

Institutional Accountability

PLAN & REPORT | 2016/17 TO 2018/19



**THOMPSON
RIVERS
UNIVERSITY**

Office of the
PRESIDENT AND VICE-CHANCELLOR

July 7, 2016

The Honourable Andrew Wilkinson, M.L.A.
Minister of Advanced Education
PO Box 9080 Stn Prov Govt
Victoria BC V8W 9E2

Dear Minister,

It is our pleasure to present to you the Thompson Rivers University (TRU) Institutional Accountability Plan and Report for 2016/17 to 2018/19.

Diverse learners from across British Columbia and around the world come to TRU to be educated, empowered, inspired and transformed. Our unique mandate, as articulated in the Thompson Rivers University Act, has created a university where our commitment to both academic excellence and accessibility for all opens doors and opens minds. Where students of many backgrounds, in many stages of their educational journey, find their own path to learning in a supportive environment. And where excellent hands-on learning opportunities—undergraduate research, co-operative education and study abroad to name a few—give them the skills, experience and confidence to succeed as they transition into the workforce.

TRU is well positioned to meet the needs of the province and contribute to an innovative, productive, robust population. TRU is committed to—and proud of—our diverse student body, which is about 12% international and 11% Aboriginal. We continue to develop innovative services for these unique learners and practices that internationalize and indigenize our institution. And we are achieving greater administrative efficiencies with a budget model that supports our Strategic Priorities.

TRU prioritizes Student Success (see 4.2.1), by offering diverse experiential learning opportunities to our students. For example, fourth-year Bachelor of Science student Carlee Poleschuk assisted with ground-breaking cancer research, for which she earned the Association of Co-operative Education (ACE) BC/Yukon University Co-op Student of the Year for 2015.

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The chemical biology major spent two co-op terms at TRIUMF, Canada's national laboratory for particle and nuclear physics, collaborating with TRIUMF's nuclear medicine team and the BC Cancer Agency. Her research experience has set Poleschuk on a new path exploring nuclear medicine, a career she hadn't dreamed of before her co-op placement.

To increase Intercultural Understanding (see 4.2.2), TRU prioritizes programs and practices that support diversity, inclusion and intercultural understanding between its Aboriginal, local, regional and global communities. In June 2015, TRU expanded its international network of institutional partners with its first formalized agreement with a Mexican state university. The agreement with Universidad Autónoma de Guerrero (UAGRO) opens potential for both universities in several areas. This February, first-year law students had an opportunity to learn about Aboriginal law issues from a local Indigenous perspective during a field trip to Chief Louis Centre (formerly the Kamloops Indian Residential School) on the Tk'emlups te Secwepemc reserve, where they engaged in meaningful dialogue on Aboriginal rights, Indigenous law with respect to land and resources and the residential school experience.

To expand our Research Capacity (see 4.2.3), TRU continues to increase the number and percentage of active faculty holding external research funding and the total dollar amount of tri-agency grants and external contracts with business and industry. In February, Dr. Courtney Mason was appointed as Tier II Canada Research Chair in Rural Livelihoods and Sustainable Communities in TRU's Faculty of Adventure, Culinary Arts and Tourism. Mason specializes in Indigenous and tourism studies, and his role at TRU is to act as an engine of research, working to connect the university with the communities it serves in purposeful and meaningful ways.

To fulfill TRU's priority to increase Entrepreneurial Capacity (see 4.2.4), we continue to expand our community collaboration, our creative, cultural and social engagement and our connection to the region. For example, in May, Biological Sciences faculty member Dr. Jonathan Van Hamme was awarded two \$25,000 Engage Grants from the Natural Sciences and Engineering Research Council (NSERC). The grants allow him to use his genomics experience to help local U-brew operation B.A. Brewmaster reduce the cost of brewing supplies, and work with local microbrewery Red Collar Brewing Co, to sequence the genomes of unique yeast strains.

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As leaders in Sustainability (4.2.5), we are committed to reducing our environmental impact while encouraging others to do the same. In October 2015, this commitment earned TRU a “Rising STARS” distinction from the Association for the Advancement of Sustainability in Higher Education (AASHE) for improving our Sustainability Tracking, Assessment and Rating System (STARS) score by 15 points or more from the previous reporting period three years ago. In May 2015, AASHE moved TRU up from silver to gold in the STARS standings. TRU’s Strategic Sustainability Plan was developed around the rigorous standards and clear action items laid out in the STARS scorecard.

As articulated in TRU’s new brand, launched in December 2015, we remain true to our roots—deeply connected to the communities we serve and responsive to the needs of all learners. As we look ahead to new opportunities to collaborate with all of our communities, with government and industry, and with our increasing network of partners abroad, we are confident in our readiness to produce graduates who will find their paths in our society and create knowledge for the betterment of our communities here in BC and around the world.

Sincerely,



Alan Shaver
President and Vice-Chancellor



Paul Dagg
Chair, Board of Governors

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Institutional Overview



1. INSTITUTIONAL OVERVIEW

1.1 TRU'S MANDATE

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

Thompson Rivers University evolved from a community college (Cariboo College) to a university college (University College of the Cariboo) and in 2005 became TRU. During these substantial transitions, TRU developed its mission statement: a comprehensive, learner-centred, environmentally responsible institution serving regional, national, and international learners and their communities through high quality and flexible education, training, research and scholarship. These values led to a unique mandate from British Columbia's provincial government, articulated in the Thompson Rivers University Act (2005) and based on amalgamating the University College of the Cariboo with BC Open University and other aspects of the Open Learning Agency.

OUR LEGISLATED MANDATE

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

(Thompson Rivers University Act, 2005)

In the TRU Act, the province designated TRU as a university which offers undergraduate and master's degrees, certificate and diploma programs, vocational training and adult basic education, foundation and apprenticeship programs in trades and technology, and Open Learning programs and courses, and also undertakes research and scholarly activities. The fulfillment of this unique mandate drives all aspects of TRU and will remain at our core as we continue our historic trajectory.

Thompson Rivers University is redefining what "university" can mean by breaking through traditional boundaries of higher education with the range of programs we provide, the diverse learning paths we present and the research opportunities we extend—to students in Kamloops, in surrounding BC communities and around the world, through all phases of their lives. TRU offers more than 140 programs through campuses in Kamloops and Williams Lake, as well as at five regional centres across the BC Interior, and almost 600 courses and 57 programs online through TRU Open Learning.

1.1.1 GOVERNANCE

Governance at TRU is overseen by three bodies responsible for corporate and academic decision-making. This tri-cameral system of governance consists of a Board of Governors, Senate, and Planning Council for Open Learning. The composition, powers and duties of each body are legislated by the Province of British Columbia in the Thompson Rivers University Act (2005).

BOARD OF GOVERNORS

The Board of Governors is responsible for the management, administration and control of the property, revenue, business, and affairs of the university, except those affairs vested in the Senate or the Planning Council for Open Learning.

SENATE

The Senate, chaired by the president, is responsible for the academic affairs of the university. It sets criteria for awarding credentials, curriculum content, qualifications for admission, and educational policies and procedures. The Senate also advises the Board on the development of policy concerning TRU's objectives and other matters.

PLANNING COUNCIL FOR OPEN LEARNING

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

1.1.2 TRU'S 45TH ANNIVERSARY

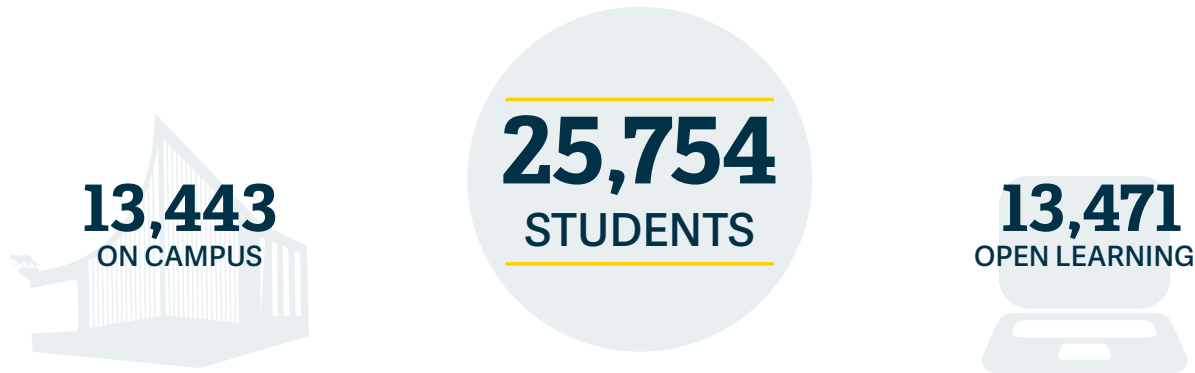
An estimated 1,500 students, faculty, staff, alumni and Kamloops community members celebrated TRU's 45th anniversary with an evening of live music—featuring Van Damsel, Anita Eccleston and Serious Dogs—a food fair and beverage garden, activities and children's play area on September 11, 2015.

Campus Commons, the outdoor hub of celebration, was decorated with a magical arc of lighted balloons that glowed as the sun set. Little ones enjoyed the face painting and games. Dozens of celebrants of every age posed for memento photos, later captured on the website. And, along with the non-stop music, beverages and eats were on hand to keep spirits, energy and the urge to dance going until late that night.

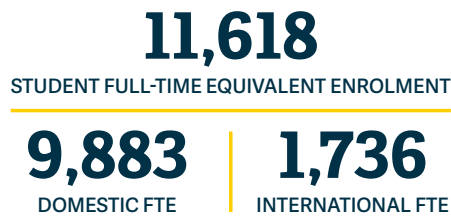
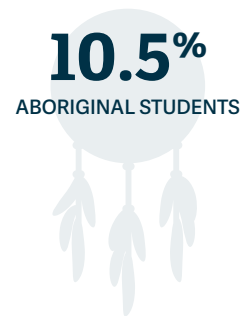
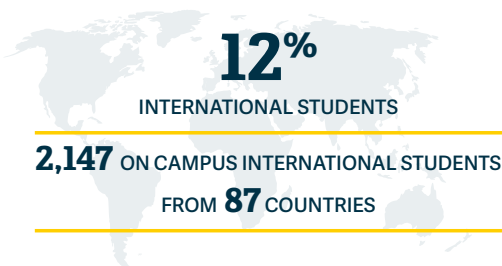
Students, alumni and retirees were invited to celebrate TRU's "Proud Past, Promising Future". Starting from Cariboo College in 1970, then the University College of the Cariboo and now Thompson Rivers University, the institution has grown up serving Kamloops, the BC Interior, Canada and the world—and more than 60,000 TRU alumni are making an impact across the globe.

After 45 years, TRU now offers its students and communities access to the benefits of a full-service university. It has integrated on-campus and online education, maintaining access to a broad range of programs and providing excellence in learning for its students. TRU has become a destination for Aboriginal and international education. From trades to law, its students are graduating to career success. Thanks to its researchers and innovators, TRU is a creator of knowledge for the benefit of people everywhere. The TRU model is unique and it is eager to share its story.

TRU AT A GLANCE 2015/16



9 FACULTIES AND SCHOOLS



Strategic Direction and Context



2. STRATEGIC DIRECTION AND CONTEXT

2.1 OUR STRATEGIC DIRECTION

Thompson Rivers University is mandated to provide open access to a diverse range of programs, from adult basic education and training to graduate-level programs, while simultaneously promoting teaching excellence. TRU has defined this challenging task as “Access to Excellence”. In short, our goal is to provide open educational access to the widest possible range of students (including those who require adult basic education to gain admission to university programs) while achieving a national reputation for educational excellence. To understand fully what this mission means as it is lived daily by the TRU community, one must experience the TRU convocation ceremonies, at which adult students with cognitive disabilities (completing the Education and Skills Training program) cross the same stage in the same ceremony as students receiving master’s degrees. It is hard to say which students provide the TRU community with more inspiration to fulfill its complex mission, but it is fair to say that these programs have impact of equal value on the university’s communities and the lives of students and their families.

TRU is also mandated to undertake and maintain research and scholarly activities. This has been defined to include scholarly teaching, creative activity, and research that serves communities, business and industry. Finally, TRU is mandated to provide an open learning educational credit bank for students. TRU continues to build on the strengths of the credit bank and the Prior Learning Assessment and Recognition (PLAR) program in an effort to position the university at the cutting edge of recognizing learning outcomes obtained outside of university, including in experiential and applied learning contexts.

