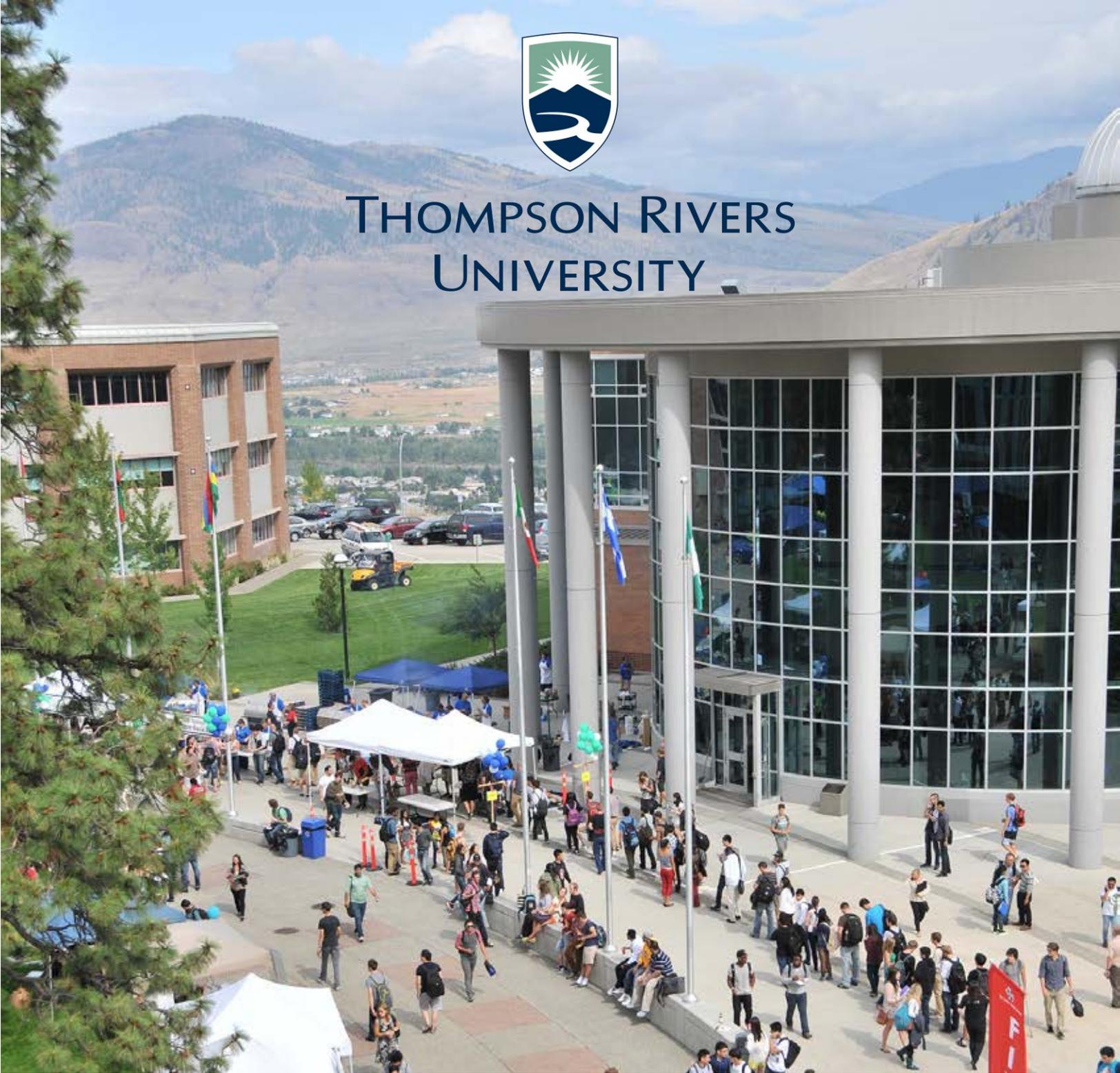




THOMPSON RIVERS UNIVERSITY



Thompson Rivers University Self-Evaluation Report Submitted February 2016



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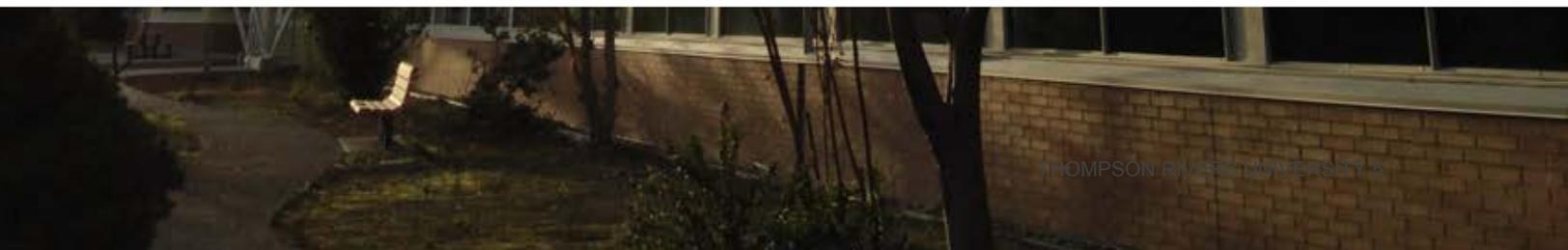
Acknowledgments

Thompson Rivers University recognizes and celebrates the location of its main and regional campuses in the traditional territories of Aboriginal people. The Kamloops campus is situated in Tk'emlups territory; the Williams Lake campus is situated in the T'exelcemc; the 100 Mile House regional centre is situated in Tsq'escenemc; the Ashcroft regional centre is situated in the Ashcroft First Nation, belonging to the Nlaka'pmx Nation; the Barriere and Clearwater regional centres are situated in Simpcw territory; and the Lillooet regional centre is situated in the St'át'imc Nation, which includes Bridge River (N'xwisten), Pavilion (Ts'kw'aylacw), Cayoose Creek (Sekw'e'l'was), Mt. Currie (Lil'wat), Seton Lake (Chalath), Lillooet (T'it'q'et), Fountain (Xáxl'ip), Anderson Lake (N'quatqua), Douglas (Xa'xtsa), Skatin and Samahquam. Thompson Rivers University recognizes the need to include learning opportunities for all Aboriginal students, including First Nations, Inuit, and Métis learners.





Introduction



Introduction and Institutional Overview

The history of Thompson Rivers University (TRU) is complex as it evolved from a community college to a university college and finally, in 2005, became a university. Despite these substantial transitions, TRU has maintained remarkable consistencies with the values that motivated the formation of the original Cariboo College. These values made TRU an appropriate candidate for a unique mandate from British Columbia's provincial government. This mandate, as defined in Chapter 1, emphasizes comprehensive education, teaching excellence, open learning and regional needs, and forms the foundation for TRU's current mission and strategic priorities. The distinctiveness embodied by the mandate represents a core strength of the university as it continues on its historic trajectory.

TRU's history began in 1970, when the provincial government created several new colleges in response to demand for academic and vocational programs in regions outside the urban centres served by the province's three universities.¹ Cariboo College, housed in the Kamloops Indian Residential School facility, welcomed its first 367 full-time and 200 part-time students from Kamloops and the region in September 1970. Cariboo College moved to the current campus on McGill Road in Kamloops in 1971, sharing the newly constructed Main building with the Kamloops Vocational School, and opened a satellite campus in Williams Lake to serve surrounding communities.

As part of a province-wide initiative to join vocational training schools with community colleges, Cariboo College amalgamated with the Kamloops Vocational School in 1974. In 1978, the British Columbia Colleges and Provincial Institutes Act gave Cariboo College corporate status with its own governing board. In addition, they created the Open Learning Institute, which eventually would become TRU Open Learning, to provide post-secondary programs via distance.

In 1989, Cariboo College became a university college offering baccalaureate degrees under the oversight of the province's three universities. Two years later, in 1991, the first degrees were awarded and Cariboo College's name changed to University College of the Cariboo (UCC). With the proclamation of the College and Institute Amendment Act in 1995, UCC earned independent degree granting authority. In 1998, the first UCC Bachelor of Arts degrees were awarded followed by the Bachelor of Technology in Applied Computing Science and Bachelor of Tourism Management degrees in 1999. In 2002, UCC began to offer master's degree programs in collaboration with the University of British Columbia and Simon Fraser University and gained the authority to grant applied master's degrees autonomously in 2003.

The institution became the province's newest university in March 2005 when TRU incorporated under the Thompson Rivers University Act, thus amalgamating the University College of the Cariboo with the BC Open University and other aspects of the Open Learning Agency. The province designated TRU as a special purpose university which would continue to offer undergraduate and master's degrees; vocational training and adult basic education; undertake research and scholarly activities; and, with the addition of Open Learning programs and courses, would provide an open learning educational credit bank for students. In 2007, all Open Learning operations relocated from Burnaby to TRU's new BC Centre for Open Learning building on the Kamloops campus, bringing with it 15,000 distance and online learners.

TRU has continued to experience growth, both in programs offered and in enrollment of online, distance, and international students. Program offerings are broad and comprehensive in scope.² Programs range

¹ A link to the full history of TRU may be accessed here: <http://www.tru.ca/about/history.html>

² <http://www.tru.ca/programs.html>

from open admission bachelor's degrees in Arts, Business and Science; baccalaureate programs in areas such as education, health, hospitality or technology; adult basic education; distance and online education; foundational and apprenticeship programs in trades and technology; training in Williams Lake and regional centres; and many certificate and diploma programs that ladder into higher credentials. Many credentials include co-curricular options, co-op and undergraduate research opportunities. TRU also offers Masters level programs with highly selective entrance requirements and a goal for achieving educational and reputational excellence. Additionally, in September 2011 TRU welcomed the first students to its Faculty of Law, the first law school to open in Canada in over 30 years.

This broad scope of programming poses a challenge to the university as it must bring together diverse divisions under a unified mission. This is a challenge that TRU has and will continue to meet. The current mission, including its alignment with the provincial mandate and TRU's strategic priorities, provides a compelling long-term vision for the university. TRU is committed to consistently articulating this mission and fulfilling its goals within the context of collegial shared governance, appropriate planning and accountability, and an excellent learning environment.

This is TRU's first submission of a Self-Evaluation Report to NWCCU and the university leadership has embraced the process of comprehensive self-evaluation as a powerful tool to further develop robust planning and assessment practices that will ensure the ongoing success of the university and the fulfillment of its mission. While TRU previously has had many of the foundational elements for a culture of assessment and comprehensive planning, the accreditation project has, as described in the NWCCU Accreditation Handbook, resulted in a "renewed common effort within the institution to improve the whole enterprise and to document its achievements."³ The chapters that follow highlight the work being done to cohesively move the institution forward. This work includes the implementation of the TRU Academic Plan (2011) and Strategic Priorities (2014-2019); a Learning Outcomes and Assessment Initiative (first launched in 2013); a new budget methodology (initiated in 2013); and, most recently, the adoption of an Integrated Planning and Assessment Framework (2014).

During the drafting of the report, Katherine Sutherland, Associate Vice-President Academic, chaired the Accreditation Steering Committee with the support of Denise King. The primary author of the report was Lindsay Harris, Acting Associate Director, Academic Planning and Projects and the overall project manager for TRU's application for Accreditation is Yael La Rose, Associate Director, Academic Planning and Projects. TRU gratefully acknowledges the participation of the following individuals:

Dennis Acreman
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³ NWCCU Accreditation Handbook, 2013 Edition, p 4.

Leif Douglas
Susan Forseille
Troy Fuller
James Gaisford
Wendy Gardner
Will Garrett-Petts
Kyra Garson
Sarah Graham
Lucille Gnanasihamany
Melissa Gordon
Jaquetta Goy
James Gudjonson
Heather Hamilton
Marion Hannaford
Lianne Hildebrand
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Gary Hunt
Cindy James
Charis Kamphuis
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Paul Manhas
Brenda Mathenia

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Patricia Neufeld
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Denis Powers
Harold Richins
Dylan Robinson
Ray Sanders
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From Cariboo College to Thompson Rivers University

Institutional Mission Statements through History

1970-1978: The philosophy of the Cariboo College has been established over the years by the public commitments to comprehensiveness by the six School Boards. This College will provide a comprehensive program aimed at meeting the needs of the communities, which it serves. It will bring to the public courses of an academic, technical, vocational, professional, cultural and general interest nature. The College will look for widespread community participation.

1979-1991: Cariboo College is a comprehensive community college. As such, it is committed to the philosophy that a community college has the responsibility to offer the broadest range of educational opportunities to the citizens of its region consistent with the available resources. Comprehensiveness does not mean trying to be all things to all citizens regardless of cost, since scarce resources must be widely used; it does, however, imply a commitment to the concept that individuals have different educational needs and that these are equally worthy of consideration. Thus, Cariboo College does not believe that any one program, or student, has higher status than any other. The worth of a program is measured by the degree to which it meets the needs of the community it serves and the success of a student in that program is measured by the degree to which he or she attains the objectives set for that program.

1992-1995: The University College of the Cariboo is a university-college responding to the educational needs of the various communities it serves. It offers a comprehensive range of university degree, academic transfer, career/technical, college preparatory and vocational programs with the aim of developing individuals with expanded capabilities for responsible citizenship, vocational competence, and intellectual and social growth. To enhance each student's personal and academic growth in a world that is diverse, complex, and increasingly interdependent, UCC encourages life-long learning and fosters thinking, learning, and creative and social skills. UCC is committed to excellence in education achieved through exemplary teaching, scholarship, research, the uniqueness of its programs, and the quality of its support services. Through participatory processes, it aspires to develop a distinct identity as an institution of higher learning.

1996-2005: The University College of the Cariboo is a learner-centred institution, which serves people and their communities through quality education, training and scholarship.

2007: Thompson Rivers University is a comprehensive, learner-centred, environmentally responsible institution that serves its regional, national, and international learners and their communities through high quality and flexible education, training, research and scholarship.

Basic Institutional Data Form

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 [Accreditation Handbook](#) for definitions of terms.

Institution: **Thompson Rivers University**

Address: **900 McGill Road**

City, State, ZIP: **Kamloops, British Columbia, V2C 0C8**

Degree Levels Offered: Doctorate Masters Baccalaureate Associate Other

If part of a multi-institution system, name of system: _____

Type of Institution: Comprehensive Specialized Health-centered Religion-based
 Native/Tribal Other (specify) _____

Institutional control: Public City County State Federal Tribal
 Private/Independent (Non-profit For Profit)

Institutional calendar: Quarter Semester Trimester 4-1-4 Continuous Term
 Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Faculty / School	Degree or Program	Accrediting Agency	Accredited Date	Renewal Date
Faculty of Education and Social Work	TESL Certificate	Teaching English as a Second Language Canada	2015	September 2020 (every 5 years)
Faculty of Education and Social Work	- Early Childhood Education Diploma - Post-diploma Certificate (infant and toddler educator) - Post-diploma Certificate (Special Needs)	British Columbia ECE Registry (BC Ministry of Children and Family Development)	2015	Annual reports
Faculty of Education and Social Work	Bachelor of Education	BC Teachers Council (BCTC)	Feb. 2002 Elementary June 2006 Trades & Tech 2013 FN Language Teachers	BCTC approval process currently under review
Faculty of Education and Social Work	Bachelor of Social Work	Canadian Association for Social Work Education	2013	Report due 2017 (every 4 years)
Faculty of Law	Juris Doctor	Federation of Law Societies in Canada	2010	One-time accreditation
Faculty of Science	Animal Health Technology 2 year diploma & 3 year diploma *Includes onsite and distance programs	Canadian Council of Animal Care	2013	2016 (on-site visit every 3 years)
Faculty of Science	Animal Health Technology 2 year diploma &	Canadian Veterinary Medical Association	Spring 2010	2015 (on-site visit every 5 years)

Faculty / School	Degree or Program	Accrediting Agency	Accredited Date	Renewal Date
	3 year diploma *Includes onsite and distance programs			
Faculty of Science	Respiratory Therapy 3 year diploma & 4 year Bachelor's degree	Council on Accreditation for Respiratory Therapy Education	2011	2017 (every 6 years)
Faculty of Science	Medical Lab Assistant (OL)	Canadian Medical Association	October 2015	2018 (every 3 years)
Faculty of Science	Anesthesia Assistant (AA) Diploma	Canadian Medical Association	We anticipate that the AA Diploma program will undergo accreditation as NEW accreditation processes for AA programs in Canada are under development	
Faculty of Science	Architectural and Engineering Technology Program	Canadian Technology Accreditation Board	2014	2017 (every 3 years)
Faculty of Science	BSc Major Chemistry (provisional approval) BSc Major Environmental Chemistry (provisional approval)	Canadian Society for Chemistry	2010	2015
Faculty of Science	Natural Resource Science 1) Registered Professional Biologist 2) Natural Resource Professional 3) Professional Agrologist	1) College of Applied Biology 2) Association of BC Forest Professionals 3) BC Institute of Agrologists	1) 2012 2) 2013 3) 1998	The next accreditation review is TBA.
Faculty of Student Development	Cooperative Education Program	Currently applying for accreditation with the Canadian Association for Cooperative Education	In progress; once accredited, renewal occurs every 6 years	
Faculty of Student Development	Assessment Centre	National College Testing Association	In progress; stage 2 of the approval process	
School of Business and Economics	Accounting Major	Chartered Professional Accountants	2013	Reports submitted annually
School of Nursing	Bachelor's degree & Post diploma BSN	College of Registered Nurses of British Columbia (CRNBC)	June 2012	June 30, 2019 (every 7 years)
School of Nursing	RRNP Program – OL	College of Registered Nurses of British Columbia (CRNBC)	June 2013	June 30, 2018
School of Nursing	Bachelor's degree & Post diploma BSN	Canadian Association of Schools of Nursing	June 2015	June 2022 (every 7 years; Interim report due February 15, 2017)

Faculty / School	Degree or Program	Accrediting Agency	Accredited Date	Renewal Date
School of Nursing	Practical Nursing	College of Licensed Practical Nurses of BC	April 2015	January 2, 2019 (every 4 years; Interim report sent October 13, 2015)
School of Nursing	Health Care Assistant	BC Care Aide and Community Health Worker Registry	Self-report due February 4, 2016	Site visit March 15-17, 2016

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE):

FTE Calculation defined in Ministry guidelines <http://www.aved.gov.bc.ca/postsecondary-data/docs/FTE-Manual.pdf>

FTE = actual course enrolment for a student divided by the what a full time student is expected to take

Official Fall 2014 FTE Student Enrollments

Classification	Current Year Dates: 2014	One Year Prior Dates: 2013	Two Years Prior Dates: 2012
Undergraduate	3665.4	3762.61	3699.9
Graduate	111.76	77.43	57.6
Professional	140.56	119.55	78.5
Unclassified	740.19	722.06	557.0
Total all levels	4657.91	4681.65	4393.0

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall 2014 Student Headcount Enrollments

Classification	Current Year Dates: 2014	One Year Prior Dates: 2013	Two Years Prior Dates: 2012
Undergraduate	6301	5928	6808
Graduate	217	177	156
Professional	283	240	159
Unclassified	468	501	392
Total all levels	7269	6846	7515

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number Number of Full Time (only) Faculty and Staff by Highest Degree Earned

Rank	FT	PT	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	X				0	3	0	21
Associate Professor	X				0	12	0	42
Assistant Professor	X				2	23	0	43
Instructor								
Lecturer and	X				20	92	2	18

Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

*Please note that all currency is stated in Canadian Dollars (CAD) for the entirety of the report.

Rank	Mean Salary	Mean Years of Service
Professor	\$116,338	7.8
Associate Professor	\$98,428.52	6.6
Assistant Professor	\$83,419.1	10.8
Instructor/ Lecturer	\$81,996.78	8.8
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: March 31, 2015

Reporting of income: Accrual Basis _____ Accrual Basis Accrual Basis _____
Reporting of expenses: Accrual Basis _____ Accrual Basis Accrual Basis _____

BALANCE SHEET DATA

ASSETS	Last Completed FY Dates: 2015	One Year Prior to Last Completed FY Dates: 2014	Two Years Prior to Last Completed FY Dates: 2013
CURRENT FUNDS			
Unrestricted			
Cash	30,220,277	15,504,939	28,116,235
Investments	52,296,401	49,046,042	41,970,594
Accounts receivable gross	10,403,838	13,536,226	12,712,518
Less allowance for bad debts	(145,000)	(155,410)	(368,770)
Inventories	1,793,239	2,042,509	2,073,232
Prepaid expenses and deferred charges	820,715	804,310	1,400,580
Other (identify)			
Due from			
Total Unrestricted	95,389,470	80,778,616	85,904,389
Restricted			
Cash	1,021,583	1,021,583	1,021,583
Investments			
Other (identify)			
Due from			

Total Restricted	1,021,583	1,021,583	1,021,583
TOTAL CURRENT FUNDS	96,411,053	81,800,199	86,925,972
ENDOWMENT AND SIMILAR FUNDS			
Cash			
Investments	6,225,172	650,000	650,000
Other (identify)			
Due from			
TOTAL ENDOWMENT AND SIMILAR FUNDS	6,225,172	650,000	650,000
PLANT FUND			
Unexpended			
Cash			
Investments			
Other (identify)			
Total unexpended			
Investment in Plant			
Land	2,622,231	2,238,231	2,238,231
Land improvements	1,577,778	1,728,824	1,980,113
Buildings	157,598,414	161,975,497	159,388,080
Equipment	6,017,045	6,248,486	7,107,519
Library resources	1,354,148	1,431,260	1,579,627
Other (Software)	296,289	313,618	300,855
Total investments in plant	169,465,905	173,935,916	172,594,425
Due from			
Other plant funds (identify)			
TOTAL PLANT FUNDS	169,465,905	173,935,916	172,594,425
OTHER ASSETS TRU STUDENT UNION LOAN	720,000	800,000	880,000
TOTAL OTHER ASSETS	720,000	800,000	880,000
TOTAL ASSETS	272,821,983	257,186,115	261,050,397

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY Dates: 2015	One Year Prior to Last Completed FY Dates: 2014	Two Years Prior to Last Completed FY Dates: 2013
CURRENT FUNDS			
Unrestricted			
Accounts payable	3,744,752	3,258,904	5,143,759
Accrued liabilities	1,343,800	1,663,704	1,501,966
Students' deposits	7,318,677	6,821,674	7,657,821
Deferred credits	8,847,826	7,222,502	5,945,530
Other liabilities (Leave, benefits and deduction payables)	7,380,518	6,734,634	7,293,438
Due to			
Fund balance	46,896,663	33,933,127	34,389,011
Total Unrestricted	75,532,236	59,634,545	61,931,555
Restricted			
Accounts payable			
Other (identify)			
Due to			
Fund balance			
Total Restricted			
TOTAL CURRENT FUNDS	75,532,236	59,634,545	61,931,555

ENDOWMENT AND SIMILAR FUNDS			
Restricted			
Quasi-endowed			
Due to			
Fund balance	6,225,172	650,000	650,000
TOTAL ENDOWMENT AND SIMILAR FUNDS	6,225,172	650,000	650,000
PLANT FUND			
Unexpended			
Accounts payable	702,615	491,807	1,929,598
Notes payable			
Bonds payable			
Other liabilities (identify)			
Due to			
Fund balance	7,374,285	8,691,121	9,747,779
Total unexpended	8,076,900	9,182,928	11,677,377
Investment in Plant			
Notes payable			
Bonds payable			
Mortgage payable	11,300,344	10,887,512	11,885,325
Other liabilities (capital lease obligations)	38,620,413	39,084,780	39,526,169
Fund balance – invested in plant	35,138,631	36,059,394	30,845,197
Other plant fund liabilities (Deferred Capital Contributions)	85,412,002	88,924,914	91,417,520
TOTAL INVESTMENTS IN PLANT FUND	178,548,290	184,139,528	185,351,588
OTHER LIABILITIES (employee future benefits)	12,516,285	12,762,042	13,117,254
TOTAL OTHER LIABILITIES	12,516,285	12,762,042	13,117,254
TOTAL LIABILITIES	177,187,232	177,852,473	185,418,410
FUND BALANCE	95,634,751	79,333,642	76,631,987

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY Dates: 2015	One Year Prior to Last Completed FY Dates: 2014	Two Years Prior to Last Completed FY Dates: 2013
Tuition and fees	69,241,381	69,384,802	62,303,696
Federal appropriations	1,224,650	1,994,536	1,635,641
State appropriations	73,071,662	75,664,673	72,815,754
Local appropriations			
Grants and contracts	7,783,362	6,512,893	8,441,905
Endowment income & endowment contribution	5,620,811	160,503	126,912
Auxiliary enterprises	15,820,134	15,903,901	14,744,193
Other (Amortization of Deferred Capital Contributions and Interest Income on Unrestricted Investments)	7,432,000	7,128,692	7,579,519
Total Revenues	180,194,000	176,700,000	167,647,620
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction (including academic support)	86,930,000	92,915,000	85,176,372
Research	2,900,000	3,425,000	2,742,435

Public services			
Academic support (included in instruction)			
Student services (including institutional support)	43,798,000	43,072,000	39,142,039
Institutional support			
Operation and maintenance of plant	5,811,971	4,213,934	8,000,044
Scholarships and fellowships	3,120,000	3,474,766	3,508,961
Other (Amortization Capital Assets)	8,018,490	9,080,039	8,893,451
Mandatory transfers for:			
Principal and interest	225,000	385,560	444,755
Renewal and replacements			
Loan fund matching grants			
Other (interest on capital obligations)	1,975,000	1,998,160	2,020,494
Total Educational and General	152,778,461	158,564,459	149,928,151
Auxiliary Enterprises			
Expenditures	12,888,000	13,915,000	13,712,861
Mandatory transfers for:			
Principal and interest			
Renewals and replacements			
Total Auxiliary Enterprises	12,888,000	13,915,000	13,712,861
TOTAL EXPENDITURE & MANDATORY TRANSFERS	165,666,461	172,479,459	163,641,012
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)			
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	14,527,539	4,220,541	4,006,608

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates: 2015	One Year Prior to Last Completed FY Dates: 2014	Two Years Prior to Last Completed FY Dates: 2013
For Capital Outlay	49,920,757	49,972,292	51,411,494
For Operations			

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the Site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

**Please note the Faculty Headcount refers to the number of Tenure/Tenure Track, continuing faculty members by the division they belong to. This number does not include Limited Term, sessional faculty, and/or faculty on leave.

Location of Site Name City, State, ZIP	Degree Programs	Student Headcount	Faculty Headcount
Thompson Rivers University, Kamloops, Williams Lake and Regional Centres, BC, Canada	<u>Faculty of Arts</u> Bachelor of Arts (Degree) BA Anthropology BA Economics BA English BA Geography & Environ. Studies BA History BA Interdisciplinary Studies BA Journalism BA Modern Languages BA Philosophy BA Psychology BA Sociology BA Theatre BA Fine Arts (Visual Arts) BA Major in Communication Visual Arts (Diploma) Police & Justice Studies (Diploma)	1,391	75
	<u>Faculty of Science</u> BSc. (Major in Computing Science) (Degree) Computing Science Diploma (Diploma) Architectural & Engineering Tech Program (Diploma) Digital Art & Design (Diploma) MSc. in Environmental Science (Degree) Bachelor of Science (Degree) Biology Chemistry	1,871	95

Location of Site Name City, State, ZIP	Degree Programs	Student Headcount	Faculty Headcount
	Environmental Science Geology Mathematics & Statistics Physics Bachelor of Natural Resource Science (Degree) Environmental Sustainability (Certificate) Animal Health Technology (Diploma) Engineering (1 st Year Trans.) Respiratory Therapy		
	<u>Faculty of Education and Social Work</u> Master of Education (M.Ed.) (Degree) Bachelor of Education (Degree) Elementary Physical Education Trades & Technology Early Childhood Ed. (Diploma) Inclusive and Special Education (Certificate, Diploma) Teaching English as a Second Language (TESL) (Post-Baccalaureate) First Nations Language Teachers University Preparation Career Orientation and Personal Empowerment (COPE) & Men's Education and Career Alternatives (MECA) Education and Skills Training (ESTR) English as a Second Language Bachelor of Social Work (BSW) (Degree) Human Service (Diploma)	651	58
	<u>Faculty of Adventure, Culinary Arts, and Tourism</u> Bachelor of Tourism Management (Degree) Adventure Studies Tourism Management (Degree) Bachelor of Interdisciplinary Studies, Adventure (Degree) Adventure Sport Certificate (Certificate) Adventure Guide (Diploma) Adventure Management Diploma (Diploma) Canadian Mountain & Ski Guide Diploma (Diploma) Adventure Studies (Post-Baccalaureate) Culinary Arts (Foundation & App.) Aboriginal Tourism (Certificate) International Tourism Development (Post-Baccalaureate) Tourism Destination Development (Post-Baccalaureate) Tourism Experience Management (Post-Baccalaureate) Retail Meat Processing I & II (Foundation & Apprenticeship) Events & Conventions Management (Diploma) Resort & Hotel Man (Diploma) Sports Event Management (Diploma) Tourism Management (Diploma)	476	20
	<u>School of Business and Economics</u> Master of Business Administration (Masters) Bachelor of Business Administration (Degree)	1822	37

Location of Site Name City, State, ZIP	Degree Programs	Student Headcount	Faculty Headcount
	Computing Science & Business Administration (Degree) Graduate Certificate in Business Administration First Nation Taxation Administration Certificate First Nation Applied Economics Certificate Legal Administrative Assistant (Certificate) Administrative Assistant (Certificate) Business Foundations (Certificate) Business Fundamentals (Certificate) Accounting Technician (Diploma) Management (Diploma) Executive Assistant (Diploma) Associate of Commerce and Business Administration (Diploma) Management Skills for Supervisors (Certificate) Executive Assist (Diploma) Accounting Tech (Diploma) Finance (Post-Baccalaureate) Human Resource Management (Post- Baccalaureate) International Business (Post- Baccalaureate) Supply Chain Management (Post- Baccalaureate Diploma) International Tourism Development (Post- Baccalaureate) Marketing (Post- Baccalaureate)		
	<u>School of Trades and Technology</u> Bachelor of Education in Trades & Technology (Degree) Bachelor of Tech. (Degree) B. Tech- Water and Wastewater (Degree) Automotive Service Technician (Foundation & Apprenticeship) Carpenter (Foundation & Apprenticeship) Transportation and Motive Power Tech (Diploma) Commercial Transport (Foundation & Apprenticeship) Heavy Mechanical (Foundation) Truck/Transport Mechanic (Apprenticeship) Heavy Duty Equip. Tech (Apprenticeship) Electrician (Foundation & Apprenticeship) Electrician/Industrial Instrument Mechanic (Foundation) Electrician – Construction (Apprenticeship) Electrician – Industrial (Apprenticeship) Power Line Technician (Apprenticeship) Gasfitting (Foundation & Apprenticeship) Inboard/Outboard Mechanic (Foundation & Apprenticeship) Cabinet Maker & Joinery (Foundation & Apprenticeship) Partsperson/Warehouse (Foundation & Apprenticeship) Plumbing (Foundation & Apprenticeship) Welding (Foundation & Apprenticeship) Water Treatment Technology (Diploma) Water & Wastewater Utilities (Foundation & Apprenticeship) Water and Wastewater Utilities (Certificate) Water and Wastewater technology (Diploma) Horticulture (Foundation & Apprenticeship)	547	23

Location of Site Name City, State, ZIP	Degree Programs	Student Headcount	Faculty Headcount
	<u>School of Nursing</u> Bachelor of Science in Nursing (BScN) (Degree) Practical Nursing (Williams Lake) (Diploma) Health Care Assistant (Certificate)	475	31
	<u>Faculty of Law</u> Law Degree *Juris Doctor (Degree)	283	14
	<u>Open Learning</u> ABE Intermediate Certificate ABE Advanced Certificate BC Adult Graduation (Diploma) Bachelor of Arts, General (Degree) Bachelor of Arts, English Major (Degree) Bachelor of Arts, History Major (Degree) Bachelor of Arts, Psychology Major (Degree) Bachelor of Arts, Sociology Major (Degree) Bachelor of Arts, Criminology Major (Degree) Bachelor of Design (Degree) Bachelor Fine Art (Degree) Bachelor of Music, Performance (Degree) Associate of Arts (Diploma) Liberal Arts (Post-Baccalaureate) Advanced Certificate in Liberal Arts (Certificate) Associate of Science (Diploma) Bachelor of Science, General (Degree) Bachelor of Science, Major (Degree) Master of Business Administration (Graduate Degree) Bachelor of Business in Real Estate (Degree) Bachelor of Commerce (Degree) Bachelor of Public Administration (Degree) Bachelor of Technology (Degree) Bachelor of Tourism Management (Degree) Bachelor of Technology (Trades and Technology Leadership) (Degree) Advanced Management (Certificate and Diploma) Business Skills (Certificate) Entrepreneurial Skills 1, 2 (Certificate) Event Management (Certificate) First Nation Tax Administration (Certificate) First Nation Applied Economics (Certificate) Management Studies (Certificate) Accounting Technician (Diploma) Management Studies (Diploma) Commerce (Certificate and Diploma) (Post-Baccalaureate) Commerce (Post- Baccalaureate) Pre-MBA (Post- Baccalaureate) Bachelor of Technology (Tech Management) (Degree) Bachelor of Computing Science (Degree) Information Technology and Management (Diploma) Information Technology (Certificate) Online Teaching and Learning (Certificate) General Studies (Certificate, Diploma, Degree)	12,770	4**

Location of Site Name City, State, ZIP	Degree Programs	Student Headcount	Faculty Headcount
	Bachelor of Health Science (Degree) Anesthesia Assistant (Diploma) Health Care Assistant (Certificate) Medical Laboratory Assistant (Certificate) Polysomnography (Certificate) Pre-Health Science (Certificate) Seniors Living Management (Certificate) Return to Registered Nurse Practice (Certificate) Asthma Educators (Certificate) Chronic Obstructive Pulmonary Disease (COPD) Educators (Certificate) Certified Respiratory Educators (CRE) (Certificate) Child and Youth Mental Health (Certificate) Social Service Worker (Certificate) Water Treatment Technology (Certificate, Diploma)		
Field school program: Chandigarh, India	Computer Systems Operations & Management Diploma	44	All courses are delivered by partner institution faculty but approved by TRU faculty
Field school program: Tianjin, China	Bachelor of Business Administration	521	7 core course taught by TRU faculty, the rest by partner institution faculty
Field school program: Shanghai, China	Bachelor of Business Administration	271	8 core course taught by TRU faculty, the rest by partner institution faculty
Field school program: Reykjanesbaer, Iceland	Adventure Sports Certificate	18	All courses are delivered by partner institution faculty

STUDY ABROAD: ACTIVE BILATERAL PARTNERSHIP AGREEMENTS

Organization Name	City	Country
Charles Sturt University	New South Wales	Australia
Curtin University of Technology	Perth	Australia
Southern Cross University	Lismore	Australia
University of Canberra	Canberra	Australia
University of Tasmania	Hobart	Australia
University of Western Sydney	Sydney	Australia
FH Joanneum University of Applied Sciences	Graz	Austria
Management Center Innsbruck	Innsbruck	Austria

STUDY ABROAD: ACTIVE BILATERAL PARTNERSHIP AGREEMENTS

Private University Seeburg Castle	Salzburg	Austria
Salzburg University of applied Sciences (Fachhochschule Salzburg GmbH)	Salzburg	Austria
University of Applied Sciences Wiener Neustadt	Wiener Neustadt	Austria
Hasselt University	Hasselt	Belgium
University of Belize	Belmopan	Belize
Universidad De Vina Del Mar	Vina Del Mar	Chile
Tianjin University of Technology	Tianjin	China
Universidad De La Sabana	Chia	Colombia
Turku Polytechnic	Turku	Finland
Esdes School of Management (Universite Catholique de Lyon - UCLY)	Lyon	France
EBS Law School	Weisbaden	Germany
Harz University of Applied Sciences	Wenigerode	Germany
Hochschule Osnabruck UAS	Onsabrueck	Germany
Padagogische Hochschule Heidelberg	Heidelberg	Germany
Universitat Bamberg	Bamberg	Germany
University of Cologne (Universitat Zu Koln)	Koln	Germany
University of Erfurt	Erfurt	Germany
University of Health & Sport	Berlin	Germany
Madras Christian College	Chennai	India
University Cattolica del Sacro Cuore	Milan	Italy
Bunkyo Gakuin University	Bunkyo, Tokyo	Japan
Hirosaki University	Hirosaki	Japan
J.F. Oberlin University	Tokyo	Japan
Kyoto Sangyo University	Kyoto	Japan
Toyo University	Tokyo	Japan
Dong-A University	Busan	Korea
Kyung Hee University	Seoul	Korea
University of Science and Technology	Liechtenstein	Liechtenstein
AVANS Hogeschool	Breda	Netherlands
NHTV Breda University of Applied Sciences	Breda	Netherlands
University of Stavanger	Stavanger	Norway
Universidad Autonoma de Madrid	Madrid	Spain
Universidad de Extremadura	Caceres	Spain
Universitat Autonoma De Barcelona	Barcelona	Spain
Halmstad University	Halmstad	Sweden
Kristianstad University	Kristianstad	Sweden
University of Gavle	Gavle	Sweden
University of Applied Sciences HTW	Chur	Switzerland
University of Applied Sciences Northwestern Switzerland	Basel	Switzerland

STUDY ABROAD: ACTIVE BILATERAL PARTNERSHIP AGREEMENTS

Zurich University of Applied Sciences (ZHAW)	Winterthur	Switzerland
Bournemouth University	Dorset, England	UK
University of the Highlands and Islands (UHI)	Inverness, Scotland	UK
University of Chichester	Chichester, England	UK
University of Salford	Salford, England	UK
University of Wales, Trinity St. David; formerly Trinity University College	Carmarthen, Wales	UK
Northern Arizona University	Flagstaff	USA
International University, Vietnam National University - HCMC	Ho Chi Minh City	Vietnam
OTHER MEMBERSHIPS		
ISEP - international student exchange program		USA



Chapter One

Mission, Core Themes and Expectations



Chapter 1 Executive Summary

Eligibility Requirements 2-3

TRU is authorized to award degrees under British Columbia's University Act and the Thompson Rivers University Act. TRU's mission and strategic priorities have been adopted by its Board of Governors and are clearly communicated to all constituents. The mission and strategic priorities are appropriate for a teaching and research university and are consistent with TRU's legislated authority. Most essentially, the mission and strategic priorities serve the educational interests of students through the delivery of high-quality and well-recognized credentials. All resources, directly or indirectly, are dedicated to fulfilling this stated purpose.

Standard 1.A Mission

1.A.1 The institution has a widely published mission statement – approved by its governing board – that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

University Mandate

The Thompson Rivers University Act⁴ defines TRU's legislated mandate:

1. The purposes of the university are
 - a) to offer baccalaureate and masters degree programs;
 - b) to offer post-secondary and adult basic education and training;
 - c) to undertake and maintain research and scholarly activities for the purposes of paragraphs (a) and (b); and
 - d) to provide an open learning educational credit bank for students.
2. The university must promote teaching excellence and the use of open learning methods.
3. In carrying out its purposes, the university must serve
 - a) the educational and training needs in the region specified by the Lieutenant Governor in Council; and
 - b) the open learning needs of British Columbia.

⁴ http://www.bclaws.ca/civix/document/id/complete/statreg/05017_01

Mission Statement

TRU's current mission statement was first adopted in 2007: "Thompson Rivers University is a comprehensive, learner-centred, environmentally responsible institution that serves its regional, national, and international learners and their communities through high quality and flexible education, training, research and scholarship."

Strategic Priorities

In the summer and fall of 2013, TRU began a comprehensive consultation process to develop the 2014-2019 Strategic Priorities. The priorities are based on three key source documents: the existing 2007-2012 Strategic Plan (including the Mission Statement), the 2011 Academic Plan, and the 2005 Thompson Rivers University Act. The Steering Committee of Senate selected a broadly diverse membership for the Strategic Priorities Advisory Committee. Consultation included surveys administered to internal and external stakeholders, presentations, and a series of Town Halls held at the main campus in Kamloops, in the Kamloops community, on the Williams Lake campus, and in each of the regional centres. The plan was presented to the Board of Governors on February 7, 2014 and was unanimously approved. The cover Memo to the Board⁵, including a full description of the consultation process, the Strategic Priorities consultation archive⁶ and the full Strategic Priorities document⁷ are available on the TRU website.

The 2014-2019 Strategic Priorities form the basis for TRU's Core Themes⁸:

- Increasing Student Success
- Increasing Intercultural Understanding
- Increasing Research Capacity
- Increasing Entrepreneurial Capacity
- Increasing Sustainability Capacity

Alignment of the Mandate, Mission and Strategic Priorities

As a *comprehensive* institution, TRU does not attempt to offer all programs to all people. Rather, the term comprehensive is reflective of the wide range of programming defined in the mandate, including baccalaureate and masters degree programs (1)(a), adult basic education, distance and online education, foundational and apprenticeship programs in trades and technology, training in Williams Lake and regional centres and many certificate and diploma programs that ladder into higher credentials (1)(b).

The mission to be *learner-centred* offering *high quality education, training, research and scholarship* is driven by the mandate to promote teaching excellence (2) and embed research and scholarly activities within the purpose of program delivery (1)(c). This aspect of the mandate and mission is the primary source for the strategic priorities to increase student success and research capacity.

⁵ http://www.tru.ca/_shared/assets/StrategicPriorities_PresidentsMemo31426.pdf

⁶ <http://www.tru.ca/president/reports/strategicpriorities.html>

⁷ http://www.tru.ca/_shared/assets/2014-2019_StrategicPriorities_PDF31428.pdf

⁸ The terms "Strategic Priorities" and "Core Themes" may be used interchangeably throughout the report.

TRU's distinctiveness as an open institution is clear throughout the mandate (1)(d)(2)(3)(b) and drives the mission to offer *flexible education, training, research and scholarship* and in part motivates the mission to *serve regional, national and international learners*. Flexible education plays a significant role in the strategic priority to increase student success.

The mission to be *an environmentally responsible institution that serves regional, national, and international learners and their communities* derives from the clear mandate to address the educational and training needs in the region (3)(a), which TRU interprets broadly to include the values expressed through the strategic priorities to increase intercultural understanding, entrepreneurial capacity and sustainability capacity.

1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

Ministry of Advanced Education Performance Targets

TRU's first element of mission fulfillment is defined as achieving the accountability performance targets set by the British Columbia Ministry of Advanced Education. Assessment of the performance targets, as required by the ministry, occurs annually and is reflected in the Institutional Accountability Plan and Report (IAPR).⁹

Access to Excellence

In order to fulfill the broad mandate given by the Province of British Columbia, as defined in the Thompson Rivers University Act, TRU must exceed the ministry performance targets. The university is mandated to provide *open access* while simultaneously promoting *teaching excellence*. TRU has defined this challenging task as **Access to Excellence**.¹⁰ In short, our goal is to provide open educational access to the widest possible range of students (including those who require adult basic education to achieve admission to university programs) while achieving a national reputation for educational excellence. The indicators that will demonstrate the success of this goal can be found within the first core theme, student success. Because achievement of this goal is a foundational precondition for the core themes that follow, the indicators defined in the student success section will weigh heavily in the final assessment of mission fulfillment.

Core Themes

The final element of TRU's definition of mission fulfillment is its aggregate performance on the core theme objectives. In Chapter Four, each of the core theme objectives will be reviewed individually based on indicators. Chapter Five will then discuss the aggregate assessment of all core theme objectives in detail.

⁹ Appendix 5: TRU Strategic Priorities

¹⁰ Appendix 5: TRU Strategic Priorities

Acceptable Threshold of Mission Fulfillment

TRU uses the following ministry-defined rubric to evaluate achievement of its ministry-defined performance targets. While there are no specific targets set for the core themes in this Self-Evaluation Report, the following rubric will be used to assess TRU's core themes in the next stage of accreditation:

- Exceeded More than 10% above target
- Achieved Up to 10% above target
- Mostly Achieved Up to 10% below target
- Not Achieved More than 10% below target

Whenever specific targets are not set or qualitative indicators are used, the most appropriate label will be selected based on analysis of the information.

The level “mostly achieved” represents TRU's minimum threshold of mission fulfillment.

Standard 1.B Core Themes

1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

Core Theme 1: Increasing Student Success

Student success at TRU is embedded in students' ability to access educational opportunities, and ultimately TRU's goal is to provide accessible learning opportunities that assist students in achieving their educational goals. The TRU student population reflects the diversity of regional, national and global communities and the mandate to support a broad range of student demographics. The institution's diversity reflects 11% Aboriginal learners and 12% international students from more than 85 countries. The TRU Academic Plan is a direct response to the needs of our diverse learners and ensures that our students have access to a research-informed education. Measuring student success at TRU is integral to the institution's ability to meet the challenges of the 21st century, particularly the increasing diversity of its community and nation and the need to prepare students to live, learn and work in a global society.

Objective	Outcome	Institutional Indicators
1.1 Students will have broad and transparent access to educational opportunities	1.1.1 Students and prospective students demonstrate awareness of TRU programs and services	<ul style="list-style-type: none"> • Application and conversion rates • Prospect and key influencer measures
	1.1.2 Students' educational and training needs are met through open and accessible programs	<ul style="list-style-type: none"> • Number of students enrolled in accessible program areas • Number of students registered with Disability Services
	1.1.3 Students participate in TRU's flexible program offerings	<ul style="list-style-type: none"> • Number of students enrolled in flexible program areas • Number of transfer students

1.1 Rationale for Indicators

As the region's sole provider of post-secondary training and educational programs, and with a mandate to meet the distance learning needs of the province, TRU must demonstrate active engagement with potential students and the organizations that sponsor and employ them. The indicators related to open and accessible program areas ensure that TRU is meeting its provincial mandate. In addition, indicators related to flexible program areas, disability services and transfer students, provide essential feedback about the flexibility of the learning options available to, and used by, TRU students.

Objective	Outcome	Institutional Indicators
1.2 Students will have transformative educational experiences that result in cognitive development, personal growth and interpersonal effectiveness	1.2.1 Students identify and access opportunities to enrich their learning experiences	<ul style="list-style-type: none"> • Percentage of students participating in high-impact practices • Number of programs with high-impact practices • NSSE engagement indicator scores
	1.2.2 Students benefit from academic and personal supports throughout their studies	<ul style="list-style-type: none"> • Canadian University Survey Consortium (CUSC) student services use and satisfaction rates • Improvements in the affective skills of students on pre- and post-program tests of emotional intelligence
	1.2.3 Students value the TRU experience	<ul style="list-style-type: none"> • Student satisfaction with education • Retention and completion rates

1.2 Rationale for Indicators

TRU defines student engagement robustly, including curricular and co-curricular high-impact practices. A series of indicators that document program offerings and student participation in activities is necessary though not sufficient for this objective. Additional measures include student-reported experience of high-impact practices and use of services via the National Survey of Student Engagement (NSSE) and CUSC. Satisfaction measures and completion rates indicate the extent to which TRU provides opportunities for students to achieve their educational goals.

Objective	Outcome	Institutional Indicators
1.3 Students will acquire the skills, knowledge, confidence, and values needed to contribute to society	1.3.1 Students acquire the skills, knowledge, confidence, and values needed to transition to the work force or to further studies	<ul style="list-style-type: none"> • Graduate employment outcomes • Survey on career goals

1.3 Rationale for Indicators

Indicators related to student employment outcomes are necessary to assess students' ability to apply their learning after they complete their studies and represent a major component of student success.

Core Theme 2: Increasing Intercultural Understanding

TRU's Academic Plan states:

TRU recognizes and values the diversity of interests and plurality of cultures among its students and staff. Consequently, it seeks to create a safe, participatory environment in which the keystones are mutual trust, respect and integrity of relationships among those various interests and cultures.

The Senate International Affairs Committee (SIAC) approved a common definition of intercultural competence in 2010, stating:

Intercultural competence might be defined as knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others' values, beliefs, and behaviors; and —relativizing one's self (Deardorff, 2006; 2009).

TRU has prioritized developing intercultural competence, as it is a key skill needed within the region it is mandated to serve. The following objectives, outcomes and indicators can assist TRU in actualizing this priority.

Objective	Outcome	Institutional Indicators
2.1 TRU will create a culture of inclusion in all aspects of university work and life	2.1.1 TRU integrates intercultural learning within curriculum and teaching	<ul style="list-style-type: none"> • Intercultural Development Inventory (IDI) scores of upper level students completing TRU programs • Number of students, faculty and staff completing and debriefing IDI profiles • Number of courses with Aboriginal, international, intercultural or social justice content • Number of non-English language offerings • Number of students, faculty and staff participating in intercultural or diversity workshops • Number of faculty participating in Interculturalizing Curriculum Professional Development • Faculty perceptions of the impact of ICPD on

		pedagogy and curriculum <ul style="list-style-type: none"> • Student perceptions of intercultural and global learning in course work
	2.1.2 Students engage in opportunities for intercultural learning	<ul style="list-style-type: none"> • Number of students completing a Global Competency Credential • Attendance at cultural or diversity events on campus • Number of student events that invite multiple perspectives • Number of student applicants for Intercultural Council (ICC) • NSSE intercultural engagement results • Number of collaborations with Indigenous communities (local, national, global)
	2.1.3 TRU retains and supports culturally diverse students	<ul style="list-style-type: none"> • Retention rates of Aboriginal and international students • International student experience (CBIE survey) • Participation in Aboriginal mentorship program • Number of trained Aboriginal mentors
	2.1.4 TRU recruits culturally diverse staff and faculty	<ul style="list-style-type: none"> • Percentages of culturally diverse staff, faculty and administrators

2.1 Rationale for Indicators

A range of indicators, direct and indirect, measure TRU's success at creating a fully inclusive university culture. Central to these is the IDI, a psychometric assessment tool that directly measures TRU's impact on students' intercultural understanding. Additional indicators include documentation of program offerings and student participation and engagement in intercultural activities. Student-reported experience, via the NSSE and the Canadian Bureau for International Education survey, is also included.

Objective	Outcome	Institutional Indicators
2.2 TRU will promote the indigenization of our university through the inclusion of traditional and contemporary Aboriginal teaching, learning, knowledge, research and creative practice	2.2.1 Aboriginal students participate in study abroad field schools, exchange programs, service learning, and research	<ul style="list-style-type: none"> • Number of Aboriginal students participating in Study Abroad and Field Schools
	2.2.2 Students are exposed to Aboriginal, local and regional cultural life and activities	<ul style="list-style-type: none"> • Degree of Aboriginal content in orientation activities • Number of Aboriginal employees • Number of campus events recognizing the traditional territory of the Secwepemc people

2.2 Rationale for Indicators

Indicators for this objective measure opportunities for increased global, national, and local learning for Aboriginal students by tracking student participation rates. TRU measures student exposure to Aboriginal teaching, learning, knowledge, research and creative practice by documentation of campus-wide Aboriginal activities and Aboriginal employees.

Objective	Outcome	Institutional Indicators
2.3 TRU will promote the internationalization of the university through the inclusion of globally-engaged teaching, learning, knowledge, research and creative practice	2.3.1 TRU provides opportunities to international mobility programs, including field schools, student, faculty and staff exchange programs, service learning project work, and research	<ul style="list-style-type: none"> • Number of students participating in Study Abroad and Field Schools • Number of programs offering mobility opportunities • Number of faculty and staff exchanges • Number of international co-op/internship placements
	2.3.2 TRU collaborates with international strategic partners	<ul style="list-style-type: none"> • Number of transnational degree options and delivery modes, such as dual-, joint- and masters degrees offered in collaboration with international partners • Number of international Aboriginal partnerships

2.3 Rationale for Indicators

TRU's internationalization efforts must be measured by a range of indicators that provide mobility data for students, staff and faculty. Indicators measure international partnerships as well as global engagement opportunities for students and faculty.

Core Theme 3: Increasing Research Capacity

TRU will prioritize the development and mobilization of scholarship, research, training, teaching innovation, professional practice, and creative capacity for the benefit of people in the context of the following:

- The strengths and expertise of faculty and students;
- The needs of people, populations and organizations in our communities;
- Program and course innovation and development for undergraduate and graduate students;
- Partnerships across disciplines with industry, businesses, social and cultural organizations, and other educational institutions; and
- Intercultural and international career and professional development, research activity, and creative activity for students, faculty, staff and alumni.

The research culture at TRU supports the creation and mobilization of new knowledge and knowledge transfer, the attainment of external funding, the timely attainment of tenure and promotion, the development of graduate programs, the development of effective student research training, and the financial sustainability of the research infrastructure.

Objective	Outcome	Institutional Indicators
3.1 TRU will create a sustainable research culture	3.1.1 TRU research faculty and students are competitive for external funding	<ul style="list-style-type: none"> • Number and percentage of active tri-partite faculty holding external funding (contract and grant) • Total dollar amount of Tri-Agency grants and external contracts (the Natural Sciences and Engineering Research Council of Canada [NSERC], the Social Sciences and Humanities Research Council of Canada [SSHRC] and the Canadian Institutes of Health Research [CIHR]) • Total dollar amount of external grants and contracts supporting student research training • Number of students involved in supervised research projects • Number of students enrolled in research-based graduate programs • Research space as a percentage of total available university academic space • Number of internal research workshops, presentations and dialogues designed to support the development of research capacity annually • Dollars committed to internal grant awards to support faculty
	3.1.2 TRU research faculty and students create new knowledge	<ul style="list-style-type: none"> • Number of peer-reviewed publications, scholarly works and exhibitions as a percentage of total tri-partite faculty • Number of completed student undergraduate research experience projects • Dollars leveraged from collaborative partnerships with industry, business and community groups
	3.1.3 TRU research faculty and students disseminate new knowledge	<ul style="list-style-type: none"> • Number of peer-reviewed publications, scholarly works and exhibitions as a percentage of total tri-partite faculty • Number of TRU-hosted, peer-reviewed journals • Number of papers presented at regional, national, and international conferences by research faculty and students

3.1 Rationale for Indicators

Competitiveness for funding from Canada’s national Tri-Agency granting agencies is a key factor in developing sustainable research capacity. Indicators for this section measure TRU researchers’ achievement of external funding and track other factors that contribute to external funding competitiveness, including institutional support and student involvement in research.

Research activities and outcomes (evidence of knowledge creation) are the best indicators of a successful research culture. The number of peer-reviewed publications, scholarly work and exhibitions produced by TRU research faculty is a traditional measure of research achievement. Because TRU’s mandate embeds research within the delivery of its educational programs, student undergraduate research experience is an

essential measure of success. In addition, one can measure the impact of new knowledge created by the value ascribed to the work as evidenced by funded collaborative partnerships.

One can measure knowledge mobilization by a range of indicators, which identify the local, regional, national, and international impact, and potential influence of research activity.

Core Theme 4: Increasing Entrepreneurial Capacity

TRU is mandated to serve the educational and training needs in its region. Similar to intercultural understanding, TRU identified entrepreneurial capacity as a priority for meeting regional needs. TRU is committed to enriching the quality of life in its region, mutually benefitting the university and the communities it serves. The TRU Strategic Priorities define several contexts for the development of TRU's entrepreneurial capacity:

- Innovative practices, experiences, and ideas;
- Research and creative opportunities for students and faculty;
- Career development opportunities for students, faculty, staff and alumni;
- Partnerships with Government, NGOs, industry, business, professional and academic institutions and communities; and
- Innovation leading to economic development.

Objective	Outcome	Institutional Indicators
4.1 TRU will encourage entrepreneurial collaborative research, innovative practices, experiences and opportunities for students and faculty within the community	4.1.1 Students and faculty increase participation in collaborative activities with community programs and members	<ul style="list-style-type: none"> • Number of students enrolled in co-op, internship, practicum or service learning courses • Total donations received • Number of collaborative projects/presentations between faculty, students and community groups • Qualitative assessment of community relationships, partnerships and activities

4.1 Rationale for Indicators

TRU will measure its active engagement with community partners by a range of indicators that document the number of collaborative projects, student participation in community-based courses and donated funds given by regional partners and supporters. Qualitative assessments by engaged parties will also provide important feedback on collaborative efforts.

Objective	Outcome	Institutional Indicators
4.2 TRU will encourage creative, cultural and social awareness within the community	4.2.1 Employees and students increase participation in creative and community arts programs	<ul style="list-style-type: none"> • Number of students enrolled in co-op, internship, practicum or service learning courses in arts programs • Number of TRU-sponsored/supported creative and community arts programs • Qualitative assessment of community relationships, partnerships and activities
	4.2.2 Employees and students increase participation in social support programs in the community	<ul style="list-style-type: none"> • Number of students enrolled in co-op, internship, practicum or service learning courses in social support programs • Number of graduates from social support programs who find employment in their areas of study within the region • Qualitative assessment of community relationships, partnerships and activities

4.2 Rationale for Indicators

TRU's traditional foundations require sensitivity to and support of the creative, cultural and social needs of the region's communities. Indicators that describe the extent of TRU's engagement in creative and community arts programs and social support programs, including student enrollment in relevant community-based courses and graduate outcomes, will reflect desired outcomes in this area. Qualitative assessments by engaged parties will also provide important feedback on creative, cultural and social support efforts.

Objective	Outcome	Institutional Indicators
4.3 TRU will mobilize resources and expertise that reflect regional interests	4.3.1 Regional programs are sustainable	<ul style="list-style-type: none"> • Number of students enrolled at Williams Lake and regional centres • Number of programs offered at Williams Lake and regional centres
	4.3.2 TRU's teaching, service and research strengths and impacts are communicated and mobilized	<ul style="list-style-type: none"> • Number of media releases sent by TRU • Total impact of TRU website • Percentage of visitors to TRU website from outside of Canada • Total impact of TRU social media channels
	4.3.3 The University Village concept is operational	<ul style="list-style-type: none"> • Total parcels of land developed • Total dividend revenue • Total land acquired for Trust purposes • Total ancillary revenue (retail sales, parking, residence) • Attendance at Wolfpack games/events • Qualitative assessment of community life on campus

4.3 Rationale for Indicators

In addition to access to the main campus and distance programs, it is important to offer direct contact courses throughout the region. Enrollment in regional courses and the number of programs available in the region are both important indicators for measuring the sustainability of TRU's regional programming. Indicators to measure the volume of TRU's external communications will allow the university to assess the effectiveness of its communication to community stakeholders, alumni, and current and potential students. The University Village is a major strategic initiative embedded within the university's Campus Master Plan (see Chapter 3). Indicators will measure the success of this newly emerging initiative. Qualitative assessment of the community life on TRU's campus will provide important feedback on whether or not TRU is able to create a vibrant campus life outside of the traditional Monday-to-Friday, 9-5 parameters and will indicate TRU's success at becoming a destination to live, work, learn and play.

Core Theme 5: Increasing Sustainability Capacity

TRU recognizes the need for increasing sustainability in a variety of contexts in order to fulfill its mission statement as a comprehensive, learner-centred, environmentally responsible institution that serves its regional, national, and international learners and their communities. TRU's Strategic Priorities document defines sustainability comprehensively and includes financial sustainability of the university, economic sustainability of the region and the province, cultural and social sustainability of TRU's communities, creative and community arts sustainability, and environmental sustainability. Given such a broad definition, it is not surprising that sustainability overlaps with objectives found in the preceding core themes, particularly intercultural understanding and entrepreneurial capacity. This final core theme is intended to complement prior objectives and as such will focus particularly on environmental and financial sustainability.

Objective	Outcome	Institutional Indicators
5.1 TRU will integrate sustainability across the operational, administrative, learning and research functions of the university	5.1.1 TRU's commitment to sustainability is evident in how it develops, operates and maintains its campuses and regional centres	<ul style="list-style-type: none"> • Sustainability, Tracking, Assessment & Rating System (STARS) score (Operations category) • TRU Carbon Neutral Action Report
	5.1.2 Members of the TRU community are sustainability ambassadors on and off campus	<ul style="list-style-type: none"> • STARS score (Engagement category)
	5.1.3 TRU is recognized as a leading academic institution for advancing sustainability education and research	<ul style="list-style-type: none"> • STARS score (Academics category)
	5.1.4 Sustainability is a core value in TRU's institutional and administrative framework	<ul style="list-style-type: none"> • STARS score (Planning and Administration category)

	5.1.5 TRU is financially sustainable	<ul style="list-style-type: none"> • Domestic and international student FTE • Total revenue from tuition and student fees • Total revenue from continuing education and contract training programs • Total donations received • Total provincial annual operating grant • Total provincial capital grant funds secured • Total ancillary revenue (retail sales, parking, residence) • Total annual investments under formal deferred maintenance program • Maintenance of strong returns and growth in invested dollars • Assessment of budget methodology effectiveness • Assessment of space optimization • Low turn-over among employees • Employee satisfaction with working conditions
	5.1.6 Enterprise Risk Management is formalized	<ul style="list-style-type: none"> • Risk assessment embedded in all new program/initiative proposals • Regular reporting of risk environment to the Audit Committee and board • Unit and institutional risk registries are reviewed and updated at least semi-annually

5.1 Rationale for Indicators

In 2011, TRU was an early adopter of the Sustainability Tracking, Assessment and Rating System (STARS), a transparent, self-reporting framework designed specifically for post-secondary institutions. TRU's Strategic Sustainability Plan aligns closely with the STARS framework, making the STARS rating an ideal indicator of TRU's success towards achieving its sustainability objectives. TRU's financial sustainability will be measured by a range of indicators, which track the institution's revenue streams. Additionally, it will be balanced by several indicators that monitor how the institution allocates its resources (i.e. effective budgeting, space optimization, and employee satisfaction). Enterprise risk management is a new initiative for TRU. Previously, data was not collected in this area; therefore, indicators are action-oriented and will be reconsidered once the initiative is better established.





Chapter Two

Resources and Capacity



Chapter 2 Executive Summary

Eligibility Requirements 4-21

TRU is a public post-secondary institution primarily concerned with delivering education. TRU has a bi-cameral governance structure legislated by British Columbia's Thompson Rivers University Act. The governing bodies of TRU hold sufficient organizational and operational independence while being held accountable and responsible for meeting the Commission's Standards and Eligibility Requirements.

TRU is committed to providing equal opportunities and a respectful environment for all students, staff and faculty, while responding to the educational needs of its students, including its Aboriginal, international, distance and mature learners. The university is committed to promoting high ethical standards in all operations and relationships, and it enacts appropriate policies and practices to support this value.

TRU's Board of Governors directs the affairs of the university as legislated in the Thompson Rivers University Act and ensures the achievement of the university's mission and core themes. The board has 15 members, the majority of whom are voting members and have no contractual or employment relationship or personal financial interest with the institution.

The President of TRU is the institution's chief executive officer. The President is appointed by the board and has a full-time responsibility to the institution. The President is a member of the board, and accountable to the board but never serves as its chair.

TRU employs appropriately qualified faculty members to achieve its educational objectives, establish and oversee academic policies and assure the integrity and continuity of its academic programs. Faculty members undergo regular evaluations through formative activities that provide opportunities for development in their teaching, service and scholarship roles.

TRU offers a comprehensive range of educational programs that lead to collegiate-level degrees consistent with the institution's mandate. TRU meets the provincial quality assurance standards required by the Degree Quality Assessment Board and its system-wide public peer review process. TRU's Learning Outcomes and Assessment Initiative, ongoing since 2013, will ensure that all TRU programs have articulated learning outcomes and an appropriate assessment framework.

Degree programs at TRU are designed to develop breadth and depth of intellect. Students are required to fulfill credits in a breadth of disciplines to gain not only a broad knowledge base but also to receive exposure to and appreciate a diversity of perspectives. Students are also required to achieve depth by completing the requirements of a major or concentration in a specific discipline.

The TRU library advances inquiry, discovery and engagement by providing the TRU community with quality resources, services and technologies to support teaching, learning and research. Regardless of location or delivery method, the library is committed to providing appropriate resources to support all TRU programs.

The physical facilities at TRU are accessible, safe and secure, and support the university's mission and goals as outlined in its guiding documents.

Academic freedom is a core value at TRU. The institution's collective agreements with its faculty members and institutional policies and practices reflect this freedom.

The TRU Academic Calendar and website highlight TRU's requirements, qualifications, policies and procedures for admission to TRU. The criteria for admission to TRU are well defined and promote access to higher education.

The TRU Academic Calendar and website provide comprehensive information for potential applicants and current students, including information on all academic regulations and policies, program requirements and other relevant details that stipulate the rights and responsibilities of students.

The university manages its financial resources based on provincial government legislation, university policy and professional best practices. TRU operates on a balanced budget and demonstrates financial stability with a surplus cash flow and reserve funds to support its programs and services. Financial reporting and planning are managed within the portfolio of the Vice President, Administration and Finance, and all financial operations are subject to external audit and oversight by the Board of Governors. The Audit Committee of the Board of Governors assists the board in fulfilling its duties and responsibilities relating to the integrity of TRU's financial reporting process and obligations.

TRU agrees to disclose accurately to the NWCCU all information that the Commission may require to carry out its evaluation and accreditation functions. TRU accepts the NWCCU's Standards and related policies and agrees to comply with them. TRU agrees that the Commission may make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

Standard 2.A Governance

2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

Post-Secondary Education in Canada

Canada has no federal system for the accreditation of post-secondary institutions, nor does it have an equivalent to the US Department of Education. Rather, degree-granting authority is legislated by the governments of the provinces and territories. Due to the separate legislation governing post-secondary education in each province, there are provincial differences in the post-secondary environment, in addition to a commitment to an inter-provincial recognition of degree-level standards.¹¹ While it is not an accrediting body, Universities Canada provides an effective mechanism for sharing information on post-secondary education across the provinces and territories and collectively advocating for its member

¹¹ <http://www.cmec.ca/160/Programs-and-Initiatives/Postsecondary-Education/Quality-Assurance/index.html>

institutions. Historically, membership in Universities Canada held in conjunction with the appropriate provincial legislation or charter is accepted in lieu of institutional accreditation.¹²

Within British Columbia, the statute that provides degree-granting authority and defines the governance structure of universities in BC is the University Act, RSBC 1996.¹³ For a number of reasons, including TRU's statutorily mandated role in open learning for the province, TRU earned its own statute, the Thompson Rivers University Act, RSBC 2005.¹⁴ The Thompson Rivers University Act incorporates by reference 60 of the 80 sections in the University Act.

BC's Ministry of Advanced Education has the mandate of ensuring the quality of the post-secondary system as well as monitoring the demands of the labour market and coordinating the efficiency of program delivery across all BC institutions. Under the University Act, BC public universities must not establish new degree programs without the approval of the minister. The Degree Quality Assessment Board (DQAB) provides quality assurance. DQAB is an independent advisory board appointed by the Minister of Advanced Education to conduct quality assessment activities and make recommendations to the minister (see 2.C.1).

Overview of TRU's Governance Structure

TRU has a tri-cameral system of governance consisting of a Board of Governors, Senate and Planning Council for Open Learning. The Board of Governors is responsible for the management, administration and control of the property, revenue, business, and affairs of the university, except those affairs vested in Senate or the Planning Council for Open Learning. Senate, chaired by the President, is responsible for the academic affairs of the university; Senate sets criteria for awarding credentials, curriculum content, qualifications for admission, and educational policies and procedures. Senate also advises the board on the development of policy concerning the university's objectives and other matters. In addition, the Planning Council for Open Learning sets the admissions and residency requirements for courses, programs and credentials offered through the university's Open Learning Division. It may advise the board concerning the educational mandate, programming or strategic direction of the Open Learning Division.

The Board of Governors, Senate, and Planning Council for Open Learning each have bylaws¹⁵ that, in addition to areas covered in legislation, set out procedures for conduct of business and conflict of interest. The board also has a manual¹⁶ that, in addition to areas covered in legislation and bylaws, sets out its governance structure, charter, calendar, descriptions of governor, chair, president, and corporate secretary positions, committee operating guidelines and terms of reference, code of conduct, meeting procedures, risk management, composition and succession planning, orientation and professional development, evaluation, expenses, and indemnity and liability.

¹² <http://www.univcan.ca/about-us/>

¹³ http://www.bclaws.ca/Recon/document/ID/freeside/00_96468_01

¹⁴ http://www.bclaws.ca/civix/document/id/complete/statreg/05017_01

¹⁵ <http://www.tru.ca/board/bylaws.html>; <http://www.tru.ca/senate/bylaws.html>;
<https://www.tru.ca/planningcouncil/bylaws.html>

¹⁶ <https://one.tru.ca/committee/accreditation/Footnotes/CURRENT-BoardManualWithLinksToChapters28and29.pdf>

Under the University Act, s. 59, the president is the chief executive officer of the university and responsible to “supervise and direct the academic work of the University.” Details of the president’s powers are set out in the University Act, ss. 59-63, including the power of suspending employees and students, preparing an annual budget for the university, and presenting submissions of the university to the Minister of Advanced Education. Under the board manual, Chapter 3, the board has delegated to administration, led by the president, responsibility for the day-to-day operation of the university.

Governance Effectiveness

As a result of significant alterations to its governance structure upon formation as a university, TRU has faced unsurprising challenges in achieving effective engagement and understanding of the university governance system in the general university community. The Board of Governors successfully addressed this challenge during a recent comprehensive review of its operations and by developing a board manual. The Auditor General of BC found that the Board of Governors was effective in its examination of the board’s structure and composition and fulfillment of roles and responsibilities in February 2014.¹⁷ The board manual provides for regular review of governance effectiveness and includes specific provisions for orientation and professional development.

Additionally, the Student Caucus,¹⁸ a body of the TRU Students’ Union, works to ensure meaningful participation of students throughout the governance system by providing recruitment, training, and support for student representatives across the institution. An annual orientation provided by the Student Caucus includes a history of Canadian university governance, a history on the current structure and practice of the governance at TRU, and a meeting participation workshop. Recruitment by the caucus ensures that vacant student representative positions are filled. Vacancies on the senate and administrative advisory committees were successfully reduced from over 50% to less than 9% in the first year of the program. Training and support ensures students are prepared to fulfill their roles and responsibilities.

Publication and document distribution in the governance system has been an area of recent focus, with incremental and ongoing improvement. The senate committee web pages have moved towards a standardized format to publish an introductory purpose, terms of reference, membership roster, meeting schedule, minutes, reports to Senate, and forms, policies, and other documents.¹⁹ Progress towards full standardization is ongoing.

Despite these notable successes, some challenges remain. The commitment to increasing the transparency and effectiveness of TRU’s governance, particularly its academic and curriculum governance, has been demonstrated by the recent addition of a Manager, University Governance to the secretariat. Expectations are that the secretariat will continue to increase the orientation, training, and procedural support provided to participants in the governance system, as well as increase transparency and communication to the university community.

Definition and Division of Authority, Roles, and Responsibilities

Authority, roles, and responsibilities at the level of the Board of Governors, Senate and Planning Council for Open Learning are well defined in legislation, bylaws and manuals. For authority, roles,

¹⁷ <http://www.bcauditor.com/pubs/2014/report12/university-board-governance-examinations>

¹⁸ <http://trusu.ca/advocacy/student-caucus/about/>

¹⁹ <https://www.tru.ca/senate/committees.html>

responsibilities and composition of these bodies see the University Act, ss. 19, 19.1, 19.2, 20, 21, 22, 23, 24, 25, 26, 27.1, 28, 29, 30, 31, 32, 33, 34, 36, 38 and Thompson Rivers University Act, ss. 7, 8, 9, 10, 11, 12.

Senate has 12 standing committees,²⁰ the majority of which were established at its October 11, 2006 meeting following the transition of the institution from the University College of the Cariboo to TRU.²¹ Additionally, there are three committees established by policies of the senate or TRU Faculty Association Collective Agreement, which are described as related to Senate:

- Academic Integrity Committee²² established by the Academic Integrity Policy
- Appeals Committee²³ established by the Student Academic Appeals Policy
- Promotion, Tenure, and Faculty Standards Committee²⁴ established by the TRU Faculty Association Collective Agreement

The committees' terms of reference outline the authority, roles and responsibilities of these committees. The Senate Steering Committee is responsible for advising Senate on the configuration and coordination of all standing committees, including the mandate to

Review at least once every three years the configuration of standing committees of Senate, their membership, terms of reference, and their consultation and reporting relationships, and propose to Senate any recommendations for change.

The Senate Steering Committee has not, as mandated, conducted a comprehensive review of the senate's standing committees since their establishment in 2006, although individual committee terms of reference have been revised on an ad hoc basis as necessary. Recognizing the necessity of a comprehensive review, in the fall of 2014, the provost struck an ad hoc committee to conduct a coordinated review of the curriculum approval process and associated standing committee responsibilities and to make recommendations to the Senate Steering Committee. A comprehensive review of the remainder of the standing committees of the senate will follow. Additional staffing allocated to the secretariat will support this process.

