



**Institutional Accountability** Plan & Report

2014/15  
–  
2016/17

[tru.ca](http://tru.ca)

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**Financial**

July 8, 2014

The Honourable Amrik Virk, Minister  
Ministry of Advanced Education  
PO Box 9080, Stn Prov Govt  
Victoria BC V8W 9E2

Dear Minister Virk:

We are pleased to present you with the Thompson Rivers University (TRU) Institutional Accountability Plan and Report for 2014/15 to 2016/17. With a mandate of access and driven to achieve excellence, Thompson Rivers University is redefining what a modern university can be. We are doing so in ways that align with our government's vision of a highly qualified citizenry that is educated and ready to help build a productive, forward-thinking and economically robust British Columbia.

TRU currently serves over 24,000 learners – 12,000 on campus, of which 20% are International and another 11% are Aboriginal, with over 12,000 studying through TRU Open Learning. We offer programs ranging from Trades to Law, credentials that include certificates, diplomas, baccalaureate and master's degrees as well as apprenticeships. We have an excellent track record of partnering with community and industry to build knowledge and understanding in areas relevant to BC. This report highlights many such examples.

In February 2014 the University adopted its new Strategic Priorities for 2014 – 2019 ([tru.ca/strategic-priorities](http://tru.ca/strategic-priorities)) which represent over 3300 separate opinions from our diverse stakeholder base, while remaining true to our planning foundations namely, the TRU legislated mandate, our Mission statement, and the previous Strategic and Academic Plans. These priorities will inform where we will direct our attention and resources, for the next five years.

Our new Campus Master Plan maps out how TRU's physical campus will evolve over the next 25 years, and includes the University Village project, an entrepreneurial and revenue-generating project. We have developed a new integrated budgeting methodology which will come into effect in the next fiscal year. A new Strategic Research Plan outlines ways in which TRU will continue our strong track record in research-driven innovations that directly benefit the region while advancing student learning at the undergraduate and graduate levels. A TRU Strategic Enrollment Plan is being developed to enhance our ability to continue to exceed 100% overall utilization rates.

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The Honourable Amrik Virk, Minister

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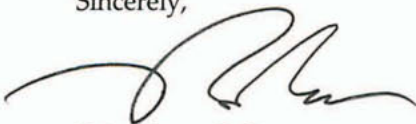
The cumulative result of this work allows the resources available to us to be used wisely and to achieve clearly defined goals.

We are preparing the University's first Capital Campaign to increase TRU's capacity to serve our students and enrich our communities. We were grateful to receive the single biggest private donation in our history; a \$2.25M gift from Mr. Ken Lepin to fund scholarships and fellowships. We hosted the grand opening of our new Faculty of Law space, whose award-winning design and construction was partly funded through the significant contribution of \$7.4M by the Ministry of Advanced Education. And the next day, our very first cohort of Law graduates crossed the Convocation stage. We also released an Economic Impact Study which attributed to TRU an impact of at least \$355M and 2,108 jobs in the Thompson Nicola Region and \$651M and 3,202 jobs across BC.

Through it all, TRU has kept a sharp focus on developing programs aligned with BC priorities. For example, an innovative front-end loaded apprenticeship program in Commercial Transport is being piloted which through a restructured longer training day allows apprentices to return to work more quickly with a TRU Diploma in Transportation and Motive Power. Much more similar information was contained in TRU's Institutional Core Review, submitted to the Ministry in June.

We are pleased to endorse the content of the Institutional Accountability Plan and Report for this reporting cycle. We thank the Ministry for its ongoing support of TRU. We remain committed to working with the Ministry to provide excellent educational options to all learners, and prepare highly skilled graduates in fields relevant to the needs and aspirations of all British Columbians.

Sincerely,



Brian Ross, Q.C.  
Chair, Board of Governors



Alan Shaver  
President and Vice-Chancellor

# Institutional Overview

In late February 2014, Alan Shaver, President and Vice-Chancellor, announced that the Thompson Rivers University Board of Governors had approved TRU's Strategic Priorities for the next five years, opening the door for TRU to continue the important work of "Redefining the Modern University."

These Strategic Priorities will determine areas which the university will enhance during the period of 2014 to 2019.

In developing the Strategic Priorities, more than 3,000 people provided their input through 12 town hall meetings, two surveys, social media and email messages. The 35-member Strategic Priorities Advisory Committee synthesized this input into the TRU Strategic Priorities document approved by the Board of Governors, and included here, in its entirety.

## Redefining the Modern University

### Our Legislated Mandate (The Thompson Rivers University Act)

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

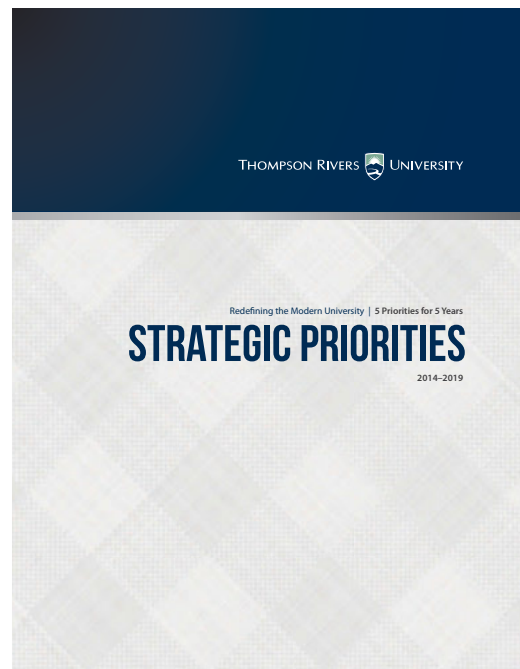
### Our Mission Statement

TRU is a comprehensive, learner-centered, environmentally responsible institution that serves its regional, national, and international learners and their communities through high quality and flexible education, training, research and scholarship.

### Our Traditional Foundations

TRU serves our Aboriginal, local, regional, national and global communities by cultivating:

- Student, faculty, staff, and community engagement and service excellence
- Faculty and student engagement in scholarly research and creative activity





- Innovative, interdisciplinary, and experience-based learning environments
- Open and flexible learning environments
- Aboriginal education, culture, traditions, opportunities and partnership
- Environmental, economic, social, cultural and creative sustainability
- International opportunities for students, faculty and staff

### **Implementing our Mandate and Mission: Access to Excellence**

Thompson Rivers University is learner-centered and committed to open access for students with varied backgrounds, abilities and entry credential levels. TRU provides open education, offering on campus, online, distance and flexible learning. We promote access to open educational resources and learning, offering flexible credentials and residency models when possible. TRU is open to the needs of our communities, providing useful program and learning models for our Aboriginal, local, regional, national and global communities.

Thompson Rivers University supports teaching excellence through our Centre for Student Engagement and Learning Innovation. Our goal is to build excellent learning environments and service excellence on our campuses and online, providing academic and social support for a rich diversity of learners, including students from underrepresented communities.

Thompson Rivers University is committed to open access to knowledge creation including providing our learners access to a research informed education and providing our communities access to the benefits of scholarly, research and creative activities to solve community problems and enrich community life. TRU supports research excellence through our Office of Research, Innovation and Graduate Studies.

At Thompson Rivers University, our commitment to dynamically and continuously improving standards of excellence is unwavering.

## **5 Priorities for 5 Years**

### **Increasing Student Success**

TRU will prioritize academic engagement and programs which fully develop our learners' knowledge and skills and 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
- Transitions between high schools and the university; trades, vocational and academic streams; virtual, distance and face-to-face learning environments

### **Increasing Intercultural Understanding**

TRU will prioritize programs and practices that support diversity, inclusion and intercultural understanding between our Aboriginal, local, regional and global communities in the context of:

- The indigenization of our university through the inclusion of traditional and contemporary Aboriginal teaching, learning, knowledge, research and creative practice
- The internationalization of our university through the inclusion of globally-engaged teaching, learning, knowledge, research and creative practice
- The recognition of the diversity and uniqueness of Canadian society including a local and BC perspective
- The creation of a culture of inclusion in all aspects of university work and life

### **Increasing Research Capacity**

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

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

### **Increasing Entrepreneurial Capacity**

TRU will prioritize entrepreneurial collaboration and social enterprise that mutually benefits the university and the communities we serve in the context of:

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





### **Increasing Sustainability**

TRU will prioritize initiatives that mutually benefit the university and the communities we serve in the context of:

- Financial sustainability of the university
- Economic sustainability of the region and the province
- Cultural and social sustainability of our communities
- Creative and community arts sustainability
- Environmental sustainability

### **Implementing the 5 Priorities over 5 Years**

The Strategic Priorities planning and implementation process depends on the most important resource available to the university, namely the energy and creativity of our people. Therefore, our community: students, faculty, staff, alumni and community members will be invited to submit proposals which champion and implement these pan-university priorities over the next five years. It is understood that strategic proposals may require strategic investments. Thus, future budgeting processes will provide for strategic investments in initiatives that align with these priorities. Key strategic indicators and milestones will be developed to monitor the progress of all initiatives.

TRU is uniquely positioned to redefine the modern university. Successfully implementing these strategic priorities will take “The TRU Model” to the next level of excellence in creating knowledge and understanding for the benefit of all people.

# Planning and Operational Context

## EXTERNAL ENVIRONMENT

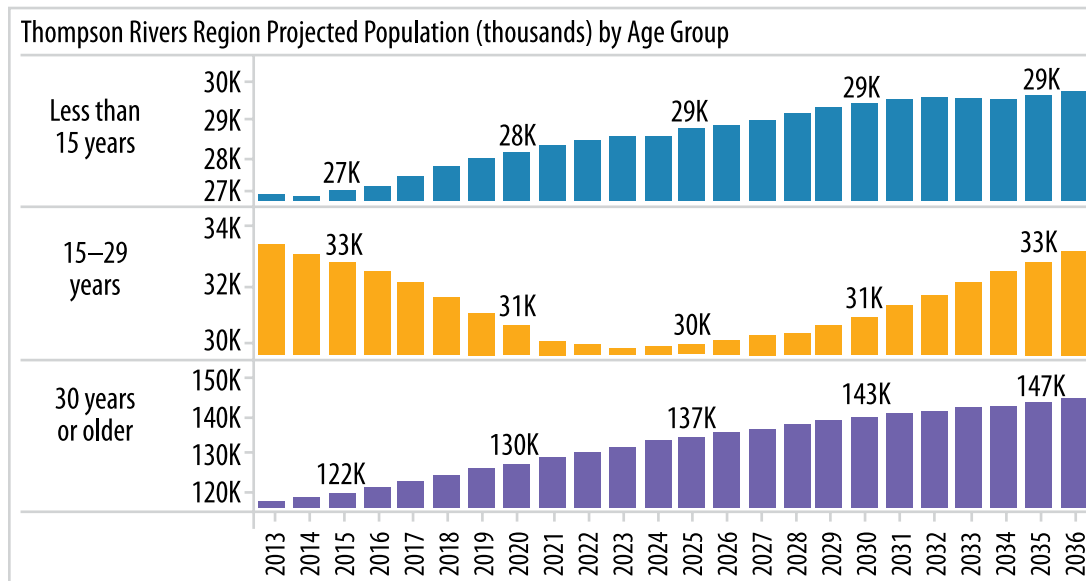
Key external factors influencing Thompson Rivers University's planning and operations include population demographics, the labour market, economics, and technology.

### Demographics – Age

The shrinking size of the traditional age cohort, generally regarded as persons 15 to 29 years old, is of particular significance to TRU. A smaller traditional cohort implies a smaller pool of potential students.

Figure 1 and Figure 2 demonstrate that the size of the 15 to 29 age cohorts in both the Thompson Rivers Region and the province of British Columbia is expected to decrease over time. Specific to the Thompson Rivers Region, while this age group is projected to experience negative growth from 2012 to 2023, it is projected to experience positive growth from 2024 to 2036. However, this positive growth is not expected to be large enough to offset the previous years of negative growth, resulting in a smaller traditional age cohort in 2030 than the current cohort.

**Figure 1: Thompson Rivers Region Population Projections by Age Group**

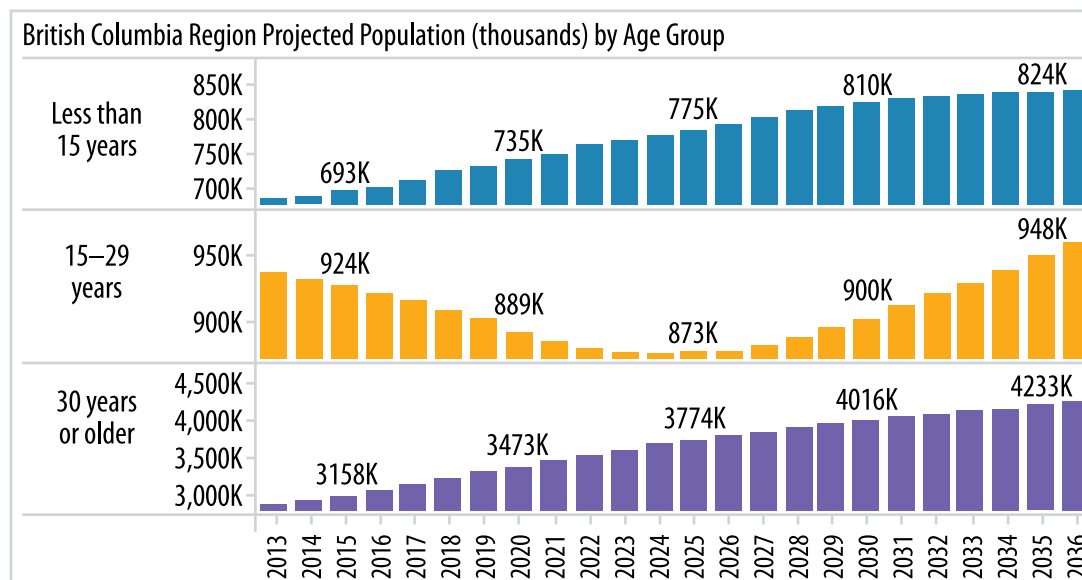


Adapted from: BC Stats, Sub-Provincial Populations Projections by College Region and 5-Year Age Groups. 2012.

The population of persons 30 years of age and older is expected to continually increase in both the province of British Columbia and the Thompson Rivers Region, with 39% and 23% growth from 2013 to 2035, respectively. TRU will remain sensitive to the needs of mature students in order to best serve the changing provincial and regional demographics.



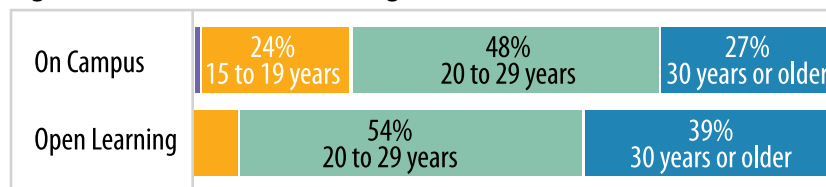
**Figure 2: British Columbia Population Projections by Age Group**



Adapted from: BC Stats, Sub-Provincial Populations Projections by College Region and 5-Year Age Groups. 2012.

About one-half of the 2013–14 TRU student population was comprised of students who were 20 to 29 years old – 48% of on campus students and 54% of Open Learning students (see Figure 3). The Open Learning student population is representative of its mandated catchment area of all of British Columbia, with 39% of students 30 years of age or older.

**Figure 3: 2013–14 TRU Student Age Percent Distribution**

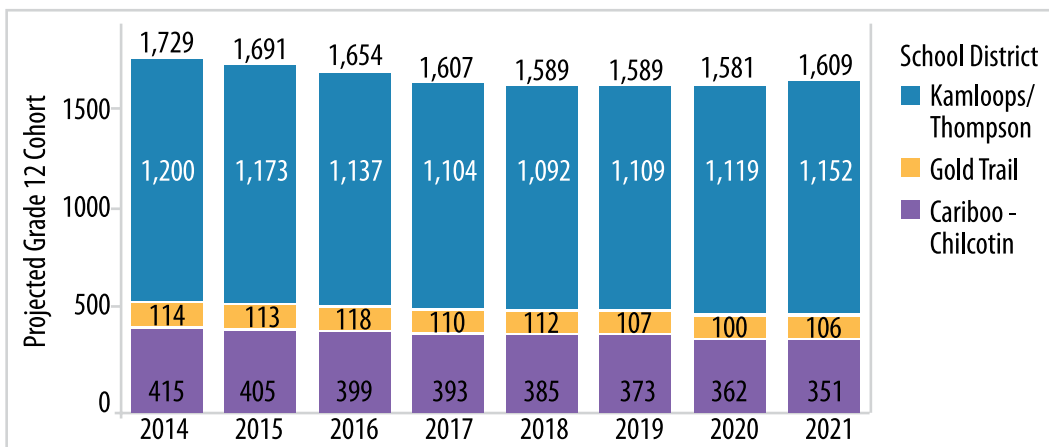


Note: On campus includes Kamloops, Williams Lake and Regional Centres.

There are many students that attend post-secondary immediately after completing high school. Of the domestic students that were new to TRU’s Kamloops campus in Fall 2013, 45% were direct entrants from a high school in British Columbia or elsewhere. As such, the size of the grade 12 cohort is also a very important metric for TRU.

Figure 4 presents grade 12 cohort projections for the Kamloops/ Thompson school district, as well as two other TRU catchment areas – Gold Trail and Cariboo-Chilcotin school districts.

**Figure 4: Projected Grade 12 Cohorts by School District, 2014 to 2021 (number of students)**



Adapted from: Ministry of Advanced Education, Innovation and Technology. BC Stats. 2010. Projection report for public school headcount enrolments (excludes adults) 2011/12.

The size of the grade 12 cohorts is projected to decline over time in all 3 school districts, with a slight increase in 2021. These reductions in grade 12 cohorts will likely result in fewer applicants from our region to TRU’s on campus programs.

In Canada, the total population is projected to increase in both the short term and the longer term. The traditional age cohorts of 15 to 19 years and 20 to 24 years are expected to initially decline from 2010 to 2020 across Canada. The younger group is expected to increase for 2025 followed by the older group. Projections indicate that by 2030 both age groups will surpass the 2010 population numbers (Statistics Canada. 2010. CANSIM Table 052–005: Projected population, by projection scenario).

## Demographics – International

TRU’s strong international student component plays an important role in enriching the academic experience and culture of the institution as well as providing a significant source of revenue. In Fall 2013, 1 out of 5 (22%) on campus students were international, the majority of whom were in the traditional age group. International students from China, India, and Saudi Arabia accounted for three-quarters (77%) of our international student population.



**Figure 5: TRU International Students On Campus Fall 2013 – Top 10 Source Countries (based on international student headcount)**



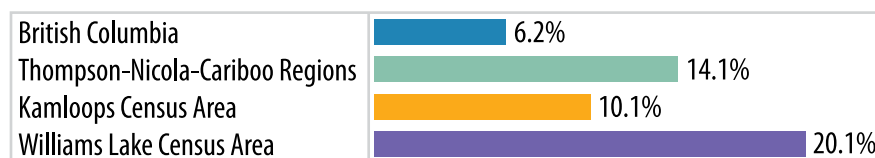
Note: On campus includes Kamloops, Williams Lake and Regional Centres.