OUR TRADITIONAL FOUNDATIONS

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

- student, faculty, staff, and community engagement and service excellence
- faculty and student engagement in scholarly research and creative activity
- innovative, interdisciplinary, and experience-based learning environments
- open and flexible learning environments
- Aboriginal education, culture, traditions, opportunities and partnership
- environmental, economic, social, cultural and creative sustainability
- international opportunities for students, faculty and staff

In the Open Learning division, TRU’s PLAR platform is internationally recognized for both innovation and excellence. The open education university framework was conceived by the Ministry at the time of the institution’s formation as a university. It is the belief at TRU that such a university, which has a strong and very traditional base, is the ideal platform to explore innovative and cutting-edge educational practices: this allows TRU to maintain audit, assessment, accountability and quality assurance practices under the scrutiny of the Ministry of Advanced Education and its post-secondary system peers while also challenging the status quo.

2.2 OUR STRATEGIC PRIORITIES

The TRU Strategic Priorities (2014-2019) inform all other planning processes at the university. The planning process was guided by four existing strategic documents: the mandate articulated in the *Thompson Rivers University Act*, the TRU mission statement, the 2007-2013 TRU Strategic Plan, and the Academic Plan. The Strategic Priorities outline areas which the university will enhance during the period of 2014 to 2019.

The strategic priorities for “Redefining the Modern University” are:

INCREASING STUDENT SUCCESS

TRU will prioritize academic engagement and programs which fully develop our learners’ knowledge and skills and support student career success.

INCREASING INTERCULTURAL UNDERSTANDING

TRU will prioritize programs and practices that support diversity, inclusion and intercultural understanding between our Aboriginal, local, regional and global communities.

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.

INCREASING ENTREPRENEURIAL CAPACITY

TRU will prioritize entrepreneurial collaboration and social enterprise that mutually benefits the university and the communities we serve.

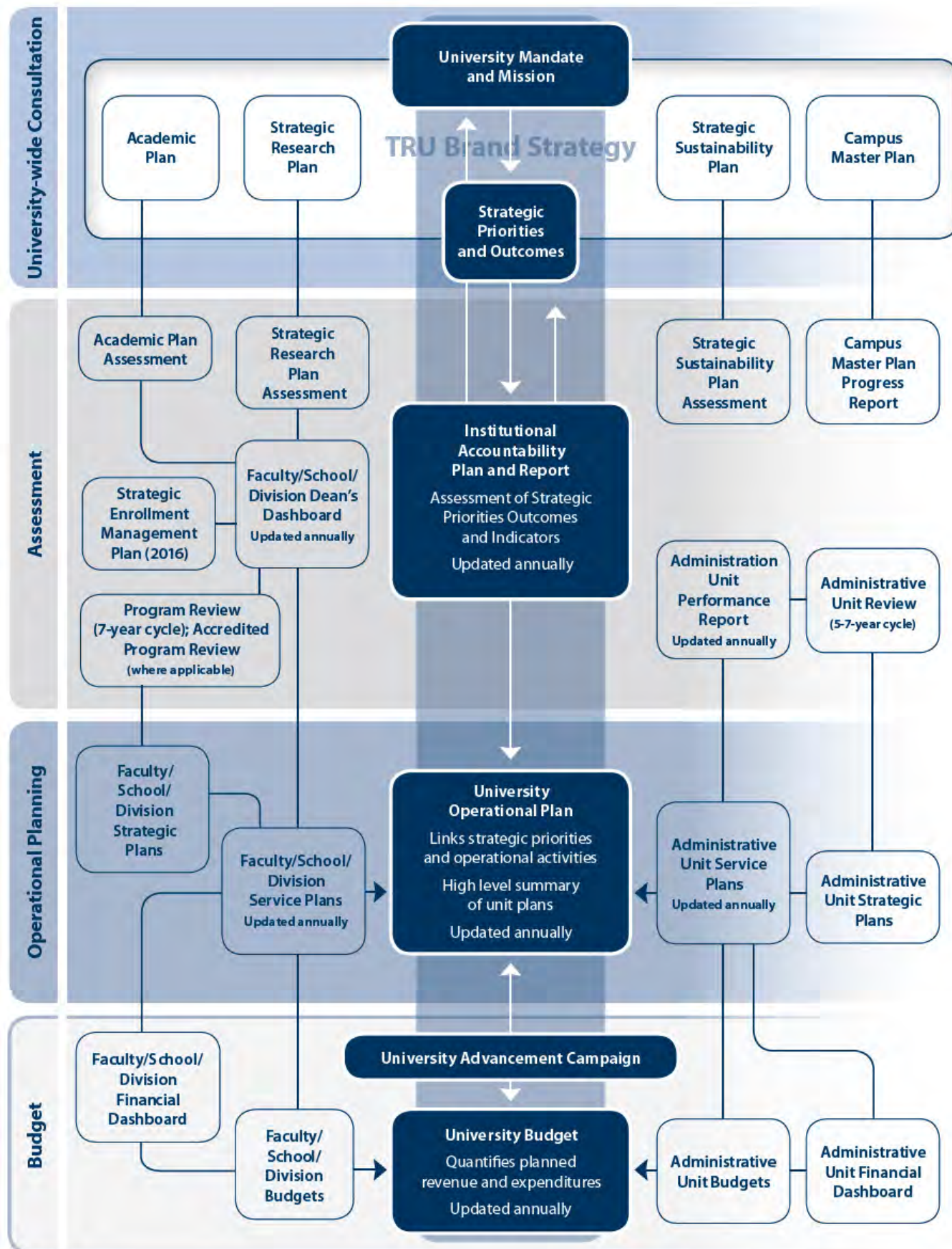
INCREASING SUSTAINABILITY

TRU will prioritize initiatives that mutually benefit the university and the communities we serve.

2.3 INTEGRATED PLANNING AND ASSESSMENT

A framework to map existing planning processes and better support and formalize the planning processes at the level of individual units has been established. The Integrated Planning and Assessment Framework (IPAF) was adopted in late 2014. Figure 2.3 illustrates the relationship and alignment between existing approved university strategic planning documents: the Academic Plan, Strategic Research Plan, Strategic Priorities and Outcomes, Strategic Sustainability Plan, and Campus Master Plan. The IPAF is a living and iterative document that will be refined in future years.

Figure 2.3 TRU's Integrated Planning and Assessment Framework



2.4 OUR STRATEGIC CONTEXT – EXTERNAL

As every post-secondary institution, TRU is affected by external social, technological, environmental, economic and political factors. Such factors must be taken into account in the institution's planning efforts. According to the Spring 2016 issue of *Trends for Higher Education* (Society for College and University Planning, 2016), the following are some of the significant issues, movements and changes expected to influence higher education:

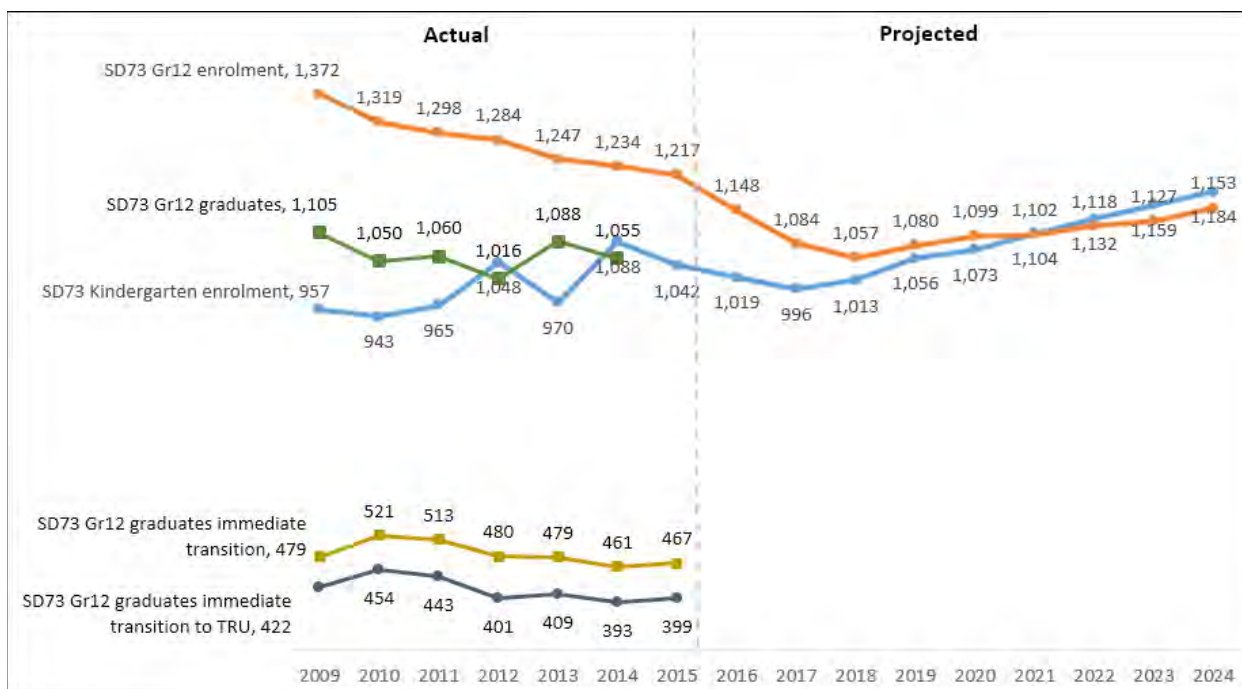
- workforce challenges of more diversity in workplaces, the rise of workforce performance management, the evaporation of certain workplace roles as more functions are automated, and the learning curve associated with learning and adapting to new technologies
- student alcohol drinking has become a safety issue that affects all students
- more employers want the “T-shaped professional”—employees whose specific expertise is combined with superior soft skills, like communication and critical thinking
- intensive, short-term education courses (“boot camps”)
- more professors are delaying retirement
- ceaseless threat of cyber attacks on campus IT networks making robust IT security policies and practices imperative
- increasing use of Open Educational Resources (OER) that are freely accessible and openly licensed
- the Internet of Things will be more than just a web of devices—it will provide business efficiencies, enable management of physical assets, and quickly synthesize data from many sources
- employers demand soft skills as essential baseline skills, e.g. writing, critical thinking, problem solving, communication, organization skills
- to increase the engagement of employees in their work, post-secondary institutions may need to have better opportunities for experiential and active learning
- campus makerspaces that offer physical locations with specialized tools and supplies to foster student invention and ingenuity
- active learning across the student experience has value that eclipses the traditional lecture model; physical spaces are re-designed to support active learning
- three environmental concerns: rising pollution, more severe weather events, and increasing stress on access to water. Reduce resources that the institution consumes and the pollution it produces
- sustainability is one of the top five challenges; relationship between sustainable practices and perceptions of institutional reputation
- lots of deferred maintenance has accrued that mean threats to building integrity, user health and safety, and the ability of institutions to fulfill their missions with optimal efficiency
- ensuring student safety, e.g. campus sexual violence
- scrutiny of accreditation and quality assurance systems for post-secondary institutions; concerns about the quality of higher education in terms of what students learn, how to measure the quality of learning, and how well that learning prepares students for careers
- ongoing fiscal constraints and increased competition for public expenditures in provincial budgets leads to ongoing debate about appropriate public support for post-secondary education

2.4.1 POPULATION TRENDS

The changing demographics of the population continue to influence TRU’s planning and operations. The size of the traditional post-secondary age cohort in British Columbia, generally people 15 to 29 years old, is shrinking and is projected to do so until 2023. This affects School District 73 Kamloops/Thompson in TRU’s catchment area. Figure 2.4.1a shows actual enrolment from 2009 to 2014 and projected enrolment from 2015 onward.

For the past several years, of the School District 73 Grade 12 graduates who transitioned immediately to a post-secondary institution, about 85% were admitted to Thompson Rivers University.

