following items come forward from APPC to Senate:

FOR APPROVAL

1. Transition of the Culinary Arts Department from FACT to STT

   Proposed Motion

   On motion duly made and adopted, Senate approves the Culinary Arts Department move from the Faculty of Adventure, Culinary Arts, and Tourism to the School of Trades and Technology as presented.

2. Category III, Master of Business Administration

   Proposed Motion

   On motion duly made and adopted, Senate approves the modification of the Master of Business Administration as presented.

   Category III: Admission changes

FOR INFORMATION

1. **Deferral of Program Review**, Certificate in Indigenous Studies, Bachelor of Arts, Language & Global Studies Minor, Certificate in Modern Languages, and Certificate in World Languages and Cultures
2. **Guidelines for combined courses:** Feedback requested
3. **MFQA Curriculum and Quality Assurance Report**, 2025/26

EPC Category II Approvals

Course modification

1. SRCL 2000 Project-Based Service-Learning

   CC report AF report

GSC Category II Approvals

none

**You must be logged into the TRU network while on campus or on the VPN away from campus to access the links.

Respectfully submitted on November 12, 2026 by



Gordon Binsted,
Chair, Academic Planning and Priorities Committee

MEMORANDUM

To: Academic Planning and Priorities Committee (APPC) and Budget Committee of Senate (BCOS)

From: Baldev Pooni, Dean, School of Trades and Technology (STT)
Yasmin Dean, Interim Dean, Faculty of Adventure, Culinary Arts and Tourism (FACT)

Subject: Transition of the Culinary Arts Department from FACT to STT

Date: November 2, 2026

This memorandum outlines the rationale for the proposed transition of the Culinary Arts Department from the Faculty of Adventure, Culinary Arts and Tourism (FACT) to the School of Trades and Technology (STT). Following discussion at Faculty Council, members expressed strong support for the transition, recognizing the significant academic, operational, and strategic benefits that would result from aligning Culinary Arts with the University's other trades-based programming.

Rationale for the Transition

- **Culinary is a Red Seal trade:** The Culinary Arts program is recognized as a Red Seal trade, placing it within the same provincial and national framework as many of the apprenticeship and trades programs currently housed within STT. Aligning Culinary Arts with STT strengthens the organizational connection between programs that share common credentialing pathways, industry standards, and workforce development objectives.
- **Culinary receives funding through SkilledTradesBC:** The program receives funding and support through SkilledTradesBC, similar to many existing STT programs. Locating Culinary Arts within STT enhances alignment with funding structures, reporting requirements, and stakeholder relationships associated with provincial trades training.
- **STT already administers several apprenticeship-related functions on behalf of Culinary:** Many administrative and operational functions related to apprenticeship programming are already managed through STT. Formalizing the department's placement within STT will streamline processes, clarify accountability, and improve operational efficiency.
- **The transition would create stronger alignment among trades programming:** Bringing Culinary Arts into STT will create a more cohesive portfolio of trades programming, facilitating collaboration, shared planning, and coordinated responses to labour market and industry needs across sectors.
- **STT already manages decentralized registration processes used by Culinary apprentices:** Since STT currently administers decentralized registration processes

utilized by Culinary apprentices, the transition will have minimal operational disruption while supporting more integrated student services and administrative support.

- **Existing working relationships are well-established:** Faculty, staff, and administrators across both areas have an extensive history of collaboration. The strong existing working relationships provide a solid foundation for a successful transition and reduce implementation risk.
- **Dean Baldev Pooni previously held responsibility for Culinary Arts:** Dean Pooni has previously held responsibility for the Culinary Arts program at another institution and possesses a strong understanding of its operations, industry connections, student needs, and resource requirements. This prior experience will support continuity and informed leadership throughout the transition.
- **Ongoing discussions with NVIT regarding Retail Meat Processing training opportunities:** The transition supports broader opportunities for collaboration with industry and educational partners, including ongoing discussions with NVIT regarding Retail Meat Processing training. Housing these initiatives within STT creates additional opportunities for alignment with related trades programming and future growth.
- **Strong funding levels relative to other trades programs:** The Culinary Arts program is well-supported and compares favourably with many trades programs in terms of funding. Incorporating the department into STT strengthens the overall trades portfolio and enhances opportunities for strategic planning and resource coordination.

Transition Considerations

- Culinary Arts will remain a distinct department within STT, preserving its unique disciplinary identity, industry relationships, and program culture.
- Kimbre Woods will continue to serve as Department Chair, ensuring leadership continuity and stability for faculty, staff, and students.
- Existing departmental election processes and governance practices will remain unchanged.
- The Culinary Arts Department will remain in its current facilities. Given the highly specialized nature of culinary training spaces and equipment, no physical relocation is anticipated as part of this transition.

Overall, the proposed transition is expected to improve alignment among trades programs, strengthen administrative efficiency, support existing partnerships, and position Culinary Arts for continued success while maintaining its distinct identity and operations.

MEMORANDUM

To: Budget Committee of Senate (BCOS)
Academic Planning and Priorities Committee (APPC)
Senate

From: Bryce Coombs, Faculty Council Chair, School of Trades and Technology
Paul Simpson and Jason Schapansky, Department co-chairs, School of Trades and Technology
Kimbre Woods, Department Chair, Culinary Arts

Date: November 2, 2026

Subject: Culinary Arts Department move from Faculty of Adventure, Culinary and Tourism to the School of Trades and Technology

CC: Baldev Pooni, Dean, School of Trades and Technology
Yasmin Dean, Interim Dean, Faculty of Adventure Studies, Culinary Arts and Tourism

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Summary of Request

In support of ongoing organization restructuring within the Faculty of Adventure Studies, Culinary Arts and Tourism (FACT), a recommendation is being made to transfer the Culinary Arts Department (CA) from FACT to the School of Trades and Technology (STT).

Specifically:

1. Move the Culinary Arts Department from the Faculty of Adventure, Culinary and Tourism to the School of Trades and Technology, and
2. The Culinary Arts Department reports to the School of Trades and Technology.

Rationale for Change

The proposed transfer of the Culinary Arts Department from FACT to the School of Trades and Technology reflects the evolving organizational structure of TRU and positions CA within a unit that aligns with the SkilledTradesBC funding and

apprenticeship model. Every CA credential is a SkilledTradesBC trade, following the same technical training and examinations that all trades within STT follow. Locating the department within STT places these programs alongside STT's existing foundation and apprenticeship training. This structure also preserves CA's distinct identity and public-facing training operations while continuing to meet the needs of culinary students and industry partners.

The transfer formalizes an alignment that already exists in practice and presents students, employers, and SkilledTradesBC with a single, coherent trades pathway at the university.

CA also works closely with STT staff, administration, and faculty in its day-to-day operations. Apprenticeship registration for CA programs is already managed through the TRU Apprenticeship Office within STT, and CA enrols Youth Train in Trades students through a pathway coordinated by STT. Aligning CA's reporting structure with these existing relationships will reduce coordination across two academic units and give CA consistent access to STT's processes for managing seat allocations, waitlists, sponsorship, and reporting.

Within STT, CA's seat planning and new program development would form part of STT's broader trades planning, and CA students would be more fully integrated with the supports STT provides to apprentices and prospective trades students.

The proposed change reflects TRU's identity as B.C.'s first dual-sector research university, which unifies vocational and higher education. Consolidating the university's SkilledTradesBC programs within a single academic unit also strengthens TRU's relationship with the provincial funder.

Establishing CA within STT will enhance governance, support long-term sustainability, and provide organizational stability in a challenging post-secondary environment. The change will help ensure that CA and STT can continue to advance their shared mission of delivering high-quality trades training to students, employers, and communities across the region, while CA continues to serve the public through its training kitchens, retail operations, and industry partnerships.

Date of Faculty of Adventure Culinary and Tourism Faculty Council Approval

September 16, 2026

Date of School of Trades and Technology Faculty Council Approval

October 14, 2026

Copy of Faculty of Adventure, Culinary and Tourism and School of Trades and Technology Faculty Council minutes where motion is approved

(see attached)

List of departments and divisions that will be impacted and those have been consulted

- School of Trades and Technology
    - Construction Department
    - Mechanical and Welding Department
- Faculty of Adventure, Culinary and Tourism
    - Culinary Arts Department
- Thompson Rivers University Faculty Association (TRUFA)

Budgetary Impact:

There are no anticipated budgetary changes. The intention is for the entire, historical budget and administration support system that exists in Culinary Arts currently to be transferred to the School of Trades and Technology. The Culinary Arts Department will retain their own Budget, Chair and Release as per the Department Chair release algorithm in the Collective Agreement. The new Department will endeavor to work together with the existing STT departments to find budgetary efficiencies.

PROGRAM TEMPLATE

During the transition to Coursedog we encourage you to continue creating and modifying curriculum and advancing it through the governance process. Curricular governance resources are found at https://onetru.sharepoint.com/teams/comm_AcadApproval-O365/

Please use this form when creating new, modifying, and deleting programs. If you are modifying or deleting a program, contact the Office of Mission Fulfilment and Quality Assurance (MFQA) (Shelley Church at schurch@tru.ca) to request the existing AF report for the program, which you will include with this form through the approval workflow.

TRANSITIONAL PROCESS FOR CURRICULAR GOVERNANCE

1. Request the AF report link from MFQA if this is a modification or deletion of an existing program.
2. Complete this form by adding the required information in the field below or beside the field label and save as a pdf. All fields are expandable as you type.
    i. **New program**: Complete all fields in this form except for the greyed-out fields.
    ii. **Program deletion**: Complete the Requestor, Date Proposal Submitted to Approval Workflow, and Proposal Rationale fields in this form. Additionally, in the "Intended Program Availability" field on the second card, indicate that it is a deletion proposal.
    iii. **Program modification**: Complete the Requestor, Date Proposal Submitted to Approval Workflow, and Proposal Rationale fields and update any fields you are wishing to change. If there are required fields in this form that are not complete in the AF report, please add the required information to this form.
3. Forward this form (**AND** the AF report link for deletions and modifications) via email to each approver/reviewer.
    i. Let them know they will need to sign and date the form before returning to you after which you can send to the next approver.
    ii. Each step in the approval workflow is listed at the end of this form.
    iii. If the reviewer/approver would like you to make changes, please do so (or rebut) and note these in the Requestor Comments box at the end of this form.
4. When the proposal has been approved at Faculty Council, please forward this form and any supporting documentation to Shelley Church at epc@tru.ca to continue its progress.
5. Committee coordinators will ensure the proposal is included on the agendas of the committees after the Faculty Council step and will connect with the Requestor if additional information is needed or if the Requestor is required to attend a committee meeting.
6. MFQA will transfer the information from these forms to Coursedog when it goes live.

