



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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- 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

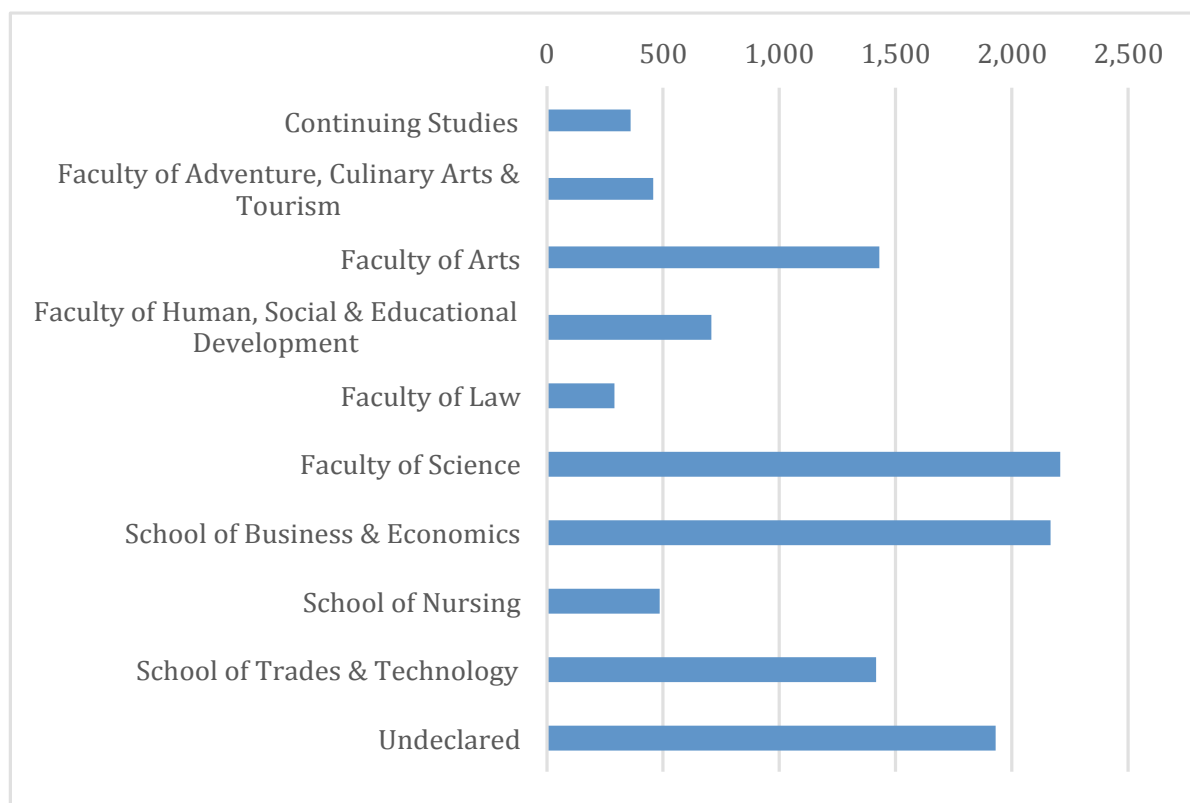
The Planning Council for Open Learning sets the admissions and residency requirements for courses, programs and credentials offered through TRU's Open Learning division. It must report any resolutions it makes to the Senate. It may also advise the Board concerning the educational mandate, programming 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.