Figure 2.4.1a School District 73 actual and projected enrolment ¹, Grade 12 graduates ¹, and transition to TRU ^{2,3}



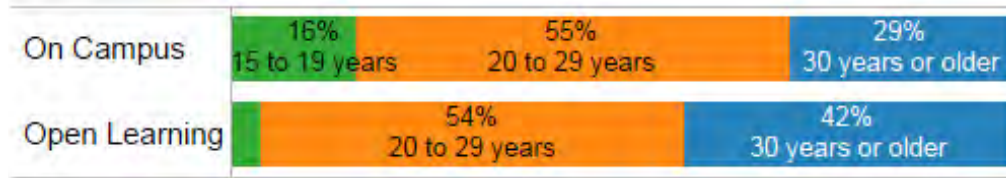
¹Source: Projection Report for Public School Aged Headcount Enrolments 2014/15 District and Provincial Report. March 2015. Retrieved from: <http://www2.gov.bc.ca/assets/gov/education/administration/resource-management/capital-planning/archive/1558a-2014.pdf>

²Source: Student Transitions Project. 2015 First Annual Transitions (2016-03-30)

³“SD73 Gr12 graduates immediate transition” is the number of School District 73 Grade 12 graduates that immediately transitioned to any BC post-secondary institution. “SD73 Gr12 graduates immediate transition to TRU” is the number of School District 73 Grade 12 graduates that immediately transitioned to TRU.

In contrast, the population of people 30 years of age and older is increasing and projected to continue increasing. TRU's On Campus student population generally fits into the traditional age cohort with an average age of 25 years, whereas TRU's Open Learning students are older and have an average age of 30 years (Figure 2.4.1b).

Figure 2.4.1b TRU students' age distribution 2015-16



TRU is engaged in a strategic enrolment planning process and we expect to complete and initiate the implementation of a strategic enrolment management (SEM) plan in 2016/17. This SEM plan will address the challenges presented by changing demographics.

2.4.2 GOVERNMENT INITIATIVES

Federal and provincial government policy and initiatives also shape TRU's external environment. In the past year, TRU participated in the Skills Gap initiative, contributed to the Administrative Service Delivery Transformation initiative, continued to advance the province's international education strategy and Economic Stability Mandate, worked to implement taxpayer accountability principles, and supported Aboriginal learners.

BC'S SKILLS FOR JOBS BLUEPRINT

TRU has supported the BC's Skills for Jobs Blueprint initiative through the Skills Gap Plan initiative to target 25% of system funding to address high demand jobs and met its targets every year. In the 2016/17 Skills Gap Plan, TRU is targeting a further \$3,150,080 in funding. The 293 newly targeted FTEs are in the following areas: respiratory therapy, nursing, accounting, business administration, psychology, law, social work and human service. In addition, TRU also contributed to the needs of the province through our delivery of 1,687 trades Full-Time Equivalent enrolments in 2015/16.

ADMINISTRATIVE SERVICE DELIVERY TRANSFORMATION

TRU has participated actively in the Administrative Service Delivery Transformation (ASDT) initiative. The following are ASDT/Joint procurement projects currently underway and TRU's involvement in each:

- Natural Gas – TRU is participating
- Vending machines – TRU led the project and is participating
- Courier Services – TRU took independent lead on this project. Sector will have option to share results/value of TRU's negotiated agreements.
- Cylinder Gas – TRU assessing value of onboarding once existing Cylinder gas agreement expires.
- Trades Equipment – TRU participated.
- Travel Management – TRU assessing value of onboarding once existing Travel Management agreement expires.
- Managed Print Devices – TRU currently under contract and will not be participating.
- Elevator Maintenance – TRU currently under contract, will assess merits of initiative when current agreement expires.

- Fire Extinguishers – TRU currently under contract. Will assess merits of initiative when current agreement expires.
- Custom Brokerage – TRU will participate once initiative completed and contract in place.
- Office Supplies – TRU will participate once initiative completed and contract in place.
- Commercial card program – TRU currently under contract with BMO (government program). Government has recently completed an RFP for their P-Card program and have awarded the business once again to BMO. TRU will be assessing the value differences between the ASDT sector program (Scotia) and the new government program (BMO).

In addition, TRU has been a core member of BCNET since 2006 and relies on BCNET’s advanced network and shared information technology services to provide state-of-the-art network and IT infrastructure for TRU students, faculty, and researchers. TRU has gained significant economies of scale by leveraging BCNET’s purchasing power for hardware and software and has lowered its computing costs through the adoption of BCNET EDUCLOUD infrastructure as a service.

TRU also gives back to the BCNET community by hosting learning management systems for seven BC institutions, provides information security leadership and supports the DATASAFE backup service in the TRU data centre.

INTERNATIONAL EDUCATION STRATEGY

Launched in 2012, the Ministry of Advanced Education’s four-year international education strategy encourages a global two-way flow of students, educators and ideas between countries while providing valuable social, cultural and economic opportunities for educational institutions, students and communities in BC. TRU World (the international education, training, and development division at Thompson Rivers University) continues to support the province’s strategy. We welcomed 478 new international students from 53 nations for Fall 2015. In total, there were 1,735 international students from 79 nations, which was 22.7% of the entire on-campus student body.

In other achievements, the TRU World Facebook page counted more than 500,000 “likes” worldwide; an online “live chat” feature was launched through which students on campus and around the world can contact an International Student Advisor; and five new agreements were signed with partner institutions.

ECONOMIC STABILITY MANDATE

During 2015-16, labour agreements were successfully negotiated with two employee groups – TRUFA (on campus faculty members) and CUPE (support workers). These agreements are in place for the next several years, and are in keeping with the provincial government’s Economic Stability Mandate which limits salary increases.

TRUTH AND RECONCILIATION COMMISSION

The BC Aboriginal Post-Secondary Education and Training Partners Group (PSE Partners) was established in 2005 with the signing of a Memorandum of Understanding on Aboriginal Post-Secondary Education and Training. The PSE Partners are committed to improving access and success for all Aboriginal post-secondary students in BC, and they meet regularly to share information and implement joint strategies.

In 2015, the PSE Partners requested information on the current status and future plans of public post-secondary institutions to meet the findings and recommendations (Calls to Action) of the Truth and Reconciliation Commission (TRC), which was established in 2008 under the terms of the Indian Residential Schools Settlement Agreement. This section details TRU's response.

TRC CALL TO ACTION: EDUCATION FOR RECONCILIATION (OVERALL)

To enhance the education of Canadians for reconciliation, including fostering public dialogue, to “learn about the history and legacy of residential schools in ways that change both minds *and* hearts” (Truth and Reconciliation Commission, 234), TRU hosted many different events:

- Western and First Nations Philosophy towards Aboriginal Economic Development. Over 400 TRU community members attended a session on February 3, 2015. Aboriginal and non-Aboriginal community leaders presented in a panel format and then answered questions from the audience.
- Learning at Intercultural Intersections. In March 2015 as part of IDays, TRU hosted an international conference that promoted Indigenous peoples and Indigenization. TRU Aboriginal faculty presented on Indigenization to over 300 conference delegates. Researchers from around the world shared and discussed their research, and created new research partnerships that will inform educational practice on themes related to intercultural learning, pedagogy, and curriculum.
- Aboriginal Awareness Week and TRU Powwow. Each year in March, TRU's department of Aboriginal Education, Cplul'kw'ten (the Gathering Place) and Aboriginal staff and students host campus-wide activities celebrating First Nations music, storytelling, practices, and traditional ceremonies. More than 300 people attended the annual Elders Luncheon in 2015.
- Welcoming Ceremony. In the fall 2015 semester, TRU partnered with Tk'emlúps te Secwépemc to hold a First Nations ceremony that welcomed new TRU senior administrators at the Secwepemc territorial marker that was installed in Old Main in 2014.
- Storyteller's Gala. Most importantly, on October 26, 2015, TRU and TRUSU co-hosted Justice Murray Sinclair, Commissioner of the TRC. Truth and reconciliation activities on this day included: Circle and Square Philosophy; Broad-Based TRU Update—Aboriginal Education, Community, Law, Education and Nursing; the Historical Blanket Experiential Workshop; and the combined President's Lecture and TRU Students' Union Storyteller's Gala, at which Justice Sinclair was the guest speaker. At this historic event there were 750 TRU community members in attendance.

TRC CALL TO ACTION: CREATING RESPECTFUL LEARNING ENVIRONMENTS (OVERALL)

To create learning environments that treat Aboriginal and Euro-Canadian knowledge systems with equal respect, TRU:

- makes explicit attempts to include Aboriginal symbolism into traditional academic objects. For example, the university mace was carved by Interior Salish artist Daniel Tom with special attention to local materials and imagery; the House of Learning is overseen by a sculpture of an important Secwepemc teaching symbol: Seklep (Coyote – the Trickster); the north entrance to Old Main is anchored by a territorial marker (carved stone) marking the land as traditionally part of Secwepemc territory; and hanging in the Science building is a large original painting of Aboriginal art that celebrates diversity and achievement through learning.
- offers the Aboriginal Tourism Certificate through the Tourism Management Department when requested by communities. The program was first piloted at TRU's Kamloops campus about a decade ago, when it was discovered that on-campus program delivery was not compatible with cultural commitments and schedules for most students. Subsequently, the department has offered the program on-site near communities with a schedule designed to work for students. The program was delivered twice in Lillooet, BC for First Nations students in the region.
- made changes to orientation to enable new Aboriginal students to attend together, as a group. This helps new students develop cohort study relationships and supports retention of Aboriginal students.
- created TRUSpace, our institutional digital repository. The University Library lead the project, which is a multi-faceted and versatile new academic and research resource housed on a secure website. TRUSpace makes Aboriginal resources more accessible and provides a measure of preservation for Aboriginal documents, artifacts, oral histories, images, languages, multimedia, and other resources.
- established a First Nations Aboriginal Affairs Committee that promotes the successful launch of Aboriginal Education initiatives, programs and events. This is a committee that reports to the TRU Senate.
- hired an Aboriginal student recruiter after securing authorization from the BC Human Rights Tribunal to post the position with a rider that the incumbent be of Aboriginal descent.
- adapted hiring practices in the Faculty of Arts and the Faculty of Education and Social Work in areas where First Nations, Métis and Inuit are central.



In particular, steps were taken to fully incorporate individuals with strong connections to Indigenous communities, as well as the usual disciplinary and interdisciplinary experts, in selection committees and to involve others such as Aboriginal students and Elders in the selection processes.

- dedicates faculty positions within the Faculty of Arts for Aboriginal Journalism, Aboriginal Sociology (Restorative Justice) and Aboriginal History.
- had all short-listed candidates for Provost and Vice-President, Academic meet with the Executive Director of Aboriginal Education and the Elders as part of the hiring process, who then provided feedback to the selection committee on the candidates.

TRC CALL TO ACTION 1: SOCIAL WORK

To train social workers in the history and impacts of residential schools and the potential for Aboriginal communities and families to provide more appropriate solutions to family healing, TRU:

- ensures that Aboriginal perspectives are integrated throughout Bachelor of Social Work courses and invites Aboriginal Elders and Aboriginal knowledge holders as guest lecturers in social work courses.
- requires Social Work and Human Service students to take courses on First Nations decolonizing practice and culturally safe care.
- recruits Aboriginal Social Work faculty as ongoing and sessional faculty.

TRC CALL TO ACTION 12: EARLY CHILDHOOD EDUCATION PROGRAMS

To prepare students to provide early childhood education programs that are culturally appropriate for Aboriginal families, TRU:

- integrates Aboriginal perspectives and practices into the early childhood education student orientation and curriculum.
- partners with Tk'emlups te Secwepemc to deliver the Early Years Certificate.

TRC CALL TO ACTION 16: ABORIGINAL LANGUAGES DEGREE AND DIPLOMA PROGRAMS

To support the development of degree and diploma programs in Aboriginal languages, TRU:

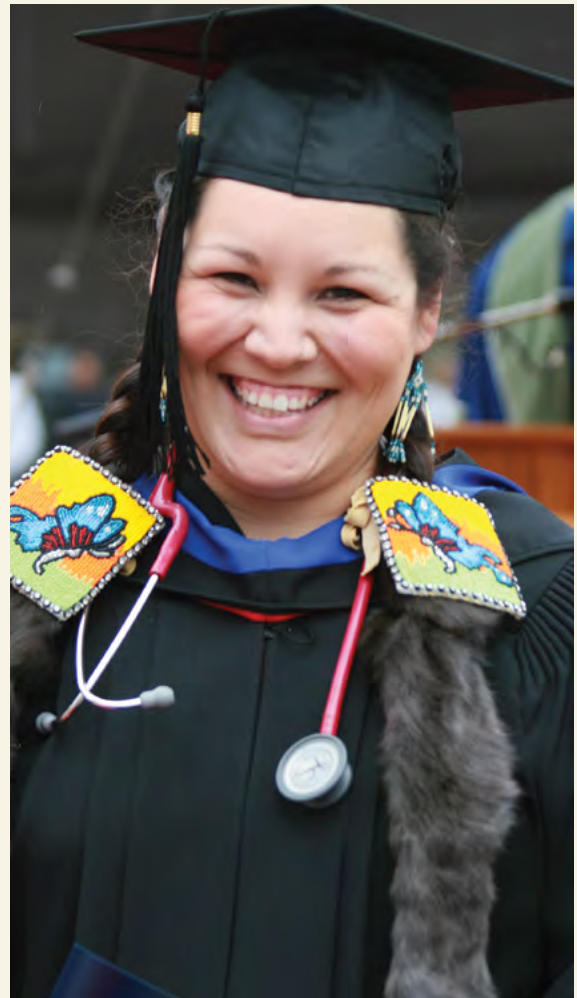
- offers Aboriginal language courses through the Faculty of Education and Social Work.
- recruited a "Language Apprentice" alongside the First Nations Language instructor. This enabled the Elder teaching the course to mentor someone who will be able to one day take the lead with First Nations language education.

