

**Capital Project Proposal Workbook**  
**Collegia and Student Support Spaces**  
**Faculty of Student Development**

**Submitted By:**  
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**April 27, 2018**

CPPAG Submission - 2018.04.27

<b>Master Score Summary</b>	
Criterion A: Alignment with TRU's Strategic Priorities	<u>  x  </u> <b>Pass</b> <u>      </u> <b>Fail</b>
Criterion B: Alignment with University Plans and Standards	<u>      </u> <b>pts / 20 pts</b>
Criterion C: Excellence, Innovation, Creativity and Inclusiveness	<u>      </u> <b>pts / 20 pts</b>
Criterion D: Stakeholder Benefits/Impacts	<u>      </u> <b>pts / 25 pts</b>
Criterion E: Stewardship and Sustainability	<u>      </u> <b>pts / 10 pts</b>
Criterion F: Investment	<u>      </u> <b>pts / 5 pts</b>
Criterion G: Risk Management	<u>      </u> <b>pts / 20 pts</b>
<b>Total Score:</b>	<u>      </u> <b>pts / 100 pts</b>

**Consultations:**

- FSD Faculty and Staff      March 12, 2018
- Office of Sustainability    March 20, 2018
- IPE                                April 3, 2018
- Finance                         -----
- Facilities                        March 28, 2018

CPPAG Submission - 2018.04.17

## Criterion A – Alignment with TRU’s Strategic Priorities

Before a capital project is reviewed by CPPAG it must demonstrate alignment with at least one of TRU’s strategic priorities (Increasing Student Success; Increasing Research; Increasing Intercultural Understanding; Increasing Entrepreneurship; Increasing Sustainability). There is no weighting associated with the response.

### Scoring:

Pass – Aligns with one or more of TRU’s Strategic Priorities

Fail – Does not align

PASS     FAIL

**Describe how the project specifically aligns with TRU’s given strategic priorities.**

### Description of Proposed Project

This project proposes the renovation/expansion of an existing space, or a purpose-built structure, for combined collegia/student support spaces at the TRU Kamloops campus. The project would include spaces for the following activities:

- Collegia Space(s)
- Academic Supports (including Assessment Centre, Accessibility Services, Writing Centre, Supplemental Learning, PACE Program)
- Career and Experiential Learning (including Experiential Learning, Career Services, Cooperative Education, Peer Mentorship and Leadership, Co-curricular Records)
- Health and Wellbeing (including Wellness Centre, Counselling, Sexual Violence Response)
- Student Conduct, Safety and Support (including Student Affairs, Sexual Violence Prevention)
- Diversity and Inclusion (including Aboriginal Student Development, Intercultural Learning, Chaplaincy, and other programming to support diverse student identities)
- Campus Life (including Orientation and Transition, Student Communications, and quality assurance activities)

The first of TRU’s 2014-2019 Strategic Priorities is “Increasing Student Success.” TRU’s mandate to provide broad access to post-secondary education for the region, and its success in attracting students from elsewhere in Canada and internationally means that we have a diverse student body needing support to reach academic, personal and career success.

The university has made necessary investments in recent budget cycles to appropriately fund student supports such as Cplul’kw’ten, Counselling, the Writing Centre and Sexualized Violence Prevention and Response; access to these

supports could be better facilitated through a careful consideration of where they are located, and co-located, on campus. Placing services in the spaces where students meet and study frequently has the potential to reduce friction in learning about and finding supports; it also allows for social norming of engaging with academic supports – an effective means to change habits and increase help-seeking behaviours.

The proposed project is an opportunity for TRU to create spaces in which we offer academic support services and engagement programming in a way that is unique on Canadian university campuses. By creating “magnet” locations with collegia-like features, and embedding student services and programming in those spaces, we could draw in commuter students and encourage them to spend more time on campus. We would thereby be able to reach more students than we currently are able to do so in our existing locations.

The TRU-Kamloops campus is a commuter campus. With residential housing for only 872 students, the campus is a temporary, daily landing space for the majority of students who come to campus episodically for classes, labs, co-curricular activities, meetings with classmates and instructors and to access services. The result is that it can be challenging for commuter students to spend sufficient time on campus to connect with services and programs, and with peers and faculty, in ways that support their academic, personal, social and career growth.