Population projections for the 15 to 24 age group in China, Russia, Ukraine, and Japan indicate that all are expected to decline from 2015 to 2030, similar to this population age group in British Columbia. The size of the traditional age cohorts in India, Saudi Arabia, and Nigeria are expected to increase over time (United Nations, Department of Economic and Social Affairs, Population division. 2011. World Population Prospects: The 2010 Revision, CD-ROM edition).

## Demographics – Aboriginal

In 2011, Aboriginal people comprised 6% of British Columbia’s population. The Aboriginal population in the area around TRU’s Kamloops campus was 10%, and 20% in the area around TRU’s Williams Lake campus (see Figure 6).

**Figure 6: Aboriginal Population 2011 percent, selected areas**



Source: Statistics Canada. 2011 National Household Survey Profile. 2011 Census. Ottawa. Released May 8, 2013

Despite fluctuations in TRU’s overall enrolment during the last several years, Aboriginal representation within the student population has remained stable at about 10%.

While looking at the size of the Aboriginal population that TRU serves, it is also important to understand the education profile of the Aboriginal community. Figure 7 provides educational attainment data for both Aboriginal and non-Aboriginal people. According to the 2006 Census, Aboriginal people within the Thompson Rivers region aged 25 to 64 were less likely to have completed high school and post-secondary education than their non-Aboriginal peers, although the high school completion rate for BC Aboriginal students is increasing (BC Ministry of Education. Achievement Reports: Six-Year Completion and Grade 12 Graduation Rates – 2011/12).

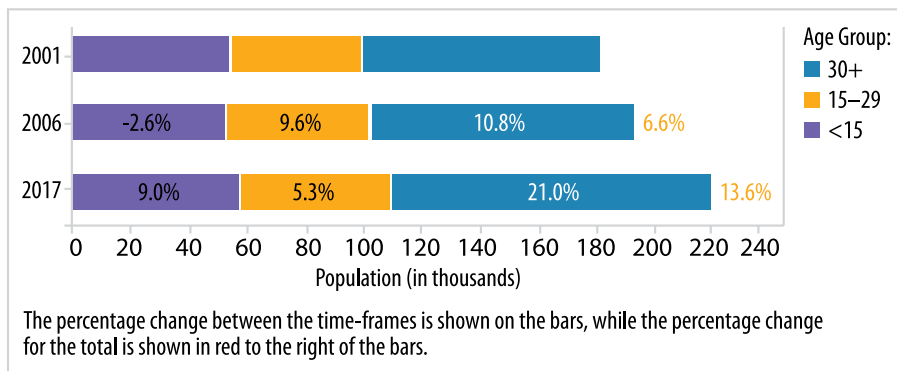
**Figure 7: Thompson Rivers Post-Secondary Region Educational Profile**

Highest Level of Education Attained	Aboriginal	Non-Aboriginal
High School	24.5%	29.8%
Post-Secondary Completion	44.4%	54.2%
University Certificate, Diploma or Degree	12.5%	19.2%

Adapted from: BC Stats. 2009. Thompson Rivers college region, statistical profile of Aboriginal peoples 2006.

Figure 8 contains a projection of the BC Aboriginal population under a medium growth scenario (based on the population in 2001). The BC Aboriginal population is expected to increase 7% from 2006 to 2017. This increase contrasts with the projection of a decrease in the non-Aboriginal population over the same time frame.

**Figure 8: Projected Aboriginal Population in BC (Medium Growth), based on 2001**



Adapted from: Statistics Canada. 2005. Projections of the Aboriginal populations, Canada, provinces and territories 2001 to 2017.

## Demographics – Conclusion

Demographics will be a key consideration as TRU carries out its new Strategic Priorities (see Institutional Overview, page 4). TRU will continue to recruit local domestic students, students from the rest of Canada, Aboriginal students, and international students.

In alignment with the priorities of both the Province of British Columbia and Canada to increase the number of international students, TRU will continue to recruit international students from established markets such as China, India and Saudi Arabia and emerging markets such as Russia, Ukraine, and Nigeria. This responds to the Ministry’s emphasis on globalization – “attracting students from around the world and competing globally” — and assists with achieving the target of “a 50 percent increase in the number of international students studying in British Columbia by 2016” (BC Ministry of Advanced Education. 2014. 2014/15 – 2016–17 Service Plan. p 9, p 11).



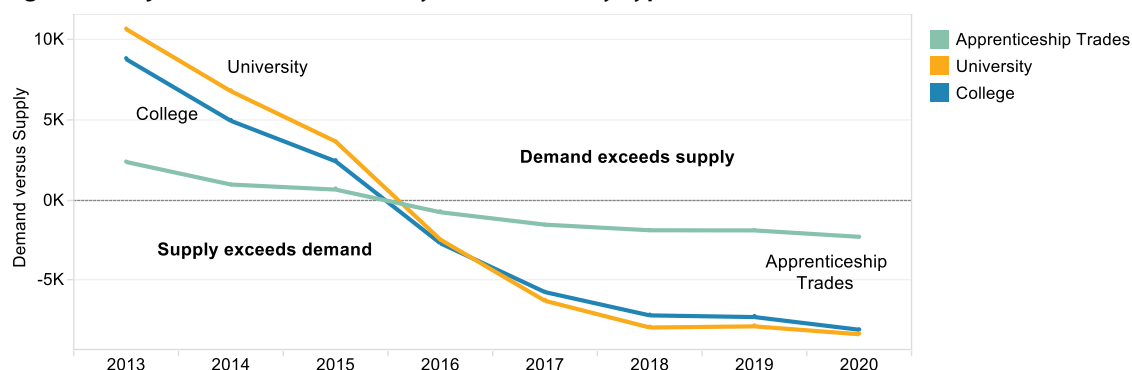
The location, age and educational profile of Aboriginal peoples within the Thompson Rivers region have significant recruitment and planning implications for TRU. In future years, an even higher percentage of potential students will be Aboriginal. These trends also point to recruitment that could focus on mature Aboriginal and mature non-Aboriginal students across the province. To ensure future competitiveness, the university will need to be adequately equipped with the infrastructure, human capital and program mix that will attract and retain these potential students.

## Labour Market

According to the British Columbia Labour Market Outlook for 2010–2020, more than one million job openings are expected in the province over this ten-year period. About two-thirds of these openings will result from replacement demand (retirements and deaths), especially in the following occupational groups: Management Occupations; Primary Industry; and Processing, Manufacturing and Utilities. The remaining one-third of job openings will be new jobs as a result of expansion demand due to economic growth. The largest number of new job openings will occur in Sales and Service; Business, Finance and Administration; Trades, Transport and Equipment Operators and Related Occupations. For this ten-year period, 110,300 job openings are projected for the Thompson-Okanagan development region which accounts for 11% of the provincial total.

Figure 9 indicates that the demand for skilled workers is expected to exceed the supply of skilled workers, leading to an estimated shortage of 61,500 workers by 2020. To meet the demand, the BC labour market is expected to rely heavily on migrants from the rest of Canada as well as immigrants from other countries.

**Figure 9: Projected Workers Deficit by Post-secondary Type**



Adapted from: RUCBC's BC Labour Market Profile, 2010-2020. Data source: Ministry of Jobs, Tourism and Skills Training.

According to regional employment projections by BC Stats, the occupations in the Thompson Rivers College Region with the greatest projected annual growth rate from 2010 to 2015 are:

- Occupations in travel & accommodation, recreation & sport +2.7%
- Occupations in food and beverage service +2.6%
- Chefs and cooks +2.5%
- Nurse supervisors and registered nurses +2.5%
- Assisting occupations in support of health services +2.4%
- Professional occupations in health +2.1%
- Technical and related occupations in health +2.1%

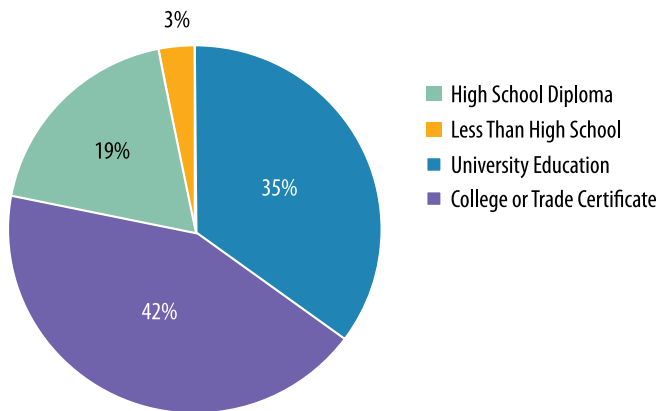
*Source: BC Stats. 2011. British Columbia Regional Employment Projections: Thompson Rivers College Region 2010–2015.*

Due to its unique combination of program offerings, Thompson Rivers University is well positioned to educate students for the majority of the occupational openings across the province.

Figure 10 displays the qualifications required for the expected BC job openings from 2010 to 2020. About three-quarters (77%) of the jobs will require some post-secondary education (college or trade certificate, or a university degree).

Due to its unique combination of program offerings, Thompson Rivers University is well positioned to educate students for the majority of the occupational openings across the province.

**Figure 10: Qualifications Required of Expected Job Openings in BC, 2010–2020**



Adapted from: British Columbia Labour Market Outlook 2010–2020. WorkBC.





## Core Review

During the 2013–14 fiscal year, the BC Ministry of Advanced Education (AVED) required each public post-secondary institution to undertake a core review of its academic programming. The purpose of this process was “to ensure each institution has reviewed its operations and is in alignment with the labour market and their local communities” and “to ensure student seats are being filled” (Ministry of Advanced Education. 2014. 2014/15 – 2016/17 Service Plan. p 7, p 11). TRU participated fully in this process.

## Economic Impact

A study of TRU’s economic impact in 2012–13 showed that the combination of TRU expenditures, TRU student expenditures, and TRU visitor expenditures was estimated at \$355.1 million on the Thompson Nicola region (Figure 11). The dollar value of the BC economy increased by an estimated \$650.6 million because of TRU. This included 2,108 jobs in the Thompson Nicola region and 3,202 jobs in the province of BC.

**Figure 11: Economic Impacts of Thompson Rivers University 2012–13 (\$millions)**

Source	BC impact	Local impact
TRU expenditure	\$282.2	\$198.2
TRU student expenditure	140.5	83.2
TRU visitor expenditure	85.1	63.0
Value of higher education *	142.8	10.7
<b>Total impact</b>	<b>\$650.6</b>	<b>\$355.1</b>

\* Value of higher education for 2012–13 TRU graduates measured in earnings \$

# Planning and Operational Context

## INTERNAL ENVIRONMENT

This section describes the highlights, achievements, and plans for the future of various areas of Thompson Rivers University's internal environment.

### Academic

TRU's academic programs represent several areas. Highlights from some of the areas are reported below.

#### Faculty of Arts

Furthering our commitment to providing support for Arts students to complete their studies, we are implementing a series of milestone certificate achievements between first year and degree completion: Certificate in General Studies (Year 1), the streamlined province-wide Associate of Arts Degree (Year 2), and a Senior Certificate in Liberal Arts (Year 3).

Other initiatives in the Faculty of Arts include:

- Recruitment activities with TRU World for international students.
- Developing four Post Baccalaureate Diplomas and a Post Baccalaureate Certificate in Liberal Arts; a proposed Cultural and Social Exploration Certificate; a new Bachelor of Journalism; and a new Bachelor of Arts Major in Communications.
- Facilitating doubling the on-campus intake for the popular Police and Justice Diploma Program and streamlining laddering into the blended delivery BA Criminology Major.
- Collaborating with the Faculty of Science to develop laddering opportunities for on-campus diploma programs into the blended delivery Bachelor of Design degree.
- Developing the first credit course, *Art Appreciation*, for the Open Educational Resource University.
- Focusing strategic partnership activities by developing opportunities for BC and Canadian diploma programs to ladder into TRU's blended degree completion programs: Criminology-block transfer availability; Visual Arts and Design on campus upper level studio credits in conjunction with blended and Open Learning degree completion; and building laddering opportunities for degree completion with Ontario colleges offering 3 year diplomas.
- Re-branding the Bachelor of General Studies as a flexible distance degree completion program with only 15 TRU residency credits required by recognizing credit and non-credit learning through Prior Learning Assessment and Recognition, and enhanced use of the BC Credit Bank.
- Exploring the feasibility of a Digital Art and Animation program.

Reflecting TRU's membership in the Council on Undergraduate Research, the Faculty of Arts takes pride in making university education engaging and relevant. Last year 104 Faculty of Arts students attended academic and professional conferences or symposiums, many of whom presented their scholarly and creative works. Ranging from Psychology to Theatre to



Geography, 26 students attended international conferences, 32 attended national conferences and 46 attended provincial conferences.

Dr. Terry Kading and Dr. Christopher Walmsley have had accepted for publication the edited work: *Leadership and Learning in the Small City – New Perspectives on Quality of Life*. With contributors from Arts, Social Work and Tourism, this collection of essays provides valuable information and insights on the challenges and rewards of TRU's community-based research initiatives.

Robin Nichol, Chair of Visual and Performing Arts, is directing the community-based theatre works *No Straight Lines*. A collective creation involving homeless people as writers and performers, this project is a collaborative undertaking with the Canadian Mental Health Association, ASK Wellness, the United Way, the Elizabeth Fry Society, and the City of Kamloops. Arts faculty Ginny Ratsoy, Dawn Farough and Heidi Verwey are part of the participative research and creative works in this project. Karen Hofmann celebrated the publication of her new novel *After Alice* (NeWest Press, 2014). Donald Lawrence, Visual and Performing Arts, received a SSHRC Insight Grant (\$297,600 for 2014 to 2018) for *The Camera Obscura Project: Optics, Learning and Play in the Wilderness and Canada's North*. Three TRU Undergraduate Research Assistants have been hired to date.

Arts faculty presented at numerous international conferences ranging from Nina Johnson presenting to the 30th International Conference on Psychology and the Arts in Portugal, to Dr. George Johnson being a finalist for *Marisa and the Mountains*, a children's story at the Indie Publishing Competition, San Francisco Writers Conference.

Three Arts faculty are writing BC Open Texts: Dr. Belshaw in History, Dr. Jhangiani in Psychology and Dr. Little in Sociology. With anticipation of more to come, for Fall 2014 faculty in Psychology, History, Sociology and English are committed to the use of open texts with anticipated savings to students of over \$125,000 dollars. Open Textbooks are now the first choice of text selection in Arts Open Learning course development.

### **Faculty of Human, Social, and Educational Development**

The Bachelor of Education is proposing the development of a secondary concentration in Science Technology, Engineering and Mathematics (STEM). Every year Canada spends \$50 billion on Kindergarten to grade twelve education, yet less than 50 percent of Canadian high school students graduate with senior STEM courses. Given that approximately 70 percent of Canada's top jobs require STEM education, this concentration provides a framework to not only provide STEM education in teacher preparation programs, but also provide workforce development to ensure Canada's economic well-being, quality of life, and ability to remain competitive.

The Master of Education program has expanded with development of a concentration in Curriculum and Educational Leadership. An additional area under development is Inclusive and Special Education. The Master of Education program has also developed a graduate certificate in Educational Studies which provides students who do not meet English language and/or GPA requirements for admission to graduate studies the opportunity to meet admission

requirements through 3 graduate courses focusing on adult learning theory and academic writing skills.

Students in the Human Service program and the Education and Skills Training Program collaborated on a performance titled *ReCalculating*. Written by Lucas Foss and starring Dave Symington, the students' work focused on disability awareness and inclusion, challenging the audience to question old values and raise awareness.

The International Journal for Leadership in Learning (IJLL) was launched in 2013, with Dr. John Burger serving as Guest Editor. A special edition, *Building Optimal Student Information Systems for Enhanced School and System Educational Leadership*, expands on and explores both theoretical and applied research on the design and implementation of student information systems that better meet the needs of teachers and administrators at classroom, school, jurisdiction and/or state/provincial levels.

### **Faculty of Law**

The past year has been very exciting for TRU Law marked by a number of "firsts". The year began with the first full cohort of law students – year one, year two and year three. The curriculum offered courses for all three years with a significant number of courses provided by our twelve full-time faculty members, renowned academics and legal practitioners, including Leon Getz, Q.C., Jon Festinger, Q.C, Prof. Neil Gold, Frank Borowicz, Q.C., Madam Justice Marilyn Borowicz, Prof. Mary Gold, Prof. Moin Yahya, and Dr. Remi Nwabueze, to name but a few.

In December 2013 the Faculty of Law moved into its newly designed space in the Old Main building. Students, faculty, staff and visitors continue to enjoy the ergonomically designed space complete with a law library reading room, a dedicated Society of Law students' space and a moot court. The technology and equipment in the classrooms provide ample opportunity to explore enhanced teaching methodologies and student interaction. Graduating law students had the opportunity to move into the new building and enjoy the amenities for their final semester. This was again a first in Canadian Law school history.

The legal information service launched in the Winter semester provides legal information to clients on campus, in the community and as far afield as Hope and Chase. The service is overseen by Prof. Hall and Dr. Dhand. A research grant provided by the Law Foundation of British Columbia allowed TRU Law to explore options for establishing a legal clinic where students can provide legal services to clients. With the research concluded, the process has now begun to explore the best option for setting up the TRU Law Clinic and experiential learning opportunities for students that benefit Kamloops and Interior BC communities.

TRU Law launched its electronic journal in the Winter and the first edition of this peer reviewed journal will be unveiled shortly. The journal has 5 student editors and is overseen by Dr. Diab, Dr. Hunt and Professor Neudorf.



The Law Library moved into its new state-of-the-art space under the diligent stewardship of the Chief Law Librarian Mary Hemmings. In addition to its sophisticated digital resources, the law collection of monographs previously stored in boxes is now being shelved.

TRU Law participated for the first time in 3 new moot competitions, taking students and coaches to Vancouver and Toronto to compete.

In early June 2014, the Faculty of Law received notice that the J.D. program has been approved by the National Approval Committee on Accreditation, which is a standing committee of the Federation of Law Societies of Canada. This news comes ahead of the 2015 deadline for other Canadian law schools to receive accreditation.

This is significant news for the class of 2014 who crossed the convocation stage on June 14, 2014 to receive their Juris Doctor parchment. As graduates from TRU Law, they will be accepted into the bar admissions process in Canada's common law, law societies, and will not have to individually defend the rigor of their academic credential.

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### Faculty of Science

Three new faculty members have joined the Computing Science department. Dr. Faheem Ahmed, Associate Professor, United Arab Emirates University is a registered Professional Engineer with a specialization in Software Engineering. Recently, Dr. Ahmed was named a Senior Member of the IEEE (Institute of Electrical and Electronics Engineers), which has an international membership of over 430,000 members. Dr. Musfiq Rahman, previously at Dalhousie University, is a specialist in networks and computer security. Dr. Haytham el Miligi, previously at the University of Victoria, is a registered Professional Engineer with a specialization in electrical engineering and computing.

