



MEETING OF THE SENATE

Monday, February 23, 2026
3.30pm to 5.30pm

Brown Family House of Learning, C7ístkten' (Winter House, Room HL190)

AGENDA

The public Senate meetings are live streamed, and at the meeting time, non-Senators may [click here to join the meeting](#). The live-stream of the meeting is recorded and 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
 - a. Remarks from the Chair
 - i. Territorial Acknowledgment
 - ii. Introduction of Dr. Gordon Binsted, Provost and Vice-President Academic (designate)
 - iii. Acknowledgment of departing senator Shannon Wagner

Page 1 2. **Adoption of Agenda**

Page 3 3. **Minutes of Previous Meeting**

- a. Minutes of senate meeting of January 26, 2026 (For Decision)

4. **Reports of Officers**
 - a. President and Vice-Chancellor — Dr. Airini
 - b. Provost and Vice-President Academic — Dr. Shannon Wagner

Page 11 5. **Reports of Committees**

- a. Academic Planning and Priorities Committee (Items for Decision) — Dr. Liesel Knaack
- Page 15 b. Budget Committee of Senate (Information) — Dr. Shannon Wagner
- Page 16 c. Educational Programs Committee (Information) — Devon Graham

- d. Steering Committee (Items for Decision) — Dr. James Sudhoff
- e. Academic Integrity Committee (Information) — Shilpee Sharma / Dr. Shannon Smyrl

6. Business

- a. Planning Goals (2025-2030) (Board of Governors seeking advice from Senate; memo from Board Chair to be circulated to Senate after February 20 Board meeting. Advice will be sought at the March 23 Senate meeting.) — Dr. Airini

7. Question Period

8. Next Senate meeting

- a. The next regular meeting of Senate is on Monday, March 23, 2026 from 3.30pm-5.30pm in the Brown Family House of Learning, C7ístkteñ (Winter House, Room HL190).

9. Adjournment of Meeting

10. Senate In-Camera Meeting



MEETING OF THE SENATE

Monday, January 26, 2026
3.30pm to 5.30pm

House of Learning, HL190

MINUTES

Present:

Dr. Airini (Chair), Greg Anderson, Inderpreet Bains, Mike Bluhm, David Carter, Tracy Christianson, John Church, David Cormier, Melba D'Souza, Yasmin Dean, DeDe DeRose, Katia Dilkina, Seán Donlan, Sarah Gibson, Jenna Goddard, Tania Gottschalk, Oleksandr Kondrashov, Brad Kozubski, Derek Knox, Aleece Laird, Gurjit Lalli, Laura Lamb, Ehsan Latif, Rita Leone, James Lomen, Krish Maharaj, Daleen Millard, Ryan Munden, John Patterson, Baldev Pooni, Gordon Rudolph, Anne St. John-Stark, Anne Terwiel, Mark Wallin, Juliana West, Joel Wood (Vice-Chair)

Regrets:

Ishan Kapoor, Mónica Sánchez-Flores, Shannon Wagner, Joanna Urban

Absent:

Ikenna Ezeka, Mishal Nizar

Executive and Others Present:

Baihua Chadwick (Vice-President, International), Matt Milovick (Vice-President, Administration and Finance), Scott Blackford (Interim General Counsel), Charlene Myers (Manager, University Governance)

1. Call to Order

Chair of senate, Dr. Airini, called the meeting to order at 3:31pm and acknowledged the territory on which TRU's campuses are situated. She also thanked outgoing senator Rani Srivastiva, Dean of Nursing, and welcomed incoming senator Tracy Christianson, Acting Dean of Nursing.

2. Adoption of Agenda

Dr. Airini reported that Dr. Shannon Wagner was unable to attend this meeting because of scheduled vacation, so there would be no Report from the Provost. She added that Matt Milovick would present the report from the Budget Committee of Senate and Senator Millard would present the reports from the Academic Planning and Priorities Committee.

The chair of senate asked senators if there were any objections or changes to the agenda and, as there were none, the agenda was adopted as circulated.

3. Minutes of Previous Meeting

a. Minutes of senate meeting of December 8, 2025

Dr. Airini invited senators to identify any corrections required to the minutes and, hearing none, the minutes were approved as circulated.

4. Reports of Officers

a. President and Vice-Chancellor

Dr. Airini delivered her report (attached), speaking on the following topics:

- Academic leadership and governance
- Academic programs and student experience
- Research, innovation, and academic reputation
- Equity, inclusion; and recognition

She added that the next meeting of the Board of Governors was on February 20, at which time they would consider the materials related to the Planning Goals 2025-2030. After that meeting, senate should expect a recommendation from the board to seek senate's advice, which she anticipated happening at the March 23 senate meeting. Dr. Airini asked senators to prepare to give that advice on the planning goals, information related to which they could find on the President's website at the following link: <https://www.tru.ca/president.html#planning-goals>.

b. Provost and Vice-President Academic

As Dr. Shannon Wagner was unable to attend the meeting, there was no report from the Provost. Dr. Airini invited senators who had questions for the provost to either state them at the meeting for the secretariat to forward to Dr. Wagner or email her directly. She added that the Provost would be asked to note, in her next

report to senate, how she handled any questions arising from this meeting. No senators asked questions.

5. Reports of Committees

Dr. Airini reminded senators that the senate follows a schedule for committee reports and reported that the Secretariat had circulated the senate committee reporting schedule to all committee chairs. She added that chairs had also been informed that they may present reports from their committees to senate at times additional to those on the reporting schedule if required, and that they had also been asked to notify the Secretariat should the current reporting schedule no longer work for their committee.

a. Academic Planning and Priorities Committee

Senator Millard presented the reports of the Academic Planning and Priorities Committee (APPC) on behalf of the committee chair, Dr. Shannon Wagner.

i. December 2025 report

The December APPC report contained one item for decision by Senate, namely a name change to the Department of Marketing and International Business.

*On motion duly made and adopted, it was **RESOLVED** that Senate approve the name change from the Department of Marketing and International Business to the Department of Marketing.*

The December APPC report also contained several items for information.

ii. January 2026 report

The January APPC report contained one item for decision by Senate.

1. Category III Change: Bachelor of Arts, Major in History

*On motion duly made and adopted, it was **RESOLVED** that Senate approve the changes to the Bachelor of Arts, Major in History as presented.*

The January APPC report also contained several items for information.

b. Budget Committee of Senate

Matt Milovick, Vice President Administration and Finance, presented the report on behalf of the committee chair, Dr. Shannon Wagner. All items in the BCOS report were for information.

c. Educational Programs Committee

Devon Graham, chair of the Educational Programs Committee, presented the report, all matters within which were for information.

d. Steering Committee

The December 2025 and January 2026 reports from the Steering Committee were presented by the committee chair, Dr. James Sudhoff.

i. **December 2025 report**

The December Steering Committee report contained one item for decision by Senate, namely appointments to senate and other committees.

Dr. Sudhoff noted that Student Senator Ishan Kapoor, who was on the list of proposed appointees, had asked to withdraw from the Chancellor Nomination Committee, so his name should be removed from the list. The original motion proposed to senate was as follows:

That Senate approve the volunteer appointments to the Senate Standing Committee and the ad hoc Chancellor Nomination Committee as mentioned.