If you have any questions, please contact Shelley Church at schurch@tru.ca or Shannon Smyrl at ssmyrl@tru.ca

PROGRAM TEMPLATE

All Fields are **REQUIRED** *except for the greyed-out fields, which will be completed by the Registrar's Office after the proposal has been approved. If a required field is complete in the accompanying AF report, you do not need to complete it in this form.*

PROGRAM TEMPLATE

Proposal Questions	
http://cnet-archive.tru.ca/programs/A_Master%20of%20Business%20Administration%20__Graduate%20Program%20Modification__%20Masters%20Salvador%20Barrigan%20-%20Active.html	
Requestor	Date Proposal Submitted to Approval Workflow
Dr. Trent Tucker, MBA Program Coordinator (ttucker@tru.ca)	2026-OCT-29
Proposal Category *(I, II, III)*	Intended Date of Implementation
III • admissions change	ASAP
Proposal Rationale	
The current language requirements for admission to the MBA Program read: **Language Proficiency** – Applicants should demonstrate their language proficiency. Applicants who did not complete their undergraduate degree at an English language university in a country where English is the primary language should have a recent minimum academic IELTS score of 7.0 (with no band below 6.5) or institutional equivalent. We'd like to change the language requirements for admission to the MBA Program to read: **Language Requirement** – Applicants should demonstrate their language proficiency. Applicants who did not complete their undergraduate degree in an English language university in a country where the first language is English, should have a recent minimum academic IELTS score of 6.5 (with no band below 6.0) or institutional equivalent. These changes were approved by the MBA Program Committee on 2025-SEP-19 and by TRU Gaglardi Faculty Council on 2025-OCT-31. These changes will align the admission requirements for the MBA program with those of the MEEM / MScEEM programs. The rationale for the lower IELTS score is to help with the recruitment of international students. There are no other changes to the MBA Program, so the remainder of the fields on this form remain blank.	
Evidence of demand	Impact on other programs and departments
Is OL delivery involved with this program?	If OL involved, indicate details of engagement with Director, Curriculum Development and Delivery. Include development/implementation plans.

PROGRAM TEMPLATE

Program Identification			
Program Long Title		Program Short Title	
Calendar Description			
Intended Program Availability (*default <u>available for admission</u> unless delay planned*)			
Faculty/School/Division		Department(s)	
Program Level (*grad, UG, etc.*)	Program Category (*academic, vocational, career tech, trades*)	Credential Type (*baccalaureate, diploma, etc.*)	Type of Admission (*open, limited, select*)

Program Codes and Embedded Credentials	
List each embedded credential (*honours, co-op*)	
Concentrations (*secondary specializations*)	Program Codes and Parchment Titles (*add title and RO will add code*)

PROGRAM TEMPLATE

Program Details			
Total Credits or Hours		Honours designation extra credit requirements	
Admission Requirements		Graduation Requirements	
General Education Requirements (*yes/no*)	Minimum program GPA to graduate	Course grade minimums (*in program*)	
PLAR (*if different than policy*)	Qualifies for Financial Aid? (*confirm with financial aid office*)	Residency (*if different than policy*)	Transfer Credit (*if different than policy*)
Program Delivery Modality (*what options are guaranteed to students? Refer to Flexible Delivery Framework*)			
OL Delivery Commitments (*fully OL, fully campus, or combination?*)			
Partnership/Affiliation Agreements (*incl. dates*)		Work Integrated Learning	

Program Learning Outcomes
1.

Program Architecture
Program Structure and Requirements (*quick reference, optional*)
Any additional information about program. (*Can also attach curriculum map or any other learning outcome alignment documents*.)

PROGRAM TEMPLATE

Requirements			
List required courses and any other credential completion requirements (*add additional boxes as required*)			
Term (*or any other grouping*)	Course Subject, Number, and Credit	Term (*or any other grouping*)	Course Subject, Number, and Credit
Example (delete after completing form)			
Term 1	*ENGL 1110-3* *CHEM 1500-3* *BIOL 1110-3* *COMP 1110-3* *MATH 1100-3*	*Term 2*	*ENGL 1111-3* *CHEM 1520-3* *BIOL 1210-3* *ECON 1220-3* *MATH 1140-3*

Pathways and Resourcing	
Opportunities to ladder in (*with credits from previous study*)	Opportunities to ladder out (*using credits for further study*)
External Accreditation Body (*if relevant, incl. frequency*)	
Budget Model (*cost recovery/base-funded*) (*incl. mkt. research report, budget memo as attachments*)	Program Resourcing (*if unique needs such as labs, incl. plan for maintenance/renewal*)

Record of engagement (Required for all new programs) (*incl. any documents as attachments*)	
Evidence of engagement, as needed, with Tk̓emlúps te Secwépemc or other First Nations or Indigenous organizations	Evidence and details of Campus engagement as needed (*OL Development, Coop, Facilities, Financial aid, Student Services, Library, Indigenous Education*)
Evidence of engagement with internal departments and programs	Evidence of engagement with external community

PROGRAM TEMPLATE

Program Opportunities	
Program Context (*purpose, target audience, context of program*)	
Student educational opportunities (*after graduation*)	Student employment opportunities (*after graduation*)
Program enrollment plan (*incl. consultation with IPE*)	

Curriculum Governance Tracking			
Completion Check (Shannon Smyrl + Heidi Lawson; send simultaneously)			
Sign	Shannon Smyrl	Date	29 Oct 2026
Comments	Cat III because it's a change in admissions, but minor to support next year enrolment, recognizing forthcoming major revision to the MBA post program review.		
Department Chair N/A			
Sign		Date	
Comments			
Dean Ehsan Latif			
	Elatif	Date	October 29, 2026
Comments	I approve		
Curriculum Committee/Graduate Programs Committee Chair (UG/Grad)			
Sign	Trent Tucker	Date	2026-OCT-29
Comments	I approve these changes.		
Faculty Council Chair			
Sign	Scott Rankin	Date	Oct. 26th 2026
Comments	Approved.		
EPC or GSC (epc@tru.ca or gradstudies@tru.ca			
Sign		Date	Nov 5 2026
Comments	Approved at GSC 5 Nov. (Tara Duncan, Acting Chair)		
BCOS Review			
Sign		Date	
Comments	Not applicable		
APPC			
Sign		Date	12 November 2026
Comments	approved		
PCOL			
Sign		Date	
Comments	Not applicable		
Senate			
Sign		Date	

PROGRAM TEMPLATE

Curriculum Governance Tracking			
Comments			
Board			
Sign		Date	
Comments			
RO Check			
Sign		Date	
Comments			

Requestor Response to Review Comments	
Reviewer/Approver	**Response**
Completion Check	
Department Chair	
Dean	
Curriculum/Graduate Programs Committee Chair	
Faculty Council Chair	
EPC or GSC	
BCOS Review	
APPC	
PCOL	
Senate	
RO Check	

THOMPSON RIVERS UNIVERSITY

BUDGET COMMITTEE OF SENATE (BCOS)

REPORT TO SENATE

The November 10, 2026 meeting of the Budget Committee of Senate was chaired by Gordon Binsted, Provost and Vice-President Academic. The following item is presented to Senate for information:

Transition of the Culinary Arts Department from FACT to STT

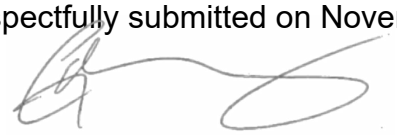
BCOS reviewed a proposal from Yasmin Dean, Interim Dean, Faculty of Adventure, Culinary Arts and Tourism, and Baldev Pooni, Dean, School of Trades and Technology, to move the Culinary Arts Department to the School of Trades and Technology.

The committee was advised that the proposal aligns Culinary Arts with TRU's evolving organizational structure and the SkilledTradesBC funding and apprenticeship model. All Culinary Arts credentials are SkilledTradesBC trades and follow the same technical training and examination requirements as other trades programs.

The move would place Culinary Arts alongside related foundation and apprenticeship programs while maintaining its distinct identity and industry-facing operations. BCOS noted that the transfer has no budget implications, as departmental budgets would move with the department, and no physical relocation is planned.

Following discussion, BCOS agreed to advise APPC that it had reviewed the proposal and had no concerns.

Respectfully submitted on November 16, 2026 by:



Gordon Binsted
Provost & Vice-President Academic

THOMPSON RIVERS UNIVERSITY

EDUCATIONAL PROGRAMS COMMITTEE (EPC)
REPORT TO SENATE FOR NOVEMBER 2026

The following approvals from the November 4, 2026 meeting of the Educational Programs Committee (EPC) are reported to Senate for information purposes:

Provisional Approvals

1. RESP 2620 Anaesthesia
2. RESP 2710 Application of Respiratory Therapy Practice
3. THTR 1210 Acting: Text and Technique

Category I Modifications

1. MKTG 4422 Social Media Marketing

   CC report AF report
2. MKTG 4460 Marketing Strategy

   CC report AF report
3. MKTG 4461 Marketing Strategy

   CC report AF report
4. MKTG 4490 B2B Marketing

   CC report AF report
5. MKTG 4491 B2B Marketing

   CC report AF report

Category I Modifications previously approved, but not previously reported

1. APNR 3110 Environmental Management & Land Code

   CC report AF report
2. APNR 3120 Lands Governance Planning

   CC report AF report
3. APNR 4110 Independent Research Project

   CC report AF report

**You must be logged into the TRU network while on campus or on the VPN away from campus to access the links.

Respectfully submitted on November 13, 2026 by



Shannon Smyrl on behalf of
Devon Graham, Chair, Educational Programs Committee

THOMPSON RIVERS UNIVERSITY

Steering Committee
Report to Senate

Nov 10th 2026

1. APPOINTMENTS TO COMMITTEES

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

a. University Sabbatical Leave Committee ("USLC")

Faculty:

- **Ryan Gauthier,** Law (2nd term)
- **Russell Currie,** Bob Gaglardi School of Business and Economics

Motion: The Steering Committee recommends that Senate approves the volunteer appointments to the University Sabbatical Leave Committee ("USLC") as listed.