The Faculty of Science has benefited from two significant donations to TRU over the past year. A donation of \$250,000 from a private benefactor will help complete the development of TRU's Wells Gray Wilderness Centre. For twenty years, the university has used rustic facilities on the border of Wells Gray Provincial Park to carry out research into the rich biodiversity of the area and teach students about the methods used to study Ecology, Wildlife Biology, and Environmental Biology. In addition, approximately 100 acres of undeveloped property bordering the park (worth in excess of \$350,000) was donated by another benefactor. This property will enhance faculty and student research and the ability to conduct controlled experiments on the resilience of native ecosystems.

## Open Learning

For over 35 years, open learning has been an option for British Columbians interested in pursuing an independent and flexible way to advance their education. TRU is continuing this tradition through its Open Learning Division (OL). Through OL, which provides access to education by online and distance studies, TRU reduces the barriers potential students may face when entering into 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: offering minimal admission requirements for courses and programs; allowing 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 prior learning by providing prior learning assessment and recognition services as well as maintaining an open learning credit bank.

Key achievements in Open Learning in 2013–14 include:

- increased domestic registrations from students outside of BC by over 11%;
- increased domestic registrations from students within BC by over 8%;
- granted, through the use of prior learning assessment and recognition (PLAR), over 12,500 university level credits for learning achieved outside the academy; and
- added School District 73 as a member to the Open Learning Consortium, allowing Open Learning and School District 73 to work together in the delivery of secondary education thereby reducing duplication.

Open Learning is also working to strengthen its ties with provincial, national, and international influencers in open and distance education. Some efforts include: active involvement in BC Prior Learning Action Network (BC PLAN); a founding member of the Canadian Virtual University (TRU currently holds the position of Chair of the Board for CVU); and founding and active member of the Open Education Research University (OERu) initiative, which is dedicated to providing low cost education throughout the world by developing courses as open educational resources.

Current activities in Open Learning include:

- The development of graduate level courses in Business and Education;
- The development of processes that will allow students who successfully complete a massive open online course (MOOC) to be eligible to receive credit through TRU's credit bank;
- The development of open educational resource courses to contribute to the Open Education Resource University (OERU);
- The adoption, when feasible, of BC's open textbooks into our courses to lower the cost of education for our students;



- Exploring possible expansion of the TRU Open Consortium to include other BC interior universities, and
- Intensive and strategic marketing efforts to reach more learners.

## **School of Business and Economics**

### ***Accreditation***

The School of Business and Economics is seeking accreditation by the Association to Advance Collegiate Schools of Business (AACSB). The benefits of AACSB accreditation are substantial for students, faculty and school administration.

- Graduates of AACSB-accredited schools are in high demand and command higher salaries and positions of influence.
- AACSB-accredited schools attract and retain higher quality faculty and are better able to compete for quality students.
- Business schools report that accreditation positively influences the quality of programs.
- AACSB accreditation increases opportunities for partnerships with businesses and other AACSB-accredited institutions.

Significant progress has been made towards meeting the AACSB's rigorous pre-application standards under the guidance of Dan Thompson, Associate Dean, Curriculum, Accreditation and Online.

### ***MBA Relaunch***

The School of Business and Economics launched the newly re-designed MBA program in September 2013, offering on campus, online and blended learning options. A new component of the program is the introduction of the Graduate Certificate in Business Administration which is designed to allow students from a non-business background to develop the skills and knowledge required to be successful in the MBA. The new program also includes thesis and project options. The flexibility of the program allows both young and seasoned professionals from Canada and around the globe access to a high quality business education.

### ***Business Kickstart 101***

In September 2013, the School of Business and Economics launched Business Kickstart 101, an innovative new program designed to engage students in co-curricular educational opportunities. Components of the program include:

- Career information sessions with leading employers including CIBC, RBC, BDO Dunwoody, BCLC and KPMG.
- Dean's Speaker Series, for students and the business community, featuring high-level executives including Launi Skinner, CEO of First West Capital; Jim Lightbody, Interim President and CEO of BCLC; Senator Nancy Greene Raine; and Geri Prior, CFO of ICBC.

- Networking opportunities for students with representatives from a range of industries such as banking, accounting, marketing, human resources, gaming and mining.
- One-on-one mentorship opportunities for students with business leaders.

Feedback from both students and business partners was extremely positive. As a result of media coverage, additional businesses expressed interest in becoming involved in the program in future years.

Direct results of this program for students included offers of employment, internships and ongoing mentoring relationships. For their part, businesses enjoyed the opportunity to meet and hire the next generation of business leaders. Planning is underway for the 2014–15 Business Kickstart 101 program.

#### ***CIBC Awards***

In January 2014, CIBC announced a \$150,000 donation to fund scholarships and bursaries in the School of Business and Economics. These awards, to be given annually over a five year period are designated for students in the Bachelor of Business Administration program. Each year, 13 students will receive \$2,000 awards, renewable for up to five years, and an additional \$4,000 award will be given to a student who demonstrates exemplary performance in the program.

#### ***Shift***

The School of Business and Economics entered into an agreement with the Province of British Columbia for a small business succession initiative, known as Shift. This project, officially announced in March 2014, will involve developing six modules of curriculum related to the successful transfer of business ownership. The curriculum will be made available online and in booklet form, thereby benefiting communities across the province. The value of the agreement is \$240,000.

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The School partnered with Venture Kamloops, the Business Development Bank of Canada (BDC), KPMG, the Kamloops Chamber of Commerce, Small Business BC, Growth Strategy Dynamics and the BC Chamber of Commerce for delivery of this initiative.

#### ***Dean's Advisory Board***

Mr. Jim Lightbody, Acting President and CEO of BCLC, joined the Dean's Advisory Board, replacing Mr. Michael Graydon, former President and CEO of BCLC. Other members of the Board are Chair Mr. Rick Sallis, District Vice-President with CIBC, and Mr. Starr Carson, Managing Partner with KPMG.

#### ***Experiential Learning***

School of Business and Economics students continue to get involved in community projects, lending their experience to small businesses and non-profits. Projects completed during their final year of studies focused on human resource management, marketing, project management and strategic planning.





### ***Enactus Thompson Rivers***

Enactus Thompson Rivers (a Business entrepreneurial student club) participated in the 2014 Enactus Canada Regionals Exposition, accompanied by faculty sponsors Bernie Kirkey and Nancy Carson, and Business Advisory Board member, John Zubak. The team was named first runner-up in the TD Entrepreneurship Challenge and second runner-up in the Scotiabank EcoLiving Green Challenge and the Capital One Financial Education Challenge. The team also participated in Campbell's Help Hunger Disappear campaign in March 2014.

### **School of Nursing**

The Ministry of Advanced Education made a \$252,800 investment in TRU's School of Nursing to address the demand for more health care assistants in the province. The Ministry funding supported a third cohort of students in the 2013-14 Health Care Assistant program.

Nursing students at Williams Lake are benefitting from innovative approaches to teaching and learning through the work of faculty member Amelia Chauvette who is engaging students through the use of innovative technologies. For example, Chauvette is conducting research where Practical Nursing students use electronic tablets in the classroom and clinical sessions. In addition, faculty are using blended and online learning models for classroom engagement, practice placement exercises and delivery of exams. Professor Chauvette and her team also created a Williams Lake Nursing You Tube channel for faculty support and student learning.

TRU and Williams Lake benefitted from partnership with the community to implement a new Health Clinic with Nurse Practitioner Sandi Lachapelle. Through working with clients at the Health Clinic, nursing students in Williams Lake gain a better understanding of rural health and primary health care, and the role of the Nurse Practitioner. This partnership is critical to nursing education.

The exemplary quality nursing education and practice demonstrated by TRU School of Nursing students showcased by Dr. Susan Duncan when she shared an unsolicited report on how nursing students are developing public health and leadership competencies when working in our communities.

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### **School of Trades and Technology**

Highlights of the School of Trades and Technology in the past year include:

- **Increased flexible learning initiatives:** For instance, TRU has moved the Partsperson Red Seal program from face-to-face delivery to fully online distance learning, to enable more "accommodating learning" for students across BC.
- **Front-end loaded training:** TRU initiated and is piloting a fully front-end loaded apprenticeship program (foundation, Levels 1 to 4) in Commercial Transport. This focuses the main block of classroom and co-op training in the first year instead of the traditional block-release model where classroom work is spread over four years. Added to the



TRU Trades & Technology — prepared to meet provincial priorities

program are 3 academic courses so students in the program will receive a TRU Diploma in Transportation and Motive Power.

- **Restructured training day:** Industry demands that apprentices return to work quicker. TRU is working to increase the length of the teaching day thus reducing the amount of time the student is away from work. For example, electrical training — previously 10 weeks at 5 hours per day of instruction — is now being offered for eight weeks at 6.25 hours per day. This saves the system financially by reducing time away from work, shortens Employment Insurance claims, and decreases student expense for accommodation costs.
- **Increased class sizes from 16 to 18 for waitlisted classes:** This reduces the amount of time students spend on waitlists.
- TRU continues its record of outstanding student performance at Skills Training competitions.
- Two new Heavy Equipment Operator programs were created, in Forest Harvesting and Civil and Mining. Both have now seen dozens of students, including women, Aboriginal and mature learners, attain much-needed training in BC's pivotal mining and forestry industries.
- Partnerships were developed with industry in the forestry sector to deliver both a Logging Truck Driving program and a Heavy Equipment Operator program.
- A new trades program was developed in Electrical Instrumentation Mechanics, a trade in high demand in the oil, gas and mining sectors.
- TRU has a number of key partnerships with Aboriginal partners for Aboriginal training including one with the BC Aboriginal Mine Training Association.

TRU has identified key trades programs, increased capacity, is teaching in innovative ways and developing new models for the delivery of these programs:

- Technical Baccalaureate degrees recognize up to 60 credits for students holding a Red Seal qualification towards a 120 credit undergraduate degree in one of four academic areas: Bachelor of Trades and Technology Management, Bachelor of Trades



and Technology Leadership, Bachelor of General Studies, Bachelor of Trades and Technology Education.

- TRU has students from 6 different school districts in its Accelerated Credit Enrolment to Industry Training (ACE-IT) programs. This is an innovative partnership between TRU, BC School Districts and independent schools, that bridges secondary and post-secondary education and training while enhancing transition to the workforce. These programs allow Grade 10 students to apply for a ACE-IT Foundation Training program at TRU in their Grade 12 year.

The BC Government invested \$1.39 million in new skills training equipment at TRU. The investment was part of a province-wide Skills and Training investment to support public post-secondary institutions to upgrade equipment and put the latest tools in the hands of BC students. TRU plans to use the funds to purchase new heavy equipment for students in the Commercial Transport Vehicle Mechanic Technician program.

The Saw Filer program began on the Williams Lake campus this past year. This is the only Saw Filer program in BC and there is not one in Alberta.

### **Williams Lake**

Williams Lake and the region have been economically impacted for the last several years due to the combined effects of the pine beetle epidemic and the recession with many mills and secondary manufacturing businesses slowing down and/or closing. Now there is an air of excitement and hope in the region with new mines preparing to open. Spanish Mountain Gold will generate 180 new jobs, Elizabeth and Black Mountain Dome will generate 180 to 200 new jobs, and Gibraltar Mines is completing a \$225 million expansion and will be adding new jobs. The price and demand of lumber is increasing and the mills are slowly going back to full capacity.

The 2013–14 fiscal year showed an increase in headcount enrolment of 6% for the Thompson Rivers University – Williams Lake (TRU-WL) campus compared to the previous fiscal year.

Community University (Community U) continues to be a strong department that offers short job ready/ skills-based programs and longer career focused programming in Health and Safety, Career Preparation, Trades and Business. It provides private contract training programs to over 500 First Nations students. Community U also continues to build relationships and partnerships to ensure the city and surrounding region view the campus as a partner, economic driver and necessary asset.

The Gathering Place, a 1,500 sq. ft. facility, continues to generate great public relations with Aboriginal people. It offers safe and comfortable study, learning and cultural space for students. Aboriginal Service Plan funding was utilized for tutors, a strategic planning session and the purchase of various equipment, furniture, marketing/ promotional items and supplies. This facility and activities support an Aboriginal population that comprises about 20% of the Williams Lake region and is the only demographic that is increasing in size.



TRU Williams Lake graduates

TRU-WL established a goal to increase the number of enrolments in three categories: a greater share of the local high school students, adult (mature) learners, and “destination” students. Our student services were rearranged to facilitate growth in the three areas. We also offer academic courses for high school students to earn university credits, like TRU Start in Kamloops.

The Saw Filer program began on the WL campus this past year. As the only Saw Filer program in BC (and none in Alberta), this is an example of a niche program that will attract destination students. Under the agreement with the Northern Shuswap Tribal Council, TRU-WL started the inaugural Archeology Field School on traditional Shuswap land. The jointly garnered “Journey” grant assisted in the development of three courses: Governance and Management, Shuswap Language, and Land Guardianship.

The campus is positioning to be more efficient and demand-oriented in programs and offerings. We are preparing to deliver courses in blended and block delivery methods. This follows both the TRU Strategic Priorities and Academic Plan by allowing more personalized learning and contributing to student success. In addition, we are working to add Ranch Management to our offerings and are considering closing under-enrolled programs.

The Williams Lake campus continues to garner funding for scholarships and bursaries. The TRU Gala WL netted another \$40,000 and our fundraising campaign is continuing. This year \$50,000 was awarded to local graduating high school students to attend TRU-WL.

### **Academic — Program Review**

All undergraduate and graduate academic degree, diploma, and certificate programs approved by the Senate of Thompson Rivers University undergo a program review approximately once every seven years. Program review is a forward-looking process, based on the expectation that every program can be improved. The TRU program review process incorporates the views of students, faculty, staff and administrators, plus collects data and solicits the opinions of qualified external reviewers. The completion of the program review process, including



information collection, the external review site visit, and the development of the program review report and action plan, normally takes twelve months or more.

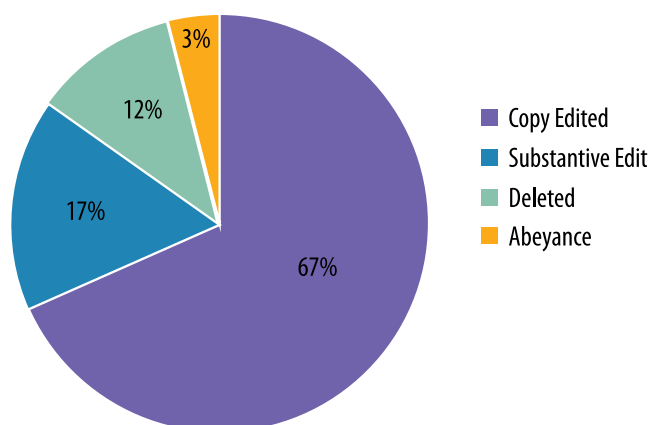
The following is a summary of the status of academic program reviews at TRU for 2013-14:

Program Reviews Completed	Program Reviews Substantially Completed
Biological Sciences (Degree) Computing Science (Diploma and Degree) Co-operative Education and Student Employment Culinary Arts (Certificate) English as a Second Language (Certificate) Psychology (Degree) Retail Meat Processing (Certificate) University Preparation (Certificate)	Geography (Degree) Open Learning Sociology (Degree) Partsperson and Warehousing (Certificate) Piping Trades (Certificate) Sociology and Anthropology (Degree)
Program Reviews Initiated	Board of Governors Approved Programs
Animal Health Technology (Diploma) Environmental Studies (Master's Degree) Open Learning Health Sciences (Degree)	Graduate Certificate in Educational Studies (new) MA Tourism in Experiential Studies (new) Graduate Certificate in Business Administration (new) Master of Business Administration (changed) Water and Waste Water Technology (new) Trowel Trades (new) Pre-Tourism (shell course, new) Medical Lab Assistant National Certificate Program (new)

### Academic – Course Audit

The Office of the Provost & Vice-President Academic and the Office of the Registrar oversaw an institution-wide course audit in order to ensure the relevancy and efficiency of TRU's course offerings. The project was conducted over a twelve-month time period and included a total of 3,265 on campus and Open Learning courses. Of the 3,265 course descriptions, 2,287 were copy edited, 978 were substantively edited, 554 were deleted, and 93 were put in abeyance.

**Figure 12: Curriculum audit revisions**



The project was divided into four stages:

1. Data was collected, templates and rubrics were created and approved
2. Faculty and chairs reviewed and updated course descriptions
3. Curriculum Auditor reviewed and edited updated course descriptions
4. Course descriptions were reviewed and approved by the Educational Program Committee

### **Academic – Learning Outcomes and Assessment**

The Learning Outcomes and Assessment Advisory Committee was established in the spring of 2013 to lead the development and implementation of course and program level learning outcomes and assessment across the institution. Learning outcomes are direct statements that describe what students should know, do and be upon completion of a course or program of study. They focus on transferable knowledge, skills and behaviours that can be evaluated and assessed.

The initiative is being managed through the Centre for Student Engagement and Learning Innovation and is under the direction of Ginny Ratsoy, Provost Fellow for Teaching and Learning.

Over the past year, the Committee reviewed different approaches to developing course and program level learning outcomes and assessment, and conducted a university-wide survey to determine departmental readiness for the project. The Committee is drafting a Learning Outcomes and Assessment Plan for the institution, and will begin the implementation phase in summer 2014.



## Administration

### Budget Model Review and Strategic Alignment (BMRSA)

In September 2013, a budget model review process was initiated to focus on improving the alignment of the University's operating budget with strategic priorities and risk mitigation objectives. The BMRSA Sub-Committee of the Budget Committee of Senate (BCOS), chaired by the Vice-President, Administration and Finance, was established to conduct the review. The BMRSA Sub-Committee's first order of business was to establish guiding principles for TRU's budget methodology. It was determined that the future methodology would be strategically driven; transparent, deliberate and consultative; sustainable; mitigate risks; encourage entrepreneurship, innovation and efficiency; supportive of a common TRU; and simple to administer.

The BMRSA Sub-Committee's research and analysis to date has been comprehensive including an exploration of the pros and cons of the existing model that was implemented in 2007–08; debates regarding the merits of alternate types of budget methodologies in place at institutions across North America; an examination of the major cost drivers and expenditure trends at TRU; an analysis of TRU's revenue sources and trends; the impact of budget carry-forwards and surpluses; and budget anomalies that create pressures or confusion within the existing methodology.

The process has been broadly consultative with presentations to stakeholder groups occurring across all areas of the University. The outcome of the BMRSA Sub-Committee's work is intended to yield a new budget methodology that aligns with the guiding principles and is expected to be implemented for the 2015–16 fiscal year.

### Enterprise Risk Management

TRU will evolve its formalized management of risk by implementing an Enterprise Risk Management (ERM) system across the organization. To support the development of an ERM, a Director of Risk Management Services was hired to build a culture of enterprise risk management and lead the development and implementation of risk management strategies, frameworks and systems. The Director will oversee the activities of Risk Management Services to ensure that TRU maintains an acceptable risk profile in the five areas of risk: hazard, financial, operational, strategic and compliance. ERM will also become integrated in resource allocation planning and new project/ program assessments.