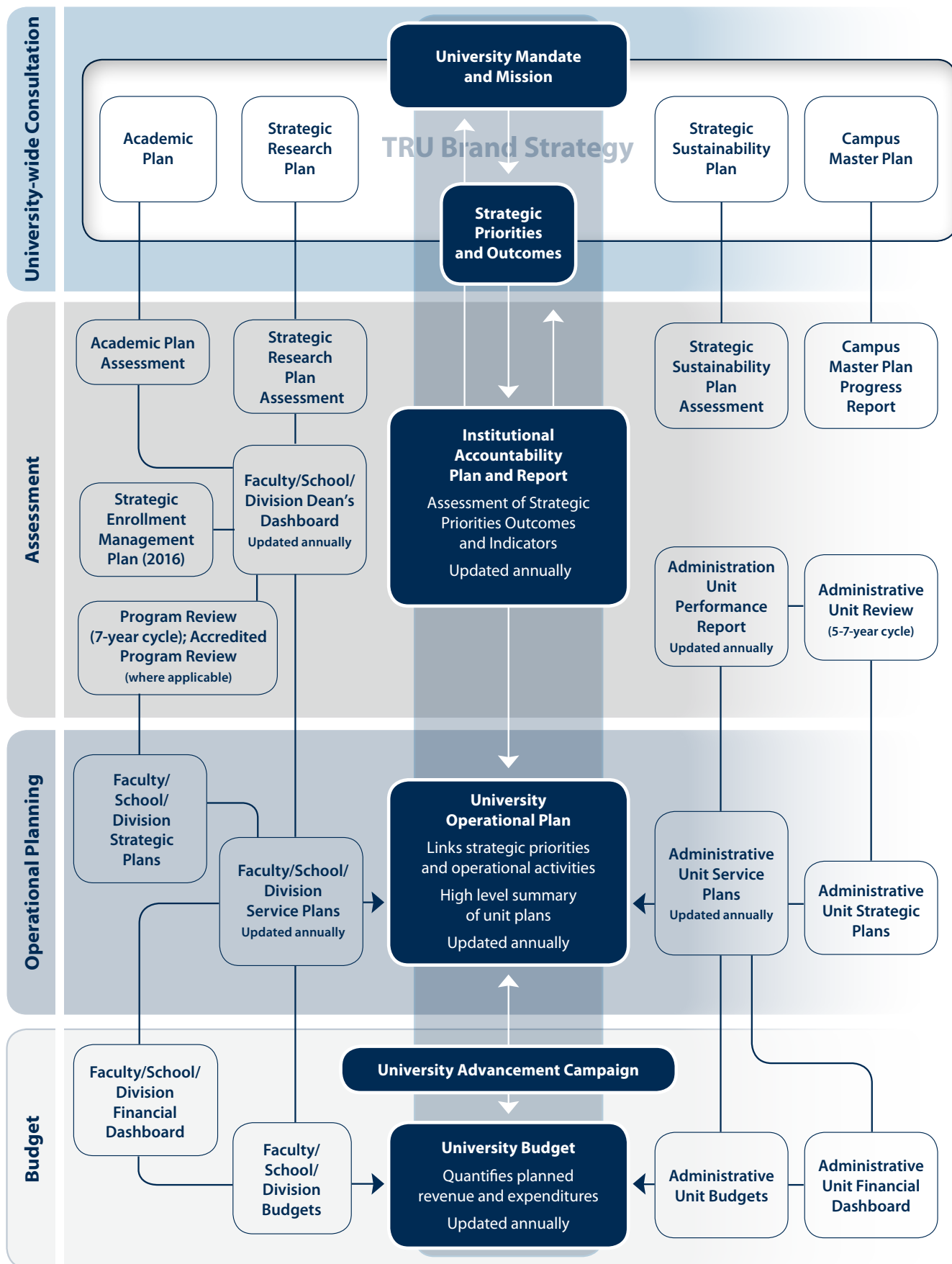
For more details of TRU’s Strategic Priorities, see section 3.2 TRU Strategic Priorities.