2. BUSINESS (for information only)

a. Student Caucus Removals and Appointments to Senate Committees.

The following adjustments were made regarding student placements on Senate committees. The requested student removals and nominations were considered and resolved by the Steering committee. A new student member was appointed by the steering committee to the Budget committee. See the following attached document.

Respectfully submitted,
Kukwstsétsemc (Thank you)

James Sudhoff, DVM
Chair, Steering Committee of Senate

Student Caucus

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

Nominations to Senate Committees

Monday, November 9, 2026

The following students are unable to meet their commitment on the Senate Standing Committees for TRU and are recommended for removal.

Budget Committee
October 2026 – September 2027 — Chelsea Yurechko

International Affairs Committee
October 2026 – September 2027 — Trish Shava

The following students have applied and been selected to serve as student representatives on the Senate Standing Committees for TRU and are recommended for appointment to the following decision-making bodies based on their schedules and interests.

Budget Committee
November 2026 – September 2027 — Jonathan Sholty

Strategic Internationalization Plan 2025-2035

July, 2026

Progress Report Year 1

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Introduction

Approved by the Thompson Rivers University (TRU) Board of Governors (BOG) in March 2025, the Strategic Internationalization Plan (SIP) 2025–2035 advances TRU's commitment to being a leader in dynamic internationalization and global engagement. Grounded in more than 40 years of excellence in international education, the plan signals a continued shift toward positioning TRU among top-rated universities for global engagement. The SIP provides clear direction to strengthen and advance this leadership.

The plan's five goals strategically support the university's vision of being "community-minded with a global conscience," by:

- Empowering TRU community to be globally conscious,
- Providing exceptional support for international learners,
- Strengthening partnerships with Tk'emlúps te Secwépemc and T'exelc,
- Creating spaces for cultural connection & lifelong relationships, and
- Leading in addressing global challenges through education & scholarship.

Together, these key dimensions strengthen TRU's global reputation and advance the institutional goal of becoming a leading dual-sector research university. To support progress on the SIP, the Senate International Affairs Committee (SIAC) established a working group to advise on SIP strategies, metrics, data collection and progress reporting.

Informed by the work of this group and contributions from the broader TRU community, this progress report outlines advancement of SIP during the first year of SIP implementation. While the university continues to navigate significant financial pressures, uncertainty surrounding international enrolment, and broader shifts across the post-secondary sector, coordinated planning remains essential to sustaining momentum. This report highlights the key strategies, indicators, and lessons learned between March 2025 and June 2026 while reaffirming TRU's ongoing commitment to its SIP goals and internationalization efforts. The working group extends its appreciation to all contributors for their valuable input and support.



Year at a Glance

- **Global learning is deeply rooted at TRU**: International, intercultural and place-based perspectives are increasingly embedded across teaching, research, and student supports. This was demonstrated through the *Global Horizons* event, which showcased faculty leadership in multilingual research, decolonizing pedagogies, field schools, and Collaborative Online International Learning (COIL) enhanced course design.

- **Internationalization is increasingly being grounded in Secwépemcúl'ecw**: Prearrival programming, orientation, staff training, and student learning continue to integrate Secwépemc history, culture, and land-based perspectives. This was demonstrated through courses such as *Privileging Indigenous Oral Traditions and Storywork*, where students learned directly from Knowledge Keepers and new international collaborations focused on Indigenization.

- **Enhancements to international learner support**: Improvements across pre-departure and pre-arrival processes, academic and personal supports, flexible learning options, and employment resources strengthened service consistency. This was illustrated by the launch of *AI Navigator*, which expands access to employment tools for international students.

- **Strengthened global partnerships and leadership**: TRU expanded international collaborations, hosted globally focused events, and received recognition for sustainability and international education. This was exemplified by the *Indo-Pacific Security Conference*, which convened global partners to address shared challenges such as climate change and cybersecurity.



Reporting Context and Limitations

Data collection and reporting
The data collection and reporting processes supporting the Strategic Internationalization Plan are still evolving. The completeness of the information presented depends on data availability and contributions from across the TRU community. As these processes mature, future reports will provide a more comprehensive picture of implementation and progress. For now, this report aims to capture and reflect the information currently available, recognizing that it may not represent the full scope of activities and outcomes across the institution.

Institutional context
TRU is undergoing significant institutional changes in pursuit of long-term financial sustainability. These changes influence the implementation of the SIP and progress toward its goals and objectives. While this report acknowledges their impact, a comprehensive assessment of these changes is beyond its scope.

It is also important to recognize that institutional decisions are made within broader strategic, operational, and budgetary contexts and may not always be driven by SIP priorities. Progress reported here should therefore be considered within this broader institutional environment.



Message from the President

Imagine a global community that comes together in one place, welcoming diversity and recognizing bold, shared aspirations for family, home and careers. A community that fosters peace and innovation. Imagine a university committed to being that place: a home for ambition from around the world, and a university that welcomes the world to Interior B.C.

That university is Thompson Rivers University (TRU).

Internationalization is fundamental to Thompson Rivers University's identity and direction. For decades, peoples from across the world have come to TRU to teach, learn, conduct research and engage locally, nationally and globally. We have a plan that purposefully guides us. The Strategic Internationalization Plan positions internationalization at the core of our university's definition of academic excellence and student success. We are committed to being engaged and globally minded.

In its first year, our planning has shown progress in internationalization efforts across the university. Faculties and units are advancing globally informed curricula, enhancing supports for international students, deepening partnerships, and expanding research and transnational education initiatives. These efforts reflect genuine momentum for pan-institutional international experience and engagement. This matters more than ever in our changing global context.

This work is closely aligned with our vision for a future TRU. Internationalization supports our commitment to connecting people, ideas and opportunities across our campuses and with partners globally, as well as advances a student-centred approach by creating inclusive, globally enriched learning environments. Internationalization also contributes to reconciliation through respectful and reciprocal relationships, while strengthening use-inspired research that addresses complex challenges facing our communities.

This Year One report highlights early achievements and sets a clear path for the work ahead. It demonstrates how strategic internationalization strengthens TRU's role as a university that is locally grounded and globally connected, and how it continues to support our long-term vision and priorities.

My thanks to all who believe in forging international community, learning, research and leadership. Our world is right here and needs our bold ambitions for the future we build together.

Merci. Kukwstsétselp.

Dr. Airini
President and Vice-Chancellor

Principles of internationalization at Thompson Rivers University

The development of the Strategic Internationalization Plan has been rooted in TRU's vision statement of being "community-minded with a global conscience" while serving our "regional, national and international learners and their communities through high quality and flexible education, training, research and scholarship," as indicated in TRU's mission statement.

We recognize our role in the world, understanding that by tackling local challenges, TRU can have a global impact. We aspire to develop and share our innovative solutions to inspire progress and drive meaningful change. In addition to being guided by the TRU Vision Statement, the Strategic Internationalization Plan is guided by the following principles:

Situated in the heart of Secwépemc'ulucw, TRU is guided by the wisdom of the Secwépemc community. We are committed to expanding access for and support to students while actively working to dismantle the systemic inequities rooted in our colonial past and present.

We are dedicated to making decisions that honour the rights and opportunities of current and future generations, ensuring sustainable solutions that balance the needs of today's communities with those of tomorrow.

We turn our commitments into actions by ensuring that policies, strategic plans and programs align across the institution and that resources are allocated equitably and effectively.

We are driven by a curiosity to go beyond traditional approaches to internationalization, leveraging our unique position as the only teaching and research-focused university in BC that integrates a trades and technology school, an open learning mandate, and diverse educational modalities. Our expertise enables us to reach and engage diverse learners across Canada and around the world.





Thompson Rivers University is situated in Secwepemcúl'ecw, the ancestral and unceded lands of the Secwépemc people. We recognize the Tk'emlúps te Secwépemc (Kamloops) and T'éxelc (Williams Lake) communities as the caretakers of these lands and honor their enduring presence, languages, and stories. Our commitment extends to the neighboring territories of the St'át'imc, Nlaka'pamux, Nuxalk, Tŝilhqot'in, Dakelh, and Syilx peoples.






KW'SELTKNÉWS
WE ARE
RELATED
INTERCONNECTED
TRU






Building Connections and Bridging Cultures
From Colombia to Canada: A Bilingual Journey Shaping Education and Belonging

GOAL

To empower members of the TRU community through curricula and support systems to become community-minded and globally conscious through international engagement.

KEY PROGRESS HIGHLIGHTS

In Year One, strategies and activities built on TRU's long-standing leadership in international and intercultural education through faculty innovation, recognition, and applied learning opportunities for students. These efforts reinforced TRU's reputation for globally informed teaching and scholarship.

A key highlight was the *Global Horizons* event, delivered in collaboration with the Centre for Excellence in Learning and Teaching (CELT), which showcased faculty strengths in topics like multilingual research, decolonizing pedagogies, international field schools, and Collaborative Online International Learning (COIL) integration.

TRU-led open education projects also received international recognition, while initiatives such as the *Teachers with International Qualifications* (TWINQ) pilot expanded pathways for internationally trained educators to contribute to rural B.C. classrooms.

CORE STRATEGIC METRICS

1. **Host an annual internationalization showcase in partnership with CELT that highlights faculty contributions, with 80% of participants reporting increased awareness of faculty internationalization expertise.**

Global Horizons event held on November 14, 2025:

40+ faculty members in attendance.

70% reported increased awareness of internationalization projects at TRU

80% reported increased awareness of internationalization opportunities.

All participants believed that they would participate in internationalization activities based on what they learned at the event.

Source: TRU World. (2025). *Global Horizons 2025 Post-event Survey*.