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## Advancement

TRU's ability to provide students with access to an excellent education is advanced through generous funding from various partners, including individual and corporate community leaders, and all levels of government. Following are highlights of recent initiatives that could not have happened without the support of our funding partners.

### **Major Contributions to TRU in 2013–14**

The RBC Foundation committed \$700,000 to support women enrolled in trades programs at TRU. This is the largest donation RBC has made in BC, outside of the Lower Mainland. The donation will fund the RBC Women in Trades Training Program, including:

- The RBC Bursary for Learning Success: Each academic year, seven students will receive a \$3,000 bursary based on need, academic performance and commitment. Over a ten-year period, 70 bursaries will be awarded.
- The RBC Leadership Training program for volunteer mentors: A team of six women, comprising students, apprentices, and journeypersons, will be trained as volunteer mentors to help guide women enrolled in TRU trades programs on an ongoing basis.
- An RBC Mentorship Coordinator: This position will support and guide women enrolled in trades programs at TRU.

CIBC generously donated \$150,000 to TRU and the School of Business and Economics to support 70 renewable bursary and scholarship awards in the Bachelor of Business Administration over the next five years. The CIBC Awards in Business Administration will be awarded each year over a five year period to 13 undergraduate students enrolled full-time in the Bachelor of Business Administration Program. This donation solidified CIBC's place as one of TRU's largest donors and a longstanding President's Circle member.

Kamloops businessman Ken Lepin announced a transformative \$2.25 million gift to TRU in February at the TRU Foundation's annual gala. The pledge brings Ken Lepin's lifetime contributions to TRU to \$2.5 million, making him the single most generous private donor in Kamloops history. Lepin, who started his career as a chartered accountant and branched into sand and gravel supply before settling into property development, has been a supporter of TRU for decades. "I have always found that location and timing is everything in real estate, and I believe now is a critical time to help this well located, good university become a great university," he told guests gathered at the gala. The donation will be directed to various initiatives at TRU: student awards, an innovation endowment to support students that will enter trades that do not exist yet, a research endowment to support students participating in research, the Wells Grey Science Centre, the Nursing Simulation Lab and a new President's initiative fund. With this gift Ken Lepin is now Kamloops' largest philanthropist, and one of the largest private donors to education in Canada.

Don Andrews, a retired Kamloops lawyer and former member of the TRU Board of Governors, announced a major gift for the TRU Faculty of Law. The Dr. Donald R. Andrews Law Endowment of \$100,000 has been established to fund initiatives that will allow TRU Law to be supportive of its students, competitive with other law faculties and at the forefront of legal education.

The Ministry of Jobs, Tourism and Skills Training and Responsible Labour and the Ministry of Tourism and Small Business contributed \$125,000 to complete a project at TRU to develop





curriculum to simplify the process of small business succession covering topics such as business valuation, preparing for ownership and knowledge transfer. The curriculum will be made available to people in the Province of BC for the continuation and growth of small business in our province and region. Other partners in this project included Venture Kamloops, Business Development Bank of Canada (BDC), KPMG, Kamloops Chamber of Commerce, Small Business BC, Growth Strategy Dynamics and the BC Chamber of Commerce.

### **Capital Campaign**

TRU's first pan-campus capital campaign is underway. Spanning seven years, the campaign will raise over 30 million dollars which will unveil and leverage the university's impact – on the communities it serves, the individuals it educates and the industries and businesses to which its students, alumni, and faculty contribute. The campaign will highlight and strengthen TRU's profound potential value not just for our region, but our entire province and nation. The capital campaign will aim to provide funding for capital projects; expand student assistance; and empower our relevant research mandate. By creating another source of income for programs, scholarships and infrastructure we will further enrich the BC post-secondary landscape and the prospects of BC students.

### **Awards Ceremony**

Close to half a million dollars was awarded to students at TRU's 31st annual Foundation Awards Ceremony in November. \$493,366 was distributed to 512 students in the form of scholarships, bursaries and awards from the TRU Foundation.

### **Distinguished Alumni Awards**

TRU's 2014 Distinguished Alumni Awards honoured five individuals and one corporation for their leadership, professional achievement, community service, social work, and contribution to TRU students and alumni. Student Larisa Pepper received the Neil Russell Student Leadership Award for community service and student Janice Yeung received the TD Meloche Monnex Scholarship in Career Development. Bachelor of Social Work alumnus Ken Salter received the Grace Chronister Award for bringing honour to TRU and the profession of social work. Jason Paige received a Professional Achievement Award for his outstanding achievements which include becoming President and CEO of Acres Enterprises Ltd., starting his career in the construction industry when he was only 16 years old. Alumnus Skye Buck was posthumously awarded the Lifetime Achievement Award which recognizes an extraordinary individual who, through a lifetime of outstanding service, reflects the spirit of the TRU Alumni and Friends Association and is a role model for those who follow. Skye was an exceptional athlete, an impressive educator, mentor and community leader. The Milestone Achievement Award was presented to CIBC, which has supported TRU through philanthropy, by providing co-operative education experiences for students and by offering employment and training positions within its branches. CIBC staff have also volunteered for many TRU events and initiatives.

## Athletics

The TRU Recreation program services the TRU community of students, staff and faculty. Its program has grown immensely over the past years, currently serving more than 1,500 participants through intramural and aerobic programs. Through a partnership with the City of Kamloops and the Tournament Capital Center, more than 1,000 TRU student members now utilize TCC's great fitness and wellness equipment and programs.

In 2013–2014 more than 280 student athletes and coaches represented TRU in 11 sports. TRU volleyball and

basketball teams compete in CIS (Canadian Interuniversity Sport) which is the upper echelon of university sport. In the coming 2014–2015 season, these sports will be joined by swimming, soccer and cross country, all of which completed their final year as members of the CCAA (Canadian Colleges Athletic Association) PACWEST regional association. Still competing in the PACWEST are badminton and men's golf. TRU also offers sport opportunities for men's baseball and hockey through partnerships within our community. These opportunities are self-funded and compete respectively in the BC Intercollegiate Hockey League and in the Canadian Colleges Baseball Conference.

Men's and women's soccer both were PACWEST champions and placed 2nd and 3rd respectively at the national championships. Justin Wallace of the men's soccer team was named the national player of the year for CCAA men's soccer while Brad Gunter was named national player of the year for CIS men's volleyball.

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This was a banner season for TRU athletics with only women's volleyball not making the playoffs in either the CIS or CCAA. Men's and women's soccer both were PACWEST champions and placed 2nd and 3rd respectively at the national championships. Justin Wallace of the men's soccer team was named the national player of the year for CCAA men's soccer while Brad Gunter was named national player of the year for CIS men's volleyball. Additionally, Colin Carson was named the CIS men's volleyball Dale Iwanoczko Student Athlete Award recipient for his outstanding contributions to academics, community and athletics. The women's badminton doubles team of Anica Arduini and Lacey Banman represented TRU at the CCAA national badminton championships. Overall, TRU student athletes garnered 15 regional all-star recognition awards, 4 Player of the Year awards and one Coach of the Year award. Nationally, TRU had two Players of the Year and 7 student athletes recognized for their athletic prowess.

TRU student athletes benefit not only from a first class education and exceptional coaching at TRU, but they also are taught that to be productive citizens and role models. Student athletes and teams are required to participate in at least three community initiatives during the course



of their season, including the Terry Fox Runs in elementary schools, charity soccer clinics, and Wendy's DreamLift and Raise-a-Reader events. The Canadian College Athletics Association awarded the TRU WolfPack athletic teams the 2011 Community Service Award for their efforts in connecting student athletes with community causes and elementary students.

In the 2013–2014 year, nearly 25% of TRU student athletes were recognized as TRU Scholar athletes, meeting the academic criterion of a GPA of 3.5 on a 4.33 scale and being a full time member of one of TRU's athletic teams.

## Capital Projects

### Campus Master Plan

In January 2013, TRU launched a Kamloops campus master planning initiative to refresh the 2003 campus master plan with a view to defining campus development for the next 30 to 60 years. After extensive community engagement with internal and external stakeholders, the plan was approved by TRU's Board of Governors in February 2014. The plan is centered on creating a vibrant campus community, while also identifying opportunity for the university to generate revenue through development. The Plan achieves this by proposing TRU's Kamloops campus evolve from being a disparate commuter campus into a vibrant, pedestrian-oriented, mixed-use destination university, through a comprehensive market development strategy.

To support the synergistic development of the University Village and the academic core of the campus, TRU will engage in the second phase of its campus master planning activities. To that end, TRU has engaged Stantec Engineering to develop the operational appendices to the 2013 plan. These appendices include a campus utilities infrastructure master plan; a sustainability framework; a transportation demand study; a review process and design guidelines for the built environment; and an exploration of a district energy solution. This level of planning will accelerate future development of TRU Community Trust activities and ensure a seamless and thoughtful integration of those developments with the academic core of the campus.



### **Campus Master Plan – The University Village**

The new campus master plan provides the planning foundation not only for the academic expansion of the campus but also for the University Village concept which will be a revenue-generating development on TRU's peripheral lands spearheaded by TRU's Community Trust.

Modelled after similar property trusts at Simon Fraser University and the University of British Columbia, the Trust will work at arm's length from TRU and will be engaged in commercial activity with a mission that includes making profits from land leasing arrangements. Those profits will be used for student assistance endowments, capital investment, research and other university priorities.

According to analysis performed by Stantec as part of the 2013 TRU Campus Master Plan initiative, in 2013 dollars, there is potential to realize significant new revenues through the University Village concept. Development of university lands will also allow the university to respond to a need for student residence spaces without significant capital investments through self-financing or P3 arrangements.

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### **Old Main**

The revitalization of TRU's largest building, Old Main, was completed in December 2013 and welcomed its first cohort of law students in January 2014. Phase I of the project called for a transformation of the building's exterior shell which included the addition of two floors above the existing structure. This phase converted Old Main from being a functional but dated structure to an award winning iconic masterpiece with a roof line inspired by Mount Peter and Mount Paul (topographic features of Kamloops). The second phase of the project was the interior fit-out of the third and fourth floors, the new home of the Faculty of Law. In this space, students enjoy modern teaching, library, gathering and study spaces with panoramic views of the rivers and valley below. The cost of the project, approximately \$20 million, was funded through a combination of Ministry grant, institutional investment and private contributions.



## Community Relations at TRU

'Community' is vital at TRU. Not only are we intrinsically linked to the many diverse communities we serve, we are also committed to giving back in meaningful and measurable ways – from community-driven research projects, to contributing to community-based causes, to producing graduates ready to excel in workplaces across BC, Canada and the world. Here are highlights of how TRU connected with our communities during the 2013-2014 academic year.

### JUNE | 2013

- At Spring Convocation in 2013, TRU conferred honorary degrees on four distinguished individuals: First Nations educator and researcher **Marie Battiste**; local businessman and philanthropist **Mark Brown**; First Nations leader and Aboriginal health advocate **Chief Wayne Christian**; and renowned motivational speaker **Spencer West**.

### JULY | 2013

- The International Research Institute “**Language, Culture and Community**” Conference brought together national and international researchers to look at building collaborative research opportunities.
- Aboriginal high school students in grades 8 through 10 were welcomed to campus for the annual **Science Summer Camp**.
- TRU signed a **Memorandum of Understanding with the Kamloops United Way and the Homelessness Action Plan (HAP)** to conduct community-based research aimed at improving living conditions for various populations in Kamloops.
- The second annual **Kamloops Marathon** welcomed over 800 runners and was registered as a Boston Marathon qualifier. TRU's cross country running team is the primary beneficiary of the Marathon, and this year funds were also donated to the Boston Marathon Victim's Fund.

### AUG | 2013

- The School of Business and Economics announced **Business Kickstart 101 (BK101)**, a new year-long series of events and information sessions. BK 101 includes the Dean's Speaker Series, featuring free lectures by BC's top business leaders, open to all students and the public.

### SEPT | 2013

- A **rainbow crosswalk** (multicolored painted lines on an asphalt intersection) was installed on campus through a TRU Students' Union initiative supporting lesbian, gay, bisexual, transgender and questioning (LGBTQ) pride. Only the second permanent rainbow crosswalk in Canada, it affirms TRU's support of diversity and declares the campus a positive space for the LGBTQ community.

## SEPT | 2013

- **Dr. Catherine Potvin** delivered the Romanowski Lecture, “Halting Deforestation in the Tropics: One Piece of the Climate Change Mitigation Puzzle”. This was the first time the Romanowski series included a stop at TRU.
- A variety of events were held on campus in conjunction with **Truth and Reconciliation Week**, including an awareness campaign, panel discussion, art exhibition and film screening.

## OCT | 2013

- Peruvian economist **Hernando de Soto** delivered a presentation called Property Rights and Economic Development. de Soto, who has published two bestselling books about property rights and economic development, has been referred to as “the world’s greatest living economist” by former US President Bill Clinton.
- Retired Canadian astronaut **Chris Hadfield** educated and entertained more than 1,300 people as the latest speaker in the **President’s Lecture Series**. Sharing stories and perspectives from his time aboard the International Space Station, his presentation was live in the Grand Hall, simulcast to two nearby rooms, to the Big Little Science Centre across town, and to TRU’s campus in Williams Lake.
- Ground was broken for the **Wilderness and Research Centre** located in Wells Grey Provincial Park, with renowned painter and naturalist **Robert Bateman** throwing the first shovelful of dirt. When complete, the multi-use building will be 2,100 square feet and able to host small conferences and workshops.
- **Roy Ramanow**, former Premier of Saskatchewan and author of a Royal Commission report on the state of health care, delivered a presentation as part of the TRU **Barrett Lecture Series**.
- TRU kicked off its annual **United Way campaign**. Participation increased from 112 to 194 and, as a result contributions and commitments increased from \$45,000 in 2012 to \$60,000 in 2013.
- TRU shared in a \$1.8 million provincial announcement for **funding new seats in Trades and Culinary Arts**. TRU seats to be funded were: parts person, professional cook 1 Aboriginal students, professional cook 1, trowel trades/mason, and trades discovery.
- As a founding member of the **Open Educational Resource university**, TRU hosted its official launch including a two-day event bringing educators from around the world together to discuss making education affordable and accessible.

## NOV | 2013

- **TRU WolfPack Women’s Soccer team won bronze** at nationals in what is the program’s final year as members of the Canadian Colleges Athletics Association (CCAA) competition. This coming season TRU soccer teams will play in Canadian Interuniversity Sport (CIS).
- **TRU WolfPack Men’s Soccer team won silver** at nationals in what is the program’s final year as members of the Canadian Colleges Athletics Association (CCAA) competition. This coming season TRU will play in Canadian Interuniversity Sport (CIS).



- **Aboriginal Transitions Day** gave Aboriginal high schoolers a glimpse of university life through a day of dedicated activities that included faculty, resource personnel, staff, and student mentors.
- A pilot of the **front-end loaded apprenticeship program** is launched. By concentrating classroom and co-op training for apprentices in the first 61 weeks instead of over four years, the program enables quicker return to work.
- More than 500 students shared in nearly \$500,000 in financial awards during **TRU's annual Foundation Awards Ceremony**.
- TRU honoured 35 of its athletes with a **WolfPack Athletics Scholar/Athlete recognition** for their excellence in competition and in their school work.

#### DEC | 2013

- TRU and the Tk'emlúps te Secwépemc Indian Band (TteS) strengthened their relationship with the signing of a **memorandum of understanding** committing TRU to greater indigenization of its Kamloops campus.
- The Secwepemc territory flag was raised at the eastgate entrance of TRU Kamloops alongside flags of British Columbia, Canada, and the international country of the week, providing a visible reminder that TRU is on the traditional territory of the Secwepemc People.
- A Good Day with *Kyé7e (Grandma) and Me*, a storybook for Aboriginal children, and the documentary *Remembering Our Way Forward: Dementia from a Secwepemc Perspective*, were created alongside research by Dr. Wendy Hulko, School of Social Work and Human Service, on dementia among Aboriginal elders.

#### JAN | 2014

- TRU advanced its sustainability efforts with the **installation of an industrial-sized mechanical composter**. Small buckets were also set up around campus and in department lunchrooms, to be emptied into the machine by a representative of the Office of Environmental Sustainability.
- CIBC announced a donation of \$150,000 to support 13 Business students each year over the course of five years, with \$4,000 for one student and \$2,000 for 12 students each year.
- TRU Law launched its new **Legal Information Service** offering legal advice on a range of issues, with law students providing general information and referrals as well as assisting TRU students involved in student appeals.
- An exhibition at the Kamloops Art Gallery featured collaboration between TRU Microbiology researchers and artists, many of them Aboriginal TRU students.

#### FEB | 2014

- After a nearly 10 year hiatus, the President's Cup friendly competition between TRU and UBC Okanagan men's and women's varsity teams returned. TRU won the men's trophy and Okanagan the women's.

## FEB | 2014

- The Career Education department hosted a Kamloops Chamber of Commerce Social. Over 80 chamber members were in attendance, meeting with faculty, staff and students and learning the benefits of hiring students through co-op placements, part-time jobs, and grad careers.
- Students, faculty, staff and community celebrated Chinese New Year at a dinner and dance hosted by the TRUSU Chinese Students and Scholar Association.
- The campus was busy on Feb. 28 with the **Skills Canada Competition and Try-a-Trade** event. The regional competition had post-secondary students and high school students competing in their areas of training. Try-a-Trade provided an opportunity for students and the general public to learn more about trades.

## MARCH | 2014

- The **11th annual Popsicle Bridge Contest** attracted participants from throughout the community who tested which collection of glued sticks could withstand the greatest pounds-per-square-inch pressure.
- More than 40 organizations came to campus to recruit employees from the ranks of students and graduates at the annual **Job Fair**, sponsored and organized by TRU Co-op Education.
- International Days celebrated the cultures and diversity at TRU from March 11 to 14. The week's events included speakers, workshops, presentations, displays, movies, performances, food and a keynote opening address by human rights activist **Clemantine Wamariya**.
- Aboriginal Awareness week took place from March 2 to 8 with events for learning about and participating in the diverse First Nations and Aboriginal cultures in this region and across the country.
- The Kamloops campus held **Open House** on the 21st, welcoming high school students and their families with a resource fair, tours and parent info sessions.

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## APRIL | 2014

- TRU's **Distinguished Alumni Awards** included **Ken Slater** receiving the Grace Chronister Bachelor of Social Work Award; **Jason Paige** the Professional Achievement Award; **Skye Buck**, the Lifetime Achievement Award; and **CIBC**, the Milestone Award. All were recognized at an April 11 dinner featuring keynote speaker, Lane Merrifield, creator of Club Penguin in 2005 and co-founder of FreshGrade, a cloud-based educational assessment tool.
- On the 5th, Roots2Rock – a rollicking musical fundraiser in the Irving K. Barber Centre – treated the community to great music while raising funds for student awards and bursaries.

## MAY | 2014

- TRU's **Day of Arts and Science** on May 1 gave Grade 11 students an opportunity to discover TRU through a range of specially created classes.