Academic divisional councils are governed by the Senate Bylaws, Appendix B: General Features of the Academic Divisional Councils,²⁵ which provides general purposes and scope of authority. For example, the bylaws state that

the council is the senior academic governance body of the faculty, school, or division and the venue for collegial and consultative decision-making...while respecting the authority of more senior university governance bodies and administration, each council is responsible for planning,

²⁰ <http://www.tru.ca/senate/committees.html>

²¹ Senate Minutes, October 2006 <https://one.tru.ca/committee/accreditation/Footnotes/SenateMinutes-11Oct2006.pdf>

²² http://www.tru.ca/senate/committees/academic_integrity.html

²³ <http://www.tru.ca/senate/committees/appeals.html>

²⁴ <http://www.tru.ca/senate/committees/ptfs.html>

²⁵ <http://www.tru.ca/senate/bylaws.html>

priority-setting, development, management, and ongoing review of teaching, research, and other related programs and services.

Each faculty or school is responsible for establishing its own bylaws to govern areas not covered by the senate bylaws.

Consideration of Views

Each of the three governing bodies has representation from faculty, staff, administration, and students. All meetings are held regularly according to schedules published in advance. Agendas are published prior to each meeting.

The Board of Governors has 15 seats of which two are faculty, two are students, one is support staff, one is an administrator (the president), and the balance are neither employees nor students of the university. The Planning Council for Open Learning has 17 seats of which four are faculty seats, seven are administrators, one is a student, and the balance are neither employees nor students of the university. The senate has 44 seats of which 22 are faculty, 16 are administrators (including nine deans), two are support staff, and four are students. This membership structure, as legislated in the Thompson Rivers University Act, provides for consideration of views of TRU's constituents. In addition, Senate has 12 standing committees, which are composed of faculty, administrators, support staff and students in accordance with their terms of reference.

Academic divisional councils must include a voting majority of faculty members and student representation as per Senate Bylaws, Appendix B: General Features of the Academic Divisional Councils. Academic divisional councils have varying provisions for student representation in bylaws, but de facto student representation is consistently less due to the absence of mechanisms to enact provisions. Through the support of the Manager, University Governance and the continued recruitment efforts of the Student Caucus, it is anticipated that student views increasingly will be represented at the level of the divisional councils.

2.A.3 The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

The Office of the Provost and Vice-President Academic is responsible for all matters related to accreditation. Quality assurance and institutional accreditation fall within the portfolio of the Provost and Vice-President Academic, who is the chair of the Accreditation Steering Committee. The steering committee is responsible for monitoring compliance with the Commission's Standards for Accreditation. Selection for membership on the steering committee was based upon those university leaders with knowledge of collective bargaining agreements, legislative actions and external mandates. Key members include: Vice-President, Administration and Finance; Associate Vice-President, Human Resources and Planning; Associate Vice-President, TRU World & CEO Operations; Associate Vice-President Strategic Enrollment & University Registrar; Associate Vice-President, Marketing & Communications; Associate Vice-President, Open Learning; and General Counsel & University Secretary.

2.A.4 The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

As per the University Act, s. 19, the Board of Governors currently has 15 members²⁶, which include:

- The Chancellor, Wally Oppal
- The President and Vice-Chancellor, Alan Shaver
- 8 appointees by the Lieutenant Governor in Council: Paul Dagg, Jim Thomson, Barbara Berger, Sandra Blair, Rick Heney, Hoberly Hove, Bonnie Leonard, and Guenter Weckerle
- 2 faculty members elected by faculty: Rob Anderson, Hafiz Rahman
- 2 students elected by students: Eunice Aniogbe, Kenna Sims
- 1 non-faculty employee elected by non-faculty employees: Eric Youd

Appointments are made with the assistance of the BC Board Resourcing and Development Office (BRDO). The BRDO has established appointment guidelines,²⁷ which contain conflict of interest provisions (see section 7.8.2) intended to prevent appointed members of the board from having any conflict of their personal interest with their duty as a board member.

The board manual, Chapter 14, covers the code of conduct for the board, including sections on conflicts of interest, disclosure, outside business interests, outside employment of association, entertainment, gifts and favours, use of the organizations property, and breach.

2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

The authority of the Board of Governors derives from the University Act, which does not authorize any governor acting outside of the board to act on behalf of the board. The board manual, Chapter 6: Board Chair Position Description, provides authority for the board chair to act in respect of matters specifically delegated to the chair: for example, to witness documents authorized by the board (see section 6.3.2 (e)). Other than the specific delegation for the board chair, the manual makes clear that “The Board of Governors acts collectively and no governor has the authority to direct any employee of TRU” (Chapter 5, section 3).

With regard to board committees, the University Act provides that the board may appoint committees and confer on them powers and authority to act for the board (see section 27(2)(c)). TRU has not used this provision widely; the board committees largely review matters and make recommendations to the full board for decision. The board manual, Chapters 9, 10, 11, 12, and 13 set out four committees: the Executive Committee, the Audit Committee, the Finance Committee, and the Governance and Human Resources Committee. The Executive Committee’s purpose is to act on behalf of the board expeditiously on those matters that are necessary to act on between regularly scheduled meetings of the board. The terms of reference for the Executive Committee²⁸ set out limitations on its authority. Under the board manual, Chapter 12, the Audit Committee has authorization to approve the university’s external auditor providing non-audit services. The board also maintains a fifth committee, the Advisory Committee on Investments, which is not included in the board manual, however publishes terms of reference on the board website.²⁹ The Advisory Committee on Investments does not act independently of the board but

²⁶ <https://www.tru.ca/board/membership.html>

²⁷ http://www.brdo.gov.bc.ca/appoint/AppointmentGuidelines_PublicAgencies.pdf

²⁸ <http://www.tru.ca/truapa/executive.html>

²⁹ http://www.tru.ca/_shared/assets/investment_TOR22479.pdf

advises the Vice-President, Administration and Finance on operational matters related to investments and makes recommendations to the board as per its terms of reference.

2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

A complete list of all policies is available online in the TRU policy index.³⁰ The index includes approximately 90 policies, all of which may be downloaded as PDF documents and are considered the official versions of TRU policies. The Coordinator, University Governance, is responsible for ensuring the accuracy of the policy index.

Policies are listed alphabetically and numbered according to categories of oversight. BRD policies fall under the authority of the Board of Governors, ED policies fall under the authority of Senate, and ADM (operational) policies fall under the authority of the president and administrative leadership. All policies in the index include the policy number, the original date of approval, date of amendment (if applicable), anticipated review date, the authoritative approval body, and a primary contact. The policy statement and policy regulations define the manner in which the policy will be implemented. Collectively, the institutional policy index provides an appropriate framework that guides institutional decisions and activities.

Policy management is governed by the policy on policy development and approval (Policy N/A).³¹ The policy approval process is expected to be inclusive and consultative. Of the policies in the index, approximately one third have been reviewed within the last five years as mandated in Policy N/A. Recognizing this lapse in the review cycle, the Policy Review Committee was established in March 2013 as an ongoing working committee of the Academic Planning and Priorities Committee of Senate.³² The committee selects Senate-authorized (ED) policies to review, create and delete; and coordinates an inclusive consultation process appropriate to the nature of the policy. Revised, created or deleted policies are referred to the appropriate standing committee of senate as required by Policy N/A. The committee expects that within four years, all ED policies will be meeting the mandatory five-year review standard. A similar goal has been set for board and administrative policies.

The board manual, Chapter 2, sets out a requirement that the board, through its Governance and Human Resources Committee, review its structure and operations every five years.

2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

The board manual, Chapter 3, describes the primary responsibilities of the board, the first of which is “the appointment and performance evaluation of the organization’s chief executive officer.” Additionally, the manual covers the selection of the president (Chapter 7), the requirement and process for an annual performance evaluation of the president (Chapter 21), and the duty of the president to implement and administer board-approved policies (Chapter 7). The president also exercises authority to create and

³⁰ <http://www.tru.ca/policy/allpolicy.html>

³¹ <http://www.tru.ca/shared/assets/policydevelopmentapproval6000.pdf>

³² March 2013 APPC Minutes
<https://one.tru.ca/committee/accreditation/Footnotes/March13thAPPCApprovedMinutes.pdf>

implement operational policy that is not board-approved as per the guidelines on policy development and approval.

2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

According to Chapter 20 of the board manual, the board completes an annual self-evaluation by a process determined each year by the Governance and Human Resources Committee. This process includes evaluation of the performance of the board, the board chair, board committees, committee chairs and individual board members. As described in 2.A.6 above, the Governance and Human Resources Committee also has the responsibility to ensure that TRU has an effective governance framework and that the board is effectively carrying out its responsibilities. A report of the Auditor General of BC confirmed the effective fulfillment of duties and responsibilities.

2.A.9 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

The president is the head of administration. Under the University Act, s. 59 (1), the president is the chief executive officer of the university and must generally supervise and direct the academic work of the university. Additional statutory duties of the president are set out in the University Act, ss. 59-63. Further details of the president's responsibilities are set out in the board manual, Chapter 7: President and Vice-Chancellor Position Description; areas of responsibility include leadership, strategic planning, reporting, board, budget, financial and risk management and external relations. The president is accountable to the board.

The president has three vice-presidents, one associate vice-president, one executive director and the General Counsel and Corporate Secretary reporting to him as outlined in TRU's organizational charts.³³

Academic leadership comes from the Provost and Vice-President Academic, assisted by the Associate Vice-President, Open Learning, Associate Vice-President Academic, Associate Vice-President Research and Graduate Studies, Associate Vice-President Strategic Enrollment and University Registrar, Executive Director, Centre for Student Engagement and Learning Innovation, University Librarian and the deans of nine faculties and schools.

The institution has a human resources department, which is responsible for hiring qualified administrators.³⁴ Section 2.B outlines criteria for this selection process.

TRU's administrative contingent is comparable in structure to peer Canadian institutions. Collectively, those in administrative leadership roles provide oversight for the day-to-day operations of the university as well as the planning and assessment activities necessary to achieve the university's mission and strategic priorities. Employees of the university handle all essential ongoing leadership functions; however, when appropriate, external contractors are engaged to provide external expertise with projects such as campus and sustainability planning or developing institutional brand concepts.

³³ http://www.tru.ca/secretariat/secretariat_orgcharts.html

³⁴ <https://www.tru.ca/hr.html>

2.A.10 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

The board manual, Chapter 7, outlines the selection of and responsibilities of the president. The University Act, s. 63(a) requires that the president be a member of the board, and the University Act, s. 19(2) stipulates that the board must elect a chair from among the members appointed by the Lieutenant Governor in Council.

The current chief executive officer of the university was formerly the Provost and Vice-President Academic at a leading Canadian university and previously held a position as Dean of Science at another leading Canadian university. He holds a Ph.D. from the Massachusetts Institute of Technology. He serves full-time as President and Vice-Chancellor of TRU.

2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

As described in 2.A.9, the institution employs a sufficient number of qualified administrators who provide effective leadership and management to support the institutions major functions. TRU has a number of administrative groups that facilitate collaborative work by administrators across functions and units.

The president's executive, also known as PVP (President/Vice-Presidents), includes four direct reports to the president and meets weekly. PVP coordinates collaboration between administrative and academic functions of the university, advises the president on matters of institutional significance, and takes primary responsibility for progress toward fulfilling the university's strategic priorities. In addition to one-on-one meetings with each direct report, the president also holds regular tri-meetings with the Vice-President, Administration and Finance and the Provost and Vice-President Academic to discuss the institutional budget in relation to the academic mission and strategic priorities.

The Provost's Council, composed of all academic leaders reporting directly to the provost, meets on a bi-monthly basis. The council's role is to facilitate collaboration and communication regarding university-wide academic and student issues, and facilitate the fulfillment of the strategic priorities and academic plan, particularly through the discussion of initiatives that span multiple academic units. The provost also convenes a Dean's Council on a bi-weekly basis, further supporting collaboration and accountability among the institution's academic leadership.

The President's Council³⁵ meets on an as-needed basis and is composed of all members of the president's executive, all members of the Provost's Council, administrative associate vice-presidents, and the president of the students' union. The President's Council is the authoritative body on all administrative policy decisions.

The Finance and Administration Associate Vice-Presidents and Directors (FAAD) group meets on a monthly basis and brings together all direct reports of the Vice-President, Administration and Finance. FAAD ensures collaboration and consistency among TRU's administrative and service units. In addition, FAAD supports planning and assessment of strategic initiatives.

³⁵ Exhibit: President's Council Terms of Reference
<https://one.tru.ca/committee/accreditation/FootnoteExhibits/35.President'sCouncil.pdf>

Collectively, these groups help to set a tone of collaboration and accountability among TRU's leaders.

2.A.12 Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

The TRU website lists all academic policies, including further university policies.³⁶ The institution does not separate different types of policies; however, they are labeled appropriately.

Academic policies relevant to students are also published annually in the TRU Academic Calendar.³⁷

The TRU Faculty Association Collective Agreement and the TRU Open Learning Faculty Association Collective Agreement are published on the TRU website and include policies and procedures pertaining to promotion and tenure, teaching, service and scholarly activity.³⁸

The policy on policy development and approval requires a public notice (Notice of Motion) circulation within the university community before adoption or revisions of new policies are made to existing policies. Postings of these public notices appear on the board or senate websites.³⁹

2.A.13 Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

TRU has three official policies related to use of library and information resources published in the institutional policy index.

Policy ADM 3-0: Copyright was approved in 1989 and has not been updated since that time. It focuses on copyright and regulations on copying materials, including library resources, but is out of date due to technological and legislative changes. Review and revision of this policy is forthcoming.

Policy ADM 3-1: Fair Dealing addresses the standards by which university community members may use copyrighted materials.

Policy BRD 16-0: Responsible Use of Information Technology Facilities and Services addresses appropriate uses of technology.

The TRU Library website also publishes a page of library specific policies.⁴⁰

³⁶ <http://www.tru.ca/policy/allpolicy.html>

³⁷ <http://www.tru.ca/registration/calendars.html>

³⁸ http://www.tru.ca/hr/collective_agreements.html

³⁹ <http://www.tru.ca/board.html>; <https://www.tru.ca/senate/notices.html>

⁴⁰ http://www.tru.ca/library/about_us/policies.html

2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

TRU's transfer credit policies are set out in Policy ED 2-4: Transferability of University Credit and ED 8-0 Educational Standards in Credit Courses and Programs. Policy ED 2-4 states that TRU supports the principles and objectives governing the Pan-Canadian Protocol on the Transferability of University Credit. In accordance with this, the institution has a transfer of credit policy clearly outlining that the institution will accept up to 60 credits during the first two years of university study in Canada. Additionally, there is a clause stating acceptance of the protocol does not limit the academic autonomy of TRU. This policy was last reviewed in 2001 and a review initiated by the Policy Review Committee is forthcoming.

In addition, the University is a member of the BC Council on Admissions and Transfer (BCCAT) that coordinates transfer of credits among British Columbia post-secondary institutions (as well as Yukon College in the Yukon and Athabasca University in Alberta). BCCAT publishes the BC Transfer Guide that sets out transferability of courses among its member institutions.⁴¹

One can find a detailed description of TRU's mandate to provide an Open Learning Credit Bank for the province, recognition of prior learning procedures and transfer credit procedures in 2.C.7 and 2.C.8.

2.A.15 Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

TRU has a number of policies that outline students' rights and responsibilities, including, but not limited to:

- BRD 10-0: Academic Accommodation and Services for Students with Disabilities
- BRD 17-0: Respectful Workplace and Harassment Prevention
- ED 4-0: Student Academic Appeals
- ED 5-0: Student Academic Integrity
- ED 7-0: Suspension of Students
- ED 15-2: Integrity in Research and Scholarship

These policies are available in the online policy index and published in the TRU Academic Calendar. Occasionally, faculties and schools promote these policies more broadly; for example, it is common (but not mandated) to include policy BRD 10-0 and ED 5-0 within course outlines given to students.

TRU is committed to providing fair and consistent application of policies related to student rights and responsibilities. A lack of central administration of academic integrity enforcement has, in the past, led to inconsistent application in practice. However, recent amendments to ED 5-0 emphasize the centralization of case management in the Office of Student and Judicial Affairs, which has resulted in increased clarity of communication and consistency of application.

⁴¹ <http://www.bctransferguide.ca/system/>

The TRU Students' Union provides a service, the Member's Advocate, which advocates for students' rights through case management.⁴²

2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

The following policies are published in the TRU Academic Calendar and the online policy index.

Admissions and Placement

The institution has a comprehensive series of policies on student admission that provide for multiple points of entry in keeping with the institution's legislated mandate for open education.

- ED 1-0: Student Admission
- ED 1-2: Admission of Undergraduate Students Who Complete a Secondary School Program Not Accredited by a Province or Territory
- ED 1-4: Admission of Students Sponsored by a Federal or Provincial Agency Who May Pose a Safety Risk
- ED 2-0: Prior Learning Assessment and Recognition
- ED 12-0: International Education

Additional program-specific admissions requirements are published in the TRU Academic Calendar and the undergraduate,⁴³ graduate⁴⁴ and Open Learning⁴⁵ admissions websites.

Continuation and Termination

ED 3-2: Satisfactory Academic Progress states the conditions under which a student maintains good academic standing, is placed on academic probation, continues on academic probation, and is required to withdraw.

ED 3-3: Course and Program Repeaters states the limitations and conditions placed on repeating courses and programs.

ED 7-0: Suspension of Students makes provisions for suspension by the president "for unsatisfactory conduct, for failure to abide by university regulations and/or policies, or for consistent failure to demonstrate adequate effort in the pursuit of educational progress."

⁴² <http://trusu.ca/advocacy/members-advocate/>

⁴³ <http://www.tru.ca/admissions/apply.html>

⁴⁴ http://www.tru.ca/research/grad_studies/application.html

⁴⁵ <http://www.tru.ca/distance/register/admission.html>

Appeals and Readmission

Appeals are addressed by Policy ED 4-0: Student Academic Appeals. Readmission to the university is addressed in both policy ED 3-2: Satisfactory Academic Progress and policy ED 3-3: Course and Program Repeaters.

2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

TRU offers a variety of co-curricular activities, as described on TRU's Programs Beyond the Classroom website.⁴⁶ The guidelines for the various applied experiences clearly distinguish academic credit opportunities from co-curricular, non-credit opportunities. Through the Centre for Student Engagement and Learning Innovation, TRU offers students the opportunity to receive formal recognition for co-curricular activities that are non-credit, education-related activities with assessed learning outcomes. The roles and responsibilities of the student and institution are clearly articulated.

TRU's Life and Services webpage⁴⁷ lists additional student services and co-curricular activities. In particular, section 2.D discusses in detail student support services.

2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

The institution has a comprehensive series of policies related to human resources published in the institutional policy index. The human resources website identifies and links to the specific policies, which are relevant.⁴⁸ All human resources policies are subject to the guidelines for review and revision stated in the policy on policy development and approval. Some human resources policies have not been reviewed by the specified review date; reviews of these policies are forthcoming.

2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Policy ADM 4-6: Orientation outlines the institution's responsibility for the delivery of employee orientation. The human resources division⁴⁹ delivers general staff and administrator orientation programs. A faculty orientation is delivered annually through the Centre for Student Engagement and Learning Innovation.⁵⁰

The institution has three unions representing employee groups: TRU Faculty Association (TRUFA), TRU Open Learning Faculty Association (TRUOLFA), and the Canadian Union of Public Employees (CUPE) Local 4879. The collective agreement for each of these unions is published on the university's human

⁴⁶ <http://www.tru.ca/services/beyond.html>

⁴⁷ <http://www.tru.ca/services.html>

⁴⁸ <http://www.tru.ca/hr/current-employees/policies-procedures.html>

⁴⁹ <http://www.tru.ca/hr/new-employees/new-employee-orientation.html>

⁵⁰ http://www.tru.ca/learning/faculty-learning/workshops_events.html

resources website.⁵¹ In addition, the university has an Association of Professional Administrators (TRUAPA), which is not a formal trade union. The human resources division publishes a guide to the benefits and working conditions for administrative employees.⁵²

All employees meet with a human resources officer within first two weeks of their employment to review and sign documents associated with pay and reimbursement and are given information related to filling out time sheets, benefits, sick leave, disabilities and vacation. The human resources officer also discusses any updates in policies or procedures related to the full range of pay and reimbursement transactional processes.

The Employee Review and Planning Program (ERPP) and Administrator Review and Planning Program (ARPP) provide employees and their supervisors with a framework to ensure a mutual understanding of effective performance. The framework includes details regarding clarity of roles, expectations and skills to guide feedback and open communication. The overall goal is to align employees' role and responsibilities with the TRU Strategic Priorities. The human resources division provides organizational training and individual support to managers regarding the implementation of these programs.

2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.

Institutional policies governing the security and confidentiality of university information are published in the institutional policy index and specific links are provided on TRU's information security website.⁵³

According to TRU's information classification standards,⁵⁴ employee-related information is treated with a confidentiality rating of high and must be secured as shown in the standards.

Human resources data is regulated by the Enterprise Resource Planning Project Banner Implementation: Data Standards, Data Integrity and Security Guidelines,⁵⁵ published by the data standards working group which meets regularly to address ongoing issues related to the integrity of TRU's data. The guidelines establish measures for the protection, access, and use of TRU's data; maintained electronically on the Banner system. The guidelines also define the responsibilities of users who input and access that data. Banner houses all human resources records according to the guidelines; otherwise, records are securely stored in the employee's personnel file. See 2.D.7 for additional information on TRU's information security practices.

⁵¹ <http://www.tru.ca/hr/current-employees/exempt/collective-agreements.html>

⁵² <http://www.tru.ca/hr/current-employees/exempt/administrative-compensation.html>

⁵³ http://www.tru.ca/its/infosecurity/standards/Information_Security_Policies.html

⁵⁴ http://www.tru.ca/its/infosecurity/standards/Information_Classification_Standards.html

⁵⁵ http://www.tru.ca/_shared/assets/dsguidelines16358.pdf

2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

Several policies and practices demonstrate TRU's ability to represent itself clearly, accurately, and consistently.

Policy BRD 1-4: Official Positions and Spokespeople governs the means by which the institution communicates publically, and policy ADM 1-0: External Relations stipulates that communications with government and community organizations may only take place under the delegated authority of the board to ensure consistency and transparency. While both policy and current practice emphasize accurate and transparent communication, the policy statements have not been updated to reflect the current administrative structure of the university. A review and revision of the policy statements is forthcoming.

According to the bylaws of TRU's three governing bodies, all meetings are held publicly with appropriate exceptions for confidential matters considered in-camera. Meeting minutes are published on the TRU website, further supporting the transparent and accurate communication of TRU's governance processes. Each year the university reviews, updates and publishes its Academic Calendar outlining policies, procedures, program requirements and regulations for students. The current Academic Calendar is available on the website.⁵⁶

In the spring of 2014, TRU launched an institution-wide branding exercise. The brand development process is consultative and collaborative, resulting in a brand strategy that provides consistent guidelines for clear and accurate articulation of TRU's mission and priorities. In the initial phase of the branding exercise, the branding committee conducted an audit of all TRU's marketing and communication materials.

In the fall of 2014, the marketing and communications department initiated an audit of all internal communication processes. The audit will include an inventory and assessment of all existing internal communications, and the results will inform internal strategies for effective communication with TRU's stakeholders.

In the fall of 2014, the marketing and communications department broadened the focus of TRU's semi-annual magazine, Bridges, from an alumni-only to a pan-institutional publication. The publication's distribution expanded accordingly to encompass mailed, campus and community locations.

2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

TRU seeks to exemplify high ethical standards in its management and operations.

⁵⁶ <http://www.tru.ca/calendar.html>

As described above in 2.A.21, the institution pursues consistency and transparency in its dealings with the public.

The bylaws of the Board of Governors contain a code of conduct (Part IV) and a provision on conflict of duty and interest (Part V). When new governors swear their oath of office, they expressly agree to abide by Parts IV and V of the bylaws (see Part III(1)(d)).

The bylaws of both Senate (Article VII) and the Planning Council for Open Learning (Article VII) contain provisions on conflict of duty and interest similar to those in the board bylaws.

Complaints and grievances may be brought forth by a number of mechanisms including under policy BRD 18-0: Whistleblower, policy ED 4-0: Student Academic Appeals, policy BRD 17-0: Respectful Workplace and Harassment Prevention, and, for union members, under their respective collective agreements.

2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or worldviews, it gives clear prior notice of such codes and/or policies in its publications.

As described above in 2.A.22, the bylaws of the three governing bodies effectively address conflict of interest. Additionally, the board manual, Chapter 14, effectively covers conflicts of interest for board members.

Policy ADM4-2: Conflict of Interest applies to all members of the university community.

While TRU regularly establishes educational partnerships, formal affiliation with social, political, corporate, or religious organizations does not exist outside of educational purposes.

2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

For faculty, the collective agreement between the University and the TRU Faculty Association deals with the ownership of intellectual property (see Article 9.4). Policy ADM 3-0: Copyright applies to all members of the university community. As noted in 2.A.13, a review and revision of ADM 3-0 is forthcoming.

Additionally, policy ADM 3-1: Fair Dealings outlines use of copyright materials by students, faculty, and staff.

2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

The institution accurately represents its current accreditation status with regular updates on the website of the Provost and Vice-President Academic.⁵⁷

2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.

Policy BRD 2-1: Signing Authority requires legal review by the General Counsel’s office for all commitments binding the University with a value of over \$5,000. If the contract is on a template approved by the General Counsel’s office, legal review is not required for contracts with a value of \$30,000 or less (see section I(c)(1)). In carrying out its legal review, the General Counsel’s office considers compliance with university policies. To date, legal review has not included compliance with the Commission’s Standards for Accreditation.

Policy BRD 2-2: Purchasing outlines the parameters for all institutional procurements and procurement processes.



2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

⁵⁷ <http://www.tru.ca/vpacademic/accreditation.html>

The board has agreed to the following provision in its collective agreement with the TRU Faculty Association:

Academic Freedom

The common good of society depends upon the search for knowledge and its free exposition. Academic freedom in universities and colleges is essential to both these purposes in the teaching function of the institution as well as in its scholarship and research. Members of the Faculty Association shall not be hindered or impeded in any way by the institution or the Faculty Association from exercising their legal rights as citizens, nor shall they suffer any penalties because of the exercise of such legal rights. The Parties agree that they will not infringe or abridge the academic freedom of any members of the academic community. Academic members of the community are entitled, regardless of prescribed doctrine, to freedom in carrying out research and in publishing the results thereof, freedom of teaching and of discussion, freedom to criticize the institution and the faculty association, and freedom from institutional censorship. Academic freedom does not require neutrality on the part of the individual. Rather, academic freedom makes commitment possible. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base research and teaching on an honest search for knowledge. In exercising the freedom to comment and to criticize, academic staff members have a corresponding obligation to use academic freedom in a responsible manner by recognizing the rights of other members of the academic community, and by affirming the rights of others to hold differing points of view. (Article 9.6)

While the institution does not have policy directly addressing the academic freedom of non-TRUFA members, policy ED 15-2: Integrity in Research and Scholarship also references the value of an environment that “fosters researchers’ abilities to act honestly, accountably, openly and fairly in the search for, and dissemination of, knowledge.”

2.A.28 Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

See comments in 2.A.27 with regard to academic freedom.

With regard to research, policy ED 15-2: Integrity in Research and Scholarship states,

TRU supports and encourages the maintenance of the highest standards of conduct in research and scholarship. Toward that end, TRU strives to provide an environment that supports the best research and that fosters researchers’ abilities to act honestly, accountably, openly and fairly in the search for, and dissemination of, knowledge.

The newly approved TRU Strategic Research Plan includes as a major objective that TRU will be

...inclusive of individual research programs, recognizing the importance of intellectual freedom for researchers to pursue their interests and passions without undue constraints and interference,

and valuing the research results from individual endeavours, while providing an instrument for encouraging collaboration institutionally and externally.⁵⁸

Chapter 3 discusses in detail the Strategic Research Plan.

2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

Policy ED 15-2: Integrity in Research and Scholarship contains provisions on misconduct in research and scholarship (see Regulations, Section 4.1), which include plagiarism and inadequate acknowledgement.

2.A.30 The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

TRU uses the following guidelines and resources to manage the fiscal and physical resources of the University.

The University Act outlines the responsibilities and authorities of the board and the senate, including the fiscal management responsibilities of the board (Section 27). The Act clearly stipulates that the board:

- Oversees the operating and capital expenditure budgets;
- Sets and collects fees;
- Administers funds, grants, fees, endowments and other assets; and
- Regulates usage of property and buildings.

The Budget Committee of Senate (BCOS) serves as an advisory body to the board on budgetary matters, presents the annual institutional budget to Senate and ensures appropriate consultation and communication regarding the institutional budget methodology.⁵⁹

The board manual has three sections that pertain to the oversight of TRU's finances. The Board Charter (Section 3) states that the board is responsible for:

- Ensuring good management and sound fiscal practices;
- Approving major capital expenditures and “material transactions not in the ordinary course of business;
- Ensuring fiscal, legal, and ethical integrity;
- Budgetary issues associated with matters being negotiated in the collective bargaining; and
- Financial information, systems and internal controls.

The board has established two committees to perform these functions on its behalf: the Finance Committee and the Audit Committee. These committees have regularly scheduled meetings and hold additional meetings as deemed necessary. The terms of reference for the finance committee (Section 11)

⁵⁸ <http://www.tru.ca/research/about/plan.html>

⁵⁹ <http://www.tru.ca/senate/committees/budget/terms.html>

defines its duties and responsibilities, which include advising the board regarding the fulfillment of its obligations and oversight responsibilities relating to financial planning and property affairs of the university. In addition, it outlines recommendations to the full board with regard to financial reporting, accounting systems, management budgets, internal controls, and investment management activity. The Audit Committee (Section 12) oversees the integrity of TRU's audit procedures.

The institution has two board-approved policies regarding oversight and management of financial resources. Policy BRD 22-0: Investment Objectives provides extensive detail on oversight and management of investments. Policy BRD 2-1: Signing Authority provides extensive detail on signing authorities for oversight of finances. Although the responsibilities for the oversight and management of financial resources are clearly articulated, TRU would benefit from a more robust policy framework in this area. See section 2.F for additional discussion.

Standard 2.B Human Resources

2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

TRU has approximately 1,234 full-time equivalent employees. During the fall and winter semesters (peak periods), TRU has an approximate headcount of 1,595 employees.

Figure 1: TRU Workforce Profile (headcount at March 15, 2014)

Employee Type	Full-time	Part-time	Total
Administration	157	14	171
Faculty – Adjunct	0	31	31
Faculty – Open Learning	220	0	220
Faculty – Part-time instructors	0	38	38
Faculty – Sessional	0	201	201
Faculty – Tenured & tenure-track	389	0	389
Student employees	0	94	94
Support staff	366	85	451
Total	1,132	463	1,595

Data source: 2014/15-2016/17 Institutional Accountability Plan and Report

Organizational charts for the university's major units are published centrally on the website.⁶⁰ More detailed organizational charts are often made available at the department level and, when applicable, published on the department's web page.

Standard job description templates provide key criteria and qualifications for all support staff and administrative positions. The job descriptions clearly detail the reporting relationships, core responsibilities and duties, and education and experience requirements necessary for each position. Measureable criteria, based on pay equity elements, classifies all support staff positions. A joint labour

⁶⁰ http://www.tru.ca/secretariat/secretariat_orgcharts.html

management committee evaluates all positions and documents the reasons for each position's classification. Negotiations between the university and the various employee groups have established selection procedures including the role of seniority, selection committee composition, recommendation criteria, and appointment processes. Advertising and posting criteria are stated in the collective agreements.⁶¹ Vacancies are posted both internally and externally on a variety of mediums.

TRU regularly collects benchmark data to compare the number of employed support staff, administration and full-time and part-time faculty against a group of peer institutions in BC and Canada. This data is reviewed to assess the appropriateness of TRU's contingent of faculty, support staff, and administration.⁶² According to the most recent comparison, TRU dedicated 61.1% of all operating expenditures to academic expenditures (primarily faculty salaries), ranking fifth in a group of 18 peer institutions.

2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

The Provost's Office is responsible for coordinating TRU's decanal review process.⁶³ The process includes both formative and summative reviews and represents a key component of ensuring accountability for the institution's academic leadership.

TRU's Human Resources Division has established an Administrative Review and Planning Program (ARPP) for all administrative employees and an Employee Review and Planning Program (ERPP) for support staff employees.

The ERPP⁶⁴ for support staff employees was implemented in 2012 and is currently utilized by 40% of TRU's managers and support staff. The ERPP will be renewed during the ARPP implementation process, with utilization rates expected to increase substantially. The ERPP cycle is an ongoing process that includes both six month and annual reviews. The intention of each review is to be formative thus providing managers and staff a framework for a mutual understanding of effective performance, clarity of roles and expectations and ensuring that goals and activities are aligned with TRU's mission and strategic priorities.

Implementation of the ARPP occurred in April 2015. It is designed to support the provisions for performance review stipulated in the administrative employee's guide to benefits and working conditions document.⁶⁵ As with the ERPP, the ARPP includes six month and annual reviews as well as a performance feedback survey tool.

⁶¹ <http://www.tru.ca/hr/current-employees/exempt/collective-agreements.html>

⁶² Exhibit: Distribution of Annual Operating Expenditures BC and Peer Group 2012/13 Fiscal Year <https://one.tru.ca/committee/accreditation/FootnoteExhibits/62.DistributionofAnnualOperatingExpenditure-TRUTotalBCandPeerGroup-2012-13.pdf>

⁶³ Exhibit: TRU Decanal Review Process Guidelines <https://one.tru.ca/committee/accreditation/FootnoteExhibits/63.SeniorAdministrationPerformanceReviewPrinciplesandProceduresMay2015-2.pdf?Web=1>

⁶⁴ <http://www.tru.ca/hr/current-employees/exempt/erpp.html>

⁶⁵ <http://www.tru.ca/hr/current-employees/exempt/administrative-compensation.html>

The ERPP and ARPP are both intended to align with and support TRU's new budget and planning methodology, which is discussed at length in Chapter 3. The ARPP and ERPP will play a key role in helping administrative units create their annual plans and strategic priorities.

2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

TRU provides a professional development allowance to all ongoing faculty members amounting to \$1,600 annually (with an annual increase of \$50) and \$1,000 annually to all continuing sessional faculty. TRU also provides faculty members with 20 days of professional development annually to ensure that they have the ability to stay current within their area of expertise. Ongoing faculty members have access to an interest-free education loan to assist with the cost of obtaining further education to meet a specific need, goal or objective identified by the institution. TRU also encourages staff and administrators to obtain higher education by providing tuition waivers and professional development funds for educational upgrading.

The TRU Human Resources Division provides monthly workshops for all employees to encourage career and personal development. These training programs are linked to career and development goals that administrators and support staff identify in their performance review process. Training programs focus on a variety of skills important for the development and success of leaders at TRU, and assist with creating a culture of consistent and effective management. Human resources also provides chair training and appointments committee training for faculty members to ensure they have the skill set to be effective in those functional areas. Additionally, human resources is in the process of developing a leadership training series for deans and associate deans which will focus on professional development in areas of labour relations, coaching, leadership development, faculty development and general TRU processes and practices.

The Centre for Student Engagement and Learning Innovation offers a variety of resources and pedagogical supports for faculty members. In addition to faculty orientation, the Centre provides web-based resources, professional development workshops and one-on-one consultations. Through institutional partnerships with the Provost's Office and Human Resources, the Centre is expected to continue its expansion of meaningful development opportunities for TRU faculty members.

Each employee group has a formative performance review process that helps to identify areas of development, strengths and career progression, as discussed in 2.B.2 and 2.B.6. Data and feedback from performance reviews aids in identifying areas for potential training and development initiatives. Additionally, human resources recently conducted a survey to help identify training and development needs for managers and support staff. Historically, training and development for support staff has been overlooked. While the training programs provided by human resources have made steps towards addressing this gap, continual improvement is necessary as identification of training and development needs occur.

2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

As stated above in 2.B.1, TRU employs a total of 389 full-time tenured and tenure-track faculty as well as an additional 220 Open Learning faculty members and 270 adjunct, sessional and part-time instructors.

TRU's faculty collective agreements define the extent of faculty workload. These include a number of parameters that ensure the university deploys sufficient resources to its academic mission, particularly Article 10 of the TRUFA Collective Agreement and Article 8 of the TRUOLFA Collective Agreement. As per Article 10.2 of the TRUFA Collective Agreement, equitable distribution of faculty workload must occur in order to achieve the academic objectives and mandate of each department. The dean of each faculty or school is responsible for the production of a rolling three-year workload plan. The new TRU budget methodology requires submission of the faculty workload plan with all annual budget and planning documentation. Careful consideration of the workload plan occurs in the development and approval of strategic initiatives and new curriculum.

As discussed in 2.B.1, TRU also collects benchmark data to assess the appropriateness of its level of expenditures dedicated to educational objectives.

2.B.5 Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

The TRUFA Collective Agreement defines the university's expectations for teaching, service and scholarly activity. Appointment of faculty members is to either bipartite or tripartite positions. The collective agreement (see Article 7.2.2) clearly states elements of accountable performance for each. TRU also appoints Open Learning faculty members, whose responsibilities are clearly defined in the TRUOLFA Collective Agreement.

Search committees are struck to recruit new faculty. The search committees make recommendations with respect to the specific expectations of the position in accordance with the bipartite, tripartite or Open Learning standards and develop a posting advertised nationally.

To obtain tenure or promotion, faculty must meet the criteria for teaching, service and scholarly activity. Senate⁶⁶ approves the standards needed to meet tenure which are developed at the departmental level. Each department has an approved departmental promotion and tenure criteria document.

2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

Evaluation of TRU faculty members follows in accordance with Article 7 of the TRUFA Collective Agreement. All faculty members are required to complete and submit an annual professional activity report for formative purposes (see Article 7.1.3). Evaluation of Open Learning faculty members occurs once in the first year and thereafter every second year in accordance with Article 7 of the TRUOLFA Collective Agreement.

In addition to annual formative evaluations, a departmental Performance Review Committee conducts TRUFA summative evaluations as necessary. Summative evaluations can occur at the request of an

⁶⁶ <http://www.tru.ca/senate/committees/ptfs.html>

individual faculty member, at the request of the dean/director based on factual demonstration of unsatisfactory performance, or when required by review or renewal of contract or appointment. All summative performance reviews are based on a wide variety of evidence to demonstrate effectiveness (see Article 7.3.7.3). In the event of a summative performance review in which performance is deemed unsatisfactory, the terms of the Collective Agreement include provisions for the development of an action plan for improvement.

Standard 2.C Education Resources

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

TRU's program offerings are broad and comprehensive in scope.⁶⁷ Programs range from open admission bachelor's degrees in Arts, Business and Science; baccalaureate programs in areas such as education, health, hospitality or technology, adult basic education; distance and online education; foundational and apprenticeship programs in trades and technology; training in Williams Lake and regional centres; and many certificate and diploma programs that ladder into higher credentials. Many credentials include co-curricular options, co-op and undergraduate research opportunities. TRU offers a three-year JD program through its new Faculty of Law, a variety of graduate-level certificates and three masters-level programs: Master of Science in Environmental Studies, Master of Business Administration and Master of Education.

Programs offerings are organized within nine faculties or schools: Faculty of Adventure, Culinary Arts and Tourism; Faculty of Arts; School of Business and Economics; Faculty of Education and Social Work; Faculty of Law; School of Nursing; Faculty of Science; Faculty of Student Development; and School of Trades and Technology. In 2009, the nine faculties and schools, and composition of departments and programs within them, were established following the report of an Ad Hoc Joint Committee of the Board of Governors and University Senate on Alignment and Restructuring.⁶⁸

All TRU programs are subject to a rigorous approval process, both internally by the university governance structure and externally by provincial quality assurance processes. TRU also reviews programs on a cyclical basis. Standards and policies apply to all TRU programs, regardless of campus location or method of delivery. Design of programs and courses delivered through regional centres or Open Learning accommodates the flexibility and openness of the TRU mission and legislated mandate. They reflect the quality, rigor and academic outcomes of similar campus programs including fulfilling all approvals at the institutional and provincial level. Where applicable, they also meet external professional accrediting standards.

Policies Governing Credentials

Several policies provide the framework that governs the basis for establishing and awarding credentials at TRU. The following policies are listed in TRU's online policy index.⁶⁹

⁶⁷ <http://www.tru.ca/programs.html>

⁶⁸ https://www.tru.ca/senate/committees/steering/forms_policies_and_other_documents.html

⁶⁹ <http://www.tru.ca/policy/allpolicy.html>

- ED 8-0: Educational Standards in Credit Courses and Programs
- ED 8-2: Undergraduate Course and Program Approvals
- ED 8-4: Academic Program Review
- ED 8-5: New Graduate Program Assessment Criteria
- ED 16-0: Types of Undergraduate and Graduate Credentials

Internal Approval Process

As per policy ED 8-2, “It is the policy of Thompson Rivers University (TRU) Board to ensure that the instructional resources of TRU are used efficiently and effectively to meet the goals and objectives of the institution. This policy and its attendant regulations provide an orderly process by which proposals for new courses and programs can be evaluated prior to their introduction into TRU's instructional profile.”

The goals of TRU's internal processes for curriculum approval are:

- Quality assurance;
- Alignment with university strategic priorities;
- Efficiency and transparency of processes within a collegial governance model; and
- Sustainability of programs.

Faculty members with the appropriate expertise initiate and develop curriculum. Proposals are reviewed for academic content, rigour, and alignment with strategic goals by the faculty department (including departmental curriculum committee, depending on the size of the department), the Academic Divisional Council of the faculty or school, appropriate standing committees of Senate, and the Senate itself. The Board of Governors also approves new programs and other proposals with financial implications.

Standing committees of Senate that participate in the review and approval of curricular proposals include the Academic Planning and Priorities Committee (APPC),⁷⁰ the Educational Programs Committee (EPC)⁷¹ and the Graduate Studies Committee (GSC).⁷²

In the context of curriculum approval, APPC is responsible for advising Senate on the mission statement and the educational goals, objectives, strategies and priorities of the university as well as establishing, revising or discontinuing programs and other curricular changes that are in alignment with the university's stated strategic priorities and academic plan. A form⁷³ describing how the program advances TRU's priorities, student and labour market demand for the program, and details of the program's sustainability and required resources must accompany all curricular proposals. A more detailed description of this form, previously called a Notice of Intent, and effective October 2014 called a Sustainability Worksheet, occurs in Chapter 3.

While APPC primarily focuses on the alignment of curriculum with the university's priorities, EPC and GSC review undergraduate and graduate curriculum, respectively, with close attention to the academic rigour, content, learning outcomes and integrity of programs. EPC and GSC are also responsible for

⁷⁰ https://www.tru.ca/senate/committees/appc/Terms_of_Reference.html

⁷¹ <https://www.tru.ca/senate/committees/epc/composition.html>

⁷² https://www.tru.ca/senate/committees/grad_studies/mandate_and_terms_of_reference.html

⁷³ http://www.tru.ca/vpacademic/curriculum_development_approval/sustainability_worksheet.html

advising Senate on the policies practices and criteria for the admission, evaluation and promotion of students and for awarding credentials.

In the fall of 2014, the Provost requested the formation of an ad hoc committee to review the current internal curriculum approval process. Recommendations from the committee are expected in winter 2015. Several factors prompted this review. Firstly, the university recently received exempt status at the undergraduate level (discussed under External Approval Process below), and wished to update the curriculum approval workflow to support this expedited external approval process. The university also recently launched a new curriculum development and approval tracking system called CurricUNET,⁷⁴ and some inefficiencies and challenges have been identified through the process of changing to an electronic workflow. Further, the university is invested in aligning its campus and Open Learning offerings. Thus, the review will also consider the best means of aligning the Open Learning approval processes with the university governance structure. It remains an ongoing goal of the university to implement new curriculum vetted through the highest standards of a transparent and collegial governance process while being flexible and adaptive to the changing demands of students and the labour market by avoiding unnecessarily lengthy or cumbersome requirements. It is expected that the review of the curriculum approval process will ensure TRU is able to meet both goals simultaneously.

External Approval Process

The BC Ministry of Advanced Education has appointed an arm's length body, the Degree Quality Assessment Board (DQAB), which reviews new programs proposed by BC public post-secondary institutions to ensure the interests of the public are served openly and with accountability. The mandate of the DQAB is defined as follows:

The Board conducts quality assessment activities to ensure new proposed degree programs at both private and public post-secondary institutions meet consistent and high quality criteria. The Board is informed by government priorities and exercises its duty to address the following public policy objectives:

- Increasing learner choice;
- Ensuring quality education in degree programs;
- Promoting a coherent and integrated post-secondary system; and
- Promoting the protection of learners' interests and ensuring appropriate use of publicly funded student financial assistance.⁷⁵

Once a new program is approved internally by TRU, it must be externally reviewed according to the guidelines established by the DQAB. All new program proposals (degree and non-degree; undergraduate and graduate) require external review, and in the case of degree programs, external approval. All proposals must be posted on the Post-Secondary Institution Proposal System (PSIPS) for a 30-day peer review. TRU must respond to any comments received during the posting period.

Undergraduate degree programs must receive final approval from the Minister for Advanced Education following the peer review. TRU has exempt status at the undergraduate level; consequently, a full review by the DQAB is not required except at the request of the minister. Graduate degree programs receive a

⁷⁴ <http://www.curricunet.com/TRU/>

⁷⁵ <http://www.aved.gov.bc.ca/degree-authorization/board/welcome.htm>

full review from DQAB, including a site visit from an external review team, before a recommendation for final approval is made to the Minister for Advanced Education. Non-degree programs (certificates and diplomas) do not require ministerial approval. Once the 30-day peer review is complete, a non-degree program can move to implementation.

The full *Degree Program Review Guideline and Criteria* document⁷⁶ and the *On-line Non-Degree Program Review Process* document⁷⁷ can be accessed on the Ministry of Advanced Education website.

In July 2013, the Minister of Advanced Education approved TRU's application for exempt status at the undergraduate level. The purpose of Exempt Status is to provide an expedited review process for institutions that have:

- demonstrated a history of successfully offering quality degree programs at a given level for at least 10 years in British Columbia;
- an established organizational capacity for degree-granting (including faculty) sufficient to ensure that quality degree level education; and
- the establishment of rigorous, ongoing program and institutional quality assessment processes, both internal and external.

Degree Level Standards

Definition of degree level standards occurs provincially in BC. The general standards are described by the DQAB in the following terms:

The focus of the degree level standards is on the expectations of graduates at each degree. The standards stipulate the demonstrable transferable learning skills and level of mastery of a body of specialized knowledge in six dimensions:

1. Depth and Breadth of Knowledge;
2. Knowledge of Methodologies;
3. Application of Knowledge;
4. Communication Skills;
5. Awareness of Limits of Knowledge; and
6. Professional Capacity/Autonomy.

The shades of distinction between degrees are determined by the capacity of the graduate at each level to act competently, creatively and independently, and by their proximity to the forefront of a discipline and/or profession. Among other things, the degree level standards are intended:

- a) to facilitate the assessment of credentials for broad purposes of credit transfer and credential recognition;
- b) to provide clear learning outcome standards to instructional and program designers; and
- c) as a broad framework for quality assurance purposes.

The standards are intended to be cumulative — each degree level presupposes the accomplishment of an earlier one.”⁷⁸

⁷⁶ <http://www.aved.gov.bc.ca/degree-authorization/documents/degree-program-criteria.pdf>

⁷⁷ www.aved.gov.bc.ca/degree-authorization/psips/docs/ndgGuidelines.pdf

⁷⁸ <http://www.aved.gov.bc.ca/degree-authorization/documents/degree-program-criteria.pdf>

TRU offers a variety of non-degree programs. The DQAB does not stipulate specific standards for non-degree credentials; however, non-degree programs are expected to meet the generally recognized definitions for non-degree credential nomenclature.⁷⁹ In addition, non-degree programs are posted for public review (see External Approval Process above) thus ensuring that the credentials are consistent and recognized within the BC post-secondary system.

With respect to associate degrees, BC currently approves two associate degrees (arts and science) with provincially prescribed core requirements and standards, which transfer as a block to all BC public universities. TRU offers both an Associate of Arts and an Associate of Science degree. In 2012 and 2013, the Ministry of Advanced Education requested that the British Columbia Council on Admissions and Transfer (BCCAT) facilitate a provincial review of the associate degree credential. A third associate degree is under consideration, and details on the Associate Degree Review can be found on the BCCAT's website.⁸⁰ TRU's Associate Vice-President Academic is a member of the Associate Degree Steering Committee.

TRU also offers foundation and apprenticeship programs. Within BC, these programs are governed by policies of the Industry Training Authority (ITA)⁸¹ and not subject to approval by the DQAB.

Academic Program Review

TRU reviews all programs on a cyclical basis.⁸² The program review process is governed by policy ED 8-4: Academic Program Review. The Academic Program Review Office facilitates the reviews, which department faculty members complete with the support of their department chair and dean. Regular review of programs ensures that they remain academically robust, sustainable and well aligned with the university's mission. A detailed description of the program review process occurs in Chapter 4.

2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

Learning Outcomes and Assessment Initiative

TRU began an institution-wide Learning Outcomes and Assessment (LOA) Initiative in 2013 in response to the goals articulated in the TRU Academic Plan. The initiative is based out of the Centre for Student Engagement and Learning Innovation (CSELI) and driven by a working group comprised of faculty, staff and student representation. The LOA Implementation Plan is available on the CSELI website.⁸³

Although many of TRU's programs and courses already have clearly articulated student-learning outcomes, learning outcomes are not universally employed in the Canadian post-secondary environment, and this initiative represents the university's first effort towards a systematic application of the learning outcomes approach. Learning outcomes, with clear linkages to curriculum, are required by the DQAB for

⁷⁹ www.aved.gov.bc.ca/degree-authorization/psips/docs/ndgGuidelines.pdf

⁸⁰ <http://www.bccat.ca/system/associate>

⁸¹ <http://www.itabc.ca/about-ita/policies>

⁸² http://www.tru.ca/vpacademic/academic_program_review.html

⁸³ <http://www.tru.ca/learning/learning-outcomes.html>

all new program proposals, and as such all recently approved TRU programs publish learning outcomes. Additionally, TRU has many programs accredited by professional bodies or associated with legislated curriculum, and all such programs have learning outcomes. See Appendix 4 for a list of all programs that currently publish learning outcomes.

The LOA working group has developed a workshop and other resources that will assist program curriculum committees in establishing program-level learning outcomes. TRU has adopted a continuous improvement curriculum development model, as defined in *A Guide to Writing and Assessing Learning Outcomes at Thompson Rivers University*.⁸⁴ The Academic Program Review process has been updated to integrate a review of the program-level learning outcomes, curriculum map and assessment plan as part of the review process.

Institutional Learning Outcomes

The LOA Working Group has drafted a set of institution-level learning outcomes⁸⁵ that articulate the expected learning outcomes for all TRU graduates. The draft TRU Institutional Learning Outcomes align with the values of TRU's strategic priorities and academic plan, as well as the provincially defined degree-level standards (see 2.C.1). The TRU Institutional Learning Outcomes articulate the outcomes expected from the breadth (general education) and depth (disciplinary focus) of a TRU education. The working group completed an institution-wide consultation on the draft outcomes in fall 2014. They expect to receive Senate approval in winter 2015.

Notably, TRU has chosen not to implement assessment measures for its institution-level learning outcomes. Rather, the LOA initiative has asked all departments to engage in a process that maps their program curriculum to the institutional outcomes as appropriate for each specific discipline and program, including general education or breadth requirements. Institution-level learning outcomes are then assessed, albeit indirectly, through each department-level assessment plan. This ensures that TRU's approach to assessing learning outcomes remains rigorously faculty-driven and situated within disciplinary contexts.

Course Outlines

As per policy ED 8-3: Course Outlines, TRU requires that each instructor provide a written course outline to students that articulates, among other requirements, the educational objectives for the course. As such, all TRU courses provide expected learning outcomes to students. In many instances, articulation of the educational objectives of the course occurs in a student-focused manner in accordance with best practice learning outcome approaches. In other cases, the course objectives are written in a more traditional teaching-focused manner. As per the LOA implementation plan, TRU expects that all courses will articulate student-focused learning outcomes in line with its cyclical Academic Program Review process. The CSELI offers several resources to support faculty members developing course-level learning outcomes, including materials, workshops and one-on-one consultations.

The Open Learning Division publishes learning outcomes for each course on the Open Learning website.⁸⁶ Additionally, once registered, Open Learning students are provided with the expected learning

⁸⁴ http://www.tru.ca/_shared/assets/assessinglearningoutcomes33278.pdf

⁸⁵ <http://teaching.inside.tru.ca/>

⁸⁶ <http://www.tru.ca/distance/courses/>

outcomes in written form either through the learning management system for web-based courses or in the materials package for print-based courses. The Open Learning Division has been recognized as a leader in the area of learning outcomes and assessment at TRU, and the LOA working group has benefitted from the participation of several Open Learning faculty members.

Curriculum Audit

In 2013, the Provost's Office initiated a comprehensive audit to update TRU's course catalogue published in the Academic Calendar. This project required a collaborative effort from TRU staff and faculty to design, manage and implement a process to audit and update over 3500 course descriptions. Completion of the process occurred by the publication date for the 2014/2015 TRU Academic Calendar.

A calendar course description template was created to assist faculty members in writing a comprehensive and complete calendar description, and to encourage and maintain a learner-centred focus that is stipulated by the TRU Academic Plan and LOA initiative. The curriculum audit project had the added benefit of encouraging faculties, schools and departments to review their course offerings and programs more closely and to begin evaluating course outlines and course learning outcomes. To date, there have been a total of 3299 edited calendar descriptions. Approximately 405 of these have been substantive edits as well as 553 deletions and 122 courses put into abeyance. The Provost is currently exploring options to ensure the ongoing audit and abeyance of dated courses.

2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

Assessment of student learning in courses and programs at TRU is the responsibility of individual teaching faculty, as per the accepted norm in post-secondary education. Methods of evaluating student achievement vary by faculty member, discipline and academic level but consistently reflect disciplinary standards and best practices.

According to policy ED 8-3: Course Outlines, all courses must have an approved course outline that defines the educational objectives of the course as well as a description of the means (assignments, examinations, tests, quizzes or other forms of student evaluation) by which student performance will be evaluated. Evaluation and assessment methodologies are reviewed and approved when new courses are vetted by TRU's collegial governance process, as described in 2.C.1.

Several policies govern the documentation of student achievement, including:

- ED 3-2: Satisfactory Academic Progress
- ED 3-5: Grading Systems
- ED 3-11: Submission of Final Grades
- ED 8-0: Educational Standards in Credit Courses and Programs

Faculty members are required to submit final grades to the Registrar's Office in a timely fashion following the conclusion of each course. The Registrar's Office runs processes at the end of each term to label repeated course credits, earned grades, grade points and averages, academic standing and Dean's list recognition. Open Learning grading procedures are consistent with campus practices and policy ED 3-5.⁸⁷

⁸⁷ <http://www.tru.ca/distance/services/policies/newgrading.html>

A minimum grade point average and number of credits is set for all degree programs although individual degree programs may set a higher standard or require more credits.

Department-level program advisors document students' progress toward program completion. TRU uses DegreeWorks to document students' progress for all Open Learning credentials. The Registrar's Office is in the process of implementing DegreeWorks for all campus programs, and it is expected that implementation will be incremental over several years. A transcript of course achievement and program completion where applicable, is produced through the Banner Student Information System.

2.C.4 Degree programs, whether offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

The TRU curriculum approval process (see 2.C.1) ensures that appropriate faculty experts carefully consider the cohesiveness of TRU's programs, including attention to program breadth, depth, course sequencing and synthesis of learning. Rigorous internal and external review of proposals ensures that the curricular content is coherently designed according to disciplinary standards. The Academic Program Review process ensures an evidence-based assessment of each program's cohesiveness.

To date, while TRU has made use of these processes, the university has provided limited resources to faculty members responsible for curricular design, resulting in a relatively ad hoc approach to curricular proposals. This type of approach, while it does afford maximum flexibility to faculty members, also substantially increases the workload for those conducting internal reviews through the governance structure. Recently, the university has given attention to additional resources and consistent requirements to support the development of coherent curriculum. Through the LOA initiative, department curriculum committees now have access to resources that support a continuous improvement approach to curricular design, including most notably curriculum mapping templates that will support faculty as they develop appropriate sequencing and content of courses. Facilitators from the LOA working group are available to provide direct support to curriculum committees. The Academic Program Review process also incorporates curriculum mapping and other components of the continuous improvement curriculum development model. Additionally, the CSELI provides TRU faculty with substantial leadership and assistance to support departments with their curriculum and program design. Under the direction of its first executive director beginning in fall 2014, the CSELI is actively promoting universal and interdisciplinary approaches to curricular design.

Admission and graduation requirements for all programs, once approved through the curriculum approval process, are clearly stated and widely available. Admission requirements are stated centrally in the TRU Academic Calendar as well as on the admissions website.⁸⁸ Each program is listed on the program's website⁸⁹, which can be drilled down to the admission requirements for each program along with application procedures. Program graduation requirements are published centrally in the TRU Academic Calendar and in a variety of different formats on faculty and school websites.

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching

⁸⁸ <http://www.tru.ca/admissions/apply/requirements.html> and <http://www.tru.ca/distance/register/admission.html>

⁸⁹ <http://www.tru.ca/programs.html>

responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

As noted in 2.C.1, faculty members conduct curriculum development at TRU through department-level curriculum committees as well as the faculty Senate governance processes. Faculty members comprise a voting majority of the Senate as well as the Educational Programs Committee. Although faculty members are well represented on other Senate standing committees responsible for reviewing curricular proposals (APPC and GSC), they do not comprise a voting majority on these committees; it is expected that the Senate Steering Committee will review the membership composition of these committees as part of a comprehensive review of Senate standing committees.

The TRUFA Collective Agreement clearly defines the duties, responsibilities and authority of TRU faculty members. In addition to curriculum development responsibilities, as described in 2.C.2 and 2.C.3, TRU faculty have primary authority and responsibility for determining program and course learning outcomes and teaching faculty members have primary authority for assessing student achievement of the stated learning outcomes.

Open Learning faculty members have clearly defined duties, responsibilities and authority laid out in the TRUOLFA Collective Agreement for both the delivery and development of curriculum. Reporting to the Director of Program Delivery, Open Learning faculty members are supported by a dedicated team of collegial mentors and delivery staff to assist with any student, technical, process or pedagogical issues they may have. Open Learning faculty members play an integral role in the development, maintenance and revision of course materials. Campus-based faculty members also play a primary role in the development of Open Learning curriculum at the program level, as faculties and schools retain oversight of their credentials offered through the Open Learning Division.

TRU faculty members have an active role in the appointment of new faculty members. As per the requirements of the TRUFA Collective Agreement, TRU faculty members are recruited and selected based on a collegial process involving tenured faculty members from the applicable faculty or school. The collective agreement stipulates that an Appointments Committee consisting of a minimum of five tenured members of the department (or cognate department) make a recommendation to the dean regarding all faculty hires. Similarly, the TRUOLFA Collective Agreement stipulates that appropriately credentialed content-area experts advise the Open Learning Director of Program Delivery regarding Open Learning faculty member appointments.

2.C.6. Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

TRU library and information resources personnel work closely with teaching faculty to ensure that integration of library and information resources occurs in the learning process with the support of a variety of activities.

Launched in the fall 2013, the Liaison Librarian program⁹⁰ was created to enhance communication and collaboration between the library and academic departments across campus. One of the primary goals of the program to date is to connect faculty at the department, program or faculty level with a personal librarian to act as primary contact for their information and library resource needs. Initial communication

⁹⁰ <http://librarynews.inside.tru.ca/2013/09/20/liaison-librarian-program>

is focused on collection, development, management and library instruction and research support offerings. A future goal of the program will include targeting liaison services directly to students. Since its launch, the program has been well received as an expansion and modernization of the library's services. Upon firm establishment of the program, the development of an assessment process used to track the impact, value and effectiveness of this program will take place.

Distributed to all faculty and instructors in fall 2013, the Library Resources for Faculty⁹¹ booklet outlines the faculty resources provided by the library. The resource includes (but is not limited to) instructional support options; booking library instruction classes; general drop-in workshops and events provided by the library; using library reserves as a resource for courses; adding links to library resources in Blackboard or Moodle; booking DVDs or other media for use in class; and an introduction and guide to Library Liaison program. The library instruction website⁹² provides an overview of the instruction program offered by the TRU Library. The current focus of the program is toward teaching faculty. Teaching faculty can use online request forms to request a library instruction class session or one-on-one consultation with librarians in support of learning and research needs.⁹³

Librarians provide class instruction as requested.⁹⁴ The Instruction and Outreach Librarian (50% of all 2012-13 sessions; 54.3% of all 2013-14 sessions) has led a significant number of the instruction sessions. The Librarian Liaison Program will gradually reduce the reliance on a single Instruction and Outreach Librarian to a more distributed model whereby the liaison for a particular department will eventually become the primary provider of instructional services.

Individual librarians engaged to teach library instruction sessions typically create a course specific lesson plan in consultation with the instructor to ensure the session meets the needs of the students based on tailoring the library curriculum⁹⁵ for the particular subject, academic level, and learning outcomes required to ensure maximum engagement and student success. The library curriculum provides general and specific guidance for librarians creating tailored lesson plans. The curriculum is based on the Association of College and Research Libraries (ACRL) Standards for Information Literacy and other guidelines established by RUSA (Reference and User Services Association) a division of the American Library Association (ALA). As TRU embraces a stronger research culture, undergraduate research skills will become more critical than ever. With the continued growth of online and blended learning and instruction efforts, online instruction and delivery methods will be a priority for inclusion in the next edition of the library curriculum.

⁹¹ Exhibit: Library Resources for Faculty
<https://one.tru.ca/committee/accreditation/FootnoteExhibits/91.LibraryResourcesforFaculty.pdf>

⁹² www.tru.ca/library/services/faculty/libraryinstruction.html

⁹³ <https://www.tru.ca/library/forms.html>

⁹⁴ Exhibit: Library Instruction 2011-12; 2012-13; 2013-14
<https://one.tru.ca/committee/accreditation/FootnoteExhibits/94.LibraryInstruction2011-12.pdf>
<https://one.tru.ca/committee/accreditation/FootnoteExhibits/94.LibraryInstruction2012-13.pdf>

⁹⁵ Exhibit: Library General Curriculum – 2006 Edition
<https://one.tru.ca/committee/accreditation/FootnoteExhibits/95.LibraryGeneralCurriculum-2006Edition.pdf>

LibGuides is a Content Management System used by TRU librarians to curate knowledge and share information by creating online research or course guides.⁹⁶ TRU research guides are excellent tools for delivery of high value information to students engaged in research or class assignments. Guides provide introductory information on subject-specific resources and easy access to those resources through direct links. Additionally, librarians create general guides on a variety of topics, such as helping users to locate key information resources by subject area and learn how to cite sources or understand plagiarism. Librarians also consult with teaching faculty to create course-specific guides that provide students with very specific information targeted at the research and assignments associated with a particular course. LibGuides are available to students and researchers from wherever they are on a 24/7 basis.

2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

TRU has a specific mandate in the Thompson Rivers University Act to serve the open learning needs of BC and to establish and maintain an Open Learning Credit Bank. This mandate is fulfilled in part through the work of TRU's Prior Learning Assessment and Recognition (PLAR) department.⁹⁷ The PLAR department is housed within the Open Learning Division, although many campus programs also accept credit through PLAR or the Credit Bank. Because the mandate is so clear regarding the institution's responsibility to serve the open learning needs of the province, TRU has devoted substantial attention to ensure that its PLAR practices are of the highest quality. The PLAR policies and procedures articulated in this report are essential not only to TRU's fulfillment of its provincial mandate, but also to TRU's contribution to the changing post-secondary environment in Canada and beyond.

TRU is a recognized international leader in the field of PLAR in both research and practice. Under TRU's Director, PLAR has obtained two Social Sciences & Humanities Research Council (SSHRC) grants to host national and international research conferences on PLAR research. The Prior Learning International Research Cooperative (PLIRC)⁹⁸ is a group of international PLAR scholars affiliated with TRU. This group has published two peer-reviewed books on PLAR.

The PLAR department is guided by recently updated policy ED 2-0: Prior Learning Assessment and Recognition. In addition, the PLAR department has an approved operations manual for implementing the Credit Bank. Processes in this manual are modeled after the ACE Credit Recommendation Service practice.

Policy ED 2-0 states:

⁹⁶ <http://tru.v1.libguides.com/index.php>

⁹⁷ <http://www.tru.ca/distance/plar-ol.html>

⁹⁸ <http://www.tru.ca/distance/plar-ol/plirc.html>

For programs offered on TRU campus, a maximum of twenty-five percent (25%) of the credits required in a program will be awarded for prior learning. Exceptions to this would be subject to recommendation by the appropriate Faculty Council and approval of the Dean. For programs offered through TRU-OL, Planning Council for Open Learning will establish the proportion of each credential that can be gained through PLAR.

According to guidelines⁹⁹ for residency and acceptance of PLAR credit adopted by TRU's third governance body, the Planning Council for Open Learning (PCOL), the proportion of Open Learning credentials for which a student may receive PLAR credit is unlimited at the undergraduate level. TRU does not currently offer PLAR for any graduate programs; however, policy ED 2-0 does not explicitly preclude PLAR credit at the graduate level and PCOL has indicated that PLAR may be accepted at the graduate level with some restrictions. These exceptions to TRU's normal limit (25%) are deemed highly appropriate given the institution's mandate and high standard of practice in this area. In 2013 and 2014, 349 Open Learning students received PLAR credit, with an average of 36 PLAR credits awarded. The highest number of PLAR credits received by any student was 84.¹⁰⁰ While allocation of PLAR exceeds the NWCCU standard, much of the credit awarded is from the credit bank, which is based on the ACE Credit Recommendation review process. For instance, in the case of the student who received 84 credits of PLAR, all of the credit awarded is from the credit bank. As Canada has no equivalent of the ACE Credit Recommendation review process, TRU is an innovator in this context in Canada.

Policy ED 2-0 clearly outlines the evidence required before credit is awarded. The PLAR department maintains very high standards of transparency with regard to credit award decisions. The policy also states:

Prior learning will be assessed by qualified specialists, approved by the relevant department/program, who have expertise in the area to be assessed and training in assessment methods that meet quality assurance requirements for PLAR.

All PLAR credits are identified by a special code on the student's transcript, "S," indicating satisfactory completion through PLAR. TRU offers students no assurance regarding the number of credits awarded prior to the completion of the PLAR process.

2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

Policy ED 2-4: Transferability of University Credits governs the practices by which TRU awards transfer credit for its degrees. TRU subscribes to the Pan-Canadian Protocol on the Transferability of University Credits, by which TRU agrees to consider for credit all relevant coursework completed by transferring students at other Canadian universities. Acceptance of the protocol does not limit the academic autonomy of TRU; the final judgment in accepting transfer credit remains TRU's responsibility.

⁹⁹ http://www.tru.ca/shared/assets/Admission_Guidelines30030.pdf

¹⁰⁰ Exhibit: PLAR Credits Awarded 2011-2014
<https://one.tru.ca/committee/accreditation/FootnoteExhibits/100.PLARCreditsAwarded.pdf>

BC post-secondary institutions have extensive articulations agreements documented in the BC Transfer Guide.¹⁰¹ The BC Council on Admissions and Transfer (BCCAT) administers the BC Transfer Guide and facilitates 67 province-wide discipline-specific articulation committees that meet regularly to discuss transfer credit and articulation matters. TRU faculty members represent the institution on these committees. In addition, the Open Learning Division participates in the Transfer Alberta program.¹⁰² TRU's articulation agreements (outside of the BCCAT structure) are tracked and housed in the Department of Strategic Partnerships or TRU World. Negotiation and signing of TRU's articulation agreements falls to departments, faculties, the Registrar's Office and TRU World.

Transfer credit evaluations are conducted by the Registrar's Office upon receipt of the official transcript. Course-level articulation agreements typically are made when a new course is developed or when a student receives transfer credit for a particular course at a particular institution. The Registrar's Office has created a centralized team responsible for transfer credit evaluations, thereby increasing the institution's application of a consistent standard for all evaluations. Approved institutions for transfer credit are recorded in the Banner Student Information System, as are courses that faculty departments have approved as equivalencies. An extensive list of course articulations by institution are housed in the Banner articulation tables and are maintained as agreements change and new institutions and courses are evaluated. International transfer credits with accredited universities abroad are given on an individual basis. Though TRU maintains a database of historical transfer credits, currently there is no system-wide database in British Columbia of international course or program articulations of transfer credits. BCCAT is exploring the creation of such a database.

Academic and program advisors are responsible for applying transfer credit to an individual student's program where the transfer credit appropriately meets the student's graduation requirements. For OL programs, a delegate of the Dean's office signs off on all student's program plans. For vocational or career technical programs, the department chairperson or program coordinator conducts the evaluation and applies the credit. Graduate courses must receive approval from the appropriate program coordinator (a graduate supervisor and teaching faculty member) for the application of transfer credits to individual graduate program requirements.

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

Undergraduate programs develop breadth and depth of intellect. Not only are students provided with content-based learning, but they also develop breadth and depth in various skills that prepare them for a productive life, citizenship and personal fulfillment. Students are required to fulfill credits in a breadth of disciplines to gain not only a broad knowledge base, but to be exposed and appreciate a diversity of perspectives. In the Bachelor of Arts for example, in addition to general breadth requirements, students

¹⁰¹ <http://bccat.ca/>

¹⁰² <http://alis.alberta.ca/ps/tsp/transferralberta.html>

gain specific competencies by completing credits in second language acquisition, scientific reasoning and writing intensive courses.

The elements in the BC system, which most closely resemble US general education requirements, are the associate degree structure and the provincial degree-level guidelines. BC currently has two associate degrees (arts and science) with articulated system-wide standards and a proposal for a third associate degree is in progress. All associate degrees include general education requirements. While baccalaureate degree requirements are the purview of individual institutions, all new degrees are peer-reviewed through the DQAB as detailed in 2.C.1. There is considerable provincial consistency in the context of general education requirements, which generally vary only slightly from the associate degree requirements as appropriate to specific disciplines. Additionally, DQAB requires adherence to general provincial guidelines and degree level standards (see External Approval in 2.C.1).

To achieve depth of study, students fulfill the requirements of a major or concentration in a specific discipline. This depth emphasizes the methods used by researchers (scholars) in their areas of expertise as well as the skills specific to these areas. With depth comes application of knowledge, analytical thought and synthesis, informed decision-making and problem solving. TRU's draft Institutional Learning Outcomes (see 2.C.2) reflect the institution's commitment to ensuring that all TRU graduates receive an integrated course of study of sufficient breadth and depth. Further, the foundational values expressed in the TRU Academic Plan support TRU's approach to its general education program.

Policy ED 16-0: Types of Undergraduate and Graduate Credentials is consistent with provincial standards and provides the framework for the breadth and depth of studies required in all TRU credentials. As per the policy, all baccalaureate degrees (first year entry) and associate degrees include a broad interdisciplinary combination of courses balanced with specific discipline- or theme-based study. Applied degree and certificate programs primarily focus on preparation for entry into a profession or occupational field, but incorporate related instruction in general areas as necessary to support stated program outcomes.

2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

Learning outcomes for general education components are discussed in 2.C.2.

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

TRU has many effective applied programs at several levels, including certificate, diploma, degree, and post-baccalaureate programs. Because of TRU's progression from Cariboo College to University College of the Cariboo and now TRU, applied programs remain an important component of TRU's efforts to become a comprehensive institution that serves the needs of its regional communities. With each of these evolutionary steps, the institution added more academic options to its program offerings while increasing the number and variety of applied, career-oriented programs. Today, academic, applied, and Open Learning programs co-exist on campus without overt prejudice or hierarchy.

Some of TRU's applied programs are delivered in cooperation with outside funding agencies, in particular the Industry Training Authority (ITA) for trades-related programs. Other programs, such as

Social Work, Nursing, Respiratory Therapy and Animal Health Technology are delivered under the auspices of external accrediting agencies responsible for maintaining quality within specific professions. Other programs have course articulation or laddering processes that contribute to well-defined course content requirements. Based on this variety of supportive structures, each of TRU's applied programs have clearly identified program learning outcomes taught and assessed by appropriately credentialed teaching faculty.