Research indicates that students who live on campus are more engaged overall compared with students who commute. These findings are consistent with previous research (Chickering, 1974; Pascarella & Terenzini, 1991). In addition, it appears that the further away from campus (walking distance, driving distance) the less likely a student is to take advantage of the educational resources the institution provides. (Kuh, 2001)

One of the challenges that commuter students face is feeling a sense of belonging and, on a more basic level, simply finding “their niche on campus.” Recognition of this fundamental need has led to the creative use of physical space to develop environments that encourage substantive commuter student interaction with faculty and peers. (Orlando, 2000, 33)

Two recent survey results are also pertinent here.

- TRU results on the Canadian University Survey Consortium (CUSC) survey of first-year students indicate some concerning responses to students on items related to “sense of belonging.” In response to the item, “I feel as if I belong at TRU,” 15% of respondents indicated “strongly agree,” compared with a 28% response from students at peer institutions and 26% from students at all participating Canadian universities.
- On the 2014 National Survey of Student Engagement (NSSE), first-year TRU students responded 64% “very much” or “quite a bit” when asked if TRU emphasized providing support to help students academically, compared to a response of 70% to the same question asked of students at our peer institutions.

The current locations of student services such as the Writing Centre, Counseling and Career Education off of long hallways with no adjacent seating/study areas results in lost opportunities to communicate effectively with students and connect them with appropriate services and supports

Students have also identified a number of priorities through the TRUSU Budget Consultation process including the expansion of dedicated, purpose-built, and well-managed study space with the appropriate amenities to support comfort and productivity. In particular, they are interested in a greater volume of bookable spaces and private study carrels, the provision of electrical outlets, the extension of hours of operation, and the expansion of 24-hour spaces.

### **The proposed capital project**

There exists an opportunity to meet TRU-Kamloops student needs through a combined collegia/student support space project. Through either a purpose-built structure or the renovation/expansion of existing campus space, the university could incorporate a number of collegia-like features into a larger student study and student services area(s) to accomplish the following desired outcomes:

- Improved sense of belonging among students
- Inclusion and safety for students of diverse identities
- Increased and flexible spaces for informal study
- Connections to opportunities for learning beyond the classroom
- Improved access to wellness activities and spaces for rest between classes/events
- Intentional connections to adjacencies between student study space and student services/programming

Collegia spaces have been developed at many North American colleges and universities over the past two decades to support commuter student success, providing an on-campus site for students to gather, study, and connect to supports and engagement opportunities. Collegia spaces have been developed in British Columbia at Trinity Western, UBC-Vancouver and UBC-Okanagan. These spaces tend to be designated solely for commuter (non-residential) students, have a “homelike” quality, and include the following features:

- Often built around a visual motif or an element such as a fireplace, a piece of art, a feature window, or a water feature
- Comfortable seating (often couches and moveable sectional seating)
- Study spaces with desks, lamps, and shelves
- A kitchen with space and equipment for students to store food during the day and carry out simple food preparation tasks (e.g., microwaves, kettles, toaster ovens)
- Some simple food for purchase at an honour bar (fruit, granola bars, soups)

- Computer and printer access
- Trained student hosts to animate space and make referrals to supports and programs
- A social area with board games, cards, and TV

At many post-secondary institutions, these spaces are usually adapted from existing spaces on campuses (though, interestingly, most of the spaces at BC institutions were purpose-built). Many collegia operate on a membership system (some paid, some not) that provides an opportunity to develop group identity/ attachment as well as accountability for use and care of the space itself. Most collegia have membership based on student year level (e.g., first- and second-year; upper years; graduate).

The expected significance of the completion of the project:

The first of TRU's Strategic Priorities for 2014-2019 has been Increasing Student Success. The university has made necessary investments in recent budget cycles to appropriately fund student supports such as Cplul'kw'ten, Counselling, the Writing Centre and Sexualized Violence Prevention and Response; access to these supports could be better facilitated through a careful consideration of where they are located, and co-located, on campus. Placing services in the spaces where students meet and study frequently has the potential to reduce friction in learning about and finding supports; it also allows for social norming of engaging with academic supports – an effective means to change habits and increase help-seeking behaviours.

The proposed project is an opportunity for TRU to create a space in which we offer academic support services and engagement programming in a way that is unique on Canadian university campuses. By creating a "magnet" location with collegia-like features, and embedding student services and programming in that space, we could draw in commuter students and encourage them to spend more time on campus. We would thereby be able to reach more students than we currently are able to in our existing locations.