TRC CALL TO ACTION 24: MEDICAL AND NURSING SCHOOLS

To have nursing schools teach students about Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices; and to provide skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism, TRU:

- holds eight dedicated seats for Aboriginal applicants to the Bachelor of Science in Nursing program. Additional Aboriginal students are accepted when applicants meet or exceed the criteria for acceptance to the BScN program.
- continues to integrate issues affecting Aboriginal peoples' health into the activities and curriculum across all four years of the TRU School of Nursing BScN program. For example, first year students visit the Secwepemc Museum and former residential school. Other activities promote cultural safety/ competency and Aboriginal health. Starting in Year 1 of the BScN program, students can also choose to work in practice placement settings with Aboriginal individuals, groups, and Interior Health communities.
- Aboriginal nursing faculty and a committee are developing an undergraduate elective course on Indigenous Health. The course will be evaluated after one year to determine if it can be considered as a required course for the nursing program.

- faculty members from the School of Nursing are playing important roles as principal investigators or co-investigators on Aboriginal-related research grants and publications, including pathways to health equity for Aboriginal peoples; comprehensive school health approaches for prevention of diabetes and obesity in First Nations communities; community consultation with Aboriginal peoples in Alberta to develop culturally appropriate access indicators in urgent care; culturally safe dementia care—building nursing capacity to work with First Nations elderly with memory loss; a collaboration between TRU students and Conayt Friendship Society in Merritt to enhance mental health and wellness among Aboriginal peoples; developing and evaluating a nursing education program on culturally-safe dementia care for Secwepemc nation elders; increasing the capacity of nurses to care for elders with memory loss in North and South Secwepemc communities.
- runs an annual Aboriginal Science and Health Science summer camp. As part of the camp, high-school-age students are given opportunities to learn first-hand about careers in health sciences (including medicine, nursing, respiratory therapy, medical laboratory technology, etc.) and natural sciences (chemistry, ethnobotany, microbiology, etc.). In addition, students live on campus and learn about campus life and university activities.



TRC CALL TO ACTION 28: LAW SCHOOLS

To teach students about Aboriginal people and the law, which includes the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations; and to provide skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism, the TRU Faculty of Law:

- adopted a position statement on July 9, 2015 welcoming the Truth and Reconciliation Commission findings and Calls for Action, and particularly #28. Visit: <http://law.inside.tru.ca/2015/07/09/tru-law-statement-on-the-findings-of-the-truth-and-reconciliation-commission/>
- is surveying its courses to identify which ones include elements of Aboriginal legal issues. Three upper-year elective courses focus solely on the matters identified in Call to Action #28.
- participates each year in the Kawaskhimon Aboriginal Law Moot hosted by a Canadian law school, for which TRU's five student mooters receive academic credit.
- conducts an annual one-day field trip for all first-year law students to the former Kamloops Indian Residential School in conjunction with the Tk'emlups te Secwepemc First Nation, to focus on residential schools and the continuing effects of its racist legacy. In Fall 2015, Orientation Week for new students included a half-day field trip to Pipsell (Jacko) Lake with presentations from representatives of the two local First Nations who recently filed a claim of Aboriginal title over the lake.

TRC CALL TO ACTION 57: EDUCATION FOR PUBLIC SERVANTS

To teach students of Public Policy/Administration about Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations; and to provide skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism, TRU:

- offers a certificate in Aboriginal Studies that provides an opportunity for students to develop a broad understanding of the history, culture and politics of the Indigenous peoples of Canada.

TRC CALL TO ACTION 62 & 63: TEACHER EDUCATION

To educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms, share information and best practices on teaching curriculum related to residential schools and Aboriginal history, and build student capacity for intercultural understanding, empathy, and mutual respect, TRU:

- integrates First Nations content into all Bachelor of Education courses. The degree has a required course, Teaching First Nations Children, and students can do practicum placements on reserves.
- offers the Developmental Standard Term Certificate – First Nations Language Teachers, which provides leadership development in First Nations language education.
- provides teacher education by three Indigenous full professors along with other faculty.



TRC CALL TO ACTION 65: RESEARCH ON RECONCILIATION (OVERALL)

To support research on reconciliation, TRU:

- expects to officially welcome visitors into the All My Relations Centre next year. This is a research and training centre led by BC Innovation Chair in Aboriginal Health, Dr. Rod McCormick (Mohawk nation), that focuses on developing grass-roots solutions to address the mental health concerns of Indigenous families, communities and nations in culturally relevant ways.
- is providing important insights and building greater understanding through research like anthropologist Dr. Lisa Cooke's ethnographic approach to historic and contemporary indigenous-settler relations, focusing on how these relations play out with respect to land, territoriality and place.
- has woven throughout its Strategic Research Plan an awareness of the importance of place, of relationships with community and, in particular, awareness, appreciation and cooperation with Aboriginal communities. Because of its size, structure, and evolution, TRU is uniquely situated to cultivate relationships that encourage community involvement and facilitate community-based and community-driven research. These strengths are already realized through strong reciprocal relationships between the university and many Aboriginal groups and bands, including the Shuswap Nation Tribal Council, the Secwepemc Cultural and Education Society, the Secwepemc Health Caucus, the Northern Shuswap Tribal Council, Q'wemtsin Health Society, and the Aboriginal Friendship Society. TRU has made the strategic decision to identify Aboriginal Understanding as a priority area for capacity building and knowledge mobilization, recognizing that researching and employing Aboriginal understanding has implications for all areas of scholarship.
- has received national and provincial recognition and funding for its work on the preservation and promotion of Aboriginal language, culture, and history; on establishing protocols for the ownership of cultural knowledge; and on how traditional knowledge and practices have been found to enhance biodiversity and ensure environmentally, socially, culturally, and economically sustainable development.
- has submitted an application for a Canada Research Chair (Tier II) in Indigenizing Higher Education. The outcome will be known later in 2016.

TRC CALL TO ACTION 86: JOURNALISM/MEDIA SCHOOLS AND PROGRAMS

To teach students about the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations, TRU:

- admits about 7% Aboriginal students to the Bachelor of Arts major in communication and the Bachelor of Journalism each year.
- incorporates perspectives of First Nations, Métis and Inuit communities and Indigenous ways of thinking into many of the courses in Communication and Journalism. These perspectives also form a key part of the course, Intercultural and Cross-Cultural Communication.

TRC CALL TO ACTION 92: BUSINESS SCHOOLS

To teach students about the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations; and to provide skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism, the TRU School of Business and Economics (SOBE):

- admits about 6% Aboriginal students to its many business programs (certificates, diplomas, bachelor's degrees, master's degree) each year.
- has introduced a number of original programs relating to First Nation self-governance and economic development. In partnership with the TULO Centre and the First Nations Taxation Commission, SOBE offers a Certificate in First Nations Taxation and a Certificate in First Nations Applied Economics.
- established laddering agreements with the Aboriginal Financial Officers (AFOA) of Canada for their Certified Aboriginal Financial Manager (CAFM) and new Certified Aboriginal Professional Administrator (CAPA) professional designations. Graduates of these programs can ladder into TRU's Bachelor of Business Administration if they are interested in becoming a Chartered Professional Accountant (CPA) or ladder into the Bachelor of Public Administration if they are interested in First Nations self-governance and administration. These programs are available both on campus and online.
- is an active member of UBC's Ch'nook Scholars program, which is open to Aboriginal students studying full-time in a business program at a college or university in British Columbia and is inclusive of First Nations, Inuit and Métis students. In 2015/16, TRU had three Ch'nook Scholars.
- offers two economics courses relating largely or in part to First Nations self-governance and development issues: Issues in Aboriginal Economics and Community Economic Development.
- graduates over 200 Bachelor of Business Administration students per year and is TRU's largest degree program. The degree has two core courses that emphasize many of the issues raised in Call to Action #92: Business Ethics and Society and International Business.

TRC CALL TO ACTION 93: NEWCOMERS TO CANADA

To give international students a better understanding of First Nations people in British Columbia, TRU:

- hosts experiential events each year for TRU's international students, such as Aboriginal Awareness Week, Orientation, and Powwow, in a partnership between Aboriginal Education and Cplul'kw'ten (the Gathering Place) and TRU World, the international education, training, and development division.

2.5 OUR STRATEGIC CONTEXT – INTERNAL

Internally, in the last year TRU undertook a number of important initiatives including the development and implementation of a new institutional brand, the formation of a Task Force on Sexual Assault Prevention and Response and a successful first visit from the Northwest Commission on Colleges and Universities (NWCCU) as part of our accreditation process. TRU also continues to develop its research culture and provide opportunities for faculty and students to engage in research activity.

2.5.1 A NEW BRAND FOR TRU

Thompson Rivers University launched its new brand in a campaign in BC and Alberta in late 2015—including airing Find Your TRU videos in movie theatres in several cities during the release of *Star Wars: The Force Awakens*—followed by an internal celebration on the Kamloops campus Feb. 25, 2016.

Nearly two years in the making, including a brand strategy, launch campaign, comprehensive visual identity and tagline, the new brand articulates what makes the university distinctive, meaningful and credible. More than 1,000 individual responses and 6,000 comments were gathered during a year of consultation.

BRAND STRATEGY

External audiences will recognize TRU’s brand through elements like colour, font, style and tone. Internally, the brand strategy articulates TRU’s reason for being, its unique offerings, how it delivers on its promise, and defining characteristics by which its audiences will describe TRU:

- purpose: we believe everyone has the right to seek their potential
- promise: we offer diverse pathways to living your potential
- essence: we instill collective confidence
- attributes: we are purposeful, empowering, collaborative, open and visionary

NEW FINANCIAL AWARDS ANNOUNCED

During the internal brand launch on Student Street, five TRU Potential Awards were announced. The entrance awards are open to anyone who plans to study at TRU on campus, through Open Learning, or both. Five new students will each receive \$4,000 to help them find their TRU potential.

NEW TAGLINE

The new tagline, **Find Your TRU**, evokes the values of authenticity, integrity and truth associated with the word “true”—and is something TRU can claim and represent as no other can, because of its initials.

Will Creative, based in Vancouver, was chosen from several marketing agencies who bid on the branding project in 2014. With a strong track record in Canadian post-secondary branding, Will helped develop a brand strategy, concept and applications to set TRU apart from other post-secondary institutions.

For more information about TRU’s new brand, visit tru.ca/brandguide

2.5.2 SEXUAL ASSAULT PREVENTION AND RESPONSE

In the summer of 2015, President Shaver struck the President’s Task Force on Sexual Assault Prevention and Response to provide advice and support to the senior executive as the university acts on its commitment to foster healthy attitudes and behaviours towards sexuality, sex and gender roles; to respond to and support those that experience sexual violence; and to eliminate the incidence of sexual violence on TRU’s campuses.

This task force provided an update to the Board of Governors and Senate in the Spring of 2016 on its work thus far and anticipates bringing forward the draft policy to the TRU community and governance structures in Fall 2016 for further consultation and approval.

2.5.3 INSTITUTIONAL ACCREDITATION

In February 2014, TRU received Applicant status for US Accreditation through the Northwest Commission on Colleges and Universities (NWCCU). Institutional accreditation of postsecondary institutions is a voluntary, non-governmental, self-regulatory process of quality assurance and 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. Institutional accreditation will reinforce for TRU students and their families—past, present and future—that a TRU education is a high quality education, based on objective, comprehensive and internationally recognized criteria.

Between April 2014 and December 2015, TRU's Accreditation Steering Committee coordinated a university wide consultation, review and writing process to prepare a candidacy Self-Evaluation Report. The purpose of the Self-Evaluation Report was to examine how TRU's policies, procedures and practices relate to the five standards prescribed by the NWCCU. The standards are statements that articulate the quality and effectiveness expected of accredited institutions. Collectively, they provide a framework for continuous improvement within the institution.