2.C.12 Graduate programs are consistent with the institution's mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

TRU offers a small grouping of graduate programs that are closely aligned with the institution's mission and mandate. Current programs include a Master of Business Administration, a Master of Education and a Master of Science in Environmental Studies. Additional programs in varying stages of development or proposal include a Master of Tourism in Experience Studies, a Master of Science in Nursing and a Master of Science in Sustainable Economic Management. Alignment with the institution's strategic priorities and academic plan is a critical component of the curriculum approval process. Additionally, TRU's Strategic Research Plan identifies how each of TRU's current and proposed master's degree programs support the overall strategic research theme and key areas of collaborative excellence or emerging strength.

All graduate programs at TRU conform to the graduate degree level standards required by the Degree Quality Assessment Board (DQAB) and are subject to TRU's rigorous internal and external curriculum approval processes (see 2.C.1). The external review process ensures that degrees are consistent with the expectations and nomenclature of the respective disciplines and professions. As per the DQAB guidelines, each of TRU's masters-level programs

builds on knowledge and competencies acquired during related undergraduate study, and requires more specialized knowledge and intellectual autonomy than a bachelor degree program. Much of the study undertaken at the master's level will have been at, or informed by, the forefront of an academic or professional discipline. Students will have shown some originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show independent capacity in addressing issues and problems.¹⁰³

TRU has a diverse contingent of faculty, in both bipartite and tripartite appointments, which reflects its transition from college to university. The Graduate Studies Committee of Senate, recognizing this diversity, has mandated a rigorous process by which faculty members receive approval to teach graduate-level courses or supervise student research. Approved graduate supervisors¹⁰⁴ meet criteria demonstrating their expertise in their field, active research program and history of successful graduate supervision.¹⁰⁵ All

¹⁰³ <http://www.aved.gov.bc.ca/degree-authorization/documents/degree-program-criteria.pdf>

¹⁰⁴ http://www.tru.ca/research/grad_studies/Graduate_Supervisors.html

¹⁰⁵ Exhibit: Faculty Participation in Graduate Studies
[https://one.tru.ca/committee/accreditation/FootnoteExhibits/105.FacultyParticipationinGraduateStudies\(SenateApprovedSept2014\).pdf](https://one.tru.ca/committee/accreditation/FootnoteExhibits/105.FacultyParticipationinGraduateStudies(SenateApprovedSept2014).pdf)

graduate instructors and supervisors must renew their approval every five years. This process allows TRU to value simultaneously the pedagogical expertise of faculty who teach at the leading edge of their disciplines at the undergraduate level while ensuring that its developing graduate programs are supported by faculty who are driven to push the boundaries of new knowledge through research, development and innovation.

2.C.13 Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution's mission and the program's requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.

Admission to TRU graduate programs is highly selective. Admission policies ensure that admitted students are well prepared for the demands of the program. All graduate programs at TRU require students to have an undergraduate degree with a strong record of academic achievement. The specific graduate program committees set additional requirements. Admission requirements are published in the TRU Academic Calendar, the graduate studies admissions webpage¹⁰⁶ and on specific program webpages.

See 2.C.8 for a discussion of transfer credit procedures.

2.C.14 Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate programs.

Graduate credit for experiential learning is incorporated into TRU's graduate programs whenever it is a necessary and is an integral component of the graduate program. Whenever experiential learning is included in the curriculum, it is supervised by qualified faculty approved to instruct graduate-level courses and assessed according to the stated learning outcomes of the course.

As discussed in 2.C.7, granting of prior learning assessment and recognition does not occur at the graduate level; however, it is not precluded by TRU's PLAR policy and, as identified by the Planning Council of Open Learning residency guidelines, may represent an important opportunity to fulfill TRU's legislated mandate as an open access institution.

2.C.15 Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

¹⁰⁶ http://www.tru.ca/research/grad_studies/application.html

The TRU Strategic Research Plan notes that TRU

has developed a vibrant and collaborative research and innovation culture, with a significant focus on applied research and knowledge translation. Institutional structure, new and enhanced research facilities, new research chairs, an increased focus on graduate and undergraduate research, and new graduate programs, are all contributing to the culture of research, inquiry and innovation at TRU.

Progress towards increasing TRU's research capacity is discussed in depth in Chapter 4. Within this context, TRU ensures that all graduate programs are characterized by a high level of expertise, originality and critical analysis.

The Master of Science in Environmental Studies is a research-based program. The Master of Business Administration and Master of Education are course-based, professionally oriented programs, although both include a thesis option for students with the inclination. Master's theses are prepared and defended according to the TRU Thesis Preparation and Defense Guidelines, which allow theses to be evaluated as high quality contributions to advancing the boundaries of knowledge. Qualified faculty, approved as graduate supervisors by a rigorous vetting process of the Graduate Studies Committee of Senate (see 2.C.12), supervise student research.

2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

TRU delivers two categories of continuing education: courses offered in Williams Lake and other regional centres under the direction of the Executive Director, Williams Lake Campus, and courses offered in Kamloops under the direction of the Community Engagement office of the Centre for Student Engagement and Learning Innovation (CSELI).

Continuing education courses offered in Williams Lake and the regional centres, known as CommunityU, are administered by a team of Community Coordinators in Barriere, 100 Mile House, Lillooet/Lytton, Clearwater and Williams Lake. Though spread out in a large geographical area, coordinators work collaboratively to deliver an extensive number of courses in arts, business, computing, forestry, general interest, health and safety, language, personal and professional development and trades. Community Coordinators meet monthly via teleconference to plan course offerings that meet the needs of TRU's regional communities and align with the institution's strategic priorities and academic plan.

TRU CommunityU addresses the foundational goals of the TRU Academic Plan with flexible course scheduling and culturally appropriate custom designed programs and courses. Meetings with the CommunityU advisory committee, comprised of local stakeholders, allow TRU to identify and deliver relevant course offerings that meet the identified needs of the community. TRU CommunityU works regularly with local organizations to provide contract training based on the pre-determined needs of the individual company. Twice a year, a general brochure is distributed to the communities highlighting a wide array of courses to promote life-long learning in a variety of topic areas.

At the Kamloops campus, continuing education programs and courses are administered by the CSELI's Community Engagement office. Like CommunityU, the CSELI's Continuing Education Coordinators work closely with local stakeholders to establish needs and design appropriate programming for the community. Over the next year, Community Engagement will conduct a thorough needs assessment of students, community members and local businesses. Building on the strengths of the CSELI in student engagement and integrative learning, Community Engagement will be working towards developing a

strategic plan for continuing education at TRU. One major goal of the review and planning process is to ensure that continuing education continues to align with the university's mission and priorities.

2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

TRU maintains direct responsibility and oversight for the quality and content of its continuing education programs. All continuing education programs are governed by the policies and procedures of the university. Policy ED 8-1: Credit and Non-Credit Courses clearly differentiates between credit and non-credit courses. All continuing education courses that meet the criteria for academic credit must follow the standard curriculum approval procedures (see 2.C.1), and TRU faculty members have appropriate oversight of curriculum approval. Credit continuing education courses require a course outline (as per policy ED 8-3) and must conform to the university's policies and procedures regarding assessing student achievement and course objectives for awarding credit.

CommunityU or Community Engagement offices administer appropriate internal processes to approve non-credit continuing education courses. The students or participants enrolled evaluate all non-credit continuing education programs on an on-going basis. These evaluations encompass both course content and instructional technique. The Continuing Education Coordinator reviews the evaluations submitted for each course and, if applicable or required, changes to the course delivery or content are implemented.

2.C.18 The granting of credit or Continuing Education Units (CEUs) for Continuing Education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the courses; and e) determined by student achievement of identified learning outcomes.

Any continuing education course offered for credit is guided by the university's policies and procedures governing the awarding of academic credit (see 2.C.3).

For all non-credit courses, students are assessed as complete or incomplete. Where appropriate (for example, Occupational First Aid), students must achieve a minimum percentage on a final exam to receive a certificate of completion.

Students may apply for credit for continuing education courses through TRU's Prior Learning Assessment and Recognition (PLAR) program. Policy ED 2-0: Prior Learning Assessment and Recognition governs credit granted in continuing education courses according to consistent standards and best practices.

2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

Current continuing education course offerings are available on the Community Engagement website for both Kamloops¹⁰⁷ and regional¹⁰⁸ offerings. TRU maintains a database of all courses offered each calendar year and maintains a record of the number of students registered. Each course file includes a course enrollment list, the number of students who completed the course, attendance records and copies of any industry recognized certification. A transcript of a student's credit course achievement is produced through the Banner Student Information System.



¹⁰⁷ <http://www.tru.ca/community/courses.html>

¹⁰⁸ <http://www.tru.ca/community/centres.html>

Standard 2.D Student Support Resources

2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

TRU's primary responsibility to students is to promote student success, as defined in its first strategic priority: increasing student success. The university organizes its educational structures, activities, programs, and services for a diverse population of students with a focus on academic and personal success and in the context of the objectives identified for its strategic priority.

TRU supports student learning on the Kamloops campus primarily through programs overseen by the Division of Student Services (specifically the Faculty of Student Development), which works collaboratively with the Centre for Student Engagement and Learning Innovation (CSELI), TRU World's International Student Services team and the Open Learning Division.¹⁰⁹

The mission of the Faculty of Student Development (FSD) is to support the academic, personal, social and career development of TRU students through innovative programs and services that are inclusive, informed by current research and theory, responsive to changing student and program needs, and rigorously evaluated. The FSD acknowledges that not all learning occurs within the classroom. The FSD and other resources provide leadership for out-of-classroom education of students. In addition, the FSD supports opportunities for supplemental learning and programs, which focus on student retention. Members of the FSD work with educational partners and other stakeholders, including the CSELI, Open Learning, residence life and residence managers, and international student services.

The FSD has identified five core competencies which align with institutional values and which provide direct value to the students, faculty and community with whom it works:

1. We are trusted by the people with whom we work to provide sound, professional guidance, training, and support;
2. We facilitate pan-institutional relationships;
3. We relate to students holistically;
4. We have expertise in student development and engagement; and
5. We help students advance along the continuum of development toward personal excellence.

In early 2012, the FSD established its five-year strategic plan¹¹⁰ that includes the following areas of focus and the necessary collaborations with stakeholders and university partners as listed below. It is important to note that there are also student supports in place on the Williams Lake campus; some of which have strong affiliations with those offered in Kamloops; others, such as tutoring for Aboriginal students, have developed out of unique student needs and are administered directly out of the Williams Lake administrative offices. Insofar as it is possible, given geography and differing student needs, the student services offered on the Williams Lake campus align with the strategic priorities of the FSD as outlined below.

¹⁰⁹ Exhibit: FSD Organizational chart

<https://one.tru.ca/committee/accreditation/FootnoteExhibits/109.FacultyofStudentDevelopment.pdf>

¹¹⁰ Exhibit: FSD Strategic Plan

<https://one.tru.ca/committee/accreditation/FootnoteExhibits/110.FSDStrategicPlan2012-17.pdf>

To promote the well-being of students and other members of the campus community

The university supports a healthy campus community that values and cultivates the physical, emotional, social, intellectual, occupational, environmental, and spiritual well-being of students, faculty, and staff. Well-being is vital to the academic and personal success of all community members; therefore, a myriad of health and wellness programs, services, and policies provide a framework for achieving and improving individual and community health. The health and wellness knowledge, skills, and abilities cultivated at TRU empower students and employees to improve their decision-making skills as they pertain to their personal well-being and life balance as well as the well-being of their communities. The university addresses student well-being through its Counselling department, Wellness Centre, Multi-Faith Chaplaincy and Health Services.¹¹¹

To collaborate with external partners to prepare students for success

University staff and faculty collaborate extensively with a number of partners in our communities to ensure that students are prepared for university study, have access to learning opportunities off-campus, and are connected to employment opportunities. A transitions committee comprised of TRU representatives and School District 73 senior leadership drives events and programming that introduce area high school students to opportunities for post-secondary studies. This committee also ensures that school district and university staff have venues to learn more about each other's programming, concerns and priorities to best support students, particularly in the transition to post-secondary study. Other collaborations with local agencies such as the United Way, the Interior Health Authority, the Kamloops Innovation Centre and the Secwepemc Child and Family Services have proven invaluable in supporting TRU students' well-being and opportunities for applied learning out of the classroom.

The TRU Students Union (TRUSU)¹¹² is a key partner in efforts to support student success. The university administration enjoys a strong working relationship with the elected representatives and staff of the TRUSU. Recent collaborations of note include the TRUSU Student Caucus, the TRU Campus Card/UPASS implementation, the establishment of an emergency student aid fund, and the continued funding of the Student Employment Centre.

To support access to and understanding of resources for academic success, especially for at-risk students

The TRU Assessment Centre¹¹³ provides general educational assessments to facilitate appropriate placement in courses and programs that best match the students' abilities and needs. The centre administers entry assessments to ensure that applicants have the basic skills to succeed in various programs and facilitates other types of educational and professional assessments designed to enhance the success of applicants and existing students.

Disability Services¹¹⁴ provides equal access to the educational environment, which is achieved when barriers to learning are removed. This is accomplished through increased disability awareness and the

¹¹¹ <http://www.tru.ca/services/wellness.html>

¹¹² <http://trusu.ca/>

¹¹³ <http://www.tru.ca/assessment.html>

¹¹⁴ <http://www.tru.ca/disabilityservices.html>

facilitation of student independence, self-advocacy and personal responsibility. Disability Services is committed to facilitating and providing services and reasonable accommodations for students with documented disabilities in a manner that is consistent with TRU's educational mandate and academic principles. These objectives will enable students with disabilities to participate on the sole basis of their academic skills and abilities. Through its Kamloops site, Disability Services supports students enrolled face-to-face in Kamloops and Williams Lake, as well as students enrolled in distance courses through Open Learning.

The university provides math and writing support for all students through designated help centres. The TRU Writing Centre¹¹⁵ supports students to become better, more confident writers in a safe, friendly, and comfortable environment. The centre provides face-to-face and online appointments, resource development and writing tips, tutor training and leadership enhancement, and collaboration with faculty, community and writing centre professionals. The centre is currently exploring participation with the province-wide WriteAway service.¹¹⁶ The TRU Writing Centre values informed practice and contributes to writing centre pedagogy and research while maintaining an active role in professional writing centre networks. Likewise, the Math Help Centre¹¹⁷ is a free service for students. Mathematics and statistics faculty and upper level students staff the Math Help Centre. It is open to students taking any TRU course that involves mathematics or statistics, but is most useful for adult basic education (UPREP) and first year level courses. Tutoring is available for both face-to-face and distance courses.

To date, TRU has experienced some limitations to its ability to reach out to students at-risk academically; however, these limitations are being mitigated as changes to business processes in the Registrar's Office improve the accessibility of data in this area. The Student Services Division is currently working on a pilot project with the Faculty of Arts to develop an early alert program to identify potential at-risk students during their first term at TRU. It is anticipated that this program will launch in the fall of 2015.

To enable other faculties in their development of appropriate pedagogical supports and interventions

The FSD works directly with Deans, Associate Deans and department chairs to integrate pedagogical improvements into cohort programs and classrooms.

A key means by which the FSD works with the faculties and schools is through Supplemental Learning (SL).¹¹⁸ In courses supported by SL, all students are invited to attend weekly sessions and exam reviews, either on a regular basis or occasionally. SL sessions provide opportunities to study with peers in a relaxed and collaborative setting.

To support the personal and academic success of Aboriginal students

With roughly 10% of TRU students indicating Aboriginal status, the university aims to include Aboriginal culture, history, and knowledge in curricula, research, and classroom activities. Both the First

¹¹⁵ <http://www.tru.ca/writingcentre.html>

¹¹⁶ <http://writeaway.ca/>

¹¹⁷ http://www.tru.ca/science/programs/math/math_help_centre.html

¹¹⁸ <http://www.tru.ca/sl.html>

Nations and Aboriginal Affairs Committee of Senate¹¹⁹ and Aboriginal Education office¹²⁰ drive this work. Academic and personal supports for Aboriginal students in Kamloops and Williams Lake are housed in Cplul'kw'ten – the Gathering Places. These are Aboriginal centres that provide information on all aspects of university life. In Kamloops, services for Aboriginal students include academic and wellness workshops, one-to-one counseling, librarian services, on-site computers, and established Elder in the House and Aboriginal Mentor programs.

To support the transition of Aboriginal students to academic study and culture, the Kamloops campus offers a summer Science and Health Sciences Camp for high school students,¹²¹ a cohort-based dual-credit program for grade 12 students (TRU Start),¹²² and Sekusent (an Aboriginal student orientation).

To support students as they transition into and through the first year of study

Programming for new students at TRU begins prior to their arrival on campus, with contact from both the Registrar's Office and the new students program. The Registrar's Office provides timetabling and course selection support through face-to-face workshops and information on the university's website.¹²³

Once registered, students receive information from the new students program¹²⁴ regarding orientation events at the end of August and beginning of the fall semester, as well as pertinent information about campus activities and services. Students receive appropriate information at relevant points during the first year of study, including information about residence, campus tours, moving to Kamloops in the summer months and events related to exam stress in October as mid-term examinations begin. Likewise, units within the FSD organize their outreach and programming activities to ensure that appropriate communication, workshops and one-on-one supports are available to students as they transition through the first crucial year of study.

To support career development for TRU students and alumni

The primary goal of the Career Education Department¹²⁵ is to provide students with experiential learning and career opportunities. The department houses both Student Employment and Co-operative Education programs.

The university provides employment services and career education to students, recent graduates, faculty, staff and employers. Open Learning students may make phone appointments with staff in the student employment office.

Opportunities include work on campus, volunteering and internships, employment abroad, career mentorship, job postings and wage subsidy opportunities

¹¹⁹ <http://www.tru.ca/senate/committees/fnaac.html>

¹²⁰ <http://www.tru.ca/aero.html>

¹²¹ <https://www.facebook.com/ThompsonRiversUniversityAboriginalScienceCamp>

¹²² <http://www.tru.ca/distance/programs/tru-start-bc.html>

¹²³ <http://www.tru.ca/registration/registration-welcome.html>

¹²⁴ <http://www.tru.ca/newstudents.html>

¹²⁵ <http://www.tru.ca/careereducation.html>

Co-operative education blends on-campus learning with practical applied learning. Students alternate study terms with paid, monitored work terms in industry, non-profit, business and public sector organizations. While on a work term, co-op students also participate in an online co-op course, which requires them to reflect on their professional experiences and consider the skills they are building in their work terms.

2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services.

TRU ensures a safe campus for all students through the collaboration of contracted security services, the TRU Safety and Emergency Management Department,¹²⁶ and the Office of Student and Judicial Affairs.¹²⁷

On the Kamloops campus, security services are contracted through Concord Security Corporation, which provides 24-hour security on site. On the Williams Lake campus, security services are contracted through P.D. Security.

TRU works closely with regional detachments of the Royal Canadian Mounted Police (RCMP) and cooperates with the RCMP. TRU health and safety management works with local law enforcement on preventative and emergency preparedness for the university.

In Canada, the Royal Canadian Mounted Police (RCMP) has a nationally instituted plan for immediate police response. Together with TRU, the RCMP has created SAFE plans for both the Kamloops and Williams Lake campuses. TRU has been working with the RCMP to update these plans over the past year. This update has included initiatives to orient local RCMP emergency response team members with the physical layout of the university and to provide updated maps and information about changes to the campus environment. The university is collaborating with the RCMP for on-site emergency exercises thus further developing the emergency plan and response.

The university has an active threat assessment team on campus trained by the Canadian Centre for Threat Assessment and Trauma Response. Additionally, TRU has a Behaviour Intervention Team (BIT) that meets weekly to discuss concerns regarding students on each campus and regional centre. The National Behavioral Intervention Team Association has trained the BIT members.

TRU's administration struck a Task Force on Safety and Security in 2012.¹²⁸ The task force was charged with providing a comprehensive review of the university's current safety and security posture, including the physical plant, occupational health and safety, threat assessment, information security, social media and emergency preparedness across both TRU campuses and the regional centres. The task force concluded its work in 2013 and provided recommendations to administration. The university continues to act on the recommendations of the task force. Recommended actions completed to date include: the hiring of a Director of Risk Management Services, an emergency alert notification system, updated policies related to student safety, the establishment of an emergency management program on the Kamloops campus and pan-university Emergency Operations Centre (EOC) training.

¹²⁶ <http://www.tru.ca/hsafety.html>

¹²⁷ <https://www.tru.ca/campus/services/campus/osja.html>

¹²⁸ <http://www.tru.ca/hsafety/safetytaskforce.html>

TRU has recently extended its scope of safety to include university related travel for students, establishing policy and practices as defined in policy ADM 22-1: Student Off-Campus Safety and Travel Policy.¹²⁹ The purpose of this policy is to set standards enabling safer student learning experiences off-campus, nationally and internationally and to ensure that university sanctioned activities incorporate specific measures to mitigate risk and facilitate emergency response to students when travelling off-campus.

2.D.3 Consistent with its mission, core themes and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

Through its multi-tiered admissions structure, TRU is able to recruit and admit a broad base of students across multiple disciplines that span vocational training, educational upgrading, career technical programs, certificates, diplomas and degrees and graduate-level certificates, diplomas and research programs. TRU's mandate to provide open education, defined in Chapter 1 as "Access to Excellence," is the driving force behind recruitment and admission policies and practices.

TRU actively recruits a diversity of students, both locally and internationally, to its programs in Kamloops, Williams Lake, the regional centres and online. A dedicated team of domestic recruiters supports the legislated mandate to provide educational and training needs in the region. The recruitment office has developed ongoing enrollment plans for the Kamloops region and through the regional campuses. In addition, a dedicated team of international specialists provides ongoing support and development of recruitment within a diverse international market. Finally, a committed Aboriginal recruiter focuses on the transition of Aboriginal students from local communities to educational centres.

All first time TRU students receive in-person, telephone or email guidance regarding planning, program options, registration, and timetabling. TRU also provides online resources with admissions and advising information, including web-based documents and videos.

Students are provided with academic advising regarding core and elective course selection, majors and minors, upgrading, exchange, co-op, and internal and external transfer. Section 2.D.10 outlines in detail Academic advising services.

While TRU has engaged in enrollment planning within the recruitment office, the university does not yet have a comprehensive Strategic Enrollment Management (SEM) plan. The development of a SEM plan has been delayed by recent changes in the leadership of the Student Services Division, but a comprehensive plan in this area is expected within two to three years. It is expected that a SEM plan will build on TRU's current strengths in recruitment, advising and retention initiatives and improve the integration and alignment in these areas.

2.D.4 In the event of program elimination or significant change in the requirements, the institution makes appropriate arrangements to ensure students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

TRU policy BRD 8-4: Program Reduction and Elimination provides guidance to the TRU community in the event of program closure or change. TRU's Senate Educational Program Committee (EPC) will be

¹²⁹ <http://www.tru.ca/policy/allpolicy.html>

responsible for consideration of the possible impact of proposed reduction and elimination of programs, including the impact on those students currently in the process of completing a program of study and the provision of opportunities for completion. Although the policy does not directly mandate the provision of opportunities for completion, it has always been TRU's practice to do so. It is expected that a forthcoming review and revision of the policy will ensure that this practice is clearly mandated.

2.D.5 The institution publishes a catalog or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:

- Institutional mission and core themes;
- Entrance requirements and procedures;
- Grading policy;
- Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences and projected timelines to completion based on normal student progress and the frequency of course offerings;
- Names, titles, degrees held and conferring institutions for administrators and full-time faculty;
- Rules and regulations for conduct, rights and responsibilities;
- Tuition, fees and other program costs;
- Refund policies and procedures for students who withdraw from enrollment;
- Opportunities and requirements for financial aid; and
- Academic calendar.

TRU publishes an academic calendar¹³⁰ each academic year. Prior to 2008-2009, the academic calendar was provided in a printed format to all incoming students each year; beginning in 2009-2010, the academic calendar was made available as a PDF on the website for all students. Students may order a print-based academic calendar for a fee of \$5.00. All new students are notified about the calendar on the admissions web site, the registration web site, the advising website, by email before registration opens, and during advising appointments.

The academic calendar articulates academic programs, courses, admission requirements, operational processes, regulations, fees, residency requirements, financial aid, student support services, graduation requirements and other policies in place at TRU for that academic year. All policies and program regulations in the calendar are approved through TRU's governance processes (see section 2.A).

The academic calendar is the official repository of the following:

- Entrance requirements and procedures; Grading policy, including: Calculation of Grade Point Average, Statement of Grades and Grading System (ED 3-5); University degree requirements, including: Educational Standards in Credit Courses and Programs (ED 8-0) and Types of Undergraduate and Graduate Credentials (ED 16-0); TRU program requirements and major degree requirements;
- Academic regulations providing information essential for planning and pursuing academic programs.
- Course descriptions, provided alphabetically within the academic calendar and including information on course content, credit value and prerequisite requirements. This information is also available within departmental or faculty webpages;

¹³⁰ <http://www.tru.ca/calendar.html>

- Faculty and department level detail of academic programs, admission requirements, and program completion requirements;
- Requirements for timely completion of each graduate degree granted by the university;
- Names, titles and credentials of administrators and fulltime faculty;
- Rules and regulations for conduct, complaints, and appeals;
- Tuition, fees and other program costs;
- Refund policies and procedures for students who withdraw from enrollment;
- Opportunities and requirements for financial aid; and
- The academic calendar.

Although not published within the academic calendar, the institutional mission is readily accessible on the TRU website.¹³¹

The Registrar's Office is currently conducting an audit of all internal publications and webpages to ensure accurate reflection of all program regulations and admission requirements. This audit will include a review of the academic calendar, the admissions viewbook, the admissions website, specific program websites and application information sheets. It is expected that this audit will ensure that all program areas align with the official regulations in the academic calendar and refer to it as the official source document where appropriate.

2.D.6 Publications describing educational programs include accurate information on:

- **National and/or provincial legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered.**
- **Description of unique requirements for employment and advancement in the occupation or profession.**

TRU provides both web and print publications that include detailed descriptions of skills sets and associated careers related to each discipline. Licensure, qualification and membership in professional bodies are all part of the professional programs available at TRU, and understanding of these processes and standards is incorporated into the curriculum. Current provincial and national licensing requirements can be found in print and online brochures distributed by the Registrar's Office and program offices.

2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provisions for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

TRU is subject to BC's Freedom of Information and Protection of Privacy Act (FOIPOP).¹³² As such, the university takes steps to ensure the secure retention and protection of student information. The university provides guidance to members of the university community through the General Counsel's office and the university FOIPOP Coordinator.

Due to the greater reliance on web-based management and storage of student records, additional steps have been taken to assist in ensuring compliance through the establishment of the TRU Information

¹³¹ <http://www.tru.ca/president/reports/strategicpriorities.html>

¹³² http://www.bclaws.ca/Recon/document/ID/freeside/96165_00

Security Committee.¹³³ The committee supports the university's mission by providing oversight and prioritization of information security issues through the review and development of information security policies, procedures, and guidelines at the request of the appropriate governing body.

TRU, including the Williams Lake campus and regional offices, has policies, standards, and technologies in place to ensure the secure storage, transmission, and back-up of student records. These policies, standards, and technologies are overseen by the Information Security Committee and supplemented by an ongoing information security awareness program. The Chief Information Officer and Associate Vice President, Information Technology Services is designated by policy as the head of TRU's information security program and is supported by a full-time Information Security Officer. The president is designated by policy as the Head of Public Body for Freedom of Information and Protection of Privacy and is supported by a Privacy Officer working within the General Counsel's office.

Student records are maintained in electronic format in the central Banner Information System and in paper format in recently enhanced secure file storage areas adjacent to the Registrar's Office. These include admissions applications and documentation, student transcript records and official enrollment documents, student financial aid and scholarships and student accounts. Confidentiality of student records is maintained with clear policies for both protecting these records as well as for allowing for their release. Policies, standards and practices guiding record security are outlined below.

Information Security Policies

The following policies have been approved by the board, President's Council, or the Information Technology Services Division and apply to all staff, faculty, students, and third parties who access university information. They are published in the university's online policy index and the Information Technology Services webpage.¹³⁴

- BRD 16-1: Information Security Policy
- BRD 16-0: Responsible Use of Information Technology Facilities and Services
- ADM 2-2: Confidentiality of Student Information
- ADM 2-1: Information Disclosure
- ADM 2-3: Records Retention/Destruction
- ADM 2-0: Head, Freedom of Information and Protection of Privacy
- ADM 4-2: Conflict of Interest
- ITS Change Management: An Information Technology Services Divisional policy governing change management processes within the ITS department.

Information Security Standards

The following Standards have been approved by the Information Security Committee and apply to all staff, faculty, and third parties who access university information.¹³⁵

- Information Classification Standard

¹³³ http://www.tru.ca/its/infosecurity/about/is_committee.html

¹³⁴ http://www.tru.ca/its/infosecurity/standards/Information_Security_Policies.html

¹³⁵ <http://www.tru.ca/its/infosecurity/standards.html>

- Breach Protocol
- Minimum Password Standards
- SmartPhone Standards
- Mobile Device Standards
- Multi-Function Device (MFD) Standards
- Banner – Data Standards, Data Integrity, and Security Guidelines
- Generic Account Standard
- Cloud Security Standard

TRU also publishes a comprehensive Privacy Statement on the website.¹³⁶

Record Security

The Banner Information System runs on several Dell servers. The Banner systems use a multi-tiered architecture with external services located in a secure DMZ network and all internal systems located in a separate secure core network. Both are located behind the campus-wide firewall separated by internal firewalls and are on separate subnets. All servers are scanned for vulnerabilities quarterly and patched when a significant risk is identified.

Authentication to TRU administrative systems uses unique IDs and strong passwords. Access to particular Banner systems, forms and data is controlled through Banner security classes, which are assigned by the user's role. Designated data owners or their delegates approve all access. Privileged access is continuously monitored with a LogRhythm Logmanagement/SIEM, and a privileged account access report is generated daily for review. Administrative privileged account credentials are stored and accessed using a Thycotic Secret Server, which stores these credentials in an encrypted format.

Web traffic is encrypted with Secure Socket Layer (SSL) protocols, which provide cryptographically secure communications on the Internet. All file transfers are performed using secure protocols such as SFTP, and thus the information is encrypted before sending it across the Internet, preventing anyone who might intercept the traffic from deciphering the content. All direct interactive log-ins to the administrative servers are through Secure Shell (SSH). SSH is a protocol for creating a secure connection between two systems using a client/server architecture. SSH provides mutual authentication, data encryption and data integrity.

Information Release and Student Rights

TRU adheres to institutional policies and standards as well as provincial and federal laws with respect to the privacy of student records and the appropriate release or notification of release of student information. In its public privacy statement, TRU provides details of students' rights with respect to their educational records as well as other personally identifiable information. TRU has built both online and face-to-face privacy awareness programs as well as online and face-to-face awareness programs to inform all staff and faculty about good information security practices and institutional policies and standards. TRU also maintains an awareness program for students on these issues.

TRU policy and standards are supported by a variety of procedures. These include a written incident response guide, annual external system audits, quarterly vulnerability scans of all servers, monitoring of

¹³⁶ <http://www.tru.ca/disclaimer/privacy.html>

logical and physical access to the Banner systems, restricted visibility of active directory information (preventing students from browsing the directory or email address book), and monitoring of access to LDAP services. The university also maintains a Data Standards Working Group that administers the data standards, data integrity and security guidelines for the Banner systems.

Backup and Recovery Procedures

TRU technical staff perform full backups to remote disk arrays for the Banner Database System daily. Backups are retained for two months. Remote disk arrays are located in a separate building on campus and at the City of Kamloops transit exchange, several kilometers away from the TRU data centre. TRU completed a full back-up audit in 2013 and determined that all systems are backed up effectively.

TRU's current backup and recovery processes provide reasonable assurance of the restoration of critical student information in the event of system failure. These include redundant fibre paths between the data centre and the backup sites and redundant copies of critical databases. The TRU data centre includes redundant UPS and air-cooling systems and a diesel generator in the event of power failure. All production systems are designed with redundant components, and storage systems use RAID 10. Backup and recovery systems are tested on an annual basis.

Ongoing Development

TRU's information security and privacy programs are mature; however legal and contractual compliance have become more complex, and with increasing program maturity, the demand for a variety of services has increased. TRU is developing the scope of the information security program in a variety of ways; including the investigation of new technologies in areas such as intrusion detection/prevention, web application firewalling, enterprise disk encryption, tokenization and identity and access management. TRU recently purchased a disaster recovery plan (DRP) template program and developed a high-level project plan to implement an information technology disaster recovery plan. TRU has also begun offering external training to three additional individuals within the ITS department and a new leadership role for information security is planned for the current fiscal year. The need for appropriate administrative support and resource allocation for the program is critical to ongoing success.

2.D.8 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

TRU's Student Awards and Financial Support Office provides a comprehensive range of programs to assist students in financing their education and living costs and to recognize academic excellence. Financial support can be a combination of bursaries, scholarships, awards, work-study, loans and grants.

TRU provides a range of over 100 entrance scholarships annually, ranging in size from \$1,000 to \$22,000. Details and applications are available online¹³⁷ and are governed by policy ED 9-0: Entrance Scholarships.

Over \$1,000,000 in scholarships, bursaries, and awards are provided annually to returning students. Details, deadlines and links related to applying for funding are also available online on the TRU awards

¹³⁷ <http://www.tru.ca/awards/awards/entrance.html>

website. The awards website links to the online Scholarship, Bursary and Award Guide,¹³⁸ which provides full details and criteria for each of the more than 500 awards available.

Student awards staff assist more than 2,000 students annually in applying for a wide range of full-time and part-time government loans and grants. In addition to confirming and monitoring enrollment and adjudicating block-funded programs, five Student Finance Advisors are available to assist students with application difficulties, understanding complex student loan policy, and submitting reassessments and appeals of funding decisions.

Approximately 100 students a year are employed in the need-based TRU Work-Study Program. The student awards office also offers short-term emergency bridging loans, provides general advising on budgeting and financial literacy, and assists students in crisis with funding.

2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

With the exception of 30-90 day emergency bridging loans, student awards does not provide repayable assistance. Students who receive offers of multi-part awards sign an acceptance form detailing exactly what is required to maintain their award. However, except in cases of fraud or misrepresentation, funding is never retracted once disbursed, thus failure to meet the award conditions simply means future disbursements are cancelled.

Student awards works alongside StudentAid BC¹³⁹ and other provincial authorities to ensure students are aware of their government student loan repayment obligations and options for repayment assistance. Student awards also works with the appropriate Canada Student Loan and BC Student Loan offices to monitor TRU's federal and provincial repayment rates by program.

Consistent with a number of peer Canadian institutions, TRU has chosen not to pursue Title IV designation for US Direct Loans.

2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

Currently, almost all first- and second-year students are supported through centralized academic advising in the Registrar's Office. This unit includes student transitions, academic advising and academic support. Advisors offer online interactive resources and a variety of individual and group sessions assisting students with registration, program and course information, worksheets, online step by step information videos, program specific group workshops, one on one advising sessions, timetabling workshops and email and telephone support for specific questions. Additionally, advisors provide information regarding campus resources critical to student success.

¹³⁸ https://bansbprod.tru.ca/banprod/bwyfagui.p_select_type

¹³⁹ <https://studentaidbc.ca/>

Students in the upper years of their programs access advising through program or faculty advising offices. Advisors in the upper years give program-specific guidance; consequently, the nature of the advising differs from that in the Registrar's Office.

There are benefits and challenges to both the centralized model for first- and second-years and the decentralized model for upper level students. TRU's student union has identified improvements to academic advising services as one of their top priorities for the coming year. Currently, TRU's retention committee is working to complete a review of existing advising structures, processes and communication practices to develop an improved model. In 2014, TRU collected feedback on advising services through the National Survey of Student Engagement.¹⁴⁰ Results of this feedback will inform the review and improvement of advising service standards.

2.D.11 Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.

At TRU, facilitation of co-curricular programs takes place in the Centre for Student Engagement and Learning Innovation. These programs are defined as "non-credit, educationally-related programs that are specifically oriented towards achieving established learning outcomes through leadership, assessment, and self-reflection." This definition of co-curricular activity links to a formal co-curricular record designation.

Co-curricular programs at TRU align with the institution's strategic priorities of increasing student success and increasing research capacity. In addition, in alignment with the institution's Academic Plan, TRU's co-curricular programming uses principles of universal instructional design and includes clearly defined and measurable learning outcomes.

Programs qualifying for inclusion in the institution's formal co-curricular record will have:

- Pre-set learning outcomes that demonstrably challenge students to develop new or improve existing skills;
- Identified methods of assessment; and
- An assessed mandatory applied learning component.

In addition to the formal co-curricular record, a number of co-curricular activities TRU students participate in exist. These include clubs housed within the student union,¹⁴¹ course-based clubs, a variety of experiential learning opportunities including for-credit programs such as co-operative education or study abroad, ambassador programs, and a Global Competency program.¹⁴² It is anticipated that some of these programs will seek to be included in the formal co-curricular record certificate while others will not.

2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the

¹⁴⁰ Exhibit: NSSE 2014 Topical Module – Academic Advising
<https://one.tru.ca/committee/accreditation/FootnoteExhibits/140.NSSE14TopicalModule-AcademicAdvisingTRU-1.pdf>

¹⁴¹ <http://trusu.ca/services/clubs/directory/>

¹⁴² <http://www.tru.ca/services/beyond.html>

campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

TRU provides two options for on-campus housing. One is a more traditional dormitory style accommodation; the other is an apartment style with three different room configurations available. The residence buildings on campus are managed privately by two different companies, which work closely with Ancillary Services and other university departments. The university has a significant role in how these buildings operate and support students, including areas such as budget, capital improvements and room rate authorization for the TRU residence building managed by Campus Living Centers Inc. Both housing options promote a quiet and safe environment, encouraging student academic success. The residence assistants host various social functions to help transition students into their new environment. They also provide an orientation service and refer students to a variety of campus support services. TRU faculty and staff within the Student Service Division maintain a close and effective working relationship with the residence management and staff. It is the responsibility of TRU's Student Services Division to reach out to residence management and staff to ensure programming and services are appropriate and aligned with the university's mission and priorities.

The campus bookstore's main objective is to offer products and services that support and compliment academic programs and to promote the image of the university. Bookstore staff work closely with university faculty to ensure course materials are available and prices are reasonable for students. The bookstore emphasizes the acquisition of used textbooks and other cost-reducing strategies to lower the net cost to students. Course material delivery options include new textbooks, used textbooks, digital textbooks and textbook rental. The bookstore has two locations: the primary store is located on the Kamloops campus in the Campus Activity Center in the heart of the campus commons, and the second store is located in Williams Lake.

The institution operates and provides a wide range of copy services through the university print shop. Located in the largest building on campus, it is a convenient destination for students and staff.

TRU provides a wide range of food outlets and dining options for students, including a Starbucks and Tim Horton's. The institution does not have a traditional dining hall but offers an optional declining-balance dining card for use at any of the nine service locations. In addition to its dining locations, TRU food services manage 40,000 square feet of conference space located in the Campus Activity Centre. They provide a broad range of catering options to support this space, as well as catering services for all of the university buildings and meeting spaces. The Campus Activity Center hosts student and university events of all sizes.

Ancillary Services is a business unit on campus with the goal of providing a wide variety of products and services to our campus community. Feedback from students, faculty, and staff provides the department with opportunities to respond to the evolving needs of our campuses. This feedback was included in a recent campus food services RFP. A cross section of the TRU community was interviewed to supply the data required for a comprehensive food service document. The assessment of feedback is crucial to the ongoing success and improvement of Ancillary Services.

2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

TRU sponsors 10 varsity sports: four for males, three for females and three co-ed. The four male varsity sports are baseball, basketball, soccer and volleyball. The three female varsity sports are basketball, soccer and volleyball. The co-ed sports sponsored at TRU are cheerleading, cross-country running and swimming.

The TRU varsity sports teams compete in the Canadian University Sport (CIS) league, and more specifically the Canada West Conference, with the exception of the baseball team. Baseball competes in the Canadian Collegiate Baseball Conference (CCBC).

TRU athletes have continually improved GPA averages, as coaches and staff emphasize and support students' educational goals. Group study sessions, tutoring, the PACE program,¹⁴³ and Supplemental Learning have all been welcome additions in the last few years in helping increase the academic standard in TRU athletics.

The facilities in which the TRU WolfPack compete include NorBrock Stadium and the Tournament Capital Centre (TCC), which houses the Canada Games Aquatic Centre, the TCC indoor courts and Hillside Stadium. NorBrock Stadium is home to the baseball team, and it includes change rooms behind each dugout, a separate umpire's room with showers and tiered bleacher seating for over 1,500 fans. It is located on MacArthur Island, five minutes from downtown Kamloops. The Canada Games Aquatic Centre is home to the swimming team and features a 50 metre long-course and 25 metre short-course pool, complete with 1 metre, 3 metre and 5 metre diving towers. Hillside Stadium is home to the soccer teams and offers a lit, FIFA-certified turf field, 400 metre eight-lane track, jumps/throws area, two grass fields for training, multi-tiered bleacher seating for 1800 people, public address system and electronic scoreboard. The TCC Fieldhouse is home to the basketball and volleyball teams. Its highlights include a six-lane, 200 metre track and two hardwood FIBA certified courts with seating capacity for 2500 people.

The athletics department staff is organized under the Director, Athletics and Recreation. In addition to the director and the coaching staff, there are two athletics assistants, a sports information officer, an event and sport camp coordinator, a recreation coordinator and an athletic therapist.

Student-athletes are admitted in the same fashion as non-athlete students. Student-athletes are also under the same academic standards as non-athlete students. Student-athletes must achieve a 2.0 GPA to be eligible to receive a scholarship. If a student-athlete's GPA falls below 1.5, they are placed on academic probation, as with any TRU student.

Athletic financial awards are under the supervision of the TRU Student Awards and Financial Support Office, which works closely with athletics staff to grant athletic scholarships and bursaries. Student-athletes received roughly \$230,000 in athletic scholarships last season.

The PACE program, a joint initiative of TRU's counseling, Supplemental Learning and student engagement offices, is a program of regularly scheduled weekly study sessions available to student athletes, particularly first year student athletes. Trained peer leaders who are current or former varsity athletes facilitate weekly sessions.

TRU has hosted a number of provincial and national championships, which is an impressive achievement for an institution of TRU's size within the Canadian university context. The ability to host these events demonstrates the strong connection TRU has with the City of Kamloops, marketed as the "Tournament

¹⁴³ <http://www.tru.ca/services/support/pace.html>

Capital of Canada.” As described later in Chapter 4, this represents an opportunity for TRU to increase community engagement within the core theme of entrepreneurial capacity.

2.D.14 The institution maintains an effective identity-verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievement are evaluation and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

The Open Learning Division at TRU applies similar rigour to that used for on-campus courses in the systems and mechanisms used to ensure student identity. Distance students at Open Learning use the Blackboard learning management system. They use their TRU-OL identification, password and account information to gain access to their courses. At Open Learning, all matters related to instruction, administrative support and all communications with students strictly adhere to the regulations of FOIPOP.

For examinations, Open Learning students must produce a valid piece of photo identification (most commonly a driver’s license) or, if the student does not possess photo ID, at least three pieces of alternate ID that include the name and signature of the student. The Open Learning Division authorizes all examination centers. Invigilators and examination proctors are thoroughly vetted through an approval process, and they observe FOIPOP guidelines in the management of information pertaining to students’ identification.

There are no additional costs for students to verify identity. Students have free access to Open Learning authorized testing centres in BC; however, they may be required to pay fees set by approved testing stations outside BC and around the world. Open Learning has no involvement with the setting or collecting of these fees. Students are advised about the potential for this additional expense at the time of registration.

Standard 2.E Library and Information Resources

2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institutions mission, core themes, programs, and services, wherever offered and however delivered

Strategic Planning

The mission of the TRU library is to advance “inquiry, discovery and engagement by providing the TRU Community with quality resources, services and technologies to support teaching, learning and research.”¹⁴⁴ The Library Strategic Plan, 2012-2014, provides overall direction for library services. Last updated in February 2013, it highlights milestones and identifies new targets. Key to the document is a commitment to improving user experience and supporting university priorities through operational excellence. The library is beginning to live the ideals and values espoused in this planning document in concrete ways by empowering staff to provide excellent service in all areas, committing to financial

¹⁴⁴ Exhibit: Library Strategic Plan, revised 2013

<https://one.tru.ca/committee/accreditation/FootnoteExhibits/144.LibraryStrategicPlan.pdf>

sustainability through appropriate collection development and management, and through the launch of the Liaison Librarian program to enhance communication and service to the campus community.

The Library Services Action Plan¹⁴⁵ is an annual plan based on the Library Strategic Plan as well as ongoing, in-house, conversations surrounding professional best practices and library implementation of TRU's strategic priorities. The annual plan is a required component of TRU's new budget methodology (see Chapter 3).

In early 2014, the library began a comprehensive evaluation and review process, based on appropriate assessment data and consultation with constituents (see 2.E.2 and 2.E.4). This review process, expected to take several years to complete, has and will continue to result in changes to the library's organizational structure, collection development practices, and non-collection services such as circulation, reference and outreach.

Library Staffing and Learning Spaces

The TRU library is housed in three facilities. The smallest facility, staffed by one librarian for eight months of the year, is located at the Williams Lake Campus. The Kamloops campus is home to the Main Library, and a recently created second facility, the House of Learning Library, which opened officially in 2011.

The Kamloops campus library consists of 4,569 square meters of space across the two facilities. Main Library is approximately 2,903 square meters in size, over two floors, and provides 119 student seats. Main Library is home to five group workrooms that can be reserved for use by students only. The House of Learning Library occupies most of the third floor of the Brown House of Learning building, approximately 1,666 square meters in size with 78 seats. The library manages the booking system for eight group workrooms located in the House of Learning, four on the first floor and four on the fourth floor.

The Kamloops library physical collection is split between Main Library and the House of Learning. Main Library houses the A-P call number ranges of the general collection as well as maps, aerial photography, pamphlets, microform, ESL collection, children's books and the curriculum collection. Main Library has 38 student computers (login required and managed by IT) and 9 computers open to all users (no login required). All computers provide access to research and productivity software and resources.

The House of Learning Library houses the Q-Z call number ranges of the general collection, media (DVD/CD/VHS), a leisure reading collection and government documents. There are two stand-up computers available in the House of Learning Library to facilitate quick searching. Student computers (login required) are located outside of the library on the first floor of the House of Learning and are managed by IT. The library has an instructional classroom located on the second floor of House of Learning offering 20 computer station seats.

TRU's Law Library includes 4000 books and selected sets of legislation and reporters. The library's strength lies in its digital collection, which has approximately 51,000 titles (or, approximately 465,000

¹⁴⁵ Exhibit: Library Services Action Plan

<https://one.tru.ca/committee/accreditation/FootnoteExhibits/145.LibraryServicesActionPlan2014-2014.pdf>

volumes). There is also the Reading Room, which is dedicated to the print Reserve collection and quiet study space for law students.¹⁴⁶

The Williams Lake Campus Library is the smallest of the branch libraries and holds over 11,000 physical items including over 9,500 monographs and 1,400 audiovisual items. Williams Lake students, faculty and staff have full access to the entirety of the TRU library collections with expedited courier service transporting physical items between the campuses and full access to a myriad of online resources on a 24/7 basis.

In Kamloops, the library currently employs six full time tenure track librarians, eight Library Technicians, two full time Library Clerks and six part-time term specific Library Clerks, one divisional secretary, one Library Manager and one University Librarian. One Chief Law Librarian staffs the Faculty of Law Library. In addition, the university library has recently augmented current staffing with three part time sessional librarians, using salary savings from a currently vacant tenure track faculty position. In 2014-2015, the existing budget supported the hiring of two sessional librarians for the September to April period.

The opening of the House of Learning Library increased the number of staffed service desks without a concomitant increase to the library staffing budget. While both Kamloops campus facilities offer appropriate operating hours, the lack of additional staffing creates challenges for meeting those operating hours. Library administration is currently reviewing library job descriptions for library clerks and library technicians with the goal of making the positions more flexible, fluid and aligned with the needs of a 21st century library committed to service excellence and user needs.

In addition to staffing challenges, splitting the library collection between two facilities has caused some frustration for users and has negatively affected the library's ability to manage the collection, to facilitate access and to engage users in meaningful ways. Additionally, renovations to the Main Library, including the loss of space within the footprint of the Main Library to a dedicated space for graduate students, have resulted in a reduction to dedicated quiet or contemplative study space available to students within the library, disadvantaging non-graduate students' access to quality study spaces. The lack of quiet space is the most frequent negative comment received via collected feedback. Library administration is currently exploring options to address the identified issue.

Collection Composition and Development

The library provides access to information resources appropriate for the unique blend of academic, professional, trades and continuing education programs offered by TRU. The library collects and makes accessible information resources appropriate for the various academic levels of users (continuing education, diploma, undergraduate, graduates and faculty researchers) in both print and electronic formats.

Physical items (i.e. print books, print journals/magazines, DVDs, etc.) owned by the library are available to all TRU students, faculty and staff with most items available to be checked out of the library for use over a specific time period. The library delivers most physical items to distance students on request (print reference and course reserves material are not typically available for distance delivery). As of summer 2014, the TRU library collection consists, in part, of 274,421 physical items, including 208,028 books,

¹⁴⁶ <http://www.tru.ca/law/library.html>

over 30,000 serial volumes, 15,070 government documents, over 600 map sheets, 6500 microforms and over 13,300 audio/visual and CD/CD-ROM holdings.

To facilitate access to resources for distance learners, and in many cases to maximize purchasing power, the library has committed to electronic formats when appropriate and available. The library currently provides access to over 63 electronic databases and e-journal packages, providing access to millions of indexed records and tens of thousands of journal titles through highly stable publisher sites and aggregator databases (slightly less stable). TRU currently has access to approximately 11,000 highly stable E-journal titles direct from publisher sites.

Recent changes to the curriculum approval process, described in detail in Chapter 3, which require departments to complete a business case at the start of the program proposal process, including library needs consultation, are expected to improve the library's ability to expand its collection to meet the demands of a growing curriculum.

The TRU library recently revised its collection development policy¹⁴⁷ to encompass changes that have occurred in the library's collection development practices over the last several years. The recently revised policy guides TRU's acquisition of a wide variety of information resources, including traditional collection development and a commitment to acquiring library materials in electronic format when appropriate. This is due in part to TRU's extensive involvement in consortia-based purchasing agreements, but also to user preference and TRU's ongoing commitment to serve campus and Open Learning users equitably. The library currently spends approximately 79% - 89% (\$874,481 - \$984,052) of the total acquisitions' budget on electronic resources.

TRU participates in several consortia for purchase of library and information resources. Consortia negotiate deeply discounted pricing from the major publishers and vendors of academic information resources, which allows TRU to have access to critical resources at affordable prices. TRU Library is an active participant in the following consortia:

- CRKN – Canadian Research Knowledge Network (national);
- COPPUL – Council of Prairie and Pacific University Libraries (regional);
- BC-ELN – British Columbia Electronic Library Network (provincial);
- e-HLbc – Electronic Health Library of British Columbia (provincial)

Due to the purchasing power of these consortia, TRU students, faculty and staff have access to many of the same resources as their counterparts at much larger schools such as the University of British Columbia, the University of Alberta and McGill University. Some of these highly valuable full text research resources include JStor, Web of Science, Science Direct, American Chemical Society, Wiley, Springer, Sage, and other undergraduate oriented and general information aggregators such as Academic Search Complete and Hospitality & Tourism Complete.

Interlibrary Loan (ILL) and Document Delivery Services (DDS) are offered to all TRU faculty, staff and students, including on-campus and distance students. These services provide users with access to resources not currently available or owned by the TRU Library. Data gathered during operation of this service can be used to evaluate areas where the TRU collection is deficient. A thorough analysis of requests from TRU users will be examined in the coming year as part of an overall review of the collection.

¹⁴⁷ http://www.tru.ca/library/about_us/policies/resourcedevelopmentpolicy.html

Circulation and Reference Services

Both the Main Library and the House of Learning Library provide circulation, reference and printing/copying services to TRU students, staff and faculty. Reference services are offered face to face, via telephone, email and/or chat. During the fall and winter semesters of 2013-2014 both the House of Learning Library and Main Library offered 69.5 hours of reference desk service per week. Additionally, the TRU library participates in the provincial AskAway service,¹⁴⁸ which provides expanded reference hours for students across the province through chat services.

The hours and service models currently in use within the library are based on traditional services focused on print resources and were in place prior to the opening of the second library branch on the Kamloops campus. The library is currently reviewing operating and service hours based on documented and anecdotal use patterns for both libraries to ensure the library is offering the right kind of services at the right time, in the right places and in the most effective manner. Library staff are exploring service enhancements, including pulling librarians off the reference desk and embedding them into departments, cross training circulation clerks to handle basic reference and directional interactions and expanding library technicians' role to include chat reference. The Liaison Librarian program is designed to connect Librarians with faculty, students and staff across campus, in classrooms, labs and social spaces.

In addition to the physical facilities operated by the library, the library has a significant virtual presence. The library website¹⁴⁹ is the portal to the vast array of library and information resources and services offered by the university library. Pageviews of the TRU website consistently place the library website in the top 10 and often in the top 5 of all pages viewed. Discovery of and access to library resources is through the library website and more typically through the "discovery layer" that allows a user to search a majority of library and information resources at once. This limits the need to search multiple locations for relevant information, which is of particular value to undergraduate students. In July 2014, the library upgraded to a new discovery layer, Ebsco Discover Service, which has enhanced the user experience by making the TRU collections easily discoverable and electronic content even more readily accessible.

2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators

The TRU library collects a variety of data and user feedback that inform its strategic planning processes, collection development practices and instruction and support services.

User feedback is primarily collected from two sources: 1) an ongoing online comment box, and 2) the LibQual+ survey, administered at TRU in 2008 and 2013. The online comment box is monitored regularly, and while the library receives minimal feedback from this source, all legitimate comments or complaints receive replies and are considered in the library's overall review process. LibQual+ is administered by the Association of Research Libraries (ARL) and has become an industry standard used extensively by academic libraries throughout North America and the world. The survey attempts to gather information from respondents in three areas: effectiveness of services, information control and library as place. The survey is designed to highlight the strengths and weaknesses of an organization through a gap analysis of respondents' minimum, desired and perceived levels of service. The 2013 results will inform

¹⁴⁸ <http://askaway.org/>

¹⁴⁹ www.tru.ca/library

the ongoing review of the library's structure and services.¹⁵⁰ LibQual+ typically runs in a three cycle. TRU may replace LibQual+ with another feedback mechanism in the next cycle due to low response rates and the need for survey questions that target the specificities of the TRU library.

The TRU library has consistently documented its circulation statistics since 2004. Monthly and annual data tracking is conducted and includes information by type of item (book, serial, video, laptop checkout, etc.). This data provides insight into heavily or marginally used sections of the physical collection and may provide details supporting increased investment in material for one discipline area over another. This type of data can also highlight popular services, such as laptop checkout, or identify low use areas, such as print serial circulation.

The library also tracks usage statistics for electronic resources, including databases, full text e-journals and e-books, which are the digital equivalent of circulation statistics for print collections. On a regular basis, library staff access consortia, publisher or vendor websites to download and use statistics. The library is currently exploring options for implementing an electronic resource management system (ERMS) which would facilitate the collection of this data and address some of the challenges library staff currently face. Usage data is highly valuable for the library, guiding decisions regarding renewal of individual serial subscriptions, databases or e-journal packages. The library examines use, content appropriateness for TRU, and cost as part of the decision making process.

Beginning in 2014, the library began using LibAnalytics to gather and analyze reference desk statistics. Prior to 2014, reference interactions statistics were collected manually resulting in raw data that was difficult to use. At TRU, the overall number of reference transactions has declined in recent years. Given this steady decline, the library is currently re-evaluating reference desk services to determine if staffing the reference desk with librarians, at historical levels, is the most effective use of resources. While users are more capable of finding information without mediation, and thus visit the reference desk less often, the proportion of reference questions identified as difficult or advanced has increased. In addition to this shift from general questions to more advanced interaction, librarians are involved in more one-on-one research and project consultation than ever before. With the increased analysis made possible by LibAnalytics, the library can now generate detailed reports highlighting diagnostics of student enquiries. This data has and will continue to inform reference service offerings to better meet users' needs.

The library also manually collects gate counts, which provide raw data on the number of entrances and exits through the library entrance doors in each facility. Because of the lack of sophistication, this data does not show high use times for individual facilities or track detailed user activity. The library has, on occasion, collected more sophisticated information on facility usage, including monitoring the gate counts on an hourly basis and conducting head counts within the library facilities that identify user activities. This detailed data, while valuable, is not routinely collected as it is labour intensive and pulls library staff away from essential services.

The current strategic plan for the library, developed with consultative input from all library staff, was informed by data and user feedback as described above. Upon renewal of the plan in 2015, it is expected that the library administration will coordinate a broader consultation process to collect appropriate input from faculty, students and other stakeholders. The Library Council, made of library faculty members and administration, meets weekly to advise the University Librarian on operational decisions, faculty-specific

¹⁵⁰ Exhibit: 2013 LibQual+ Survey Report

<https://one.tru.ca/committee/accreditation/FootnoteExhibits/150.LibQual2013FinalReport.pdf>

issues and annual and long-term planning. The composition and terms of reference for the council are currently under review to ensure the group is appropriately representative.

2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

The library provides instruction and support for students, faculty, and staff on the most efficient and effective use of library resources for the completion of course work, research, and lifelong learning. Instruction occurs in a variety of formats and can include reference and one-on-one consultations, invited and coordinated classroom sessions, support to distance students through Moodle or Blackboard integration, drop in or prescheduled workshops on a variety of general information and information management topics. The library also provides instructional resources available 24/7 to all users in the form of general, subject specific and class specific LibGuides. Instruction emphasizes the variety of formats and sources of information available, how to evaluate the resources, appropriate and ethical use of information, and information resources.

Library staff work closely with faculty members to ensure successful integration of library instruction and support throughout the curriculum. The Liaison Librarian program is a key aspect of this integration. The Liaison Librarian program and other instructional support activities are discussed in greater detail in 2.C.6.

2.E.4 The institution regularly and systematically evaluated the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

Although the library has collected circulation data and user feedback for many years, prior to 2013 there was no regular or systematic evaluation or assessment of library resources and services. At the beginning of 2014, library administration initiated a long-term evaluation and review process that will take several years to complete. The library is currently establishing practices that include collecting, analyzing and using vendor supplied usage statistics to determine cost per use of resources and soliciting feedback from users about current needs that support teaching, learning and research. The library has also begun to review and assess non-collection service offerings such as circulation, reference and outreach. This will include reworking policies and guidelines, practices, staffing, organization structure and organizational culture.

The early stages of this ongoing review process have already affected the library's resources and service. In 2014, the library initiated and completed a review of one-off serial subscriptions, the first overall review of serial subscriptions to take place at the TRU library in many years. Price per use data has been used to open discussion with faculty members regarding the relevance of certain low use, high cost titles, allowing the library to better maximize its subscriptions budget. In 2014, the library also reviewed electronic journal and database packages, analyzing usage statistics for current subscriptions as part of an ongoing process currently associated with typical renewal cycles for library acquisitions. Reviews are based largely on costs per use and relevance to current curriculum. An internal ranking and review of databases was also completed in 2014; TRU librarians generated a ranked list of resources based on personal understanding of the value of each database and experience with the TRU curriculum. This list is used as a starting point when evaluating databases at their renewal dates. It is expected that liaison librarians will complete this review with their respective departments.

Circulation statistics, generated from our integrated library system SIRSI, have helped the library establish a regular program of collection management by providing information about most recent circulation date and total checkouts for individual titles. Circulation statistics provide a general, albeit imperfect, sense of the age of a collection and help target collection development activities based on level of use of collection area. This information is important to collect and use within an ongoing program of collection management to keep collection current and relevant.

As noted above in 2.E.2, reference desk statistics collected through LibAnalytics since 2014 have been instrumental in influencing the review of reference services as traditionally provided at TRU. Continued analysis of this data as part of the comprehensive review of the library is essential.

Standard 2.F Financial Resources

2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

TRU has consistently operated, on an all funds basis, in a surplus position since 2002. Surpluses have allowed TRU to build equity, operational and cash reserves for strategic reinvestment back into its operations and capital needs. The institution's audited financial statements are transparent and publically available on the Finance Office website.¹⁵¹

The accumulation of both equity and cash reserves allows TRU the opportunity to review both its short term (one to four years) and long term (greater than five years) resource allocation strategies, which gives the university the flexibility to redeploy its reserves into a variety of needs such as buildings and equipment. All reinvestment of funds complies with BC's provincial Budget Transparency and Accountability Act.

TRU is in the process of implementing a new budget methodology. The new methodology, discussed at length in chapter 3, will ensure TRU's short- and long-term viability, provide for strategic resource allocation and incorporate risk management into the budget model. Specific procedures and guidelines can be found in the *TRU 15/16 Budget Methodology Handbook (Draft)*.¹⁵²

2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

The budget process begins with enrollment projections prepared by the Institutional Planning and Analysis Office (IPA) and is based on enrollment and application rates over prior years and other applicable data. Additionally, projections include estimates of tuition and student fee revenues for undergraduate, graduate and trades programs as well as anticipated continuing studies and contract training revenue. A more comprehensive strategic enrollment planning process, discussed in chapter 3, will benefit the university with a more precise projection of revenue and expenses associated with student enrollment.

¹⁵¹ <http://www.tru.ca/finance/financialstatements.html>

¹⁵² Exhibit: TRU 15/16 Budget Methodology Handbook (Draft)
<https://one.tru.ca/committee/accreditation/FootnoteExhibits/152.BudgetHandbook.pdf>

Throughout the year, TRU communicates regularly with the provincial Ministry of Advanced Education regarding expected operating and capital grants for current and future years. Information is factored into both the operating and capital budgets. Estimates are prepared for other grants such as research grants and one-time specific grants.

In addition to grant and tuition revenues, estimates are prepared for all other revenue streams such as donations, interest and ancillaries.

2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

TRU's recently adopted budget methodology provides clearly defined guidelines and processes for the development of the institutional budget.¹⁵³ Chapter 3 details the rationale for the new methodology, and a description of the planning framework that supports it.

The budgeting process involves all faculties, schools, and academic and administrative service units within TRU. Deans from each faculty and school review the current capacity of the unit, analyze enrollment trends and other relevant indicators, and match enrollment projections with the teaching capacity of its tenured, tenure track and limited term faculty. The faculty or school may also request additional resources based on its teaching needs and any strategic initiatives within the unit or with pan-university impact.

A similar process is followed for service divisions. Budget managers within each division review enrollment data and other relevant indicators. Additionally, they assess the impact on operations, review services offered, and develop work assignments, staffing plans and non-salary expenditure plans.

In all cases, a significant amount of effort is focused on preparing accurate estimates for labour costs as this is the single largest expenditure within the institution.

The annual budget is reviewed by the Budget Committee of Senate and the Senate before it receives final approval from the Board of Governors.

2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

TRU has implemented financial and accounting systems that have a variety of automated and manual internal controls. TRU prepares its external reports on generally accepted accounting principles (GAAP) as legislated by the province. All audit reports are attached to the institution's audited financial statements, which are posted on the Finance Office website.¹⁵⁴

Management and external auditors periodically review internal controls to assess their ongoing effectiveness. A major review of all internal controls is recommended within the next three to five years.

¹⁵³ <http://www.tru.ca/vpadmin/budget.html>

¹⁵⁴ <http://www.tru.ca/finance/financialstatements.html>

Over the next two years, a plan will be developed in conjunction with internal and external auditors to review existing internal controls and opportunities to improve them.

2.F.5 Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

TRU's recently adopted 2013 Campus Master Plan replaces former master plans developed in 2003 and 1992. In the past, capital plans reflected construction costs and were generally aligned with the institution's previous master plans. Capital funding from the provincial government and other sources was targeted and somewhat sporadic, and as such, some prior construction was more opportunistic than strategic.

The new master plan, discussed further in Chapter 3, includes a long-range plan that will ensure all future capital development aligns with the institution's strategic directions.

Equipment funding and ongoing maintenance funding remain challenges for the institution as government funding does not meet existing or anticipated needs. The provincial government legislates a balanced budget, which limits TRU's ability to utilize cash reserves for these purposes (see also 2.G.3).

2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

TRU's ancillary operations are maintained separately from general operations of the university. Ancillary operations' revenue streams are separated by business lines; such as, retail sales, bookstores, printing services, parking, catering and food, room rentals and others. Surplus revenues are utilized for capital construction, renovations and general operating maintenance related to auxiliary functions and campus needs. Additionally, these funds are required to generate surpluses used to augment general operations.

2.F.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

TRU undergoes an external financial audit each year by an accredited auditing firm under generally accepted auditing standards. All findings are reported to the Board of Governors Audit Committee. Audited financial statements are posted publicly on the Finance Office website.

2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

TRU's fundraising activities are carried out by the TRU Foundation; a registered charity whose sole purpose is to raise funds for TRU. The TRU Foundation conducts all institutional fundraising activities in a professional and ethical manner, including compliance with the legislated requirements of the Canadian

Revenue Agency and the BC Office of the Registrar of Lobbyists. Clear articulation of the relationship between the university and the TRU Foundation appears in the terms of a Memorandum of Understanding, adopted in 2008.¹⁵⁵



¹⁵⁵ Exhibit: TRU Foundation MOU
<https://one.tru.ca/committee/accreditation/FootnoteExhibits/155.FoundationMOU.pdf>

Standard 2.G Physical and Technological Infrastructure

2.G.1 Consistent with its mission, core themes and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution’s mission, programs and services.

TRU’s Kamloops and Williams Lake campuses are located on the traditional territory of the Secwepemc peoples, in British Columbia’s southern interior. In Kamloops (from the Secwepemc word for “meeting of the waters”), the main campus overlooks the junction of the North Thompson and South Thompson rivers, from which the university gets its name.

TRU’s physical infrastructure is served by the Facilities Services department, whose mission statement reads as follows: “Facilities Services supports the TRU community by consistently providing a safe, comfortable and healthy environment in which to learn and work.” At the main campus in Kamloops, Facilities Services oversees a 101-hectare campus and 34 buildings with a net building area of 125,279 m². Located in the Sahali area on the city’s southwest slopes, TRU is walking distance from commercial districts and residential areas, and next door to Kamloops’ largest recreational facility, Tournament Capital Centre.

TRU has undergone major transformations to its infrastructure since the original founding of Cariboo College in 1970. In the past 15 years alone, the following facilities have been added:

- Animal Health Technology
- Faculty Annex N
- House of Learning
- Trades and Technology Centre
- Old Main 3rd and 4th floor addition
- Old Main east wing addition
- International Building
- BC Centre for Open Learning
- Campus Activity Centre addition
- Independent Centre
- Materials Distribution Centre
- Facilities Workshop
- Residence and Conference Centre
- Parking Lot N expansion
- Transit exchange
- Williams Lake Campus

TRU’s most recent building project was the third and fourth floor addition to Old Main, adding 4,100 square metres to accommodate the Faculty of Law and faculty offices. Architects at Diamond and Schmitt created an undulating, curving roofline that mirrors Kamloops’ natural landmarks Mt. Peter and Mt. Paul. The re-imagined building received an Honour Award of Excellence for 2014 from the Society of College and University Planning and the American Institute of Architects.¹⁵⁶

¹⁵⁶ <http://inside.tru.ca/bridges-magazine-spring-2014/>

TRU owns and operates the Wells Gray Education and Research Centre in Wells Gray Provincial Park as well as property in the same park set aside as a wilderness laboratory. Construction of a new building, the Wells Gray Education and Research Centre, is planned for 2015.

Other real estate holdings are leased facilities in Lillooet, Clearwater, Ashcroft, Barriere and 100 Mile House.

Services to develop and maintain TRU facilities are primarily outsourced through a variety of contractors, a model TRU has employed successfully for over 20 years. Facilities Services maintains the quality of outsourced services through inspections, periodic reviews, and surveys. Outsourced services include cleaning, capital construction, professional consulting, building repair, and maintenance work among others.

As discussed in 2.G.3 and Chapter 3, planning for campus development is governed by the 2013 Campus Master Plan and the newly formed TRU Community Trust. These plans, aligned with the TRU Strategic Priorities, will ensure that TRU's physical facilities are sufficient to support the fulfillment of its mission.

2.G.2 The institution adopts, publishes, reviews regularly and adheres to policies and procedures regarding the safe use, storage and disposal of hazardous or toxic materials.

TRU adheres to all legislated standards to protect the safety of employees, including the Workers Compensation Act and occupational health and safety regulations. Policy ADM 5-0: Health and Safety states:

Thompson Rivers University (TRU) community understands that health and safety hazards can represent significant impediments to student and staff professional, creative, intellectual and social growth. Senior management is determined, therefore, to promote the TRU Safety Program through safe and healthy working conditions in its facilities as an integral part of its strategic planning and implementation.

Due to the age of some of the institution's buildings and infrastructure, the presence of friable asbestos is an ongoing concern. A comprehensive inventory of building materials was completed in 2012. Samples of materials suspected of containing asbestos were collected, analyzed and recorded in software known as Hazardous Materials Information System (HMIS). Warning labels were affixed to areas where positive results were confirmed. The first cohort of facilities workers completed training on the proper handling and disposal of asbestos containing materials in the summer of 2014. Contractors receive instructions when working in areas where asbestos may be encountered. HMIS is maintained by TRU's Health and Safety Department.¹⁵⁷

The Health and Safety Department also provides education and awareness training of hazardous materials.¹⁵⁸ Material Safety Data Sheets are maintained in a database known as MSDS On-line. Electronic copies of MSDS sheets are accessible by faculty, staff and students at any time.¹⁵⁹

¹⁵⁷ http://www.tru.ca/hsafety/Asbestos_Management_and_Exposure_Control.html

¹⁵⁸ <http://www.tru.ca/hsafety/workinglearningsafely/whmis.html>

¹⁵⁹ <http://www.tru.ca/hsafety/workinglearningsafely/whmis/database.html>

2.G.3 The institution develops, implements and reviews regularly a master plan for its physical development that is consistent with its mission, core themes and long range educational and financial plans.

In 2013, Stantec Inc. was engaged to update the 2003 Campus Master Plan to bring a cohesive vision to campus development. Campus Master Plan underwent an extensive consultative process to ensure that the principles contained therein were representative of all stakeholders, and the 2013 Campus Master Plan was approved by the Board of Governors on February 14, 2014. Chapter 3 outlines the planning process further

When considered together, the 2013 Campus Master Plan and TRU's strategic priorities set the direction for future campus development. Both documents recognize sustainability in all its forms as a core principle. The 2013 Campus Master Plan will govern campus development for at least 10 years, with a long-range vision several decades into the future. Significant campus development is projected within the "heart" of the campus bounded by University Drive, reflecting the principles of walkability and densification. There will be increased demands placed on the physical infrastructure with the introduction of market housing, laboratories, housing, and academic and teaching facilities. Much of the underground infrastructure (water, sanitary, storm and electrical distribution systems) is reaching or beyond its useful life. The plan contemplates how the campus will develop over time and the capacity and condition of existing underground services is one of the considerations that will shape where and when construction will happen.

TRU maintains a database of maintenance and renewal requirements in software known as VFA Facility. A multi-disciplinary team of VFA assessors conducts periodic detailed visual inspections of building systems, evaluating their present condition and estimated remaining life. The estimated cost to repair or replace the systems was tabulated using information collected from other sources. VFA Facility calculates the Facilities Condition Index (FCI) for each building, and determines the FCI for the overall campus. With routine provincial capital funding less than \$1 million per year, funding for capital renewal has not kept pace with the rate of depreciation. The top 10 deferred maintenance projects alone amounted to \$10 million in 2013. A list of the institution's top six priorities was submitted to the Ministry of Advanced Education in November 2014. Shortfalls in funding will result in deferral of the projects and a re-assessment of priorities in subsequent years.