## Criterion B – Alignment with University Plans and Standards

### The project supports implementation or aspects of the University's:

- Academic, Research and Strategic Enrolment Management plans
- Business, staffing and service plans
- Campus Master Plan and Campus Design Guidelines
- Asset renewal or maintenance plans (VFA)
- Alignment with standards the University is seeking to achieve and/or addresses a known gap in services or offerings
- Addresses provincial job skills gap priorities

### Scoring:

0-3 – Not or only marginally aligned with TRU plans (poor)

4-7 – Aligned with TRU plans and contributes to their implementation and achievement (average)

8-10 – Highly aligned and contributes significantly to their implementation and achievement (excellent)

\_\_\_ out of 10 pts x Weighting Factor of 2 = \_\_\_ /20 pts

**Describe how the resource aligns with and / or supports the achievement of University's plans, standards as listed above. Outline benchmarks, indicators, direct comparison with other institutions, and before-and-after descriptions to demonstrate change and progress in the pursuit of the University's plans**

The proposed project supports the implementation of a number of recommendations arising from recent reviews at TRU and anticipates recommendations in forthcoming plans.

### Student Services Review (2015-16)

Keeling and Associates, consultants engaged to conduct an external review of TRU's academic support services and campus life programming, made the following recommendations regarding the spaces in which students interact with staff and student development faculty on campus:

- Co-locate student services in space that fosters more effective collaboration and makes it easier for students to be referred to the appropriate service.
- Extend hours of access so that students may utilize services in the evenings when they are not in classes.
- Have a central kiosk to assist students with accessing services.
- Provide more spaces for students to gather, eat, and/or study individually or in groups.

These four recommendations from Keeling and Associates can be addressed through this project. Indeed, Keeling and Associates' foundational recommendations in their review are also well-supported by this project:

- TRU should make, communicate, and hold itself accountable to an institutional commitment to improving and enhancing the student experience
- establish a culture of student-centered work and customer service, including but not limited to ... how students are greeted and escorted between services.

### **ECS report (2015)**

Educational Consulting Services was engaged to conduct a space planning study that included a review of the university's overall space allocations in relation to the its strategic priorities and plans and against provincial and other benchmarks.

Among recommendations made by ECS were a) the creation of a collegium facility b) the relocation of some student service facilities from the Old Main Building in ways that support and improve the collegium environment sought by the University, c) the decommissioning of an outdated House 5, d) the conversion of low-quality classrooms in Old Main for Math, Computing and Tourism departmental offices.

### **TRUSU Budget Consultations (2015, 2016)**

The proposed project addresses academic support service requests in recent TRU Students' Union (TRUSU) Budget Consultations which asked that the following be considered in the University's 2015-16 budget plan:

Students request and look forward to service plans that integrate and make academic support services more comprehensive and the allocation of necessary resources to establish common service standards and delivery.

The TRUSU Budget Consultation in 2015 gave rise to the Student Services Review referenced above and has been addressed in a number of ways including increased resourcing of student services operations. The Budget Consultation also clearly identifies students' desire to move away from a patchwork approach to academic support services to one that is more highly coordinated and integrated. The proposed project provides a physical environment to house that approach.

The proposed project also addressed specific requests regarding study spaces in the TRUSU Budget Consultation for the 2017/18 budget:

Students' third priority is the expansion of dedicated, purpose-built, and well-managed study space with the appropriate amenities to support comfort and productivity. In particular, they are interested in a greater volume of bookable spaces and private study carrels, the provision of electrical outlets, the extension of hours of operation, and the expansion of 24-hour spaces.

TRUSU has responded positively to communications that a project would be proposed to consolidate Library operations and provide 24/7 study space in the HoL, indicating on their website scorecard that "[w]hile longer Library hours would be a benefit, the House of Learning proposal itself could greatly expand access to and the quality of study space on campus."

### **SEM plan**

The Associate Vice-President (Strategic Enrolment) and University Registrar is currently consulting on a strategic enrolment management (SEM) plan for TRU that



will establish targets for recruitment and retention. Retention of students, especially commuter students and students in open-admissions programs, is particularly challenging. It is therefore imperative that the institution provide a welcoming environment in which to study and access supports and also that it provide (and be perceived to be providing) sufficient supports for student academic success. Two recent survey results are pertinent here.