With the support of the Steering Committee chair, a motion to amend the proposed motion was moved, seconded, and carried. After the amendment was voted on, Dr. Airini called the question on the main motion as amended.

*On motion duly made and adopted, it was **RESOLVED** that Senate approve the volunteer appointments to the Senate Standing Committee and the ad hoc Chancellor Nomination Committee as mentioned, excluding the student:*

a. *Academic Planning and Priorities Committee ("APPC")*

Faculty Senator: Joel Wood (2nd term)

b. *Chancellor Nomination Committee*

Senators:

- *Rita Leone, Support Staff*
- *Gordon Rudolph, Teaching Staff Open Learning*

ii. **January 2026 report**

The January Steering Committee report contained one item for decision by Senate, namely an appointment to the Qelmúcw Affairs Committee.

*On motion duly made and adopted, it was **RESOLVED** that Senate approve the volunteer appointment to the Senate Standing Committee as mentioned:*

- a. *Qelmúcw Affairs Committee ("QAC")*
Faculty: Jeneen HERNs-Jensen

e. **Sabbatical Leave Committee**

Dr. Brian Roy, committee chair, gave the report of the Sabbatical Leave Committee. All items in the report were for information.

6. Question Period

The senate vice-chair, Joel Wood, chaired this portion of the meeting so that President Airini could respond to questions. No questions were forthcoming.

7. Presentation

Senator Bluhm presented a summary and highlights of domestic enrolment for the current academic year, fall 2025 intake. Discussion ensued.

8. Next Senate meeting

- a. The next regular meeting of Senate is on Monday, February 23, 2026 from 3.30pm-5.30pm in the Brown Family House of Learning, C7ístkteñ (Winter House, room HL190).

9. Adjournment of Meeting

As no further business was identified, the chair adjourned the meeting at 5:13pm.

President and Vice-Chancellor's report to Senate

25th January 2026

Tnecwéye ell re tmicw re Secwépemc.

"I acknowledge the land of the Secwépemc."

Weyt-kp. Bonjour. Hello Senators.

As we begin our first Senate meeting of the calendar year, I want to thank you for the leadership and academic stewardship you bring to TRU. Our shared purpose is strong, and the months ahead will call on our best thinking and collaboration.

Mindful of Senate's legislated responsibilities and bylaws¹, this report covers:

- Academic leadership and governance
- Academic programs and student experience
- Research, innovation, and academic reputation
- Equity, inclusion and recognition

First, academic leadership and governance.

I am pleased to confirm the appointment of Dr. Gordon James Binsted as our next Provost and Vice-President Academic. Gordon joins us in February and steps fully into the role on March 9. I also want to express my sincere appreciation to Dr. Shannon Wagner for her principled leadership as Interim Provost. Her contributions over this past period have been significant, and we look forward to her continued leadership as Vice-President Research.

This term, Senate will play an essential role in the development of our Planning Goals 2025–2030. We are building our future TRU. We are preparing our future, not preparing for the future. The Board meets on February 20 and will consider a recommendation to seek Senate's advice at your March 23 meeting, ahead of Board deliberations later that month. This is a key moment to affirm how TRU advances Envision TRU with focus, clarity, and measurable academic impact. During this week and early February discussions will also happen with Student Success co-chairs and Qelmucw Affairs committee of Senate.

We are also deeply engaged in the Province's Public Post-Secondary Education review. My recent meeting with reviewer Don Avison was constructive and centred on TRU's distinctive role as BC's first dual-sector research university. As a system, BC is considering what

¹ The Senate has:

- a. advisory responsibilities on the development of educational policies for the matters designated under the Act;
- b. the power and duty to set policies, criteria and curriculum for the matters designated under the Act;
- c. the right to approve procedures established by the Board of Governors for the selection of candidates for President, Deans, Librarians, the Registrar and other such senior Academic Administrators as the Board may designate.

public post-secondary must be for decades ahead; it is vital that our academic pathways, applied research strengths, and commitments to access and regional equity are clearly understood.

Budget townhall is coming up on February 10 at 11.30am. We are in phase 1 of two phases 2025/26-2027/28; 2028/29-2030/31. Budget materials come to BCOS en route to Senate and then the Board. The Board meets on 20 February.

Second, academic programs and student experience.

The new Respiratory Therapy Annex at Sahali Mall is now open. RP is a licensed health-care professional specializing in cardiopulmonary care - conditions affecting both the heart and lungs. This purpose-built facility expands our lab and simulation capacity and supports up to 160 students each day. Importantly, all classes remain on campus, while specialized labs at the annex strengthen our contribution to provincial health-care training priorities. This project is fully funded by the Province for construction and operations over 10 years. My thanks to the faculty and staff who made this a reality.

We have also received the final *All Seasons. All Students. Safe* report. The Executive Team is reviewing the recommendations now. Where Senate policy or academic supports intersect, I will bring forward items for your consideration. Thank you to Sara Wolfe and Reuben Onyango for co-leading this working group. Thank you to all 12 members of the working group.

Third, research, innovation, and academic reputation.

TRU is actively competing for the federally funded Canada Impact+ Research Chairs, a major opportunity to attract globally recognized scholars whose work delivers public benefit and expands Canada's research capacity. Each chair is valued at up to \$1 million per year and aligns directly with our research mandate under the TRU Act.

We have also submitted as a QS Contributor, strengthening TRU's visibility and transparency on the global stage. Work is underway on the Macleans submission. In Fall we submitted for the THE sustainability impact rankings. In a few weeks we will submit for the STARS rating and our goal to retain platinum rating in this worldwide scale.

Fourth, equity, inclusion, and academic recognition.

During Black History Month, TRU will formally sign the Scarborough Charter—an important commitment to addressing anti-Black racism and fostering Black inclusion across Canadian higher education. Thank you to Keisha and team for the organizing of this BHM.

Nominations for the 2026 President's Annual Merit Awards are now open, with key deadlines in February. I encourage Senators to promote nominations across your Faculties and Schools.

Finally, honorary degree nominations for 2027 Convocation are open through August 31, 2026. Senate's role in reviewing and recommending candidates remains deeply valued. Thank you Lori-Ann Austin for chairing this Senate committee.

As Senators, please:

1. Prepare for your March advice on the Planning Goals 2025–2030. The information is posted at tru/president.ca.

2. Champion Merit Award and Honorary Degree nominations.
3. Encourage participation in the Budget Townhall in February, and your advice on the student-safety recommendations when they come forward.

Merci. Kukwstsétselp.

Dr. Airini
Professor of Education
President and Vice-Chancellor

Thompson Rivers University campuses are on the traditional lands of the Tk'emlúps te Secwépemc and the T'exelc within Secwepemcúl'ecw, the traditional and unceded territory of the Secwépemc. Our region also extends into the territories of the St'át'imc, Nlaka'pamux, Nuxalk, Tsilhqot'in, Dakelh, and Syilx peoples.