The capital renewal situation at TRU is typical of other Canadian institutions, and while it does pose limitations for the institution, much of TRU's built environment is relatively recent (see 2.G.1). Consequently, aging infrastructure does not pose an immediate threat to the sustainability of the institution. Despite the limitations imposed by funding constraints, feedback from students collected via the Canadian University Report suggests that the university continues to enjoy a good reputation for physical appearance and safety.¹⁶⁰

In 2012/13 TRU completed the American Physical Plant Association Facilities Performance Index (FPI) survey. FPI is a comprehensive survey of facilities operations across the higher education sector in North America. TRU was one of only six participating institutions in BC.

The 2013 Campus Master Plan is also supported by other institutional planning processes. The recently completed Strategic Sustainability Plan will ensure that all campus development occurs to TRU's high environmental standards.

¹⁶⁰ <https://www.tru.ca/shared/assets/CUR20590.pdf>

The design of new facilities ensures seamless enablement of technology services for students including a ubiquitous network and wireless coverage. New classroom facilities are designed to support not only instruction using multimedia equipment, but also the ability to capture lectures and perform telepresence and videoconferencing. This requires input on sightlines, acoustics, and lighting during the planning, formative consultation and design phases. Limited input on ergonomics leads to design form before function; for example, the Barber Centre in House of Learning has posed challenges for lecturers' effective delivery of instruction using its equipment. As a result, TRU's Information Technology Services now provides specific input to furniture design and ergonomics for spaces requiring technology support.

2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives and achievement of goals or intended outcomes of its programs and services.

Classroom furnishings and office furniture are purchased and replaced as needed to support institutional operations. Ease of cleaning, durable construction and economy are the key purchasing criteria. Furniture for major renovations or a new facility is purchased in bulk to achieve economies of scale and a unified appearance. The typical service life of classroom and office furniture routinely exceeds 10 years. A small portion of classroom furnishings is replaced annually to ensure replacement occurs before any furniture becomes hazardous.

Funds for capital equipment are approved through annual submissions to senior administration. Approved items are then acquired through the institution's normal procurement channels. Major building components are replaced by contract. TRU does not generally self-perform equipment upgrades and replacements.

The TRU campuses are wired for network and wireless access. TRU's internet connection is 1GBPS. There are approximately 350 wireless access points providing coverage. As TRU was an early adopter of Wireless, the institution is planning for a future wireless network upgrade to legacy access-points. TRU also plans to upgrade its routers to support a 10GBPS network connectivity to the internet and between buildings.

IT equipment (including desktops, laptops, servers, storage, and classroom technology) is leased and refreshed every four years. Most classrooms have fixed multimedia equipment.¹⁶¹ TRU has standardized Voice over IP telephony for its approximately 2,000 handsets. In 2010, TRU upgraded its core switch routers and edge switches.

2.G.5 Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

TRU Information Technology Services (ITS) provides the entire core technology infrastructure necessary to support the teaching and research mission of TRU. This includes all academic and administrative computing applications, learning technologies, computer labs, wireless networks, 2,650 leased desktops and 196 media equipped classrooms and labs. As a central service division, ITS supports both Open Learning and campus students. TRU uses two Learning Management Systems, Blackboard BLearn (predominately for its 15,000 distance education students) and Moodle for campus students. As a member of the Research Universities' Council of British Columbia (RUCBC) and a core member of BCNET,¹⁶²

¹⁶¹ http://www.tru.ca/its/mediaservices/multi_media_classrooms.html

¹⁶² <https://www.bc.net/>

TRU has an advanced provincial network to support teaching and research. All ITS operations are guided by the TRU ITS Strategic Plan.¹⁶³

Over the last five years, TRU has standardized its Enterprise Resources Planning (ERP) suite on Ellucian Banner for most of its administrative functions, including student, human resources and payroll, finance, advancement, flexible registration, data warehousing, reporting, portal, workflow, document management and degree audit. Many of the systems and functionality that facilitate the unique Open Learning business model (for example, the OLFM payroll, course materials orders, direct linkage with LMS to “register and learn” and ePayment prior to enrollment) were developed and supported in-house. ITS also has standardized on the Microsoft Active Directory and the Microsoft suite of tools including Outlook email for students, faculty and staff.

Forty five ITS staff members process 41,510 service requests each year, a challenging service level created by the division’s mandate to support both Open Learning and on-campus students. Approximately 25 personnel fulfill IT functions outside of central IT oversight; this lack of full centralization has led to system errors and considerable rework of code by the central ITS to ensure security and performance standards. While work is currently underway with departments outside of ITS to ensure quality of applications and reports, and adherence to IT standards for availability, performance, security and privacy, the alignment of IT personnel resources across the university remains a concern. ITS will undergo a comprehensive internal and external evaluation in 2015/16; this review process is expected to consider the effectiveness of the current level of IT service centralization.

The most significant challenge faced by ITS related to the student experience is the use of two different learning management systems (Blackboard and Moodle). The lack of a single sign-on for both systems is problematic, as is the challenge of coordination, training and support across ITS, Open Learning and CSELI, preventing either tool from being used to its fullest capacity. Work is underway to simplify the student sign-on process between different systems. In 2014, Moodle was integrated with other student services such as network storage, wireless and email. Blackboard currently uses a separate sign-on process with a single sign-on projected for 2015. Further, the Director, Innovation is undertaking a pilot project to assess the viability of one LMS standard while also looking at other means to support learning through alternate technologies such as wikis and blogs.

ITS works to ensure that adequate technology systems and infrastructure are in place to support fulfillment of TRU’s mission, despite the challenge of meeting annual budgets with ongoing increases to purchase costs for hardware and software. At this time, TRU regional centers receive lower levels of technology support due to funding challenges. TRU is working with both BCNET and the Provincial Learning Network (PLNET)¹⁶⁴ to improve the quality of network technologies in the regional centers. In addition, ITS has been providing off-lease desktop computers where required to support regional programs.

ITS currently undergoes an annual financial audit. While the audit provides valuable transparency and accountability, its requirements are considerably more demanding than those faced by similar institutions. Consequently, audit demands result in the diversion of funds from student service enhancement. ITS has recommended that the board Audit Committee consider a bi-annual audit in future years.

¹⁶³ http://www.tru.ca/_shared/assets/strategicplan201431987.pdf

¹⁶⁴ <http://www2.gov.bc.ca/gov/topic.page?id=29DF3FE20BE643F3B46BF0DB22284CD0>

2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

TRU IT Services provide a one-number service contact centre for all technology requests and support Monday to Friday. Support is available from 8:00 a.m. to 8:00 p.m. and weekends from 8:00 a.m. to 4:00 p.m. during the school term.

ITS provides training for faculty and staff members in the use of MS-Outlook Email, Argos Reporting, Ellucian Banner, the web content management system and the annual professional activity report (APAR) system. The information security team also provides three levels of security awareness training.

Self-help documentation is in place to train faculty in the use of classroom technologies. ITS provides orientation and training for video conferencing and web conferencing tools. Media services staff will orient students and faculty to the use of classroom and media production equipment such as video cameras and sound systems.

The Centre for Student Engagement and Learning Innovation provides training for Moodle, smart-boards and clickers while personnel in Open Learning provide Blackboard tutorials.

As described above, the challenge posed by TRU's two Learning Management Systems extends to the training and support provided to faculty members. While appropriate support is provided for both systems, TRU is currently unable to optimize the level of support for either platform thus limiting innovative and effective use of the tool to enhance teaching and learning. It is expected that the Director, Innovation will consider this issue during the combined review of the two LMS.

2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

TRU's technological infrastructure is governed by a group of committees that provide for appropriate input from university constituents. Committees are comprised of 49 participants drawn from a broad cross-section of the university including students, faculty, staff and administrators. Committees are as follows:

- Academic Computing Technologies Advisory Committee¹⁶⁵
- Research Computing Technologies Advisory Committee¹⁶⁶
- IT Support Systems Advisory Committee¹⁶⁷
- Information Security Committee¹⁶⁸

The ITS annual planning process is outlined in Figure 2; it is designed to ensure that all constituencies are given the opportunity to provide input and are kept apprised of IT developments.

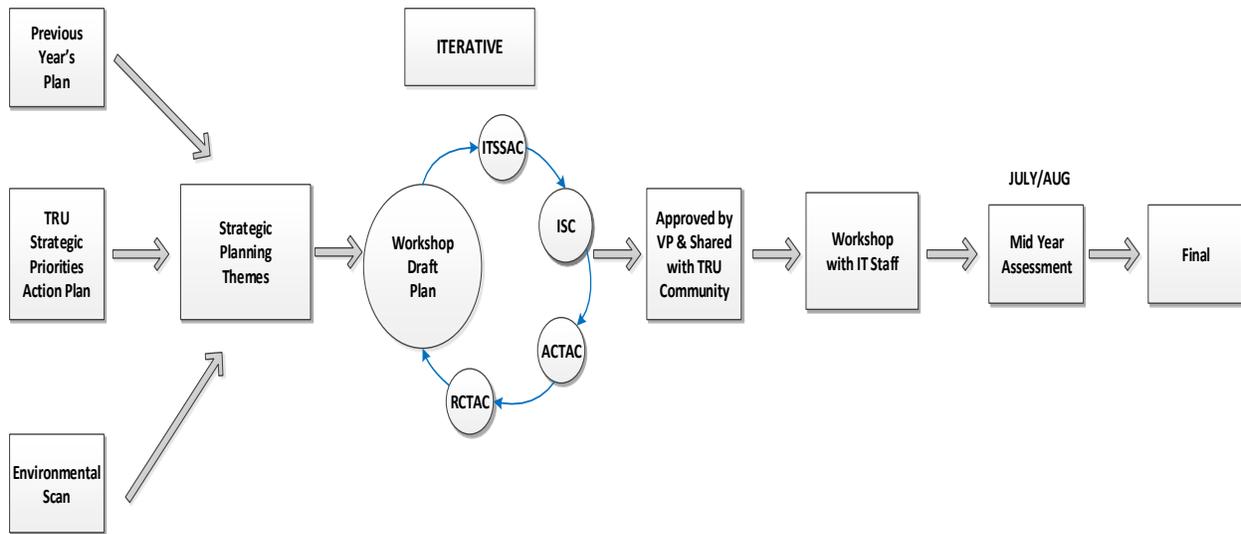
¹⁶⁵ https://www.tru.ca/its/about_us/governance/ct_advisory_committee.html

¹⁶⁶ http://www.tru.ca/its/about_us/governance/research_committee.html

¹⁶⁷ http://www.tru.ca/its/about_us/governance/advisory_committee.html

¹⁶⁸ http://www.tru.ca/its/infosecurity/about/is_committee.html

Figure 2: ITS Annual Planning Process



The IT Project Management Office (PMO) overseeing the planning process discontinued in 2014 for budgetary reasons. An IT business analyst currently facilitates the planning function. ITS intends to reinstate the PMO in a future year.

Additional university consultation is provided by the Senate Instructional Design and Support Committee, whose mandate is, among other tasks, to advise Senate regarding the development, service integration and coordination of the library, ITS and media services. This mandate overlaps to a degree with the mandate of the Academic Computing Advisory Committee. While this overlap has at times caused a lack of clarity regarding primary responsibility for initiatives; it does provide two venues for robust faculty engagement in ITS planning processes.

The challenges posed by some decentralization of IT services across the university extend to ITS governance and planning processes. The IT Support Systems Advisory Committee has been bypassed on occasion for IT decisions made by other TRU divisions (for example, cloud services projects), leading to integration and security issues. A review of the committee terms of reference was initiated in fall 2014 with the intention of clarifying the committee's role and authority. Additionally, administrators will be advised of the requirement for project initiation documents to support business cases for new IT efforts, which align with the TRU Privacy Office for privacy impact assessments.

2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

Student and employee workstations are leased on a four-year cycle to ensure the most up-to-date equipment is available to support teaching and learning. TRU also leases projectors, server and storage infrastructure; updates to the equipment occur every four years. New investments in disaster recovery, network, telephony and information security technologies in 2014 will further enhance service quality.

The IT Client Services team ensures that operating systems, teaching applications and office productivity packages remain current. The network and technical services team patches server operating systems on a regular basis. In 2014, TRU upgraded its entire Ellucian Banner suite to ensure readiness for the Banner XE migration in 2015. Additional projects completed in 2014 include new firewalls and the conversion of

legacy voice handsets with Voice over IP technology. A future wireless network upgrade to legacy access-points is required.



Chapter Three

Institutional Planning

Chapter 3 Executive Summary

TRU relies on robust and comprehensive planning processes to give direction to the university. TRU values the participation of all constituents in its planning processes, which are consultative and collegial. Institutional plans recognize the complex and interconnected nature of the university's operations. Plans are implemented with appropriate resources allocated to ensure their success. TRU's newly adopted Integrated Planning and Assessment Framework identifies how planning and assessment processes align and support each other.

Standard 3.A Institutional Planning

3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

Institutional Planning Overview

TRU engages in integrated planning processes on a regular basis, allowing the university to identify program and service outcomes consistent with the fulfillment of the mission and core themes of the university. The TRU Strategic Priorities (2014-2019)¹⁶⁹ overarch all other planning processes at the university.

Several key planning documents support the strategic priorities and outline strategic goals at the institutional level:

- TRU Academic Plan (2011)¹⁷⁰
- TRU Strategic Enrollment Management Plan (forthcoming, 2016)
- TRU Strategic Research Plan (2015)¹⁷¹
- TRU Campus Master Plan (2013)¹⁷²
- TRU Campus Strategic Sustainability Plan (2014)¹⁷³

¹⁶⁹ https://www.tru.ca/shared/assets/2014-2019_StrategicPriorities_PDF31428.pdf

¹⁷⁰ <http://www.tru.ca/about/academics/academicplan.html>

¹⁷¹ http://www.tru.ca/shared/assets/SRP_2014-201934208.pdf

¹⁷² <http://www.tru.ca/vpadmin/campusmasterplan.html>

¹⁷³ http://www.tru.ca/shared/assets/2014_Campus_Strategic_Sustainability_Plan_Final33659.pdf

- TRU Brand Strategy (2015)¹⁷⁴

These plans reflect the interdependent nature of academic, operational and resource planning. Each of these plans was developed through wide, transparent and inclusive consultation processes. Institution-level planning documents inform further strategic and operational planning at the level of faculties, schools and administrative units.

TRU Strategic Priorities (2014-19)

In the spring of 2013, the Steering Committee of Senate accepted over 130 applications for membership on the Strategic Priorities Advisory Committee. The Steering Committee of Senate evaluated the nominations against a diversity grid and appointed a committee with the following composition:

- 2 co-chairs (the President and the Associate Vice-President Academic)
- 10 students
- 11 faculty members
- 5 staff members
- 1 dean
- 1 alumna
- 3 community members
- 2 resource people
- 2 observers
- 1 administrative support person

The consultation and writing processes lasted for five months and included surveys, presentations, town halls, and social media. Partial development of the consultation process occurred prior to the formation of the Strategic Priorities Advisory Committee through the Office of the President.

The strategic priorities planning process was guided by four existing strategic documents: 1) the mandate in the Thompson Rivers University Act, 2) the TRU mission statement, 3) the 2007-2013 TRU Strategic Plan, and 4) the Academic Plan. These are available on the strategic planning website.¹⁷⁵

Two surveys were conducted and included responses from students, faculty, staff and community members (including the Kamloops and Williams Lake campuses and the five regional centres). Survey results are available on the website.¹⁷⁶

Once the core themes had been identified through the surveys, a series of town halls were held in Kamloops, Williams Lake and each of the five regional centres. Details of the town halls are available on the website.¹⁷⁷

The advisory committee worked collaboratively to produce the first draft during an extended 4-hour workshop. This draft went through several iterations, with the president taking the lead on revisions. It

¹⁷⁴ <http://www.tru.ca/marcom/brand.html>

¹⁷⁵ <http://www.tru.ca/president/reports/strategicpriorities/presentations.html>

¹⁷⁶ <http://www.tru.ca/president/reports/strategicpriorities/presentations.html>

¹⁷⁷ <http://www.tru.ca/president/reports/strategicpriorities/presentations.html>

was presented to the advisory committee on February 5, 2014 prior to the submission of the draft to the Board of Governors for approval. The Board of Governors approved the strategic priorities document on February 14, 2014. A memo to the Board, including an executive summary, is available on the website.¹⁷⁸

The unanimous and uniformly positive endorsement of the strategic priorities by the Board of Governors constitutes a successful outcome for the strategic priorities planning process. Indeed, the extensive consultation in the regions, which involved considerable travel by the president and some committee members, was particularly successful and positively received. However, the timeline for consultation was short with much of the consultation process pre-planned by a small, core group (the two co-chairs and two resource people) in the interests of expediency, which generated some challenges for establishing the engagement and buy-in of the advisory committee. In addition, the writing process was compressed to the extent that it was difficult to engage the committee fully in all iterations; however, the committee ultimately endorsed the document for presentation to the board. Future institutional planning activities at TRU will give attention to the following recommendations that emerged from the process:

- Extension of planning, consultation and writing processes over a full year;
- Less pre-planning of consultation activities prior to the establishment of the advisory committee; and
- The use of focused or targeted meetings rather than town halls (which are convenient and expedient for the committee but may fail to fully engage stakeholders).

Institution-Level Planning

TRU Academic Plan (2011)

In the fall semester of 2010, the Provost and Vice-President Academic appointed an Academic Planning Steering Committee. The committee included:

- 1 chair (Senior Advisor to the Provost)
- 2 students
- 4 faculty members
- 2 staff members
- 2 deans
- 4 administrators (1 TRU World member, 1 regional centre member, 2 Open Learning members)

The successful planning process resulted in four academic themes and five foundations as follows:

Four Themes

- Science, Technology, and Applied Skills in Society
- Power, Politics and Social Justice
- Health, Well-being, and Leisure
- Sustainability: Environmental, Economic, Social & Cultural

¹⁷⁸ http://www.tru.ca/_shared/assets/StrategicPriorities_PresidentsMemo31426.pdf

Five Foundations

- Inquiry-based and creative learning
- Interdisciplinary studies
- Aboriginal, local and global cultural awareness
- Flexible learning options
- Lifelong learning

The consultation process lasted for a full year and included surveys, presentations, town halls, social media and faculty-based planning. Archived results reside on the TRU website and remain publicly available. The Academic Plan drew on a variety of sources, all of which may be accessed in the academic planning archive.¹⁷⁹ Below is a brief overview of the processes involved in developing and maintaining the Academic Plan:

- Academic plan principles, prepared by the Provost and Vice-President Academic
- Faculty and school strategic plans, created under the direction of the deans
- A shared articulation by the deans of the academic strengths of TRU (later called the academic themes) derived from faculty consultations
- A survey administered to all Kamloops campus, regional centres and Open Learning students, faculty, staff, community members, and alumni
- NSSE results over 3 years
- Fifteen submissions and presentations from groups not positioned to contribute to a faculty or school plan, including for example the Environmental Committee, the TRU Student Union, TRU World, etc.
- A separate consultation process was undertaken with the Aboriginal communities and organizations served by TRU

The plan had corporate authorship, with three writing teams from the steering committee tasked with writing the following sections: academic themes, flexible delivery, and student support. The chair then synthesized the three documents together; in this process, the student support section blended into the document (becoming the five foundations). Flexible delivery became a foundation, and the academic themes became the framing introduction. The committee revised this draft, which later went to a town hall for final revisions and suggestions.

This process took place three years prior to the strategic priorities planning process and was seen to have established best practices for planning at the university. The academic plan development process took 18 months, of which the first 12 months comprised iterative and transparent consultation. This resulted in broad campus and community engagement and buy-in. The academic plan was approved unanimously at Senate without a single question or concern being raised by senators.

The successful Senate endorsement of the academic plan was based on the agreement that consultation had been exhaustive. Particular elements enhanced the consultation process and led to the strong support of the TRU Academic Plan. Listed below is a brief overview of these elements:

- In a very preliminary phase, a set of guiding principles were created and endorsed at Senate to guide the planning process.

¹⁷⁹ http://www.tru.ca/vpacademic/academic_plan/apconsultation/consultation.html

- In one of the final planning stages, the draft academic plan was presented to the Board of Governors for consultation prior to final approval by Senate.
- The opening statement in the plan acknowledges the traditional Aboriginal territories of all locations in which TRU has a physical presence. While Kamloops First Nation territory is frequently acknowledged in the context of university events and publications, this was the first time that *all* traditional territories were acknowledged. Aboriginal stakeholders, notably including Elders in the communities, responded very positively to this.
- All material gathered through consultation and used to inform the academic plan was made public and remains public in the archive, ensuring procedural transparency.
- The terms of reference for the advisory committee included the following opening statement: “Members are not expected to represent particular institutional or disciplinary interests; however, membership should reflect a wide variety of university perspectives.” Members were expected to be accountable to all stakeholders by ensuring that the academic plan contained items derived solely from public consultation activities.
- After the final town hall to review the draft academic plan, the chair personally called every person who submitted a suggestion that could not be adopted, reviewing the decision until the stakeholder felt comfortable with it.
- There is an ongoing, interactive and engaging public demonstration of the implementation of the plan called “Academic Vision: Access to Excellence” on the TRU website.¹⁸⁰

TRU Strategic Enrollment Management Plan (2016)

Enrollment management provides a key link between the university’s goals in the academic plan, the strategic priority to advance student success, planning within academic units, and resource allocation to faculties and schools. TRU has acknowledged the need for a more comprehensive approach to enrollment planning, and has taken preliminary steps towards the development of an institutional plan in this area.

In the fall of 2012, the President requested that a Strategic Enrollment Management Steering Committee be formed to initiate discussions and research around enrollment planning. The group met regularly over 18 months. During this process, an initial strategic enrollment planning report was developed that included a focused review of specific campus based programs and services.¹⁸¹ The review resulted in the need for additional exploration and some immediate action items that included refocusing recruitment efforts outside of Kamloops, developing an recruitment-focused marketing campaign and focusing on tactics to support retention. The report also considered the right mix between international and domestic students and the importance of maintaining a balanced student profile and a Canadian university experience. Information gathered from this exercise was shared with the Strategic Priorities Advisory Committee and posted publically on the strategic priorities website.¹⁸²

Following the submission of the report to the President, it was determined that the identified action items would be addressed and a framework would be developed for a comprehensive strategic enrollment management planning process. The planning framework has since been drafted; it relies on existing working groups in the areas of recruitment, retention, and orientation supported by an academic working group and data team. The recent departure of the Associate Vice-President Strategic Enrollment and

¹⁸⁰ <http://www.tru.ca/about/academics.html>

¹⁸¹ Exhibit: 2013 Strategic Enrollment Planning Report
<https://one.tru.ca/committee/accreditation/FootnoteExhibits/181.StrategicEnrollmentReport.pdf>

¹⁸² http://www.tru.ca/_shared/assets/SEM_Strategic_Planning_summary30122.pdf

University Registrar has caused a delay in the implementation of the planning process; however, the existing working groups, supported by the Student Engagement Committee of Senate, continue to proceed with preparatory activities. The full planning process is expected to commence as soon as the leadership role has been filled.

When complete, the Strategic Enrollment Management Plan will function as an assessment tool with robust metrics and targets that faculties, schools and the Student Services Division will use to track their performance on student recruitment, transitions, retention and completion.

TRU Strategic Research Plan (2015)

In fall of 2012, the Office of Research and Graduate Studies began work on a Strategic Research Plan (SRP), with the following guiding principles structuring the planning process:

- That the SRP be aligned with TRU's Academic Plan;
- That the process be transparent;
- That the updated SRP be built upon the 2009 SRP foundation;
- That the revisions be based on evidence and extensive consultation with students, faculty, staff, administration, and the general public; and
- That the incremental revisions be shared and circulated widely for feedback.

The planning process took longer than anticipated, primarily due to the intense interest among members of the research community and the general public. The planning and consultation process was guided by a Community Committee, established by the Senate Research Committee, and had representation from faculty members, graduate and undergraduate students, the external community, First Nations, BC Innovation Chairs and Canada Research Chairs, Open Learning, and the university library. Consultation activities are documented on the Office of Research and Graduate Studies website.¹⁸³ Throughout the consultation, the coordination of the Academic Plan, the Strategic Priorities, and the SRP became increasingly important, as members of the committee recognized the need for a coherent set of documents, representing a coherent set of strategies.

The committee anticipated impassioned debate and even conflict regarding the increasing role and profile of research at TRU, a university with a strong teaching-focus and a relatively new mandate for research. In that context, the SRP process was perhaps best characterized as a well-received consensus-building exercise. The resulting document effectively assesses TRU's areas of critical mass in terms of research activity; successfully identifies five areas for strategic resource investment; and closely aligns with the goals articulated in the Academic Plan and Strategic Priorities. The Board of Governors approved the SRP on February 13, 2015.

TRU Campus Master Plan (2013)

In 2003, TRU engaged Stantec Inc. to draft a Campus Master Plan, which built on the previous 1992 Campus Development Plan (CDP). More recently, TRU determined it needed a renewed vision and strategy for the best use of its land, both within the academic core and beyond. In 2013, Stantec Inc. was again engaged to update the 2003 Campus Master Plan to bring a cohesive vision to campus development. A Campus Advisory Committee was formed to advise the Vice-President, Administration and Finance

¹⁸³ <http://www.tru.ca/research/about/plan.html>

and Stantec Inc. during the development of the new plan. They sought extensive campus and community consultation. The collaborative process is described in section two of the 2013 Campus Master Plan.

The 2013 Campus Master Plan, approved by the Board of Governors on February 14, 2014, supports the institution's strategic priorities, academic plan, research plan and enrollment goals by planning for increased campus life and vitality, densification of the academic core and development opportunities for revenue and strategic reinvestment.

The campus planning process resulted in the introduction of TRU's University Village concept. During consultations, it became clear that property development at TRU should enhance campus life for university students and add vibrancy to the campus atmosphere. A university village concept includes the development of market-based residential housing (strata), student residences, retail shops, restaurants, professional offices and student assembly space. Such mixed-use development with housing and services within walking distance of TRU's academic zone and constructed to TRU's high standards for sustainability will create a campus environment that fully engages students, staff, faculty and community members. Development will also provide an additional income stream with potential for student financial support or other university needs. The university village concept will be advanced by the TRU Community Trust (TRUCT), a corporate trust, wholly owned by TRU, created as a separate legal entity for development of TRU's real estate.¹⁸⁴

The implementation and phasing of the Campus Master Plan is based on balancing the TRUCT development parcels with a corresponding section of the academic area of the university being developed in sequence. Success with private development opportunities realized by TRUCT, allows the funding of a portion of campus academic development. Implementation of the Campus Master Plan and University Village is still in early stages. Negotiations with the provincial Ministry of Advanced Education regarding the TRUCT model are ongoing. The completion of the Strategic Sustainability Plan was also a critical phase for the Campus Master Plan, ensuring that all development will occur to TRU's high sustainability standards.

TRU Strategic Sustainability Plan (2014)

In 2014, the TRU Sustainability Office and Stantec Consulting Inc. prepared the TRU Strategic Sustainability Plan. The plan was a necessary supplement to the Campus Master Plan, ensuring that all campus development will meet TRU's high standards for operational sustainability. However, the TRU Strategic Priorities identified that TRU's definition of sustainability extends far beyond the environmental sustainability of the institution's operations to include financial, economic, cultural, social and creative sustainability of the university and its region. Increasing the scope of the sustainability planning process reflected this broader definition. Section two of the SSP identifies the collaborative and consultative approach that went into its development.

The SSP is comprehensive in nature, and includes more than 130 recommended strategies across four key focus areas: Operations & Planning, Advocacy & Engagement, Learning, and Administration. The SSP is intended to provide a framework for each TRU department and operational unit to incorporate sustainability initiatives into their own planning processes. Structurally, the SSP aligns closely with the Sustainability Tracking, Assessment & Rating System (STARS), which is a fully transparent reporting tool for post-secondary institutions established by the Association for the Advancement of Sustainability

¹⁸⁴ http://www.tru.ca/vpadmin/university_village.html

in Higher Education (AASHE). STARS provides the necessary metrics for TRU to monitor the progress of the SSP on an ongoing basis.

TRU Brand Strategy (2015)

Recognizing that a clear and distinctive brand will strengthen TRU's potential to meet critical recruitment, reputational and fundraising goals, TRU initiated a brand development process in spring 2014 immediately following the establishment of the institution's strategic priorities.

The process, led by a Branding Committee anchored by the university's senior marketing, communications and recruitment leaders, involved extensive consultation with TRU students, faculty, staff, alumni and community members. Communications were conducted via an online survey, small group sessions and a Town Hall. The consultation yielded over 1,000 individual pieces of input. The committee also conducted an audit of institution-wide marketing and communications; reviewed TRU's key value propositions versus those of competitor and comparator post-secondary institutions; and developed target audience profiles for both its campus and distance education segments. The second phase of the committee's work will focus on selecting an external agency to develop an institutional brand concept that clarifies how and why TRU is a distinctive, meaningful and credible post-secondary option for those it serves and wants to serve. Once complete, TRU's Marketing and Communications Leadership Committee will facilitate ongoing brand maintenance and mobilization.

The brand concept will be anchored in a brand strategy that sets consistent guidelines to articulate and express TRU's overall value proposition and those of its major divisions, including TRU's main campus, Open Learning, TRU World and Advancement. TRU anticipates an internal and external brand launch campaign in October 2015 with ongoing brand-aligned marketing, communications and activities year after year.

Unit-Level Planning

Strategic planning occurs at the academic unit level, with the following plans (see below) in place for each of TRU's faculties and schools. Academic unit plans are expected to align with the university-wide strategic planning documents.

- Faculty of Adventure, Culinary Arts and Tourism (2011-2016)¹⁸⁵
- Faculty of Arts (2011-2016)¹⁸⁶
- School of Business and Economics (2013-2018)¹⁸⁷
- Faculty of Education and Social Work (2012-2017)¹⁸⁸
- Faculty of Law (TBD)
- School of Nursing (2011-2016)¹⁸⁹
- Faculty of Science (2011-2016)¹⁹⁰

¹⁸⁵ [http://www.tru.ca/ shared/assets/tourism_academic_plan23271.pdf](http://www.tru.ca/shared/assets/tourism_academic_plan23271.pdf)

¹⁸⁶ [http://www.tru.ca/ shared/assets/Five_Year_Plan24525.pdf](http://www.tru.ca/shared/assets/Five_Year_Plan24525.pdf)

¹⁸⁷ www.tru.ca/business/aboutus/strategicplan

¹⁸⁸ [http://www.tru.ca/ shared/assets/FoHSED_Academic_Plan27359.pdf](http://www.tru.ca/shared/assets/FoHSED_Academic_Plan27359.pdf)

¹⁸⁹ [www.tru.ca/ shared/assets/nursing_academic_plan23024.pdf](http://www.tru.ca/shared/assets/nursing_academic_plan23024.pdf)

¹⁹⁰ [https://www.tru.ca/ shared/assets/science_academic_plan23252.pdf](https://www.tru.ca/shared/assets/science_academic_plan23252.pdf)

- Faculty of Student Development (within the Division of Student Services) (2012-2017)¹⁹¹
- School of Trades and Technology (2014-2019)¹⁹²

The majority of TRU's current faculty and school plans, developed in synchronicity with the TRU Academic Plan, serve as resource material for the institution-level planning process. During the self-evaluation process, deans were asked to reflect critically on the process of creating and implementing the plans. Results of this critical self-reflection demonstrate variety in the effectiveness and utility of the plans. In many cases, planning at the unit-level was unit-specific and not well integrated or reported at the pan-university level.

The culture of planning and assessment at TRU has evolved substantially since the creation of these plans. As faculties and schools begin to engage in the process of renewing the plans nearing their expiration date, it is essential that the Office of the Provost and Vice-President Academic provide the support necessary to ensure that academic unit plans are based on careful analysis of appropriate assessment data and are both strategic and operationally effective. The submission of an annual service plan for each faculty and school (described in the section that follows) has provided an excellent precursor to the kind of thinking that is necessary for robust unit-level planning.

In addition to faculties and school, many of TRU's other administrative or academic units and divisions prepare strategic planning documents, including for example Information Technology Services, TRU World and Open Learning. These plans provide effective strategic and operational goals to support the fulfillment of the strategic priorities across a variety of campus areas.

Resource Allocation

In fall 2014, TRU implemented a new budget methodology for the 2015/16 fiscal year. Coinciding with the institution's first self-evaluation, the new budget methodology afforded TRU the opportunity for critical reflection on the linkage between its planning processes and its resource allocation.

TRU's former budget methodology had been in place since the 2007/08 fiscal year. The former model, while in theory, promoted entrepreneurship and innovation, also had a number of deficiencies that became further exacerbated as overall enrollments plateaued. One of the critical shortcomings of the former methodology was its inability to fund the strategic priorities of the institution due to pre-determined allocation of tuition revenues. For TRU to fulfill its mission and achieve its strategic priorities, an improved financial mechanism was necessary.

Beginning in October 2013, the Budget Committee of Senate (BCOS) appointed a Budget Model Review and Strategic Alignment Committee (BMRSA) to initiate a discussion about establishing a budget methodology that was reflective of the needs of the institution. After reviewing the most common methodologies employed elsewhere and consulting with campus stakeholders, the BMRSA selected a highly modified zero-based methodology. The methodology chosen optimizes human resources, scrutinizes operating expenses in a detailed way but also retains and includes elements of performance-

¹⁹¹ Exhibit: Faculty of Student Development Strategic Plan

<https://one.tru.ca/committee/accreditation/FootnoteExhibits/191.FSDStrategicPlan2012-17.pdf>

¹⁹² Exhibit: School of Trades and Technology Strategic Plan

<https://one.tru.ca/committee/accreditation/FootnoteExhibits/192.SchoolofTradesandTechnologyStrategicPlan.pdf>

based budgeting that fosters entrepreneurship and innovation. In addition, the proposed methodology links resource allocation to institutional strategy and risk mitigation. Tentatively called the 2015/16 TRU Budget Methodology, it adheres to the guiding principles established by BCOS and has the potential to improve TRU's allocation of resources. It supports planned, precise and properly deployed investment in programs and services deemed to be of strategic importance.¹⁹³

Under the guidance of the new methodology, the annual budgeting process is supported by more extensive expectations for planning and assessment to justify budget submissions. All budget submissions are accompanied by an annual service plan (or more simply, an annual plan). Annual plans require three essential components:

1. A survey of the existing programs or services offered by the unit. For faculties and schools, this includes an analysis of application rates, enrolled students, conferred credentials and other related information.
2. An analysis of metrics and targets specific to the unit to measure unit performance and sustainability year over year.
3. Planning for coming year initiatives, including any necessary augmentation or reduction to program or services and details of new initiatives planned in support of the TRU Strategic Priorities.

The first submission of annual plans occurred in fall 2014 for the 2015/16 fiscal year. Processes and templates for the new budget methodology are quite iterative, with revisions expected for following years. It is expected that in future years TRU will be able to create a cohesive emergent institutional operational plan from the collective submission of academic and administrative annual plans. The success of the annual planning process is in large part dependent on the university's attention to unit-level strategic planning as described above.

The establishment of the new budget methodology has allowed TRU to create its first Strategic Investment Fund (SIF). The SIF is allocated on an annual basis and is intended to provide necessary resources in key strategic areas. A business case template, called the Sustainability Worksheet, is required for all initiatives requesting SIF resources. Each request must demonstrate, via the worksheet, how the proposed initiative or program advances TRU's priorities. The worksheet also requires evidence-based rationalization for student demand, labour market viability, and overall program or initiative sustainability. SIF requests are reviewed by BCOS and the university executive makes the final decision on SIF allocation. The Sustainability Worksheet has also been integrated into TRU's curriculum approval process and is now required for all new curriculum proposals regardless of whether the proposal requires SIF resources.

One particularly challenging area for the university to address is the need to connect institutional-level enrollment expectations with curriculum planning, through both the development of new or revised innovative programming and the discontinuation of programs due to unsustainable enrollment levels (TRU has closed one such program in recent years but does not systematically review undersubscribed programs). The new budget methodology requires evidence-based assessment of the sustainability of program enrollments on an annual basis. This needs to be combined with incentives (such as the SIF) to creatively reimagine curricular offerings at the department level to ensure the best utilization of TRU's faculty expertise.

¹⁹³ <http://www.tru.ca/senate/committees/budget/consultation.html>

A preliminary assessment of the initial rollout of the new budget methodology can be found in Chapter 4, outcome 5.1.5.

Integrated Planning and Assessment Framework

While institutional-level planning at TRU is both robust and consultative, the above analysis demonstrates that the institution has experienced challenges with planning at the level of its operational units and has therefore struggled to transform its high-level strategic plans to operational activities in a systematic manner. Strategic resource allocation and assessment of strategic initiative success has also been a challenge. When these challenges were identified through the self-evaluation process, TRU determined that a framework should be established to map existing planning processes and better support and formalize the planning processes at the level of individual units. An Integrated Planning and Assessment Framework emerged from an iterative discussion process with the Accreditation Steering Committee and its working groups.

TRU's Integrated Planning and Assessment Framework (IPAF)¹⁹⁴ is intended to both coherently and transparently illustrate the alignment between the university's planning processes and the assessment practices that support them.

The framework allows TRU to:

- Communicate the relationship and alignment between existing approved university strategic planning documents;
- Systematically assess outcomes and report on key performance indicators (assessment tools identified within the framework are discussed at length in chapter 4);
- Fully integrate planning processes and resource allocation cycles; and
- Ensure performance reports and plans are the primary tools for making realistic, data-informed decisions about the university's operational activities.

The IPAF was shared with the TRU senior leadership team (including executive directors, deans, AVPs, and VPs) at the President's leadership retreat in fall 2014. Many in attendance initially expressed concern that this degree of planning would be imposed on units moving forward. As a result, they were surprised to learn that all of these planning processes already exist at TRU (or were included in the requirements of the newly adopted budget methodology), thus exposing a gap in both the communication and integration of TRU's institutional planning practices. Since the executive adopted the framework in late 2014, the IPAF has begun to address the need for better integration of planning and assessment at TRU including better communication of existing planning practices and links between institutional plans. The IPAF should be considered a living and iterative document that will be refined in future years as TRU becomes more familiar with a comprehensive and integrated planning approach.

3.A.5 The institution's planning includes i) emergency preparedness and ii) contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

¹⁹⁴ Exhibit: Integrated Planning and Assessment Framework
<https://one.tru.ca/committee/accreditation/FootnoteExhibits/194.IntegratedPlanningandAssessmentFramework.pdf>

The university conducts ongoing emergency planning to ensure it is well prepared to respond to catastrophic circumstances. As noted in 2.D.2, TRU's administration struck a Task Force on Safety and Security in 2012.¹⁹⁵ The results of the comprehensive review conducted by the task force have resulted in increased attention to the university's approach to emergency planning and have supported a number of improvements in areas of weakness. The hiring of a Director of Risk Management Services has provided the leadership necessary for substantial development to TRU's emergency preparedness and contingency planning.

TRU recently created a risk management policy,¹⁹⁶ and the TRU Emergency Management Plan¹⁹⁷ is in its second iteration. An alert system is now in operation and an Emergency Operations Center is in place. A program of emergency management exercises has been developed. To date, three exercises have been completed, the emergency team has been established and a liaison has been established with local emergency planning authorities including Emergency Management BC, the Kamloops RCMP, the City of Kamloops, Kamloops Fire Rescue, BC Ambulance and Interior Health.

Business continuity efforts at TRU have been developed for specific operational areas or to respond to areas of known risk such as illness, industrial action or loss of infrastructure. TRU has a comprehensive strike/lockout contingency plan,¹⁹⁸ adopted in October 2012, which covers a number of scenarios. This plan also includes guidelines for TRU facilities' response to a number of additional potentially disruptive situations such as fire or bomb threat. Much work to date has focused on the development of an information technology disaster recovery plan (DRP)¹⁹⁹ based on a template from InfoTech, an information technology advisory service. The Information Technology Services Division has also developed incident reporting, investigation protocols and a recent update to the TRU Organizational Information Criticality Matrix. As noted in 2.D.7, robust backup and recovery procedures for the institution's data are in place.

TRU's emergency management program is under continued development. The institution is in the process of exploring resolution to some remaining logistical issues. Current and recommended efforts include the creation and promotion of designated lockdown areas; updates to rooms as required to enable lockdown; and procedures to enforce mandatory sign up to the alert program. Additional recommendations include identification of all business activities that directly affect key business processes; development of recovery point and recovery time objectives; and updates to the strike/lockout contingency plan to reflect changes in organizational structure since 2012.

¹⁹⁵ <http://www.tru.ca/hsafety/safetytaskforce.html>

¹⁹⁶ https://www.tru.ca/_shared/assets/BRD_24-034255.pdf

¹⁹⁷ Exhibit: TRU Emergency Management Plan
[https://one.tru.ca/committee/accreditation/FootnoteExhibits/197.TRUEmergencyManagementPlan\(v2\).pdf](https://one.tru.ca/committee/accreditation/FootnoteExhibits/197.TRUEmergencyManagementPlan(v2).pdf)

¹⁹⁸ Exhibit: TRU Strike/Lockout Contingency Plan
<https://one.tru.ca/committee/accreditation/FootnoteExhibits/198.StrikeContingencyPlan2015.pdf>

¹⁹⁹ Exhibit: TRU IT Disaster Recovery Plan
<https://one.tru.ca/committee/accreditation/FootnoteExhibits/199.TRUITDisasterRecoveryPlan.pdf>

Standard 3.B Core Theme Planning

3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

TRU's core theme planning is consistent with its mandate, mission and strategic priorities. Core theme planning is supported by the institutional planning practices and integrated planning framework described above. Resource allocation for strategic priorities initiatives, via the new budget methodology, supports their success. Core theme planning is informed by analysis of a robust collection of data that are used to evaluate accomplishment of core theme objectives and outcomes.

Planning for individual core themes is discussed in Chapter 4.



Chapter Four

Core Theme Planning, Assessment and Improvement



Chapter 4 Executive Summary

Eligibility Requirements 22-23

Assessment of student learning is an essential component of TRU's overall assessment and improvement framework. All TRU courses have clearly defined learning objectives and assessment expectations published in the course outline. All TRU degree programs adhere to the degree level standards defined by BC's Degree Quality Assessment Board. Many TRU programs publish specific program-level learning outcomes; all other programs are in the process of establishing outcomes supported by TRU's Learning Outcomes and Assessment Initiative.

Senate approval is required for All TRU programs. In addition, programs must undergo a program review once every seven years which is undertaken for the purpose of quality assurance and program improvement by appropriate TRU faculty members, a team of qualified external reviewers, the dean and the provost. TRU reviews and revises the program review process to ensure it meets the institution's assessment objectives.

TRU regularly conducts a systematic evaluation of institutional achievements. To date, that assessment has primarily occurred through the annual Institutional Accountability Plan and Report. As outlined in this Self-Evaluation Report, TRU is expanding its assessment efforts to include the assessment of its core themes.

Standard 4.A Assessment

4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

As described in the Integrated Planning and Assessment Framework, TRU engages in a series of assessment practices that allow the university to evaluate its accomplishments and mission fulfillment. Although the introduction of core theme assessment is new to TRU, the institution will build on and align with these existing assessment practices.

Institutional Accountability Plan and Report

As a BC public post-secondary institution, TRU participates in BC's provincial accountability framework. Assessment is based on the performance measures laid out therein. The accountability framework is a provincial standards system that focuses on improving student achievement across the province. The framework serves two major purposes: 1) ensuring students receive quality educational opportunities relevant to their needs and the needs of the labour market through post-secondary institutions; and 2) ensuring the post-secondary system benefits all BC residents with ongoing contributions to social and economic development.

Under the accountability framework, TRU submits an annual accountability plan and report to the BC Ministry of Advanced Education. The plan includes goals, objectives and performance measure results for each institution, along with contextual information to describe the institution's role in providing services to their students and communities. The report articulates the results the institution has achieved over the previous years, how these results compare to its targets, and how the institution's goals and achievements align and contribute to the ministry's own goals and objectives. TRU's IAPR is a comprehensive document that includes information on demographics, labour market, an overview of highlights from academic and service departments, capital projects, community relations, environmental sustainability, research and student feedback. Collection of data for the report occurs throughout the academic year with annual submission in July. The intended audiences for the report are the general public and the Ministry of Advanced Education.

To date the IAPR has served as TRU's primary means of systematic institutional assessment. The plan demonstrates the success of TRU's strategic goals and priorities, and identifies alignment with the overarching goals within the BC post-secondary system. However, the assessment of the university's priorities has been largely qualitative. TRU's former strategic plan did not include specific outcomes, metrics or targets and thus the institution relied on describing the accomplishments related to the strategic initiatives within faculties, schools and service units to document its achievements.

The Accreditation Steering Committee recognized the potential for the IAPR to serve a more robust role supporting the assessment of the university's strategic priorities. Beginning in 2015, the IAPR will include a section assessing the institution's success on the detailed objectives, outcomes and indicators defined initially for this Self-Evaluation Report.

All of TRU's submitted IAPRs are available on the Institutional Planning and Assessment Office website;²⁰⁰ the most recent plan is included in Appendix 6.

Assessment of Strategic Goals

In addition to the IAPR, the Integrated Planning and Assessment Framework maps a number of other assessment activities that evaluate TRU's progress toward the goals identified in institutional and unit-level planning documents.

²⁰⁰ <http://www.tru.ca/ipa/reports.html>

The increasing importance of assessment is evident in TRU's most recently adopted institutional plans. For example, the Strategic Research Plan has embedded within it a robust set of metrics to monitor its progress; these metrics are also included in the increasing research capacity core theme below. The Campus Strategic Sustainability Plan is designed around the STARS assessment tool, which will ensure that its progress is monitored regularly. The forthcoming Strategic Enrollment Management Plan will include assessment of both the internal and external environment and establish robust metrics and targets for monitoring enrollment goals. The Campus Master Plan is monitored via regular progress reports to the Board of Governors, and its University Village concept is assessed via a range of indicators identified in outcome 4.3.3 below.

The Academic Plan, while it does not include specific metrics within the document itself, is monitored in a variety of ways. The institution maintains an online repository of successful initiatives in each of the foundations identified in the plan²⁰¹ and assessment of successful initiatives transpires on a qualitative basis in the annual IAPR. Additionally, the assessment of the core themes below includes a variety of high-level indicators that address specific goals identified in the Academic Plan. The development of a more systematic set of key performance indicators specific to the Academic Plan would be beneficial to monitoring its continued success.

Faculty and school strategic plans largely pre-date TRU's increased attention to assessment and therefore do not contain embedded metrics. However, the initiation of the new budget methodology in fall 2014 has provided deans with improved assessment tools, including an online Dean's Dashboard containing a wide variety of potential key performance indicators. In addition, administrative units now monitor key performance indicators appropriate to their areas on an annual basis.

Academic Program Review

Educational programs at TRU are subject to thorough and ongoing assessment, conducted primarily by qualified faculty members and supported by academic administration. TRU reviews all programs on a cyclical basis.²⁰² The program review process is governed by policy ED 8-4: Academic Program Review, which falls under the authority of the faculty Senate.

TRU's current review process has been in operation since 2009. The process is robust, including the collection of data, surveys of faculty and students, completion of a program self-assessment, appraisal of the program by external experts, and the development of a comprehensive report. A summary of completed reviews can be found on the Academic Program Review website. Password protected review reports are posted online.

Policy ED 8-4 states the guiding purposes for program review as follows:

Reviews at Thompson Rivers University are undertaken for the purpose of quality assurance and program improvement, and are to be seen as formative and constructive. Reviews may identify present strengths and weaknesses of programs, encourage and recognize quality, suggest possible solutions to existing or anticipated problems, and promote constructive change. The program review provides the opportunity for reconsidering and refining the program's expected learning outcomes. Reviews are premised on the expectation that every program can be enhanced and that regular program evaluation is a major responsibility of Departments, Faculties and/or Schools.

²⁰¹ <http://www.tru.ca/about/academics.html>

²⁰² http://www.tru.ca/vpacademic/academic_program_review.html

Self-appraisal is at the heart of the program review. However, the involvement of external, arm's-length consultants is also an essential part of the University's quality review and improvement process. All academic program reviews at Thompson Rivers University must incorporate the views of students, faculty, staff, and administrators.

While the policy clearly indicates the formative, self-reflective nature of the review, Program Chairs and faculty members at times perceive program review as a centralized, administrative process rather than as an integral part of program improvement efforts within departments. It is essential that the review process be sufficiently adaptive to achieve its formative, self-reflective principles. The Academic Program Review Office regularly reviews the process and considers recommendations for modifications.

Despite these perceptions of the process, completed program reviews have resulted in a variety of recommendations for program improvement leading to concrete benefits for both departments and students. The current process primarily generates recommendations for large-scale improvements. For example, initiating strategic planning, reducing program attrition or improving governance. While these large-scale findings are very important, moving forward it is essential that each review give attention to curricular structure, cohesiveness and achievement of student learning.

Assessment of student learning in courses and programs at TRU is the direct responsibility of individual teaching faculty. Methods of evaluating student achievement vary by faculty member, discipline and academic level; however, reflect the educational expertise of TRU's faculty contingent as well as disciplinary standards and best practices. Student performance is evaluated according to assessments identified on the approved course outline.

The Learning Outcomes and Assessment Initiative is currently in the process of ensuring that every program at TRU has identified program-level student learning outcomes. Included in this is an assessment plan to monitor student achievement of those learning outcomes and the effectiveness of the program. As of fall 2014, the Program Review Office has been establishing alignments with the curriculum development continuous improvement process adopted by the LOA Initiative. Expectations are for this alignment to ensure a direct connection between faculty assessment of student achievement in courses and programs and assessment of overall program effectiveness. In addition, the continuous improvement model reinforces TRU's intention that Academic Program Review is not a top-down evaluation but rather a formative process reflecting faculty members' ongoing commitment to curricular improvement and student achievement.

For 2015, the Program Review Office has instituted a major re-design of the process, the first since 2010. Major changes include decreasing the length of the review cycle; increasing deans' involvement in the review process; and strengthening alignment of the process with the TRU Strategic Priorities. Additionally, simplifying the process to enable completion in six months; enhancing the rigor of the process to include program financial sustainability and longitudinal data tracking; and improved multi-year follow-up of the results and outcomes of program review will be included in the re-design.

TRU is also committed to rigorous program assessment through various external program-level or specialized accreditation bodies. Externally accreditation can take at least two forms: 1) the program may be accredited, or 2) the graduates of a program may apply for standing with a professional accreditation body. Accreditation may be a legal requirement for licensing purposes or may simply provide an external validation of the curriculum by a professional body. The Academic Program Review process works in tandem with external accreditation requirements to ensure that faculty members conducting assessments

are not duplicating their efforts. A list of all TRU programs with external accreditation status can be found on the website of the Office of the Provost and Vice-President Academic.²⁰³

Administrative Unit Review

In 2012, TRU implemented a process of self-assessment of each administrative service division under the guidance of the Vice-President Administration and Finance.²⁰⁴ The internal assessment includes an overview of the services provided by the division benchmarked against leading institutions in the area. It also includes assessment of key performance indicators. Institutional Planning and Analysis (IPA) assists each unit in the collection of appropriate data. The internal self-assessment is complemented by an external review by qualified external evaluators.²⁰⁵ Two or three units are reviewed each year on a rotational basis. These review processes complement the Academic Program Review process described above.



²⁰³ <http://www.tru.ca/vpacademic/accreditation/programaccreditation.html>

²⁰⁴ Exhibit: Service Division – Internal Review Template
<https://one.tru.ca/committee/accreditation/FootnoteExhibits/204.InternalReviewTemplate.pdf>

²⁰⁵ Exhibit: Service Division – External Review Template
<https://one.tru.ca/committee/accreditation/FootnoteExhibits/205.Template-ExternalReviewTermsOfReference-1.pdf>

Standard 4.B Improvement

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

TRU's first comprehensive self-evaluation coincided with the adoption of its 2014-19 Strategic Priorities. As a result of this timing, the university has endeavored to take full advantage of the self-evaluation process to move forward the implementation and assessment of its strategic priorities. Because TRU's strategic priorities document did not include specific objectives or indicators of success, the Accreditation Steering Committee, with the consent of the university executive, tasked four core theme teams to develop a series of objectives, related outcomes and key indicators for each of TRU's five priorities. Teams were composed of pan-university representatives and included administrators, faculty, staff and students. The fourth team was assigned both priority four and five to ensure attention to overlapping areas within those priorities.

The development of the strategic priority objectives, outcomes and indicators was an iterative process. Teams worked to balance available data with preferred indicators and sought to align with existing workflows and assessment processes whenever possible to ensure the sustainability of the effort. Teams created long lists of selected indicators. Considerable work commenced to eliminate unnecessary indicators in order to focus on the most essential data. The defined objectives, outcomes and indicators were presented to leaders across the university at several points, including a formal presentation at the president's leadership retreat in fall 2014.

With the support of many individuals across the university, core theme teams collected data for the final selected indicators and completed TRU's first assessment of the university's 2014-19 Strategic Priorities.

This initial analysis of TRU's priorities has highlighted the uneven nature of data collection and assessment related to the university's strategic goals. In many instances, while the university has access to data over several years, no targets were established and as such, a definitive assessment of success is not yet possible. In other instances, the university does not have prior years of data and the assessment below details recommendations from the core theme teams regarding the need for improved data collection to establish an initial baseline from which future targets may be set.

Much value has come to the university from this exercise. This initial assessment has allowed the university to critically evaluate the success of its initiatives and determine a clear path forward to improve its level of mission fulfillment. The defined objectives, outcomes and indicators will operate as a living document to be continually refined as the university embraces the robust culture of assessment supported by the accreditation process.

Core Theme 1: Increasing Student Success

TRU has steadily built resources and services to support student success, particularly since 2005 when it became a university. The unwavering commitment to access has resulted in the university maintaining its trades, adult basic education and open-access programs (BA, BSc and BBA), while expanding offerings at the graduate and post-baccalaureate level. During this evolution, the university has centralized many of its support offices and created the Centre for Student Engagement and Learning Innovation to better meet the needs of students and to achieve the goals identified in the TRU Academic Plan and TRU Strategic Priorities.

Analysis of Data and Indicators of Success

Objective 1.1

Students will have broad and transparent access to educational opportunities.

Outcome 1.1.1

Students and prospective students demonstrate awareness of TRU programs and services.

Indicators: Application and conversion rates; Prospect and key influencer measures

TRU recently moved its campus-based domestic recruitment activities to the Registrar's Office, in closer proximity to Admissions staff. The institution intends to begin preparation of a strategic enrollment planning process with an expected completion date of 2016. This will include a focus on the recruitment of aboriginal learners and international learners in alignment with the second core theme, as well as improved data collection for prospect and key influencer measures, which are currently not available.

Figure 3: Percentage of Admitted Applicants who registered at TRU, Fall 2014

International Students		38.5%
Domestic Students ¹		66.1%
	Local Students ²	80.0%
	Students from elsewhere in BC	58.5%
	Students from other provinces	61.5%

¹ Domestic student categories are mutually exclusive.
² Includes local Kamloops postal codes starting with: V1S; V1H; V2B; V2C; V2E; V2H

Data source: Student Success Indicators report, IPA

In the fall 2014 intake, the highest rate of conversion of admitted applicants (at 80%) was local students. While this is to some extent a positive indicator of TRU's fulfillment of its mandate to meet the educational and training needs for the region, it is recommended that future assessments expand to include more direct measures that demonstrate whether or not TRU is the preferred university for prospective students from the region.

TRU also plans to increase conversion rates beyond the local catchment area, including aboriginal and international students. The strategic enrollment plan will identify specific targets based on the existing benchmarks included here.

Outcome 1.1.2

Students' educational and training needs are met through open and accessible programs.

Indicators: Number of programs with open admission; Number of students enrolled in programs classified as open; Number of students enrolled in developmental programs; Number of students registered with Disability Services

Admission decisions for open on-campus programs are made on a first-applied, first-admitted basis for qualified applicants, using the date by which the application was received. The programs that offer open admission are undergraduate Arts, Science, and Business degrees. Recent changes to provincial funding for Adult Basic Education courses may impact enrollment in developmental programs. Historically, base-funded by the province, these programs will now be funded partially through student tuition.

All applicants are eligible for general admission to Open Learning (TRU-OL) for course registration or admission into credential programs. Applicants do not require a specific grade point average (GPA) and are not required to submit transcripts from secondary school to be admitted to TRU-OL and to register in courses. The OL advising process includes strong recommendations to students regarding assessment of ability and pre-requisites, but the provincial mandate for open access to TRU-OL allows students to self-assess their preparation level for registration.

Figure 4: Students Enrolled in Accessible Program Areas, Fall 2014

Students enrolled in on-campus programs with open admission ¹	3,274
Students enrolled in trades and vocational programs	468
Students enrolled in developmental (adult basic education) programs ²	203
Students enrolled in Open Learning programs	1,106
Students registered with disability services	593
¹ includes Bachelor of Arts, Bachelor of Science, and Bachelor of Business Administration	
² includes English as a Second or Additional language, Adult Basic Education, Educational and Skills Training, First Steps and Adult Special Education training	

Data: sources: IPA; Open Learning; Disability Services Office

Outcome 1.1.3

Students participate in TRU's flexible program offerings.

Indicator: Number of students enrolled in flexible program areas

It is expected that the strategic enrollment plan will project growth in these indicators, particularly an increase in the number of students laddering from a certificate or diploma program to a diploma or degree program. Trades and vocational programs should also target moderate growth, given the current provincial focus on skill and trades-focused employment.

Figure 5: Students Enrolled in Flexible Program Areas, Fall 2014

Distance and flexible delivery programs ¹	8,306
Laddering credential programs ²	1,446
¹ includes Open Learning students and students enrolled in both Open Learning and campus courses	
² includes all known internal laddering opportunities (last inventoried by IPA in 2009)	

Data source: IPA

Indicator: Number of transfer students

Student transfers from other BC institutions is one indicator of the attractiveness of TRU's programming options and the quality of its learning environment. According to the October 2013 provincial study *Highlights of the Student Transitions Project (STP)*, a nearly equal number of students move between regional universities and research universities in both directions.²⁰⁶ The TRU figures below also provide a high-level snapshot of student transfer to TRU.

Figure 6: Students transferring to TRU from another BC institution

2008/09	199
2009/10	173
2010/11	122
2011/12	133
2012/13	133

Data source: IPA

Objective 1.2

Students will have transformative educational experiences that result in cognitive development, personal growth and interpersonal effectiveness.

Outcome 1.2.1

Students identify and access opportunities to enrich their learning experiences.

Indicators: Percentage of students participating in high-impact practices; Number of programs with high-impact practices

The 2014 NSSE results for TRU indicate the percentage of first- and fourth-year baccalaureate respondents who participated in high-impact practices (HIPs). Figures include participation in a learning community, service learning, and research with faculty members. The fourth-year figure also includes participation in an internship or field experience, study abroad or other culminating senior experiences.

Figure 7: Student Participating in High Impact Practices, 2014

First-year students participating in at least one HIP	42%
First-year students participating in two or more HIPs	8%
Fourth-year students participating in at least one HIP	84%
Fourth-year students participating in two or more HIPs	64%

Data source: NSSE 2014 Executive Summary report

Figures include baccalaureate students only. It may be assumed that students in diploma and certificate programs participate in at least one HIP during the course of their studies, as many of these programs are applied in some way. A precise inventory of HIPs by program would be of value moving forward.

²⁰⁶ http://www.aved.gov.bc.ca/student_transitions/documents/psm_highlights_2013_10_26.pdf
(see Figure 7)

Figure 8: Number of courses with High Impact Practices, 2014

Apprenticeship Training	36
Study Abroad Exchange	2
Field Experience	16
Practicum/Clinical	38
Vocational Training	183
Work-term for Co-op	37

Data source: *Experiential Courses report*

Figures above indicate course-level HIPs. An inventory of program-level HIPs would also be a useful indicator.

Indicator: NSSE engagement indicator scores

TRU's 2011 NSSE scores in the active and collaborative learning benchmark were the highest among BC public post-secondary institutions (not including Royal Roads, a special-purpose university, focused on executive and post-baccalaureate education).

The 2014 NSSE has replaced benchmarks with "engagement indicators." TRU engagement indicator scores on the 2014 NSSE were equal to or greater than the scores of TRU peers for first year and fourth year students. First year TRU respondents scored significantly higher than their peers in learning strategies, student-faculty interaction, and effective teaching practices. Fourth year TRU respondents scored significantly higher than their peers in higher-order learning, reflective and integrative learning, collaborative learning, student-faculty interaction, effective teaching practices, and supportive environment.²⁰⁷ First year TRU respondents scored significantly lower than the BC Public and Canadian groups in the learning with peers category, which includes collaborative learning and discussions with diverse others. First year TRU respondents scored much higher than all groups in effective teaching practices. The 2014 NSSE continues to be an effective indicator of TRU's achievement of this outcome.

Participation in formal co-curricular programming at TRU is also an indicator of these outcomes. As formal co-curricular programming only launched in September 2014, baseline data is not yet available. The Centre for Student Engagement and Learning Innovation will gather participation and performance data for co-curricular programs and will work with IPA to develop assessment tools. It should be noted that there is currently nothing in place to capture participation rate data for extra-curricular opportunities. In terms of student engagement, this would be valuable information.

Outcome 1.2.2

Students benefit from academic and personal supports throughout their studies.

Indicators: CUSC student services use and satisfaction rates

The Canadian University Survey Consortium (CUSC) surveys different cohorts of students each year. The 2014 survey was administered to middle-year (2nd and 3rd year) students and provides useful data

²⁰⁷ Exhibit: NSSE Executive Summary report, Figure 5
<https://one.tru.ca/committee/accreditation/FootnoteExhibits/207.NSSE2014ExecutiveSummary.pdf>

regarding students' use of and satisfaction with university services.²⁰⁸ This survey offers useful indicators as to students' current use of services; however, it does not provide indications of students' awareness of services.

Respondents to the 2014 CUSC were asked whether they had used each of 26 student services and if so, to indicate their satisfaction with services accessed. Areas of high satisfaction for TRU respondents included: services for student with disabilities; services for First Nations students; other recreational (non-athletic) facilities; campus medical services; and co-op offices and supports. Note that less than one quarter of TRU respondents used these services. Satisfaction levels for three of the services with the highest levels of use (bookstore, parking and food services) have the lowest satisfaction levels. It is reasonable to target improved satisfaction levels with those services used most frequently and by the largest percentage of students.

Indicator: Improvements in the affective skills of students on pre- and post-program tests of emotional intelligence

The TRU Assessment Centre has undertaken a number of studies applying the concept of emotional intelligence (EI) to higher education.²⁰⁹ It is recommended that preliminary work on first-year students be broadened to the incoming cohort in fall 2015 to establish a baseline for measuring EI development for that cohort. The correlation of EI with various types of curricular and co-curricular experiences has potential as an outcomes assessment tool.

Outcome 1.2.3

Student value the TRU experience.

Indicator: Student Satisfaction rates

The CUSC 2013 survey²¹⁰ assesses first year students' overall satisfaction with their university experience. About 3 in 10 TRU respondents indicated that their experiences had exceeded their expectations, 6 in 10 said their experiences had met their expectations, and 1 in 10 said their experiences had fallen short. TRU respondents described making new friends, friendly and helpful professors, interesting classes and small class sizes in positive terms. Negative experiences included lack of engaging teaching styles and class environments, difficulty making friends, and the high cost of education.

Most respondents were satisfied with their decision to attend TRU; 94% of TRU respondents agreed or strongly agreed, and seven percent (7%) disagreed or strongly disagreed that they were satisfied with their decision.

²⁰⁸ Exhibit: Student Services Use and Satisfaction 2014
<https://one.tru.ca/committee/accreditation/FootnoteExhibits/208.StudentServicesUseandSatisfaction2014.pdf>

²⁰⁹ Exhibit: Dr. Cindy James, Abstracts of Emotional Intelligence Research
<https://one.tru.ca/committee/accreditation/FootnoteExhibits/209.AbstractsfromEmotionalIntelligence.pdf>

²¹⁰ Exhibit: Student Services Use and Satisfaction 2013
<https://one.tru.ca/committee/accreditation/FootnoteExhibits/210.CUSC2013TheFirstYearExperience3-ServicesandFacilities.pdf>

Despite the high levels of overall satisfaction, only three-quarters of TRU respondents indicated that they intended to return to TRU in the 2013-14 school year. Nine percent (9%) of respondents did not intend to return, and 17% were not sure or undecided.

Indicator: Retention and completion rates

Approximately half of all new on-campus students enter directly into open baccalaureate programs. Tracking direct entrants to open admission baccalaureate programs over seven years showed that about 30% of them earned a credential (not necessarily baccalaureate) after seven years, about 65% left without earning any TRU credential (including students transferring to large urban research universities), and about 5% remained enrolled at TRU and had not earned a credential.²¹¹

The fall-to-fall retention rate of open admission baccalaureate programs has fluctuated over the past five years, with a general increase from 57% to 61%; however, that includes a three percentage-point decrease between fall 2011 to fall 2012 and fall 2013 to fall 2014. Fluctuating cohort sizes from year to year further exacerbate the impact of any decreases in retention from year-to-year.

This is attributable in part to the historical status of TRU as primarily a university transfer institution providing the first two years of baccalaureate degree programs (during the Cariboo College and University College of the Cariboo eras). The largest increase in student numbers has been in academic programs, and the number of students completing degrees at TRU continues to increase. There is still a significant proportion of students, however, who choose to transfer, particularly to larger urban centres (Vancouver/Lower Mainland or Victoria). From 2007 to 2012, a total of 7,659 TRU students transferred to other BC institutions, with 5,999 (78%) of those students moving to a large urban center.²¹²

This high rate of transfer should not be regarded as a failure. If the completion of two years of university transfer credit was the intent of the student and the outcome achieved, then this is must be counted as a success for both student and institution. There is historical evidence at the provincial level to show that university transfer students (UT students) are well prepared at the sending institutions for the academic rigours of the University of British Columbia, for example, the premiere research university in BC. The *Profile of BC College Transfer Students admitted to the University of British Columbia 2003/04 to 2007/08* research study notes that

Once enrolled at UBC, BC transfer students ultimately achieve the same sessional averages as the direct entrants: by the last session for which we have data, transfer students averaged grades of 73.1%, while students who had entered directly from a BC high school achieved a statistically identical 73.3%. BC transfer students are just as successful at university as are direct entrants, and have the grades to prove it.²¹³

²¹¹ Exhibit: Student Retention Report, IPA

<https://one.tru.ca/committee/accreditation/FootnoteExhibits/211.pdf>

<https://one.tru.ca/committee/accreditation/FootnoteExhibits/211.StudentRetention11AboriginalStudents.pdf>

<https://one.tru.ca/committee/accreditation/FootnoteExhibits/211.StudentRetention12InternationalStudents.pdf>

<https://one.tru.ca/committee/accreditation/FootnoteExhibits/211.StudentRetention1OpenBaccalaureate.pdf>

²¹² Exhibit: Historical Enrollments, Credentials and Mobility Summary

<https://one.tru.ca/committee/accreditation/FootnoteExhibits/212.HistoricalEnrollmentsCredentialsMobilitySummary.pdf>

²¹³ <http://bccat.ca/pubs/UBCProfile0708.pdf>

According to the 2013 study completed by BC Statistics entitled *A Survey of Movers: Students Who Move Between BC Public Post-Secondary Institutions*, while 77% of respondents to the survey of movers were enrolled at colleges and teaching-intensive universities in the 2010/11 academic year, by the fall of 2011, only 67% of those students remained across the system. Concurrently, the enrollment of those same students increased from 23% to 33% at large research institutions. TRU would be classified as a ‘research-intensive’ university in these statistics. Tellingly, of all the students transferring from colleges and teaching-intensive universities, fully 55% had “intended to leave all along” and 47% indicated that they “got admitted to a better institution.” As the researchers express it, “respondents who moved from colleges, institutes, and teaching universities were more likely to progress according to their original educational plan — by achieving grades as good as, or higher than expected, and by transferring to another institution as originally planned.”²¹⁴

Clearly, there is a need to better understand the impact of various programming and services interventions on campus in order to achieve a more consistent improvement in retention and completion rates in open baccalaureate programs. This is an area for improvement, and it is expected that the strategic enrollment planning initiative will set appropriate targets for retention and progress of open admission students, which will ultimately improve completion rates. While the low completion rates in the open entry baccalaureate programs at TRU do not necessarily constitute a lack of success for either the student or TRU, the goal for TRU is to increase the number of students remaining at the university to completion, including those with strong academic records and GPAs at the end of first and second year. Implicit in the comments above is the critical importance of the improvement of TRU’s academic reputation.

As noted above, students report overall satisfaction with their experience while at TRU. The 2014 NSSE results differ slightly from the CUSC results. For example, in the NSSE results, 85% of first year TRU respondents and 81% of fourth year respondents said their overall educational experience was “good” or “excellent,” and 85% of first year respondents and 78% of fourth year respondents said they would “probably yes” or “definitely yes” come back to TRU if they were given a chance to start over.

Objective 1.3

Students will acquire the skills, knowledge, confidence, and values needed to contribute to society.

Outcome 1.3.1

Students acquire the skills, knowledge, confidence and values needed to transition to the work force or to further studies.

Indicator: Graduate employment outcomes

TRU is an active participant in the BC Student Outcomes project.²¹⁵ This provincial project consists of four annual surveys collected by telephone, web and mobile devices. The surveys ask former students (graduates) to evaluate their educational experiences and report on their transitions to the labour market and further education. The outcomes project consists of the following surveys:

²¹⁴ <http://www.bccat.ca/pubs/surveyofmovers2013.pdf>

²¹⁵ <http://outcomes.bcstats.gov.bc.ca/Default/Home.aspx>

- The Baccalaureate Graduate Survey (BGS) conducted annually, interviewing graduates both two and five years after graduation. The survey gathers information on graduates' education satisfaction levels, education financing and student debt, as well as further education and employment outcomes.
- The Diploma, Associate degree and Certificate Student Outcomes (DACSO) survey administered between nine and twenty months after students leave TRU. The annual questionnaire is built on a set of core questions based on employment outcomes, further education, ratings of programs and student satisfaction. Different sections are included each year to provide a special focus on issues of interest to the post-secondary education sector.
- The Apprenticeship Student Outcomes (APPSO) survey administered between nine and twenty months after students complete technical training. The APPSO survey information is used to improve the quality of training, meet accountability requirements, help with policy development and inform prospective students. Students are asked to rate aspects of their in-school and workplace training, evaluate the usefulness of the knowledge and skills gained, quantify their level of satisfaction with their training, and describe their post-training employment.
- The Developmental Student Outcomes (DEVSO) survey administered annually to former Adult Basic Education (ABE) and English as a Second Language students. The DEVSO evaluates their educational experiences and reports on their transitions to the labour market and further education.

TRU's analysis of its student outcomes survey results can be found in the annual Institutional Accountability Plan and Report. In 2013/14, all targets for graduates' employment rates were exceeded. Additionally, all targets for graduates' satisfaction with their education and assessment of skills development were achieved or substantially achieved.

The surveys above each explore specific factors related to transitions from post-secondary education to meaningful career. A TRU-specific approach to using or enhancing these surveys should be developed to better represent the institution's uniquely comprehensive programming. Additionally, given TRU's mandate to meet the educational and training needs of the region, a TRU-specific approach to using these surveys should consider employment outcomes and labour market needs within the region. Figure 26, which identifies the percentage of social service program graduates who found employment in the region in their field of study, provides a limited example that could be expanded for future assessments.

Indicator: Survey on career goals

There is one Canadian survey that explores students' career goals.²¹⁶ Administered by Brainstorm Consulting and Universum, the From Learning to Work survey is administered annually in Canadian post-secondary institutions to identify how students make career decisions. TRU has participated in these surveys for the last three years. It is recommended that this survey be adopted as an indicator of progress toward this objective.

Planning for Increasing Student Success

The TRU Academic Plan, particularly the academic foundations defined therein, guides high-level planning for this core theme. Operational planning to increase student success occurs across many divisions of the institution, including each faculty and school, Open Learning, the Student Services

²¹⁶ Exhibit: CASS 2014 University Report - All Students - Thompson Rivers University <https://one.tru.ca/committee/accreditation/FootnoteExhibits/216.CASS2014UniversityReport-AllStudents-ThompsonRiversUniversity.pdf>

Division, the Centre for Student Engagement and Learning Innovation (CSELI), Aboriginal Education, TRU World, and the TRU Library. It is essential that TRU proceed with its goal to complete a strategic enrollment planning exercise, to ensure alignment of planning efforts among these units.