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



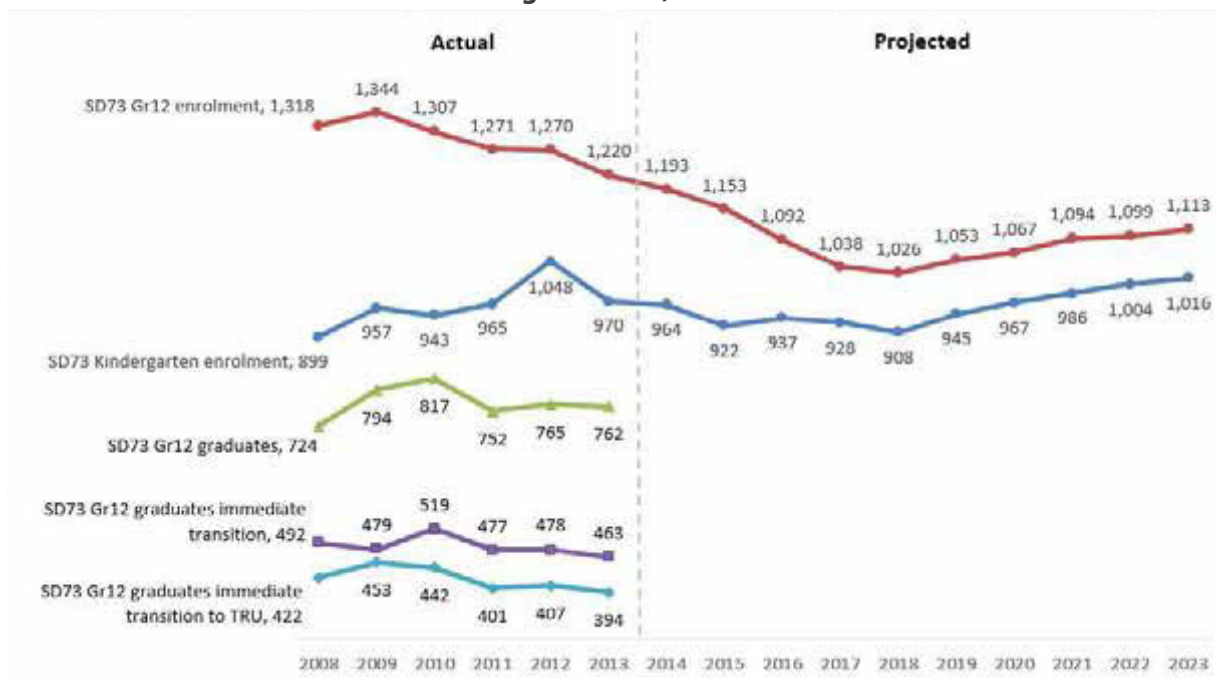
2.4 Strategic Context – External

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 enrolment¹, Grade 12 graduates¹, and transition to TRU^{2,3}



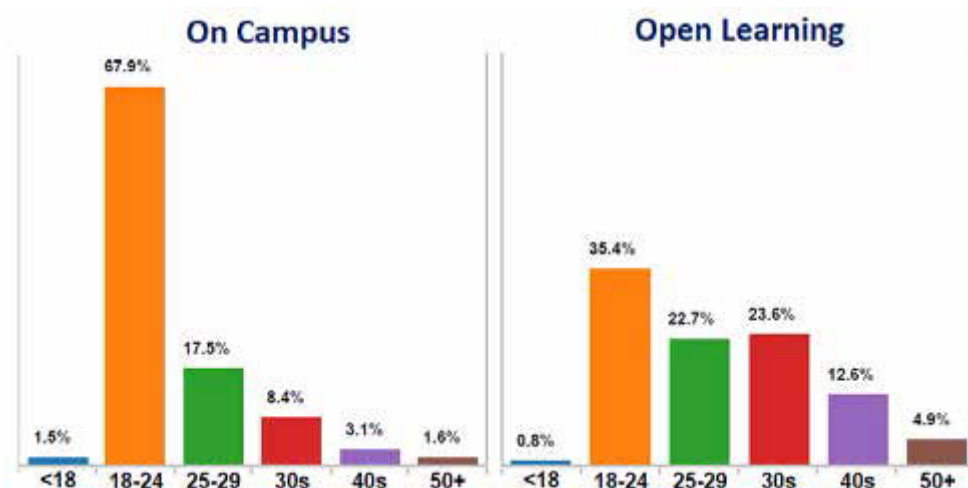
¹ Source: Projection Report for Public School Aged Headcount Enrolments (excludes adults) 2013/14 District and Provincial Report. March 2014. Retrieved from: www2.gov.bc.ca/gov/topic.page?id=DEDC8587EAC34EEB96A41583B7C0BB2D