ACADEMIC PLANNING AND PRIORITIES COMMITTEE FEBRUARY 2026 REPORT TO SENATE

The February 12, 2026, meeting of APPC was chaired by Dr. Liesel Knaack on behalf of Dr. Shannon Wagner, Chair, Academic Planning and Priorities Committee. The following items come forward from APPC to Senate:

FOR APPROVAL

1. **Category III, Home Support Attendant Certificate OL**, Tracy Hoot, School of Nursing

[Comparison](#)

[All Fields](#)

Motion Approved at APPC

On motion duly made and adopted, APPC recommends to Senate and the Board the deletion of the Home Support Attendant Certificate as presented.

Category III: Deletion of a program

2. **Category III, Practical Nurse Access Certificate OL**, Tracy Hoot, School of Nursing

[Comparison](#)

[All Fields](#)

Motion Approved at APPC

On motion duly made and adopted, APPC recommends to Senate and the Board the deletion of the Practical Nurse Access Certificate as presented.

Category III: Deletion of a program

3. **Category III, Master of Nursing**, Tanya Sanders, School of Nursing

[Comparison Report](#)

[All Fields Report](#)

Motion Approved at APPC

On motion duly made and adopted, APPC recommends to Senate the changes in the Master of Nursing as presented.

Category III: Program admission updates

4. **[Flexible Delivery and Learning Modes Framework](#)**, Liesel Knaack, Vice-Provost, OLT

Motion Approved at APPC

On motion duly made and adopted, APPC recommends to Senate the approval of the Flexible Delivery and Learning Modes Framework, as presented in the associated four core documents: a) Overview of initiative, commitments and foundational principles; b) Definitions and details of flexible delivery and learning modes; c) Curriculum processes for approving and modifying program and course modes; d) Decision chart and guiding questions.

See memo to Senate below.

FOR INFORMATION

1. **Academic Integrity Updates**, Shannon Smyrl, Jenna Goddard, Shilpee Sharma, Academic Integrity Committee
2. **English for Academic Purposes Action Plan**, Jane Steiger and Alex Church, EDSW
3. **Return to Registered Nursing Program Response to Recommendations**, Acting Dean Tracy Christianson and Associate Dean Tracy Hoot, School of Nursing
4. **University and Employment Preparation Action Plan**, Dean Yasmin Dean and Christine Miller, EDSW
5. **New Process for Cultural Advising on Curriculum**, Shannon Smyrl, MFQA

EPC Category II Approvals, Devon Graham, EPC Chair

1. HLTH 1061 Medical English

Respectfully submitted on February 12, 2026 by



Liesel Knaack for
Shannon Wagner,
Chair, Academic Planning and Priorities Committee

To: President Airini and TRU Senate

From: Liesel Knaack, Vice Provost, OLTi

RE: Proposed Flexible Delivery and Learning Modes Framework

The proposed *Flexible Delivery and Learning Modes* are presented as an updated revision and expansion of the current senate approved *Flexible Delivery Overview & Glossary*.

The proposed *Flexible Delivery and Learning Modes* are part of a strategic approach to curriculum delivery commitments that are pedagogically informed, resourced, and prioritized for quality and consistency of the student experience. Associated guidelines, processes, and resources will support programs in modality decision-making and implementation.

Motion: that Senate approve the proposed Flexible Delivery and Learning Modes Framework, as presented in the associated four core documents: a) Overview of initiative, commitments and foundational principles; b) Definitions and details of flexible delivery and learning modes; c) Curriculum processes for approving and modifying program and course modes; d) Decision chart and guiding questions.

Document Summary

1. Overview of Initiative, Commitments and Foundational Principles

Articulates the six commitments to student success and the foundational principles for flexible learning design and delivery modes that underpin this framework, in alignment with the institutional academic and open learning plan.

2. Definitions and Details of Flexible Delivery and Learning Modes

Defines the spectrum of four core delivery and learning modes, with a total of 10 TRUFlex variations. Note: this is the replacement of the current Senate approved glossary.

3. Curriculum Processes for Approving and Modifying Program and Course Modes.

Articulates the procedures and processes for approving and modifying program and course delivery and learning modes.

4. Decision Chart and Guiding Questions

Resource to support strategic and informed decision making in the planning and implementation of program and course delivery and learning modes.

History of Development and Engagement:

The initial *Flexible Delivery Overview and Glossary* was approved at Senate in April 2024. In 2024 and 2025, the TRUly Flexible working group continued campus-wide consultation and discussion on an institutional flexible delivery strategy. In the Summer of 2025, Liesel Knaack, new Vice-Provost, OLTi,

engaged broadly across the campus community and built on this previous work to produce the current Flexible Delivery and Learning Model framework, as a revision and expansion to the earlier Glossary document. In the Fall 2025 and Winter 2026, a series of information sessions was held on the proposed framework, including both open sessions and targeted sessions for faculties, administration, staff, and union leadership. Feedback from these sessions was incorporated into the draft Framework presented to Senate in February 2026.

First Year Trial Evaluation and Reporting Plan:

Following approval of the Framework, a selection of courses will be included in a trial of the flexible delivery and learning mode framework for the 26/27 academic year. Experiences and feedback on all elements, including the underlying principles, the modality definitions, and the procedures, will be collected through transparent and publicized opportunities; feedback will be evaluated during the year, culminating in an outcomes report and associated revisions, to be presented at Senate in spring of 2027.



BUDGET COMMITTEE OF SENATE (BCOS)

FEBRUARY 2026 REPORT TO SENATE

The February 10, 2026 meeting of the Budget Committee of Senate was chaired by Dr. Shannon Wagner, Provost and Vice-President Academic (Interim). The following item is presented to Senate for information:

Budget Town Hall

S. Wagner and M. Milovick provided the Committee with a recap of the Budget Town Hall event that had been held with the TRU community earlier in the day and responded to questions and comments raised by the Committee.

The next BCOS meeting is scheduled for March 10, 2026.

Respectfully submitted on February 17, 2026 by:

A handwritten signature in dark ink, appearing to read "Shannon Wagner".

Dr. Shannon Wagner, Chair, Budget Committee of Senate
Provost and Vice-President Academic (Interim)



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

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

Category I Modifications

1. BIOL 1592 Human Anatomy and Physiology 1
2. BIOL 1593 Human Anatomy and Physiology I
3. HLTH 3101 Client-Directed Care Management
4. HLTH 4021 Health Policy
5. NRSC 1120 Dendrology 1

Respectfully submitted on February 13, 2026 by

A handwritten signature in black ink that reads "Devon Graham". The signature is written in a cursive, flowing style.

Devon Graham, Chair, Educational Programs Committee

**Steering Committee
Report to Senate**

February 11th 2026

1. APPOINTMENTS TO COMMITTEES

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

a. **Educational Programs Committee (EPC)**

Faculty

- **Angus Duff**, TRU Gaglardi School of Business and Economics

Dean

- **Mark Wallin**, Faculty of Arts (term to commence April 1, 2026)

- *Motion: The Steering committee recommends that Senate approve the volunteer appointments to the Educational Programs Committee as mentioned.*

2. BUSINESS

a. **Student Senator Request for Leave of Absence**

Student Senator, Ishan Kapoor, wrote to the steering committee, requesting a leave of absence from Senate for up to 4 months. The Steering committee reviewed the request and recommends that Senate approve a leave of absence for up to 4 months.