TRU recently established three working groups to support student recruitment, retention and orientation. These groups review relevant data and identify opportunities for new or improved programming. These working groups will be foundational to the forthcoming strategic enrollment planning process. The recruitment working group will focus on coordinating TRU's schedule, resources and broad presence at recruitment events as well as other proactive initiatives that improve recruiting efforts. The retention working group will take a pan-campus approach to coordinate faculties' and schools' retention initiatives including a particular focus on academic advising and academic support services. The orientation working group will coordinate new student transitions into and through the first-year of study, including oversight of a multi-day campus welcome that integrates activities for all students.

In 2012, CSELI was established as the primary site for programming that will support the implementation of the Academic Plan. Key initiatives related to the core theme of student success include:

- Student and faculty engagement programming that implements high impact and evidence-informed practices for all learners. The CSELI will foster a continuous improvement model to best position students and faculty for success in their learning. This includes TRU's Learning Outcomes and Assessment Initiative, an outcomes-based assessment model for the development of institutional-, program- and course-level learning outcomes.
- The design, development and implementation of innovative approaches to learning engagement that supports recruitment, transition, and retention in face-to-face, online, and blended settings. All such approaches incorporate reflective practice for learning and teaching, for example, the use of ePortfolios to bridge curricular and co-curricular learning.
- The infusion of research and scholarship into all programming to measure the impact of all student success projects and mobilization of that knowledge within TRU and beyond.
- Lifelong learning strategies that address learning across the life course at appropriate developmental points for all TRU communities.

The majority of TRU's current programming is designed to increase student success. This includes transitional programming such as University Preparation, English as a Second Language (ESL), TRU Start and ACE-IT programs; advising, assessment and counselling services; a variety of support services specific to Open Learning students; and PACE (Pack Academic Edge), a collaborative initiative of the CSELI, Athletics and Recreation, the Counselling Department and the Supplemental Learning program.

Current programming will be supported by new initiatives, such as the following (non-exhaustive):

- New career support initiatives including an expanded experiential learning program with graduate level and post-baccalaureate internships, virtual career support for Open Learning students and mixed-method research projects exploring the impact career support has on students' career development.
- A course redesign project for Student Success (STSS) courses in academic skills development, communications skills, health and wellness, intercultural communication and meeting academic standards.
- Long Night Across Procrastination: a twelve-hour suite of activities cosponsored by the Faculty of Student Development and the Library to support students in developing strategies for effectively managing their study and writing time.

- Write Away: a province-wide initiative to provide coordinated online writing support for students as they are engaged in the research and drafting processes.
- Don't Cancel that Class: Career Education faculty are available to facilitate career planning and information sessions in classes that would otherwise be cancelled due to instructor illness or travel.

Core Theme 2: Increasing Intercultural Understanding

The TRU Strategic Priorities document indicates that TRU will prioritize programs and practices that support diversity, inclusion and intercultural understanding between its Aboriginal, local, regional and global communities. As noted in section 1.B, TRU uses the following common definition of intercultural competence: “Intercultural competence might be defined as knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others’ values, beliefs, and behaviors; and relativizing one’s self” (Deardorff, 2006; 2009).

The TRU community is culturally diverse. TRU is home to international students from over 80 countries, a substantial Aboriginal student body from a wide number of nations across Canada, and a domestic student population representing an array of cultural heritages, and an increasing number of new Canadians. Furthermore, this culturally diverse student population needs to be prepared as effective professionals and citizens in increasingly multicultural and globalized contexts. TRU strives to support intercultural learning within academic curricula, co-curricular programming, professional development opportunities and campus events that promote inclusion and prepares graduates to be effective professionals and citizens in increasingly multicultural and globalized contexts.

It should be evident in the section that follows that the assessment of TRU’s intercultural understanding relies heavily on qualitative data. This methodological approach is an intentional reflection of TRU’s commitment to traditional, Aboriginal and intercultural ways of knowing. Quantitative data alone is insufficient to articulate the development of intercultural understanding amongst TRU’s diverse constituents. It should be noted that in the Canadian context, Aboriginal students self-disclose Aboriginal ancestry, and thus Aboriginal student data is approximate.

Analysis of Data and Indicator of Success

Objective 2.1

TRU will create a culture of inclusion in all aspects of university work and life.

Outcome 2.1.1

TRU integrates intercultural learning within curriculum and teaching.

Indicator: Intercultural Development Inventory (IDI) scores of upper-level students completing TRU programs; Number of students, faculty and staff completing and debriefing IDI profiles

A culture of inclusion at TRU can be facilitated through increased integration of intercultural learning within curriculum and teaching. TRU has a number of courses and programs that include Aboriginal, international, or intercultural content and the university provides professional development opportunities for faculty to infuse intercultural learning into their curriculum and pedagogy. Research involving faculty and students also provides qualitative and quantitative evidence of intercultural learning.

In 2012 the Intercultural Development Inventory (IDI) was administered to 146 upper level students across four areas: Arts, Science, Professional Schools (Education, Social Work, Nursing), and Academic Professions (Business, Tourism). The IDI measures intercultural development across a continuum of five developmental phases:

Figure 9 summarizes these phases.

Figure 9: Intercultural Development Continuum (measured by IDI)

Denial	Polarization	Minimization	Acceptance	Adaptation
55-69	70-84	85-114	115-129	130-145
Denial or disinterest in culture. One's own culture is the "real" one	Us and them orientation - in Defense us is better in Reversal them is better	Minimization of cultural differences into own familiar categories. Focus on similarity and universality	Acceptance of cultural differences. Ability to cognitively perspective shift	Ability to shift perspective and adapt behaviour to operate within more than one cultural worldview

Data source: Intercultural Coordinator

Figure 10: TRU Sample Scores

	Min	Max	Mean	SD
PO (55.0-145.0)	107.87	133.45	120.45	5.61701
DO (55.0-145.0)	52.2	125.36	92.13	14.70331
OG	6.66	56.74	28.32	9.620673

Data source: Intercultural Coordinator

The IDI measures three variables: the perceived orientation where respondents place themselves on the developmental continuum (PO); the orientation where the instrument actually places a respondent (DO); and the orientation gap or the degree of over- or underestimation (OG).

Figure 10 provides the scores for the full sample (n=146).

Mean scores for upper level students in 2012 indicate a significant overestimation of the respondents' intercultural understanding. This is an area for improvement.

TRU has three qualified administrators of the IDI who also provide related services, such as preparation of group and individual profiles and developmental plans. Figure 11 provides a summary of IDI participation.

Figure 11: Intercultural Development Inventory Participation

Year	Students		Faculty		Staff	
	Completed	Debriefed	Completed	Debriefed	Completed	Debriefed
2011-2012	38	17	20	20	110	60
2012-2013	18	18	12	12	19	3
2013-2014	26	25	11	11	5	3

Data source: Intercultural Coordinator

This indicator gauges interest in intercultural development. All participants who complete the IDI also receive a three-hour workshop regarding intercultural development. Interested participants review their profile with an administrator and receive an individual developmental plan.

Indicators: Number of courses with Aboriginal, international, intercultural or social justice content; Number of non-English language courses

Many TRU courses include Aboriginal, international or intercultural content. TRU offers a Global Competency Credential that includes recognition of related course work. Sixty courses are accepted towards this credential. More than 50% of which are offered in the Faculty of Arts; 20% in the School of Business and Economics; 15% in the Faculty of Adventure, Culinary and Tourism; and 15% are distributed across other faculties.

Institutional Planning and Analysis (IPA) will endeavor to provide more comprehensive data for this indicator beginning in fall of 2014. Data will reflect the number of courses offering Aboriginal, international or intercultural content, the disciplinary distribution of these courses, and the opportunities for improvement.

Approximately 50 courses at TRU offer language learning. These courses primarily involve introductory to intermediate language learning, with some focused on culture, literature or film studies in the language. Six languages are included in the regular offerings.

Figure 12: TRU Language Courses

Language Group	% of Offerings
European (French, Spanish, German)	70 %
Asian (Japanese, Mandarin)	26%
Aboriginal (Secwepemc)	4%

Data source: EML webpage

This indicator links language learning to intercultural understanding.

Indicator: Number of students, faculty and staff participating in intercultural or diversity workshops

Various groups request intercultural workshops. Students receive workshops in class (at the request of their instructor), through club membership or through study abroad pre-departure sessions. Faculty participate in workshops or training offered through the Centre for Student Engagement and Learning Innovation. Staff members participate at the request of the department head. Figure 13 summarizes workshop participation.

Figure 13: Intercultural Workshop Participation

Year	Students in Class	Students Other	Faculty	Staff	Total
2011-2012	1502	451	138	175	2266
2012-2013	591	596	89	107	1383
2013-2014	1032	446	36	48	1562

Data source: Intercultural Coordinator

Future targets should increase faculty and staff training.

Indicators: Number of faculty participating in Interculturalizing Curriculum Professional Development (ICPD); Faculty perceptions of the impact of ICPD on pedagogy and curriculum

From 2008 to 2013, four cohorts of faculty members participated in the Interculturalizing Curriculum professional development program, with a total of 60 participants completing the program, averaging 15 participants annually.

A survey of faculty participants in intercultural professional development indicates significant personal and professional impact.

Interviews with 18 previous participants provided the following insights regarding the impact of Interculturalizing Curriculum professional development:

One hundred percent of respondents:

- affirmed their experience of a shift in knowledge, skills, or attitudes;
- perceived increased confidence and clarity around intercultural issues; and
- expressed the willingness to share ideas, resources, interdisciplinary connections and to create a community of intercultural educators.

Other themes included:

- increased awareness of Western-centric curricula or systemic barriers to difference;
- willingness to take on advocacy roles on campus;
- willingness to revise curriculum and teaching practice;
- willingness to shift research to include intercultural topics; and
- willingness to pursue further intercultural professional development.

Indicator: Student perceptions of intercultural and global learning in course work

In 2012, 25 third- and fourth-year students participated in four interdisciplinary focus group discussions regarding their perception of intercultural and global learning in academic settings. Three main thematic areas emerged from data analysis: intercultural learning, global learning and globalization, and the influence of curriculum and pedagogy. A short summary of primary findings for each area is provided below:

Intercultural Learning: Although participants viewed intercultural learning as important, they were disappointed by their intercultural experiences on campus and in class. In class, they had difficulties negotiating interculturality. Students identified group work as particularly problematic. On campus, they experienced a separation and institutional labeling of demographic groups as "international," "domestic" and "Aboriginal." This extends to the separation of some services such as orientation and some activities or events, reducing opportunities for interaction across cultures.

Global Learning: Participants revealed confusion regarding global learning and globalization. Their understanding of globalization tended to be superficial and passive. Students perceived themselves to have little agency in an inevitable, anonymous movement. Where they did see themselves as agents, the agency was framed either as competitive (either for careers in a global market or more broadly in terms of resources) or as civic in a global context (as 'global citizens'). However, they tended to characterize themselves as enablers of those less fortunate without serious consideration of who is entitled to be a global citizen or how that might translate into social action.

The Influence of Curriculum and Pedagogy: Although participants were able to identify positive intercultural and global learning experiences, most comments indicated the need for increased opportunities. Participants provided examples of intercultural or global content in course work but also a lack of intercultural experiential learning opportunities.

Future focus groups might target specific disciplines to better understand students' intercultural experiences and needs across both curriculum and student life.

Outcome 2.1.2

Students engage in opportunities for intercultural learning.

Indicator: Number of students completing a Global Competency Credential

TRU offers a Global Competency Credential that recognizes intercultural and global learning. Students complete a portfolio, collect 'points' for both academic and non-academic global engagement, submit a reflective essay and disseminate learning outcomes through publication, presentation, blog, or poster. Since 2011, a total of 86 students have earned the credential.

Figure 14 provides annual completion rates.

Figure 14: Global Competency Credential Completion

Year	2010-2011	2011-2012	2012-2013	2013-2014	2016 Target
# completed	14	26	15	31	40

Data source: Global Competency Coordinator

Future tracking should include academic majors of students completing.

Indicator: Attendance at cultural or diversity events on campus

Figure 15 and Figure 16 track the participation rates for International Days (IDays) overall and IDays Showcase respectively.

Figure 15: International Days Attendance

Year	# of Events	Attendance Average	Total Attendance
2013	39	52	4473
2014	35	55	4567

Data source: IDays Coordinator

Figure 16: IDays Showcase Participation & Attendance

Year	Performances	Performers	Fashion Show	Attendance
2013	39	132	74	2500
2014	48	150	126	2700

Data source: IDays Coordinator

A target for future years is to increase attendance of domestic students and faculty.

Figure 17: Aboriginal Week Participation

Year	Performances	Performers	Attendance
2014	27	8	n/a

Data source: Aboriginal Services

Future tracking should include attendance data and the proportion of Aboriginal content and participation in IDays.

Indicators: Number of events that invite multiple perspectives; Number of student applications for Intercultural Council (ICC)

TRU's Student Union supports 16 ethnicity-based clubs. Figure 18 contains the number of TRUSU sponsored cultural events since 2012.

Figure 18: TRUSU Cultural Events

Year	# of Sponsored Events
2012-2013	11
2013-2014	13

Data source: TRUSU

Future tracking should include participation numbers, with an aim to encourage broad participation and the number of events where appropriate.

In 2012, TRU students formed the first Intercultural Council, with the mandate to create inclusive events on campus comprising diverse student groups. Council members receive intercultural training and mentoring. Changes to this program to align with the Peer Mentorship co-curricular record will make tracking learning outcomes of this program possible from fall 2014.

Indicator: National Survey of Student Engagement (NSSE) intercultural engagement results

As the NSSE results summarized in Figure 19 demonstrate, more upper level students than first year students consistently respond with high engagement levels on intercultural-related questions. This is indicative of the success of TRU's intercultural engagement efforts. Future years should target a positive trend overall, particularly for first year students. In addition, increasing efforts in encouraging contact among students from different backgrounds is an area for improvement (see also Indicator: Student perceptions of intercultural and global learning in course work).

Figure 19: NSSE Intercultural Engagement Results, 2014

Question	Sub-question	NSSE 2014 Results
During the current school year, about how often have you done the following?	Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	1 st year: 39% (often or very often) 4 th year: 58% (often or very often)
	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	1 st year: 61% (often or very often) 4 th year: 73% (often or very often)
During the current school year, about how often have you had discussions with people from the following groups?	People of a race or ethnicity other than your own	1 st year: 66% (often or very often) 4 th year: 73% (often or very often)
	People with religious beliefs other than your own	1 st year: 62% (often or very often) 4 th year: 72% (often or very often)
How much does your institution emphasize the following?	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	1 st year: 50% (quite a bit or very much) 4 th year: 52% (quite a bit or very much)

How much has your experience at this institution contributed to your knowledge, skills, personal development	Working effectively with others	1 st year: 55% (quite a bit or very much) 4 th year: 73% (quite a bit or very much)
	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	1 st year: 55% (quite a bit or very much) 4 th year: 66% (quite a bit or very much)

Data source: NSSE 2014

Indicator: Number of collaborations with Indigenous communities (local, national, global)

Figure 20: Number of Collaborations with Indigenous Communities

Year	Local	National	Global
2012	4 (Lillooet - 1, Kamloops -2, Williams Lake - 1)		1 Curtin University (Australia)
2013	4 (Lillooet-3, Lytton 1)	1 (North American peoples caucus)	

Data source: Aboriginal Services

Figure 20 summarizes TRU's collaborations with indigenous communities. Collaborations listed are minimal due to lack of accessible data in this area. It is recommended that TRU improve data collection in this area to establish a baseline prior to setting targets for future years.

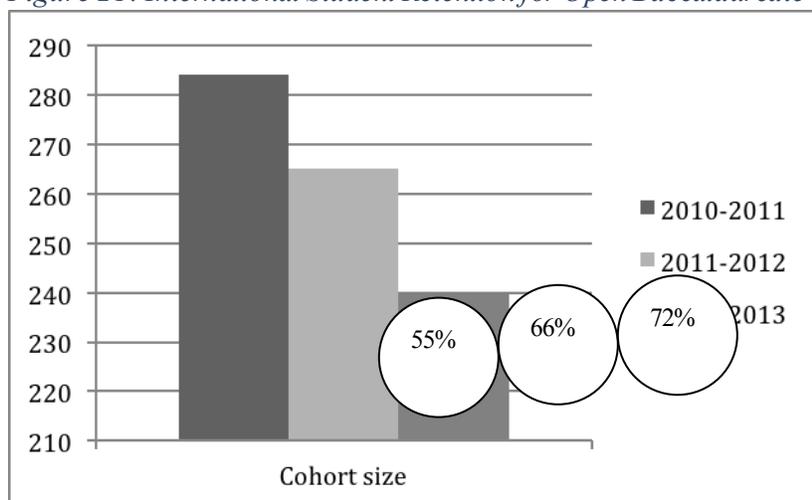
Outcome 2.1.3

TRU retains and supports culturally diverse students.

Indicator: Retention rates for Aboriginal and international students

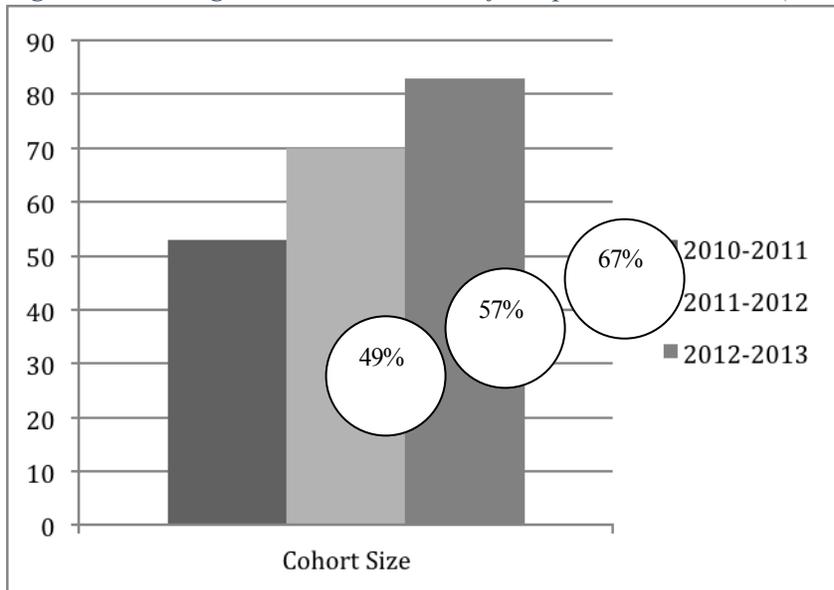
Improving retention rates for culturally diverse learners is a priority for TRU. Figure 21 and Figure 22 provide retention rates for international and Aboriginal student cohorts.

Figure 21: International Student Retention for Open Baccalaureate (Fall to Fall)



Data source: IPA

Figure 22: Aboriginal Student Retention for Open Baccalaureate (Fall to Fall)¹



¹ Fall cohorts of new Kamloops Aboriginal students in open Baccalaureate programs (does not include students who laddered from other programs). Students are counted as retained if they returned to any program the following fall.

Data source: IPA

This indicator is important in contributing to institutional understanding and improvement of the retention of culturally diverse learners. Although the retention rate for both international and Aboriginal students has continued on an upward trend, they still average approximately 70%. Future efforts should focus on increased retention through analysis of the 30% attrition rate.

Indicator: International student experience (CBIE survey results)

In spring of 2014, TRU international students participated in a survey by the Canadian Bureau for International Education (CBIE). The sample provided the following data relevant to outcome 2.1.3.

Figure 23: CBIE Survey Results, 2014

Overall, how satisfied are you with all aspects of your Canadian education experience?	89.9 % satisfied or very satisfied
Would you recommend Canada as a study destination?	100% Probably yes or yes
Would you recommend this institution to other international students?	88.9% Probably yes or yes
Staff and students have shown an interest in my country	73.7 % Somewhat or strongly agree
I have experienced some form of discrimination while interacting with institutional staff (racial)	43.4% Agree or strongly agree
I have experienced some form of discrimination while interacting with institutional staff (cultural / religious)	34.8% Agree or strongly agree
I have experienced some form of discrimination while interacting with faculty members (racial)	40.9% Agree or strongly agree
I have experienced some form of discrimination while interacting with faculty members (cultural / religious)	39.1% Agree or strongly agree

I have experienced some form of discrimination while interacting with other students (racial)	69.6% Agree or strongly agree
I have experienced some form of discrimination while interacting with other students (cultural / religious)	69.6% Agree or strongly agree

Data source: CBIE Survey Results 2014

This indicator illustrates gaps in international student perceptions informing the goal of increased intercultural understanding. While the majority of students would recommend Canada and TRU, the levels of perceived discrimination should be addressed, in particular the perceived difference between staff, faculty and student interactions.

Indicator: Number of students participating in Aboriginal mentorship program; Number of trained Aboriginal mentors

There has been a 25% increase in current mentorship program participation with the appointment of an Aboriginal staff person. An additional 20 Aboriginal students were provided with mentorship services. This number reflects Mentors having extended Cplu'kw'ten hours past 4:30 p.m. and on some weekends. In 2012/13, 163 different students from 33 different programs utilized the after-hours time. In 2012, TRU had 14 trained Aboriginal mentors; in 2013, this number increased to 16.

Outcome 2.1.4

TRU recruits culturally diverse staff and faculty.

Indicator: Percentages of culturally diverse staff, faculty and administrators

TRU has not assessed the diversity of its employee pool. The Human Resources department plans to conduct a diversity survey of all employees in 2015 and to maintain diversity records thereafter. Anecdotally, TRU World and the Aboriginal education department represent the most diverse departments on campus. TRU World identifies multiple cultural experiences and second language skills as desired or required qualifications for many of its positions.

Objective 2.2

TRU will promote the indigenization of the university through the inclusion of traditional and contemporary Aboriginal teaching, learning, knowledge, research and creative practice.

Outcome 2.2.1

Aboriginal students participate in study abroad field schools, exchange programs, service learning and research.

Indicators: Number of Aboriginal students participating in Study Abroad and Field Schools

Traditionally, Aboriginal students' subjectivity is closely tied to ancestral territories. This adds a complex dimension to Aboriginal international education, as students often require enhanced educational supports in the international context. This includes cohort models, Elder chaperones, and more elaborate pre-departure preparation. To date, seven Aboriginal students have participated in Study Abroad and three Aboriginal students have participated in Field Schools (international or "inter-national," that is, in the context of "first nations" rather than nation states).

The registrar's office is investigating better mechanisms to assess student support needs in the context of Aboriginal international education. The university is also exploring international exchanges between Aboriginal communities.

Outcome 2.2.2

Students are exposed to Aboriginal, local and regional cultural life and activities.

Indicators: Degree of Aboriginal content in orientation activities; Number of Aboriginal employees; Number of campus events recognizing the traditional territory of the Secwepemc people

TRU hosts a number of orientation events, particularly in the fall semester. Speakers at the majority of these events acknowledge that the university is on the traditional territory of the Secwepemc people. The largest orientation event is the New Student Convocation activity on the Tuesday before classes begin. At that event there is typically a drum group leading the academic procession, an acknowledgement of the territory and a dancing or drumming performance on stage. Orientation for international students also includes acknowledgment of the traditional peoples of this area. Increasingly, the organizers for international student orientation are inviting and including new Aboriginal students to many of their events. This is creating a more inclusive campus welcome for all students.

There is not a current census of employees on campus indicating ethnicity. It is anticipated that the Human Resources office will be conducting its first diversity survey in 2015.

There is a commitment from the Office of the President and from the offices of other leaders on campus to acknowledge the traditional territory of the Secwepemc people at all public events. This includes the President's Lecture each fall semester and all convocation ceremonies held on both the Kamloops and Williams Lake campuses.

Objective 2.3

TRU will promote the internationalization of the university through the inclusion of globally-engaged teaching, learning, knowledge, research and creative practice.

Outcome 2.3.1

TRU provides opportunities for international mobility programs, including field schools, student, staff and staff exchange programs, service learning project work and research.

Indicator: Number of students participating in Study Abroad and Field Schools

Increasing intercultural understanding is a focus for the institution. The TRU Academic Plan states that "educational and delivery models should incorporate intercultural experiences for all TRU Students." The Academic Plan also encourages "the physical and virtual mobility of students and faculty." TRU is committed to "prioritizing programs and practices that support diversity, inclusion and intercultural understanding" (TRU Strategic Priorities).

A key driver in building this understanding is student and faculty engagement with peers in other cultures and countries. TRU has made a concerted effort over the past several years to encourage Canadian

students to take advantage of Study Abroad opportunities. These institutional efforts are beginning to show results, as more students realize the benefits of overseas study.

The number and variety of available Field School opportunities varies from year to year, based on student and faculty interest.

Figure 24: Study Abroad and Field School Participation

	Study Abroad outbound students	Field School outbound students
2011/2012	87	94
2012/2013	108	91
2013/2014	102	81
2014/2015	Target: Maintain	Target: 5% increase over 2013/14
2015/2016	Target: 5% increase over 2013/14	Target: 5% increase over 2014/15

Data source: TRU World

Indicators: Number of programs offering mobility exchanges; Number of faculty and staff exchanges; Number of international co-op/internship placements

TRU currently has 62 Bilateral Study Abroad Partners and 275 ISEP Partners. Additionally, TRU offers various short-term study abroad summer programs. Depending on the year and faculty interest, we offer 10-14 Field School opportunities for students. Finally, students may participate in various conferences, internships, practica and co-op education placements.

These mobility opportunities are offered in the following 12 areas:

- Arts
- Business
- Computing Science
- Education
- Fine Arts
- Interdisciplinary Studies
- Journalism
- Natural Resource Science
- Science
- Nursing
- Social Work
- Trades & Technology

TRU expects moderate growth in the number of outbound student numbers.

For the 2014/15 academic year, TRU has two pending faculty exchanges. Faculty exchanges have traditionally been coordinated at the grassroots level. Faculty members coordinate exchanges based on collegial relations, shared interests, and mutually convenient schedules. In 2013, TRU began exploring mechanisms to develop a formal process for faculty and staff exchanges. Moving forward, TRU will establish formal procedures to encourage sustainable growth in this area.

During the 2013/14 academic year, TRU provided six international co-op placements. Through collaboration between the Co-op and Career Education Department, academic faculties and TRU World, it is expected to achieve up to eight placements by the 2015/16 academic year.

Outcome 2.3.2

TRU collaborates with international strategic partners.

Indicators: Number of transnational degree options and delivery modes such as dual-, joint-and masters degrees offered in collaboration with international partners; Number of international Aboriginal partnerships

TRU offers a wide variety of degree options, delivery models, and locations, allowing students to acquire intercultural competency.

Institutional indicators allow TRU to measure success and areas of potential growth in intercultural competency and programming options.

International partners are located around the world, with Asia being a strong focus. TRU strives to diversify the variety of both the program areas and geographic locations in which it provides education. The International Strategic Network,²¹⁷ a recent partnership between TRU and the International University Network, is indicative of the institution's efforts to establish diverse partnerships. From a risk management perspective, increased diversity shields TRU from events beyond institutional control, such as political unrest or natural disasters. Offering programs in a variety of geographic locations also creates opportunities for a larger number of students.

Figure 25: Transnational Education Opportunities, 2014

	Dual Degrees	Accreditations	Articulation	Visiting Student	Pathway
Number of agreements	5	4	20	3	15
	China (TUT, SIT - BBA) Colombia (EAFIT: BCS, M.Ed.) Taiwan (inactive) Sweden (in transition) (University of Gavle – BA, Geography)	India (CIIS) Iceland (Keilir) China (TUT, SIT)	China Korea New Zealand Sweden Vietnam	China	Canada China USA
2016 Target			TRU will achieve one new dual or joint degree program per year in an under-represented programmatic & geographic area.		

Data source: TRU World

Enhanced geographic and curricular diversity encourages multiple cultural perspectives. Pursuing under-represented academic and geographic areas will allow TRU to balance program offerings.

²¹⁷ <http://inside.tru.ca/2014/01/15/partnership-expands-trus-programs-to-europe/>

TRU has one international partnership specifically targeting Aboriginal students. TRU will develop at least one partnership by the 2015/16 academic year that is sustainable in the long term and provides mobility opportunities that will be of particular interest to Aboriginal learners.

Planning for Increasing Intercultural Understanding

Although TRU does not have a comprehensive planning document related to intercultural understanding, the Academic Plan articulates the high-level goals that guide the institution in this area. Strategic planning within TRU World encourages the development of international student support services as well as international partnerships and collaborations. TRU offers the following support and engagement activities dedicated entirely or partly to intercultural understanding:

- Elders in the House Program
- Aboriginal Education support
- Gathering Place Cplul'kw'ten
- Aboriginal Mentor Program
- Aboriginal Tutoring
- Aboriginal TRU Start Program (Arts & Science)
- Centre for Student Engagement and Learning Innovation
- Intercultural Coordinator/ Intercultural Curriculum Development support
- Career Education and Co-op Education
- Student Success Courses
- Writing Centre
- International Academic Advisors
- International Admissions
- TRU Library
- TRU Residences
- TRU Student Union
- Ethnic Clubs
- Aboriginal Student Collective
- International Student Collective
- TRU World
- International Student Advisors
- International Student Activity Program
- Intercultural Council
- Homestay Program
- Program advisors (Arts, Business)

In addition to the ongoing planning activities undertaken by the units listed above, Senate has two standing committees working across diverse service and academic units to coordinate planning for increasing intercultural understanding: 1) the First Nations and Aboriginal Affairs Committee and 2) the International Affairs Committee.

Core Theme 3: Increasing Research Capacity

Since 2005, when TRU first received its official research mandate, the university has steadily built its research capacity, increasing the focus on supporting undergraduate research and graduate studies; developing community-university partnerships; and securing enhanced, external funding support. In this

timeframe, TRU has established research centres in areas of proven and emerging strength, created new research chairs, and has expanded its national and international presence. This assessment process has highlighted the imperfect nature of research data collection at TRU, which is a central weakness to the university's ability to report on its metrics. A top priority of the Research Office is to address this weakness by developing reliable methods of data collection.

Analysis of Data and Indicators of Success

Objective 3.1

TRU will create a sustainable research culture

Outcome 3.1.1

TRU research faculty and students are competitive for external funding

Indicators: Number and percentage of active tri-partite faculty holding external funding (contract and grant); Total dollar amount of Tri-Agency grants and external contracts

The hallmark of a research institution is acquiring external, peer-reviewed funding. As an emerging research institution, TRU is focused on providing the supports necessary for faculty to compete successfully for national grants and contracts. Data from January 2013 to August 2014 shows 21 per cent of tri-partite faculty hold external funding for a total value of \$1.9 million. The Research Office has set ambitious targets to build upon these numbers, aiming to increase the total number of external grant holders by 10 per cent annually, for a corresponding increase in total external funding. This goal will be met by regular outreach to tripartite faculty members, and consistent, high-quality, application and post-award support.

Indicators: Total dollar amount of external grants and contracts supporting student research training; Number of students involved in supervised research projects; Number of students enrolled in research-based graduate programs

TRU has a strong, long-term institutional and faculty commitment to providing undergraduate students with the opportunity and mentorship to conduct independent research. In 2013, funding for 52 student research projects was acquired through the Undergraduate Research Experience Award Program (UREAP), worth a total value of \$234,000. Started in 2003, the UREAP award provides funding to undergraduate students to pursue, in conjunction with a faculty member, their own research project. As a primarily undergraduate university, each external grant awarded to faculty leads to unparalleled research opportunities for undergraduate students. From April 2013 to March 2014, \$280,000 of all external grant funding went towards funding for supervised student research projects or hiring undergraduate research assistants. Supporting faculty to achieve external grants has a profound and visible impact on the academic potential for undergraduate researchers.

In fall 2013, 208 students registered in research-based graduate programs. This number is expected to increase in future years.

Indicator: Research space as a percentage of total available university academic space

Appropriate space to conduct research is a central component to improving faculty and student outcomes. In 2013-2014, TRU added 170 square metres of dedicated research space to its institutional holdings;

however, a full account still needs to be conducted. The current goal is to increase the amount of dedicated research space — something that becomes necessary as more tripartite faculty members secure external grants — and also to enhance existing research areas, transforming them into well-established hubs of research activity by supporting centres and student research training. The university also holds nearly 70 hectares of off-campus research space — buildings and land — in its Wells Gray Education and Research Station, near Clearwater, British Columbia. The current space dedicated to research is 587.9 square metres.

Indicator: Number of internal research workshops, presentations and dialogues designed to support the development of research capacity annually

Conferences and other research-based events highlighting the scholarship and research conducted at TRU provide a unique opportunity for researchers to share their work and form collaborations. In 2013/14, TRU hosted eight research-related conferences, including the 49th annual Canadian Botany Association meeting and conference. TRU is also committed to providing knowledge mobilization opportunities to undergraduate students through the continuation of the annual Undergraduate Student Research and Innovation Conference. TRU continues to boost its commitment to bringing scholars from around the world to its campus. A pilot program launched in 2014 saw a team of researchers awarded \$25,000 to organize an international conference held in the summer of 2015.

Indicator: Dollars committed to internal grant awards to support faculty

Institutional support remains a key factor in tri-agency funding competitiveness, and TRU is committed to providing as many supports for faculty as possible. Between January 2013 and April 2014, 89 faculty members were supported through internal grants and awards. Many faculty members received support from the Internal Research Fund, which dedicates \$100,000 annually to tri-partite faculty, with the aim of scaffolding success. Out of the 21 faculty members awarded funding through this program in 2014, nearly 67 per cent went on to apply for external grants.

Outcome 3.1.2

TRU research faculty and students create new knowledge.

Indicator: Number of peer-reviewed publications, scholarly works and exhibitions as a percentage of total tri-partite faculty

TRU currently accesses information via annual requests for updates from department chairs and deans and through contact with individual faculty members. Currently, most departments and divisions do not keep easily accessible and updated records of scholarly achievement. TRU faculty complete annual professional activity reports, which are, for the most part, contributed as paper submissions and are thus not readily available for analysis. Additionally, publication records for bi-partite faculty members are not included.

Based on information available, TRU's overall total numbered 97 peer-reviewed publications, scholarly works and exhibitions by 33 tripartite faculty members (22.4%), from March 31, 2013 to April 1, 2014. The institution will target improvements in data collection for this indicator as well as an increase in faculty publications in future years.

Indicator: Number of completed student undergraduate research experience projects

TRU has developed a strong tradition of excellence in undergraduate research and inquiry-based learning, supported through initiatives such as the Undergraduate Student Research Experience Award Program

(UREAP), and demonstrated by events including the Undergraduate Research and Undergraduate Philosophy, History and Politics Conference. In 2013, 52 student research projects were funded through UREAP, worth a total value of \$234,000.

Indicator: Dollars leveraged from collaborative partnerships with industry, business and community groups

Main objectives of TRU's Strategic Research Plan include facilitating the university's role and leadership in the linking of research to community; social, cultural, scientific, educational, technological and economic development; and developing partnerships with communities, scholars, non-profits, cultural organizations, industries, institutions and government ministries and agencies for pursuing mutual objectives. As a result of this commitment, TRU researchers leveraged \$186,510 in 2013 through NSERC industrial funding programs, a tally we hope to grow in the years ahead.

Outcome 3.1.3

TRU research faculty and students disseminate new knowledge

Indicators: Number of peer-reviewed publications, scholarly works and exhibitions as a percentage of total tri-partite faculty; Number of TRU-hosted, peer-reviewed journals; Number of papers presented at regional, national and international conferences by research faculty and students

According to the report *Measuring Academic Research in Canada: Field-Normalized Academic Rankings 2012*, published by Higher Education Strategy Associates, TRU was ranked 40th out of 61 research universities in the country, providing insight into where we were and where we aim to be. One of the metrics used to identify research strength is in the university's capacity to mobilize knowledge. While not a complete list (as noted in 3.1.2 above information collection methods are being developed in order to better track publication records), between March 31, 2013 and April 1, 2014, tripartite faculty members produced 97 peer-reviewed publications, scholarly work and exhibitions. To this end, TRU also hosts two peer-reviewed journals, the Small Cities Imprint, which was established in 2008, and the newly established Canadian Journal of Contemporary Law. TRU faculty members have a long history of sharing their knowledge on an international scale, and while not a comprehensive tally, from March 31, 2013 to April 1, 2014, faculty attended and presented papers at 126 regional, national and international conferences. One of the major objectives of TRU's Strategic Research Plan is to ensure effective knowledge mobilization, which includes increased support for faculty and student publication, dissemination, knowledge translation, technology transfer, commercialization and application of research results.

Planning for Increasing Research Success

In 2014, TRU developed a new Strategic Research Plan (SRP), which provides a clear vision for the integration of research and creative inquiry throughout the university. Coupled with the fact that research is now one of five strategic priorities for the university, the SRP puts increased focus on building research capacity and developing more consistent metrics for tracking and measuring that growth. In the last year alone, TRU awarded a new BC Innovation Chair in Aboriginal Maternal and Child Health, and is in the process of filling four Canada Research Chair positions. It is expected that these new key researchers will bring added research excellence to strengthen TRU's research community and reputation. Continuing to build TRU's research profile is crucial, not only to student recruitment and engagement, faculty

progression and renewal and the development of new graduate programs, but also to the university’s local, regional, national and international reputation.

Core Theme 4: Increasing Entrepreneurial Capacity

At TRU, entrepreneurial capacity does not have a narrow, business innovation focused definition. Rather, its definition is broad and primarily community-based, deriving directly from TRU’s mandate to serve the educational needs of its region. It extends, as noted in the Strategic Priorities document, to innovative practices, experiences, and ideas; research and creative opportunities for students and faculty; career development opportunities for students, faculty, staff and alumni; partnerships with Government, NGOs, industry, business, professional and academic institutions and communities; and innovation leading to economic development.

Objectives in this section note the institution’s goals to increase its community collaboration; its creative, cultural and social engagement; and its connection to the region. Successfully increasing entrepreneurial capacity at TRU will result in a vibrant campus life (a “University Village”) that connects to and supports the community around it. The analysis of indicators that follows will identify TRU’s areas of strengths in community collaborative and entrepreneurial innovation. In many cases, this analysis represents the institution’s first effort at assessment for these indicators. Where appropriate, TRU will set targets and identify areas for improvement. In some instances, indicators will require further development to increase their utility.

Analysis of Data and Indicators of Success

Objective 4.1

TRU will encourage entrepreneurial collaborative research, innovative practices, experiences and opportunities for students and faculty with the community.

Outcome 4.1.1

Students and faculty increase participation in collaborative activities with community programs and members.

Indicator: Number of students enrolled in co-op, internship, practicum or service learning courses

TRU offers a variety of course types that require students and faculty to engage collaboratively in the community. Courses falling into this category include work co-op courses, internships, practica and service learning courses. As demonstrated in line one of Figure 26 below, TRU has seen increased enrollment of students in community-based courses over the last three academic years. The university is targeting a continued positive trend in increased enrollments in this area for future years.

Figure 26 includes additional information on student enrollment in community-based courses related to specific program areas. This information is discussed in Objective 4.2 below.

Figure 26: Student Enrollment in Collaborative Community Activities

	FY 2011/12	FY 2012/13	FY 2013/14
Students enrolled in co-op, internship, practicum or service learning courses ¹	998	1020	1038

Students enrolled in co-op, internship, practicum or service learning courses in arts programs ²	23	19	26
Students enrolled in co-op, internship, practicum or service learning courses in social support programs ³	188	228	198
Percent of graduates from social support programs who found employment in their areas of study within the region ⁴	38%	50%	57%
¹ Includes unique enrollment only; each student was counted only once even if enrolled multiple times during the academic year ² Includes all students enrolled in programs offered by the Faculty of Arts ³ Includes all students enrolled in programs offered by the Faculty of Education and Social Work ⁴ Based on responses to the Baccalaureate Graduate Survey (BGS) conducted with alumni two years after completion of a baccalaureate-level program in nursing, education or social services. “Found employment in their area of study” means alumni had a job related to the program from which they graduated. “Within the region” means alumni resided in the BC Southern Interior at the time they responded to the BGS.			

Data source: IPA

Indicator: Total donations received

Donations contributed to the university are a valued component of TRU’s financial sustainability, but also a useful albeit indirect indicator of the university’s extent of community collaboration and involvement. TRU received donations totaling \$1,822 (in \$000) in the 2013/14 fiscal year, which compares to \$1,774 received in 2012/13 and \$1,473 received in 2011/12. Continued increases to donations are targeted according to the details in the advancement campaign.²¹⁸

Indicator: Number of collaborative projects/presentations between faculty, students and community groups

The university does not have a clear centralized count for its collaborative community activities, many of which occur on an ad hoc basis within individual departments. However, much of TRU’s student and community engagement occurs through its Centre for Student Engagement and Learning Innovation (CSELI). The CSELI annual report includes a wealth of information about TRU’s collaborative activities over the past year.²¹⁹ The report details participation rates in a variety of student engagement initiatives, interdepartmental activities and community support activities.

In particular, the new Co-Curricular Record program, launched in fall 2014, will represent a significant portion of TRU’s collaborative community activities. The Co-Curricular Record for Peer Leaders launched with six workshops delivered in collaboration with staff and faculty; collaborations with various staff who coordinate peer leader programs across campus; and 46 students who have attended at least one co-curricular workshop in the fall 2014 semester. Additionally, 12 students are registered for the Undergraduate Research Co-Curricular Record, 17 students are registered in the Global Competency credential and three students are registered in the Environmental Sustainability credential.

²¹⁸ Exhibit: TRU Advancement Campaign (available onsite only)

²¹⁹ Exhibit: 2014 Stats and Initiatives of the Centre for Student Engagement and Learning Innovation <https://one.tru.ca/committee/accreditation/FootnoteExhibits/219.StudentEngagementOffice2014Report.pdf?Web=1>

The student engagement mandate of the CSELI recently expanded to include community engagement, including the incorporation of Kamloops campus continuing education programs. It is expected that the 2015 annual report of the engagement office will provide additional detail about collaborative community efforts and result in the improved utility of this indicator.

Indicator: Qualitative assessment of community relationships, partnerships and activities

TRU conducted an initial qualitative assessment of its community relationships, partnerships and activities in fall 2014. Key constituents were asked to respond to several questions to assess both the level and quality of TRU's collaborative relationship with its community. While the initial assessment provided some helpful responses, a more rigorously designed qualitative methodology would improve the utility of this indicator.

Respondents in general noted that there is a sense of public pride and ownership in Kamloops for its "hometown" university. This relationship is at times complicated by a lack of understanding of university activities or "perceptions, accurate or not, of fiscal irresponsibility." TRU is more actively involved in supporting community events now, with respondents indicating that "TRU is much more 'centre of mind' with the community than it used to be." The Marketing and Communications Department has initiated efforts to improve community collaboration, including distribution of the institution's Bridges magazine across public community locations; initiating an e-newsletter that is distributed to a community stakeholder database at the start of every semester; and ongoing communications with the local school district to communicate relevant opportunities and events for K-12 students and staff. Strong partnerships with industry, business and the not-for-profit sector exist, particularly with TRU's co-op and career education programming.

Respondents noted increases in collaboration in research activities, highlighting initiatives with partners in mining and agriculture, collaboration with Aboriginal partners, and increased uptake of public policy research; such as homelessness, for example. In addition, TRU has made positive strides towards increased collaboration in community social support services related to these research areas.

In creative and community arts, most respondents were aware of some degree of community connection but did not note significant increase in this area. One respondent noted that the "campus arts community is well plugged in to the broader Kamloops arts community" even though arts engagement was not evident in the broader campus population.

The recent theatre production *Home/Less/Mess*,²²⁰ an innovative collaboration between the Thompson Nicola Cariboo United Way, Kamloops Homelessness Action Plan (HAP) and TRU researchers (faculty and students), was highlighted as an example of TRU's potential as a significant community partner in both creative arts and social support areas.

Perceptions of TRU's community collaboration overall are mixed but tend towards positive and, in some instances (specifically research), very positive. Collaboration in social support areas is an area of strength, while collaboration in creative and community arts areas is strong but limited and is an area for further growth and development.

Objective 4.2

TRU will encourage creative, cultural and social awareness within the community.

²²⁰ <http://research.inside.tru.ca/2014/09/04/homelessness-a-success-on-all-fronts/>

Outcome 4.2.1

Employees and students increase participation in creative and community arts programs.

Indicator: Number of students enrolled in co-op, internship, practicum or service learning courses in arts programs

As identified in Figure 26 above, the number of students enrolled in arts programs registered in community-based course areas is relatively low, with little demonstrable increase over the last three years. A positive trend in enrollment is targeted for future years.

Indicator: Number of TRU-sponsored/supported creative and community arts programs

The institution's online events calendar²²¹ tracks and archives events. Within the 2013/14 fiscal year, TRU posted a total of 409 events, and 447 events within the 2014/15 fiscal year to date (December). A significant number of institutional events are related to creative or community arts, including a variety of musical performances such as the Live at TRU series, live theatre and film showings, as well as lectures, conferences and round-tables with related subject matter. While the events archive is not currently searchable by content categories, future postings will be adjusted so it is possible to do so. In the interim, it is reasonable to assume that the increase in events overall corresponds to an increase in creative and community arts events. TRU will target continued increases in this area.

Indicator: Qualitative assessment of community relationships, partnerships and activities

See outcome 4.1.1.

Outcome 4.2.2

Employees and students increase participation in social support programs in the community.

Indicator: Number of students enrolled in co-op, internship, practicum or service learning courses in social support programs

The number of students enrolled in social support programs registered in community-based courses has fluctuated over the last three years. This is largely reflective of the intake cycle of the nursing program as students transfer from the Williams Lake campus on alternate years. It is expected that intake to the nursing program will be consistent at the higher level in future years, allowing for some growth in this indicator. However, because most social support programs at TRU are selective entry with limited capacity, TRU will largely seek to maintain the number of unique students participating in this area.

Indicator: Number of graduates from social support programs who find employment in their areas of study within the region

As noted in Figure 26, TRU has seen significant increase to the number of graduates from nursing, education and social services programs that find employment within the region following the completion of their programs. A positive trend is targeted for this indicator.

²²¹ <http://events.tru.ca/>

Indicator: Qualitative assessment of community relationships, partnerships and activities

See outcome 4.1.1.

Objective 4.3

TRU will mobilize resources and expertise that reflect regional interests.

Outcome 4.3.1

Regional programs are sustainable.

Indicator: Number of students enrolled at Williams Lake and regional centres; Number of programs offered at Williams Lake and regional centres

Recent increases to enrollments at Williams Lake and regional centres, as described in Figure 27, demonstrate the overall sustainability of programming at TRU's satellite locations. Continued sustainability will rely on close monitoring of both student enrollments and program offerings to ensure that TRU provides new and innovative programming that meets identified regional needs.

Figure 27: Williams Lake and Regional Centres Enrollment

	FY 2011/12	FY 2012/13	FY 2013/14
Unique number of students enrolled at Williams Lake and regional centres	2656	2373	3207
Number of programs with students enrolled at Williams Lake and regional centres	55	46	55

Data source: IPA

Outcome 4.3.2

TRU's teaching, service and research strengths and impacts are communicated and mobilized.

Indicator: Number of media releases sent by TRU

TRU's Marketing and Communications Department subscribes to a basic media monitoring service; monitoring results are summarized in Figure 28. Print and online news articles are included by the monitoring service, however broadcast media are excluded. Local broadcast media including CBC Kamloops, Broadcast Centre (CFJCTV, B100 and 98.3) and Radio NL (NL, C103 and The River) routinely cover news at TRU; these stories are not reflected in the data below.

In January 2014, the Kamloops Daily News closed its doors. Following the closing of this major local media outlet, TRU lost a valuable means of tracking the impact of its local media relations. While Kamloops This Week continued to report heavily on TRU, its articles were not available through TRU's monitoring service until December 2014. Additionally, the Kamloops Daily News fed stories to the major Vancouver market. The decline in TRU's overall media exposure represented in Figure 28 is largely attributed to these challenges. The Marketing and Communications Department will continue to target increases in the number of media releases distributed and newsroom stories posted, while simultaneously exploring options to increase media exposure.

Figure 28: TRU Media Communications

	FY 2013/14	FY 2014/15 (to Dec. 22, 2014)
Total media releases distributed	46	51
Total Newsroom stories posted	119	189
TRU news articles in print and online	629	517
Exposure	92,330,678	48,758,414

Data source: Marketing and Communications Department

Indicators: Total impact of TRU website; Percentage of visitors to TRU website from outside of Canada

The institution's website is a primary means of communicating with prospective and current students and other stakeholders. As the figure below indicates, the impact of TRU's website has declined over recent years, with reductions across the board in pageviews, unique pageviews, sessions, and users. With an increase in the percentage of sessions from outside Canada, a greater proportion of the decline in website impact has come from domestic users. Based on this evaluation, TRU will seek to monitor its website impact more closely to develop a realistic target in this area, including analysis of its recent and ongoing website redesign.

Figure 29: Total Impact of TRU Website

	2010	2011	2012	2013	2014
Pageviews	17,286,909	18,552,092	16,718,108	15,079,921	14,174,925
Unique pageviews	12,629,550	13,622,162	12,327,647	11,348,884	10,590,495
Sessions	4,613,717	4,950,996	4,822,944	4,491,546	4,192,913
% of sessions from outside Canada	12%	13%	17%	19%	17%
Users	2,176,084	2,412,645	2,224,379	2,179,838	2,170,121

Pageviews: total number of pages viewed. Repeated views of a single page are counted.
 Unique Pageviews: number of visits during which the specified page was viewed at least once. A unique pageview is counted for each page URL + page title combination.
 Session: visit to the website. During a session, a user can view multiple pages.
 Users: have had at least one session within the selected date range. Includes both new and returning users.

Data source: Marketing and Communications Department

Indicator: Total impact of TRU social media channels

Figure 30 represents TRU's initial assessment of its social media impact. This initial assessment will provide a baseline for establishing targets in future years. In the interim, TRU will target a positive trend in the expansion of its social media impacts.

Figure 30: Total Impact of TRU Social Media Channels, 2014

	Facebook (likes)	Twitter (followers)	Flickr (total views)	Instagram (followers)	YouTube (views)	LinkedIn (followers)
TRU	6386	3420	4,527,410	418	42,569	16,167 (school) 432 (group) 3269

						(company)
TRU World	380,106	1512		317	37,778	
TRU Open Learning	4553	1391				
TRU Wolfpack	1492	1016	3,727,998			
TRU Alumni	1313	988				
TRU Newsroom		1417				
InsideTRU					47,152	
Cumulative impact (sum of all impact measures)	8,807,104					

Data source: Marketing and Communications Department

Outcome 4.3.3

The University Village concept is operational.

Indicators: Total parcels of land developed; Total dividend revenue; Total land acquired for trust purposes

The University Village and the TRU Community Trust are still in initial phases of implementation as TRU negotiates its development model with the provincial Ministry of Advanced Education. Selected indicators will be valuable measures of success moving forward.

Indicator: Total ancillary revenue

As noted below in Figure 1, Figure 33 in outcome 5.1.5, total ancillary revenue for the 2013/14 fiscal year was \$15,904 (in \$000), which represents an increase from the prior year revenue (\$14,744). TRU will target a modest positive trend in ancillary revenue in the immediate term, with additional increases projected once the University Village model is fully operational.

Indicator: Attendance at Wolfpack games/events

Attendance rates and support for TRU athletic teams are an important component of the vibrant campus community sought via the University Village model. Attendance rates for Wolfpack games are summarized in Figure 31 below.

Figure 31: Wolfpack Attendance Rates

	2012/13 ¹	2013/14	2014 (fall)
Soccer		2265	2226
Basketball		2588	1435
Volleyball		1867	2771
Total recorded attendance ²	6923	8809	7145
1 Breakdown by sport not available for 2012/13			
2 Attendance numbers exclude athletes and athlete guests; tournament and playoff attendance			

Data source: Wolfpack Athletics

Based on the established success in increasing audience attendance, TRU expects to achieve a 5% increase each year over the next five years.

Indicator: Qualitative assessment of community life on campus

A number of key constituents were asked to respond to the following question: What is your assessment of TRU's community life on campus beyond M-F 9-5 or TRU as a destination to live, work, learn and play?

All respondents agreed that this is an area requiring improvement at TRU. Historically, the institution has been a commuter college with a large proportion of students preparing to transfer to other provincial universities. Comments indicate that TRU's "community life is minor to non-existent" and that the TRU is "a commuter campus that's deserted in the evenings and on the weekends." Consultations with students and faculty conducted through the recent branding exercise also indicated that "life on campus beyond M-F 9-5" is lacking at TRU.

While improvements have certainly been made since TRU became a university, continued improvements, to both the university's culture and infrastructure, are necessary to increase TRU's success on this indicator. Respondents indicated that the University Village plans include the necessary ingredients to change the infrastructure TRU is currently lacking, in particular additional student housing on campus. Respondents also expect that investments in University Village infrastructure will contribute to ongoing cultural change toward a "destination" campus over time. Continued monitoring of this indicator should demonstrate TRU's progress toward its desired outcome.

Planning for Increasing Entrepreneurial Capacity

The 2013 Campus Master Plan encompasses much of TRU's high level planning for this core theme. A vibrant campus life for TRU must be supported by appropriate infrastructure, as outlined in the master plan. TRU's university village conceptualizes mixed-use development such as market-based residential housing (strata), student residences, retail shops, restaurants, professional offices and student assembly space. Such mixed-use development enables the type of campus environment that fully engages students, staff, faculty and community members while also providing an additional income stream to the university.

Additional planning for this core theme is expected to emerge from across the university based on the incentives offered through the Strategic Investment Fund. Faculties and schools provide essential connections to TRU's surrounding communities, as demonstrated by the community-based curricular offerings and qualitative assessments detailed above.

Core Theme 5: Increasing Sustainability Capacity

TRU's Strategic Sustainability Plan states:

Universities play a key role in addressing global challenges. As hubs for education, research, and community involvement, academic institutions can facilitate long-lasting effects and societal change. Universities are charged with preparing students for the future marketplace and are often at the forefront of evolving economic, environmental, and social trends. Universities are therefore charged with not only incorporating sustainable practices into their curricula and internal operations, but are expected to act as thought and practice leaders.

As noted in 1.B, TRU has adopted a broad and wide-ranging definition of sustainability. To avoid redundancy with the sections that precede, the assessment that follows focuses on environmental and

financial sustainability. It also identifies TRU's proactive approach to incorporating risk assessment as a fundamental component of sustainability.

Analysis of Data and Indicators of Success

Objective 5.1

TRU will integrate sustainability across the operational, administrative, learning and research functions of the university.

Outcome 5.1.1

TRU's commitment to sustainability is evident in how it develops, operates and maintains its campuses and regional centres.

Indicator: STARS score (Operations category)

TRU submitted its most recent Sustainability Tracking Assessment and Rating System (STARS) report to the Association for the Advancement of Sustainability in Higher Education (AASHE) in early 2015.²²² An overview of the measures included in each category of the STARS report can be found on the AASHE website.²²³ TRU's STARS rating was not available at the time of writing. The institution previously received a silver rating in 2011. A gold rating is targeted for 2015.

The 2015 STARS report indicates several achievements in the operations category, including improved sustainable building operations and maintenance (through the Continuous Optimization Program). The buildings in the program include: Arts and Education, International Building, Campus Activity Centre, Trades and Technology, Science, and BC Centre for Open Learning; Old Main will go through the investigation phase in 2015. As a BC public institution, all new building construction on campus must comply with LEED Gold certification. Another strong area is water and waste management, an area where TRU expects to demonstrate leadership in future years.

Indicator: TRU Carbon Neutral Action Report

TRU completes a Carbon Neutral Action Report²²⁴ on an annual basis through the BC provincial Climate Action Secretariat.²²⁵ BC's public sector is officially carbon neutral, and TRU, along with all other public sector organizations in the province, has submitted annual reports on greenhouse gas emissions and mandatory offsets since 2008.

TRU's greenhouse gas emission calculations included emissions from both the Kamloops and Williams Lake campuses along with all in-scope leased or owned regional centres. In 2013, TRU's emissions amounted to 4,090 tCO₂e. Total offsets required were 4,075 tCO₂e for a total offset investment of

²²² http://www.th.gov.bc.ca/climate_action/links.html

²²³ <https://stars.aashe.org/pages/about/technical-manual.html>

²²⁴ <http://www.tru.ca/sustain/people/reporting.html>

²²⁵ <http://www2.gov.bc.ca/gov/content/environment/climate-change>

\$106,968.75. In 2012, TRU's emissions amounted to 4,111 tCO₂e and total offsets required were 4,104 tCO₂e at an investment of \$110,145.00.

TRU has successfully achieved reductions in required offsets as a result of initiatives targeting greenhouse gas reductions. Continued reductions are targeted for future years.

Outcome 5.1.2

Members of the TRU community are sustainability ambassadors on and off campus.

Indicator: STARS score (Engagement category)

TRU submitted its most recent STARS report to the AASHE in early 2015. TRU's STARS rating was not available at the time of writing. The institution previously received a silver rating in 2011. A gold rating is targeted for 2015.

The report describes a variety of successfully completed initiatives in the area of campus and public sustainability engagement, documenting improvements since the first report submission. The Strategic Sustainability Plan notes that "improving the TRU sustainability image" is a key area for immediate strategic effort.

Outcome 5.1.3

TRU is recognized as a leading academic institution for advancing sustainability education and research.

Indicator: STARS score (Academics category)

TRU submitted its most recent STARS report to the AASHE in early 2015. TRU's STARS rating was not available at the time of writing. The institution previously received a silver rating in 2011. A gold rating is targeted for 2015.

The institution has increased its academic sustainability capacity significantly since its first STARS report in 2011. The total number of sustainability courses offered has increased from 97 to 130, while the total number of sustainability related courses offered has increased from 101 to 164, resulting in 62% of all TRU students graduating with at least one sustainability related learning outcome.

TRU has made significant strides to increase and document its sustainability research capacity. The 2015 STARS report indicates that TRU has 73 faculty members engaged in sustainability research, out of a total 215 faculty conducting research over the last 12 months. Twenty-three departments have at least one faculty member who conducts sustainability research, out of a total 33 departments that conduct research.

Outcome 5.1.4

Sustainability is a core value in TRU's institutional and administrative framework.

Indicator: STARS score (Planning and Administration category)

TRU submitted its most recent STARS report to the AASHE in early 2015. TRU’s STARS rating was not available at the time of writing. The institution previously received a silver rating in 2011. A gold rating is targeted for 2015.

The adoption of increasing sustainability as a strategic priority at the institution level, and the completion of a Strategic Sustainability Plan, constitute major achievements on this indicator.

Outcome 5.1.5

TRU is financially sustainable

Indicator: Domestic and international student FTE

Student enrollment represents a significant source of income for the university through tuition, student fees and government funding. Student enrollment also represents a significant expense as TRU provides the programs and supports necessary for students to meet their educational goals. As such, a measure of TRU’s full-time equivalent student enrollment at a high level is a useful indicator of TRU’s financial sustainability. High-level FTE data are provided in Figure 32 below.

Figure 32: Institutional Full Time Equivalent (FTE) Enrollment

	FY 2011/12	FY 2012/13	FY 2013/14
FTE enrollment	10,998.55	11,036.74	11,721.14
FTE converts course enrolments to the number of students carrying a normal full credit load for the year; includes FTE generated by domestic students and international students; excludes FTE generated by offshore activity			

Data source: IPA

TRU will target continued increases to student enrollment. A more specific target is expected to emerge from the Strategic Enrollment Management planning process. Increases are currently attributed to growth in distance education and international student enrollments. The development of targets related specifically to strengthening on-campus domestic enrollments will also be necessary.

Indicators: Total revenue from tuition and student fees; Total revenue from continuing education and contract training programs; Total donations received; Total provincial annual operating grant; Total provincial capital grant funds secured; Total ancillary revenue (retail sales, parking, residence); Total annual investments under formal deferred maintenance program; maintenance of strong returns and growth in invested dollars

Financial sustainability at TRU is dependent in part on its revenue streams, and the indicators selected represent a range of significant revenue sources for the university. As is clear from the institution’s annual financial statements,²²⁶ overall financial sustainability is demonstrated by surpluses posted over recent years. The indicators selected provide appropriate detail necessary to understand TRU’s financial circumstances, and will support the institution’s efforts to continue financial sustainability in future years.

The provincial operating grant, which has been allocated at a flat rate over recent years, is expected to decrease over the next three years, although the extent of the decrease has yet to be confirmed at the time of this writing. Increases to other revenue streams will be required to offset this decrease. TRU expects to

²²⁶ <http://www.tru.ca/finance/financialstatements.html>

meet this need, including for example planned increases to donations as per the advancement plan; increases to ancillary revenue supported by the University Village model; and increases to tuition and student fee revenue (primarily from increased enrollment and if necessary, marginal tuition-level increases allowed by provincial fee caps).

At present, TRU does not have a campus-wide formal deferred maintenance program. The institution has a fund specifically designated to the International Building, which was built without capital contribution from the province. These annual investments are represented in Figure 33. Because TRU has a relatively new infrastructure overall (its oldest building, Old Main, was refurbished in 2013), the development of a broader formal deferred maintenance program is an important proactive step but not an urgent threat to the university's immediate financial stability.

Figure 33: Financial Indicators, Fiscal Year 2013/14

Data as at March 31, 2014	Amount (in \$000)
Total revenue from tuition and student fees	69,385
Total revenue from continuing education and contract training programs	5,627
Total donations received	1,822
Total provincial annual operating grant ¹	64,441
Total provincial capital grant funds secured ²	2,173
Total ancillary revenue (retail sales, parking, residence)	15,904
Total annual investments under formal deferred maintenance program ³	1,588 (addition) 6,356 (accumulated)
Maintenance of strong returns and growth in invested dollars ⁴	2,623
¹ Annual operating grant net of administrative efficiencies reduction (64.616 less 0.174). Does not include one-time funding	
² Increase in Deferred Capital Contribution in 2013/14 fiscal year	
³ International building and operational reserve	
⁴ Interest income	

Data source: Financial Reporting office

Indicator: Assessment of budget methodology effectiveness

Analysis of revenue streams provides an incomplete understanding of TRU's financial sustainability and must be combined with an assessment of the university's budget methodology. For TRU, an effective budgeting process will include several elements:

- Balanced budgets year over year;
- Reduction of operating costs and improved services resulting from efficiency measures;
- Planning results in improved deployment of financial resources while maintaining board mandated contingencies;
- Harmonization of similar operations across campus to reduce redundancy and to develop value-added functionality to service providers; and
- Greater reliance on data and information systems to inform decision making and planning.

The new budget methodology, as discussed in Chapter 3, was rolled out in fall 2014 for fiscal year 2015/16. As such, it is premature to conduct a full assessment at this time, but several highlights have been noted from the initial rollout.

Preliminary feedback indicates that the new methodology, while more time consuming for budget managers, has provided a valuable opportunity for introspection among faculties, schools and

administrative departments. The methodology has created an opportunity to evaluate all services offered and clearly articulate appropriate changes to services.

Additionally, faculties, schools and departments have expressed positive feedback regarding the Strategic Initiative Fund process, which has provided a formalized venue to request resources for strategic initiatives. Whereas in the past, the formulaic nature of the model provided no opportunities or resources for budget managers to table their requests.

Key performance indicators required through service plans have begun to provide an institutional dashboard that communicates strengths and weaknesses of the organization and can be used to reallocate resources as required to augment strengths or mitigate weaknesses.

Finally, the methodology is clearly linking faculty, school and department strategic goals and risk mitigation strategies to budget allocations.

Indicator: Assessment of space optimization

Since 2008, the institution has completed an annual academic space utilization report.²²⁷ In fall 2014, the seat utilization rate for the full day was 63%, which increased by 5% from fall 2013. Classroom utilization for the full day was 48%, which decreased by 3% from fall 2013. Without any further capital expansion, the Kamloops campus could increase student FTEs up to 3,300 over the full day, if the Kamloops campus attained a target 85% seat utilization and 75% classroom utilization. A realistic target for TRU must be established in accordance with the strategic enrollment goals of faculties and schools, a matter that the forthcoming Strategic Enrollment Management Plan will be expected to address. In the interim, TRU will simply target a positive trend in its academic space utilization percentages.

To expand the function of this indicator, TRU will complete a formal space inventory in 2015, which will catalogue all academic and non-academic campus spaces. Once a baseline utilization rate is established for non-academic spaces, a target utilization rate will be set.

Indicators: Low turn-over among employees; Employee satisfaction with working conditions

The human resource office tracks employees' departure dates and reason for departure. Among TRU's full-time faculty, departures for the 2014/15 fiscal year to date, excluding retirements, totalled 11. This compares to turnover of 10 and 11 for fiscal years 2013/14 and 2012/13 respectively. With a contingent of 389 full-time faculty members, these numbers represent a successfully low turnover rate. TRU will aim to maintain this number in future years. Full-time faculty member retirements since the start of the 2012/13 fiscal year totalled 36; as such, succession planning is as important as employee satisfaction initiatives.

Assessment of employee turnover or satisfaction rates has not been conducted systematically prior to the start of the self-evaluation process. An employee satisfaction survey will be conducted for the first time in 2015. The results of this survey will be used to create a baseline for employee satisfaction and will better inform the future development and utility of both of these indicators.

²²⁷ Exhibit: TRU Kamloops Campus Classroom Space Utilization, Fall 2013
<https://one.tru.ca/committee/accreditation/FootnoteExhibits/227.SpaceUtilizationReportFall2013.pdf>

Outcome 5.1.6

Enterprise Risk Management is formalized.

Indicators: Risk assessment embedded in all new program/initiative proposals; Regular reporting of risk environment to the Audit Committee and board; Unit and institutional risk registries are reviewed and updated at least semi-annually

A risk assessment requirement has been added to the business case template for all curricular and non-curricular proposals for TRU's new Strategic Initiative Fund (SIF). A number of risk assessments have been completed for the proposals submitted for the initial pilot of the fund for the 2015/16 fiscal year. It is anticipated that risk assessments will become routine practice following this year.

The Board's Audit Committee received its first presentation outlining the new approach to risk assessment in November 2014. It is anticipated that regular reports, including an update on the overall and component risk programs as well as details regarding significant risks, will commence in spring 2015 and continue twice per year.

Risk assessment sessions have been scheduled across the university with both academic and administrative units. Risk registers will be compiled following the assessment sessions, with any significant risks escalating to the enterprise register. The first report will occur in spring 2015, after which formal reviews will be undertaken at least twice a year.

By September 2015, TRU expects to demonstrate a robust formalized Enterprise Risk Management approach. By March 2016, TRU will have more than a full year of operationalizing the new approach and be able to demonstrate through data-driven indicators how managing risk has helped to raise awareness of potential threats and opportunities, increase organizational resilience, and contribute to the overall success of the university.

Planning for Increasing Sustainability Capacity

Planning to fulfill the priority to increase sustainability capacity is primarily driven by the recently completed Strategic Sustainability Plan (SSP). The plan is intended to be strategic but also operationally practical. The SSP states,

The plan projects a desired future in each thematic area and recommends short, medium and long term strategies within the timeframe of the plan. Unlike some strategic documents, the plan takes a comprehensive approach of documenting strategies over the next 5 years. These strategies are not all the responsibility of one department or office, but rather are shared among many.

Key immediate steps outlined in the implementation section include (non-exhaustive):

- Strengthen the governance structure;
- Make strides in curriculum and research; and
- Demonstrate leadership in water and waste.

The planning framework of the new budget methodology, discussed at length in Chapter 3, supports planning to increase financial sustainability.



Chapter Five

Mission Fulfillment, Adaptation and Sustainability



Chapter 5 Executive Summary

Eligibility Requirement 24

TRU is committed to operating at a scale appropriate to the fulfillment of its mission and achievement of its strategic priorities. Provincial enrollment targets are consistently achieved and often exceeded.

Sustainability is one of the university's five strategic priorities. As discussed in Chapter 4, TRU demonstrates its commitment to investing in the sustainability of its human and financial resources, its social, cultural and creative capacity, and its environmental sustainability.

TRU operates on a balanced budget and demonstrates financial sustainability with a surplus cash flow and reserve funds to support its growing programs and services. Despite a period of stagnant and declining provincial funding, TRU has successfully worked with its other revenue streams to ensure that programs and services are delivered at desired levels. Resources are allocated appropriately to ensure that the university can achieve its mission and strategic priorities at the present time and for the foreseeable future.

Standard 5.A Mission Fulfillment

5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence based assessment of its accomplishments.

5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

Mission Fulfillment and Institutional Planning

A particular strength of the planning processes at TRU is that the Strategic Priorities, other institution-level planning documents and the new budget methodology are intentionally aligned. This allows for an improved alignment of evidence-based assessment of the accomplishments of the university at a pan-university level. Integrated planning to this extent is an emerging practice at TRU, and the expectation is that over the next two years, more integrated assessment will be implemented.

As noted in Chapter 3, an Integrated Planning and Assessment Framework (IPAF) emerged from the self-evaluation process as the members of the Accreditation Steering Committee recognized the need to map the connections between the university's planning and assessment practices. Since the executive adopted the framework in late 2014, the IPAF has begun to address the need for better integration of planning and assessment at TRU and better communication of existing planning practices and links between institutional plans. The IPAF should be considered a living and iterative document that will be refined in future years at TRU becomes more familiar with a comprehensive and integrated planning approach.

The strategic priorities planning process emphasized pan-university participation and self-reflection (and extended into the communities served by TRU in these contexts as well); however, as noted in Chapter 4.B of this self-evaluation, TRU's strategic priorities document did not include specific objectives or indicators of success. The process of conducting the institution's first comprehensive self-evaluation in pursuit of NWCCU accreditation both exposes and addresses this gap, thus providing an initial set of

objectives, outcomes and institutional indicators based on the Strategic Priorities. The process for determining these objectives, outcomes and institutional indicators is described in Chapter 4 and was highly participatory and self-reflective.

Overall, as a result of this self-evaluation and the summary of the elements of mission fulfillment that follow, it is concluded that TRU is fulfilling its mission at a level of “mostly achieved.” However, this conclusion comes with qualifiers. Specific areas where improvements are needed have been identified. Additionally, TRU must improve data collection, set specific targets and widely communicate the institution’s commitment to aligning its planning and assessment activities.

Ministry of Advanced Education Performance Targets

As articulated in the preamble of 1.A.2, TRU’s first element of mission fulfillment is defined as achieving the accountability performance targets set by the BC Ministry of Advanced Education. As noted in the TRU Institutional Accountability Plan and Report (Appendix 6), performance measures and targets are set annually by the ministry to ensure that TRU is accountable to the ministry and the public for its performance. Most performance measures are achieved or exceeded.

The performance results are based on TRU as a whole, including the main campus, the regional centres and the Open Learning division. The target for total student FTEs is achieved (104%); the target for Nursing and other allied health programs is exceeded. The target for developmental programs has not been met, though FTEs improved from 476 to 510 from 2012-13 to 2013-14. TRU will continue to work toward achieving this target, particularly by increasing collaboration with Aboriginal partners, as these numbers have declined slightly from 1,018 to 1,011 FTEs.

Targets for the average number of credentials awarded have been achieved across the full range of credentials assessed. Targets for student satisfaction with education, student assessment of the quality of instruction and student assessment of skill development have been achieved or substantially achieved. Targets for the unemployment rate (comparing unemployed graduates to unemployed individuals with high school credentials or less) have been exceeded.

Access to Excellence

The second element of mission fulfillment at TRU derives internally and is articulated in the Strategic Priorities, the Academic Plan, the Strategic Research Plan and other planning documents at the university. This difficult but exciting mission has been captured at TRU by the phrase **Access to Excellence**.²²⁸ As noted in 1A.2, the university is mandated to provide open access to a diverse range of programs at levels ranging from adult basic education and training to graduate-level programs, including a professional doctorate in Law. TRU is also mandated to undertake and maintain research and scholarly activities; this has been defined at the university to include scholarly teaching and creative activity. Finally, TRU is mandated to provide an open learning educational credit bank for students. TRU continues to build on the strengths of the Credit Bank and the PLAR program, in an effort to redefine the university at the cutting edge of recognizing learning outcomes obtained outside the university, including the recognition of learning outcomes in experiential and applied learning contexts. In the Open Learning division, the balance between innovation and quality assurance is finely tuned. TRU’s prior learning assessment and recognition platform is internationally recognized for both innovation and excellence; on the other hand, the low residency requirement in the Open Learning degree options pose a conceptual challenge even

²²⁸ Appendix 5: TRU Strategic Priorities

internally for many traditionally-minded TRU faculty members. It is worth recalling that the open education university framework was conceived by the ministry at the time of the institution's formation as a university. Undoubtedly, this element of our application for accreditation will be a point of heightened interest for NWCCU, as it falls outside of existing norms. However, it is the belief at TRU that such a university, which has a strong and very traditional base, is the ideal platform to explore innovation and cutting-edge educational practices. This allows TRU to maintain audit, assessment, accountability and quality assurance practices under the scrutiny of the Ministry of Advanced Education and its post-secondary system peers while also challenging the status quo.