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

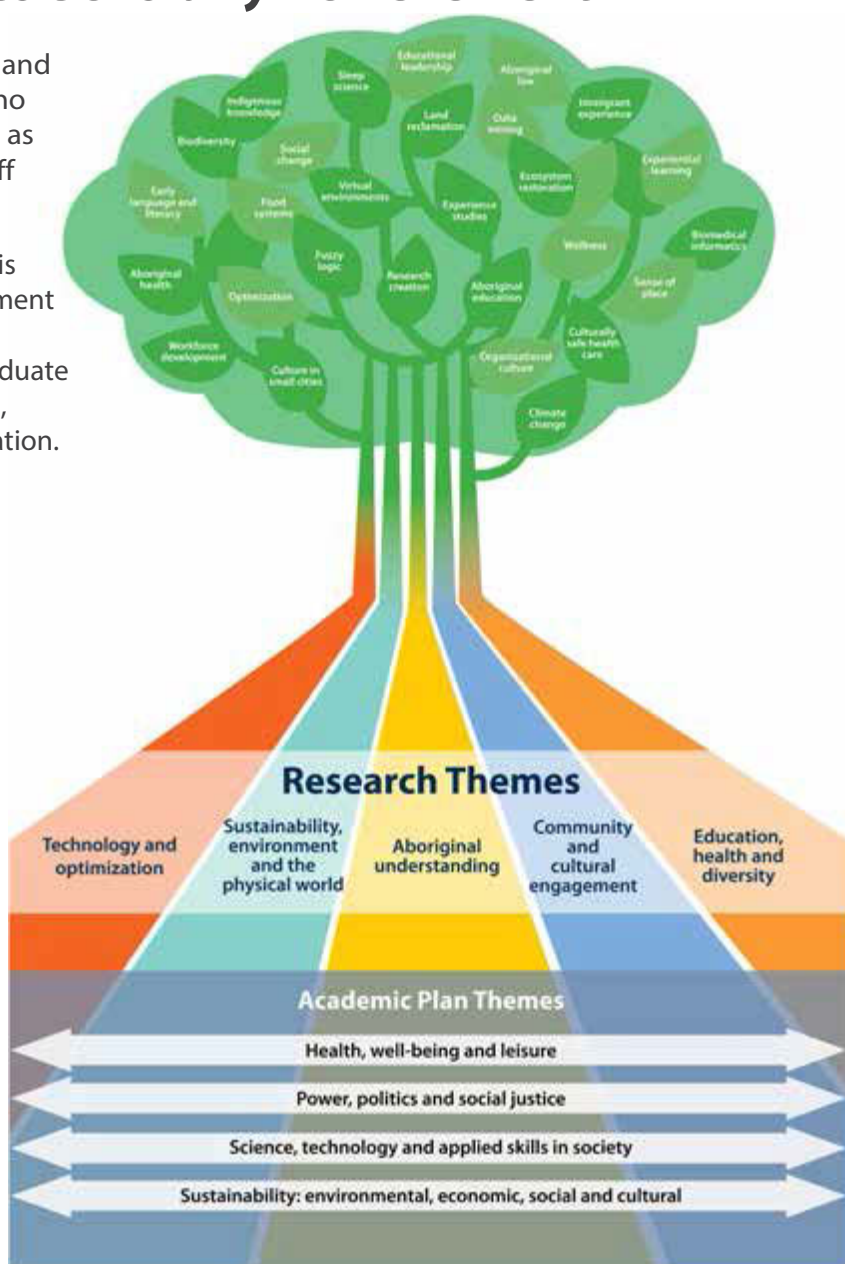
Our official Strategic Research Plan (SRP) serves as a blueprint for research for the next five years. The plan, which received approval by the TRU Board of Governors in February 2015, was informed by faculty and student surveys, a community advisors group, a series of focus group meetings with research 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/