- Recent TRU results on the Canadian University Survey Consortium (CUSC) survey of first-year students indicates some concerning responses to students on items related to “sense of belonging.” In response to the item, “I feel as if I belong at TRU,” 15% of respondents indicated “strongly agree,” compared with a 28% response from students at peer institutions and 26% from students at all participating Canadian universities.
- On the 2014 National Survey of Student Engagement (NSSE), first-year TRU students responded 64% “very much” or “quite a bit” when asked if TRU emphasized providing support to help students academically, compared to a response of 70% to the same question asked of students at our peer institutions.

The proposed project has a goal to creating physical spaces that are welcoming and supportive to student success and that support the university’s strategic enrollment objectives.

#### **Faculty of Student Development (FSD) Strategic Priorities (2017-2022)**

FSD has agreed on six strategic priorities for the 2017-2022 period. The proposed project would provide space to implement these priorities:

- Sense of Belonging
- Health and Wellbeing
- Diversity and Inclusion
- Experiential Learning
- Indigenization
- Communications and Visibility

#### **Other considerations**

There is nothing contemplated in this project that contradicts either the Campus Master Plan or the Campus Design Guidelines.

## Criterion C – Excellence, Innovation, Creativity and Inclusiveness

### The project supports:

- The leadership, competitive position and differentiation of the faculty, school or department within the relevant environment(s) or market(s) it targets or intends to target
- The fostering of learning excellence / the promotion or demonstration of innovation / the creation of conditions that mirror external best-in-class practices
- The varied needs (including special needs) and expectations of students, clients, partners or users
- Compliance with applicable accreditation requirements
- Other project interdependence

### Scoring:

0-3 – Poorly aligned and does not contribute to excellence, innovation, creativity and inclusiveness

4-7 – Aligned and does contribute to excellence, innovation, creativity and inclusiveness

8-10 – Highly Aligned and contributes significantly to excellence, innovation, creativity and inclusiveness

\_\_\_ out of 10 pts x Weighting Factor of 2 = \_\_\_ /20 pts

**Describe how the requested project contributes to the pursuit of Excellence, Innovation, Creativity and Inclusiveness by the faculty, school or the department, and in relation to the Assessment Statements listed above. Outline the anticipated impact(s) or risk(s) incurred by the faculty, school or the department if the resource is not allocated in relation to the Assessment Statements listed above.**

### Improving the Student Experience

The proposed project is an opportunity for TRU to offer academic support services and engagement programming in a way that is not common on Canadian university campuses. By embedding student supports in the very places that students meet and study with classmates, the university will be able to reach more students than we currently are able to do so. Reducing “friction” and providing “nudges” are both effective means to change habits and increase help-seeking behaviours. The current locations of student services such as Counselling and Career Education off of long hallways with no adjacent seating/study areas results in lost opportunities to communicate effectively with students. We need to do better for our students, and we’ve fallen behind in doing so.

Identifying a “go-to” place on campus for informal (group and individual study) and formal (classrooms for credit and non-credit courses and workshops) makes it easier for students to orient themselves and their access to support. The creation of a designated room for scheduling events such as study skills workshops, wellness

information sessions, supplemental learning meetings, career management classes and special events such as thesis defenses reduces the number of requests through the centralized room bookings facility and ensures there is a space on campus that is appropriately and reliably equipped with technology and other features (moveable chairs and tables) for such activities.

The proposed project allocates space for the Orientation and Transitions Office and Peer Mentoring Programs. An easy-to-find orientation office supports a good start for incoming students; adjacency to peer programming supports even more effective transitions and access to social and academic supports. It is pertinent to note here that recent IPE studies of the impact of Orientation have determined that students that attended the 2016 fall orientation event were more likely to still be enrolled in the winter 2017 semester (98.3% compared to 92.3% with a 95% rate of confidence) and also more likely to be enrolled in the fall 2017 semester (99.3% for attendees and 95.8% for the non-attending control group).

### **Increasing Access to High-Impact Practices (HIPs)**

TRU is currently seeking accreditation from the North West Commission on Colleges and Universities (NWCCU). Within the context of the NWCCU application is a requirement to establish objectives for each of the university's core themes. TRU's core theme of Student Success includes objectives, indicators and goals for student access, engagement and impact.