TRU's goal is to provide open educational access to the widest possible range of students (including those who require adult basic education to achieve admission to university programs) while achieving a national reputation for educational excellence. To understand fully what this mission means as it is lived daily by the TRU community, one must experience the TRU convocation ceremonies, at which adult students with cognitive disabilities (completing the Education and Skills Training program²²⁹) cross the same stage in the same ceremony as students receiving masters degrees. It is hard to say which students provide the TRU community with more inspiration to fulfill its complex mission, but it is fair to say that these programs have impact of equal value on the university's communities and the lives of students and their families.

Section 1.B, core theme 1, increasing student success, defines the existing indicators and proposed new indicators used to assess fulfillment of this goal. As noted in Chapter 1, student success at TRU is embedded in students' ability to access educational opportunities. Ultimately, TRU's goal is to provide accessible learning opportunities that assist students in achieving their educational goals. The TRU Academic Plan is a direct response to the needs of the institution's diverse learners and ensures that TRU students have access to a research-informed education. Given the diversity of program types and levels and the diversity of learners at TRU, ensuring student success is a challenge. Hence, both the Strategic Priorities and the Academic Plan foreground student success as an institutional priority. While efforts toward student success are intended to permeate all curricular and co-curricular activities at the university, initiatives are driven primarily from the Centre for Student Engagement and Learning Innovation and the Faculty of Student Development. Both areas take a holistic approach to student learning, supporting both personal and educational growth. The results of these efforts are best captured in TRU's NSSE and CUSC survey results. This data has been considered in detail in this self-evaluation. Several areas demonstrate where the university has met or exceeded student expectations regarding support for student success. However, retention and completion numbers at TRU remain a challenge.

According to the BCCAT 2012 *Survey of Movers*,²³⁰ the system average of transfer students who had enrolled at a teaching-intensive university with the primary goal of completing a credential at that institution was 17.7%. This would suggest that a large majority of these transfer students would be potential targets for retention. In fact, if TRU were to focus on retaining university transfer students (rather than the more costly exercise of recruiting new students), student enrollments would increase substantially. According to Student Pathways data from 2009/10, 1674 campus students (approximately 10% of total campus student FTEs) left TRU to attend another PSI in the 2010/ 2011 academic year. Three hundred and ninety-nine of these students went to TRU-OL; the remaining 1275 students are a target for retention efforts. In addition, there are approximately 1195 other students who left without a credential and did not continue at another BC public institution. The 2013 Strategic Enrollment Planning Report prepared at TRU emphasizes the need to enhance retention efforts, targeting students at both ends

²²⁹ <http://www.tru.ca/hse/uprep/estr.html>

²³⁰ <http://www.bccat.ca/pubs/surveyofmovers2013.pdf>

of the academic spectrum: those who are academically well-prepared (the 10% who leave TRU to attend other PSEs) and the academically underprepared or otherwise unable to complete (those who leave with no credential).²³¹ As noted in Chapter 4, the fall to fall retention rate of open baccalaureate programs includes a general increase from 57% to 61% over the past five years but has fluctuated during that time. As such, TRU must work to better understand the impact of its programming and services on the student experience to achieve more consistent improvement in retention rates in open baccalaureate programs.

Core Theme Assessment

The development of a precise tool for the assessment of success in implementing the Strategic Priorities—the foundation for the Core Themes—is a work in progress at TRU. This is due in part to the relative newness of the Strategic Priorities; the status of the Academic Plan as a founding document; the unusual complexity of the Thompson Rivers University Act; and the consequent complexity of the range of operations and educational offerings at TRU.

There are some positive developments, emerging in part in response to the institution's first NWCCU accreditation self-evaluation process. These include the mapping of all major planning processes at the university in the Integrated Planning and Assessment Framework; the intentional alignment of the university's mandate, mission, Strategic Priorities, Academic Plan and other university planning documents; the campus-wide articulation of institution-, program- and course-level learning outcomes; and the renewed common commitment of the university community to excellence and accountability.

As the assessment in Chapter 4 will demonstrate, the university has made good progress towards its core themes of intercultural understanding, entrepreneurial capacity and sustainability capacity, though continuous improvement in all areas remains the desired standard of achievement. The core theme of increasing research capacity is in a nascent stage, reflecting the history of TRU's evolution from college to university college to university. However, the strong commitment to this strategic priority is promising at the faculty level, and at the student level, the engagement in undergraduate research is a point of pride.

The core theme requiring the most attention is the commitment to increasing student success. As noted throughout the self-evaluation report, areas of particular concern are student retention and completion rates. While these low rates are largely part of TRU's historical status as a primarily two-year transfer institution, the university has clearly stated its goal to become a destination university rather than a sending institution by increasing the number of students retained to credential completion annually. This will be achieved both by: 1) better supporting students who arrive at TRU less prepared than those who enter directly into competitive admission institutions and, 2) by enhancing TRU's academic reputation through a concerted effort to increase research capacity for both faculty and students. While it may seem contradictory to prioritize simultaneously the development of underprepared students and the development of research opportunities for academically high-achieving students, this contradiction is at the core of what makes TRU unique.

²³¹ Exhibit: 2013 Strategic Enrollment Planning Report
<https://one.tru.ca/committee/accreditation/FootnoteExhibits/231.StrategicEnrollment%20Report-1.pdf>

Standard 5.B Adaptation and Sustainability

5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

Institutional Sustainability

TRU operates on a balanced budget and demonstrates financial sustainability with a surplus cash flow and reserve funds to support its growing programs and services. The institution's relatively strong fiscal position is clearly positive, however, given the realities of declining provincial funding and demographics that will challenge student enrollment efforts, sustainability of the enterprise must be at the forefront of institutional planning and operational activities.

The need for a more strategic approach to the allocation of resources was identified as a concern in recent years, and the institution has responded with the implementation of a new budget methodology, effective in fall 2014 for the 2015/16 fiscal year. Under this new methodology, resources are allocated appropriately to ensure that the university can achieve its mission and strategic priorities at the present time and for the foreseeable future.

This report reiterates TRU's broad and comprehensive definition of sustainability in several preceding sections. Unsurprisingly, this is reflective of how prevalent the concept has become in TRU's ongoing institutional dialogue. Changes to the budget methodology and its supporting annual planning processes, a greater focus on the sustainability of new and existing curricular initiatives, and the introduction of a Strategic Sustainability Plan are all factors in the increased prevalence of sustainability across the campus. This is both an encouraging trend as well as an area for the institution to continue improving.

This comprehensive self-evaluation process constitutes TRU's first effort to systematically evaluate all components of its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. While existing assessment practices, as detailed in Chapter 4.A, have successfully monitored the majority of the university's educational programming and operational components, the systematic approach of the comprehensive self-evaluation has, as documented in this report, resulted in the identification of many areas for improvement. It is the view of the Accreditation Steering Committee that this is precisely the intention of a well-conducted self-evaluation.

It is with attention to sustainability that TRU has taken particular care to ensure that the assessment and evaluation requirements of the NWCCU accreditation cycle can quickly become embedded in the

institution's existing and intended assessment processes. The objectives, outcomes and indicators for TRU's strategic priorities that emerged from the self-evaluation process, even as they are iterative and continue to be refined, are now found at the core of institutional resource allocation, budget methodology and operational planning. This ensures that not only will TRU continue to develop the robust cycle of continuous improvement demanded by the accreditation standards, but the work of planning, implementation, assessment and improvement will be sustainably built on existing university practices.

Internal and External Environments

TRU can call on a number of examples to demonstrate its ability to act responsively and strategically to emerging trends and expectations in its internal and external environments. A short and non-exhaustive list of highlights includes:

- The successful launch of Canada's newest Law School combined with an award-winning new third and fourth floor of the Old Main building to house it.
- Exciting developments in research capacity, such as the first ever Interior Nation Research Forum in partnership with the Secwepemc Health Caucus and the First Nations Health Authority, a new BC Innovation Chair in Aboriginal Maternal and Child Health, an additional four Canada Research Chair positions, and continued high levels of engagement in undergraduate research opportunities.
- The development of new graduate programming in areas of institutional strength and regional need, such as a Master of Science in Nursing and Master of Tourism in Experience Studies.
- The continued development of strong international partnerships and articulation agreements.
- A growing focus on defining the university at the cutting edge of recognizing learning outcomes obtained outside the university, including the recognition of learning outcomes in experiential and applied learning contexts (see 2.C.7).
- The delivery of an evidence-based, student focused education through initiatives that support the Academic Plan driven by the Centre for Student Engagement and Learning Innovation.

TRU conducts a summative assessment of its internal and external environments on an annual basis in its Institutional Accountability Plan and Report (Appendix 6). As required by the ministry's accountability framework, the first section of this report situates TRU in the context of demographic, market and employment trends in BC. This "External Environment" section monitors political and economic indices, and focuses specifically on provincial learner demographics, the labour market and the impact of online education. The focus in the report then shifts to the "Internal Environment," and includes a review of internal operational and educational planning processes and assessments.

It should also be clear from a review of TRU's institution-level planning processes that the university conducts internal and external environmental scans through its broad-based, participatory planning exercises. The strategic priorities planning process solicited information from groups across the university, public consultations and surveys and analysis from a number of Canadian and international sources. The Academic Plan, Strategic Research Plan, Strategic Sustainability Plan and Campus Master Plan all demonstrate TRU's ability to assess its environments and articulate its strategic directions in relation to them. The 2013 Strategic Enrollment Planning Report represents a key analysis of both the internal and external environment related to student enrollment trends, to be further expanded by the forthcoming Strategic Enrollment Management Plan. The development of the institution's enterprise risk management framework including monitoring internal and external trends will also significantly improve how TRU determines risks and opportunities and responds to the changing environment.



Conclusion

Conclusion

The Accreditation Steering Committee sought to create a self-evaluation exercise that enabled the entire university to think critically and self-reflexively about the goals and activities of the university. It is the hope of the steering committee that this effort will be evident to each reader. Transparent and accurate recommendations for institutional improvement emerged from this process. At the same time, opportunities to highlight the university's strengths and successes emerged. Insights gleaned from the exercise have and will continue to motivate change across the university.

TRU is a complex institution, and its mission and strategic priorities are defined in part by a unique provincial mandate that structures the university's efforts while challenging it to stand out from other post-secondary institutions in the province. The institutional roots established by Cariboo College provide TRU with a strong, sustainable, learner-focused foundation from which to pursue the fulfillment of its mandate and mission and continued increases to student success, intercultural understanding and research, entrepreneurial and sustainability capacity.

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Profiles of Faculties, Schools and Key Administrative Units

Faculty of Adventure, Culinary Arts and Tourism

The Faculty of Adventure, Culinary Arts and Tourism (A.C.T.) has 25 full-time and over 120 part-time Faculty across three departments. The Faculty strive for excellence in education and research within trades (Culinary Arts), outdoor education and adventure leadership and management (Adventure Studies), visitor experience innovation, development and management (Tourism Management). Our field is inherently multidisciplinary and therefore we study and learn through a variety of lenses which we believe develops strong future leaders who have the breadth and depth of knowledge to create innovation and success within the marketplace.

Faculty leadership

Position	Name
Dean	Dr. Rob Hood
Chair, Culinary Arts	Ed Walker
Chair, Adventure Studies	Ross Cloutier
Chair, Tourism Management	Anne Terwiel

Degrees, certificates and diplomas offered

Adventure Studies Department

Adventure Sport Certificate

Adventure Guide

Adventure Management Diploma

Adventure Studies Concentrations in the Bachelor of Tourism Management

Adventure Studies Concentrations in the Bachelor of Interdisciplinary Studies

Post Baccalaureate Diploma in Adventure Studies

Culinary Arts Department

Culinary Arts Certificate

Retail Meat Processing Certificate

Retail Meat Apprenticeship Training I

Tourism Management Department

Events and Conventions Management Diploma

Resort and Hotel Management Diploma

Sport Event Management Diploma

Tourism Management

Bachelor of Tourism Management

Post Baccalaureate Diplomas

Student numbers (Fall 2014 headcount)

Program	Domestic	International	Total
Adventure Guide Diploma	45	5	50
Adventure Management Diploma	10		10
Adventure Sports Certificate	19	3	22
Bachelor of Tourism Management	119	61	180
Culinary Arts Certificate		1	1
Events and Conventions Management Diploma	35	3	38
Post-Baccalaureate Diploma in Adventure Studies		1	1
Post-Baccalaureate Diploma in International Tourism Development		5	5
Post-Baccalaureate Diploma in Tourism Destination Development	1	9	10
Post-Baccalaureate Diploma in Tourism Experience Management		3	3
Pre-Tourism		40	40
Professional Cook Certificate	43		43
Resort and Hotel Management Diploma	11	28	39
Retail Meat Processing Certificate	13		13
Sports Events Management Diploma	10	4	14
Tourism Management Diploma	4	3	7
Total	310	166	476

Student resources

Adventure Studies Department

- Approximately one million dollars in outdoor gear for instructional purposes (mountaineering, whitewater kayaking and rafting, back country skiing, canoeing, expedition equipment, etc.).
- 6 vehicles designed to transport students and gear into the field for field courses and expeditions.
- Students can distinguish themselves by accessing approximately thirty-five industry certifications from provincial and national adventure associations and the Association of Canadian Mountain Guides (ACMG).
- Opportunities to engage in international field schools and expeditions - e.g. South America, Asia, Scandinavia, U.S.A.
- A strong alumni and professional network of adventure industry organizations and leaders.

Culinary Arts Department

- A fully equipped kitchen with commercial grade equipment to service a cafeteria and small restaurant.
- Culinary Arts students learn the trade in a hands-on environment that includes quality gourmet food preparation for a public cafeteria and a nationally acclaimed dining room, both located on campus.

- A fully equipped meat storage and cutting facility with professional grade equipment to prepare meat cutting professionals for commercial shops and grocery stores.
- A retail space to sell food and meat products resulting from the instructional skill development.

Tourism Management Department

- Modern library facilities on campus and access to digital library services.
- Specialized software for simulations in hotel management functions such as inventories, guest reservations and strategic planning.
- Access to statistical software for application in scientific research.
- Access to internet-based data collection systems for implementing survey research common to tourism management.
- Support to attend regional, provincial, national and international conferences (e.g. the Student Chapter of the Professional Convention Management Association attends the annual conference most often held in the U.S.A.).
- Support to compete in the annual LINKBC Student Case Competition held in Vancouver, B.C., and judged by professional tourism and hospitality professionals.
- Opportunities to study abroad with partner universities in Europe, Australia, and South America primarily.

Faculty highlights (selected examples)

- Dr. Rob Hood – Department Chair Leadership Award 2014-15.
- Dr. Kellee Caton – Keynote Speaker at the 2nd Tourism Post-disciplinary Conference in Copenhagen, Denmark, June 22 - 24, 2015.
- Dr. Kellee Caton - Editorial Board Member – Annals of Tourism Research.
- Dr. John Hull – Keynote Speaker at the third annual conference on Adventure Management at the University of Applied Management (UAM) in Treuchtlingen, Germany, November 18, 2014.
- Mr. Ross Cloutier – 2014 Recipient of the Charles (Reb) Gregg Award for exceptional leadership, service, and innovation in wilderness risk management. The award recognizes extraordinary contributions to the outdoor education community, adventure and service organizations, and programs and businesses that utilize wild places for their activities.
- Ms. Rob Reid – Recipient of the TRU Teaching Excellence Award 2014.
- Mr. Billy Collins – Community Project and Report titled Adopting a New Approach to Tourism Economic Impacts: An Assessment of the Roots and Blues Festival on the City of Salmon Arm 2014. A project that engaged several students in field-based research for practical skill development and produced valuable information for the Salmon Arm, B.C. community.
- Ms. Judith Chomitz – Coach of the winning team of Resort and Hotel Management students competing at the 2014 LINKBC Case Competition in Vancouver, B.C.

- Mr. Sharman Learie – Competed in the Yukon River Quest, the world's longest annual canoe and kayak race that takes place over 715 km (444 miles) from Whitehorse to Dawson City, Yukon Territory.
- Dr. Iain Stewart-Patterson - Keynote Presentation at RAF SAR Force Conference - Looking to the Future, Anglesey, Wales, UK, November 11, 2013.

Faculty of Arts

TRU's Faculty of Arts is comprised of seven departments, which jointly offer eleven undergraduate degree programs as well as an array of supporting and laddering programs. This diverse Faculty is united by its commitment to enhancing the student experience and providing quality education.

Faculty leadership

Position	Name
Dean	Dr. James Gaisford
Associate Dean, Interim	Brenda Thompson
Associate Dean	Dr. Sandra Vermeulen
Chair, Visual & Performing Arts	Dr. Robin Nicol
Chair, Faculty Council	Jason Bermiller
Acting Chairs, Journalism, Communications, & New Media	Dr. Charles Hays and Dr. Mark Wallin
Chair, English & Modern Languages	Dr. George Johnson
Chair, Philosophy, History & Politics	Dr. Jeff McLaughlin
Chair, Sociology and Anthropology	Ron McGivern
Chair, Geography	Dr. Darryl Carlyle-Moses
Chair, Psychology	Jacqueline Kampman

Degrees, certificates and diplomas offered

Degree

Bachelor of Arts Degree
Bachelor of Fine Arts (Visual Arts) Degree
Bachelor of Interdisciplinary Studies Degree
Bachelor of Journalism Degree
Associate of Arts Degree (AA)

Diploma and Certificate

Visual Arts Diploma
Police and Justice Studies
Aboriginal Studies Certificate
Certificate in World Languages and Cultures
Cultural & Social Explorations Certificate
Literary and Art History Certificate
Modern Languages Certificate
Painting and Drawing Certificate
Sculpture and Ceramics Certificate
Visual Arts Studio Certificate

Student numbers (Fall 2014 headcount)

Program	Domestic	International	Total
Associate of Arts	3	1	4
Bachelor of Arts	1,084	72	1,156
Bachelor of Fine Arts	69	6	75
Bachelor of General Studies	2		2
Bachelor of Interdisciplinary Studies	28	2	30
Bachelor of Journalism	51	10	61
Police and Justice Studies Diploma	63		63
Total	1,300	91	1,391

Student resources and services

- The Bachelor of Arts Advising Office, Student Clubs
- International Exchanges and Field Trips – Eastern/Central Europe Field Trip
- International and national conference participation for undergraduates (disciplinary and interdisciplinary)
- Philosophy, History and Political Science Undergraduate Conference
- Laboratory facilities (Psychology, Geography)
- Research assistantships, Teaching assistantships, Directed studies/research, Service learning opportunities,
- Facilities equipped with extensive studios for courses in Ceramics, Drawing, Foundation, Painting, Photography, Printmaking (etching and silkscreen), and Sculpture, as well as Directed Studies.
- TRU's Visual Arts facilities also include an Art Gallery for student, faculty and other exhibitions
- Visiting Artist Program and Permanent Art Collection
- The X Radio, Recording Studio, Labs equipped with InDesign, Dreamweaver, Photoshop and other programs used in the journalism industry today
- Photography and videography equipment, as well as equipment needed for audio recording
- The Omega, Bridges Magazine, The Digital Times
- The Centre for Innovation and Culture in the Arts

Faculty highlights

- TRU Faculty of Arts students emphasize how their education has developed the necessary skills for the workplace, such as communication, critical analysis, problem-solving, self-learning, and working with groups.
- The Faculty of Arts offers a wide selection of high quality, flexible and innovative academic programs and learning options, including those that lead to learning opportunities in other countries.
- In a job climate where employers want entry-level candidates with some work experience, TRU's experiential learning opportunities such as undergraduate research, co-op placements, practicums and field schools, service learning, co-curricular certificates and Study Abroad ensures students have hands-on experience and the ability to communicate their skills to potential employers.

- The Arts program allows for some degree of specialization through a Major or Minor option in a discipline or through a group of thematically linked courses. Small class sizes with dedicated and knowledgeable professors with a variety of research interests enhance students' education.
- First-year students gain research experience by actively participating in research activities.
- The Faculty of Arts works closely with the Kamloops Art Gallery in sponsoring a visiting artists program which includes lectures and workshops by artists from across Canada.
- The Bachelor of Interdisciplinary Studies program allows students to design their own customized curriculum with tailored studies to a specific career or post-graduate program. Students applying to professional programs or graduate school can adapt their curriculum to meet their educational needs.

Faculty of Education and Social Work

The Faculty of Education and Social Work's unique academic reach contributes directly to TRU as a modern, comprehensive university, and mandated purpose to serve the community. Through the School of Education, School of Social Work and Human Service, Department of English as a Second Language, and Department of University and Employment Preparation, this faculty provides programs that enable students with intellectual challenges to undertake postsecondary education, empower English language acquisition for international and domestic students, prepare highly sought after graduates for social service and teaching professions and advance higher education through Masters graduate studies.

Collectively, the Faculty offers credit and non-academic credit courses, plus programs that range from certificates and diplomas through undergraduate degrees to graduate degrees. The courses and programs are offered in Kamloops, Williams Lake, several regional campuses, and online. With 90 faculty (60 ongoing) and 9 professional support staff, The Faculty of Education and Social Work delivers to approximately 9500 enrolments annually. About 34% of these enrolments are international.

The Faculty is committed to Aboriginal advancement through our curriculum, student engagement and staffing. About 12% of our students are Aboriginal. The Faculty of Education and Social Work has three Indigenous full Professors – the highest number of any Faculty and University in British Columbia.

The strategic priorities (ranked) are: Increasing student success, increasing research capacity; increasing intercultural understanding and increasing sustainability; and increasing entrepreneurial capacity

Faculty leadership

Position	Name
Dean	Dr. Airini
Acting Associate Dean	Cindy Piwowar
Chair, School of Education	Dr. Carol Rees
Chair, English as a Second Language	Jane Steiger
Chair, University and Employment Preparation	Jane Horton
Chair, Social Work and Human Service	Dr. Jeanette Robertson

Degrees, certificates and diplomas offered

Degrees

Bachelor of Education (B.ED - Elementary)
Bachelor of Education (B.ED – Physical Education)
Bachelor of Education in Trades & Technology
Bachelor of Social Work
Master of Education

Diplomas and Certificates

Early Childhood Education
Teaching English as a Second Language (TESL)
Human Service

Special Needs Educator
 Education Assistant and Community Support Certificate
 First Nations Language Teachers (DSTC) Certificate
 Community and School Support
 Child and Youth Mental Health
 Seniors Living Management
 Social Service Worker
 Education and Skills Training
 Special Needs Educator
 Online Teaching and Learning
 Graduate Certificate in Educational Studies
 Graduate Certificate in Child and Youth Mental Health
 Child Welfare Specialization
 ESL Foundations Certificate
 ESL Intermediate Certificate
 ESL Academic Preparation Certificate
 ESL Advanced Academic Preparation Certificate
 English as a Second Language with an Introduction to Business
 English as a Second Language with an Introduction to Arts
 English as a Second Language with an Introduction to Visual Arts
 English as a Second Language with an Introduction to Sciences

University and Employment Preparation Programs

University Preparation
 General Educational Development
 Career Orientation and Personal Empowerment
 Men's Education and Career Alternatives
 Work Skills Training

ESL Programs

Academic English as a Second Language
 Customized ESL Training Programs

Student numbers (Fall 2014 headcount)

Program	Domestic	International	Total
Adult Basic Education	56	13	69
Adult Special Education Training	5		5
Bachelor of Education	62		62
Bachelor of Social Work	127	2	129
Community and School Support Certificate	1		1
Early Childhood Education Certificate	1		1
Early Childhood Education Diploma	36	2	38
Educ Assistant & Comm Support	30		30
Education and Skills Training Certificate	41		41
English as a Second or Additional Language Certificate	16	57	73
First Steps	15		15
Grad Cert/Educational Studies	2	15	17
Human Services Diploma	79		79

Master of Education	56	23	79
Post-Baccalaureate Certificate in Teaching ESAL	10	2	12
Total	537	114	651

Student resources and services

- Students get to work closely with local educational communities of their choice, including public and private schools, industry, and government.
- First Steps for Young Mothers
- On-campus daycare
- Opportunities to connect academic course work to service in community service organizations
- On-campus gymnasium and wellness centre

Faculty highlights

- The Faculty of Education and Social Work is a unique academic unit at Thompson Rivers University in that it is comprised of two Schools and two Departments: School of Education, School of Social Work and Human Service, Department of English as a Second Language, and Department of University and Employment Preparation.
- The TRU Master of Education is a practitioner's degree designed for students who wish to assume positions as educational leaders and capable researchers, who work in a variety of roles in education, health care, private industry and government.
- The new B.Ed – Physical Education degree is unique in the way in which it is offered, with students admitted after just two years of university pre-requisites, and then completing their Bachelor of Elementary Education degree with a teaching specialization in Physical Education.
- The Early Childhood Education Diploma program provides an exemplary model of innovative practice and opportunities for classroom-based research so that students can acquire the necessary knowledge and skills to become effective educators of young children.
- The Master of Education program has recently expanded with development of a concentration in Curriculum and Educational Leadership.
- Research-informed and practice-informed teaching are two fundamental principles in the Faculty's mission. Instructors ensure their curricula is multidimensional and representative of the challenges faced in global society.
- A recent faculty instructor began leading the BC node of the Pathways to Prosperity Partnership aimed at fostering welcoming communities and supporting the integration of immigrants into large and small communities across Canada.
- A business plan and delivery strategy has been developed in collaboration with the Lip'ahlhaye Learning Centre in Bella Coola. The Faculty of Education and Social Work is offering the Community and School Support Certificate as a part-time program over two-years, on-site in Bella Coola. The set-up and program serves as a potential template for delivery in other communities, including additional Aboriginal communities.

- A new research journal was recently launched by the The Faculty of Education and Social Work, entitled International Journal for Leadership in Learning. The International Journal is a refereed electronic publication focusing on leadership learning. The Faculty of Education and Social Work faculty are active researchers involved in knowledge creation vital to teaching, service to our communities, and the advancement of our disciplines. We are currently engaged in research projects with external grants valued at \$1.1 million. On average each of our research specialists currently hold grants valued at \$69,000.

Faculty of Law

The Thompson Rivers University Faculty of Law is home to a dynamic group of academics with demonstrated excellence in teaching, research and practice. The Faculty offers students a well-established curriculum taught by an outstanding group of legal academics with the benefit of state-of-the-art facilities in an award winning new law school building. Students have the opportunity to participate in a wide variety of initiatives, including award winning competitive mooting, an international law journal, and student-run groups and activities.

In the short time since its creation, TRU Law has already established itself as a centre of excellence in legal education and scholarship. TRU Law is committed to student success by ensuring that students are provided with every opportunity to succeed as future legal professionals.

Faculty leadership

Position	Name
Dean	Bradford Morse
Associate Dean	Jon Heshka

Program offered

Juris Doctor

Student numbers (Fall 2014 headcount)

Program	Domestic	International	Total
Juris Doctor	282	1	283
Total	282	1	283

Student resources and services

- TRU Law students and alumni have year-round support from the TRU Law Career Services Office. The Director provides students with career-related information and services on a year-round basis and works to connect students with the legal community.
- TRU Law has established a Legal Information Service that provides students with opportunities for serving the community by helping to provide access to justice for members of the public in need of legal assistance.
- The Legal Information Service also helps students expand their knowledge of the law in addition to providing a solid understanding of the role of practicing lawyers and professional ethics. A Legal Advice Clinic with a staff lawyer and law students receiving academic credit will be launched within the next year.
- The TRU Society of Law Students (SLS) is TRU Law's active student group, which organizes a number of exciting events and activities for law students throughout the year such as fitness challenges during exam periods, Annual Dean's Formal, Olympics during orientation week in September, and Halloween party in October.

Faculty highlights

- TRU Law was the first new law school in Canada in over 30 years.
- Nationally recognized faculty and staff work together to provide an outstanding learning environment for students. TRU's faculty and staff come from a wide range of backgrounds and bring varying experiences, views, and approaches to the law school.
- TRU Law professors offer courses that reflect their expertise and research interests, which expose students to a wide and varied range of legal concepts and disciplines. This expertise is augmented by a significant number of sessional lecturers from the legal profession.
- TRU Law benefits from a very close connection to its community of Kamloops, where it receives ongoing support by the bar, the bench, and the wider community. Law students have been highly active in fundraising for local charities.
- TRU Law students benefit from a very high employment rate: 100% of the students from the first graduating class (2014) that were known to be seeking positions in law secured articling and judicial clerkship positions.
- As of August 2015, over 90% of the graduating class of 2015 have already had similar success.

Faculty of Science

The Faculty of Science is committed to quality undergraduate teaching that integrates scientific inquiry and research possibilities. The Faculty of Science consists of eight academic undergraduate units and a cross disciplinary graduate program. Three fully accredited diplomas in total, the Dean is responsible for a budget of \$13.25 million and more than 140 full and part-time employees. The Faculty of Science maintains an inventory of \$7.5 million of equipment that serves both a teaching and research function. Annually, grants and contracts in excess of \$850,000 are awarded to members of the Faculty and over 125 scholarly publications are produced.

Faculty leadership

Position	Name
Dean	Dr. Tom Dickinson
Associate Dean	Dr. Dennis Acreman
Academic Director	Bryan Daly
Chair, Animal Health Technology	Dr. Scott Mann
Chair, Architectural & Engineering Technology	Mindy Marshall
Chair, Biological Sciences	Dr. Mairi Mackay
Chair, Chemistry	Dr. Norman Reed
Chair, Computing Science	Dr. Faheem Ahmed
Chair, Mathematics and Statistics	Dr. Mohamed Tawhid
Chair, Natural Resource Sciences	Dr. John Karakatsoulis
Chair, Physical Sciences	George Weremczuk
Chair, Respiratory Therapy	David Sheets

Degrees, certificates and diplomas offered

Degrees

Bachelor of Computing Science
Bachelor of Natural Resource Science
Bachelor of Science
Computing Science and Business Administration
Health Science/Respiratory Therapy
Master of Science in Environmental Science

Certificate and Diploma

Animal Health Technology
Animal Welfare
Architectural & Engineering Technology
Associate of Science
Asthma Educators
Certified Respiratory Educators
Chronic Obstructive Pulmonary Disease Educators
Environmental Studies
Respiratory Therapy

Distance Education and Open Learning

Anesthesia Assistant
Associate of Science
Bachelor of Computing Science
Bachelor of Health Science
Bachelor of Science, General
Bachelor of Science, Major
Information Technology certificate
Information Technology and Management diploma
Medical Laboratory Assistant
Polysomnography
Pre-Health Science

Pre-Professional Health Science

Pre-Chiropractic Studies
Pre-Dentistry Studies
Pre-Medicine Studies
Pre-Naturopathic Medicine
Pre-Optometry Studies
Pre-Pharmaceutical Sciences Studies
Pre-Rehabilitation Science Studies
Pre-Veterinary Medicine

Student numbers

Program	Domestic	International	Total
Animal Health Technology Diploma	99		99
Animal Welfare Certificate	14		14
Architectural Engineering Technology Diploma	80	8	88
Associate of Science		1	1
Asthma Education Certificate	2		2
Bachelor of Computing Science	117	87	204
Bachelor of Health Science	5		5
Bachelor of Natural Resource Science	156	5	161
Bachelor of Science	761	146	907
BSc, Comp Science, Mathematics	1		1
Computer Systems and Operations Management Diploma	2	7	9
Computing Science Diploma	4	7	11
Digital Art and Design Diploma	15		15
Electronics Certificate	1		1
Engineering Transfer	63	6	69
Forestry Transfer	2		2
Master of Environmental Science	31	6	37
Respiratory Therapy Diploma	234	11	245
Total	1,587	284	1,871

Student resources and services

- Wells Gray Education & Research Station
- The TRU Center for Respiratory Health and Sleep Science
- The Centre for Optimization and Decision Science
- Animal Health Technology Pet Adoption Centre
- Environmental Sciences Seminar Series
- Science Seminar Series
- CODS Interdisciplinary Seminars
- Undergraduate Research Conference
- Math & Stats Help Centre
- TRU Field Course in Belize
- Maintains an inventory of \$7.5 million of equipment for both teaching and research functions.

Faculty highlights

- Students have the opportunity to participate in the learning process and there is an emphasis on "hands on" lab experiences.
- The Faculty of Science is developing international partnerships with other universities, which will facilitate study abroad possibilities for students.
- Hospitals compete for RT graduates and graduates rank at the top of National Credential exams (99.7 percent accreditation rate).
- Program accreditation teams applaud the clinical experience that TRU students receive through placements in hospitals.
- TRU is one of only two certified programs in BC and the only one that covers large animal veterinary practices.
- Faculty of Science Animal Health Technology students have an average of 94.5% passing rate on national accreditation exams.
- The Architectural Engineering Technology program is the only three-year technology program related to the building construction that has full accreditation by Canadian Technology Accreditation Board and that has a focus on environmentally sustainable design taught by an architect.
- The faculty members are regularly in the news for tackling high-profile issues from green technology to social science issues.
- The Faculty of Science ensures students gain experience with sophisticated analytical equipment; have the opportunity to gain valuable, paid work experience through cooperative education; and participate in a wide array of student clubs.

Faculty of Student Development

The Faculty of Student Development supports the university's academic mission by working with students, staff, faculty, academic units and external partners. Functioning at the nexus of students, faculty and community, the Faculty of Student Development (FSD) is about connections – connections between students and their learning, classmates, career opportunities, and local and global communities. FSD is also about providing support services for students during their studies and academic life at TRU. The wide range of services includes personal or career counselling, disabilities support, services for aboriginal students, testing services, and supplemental learning assistance. Our faculty lead and direct students who engage with a myriad of services that are available to help students be successful in their areas of study, and as they prepare to enter their chosen field beyond the classroom.

Faculty leadership

Position	Name
Dean	Christine Adam
Director, Student Affairs	Dr. Evan Hilchey
Manager, Student Services	Sara Wolfe
Manager, Disability Support Services	Vacant
Chair, Faculty Council	Dr. Nancy Bepple
Chair, Counselling	Elizabeth Templeman
Chair, Career Education	Shawn Read
Coordinator, Assessment Centre	Cindy James
Coordinator, Services for Aboriginal Students	Joanne Brown

Student resources and services and Faculty highlights

- Assessment Centre
- Career Education: Cooperative Education and Student Employment
- Multi-faith Chaplaincy
- Counselling, Personal, Academic and Career
- Disability Services
- Orientation Office
- Services for Aboriginal Students
- Student & Judicial Affairs
- Supplemental Learning
- Wellness Centre
- Writing Centre

School of Business and Economics

The School of Business and Economics (SoBE) has dedicated itself to the design and delivery of quality educational programs that are “global in perspective, accessible in design” and enable learners to achieve their full potential – becoming successful in the workplace or further academic study. SoBE offers a comprehensive suite of programs to meet the needs of the knowledge-based economy and an increasingly interconnected and converging global environment.

School leadership

Position	Name
Dean	Dr. Michael Henry
Associate Dean, Curriculum, Accreditation and Online	Dan Thompson, CPA CMA, CFA
Assistant Dean, Operations	Angela Martin
Chair, Accounting and Finance	Dr. Raymond Cox, CFA
Chair, Economics	Dr. Hasnat Dewan
Chair, Management	Dr. Prasad Ravi
Chair, Marketing, International Business and Entrepreneurship	Dr. Matti Haverila

Degrees, diplomas and certificates offered

Degrees

Master of Business Administration

Bachelor of Business Administration

Accounting Major/Minor

Economics Major/Minor

Finance Major/Minor

Human Resource Management Major/Minor

International Business Major/Minor

Marketing Major/Minor

Entrepreneurship Major/Minor

Supply Chain Management Major/Minor

Bachelor of Arts

Economics Major/Minor

Economics and Political Studies Major

Environmental Economics and Sustainable Development Minor

Management Minor

Mathematics and Economics Major

Bachelor of Computing Science

Management Minor

Bachelor of Natural Resource Science

Environmental Economics and Sustainable Development Minor

Bachelor of Science

Environmental Economics and Sustainable Development Minor

Economics Minor

Management Minor

Mathematics and Economics Major and Bachelor of Tourism Management

Environmental Economics and Sustainable Development Minor

Diplomas and Certificates

Graduate Certificate in Business Administration

Post-Baccalaureate Diplomas

Accounting

Business Administration

Entrepreneurship

Finance

Human Resources

International Business

Marketing

Supply Chain Management

Associate of Commerce and Business Administration Diploma

Accounting Technician Diploma

Management Diploma

Executive Assistant Diploma

Business Foundations Certificate

Administrative Assistant Certificate

Legal Administrative Assistant Certificate

Business Fundamentals Certificate

First Nations Taxation Administration Certificate

First Nations Applied Economics Certificate

Student numbers (Fall 2014 headcount)

Program	Domestic	International	Total
Accounting Technician Diploma	25	3	28
Administrative Assistant Certificate	39		39
Associate of Commerce and Business Diploma	1	12	13
Bachelor of Business Administration	652	562	1,214
Executive Assistant Diploma	7		7
Graduate Certificate in Business Administration	10	32	42
Legal Administrative Assistant Certificate	22		22
Management Diploma	18	1	19
Master of Business Administration	12	66	78
Post-Baccalaureate Diploma in Accounting	10	48	58
Post-Baccalaureate Diploma in Business Administration		7	7
Post-Baccalaureate Diploma in Finance	1	52	53
Post-Baccalaureate Diploma in Human Resources	8	68	76
Post-Baccalaureate Diploma in International Business	2	110	112
Post-Baccalaureate Diploma in Marketing	2	44	46
Post-Baccalaureate Diploma in Entrepreneurship	1	7	8
Total	810	1012	1822

Student resources and services

- SoBE offers students the most flexible MBA program in Canada. Students can pursue their degree on-campus, online, or through blended study on a full- or part-time basis.
- Transfer students from other colleges and universities can also ladder into the BBA and receive credit for most of their courses. Graduates with non-business degrees can ladder into one of the post-baccalaureate diplomas in business or pursue the MBA.
- Through links with the various professional organizations, programs remain current with the needs of industry.
- An array of student engagement activities including Business Kickstart 101 provides students with the practical skills needed to launch successful careers.

Faculty highlights

- The faculty includes a mixture of both accomplished academics and skilled business practitioners.
- Most classes are capped at 40 students, which is much smaller than the two or three hundred that might be found in introductory classes at larger universities. This more personal setting allows faculty to provide students with a more engaging and enjoyable learning experience.
- Most instructors take time out of their busy schedule to mentor teams in one of the many business competitions or to supervise them preparing a thesis, taking a directed studies course, or participating in a club.
- Case studies, class presentations, guest speakers, field trips, company reports, simulations, business competitions, student clubs and numerous other curriculum and extra-curricular activities are used to enhance the student learning experience.
- The thesis option in the BBA and MBA provides students the opportunity to prepare and defend a thesis, further developing their critical thinking and research skills.
- In many programs, students can combine academic studies with work experience through co-operative education. This builds a greater appreciation of the curriculum being studied and further develops students' business skills.
- The Accounting Major in the BBA provides students with all possible exemptions so they can enter directly into the Chartered Professional Accountant's Professional Education Program after graduation.

School of Nursing

The School of Nursing prepares students through diverse programs, degrees and certificates. Graduates of our programs and degrees include: Health Care Assistants (HCA), Practical Nursing Education (PN), Aboriginal Pathways to Health Career Programs and Bachelor of Science in Nursing (BScN). TRU School of Nursing also offers certificates through open Learning. Degrees include the Bachelor of Science in nursing which also has access for LPN to BScN option and RN to BScN option when spaces become available. Graduates of TRU School of Nursing not only meet the standards of practice and entry to practice competencies, but also are knowledgeable, competent and confident in the current complex health systems and are ready to contribute to continuing improvements in health care and nursing in the future.

As citizens of a larger community, the Faculty's focus is to address the complex health care needs of diverse and dynamic populations through nursing education, research, scholarship and service. Nursing students graduate prepared to demonstrate excellence in nursing science and ready to meet the evolving health care needs of society.

Faculty leadership

Position	Name
Dean	Dr. Donna Murnaghan
Associate Dean	Donna Petri
Chair, Bachelor of Science	Andrea Sullivan and Krista Lussier
Chair, Faculty Council	Steven Ross
Chair, Health Care Assistant and Practical Nurse	Donna Daines

Degrees, Programs, and Certificates offered

Degrees

Bachelor of Science in Nursing
PN to Bachelor of Science in Nursing
Diploma RN to Bachelor of Science in Nursing

Diplomas

Practical Nursing (Williams Lake)

Programs

Aboriginal Pathways to Health Career Programs

Certificates

Return to Registered Nurse Practice
Health Care Assistant (Kamloops and WL Campuses)
Seniors Living Management
Interprofessional Substance Use Practice Certificate
Interprofessional Mental Health Practice Certificate

Student numbers

Program	Domestic	International	Total
Aboriginal Health Care Certificate	9		9
Bachelor of Science in Nursing	345	5	350
Health Care Assistant Certificate	64		64
Extra Cohort funded each years for past 3 years	32		32
Licenced Practical Nurse Certificate	9	11	20
Total	459	16	475

Student resources and services

- International study and placement opportunities
- Practice Placement Coordination
- Nursing Undergraduate Society
- Open Learning - Return to Nursing Practice, HCA
- Nursing and Simulations Labs
- Close ties to the Health Care industry
- Coordinators for Services for Aboriginal Students

Program and Faculty highlights

- Thompson Rivers University School of Nursing has a reputation for preparing students to be competent practitioners. The faculty emphasizes the need for graduates of the programs to make a positive difference to the health and well-being of all people.
- The faculty members have a commitment to assisting students to develop the understanding and skills to assist communities worldwide. Many of the faculty and the graduates of the program have received awards and other recognition for their leadership in nursing education, nursing practice or nursing research.
- The School of Nursing promotes the development of knowledge and skills essential to promote the health of individuals, families, groups, and/or communities.
- Graduates of the School of Nursing have the knowledge, skills and certification required to register with the British Columbia Care Aide and Community Worker Registry, the College of Registered Nurses of British Columbia (CRNBC) and the College of licensed Practical Nurses of British Columbia (CLPNBC).
- In the Bachelor of Science in Nursing (BScN) degree program, students have the knowledge, competency and confidence to: 1) practice nursing within the framework of promoting health and healing through the integration of the art and science of nursing within a variety of contexts and with diverse client populations; 2) be accountable practitioners providing care and making decisions based on relationships with others, nursing, knowledge, and different ways of knowing; 3) influence the current reality and future of nursing practice and health care at economic, political, social environmental and professional levels anticipating and responding to the changing needs of society; and 4) be critically reflective, independent and motivated practitioners with an inquiry approach to life long learning.
- In the Practical Nursing program, students acquire the practical and theoretical grounding to meet and use the competencies and three categories of CLPNBC

Standards of Practice (Scope of Practice; Professional Standards; and Practical Standards) that they will need to provide nursing care to individuals, and families in a variety of settings.

- The Health Care Assistant (HCA) program (offered in both Kamloops and Williams Lake, Regional Communities and Open Learning) prepare students to function, under supervision, as a Health Care Assistant. Knowledge and skills are applied in the community care, assisted living and acute care facilities and clients' homes. The focus of HCA education is to provide care to older adults by meeting their basic physical, emotional, environmental and social needs.
- The School of Nursing provides multiple learning modalities for students to work through a combination of course work and practical clinical placements, completing a program that will prepare them for their subsequent work in the nursing field.
- The School of nursing ensures that upon a student's completion of the program and degrees they are eligible to write the licensing exams (PN-Canadian Practical Nurse Registration Exam; BScN - the National Council of State Boards of Nursing NCLEX) required for licensure in BC.

School of Trades and Technology

From gas-fitting to wastewater utilities, carpentry to electrical, Thompson Rivers University's Trades, Apprenticeship, and Technician programs will equip students with the current, specialized knowledge they need for a career in trades.

TRU's School of Trades and Technology has many training programs that result in provincial Industrial Training authority or Red Seal Certification. The programs focus on the learners while providing the skills, knowledge and attitudes necessary for TRU graduates to be distinguished leaders in society and the global work force.

Faculty leadership

Position	Name
Dean	Dr. Lindsay Langill
Chair, Construction Trades	Thomas Haag
Chair, Faculty Council	Paul Simpson
Chair, Mechanical/Welding Department	Thomas Haag

Degrees, certificates and diplomas offered

Degrees

Bachelor of Education in Trades & Technology (BETT)
Bachelor of Technology: Trades & Technology Leadership
Bachelor of Technology – Distance
Bachelor of Technology - Campus
Bachelor of Technology with Specialization in Water & Wastewater Technology

Diplomas and Certificates

Water & Wastewater Technology
Water Treatment Technology
Transportation and Motive Power Technician
Water & Wastewater Utilities
Horticulture
Women in Trades Training
ACE-IT Foundation Program

Apprenticeship

Automotive Service Technician
Carpentry
Truck & Transport Vehicle Mechanic
Electrician- Construction
Electrician – Industrial
Gasfitter – Domestic/Commercial
Heavy Duty Equipment Technician
Plumber
Power Line Technician
Saw Filer

Metal Fabricator
Welder
Culinary Arts
Retail Meat Cutting
Heavy Equipment Operator – ITA
Construction Craft Worker - ITA

Foundation

Automotive Service Technician
Cabinet Maker – Joinery
Carpentry – Residential Construction
Industrial Instrumentation Mechanic
Industrial Mechanic (Millwright)
Heavy Mechanical
Electrician – Construction
Electrician/Industrial Instrumentation Mechanic
Horticulture
Plumber/Pipefitter
Metal Fabricator
Partsperson
Road Builder and Heavy Construction

Continuing Studies

Professional Driver Training:
Certified Air Brake Course – Insurance Corporation of BC
Class 1 Oilfield Driver– Insurance Corporation of BC
Class 1 Canadian Driver – Insurance Corporation of BC
Class 1 Extended– Insurance Corporation of BC
Class 1 Greenhorn Transport Driver– Insurance Corporation of BC
Class 1 Mountain Highway Driving– Insurance Corporation of BC
Class 1 B Train Driver– Insurance Corporation of BC
Class 1, 2, & 3 Upgrading– Insurance Corporation of BC
Class 2 Bus Driver Training– Insurance Corporation of BC
Class 3 Driver Training– Insurance Corporation of BC
Electrical Code Course – Safety Authority of BC
Commercial Vehicle Inspection Program – Ministry of Transportation and Infrastructure
Construction Electrical Red Seal Challenge Course - ITA
Industrial Electrical Red Seal Challenge Course- ITA
Steam and Pipefitter Red Seal Challenge Course- ITA
Commercial Transportation Technician Red Seal Challenge Course- ITA
CFC/HCFC/HFC Control – Environment Canada
Cross Connection Control Certification – BC Wastewater Association
Installation of Onsite Sewage Systems
Maintenance, Monitoring & Restoration of Onsite Sewage Systems
Laboratory Analysis in Water & Wastewater
60 Continuing Studies courses dealing with Water & Wastewater Operations
Transitions Training
ACE-IT

Student numbers (Fall 2014 headcount)

Program	Domestic	International	Total
Auto Partsperson Certificate	21		21
Automotive Service Technician Certificate	18		18
Bachelor of Technology	1	1	2
Carpentry Apprenticeship	17		17
Commercial Transport Vehicle Mechanic Apprenticeship	12		12
Electrical Apprenticeship	110		110
Electrical Certificate	21		21
Electrician and Industrial Instrument Mechanic Certificate	18		18
Gas Fitter Apprenticeship	2		2
Heavy Duty Mechanic Apprenticeship	5		5
Heavy Duty Mechanic Certificate	39		39
Heavy Mechanic Apprenticeship	66		66
Horticulture Certificate	13		13
Industrial Electrical Apprenticeship	9		9
Plumbing Apprenticeship	22		22
Transportation & Motive Power	29	2	31
Water and Wastewater Utilities Certificate	13		13
Water & Wastewater Technology	30		30
Water Treatment Technology	50		50
Welding Apprenticeship	48		48

Student resources and services

- Women in Trades Training Programs
- Industry Training Authority support
- Red Seal trades mentoring
- Practical and theoretical labs
- Foundation training
- TRU Water Education and Research Centre

Faculty highlights

- The School of Trades and Technology partnered with TRU World to coordinate the first international Trades practicum in Mexico, where Foundation students and instructors installed solar panels in a small village in Oaxaca, providing an alternative to hydroelectric power and the village's first electric lights.
- The Bachelor of Trades and Technology and the Saw Filer program are offered exclusively at the Williams Lake campus.
- Since the onset of the Women in Trades Training Program, female enrolment in TRU trades foundation courses increased from 5% in 2010 to 15% in 2012.
- The School of trades and Technology collaborated with the Faculty of Education and Social Work to develop a Bachelor of Education (Secondary) in Trades and Technology. This interdisciplinary initiative supports the future demand for secondary teachers in the region in general and more specifically the urgent need for secondary teachers in the area of trades technology.
- The Industrial Training Authority of BC approved a new apprenticeship model for the Diesel Engine Mechanic. An individual can become certified as a Diesel

- Engine Mechanic by completing the Diesel Engine Mechanic program or by challenging the certification.
- Graduates of the School of Trades and Technology's Horticulture Certificate Program find employment in a wide range of positions within the industry. These include landscaping and maintenance, retail and wholesale nurseries, garden centers, municipal parks, supply companies, commercial greenhouses, orchards, golf courses, and self-employment.

Chancellor

As the honorary head of the university, the Chancellor represents and bestows prestige on the institution and is a member of the Board of Governors and the University Senate.

The Honorable Wally Oppal is the second Chancellor to be appointed to Thompson Rivers University. Born in the Vancouver-Fraserview neighbourhood and raised on Vancouver Island, he attended law school at UBC, after which he operated his own Vancouver-based private practice for 14 years.

Chancellor Oppal was appointed to the County Court of Vancouver in 1981, and four years later, appointed to the Supreme Court of British Columbia. In 1992, he wrote the report for the Independent Commission of Inquiry into Policing in British Columbia, and while in court, was a specialist in several high-profile cases.

In 2003, Chancellor Oppal was appointed to the British Columbia Court of Appeal where he served until 2005 when he resigned to sit in the provincial legislature as Attorney General. That May, he was elected MLA for Vancouver-Fraserview. Justice Oppal served as Attorney General and Minister Responsible for Multiculturalism from 2005 to 2009. He is a frequent guest lecturer for Continuing Legal Education Society seminars and on criminal justice, violence against women, and women's justice issues.

In 2010 Chancellor Oppal was awarded an Honorary Doctorate of Laws from the University of the Fraser Valley and was appointed Commissioner of the Missing Women Commission of Inquiry.

President and Vice Chancellor

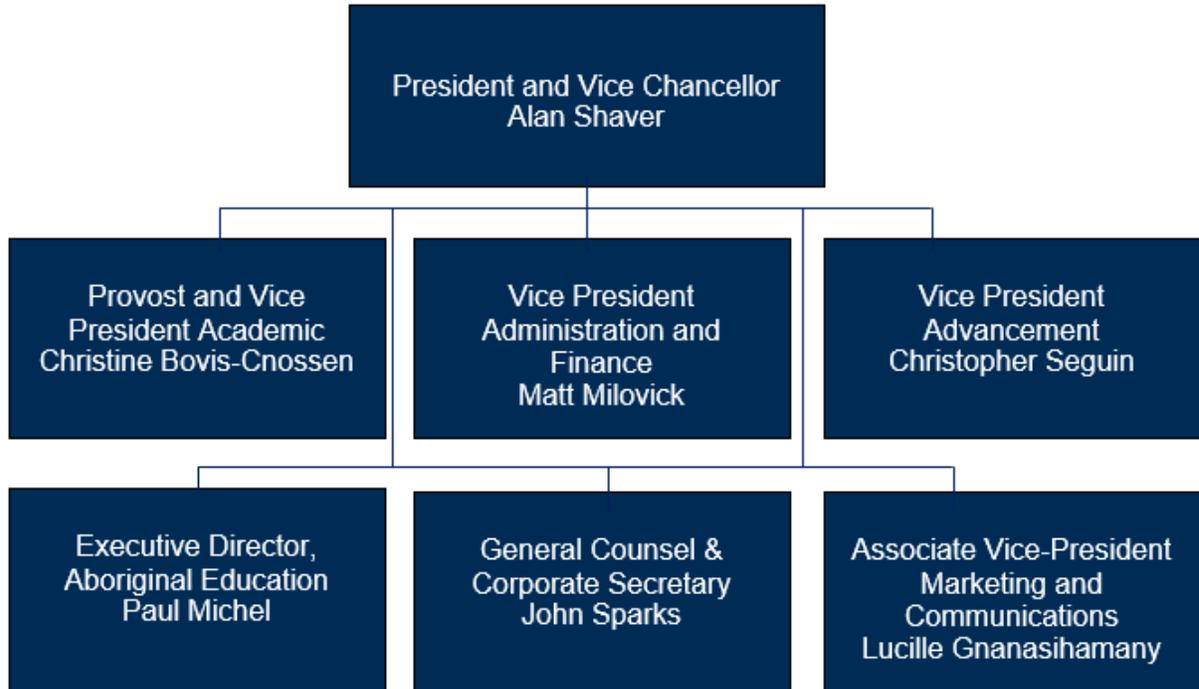
The President and Vice-Chancellor is the chief executive officer, responsible to the Board of Governors and Senate for the supervision of TRU's administrative and academic work. According to the Board of Governors Manual, "the President has overall responsibility for leading and managing the University through the development and implementation of strategies and policies and efficient and effective operations".

Advising and reporting to the President are the Provost and Vice-President Academic, the Vice-President Administration and Finance, the Vice-President Advancement, the Associate Vice-President Marketing and Communications, and the Executive Director Aboriginal Education.

Alan Shaver was appointed President of Thompson Rivers University in 2010, and re-appointed for a three-year term effective September 1st, 2015. Before joining TRU, President Shaver served as Vice-President Academic and Provost at Dalhousie University in Nova Scotia from 2006 to 2010 and Dean of Science at McGill University from 1995 to 2005. He went to high school in Ottawa and earned a B.Sc. (Hon) in chemistry from Carleton University and a Ph.D. from the Massachusetts Institute of Technology.

Throughout his academic career, President Shaver has combined teaching, research and academic leadership. Under his leadership, TRU saw the development and approval of several institutional plans including: the Academic Plan, the Strategic Priorities, the Sustainability Plan, the Strategic Research Plan and the Application for Consideration with the Northwest Commission on Colleges and Universities.

In addition to being an acknowledged expert in academic administration, President Shaver is also recognized for innovations in interdisciplinary and international academic programming and for his dedication to the advancement of the quality of education through research informed learning. He is an avid promoter of university-community partnerships and actively supports university collaborations with industry.



Provost & Vice-President Academic

The mandate of the Provost's Office is to support the mission of the University. As articulated in the Strategic Plan, "Thompson Rivers University is a comprehensive, learner-centred, environmentally responsible institution that serves its regional, national and international learners and their communities through high quality and flexible education, training, research and scholarship." The primary tasks of the office are:

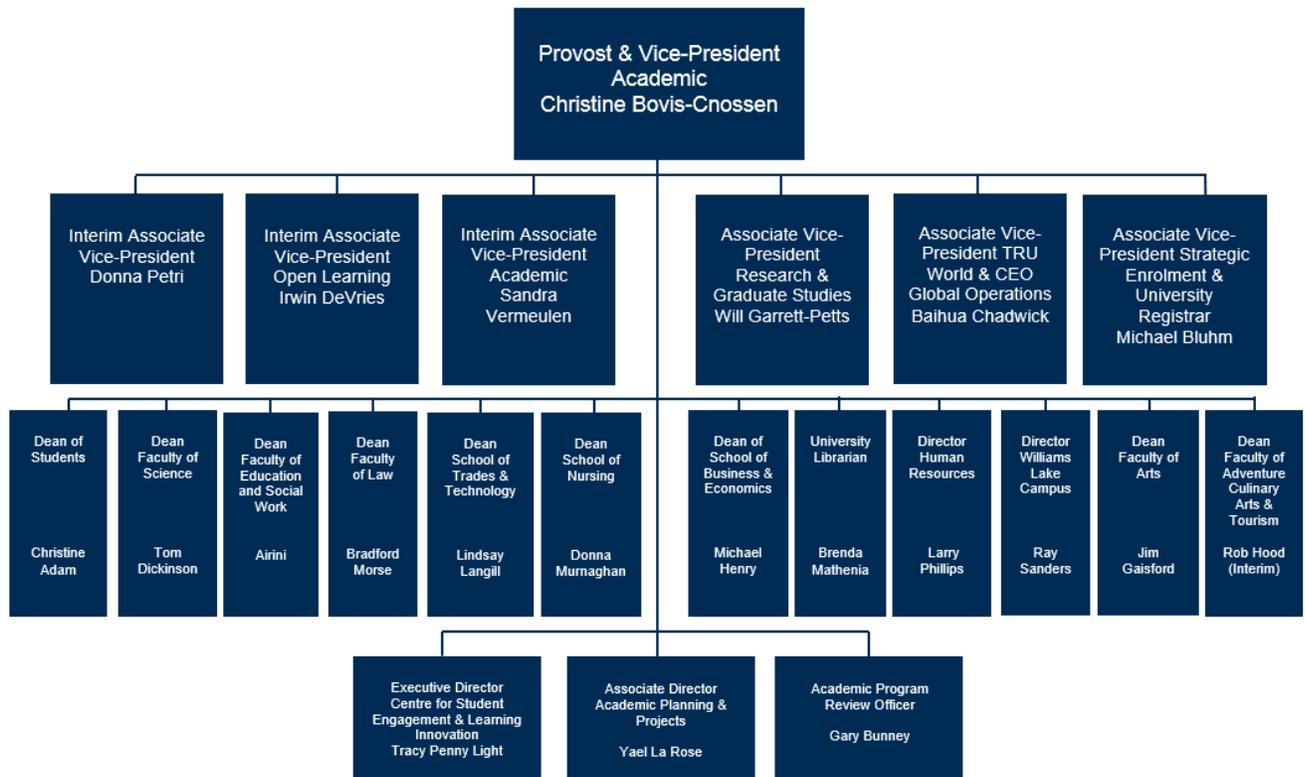
- To support access to excellence in all aspects of the University's academic learning and teaching environment;
- To ensure that our students, faculty and staff have the best possible opportunities for intellectual growth; and
- To allocate resources in support of TRU's academic, research and strategic priorities.

Dr. Christine Bovis-Cnossen was appointed Provost and Vice-President Academic of Thompson Rivers University on September 1, 2015.

An accomplished teacher, scholar and experienced academic administrator, Provost Bovis-Cnossen was previously the Vice-President Academic at the Ontario College of Art and Design University. She has spent many years focusing on recruiting and supporting students and faculty; promoting excellence and innovation in research, scholarship and teaching; and developing and implementing institutional plans.

Prior to joining OCAD University, Provost Bovis-Cnossen served as Dean of Arts, Social Sciences and Management and Dean of Internationalization at Queen Margaret University, Edinburgh, Scotland from 2003 to 2012. Prior to this she held teaching positions at Northumbria University, in Newcastle-upon-Tyne, and Robert Gordon University, in Aberdeen.

Provost Bovis-Cnossen has a B.A. (Hon) in Political Science from McMaster University, a MA in Political Science from Wilfrid Laurier University and completed her Ph.D in Sociology and Social Anthropology at the University of Hull in the UK. A Full Professor, her research has focused on the role of women in the military. Additionally, she is a Fellow of the Royal Society for the Encouragement of Arts, Manufactures and Commerce.



Vice-President, Administration & Finance

The Vice-President, Administration & Finance provides leadership for the administration support services at Thompson Rivers University. Through the administration team, this office is responsible for the deployment of resources, meeting the necessary legal and reporting requirements for the university and the quality of services at TRU.

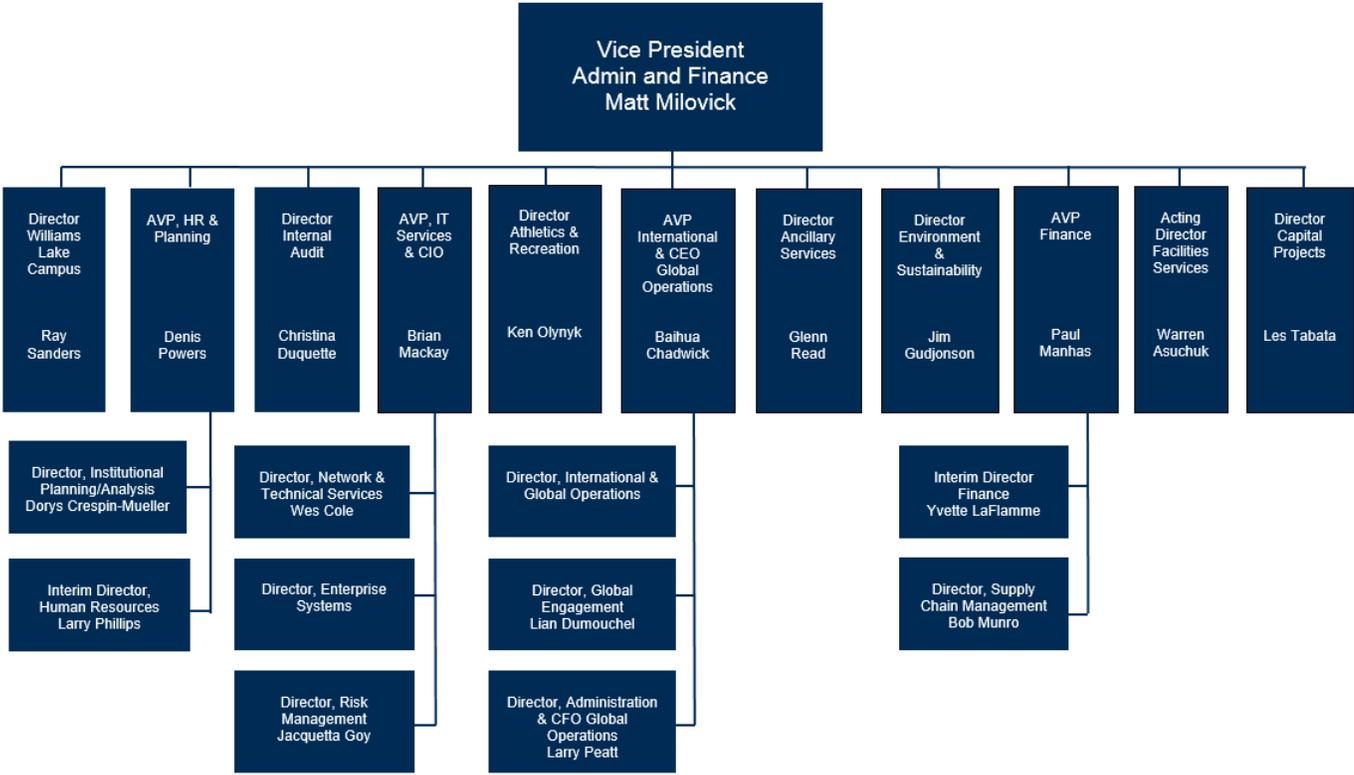
Services provided by the Office of the Vice-President, Administration & Finance include:

- Human Resources and Planning
- Financial Services
- Information Technology Services
- Budget Development
- Facilities
- Environment & Sustainability
- Capital Projects & Construction
- Athletics & Recreation
- TRU World
- Williams Lake Campus operations

Matt Milovick was appointed the Vice-President, Administration & Finance on July 22, 2013. Along with his extensive post-secondary administration experience, he has two undergraduate degrees, BSc (University of Guelph) and BAS (York University), a MEd (Memorial University of Newfoundland) in post-secondary administration and a Certified Management Accountant (CMA) designation.

Mr. Milovick has held senior and executive positions with various post-secondary institutions including Vice-President, Finance and Administration at the Ontario College of Art and Design University, Chief Financial Officer (Interim) and Vice-President, Operations and Strategic Development at the University of Ontario Institute of Technology (UOIT). Mr. Milovick has also held diverse senior roles at Saint John's College (University of New Brunswick Saint John) and York University.

While at the University of Ontario Institute of Technology in 2011, Mr. Milovick received the annual CMA Creative Leadership Award for his role in the transformation of Oshawa's downtown core through the development of a full-service campus for the University. He was also one of 40 selected executives in Canada to participate in KPMG's Community Shift leadership development program in 2012.



Executive Director, Aboriginal Education

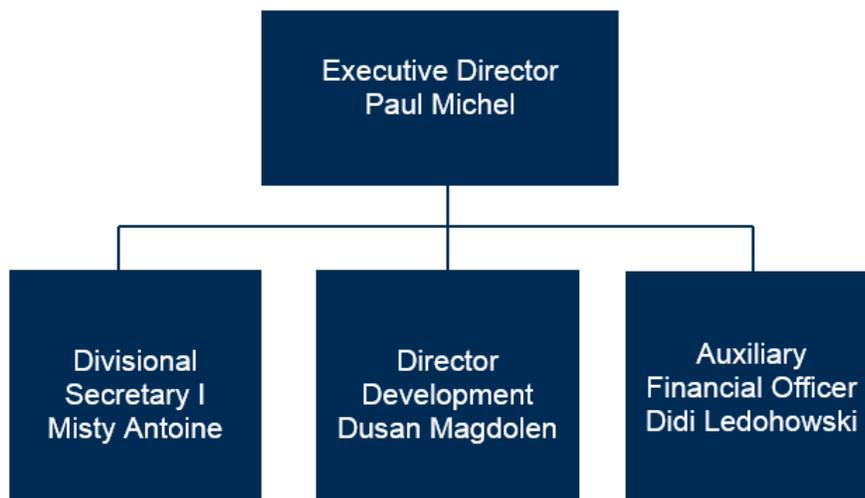
The Kamloops and Williams Lake campuses of Thompson Rivers University are situated on traditional Secwepemc (Shuswap) territory. TRU has one of the largest aboriginal student populations in B.C. post-secondary institutions, with approximately 1500 students who represent 11% of the student population.

The Executive Director, Aboriginal Education, is responsible for the successful campus-wide implementation of Aboriginal Education. By engaging with students, elders, staff, faculty, administrators, researchers and community partners, the Executive Director, Aboriginal Education, is committed to enhancing the quality of Aboriginal Education at TRU and making TRU the university of choice for Aboriginal learners.

The Executive Director of Aboriginal Education oversees the following areas:

- Aboriginal Student Services
- Aboriginal Mentor Program
- Gathering Place: Cplul'kw'ten
- Aboriginal Faculty Resources
- Research

Paul Michel joined TRU as Executive Director of Aboriginal Education on December 1, 2014. Mr. Michel belongs to the Secwepemc Nation and is traditionally from Hust'alen (Adams Lake First Nations). He has broad-based Aboriginal experience in the areas of administration, student support services, university instruction, Aboriginal research and governance.

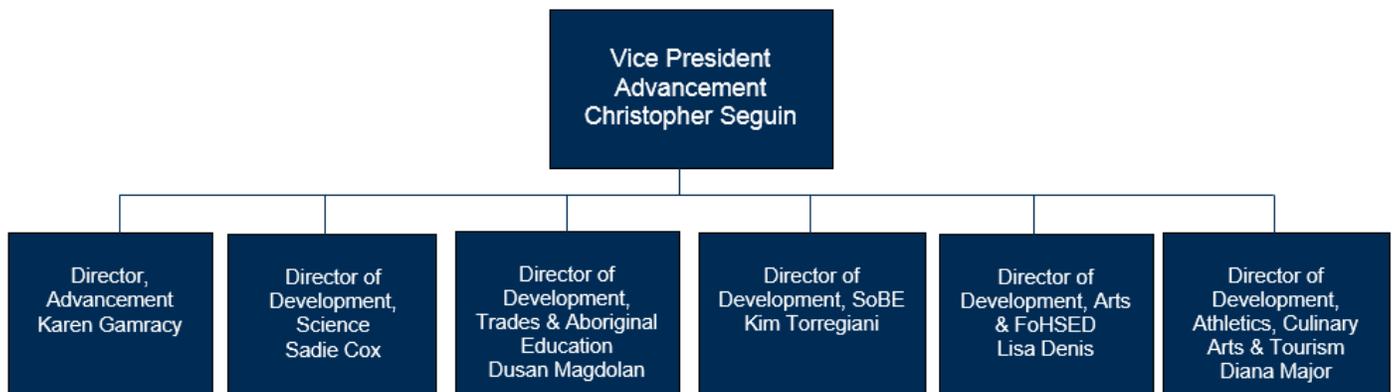


University Advancement

The Advancement Office was founded in 2007 and brought together the Alumni Association, the TRU Foundation and the Events Office. Since its inception the advancement team and the countless stakeholders we work with, have close to doubled the TRU endowment funds, and significantly contributed to the creation of the Brown Family House of Learning and the TRU Faculty of Law. By spearheading government relations with the Office of the President, TRU has been able to leverage private and public funding in support of key initiatives such as Women in Trades, Aboriginal Mentorship, Instrumentation Training, and many other signature programs throughout the institution. Through Issue Management, Advancement works closely with Marketing and Communications to strategically address the challenges that face our organization.

The current Alumni and Friends Association and the TRU Foundation play pivotal roles in relationship cultivation, fundraising and endowment management. Together we have raised over 30 million dollars that have created opportunities for our students, and built iconic aspects of our campus. We are currently in the pre-launch phase of a pan-campus campaign that will fuel our evolution in research, student success, intercultural understanding, entrepreneurship, and sustainability.

Christopher Seguin was appointed Vice-President Advancement in July, 2007. He holds a BA from Simon Fraser University and wrote his honours thesis in Linguistics. Mr. Seguin also played varsity football and made Dean's list for his work on Fijian culture. As an undergraduate Christopher focused on international studies, and later worked as a cultural liaison in the SFU International Education department. During the next twelve years, he established his expertise in a number of development positions at SFU, including statistician, development officer, and account manager. From 2001 – 2007 he was the Advancement Officer for athletics at SFU, playing a major role in several multi-million dollar capital fundraising projects and grants, including over two million dollars in student assistance, and over \$25 million in facility funding.



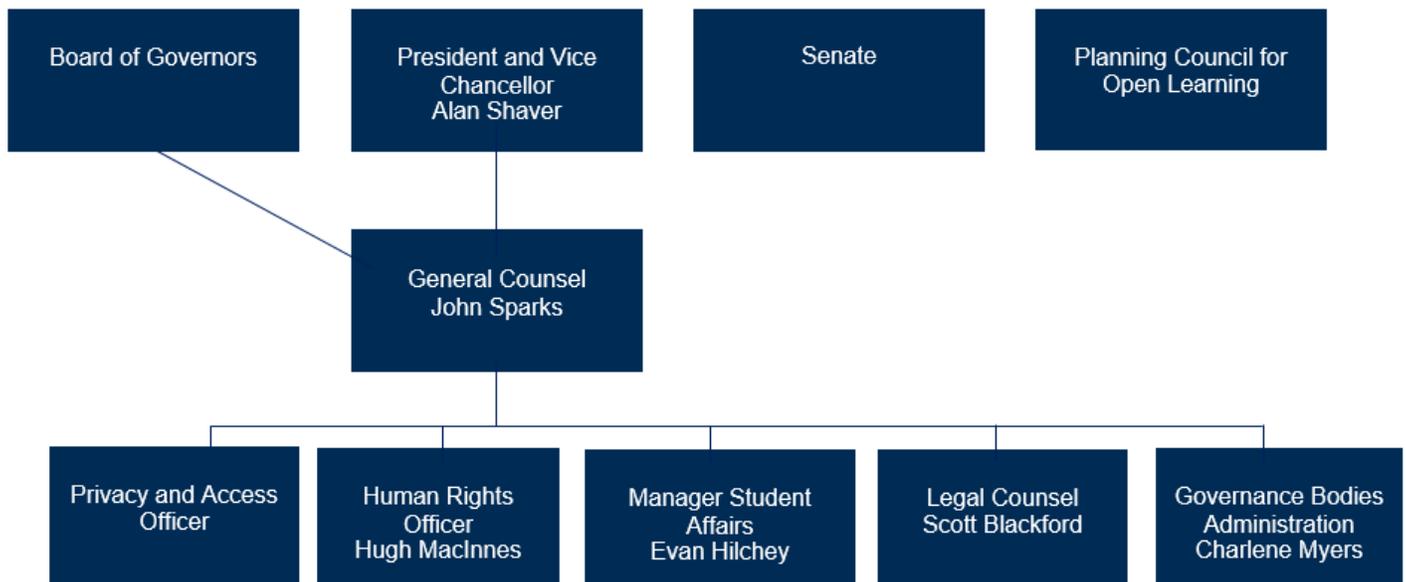
Office of the General Counsel and Secretariat

The Office of the General Counsel represents the legal interests of the University and the Secretariat is responsible for administering the governance bodies in place at the University.