## Environmental Sustainability

Environmental sustainability is part of “Increasing Sustainability” — one of TRU’s five Strategic Priorities for 2014–2019. The University’s commitment to sustainability is further expanded on as one of four major themes in the Academic Plan, with direct actions and initiatives detailed in the Campus Sustainability Action Plan and Strategic Energy Management Plan. Energy reductions through technical upgrades and behaviour change initiatives remained a focus in 2013, while new initiatives further underlined TRU’s carbon neutral commitments.

TRU’s Office of Environment & Sustainability has a full time Director who also serves as TRU’s Energy Manager. The position is partly funded (75%) through BC Hydro’s Energy Manager Program. TRU received funding through the Fortis BC Energy Specialist Program to employ a full time Energy Specialist who started in July of 2013. In addition, the Office has a full-time Environmental Programs and Research Coordinator and routinely hires Co-op or research students to assist with various initiatives and research.

TRU is committed to meeting the requirements of the Greenhouse Gas (GHG) Reduction Targets Act. The Director of the Office of Environment & Sustainability co-chairs the Higher Education Carbon Neutral Committee and represents the Advanced Education sector on the provincial Carbon Neutral Committee. The Director also acts as a technical advisor for the Sustainable Endowments Institutes’ Billion Dollar Green Challenge. The Challenge is an initiative that aims to have a combined billion dollars of revolving energy funds supporting energy efficiency projects in colleges and universities across North America. The TRU Environment & Sustainability Office also engages with the broader community through supporting sustainability initiatives and committees with local environmental groups and government agencies.

The Revolving Energy Fund was instrumental throughout 2013 in supporting TRU’s Strategic Energy Management Plan. TRU’s Energy Manager and Energy Specialist oversaw the implementation of numerous technical projects that continue to keep TRU on track towards a 25 percent reduction in energy use by 2017 (from 2010 baselines). In addition to technical changes, TRU’s Workplace Conservation Awareness (WCA) Program, which educates, engages and empowers students and staff, has helped garner the much needed internal support towards reducing our carbon emissions and environmental impact. The WCA Program was supported through developing a social media framework that quickly and effectively links the various campaigns to the TRU community. As a result, initiatives such as the new Sustainability Grant Fund (SGF) receive numerous applications. The SGF fund, which supported a paper reduction initiative and a composting program, will serve to reduce GHG emissions and improve operational efficiencies.

TRU’s recently updated Campus Master Plan will be further supported with an updated Campus Sustainability Action Plan and a Utilities Master Plan. These plans will include a District Energy Systems study as well as building guidelines and transportation strategies

that prioritize sustainability. In combination, these documents will guide development and ensure sustainability is foremost within any future expansion plans. Along with the institution's long-term planning processes, continued energy conservation projects, grants and initiatives that engage and empower staff, students and faculty in advancing sustainability, are ensuring that sustainability will remain an intrinsic value and key priority for years to come.

## Human Resources

At TRU, meeting our commitments to students, our communities and our public and private funders requires an essential resource: a workforce of individuals with varied skill sets, experience and competencies, filling a vast range of roles and responsibilities. Managing and monitoring this essential resource is the focus of our Human Resources department.

TRU has approximately 1,234 Full-Time Equivalent employees. During the peak periods of the Fall or Winter semesters we have an approximate headcount of 1,595 employees.

**Figure 13: TRU Workforce Profile (headcount at March 15, 2014)**

Employee type	Full-time	Part-time	Total
Administration	157	14	171
Faculty – Adjunct	0	31	31
Faculty – Open Learning	220	0	220
Faculty – Part-time instructors	0	38	38
Faculty – Sessional	0	201	201
Faculty – Tenured & tenure-track	389	0	389
Student employees	0	94	94
Support staff	366	85	451
<b>Total</b>	<b>1,132</b>	<b>463</b>	<b>1,595</b>
<b>54% female</b>			

Following are key strategies, plans, and major events for Human Resources at TRU.

### *Key Human Resources Strategies*

- **Strategic Planning Recruitment & Retention supports:** Workforce Planning Strategy and Analysis Model; ongoing recruitment and selection process improvements facilitated through Applicant Tracking System; enhanced employee orientation and onboarding; management of Temporary Foreign Worker (TRW) process ensuring TRU's compliance with regulations governing the hiring of TFW.
- **Organizational Learning & Development supports:** Enhance Administrative and Employee Review & Planning process; design and implement manager training plan



including: change management, conflict resolution, coaching, Management in a Unionized Environment, Worksafe BC New Bullying and Harassment policy, Lunch and Learn seminars and enhancing student employment and engagement opportunities.

- **Labour Relations supports:** Ongoing communications and working with management on Labour Relations for all Collective Agreements; update Employment Equity policy and processes; lead and support three Collective Bargaining processes.
- **Disabilities & Benefits supports:** Compile and provide benefits information to managers and employees; monitor and act on disability incident rates and maintain monthly and quarterly updates with Manulife / Mercer; identify gaps / lag times in claims payment and remedy.
- **HR Services supports:** Set up and implement efficiencies in electronic Sessional and Auxiliary processes; simplify Faculty salary placements; streamline tuition waiver process; finalize and maintain Position Control process; implement new Argos reporting tools; ensure accurate tracking status of all Limited Term Contracts.
- **Budget & Savings Plan supports:** Strategic advertising resulting in reductions in advertising costs; ensuring Administrative salary freeze is maintained.
- **Administration / Oversight of TRU Award winners including:** TRU Teaching Excellence Award on Campus; TRU Teaching Excellence Award Open Learning Faculty; TRU Master Scholar Award; TRU Award for Excellence in Scholarship; TRU Faculty Award for Excellence in Internationalization; TRU Distinguished Service Award; and Chair Leadership Award.

#### ***Recent Senior Appointments:***

Matt Milovick, Vice-President, Administration and Finance, effective July 22, 2013. Matt comes to TRU from the Ontario College of Art and Design University (OCADU) in Toronto where he was the Vice-President Finance and Administration. Within that portfolio he was responsible for operations and strategic development in the areas of finance, risk management, human resources, facilities, IT services, and commercial/ancillary operations. During his time at OCADU, Matt successfully led the Enterprise Resource Planning Implementation, and was a co-lead for the Innovation, Productivity and Sustainability Task Force identifying new sources of revenue generation. Along with his 19 years of post-secondary administration experience, he has two undergraduate degrees, BSc (University of Guelph) and BAS (York University), a MEd (Memorial University) in post-secondary administration and a Certified Management Accountant (CMA) designation.

Dr. Jim Gaisford, Dean, Faculty of Arts, effective January 1, 2014. Dr. Gaisford is a seasoned academic, having spent more than 25 years in both faculty and administrative roles. Since 2010, he was the Associate Dean (Students) at the University of Calgary's Faculty of Arts. A lifelong advocate of liberal arts education and a passionate teacher, recognitions include the University of Calgary's Faculty of Social Science 'Distinguished Teaching Award' in 2000, and its Department of Economics 'Superior Teaching Award' every year from 1998 to 2003. Dr. Gaisford holds a Doctor of Philosophy, Economics, from Queen's University as well as a Master

of Arts: Economics from Queen's University and a Master of Arts: Social and Political Thought from York University.

Dr. Donna Murnaghan, Dean, School of Nursing, effective September 1, 2013. Dr. Murnaghan held several faculty and administration positions at the School of Nursing of the University of Prince Edward Island (formerly P.E.I. School of Nursing). Among Dr. Murnaghan's recognitions in scholarly and community service are: the Beatrice Hunter Cancer Research Center Senior Scientist Award (2010); her role as Mentor for the Canadian Institute of Health Research Population Intervention for Chronic Disease Prevention from 2008 to present; the 2013 Commemorative Medal for the Diamond Jubilee of Her Majesty Queen Elizabeth II, in recognition of significant contribution to Nursing and Health Care; and the 2002 Commemorative Medal for the Gold Jubilee of Her Majesty Queen Elizabeth II, in recognition of significant contributions to cancer control. Dr. Murnaghan acquired a Bachelor of Science in Nursing from the University of New Brunswick in 1977 and a Master of Nursing from Dalhousie University in 1992. She holds a PhD from the University of Helsinki, with a focus on 'The Impact of New Tobacco Policy on Knowledge, Attitudes and Prevalence of Smoking in High School Youth.'

Baihua Chadwick, Associate Vice-President, International and CEO TRU World, effective December 19, 2013. Originally hired as an International Student Advisor, Baihua has been a founding member of each of the five teams within TRU World: International Student Services, International Marketing, Transnational Education, Study Abroad and International Contract Training. She holds a Masters in Management and a Bachelor of Arts, majoring in French, and is currently pursuing her doctorate in Educational Leadership. Baihua is responsible for all aspects of international education, training and development at TRU, including internationalization initiatives, international student recruitment and support services, study abroad, contract training, development projects, accreditations and articulations, and overseeing a unit of nearly 45 staff members.

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Jim Gudjonson, Director, Environment and Sustainability, effective January 1, 2014. Jim has excelled in this role on an interim basis since April of 2013. Among his accomplishments as interim director, Jim completed the education component required for LEED Gold certification for the House of Learning at TRU's Kamloops Campus, conducted a composting study and acquired funding for a 6-month pilot, and obtained a fully-funded Electric Vehicle Assessment pilot for TRU's fleet vehicles. Jim co-developed reporting tools and procedures to complete the annual Carbon Neutral Action Report and greenhouse gas (GHG) emissions inventory, and developed a workplace conservation awareness program to engage and empower the TRU community to support sustainability initiatives. He has secured approximately \$2 million in funding for various projects at TRU, including BC's largest solar hot water system, the Built Space pilot program and the electric vehicle charging stations. He holds a Master of Arts in Interdisciplinary Studies.

Ms. Jacquetta Goy, Director of Risk Management Services, effective April 1, 2014. Ms. Goy will be responsible for developing and overseeing the Risk Management portfolio including enterprise



risk management, institutional security and emergency management, occupational health & safety and insurance management at TRU. She holds a Master's Degree in public health from the University of London and is currently pursuing her Canadian Risk Manager Designation. She is also a member of: the advisory committee for the Conference Board of Canada Strategic Risk Council; the Canadian Standards Committee for Risk Management and Related Activities; the International Risk Management advisory councils for the Manhattanville Education & Research Centre for Managing Risk; and, the Trinidad and Tobago Risk Management Institute.

#### **Key Retirements:**

Dr. Larry Prins, Associate Vice-President Academic. Dr. Prins' long and varied career at TRU included 8 years as Dean of Science, 4.5 years as Associate Vice-President Academic within the office of the Provost, and most recently, 5 months as Interim Vice-President Administration and Finance.

Nathan Matthew, Executive Director of Aboriginal Education. Since 2009 Nathan has been TRU's Advisor to the President for Aboriginal issues. In 2006 TRU awarded Nathan a Doctor of Letters, honoris causa for his contributions to advancing First Nations education. A member of the Simpcw First Nation and former tribal chief of the Shuswap Nation Tribal Council, Nathan helped forge strong connections with First Nations communities and Aboriginal organizations.

### **Institutional Accreditation**

TRU submitted its Application for Consideration for Candidacy for institutional accreditation to the Northwest Commission on Colleges and Universities (NWCCU) in November 2013. President Shaver, Board of Governors Chair Brian Ross and Accreditation Liaison Officer Yael La Rose were invited to appear before the Commission in Seattle, Washington to respond to questions on TRU's application.

In February 2014, the NWCCU accepted TRU's Application for Consideration for Candidacy and provided TRU with the green light to proceed with its application. The next step in the accreditation process is to prepare a candidacy self-evaluation report which will be critical to the institution's successful progress toward accreditation. In the self-evaluation report, faculty, administrators, and the governing board indicate the vision for the institution and reflect on their own appraisal of the institution's present accomplishments and potential.

A steering committee has been appointed to oversee the development of the self-evaluation report and to examine how TRU's policies, procedures and practices relate to the five standards prescribed by the NWCCU. The five standards for accreditation are statements that articulate the quality and effectiveness expected of accredited institutions. Collectively, they provide a framework for continuous improvement within the institution. The five standards also serve as indicators by which TRU will be evaluated by its peers.

Institutional accreditation of postsecondary institutions is a voluntary, non-governmental, self-regulatory process of quality assurance and institutional improvement. Regular external assessment of TRU's adherence to best-practice standards will increase accountability to stakeholders and will help foster public confidence in TRU's ability to fulfill its stated mission and goals.

## Research

In 2013, TRU began to write a new five-year Strategic Research Plan. The plan will provide a strong, clear vision for the integration of research and creative inquiry throughout the University and in collaboration with our community partners. This discovery exercise was initiated by a survey of students and faculty to better understand the importance of research and define research themes. The undertaking was led by a Community Committee whose membership included stakeholders from the local community, students and faculty representatives. A town hall, held in April 2014, finalized TRU's research themes, established implementation strategies and identified potential metrics.

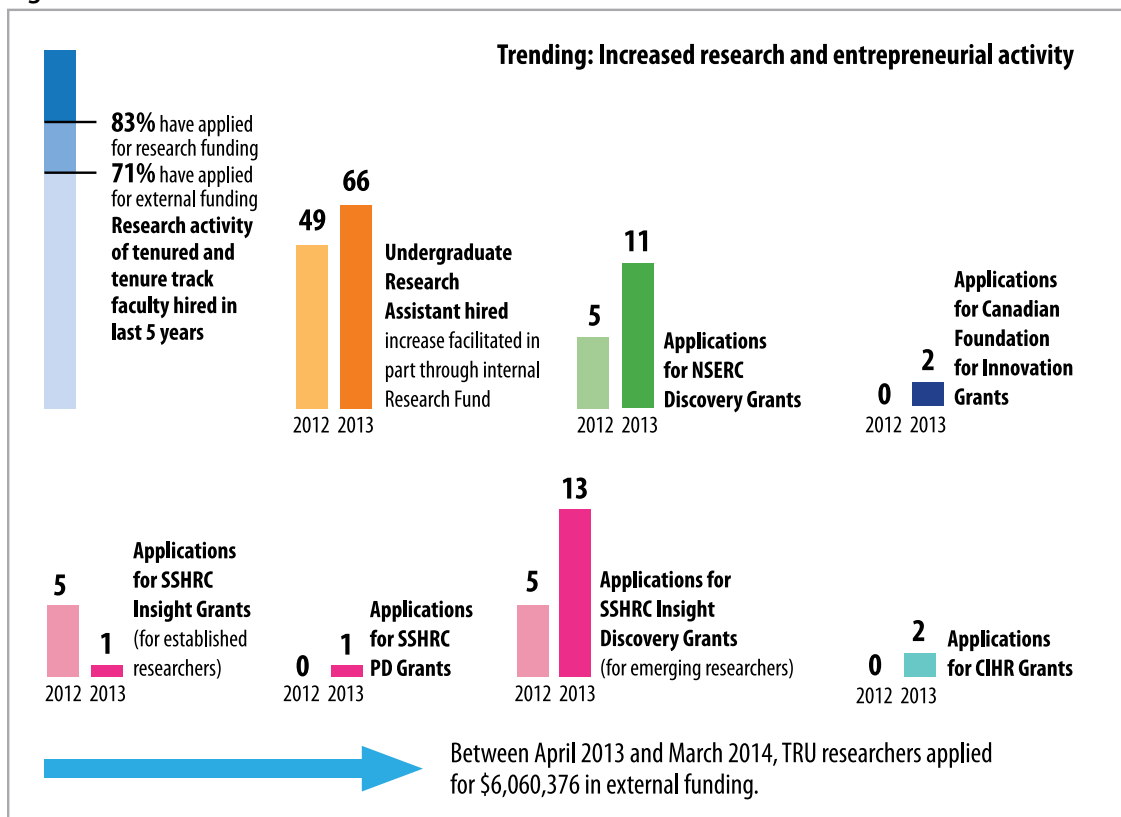
In recognition of faculty excellence in research, scholarship and mentoring, Thompson Rivers University presented a number of awards in 2013. TRU's \$2,500 Master Scholar Award recipient was Dr. Bruce Baugh, and Dr. Ehsan Latif received a \$2,500 Excellence of Scholarship research grant. Two distinguished researchers, Drs. Naowarat Cheeptham and Bogumila Kwiatkowska received \$1,000 Master Undergraduate Research Mentor Awards and Dr. Karl Larsen was the recipient of the \$1,000 Graduate Research Mentor Award.

TRU continued to offer the Internal Research Fund to support research and innovative teaching projects in 2013–14. The fund, totaling \$100,000, provided research and opportunities for Catherine Ortner, Tina Block, Nina Johnson, Margaret Hall, John Church, Haytham El Miligi, Mohamed Tawhid, Musfiq Rahman, Qinglin Yu, Thomas Pypker, Kingsley Donkor, Robert Higgins, Victoria Handford, Gloria Ramirez, Toupey Luft, Patrick Walton, Ehsan Latif, Matti Haverila, Amelia Chauvette, Florriann Fehr, and Robert Hood.

TRU Graduate Studies expanded to include 242 graduate students in the Master of Science in Environmental Science, Master of Education, Master of Business Administration, Graduate Certificate in Online Teaching and Learning, and Graduate Certificate in Child and Youth Mental Health programs. Graduate Studies is adding a Master of Tourism in Experience Studies in 2014; a Master of Arts in Communities and Culture, and a Master of Science in Sustainable Economic Development are proposed for 2015.



**Figure 14: Research at TRU**



**TRU partnership with Kamloops Innovation Centre**

- 16** new venture startups in Kamloops
- 10** companies founded by TRU Alumni
- 13** TRU graduates hired
- 3** current TRU students are working on their own startups

**Increasing student research capacity**

In concert with the Centre for Student Engagement and Learning Innovation, TRU's Office of Research and Graduate Studies is developing a Co-Curricular Record (CCR) for students, an official document highlighting accomplishments and experiential learning gained through activities occurring outside the classroom. Undergraduate student research will be a key component of this CCR, encouraging and recognizing student engagement in research initiatives and activities (e.g., UREAPs, Undergraduate Research Conference). CCRs provide a valuable tool for students and an important record for prospective employers and professional/graduate schools, identifying research outcomes achieved as a result of engagement in co-curricular activities.

## Impacting British Columbia

In September, TRU hosted the Presidents of the University of British Columbia, Simon Fraser University, University of Victoria, University of Northern British Columbia, and Royal Roads University for the first time as a full member of the Research Universities Council of British Columbia (RUCBC). Since gaining membership in 2011, Thompson Rivers University has taken great strides to expand its research profile and explore student research training opportunities. TRU is currently engaged in discussions with partner RUCBC institutions in the interior of BC to explore opportunities to foster greater integration on areas related to research, innovation, and entrepreneurship that respond to the social and economic needs of the region.

TRU created the Research Partnerships & Enterprise Creation office, a facility on campus to deliver programs, develop talent, and engage students and faculty in entrepreneurial and innovative activities. In partnership with the Kamloops Innovation Centre, Western Economic Diversification, and the BC Innovation Council, TRU secured \$96,000 toward a new facility that will provide work and meeting space for applied and industrial research collaborations; support for pathways to commercialization of research derived innovations; a vehicle for technology transfer and knowledge mobilization; and access to TRU research resources for industry partners needing support. The Centre will support entrepreneurship and develop entrepreneurial talent on our campus, and in our region. It will also act as an entry point for industry to engage with TRU researchers and form collaborations that advance pathways to commercialization in established and start-up companies in BC.