CORE STRATEGIC METRICS

2. **Number of members of TRU Community participating in internationalization activities (e.g., Study Abroad, student exchange, field schools, faculty exchange, Leave for Change, curriculum articulation and mapping)**

101 Study Abroad students total

Study Abroad includes:

- **4** Co-op Abroad
- **36** Exchange
- **1** Research Abroad
- **60** Field Schools (46 domestic; 6 domestic Indigenous; 8 international students)

18 Faculty supporting Field Schools

2 Employees participating in Leave for Change

132 Post-secondary students participated in a short-term exchange in Canada through International Training Center in Summer 2025

TRU World. (2026). *Internal operational data.*

OPERATIONAL/CONTEXTUAL METRICS

3. **International Student Diversity**	TRU welcomed 6, 425 international students from 124 countries, representing 21% of the student body.

Source: Integrated Planning & Effectiveness. *Factbook (FY 2025/26).* Thompson Rivers University

		Intercultural Awareness	Indigenous Knowledges and Ways
4. **Increase the number of students enrolled in courses mapped to local-to-global ILOs.**	**FY 2021/22**	3,099	1,057
	FY 2022/23	3,069	1,014
	FY 2023/24	3,328	1,111
	FY 2024/25	3,300	1,145
	FY 2025/26	3,471	1,407

Source: Integrated Planning & Effectiveness. (2026). *Course Enrolments Trends.* Thompson Rivers University.

OPERATIONAL/CONTEXTUAL METRICS

5. **Number of students graduating with global competency certification.**	**FY 2021/22**	9
	FY 2022/23	11
	FY 2023/24	14
	FY 2024/25	13
	FY 2025/26	16
Source: Integrated Planning & Effectiveness. (2026). *Credentials Awarded*. Thompson Rivers University.		





Objectives

1. INSTILL GLOBAL COMPETENCIES in learners through the institutional learning outcomes to foster a deep sense of social responsibility.

In FY 2025/26, there were 4,878 enrolments in the 86 courses attributed to the local-to-global ILOs, and efforts are underway to establish a repository for COIL courses to enhance student access and instructional support. An example of these ILOs in curriculum included Dr. Salman Kimiagari's lecture, *International Entrepreneurship*, which explored the methods entrepreneurs use to analyze global markets, evaluate opportunities, and adapt strategies across cultural and economic contexts.

Learn more:

- TRU lecture explores how entrepreneurs can think — and act — globally
- Read more about TRU Institutional Learning Outcomes

2. LEAD IN THE DEVELOPMENT and dissemination of innovative teaching and learning practices in higher education to strengthen the reputation of TRU as a hub for global engagement.

TRU demonstrated leadership in innovative pedagogy through global recognition and faculty-driven initiatives, earning international acclaim at the *Open Education Global Awards.* Among the awarded projects were *Utamaduni Bora*, led by Leticia Kanywuiro, which celebrates African heritage, and *Ethical Educational Leadership*, led by Dr. Alana Hoare, Olubukola Bosede Osuntade, and Rumana Patel, which integrates Indigenous perspectives into leadership education. Both projects advance inclusive and culturally relevant open-educational resources that support equity and accessibility.

The *Faculty Learning Community on Inclusive Classrooms*, led by Dr. Wei Yan, advanced inclusive teaching practices that recognize diverse student identities and integrate global and community-minded perspectives into the learning environment.

Faculty leadership in multilingual research, decolonizing pedagogies, international field schools, community-engaged scholarship and partnerships that connect local knowledge with global challenges were showcased at the *Global Horizons* event facilitated by Dr. Wei Yan and TRU World in November 2025. This event also highlighted strategies for integrating COIL into courses, allowing TRU students to engage in virtual international experiences and foster global collaboration without the need for physical travel.

TRU's Interculturalization Awards recognize up to two individual employees and one employee group annually for their contributions to advancing interculturalization through internationalization and/or indigenization. The awards highlight excellence in teaching, scholarly activity, and service that strengthens intercultural understanding and supports TRU's strategic vision for interculturalization. In 2025, the awards were presented to Dr. Gloria Ramirez and Dr. Jenna Woodrow in recognition of their works and contributions.

Learn more:

- TRU celebrates finalists and award winners for advancing open education
- Event highlights TRU faculty leadership in internationalization

3. COLLABORATE WITH FACULTY, staff and learners to reduce barriers to advance participation in internationalization opportunities.

The *Teachers with International Teaching Qualifications* (TWINQ) pilot, led by Dr. Terry Sullivan, Dr. Tory Handford, Glenn Borthistle, Mullai Chinnasamy and Candice Nilsen in the Master of Education program, enabled internationally trained educators to gain classroom experience in British Columbia while helping address teacher shortages in rural communities and fostering intercultural exchange and professional growth. The initiative highlights how internationally trained educators can contribute to local labour market needs while also expanding global learning opportunities for TRU and partner school districts. Building on this focus on internationalization in practice, Dr. Wei Yan facilitated a workshop for faculty on supporting international students, examining how learners navigate the intersection of language, culture, and academic expectations to inform more inclusive classroom environments.

While ongoing efforts continue to make these experiences more inclusive and accessible, FY 2025/26 serves as a benchmark year in which a total of 101 study abroad students participated in a range of international opportunities that enabled them to engage in research and learning abroad.

Learn more:

- MEd pilot connects international teachers to B.C. classrooms
- Award-winning ambassador forever changed by Study Abroad



4. EXPAND GLOBAL RESEARCH opportunities to promote collaborative, research-driven solutions to provide learners with valuable experiences and meaningful international connection.

TRU strengthened Indigenous-focused research partnerships with institutions in New Zealand and Australia, creating new opportunities for collaborative education and research that bring together Indigenous knowledge systems and Western academic approaches. This work was complemented by collaborations with Mexican institutions advanced joint work in education and research and built pathways for future learner involvement in cross-cultural and community-based inquiry.

Global engagement for learners was demonstrated through participation in global research forums, including the work of TRU student Jenna Sims, who advanced to the *International Map the System Competition* at the University of Oxford for her research on systemic issues in B.C.'s primary care system.

TRU's global research contributions were further reflected through the international recognition of Dr. Melba D'Souza, who received an international fellowship in the *Faculty of Nursing and Midwifery at the Royal College of Surgeons* in Ireland.

In Year 2, greater emphasis will be placed on tracking faculty and student international research activity and collaborations.

Learn more:

- Building future TRU abroad: Advancing global partnerships in education and research
- TRU deepens collaborations with Mexico through international education initiatives
- TRU faculty member honoured with international nursing and midwifery fellowship
- TRU student brings B.C. health crisis to global stage





GOAL

To continue providing exceptional support services that ensure academic and personal success of international learners and contribute to the local region and global community.

KEY PROGRESS HIGHLIGHTS

In Year One, TRU strengthened academic and non-academic supports for international learners by increasing faculty awareness of available student supports and services, expanding flexible learning options through contributions to TRUly Flexible, a pan-institutional initiative to make learning accessible and adaptable to fit students' individual needs, and advancing transnational education (TNE) initiatives. Global influence grew through new mobility partnerships, a developing TNE hub in Southeast Asia, and expanded Indigenous-focused partnerships in New Zealand and Australia.

CORE STRATEGIC METRICS

6. **Percentage of students satisfied with International student services.**

Satisfaction with student services:

76% Source: Integrated Planning & Effectiveness. *Student Fall Census 2025*. Thompson Rivers University.

76% Source: Integrated Planning & Effectiveness. *Canadian Bureau for International Canada 2025 (Canadian benchmark: **67%**).* Thompson Rivers University.

Satisfaction with career & employment services:

68% Source: Integrated Planning & Effectiveness. *Student Fall Census 2025*. Thompson Rivers University.

47% Source: Integrated Planning & Effectiveness. *Canadian Bureau for International Canada 2025 (Canadian benchmark: **36%**).* Thompson Rivers University.

QLess metrics are not currently available and are anticipated to be available next year.

CORE STRATEGIC METRICS

7. **Percentage of international students who are employed after graduation from TRU.**	*Percentage of international students who are employed after graduation:* **93%** were working full time **51%** in a job related to their program Source: Integrated Planning & Effectiveness. *Diploma, Associate Degree, and Certificate Survey (DASCO) 2025.* Thompson Rivers University. **97%** were working full time **56%** in a job related to their program Source: Integrated Planning & Effectiveness. *Baccalaureate Graduate Survey (BGS) 2025.* Thompson Rivers University.
8. **Number of TNE partnerships providing TRU courses and programs to international students (examples)**	**14** active TNE partnerships **814** students engaged through the TNE partnerships Source: TRU World. (2026). *Internal operational data.*

OPERATIONAL/CONTEXTUAL METRICS

9. **Economic impact of international students on the region.**	$77.8 million in net sales and $39.5 million in added regional income (the equivalent to 567 jobs).
Source: Integrated Planning & Effectiveness. *TRU Impact Study FY 2023/24*. Thompson Rivers University.	
10. **Economic impact of international alumni on the region.**	$53.3 million
Source: Integrated Planning & Effectiveness. *TRU Impact Study FY 2023/24*. Thompson Rivers University.	

Objectives

1. PROVIDE OUTSTANDING INTERNATIONAL support services to continue to enhance and support the student experience and academic success.

International student support was strengthened through enhanced faculty and career services for students. CELT delivered workshops to increase faculty awareness of academic and personal resources for international learners.

The Career and Experiential Learning (CEL) team implemented *AI Navigator Devant* — a free tool that improves access to employment opportunities, with AI-powered mock interviews and resume-building tools.

In the TRU Fall Student Census, 76% of international students were satisfied with International student services and services. All student emergencies were responded to within 24 hours.

While continually reviewing and working to expand scholarship opportunities for international students, Dr. Oleksandr Kondrashov established a scholarship to support students from Ukraine.

International student awards (TRU World):	262 awards
TRU World Relief Fund:	2 students
Emergency fund for international student:	18 students
Domestic Tuition Support for CUAET Students from Ukraine:	18 students

Source: TRU World. (2026). *Internal operational data.*

2. LEVERAGE TRUly FLEXIBLE to expand access to diverse course modalities for international students, empowering them to meet their educational goals.