TRU's Self-Evaluation Report was endorsed by Senate in September 2015, approved by the Board of Governors in December 2015, and submitted to the NWCCU in February 2016. On April 25 to 27, 2016, TRU hosted its first on-site evaluation visit by the NWCCU. The evaluation team, comprised of eight university faculty and administrators from peer institutions, met with students, faculty and staff to evaluate TRU's Self-Evaluation Report and application for candidacy. TRU's application for candidacy will be considered at the June 2016 NWCCU Board of Commissioners meeting.

For more information about institutional accreditation, visit <http://www.tru.ca/vpacademic/accreditation.html>

2.5.4 RESEARCH CULTURE

The objectives in the Strategic Research Plan which was launched in 2014/15 will be achieved through the further development of TRU's research culture. This culture will be enhanced by increasing the profile of faculty and student research success; by consulting regularly with the university research community, including our community research partners and stakeholders; by seeking out collaborative research opportunities with other university partners; by supporting the closer integration of research with teaching, including the development of new graduate programs and graduate student training opportunities; by increasing the number of research leadership chairs; by implementing a new research peer-mentoring strategy; and by increasing support for research centres, conferences, workshops and outreach events.

The Office of Research and Graduate Studies offers a suite of programs to students that have incremental opportunities for enhanced research training. This past year, 86 students benefited from these four programs:

- Research Ambassadors: This pilot program (2015 launch) is a collaboration between The Office of Research and Graduate Studies and The Centre for Student Engagement and Learning Innovation. This capstone experience is available to those with previous research experience, and strengthens students' research understanding, providing them with training and opportunities to enhance their skills as peer mentors.
- Graduate Student Research Mentor Program: These awards are designed to support graduate students engaged in research and who wish to serve as mentors for undergraduate research, scholarship and creative inquiry. This pilot program allows Mentors to volunteer on a variety of projects related to the enhancement of student research.

- Undergraduate Research Apprenticeship Fund: This pilot program (2015 launch) provides entry-level experience. Research Apprentices assist faculty by accelerating their research endeavours, and the fund provides students with meaningful, hands-on training opportunities.
- Undergraduate Research Experience Award Program (UREAP): The UREAP provides a \$4,500 scholarship to third- and fourth-year students, enabling them to complete original research projects. In addition to the \$4,500 scholarship, students are eligible for an operating grant of up to \$1,000 to cover expenses such as supplies, travel for the purpose of research or travel to share research. The UREAP provides opportunities for students to increase their academic and professional skills and engage in experiential learning.

For the past two years, TRU has invited international researchers to campus to participate in the Intercultural Intersections Research Conference. The conference is coordinated by Dr. Kyra Garson of the Centre for Student Engagement and Learning Innovation, and supported by a \$25,000 grant from TRU’s International Research Conference Fund. The conference provides educators with theoretical and pedagogical tools, allowing them to prepare students with the knowledge, skills and attitudes required for success as informed and engaged citizens and professionals in an increasingly multicultural society.

In an effort to accelerate the implementation of TRU’s Strategic Research Plan, TRU launched a Research Groups and Centres Fund. The pilot program provided two successful applicants with \$10,000 each and course release for the development of new research groups, with the expectation that the group’s director will secure external funding within the first year of operations.

2.5.5 STUDENT FEEDBACK

Student feedback is key to TRU’s planning and operations at TRU. Information about the satisfaction and experience of our students is continuously gathered through internal surveys, provincial surveys, and national surveys. The feedback continues to reflect a high degree of satisfaction with the institution.

TRU baccalaureate students who responded to the Canadian University Survey Consortium’s (CUSC) 2015 Survey of Graduating Students indicated that their experience was as good or better compared to graduating students’ experiences at other Canadian universities on several aspects.

CUSC 2015 Survey of Graduating Students: TRU compared to Canada

		TRU	Canada
How satisfied are you with your decision to attend this university?	satisfied or very satisfied	94%	90%
Has your institution met, exceeded, or fallen short of your expectations?	met or exceeded	88%	84%
Would you recommend this university to others?	agree or strongly agree	89%	89%
I received good value for the money at this university (domestic respondents)	agree or strongly agree	74%	68%
I feel as if I belong at this university	agree or strongly agree	80%	80%

A comprehensive new report from BC’s six research universities showed that TRU baccalaureate alumni are achieving career success and are earning competitive salaries in their chosen fields. The second annual report, called *Putting Degrees to Work* (Research Universities’ Council of British Columbia, December 2015), provides evidence that baccalaureate graduates get the jobs they want, in the regions where they want to work and are paid competitive salaries that rise over the course of their careers.

The report presents five years of results collected by BC Stats for the Student Outcomes project. Students were surveyed two years after graduation and were asked about their employment, salary,

where they were living and whether their education was relevant to their career. The high quality of education provided by TRU is helping drive BC's dynamic and diversified economy by supplying the highly-educated and skilled workforce we need. Our graduates have the right education, the right skills and the right training to lead British Columbia.

Putting Degrees to Work 2015: Key findings for TRU Baccalaureate graduates

- Two years after graduation **47%** were earning \$50,000 or more
- 77%** said their program of study was relevant to their career
- 96%** were satisfied or very satisfied with their TRU education
- 96%** give top marks to the quality of instruction they received
- 65%** were living in the Southern Interior of BC

2.5.6 ACADEMIC PROGRAM AND ADMINISTRATIVE DEPARTMENT REVIEWS

All TRU academic certificate, diploma, degree and post-graduate degree programs, no matter where they are offered or how they are delivered, undergo a program review approximately once every seven years. The purpose of Academic Program Review (APR) is to assess each program's health through evidence-based inquiry and analyses, with the findings documented in a comprehensive report and action plan. The focus of APR is on program improvement, sustainability and accountability.

The Academic Program Review Office facilitates the reviews which are completed by faculty members within the department and supported by the department chair and dean. TRU's program review process incorporates data, plus the combined insight of students, faculty, and external experts to identify program improvements.

Academic Program Reviews 2015-16

Substantially Completed	Initiated
Bachelor of Education (Degree)	Horticulture (Certificate)
Early Childhood Education (Certificate)	
Health Care Assistant (Certificate)	
Nursing (Degree)	

In addition to program reviews, this past year several initiatives were undertaken to enhance the quality of academic programs.

- learning outcomes promotion
- campus-wide learning outcomes inventory
- development and implementation of semester mapping process
- development and implementation of curriculum mapping process
- development of alternate program review process prototypes

For more information on academic program review, visit http://www.tru.ca/vpacademic/academic_program_review.html

Starting in 2012, TRU implemented a process of assessing each administrative service division under the guidance of the Vice-President Administration and Finance. The internal assessment includes an overview of the services provided by the division benchmarked against leading institutions in the area and an assessment of key performance indicators. The internal self-assessment is complemented by an external review conducted by qualified external evaluators. Two or three units are reviewed each year on a rotational basis. This review process complements the Academic Program Review process.

Administrative Department Reviews Completed in 2015-16

Institutional Planning and Analysis

Student Services, Faculty of Student Development

2.5.7 REDEFINING THE MODERN UNIVERSITY: OUR PEOPLE

A key internal factor influencing TRU's operations is the people who choose to work here. There are more than 2,100 full-time and part-time faculty and staff who are part of a diverse and welcoming community at our Kamloops and Williams Lake locations. These offer a wide range of social, cultural and athletic amenities, in addition to beautiful gardens, natural areas with trails, green spaces and an overall environment that promotes engagement and a healthy work-life balance.

TRU is committed to cultivating a diverse and inclusive workforce, fostering a respectful workplace, and planning in a collaborative, collegial way for a future that includes the most effective and efficient use of all our resources.

WHAT OUR NUMBERS SAY:

- as of March 1, 2016, there were 1,177 full-time and 927 part-time employees at our Kamloops and Williams Lake campuses
- approximately 25% of our workforce is engaged in contract work
- 642 job opportunities were posted in 2015-16
- the average age of all employees was 48 years old
- the average years of service for continuing employees was 11 years
- the longest years of service for an employee was 45 years
- the voluntary turn-over rate of full-time employees was 3.2%, not including normal retirement

DIVERSITY AND INCLUSION

It is important to TRU that we have a diverse workforce and that we provide equal employment opportunities for members protected under the Employment Equity Act, and members of gender and sexual minority groups. In celebration of diversity, TRU has a week-long event called IDays that brings the entire campus and community together.

Percentage who are:	Women	Visible Minorities	Aboriginal	Persons with disabilities
All Employees	58%	12%	5%	7%

TRAINING AND DEVELOPMENT

Life-long learning is encouraged at TRU in the following ways:

- the annual amount spent on training per full-time faculty employee is \$1,700
- employees may apply for tuition subsidies for themselves and their immediate family members
- subsidies are available for professional association memberships
- in-house and online training is available

During the annual Reading Break in Winter semester, all employees are invited to attend a day-long Inservice Day. Organized by the Human Resources department, this event is well attended, and always anticipated as a day of learning, networking, and inspiration. At Inservice Day 2016, following a passionate keynote address by Lesra Martin, the afternoon allowed individuals to participate in 45 minute break-out sessions, with themes including Learning and Development; Leave for Change Program; Career Planning; Brand: U; Volunteer Kamloops; and Curiosity, Courage and Commitment. Lunch and Learn sessions are offered at least once a month for all staff.

COMMUNITY INVOLVEMENT

Our TRU community extends into our city and beyond with the United Way. The TRUly United campaign funds and supports disadvantaged and at-risk youth, women, and families in our local and regional communities. Last year, more than \$204,000 was raised at TRU, and we were proud to be the recipient of the United Way award for Best Employee Campaign.

2.5.8 NEW SENIOR ADMINISTRATORS

During 2015/16, key administrators were appointed at TRU.

PROVOST & VICE-PRESIDENT ACADEMIC

Dr. Christine Bovis-Crossen was appointed Provost and Vice-President Academic for a five-year term starting Sept. 1, 2015. An accomplished teacher, scholar and experienced academic administrator, she came to TRU from the Ontario College of Art and Design University, where she served as Vice-President Academic since 2012. Her role focused on recruiting and supporting students and faculty; promoting excellence and innovation in research, scholarship and teaching; and developing and implementing OCAD U's academic plan. She led the development of the university's strategic enrolment management action plan, established strategies for internationalization and e-learning, and negotiated and delivered OCAD U's first major international partnership agreement with India. Prior to joining OCAD University, Dr. Bovis-Crossen served as Dean of Arts, Social Sciences and Management at Queen Margaret University, Edinburgh, Scotland from 2003 to 2012. Dr. Bovis-Crossen has a BA (Hon) in Political Science from McMaster University, an MA in Political Science from Wilfrid Laurier University and completed her PhD in Sociology and Social Anthropology at the University of Hull in the UK.

ASSOCIATE VICE-PRESIDENT STRATEGIC ENROLMENT AND UNIVERSITY REGISTRAR

Michael Bluhm was appointed Associate Vice-President Strategic Enrolment and University Registrar effective Aug. 1, 2015. He brings experience in institutional enrolment management and strategy, policy research and development, data analysis, process and systems development, student recruitment and service delivery. Mr. Bluhm came from Kwantlen Polytechnic University, where he was the Acting Associate Registrar, Admissions, Graduation and Enrolment Services. He also worked for the University of Alberta as an enrolment management consultant, was the Director of Enrolment at the University of British Columbia's Faculty of Applied Science, and prior to that, the Associate Director of Undergraduate Admissions at UBC. He holds an MEd from UBC, and completed his undergrad at the University of Waterloo.

DEAN OF THE SCHOOL OF BUSINESS AND ECONOMICS

Dr. Michael Henry was appointed the new Dean of the School of Business and Economics beginning Aug. 1, 2015. Coming to TRU from MacEwan University, where he was the Associate Dean of the School of Business since 2004, Dr. Henry brings extensive leadership expertise. He developed the school's Bachelor of Commerce degree, including initiating an outcomes-based Assurance of Learning research project, and co-led the transformation of MacEwan's two-year college program to an internationalized university degree. Dr. Henry has a Doctor of Business Administration (DBA) in human resources management from the University of Southern Queensland, and an MBA from the University of Alberta. He completed undergraduate degrees at the University of Ottawa and Brock University. Dr. Henry was also a member of the Alberta Legislature for four years.