The General Counsel is the principal legal officer of the University and his office provides legal advice and services including contract reviews, legal risk management, representation in litigation and administrative proceedings, legal and regulatory compliance. Where appropriate, the Office of the General Counsel retains and oversees external counsel to provide additional expertise and representation. The University's Human Rights Officer and the Privacy and Access Officer also report to the General Counsel. The University's Director of Student Affairs reports jointly to the Dean of Students and the General Counsel.

The Secretariat led by the Corporate Secretary and the Manager of University Governance is responsible for administering the meetings of the Board of Governors and the Senate at the University.

John Sparks is the General Counsel and Corporate Secretary at the University; he has been at TRU since 2004. He was called to the bar in 1987 and served as general counsel in the private sector for over a decade before joining TRU. He holds a B.A and LL.B. from UBC and an LL.M. from the London School of Economics.



TRU World

Thompson Rivers University is a leading destination in Canada for international students. International enrolment now exceeds 1,750 students, with students coming from more than 80 nations worldwide. TRU is also a leader in knowledge export, delivering TRU curricula overseas through joint and accredited programs with institutional partners in China, India, and Iceland.

TRU World is the international education, training, and development division at Thompson Rivers University. The department acts as a coordinating and facilitating centre for all international activity at TRU, and provides external partners with complete liaison, program development, and project management services.

TRU World cooperates with an active associate network in 45 countries, and maintains field offices in China, India, Mexico, Nigeria, Russia, Spain, and Vietnam. In addition, the university is engaged in 60 bilateral student exchange agreements with partner institutions around the world. TRU is also a member of the Washington, DC-based International Student Exchange Program (ISEP).

The International Training Centre (ITC) has been providing customized training for over 25 years and is an international leader in facilitating learning opportunities. Our intensive short term programs are strategically balanced to maximize every opportunity for instruction while allowing participants enough time to gain an appreciation of Canadian Culture. In the summer of 2015, ITC welcomed over 800 students from 10 countries: Spain, Russia, Ecuador, Ukraine, Japan, China, Korea, Vietnam, Columbia and Mexico.

Leadership

Position	Name
Associate Vice-President, International and CEO	Baihua Chadwick
Director, Administration and CFO	Larry Peatt
Director, International Marketing	Vacant
Director, Global Engagement	Lian Dumouchel
Associate Director, Student Services	Adrian Conradi
Associate Director, International Marketing	Lucas Maikapar
Associate Director, International Marketing (interim)	Ziping Feng
Manager, International Training Centre	Lori De Frias
Manager, Activities, Events and Housing	Craig Engleson
Manager, Transnational Education	George Gong
Manager, International Marketing (interim)	Rae Anne Rickett

Student resources and services

- International Student Advisors (ISAs) provide support to help international students adjust to their new environment (TRU and Canada). ISAs provide assistance pre-arrival, greeting new students at the airport and bus station, organize a week-long orientation for new international students, and may assist with study permit and visa regulations, medical insurance, referrals to academic support, accommodation, cultural challenges, etc. The ISAs provide translation

and interpretation for students, faculty and staff. The languages currently available include Arabic, Hindi, Mandarin Chinese, Japanese, Russian, Ukrainian, Korean, Spanish, and Swahili.

- International Student Activity Program (ISAP) is an activity program that provides 10-12 educational, fun and exciting activities to students each semester. For international students, ISAP activities give the opportunity to meet new people, visit the Kamloops area, experience Canadian culture, and get involved in planning and organizing activities.
- Intercultural (IC) Council is a made up aboriginal, international, and domestic students who receive intercultural competence training. The IC Council is given funds to organize activities on campus for students.
- Housing for international students. TRU World runs a homestay program with a network of hundreds of caring local families. The ISA Team takes into account the specific needs of each student when matching them with a Canadian family. Both students and host families are provided guidance and training on how to deal with cultural differences in the home.
- Students may also book residence accommodation directly via the international admissions office. TRU World reserves blocks of rooms in the residence to ensure international students will be able to secure accommodation upon arrival at TRU.

Unit highlights

- International Days: Each Spring, TRU World organizes a week-long celebration of the diverse cultures who choose to call TRU their university. The week consists of a series of cultural and education events highlighting the importance of Internationalization. International Days is a key event in the academic year, and is attended by not only students, staff and faculty, but by our local community, government representatives and other high-level guests.
- Founding Director Charles Mossop was presented with BCCIE's International Education Lifetime Achievement Award in 2014, recognizing his long-term contributions and far-reaching impact realized over a career of commitment to BC's International Education Sector.
- Excellence in International Marketing Award: TRU World received the 2013 BCCIE Excellence in International Marketing Award, recognizing the work done to enhance TRU's reputation internationally through the use of Social Media. This award recognized that TRU had "given a bullhorn to the voice of the international student and broadcast it to a much larger audience than previously possible. This has allowed our international student population to tell us what they expect, and has allowed for more open two-way communication than has previously been possible."



Thompson Rivers University - Open Learning

Thompson Rivers University, Open Learning (TRU-OL) strives to provide excellence in service and high quality education in order to meet the open and distance education needs of learners provincially, nationally and worldwide.

Through its legislative mandate, Open Learning provides open, accessible and flexible learning, and recognition of all types of learning, to students. Built on the fundamental pillars of access to education and recognition of university-level learning obtained regardless of source, TRU-OL's open mandate means all types of learners have a real opportunity to successfully complete their education and grow their careers in the most efficient and effective manner possible. Furthermore, Open Learning takes lifestyle and commitments into account and helps remove barriers that block access to quality post-secondary education.

TRU-OL makes quality post-secondary open and distance education accessible by offering continuous enrolment, flexible scheduling and minimal admission requirements for most courses and programs. It delivers approximately 590 transferable courses and more than 57 programs so that students can earn credentials by studying at a distance.

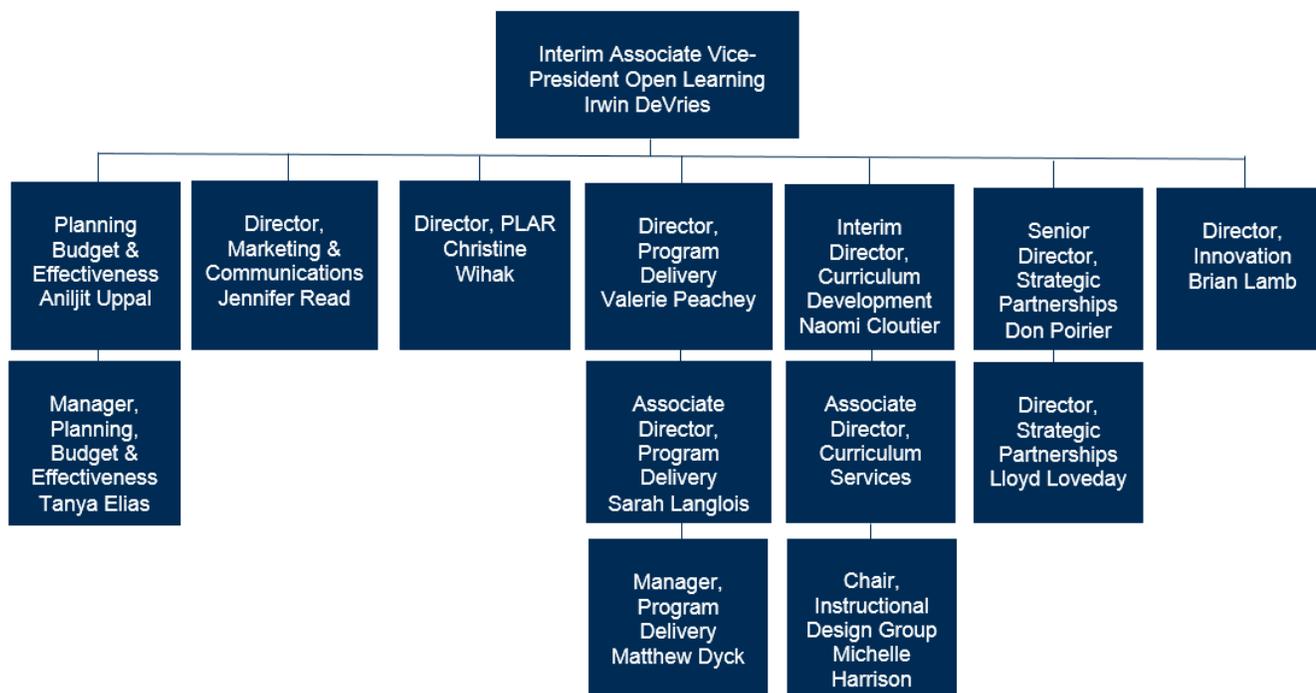
TRU-OL develops many of its courses in-house with a team of subject matter experts, writers, instructional designers, editors and media experts. Courses are engaging and student-centred, and attention is given to quality, accuracy, relevancy and real-life application.

Dr. Irwin DeVries joined the Open Learning Division of Thompson Rivers University in 2010 as Director of Curriculum Development, bringing with him over 25 years of experience in higher education and open and distance learning. He holds a BA (SFU) in English, MA (UBC) in Education and PhD (SFU) in Education (Curriculum) with a research focus on open educational practices.

Leadership

Position	Name
Interim Associate Vice President, Open Learning	Dr. Irwin DeVries
Director, Planning, Budget & Effectiveness	Aniljit Uppal
Director, Marketing & Communications	Jennifer Read
Director, Innovation	Brian Lamb
Director, Prior Learning Assessment & Recognition	Dr. Christine Wihak
Director, Strategic Partnerships	Don Poirier
Director, Program Delivery	Dr. Valerie Peachey

Division	Total students
Faculty of Adventure, Culinary Arts & Tourism	25
Faculty of Arts	891
The Faculty of Education and Social Work	74
Faculty of Science	1,051
School of Business & Economics	1,645
School of Nursing	113
School of Trades & Technology	189
Undeclared	8,782





THOMPSON RIVERS
UNIVERSITY

Self-Evaluation Report

Appendix 4

List of Program-level Learning Outcomes

Inventory Summary – TRU Program Learning Outcomes (PLOs)

Updated – February 3 2016

Faculty of Arts					
<i>Note: Please add/delete programs to make list accurate</i>					
Program (type) [date of next program review]	Are PLOs developed for the program? Has the program assessed their PLOs?	If not, when will the development/assessment of PLOs be completed?	Would this program like assistance developing PLOs?	Is external accreditation required for this program? If "YES" are PLOs required?	<i>Insert the Program Learning Outcomes for each program</i>
BA Anthropology []	No/no	TBA	Yes	No	
BA Economics []					
BA English []					
BA Geography & Environ. Studies []					
BA History []	No/No	TBA	???????	No	
BA Interdisciplinary Studies []					
BA Journalism []					
BA Modern Languages []					
BA Philosophy []	No/No	TBA	???????	No	
BA Political Studies	No/No	TBA	???????	No	
BA Psychology []					
BA Sociology (major) []	No/no	TBA	Yes	No	
BA Sociology (minor) []	No/no	TBA	Yes	No	
BA Theatre []	Yes and yes				PLOs Completed
BA Fine Arts (Visual Arts) []					
Visual Arts (Diploma) []					
Police/Justice Studies (Diploma) []	No/no	TBA	Yes	No	
Aboriginal Studies Certificate	No/no	TBA	Yes	No	
Cultural and Social Explorations Certificate	No/no	TBA	Yes	No	

Faculty of Science

Note: Please add/delete programs to make list accurate

Program (type) [date of next program review]	Are PLOs developed for the program? Has the program assessed their PLOs?	If not, when will the development/assessment of PLOs be completed?	Would this program like assistance developing PLOs?	Is external accreditation required for this program? If "YES" are PLOs required?	<i>Insert the Program Learning Outcomes for each program</i>
BSc. (Major in Computing Science) (Degree) []					
Computing Science Diploma (Diploma) []					
Architectural & Engineering Tech Program (Diploma) []	We have learning outcomes based on our accrediting body – Canadian Technology Accreditation Board (CTAB)	Next Accreditation is 2017 – we may change to TAC (Technology Accreditation Canada). Needs more discussion as CTAB accreditation is part of the Sydney Accord and TAC is not.	Not sure if it is necessary for the program, but could be good for the course outlines(?) We are open to improvement	Yes	National Technology Benchmarks available
Digital Art & Design (Diploma) []					
MSc. in Environmental Science (Degree) []					
Bachelor of Science (Degree) [] • Biology					
• Chemistry/Environmental Chemistry	No	May 2016	Yes	Yes, no	
• Environmental Science					
• Geology	No, Geology does not currently have a full program that would lead to a B.Sc. degree	Unknown as a new Geosciences program is under development that would lead to a degree.	Possibly	External accreditation may be required depending upon the nature of the developed degree. It is unknown if PLOs will be required yet.	
• Mathematics & Statistics					
• Physics	Yes			No	PLOs Completed
Bachelor of Natural Resource Science (Degree) []					
Environmental Sustainability (Cert.) []					
Animal Health Technology (Diploma) []	Not yet developed	Not determined	Yes	Yes, external accreditation required No, Program Learning Outcomes not required.	

Faculty of Science

Note: Please add/delete programs to make list accurate

Program (type) [date of next program review]	Are PLOs developed for the program? Has the program assessed their PLOs?	If not, when will the development/assessment of PLOs be completed?	Would this program like assistance developing PLOs?	Is external accreditation required for this program? If "YES" are PLOs required?	<i>Insert the Program Learning Outcomes for each program</i>
Engineering (1 st Year Trans.) []	Not yet. The program has been expanded to a second-year transfer and is looking at further development to full degree	Jurisdiction of the program has moved to the Physical Sciences department this past August. The department has not had an opportunity to develop PLOs	Unknown	Yes, external accreditation is required and PLOs may be required	
Respiratory Therapy	Not developed	Haven't set a timeline; we will develop over next month though	We would like critique of what we provide in draft form	Yes to external accreditation; PLOs are not required; cross reference of learning outcomes are required; national competency document is what we are accredited to in terms of competency outcomes. There are 18 main competency area headings in NCP, however they are not good LOs as per TRU criteria	
Asthma Educators (Cert) []	no		yes	no	
Chronic Obstructive Pulmonary Disease (COPD) Educators (Certificate) []	no		yes	no	
Certified Respiratory Educators (CRE) (Certificate) []	no		yes	no	

Faculty of Education and Social Work

Note: Please add/delete programs to make list accurate

Program (type) [date of next program review]	Are PLOs developed for the program? Has the program assessed their PLOs?	If not, when will the development/assessment of PLOs be completed?	Would this program like assistance developing PLOs?	Is external accreditation required for this program? If "YES" are PLOs required?	<i>Insert the Program Learning Outcomes for each program</i>
Master of Education (M.Ed.) (Degree) []					
Bachelor of Education (Degree)					
• Elementary []					
• Physical Education []					
• Trades & Technology []					
Early Childhood Ed. (Diploma) []					
Inclusive and Special Education (cert., Diploma) []					
Teaching English as a Second Language (TESL) (Post-Bac) []	No		Yes	Yes - no	
First Nations Language Teachers					
University Preparation []					
Career Orientation and Personal Empowerment (COPE) & Men's Education and Career Alternatives (MECA) []					
Education and Skills Training (ESTR) []					
English as a Second Language []	No		Yes	Yes - no	
Bachelor of Social Work (BSW) (Degree) []					
Human Service (Diploma) []					

Faculty of Adventure, Culinary Arts, and Tourism

Note: Please add/delete programs to make list accurate

Program (type) [date of next program review]	Are PLOs developed for the program? Has the program assessed their PLOs?	If not, when will the development/assessment of PLOs be completed?	Would this program like assistance developing PLOs?	Is external accreditation required for this program? If "YES" are PLOs required?	<i>Insert the Program Learning Outcomes for each program</i>
Bachelor of Tourism Management (Degree) []	No	Don't know	Yes	Don't know	
Adventure Studies Tourism Management (Degree) []	No	Don't know	Yes	Don't know	
Bachelor of Interdisciplinary Studies, Adventure (Degree) []					
Adventure Sport Certificate (Certificate) []					
Adventure Guide (Diploma) []					
Adventure Management Diploma (Diploma) []					
Canadian Mountain & Ski Guide Diploma (Diploma) []					
Adventure Studies (Post-Baccalaureate) []					
Culinary Arts (Found. & App.) []					
Aboriginal Tourism (Cert) []	No	Don't know	Yes	Don't know	
International Tourism Development (Post-Bacc) []	No	Don't know	Yes	Don't know	
Tourism Destination Development (Post-Bacc) []	No	Don't know	Yes	Don't know	
Tourism Experience Management (Post-Bacca) []	No	Don't know	Yes	Don't know	
Retail Meat Processing I & II (Foundation & App.) []					
Events & Conventions Management (Diploma) []	No	Don't know	Yes	Don't know	
Resort & Hotel Man (Diploma) []	No	Don't know	Yes	Don't know	
Sports Event Management (Diploma) []	No	Don't know	Yes	Don't know	
Tourism Management (Diploma) []	No	Don't know	Yes	Don't know	

School of Business and Economics

Note: Please add/delete programs to make list accurate

Program (type) [date of next program review]	Are PLOs developed for the program? Has the program assessed their PLOs?	If not, when will the development/assessment of PLOs be completed?	Would this program like assistance developing PLOs?	Is external accreditation required for this program? If "YES" are PLOs required?	<i>Insert the Program Learning Outcomes for each program</i>
Master of Business Administration (Masters) [TBA]	Developed Not yet	Direct assessment begins Fall, 2016	No	No	PLOs Completed
Graduate Certificate in Business Administration	Not developed No	PLOs developed and assessed as part of the MBA and not as a standalone program			PLOs Completed
Bachelor of Business Administration (Degree) [TBA]	Developed Direct assessment began Winter, 2015		No	No	PLOs Completed
Accounting Major	Developed Not yet	Direct assessment tentatively begins Fall 2018	No	Yes No	PLOs Completed
Economics Major	Developed Not yet	Direct assessment tentatively begins Fall 2018	No	No	PLOs Completed
Entrepreneurship Major	Developed Not yet	Direct assessment tentatively begins Fall 2018	No	No	PLOs Completed
Finance Major	Developed Not yet	Direct assessment tentatively begins Fall 2018	No	Yes No	PLOs Completed
Human Resource Management Major	Developed Not yet	Direct assessment tentatively begins Fall 2018	No	No	PLOs Completed
International Business Major	Developed Not yet	Direct assessment tentatively begins Fall 2018	No	No	PLOs Completed
Marketing Major	Developed Not yet	Direct assessment tentatively begins Fall 2018	No	No	PLOs Completed
Supply Chain Management Major	Developed Not yet	Direct assessment tentatively begins Fall 2018	No	No	PLOs Completed
Leadership Minor	Developed Not yet	TBA	No	No	PLOs Completed

School of Business and Economics

Note: Please add/delete programs to make list accurate

Program (type) [date of next program review]	Are PLOs developed for the program? Has the program assessed their PLOs?	If not, when will the development/assessment of PLOs be completed?	Would this program like assistance developing PLOs?	Is external accreditation required for this program? If "YES" are PLOs required?	<i>Insert the Program Learning Outcomes for each program</i>
Project Management Minor	Developed Not yet	TBA	No	No	PLOs Completed
Management Information Systems Minor	Developed Not yet	TBA	No	No	PLOs Completed
Financial Markets and Institutions Minor	Developed Not yet	TBA	No	No	PLOs Completed
Financial Services Minor	Developed Not yet	TBA	No	No	PLOs Completed
Environmental Economics and Sustainable Development Minor	Developed Not yet	TBA	No	No	PLOs Completed
Minor in Management	Developed Not yet	TBA	No	No	PLOs Completed
Bachelor of Public Administration [TBA]	Developed Not yet	TBA	No	No	PLOs Completed
First Nation Taxation Administration Certificate [TBA]	Developed Not yet	TBA	No	No	PLOs Completed
First Nation Applied Economics Certificate [TBA]	Developed Not yet	TBA	No	No	PLOs Completed
Business Fundamentals (Certificate)	Not developed No	PLOs developed and assessed as part of Administrative Assistant Certificate and not as a standalone program			
Administrative Assistant (Certificate) [TBA]	Developed Not yet	TBA	No	No	PLOs Completed
Legal Administrative Assistant (Cert) [TBA]	Developed Not yet	TBA	No	No	PLOs Completed
Business Foundations (Cert)	Developed No	Assessed as part of the BBA and not as a standalone program	No	No	PLOs Completed
Accounting Technician (Dipl)	Developed No	Assessed as part of the BBA and not as a standalone program	No	No	PLOs Completed

School of Business and Economics

Note: Please add/delete programs to make list accurate

Program (type) [date of next program review]	Are PLOs developed for the program? Has the program assessed their PLOs?	If not, when will the development/assessment of PLOs be completed?	Would this program like assistance developing PLOs?	Is external accreditation required for this program? If "YES" are PLOs required?	<i>Insert the Program Learning Outcomes for each program</i>
Management (Dipl)	Developed No	Assessed as part of the BBA and not as a standalone program	No	No	PLOs Completed
Executive Assistant (Dipl)	Developed No	Assessed as part of the BBA and not as a standalone program	No	No	PLOs Completed
Associate of Commerce and Business Admin. (Dipl)	Not developed No	Developed and assessed as part of the BBA and not a standalone program			PLOs Completed
Accounting (Post-Bacc)	Developed Not yet	PLOs are the same as Accounting Major Direct assessment begins Fall 2018	No	Yes No	PLOs Completed -- See BBA, Accounting Major
Business Administration (Post-Bacc)	Developed No	PLOs are the same as the BBA Direct assessment begins Fall 2018	No	No	PLOs Completed -- See BBA
Entrepreneurship (Post-Bacc)	Developed Not yet	PLOs are the same as Entrepreneurship Major Direct assessment begins Fall 2018	No	No	PLOs Completed -- See BBA, Entrepreneurship Major
Finance (Post-Bacc)	Developed No direct assessment	PLOs are the same as Finance Major Direct assessment begins Fall 2018	No	Yes No	PLOs Completed -- See BBA, Finance Major
Human Resource Management (Post-Bacc)	Developed No direct assessment	PLOs are the same as Human Resource Management Major Direct assessment begins Fall 2018	No	No	PLOs Completed -- See BBA, Human Resource Management Major
International Business (Post-Bacc)	Developed No direct assessment	PLOs are the same as International Business Major Direct assessment begins Fall 2018	No	No	PLOs Completed -- See BBA, International Business Major
Marketing (Post-Bacc)	Developed No direct assessment	PLOs are the same as Marketing Major	No	No	PLOs Completed -- See BBA, Marketing Major

School of Business and Economics

Note: Please add/delete programs to make list accurate

Program (type) [date of next program review]	Are PLOs developed for the program? Has the program assessed their PLOs?	If not, when will the development/assessment of PLOs be completed?	Would this program like assistance developing PLOs?	Is external accreditation required for this program? If "YES" are PLOs required?	<i>Insert the Program Learning Outcomes for each program</i>
		Direct assessment begins Fall 2018			
Supply Chain Management (Post-Bacc)	Developed Not yet	PLOs are the same as Supply Chain Management Major Direct assessment begins Fall 2018	No	No	PLOs Completed -- See BBA, Supply Chain Management Major
Bachelor of Real Estate Management*OL [TBA]	Not developed Not yet	TBA	No	No	
Bachelor of Commerce*OL (Degree)	Program is being harmonized for campus and online delivery so the same PLOs and program assessment will be used. See Bachelor of Business Administration.				
Bachelor of Public Administration*OL (Degree)	Program has been harmonized for campus and online delivery so the same PLOs and program assessment will be used. See Bachelor of Public Administration.				
Advanced Management*OL (Cert. and Diploma)	Programs are being deleted so no PLOs and program assessment are being developed.				
Business Skills (Cert.)*OL	Program is being deleted so no PLOs and program assessment are being developed.				
Entrepreneurial Skills 1, 2*OL (Cert.)	Programs are being deleted so no PLOs and program assessment are being developed.				
Management Studies (Cert.)*OL	Program is being harmonized for campus and online delivery so the same PLOs and program assessment will be used. See Business Foundations Certificate.				
Accounting Technician (Diploma)*OL	Program is being harmonized for campus and online delivery so the same PLOs and program assessment will be used. See Accounting Technician Diploma.				
Management Studies (Dipl)*OL	Program is being harmonized for campus and online delivery so the same PLOs and program assessment will be used. See Management Diploma.				
Commerce (Certificate and Diploma) (Post-Bac)*OL	Programs are being harmonized for campus and online delivery so the same PLOs and program assessment will be used. See Post-baccalaureate Diplomas in Accounting, Business Administration, Entrepreneurship, Human Resource Management, International Business and Marketing.				

School of Trades and Technology

Note: Please add/delete programs to make list accurate

Program (type) [date of next program review]	Are PLOs developed for the program? Has the program assessed their PLOs?	If not, when will the development/assessment of PLOs be completed?	Would this program like assistance developing PLOs?	Is external accreditation required for this program? If "YES" are PLOs required?	Insert the Program Learning Outcomes for each program
Bachelor of Education in Trades & Technology (Degree) []					
Bachelor of Tech. (Degree) []					
B. Tech- Water and Wastewater (Degree) []					
Automotive Service Technician (Foundation & App.) []					
Carpenter (Foundation & App.) []					
Transportation and Motive Power Tech (Diploma) []					
Commercial Transport (Foundation & App.) []					
Heavy Mechanical (Found.) []					
Truck/Transport Mechanic (App) []					
Heavy Duty Equip. Tech (App) []					
Electrician (Foundation & App.) []					
Electrician/Industrial Instrument Mechanic (Foundation) []					
Electrician – Construction (App) []					
Electrician – Industrial (App) []					
Power Line Technician (App) []					
Gasfitting (Foundation & App.) []					
Inboard/Outboard Mechanic (Foundation & App.) []					
Cabinet Maker & Joinery (Foundation & App.) []					
Partsperson/Warehouse (Foundation & App.) []					
Plumbing (Foundation & App.) []					

School of Trades and Technology

Note: Please add/delete programs to make list accurate

Program (type) [date of next program review]	Are PLOs developed for the program? Has the program assessed their PLOs?	If not, when will the development/assessment of PLOs be completed?	Would this program like assistance developing PLOs?	Is external accreditation required for this program? If "YES" are PLOs required?	<i>Insert the Program Learning Outcomes for each program</i>
Welding (Foundation & App.) []					
Water Treatment Technology (Diploma) []					
Water & Wastewater Utilities (Foundation & App.) []					
Horticulture (Foundation & App.) []					

School of Nursing

Note: Please add/delete programs to make list accurate

Program (type) [date of next program review]	Are PLOs developed for the program? Has the program assessed their PLOs?	If not, when will the development/assessment of PLOs be completed?	Would this program like assistance developing PLOs?	Is external accreditation required for this program? If "YES" are PLOs required?	<i>Insert the Program Learning Outcomes for each program</i>
Bachelor of Science in Nursing (BScN) (Degree) []	Our learning outcomes are based on our accrediting body -CRNBC		No	Yes, external accreditation is required. The SON just got a 7 year accreditation by CASN last year. CRNBC accreditation info: https://www.crnbc.ca/PracticeSupport/Documents/490EdProgCourseReviewPolicy.pdf#search=accreditation	Our program learning outcomes are basically the CRNBC competency requirements. https://crnbc.ca/Registration/Lists/RegistrationResources/375CompetenciesEntrylevelRN.pdf In practice courses, students are evaluated based on our four domains of practice, with all years having the same competencies but each year having different quality indicators related to the increasing complexity and higher level of expectations of that student
Practical Nursing (Williams Lake) (Diploma) []	Response expected by mid-December – contact is Andrea Sullivan				
Health Care Assistant (Cert.) []	Response expected by mid-December – contact is Andrea Sullivan				

Faculty of Law

Note: Please add/delete programs to make list accurate

Program (type) [date of next program review]	Are PLOs developed for the program? Has the program assessed their PLOs?	If not, when will the development/assessment of PLOs be completed?	Would this program like assistance developing PLOs?	Is external accreditation required for this program? If "YES" are PLOs required?	<i>Insert the Program Learning Outcomes for each program</i>
Law Degree (Juris Doctor) (Degree) []					

Open Learning

Note: Please add/delete programs to make list accurate

Program (type) [date of next program review]	Are PLOs developed for the program? Has the program assessed their PLOs?	If not, when will the development/assessment of PLOs be completed?	Would this program like assistance developing PLOs?	Is external accreditation required for this program? If "YES" are PLOs required?	<i>Insert the Program Learning Outcomes for each program</i>
ABE Intermediate Cert. []					
ABE Advanced Cert []					
BC Adult Graduation (Dipl) []					
Bachelor of Arts, General (Degree) []					
Bachelor of Arts, English Major (Degree) []					
Bachelor of Arts, History Major (Degree) []					
Bachelor of Arts, Psychology Major (Degree) []					
Bachelor of Arts, Sociology Major (Degree) []	No/no	TBA	Yes	No	
Bachelor of Arts, Sociology Minor (Degree) []	No/no	TBA	Yes	No	
Bachelor of Arts, Criminology Major (Degree) []	No/no	TBA	Yes	No	
Bachelor of Design (Degree) []					
Bachelor Fine Art (Degree) []					
Bachelor of Music, Performance (Degree) []					
Associate of Arts (Diploma) []					
Liberal Arts (Post-Bac) []					
Advanced Certificate in Liberal Arts (Cert.) []					
Associate of Science (Dipl) []					
Bachelor of Science, General (Degree) []					
Bachelor of Science, Major (Degree) []					
Master of Business Administration (Grad Degree) []					
Bachelor of Business in Real Estate (Degree) []					

Open Learning

Note: Please add/delete programs to make list accurate

Program (type) [date of next program review]	Are PLOs developed for the program? Has the program assessed their PLOs?	If not, when will the development/assessment of PLOs be completed?	Would this program like assistance developing PLOs?	Is external accreditation required for this program? If "YES" are PLOs required?	<i>Insert the Program Learning Outcomes for each program</i>
Bachelor of Commerce (Degree) []					
Bachelor of Public Administration (Degree) []					
Bachelor of Technology (Degree) []					
Bachelor of Tourism Management (Degree) []					
Bachelor of Technology (Trades and Technology Leadership) (Degree) []					
Advanced Management (Cert. and Diploma) []					
Business Skills (Cert.) []					
Entrepreneurial Skills 1, 2 (Cert.) []					
Event Management (Cert.) []					
First Nation Tax Administration (Cert.) []					
First Nation Applied Economics (Cert.) []					
Management Studies (Cert.) []					
Accounting Technician (Diploma) []					
Management Studies (Dipl) []					
Commerce (Certificate and Diploma) (Post-Bac) []					
Commerce (Post-Bac) []					
Pre-MBA (Post-Bac) []					
Bachelor of Technology (Tech Management) (Degree) []					
Bachelor Computing Science (Deg.)					

Open Learning

Note: Please add/delete programs to make list accurate

Program (type) [date of next program review]	Are PLOs developed for the program? Has the program assessed their PLOs?	If not, when will the development/assessment of PLOs be completed?	Would this program like assistance developing PLOs?	Is external accreditation required for this program? If "YES" are PLOs required?	<i>Insert the Program Learning Outcomes for each program</i>
Information Technology and Management (Diploma) []					
Information Technology (Certificate) []					
Online Teaching and Learning (Certificate) []					
General Studies (Cert., Diploma, Degree) []					
Bachelor Health Science (Deg.)	no		yes	no	
Anesthesia Assistant (Dipl) []	no		yes	no	
Health Care Assistant (Cert.) []					
Medical Laboratory Assistant (Certificate) []	no		yes	yes	
Polysomnography (Cert.) []	no		yes	yes	
Pre-Health Science (Cert) []	no		yes	no	
Seniors Living Management (Certificate) []					
Return to Registered Nurse Practice (Certificate) []					
Asthma Educators (Cert) []					
Chronic Obstructive Pulmonary Disease Educators (Certificate)					
Certified Respiratory Educators (CRE) (Certificate) []					
Child and Youth Mental Health (Certificate) []					
Social Service Worker (Cert)					
Water Treatment Technology (Cert., Diploma) []					



THOMPSON RIVERS
UNIVERSITY

Self-Evaluation Report

Appendix 5

TRU Strategic Priorities

Thompson Rivers University Strategic Priorities 2014-2019

Redefining the Modern University

5 Priorities for 5 Years

Our Legislated Mandate (The TRU Act)

“The purposes of the university are: a) to offer baccalaureate and masters degree programs, b) to offer post-secondary and adult basic education and training, c) to undertake and maintain research and scholarly activities for the purposes of the a) and b), and d) to provide an open learning educational credit bank for students. The university must promote teaching excellence and the use of open learning methods. In carrying out its purposes, the university must serve a) the educational and training needs in the region specified by the Lieutenant Governor in Council and b) the open learning needs of British Columbia.”

Our Mission Statement (2007)

“TRU is a comprehensive, learner-centred, environmentally responsible institution that serves its regional, national, and international learners and their communities through high quality and flexible education, training, research and scholarship.”

Our Traditional Foundations

TRU serves our Aboriginal, local, regional, national and global communities by cultivating:

- Student, faculty, staff, and community engagement and service excellence
- Faculty and student engagement in scholarly research and creative activity
- Innovative, interdisciplinary, and experience-based learning environments
- Open and flexible learning environments
- Aboriginal education, culture, traditions, opportunities and partnership
- Environmental, economic, social, cultural and creative sustainability
- International opportunities for students, faculty and staff

Implementing our Mandate and Mission: Access to Excellence

Thompson Rivers University is learner-centered and committed to **open access** for students with varied backgrounds, abilities and entry credential levels. TRU provides **open education**, offering on campus, online, distance and flexible learning. We promote access to **open educational resources and learning**, offering flexible credentials and residency models when possible. TRU is **open to the needs of our communities**, providing useful program and learning models for our Aboriginal, local, regional, national and global communities.

Thompson Rivers University supports **teaching excellence** through our Centre for Student Engagement and Learning Innovation. Our goal is to build **excellent learning environments** and **service excellence** on our campuses and online, providing academic and social support for a rich diversity of learners, including students from underrepresented communities.

Thompson Rivers University is committed to **open access to knowledge creation** including providing our learners access to a research informed education and providing our communities access to the benefits of scholarly, research and creative activities to solve community problems and enrich community life. Thompson Rivers University supports **research excellence** through our Office of Research, Innovation and Graduate Studies.

At Thompson Rivers University, our commitment to dynamically and continuously improving standards of excellence is unwavering.

5 Priorities for 5 Years

Increasing Student Success

TRU will prioritize academic engagement and programs which fully develop our learners' knowledge and skills and supports student career success in the context of:

- Co-curricular, extracurricular and experiential learning opportunities
- Flexible delivery models for innovative programs
- Flexible learning options, such as laddering, prior learning assessment, open learning, and life-long learning options
- Student transitions to work or further study through skills-based, competency-based, and learning outcomes-based education and training
- Transitions between high schools and the university; trades, vocational and academic streams; virtual, distance and face-to-face learning environments

Increasing Intercultural Understanding

TRU will prioritize programs and practices that support diversity, inclusion and intercultural understanding between our Aboriginal, local, regional and global communities in the context of:

- The indigenization of our university through the inclusion of traditional and contemporary Aboriginal teaching, learning, knowledge, research and creative practice
- The internationalization of our university through the inclusion of globally-engaged teaching, learning, knowledge, research and creative practice
- The recognition of the diversity and uniqueness of Canadian society including a local and BC perspective.
- The creation of a culture of inclusion in all aspects of university work and life

Increasing Research Capacity

TRU will prioritize the development and mobilization of scholarship, research, training; teaching innovation, professional practice, and creative capacity for the benefit of people in the context of:

- The strengths and expertise of faculty and students
- The needs of people, populations and organizations in our communities
- Program and course innovation and development for undergraduate and graduate students
- Partnerships across disciplines with industry, businesses, social and cultural organizations, and other educational institutions
- Intercultural and international career and professional development, research activity, and creative activity for students, faculty, staff and alumni

Increasing Entrepreneurial Capacity

TRU will prioritize entrepreneurial collaboration and social enterprise that mutually benefits the university and the communities we serve in the context of:

- Innovative practices, experiences, and ideas
- Research and creative opportunities for students and faculty
- Career development opportunities for students, faculty, staff and alumni
- Partnerships with Government, NGO's, industry, business, professional and academic institutions and communities
- Innovation leading to economic development

Increasing Sustainability

TRU will prioritize initiatives that mutually benefit the university and the communities we serve in the context of:

- Financial sustainability of the university
- Economic sustainability of the region and the province
- Cultural and social sustainability of our communities
- Creative and community arts sustainability
- Environmental sustainability

Board Approved 14 February 2014

Implementing the 5 Priorities over 5 Years

The Strategic Priorities planning and implementation process depends on the most important resource available to the university, namely the energy and creativity of our people. Therefore, our community: students, faculty, staff, alumni and community members will be invited to submit proposals which champion and implement these pan-university priorities over the next five years. It is understood that strategic proposals may require strategic investments. Thus, future budgeting processes will provide for strategic investments in initiatives that align with these priorities. Key strategic indicators and milestones will be developed to monitor the progress of all initiatives.

TRU is uniquely positioned to redefine the modern university. Successfully implementing these strategic priorities will take “The TRU Model” to the next level of excellence in creating knowledge and understanding for the benefit of all people.



THOMPSON RIVERS
UNIVERSITY

Self-Evaluation Report

Appendix 6

Institutional Accountability Plan and Report, 2014/15 – 2016/17



Institutional Accountability Plan & Report

2015/16
–
2017/18

tru.ca

OFFICE OF THE PRESIDENT

July 13, 2015

The Honourable Andrew Wilkinson, M.L.A.
Minister of Advanced Education
PO Box 9080 Stn Prov Govt
Victoria BC V8W 9E2

Dear Minister Wilkinson,

We are pleased to present you with the Thompson Rivers University (TRU) Institutional Accountability Plan and Report for 2015/16 to 2017/18. TRU is committed to helping learners of all backgrounds and abilities to discover and realise their full potential. Through the singular mandate entrusted to us by the province of British Columbia, we are uniquely empowered and qualified to deliver on this commitment.

Over the past academic year, TRU has launched plans and achieved goals that directly link to three key strategic drivers: our mandate, as articulated in the Thompson Rivers University Act; the province's economic and employment priorities – including the BC Jobs Plan and the drive to increase international student numbers by 50%; and our region's demographic projections of declining high school graduate numbers along with a corresponding rise in over-30 learners. These drivers have influenced the content and trajectory of the university's Strategic Priorities.

The launch of TRU's Strategic Priorities last February has galvanized a number of developments throughout the institution. Some cases in point:

- Aligned with the priority of **Increasing Student Success**, starting in fall 2015, TRU is committed to providing students with diverse paths to fulfilling their potential. For example, TRU engineering transfer students can now complete a full two years of study in Kamloops before transferring into third-year Computer Engineering or Electric Engineering programs at the University of Victoria. This joint program will help meet the growing demand for engineers across BC.
- To further the priority of **Increasing Intercultural Understanding**, a new education and training partnership between TRU Williams Lake and the Xeni Gwet'in First Nations will welcome 18 learners into the camp cook program at Williams Lake. As well, TRU is very proud to have three Indigenous full professors within our faculty.
- To advance the priority of **Increasing Research Capacity**, TRU has secured a grant of more than \$85,000 through Canada's Social Sciences and Humanities Research Council's Aid to Small Universities (ASU) fund. TRU was ranked first out of 51 ASU grant submissions. The grant will fund projects with the potential to engage 12 faculty from TRU, five faculty from partner universities, eight community research partners and 21 undergraduate and graduate students.

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OFFICE OF THE PRESIDENT

The Honourable Andrew Wilkinson, M.L.A.
Page 2

- Reflecting our priority of **Increasing Entrepreneurial Capacity**, TRU's Enactus club – dedicated to benefiting communities through entrepreneurship – was a multiple winner at the 2015 Enactus Western Regional Exposition. The highlight: one of two Regional HSBC Women Leaders of Tomorrow awards was claimed by none other than TRU Enactus President, Acacia Schmietenkop.
- As part of our ongoing leadership in **Increasing Sustainability**, TRU earned a coveted gold STARS (Sustainability Tracking, Assessment & Rating System) rating in 2015 from the prestigious international Association for the Advancement of Sustainability in Higher Education.

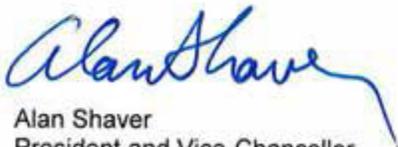
And these are just five examples. In fact, dozens of other initiatives – including a new Strategic Sustainability Plan, a new Budget Methodology and a new Strategic Research Plan (all detailed within this report) – are in the works or underway across the university.

This is an exciting time. Across our province, partnerships between government, industry and post-secondary institutions are generating new opportunities for British Columbians. TRU is dedicated to contributing to this groundswell of progressive thinking and proactive action.

In September, we will celebrate the 45th anniversary of our founding as a BC post-secondary institution and our 10th year as Thompson Rivers University. These milestones remind us of our deep roots within the communities we serve and our equally deep commitment to responding to their needs.

We look forward to working closely with you and the Ministry in the years ahead to do so.

Sincerely,



Alan Shaver
President and Vice-Chancellor
Thompson Rivers University



Brian Ross, Q.C.
Chair, Board of Governors
Thompson Rivers University

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Institutional Overview



1. Institutional Overview

Thompson Rivers University evolved from a community college (Cariboo College) to a university college (University College of the Cariboo) and in 2005 became TRU. During these substantial transitions, TRU developed its mission statement: a comprehensive, learner-centred, environmentally responsible institution serving regional, national, and international learners and their communities through high quality and flexible education, training, research and scholarship. These values led to a unique mandate from British Columbia's provincial government, articulated in the *Thompson Rivers University Act (2005)* and based on amalgamating the University College of the Cariboo with BC Open University and other aspects of the Open Learning Agency.

Our Legislated Mandate

- 1) The purposes of the university are: a) to offer baccalaureate and masters degree programs, b) to offer post-secondary and adult basic education and training, c) to undertake and maintain research and scholarly activities for the purposes of a) and b), and d) to provide an open learning educational credit bank for students.
- (2) The university must promote teaching excellence and the use of open learning methods.
- (3) In carrying out its purposes, the university must serve a) the educational and training needs in the region specified by the Lieutenant Governor in Council and b) the open learning needs of British Columbia.

(Thompson Rivers University Act, 2005)

In the TRU Act, the province designated TRU as a university which offers undergraduate and master's degrees, certificate and diploma programs, vocational training and adult basic education, foundation and apprenticeship programs in trades and technology, Open Learning programs and courses, and also undertakes research and scholarly activities. The fulfillment of this unique mandate drives all aspects of TRU and will remain at our core as we continue our historic trajectory.

Thompson Rivers University is redefining what "university" can mean by breaking through traditional boundaries of higher education with the range of programs we provide, the diverse learning paths we present and the research opportunities we extend—to students in Kamloops, in surrounding BC communities and around the world, through all phases of their lives. TRU offers more than 140 programs through campuses in Kamloops and Williams Lake, as well as at five regional centres across the BC Interior, and almost 600 courses and 57 programs online through TRU Open Learning.

1.1 Governance

Governance at TRU is overseen by three bodies responsible for corporate and academic decision-making. This tri-cameral system of governance consists of a Board of Governors, Senate, and Planning Council for Open Learning. The composition, powers and duties of each body are legislated by the Province of British Columbia in the *Thompson Rivers University Act (2005)*.

1.1.1 Board of Governors

The Board of Governors is responsible for the management, administration and control of the property, revenue, business, and affairs of the university, except those affairs vested in the Senate or the Planning Council for Open Learning.

1.1.2 Senate

The Senate, chaired by the President, is responsible for the academic affairs of the university. It sets criteria for awarding credentials, curriculum content, qualifications for admission, and educational policies and procedures. The Senate also advises the Board on the development of policy concerning TRU's objectives and other matters.

1.1.3 Planning Council for Open Learning

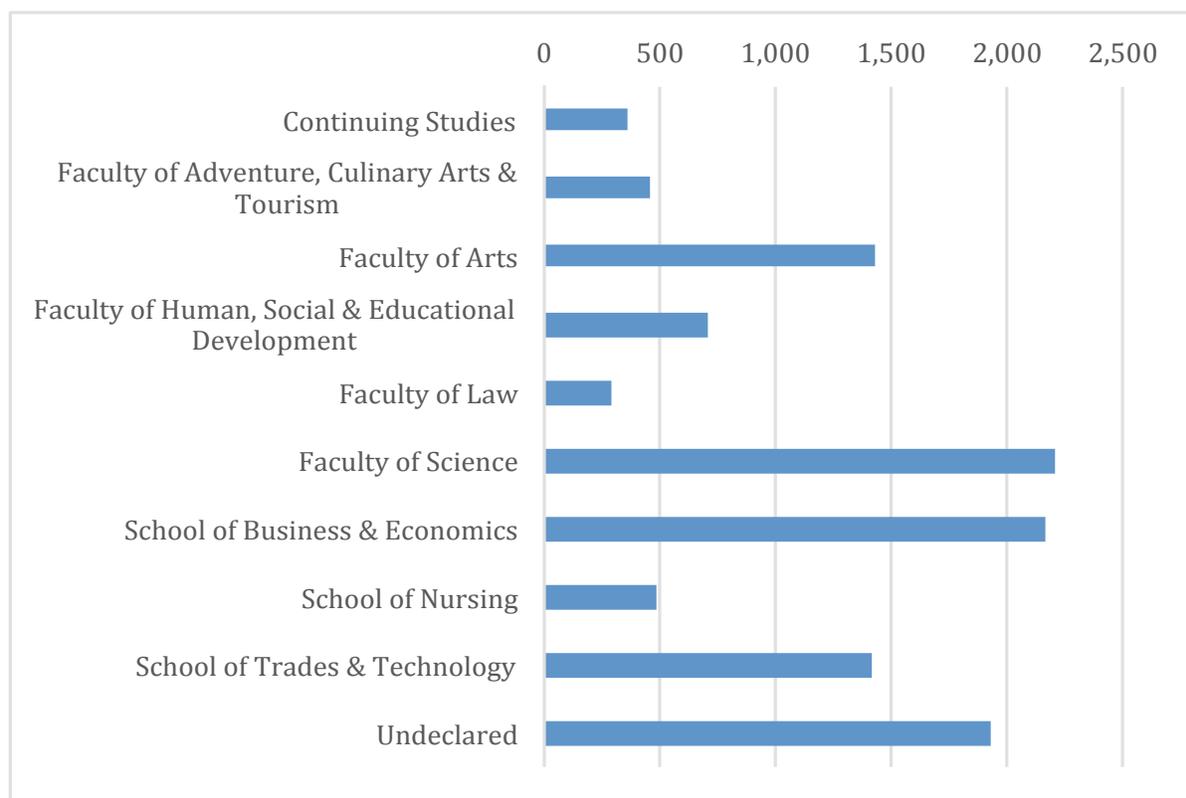
The Planning Council for Open Learning sets the admissions and residency requirements for courses, programs and credentials offered through TRU's Open Learning division. It must report any resolutions it makes to the Senate. It may also advise the Board concerning the educational mandate, programming or strategic direction of the division.

1.2 Academic Divisions

TRU's program offerings are broad and comprehensive. They include: open admission bachelor's degrees in Arts, Business and Science; limited and selective admission programs in areas such as Education and Nursing; adult basic education; distance and online education; foundational and apprenticeship programs in trades and technology; training in Williams Lake and regional centres; and several certificate and diploma programs that ladder up to higher credentials. Many credentials offer enriched learning opportunities such as co-curricular certificates, co-operative education, field schools, Study Abroad choices, practicums, and undergraduate research projects. TRU also offers a three-year Juris Doctor program through its Faculty of Law, a variety of graduate level certificates and diplomas, and three master's programs. Programs are organized and administered across several academic divisions and supporting departments (see also section 3.2.1 Increasing Student Success).

In the 2014-15 fiscal year, TRU's total Full-Time Equivalent (FTE) enrolment was 11,397 (including FTE generated by international students, Open Learning students, and all campuses). Figure 1.2 shows the FTE enrolment by students' academic program division.

Figure 1.2 Full-Time Equivalent (FTE) Enrolment 2014-15 – Students' Academic Program Division



Strategic Direction and Context



2. Strategic Direction and Context

2.1 Our Strategic Direction

Thompson Rivers University is mandated to provide open access to a diverse range of programs, from adult basic education and training to graduate-level programs, while simultaneously promoting teaching excellence. TRU has defined this challenging task as “Access to Excellence”. In short, our goal is to provide open educational access to the widest possible range of students (including those who require adult basic education to gain admission to university programs) while achieving a national reputation for educational excellence. To understand fully what this mission means as it is lived daily by the TRU community, one must experience the TRU convocation ceremonies, at which adult students with cognitive disabilities (completing the Education and Skills Training program) cross the same stage in the same ceremony as students receiving master’s degrees. It is hard to say which students provide the TRU community with more inspiration to fulfill its complex mission, but it is fair to say that these programs have impact of equal value on the university’s communities and the lives of students and their families.

TRU is also mandated to undertake and maintain research and scholarly activities. This has been defined to include scholarly teaching, creative activity, and research that serves communities, business, and industry. Finally, TRU is mandated to provide an open learning educational credit bank for students. TRU continues to build on the strengths of the credit bank and the Prior Learning Assessment and Recognition (PLAR) program in an effort to position the university at the cutting edge of recognizing learning outcomes obtained outside of university, including in experiential and applied learning contexts.

Our Traditional Foundations

TRU serves our Aboriginal, local, regional, national and global communities by cultivating:

- student, faculty, staff, and community engagement and service excellence
- faculty and student engagement in scholarly research and creative activity
- innovative, interdisciplinary, and experience-based learning environments
- open and flexible learning environments
- Aboriginal education, culture, traditions, opportunities and partnership
- environmental, economic, social, cultural and creative sustainability
- international opportunities for students, faculty and staff

In the Open Learning division, TRU’s PLAR platform is internationally recognized for both innovation and excellence. The open education university framework was conceived by the Ministry at the time of the institution’s formation as a university. It is the belief at TRU that such a university, which has a strong and very traditional base, is the ideal platform to explore innovative and cutting-edge educational practices: this allows TRU to maintain audit, assessment, accountability and quality assurance practices under the scrutiny of the Ministry of Advanced Education and its post-secondary system peers while also challenging the status quo.

2.2 Our Strategic Priorities

The TRU Strategic Priorities (2014-2019) inform all other planning processes at the university. The planning process was guided by four existing strategic documents: the mandate articulated in the Thompson Rivers University Act, the TRU mission statement, the 2007-2013 TRU Strategic Plan, and the Academic Plan. The Strategic Priorities outline areas which the university will enhance during the period of 2014 to 2019.

The strategic priorities for “Redefining the Modern University” are:

1) Increasing Student Success

TRU will prioritize academic engagement and programs which fully develop our learners’ knowledge and skills and support student career success.

2) Increasing Intercultural Understanding

TRU will prioritize programs and practices that support diversity, inclusion and intercultural understanding between our Aboriginal, local, regional and global communities.

3) Increasing Research Capacity

TRU will prioritize the development and mobilization of scholarship, research, training, teaching innovation, professional practice, and creative capacity for the benefit of people.

4) Increasing Entrepreneurial Capacity

TRU will prioritize entrepreneurial collaboration and social enterprise that mutually benefits the university and the communities we serve.

5) Increasing Sustainability

TRU will prioritize initiatives that mutually benefit the university and the communities we serve.

For more details of TRU’s Strategic Priorities, see section 3.2 TRU Strategic Priorities.

2.3 Integrated Planning and Assessment

A framework to map existing planning processes and better support and formalize the planning processes at the level of individual units has been established. The Integrated Planning and Assessment Framework (IPAF) was adopted in late 2014. Figure 2.3 illustrates the relationship and alignment between existing approved university strategic planning documents: the Academic Plan, Strategic Research Plan, Strategic Priorities and Outcomes, Strategic Sustainability Plan, and Campus Master Plan. The IPAF is a living and iterative document that will be refined in future years.

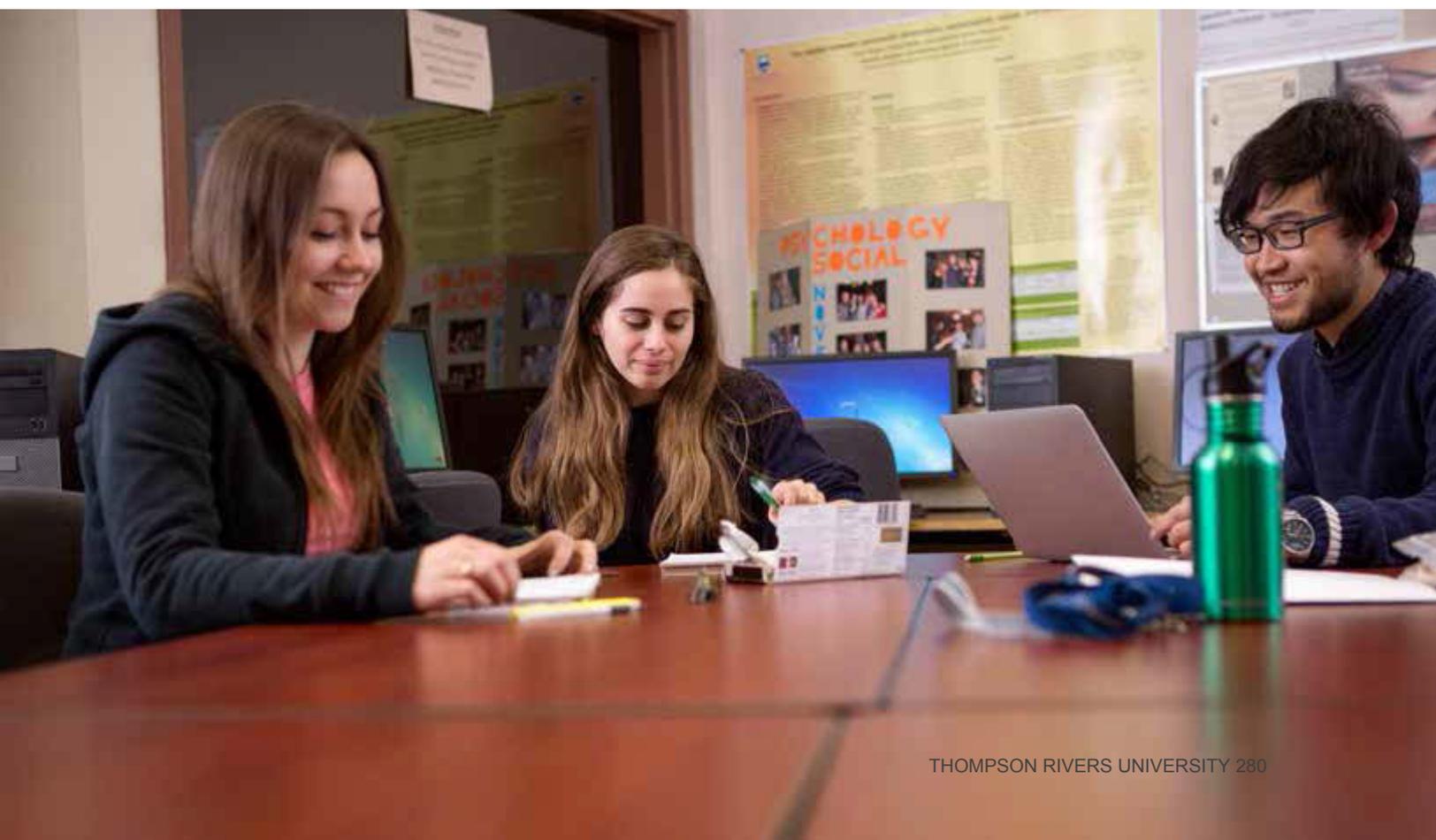
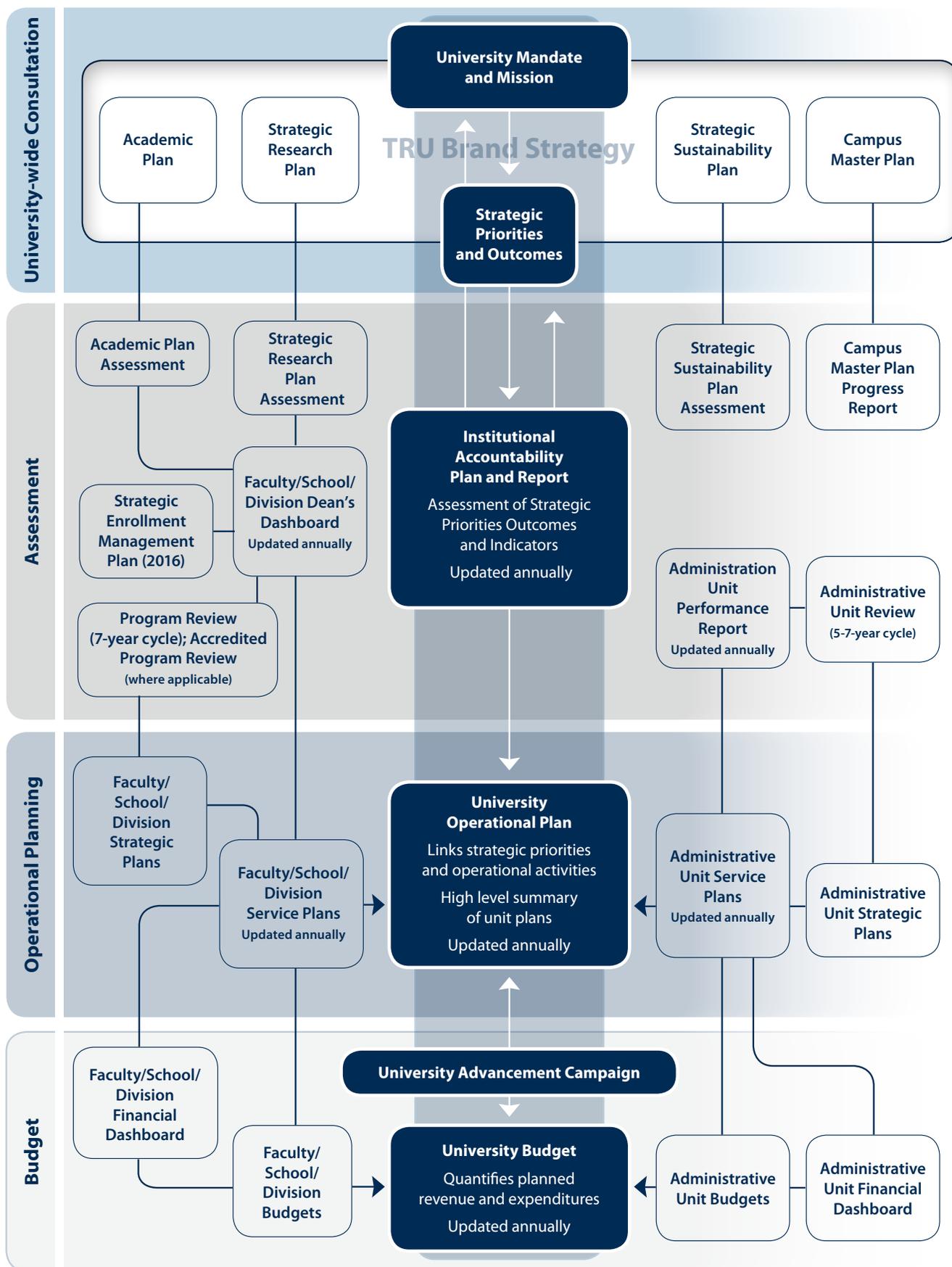


Figure 2.3 TRU's Integrated Planning and Assessment Framework



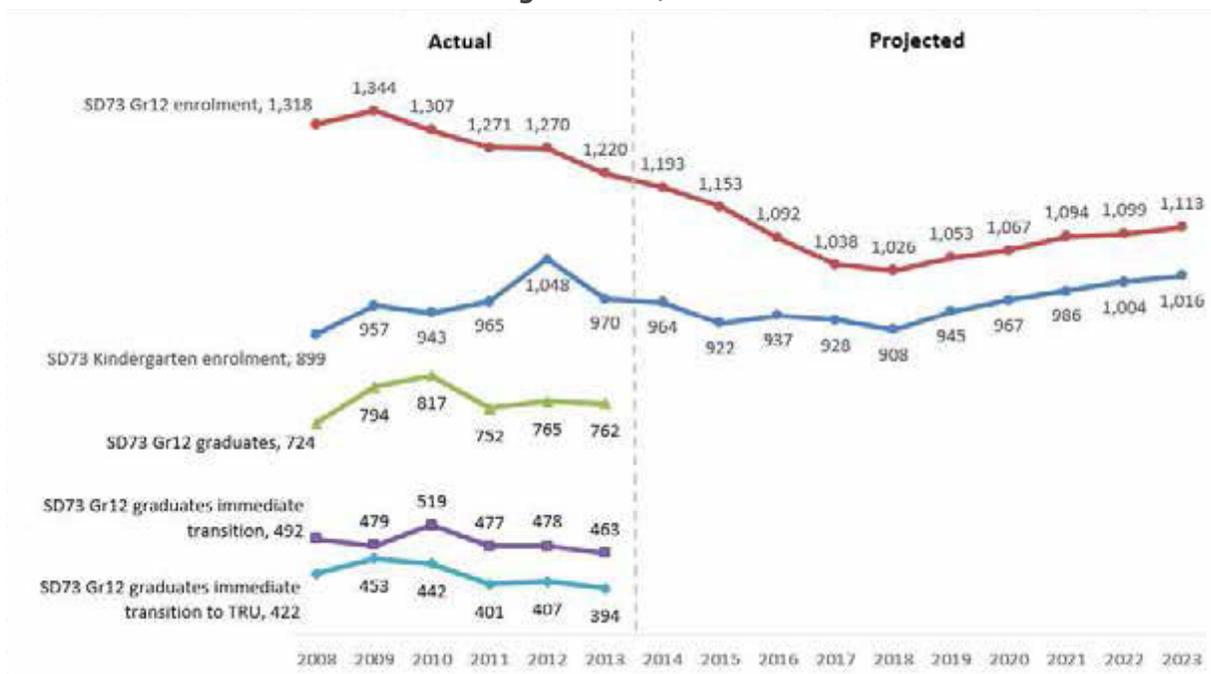
2.4 Strategic Context – External

2.4.1 Population Demographics

The changing demographics of the population continue to influence TRU’s planning and operations. The size of the traditional post-secondary age cohort in British Columbia, generally people 15 to 29 years old, is shrinking and is projected to do so until 2023. This affects School District 73 Kamloops/ Thompson in TRU’s catchment area. Figure 2.4.1a shows actual enrolment from 2008 to 2013 and projected enrolment from 2014 onward.

For the past several years, of the School District 73 grade 12 graduates who transitioned immediately to a post-secondary institution, about 85% were admitted to Thompson Rivers University (Figure 2.4.1a).

Figure 2.4.1a School District 73 actual and projected enrolment ¹, Grade 12 graduates¹, and transition to TRU ^{2, 3}



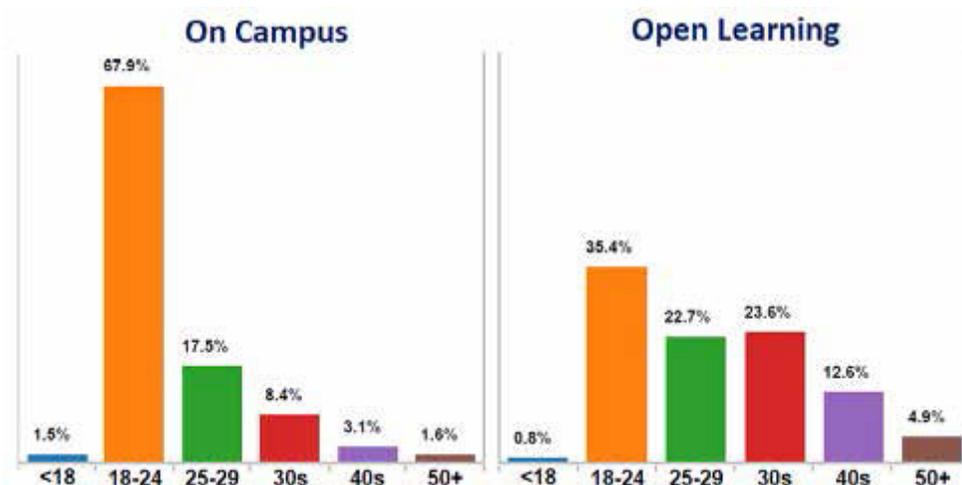
¹ Source: Projection Report for Public School Aged Headcount Enrolments (excludes adults) 2013/14 District and Provincial Report. March 2014. Retrieved from: www2.gov.bc.ca/gov/topic.page?id=DEDC8587EAC34EEB96A41583B7C0BB2D

² Source: Student Transitions Project. 2014 First Annual Transitions (2015-04-17)

³ “SD73 Gr12 graduates immediate transition” is the number of School District 73 Grade 12 graduates that immediately transitioned to a BC post-secondary institution. “SD73 Gr12 graduates immediate transition to TRU” is the number of School District 73 Grade 12 graduates that immediately transitioned to TRU.

In contrast, the population of people 30 years of age and older is increasing and projected to continue increasing. TRU’s on campus student population generally fits into the traditional age cohort, whereas Open Learning students are older (Figure 2.4.1b).

Figure 2.4.1b TRU students' age distribution – Winter 2015



TRU has acknowledged the need for a more comprehensive approach to enrolment planning, and is developing a comprehensive Strategic Enrolment Management (SEM) plan. The SEM plan will build on TRU's current strengths in recruitment, advising and retention initiatives and improve the integration and alignment in these areas. When complete, the SEM plan will include robust metrics and targets that faculties, schools and student services will use to track their performance on measures related to student recruitment, transitions, retention, completion, and outcomes.

With roughly 10% of TRU students being Aboriginal, the university aims to integrate Aboriginal culture, history, and knowledge in curricula, research, and learning activities. Both the First Nations and Aboriginal Affairs Committee of Senate and Aboriginal Education drive this work. The Executive Director of Aboriginal Education reports to the President. Academic and personal supports for Aboriginal students in Kamloops and Williams Lake are housed in Cplul'kw'ten—the Gathering Places. These are Aboriginal centres that provide information and guidance on all aspects of university life. In Kamloops, services for Aboriginal students include academic and wellness workshops, one-to-one counselling, librarian services, on-site computers, and established Elder in the House and Aboriginal Mentor programs. To support the transition of Aboriginal students to post-secondary study and culture, the Kamloops campus also offers a summer Science and Health Sciences Camp for high school students, a cohort-based dual-credit program for grade 12 students (TRU Start), and Sekusen't, an Aboriginal student orientation.

2.4.2 Aboriginal Service Plan

Thompson Rivers University continues to be challenged to develop programs, positions, courses and services that are receptive, relevant, and respectful for Aboriginal learners and Aboriginal partners. Currently, our Aboriginal Service Plan, developed with our Aboriginal partners, recognizes that we need student service programs that will address the academic, financial, and social barriers facing Aboriginal learners. TRU also recognizes that to fulfill Indigenization on campus we must partner with Aboriginal community leaders to develop meaningful, powerful and relevant Aboriginal curricula in the areas of First Nations Language, Indigenous Leadership and Aboriginal Entrepreneurship.

Specifically, TRU's Aboriginal Service Plan has secured \$265,000 in Ministry of Advanced Education funding for the following activities: Transition Planner, Lifeskills Planner, Mentorship Coordinator, Williams Lake Tutoring, Indigenization Community Engagement Forums, School District #73 Transitions Day, Retention Research, Aboriginal Mentorship, Metis Cultural Celebrations, Elders Cultural Traditions, Aboriginal Career Planning, Williams Lake Elder Engagement, Aboriginal

Awareness Week, Aboriginal Recruitment, First Friends Feast, Curriculum Indigenous Leadership, School District #74 Transitions Days, Aboriginal Graduation, and Aboriginal Entrepreneurship Development Forum. TRU continues to prioritize Aboriginal programs, services and initiatives that will improve the recruitment, retention and completion rates for Aboriginal learners.

TRU acknowledges that many powerful lessons have been learned through the implementation of past Aboriginal Service Plan activities. We learned that there is a high level of interest, participation, and involvement from Aboriginal students, elders, and community members for Aboriginal Service Plan activities. Ultimately, we learned that our Aboriginal Service Plan activities support TRU's transformation towards excellence in Aboriginal learning, teaching, student support services, community partnerships, research, and Indigenization.

2.4.3 Government Initiatives

Federal and provincial government policy and initiatives also shape TRU's external environment context. In the past year, TRU participated in the Skills Gap initiative, responded to changes to Adult Basic Education (ABE) and English as a Second Language (ESL) funding, contributed to the Administrative Service Delivery Transformation initiative, and continued to support the province's international education strategy.

TRU supported the Province's Skills Gap initiative by developing annual Skills Gap Plans which highlight areas of academic programming that directly align with labour market priorities such as the top 60 jobs in demand. The 2014-15 Skills Gap Plan for Thompson Rivers University targeted 130 Full-Time Equivalent enrolments (FTEs), representing \$1,410,025 in targeted funding. The targeted FTEs were in the following areas of high demand: social and community service workers, lawyers, registered nurses, nursing administration, nursing research and clinical nursing, and financial auditors and accountants. TRU delivered fully on this commitment.

Building on our 2014-15 Skills Gap Plan, TRU is targeting a further \$3,155,050 in funding for 2015-16. The 286 newly targeted FTEs are in the following areas: respiratory therapy, accounting, law, computer science, engineering, human resource management, hospitality and early childhood education.

A work plan detailing ABE and ESL program delivery was submitted to the Ministry of Advanced Education following the cancellation of Annex A of the Canada-BC Immigration Agreement.

During 2014-15, TRU participated in the Administrative Service Delivery Transformation initiative to achieve administrative efficiencies, reduce costs, share best practices, and enhance the quality of services across the post-secondary sector.

TRU continues to recruit international students from around the world and to assist the Province in achieving the provincial target of a 50 percent increase in the number of international students studying in British Columbia by 2016. TRU is a leading destination in Canada for international students. International enrolment now exceeds 1,750 students in Fall and Winter semesters, representing more than 80 nations worldwide. In addition, the university is engaged in about 50 bilateral student exchange agreements with partner institutions around the world. TRU is also a member of the Washington, DC-based International Student Exchange Program (ISEP). Through ISEP, TRU students are also able to take advantage of more than 100 exchange opportunities around the world.

2.5 Strategic Context – Internal

Internally, in the last year TRU undertook a number of initiatives which are influencing its operations including the development and implementation of a new budget methodology, a strategic research plan, and a sustainability plan.