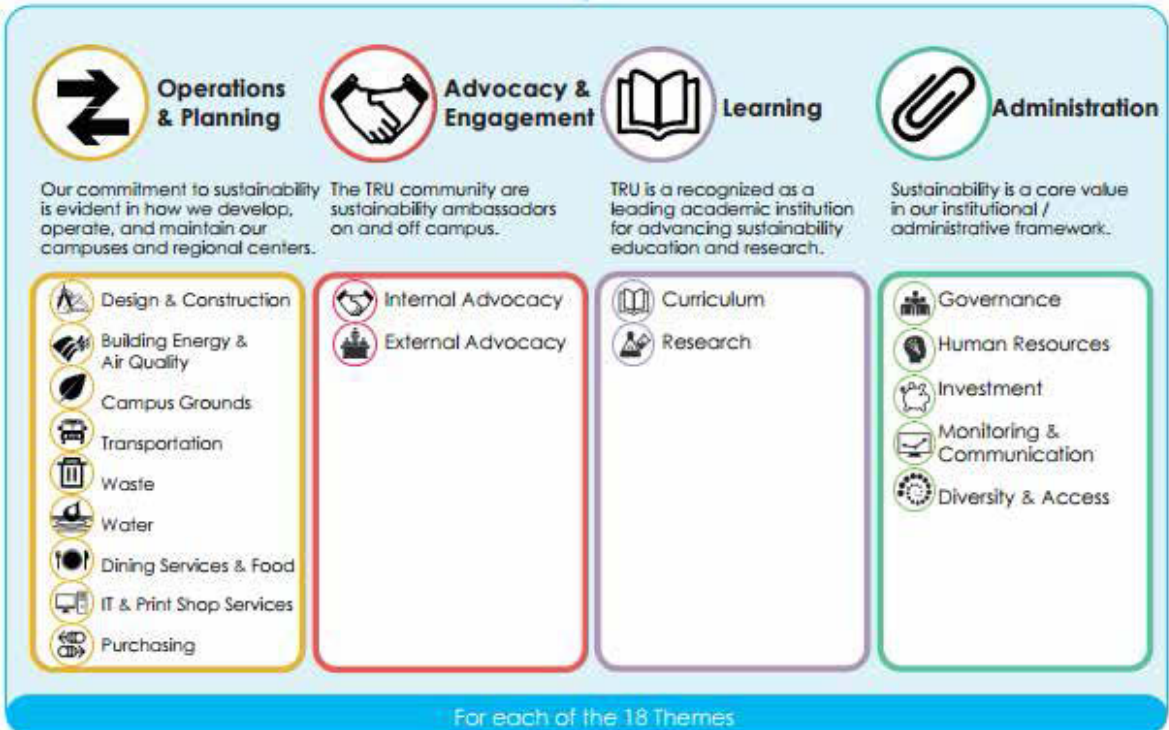
For more information on TRU's new Strategic Sustainability Plan, visit www.tru.ca/sustain/people/reporting

Figure 2.5.2 TRU Campus Strategic Sustainability Plan

VISION



GOALS



CURRENT REALITY + DESIRED FUTURES



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

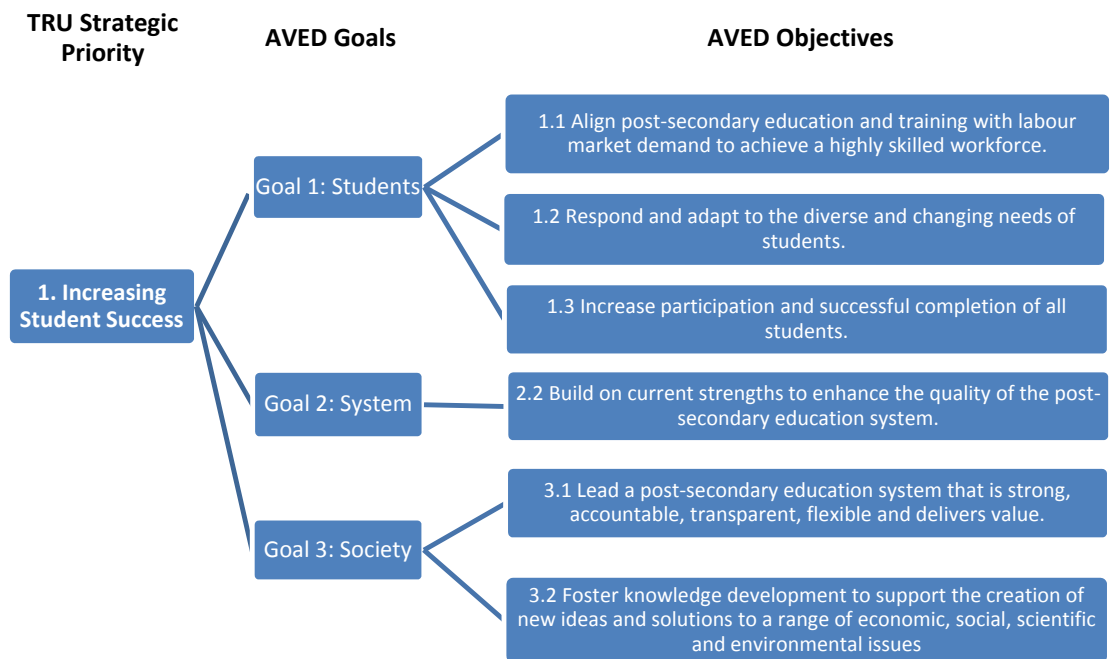
3.2 TRU Strategic Priorities

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 mootings, 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