- *Motion: That Senate approve a leave of absence for up to 4 months for Student Senator, Ishan Kapoor.*

Respectfully submitted,
Kukwstsétsemc (Thank you)



James Sudhoff, DVM
Chair, Steering Committee of Senate



Academic Integrity Committee Report 2024 - 2025 Academic Year September 1, 2024 – August 31, 2025

Academic Integrity is a fundamental responsibility for any post-secondary institution, and the Senate Academic Integrity Committee (AIC) is essential to TRU's commitment to upholding the academic principles of honesty, trust, fairness, respect, responsibility, and courage.

The office of academic integrity (OAI) is responsible for “producing and presenting to senate a report of departures from academic integrity annually (ED 05-0 2.1(h)).” This report is submitted jointly by the Director of the OAI and the AIC Chair, and provides an overview and statistics for the 2024/25 academic year (September 1, 2024, to August 31, 2025), along with historical data for context and comparison.

New Policy and the Centre for Academic Integrity

A revised Student Academic Integrity policy ED 05-0 was implemented at the end of this academic year, in August of 2025. The new policy meant significant changes to the organization and oversight of TRU's responsibilities for academic integrity.

Specific changes included:

- The creation of a designated office of academic integrity, branded the [Centre for Academic Integrity](#), with broader institutional responsibilities for oversight and education.
- New procedures for the reporting and adjudication of suspected cases of departure from academic integrity, including the creation of dean's designates to take on some of the adjudication work and to sit as members on the AIC.
- The bringing together of the academic integrity learning strategist with a larger team providing educational and administrative supports to all members of the campus community, including students.
- The appointment of a Director, Academic Integrity. Currently, this position is filled by the Interim Director, Mission Fulfilment and Quality Assurance.
- Restructuring of the function of the AIC to include panel adjudications.
- Revised terms of reference for the AIC

For the 24/25 year and before, the Office of Student Affairs (OSA) has provided support to the AIC. With the creation of the Centre for Academic Integrity, this work shifted to a new area. The Director role, previously performed by Cassie Greenough, the Director of Student Affairs, shifted to Shannon Smyrl, the Interim Director of Mission Fulfilment and Quality Assurance. The Administrative Assistant role, previously performed by Julia Hedge, the Administrative Assistant of the Office of Student Affairs, shifted to Kristen Jacobsen, the Administrative Assistant in the Quality Assurance Office. Licheng Li remained in her role as the Academic Integrity Learning Strategist through the transition. This transition began in April of 2025 and concluded in August of 2025.

This team from the OSA has provided years of support for the AIC and academic integrity in general at TRU, and through the transition, provided unending guidance and resources.

These changes occurred at the end of the year covered in this report. The following information in this report represents practice and outcomes under the older policy and structure. The 2025-2026 report, to be delivered in October 2026, will provide outcomes related to this new structure.

Annual Outcomes and Issues

In the 24/25 academic year, the AIC met almost weekly to avoid a backlog of cases, adjudicating over 500 cases (holding stable from the 2023-24 academic year).

The data presented in **Appendix B** highlights several notable areas for action:

1. A measurable increase in the number of cases attributed to *fabrication* in the past two years signals the increasing impact of generative AI within education. The AIC and the Centre for Academic Integrity will need to prioritize ongoing educational work to support faculty in areas such as clear learning outcomes and expectations, and assessment design; as well, education is needed for students on interpreting boundaries for these tools.
2. In the last two years, the proportion of Open Learning cases to Campus cases has increased significantly. Work is needed here in areas of liaison and training with OLFM, as well as stronger considerations of course and assessment design for these unique learning modes.

Future academic integrity challenges require us to continue to promote a rational, holistic approach to academic integrity by ensuring that (i) the TRU community is appropriately and consistently educated about academic integrity matters, (ii) cases continue to be treated in a fair, consistent, and timely manner, and, where appropriate, (iii) The AIC decisions are rehabilitative rather than retributive and (iv) the challenges of artificial intelligence, especially text-generative technologies, like ChatGPT, are addressed.

Shannon Smyrl
Director, *Centre for Academic Integrity*

Shilpee Sharma
Chair, *AIC*

Appendix A
Academic Integrity Committee Membership Roster
As of August 31st, 2025

Representative	Name
Chair	Shilpee Sharma (July 2025). Previously Seán Donlan
Vice-Chair	Iain Pardoe
Faculty of Science – Faculty Member	Joseph Brown
Faculty of Arts – Faculty Member	Benjamin Woodford
Faculty of Adventure, Culinary Arts & Tourism – Faculty Member	Bridget Orsetti
Faculty of Education & Social Work – Faculty Member	Robert Wielgoz
Faculty of Law – Faculty Member	Seán Patrick Donlan*
School of Business & Economics – Faculty Member	Jeffrey Kent
School of Trades & Technology – Faculty Member	Vacant
School of Nursing – Faculty Member	Candace Walker
Faculty of Student Development – Faculty Member	Jenna Goddard
Faculty of Science – Dean’s Designate	Vivek Kumar
Faculty of Arts – Dean’s Designate	Elizabeth Reimer
Faculty of Adventure, Culinary Arts & Tourism – Dean’s Designate	Doug Booth*
Faculty of Education & Social Work – Dean’s Designate	Susie Safford
Faculty of Law – Dean’s Designate	Seán Patrick Donlan*
School of Business & Economics – Dean’s Designate	Jijun Gao
School of Trades & Technology – Dean’s Designate	Satwinder Paul
School of Nursing – Dean’s Designate	Tracy Hoot
Faculty of Student Development – Dean’s Designate	Will Garrett Petts
Open Learning – Non-Faculty Member	Iain Pardoe
TRU World Representative	Shilpee Sharma
University Library Representative	Michelle Terriss
Student	Sufiyan Ateeq*
Student	Ishan Kapoor*
Student	Zafreen Jaffer
Graduate Student	Min Wu*
Director, Office of Academic Integrity (Non-Voting)	Cassie Greenough; Shannon Smyrl (August)
Academic Integrity Learning Strategist (Non-Voting)	Licheng Li
Recording Secretary (Non-Voting)	Julia Hedge; Kristen Jacobsen (August)