A primary means by which TRU will measure progress toward Student Success objectives is student involvement in High-Impact Practices (HIPs)<sup>1</sup>, including:

- Learning community or some other formal program where groups of students take two or more classes together
- Courses that include a community-based project (service-learning)
- Work with a faculty member on a research project
- Internship, co-op, field experience, student teaching, or clinical placement
- Study abroad
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

While the promotion and implementation of HIPs is a pan-university responsibility, there are some HIPs that could more easily and effectively promoted in a centralized location for students, including cooperative/experiential education opportunities and study abroad. The proposed project is a means for the university to better support student awareness of and engagement in these programs.

We envision a space where students can showcase their expertise and achievements to the community at large. By investing in student space that supports experiential learning and career success, TRU will demonstrate our commitment to ensuring that our students are prepared to contribute in the workplace and other venues. The proposed project includes a hub for students to learn about experiential

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<sup>1</sup> [http://nsse.indiana.edu/html/high\\_impact\\_practices.cfm](http://nsse.indiana.edu/html/high_impact_practices.cfm)

learning opportunities, to take part in workshops and training, to participate in video and in-person interviews, and to meet with faculty and staff.

### **Diversity and Inclusion**

TRU students need to feel included and safe throughout campus; this project proposes the provision of offices and programming space for staff and faculty that support diverse students' needs. Currently, these professionals can be difficult to find on campus and they are not co-located. A hub that brings these colleagues together in a common space would improve their ability to work with each other and make them more visible to the students that require their support. It is also imperative that the design and function of the space is based on inclusivity and safety for all students.

### **Improved Staffing Models and Staff Development**

The proposed project will support an important human resources / customer service initiative at TRU. In response to the recommendations from Keeling and Associates, the university allocated Strategic Investment Fund (SIF) resources to a two-year project working with student-facing support staff across the university to understand and better respond to students' academic, personal and other needs. The activities of the project were:

1. The creation of an Excellence in Service Statement.
2. The alignment of service with the TRU Strategic Priorities and the TRU Brand Model.
3. Professional development and training opportunities that support understanding and implementation of TRU's Excellence in Service Statement.
4. Establish a community of practice/ working group framework and ethos.

The proposed project also allows for some staffing efficiencies (by establishing common front desks) that could be reallocated in such a way that student services office hours could be extended beyond the current 8:00 a.m. to 4:00 p.m. model.

## Criterion D – Stakeholder Benefits/Impacts

### The project creates measurable:

- Additional revenue stream(s), saving(s) or efficiencies
- Collaboration and strengthening of pathways, synergies and asset sharing between programs or services
- Exceptional learner success / user experience / customer satisfaction
- Enhancement(s) of industry, alumni, education and/or community partnerships
- faculty, staff, students, external community (one or all)

### Scoring:

0-3 – Poorly aligned and does not contribute to direct and demonstrable benefits to TRU

4-7 – Aligned and contributes direct and demonstrable benefits to TRU

8-10 – Highly aligned and greatly contributes direct and demonstrable benefits to TRU

\_\_\_ out of 10 pts x Weighting Factor of 2.5 = \_\_\_ /25 pts

**Describe and/or quantify how the requested project benefits the University in general, or specific stakeholder or client groups in particular, as per the Assessment Statements listed above. Identify the direct and indirect beneficiaries of investment in the project. Outline the baseline(s) and the measurement method(s) to be used to monitor the continued benefits resulting from investment in the resource.**

### Students at the Centre

The primary stakeholders of the proposed project are students. Improved services and access to supports demonstrates to the students that they matter and that the institution is making efforts toward their success. The project is also intended to improve students' sense of belonging on campus. This is a challenging aspect of a commuter institution, but it is worth the effort.

[S]tudents who feel they belong and are valued as individuals are more likely to take advantage of the resources the institution provides for their learning. When ethics of membership and care characterize a college, students are more likely to perceive that the institution is concerned about their welfare and is committed to their success. <sup>2</sup>

IPE has recently done a review of students' current addresses for the Winter 2018 semester and determined that only 14% of students with Kamloops postal codes live on campus or in the neighbourhoods immediately surrounding campus (Lower Sahali, Columbia Drive, Upper College Heights). For those students not able to return home between classes, the collegia approach underlying this project includes

<sup>2</sup> McLellan, G.; Stringer, J. and Associates. *The Handbook of Student Affairs Administration*. San Francisco: Jossey Bass, 2009. 61.

providing an on-campus site for them to rest, prepare light meals and study between classes in comfortable settings that we currently do not provide.