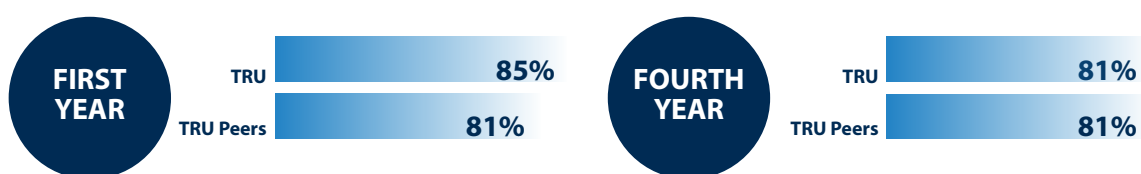
TRU began an institution-wide Learning Outcomes and Assessment (LOA) initiative in 2013 in response to the goals articulated in the TRU Academic Plan. The LOA initiative asked all academic departments to engage in a process that maps their program curriculum to the institutional outcomes as appropriate 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

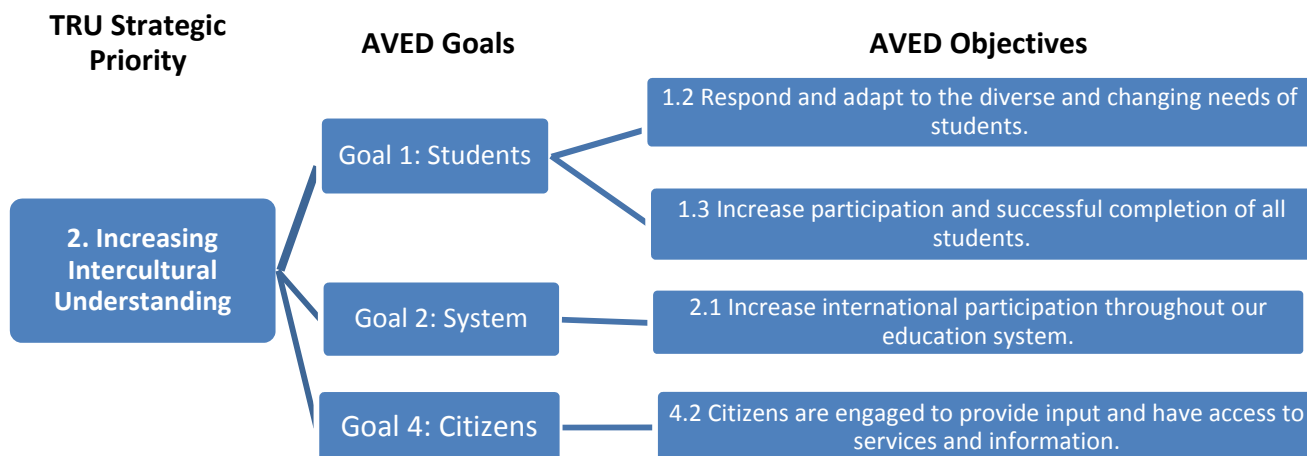
Selected Student Success Highlights

- 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.