Committee Status

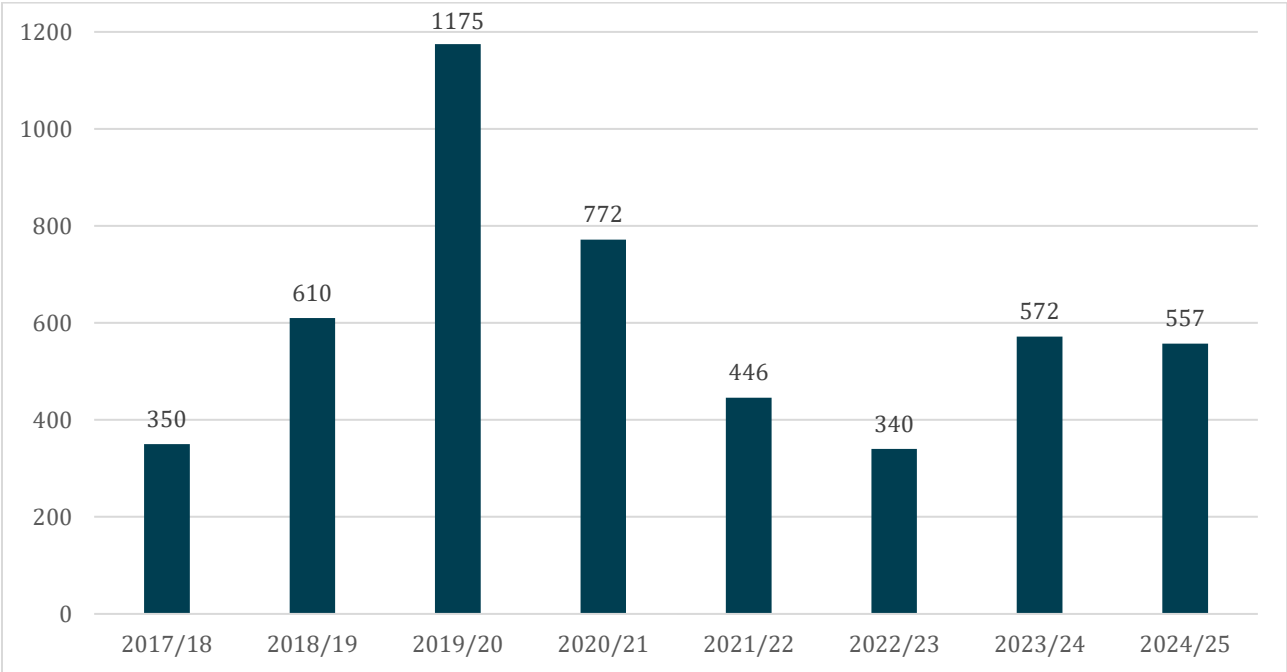
The above chart represents membership in August 2025. Meeting dates are determined by the AIC on a weekly basis, as required. Meetings routinely take place in a timely manner, within the 60-day timeframe outlined in the policy without a backlog of cases. During this academic year, meetings were held on Thursdays from 10:00am-12:30pm; however, due to conflicts, this time slot was moved to Friday mornings as of September 2025. Shilpee Sharma was voted in as chair in July 2025.

***Exiting Academic Integrity Committee Members**

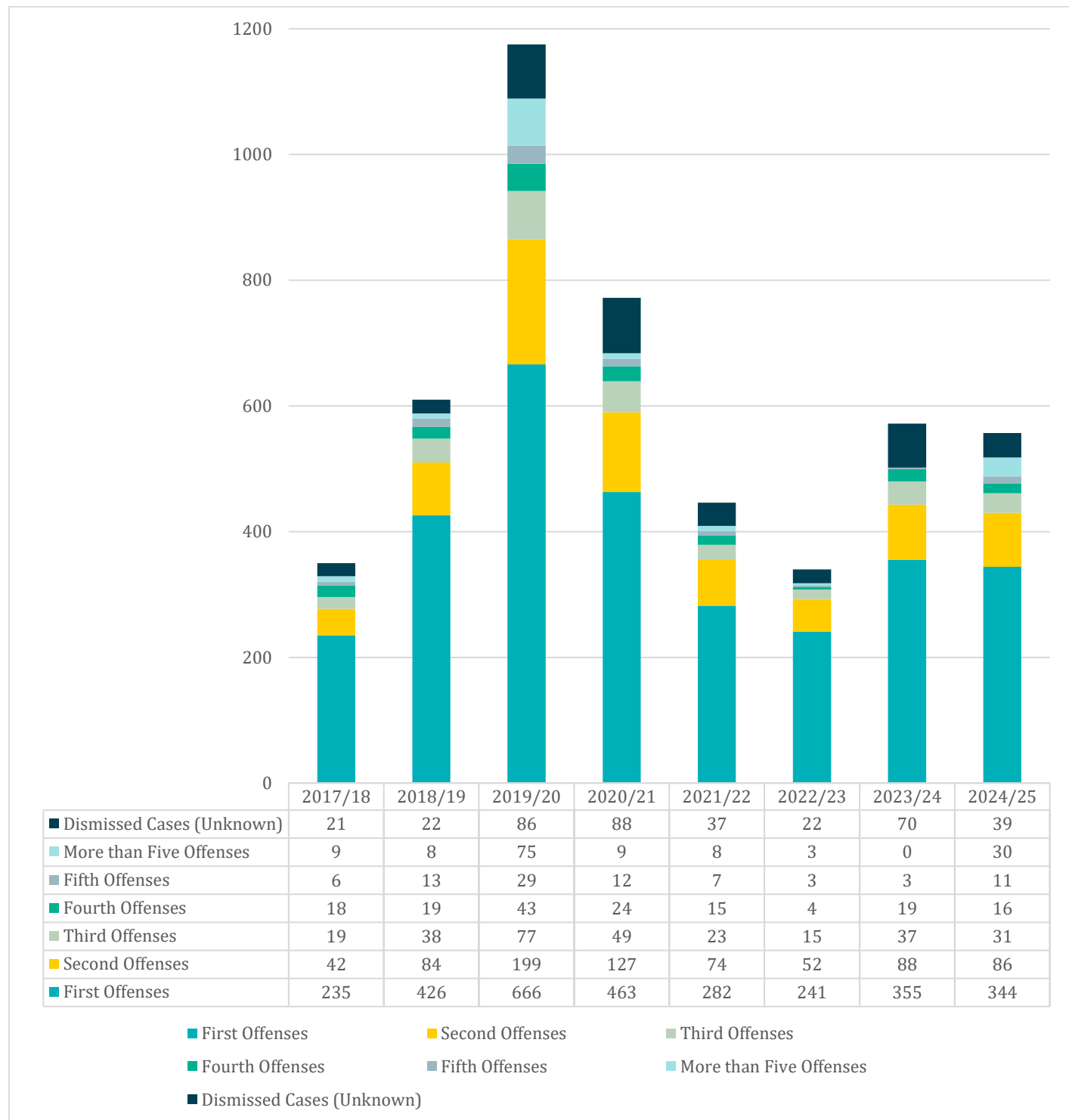
The AIC appreciates the hard work of the members on the committee and would like to thank past 2024/25 student representatives and faculty members for their service and support.

Appendix B
Academic Integrity Cases
2024 - 2025 Academic Year

Figure 1
Academic Integrity Cases by Academic Year, September 1, 2003, to August 31, 2025