Works Cited, Chapter 2

Truth and Reconciliation Commission of Canada. *Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada*. Winnipeg: Truth and Reconciliation Commission. 2015.

Academic Highlights



3. ACADEMIC HIGHLIGHTS

TRU's program offerings are broad and comprehensive. They include: open admission bachelor's degrees in arts, business and science; limited and selective admission programs in areas such as education and nursing; adult basic education; distance and online education; foundational and apprenticeship programs in trades and technology; training in Williams Lake and regional centres; and several certificate and diploma programs that ladder up to higher credentials. Many credentials offer enriched learning opportunities such as co-curricular certificates, co-operative education, field schools, Study Abroad choices, practicums, and undergraduate research projects. TRU also offers a three-year Juris Doctor program through its Faculty of Law, a variety of graduate level certificates and diplomas, and three master's programs. Programs are organized and administered across several academic divisions and supporting departments.

In the 2015/16 fiscal year, TRU's total audited Full-Time Equivalent (FTE) enrolment was 11,618.

3.1 FACULTY OF ADVENTURE, CULINARY ARTS AND TOURISM

The Faculty of Adventure, Culinary Arts and Tourism offers internationally recognized certificates, diplomas, bachelor's degrees, and post-baccalaureate diplomas in adventure studies and tourism management. Students are trained as outdoor adventure guides and managers, event and conference organizers, and managers for resorts or hotels in the growing tourism industry. The Culinary Arts and Retail Meat department teaches students these trades in a hands-on environment that includes international quality gourmet food preparation for a public cafeteria and a retail meat store located on the Kamloops campus.

3.2 FACULTY OF ARTS

Arts at TRU—including humanities, social sciences and fine arts—offers a wide selection of high quality, flexible and innovative academic programs and learning options. These include the Bachelor of Arts, Bachelor of Interdisciplinary Studies, Bachelor of Fine Arts, and Bachelor of Journalism degrees with 15 majors and minors in eight departments: English and Modern Languages; Geography and Environmental Studies; Interdisciplinary Studies; Journalism, Communication and New Media; Philosophy, History and Politics; Psychology; Sociology and Anthropology; and Visual and Performing Arts.

FACULTY OF ARTS YEAR IN REVIEW 2015/16

- The Faculty of Arts is responding to the declining enrolment situation with a comprehensive Faculty Degree and Program Review. A lead-off workshop was held in spring 2015 with Alex Usher, a half-day program visioning retreat was held in fall 2015 and another half-day retreat is planned for late spring 2016. From the review as a whole, the design, structure and content of Bachelor of Arts, Bachelor of Fine Arts and Bachelor of Journalism degrees will be assessed and reformulated as necessary. New degrees such as an International Bachelor of Arts will also be considered.
- Course enrolments, after falling for several years, were level for the 2015/16 academic year as a result of the following strategic enrolment management initiatives in combination with steps taken by TRU as a whole.
 - A new Special Project Leader: Student Engagement is coordinating faculty activities in the areas of strategic enrolment management and student engagement.
 - Two traditional part-time secretarial positions were combined and reformulated into an information coordinator position to help reach out to students through the web and social media. Significant improvements to the faculty website were made.
 - A Faculty of Arts Student Success Team (FASST) consisting of advising staff and faculty members was developed and given a prominent newly renovated location. FASST is responding to the recommendations of the Student Services Task Force with an eye toward making further improvements to program advising and academic mentorship.

- A TRU International Start program is at the proposal stage (with TRU World) to admit international students with strong academic qualifications into a Bachelor of Arts program and provide an opportunity for them to concurrently develop their language skills in the context of a 12-month first-year experience.
- To provide greater opportunities for students and to indirectly boost enrolment, the Faculty of Arts is developing new programs: a Bachelor of Science in Geosciences (with the Faculty of Science); a Master of Arts in Communities and Cultures; a Bachelor of Visual Communication; minors in areas such as language and global studies, film studies and digital production, public relations, online journalism, international business communication, and new media studies; and a speech language specialization which would prepare students for graduate programs in speech pathology.

3.3 FACULTY OF EDUCATION AND SOCIAL WORK

The Faculty of Human, Social, and Educational Development was re-named the Faculty of Education and Social Work in January 2016. It is a unique academic division with programs ranging from the master's level to employment courses for those with learning challenges, offered by two schools and two departments: the School of Education, School of Social Work and Human Service, Department of English as a Second Language, and Department of University and Employment Preparation. The faculty offers credit and non-credit courses in adult basic education, adult special education, English as a second language, and teaching English as a second language. The programs include certificates and diplomas in areas like First Nations language and human services; bachelor's degrees in elementary education, physical education, and social work; a master's degree in education (with concentrations in educational leadership, counselling, and curriculum); and several post-diploma, post-baccalaureate and graduate certificates. The courses and programs are offered on campus in Kamloops, Williams Lake, and regional centres and/or through Open Learning.

FACULTY OF EDUCATION AND SOCIAL WORK YEAR IN REVIEW 2015/16:

- During 2015/16 the faculty initiated the Knowledge Makers interdisciplinary program to mentor Aboriginal undergraduate students into research.
- The Bachelor of Education in Trades and Technology and the Bachelor of Education in Science, Technology, Engineering and Mathematics are new programs planned to start in July 2017. The former is an applied degree designed to prepare people who have trade qualifications and work experience to teach in middle and secondary schools in technical and trades-related areas. The latter prepares teachers to be specialists in STEM education. By offering these new programs, TRU will assist the Province of British Columbia to ensure the availability of teachers delivering trades and technical training, and increasing student competencies in STEM.

3.4 FACULTY OF LAW

The Faculty of Law offers a three-year Juris Doctor program that was approved by the National Approval Committee on Accreditation, Federation of Law Societies of Canada in June 2014. Students have the opportunity to participate in a wide variety of initiatives, including a legal information service in which students serve the community, award winning competitive mooting, an international law journal, and student-run groups and activities.

FACULTY OF LAW YEAR IN REVIEW 2015/16:

- Two TRU Law students are headed to Wiesbaden, Germany as part of the law school's first international exchange. First-year students Fayme Hodal and Hart de Loi will spend six weeks at EBS Law School, one of Germany's leading private law schools, as part of an intensive academic summer program. Meanwhile, in the fall, TRU will send two more students to EBS for a full fall semester exchange, and TRU Law will also welcome an EBS student to Kamloops.
- A second-year TRU Law student has been awarded a \$3,000 scholarship from the Legal Leaders of Diversity Organization. The scholarship was developed to support and promote inclusiveness in the legal profession and is made possible by donations from 42 managing partners across Canada. The award is open to law students with a disability.
- Richard Oppong, TRU Law faculty member, was elected as a Fellow of the Ghana Academy of Arts and Sciences, the country's premier Academy. The prestigious academy is the equivalent of the Royal Society of Canada. Oppong joins 110 other fellows, including Dr. Kofi Annan, former UN Secretary General. Oppong will formally be inducted in November at a ceremony in Ghana.
- Two law students are gaining an international experience this summer with internships overseas. Ruby Lau, a first-year student, landed a position in the Hague at the International Criminal Tribunal for the former Yugoslavia. The ICTY is a United Nations court of law dealing with war crimes that took place in the Balkans in the 1990's. Lau's position is as a defence intern. Meanwhile, Meagan Kuiper, also a first-year student, is spending the summer in Kenya at her internship with the International Federation of Women's Lawyers (FIDA), the premier women's rights organization in Kenya.
- In April, TRU Law faculty member Micah Rankin appeared before the Supreme Court of Canada to argue an important case that he says will help determine how much a sentencing judge can vary from a plea bargain. Rankin decided to pursue the case because he argues that clarity is needed to bring consistency on the matter to courts across the country.
- Three TRU Law faculty members were awarded a major national research grant in April. Dr. Lorne Neudorf, Dr. Chris Hunt and Micah Rankin will receive one of two \$10,000 awards from the Foundation for Legal Research for their project "The Guide to the Canadian Interpretation Act." The trio calls the initiative important because it will act as a key legal resource in understanding and interpreting the law.
- TRU Law's inaugural career fair was held in mid-March. Over one hundred students were able to speak to representatives from eighteen regional and national firms in attendance. The fair was preceded by a career panel discussion where employers offered a series of comments on making application packages and resumes stand out.
- Four TRU Law faculty members received 2016 TRU Internal Research Fund Grants to support their research. The funds provide seed money for research with the objective of helping faculty increase their competence in a specific area, in order to better compete for external funding. The faculty members and their research include Dr. Lorne Neudorf ("Parliament's Supervisory Role in Lawmaking by Regulation"); Margaret Hall ("Responding to the Needs of Persons With Dementia: Developing a Canadian Guardianship Tribunal Model"); Charis Kamphuis ("Canadian Embassies Responses to Social Conflicts with Canadian Mining Companies" and Nicole Schabus ("Determining Access: Theory and Practice in Implementing Indigenous Governance over Lands and Resources").
- In mid-March, all of the first-year students participated in the 1L law moots, the culmination of the mandatory course Fundamental Legal Skills. Thirty teams of four students each acted as either crown counsel or defence counsel in a mock criminal case. Several TRU Law faculty members as well as members of the local bar association volunteered their time as judges over the course of three evenings.
- The TRU student-led Women in Law Club hosted its second annual Women in Law Career Panel in mid-March. Three prominent BC lawyers spoke to a group of about thirty students. The women

offered advice and wisdom on topics such as leadership, mentorship, career expectations, emotional burnout and sexism in the workplace. Students described it as a great forum to ask questions in a non-intimidating environment.

- Twenty students and professors gathered in late February to celebrate the launch of the TRU Law Black Law Students Association (BLSA). The club is a chapter of the national BLSA Canada and is for students wishing to examine and explore Black culture in the Canadian legal context. The club hopes to also connect with the Canadian Association of Black Lawyers (CABL).
- In mid-February, TRU Law students attended the McIntyre Cup for the first time. The Western Canadian law competition in trial advocacy was held in Calgary. Third-year students Kelly Melnyk and Olivia Harvey competed against teams from law schools across the region, arguing in the context of a criminal law scenario. While the pair did not advance to the national Sopinka Cup, both say they learned skills that will serve as strong foundations in their legal careers.
- In mid-February, for the third time, TRU Law sent a team of students to the Wilson moot in Toronto. The event carries the name of Madam Justice Bertha Wilson, and reflects her lifelong commitment to human rights through a competition centered around the Charter of Rights and Freedoms. Although they did not place, the team of five TRU Law students performed very well.
- A team of five TRU Law students placed second at the BC Law Schools Competitive Moot in mid-February 2016 in Victoria. UBC took first, while UVic placed third. The annual competition sees teams from each of the three BC law schools compete in appeal moot court. This marks the third year TRU Law has sent a team to the BC Cup since the law school opened in 2011.
- Fifteen TRU Law students gained valuable insight into the judicial process during Reading Week in February 2016, by participating in a unique program to shadow a judge for a day. The voluntary program, a coordinated effort between the university and local judges, is not commonplace at other law schools, which speaks to the relationship between TRU and the community. Groups of three students met with a different judge each morning and then observed the day's court proceedings. The students and judge met throughout the day to talk about matters of the law and procedure, and how judges and lawyers approach their work. There were participating judges from both the Supreme and Provincial Courts of British Columbia.
- In early February, students had the chance to examine rights and freedoms in a legal perspective at the student-run conference Keeping it Civil: Exploring Civil Liberties and the Charter in Canada. The two-day affair is organized by the SLS (Society of Law Students) and features a variety of distinguished legal guests (including keynote speaker Dennis Edney, who is Omar Khadr's lawyer) as well as student and faculty presenters. The SLS issues a call for proposals to law schools in Western Canada in an effort to attract law students from around the region.
- Several dozen mediators, judges and lawyers from around BC and western Canada participated in a series of TRU Faculty of Law courses in dispute resolution in early January 2016. The volunteer instructors assembled either online or as teams in Kamloops to lend their expertise in one of three courses highlighting a different aspect of dispute resolution. Known as Block Week, the mandatory week-long courses kick off the winter semester for the entire law student body. The unique format includes classroom and practical sessions and allows students to finish a course in just one week while receiving instruction from a wide network of legal professionals. First-year students learned the basics of interviewing and counselling; second-year students studied and practiced the role of lawyer in negotiation and mediation; and third-year students practiced trial advocacy and litigation (the processes associated with trials) based on an actual criminal case.
- The Environmental and Natural Resources Law Club argued its way to first place of 24 teams at the 12th annual UBC Environmental Law Group Negotiation Competition. This was the first time a non-UBC team took first place. Twelve TRU students (six teams of two) attended the competition, which revolved around three fictitious environmental groups. Winner Danielle Oliver and Dustin Ellis, both third-year students were so enthusiastic about the competition they organized an internal TRU

Environmental Law Negotiation Competition—in late February the event attracted 48 TRU Law students with eight local lawyers acting as judges.