Other benefits to students as stakeholders are outlined in Criterion C.

### **Faculty and Staff Knowledge of, and Engagement with, Student Supports**

As a Faculty with a pan-campus mandate, Student Development believes the proposed project presents a opportunity to improve the engagement of its faculty and staff, thereby contributing to greater engagement on campus. Shared and improved student support spaces should become a site to bring together faculty/staff from all areas of the university to better engage with our programs and employees. Currently, employee knowledge of our work can be limited; a central engaging space to showcase our work to the TRU community could help Student Development programming become more efficient, while at the same time breaking down silos and contributing to stronger pan-campus engagement.

### **Engagement with Employers and Community Partners**

We are in dire need of practical space to improve educational programming in our high impact practices of Co-op, Volunteerism, and Mentoring. An attractive and engaging space to host employers and other community partners as they meet with faculty, staff and students would improve the university's image overall. The proposed space should include space for in-person and virtual interviews, common areas for students to congregate, a resource area for students to conduct research on employment opportunities and access career resources, and classroom space to facilitate workshops, employer recruitment presentations and information panels.

### **Opportunities for Revenue Generation**

We believe there is an opportunity for leasing of collegia space in the summer to visiting groups or conferences that require a lounge space as part of their facilities. If there were collegia space(s) in Old Main, they would provide an attractive rental complement to the classrooms improvement project during non-study periods.

## Criterion E – Stewardship and Sustainability

### The proposed project fosters, demonstrates or addresses:

- Alignment with University Sustainability Framework
- Highest and best use of funding resources
- Life-cycle status of resource(s) being replaced
- Long-term potential to adapt or re-purpose allocated resource(s)
- Social and ecological sustainability

### Scoring:

0-3 – Poorly aligned and does not contribute to stewardship and sustainability

4-7 – Aligned and contributes to stewardship and sustainability

8-10 – Highly aligned and greatly contributes to stewardship and sustainability

\_\_\_ out of 10 pts x Weighting Factor of 1 = \_\_\_ /10 pts

**Describe how the requested project fosters, demonstrates or addresses the University's Stewardship and Sustainability goals and plans as per the Assessment Statements listed above. Outline the qualitative and quantitative baseline(s) and the measurement method(s) to be used to monitor progress in the pursuit of Stewardship and Sustainability resulting from investment in the project.**

The proposed project is consistent with a number of Stewardship and Sustainability goals.

First, if the project involves a renovation and repurposing of an existing building, attention would be paid to developing a plan that involves minimal renovations to current office configurations.

Second, the project supports commuter students staying on campus for longer portions of the day, thereby reducing the use of transportation between classes. The collegia space will make it more convenient for students to stay on campus, as they will have use of a fridge and simple kitchen facilities, as well as a designated rest/napping space that would be included in the design of this space.

Third, the inclusion of a wellness space in the building communicates to students the importance that TRU places on their overall well-being. This is consistent with investments made in active recreation spaces elsewhere on campus, such as the multi-sport spaces on the nearby lawn. We have the example of Simon Fraser University<sup>3</sup> that has been intentional in considering student well-being in built spaces.

Fourth, there is potential for the proposed space to become a lab and a showcase for students and others to learn about TRU's sustainability efforts. This includes the use of handheld devices as occupancy sensors, the consideration of peak loads

<sup>3</sup> <https://supportingstudentsuccess.wordpress.com/2016/08/19/building-well-being/>

within the building's systems, and social media and face-to-face communications initiatives for events like sweater day.

Fifth, it will be a principal of the project that attention is put to acquiring building materials, seating packages and other equipment for the newly designed spaces that meets standards for sustainability. Ideally, this aspect of the project is assigned to students that are able to use it as an experiential learning component or independent study in their academic program.