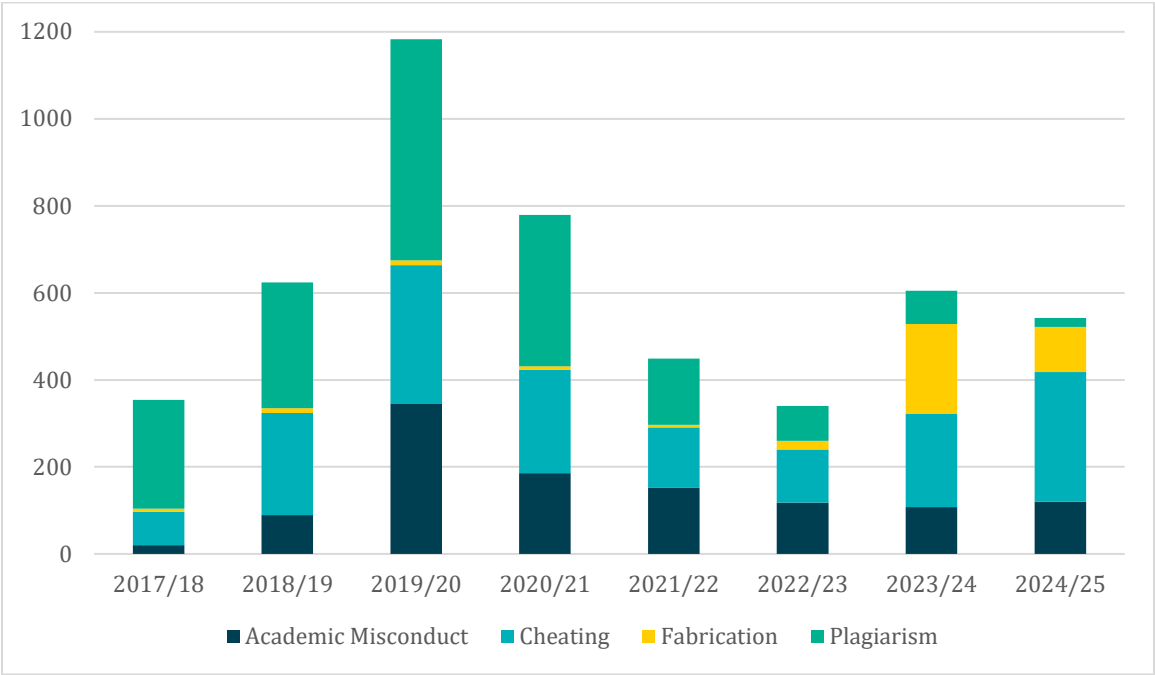


Note: Figure 1 provides a breakdown of the total number of Academic Integrity cases adjudicated by the Committee, including first offenses adjudicated by Dean’s Designates. The number of cases in the 2024/25 year held steady when compared to the 2023/24 year, with a small decrease (-15 cases).

Figure 2*Repeat Departures year to year-September 1, 2024, to August 31, 2025*

Note: Figure 2 provides a breakdown of the number of cases that are repeat departures, specifically the number of cases where a departure is a student's first, second, third, fourth, or more. The 2024/25 year saw a small decrease in 1st, 2nd, 3rd, and 4th level cases; however, a small number of students received many cases at once (one student received 32 cases), which resulted in a large jump in the "More than Five Offenses" category. First and second departures still represent the largest proportion of cases seen by the committee.

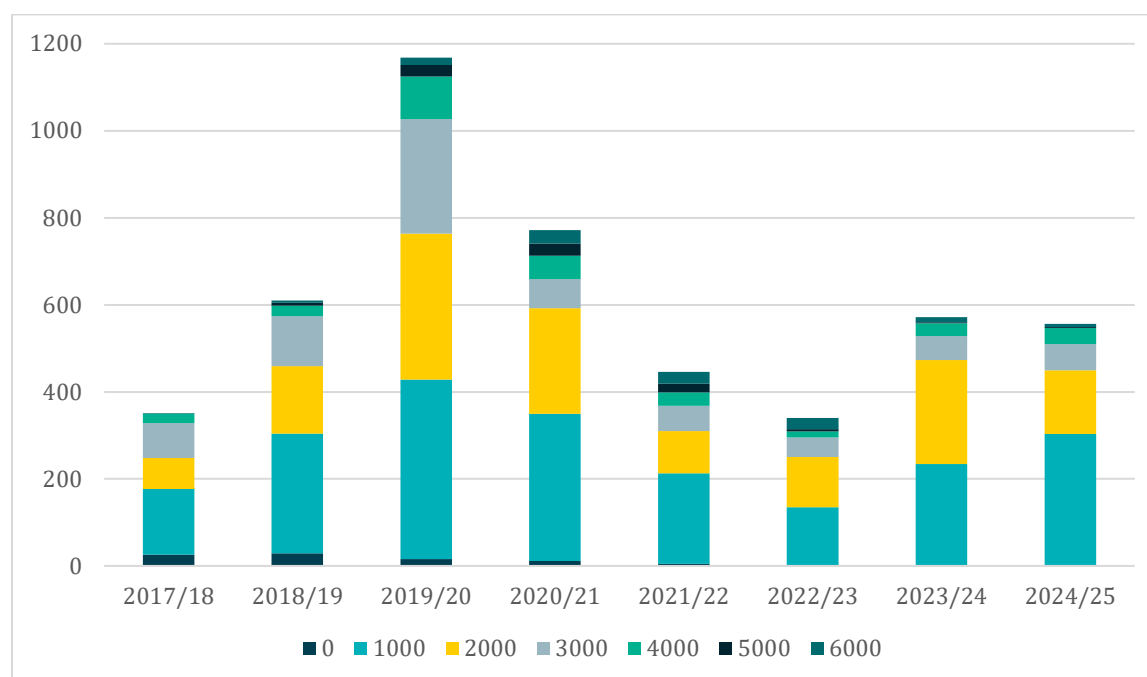
Figure 3
Academic Integrity Cases by type of Departure, September 1, 2024, to August 31, 2025



Year	Academic Misconduct	Cheating	Fabrication	Plagiarism
2017/18	20	77	7	250
2018/19	89	235	11	289
2019/20	346	318	11	508
2020/21	186	237	8	348
2021/22	152	139	6	152
2022/23	118	122	20	80
2023/24	108	214	206	77
2024/25	120	298	104	20

Note: Figure 3 indicates the types of departures within academic integrity cases. The use of text generative technologies, such as Chat GPT, is categorized as fabrication under ED 5-0. Due to the rise of Generative AI, Fabrication cases continue to represent the second most common type of departure. However, due to increased awareness of this issue and improved education on Academic Integrity by instructors, the number of Fabrication cases has decreased by 50% from the 2023/24 academic year.

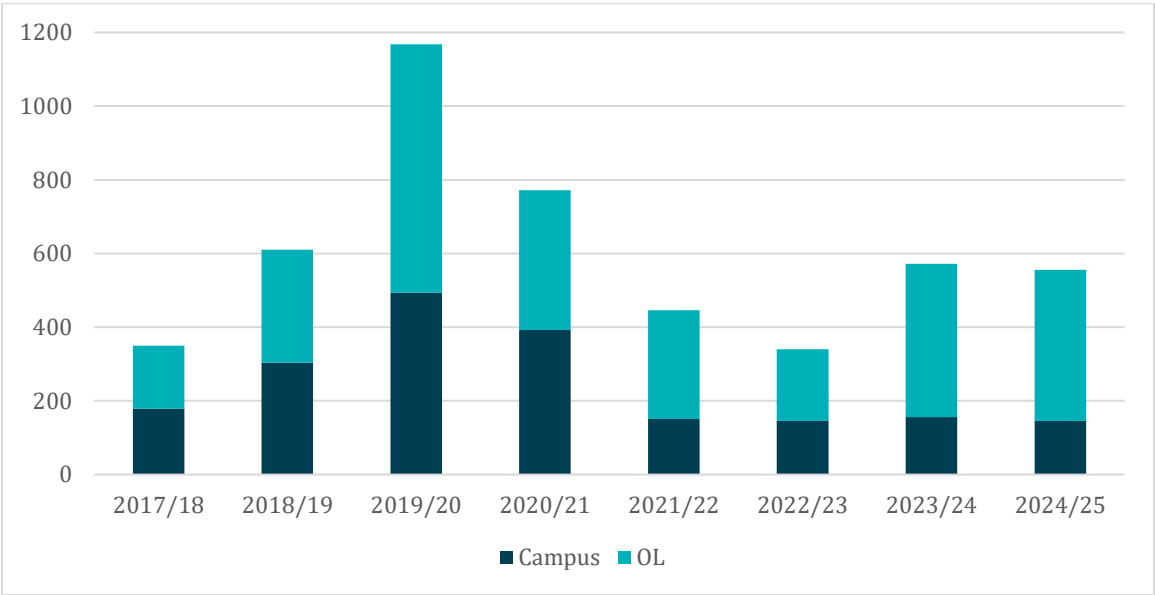
Due to the occasional case being associated with more than one type of departure (for example, copying and pasting a response generated by Chat GPT might be considered Fabrication and Plagiarism), the total number of cases from this chart will be slightly more than the total number of cases. In the 2024/25 year, 11 cases were associated with more than one category of departure.