- Justice Rosalie Silberman Abella visited the Faculty of Law on November 24, 2015 to speak to the students and engage in a lively question and answer session with the audience. She fielded numerous questions from the audience, providing insight on such topics as the evolution of equality in Canada, her career path, and the increasing number of self-represented litigants in the legal system. Justice Abella is among the most distinguished jurists in Canada and the world.
- Professor Katie Sykes launched an innovative new course offered for the first time in the fall of 2015. Lawyering in the 21st Century encourages students to challenge the legal status quo and develop ideas to improve something within the legal profession, pitching their ideas in a Dragon's Den style to a panel of judges. The unique course has garnered national attention as captured in an article of the Fall 2015 issue of *Canadian Lawyer 4 Students*. As a result of the course project, a team of students has developed an app to revolutionize the court scheduling system. The students intend to pilot the app in Kamloops in 2017.
- Law graduate Miranda Schmold ('14) has much to be proud of these days. At the top of the list is being among the first Lheidli T'enneh First Nation members to be called to the British Columbia bar. Schmold helped establish TRU's Indigenous Law Students' Association and went on to be its founding vice-president and later president.
- TRU law student Brianna Meyer turned her passion for the environment into practical experience during the summer of 2015, and helped improve the lives of others. On an internship in Alaska with Canadian Lawyers Abroad, she worked with 70 tribal and First Nation communities and much of her time was spent researching land acquisition models and opening dialogues about water quality. Her story was featured in canadianlawyermag.com, written by classmate Eli Zbar.
- TRU officially opened the doors to the first community legal clinic in the BC Interior in April 2016. Addressing the need for increased access to justice and legal services for low-income populations, the part-time clinic will also enable TRU Law students to earn credits and learn to apply practical legal skills. It offers a wide range of resources and programs for seniors and others. The operation of the clinic is made possible by a grant from the Law Foundation of BC, and will enable the part-time clinic to operate for about a year. Plans for funding ongoing operations include applying for additional grant money from the Law Foundation of BC, as well as potentially exploring other funding sources. Six students will staff the clinic in any given semester, interviewing clients and providing advice under the supervision of a lawyer, provided they have taken Community Lawyering, the prerequisite course. Community Lawyering was developed by Dr. Ruby Dhand, who oversees TRU Law's Clinical Program.

3.5 FACULTY OF SCIENCE

The Faculty of Science provides opportunities for practical hands-on experience across a spectrum of science disciplines in the classroom, in the lab, and in the field. Certificate, diploma, transfer, bachelor's degree, and Master of Science programs are offered through on campus and/or Open Learning in the areas of animal health technology, architectural & engineering technology, biology, chemistry, computing science, engineering transfer, environmental science, geology, health science, mathematics and statistics, natural resource science, physics, and respiratory therapy.

FACULTY OF SCIENCE YEAR IN REVIEW 2015/16:

- Faculty of Science overall enrolments increased by approximately 6% over the previous year.
- New faculty were hired in the departments of Architectural Engineering, Mathematics and Statistics, and Biological Sciences.
- In September 2015, the first intake of students in the second year of the engineering transfer program began.
- In January 2016 the first cohort of students entered the Applied Sustainable Ranching program in Williams Lake.
- Faculty members (with students as co-authors) published articles in the highly esteemed journals *Science* and *Nature Communications* as well as in leading journals in every major field they study.
- Major grants were received from Genome BC and the Real Estate Foundation of BC in support of an NSERC Industrial Research Chair in Ecological Reclamation and Restoration.
- Research by TRU's Centre for Optimization and Decision Science in support of Highland Valley Copper's Energy Sustainability Plan was recognized by Teck Resources for the energy savings it will be able to generate for the company.
- For over 30 years TRU has delivered an engineering transfer program and the students that go on to finish their studies elsewhere do extremely well. In 2015 an expansion of the program began and currently there are three applications made for every seat available. National, provincial, and local market analysis surveys indicate there will be a large and growing demand for engineers in the next decade. Because of TRU's existing strengths in computer science and the number of professional engineers on faculty, a proposal for a full bachelor's degree in engineering has been developed, with anticipated specialties in electrical, computer, and software engineering.

3.6 SCHOOL OF BUSINESS AND ECONOMICS

The School of Business and Economics has dedicated itself to the design and delivery of quality educational programs that are "global in perspective, accessible in design" and enable learners to achieve their full potential – becoming successful in the workplace or further academic study. It has certificate, diploma, bachelor's degrees, post-baccalaureate credit and non-credit courses and programs, and the most flexible Master of Business Administration program in Canada through on-line, on-campus and blended delivery modes, and on a full- or part-time schedule. Subject areas include accounting and finance; applied business technology and legal assistant; economics; management; and marketing, international business and entrepreneurship.

SCHOOL OF BUSINESS AND ECONOMICS YEAR IN REVIEW 2015/16:

- SOBE received approval from the provincial Degree Quality Assessment Board for two new master's degree programs in the areas of environmental economics and management. Pending final ministry approval, the school plans to launch these programs on campus in Fall 2017 and online soon after.

- The school launched its eighth major in the Bachelor of Business Administration. The Supply Chain Management major prepares students to assume leadership positions in the areas of procurement, operations management, and logistics and transportation globally.
- To expand the co-curricular and extra-curricular opportunities available to students, SOBE revived and expanded its Business Kickstart program and other student engagement activities including a number of student clubs and intercollegiate business competitions.
- SOBE continues to be one of the leading producers of peer-review scholarship at TRU. Three of the school's faculty were promoted to the rank of full professor for their outstanding performance in the areas of teaching, research and service.
- SOBE finalized program learning outcomes for each of its certificate, diploma, and degree programs and began to measure student performance in relation to these outcomes as part of its assurance of learning system using both direct and indirect assessment measures. This project included 26 separate programs and over 200 learning objectives.

3.7 SCHOOL OF NURSING

The School of Nursing has a rich history in providing nursing education over the past 35 years. It offers a Health Care Assistant certificate, a Seniors Living Management certificate, a licensed Practical Nursing diploma, a Bachelor of Science in Nursing, a Registered Nurse re-entry certificate program for those who have been away from nursing and wish to re-enter the workforce, and continuing education courses that are pertinent to nursing. As well, the Aboriginal Pathways certificate is for Aboriginal high school students preparing to take university programs in health sciences.

The School of Nursing is planning to offer a Master of Nursing program in collaboration with the University of British Columbia's School of Nursing starting in Fall 2016.

3.8 SCHOOL OF TRADES AND TECHNOLOGY

TRU's School of Trades and Technology offers programs through Construction Trades, Mechanical & Welding Trades, and Horticulture departments. These include foundation training for students who do not have a lot of experience in their trade of interest; apprenticeship training for students that result in Industry Training Authority or Red Seal Certification; professional driver training that prepares learners for a career in the trucking industry; Bachelor of Technology for those who already have a diploma or trades qualification; and Continuing Studies and industry contract training.

ACE-IT (Accelerated Credit Enrollment in Industry Training) is an innovative partnership between TRU Trades and Technology, BC school districts and independent schools from Vancouver Island to the Alberta border. This program bridges secondary and post-secondary education and training for high school students who are seeking a head start in a trades career. Grade 12 students earn dual credit in a post-secondary course and a secondary school course.

Trades also offers certificate, diploma, and continuing education courses through the TRU Water Education and Research Centre in water and wastewater technology and utilities to meet the varied education and training needs of the water industry in Canada and internationally.

SCHOOL OF TRADES AND TECHNOLOGY YEAR IN REVIEW 2015/16:

- provided welder training in Hope, Clinton, and Clearwater using the mobile training unit (a 12 welding bay expandable trailer)
- implemented the Mechanical Trades Sampler program which introduces students to automotive technician, motorcycle technician, heavy mechanical, and welding trades
- implemented the Construction Trades Sampler program which introduces students to carpentry, plumbing/piping, and electrical trades
- added the Industrial Mechanic (Millwright) Foundation program with two intakes of students
- future plans include developing accelerated apprenticeship programs that combine face-to-face and online delivery, preparation towards national harmonization of the trades, and growing the Women in Trades Training program

3.9 FACULTY OF STUDENT DEVELOPMENT

TRU supports student success through programs overseen by the Faculty of Student Development, which works collaboratively with the Centre for Student Engagement and Learning Innovation (CSELI), TRU World's International Student Services team, the Open Learning division, and the TRU Library. Student well-being is also addressed through the university's Advising services, Counselling department, Wellness Centre, Multi-Faith Chaplaincy, Health Services, Career Education department, Assessment Centre, Disability Services, Writing Centre, Math Help Centre, Supplemental Learning, Services for Aboriginal Students, and transitional programming such as University Preparation and English as a Second or Additional Language.

FACULTY OF STUDENT DEVELOPMENT YEAR IN REVIEW 2015/16:

- As TRU entered its 10th year as a university, it was appropriate to consider how well we are meeting the needs of our students through student life programming and academic support services. The Faculty of Student Development was central in the university's Student Service Review Task Force. This review helped determine students' awareness of, utilization of, and satisfaction with programs and services that are provided for their benefit and well-being; identify and describe any unmet needs; and discover opportunities to better communicate about and improve deployment, coordination, and integration of these programs and services through a robust, student-centered approach. The Task Force engaged the services of an external consultant for this review. Final recommendations were made in late April 2016 for implementation beginning in the 2016-17 academic year.
- An investment from the Province of \$400,000 for BC public post-secondary institutions will assist TRU in helping transform the culture of drinking on campus through projects such as the Drink with Class campaign. The initiative, co-led by the Centre for Addictions Research of BC and the Canadian Mental Health Association BC Division as part of the Changing the Culture of Substance Use (CCSU) project, aims to address substance use at BC public and post-secondary institutions. Brandon de Krieger, TRU residence services supervisor, has been involved with the CCSU group for the past two years and is spearheading the Drink with Class initiative on campus, targeting students during their first six weeks living in residence with multiple strategies to encourage responsible drinking. The initiative takes a harm reduction approach rather than an abstinence approach.

3.10 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 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 assessments and recognition (PLAR) services as well as maintaining an open learning credit bank.

OL offers over 55 programs and 590 courses that cover these areas of interest: adult basic education, arts, business and management studies, education, general studies, health and human services, nursing, science, technology, and tourism. Courses and programs delivered by OL are fully accredited and recognized by other post-secondary institutions, so credits can be transferred to another institution or program.

OPEN LEARNING YEAR IN REVIEW 2015/16:

- increased domestic registrations from students within BC by over 5%
- increased domestic registrations from students outside of BC by 10%
- granted through the use of prior learning assessment and recognition (PLAR) over 14,000 university level credits for learning achieved outside the academy
- launched online Master of Education and Seniors Living Certificate
- created eight new credit bank evaluation and articulation agreements with industry
- supported launch of an online, open access journal at TRU
- 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); founding membership in the Canadian Virtual University (TRU is currently responsible for updating the organization's website); and founding and active membership in the Open Education Resource University (OERu) initiative, which is dedicated to providing low cost education throughout the world by developing courses as educational resources.

CURRENT ACTIVITIES IN OPEN LEARNING INCLUDE:

- developing additional OERu courses
- the adoption, where feasible, of BC's open textbooks into our courses to lower the cost of education for our students
- participation in the development of a provincial Ed-Tech collaboration hosted on EduCloud
- exploring the possible inclusion of selected UBC courses in the TRU Open Consortium
- intensive and strategic marketing efforts to reach more learners

3.11 WILLIAMS LAKE AND REGIONAL CENTRES

TRU's campus at Williams Lake and the regional centres (100 Mile House, Ashcroft and Cache Creek, Barriere, Clearwater, Lillooet and Lytton) offer an array of programs, courses and workshops designed to meet the demands of today's workplace and the interests of the Cariboo Chilcotin community. Williams Lake offers some of the programs and courses listed above in each of the academic divisions, including a certificate in Applied Business Technology; developmental programs; an Educational Assistant and Community Support certificate; a Human Service diploma; years 1 and 2 of the Bachelor of Science in Nursing; a Health Care Assistant certificate; Electrical, Heavy Mechanical, Carpenter, and Welding trades programs; university preparation programs, and Continuing Studies courses. The Practical Nurse diploma program, Saw Filer apprentice program, and the new Applied Sustainable Ranching program are offered only at Williams Lake.