TRU's BC Integrated Laboratory Network (BC-ILN) project involves the sharing of educational resources and providing anytime/anyplace access to cyber-enabled instrumentation for chemical analysis with the goal of providing new opportunities to engage in "mindful" scientific activities. The network, which Drs. Sharon Brewer and Bruno Cinel have been developing since 2006, gives students without access to sophisticated lab equipment a chance to work with TRU's equipment and have authentic lab experiences. With the help of a 2013 HP Catalyst Grant, and in partnership with Northwestern University, the network is now successfully connecting laboratory instruments to the Internet and has been accessed by students in Williams Lake and at the College of the Rockies. The lab holds potential to be accessed by students around the world.

Dr. Thomas Pypker, a professor in TRU's Faculty of Science, has been selected to receive a Northcote and Brink Professorship. The professorship, which was created in 2007 to promote research excellence in the areas of Grassland Ecology, Freshwater Ecology and Conservation in British Columbia, honours the work of two renowned British Columbian scientists: Drs. Thomas G. Northcote and Vernon C. (Bert) Brink. The research program of Dr. John Church, British Columbia Innovation Chair in Cattle Industry Sustainability, also receives support from the Northcote and Brink endowment.

TRU researchers continue to deliver important research impacting regional and provincial decision making. Economics professor Ehsan Latif and a team of community researchers are





working with the Kamloops Homelessness Action Plan, the Thompson Nicola Cariboo United Way, and the Elizabeth Fry Society to identify the economic impact and feasibility of rent banks in a small city such as Kamloops. Rent banks have been introduced across the province and offer an innovative approach to preventing homelessness and improving housing stability. TRU faculty in Theatre, English and Sociology (Robin Nicols, Ginny Ratsoy, and Dawn Farough) partnered with the Thompson Nicola Cariboo United Way, the Aids Society of Kamloops, The Elizabeth Fry Society and the City of Kamloops in No Straight Lines: The Homelessness Play Project, with the aim of building new understanding of homelessness, marginalized communities in small cities, and effective policy development.

### **A Growing National and International Influence**

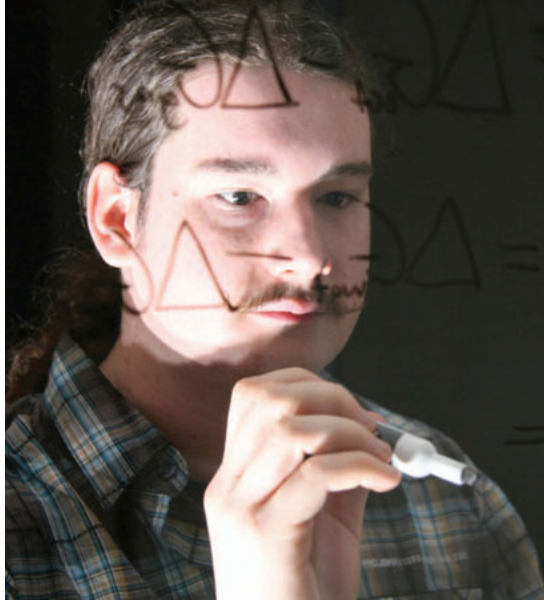
The Office of Research and Graduate Studies supports faculty in preparing and administering external grants. This year one SSHRC Insight Grant, 13 SSHRC Insight Development Grant, one CIHR Operating Grant and 11 NSERC Discovery Grant applications were submitted, as well as applications for Tri-Council grants to support planning and equipment purchases.

Dr. Cynthia Ross Friedman received a Research Tools and Instruments grant from the Natural Sciences and Engineering Research Council to acquire a new ultra-microtome (\$73,173). Dr. Jeanette Robertson received a grant through the Canadian Institutes of Health Research to host a “Café Scientifique” on the topic *Spirituality and Healing in Healthcare: How Does the Integration of Spirituality Influence Health Outcomes or Relieve Suffering?* (\$5,000). Visual Arts professor Donald Lawrence and a team of researchers will explore the technological and artistic potential of the camera obscura in a series of projects they are undertaking with the support of a Social Sciences and Humanities Research Council of Canada grant (\$296,700 over 5 years). To further support these and other faculty researchers, TRU established the \$140,000 Research Training Recognition Fund providing enhanced student training by Tri-Council grant holders.

Other significant sources of funding for research were: Wildlife Habitat Canada, The Real Estate Foundation of British Columbia, Highland Valley Copper Mine, New Gold/New Afton Mine, Habitat Conservation Trust Fund, and Provincial Ministries.

TRU supports two Tier 2 Canada Research Chairs: Dr. Lauchlan Fraser (Community and Ecosystem Ecology), and Dr. Ashok Mathur (Cultural and Artistic Inquiry). TRU has two BC Innovation Chairs: Dr. John Church (Cattle Industry Sustainability) and Dr. Rod McCormick (Aboriginal Maternal and Child Health), who joined TRU from the University of British Columbia in 2013 thanks to an endowment of \$2.5 million.

Those working in the humanities continued to make national and international news in different ways. Dr. Ashok Mathur, Centre for innovation in Culture and the Arts in Canada, hosted an Artists Residency in August 2013 at TRU that explored ways of addressing questions of reconciliation through artistic inquiry. Work from *Art + Reconciliation* was featured at the TRU Gallery and produced a MOOC. The exhibition *Monumental Ideas in Miniature Books* at the Kamloops Art Gallery included work by Visual Arts professor Darlene Kalyinka. Dr. Karl Hutchings’ work on prehistoric projectile weapons in Ethiopia, which was featured in National



Thomas Giroday has been able to conduct his own research in computational chemistry for the past two years thanks to UREAP, USRA and co-op, without student loans.



Stacey Kaufman is a Bachelor of Arts and Bachelor of Social Work student, doing research in clinical psychology.

Geographic, overturned estimates of the origins of Stone Age weaponry and captured national headlines. Dr. Will Garrett-Petts was invited to give a keynote presentation at *Spectres of Evaluation, Rethinking: Art/Community/Value* in Melbourne, Australia in February 2014. The conference examined creative and critical approaches to evaluation and value in relation to community-engaged arts practice.

TRU students continue to undertake research that matters in their community. Social Work student Jessica Gates' interest in film making led her to work as an undergraduate student research assistant for social work professor Dr. Wendy Hulko, whose recent research has been focused on understanding the way dementia is experienced in Indigenous communities. As a research assistant, Gates was involved in everything from collaborative work with First Nations Elders who are interested in improving the cultural safety of health care, to helping develop a children's book intended to help children in First Nations communities understand and support Elders with memory loss. A parallel video project, created for teenagers in First Nations communities, gave Gates a chance to apply her film making skills and to earn a co-producer credit.

With the help of a new \$500,000 Research Endowment, undergraduate and graduate students at TRU will benefit from expanded opportunities to participate in research training. This fund is TRU's first major endowment to support student research and will acknowledge, celebrate and support the university's growing research portfolio. Commencing as a pilot in 2014, TRU World and the Office of Research and Graduate Studies introduced an International Research Fund of \$25,000 to foster the development of international research partnerships and to enhance research capacity at TRU.

### **Integration of Research and Scholarship with Teaching and Learning**

TRU continues to distinguish itself in integrating research and scholarship with teaching and learning. The development of the Internal Research Fund has meant increased research opportunities for faculty and students. TRU has established itself as a leader in the area of teaching and learning scholarship through the introduction of the Provost's Fellows and Teaching and Learning Scholars programs.



Katie Sparrow is a Chemical Biology major, studying a lantibiotic used in beef.



In concert with the Centre for Student Engagement and Learning Innovation, TRU's Office of Research and Graduate Studies is developing a Co-Curricular Record (CCR) for students, an official document highlighting accomplishments and experiential learning gained through activities occurring outside the classroom. Undergraduate student research will be a key component of this CCR, encouraging and recognizing student engagement in research initiatives and activities. CCRs provide a valuable tool for students and an important record for prospective employers and professional/graduate schools, identifying research outcomes achieved as a result of engagement in co-curricular activities.

### **Opportunities for students**

Inquiry-based and creative learning are recognized as academic foundations in TRU's current Academic Plan, and TRU continues to place a high priority on undergraduate and graduate research. The 9th Annual TRU Undergraduate Student Research & Innovation Conference, held in March 2014, gave students across a range of disciplines opportunities to present their work via oral presentations, art exhibitions, displays, posters and performances. TRU's Philosophy, History, and Politics Undergraduate Conference, held in January 2014, featured presentations by students from TRU and other institutions in BC and Alberta. Research opportunities for students continue to grow, with many students achieving national awards and recognition for their work.

### **Student Feedback**

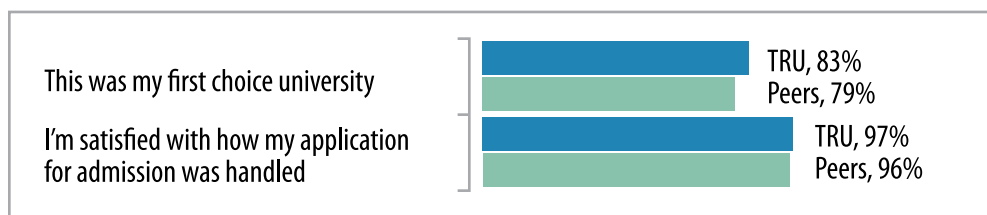
Thompson Rivers University continually solicits feedback from current students and alumni (former students) about their satisfaction and experience through internal surveys, provincial surveys, and national surveys.

### Current Students' Feedback

Results from the Canadian University Survey Consortium (CUSC) 2013 survey of first year Baccalaureate students showed that the majority (83%) were attending TRU as their first choice university. 'Quality of academic programs' and 'Wanted to live close to home' were among the most important reasons for choosing TRU. Almost all respondents (97%) were satisfied with how TRU handled their application for admission (Figure 14).

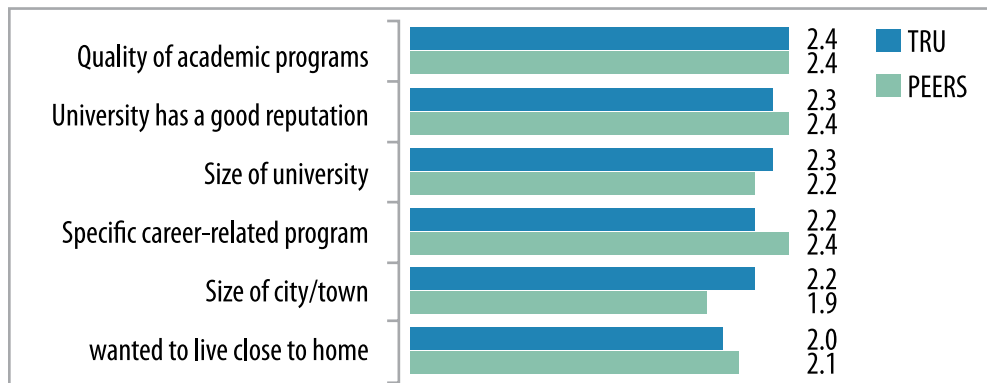
Students from several of TRU's peer universities also participated in CUSC 2013 . When TRU's results were compared with the Peers, some similarities and some differences were noted. About 8 out of 10 students (83% compared to 79%) said they were attending their first choice university. Almost all (97% compared to 96%) were satisfied with how their application for admission was handled (Figure 15).

**Figure 15: CUSC 2013 first year students - Choice, Admission**



Respondents were asked how important 17 items were in their decision to attend their university. The average importance on a scale of 1 = not important to 3 = very important for the top 6 items are shown in Figure 16 (sorted in descending order on TRU average). The item with the highest average importance was 'Quality of academic programs' for both TRU and Peer respondents.

**Figure 16: CUSC 2013 first year students - Top 6 reasons for choosing your university**





Comparison of CUSC 2012 and CUSC 2013 results show that TRU graduating and TRU first year students rated their experience the same on several aspects. Most respondents felt that their experience at TRU exceeded or met their expectations (92% and 93%), were satisfied with their decision to attend TRU (94% and 94%), and were satisfied with the quality of teaching they received (94% and 95%).

In Winter 2014 semester, about 22% of TRU first-year and fourth-year baccalaureate students responded to the National Survey of Student Engagement 2014 survey. Results will be reported in next year's IAPR.

To give students the opportunity to provide input into their learning and enable faculty members to receive feedback regarding their teaching on an ongoing and consistent basis, a motion was passed in the TRU Senate meeting held on December 16, 2013:

*“Student course evaluations will be carried out for all courses every time a course is offered.”*

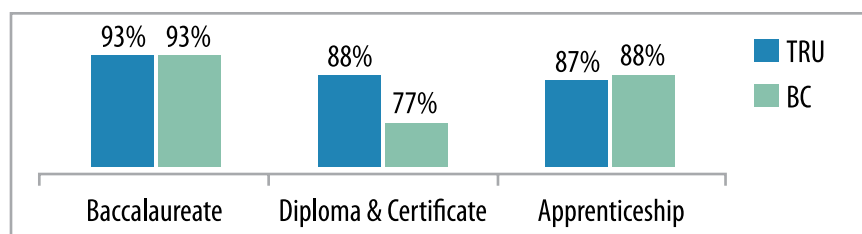
In Fall 2013 and Winter 2014 semesters, a pilot project using on-line course evaluations was conducted. Results from the pilot project will be used to prepare a final version of the Course Evaluation Questionnaire for full implementation in the Fall of 2014.

### Former Students’ Feedback

Each year, former students of TRU are surveyed about their current employment situation and satisfaction with the education they received. In the following figures, outcomes for TRU alumni are compared to outcomes from alumni at all participating BC public post-secondary institutions. Generally, alumni from all 3 types of programs (Baccalaureate, Diploma & Certificate, and Apprenticeship) rated their experience at TRU in the same manner or better compared to alumni from all BC institutions (see *Performance Results* for additional TRU results).

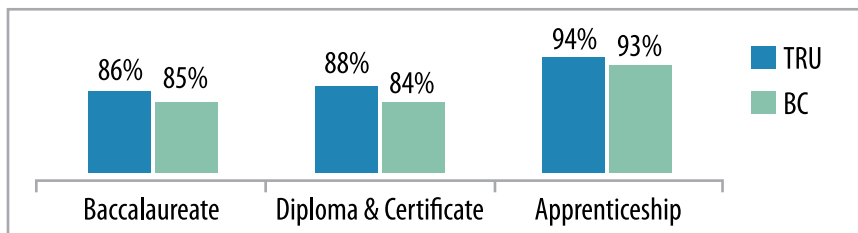
Results from the 2013 outcomes surveys showed that more than 8 out of 10 TRU alumni were employed at the time of the survey (Figure 17). This outcome was the same or better compared to all alumni.

**Figure 17: Student Outcomes 2013 – Employed**



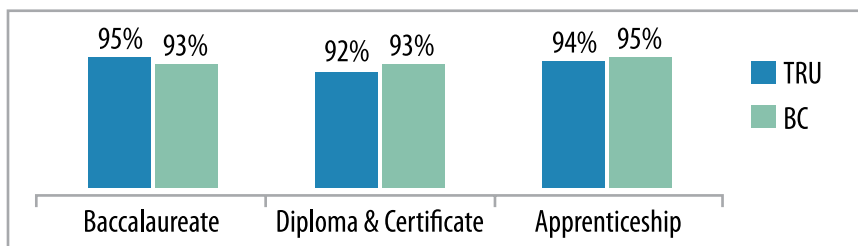
Of the employed alumni, most said the skills that they acquired during their program were useful in their current job (Figure 18).

**Figure 18: Student Outcomes 2013 – Skills are useful**

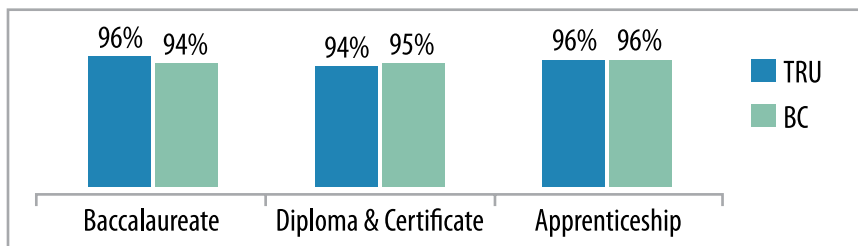


Almost all alumni were satisfied or very satisfied with their education (Figure 19), and said the quality of instruction they received was adequate or good or very good (Figure 20).

**Figure 19: Student Outcomes 2013 – Satisfied with program**



**Figure 20: Student Outcomes 2013 – Good quality of instruction**



## Student Services

The Division of Student Services is composed of two key areas: the Registrar’s Office (Recruitment, Admissions, Records, Systems, Advising, and Awards & Financial Support) and the Faculty of Student Development (Counselling Services, Disability Services, Student Employment & Career Education, Assessment Centre, Writing Centre, Aboriginal Services, Wellness Centre, Supplemental Learning, and Judicial Affairs).



Student Services develops and supports campus-wide initiatives to increase awareness about TRU (recruitment and conversion) and support students with achieving their academic goals (transition and retention). This is achieved through direct contact with students, building relationships with key influencers and supporting academic units across the University.

The focus this past year was on the organizational structure within Student Services, establishing benchmarks, and improving communication. As a result of this, several changes occurred.

### **Improving Student Access (Recruitment, Admissions & Transition)**

Building relationships is the foundation of recruiting students and supporting access to the university. The focus this year was on developing new strategies and tactics, improving event and prospect tracking, improving student communication and outreach and building relationships with key influencers.

The following are this year's key achievements:

- Implemented enhancements to the Aboriginal TRU Start with School District 73 with cohort-based programming for current grade 12 Aboriginal students;
- Initiated discussions with School District 74 to develop a TRU Start program;
- Improved direct connections with local high schools to assist students with the transition to TRU with in-school workshops and enrolment counselling sessions;
- Re-aligned several entrance awards to create an awards program for students outside of TRU's traditional catchment area;
- Hosted the Bridging the Gap Conference for local school counselors and school officials;
- Created a new Spring Open House event to encourage prospective and newly admitted students and family members to visit the Kamloops campus.

### **Retention and Student Success Strategies**

While overall registrations have increased slightly, retention continues to be a challenge for TRU. Student Services revised a number of services and procedures to increase student satisfaction and help bolster retention rates. The following are this year's key achievements:

- Extended use of myTRU (the portal that provides everyone in the TRU community with one-stop access to on-line services) to make course changes during the first two weeks of the term;
- Timely release of exam and course schedules;
- Re-aligned several scholarships and awards to better support recruitment and retention;
- Provided more than \$2.5 million in student awards and financial support, an increase of 4% over last year;
- Established collaboration between Athletics, Supplemental Instruction and Student

Engagement to develop intentional academic support programming for student athlete success and retention;

- Enhanced the partnership with the TRU Student Union. Through the work of the Student Caucus, student participation on Senate and ad hoc committees increased from 50% to 90%.