Figure 4*Academic Integrity Cases by Course Level, September 1, 2024, to August 31, 2025*

Year	0000 level (Uprep)	1000 level	2000 level	3000 level	4000 level	5000 level	6000 level
2017/18	26	152	69	80	22	0	1
2018/19	29	275	155	115	24	7	5
2019/20	16	412	336	263	98	26	17
2020/21	11	339	242	67	54	28	31
2021/22	5	208	97	58	31	20	27
2022/23	2	133	115	45	14	5	26
2023/24	0	234	239	55	30	2	12
2024/25	1	302	147	60	37	2	7

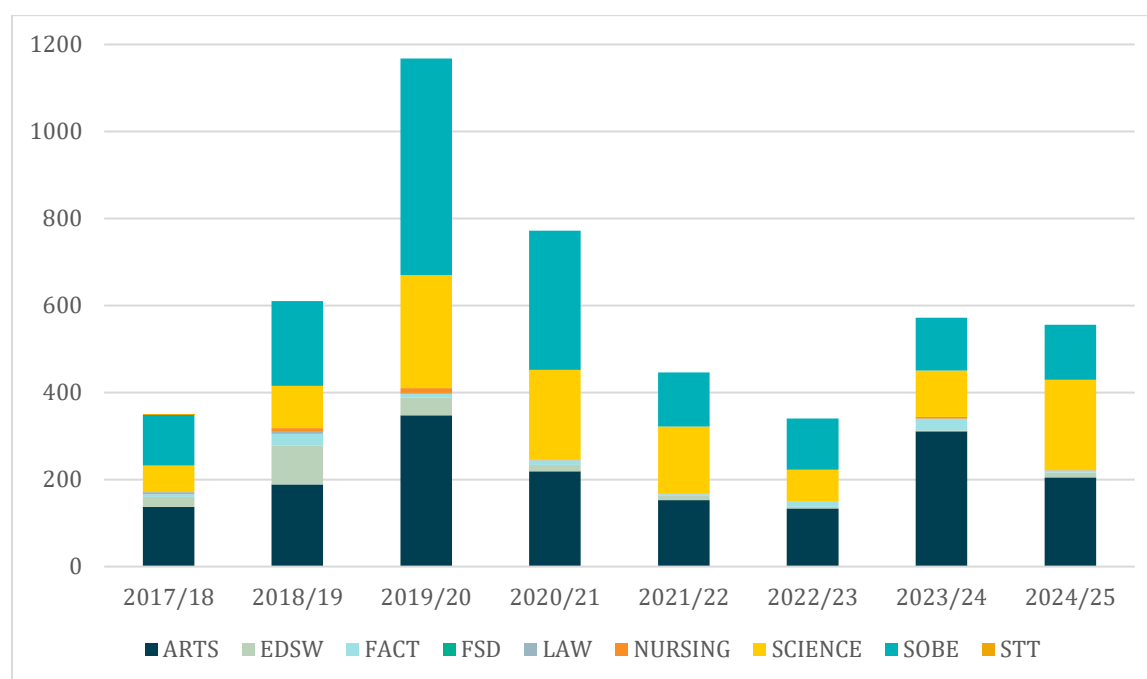
Note: Figure 4 provides a breakdown of course levels in which academic integrity departures occurred. Departures in graduate level courses have steadily declined since the conclusion of COVID-19 measures in 2020/21. The 2023/24 academic year has the first spike of cases in undergraduate level courses since the conclusion of COVID-19. The Learning Strategist position was vacant for much of 2024-25, which resulted in inconsistent educational opportunities for students.

Figure 5
Academic Integrity Cases by Format, September 1, 2024, to August 31, 2025



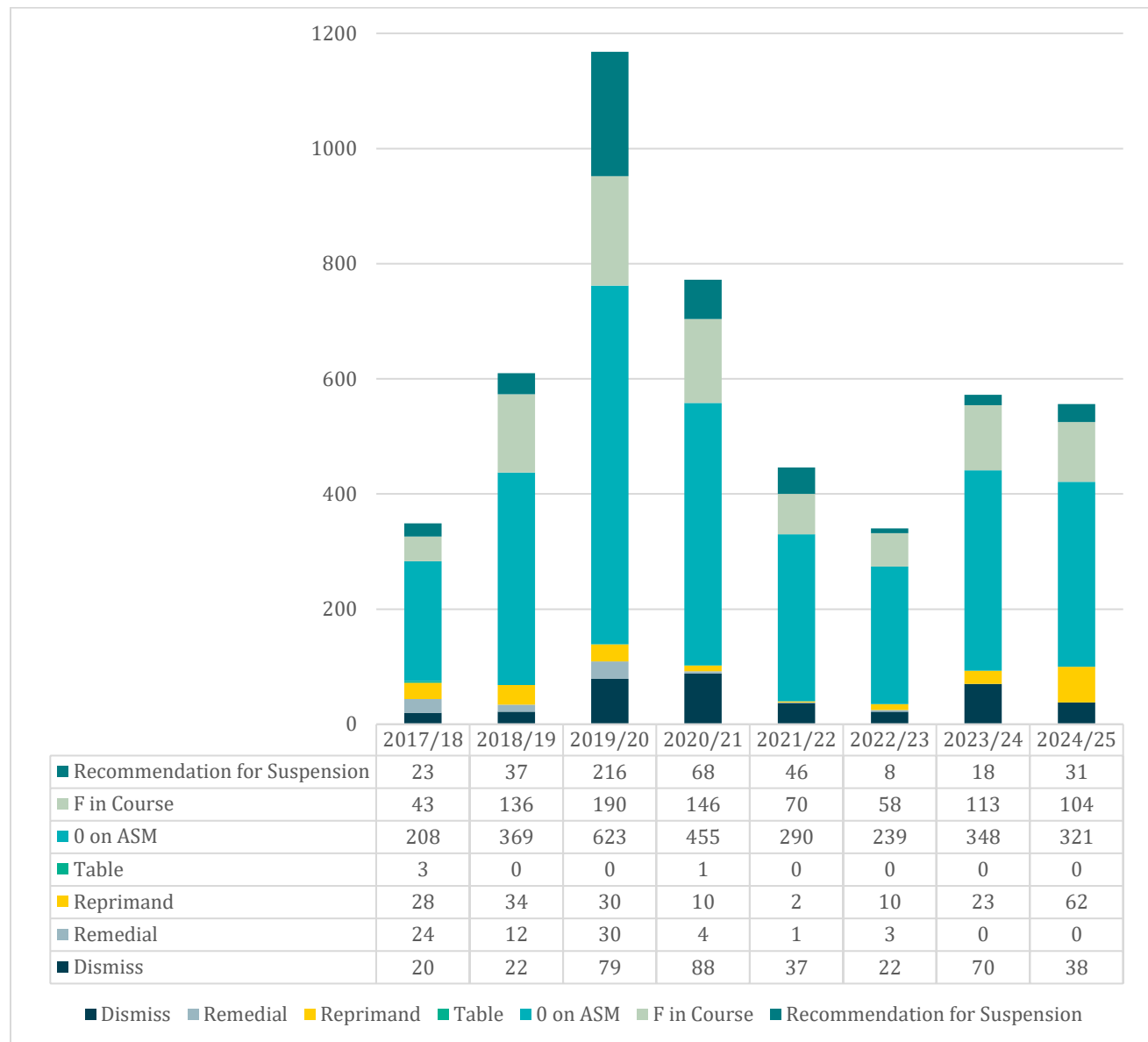
Year	Campus	OL
2017/18	179	171
2018/19	304	306
2019/20	494	674
2020/21	392	380
2021/22	151	295
2022/23	146	194
2023/24	156	416
2024/25	146	410