2.5.1 A New Strategic Research Plan

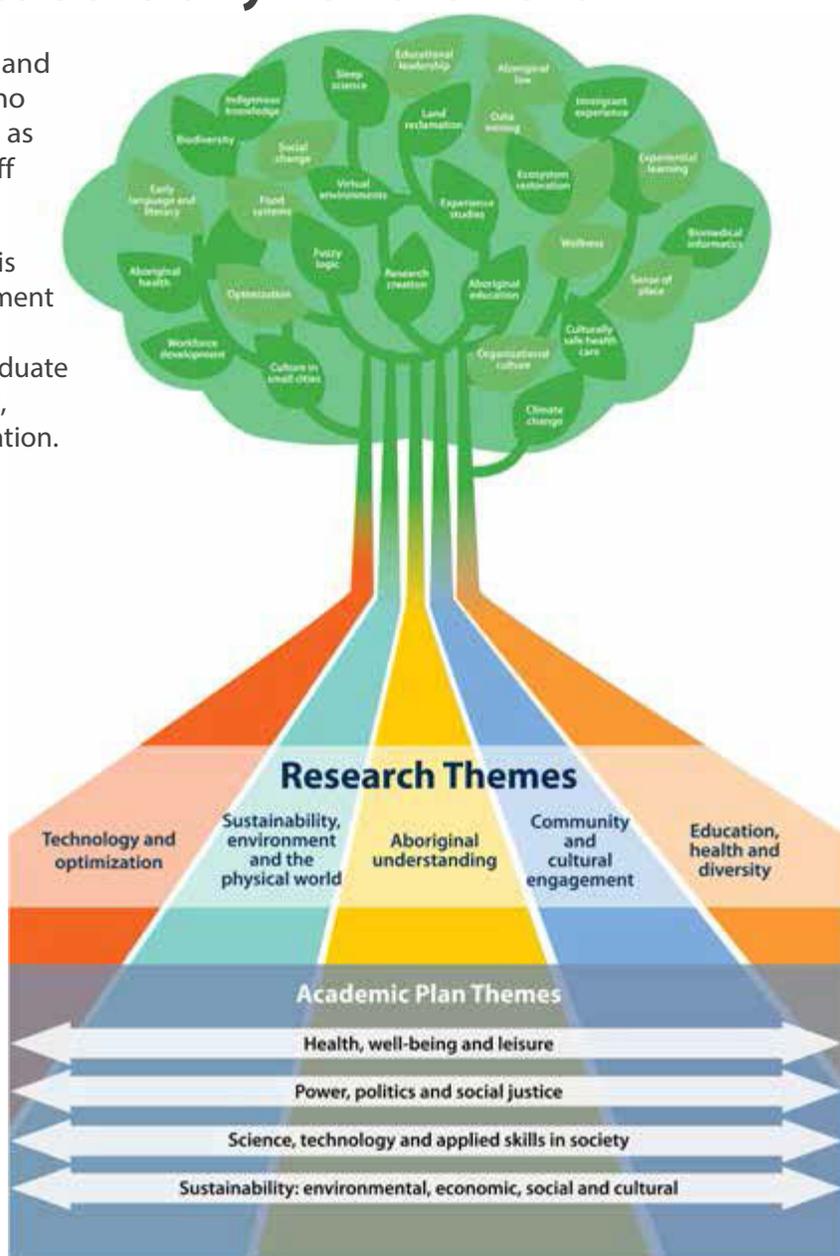
Our official Strategic Research Plan (SRP) serves as a blueprint for research for the next five years. The plan, which received approval by the TRU Board of Governors in February 2015, was informed by faculty and student surveys, a community advisors group, a series of focus group meetings with research stakeholder groups, departmental consultations and three town hall meetings. While TRU encourages research in all disciplines, the plan identifies specific objectives and development in five key areas: education, health and diversity; community and cultural engagement; sustainability, environment and the physical world; Aboriginal understanding; and technology and optimization (Figure 2.5.1). See section 3.2.3 Increasing Research Capacity for additional details about research at TRU.

For more information about the new Strategic Research Plan, visit www.tru.ca/research/about/plan

Figure 2.5.1 Strategic Research Plan Pathways to Scholarly Achievement

Research and creation are the heart and soul of a university. They inform who we are and why we do what we do as teachers, scholars, students, support staff and administrators.

Continuing to build TRU's research profile is seen as crucial not only to student recruitment and engagement, faculty progression and renewal, and the development of new graduate programs, but also to our university's local, regional, national and international reputation.



With the SRP in hand, it is time to move from strategic planning to strategic implementation, and to achieving the objectives outlined in the plan. Goals include increasing the number and percentage of active faculty holding external research funding, increasing the total dollar amount of tri-agency grants and external contracts with business and industry, and increasing the number of peer-reviewed publications, scholarly works and exhibitions as a percentage of total research-focused faculty.

These goals can only be achieved through the further development of TRU's research culture. This culture will be enhanced by increasing the profile of faculty and student research success; by consulting regularly with the university research community, including our community research partners and stakeholders; by seeking out collaborative research opportunities with other university partners; by supporting the closer integration of research with teaching, including the development of new graduate programs and graduate student training opportunities; by increasing the number of research leadership chairs; by implementing a new research peer-mentoring strategy; and by increasing support for research centres, conferences, workshops and outreach events.

2.5.2 A New Strategic Sustainability Plan

In our commitment to steadily reduce the university's carbon footprint over the short-, mid-, and long-term, Thompson Rivers University released a bold plan in Fall 2014 that can be monitored and measured. The Strategic Sustainability Plan (SSP) is a no-nonsense roadmap spanning the next five years. It indicates in plain language and real numbers where the university wants to go, how it will get there, and how long it will take. The plan was a necessary supplement to the Campus Master Plan, ensuring that all campus development will meet TRU's high standards for operational sustainability. However, the TRU Strategic Priorities identified that TRU's definition of sustainability extends far beyond the environmental sustainability of the institution's operations to also include the financial, economic, cultural, social and creative sustainability of the university and its region. The scope of the sustainability planning process was enlarged to reflect this broader definition (Figure 2.5.2).

The SSP is comprehensive in nature, and includes more than 130 recommended strategies across four key focus areas: operations and planning, advocacy and engagement, learning, and administration. The SSP is intended to provide a framework for each TRU department and operational unit to incorporate sustainability initiatives into their own planning processes. The organizational framework of the SSP is closely aligned with the Sustainability Tracking, Assessment and Rating System (STARS) established by the Association for the Advancement of Sustainability in Higher Education (AASHE). STARS is a fully transparent reporting tool for universities and colleges to measure their sustainability performance and benchmark it against other comparable institutions. STARS addresses performance in four areas: academics, engagement, operations, and planning and administration. TRU achieved a Gold STARS rating in 2015. See section 3.2.5 Increasing Sustainability for additional items about environmental sustainability at TRU.

TRU's STARS scorecard with detailed results is available at www.stars.aashe.org/institutions/thompson-rivers-university-bc/report/2015-03-03/

For more information on TRU's new Strategic Sustainability Plan, visit www.tru.ca/sustain/people/reporting

2.5.3 A New Budget Model

In Fall 2014 TRU implemented a new budget methodology for the 2015-16 fiscal year. As an over \$170 million enterprise, our institution is undoubtedly complex, but our strategic priorities are clear. The new budget methodology invests in the programs and services regarded as important to our Strategic Priorities. It afforded TRU the opportunity to critically reflect on the linkage between planning processes and resource allocation.

Under the guidance of the new methodology, the annual budgeting process is supported by more extensive expectations for planning and assessment to justify budget submissions. All budget submissions from each unit or department are accompanied by an annual plan which requires three essential components:

- 1) A survey of the existing programs or services offered by the unit.
- 2) An analysis of metrics and targets specific to the unit to measure performance and sustainability year over year.
- 3) Planning for coming-year initiatives, including any necessary augmentation or reduction to programs or services and details of new initiatives planned in support of the TRU Strategic Priorities.

The first submission of annual plans occurred in Fall 2014 for the 2015-16 fiscal year. Preliminary feedback indicates that the new methodology, while more time-consuming for budget managers, provided a valuable opportunity for introspection among faculties, schools and administrative departments. The methodology created an opportunity to evaluate all services offered and clearly articulate appropriate changes to services. Processes and templates for the new budget methodology are quite iterative, with revisions expected for following years. It is expected that in future years TRU will be able to create a cohesive emergent institutional operational plan from the collective submission of academic and administrative annual plans. The success of the annual planning process is in large part dependent on the university's attention to unit-level strategic planning as described above.

For more information about TRU's new budget model, visit www.tru.ca/vpadmin/budget

2.5.4 Risk Management

TRU recently created a risk management policy, and the TRU Emergency Management Plan is in its second iteration. An alert system is now in operation and an Emergency Operations Center is in place.

A risk assessment requirement has been added to the business case template for all curricular and non-curricular proposals for TRU's new Strategic Initiative Fund (SIF). A number of risk assessments have been completed for the proposals submitted for the initial pilot of the fund for the 2015-16 fiscal year. By September 2015, TRU expects to demonstrate a robust, formalized Enterprise Risk Management approach. It is anticipated that risk assessments will become routine practice following this year.

TRU is committed to providing a safe and healthy workplace and learning environment for the entire campus community, which includes the air we breathe. In September 2014, the Smoking/Tobacco Policy was updated and nine covered smoking areas were designated on the Kamloops campus to reduce TRU community members' exposure to second-hand smoke.

Emergency Simulation

On Thursday, May 14, 2015, TRU engaged in a full-scale simulated—yet very realistic—emergency exercise at its Kamloops campus. A call about a suspicious gold-coloured SUV and its three occupants approaching the Clock Tower at Thompson Rivers University officially started one of the largest joint operation emergency-response training exercises seen in British Columbia—and a precedent-setter in Canada’s post-secondary sector. Marked and unmarked police cars converged at the scene and officers dressed in full tactical gear responded as they learned that shots had been fired in the occupied Alumni Theatre.

As the scenario unfolded, RCMP responders learned that 230 TRU staff, faculty and students (who had volunteered to participate in the event in various roles) including injured “victims”, people in lockdown rooms, hostages and evacuees, required evacuation from the building. Outside, behind the police tape, local media watched as the eerily real mock emergency unfolded. Eight and a half hours later, the last actor, TRU President Alan Shaver, was safe and the campus was again secure.

After two and a half years of planning, this day-long exercise involved 468 participants, including TRU’s Emergency Operations Group; TRU staff, faculty, and students; the RCMP (Kamloops, Kelowna, Penticton, and Vancouver); Kamloops Fire Rescue; City of Kamloops; Interior Health (with Royal Inland Hospital); BC Ambulance Service; the media; and observers from Emergency Management BC and a number of other post-secondary institutions. It was an opportunity for TRU’s Emergency Operations Group to test our emergency management plan, rigorously assess its effectiveness, and then adjust it for readiness in the event of an actual emergency.

2.5.5 Academic Program and Administrative Department Reviews

All undergraduate and graduate academic degree, diploma, and certificate programs, no matter where they are offered or how they are delivered, undergo a program review approximately once every seven years. A forward-looking process based on the expectation that every program can be improved, a review assesses each program’s health through evidence-based inquiry and analyses. The Academic Program Review Office facilitates the reviews which are completed by faculty members within the department and supported by the department chair and dean. TRU’s program review process incorporates data plus the combined insight of students, faculty, and external experts to identify program improvements. The findings are documented in a comprehensive report and action plan that guides program improvements in subsequent years.

The following is a summary of academic program reviews for 2014-15.

Program Reviews Substantially Completed	Program Reviews Initiated
Animal Health Technology (Diploma)	Education (Degree)
Geography (Degree)	Early Childhood Education (Certificate)
Partsperson and Warehousing (Certificate)	Health Care Assistant (Certificate)
Piping Trades (Certificate)	Nursing (Degree)
Sociology and Anthropology (Degree)	

In 2012, TRU implemented a process of self-assessment of each administrative service division under the guidance of the Vice-President Administration and Finance. The internal assessment includes an overview of the services provided by the division, benchmarked against leading institutions in the area and an assessment of key performance indicators. The internal self-

assessment is complemented by an external review conducted by qualified external evaluators. Two or three units are reviewed each year on a rotational basis. This review process complements the Academic Program Review process.

In 2014-15, reviews for these administrative departments were completed: Athletics and Recreation, the Office of Environment and Sustainability, Facilities Management, and the Williams Lake campus (academic and administrative).



Performance Plan



3. Performance Plan

3.1 TRU Alignment with AVED Goals

The Strategic Priorities set out for the next five years guide TRU’s institutional goals and objectives. The initiatives associated with these priorities are being monitored and a set of metrics have been developed for each one. Figure 3.1 demonstrates alignment of TRU’s strategic priorities and support of the Ministry of Advanced Education’s goals. The matrix shows that each of TRU’s strategic priorities support two or more of the Ministry’s goals.

3.1 TRU Strategic Priorities Alignment with AVED Goals

TRU Strategic Priorities	Ministry of Advanced Education Goals			
	Goal 1: Students	Goal 2: System	Goal 3: Society	Goal 4: Citizens
	Students are supported to achieve their education, employment and training goals	Maintain a quality post-secondary education system that provides BC with a global competitive advantage	An education and training system that maximizes return on investment and supports BC’s diverse communities	Citizens are informed and engaged with government in a way that is inclusive, and builds both trust and quality of life
1. Increasing Student Success	✓	✓	✓	
2. Increasing Intercultural Understanding	✓	✓	✓	✓
3. Increasing Research Capacity	✓	✓	✓	✓
4. Increasing Entrepreneurial Capacity	✓	✓	✓	✓
5. Increasing Sustainability			✓	✓

For more information, visit:

British Columbia Ministry of Advanced Education. February 2015. 2015/16 – 2017/18 Service Plan. Retrieved from www.bcbudget.gov.bc.ca/2015/sp/pdf/ministry/aved.pdf

Thompson Rivers University. February 2014. Redefining the Modern University: Strategic Priorities 2014-2019. Retrieved from www.tru.ca/strategicpriorities

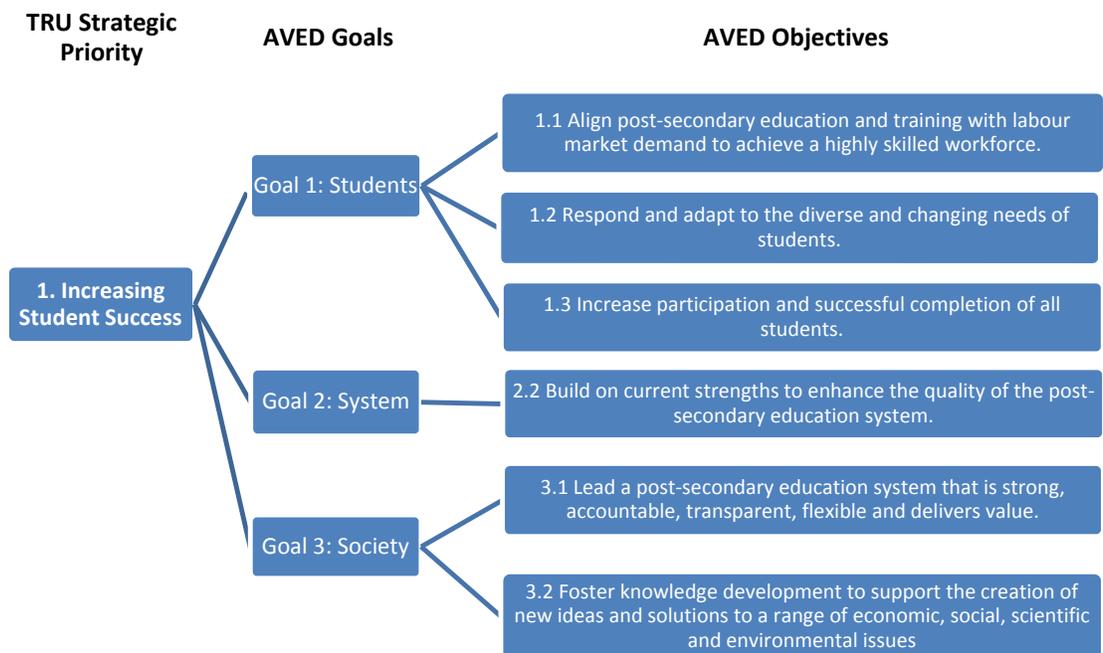
3.2 TRU Strategic Priorities

This section details how TRU’s Strategic Priorities align with the Ministry of Advanced Education’s goals and objectives.

3.2.1 Increasing Student Success

TRU will prioritize academic engagement and programs which fully develop our learners’ knowledge and skills and support student career success in the context of:

- co-curricular, extracurricular and experiential learning opportunities,
- flexible delivery models for innovative programs,
- flexible learning options, such as laddering, prior learning assessment, open learning, and life-long learning options,
- student transitions to work or further study through skills-based, competency-based, and learning outcomes-based education and training, and
- transitions between high schools and the university; trades, vocational and academic streams; and virtual, distance and face-to-face learning environments.



TRU offers an outstanding range of programs, from trades to traditional academics, certificates to bachelor and graduate degrees. Our divisions provide academic and professional career paths, interdisciplinary options, and practical experience like co-op and undergraduate research to enrich learning. A variety of services support students to achieve excellence.

Faculty of Adventure, Culinary Arts & Tourism

The Faculty of Adventure, Culinary Arts and Tourism offers internationally recognized certificates, diplomas, bachelor’s degrees, and post-baccalaureate diplomas in Adventure Studies and Tourism Management. Students are trained as outdoor adventure guides and managers, event and conference organizers, and managers for resorts or hotels in the growing tourism industry. The Culinary Arts and Retail Meat Processing department teaches students these trades in a hands-on environment that includes international quality gourmet food preparation for a public cafeteria and a retail meat store located on the Kamloops campus.

Faculty of Arts

The Faculty of Arts offers Bachelor of Arts, Bachelor of Interdisciplinary Studies, Bachelor of Fine Arts, and Bachelor of Journalism degrees with 15 majors and minors in eight departments: English and Modern Languages; Geography and Environmental Studies; Interdisciplinary Studies; Journalism, Communications and New Media; Philosophy, History and Politics; Psychology; Sociology and Anthropology; and Visual and Performing Arts. These programs provide opportunities for undergraduate students inside and outside of the classroom to explore ideas, engage with communities, and conduct research.

Faculty of Human, Social, and Educational Development

The Faculty of Human, Social, and Educational Development is a unique academic division comprising two schools and two departments: the School of Education, the School of Social Work and Human Service, the Department of English as a Second Language, and the Department of University and Employment Preparation. The faculty offers credit and non-academic credit

courses, plus programs including certificates and diplomas, bachelor's degrees in elementary education (with future streams planned in STEM and in Trades and Technology) and social work, and a master's degree in Education (with streams in Education Leadership and Counselling). Courses and programs are offered in Kamloops, Williams Lake, and regional centres.

Professor Airini, an international leader in education system performance and reform, became the Dean of the Faculty of Human, Social, and Educational Development in Fall 2014.

Faculty of Law

The Faculty of Law offers a three-year Juris Doctor in an award-winning building that includes bright, modern classrooms, student study spaces, and a new law library. The Law program was approved by the National Approval Committee on Accreditation, Federation of Law Societies of Canada in June 2014. Students have the opportunity to participate in a wide variety of initiatives, including a legal information service in which students serve the community, award-winning competitive mooting, an international law journal and student-run groups and activities.

Bradford Morse, a Canadian leader in social justice and Indigenous law issues, became the Dean of the Faculty of Law in Fall 2014.

Faculty of Science

The Faculty of Science provides opportunities for practical hands-on experience across a spectrum of science disciplines in the classroom, in the lab and in the field. In addition, there are opportunities for students to work with nationally and internationally recognized professor-researchers in their research laboratories.

Certificate, diploma, transfer, bachelor's degree, and Master of Science programs are offered through on-campus and/or Open Learning in the areas of Animal Health, Architectural and Engineering Technology, Biology, Chemistry, Chronic Obstructive Pulmonary Disease, Computing, Environmental Science, Forestry, Geology, Health Science, Natural Resources, Mathematics and Statistics, Physics, and Respiratory Therapy. The Natural Resource Science program is recognized by the Association of British Columbia Professional Foresters (ABC PF), the BC Institute of Agrologists (P.Ag.), and the College of Applied Biology (RPBio).

School of Business and Economics

The School of Business and Economics offers certificate, diploma, bachelor's degree, and post-baccalaureate credit and non-credit courses and programs, and the most flexible Master in Business Administration program in Canada through online, on-campus and blended delivery modes; and on a full- or part-time schedule. Subject areas include Accounting and Finance; Applied Business Technology and Legal Assistant; Economics; Management; and Marketing, International Business and Entrepreneurship. The School is seeking accreditation for its programs by the Association to Advance Collegiate Schools of Business (AACSB).

School of Nursing

The School of Nursing has a rich history in providing nursing education over the past 35 years. It offers the Health Care Assistant certificate, licensed Practical Nursing diploma, Bachelor of Science in Nursing, continuing education courses for nurses, and a Registered Nurse re-entry certificate program for those who have been away from nursing and wish to re-enter the workforce. As well, the Aboriginal Pathways certificate is for Aboriginal high school students preparing to take university programs in the health sciences.

School of Trades and Technology

The School of Trades and Technology offers programs through Construction Trades, Mechanical and Welding Trades, and Horticulture departments. These include foundation training for students who do not have a lot of experience in their trade of interest; apprenticeship training for students that are indentured by their employer and registered with the Industry Training Authority; professional driver training that prepares learners for a career in the trucking industry; and Continuing Studies and industry contract training. By offering morning, afternoon, evening, and weekend classes, the School has maximized its capacity to provide much-needed trades training.

ACE-IT (Accelerated Credit Enrolment in Industry Training) is an innovative partnership between TRU, BC school districts and independent schools from Vancouver Island to the Alberta border. It bridges secondary and post-secondary education and training for high school students who are seeking a head start in a trades career. Grade 12 students earn dual credit in a post-secondary course and a secondary school course. This dual credit program enabled TRU to meet the requirement outlined in the *BC's Skills for Jobs Blueprint: Re-engineering Education and Training* (Province of British Columbia, 2014). Two new ACE-IT programs were introduced that focus on the top Liquid Natural Gas occupations—Industrial Mechanic (Millwright) and Instrumentation and Process Technician. These Red Seal programs provide further training choices for ACE IT students at TRU.

Staying true to the Blueprint, the School of Trades and Technology worked to create stronger partnerships with industry (BC Transit, Cullen Diesel, Peterbilt, and Inland Kenworth) by creating and continuing the delivery of the Diploma of Transportation and Motive Power program via live-streaming video to a group of apprentices working on the Rio Tinto Modernization project in Kitimat (CLAC and Ledcor), delivering the Red Seal Partsperson program fully online (Foundation and Apprenticeship), and continuing to provide innovative distance training for industry across all reaches of the province.

The School has also worked to further engage Aboriginal youth and focus on their needs. In partnership with Seabird Island College, Foundation programs in Metal Fabrication, Welding, and Heavy Equipment Operator run at this site utilizing TRU instructors.

TRU also offers certificate, diploma, and continuing education courses through the TRU Water Education and Research Centre in water and wastewater technology and utilities to meet the varied education and training needs of the water industry in Canada and internationally.

Bachelor of Education in Trades and Technology is a new program starting July 2016. It is an applied degree designed to prepare people who have trade qualifications and work experience to teach in middle and secondary schools in technical and trades-related areas. By offering this new program, TRU will assist the Province of British Columbia to ensure the availability of teachers delivering trades and technical training.

Faculty of Student Development

TRU supports student success through programs overseen by the Faculty of Student Development, which works collaboratively with the Centre for Student Engagement and Learning Innovation (CSELI), TRU World's International Student Services team, the Open Learning division, and the TRU Library. Student well-being is also addressed through its Advising services, Counselling department, Wellness Centre, Multi-Faith Chaplaincy, Health Services, Career Education, Student Employment Centre, Assessment Centre, Disability Services, Writing Centre, Math Help Centre, Supplemental Learning, Aboriginal Education Office, Co-operative Education, and transitional programming such as University Preparation and English-as-a-Second or Additional Language.

The Faculty of Student Development also assists students with extracurricular opportunities such as study abroad, leadership, research, and clubs. There are a variety of support services specific to Open Learning students. PACE (Pack Academic Edge) is a collaborative initiative of the CSELI, Athletics and Recreation, the Counselling Department and the Supplemental Learning program for student athletes. The Faculty of Student Development is currently working on a pilot project with the Faculty of Arts to develop an early-alert program to identify potential at-risk students during their first term at TRU. It is anticipated that this program will launch in the fall of 2015.

Open Learning

Open Learning (OL) is an option for anyone interested in pursuing an independent and flexible way to advance their education. Through OL, TRU reduces the barriers potential students may face when pursuing their post-secondary studies and assists them in capitalizing upon any knowledge they have gained outside the walls of the academy. This is accomplished by: minimal admission requirements for courses and programs; generous amounts of transfer credit; removing the physical barriers to education; increasing the flexibility as to when students study; and allowing students to gain credit for their non-formal learning by providing Prior Learning Assessment and Recognition (PLAR) services as well as maintaining an open learning credit bank.

The Open Learning division of TRU offers almost 600 courses and 57 programs that can be taken online or by distance which encompass most of TRU's academic divisions. Some of these are also available as on-campus programs and courses.

Williams Lake and Regional Centres

TRU's campus at Williams Lake and the regional centres (100 Mile House, Ashcroft and Cache Creek, Barriere, Clearwater, Lillooet and Lytton) offer an array of programs, courses and workshops designed to meet the demands of today's workplace and the interests of the Cariboo Chilcotin community. Williams Lake offers some of the programs and courses listed above in each of the academic divisions, such as associate degrees; a certificate in Applied Business Technology; developmental programs; an Educational Assistant and Community Support certificate; a Human Service diploma; years 1 and 2 of the Bachelor of Science in Nursing; a Health Care Assistant certificate; Electrical, Heavy Mechanical, Carpenter, and Welding trades programs; university preparation programs, and Continuing Studies courses. The Practical Nurse diploma program and Saw Filer apprentice program are offered only at Williams Lake.

Other Student Success Initiatives

TRU began an institution-wide Learning Outcomes and Assessment (LOA) initiative in 2013 in response to the goals articulated in the TRU Academic Plan. The LOA initiative asked all academic departments to engage in a process that maps their program curriculum to the institutional outcomes as appropriate for each specific discipline and program, including breadth (general education) requirements. The LOA implementation plan calls for all programs to have identifiable and assessable learning outcomes by December 2015.

Student Feedback

Thompson Rivers University continually solicits feedback from current students and alumni (former students) about their satisfaction and experience through internal surveys, provincial surveys, and national surveys. Their feedback influences planning and operations at TRU.

Results from the 2014 National Survey of Student Engagement (NSSE) indicated that about eight out of 10 first-year and fourth-year TRU baccalaureate respondents rated their overall educational experience at TRU as "good" or "excellent", which was very similar to respondents at TRU's peer institutions (Figure 3.2.1a).

**Figure 3.2.1a NSSE 2014 “How would you rate your overall educational experience?”
percent “good” or “excellent”**



First-year TRU respondents scored significantly higher on three of the engagement indicators compared to respondents at TRU’s peer institutions and respondents at Canadian institutions, and significantly higher on five engagement indicators compared to respondents at BC public post-secondary institutions (Figure 3.2.1b).

Figure 3.2.1b NSSE 2014 Engagement Indicators: first-year TRU respondents compared with ...

Theme	Engagement Indicator	TRU Peers	BC Public	Canada
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	Higher	--
	Learning Strategies	Higher	Higher	Higher
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	Lower	Lower
	Discussions with Diverse Others	--	Lower	Lower
Experiences with Faculty	Student-Faculty Interaction	Higher	Higher	Higher
	Effective Teaching Practices	Higher	Higher	Higher
Campus Environment	Quality of Interactions	--	Higher	--
	Supportive Environment	--	--	--

TRU’s fourth-year baccalaureate respondents scored significantly higher on most engagement indicators compared to respondents at TRU’s peer institutions, at BC public post-secondary institutions, and to all Canadian respondents (Figure 3.2.1c).

Figure 3.2.1c NSSE 2014 Engagement Indicators: fourth-year TRU respondents compared with ...

Theme	Engagement Indicator	TRU Peers	BC Public	Canada
Academic Challenge	Higher-Order Learning	Higher	Higher	Higher
	Reflective & Integrative Learning	Higher	Higher	Higher
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	Higher	Higher	Higher
	Discussions with Diverse Others	Higher	--	--
Experiences with Faculty	Student-Faculty Interaction	Higher	Higher	Higher
	Effective Teaching Practices	Higher	Higher	Higher
Campus Environment	Quality of Interactions	Higher	Higher	Higher
	Supportive Environment	Higher	Higher	--

TRU Baccalaureate students who responded to the Canadian University Survey Consortium’s (CUSC) 2014 Survey of Middle Years Students indicated that their experience was similar to middle years students’ experiences at other Canadian institutions on several aspects (Figure 3.2.1d).

Figure 3.2.1d CUSC 2014 Survey of Middle Years Students: TRU compared to Canada



"I feel as if I belong at this university"

(agree or strongly agree) 81% Canadian average



"Generally, I am satisfied with the quality of teaching I have received"

(agree or strongly agree) 87% Canadian average



"Instructors are intellectually stimulating in their teaching"

(agree or strongly agree) 80% Canadian average



Experience has contributed to knowledge of career options

(agree or strongly agree) 38% Canadian average

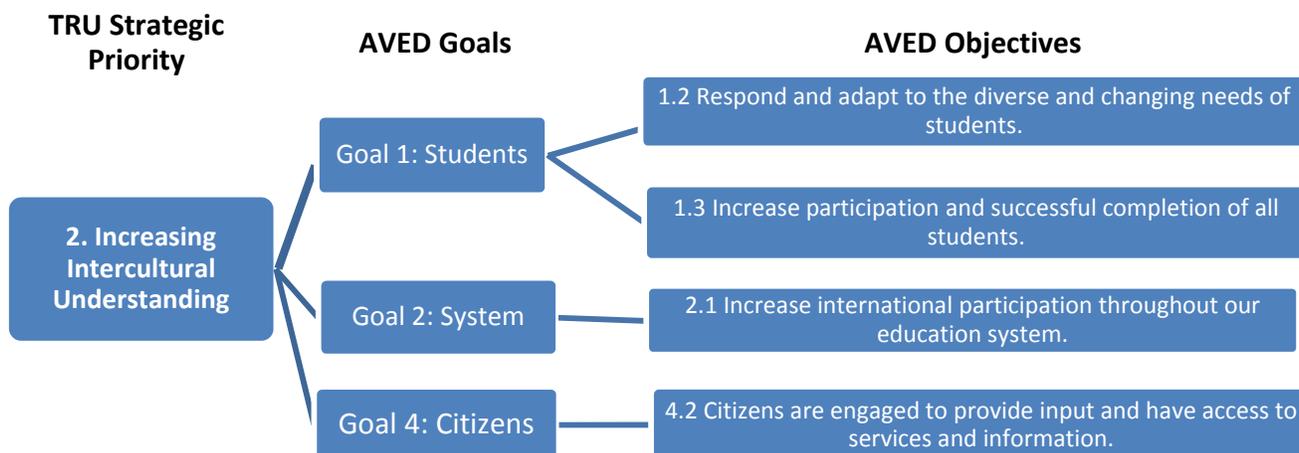
Selected Student Success Highlights

- Master of Environmental Science student Erika Dufort-Lefrancois put her thesis to the test at the Western Canadian 3 Minute Thesis competition in Calgary in May 2014, winning first place ahead of students from UBC and the University of Manitoba. She presented "How Tightly do Indole and LPS Hug? Determining a Binding Constant".
- During Fall 2014, instructors in TRU's School of Trades and Technology used video meeting software to help train a group of Haisla First Nations construction students at a liquified natural gas site in Kitimat. The state-of-the-art Virtual Classroom Training System (VCTS) was an initiative by Christian Labour Association of Canada (CLAC) and construction contractor Ledcor. It used a combination of the software GoToMeeting and Skype to deliver instruction that was in short blocks of time and tailored to the fit the students' work schedules.
- The Norkam Trades and Technology Centre, a collaboration between TRU and School District 73, officially opened in March 2015. Similar to the ACE-IT and TRU Start programs already available in the district, the new Construction and Mechanical Trades sampler courses will be administered and taught through TRU faculty to eligible students in Grades 10 through 12. TRU is assisting the Province of British Columbia to expand the opportunities for students to begin apprenticeships before high school graduation and earn credits that can also be applied to the completion of a trades or technical program.
- Five TRU law students won the BC Appeal Moot Court competition against University of British Columbia law students and University of Victoria law students held in February 2015. It was TRU Law's first win and the second time it has participated.
- Respiratory Therapist alumni Mark Carolan ('14) and Bhavjinder (Bobby) Hara ('14) received the gold and bronze medals respectively in January for achieving the highest marks nationally on the 2015 Canadian Board of Respiratory Care (CBRC) credentialing exam.
- Starting in September 2015, TRU engineering transfer students will be able to complete two years in Kamloops, then study in Victoria for the last two years of their degree. A recent agreement signed with University of Victoria's School of Engineering will enable students to complete two years of engineering studies at TRU and directly transfer into UVic's third-year Computer Engineering or Electric Engineering programs. This gives them excellent preparation and an added perspective on engineering that non-transfer students do not have. It also helps TRU meet the growing demand for engineers in industry.
- Accounting students Sydney Heichert and Faline Lidstone placed first in the Chartered Professional Accountants Case Competition against 17 other university and college teams from BC, Alberta, Saskatchewan, and Manitoba in April 2015. The pair were coached by faculty advisor Tony Bell and a team of alumni.

3.2.2 Increasing Intercultural Understanding

TRU will prioritize programs and practices that support diversity, inclusion and intercultural understanding between our Aboriginal, local, regional and global communities in the context of:

- the indigenization of our university through the inclusion of traditional and contemporary Aboriginal teaching, learning, knowledge, research and creative practice,
- the internationalization of our university through the inclusion of globally-engaged teaching, learning, knowledge, research and creative practice,
- the recognition of the diversity and uniqueness of Canadian society including a local and BC perspective, and
- the creation of a culture of inclusion in all aspects of university work and life.



TRU’s Strategic Priorities indicates that TRU will prioritize programs and practices that support diversity, inclusion and intercultural understanding between its Aboriginal, local, regional and global communities. TRU uses the following common definition of intercultural competence: “Intercultural competence might be defined as knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others’ values, beliefs, and behaviors; and relativizing one’s self” (Deardorff, 2006; 2009).

The TRU community is culturally diverse. TRU is home to international students from over 80 countries, a substantial Aboriginal student body from across Canada, and a domestic student population representing an array of cultural heritages and an increasing number of new Canadians. The international education, training, and development division at Thompson Rivers University, TRU World, is a heavyweight in international collaboration. As of February 2014, TRU World had 45 different partners in 12 countries, encompassing 26 articulation agreements, 17 pathway agreements, two academic linkages, one visiting student program, and four accreditation agreements—including our flagship agreements with Shanghai Institute of Technology (418 TRU graduates) and Tianjin University of Technology (1,075 TRU graduates).

TRU is situated on the traditional lands of the Secwepemc First Nation, and about 10% of our student population is Aboriginal. With these inherent and significant connections to our Aboriginal communities, TRU has adopted a comprehensive strategy for indigenization. This includes extensive services and supports—from a Director of Aboriginal Education to a fully-staffed office of Aboriginal Student Services; from campus Gathering Places where students can connect, study, receive guidance from Elders, access tutoring or be mentored, to an annual calendar of cultural happenings (Tiny Tots campus Powwow and Aboriginal Awareness Week); from scholarships and bursaries to active recruitment into all programs.

TRU strives to support intercultural learning within academic curricula, co-curricular programming, professional development opportunities and campus events that promote inclusion and prepare graduates to be effective professionals and citizens in increasingly multicultural and globalized contexts. Many TRU courses and programs include Aboriginal, international, or intercultural content and the university provides professional development opportunities for faculty to interculturalize their curriculum and pedagogy.

TRU offers students a Global Competency credential that includes recognition of related course work. Sixty courses are accepted towards this credential: more than 50% are offered in the Faculty of Arts, 20% in the School of Business and Economics, 15% in the Faculty of Adventure, Culinary Arts and Tourism, and 15% are distributed across other divisions. Students complete a portfolio, collect “points” for both academic and non-academic global engagement, submit a reflective essay and disseminate learning outcomes through publication, presentation, blog, or poster.

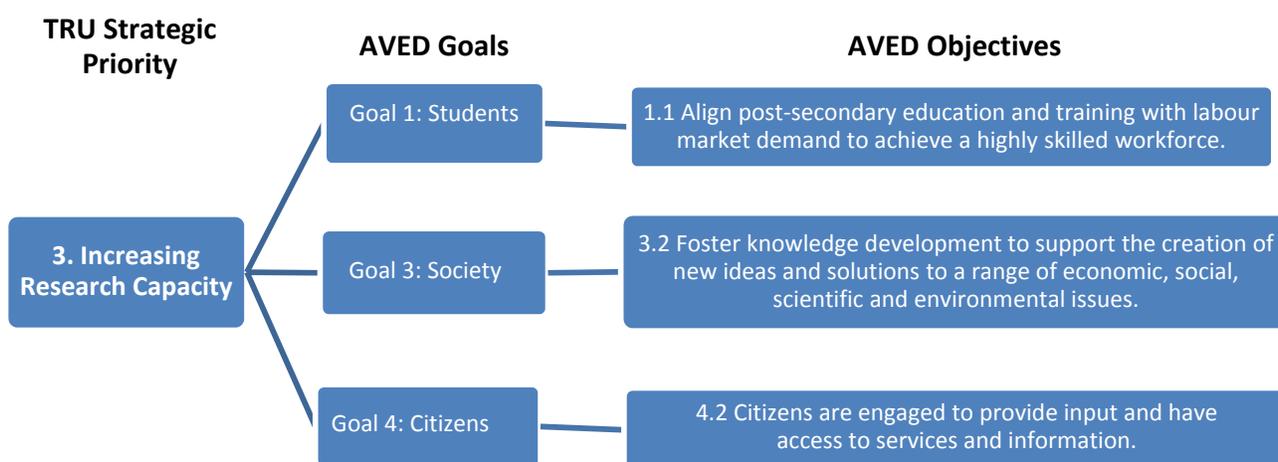
Selected Intercultural Understanding Highlights

- The deep relationship between the Secwepemc people and the traditional lands on which TRU resides is now commemorated on campus with a First Nations territorial marker. Created by Secwepemc artists Rod and Ron Tomma and Mike Peters, the glossy stone territorial marker was installed in June 2014 in the revamped north entrance to Old Main, where the glassed-in elevator climbs to the new fourth floor. Territorial markers hold great meaning for the Secwepemc. They are significant land forms and rocks that sometimes represented places of mythological happenings, or designated boundary areas. They often involved mythological beings or animals of traditional significance, such as the coyote. TRU’s territorial marker is made from a rare form of quartz and adorned with pictographs.
- TD Bank Group committed \$350,000 to support students in TRU’s Aboriginal Mentor Program. Announced in October 2014, TD’s gift will create an endowment allocated over five years for ongoing awards for student mentors. This year’s senior student mentor, Jolene Michel, was awarded \$5,000 and first-year student Anastazia Munroe received \$2,000.
- Eighteen Aboriginal learners from the Xeni Gwet’in First Nation will develop in-demand culinary skills and industry certification through a community-based education and training partnership between TRU Williams Lake and the Xeni Gwet’in First Nation. The camp cook program at Williams Lake is focused on culinary arts, food preparation, safety and industry certification. It is a partnership worth \$218,200 that enables Aboriginal people to get skills and education in their communities to prepare for jobs in BC’s growing economy.
- International Days (IDays) is an opportunity to share culture, international experience, research and interests while celebrating TRU’s international community and international collaborations. Every February, the TRU community and Kamloops community are invited to participate in a week of IDays activities. This year’s lineup included a keynote address by Wade Davis, a National Geographic Explorer-in-Residence; human “books” that spoke with “readers” about their own cultural points of view and experiences; several lectures by other speakers; sampling and observing how to cook dishes from around the world; learning sign language; watching artists at work in the TRU Art Gallery; workshops on drum-making, beading, totem pole-building, storytelling, and dance; and seminars about studying and working abroad.
- Starting in March 2015, Thompson Rivers University now offers students, faculty and staff private spaces at Kamloops campus to reflect, pray, and meditate. Referred to as multi-faith space, the rooms offer flexible scheduling, allowing groups wishing to engage in shared spiritual practice to book times each semester. TRU’s Students’ Union spearheaded the project in response to a variety of student requests.
- Earlier this year, TRU partnered with NHVT Breda University of Applied Sciences in the Netherlands to offer a double degree in Tourism Management. Students will complete three years at TRU, then finish their fourth year at NHVT to earn a second credential.

3.2.3 Increasing Research Capacity

TRU will prioritize the development and mobilization of scholarship, research, training, teaching innovation, professional practice, and creative capacity for the benefit of people in the context of:

- the strengths and expertise of faculty and students,
- the needs of people, populations and organizations in our communities,
- program and course innovation and development for undergraduate and graduate students,
- partnerships across disciplines with industry, businesses, social and cultural organizations, and other educational institutions, and
- intercultural and international career and professional development, research activity, and creative activity for students, faculty, staff and alumni.



Since 2005, when TRU first received its official research mandate, the university has steadily built its research capacity, increasing the focus on supporting undergraduate research and graduate studies, developing community-university partnerships, and securing enhanced, external funding support. In this timeframe, TRU has established research centres in areas of proven and emerging strength, created new research chairs, and has expanded its national and international presence. As an emerging research institution, TRU is focused on providing the supports necessary for faculty to compete successfully for national grants and contracts.

Data from January 2013 to August 2014 showed that 21% of tri-partite faculty held external research funding for a total value of \$1.9 million. The Research Office has set ambitious targets to build upon these numbers, aiming to increase the total number of external grant holders by 10% annually, for a corresponding increase in total external funding. This goal will be met by regular outreach to tripartite faculty members, and consistent, high-quality application and post-award support.

One of the major objectives of TRU's Strategic Research Plan (see section 2.5.1 A New Strategic Research Plan) is to ensure effective knowledge mobilization, which includes increased support for faculty and student publication, dissemination, knowledge translation, technology transfer, commercialization and application of research results. In 2014, TRU developed a new Strategic Research Plan (SRP), which provides a clear vision for the integration of research and creative inquiry throughout the university. Coupled with the fact that research is one of five strategic priorities for the university, the SRP puts increased focus on building research capacity and developing more consistent metrics for tracking and measuring that growth.

TRU has four Tier II Canada Research Chairs allocations; two BC Regional Innovation Chairs; an endowed chair in Grassland Ecology, Freshwater Ecology and Conservation in British Columbia; and is currently introducing a program of Provost's Research Chairs. In addition, TRU has made strategic appointments of key experts as adjunct faculty in areas that expand the research capacity of the university, including the BC Regional Innovation Chair in Rural Economic Development at Selkirk College, and many professionals in government ministries, health agencies and practices, and the private sector. It is expected these new key researchers will bring added research excellence to strengthen TRU's research community and reputation. Continuing to build TRU's research profile is seen as crucial, not only to student recruitment and engagement, faculty progression and renewal and the development of new graduate programs, but also to the university's local, regional, national and international impact.

Research Centres

TRU has dedicated resources to a number of research centres, which operate as research hubs, offering faculty members opportunities to work collaboratively across disciplines on areas of shared interest. To align with the university's five Strategic Research Themes, three additional research centres have been proposed. These proposed centres will contribute directly to the TRU Strategic Priorities, including increased research capacity, intercultural understanding, student success, entrepreneurial capacity and sustainability.

All My Relations Research & Training Centre

All My Relations is a research and development proposal of national reach, with the potential to improve outcomes in Aboriginal mental health. Reaching at least 200,000 clients within four years, the goal is to develop, train and support a national network of up to 250 Aboriginal community and family mental health facilitators. All My Relations values responsiveness and respect toward Aboriginal community wants and needs, and researchers will actively seek and listen to the voices of Aboriginal peoples about how a research agenda can assist in the mission for improved mental health outcomes for their families. Aboriginal leadership will be present at all levels of decision-making.

Centre for Ecosystem Reclamation

Mining and oil and gas are important industries in Canada and are projected to continue to be growth industries, but there is growing public awareness of environmental impacts on industry. Despite the rising demand for restoration management, there are few dedicated university training programs in Canada to address the complexities of ecosystem reclamation. There is a critical need to work with the mining and oil and gas industries, government, and First Nations to develop better management practices for successful ecosystem restoration and to train future ecosystem reclamation experts. The goal of the Centre for Ecosystem Reclamation is to train Canada's future reclamation scientists and social scientists. The Centre is envisioned to provide a basis for applied research into the nature and function of ecosystems and their reclamation, as well as the social issues to be addressed during reclamation, thereby providing a scientific rationale for critical management decisions.

Centre for Workforce Development

The future of Canada's economy and culture rests largely on the ability to transfer innovative research discoveries and skills training to applied uses. A traditional limit to rapid and efficient technology transfer is the lack of connection and communication between industry needs and research goals. The proposed Centre for Workforce Development, led by a proposed provincial chair, will investigate and grow the links between academic, applied and vocational programs, with the aim of creating a truly unique, world-class research agenda based at TRU. Once established, the Centre will consider workforce development in the context of social, economic, and labour market issues, seeking to provide a truly transformative education and delivering—in addition to training—effective and efficient solutions to workforce issues and problems identified by industry, business, and local/regional governments.

Selected Research Capacity Highlights

- In May 2014, Thompson Rivers University was ranked first out of 51 applications submitted for the 2014 Aid to Small Universities (ASU) grant (funded by the Social Sciences and Humanities Research Council of Canada), providing just one more example of the depth and breadth of TRU's research capacity and quality. The grant, which totals \$87,556 over three years, will be used for the development of a Research Centre for Community and Cultural Engagement, with a focus on two key research areas: Traditional Knowledge, Language and Cultural Resource Management in Small City and Rural Settings, and Homelessness in Small Cities. The projects that will benefit from this grant will directly impact 12 faculty from TRU, five faculty from partnering universities, eight community research partners—including the Thompson Nicola Cariboo United Way and the City of Kamloops—and will provide unique training opportunities for 21 undergraduate and graduate students.
- Researchers at TRU are collaborating with two local mining operations on unique environmental sustainability projects that benefit the university, community and industry. The arid grasslands and scattered ponds at New Gold's New Afton mine site south of Kamloops are home to the tiny subjects of a wildlife conservation research project: the Great Basin spadefoot (*Spea intermontana*). New Gold approached Dr. Karl Larsen in the Natural Resource Science department for help to learn more about these at-risk amphibians, providing the funding for graduate research. Master of Science (Environmental Science) student Jo-Anne Hales is studying the habitat selection of spadefoots within the disturbed landscape at New Afton, an underground gold and copper mine. She is using radio-telemetry and pond surveys to determine how the spadefoots select water bodies for breeding and terrestrial sites for foraging and aestivation, to find out what elements of the arid ecosystem around the mine site are important for the animals. Her work and that of future graduate students will help understand the spadefoots' needs and assist in the development of regional conservation management plans and policies.
- Five TRU researchers received funding from the Natural Sciences and Engineering Council of Canada (NSERC) this year, making it the most successful Discovery Grant competition in the history of the university. TRU researchers to receive funding include Dr. Richard Brewster (Mathematics and Statistics), Dr. Louis Gosselin (Biological Sciences), Dr. David Hill (Geography), Dr. Jonathan Van Hamme (Biological Sciences), and Dr. Qinglin (Roger) Yu (Mathematics and Statistics). These projects will be funded for the next five years, and will bring more than \$540,000 in new federal research dollars to the university.
- The SSHRC-Funded "Camera Obscura" project by Don Lawrence, Visual Arts, was awarded a \$13,700 grant from the Canada Council for the Arts. The funds supported the project's lead community partner, Dawson City's Klondike Institute of Art and Culture, in research activities and planning for the Midnight Sun Camera Obscura Festival held in Dawson City on June 21, 2015.
- With a Strategic Research Plan that prioritizes Aboriginal Understanding and Community and Cultural Engagement, in September 2014, TRU hosted the first ever Interior First Nation Research Forum in partnership with the Secwepemc Health Caucus and the First Nations Health Authority. Chiefs from 54 First Nations communities in the Interior were invited to the forum, and were joined by scholars, elders and health representatives from the region, in what is hoped to be the first of an annual gathering. The objectives of the forum were to strengthen relationships among the Interior Nations with academics and universities in relation to Indigenous research, as well as to begin shaping the Interior Nation's Research Agenda with a focus on wellness.
- On Nov. 21, 2014, Dr. Cynthia Ross Friedman (Biological Sciences) was inducted to the newly formed College of New Scholars, Artists and Scientists by the prestigious Royal Society of Canada. She joined an elite collection of 91 of the nation's most notable academics. Following the induction ceremony

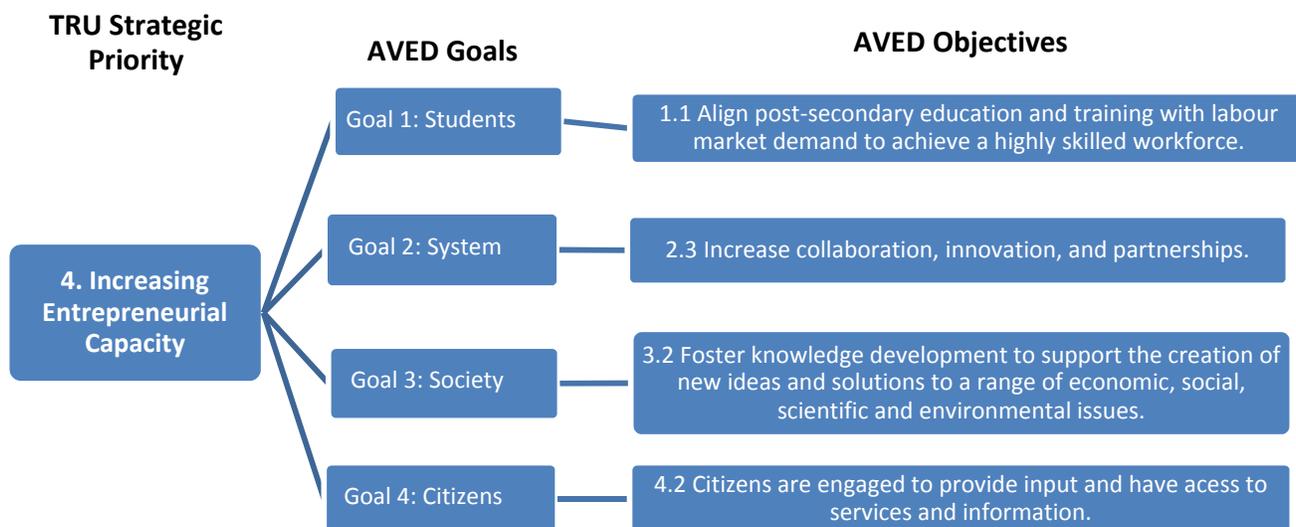
Ross Friedman was selected to speak (along with noted Aboriginal scholar Dr. Carrie Bourassa of the First Nations University of Canada) on the importance of small universities in Canada for mentoring young scholars and researchers. Nominated by 51 Canadian universities and the National Research Council, the inaugural members represent the emerging generation of scholarly, scientific and artistic leadership in Canada.

- *Whose Culture is it Anyway? Community Engagement in Small Cities* is one more example of TRU's growing body of work that has developed from the 12-year Social Sciences and Humanities Research Council-funded Community-University Research Alliance (CURA). The book, which was published in December 2014, is co-edited by Dr. Will Garrett-Petts, the Associate Vice-President of Research at TRU, along with Professor Emeritus James Hoffman and associate professor and Provost's Fellow Ginny Ratsoy.
- "Employee retention" is a phrase often heard within the tourism industry, and a concern Bachelor of Tourism Management student Sarbjit Gill decided to investigate through his successful Undergraduate Research Experience Award Program (UREAP) project: "How to Retain Employees at Sun Peaks Resort". The idea was to acknowledge the tethers binding employees to a place in order to better understand what brought them to the resort and why they stay. An audit of employee experiences was conducted and recommendations on how to retain employees longer were made to stakeholder groups. Gill worked under the supervision of tourism faculty member Dr. John Hull.
- Postdoctoral Fellow and sessional instructor Dr. Dipesh Prema got a lot of attention for his plastics research in inorganic chemistry. In December 2014, Prema was listed as the third inventor on a US patent: "Imino carbene compounds and derivatives, and catalyst compositions made therefrom". Prema and his co-inventors synthesized new catalysts that can be applied to the manufacturing of plastic materials such as shopping bags and milk cartons. In March 2015, his paper was published in *Chemical Communications*, a leading journal for the publication of urgent communications in the chemical sciences.
- The *TRU Undergraduate Research Journal*, TRU-URJ, was launched during the Undergraduate Research & Innovation Conference held in March 2015. Submissions are now being accepted for the first edition. The TRU-URJ is an academic for-student and by-student journal, developed with the philosophy that students should not only have a chance to disseminate their research in a journal, they should also get firsthand experience organizing such a publication. Faculty participate in mentoring and reviewing capacities.

3.2.4 Increasing Entrepreneurial Capacity

TRU will prioritize entrepreneurial collaboration and social enterprise that mutually benefits the university and the communities we serve in the context of:

- innovative practices, experiences, and ideas,
- research and creative opportunities for students and faculty,
- career development opportunities for students, faculty, staff and alumni,
- partnerships with Government, NGO's, industry, business, professional and academic institutions and communities, and
- innovation leading to economic development.



At TRU, entrepreneurial capacity does not have a narrow, business innovation-focused definition. Rather, its definition is broad and primarily community-based, deriving directly from TRU’s mandate to serve the educational needs of its region. It extends to innovative practices, experiences, and ideas; research and creative opportunities for students and faculty; career development opportunities for students, faculty, staff and alumni; partnerships with government, NGOs, industry, business, professional and academic institutions and communities; and innovation leading to economic development. Objectives in this section note the institution’s goals to increase its community collaboration, its creative, cultural and social engagement and its connection to the region. Successfully increasing entrepreneurial capacity at TRU will result in a vibrant campus life—a “University Village”—that connects to and supports the community around it.

The Campus Master Plan encompasses much of TRU’s high level planning for this strategic priority. A vibrant campus life for TRU must be supported by appropriate infrastructure, as outlined in the master plan. TRU’s university village conceptualizes mixed-use development such as market-based residential housing (strata), student residences, retail shops, restaurants, professional offices and student assembly space. Such mixed-use development enables the type of campus environment that fully engages students, staff, faculty and community members while also providing an additional income stream to the university. Additional planning for this strategic priority is expected to emerge from across the university based on the incentives offered through the Strategic Investment Fund.

TRU has a close relationship with the Kamloops Innovation Centre (KIC). In 2012, TRU signed a Memorandum of Understanding with the KIC formalizing a unique collaboration between the private and academic sectors to create the skills, training and opportunities that allow emerging entrepreneurs to build businesses in the BC Interior. With the success of KIC, the Office of Research and Graduate Studies partnered to launch The Generator, an on-campus hub providing networking and mentoring support for students engaged in the technology field. Supported by \$40,000 from Western Economic Diversification Canada and a \$50,000 grant from the BC Innovation Council, the venture acceleration centre is designed to expose students to the routes into entrepreneurship and show them the possibilities of starting their own companies. The centre also acts as an entry point for industry to engage with TRU researchers and develop collaborations.

Business Kickstart 101 (BK101) is an exciting new School of Business and Economics initiative that provides students with knowledge and skills that will help them launch successful careers in the workplace. BK101 opportunities are presented in the form of career path information sessions with top-ranked employers, a high-level business speaker series, a “speed-dating” style networking event, a series of panel discussions from real-world professionals, plus the opportunity to win a one-on-one mentor session with a local business professional.

Selected Entrepreneurial Capacity Highlights

- TRU’s Enactus club represented the university well, earning a trio of top-three finishes at the 2015 Enactus Western Regional Exposition where TRU competed against 18 post-secondary institutions. TRU was second in the Capital One Financial Education Challenge, and third in the TD Entrepreneurial Challenge and the Scotiabank EcoLiving Green Challenge. At the Enactus Canada National Exposition, out of 50 applicants, the team’s president Acacia Schmietenkop was recognized with the 2015 HSBC Woman Leader of Tomorrow Award for her dedication over the past five years to the club and to the Kamloops community. The award came with a \$2,500 project grant for the development and delivery of an initiative to advance women in the community. Enactus is a worldwide club for post-secondary students who use their entrepreneurial spirit to change the world.

3.2.5 Increasing Sustainability

TRU will prioritize initiatives that mutually benefit the university and the communities we serve in the context of:

- financial sustainability of the university,
- economic sustainability of the region and the province,
- cultural and social sustainability of our communities,
- creative and community arts sustainability, and
- environmental sustainability.



Planning to fulfill the priority to increase sustainability is primarily driven by the recently completed Strategic Sustainability Plan (see section 2.5.2 A New Strategic Sustainability Plan). The plan is intended to be strategic but also operationally practical. TRU has adopted a broad and wide-ranging definition of sustainability, including of its human and financial resources, its social, cultural and creative capacity, and its environmental sustainability. TRU’s proactive approach incorporates risk assessment as a fundamental component of sustainability. As part of environmental sustainability, TRU submits a Carbon Neutral Action Report on an annual basis

through the BC provincial Climate Action Secretariat. TRU has successfully achieved reductions in required offsets as a result of initiatives targeting greenhouse gas reductions. Continued reductions are targeted for future years.

Planning to increase financial sustainability is supported by the planning framework of the new budget methodology (see section 2.5.3 A New Budget Model). Student enrollment represents a significant source of income for the university through tuition, student fees and government funding. Student enrollment also represents a significant expense as TRU provides the programs and supports necessary for students to meet their educational goals. As such, a measure of TRU's full-time equivalent (FTE) student enrollment at a high level is a useful indicator of TRU's financial sustainability.

TRU operates on a balanced budget and demonstrates financial sustainability with a surplus cash flow and reserve funds to support its growing programs and services. Financial sustainability at TRU is dependent in part on its revenue streams. As is clear from the institution's annual financial statements, overall financial sustainability is demonstrated by surpluses posted over recent years. The provincial operating grant, which has been allocated at a flat rate over recent years, is expected to decrease over the next three years. Increases to other revenue streams will be required to offset this decrease. TRU expects to meet this need by increases to ancillary revenue supported by the University Village model and increases to tuition and student fee revenue (primarily from increased enrollment and if necessary, marginal tuition-level increases allowed by provincial fee caps).

TRU needs a properly funded campus-wide formal deferred maintenance program. The institution has had a fund specifically designated to the International Building, which was built without capital contribution from the province. While TRU has a relatively new infrastructure overall (its oldest building, Old Main, was built in 1971 and refurbished in 2013), the development of a broader formal deferred maintenance program must begin now before it threatens the university's financial stability.



Selected Sustainability Highlights

- New zero waste recycling stations were set up around the Thompson Rivers University campus in May 2014 in an effort to reduce the amount of materials going into landfills.
- The TRU Sustainability Research Grant is funded by TRU's Office of Environment and Sustainability, and was established in September 2014. This is a prestigious internal seed fund that may be held only once and for one year at an annual value of \$10,000. The purpose of the grant is to: "Encourage interdisciplinary research and expand knowledge of sustainability and sustainable development, defined in terms of sustainability's four pillars—environmental, social, economic and cultural." Preference is given to applications incorporating interdisciplinary perspectives and/or methodologies.
- In January 2015, the Office of Environment and Sustainability partnered with the TRU Students' Union to install 40 solar panels on the roof of the Campus Activity Centre to create electrical power for TRUSU's Independent Centre. The new solar panels will help TRU meet its 2016 target to reduce campus energy consumption by 25 percent of 2010 figures.
- It was four years in the making, but good things come to those who wait as the Brown Family House of Learning at the Kamloops campus officially obtained LEED Gold Certification from the Canada Green Building Council on Jan. 30, 2015. This achievement provides independent verification that the building meets a high standard for environmental stewardship and assists TRU in reducing greenhouse gas emissions. The Energy Efficient Building Strategy set out by the BC government states that all new construction needs to be at minimum LEED-Certified, but those involved with the Brown Family House of Learning's development went above and beyond to help achieve top marks for the Innovation and Design Process category.
- Climate change is often considered a problem too big to solve. Dr. Lauchlan Fraser, TRU professor and former Canada Research Chair in Community and Ecosystem Ecology, is one of 60 researchers from universities across Canada enlisted for Sustainable Canada Dialogues (SCD), a group working to change that perception. In March 2015, SCD revealed its action plan for mitigating climate change in the report *Acting on Climate Change: Solutions from Canadian Scholars*.
- TRU's commitment to reducing its impact on the environment while encouraging others to do the same earned it a gold STARS rating in 2015 from the Association for the Advancement of Sustainability in Higher Education. STARS is an acronym for the Sustainability Tracking, Assessment, & Rating System and is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance. It's a collaborative work of dozens of sustainability practitioners in higher education across North America and has more than 600 institutions throughout the world using the tool to improve their operations. Reports are submitted every three years and in 2012 as a charter member, TRU recorded a silver rating.

Performance Measures, Targets, Results



4. Performance Measures, Targets, Results

Each year, TRU's performance is reported on measures and targets that are set by the Ministry of Advanced Education (AVED). TRU, along with other public post-secondary institutions in the province, is accountable to the ministry and the public for its performance related to ensuring students receive quality educational opportunities relevant to their needs and the needs of the labour market.

The Ministry assesses TRU's performance against each target using this scale:

Assessment	Percentage
Exceeded	110% or more of the target
Achieved	100% to 109% of the target
Substantially achieved	90% to 99% of the target
Not achieved	Less than 90% of the target
Not assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, or descriptive measures, or measures without targets

The performance results below are calculated for TRU as a whole, including Kamloops campus, Williams Lake campus, regional centres, and Open Learning activity. Consult the Ministry's 2014-15 Accountability Framework Standards Manual for a full description of each measure.

Available at www.aved.gov.bc.ca/framework/docs/standards_manual.pdf

4.1 Student spaces (FTE enrolment)

Ministry accountability strategic objective: Capacity

Operational definition: The number of Full-Time Equivalent (FTE) student enrolments delivered overall and in designated program areas.

Performance measure	2013-14	2014-15	2014-15	2014-15	2015-16	2016-17	2017-18
Student spaces (FTE)	Actual	Target	Actual	Assessment	Target	Target	Target
Total student spaces	8,474	8,029	8,283	Exceeded	7,986	8,029	TBD
Nursing and other allied health programs	1,155	744	1,245	Exceeded	736	736	TBD
Developmental	510	944	430	Not achieved	944	944	TBD

TBD = To Be Determined

Note: Results from the 2013-14 reporting year are based on data from the 2013-14 fiscal year; results from the 2014-15 reporting year are based on data from the 2014-15 fiscal year. Excludes Industry Training Authority student spaces.

TRU exceeded its overall FTE enrolment target, and nursing and health programs FTE enrolment target for the 2014-15 fiscal year. While the target for developmental student spaces was not met, steps have been taken to increase utilization. On-campus delivery continues to attract more developmental students than Open Learning, and Open Learning-based utilization showed a small improvement compared to 2013-2014. TRU and School District 73 continue to expand their level of cooperation to increase developmental FTEs where relevant to the District. TRU is expanding its partnership agreements with Aboriginal organizations throughout the province including the delivery of developmental programming that meets community needs. Further initiatives to increase developmental FTEs include: an upgrade of web-based information about development programs, a communications plan (social media, radio, etc.) to provide information on adult basic education available at TRU, and further enhancement of internal admission processes and associated support services for students new to the university environment.

4.2 Credentials awarded

Ministry accountability strategic objective: Capacity

Operational definition: The average number of credentials awarded in the most recent three years.

Performance measure	2013-14	2014-15	2014-15	2014-15	2015-16	2016-17	2017-18
Credentials awarded	Actual	Target	Actual	Assessment	Target	Target	Target
Number	2,516	2,585	2,445	Substantially achieved	≥ 2,501	TBD	TBD

TBD = To Be Determined

Note: Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g. the results for the 2014-15 reporting year are a three-year average of the 2011-12, 2012-13 and 2013-14 fiscal years.

The average number of credentials awarded in the past 3 years of 2,445 was 94% of the target, resulting in the assessment of 'substantially achieved'.

4.3 Aboriginal student spaces (FTE enrolment)

Ministry accountability strategic objective: Access

Operational definition: The number of Full-Time Equivalent (FTE) enrolments of Aboriginal students delivered in all program areas.

Performance measure	2013-14	2014-15	2014-15	2014-15	2015-16	2016-17	2017-18
Aboriginal student spaces (FTE)	Actual	Target	Actual	Assessment	Target	Target	Target
Total Aboriginal student spaces	1,011	Maintain	1,312	Not assessed	TBD	TBD	TBD
a) Ministry	843		1,089				
b) Industry Training Authority (ITA)	168		223				

TBD = To Be Determined

Note: Results from the 2013-14 reporting year are based on data from the 2012-13 fiscal year; results from the 2014-15 reporting period are based on data from the 2013-14 fiscal year.

The Ministry of Advanced Education requested that institutions set the 2014-15 target for total Aboriginal student spaces. TRU chose to maintain Aboriginal FTE enrolment compared to 2013-14.

4.4 Student satisfaction with education

Ministry accountability strategic objective: Quality

Operational definition: The percentage of former students who were very satisfied or satisfied with the education they received.

Performance measure	2013-14		2014-15	2014-15		2015-16	2016-17	2017-18
	Actual	Target	Actual	Assessment	Target	Target	Target	
Satisfaction with education	%	+/-	%	+/-				
DACSO	92.7%	1.7%	94.1%	1.0%	Achieved			
APPSO	93.7%	2.2%	≥ 90%	92.6%	2.7%	Achieved	≥ 90%	≥ 90%
BGS	94.6%	1.6%	95.9%	1.4%	Achieved			

DACSO = Diploma, Associate Degree, and Certificate Student Outcomes survey of graduates

APPSO = Apprenticeship Student Outcomes survey of apprenticeship graduates

BGS = Baccalaureate Graduate Survey of bachelor's degree graduates

Note: Results from the 2013-14 reporting year are based on 2013 survey data; results from the 2014-15 reporting year are based on 2014 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the confidence interval is 10% or greater.

4.5 Student assessment of the quality of instruction

Ministry accountability strategic objective: Quality

Operational definition: The percentage of students who rated the quality of instruction in their program positively.

Performance measure	2013-14		2014-15	2014-15		2015-16	2016-17	2017-18
	Actual	Target	Actual	Assessment	Target	Target	Target	
Quality of instruction	%	+/-	%	+/-				
DACSO	93.8%	1.5%	94.8%	1.6%	Achieved			
APPSO	96.4%	1.7%	≥ 90%	94.8%	2.3%	Achieved	≥ 90%	≥ 90%
BGS	95.9%	1.4%	97.2%	1.3%	Achieved			

DACSO = Diploma, Associate Degree, and Certificate Student Outcomes survey of graduates

APPSO = Apprenticeship Student Outcomes survey of apprenticeship graduates

BGS = Baccalaureate Graduate Survey of bachelor's degree graduates

Note: Results from the 2013-14 reporting year are based on 2013 survey data; results from the 2014-15 reporting year are based on 2014 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the confidence interval is 10% or greater.

4.6 Student assessment of skill development

Ministry accountability strategic objective: Quality

Operational definition: The percentage of students who indicated their education helped them to develop various skills.

Performance measure	2013-14		2014-15	2014-15		2015-16	2016-17	2017-18
Skill development (overall)	Actual	Target	Actual	Assessment	Target	Target	Target	Target
	%	+/-	%	+/-				
DACSO	81.8%	2.8%	79.2%	3.2%	Substantially achieved			
APPSO	79.7%	4.3%	≥ 85%	77.3%	5.1%	Substantially achieved	≥ 85%	≥ 85%
BGS	85.9%	2.5%	89.2%	2.4%	Achieved			

DACSO = Diploma, Associate Degree, and Certificate Student Outcomes survey of graduates

APPSO = Apprenticeship Student Outcomes survey of apprenticeship graduates

BGS = Baccalaureate Graduate Survey of bachelor's degree graduates

Note: Results from the 2013-14 reporting year are based on 2013 survey data; results from the 2014-15 reporting year are based on 2014 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the confidence interval is 10% or greater.

The target for overall skill development of former diploma, associate degree, and certificate graduates was substantially achieved at 79.2%, or 93% of the target. Apprenticeship graduates assessed their overall skill development at 77.3%, or 90% of the target.

DACSO	2013-14		2014-15	2014-15		2015-16	2016-17	2017-18
Assessment of skill development	Actual	Target	Actual	Assessment	Target	Target	Target	Target
	%	+/-	%	+/-				
Skill development (avg. %)	81.8%	2.8%	≥ 85%	79.2%	3.2%	Substantially achieved	≥ 85%	≥ 85%
Written communication	75.5%	3.8%		73.5%	3.7%			
Oral communication	79.5%	3.5%		71.7%	3.9%			
Group collaboration	84.0%	2.6%		83.3%	2.8%			
Critical analysis	84.6%	2.4%		82.4%	2.8%			
Problem resolution	79.3%	2.7%		78.2%	3.1%			
Learn on your own	86.3%	2.3%		84.3%	2.7%			
Reading and comprehension	83.5%	2.5%		80.9%	2.9%			

APPSO	2013-14		2014-15	2014-15		2014-15	2015-16	2016-17	2017-18
	Actual		Target	Actual		Assessment	Target	Target	Target
Assessment of skill development	%	+/-		%	+/-				
Skill development (avg. %)	79.7%	4.3%	≥ 85%	77.3%	5.1%	Substantially achieved	≥ 85%	≥ 85%	≥ 85%
Written communication	71.0%	6.7%		69.6%	7.5%				
Oral communication	75.7%	6.4%		70.7%	7.4%				
Group collaboration	84.8%	3.6%		87.0%	3.7%				
Critical analysis	84.1%	3.6%		79.9%	4.3%				
Problem resolution	79.5%	3.9%		74.5%	4.8%				
Learn on your own	80.3%	3.8%		80.6%	4.3%				
Reading and comprehension	82.4%	3.6%		78.9%	4.3%				

BGS	2013-14		2014-15	2014-15		2014-15	2015-16	2016-17	2017-18
	Actual		Target	Actual		Assessment	Target	Target	Target
Assessment of skill development	%	+/-		%	+/-				
Skill development (avg. %)	85.9%	2.5%	≥ 85%	89.2%	2.4%	Substantially achieved	≥ 85%	≥ 85%	≥ 85%
Written communication	85.5%	2.5%		87.8%	3.0%				
Oral communication	85.2%	2.5%		85.2%	2.6%				
Group collaboration	81.8%	2.8%		86.1%	2.0%				
Critical analysis	89.3%	2.2%		92.5%	1.7%				
Problem resolution	83.4%	2.6%		85.6%	2.1%				
Learn on your own	89.9%	2.1%		92.5%	2.2%				
Reading and comprehension	85.9%	2.5%		90.7%	2.7%				

4.7 Student assessment of the usefulness of knowledge and skills in performing job

Ministry accountability strategic objective: Relevance

Operational definition: The percentage of employed graduates who indicated the knowledge and skills they acquired through their education was useful in performing their job.

Performance measure	2013-14		2014-15	2014-15		2015-16	2016-17	2017-18
	Actual	Target	Actual	Assessment	Target	Target	Target	
Usefulness of knowledge and skills for job	%	+/-	%	+/-				
DACSO	88.4%	2.3%	90.4%	2.4%	Achieved			
APP SO	94.3%	2.4%	≥ 90%	97.5%	1.8%	Exceeded	≥ 90%	≥ 90%
BGS	86.2%	2.9%	87.4%	2.1%	Substantially achieved			

DACSO = Diploma, Associate Degree, and Certificate Student Outcomes survey of graduates

APP SO = Apprenticeship Student Outcomes survey of apprenticeship graduates

BGS = Baccalaureate Graduate Survey of bachelor's degree graduates

Note: Results from the 2013-14 reporting year are based on 2013 survey data; results from the 2014-15 reporting year are based on 2014 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the confidence interval is 10% or greater.

Baccalaureate graduates assessed TRU at 87.4% for providing them with useful knowledge and skills to perform their jobs, which was 97% of the target.

4.8 Unemployment rate

Ministry accountability strategic objective: Relevance

Operational definition: The percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less.

Performance measure	2013-14		2014-15	2014-15		2015-16	2016-17	2017-18
	Actual	Target	Actual	Assessment	Target	Target	Target	
Unemployment rate	%	+/-	%	+/-				
DACSO	6.1%	1.6%	7.1%	2.0%	Exceeded			
APP SO	9.4%	2.8%	≤ 14.0%	5.9%	2.5%	Exceeded	≤ 10.5%	≤ unemployment rate for individuals with high school credentials or less
BGS	6.9%	2.0%	7.0%	1.9%	Exceeded			

DACSO = Diploma, Associate Degree, and Certificate Student Outcomes survey of graduates

APP SO = Apprenticeship Student Outcomes survey of apprenticeship graduates

BGS = Baccalaureate Graduate Survey of bachelor's degree graduates

Note 1: Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the Interior region.

Note 2: Results from the 2013-14 reporting year are based on 2013 survey data; results from the 2014-15 reporting year are based on 2014 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the confidence interval is 10% or greater.

Financial



5. Financial

TRU's audited financial statements can be accessed at: www.tru.ca/finance/financialstatements



THOMPSON RIVERS
UNIVERSITY

900 McGill Road, Kamloops, BC, Canada V2C 0C8
250.828.5000 | tru.ca