Under the leadership of Vice-Provost Open, Learning, Teaching and Innovation, Dr. Liesel Knaack, work is currently underway to redesign and implement flexible delivery and learning modalities to support both international and domestic learners to meet their education goals through course opportunities that align with their learning style and physical location.

Four learning modalities have been identified — in-person, blended, multi-access and online learning — each with one to three variants that form a spectrum of ten delivery options. This framework supports the development of responsive programs and provides students with consistent, transparent information about course expectation and modality.

3. EXPAND THE TRANSNATIONAL EDUCATION opportunities, offering flexible learning options that reach and engage learners across global markets, adapting to their unique needs and local contexts.

Transnational education (TNE) saw advancements throughout British Columbia through partnerships strengthened during Premier Eby's trade mission to Asia. Leaders met with representatives from institutions in Japan, South Korea and Malaysia to establish new student mobility agreements and lay the groundwork for a TNE Hub in Southeast Asia, which could support dual degrees and graduate-level exchanges.

TRU also expanded Indigenous-focused educational partnerships, including collaborations with Te Pūkenga and the University of Waikato in New Zealand and Charles Sturt University in Australia, supporting Indigenous education, research, and community programming.

Learn more:

- Building future TRU abroad: Advancing global partnerships in education and research
- TRU strengthens global partnerships through premier's trade mission to Asia



GOAL

To continue to expand access and supports for internationalization efforts with Tk'emlúps te Secwépemc and T'exelc. Actively work to address and dismantle the systemic inequities rooted in colonial history and their ongoing impacts.

KEY PROGRESS HIGHLIGHTS

Year one saw increased learning opportunities for students, faculty and staff to engage respectfully with the history, cultures and contemporary experiences of Secwépemc Peoples. Through the International Training Centre (ITC), international students continue to be provided opportunities to learn about and engage with Secwépemc history, culture and perspectives, including the impacts of residential schools and reconciliation.

Learning opportunities were further supported through academic courses and faculty research that explored Indigenous knowledge, colonial histories, land rights, economic development and global Indigenous perspectives. Discussions are also underway to establish agreements with Indigenous partner institutions in Australia, New Zealand, Mexico, Columbia and Taiwan.

CORE STRATEGIC METRICS

11. **Number of inbound and outbound Indigenous students participating in internationalization opportunities (testimony and examples)**

6 Indigenous students participated in exchange and field schools

Source: TRU World. (2026). *Internal operational data.*

OPERATIONAL/CONTEXTUAL METRICS

Information and data for the metrics below are provided in the Objectives section

12. **Ensure that all core internationalization programs (orientation, pre-arrival, student services, and intercultural training) embed Secwépemc culture and histories (examples).**
13. **Document and share illustrative examples of internationalization initiatives that meaningfully incorporate Secwépemc culture, perspectives, or partnerships, highlighting depth of engagement and reciprocal learning.**
14. **Collect examples and stories that demonstrate the impact of activities developed in partnership with Tk'emlúps te Secwépemc and Williams Lake First Nation to help dismantle systemic inequities in TRU's internationalization programming.**

Objectives

1. CONTINUE TO EMBED Secwépemc culture and ways of knowing into aspects of TRU's internationalization initiatives.

TRU advanced its commitment to embedding Secwépemc knowledge within internationalization activities by exploring opportunities for TRU World staff to deepen their understanding of Tk'emlúps te Secwépemc history and local protocols. Professional development is now incorporated into ongoing training and prioritized during onboarding to ensure staff have the foundational context to respectfully engage with Indigenous communities.

2. ENHANCE SUPPORT and access for internationalization initiatives that start with the history and impact of colonialism in Secwepemcúl'ecw.

New pre-arrival content introduces international students to the history of Secwépemcúl'ecw and the ongoing impacts of colonialism, providing local Indigenous context for international students before they arrive in the region. This foundation is reinforced during orientation through Indigenization-focused learning that includes Secwépemc history, cultural protocols, and opportunities for reflection.

3. PROMOTE INCLUSIVE DIALOGUE on diverse historical and cultural perspectives about colonial history around the world, enabling members of the TRU community to explore their own backgrounds, build relationships and foster connections.

International students in the *Privileging Indigenous Oral Traditions and Storywork* course, taught by Mukwa Musayett (Dr. Shelly Johnson), learned through circle practice, participated in Secwépemctsín language instruction, and received teachings from Knowledge Keepers. This experience broadened the understanding of Canada's relationship with the many Indigenous communities that have shaped Indigenous peoples' lives including perspectives on healing and restorative practices.

Additionally, Dr. Courtney Mason secured $310,000 from Social Sciences and Humanities Research Council (SSHRC) recognizing his research on land rights, economic development, and ecosystem conservation in Western Canada and New Zealand.

Two Indigenous students from Taiwan engaged with TRU through a government scholarship and spent extensive time engaging with Elders and Indigenous communities in Interior B.C., an experience that contributed to reciprocal learning and prompted discussions within the Taiwanese government about developing ongoing Indigenous-focused partnerships.

Learn more:

- TRU's Courtney Mason receives highest honour from the Royal Society of Canada
- TRU international students reflect on course that immerses them in Indigenous traditions

GOAL

To enhance environments and opportunities to find enriching connections that inspire diverse cultural expressions, individual growth and foster life-long relationships.

KEY PROGRESS HIGHLIGHTS

Opportunities for cultural expression and intercultural dialogue were expanded in Year One through activities like the annual *IDays 2026*, classroom initiatives, and enhanced staff training. Resources such as the *International Student Guide* further connected new international students to the local community.

CORE STRATEGIC METRICS

15. Achieve an average agreement of 80% across all diversity and inclusion modules in Student Fall Census and 75% in NSEE surveys.

76%	All students	*Agreed* that "TRU faculty and staff provide a supportive and inclusive environment regardless of gender, ethnicity, age, sexual orientation, disabilities, or religion."
82%	International Students	
68%	Domestic Students	

Source: Integrated Planning & Effectiveness. *National Survey of Student Engagement (NSSE) 2023*. Thompson Rivers University.

89%	First Year	*Agreed or strongly agreed* that "I feel comfortable being myself at this institution."
93%	Senior Year	
66%	First Year	*Agreed or strongly agreed* that "I feel like part of the community at this institution."
68%	Senior Year	

Source: Integrated Planning & Effectiveness. *Canadian Bureau of International Education (CBIE) 2025.* Thompson Rivers University.

66%	*Agreed or strongly agreed* that "I feel that I belong in the extended (off-campus) community."

Source: Integrated Planning & Effectiveness. *Fall Student Census 2025.* Thompson Rivers University.

OPERATIONAL/CONTEXTUAL METRICS

16. **Examples of how TRU educates faculty, staff to support cultural expression while respecting local protocols**	*Ongoing professional development, more information available in the Objectives section.*
17. **Number of events for community members at IDays 2026**	6
18. **Number of homestay families involved with TRU**	170 (FY 2025-26)

Source: TRU World. (2026). *Internal operational data.*



Objectives

1. PROMOTE COMMUNITY VITALITY by recognizing cultural well-being and supporting the opportunity for members to retain and express their cultural practices, learning and embracing others, while learning and respecting local cultural protocols.

TRU continued to promote community vitality by strengthening opportunities for students, faculty, and staff to engage with diverse practices while learning and respecting local protocols. This included multicultural leadership training to support an inclusive campus environment and training for faculty and staff focused on equity, inclusion, and intercultural learning led by TRU's Intercultural Learning Department and Office of Equity, Diversity, Inclusion and Anti-Racism.

Dr. Oleksandr Kondrashov is developing the *"Welcome to Kamloops"* resource, given ahead of and upon arrival, to help international students understand the cultural landscape of the region and feel supported as they transition to the community.

Learn more:

- Stitching colour, culture and community into every creation

2. STRENGTHEN CULTURAL infrastructure and community participation by creating environments and opportunities where students, staff, faculty, alumni and community members share stories to cultivate intercultural interactions and strengthen cultural infrastructure and community participation.

TRU further fostered spaces where students, faculty, staff, alumni and community members could share stories and engage in intercultural dialogue. Opportunities such as *Indigenous Awareness Week, the National Day for Truth and Reconciliation, IDays*, and community-focused conferences provided members of the TRU community with opportunities to engage with and explore diverse cultural and historical perspectives. These activities complemented classroom initiatives that supported inclusive conversations on identity, culture and social justice.

Learn more:

- TRU international students reflect on course that immerses them in Indigenous traditions



3. BROADEN CONNECTIONS and foster engagement with the wider community in Williams Lake, Kamloops and the surrounding region, with a focus on promoting global engagement and creating more opportunities for connection for all participants.

In March 2026, Thompson Rivers University's annual *IDays* brought together the campus and Kamloops community to celebrate cultural diversity and global connection through a series of interactive events. The Cultural Booths welcomed approximately 190 visitors and the *World Tea Expo* engaged around 350 participants in informal cultural exchange. The *Fashion Show* drew approximately 285 attendees and featured 100 student participants, followed by a student-led afterparty that extended engagement and connection. The week concluded with the *IDays Showcase*, which welcomed approximately 500 visitors for performances of music, dance, and cultural storytelling. Collectively, *IDays 2026* reinforced the value of student-driven, experiential programming in fostering belonging and intercultural understanding.

Learn more:

- TRU invites all to IDays 2025 to celebrate culture and connection







GOAL

To lead the way in cultivating a culture of community-mindedness with a global conscience by sharing educational practices, exchanging knowledge worldwide and taking a proactive role in addressing regional, national and global challenges through education and scholarship.

KEY PROGRESS HIGHLIGHTS

TRU continued to strengthen its long-standing commitment to intercultural community-mindedness and global engagement. Professional development opportunities such as *Working as and with Multicultural Multilingual Faculty* led by Dr. Wei Yan strengthened TRU's leadership in internationalization by leveraging internal expertise and sharing practices to support diverse faculty communities. TRU also expanded global engagement through participation in international networks, supporting international collaborations and mobility. The university also served as a hub for global dialogue by hosting conferences and forums on shared regional and global challenges. The collection of this information will be improved in the coming years.