Note: Figure 5 provides a breakdown of course delivery formats in which academic integrity departures occurred. Traditionally, Open Learning cases have steadily increased until reaching its peak in 2019/20 due to the COVID-19 pandemic. Open Learning cases continue to represent the majority of cases received by the AIC.

Figure 6*Academic Integrity Cases by Faculty/School, September 1, 2024, to August 31, 2025*

Year	ARTS	EDSW	FACT	FSD	LAW	NURSING	SCIENCE	SOBE	STT
2017/18	137	23	6	0	5	0	61	117	1
2018/19	189	89	27	0	7	6	97	195	0
2019/20	348	41	8	0	2	11	260	498	0
2020/21	219	15	10	0	1	1	206	320	0
2021/22	153	11	2	0	2	0	154	124	0
2022/23	134	3	12	0	0	0	74	117	0
2023/24	311	2	26	0	1	4	107	121	0
2024/25	205	11	5	0	0	1	207	127	0

Note: Figure 6 provides a breakdown of faculties/schools in which academic integrity departures occurred. Traditionally, the Faculty of Arts, Faculty of Science and School of Business and Economics have represented the largest proportion of cases. This is proportionate to the total number of students in each faculty.

Figure 7*Academic Integrity Cases by Sanction Awarded, September 1, 2024, to August 31, 2025*

Note: Figure 7 provides a breakdown of sanctions awarded for academic integrity departures. Since the 2023/24 academic year, the number of dismissed cases, “0”s on assignments and “F”s in courses have decreased, and the number of reprimands and recommendations for suspension have increased. The committee will be encouraged to assign more remedial sanctions moving forward, the outcomes of which will be reported in the 2025/26 report.

Appendix C

Educational Activities & Intervention Strategies

Sept 1, 2023, until August 31, 2024

This appendix covers educational activities and intervention strategies managed by the Office of Student Affairs (OSA) and the AIC.

Institutional Memberships in Relevant Organizations

- International Centre for Academic Integrity (ICAI)
- British Columbia Academic Integrity Network (BCAIN)
- Restorative Justice & Post-Secondary Education Collective

Learning Strategist for Academic Integrity

When the academic year began (September 1st, 2024), Shilpee Sharma was the Academic Integrity Learning Strategist. On October 15th, 2024, Shilpee left for an ongoing position (returning as the TRU World Representative on the AIC, and eventually being elected AIC Chair). The Learning Strategist position was vacant for approximately 6 months (October 2024 until April 2025), impacting the continuity of the education and prevention strategies in the 2024-2025 academic year.

At the beginning of April 2025, Licheng Li was hired to fill the Learning Strategist position on a one-year contract. Since this time, promotion of awareness and knowledge have significantly improved compared to the vacant period. Licheng remained in the role through the end of the academic year. When the Centre for Academic Integrity was established in August of 2025, Licheng moved over from the Office of Student Affairs, providing consistent support to students through the transition.

Budget Constraints

Provost Gillian Balfour announced on October 30, 2024, that TRU will take proactive measures to reduce costs for the 2025/26 year to address the financial impact of a decline in international student enrollment. Initial measures included a hiring freeze that shifted the Learning Strategist from an ongoing, permanent position to an auxiliary position. Though hiring restrictions are essential, the shift impacted the number of qualified candidates applying. The ongoing preservation of this position as a permanent, ongoing position is essential to support the continuity of education and prevention strategies, the implementation of the ED-5 amendments, and the establishment of the Office of Academic Integrity.

Presentation Facilitation (12 total)

The Learning Strategist facilitated 12 training sessions between September 1, 2024, and August 31, 2025

Date	Faculty	Method of Delivery	Participant number
12-Sept-24	Vet Tech	In person	40
12-Sept-24	Nursing	In person	No show
16-Sept-24	Creative Writing/Drama	In person	30
16-Sept-24	Marketing	In person	30
17 Sept 24	Library Workshop	Hybrid	No show
18-Sept-24	Writing Centre workshop	Virtual	2
01-Oct-24	Wastewater Treatment	In person	15
04-Oct-24	Student Life	In person	2
15-Oct-24	OL presentation with Library	virtual	12
16-Oct-24	Tabling with Student Life	In person	Unknown
05-Nov-24	Wastewater Treatment	In person	Unknown
29-Aug-25	TRU World Orientation	In Person	200 (approx.)

Topics included: Academic Integrity Process and Policy Review; Introduction to Academic Integrity, Academic Integrity Week: Contract Cheating and Homework Systems, Academic Integrity and Indigenous Knowledge tabling event; Information About Academic Integrity: Supports for Your Academic Toolbox; Getting to Know AI: Need to Know Information for Support Staff.

Academic Integrity Initiatives by the Office of Student Affairs

1. Underwent training sessions with the Office of Mission Fulfilment and Quality Assurance in preparation for the creation of the Office of Academic Integrity.
2. Initiated consultations with the AIC regarding the changes to the policy and transition in support.
3. Facilitation of training sessions in collaboration with TRU World, the Library, Student Life, the Writing Centre and Open Learning.

Campus Wide Approaches to Prevention and Education

The CAI acknowledges the continued dedication of the campus community, as well as individual faculty and staff, who support the education and prevention strategies across campus. We specifically want to acknowledge the dedication and support of the Writing Centre, Open Learning, CELT, and the library in resource development and distribution across campus. Both the AIC Chair and the OAI hope to expand opportunities for collaboration to create a cohesive approach to prevention and education as we move into the 2025/26 academic year.