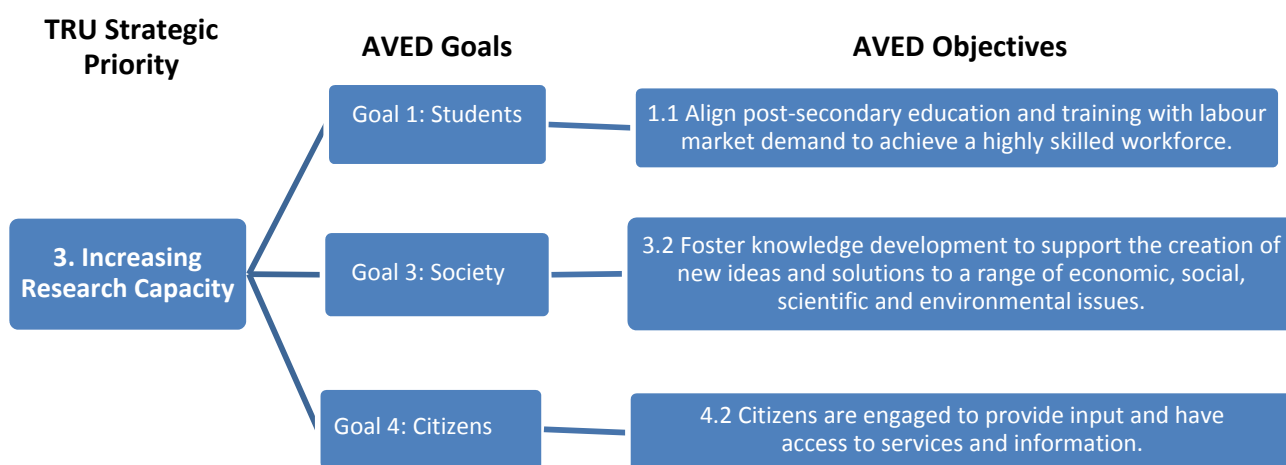
Selected Intercultural Understanding Highlights

- 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

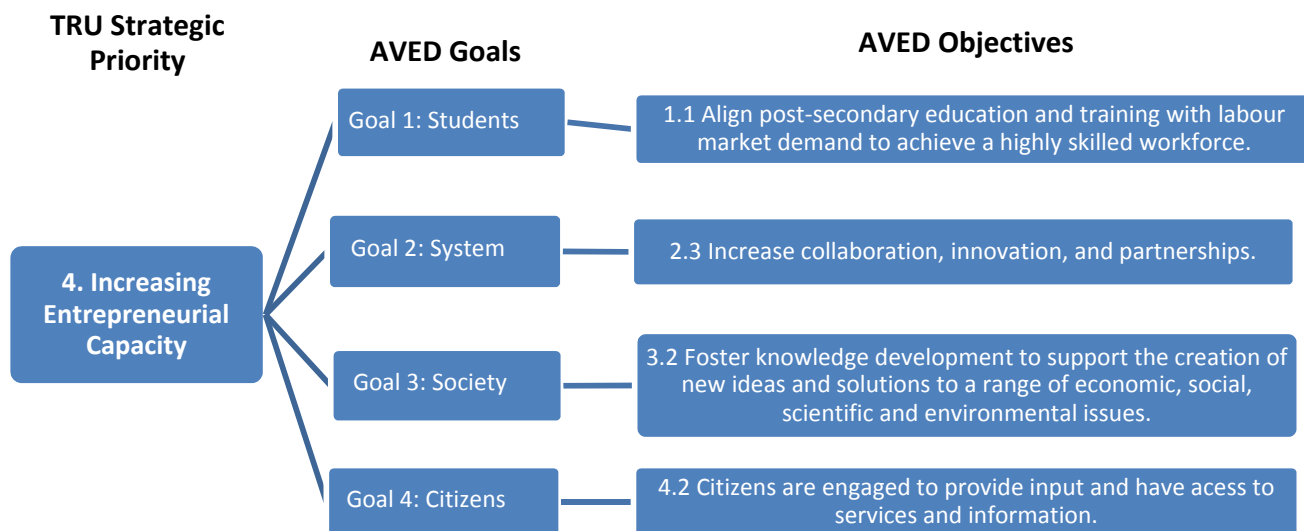
Ross Friedman was selected to speak (along with noted Aboriginal scholar Dr. Carrie Bourassa of the First Nations University of Canada) on the importance of small universities in Canada for mentoring young scholars and researchers. Nominated by 51 Canadian universities and the National Research Council, 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 |
|--|---------|------|---------|---------|------|------------------------|---------|---------|
| Usefulness of knowledge and skills for job | Actual | | Target | Actual | | Assessment | Target | Target |
| | % | +/- | | % | +/- | | | |
| 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 |
|---------------------|---------|------|---------|---------|------|------------|---------|--|
| Unemployment rate | Actual | | Target | Actual | | Assessment | Target | Target |
| | % | +/- | | % | +/- | | | |
| 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



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900 McGill Road, Kamloops, BC, Canada V2C 0C8
250.828.5000 | tru.ca