CORE STRATEGIC METRICS

19. **Inventory of TRU hosted conferences addressing international and global issues.**

Indo-Pacific Security Conference - *Building Resilience: Canada's Engagement with the Indo-Pacific on Non-Traditional Security Threats*	**Focus**: Climate change, cybersecurity, disaster governance, and global security dialogue (TRU Conference Advances Collaboration on Indo-Pacific Security Challenges).
CAPPP symposiums in Sri Lanka and Hong Kong	**Focus**: Food security, resilience, human rights, disaster management and governance. In partnership with University of Colombo (Sri Lanka) and the University of Ruhuna (Sri Lanka).
National Wildfire Resilience Gathering	**Focus***:* Climate adaptation, biodiversity, and Indigenous fire stewardship through international collaboration (National Wildfire Resilience Gathering Fosters Collaboration and Co-creation at TRU)
Global Horizons Event	**Focus**: Multilingual research, decolonizing pedagogies, and COIL integration.
Educating for Tomorrow Conferences	**Focus**: Three conferences that focus on *Ukrainian Values in a Global World*, *Social Work Values in a Global World*, and *First Responders Values in a Global World*.

55 Source: TRU World, Integrated Planning & Effectiveness. (2026). *Internal operational data.*

OPERATIONAL/CONTEXTUAL METRICS

20. **Number of implemented initiatives within TRU internationalization activities that are in alignment with UN SDGs**	Notable progress toward SDG 11 (Sustainable Cities and Communities), see p. 27. UN SDG Open Educational Resources Fellowship at TRU, see p.27
21. **Number of new programs developed that grow opportunities for international students to study TRU programs**	Master of Engineering Science Health Care Assistant Certificate *(changes to the program length)*
22. **Student outcomes from the academic programs outlined in TRUBold**	*Assessment of outcomes for new programs will require time to generate meaningful evidence. In the interim, early indicators of progress may include first-year enrolment levels and student feedback.*
23. **Become a signatory to the *Climate Action Network for International Educators*.**	*On hold.*

Source: TRU World. (2026). *Internal operational data.*



Objectives

1. ENCOURAGE THE TRU COMMUNITY to collaborate and engage with diverse perspectives to create a positive impact both locally and globally in accordance with the TRU Academic and Research Plans.

By participating in the Premier's trade mission to Asia, TRU reinforced partnerships in Japan, South Korea and Malaysia to expand student mobility and research opportunities. These engagements also supported the development of dual-degree pathways and collaborative research initiatives. Under the leadership of Dr. Robert Hanlon, the *Canada and Asia Pacific Policy Project* (CAPPP) launched a three-year Global Affairs Canada-supported initiative focused on food security, resilience, human rights, disaster management and governance. This included a two-day symposium on *Food Security in Canada–Sri Lanka Relations* with the University of Colombo and a one-day dialogue with the University of Ruhuna in Hong Kong.

On campus, international engagement advanced through hosting of major events such as the *Indo-Pacific Security Conference*, which convened scholars and policymakers to address global challenges including climate change and cybersecurity, and the inaugural *Wildfire Resilience Consortium of Canada (WRCC): Building Foundational Knowledge Gathering*, which included a partnership with Natural Hazards Research Australia on wildfire resilience, Indigenous fire stewardship, and knowledge exchange.

TRU faculty contributed to knowledge exchange through teaching and mobility activities, including Dr. Gloria Ramírez's participation in an *Educational Administration* course at the Universidad de Monterrey and Adina Gray's Block Week seminar on generative AI at Osnabrück University of Applied Sciences in Osnabrück, Germany.

Program changes, including the shift of the *Master of Environmental Economics and Management (MEEM)* to a one-year format, further enhanced accessible, career-oriented opportunities for international students.

This year, TRU established a central coordination point to streamline access and support for research opportunities, including the *Mitacs* program, which has grown from 11 to 25 students for Summer 2026 and is expected to reach 30 participants across Engineering, Mathematics and Statistics, Social Work and Human Services, and Biology. In Year 2, greater emphasis will be placed on tracking faculty and student international research activity and collaborations.

Learn more:

- TRU strengthens global partnerships through premier's trade mission to Asia

2. DEVELOP AND IMPLEMENT STRATEGIES that strengthen local and global partnerships and deepen global perspectives in accordance with the *United Nations Sustainable Development Goals* and the TRU Vision Statement.

As a signatory to the *United Nations Sustainable Development Goals (SDG)* Accord, TRU reports annually on its progress. This year, the launch of a dedicated *UN SDGs webpage* showcases the University's contributions to all 17 goals.

Notable progress toward *SDG 11 (Sustainable Cities and Communities)* includes ongoing work in cultural and heritage preservation, community resilience, and sustainable infrastructure, supported through initiatives like the Low-Carbon District Energy System, wildfire-resilience research, and TRU's Zero Waste Plan.

Additionally, TRU administers the UN SDG Open Educational Resources Fellowship, which advances the integration of open, sustainability-aligned learning materials into course design.

TRU's participation in international mobility and collaboration networks, including Canada and Latin America Research and Exchange Opportunities, the *Canadian Bureau for International Education*, the *British Columbia Council for International Education*, and *ISEP Study Abroad,* strengthens partnerships and expands global engagement. TRU was also accepted this year as a member of the *Association of Commonwealth Universities*, further enhancing opportunities for collaboration, mobility, sustainability alignment, funding access, and knowledge exchange.

Learn more:

- TRU connects local impact to global goals
- TRU Sustainable Development Goals
- TRU social work and wellness centre initiative expands consent education to India

3. PROMOTE A CLIMATE LITERATE APPROACH to internationalization within the TRU Community to advance TRU's commitment to and value of sustainability.

TRU's sustainability leadership is demonstrated by two notable achievements: a Platinum rating through the *Sustainability Tracking, Assessment, and Rating System (STARS)* and a first-place ranking among 80 master's institutions in the 2025 *Sustainable Campus Index*. These achievements reflect meaningful progress toward becoming North America's first zero-carbon campus by 2030.

Efforts are also underway to become a *Climate Action Network for International Educators (CANIE)* signatory and to expand international partnerships related to wildfire resilience. This includes work with *Natural Hazards Research Australia* through the *Wildfire Resilience Consortium of Canada (WRCC)*. Additionally, the BC Wildfire Service and TRU co-hosted a delegation from France on joint wildfire management, training, and knowledge sharing.

Learn more:

- TRU BCWS strengthen wildfire management co-operation with France
- TRU secures top spot in sustainability

4. DEVELOP A COMMUNICATIONS STRATEGY strategy to effectively showcase the impact of TRU internationalization efforts, fostering global awareness and engagement among all members of our community and partners.

TRU highlighted internationalization achievements with all TRU Newsroom articles now including visual alignment to relevant UN SDGs, and there were ten articles specifically highlighting international activities.

The *Global Horizons: Celebrating Faculty Impact on Internationalization* event showcased faculty leadership in multilingual research, intercultural learning, international field schools and globally engaged pedagogy. These early communication activities support TRU's intention to develop a more coordinated approach to sharing internationalization outcomes.

5. STRENGTHEN TRU'S LEADERSHIP in the post-secondary internationalization environment by sharing best practices, contributing to the global discourse, and leveraging our internal expertise for broader impact.

TRU honoured Dr. Kyra Garson for more than 20 years of advancing intercultural learning through work that emphasized equity, multiple perspectives, the role of discomfort in deep learning and the importance of balancing internationalization and Indigenization.

Baihua Chadwick, vice-president international, was honoured with the *International Education Lifetime Achievement Award* at the *2025 BCCIE Conference* in recognition of her two decades of leadership in global education, transnational partnerships and holistic international support services.

TRU recognizes the contributions of many faculty and staff who advance intercultural theory, inclusive pedagogy, and learning outcome design to better prepare learners for diverse global and local contexts. The Year 2 strategy includes improved documentation and systematic capture of these learning opportunities to support sharing, reporting, and future planning.

Learn more:

- Working as and with Multicultural Multilingual Faculty with Dr. Wei Yan
- Baihua Chadwick Honoured with Lifetime Achievement Award in International Education












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THOMPSON RIVERS UNIVERSITY | Tourism Management

MEMO

Date: October 27, 2026
To: Thompson Rivers University Senate
From: Lian Dumouchel, Teaching Professor, Tourism Management Department
Subject: Feedback on Proposed Senate Policy Revisions — Packages 1 and 3

Purpose

I appreciate the work undertaken to modernize and consolidate TRU's academic policies. Improving consistency, clarity, and flexibility is a worthwhile objective, and many of the proposed revisions appear to support these goals.

My comments focus on several substantive changes that I believe warrant further consideration before approval, particularly their implications for academic quality, institutional governance, faculty responsibilities, and student success.

My primary concern is that some revisions represent significant changes to academic standards and institutional practices, with potentially far-reaching organizational consequences. These changes deserve a clear rationale, an assessment of their broader implications, and appropriate implementation safeguards.

A. Package 3 — Governance and Educational Standards

1. Undergraduate residency requirements — ED 8-0

The proposed reduction in undergraduate residency requirements from 50% to 20% is my most significant concern.

For a 120-credit degree, this would permit a student to complete as few as 24 credits through TRU, with the remaining 96 credits potentially completed elsewhere. The proposed policy does not specify that any of these 24 credits must be upper-level or within the student's primary specialization.

While I support student mobility and the recognition of learning completed at other institutions, residency requirements serve an important academic quality-assurance function. They help establish the extent to which an institution has directly contributed to, assessed, and can stand behind the learning represented by the credential it awards.

This raises a fundamental question: **What minimum academic contribution and oversight must TRU exercise to ensure that a TRU degree represents a coherent educational experience meeting our institutional academic standards?**

The proposed reduction also has potential implications for enrolment patterns, course demand, program sustainability, and the relationship between campus-based and Open Learning programs.

I would appreciate clarification regarding:

- The academic rationale and evidence supporting the 20% threshold.
- How TRU will ensure that students completing most of their degree elsewhere demonstrate the integrated learning outcomes of a TRU program.