### **Improving Administrative Efficiencies**

The Division of Student Services is committed to streamlining processes, implementing new solutions and tools, improving efficiencies and reducing redundancies for students, academic units, faculty and staff. A number of changes were implemented this year to improve administrative efficiencies, including:

- Improved case management of students with Health Services, Counselling and the Office of Student and Judicial Affairs;
- Approval of the application for a TRU Sustainability Grant to support the purchase of Banner Document Management and scanners for Registrarial Services that will assist with achieving paperless student records;
- Student Awards and Financial Support as the first of 10 Banner consortium schools to “go live” with the new Banner-based bursary application and need assessment engine;
- Enhanced training for members of the behavioural intervention team, a cross-functional group that works with students who are academically, socially or emotionally at risk.

### **Aboriginal Education**

Aboriginal education programming at Thompson Rivers University continues to evolve in the areas of Aboriginal community engagement, student services, curriculum development and delivery, such as First Nations languages, leadership, economics, health and trades. The planning and implementation of programs is being supported internally as well as with Aboriginal partners.

Capacity in human resources, course offerings and communications remained stable for the past two years. Key areas of student support for the Aboriginal Life Skills Coach, Transition Planner, and Mentorship Coordinator continue to be funded from the Aboriginal Education Centre (through the Aboriginal Service Plan). The position of Aboriginal Counsellor is now being funded out of university core funding.

Enrolment of Aboriginal students at TRU continues to be approximately 10% of the student body.

The Developmental Standard Term Certificate (DSTC) program for certification for First Nations Language teachers offered a First Nations language course in Kamloops in 2013. Two courses will be delivered in 2014. A practicum course will be offered in the winter of 2015. At the Williams Lake campus, two First Nations language courses will be offered in 2014, and in Lillooet a number of students will be completing the requirements of the DSTC program.





TRU continued the Aboriginal Students Pathways to Health Careers program operated by the School of Nursing. This program has been successful in recruiting and retaining Aboriginal students to the field of nursing. The development of the innovative Bachelor's degree in Indigenous Leadership continues. The delivery of the program is planned for the 2015 Winter session.

The annual Aboriginal Summer Camp in Science and Health Science was held in the summer of 2013. It provided Aboriginal high school students with an opportunity to come onto the campus and explore a range of activities related to careers in Science and Health science, including Nursing and Respiratory Therapy. The Aboriginal TRU Start program, comprised of three university-level courses that count for high school graduation, was successfully presented for 18 Aboriginal School District 73 students in the winter session of 2014.

TRU hosted a number of Aboriginal events on campus. TRU supported the Truth and Reconciliation process in September 2014 by sponsoring guest speakers, displays, an art installation and a "blanket exercise" focused on shedding light on the impact of the residential school experience of First Nations people. In February 2014, TRU hosted a conference and meeting of the United Nations North American Indigenous Peoples Caucus. On March 1, 2014 a Round Dance was held on campus, followed on March 7 and 8 by the well-attended fourth annual Tiny Tots Powwow. On February 28 TRU was host to the annual Ch'nook Scholars conference. The Ch'nook Scholars program provides academic and practical support for Aboriginal economics students from several post-secondary institutions in BC.

Aboriginal interests continue to be included in TRU planning activities. Consultations were held with Aboriginal communities and Aboriginal organizations in the development of TRU's Strategic Priorities and Campus Master Plan.

## TRU World

Thompson Rivers University has a rich history of being open and accessible to students from around the world and of extending the expertise of the university to the international community. TRU World, the international education, training, and development arm of the university, is a multi-dimensional, multi-cultural business unit that provides a wide variety of services to an extensive international client base. In existence for thirty years, the department has moved from a cost-recovery operation to generating significant net revenues for the university. A report completed in 2013 indicated that TRU's international activities have an annual economic impact on our community of \$113 million.

A report completed in 2013 indicated that TRU's international activities have an annual economic impact on our community of \$113 million.

In addition to the financial benefits, TRU World continues to drive the internationalization of the campus and the community. We have experienced continued growth in international student enrolments, with 1,724 students from 80 countries enrolled on campus for the Fall 2013 semester. This represents an increase of almost 5% over Fall of 2012.

TRU World's Short-Term, Contract Training arm worked with Kamloops School District 73 during the summer of 2013 to host 256 students and 11 chaperones from Indonesia on campus for a 6-week academically rigorous Language and Cultural Immersion Program. Additionally, TRU World partnered with the School of Trades and Technology and several area businesses to offer a 16-week English and Trade Internship program for 14 students from Korea. Internship placements for students were provided by Sun Peaks, Rocky Mountain Rail, Wajax, Kamloops Heating and Air-Conditioning, Tri-Rom Industries, Hegyi Refrigeration, Hadwin's HVAC and Gas, and Progressive Rubber Industries.

Our transnational programs continue to be very successful. In China, at the 2013 convocation ceremonies at Shanghai Institute of Technology and Tianjin University of Technology, Dr. Alan Shaver conferred the TRU Bachelor of Business Administration degree to 306 students, which they earned entirely offshore. These two high-profile Chinese institutions recently went through a rigorous program quality assessment process conducted by the Chinese Ministry of Education. The Ministry examined all programs at these institutions, including our joint BBA. TRU is pleased to note the Ministry in China is satisfied with the way these programs are being conducted, and the quality of the graduates produced.

International Days (IDays) 2014 was our 21st celebration of diverse culture at TRU. Our Guest Scholar Speaker Series included discussions on topics ranging from health and wellness to tropical forest conservation to the social impact of living with leprosy. Scholars travelled to Kamloops from Belize, Thailand, Philippines, and Hungary to share their knowledge with our community. Our keynote speaker this year was Ms. Clemantine Wamariya, a survivor of the Rwandan genocide, who has gone on to become a Yale University graduate, a tireless advocate for human rights and genocide intervention activities, and most recently, President Barack Obama's appointee to the Board of the US Holocaust Memorial Museum. During her visit, TRU World announced a scholarship in her name, which will provide a tuition waiver to a student in TRU's Master of Education Program. TRU will award this scholarship bi-annually to a deserving TRU student.



Thompson Rivers University student Larissa Pepper is the recipient of the Association for Co-operative Education (ACE) BC/Yukon University Co-op Student of the Year Award for 2013. Pepper, a Bachelor of Business Administration student, is the first TRU Co-operative Education student to be recognized by the provincial association, in a competition that included nominees from co-op programs at all BC post-secondary institutions.



International Days performers



TRU World continued its investment in International Student Services in 2013 by expanding our International Student Advising team to ten members, including our first Swahili speaker, specifically supporting students from Africa. The International Student Service Team's standard of excellence was showcased over the past year in various presentations around the country. In June 2013, three student services staff members presented at British Columbia Council for International Education (BCCIE) on our evolving model of new international student orientation. At the National Settlement Conference in Ottawa in November 2013, Citizenship and Immigration Canada identified TRU as a national leader in supporting international students on the pathway to permanence and asked our Associate Director to present the TRU approach. Finally, at the National Metropolis Conference in Gatineau, Quebec in March 2014, the TRU World Associate Director participated as a plenary speaker and spoke on our approach to supporting students.

TRU World's International Marketing Department was awarded the BCCIE "Excellence in International Marketing Award" in 2013. This award is testament to the work of this area in expanding the BC and TRU Brand internationally. The TRU World Facebook page continues to have the highest number of "likes" of any Canadian institution. Our social media engagement has substantially increased with peer-to-peer conversations that helped potential students make application decisions, and newly accepted students find shared accommodations and information about Kamloops, as well as making new friends before arriving on campus.

Our Study Abroad Department continues to explore ways to remove barriers to outbound travel for students, and notes an increase in outbound study abroad students of 38% over the past 4 years. One component of this increase is due to the TRU Study Abroad Ambassadors who provide support through social media, class visits, delivery of Information Sessions, and provide peer-to-peer Study Abroad Support Sessions.

### TRU World Goals

TRU World and the Department of Research and Graduate Studies are collaborating on an international research symposium to be held in conjunction with International Days



2015. We expect to host 20 to 50 international researchers to provide workshops in areas that complement International Days, such as global issues, leadership, development, sustainability, indigenization, internationalization, interculturalism, international education, international research training, international partnership development, and international research collaboration.

TRU and Xian Polytechnic University will be opening a Joint Research Centre in the summer of 2014. This collaborative centre will focus on Optimization and Decision Science. TRU's Centre for Optimization and Decision Science is a consortium of faculty from Mathematics, Physics, Computer Science, and Architectural Engineering. This science uses applied mathematics to address industrial problems, from hospital scheduling to parameters around energy usage and beyond.

As a continuation of our desire to provide enhanced student services, we will implement an on-line advising service to students, which will further streamline the work of this key area. We expect students will be able to engage in live chat with advisors either from their home in Kamloops or prior to arrival, from wherever they reside.

# TRU Alignment with AVED Goals



This section outlines how TRU's Strategic Priorities (see Part 2.1) align with the BC Ministry of Advanced Education's goals and objectives.

## **Ministry of Advanced Education Goal 1 (Students)**

Students are supported to achieve their education, employment and training goals.

## **Ministry of Advanced Education Goal 2 (System)**

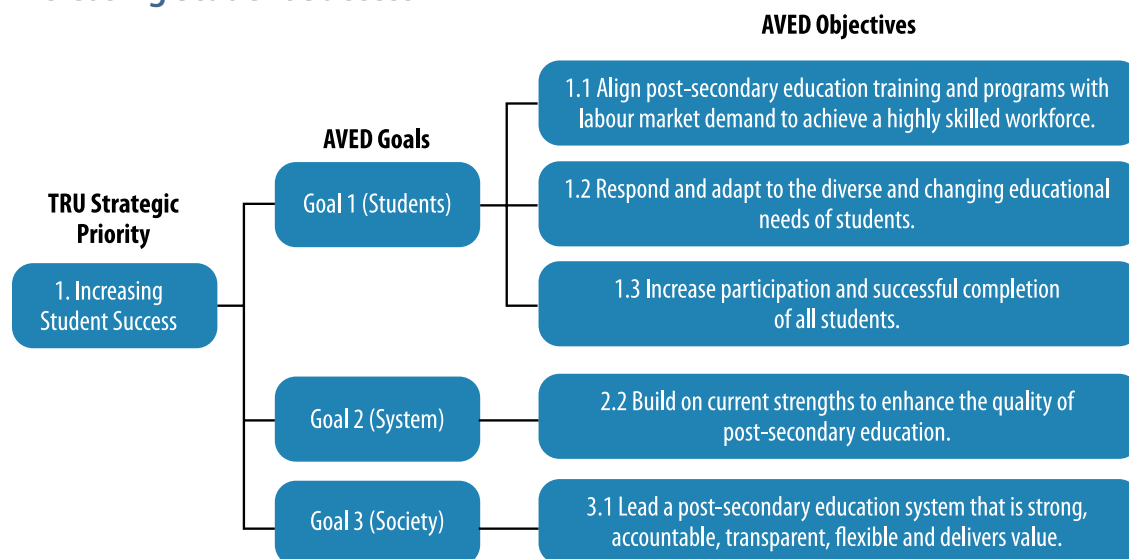
Maintain a quality post-secondary education system that provides BC with a global competitive advantage.

## **Ministry of Advanced Education Goal 3 (Society)**

An innovative approach to education and training that maximizes return on investment and supports BC's diverse communities.

Source: British Columbia Ministry of Advanced Education. February 2014. 2014/15 – 2016/17 Service Plan. Retrieved from [www.bcbudget.gov.bc.ca/2014/sp/pdf/ministry/aved.pdf](http://www.bcbudget.gov.bc.ca/2014/sp/pdf/ministry/aved.pdf)

## 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
- Transitions between high schools and the university; trades, vocational and academic streams; virtual, distance and face-to-face learning environments

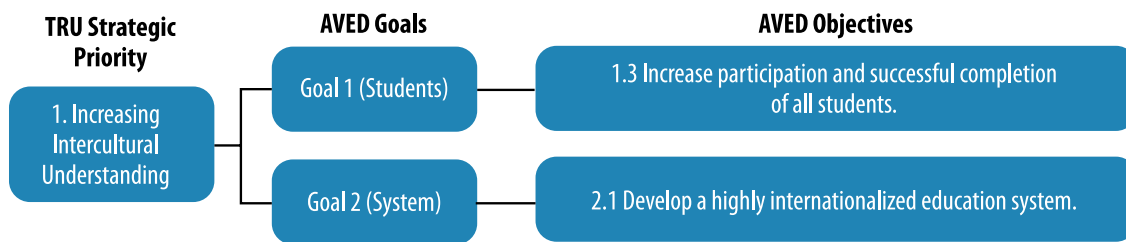
Thompson Rivers University hosted the Open Educational Resource university (OERu) launch on October 31, 2013, as part of a two-day meeting that brought educators from around the world together to discuss how to make education more affordable and accessible. OERu doesn't have a physical campus or students enrolled, but officially opened its virtual doors at the conference. The meeting included a welcome from TRU President Alan Shaver and a talk from Sir John Daniel, a distinguished leader in open education and an honorary doctorate from TRU, entitled *Open Educational Resources and MOOCs in a Time of Economic Crisis*.

The OERu is a partnership of 26 post-secondary institutions worldwide. TRU has been a founding anchor partner in the organization since its inception in 2010, and since then the OERu has been steadily growing and is now ready to launch its new website. The OERu partners gathered to explore issues related to free, open education, such as how to build free courses using open educational resources, use exams to assess learning and offer credit earned through prior learning assessment.

Researchers are looking at strategies to increase the online course completion rate of Indigenous students taking courses from Open Learning at TRU. This research follows on previous investigations into Aboriginal student program completion in face-to-face bachelor's degree programs. The findings from this research led to the creation of the Aboriginal Mentoring Program and other initiatives at TRU.

### Increasing Intercultural Understanding

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TRU will prioritize programs and practices that support diversity, inclusion and intercultural understanding between our Aboriginal, local, regional and global communities in the context of:

- The indigenization of our university through the inclusion of traditional and contemporary Aboriginal teaching, learning, knowledge, research and creative practice
- The internationalization of our university through the inclusion of globally-engaged teaching, learning, knowledge, research and creative practice



- The recognition of the diversity and uniqueness of Canadian society including a local and BC perspective
- The creation of a culture of inclusion in all aspects of university work and life

International Days 2014 was our 21st celebration of diverse culture at TRU. This is a week-long festival showcasing the different countries, cultures, and regions represented by students, staff, and faculty at Thompson Rivers University. The community was invited to experience the diversity on campus through workshops, presentations, performances and cultural displays. There was something for everyone – guest scholars from around the world, the International Showcase, art work, musical performances, international films, food fairs and more. Our Guest Scholar Speaker Series included discussions on topics ranging from health and wellness to tropical forest conservation to the social impact of living with leprosy. The Lleq'mélt'n (“a place of learning”) Aboriginal series showcased Artists at Work at the TRU Art Gallery, as well as drum-making, carving and beading workshops, storytelling and dance.

TRU World and the Department of Research and Graduate Studies are collaborating on an international research symposium to be held in conjunction with International Days 2015. We expect to host 20 to 50 international researchers to meet to provide workshops in areas that complement International Days, such as global issues, including leadership, development, sustainability, indigenization, internationalization, interculturalism, international education, international research training, international partnership development, and international research collaboration.

TRU and Xian Polytechnic University will be opening a Joint Research Centre in the summer of 2014. This collaborative centre will focus on Optimization and Decision Science. TRU's Centre for Optimization & Decision Science is a consortium of faculty from Mathematics, Physics, Computer Science, & Architectural Engineering. This science uses applied mathematics to address industrial problems, from hospital scheduling to parameters around energy usage and beyond.

Three students in the Faculty of Law's graduating class of 2014 explored important Aboriginal legal and political issues and gained unique practical experience at the 20th Annual Kawaskimhon National Aboriginal Law Moot hosted by the Toronto Faculty of Law from March 6 to 9, 2014. Chris Albinati, Debra Febril (Nisga'a) and Julia Rees had the honour of representing a fictitious Indigenous nation during an intense three days of mock roundtable negotiations on the opening of a mine on pristine Indigenous territories. The Kawaskimhon Moot is a non-competitive event that challenges teams of law students from across Canada to find ways of reconciling Indigenous and non-Indigenous legal orders and values within the context of a pressing contemporary issue facing Aboriginal peoples today.

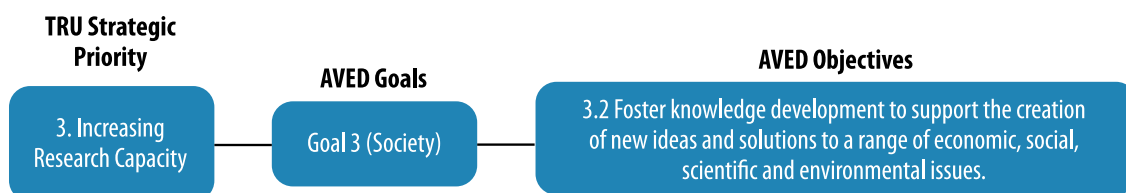
The TRU Aboriginal moot team was coached by constitutional and Aboriginal law professor Nicole Schabus, who shared her expertise in Canadian Aboriginal law, Indigenous economies and international standards for Indigenous rights, environmental protection and resource development. The team also benefited from the advice and guidance of Indigenous

negotiators Ron Derrickson (Okanagan) and Don Ryan (Gitxsan), and Indigenous scholars and activists Sharon Venne (Cree), Arthur Manuel (Secwepemc), Russell Diabo (Mohawk) and Laura Calmwind (Kitchenuhmaykoosib Inninuwug).

Students take away many valuable lessons from the moot's Talking Circle format. This year the team from TRU Law developed a strong understanding of implementing Indigenous perspectives into a modern business negotiation format. They also have a greater appreciation for alternative dispute resolution processes.

Dr. David Scheffel, TRU researcher who is a leading expert on the Roma people of Eastern Europe, is investigating Roma participation in local Slovak politics. Findings from this research will increase understanding of the consequences of participation in formal politics in societies undergoing decolonization.

## Increasing Research Capacity



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

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

Thompson Rivers University ranked first out of 51 applications submitted for the 2014 Aid to Small Universities (ASU) grant, providing just one more example of the depth and breadth of its 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.





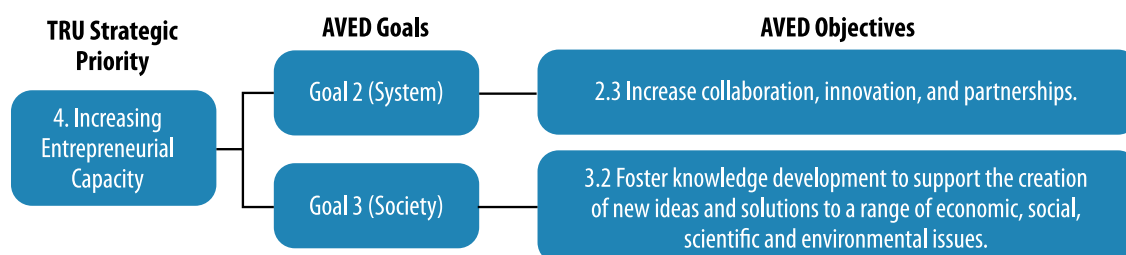
Dr. Richard Frimpong Oppong and JD candidate Lisa Niro of TRU’s Faculty of Law won the James Crawford Prize for the best paper of the year submitted to the Journal of International Dispute Settlement, a leading peer-reviewed journal published by Oxford University Press. This is the first professor-student co-authored and published article by the Faculty of Law.