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## Criterion F – Investment

### The request for resource allocation considers or recognizes:

- Size of initial investment in capital or other resources, space in particular
- Donation, unencumbered funding, or contribution in kind from external source(s)
- Recurrent operating, renewal and maintenance costs

### Scoring:

0-3 – Low feasibility and represents a poor investment decision for TRU

4-7 – Feasible and represents an acceptable investment decision for TRU

8-10 – Highly feasible and represents a good investment decision for TRU

\_\_\_ out of 10 pts x Weighting Factor of 0.5 = \_\_\_ /5 pts

**Summarize key aspects of the business case, costs, amortization, payback and/or risks associated with procuring the requested project in relation to the Assessment Statements listed above.**

Option 1 – Renovation within existing building(s): \$9.62M

(13 285 SF @ \$250.00/SF; 18 000 SF @ \$350.00/SF)

Option 2 – New building \$12.4M (31 000 SF @ \$400/SF)

Operating Costs: There may be additional costs for service provisions that will need to be considered in the operating budgets of the Faculty of Student Development (e.g., extended hours of operations).

## Criterion G – Risk Management

**Assessment Statements:** The request for resource allocation considers or recognizes:

- Compliance with regulatory requirements
- Limited window of opportunity
- Implementation or operational risk factors
- how the University will be adversely affected if the project is not undertaken

**Scoring:**

0 – No adverse effect

3 – Minimal adverse effect

6 – Some adverse effect

10 – Major adverse effect

\_\_\_ out of 10 pts x Weighting Factor of 2 = \_\_\_ /20 pts

**Describe potential future deferred costs and cumulated risk(s) factors related to forgoing the requested investment. Outline known risk factors related to the implementation / installation of the requested project.**

TRU has the opportunity to mitigate a number of risks by engaging in this project. TRU has made important moves to improve student service provision – specifically academic support services, study spaces, engagement programming and library services – as it has moved away from a community college / university college model. Keeling and Associates refer to this opportunity in their observations of TRU’s student services delivery model:

The face of the University is very different from what it once was, not only in terms of academic programs but also student composition, which is now roughly one-fifth international students and nearly as many Aboriginal students. The achievement of these milestones provides an opportune time for the University to evaluate and reconsider the portfolio of services and resources it provides to support all students on its campus....

[S]ervices for different student groups have been developed in silos, and as a result not all students receive the same kinds or quality of supports and resources. Many students and members of the faculty and staff described a lack of community and energy on campus, which is tied to the disconnected delivery of services and exacerbated by the lack of shared, student-centered spaces on campus. It is clear that TRU needs to invest more robustly in human and other resources that support students, particularly where gaps

have been identified, but it also needs to adopt a change in culture that is more responsive and sensitive to students' needs and desires.<sup>4</sup>

To delay or refuse to engage in this project has the potential to undermine the work that has been started, and continues to be done, by dedicated professionals on campus. The approval of this project would demonstrate the university's commitment to embrace a culture of robust and equitable student support.

In addition to addressing this foundational issue, this project could serve to mitigate other existing or imminent risks related to enrolment management, safety and accessibility.

### **Enrolment Management**

As outlined in section B above, maintaining appropriate enrolment levels at TRU involves attention to both recruitment and retention of students. TRU's open access admissions practices for large baccalaureate programs (i.e., Arts, Sciences and Business Administration), as well as our other access programming (e.g., UEPrep, ESAL) are assets in recruiting students; however, broad access must be supported by excellence in academic, personal and career supports. The university has these supports, but is at risk of decreasing retention whenever students do not know about them or become confused trying to find them. The aim of this project is to place those supports where we know students are.

Human Rights

### **Safety - 24-hour study space**

Students' work, study and family lives demands that they carve out time for study in evenings and weekends. Requests for 24-hour study space have been addressed in recent years by opening computer labs and the designation of two classrooms in Old Main for this purpose.

### **Accessibility**

Any project that provides an opportunity to reconfigure spaces allows for accessibility concerns to be addressed. The university is required to accommodate students and others with disabilities that use our spaces. Better office and testing facilities to accommodate mobility impairments are addressed through this project.

The proposed project provides the vulnerable student an easier, low barrier way to reach out to professionals for support. In particular, for students who have thoughts of suicide, are victims of sexual violence, or are in an oppressed/vulnerable population, having an accessible, easy to see and welcoming space where we can catch them or loop them in will reduce risk for some of these types of students.

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<sup>4</sup> Keeling and Associates. Review of Student Life Programming and Academic Support Services – Final Report. 2015.