- Whether some portion of residency should be required at the upper level and within the primary specialization.
- Whether an institutional assessment of the academic, financial, and operational implications has been conducted.

Although the proposal allows programs to establish higher residency requirements through curricular governance, I question whether fundamental safeguards for credential integrity should be left entirely to individual programs.

Recommendation: Retain the existing campus residency requirement pending a more comprehensive review, including consideration of an institution-wide upper-level residency standard and program-level quality-assurance safeguards.

2. Changes to majors, minors, and credential structures — ED 8-0

The proposed revisions substantially alter requirements for undergraduate specializations. In particular, the minimum requirement for a major changes from 24 credits, including 15 upper-level credits, to 30 upper-level credits. Minor requirements also increase to 12–15 upper-level credits, and thematic options are eliminated as a distinct designation.

These changes may have implications well beyond policy terminology.

Existing programs that do not meet the revised requirements may need to redesign their curricula, restructure existing specializations, increase upper-level course offerings, or adjust degree requirements.

The impact could be particularly significant for multidisciplinary programs, smaller departments, and programs whose curricula intentionally integrate knowledge and learning experiences across disciplines.

Further, changes to majors and minors offered by one academic unit may have consequences for programs elsewhere in the university whose students rely on those offerings.

Before approving these changes, Senate should understand how many existing programs and specializations would be affected and the potential consequences for students, faculty, and institutional resources.

Recommendation: Conduct an institution-wide review identifying affected programs and specializations. Clarify the academic rationale for the revised requirements, identify resource implications, and establish appropriate transitional arrangements.

3. Cumulative implementation burden and institutional capacity — ED 8-0 and ED 8-2

I am particularly concerned about the cumulative organizational impact of implementing several substantial curricular changes simultaneously.

Under the proposed residency provision, programs may establish requirements higher than the new 20% minimum through curricular governance. This raises an important question: **Would existing programs that wish to retain the current 50% residency standard be required to initiate formal program-change proposals?**

Similarly, programs with existing majors or minors that do not meet the revised definitions may need to undertake curriculum reviews and submit amendments for approval.

Taken together, these changes could generate a substantial volume of curricular proposals across the university.

For academic departments, this work could involve:

- Reviewing existing programs against the revised policy requirements.

- Determining whether current residency standards should be retained.
- Revising majors, minors, concentrations, and associated course requirements.
- Preparing curriculum proposals and conducting necessary consultations.
- Coordinating changes with other departments and faculties.
- Developing transition plans for students enrolled under existing requirements.
- Revising advising materials, degree pathways, and program information.

The organizational impact would extend beyond departments to Faculty Councils, EPC, the Registrar, academic advising, scheduling, and the administrative offices supporting curricular governance.

I question whether the university has assessed the volume of work these changes could generate and whether sufficient capacity exists to manage it without disrupting other academic priorities.

This concern is particularly relevant when faculty and departments are already managing substantial teaching, service, curriculum development, and student-support responsibilities.

There is also a potential tension between the simultaneous reduction in residency requirements and increased upper-level specialization requirements. One change could reduce the number of credits students take at TRU, while the other could increase demand for particular upper-level courses. The combined consequences for course availability, enrolment patterns, staffing, and program sustainability should be examined.

I recognize that ED 8-0 protects the credential requirements in effect when students entered their programs unless they elect to follow newer requirements. However, this provision does not establish how existing programs themselves will transition to the revised standards.

Several questions require clarification:

1. Will existing programs automatically retain their current residency requirements, or must they submit proposals to maintain a requirement higher than 20%?
2. Will previously approved majors and minors remain valid, or will academic units be required to revise them to meet the new definitions?
3. What transition period will be provided, and how will current students be protected from unintended changes to their graduation pathways?
4. Has the university estimated the number of program and course proposals that may result from these revisions?
5. What administrative support and resources will be available to departments and Faculty Councils?
6. Could policy-driven compliance changes be addressed through a coordinated or streamlined process rather than requiring each department to navigate the full curriculum revision process independently?

Recommendation: Before approving the proposed changes, request a university-wide implementation impact assessment and a clearly articulated transition framework. This should include an inventory of affected programs, expected curricular approval requirements, realistic implementation timelines, and the academic and administrative resources necessary to support the work.

Existing approved program requirements should remain in effect during the transition unless and until an appropriate revision has been approved.

4. Curricular governance and decision-making authority — ED 8-2 and ED 8-5

The proposed revisions streamline undergraduate and graduate curricular governance by removing substantial procedural detail from the policies and placing greater reliance on processes developed by the Office of Mission Fulfilment and Quality Assurance and approved by EPC or GSC.

I recognize the benefits of procedural flexibility. However, streamlining should not inadvertently reduce transparency, weaken collegial governance, or create uncertainty regarding decision-making responsibilities.

In particular, the respective roles of academic departments, Deans, Faculty Councils, Senate committees, and Senate should be clearly established.

The involvement of departments is especially important for interdisciplinary programs and during periods of organizational change.

The proposal also replaces established curricular planning timelines with administratively developed timelines. While greater flexibility may be beneficial, predictable approval processes are necessary for academic planning, recruitment, course scheduling, faculty workload allocation, and student advising.

Given the potential increase in curriculum proposals arising from the revised credential requirements, I am concerned about introducing substantial changes to academic standards and curricular governance processes at the same time.

Recommendation: Provide Senate with the proposed curricular governance procedures, including approval pathways, departmental consultation requirements, decision-making authority, and timelines, before approving the revised framework.

5. Graduate program quality-assurance criteria — ED 8-5

The proposed revision substantially reduces the detailed assessment criteria currently included in ED 8-5, replacing them with a more general governance framework aligned with Degree Quality Assessment Board standards.

The existing policy provides explicit criteria concerning academic rationale, research capacity, faculty resources, infrastructure, financial sustainability, and the implications of new graduate programs for existing academic offerings.

These are substantive considerations supporting informed academic and institutional decision-making.

While such requirements may appropriately be located in supporting procedures, Senate should be satisfied that they remain clearly defined, accessible, and subject to appropriate academic oversight.

Recommendation: Identify where the existing graduate assessment criteria will reside and confirm how academic quality, faculty and research capacity, and financial sustainability will continue to be evaluated.

6. Directed Studies courses — ED 8-0

The proposed recognition of two distinct forms of Directed Studies—individualized delivery of existing approved courses and original courses offered through Directed Studies shells—is a potentially beneficial clarification.

I support the flexibility this provides, particularly for students who may otherwise face delays in completing their programs or who wish to pursue specialized academic and experiential learning opportunities.

However, I would appreciate clarification regarding the academic and operational expectations associated with these arrangements.

For replicated courses, how will the university ensure that individualized delivery provides an equivalent educational experience, particularly where the original course involves collaborative activities, practical components, or other learning experiences that may be difficult to reproduce independently?

There are also implications for faculty workload and departmental planning. Individualized course delivery may require substantial additional instruction, supervision, and assessment, particularly when used to accommodate students unable to access regularly scheduled courses.

The proposed normal limit of two shell Directed Studies courses per program, with exceptions requiring Dean approval, also warrants clarification. Programs currently have discretion to establish their own Directed Studies credit limits, and it is unclear why an additional institution-wide limit is necessary.

Recommendation: Clarify the circumstances and approval processes for replicated Directed Studies, expectations for academic equivalency, and how faculty workload and departmental resources will be addressed. I would also appreciate clarification of the rationale for the two-course limit and how it will interact with existing program-level requirements.

I do not oppose these changes. Rather, I believe that clearer implementation guidance would help ensure that the intended flexibility benefits students without creating unintended academic or operational challenges.

7. Faculty workload, student success, and implementation capacity — ED 8-0

Several proposed revisions may have operational implications for academic units, including changes to specialization requirements, instructional delivery, work-integrated learning, Directed Studies, and service-learning courses.

I support flexible and experiential approaches to education. However, their successful implementation depends on appropriate staffing, supervision, assessment, and administrative support.

Changes to specialization requirements and course offerings may also have consequences for student progression, particularly in non-cohorted programs and smaller departments where upper-level courses may not be offered every semester.

Additional requirements could result in scheduling conflicts, reduced elective flexibility, or longer completion times if sufficient upper-level course capacity is unavailable.

I would encourage Senate to consider not only whether the revised requirements are academically desirable, but whether students and faculty will have the resources and opportunities necessary to meet them.

Recommendation: Ensure that implementation planning explicitly considers faculty workload, course availability, student advising, resource requirements, and students' ability to complete their programs within reasonable timelines.

B. Package 1 — Student Academic Progress and Records

8. Monitoring academic progress and student standing — ED 3-2

The revised policy provides clearer expectations concerning academic standing, probation, progression, and graduation eligibility.

However, these requirements raise practical questions about how the university will identify, monitor, and support students experiencing academic difficulty.

This is particularly important in non-cohorted programs, where students follow different pathways, take courses across departments, or progress at different rates. The inclusion of students not formally enrolled in a program introduces additional monitoring challenges.

The policy also relies on judgments such as whether a student has demonstrated "significant improvement," without defining how these determinations will be made consistently.

Effective monitoring requires more than academic thresholds. It requires reliable student information systems, clear administrative responsibilities, timely communication, and access to appropriate academic support.

It would be problematic if these requirements resulted in additional manual monitoring responsibilities being transferred to academic departments without adequate systems and resources.

Recommendation: Establish a centrally coordinated monitoring and early-intervention process supported by appropriate student information systems and academic advising resources. Clarify decision criteria and the respective responsibilities of the Registrar, academic programs, and student-support services.

9. Distinction between F and DNC grades and implications for student success — ED 3-5

The proposed revision removes the DNC (Did Not Complete) grade from the program-specific grading tables while retaining it under Common Grades and Notations.

While this may be intended as an editorial consolidation, I believe it is important to preserve and clearly communicate the distinction between an F and a DNC.

An F is an earned grade reflecting unsuccessful academic performance after a student has completed the course requirements and attempted the required assessments. A DNC indicates that a student has not completed significant course requirements, such as completing less than 50% of the coursework or failing to complete a mandatory course component.

Although both grades carry a grade-point value of zero, they communicate different information on a student's academic transcript.