The TRU Executive has made a strong commitment to research through the inclusion of increased research capacity as a strategic priority for the next five years, and in recognition of student research opportunities as a key element of student success. The foundation is being built through a range of supports for faculty and students. In partnership with the Kamloops Innovation Centre, Western Economic Diversification, and BC Innovation Centre, TRU is launching a new facility and programs that will provide work and meeting space for applied and industrial research collaborations; support for pathways to commercialization of research derived innovations; a vehicle for technology transfer and knowledge mobilization; and access to TRU research resources for industry partners needing support.

In an ongoing collaboration with Teck Highland Valley Copper’s site, TRU researchers evaluated key performance indicators for energy consumption in the mining industry and developed a set of indicators specific to Highland Valley Copper’s operation and goals. The findings will help management make decisions about where energy should be allocated. Also, researchers worked with Interior Health to maximize the use of lab schedules at Interior Health facilities; others are developing seismic reliability analysis of wood frame buildings to help decision makers build earthquake resilient communities; and researchers are creating multi-processor interconnects to make computers and electronic devices more efficient.

Through the British Columbia-Integrated Laboratory Network, students can operate laboratory instruments at TRU from remote locations and have authentic laboratory experiences. The network has already benefited students in Williams Lake and at the College of the Rockies, who were able to conduct remote water analysis. TRU’s research team is currently collaborating colleagues at Northwestern University to develop a water quality testing instrument and an accompanying online application, as well as classroom materials that will help teachers to incorporate the network into their curricula.

### Increasing Entrepreneurial Capacity



TRU will prioritize entrepreneurial collaboration and social enterprise that mutually benefits the university and the communities we serve in the context of:

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

TRU formed the Research Partnerships & Enterprise Creation office, a facility on campus to deliver programs, develop talent, and engage students and faculty in entrepreneurial and innovative activities. In partnership with the Kamloops Innovation Centre, Western Economic Diversification, and the BC Innovation Council, TRU secured \$96,000 toward a new facility that will provide work and meeting space for applied and industrial research collaborations; support for pathways to commercialization of research derived innovations; a vehicle for technology transfer and knowledge mobilization; and access to TRU research resources for industry partners needing support. The Centre will support entrepreneurship and develop entrepreneurial talent on our campus, and in our region. It will also act as an entry point for industry to engage with TRU researchers and form collaborations that advance pathways to commercialization in established and start-up companies in BC.

As TRU continues to cement our reputation around the world, we have experienced continued growth in international student enrolments on campus with 1,724 students from 80 countries enrolled on campus for the Fall 2013 semester. TRU World's Short-Term, Contract Training arm also saw increased enrolment. Contract Training worked with Kamloops School District 73 during the summer of 2013 to host 256 students and 11 chaperones from Indonesia on campus for a 6-week academically rigorous Language and Cultural Immersion Programs. Additionally, TRU World partnered with the School of Trades & Technology and several area businesses to offer a 16-week English and Trade Internship program for 14 students from Korea. Internship placements for students were provided by Sun Peaks, Rocky Mountain Rail, Wajax, Kamloops Heating and Air-Conditioning, Tri-Rom Industries, Hegyi Refrigeration, Hadwin's HVAC and Gas, and Progressive Rubber Industries.

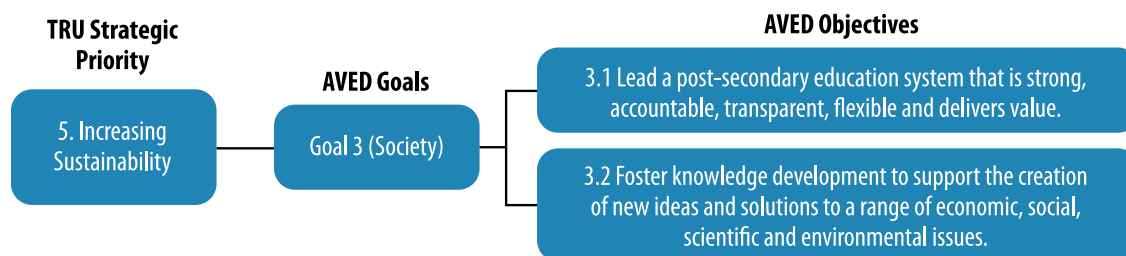
Our Transnational Programs continue to be very successful. TRU signed a partnership agreement with Keilir Atlantic Centre of Excellence in 2013. Keilir will offer TRU's Adventure Sport Certificate in Iceland; the first TRU program to be offered in that country. The first group of 16 graduates will receive TRU Adventure Sport Certificates in summer 2014. Some of the graduates will come to TRU in September 2014 to continue their studies in Adventure Studies programs in Canada. In China, at the 2013 Convocation Ceremonies at Shanghai Institute of Technology and Tianjin University of Technology, Dr. Alan Shaver conferred the TRU Bachelor of Business Administration Degree to 306 students, which they earned entirely offshore.



The new campus master plan provides the planning foundation not only for the academic expansion of the campus but also for the University Village concept which will be a revenue-generating development on TRU's peripheral lands spearheaded by TRU's Community Trust. The TRU Community Trust (TRUCT) is a corporate trust, wholly owned by TRU, created as a separate legal entity for development of TRU's real estate. According to analysis performed by Stantec as part of the 2013 TRU Campus Master Plan initiative, in 2013 dollars, there is a potential to realize significant in new revenues through the University Village concept. Development of University lands will also allow the university to respond to a need for student residence spaces without having to make significant capital investments (or let debt) through self-financing or P3 arrangements.

Through creative inquiry and performance methods, No Straight Lines: The Homelessness Play Project is coordinating the construction of a play created, produced and acted by individuals at risk of homelessness with the aim of building new understanding of homelessness, marginalized communities in small cities, and effective policy development. Rent banks offer an innovative approach to preventing homelessness and improving housing stability. A team of TRU and community researchers are working to identify the economic impact and feasibility of rent banks in small cities.

### Increasing Sustainability



TRU will prioritize initiatives that mutually benefit the university and the communities we serve in the context of:

- Financial sustainability of the university
- Economic sustainability of the region and the province
- Cultural and social sustainability of our communities
- Creative and community arts sustainability
- Environmental sustainability

Thompson Rivers University is in the process of implementing a new budget methodology that reflects and strengthens our shared values and priorities. As a \$170+ million enterprise, our institution is undoubtedly complex, but our strategic priorities are clear. We need a budget methodology that invests in the programs and services regarded as important to our Strategic Priorities.



Energy reductions through technical upgrades and behaviour change initiatives remained a focus in 2013, while new initiatives further underlined TRU's carbon neutral commitments. TRU implemented numerous technical projects that continue to keep TRU on track towards a 25 percent reduction in energy use by 2017 (from 2010 baselines). In addition to technical changes, TRU's Workplace Conservation Awareness (WCA) Program which educates, engages and empowers students and staff, has helped garner the much needed internal support towards reducing our carbon emissions and environmental impact. The WCA Program was supported through developing a social media framework that quickly and effectively links the various campaigns to the TRU community. As a result, initiatives such as the new Sustainability Grant Fund (SGF), receive numerous applications. The SGF fund, which supported a paper reduction initiative and a composting program, will serve to reduce GHG emissions and improve operational efficiencies.

TRU's recently updated Campus Master Plan will be further supported with an updated Campus Sustainability Action Plan and a Utilities Master Plan that will include a District Energy Systems (DES) study and building guidelines and transportation strategies that will also prioritize sustainability.



Indigenous Peoples' traditional knowledge and practices have been found to enhance biodiversity and ensure environmentally, socially, culturally and economically sustainable development. TRU researchers are currently working with Secwepemc leaders, Elders and land users to build a sustainable research network focusing on control of access to biodiversity and associated traditional knowledge locally, nationally and internationally.

TRU researchers are currently working on: finding ways to reduce methane production through cattle feed additives; understanding the effects of climate change and grazing on temperate grasslands; investigating the life cycle of forest parasites to find ways to limit parasite reproduction; developing new bioactive substances such as lantibiotics to fight the development of bacterial antibiotic resistance; exploring new technologies and practices for sustainability in the cattle industry, including looking at ways to improve cattle welfare and the nutritional composition of beef; helping municipalities manage stormwater runoff through studying the ways that different kinds of trees and their locations interact with aquifers and groundwater.

# Performance

Each year, TRU's performance is reported on performance measures and targets that are set by the Ministry of Advanced Education. This is to ensure that TRU 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.

## Performance Results

The performance results below are calculated for TRU as a whole, including on campus and Open Learning activity. Consult the Ministry's 2013–14 Standards Manual for a current description of each measure (see [www.aved.gov.bc.ca/framework/docs/standards\\_manual.pdf](http://www.aved.gov.bc.ca/framework/docs/standards_manual.pdf)).

**Figure 21: TRU's results for each performance measure are assessed against the 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

**Figure 22: Student Spaces (FTE Enrolment)**

The number of Full-Time Equivalent (FTE) student enrolments delivered overall and in designated program areas.

Performance measure	2012–13	2013–14	2013–14	2013–14
Student spaces (FTE)	Actual	Target	Actual	Assessment
Total student spaces	7,967	8,123	8,474	Achieved
Nursing and other allied health programs	1,025	780	1,155	Exceeded
Developmental	476	944	510	Not Achieved

Note: Results from the 2012–13 reporting year are based on data from the 2012–13 fiscal year; results from the 2013–14 reporting year are based on data from the 2013–14 fiscal year.

TRU achieved 104% of its targeted FTE enrolment for the 2013–14 fiscal year. FTE for Nursing and Health programs exceeded the target by 360. While the 2013/14 target for developmental student spaces was not met, the numbers compared to 2012–13 have improved by 34 FTE from the previous year. TRU will continue to work towards reaching the target in this area by increasing its collaboration with First Nations in our region where developmental courses are



in high demand. Both the Executive Director of Aboriginal Education at TRU and the Dean of the Faculty of Human, Social and Educational Development continue to implement strategies to increase educational opportunities for Aboriginal learners in particular.

### Figure 23: Credentials Awarded

The average number of credentials awarded in the most recent three years.

Performance measure	Reporting Year			
	2012–13	2013–14	2013–14	2013–14
<b>Credentials awarded</b>	<b>Actual</b>	<b>Target</b>	<b>Actual</b>	<b>Assessment</b>
Number	2,499	2,503	2,516	Achieved

Note: Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g. the results for the 2013–14 reporting year are a three-year average of the 2010–11, 2011–12 and 2012–13 fiscal years.

### Figure 24: Aboriginal Student Spaces (FTE Enrolment)

The number of Full-Time Equivalent (FTE) enrolments of Aboriginal students delivered in all program areas.

Performance measure	Reporting Year			
	2012–13	2013–14	2013–14	2013–14
<b>Aboriginal student spaces (FTE)</b>	<b>Actual</b>	<b>Target</b>	<b>Actual</b>	<b>Assessment</b>
Total Aboriginal student spaces	1,018	N/A	1,011	Not assessed
Ministry	874		843	
Industry Training Authority (ITA)	144		168	

Note: Results from the 2012–13 reporting year are based on data from the 2011–12 fiscal year; results from the 2013–14 reporting year are based on the 2012–13 fiscal year. This is a descriptive measure only.

### Figure 25: Student Satisfaction with Education

The percentage of former students who were very satisfied or satisfied with the education they received.

Performance measure	Reporting Year					
	2012–13		2013–14	2013–14		2013–14
<b>Student satisfaction with education</b>	<b>Actual</b>		<b>Target</b>	<b>Actual</b>		<b>Assessment</b>
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students (DACSO)	93.6%	1.5%	≥ 90%	92.7%	1.7%	Achieved
Apprenticeship graduates (APPSO)	94.8%	1.9%		93.7%	2.2%	Achieved
Bachelor degree graduates (BGS)	94.5%	1.5%		94.6%	1.6%	Achieved

**Figure 26: Student Assessment of the Quality of Instruction**

The percentage of students who rated the quality of instruction in their program positively.

Performance measure	Reporting Year					
	2012-13		2013-14	2013-14		2013-14
Student assessment of the quality of instruction	Actual		Target	Actual		Assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students (DACSO)	95.0%	1.3%	≥ 90%	93.8%	1.5%	Achieved
Apprenticeship graduates (APPSO)	95.7%	1.7%		96.4%	1.7%	Achieved
Bachelor degree graduates (BGS)	94.9%	1.5%		95.9%	1.4%	Achieved

**Figure 27: Student Assessment of Skill Development**

The percentage of students who indicated their education helped them to develop various skills.

Performance measure	Reporting Year					
	2012-13		2013-14	2013-14		2013-14
Student assessment of skill development	Actual		Target	Actual		Assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students (DACSO)	79.3%	2.7%	≥ 85%	81.8%	2.8%	Substantially achieved
Apprenticeship graduates (APPSO)	80.8%	4.0%		79.7%	4.3%	Substantially achieved
Bachelor degree graduates (BGS)	86.4%	2.4%		85.9%	2.5%	Achieved

The target for overall skill development of former diploma, associate degree, and certificate students was substantially achieved. These students assessed overall skill development at 81.8%, or 96% of the target. Former apprenticeship students assessed their overall skill development at 79.7%, or 94% of the target.





**Figure 28: Student Assessment of the Usefulness of Knowledge and Skills in Performing Job**

The percentage of employed graduates who indicated the knowledge and skills they acquired through their education was useful in performing their job.

Performance measure	Reporting Year					
	2012–13		2013–14	2013–14		2013–14
Student assessment of usefulness of knowledge and skills in performing job	Actual		Target	Actual		Assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students (DACSO)	89.7%	2.1%	≥ 90%	88.4%	2.3%	Achieved
Apprenticeship graduates (APPSO)	93.7%	2.4%		94.3%	2.4%	Achieved
Bachelor degree graduates (BGS)	82.9%	3.1%		86.2%	2.9%	Substantially achieved

Former diploma, associate degree, and certificate students assessed TRU at 88.4% for providing them with useful knowledge and skills in performing their jobs, which is just below the target. Apprenticeship graduates assessed TRU at 94.3% which is above the target. Baccalaureate students assessed TRU at 86.2% which is 96% of the target.

**Figure 29: Unemployment Rate**

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	Reporting Year					
	2012–13		2013–14	2013–14		2013–14
Unemployment rate	Actual		Target	Actual		Assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students (DACSO)	7.7%	1.7%	≤ 14.0%	6.1%	1.6%	Exceeded
Apprenticeship graduates (APPSO)	8.4%	2.4%		9.4%	2.8%	Exceeded
Bachelor degree graduates (BGS)	5.9%	1.8%		6.9%	2.0%	Exceeded

Note: Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the Interior region.

**Figure 30: Former Students' Assessment of Skill Development**

The percentage of students who indicated their education helped them to develop various skills.

Performance measure – DACSO	Reporting Year					
	2012–13		2013–14	2013–14		2013–14
Former diploma, associate degree and certificate students	Actual		Target	Actual		Assessment
<b>Assessment of skill development</b>	%	+/-		%	+/-	
Skill development (avg. %)	79.3%	2.7%	≥ 85%	81.8%	2.8%	Substantially achieved
Written communication	72.7%	3.4%		75.5%	3.8%	
Oral communication	69.8%	3.5%		79.5%	3.5%	
Group collaboration	85.7%	2.2%		84.0%	2.6%	
Critical analysis	82.1%	2.3%		84.6%	2.4%	
Problem resolution	79.7%	2.5%		79.3%	2.7%	
Learn on your own	83.3%	2.3%		86.3%	2.3%	
Reading and comprehension	81.8%	2.4%		83.5%	2.5%	

Performance measure – APPSO	Reporting Year					
	2012–13		2013–14	2013–14		2013–14
Apprenticeship graduates	Actual		Target	Actual		Assessment
<b>Assessment of skill development</b>	%	+/-		%	+/-	
Skill development (avg. %)	80.8%	4.0%	≥ 85%	79.7%	4.3%	Substantially achieved
Written communication	70.9%	6.6%		71.0%	6.7%	
Oral communication	71.0%	6.6%		75.7%	6.4%	
Group collaboration	88.5%	2.9%		84.8%	3.6%	
Critical analysis	83.9%	3.3%		84.1%	3.6%	
Problem resolution	82.9%	3.4%		79.5%	3.9%	
Learn on your own	85.9%	3.1%		80.3%	3.8%	
Reading and comprehension	82.6%	3.4%		82.4%	3.6%	



Performance measure – BGS	Reporting Year					
	2012–13		2013–14	2013–14		2013–14
Baccalaureate graduates	Actual		Target	Actual		Assessment
Assessment of skill development	%	+/-		%	+/-	
Skill development (avg. %)	86.4%	2.4%	≥ 85%	85.9%	2.5%	Achieved
Written communication	86.6%	2.4%		85.5%	2.5%	
Oral communication	85.1%	2.5%		85.2%	2.5%	
Group collaboration	83.3%	2.7%		81.8%	2.8%	
Critical analysis	90.3%	2.0%		89.3%	2.2%	
Problem resolution	79.2%	2.9%		83.4%	2.6%	
Learn on your own	90.5%	2.0%		89.9%	2.1%	
Reading and comprehension	89.3%	2.2%		85.9%	2.5%	

Note for Figures 25–30: results from the 2012–13 reporting year are based on 2012 survey data; results from the 2013–14 reporting year are based on 2013 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.

Note: DACSO = Diploma, Associate Degree, and Certificate Student Outcomes survey; APPSO = Apprenticeship Student Outcomes survey; BGS = Baccalaureate Graduate Survey

## Performance Targets

<b>TRU Accountability Framework Performance Targets: 2014–15 to 2016–17</b>			
<b>Performance measure</b>	<b>2014–15</b>	<b>2015–16</b>	<b>2016–17</b>
<b>Student spaces</b>			
Total student spaces	7,986	7,986	TBD
Nursing and other allied health programs	736	736	TBD
Developmental programs	TBD	TBD	TBD
<b>Credentials awarded</b>			
Number	≥ 2,585	TBD	TBD
<b>Student satisfaction with education</b>			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
<b>Student assessment of the quality of instruction</b>			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
<b>Students' assessment of skill development (average %)</b>			
Apprenticeship graduates	≥ 85%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
<b>Student assessment of usefulness of knowledge and skills in performing job</b>			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
<b>Unemployment rate</b>			
Apprenticeship graduates	≤ unemployment rate for individuals with high school credentials or less		
Diploma, associate degree and certificate graduates			
Baccalaureate graduates			

Note: These are the targets for TRU as a whole (including on campus and Open Learning).

# Financial

TRU's audited financial statements can be accessed at:  
[tru.ca/finance/financialstatements](http://tru.ca/finance/financialstatements)





THOMPSON RIVERS  
UNIVERSITY

900 McGill Road, Kamloops, BC, Canada V2C 0C8  
250.828.5000 | [tru.ca](http://tru.ca)