An F indicates that the student participated in the course and was assessed but did not achieve the required academic standard. A DNC indicates non-completion of required academic work. This distinction is important for accurately documenting the student's academic record and understanding the circumstances of unsuccessful course completion.

It also has potentially significant consequences beyond the calculation of GPA.

For Canadian students receiving government student financial assistance, eligibility depends in part on maintaining satisfactory academic progress and meeting course-load and completion requirements. Both unsuccessful completion and non-attendance or withdrawal can have consequences for student loan eligibility, but they may be assessed and reported differently.

For international students, maintaining study-permit status involves demonstrating enrolment and active pursuit of studies, including reasonable progress toward program completion. A DNC may raise additional questions about whether the student has remained academically engaged, depending on the circumstances.

A DNC does not automatically establish non-attendance or non-compliance with study-permit conditions. For example, a student may have participated throughout a course but failed to complete one mandatory component.

Nevertheless, the distinction between an F and a DNC may be relevant when a student's academic progress and engagement are reviewed.

These potential consequences make it essential that the distinction between unsuccessful academic performance and non-completion be preserved, consistently applied, and accurately interpreted.

Faculty should not be placed in the position of making grading decisions based on a student's financial-aid or immigration circumstances. Their responsibility is to assess academic performance and completion accurately according to established academic policy.

At the same time, the university has a responsibility to ensure that students understand the potential consequences of non-completion and that institutional reporting accurately reflects the circumstances represented by each grade.

I would appreciate clarification regarding:

- Whether the repositioning of DNC in the policy is strictly editorial and whether its current definition and application remain unchanged.
- How the distinction between F and DNC will be communicated to faculty and students.
- Whether the Registrar, Student Awards and Financial Aid, and TRU World have reviewed the proposed wording for consistency with external reporting obligations.
- How the university ensures that a DNC arising from an incomplete mandatory component is not automatically interpreted as evidence of non-attendance or disengagement.
- Whether appropriate student-facing guidance and early-intervention processes are available to help students understand the consequences of failing to complete mandatory coursework.

Recommendation: Explicitly preserve the distinction between F and DNC as separate academic outcomes, confirm that both remain available within the grading framework, and ensure that their definitions, transcript interpretations, and institutional reporting practices are consistent. Faculty should receive clear guidance on the appropriate use of each grade, and students should be informed of the potential academic, financial-aid, and immigration-related consequences of course non-completion.

C. Overall Recommendations

I support the general objectives of the policy modernization initiative. However, I encourage Senate to distinguish between administrative consolidation and substantive changes to academic standards or governance arrangements.

For the latter, I recommend that Senate request:

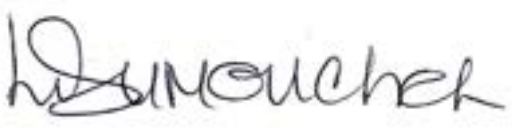
1. **A clear academic rationale** for significant changes, particularly the proposed undergraduate residency reduction and revised specialization requirements.
2. **An institutional impact assessment** identifying affected programs, anticipated curriculum revisions, faculty and administrative workload, resource requirements, and consequences for student progression and program sustainability.
3. **A transparent curricular governance and transition framework** clarifying whether existing programs must submit amendments to retain their current residency standards or comply with the new specialization requirements, as well as realistic implementation timelines and approval processes.

4. **Appropriate academic quality-assurance safeguards** protecting the integrity of TRU credentials and ensuring that important program assessment criteria remain clearly established and subject to academic oversight.
5. **An implementation support plan** providing institutional coordination, adequate resources, and clear guidance for flexible delivery arrangements, including Directed Studies, rather than leaving academic departments to manage the resulting operational challenges independently.
6. **Clear and consistent student academic-record practices**, including the distinction between unsuccessful academic performance and non-completion, with appropriate communication and coordination where academic records intersect with student financial assistance and immigration requirements.

These measures need not delay routine editorial improvements. However, substantive revisions with significant institutional consequences should receive scrutiny proportionate to their potential impact.

Ultimately, our policies should not only provide administrative clarity and flexibility; they must also protect the academic integrity of TRU credentials, respect collegial governance, support faculty in delivering quality education, and enable students to succeed.

Thank you for considering these comments.



Lian Dumouchel

Email: ldumouchel@tru.ca

THOMPSON RIVERS UNIVERSITY

Panagiotis (Peter) Tsigaris, PhD
Professor, Department of Economics
Bob Gaglardi School of Business and Economics
Thompson Rivers University

November 5, 2026

Members of the Senate
Thompson Rivers University
Kamloops, British Columbia

Subject: Request for Further Review of Proposed Educational Standards Policy ED 8-0

Dear Senators,

I am writing to respectfully request that proposed Educational Standards Policy ED 8-0 be referred back to the appropriate committee for further review before final approval. I appreciate the considerable work undertaken to revise the university's educational standards. My principal concern is that, while the proposed policy establishes minimum credit requirements for undergraduate specializations, it provides limited guidance on the academic coherence and composition of those specializations, particularly when they are cross-disciplinary or incorporate courses from a common degree Core. I believe further clarification would strengthen the policy and support its consistent application across the university.

1. Disciplinary and Cross-Disciplinary Majors

Under existing ED 16-0, a Major consists of a minimum of 24 credits in a specific discipline or defined cross-disciplinary area, including at least 15 upper-level credits. Proposed ED 8-0 increases this requirement to a minimum of 30 upper-level credits in a specific discipline or defined cross-disciplinary area. Although the recognition of cross-disciplinary Majors is not new, the proposed revision provides an important opportunity to clarify the academic criteria governing such specializations, particularly given the substantial increase in the minimum upper-level credit requirement.

The term "defined cross-disciplinary area" is central to the proposed policy. While academic units may be responsible for developing curricula and identifying appropriate courses, the policy does not establish the academic criteria by which a collection of courses qualifies as a coherent cross-disciplinary Major. In particular, it remains unclear how qualifying courses are identified, how their contribution to the specialization's academic objectives and learning outcomes is demonstrated, and whether a named disciplinary Major should require a specified minimum of upper-level coursework in its principal discipline. For cross-disciplinary Majors, the policy should clarify how comparable academic depth and coherence are demonstrated.

A distinction should be made between a cross-disciplinary Major designed around an identifiable field of study, such as Political Economy, which integrates Economics and Political Science, and a Concentration that is reclassified as a Major by adding courses from a common degree Core. For example, a five-course, 15-credit Concentration supplemented by five additional upper-level common Core courses would satisfy the proposed 30-credit threshold. However, satisfying a numerical requirement does not, by itself, transform a Concentration into an academically coherent Major or establish a defined cross-disciplinary area. Such a designation should require a substantive academic justification demonstrating that the

additional courses contribute to the depth, coherence and intended learning outcomes of the named specialization. Without clear academic criteria, compliance could be assessed primarily through the number and level of credits rather than the academic coherence of the specialization. A Major should represent an identifiable and academically coherent primary specialization, whether disciplinary or cross-disciplinary.

2. Credit Requirements and Academic Coherence

Minimum credit requirements are necessary, but they are not sufficient to establish the academic integrity of a specialization. The policy should provide clearer guidance on how courses contribute to the disciplinary or cross-disciplinary depth expected of a Major. An important distinction exists between the educational purposes of a common degree Core and those of a Major. A common Core is generally designed to provide the foundational knowledge, analytical skills and professional competencies expected of all graduates of a degree program, regardless of their chosen specialization. A Major, by contrast, is intended to provide coherent disciplinary or cross-disciplinary depth in an identifiable field of study. Core courses may legitimately contribute to a Major. However, the curriculum should demonstrate how those courses, individually or collectively, contribute to the Major's academic objectives and learning outcomes. Their inclusion in a common degree Core should not, by itself, establish that they satisfy the academic requirements of every named Major. This distinction is particularly important in professional and interdisciplinary degree programs, where substantial common curricula may serve several specializations. Clear academic criteria would help ensure that the designation of a Major reflects the coherence and depth of the specialization, rather than compliance with a numerical credit threshold alone.

3. A Proposed Alternative Definition

One possible solution is to remove the phrase "or defined cross-disciplinary area" from the proposed definition of a Major and adopt a common academic standard applicable to all Majors, regardless of the disciplinary origins of their courses. I suggest the following alternative definition:

A Major is an academically coherent primary specialization consisting of a minimum of 30 upper-level credits in an identifiable field of study. Courses contributing to the Major may be drawn from one or more disciplines, provided they demonstrably support its academic objectives and intended learning outcomes.

The proposed definition does not eliminate academic judgment; rather, it makes academic coherence and demonstrable curricular relevance explicit requirements, rather than relying on disciplinary classifications or numerical credit thresholds alone.

4. Request to Senate

In light of these concerns, I respectfully request that Senate refer proposed ED 8-0 back to the appropriate committee to consider the alternative definition presented above and clarify the following matters before final approval:

1. The academic criteria governing the coherence, composition and intended learning outcomes of a Major, regardless of the disciplinary origins of its courses.
2. The principles governing the inclusion of common degree Core courses in named Majors, including

whether a Concentration may be reclassified as a Major primarily through the addition of common Core courses and what academic justification would be required.
3. Whether existing curriculum approval policies and procedures adequately address these matters and, if so, whether ED 8-0 should explicitly reference them.

I am not suggesting that ED 8-0 must contain every academic criterion governing curriculum design. Rather, I am asking that the standards distinguishing a Major from a Concentration be identifiable, consistently applicable and clearly connected to the definition of a Major. In particular, I ask whether the committee can identify the university-wide academic standard that would prevent a 15-credit Concentration from being redesignated as a 30-credit Major simply by counting additional common Core courses, without demonstrating greater academic depth and coherence in the named specialization.

My intention is not to restrict interdisciplinary education or innovative curriculum design. Rather, I believe that clear and meaningful academic definitions are essential to supporting innovation while maintaining consistent academic standards across the university. Given the university-wide significance of these provisions, further review would strengthen the proposed policy and provide clearer guidance to academic units developing and revising degree programs.

Thank you for your consideration.

Sincerely,

Panagiotis (Peter) Tsigaris, PhD
Professor of Economics
Thompson Rivers University