WILLIAMS LAKE AND REGIONAL CENTRES YEAR IN REVIEW 2015/16:

- as a pilot project, Williams Lake implemented block scheduling and blended delivery for most academic courses and University and Employment Preparation courses in Fall 2015 and Winter 2016. The semesters were divided into two six-week compressed "blocks". A research project is underway to gauge the success of this initiative.
- developed the new Applied Sustainable Ranching program with industry and the Faculty of Science, and funded by the Ministry of Advanced Education and partnerships with industry. The first intake of students was in January 2016.
- added a second intake of students to the Practical Nurse program that started in January 2016. This will allow for a pilot transition program in the Fall 2016 semester for a cohort of international students.
- completed a \$40,000 renovation to the gymnasium to allow for disabled access, and renovated to expand the trades compound.
- began planning for a wood pellet (biomass) boiler "district energy system" in partnership with School District 27 that will be completed later in 2016.
- partnered with Cariboo Chilcotin Aboriginal Training Employment Centre (CCATEC) for an Administrative Office Assistant program. This 18-week program prepared students for employment in a wide range of positions within the office environment. Students received training in Microsoft Office software, oral and written communication, interpersonal skills, time management and project management. Key skills in bookkeeping, petty cash and the preparation of financial records were introduced.
- partnered with CCATEC also for a Camp Cook program. Upon completion, successful students demonstrated the ability to cook in a camp or lodge, or in a restaurant in an entry level position. Menu planning included traditional recipes and exploration of Aboriginal culture and foods. Class time was divided between lectures and practical instruction using a working kitchen under the guidance of a Red Seal Chef, which enabled students to earn industry working hours towards their Red Seal exam.

Performance Plan



4. PERFORMANCE PLAN

4.1 OUR ALIGNMENT WITH AVED GOALS

The Strategic Priorities guide TRU’s institutional goals and objectives. Figure 4.1 demonstrates alignment of TRU’s strategic priorities and support of the Ministry of Advanced Education’s goals. The matrix shows that each of TRU’s strategic priorities support two or more of the Ministry’s goals.

TRU Strategic Priorities	Ministry of Advanced Education Goals			
	Goal 1: Students	Goal 2: System	Goal 3: Society	Goal 4: Citizens
	Students are supported to achieve their education, employment and training goals	Maintain a quality post-secondary education system that provides BC with a global competitive advantage	An education and training system that maximizes return on investment and supports BC’s diverse communities	Citizens are informed and engaged with government in a way that is inclusive, and builds both trust and quality of life
1. Increasing Student Success	✓	✓	✓	
2. Increasing Intercultural Understanding	✓	✓	✓	✓
3. Increasing Research Capacity	✓	✓	✓	✓
4. Increasing Entrepreneurial Capacity	✓	✓	✓	✓
5. Increasing Sustainability			✓	✓

For more information, visit:

¹British Columbia Ministry of Advanced Education. February 2016. 2016/17 – 2018/19 Service Plan. Retrieved from <http://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/advanced-education/service-plan>

²Thompson River s University. February 2014. Redefining the Modern University: Strategic Priorities 2014-2019. Retrieved from http://www.tru.ca/_shared/assets/2014-2019_StrategicPriorities_PDF31428.pdf

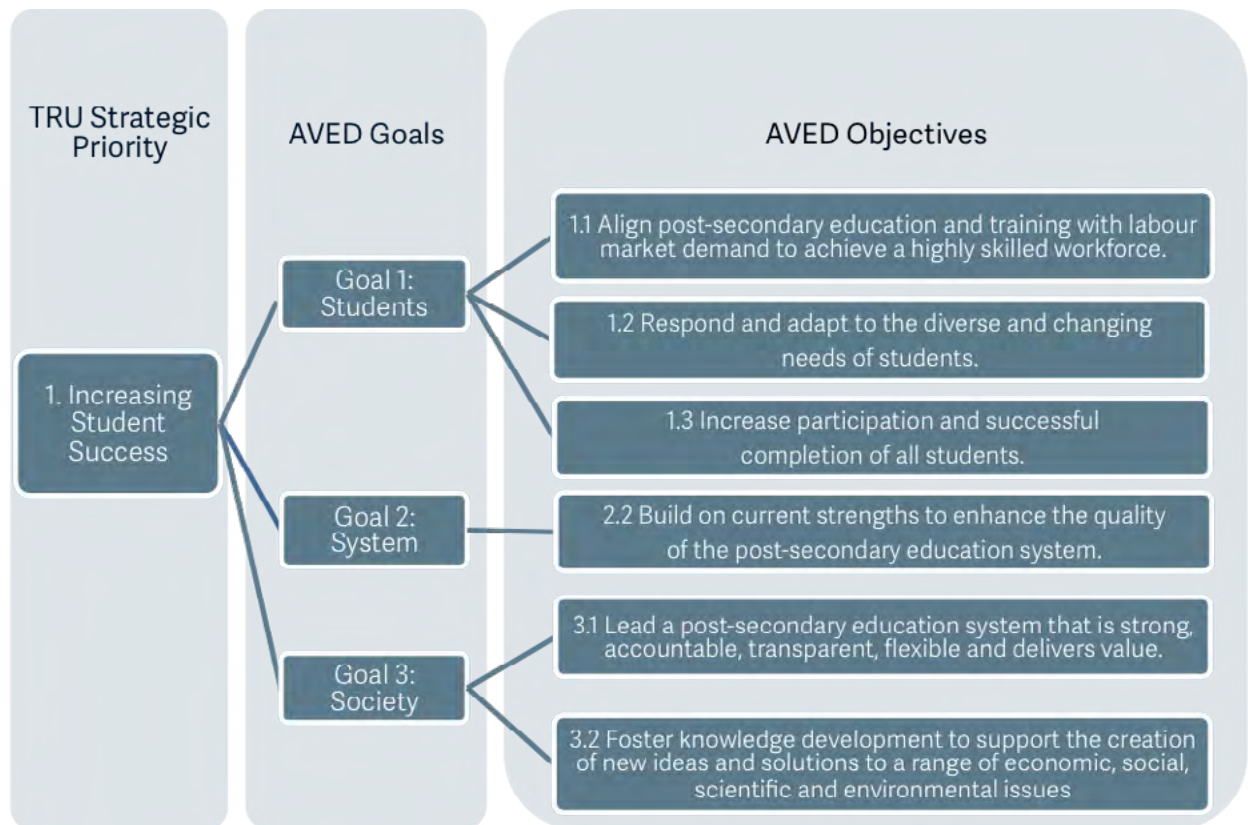
4.2 OUR STRATEGIC PRIORITIES

This section details how TRU's Strategic Priorities align with the Ministry of Advanced Education's goals and objectives.

4.2.1 INCREASING STUDENT SUCCESS

TRU will prioritize academic engagement and programs which fully develop our learners' knowledge and skills and support student career success in the context of:

- co-curricular, extracurricular and experiential learning opportunities
- flexible delivery models for innovative programs
- flexible learning options, such as laddering, prior learning assessment, open learning, and life-long learning options
- student transitions to work or further study through skills-based, competency-based, and learning outcomes-based education and training
- transitions between high schools and the university; trades, vocational and academic streams; virtual, distance and face-to-face learning environments



TRU offers an outstanding range of programs, from trades to traditional academics, certificates to bachelor's and graduate degrees. Our academic divisions provide academic and professional programs, interdisciplinary options, and practical experiences like co-op, study abroad and undergraduate research to enrich learning. A variety of services support students to increase their success.

Selected Student Success Highlights

POLI SCI CLASS GETS INTERNATIONAL EXPOSURE

A TRU political science class partnered with the International Labor Organization (ILO) in an experiential learning project that could have lasting implications for small businesses worldwide. Dr. Robert Hanlon's class set a precedent as the first Canadian institution to be involved in such a project for the ILO, developing low-cost training modules dealing with negotiation and conflict resolution. The self-led training modules will be rolled out in the Philippines in 2016, for use by community-based enterprises that can't afford training. Hanlon's upper-level arts students gained international exposure and experience that will make a real-world impact.

Read more: <http://inside.tru.ca/2016/02/09/poli-sci-class-gets-international-exposure/>

FINANCE PROGRAMS GET NOD FROM CFA INSTITUTE

The Chartered Financial Analyst (CFA) Institute welcomed TRU into its University Recognition Program in early 2016. The Bachelor of Business Administration finance major and Post-Baccalaureate Diploma in Finance were acknowledged as incorporating at least 70% of the CFA Program Candidate Body of Knowledge and placing emphasis on the institute's code of ethics and standards of practice. Entry into the University Recognition Program signals to potential students and employers that the TRU curriculum prepares students well to obtain the CFA designation, the most respected and recognized investment credential in the world. In addition, TRU is eligible to receive five student scholarships for the CFA Program each year.

Read more: <http://inside.tru.ca/2016/01/27/finance-programs-receive-top-marks-from-accreditation-organization/>

MINING DIPLOMA PILOT

The BC Centre of Training Excellence in Mining (CTEM) announced an agreement in January 2016 for a new pilot project, enabling students to complete a diploma in mineral exploration and mining technology from the British Columbia Institute of Technology (BCIT) at TRU. Diploma graduates from TRU can then apply their credits towards a degree in mining and mineral resources engineering at BCIT. CTEM is a virtual hub connecting BC's mining and mineral industries, communities and public post-secondary institutions to ensure students receive targeted training for these industries.

Read more: <http://inside.tru.ca/2016/01/27/mining-and-minerals-diploma-opportunity-announced/>

TRADES HELPS INMATES GET JOB-READY



Six inmates at Kamloops Regional Correctional Centre completed a six-week pilot program through TRU in January 2016 and are one step closer to meaningful employment upon their release. In a partnership between the School of Trades and Technology and BC Corrections, students took Level 1 Construction Craft Worker (CCW), which included classroom and practical training, first aid and Construction Safety Training Systems certification. All six students passed the CCW Level 1 Apprenticeship exam administered by the Industry Training Authority, and are one step closer to receiving the CCW Certificate—the newest Red Seal Certification—and future employment in the construction and natural resource sectors. The program supports the BC's Skills for Jobs Blueprint.

Read more: <http://inside.tru.ca/2016/01/21/trades-helping-inmates-get-job-ready/>

AWARDS SUPPORT STUDENTS

In November 2015, 602 TRU students shared \$729,000 in financial awards from the TRU Foundation, representing more than 334 donor awards for the fall semester. Fourth-year Bachelor of Science in Nursing student, mother of two and past award recipient Amanda Turnbull spoke to students and donors at the annual Foundation Awards Ceremony about the difference these awards make. Foundation staff and volunteers raised more than \$3 million in 2015/16 for students, buildings and programs.

Read more: <http://inside.tru.ca/2015/11/19/nearly-500-share-in-more-than-550000-in-student-awards/>



Fourth-year nursing student Amanda Turnbull shares how thankful she continues to be to have received a financial student award in a previous year.

TRANSITIONS DAY OFFERS OPTIONS

In high school Marcus Scherer knew he would go to university and even had strong ideas of what he would study when he got there. But what really convinced the Natural Resource Science student that university was the right choice was a six-hour visit to TRU in 2011, an annual field trip for Aboriginal students in grades 10-12 in School District 73 called Transitions to Post-Secondary. About 150 students visited TRU in November 2015 to become familiar with campus, learn about support services and staff and meet Aboriginal university students like Scherer. "I would like students to leave knowing that going to university isn't impossible," he said, "and for them to get a better idea of what university is all about."

Read more: <http://inside.tru.ca/2015/11/13/transitions-day-introduces-aboriginal-high-schoolers-to-campus/>

MOBILE WELDING TRAINING

In Hope, BC, 12 students were able to stay closer to home while receiving their entry-level welding training. Starting in August 2015, the School of Trades and Technology's mobile training unit (MTU), an expandable trailer with 12 welding bays, delivered a compressed 26-week program to a mix of adults and high schoolers enrolled in TRU's dual-credit ACE IT program. MTU delivers welding foundation and other industry contract training in smaller and remote communities in a partnership between TRU, School District 73 and the Industry Training Authority.

Read more: <http://inside.tru.ca/2015/07/29/mobile-welding-trailer-brings-training-to-hope/>

CO-OP STUDENT OF THE YEAR



Assisting with ground-breaking cancer research earned fourth-year Bachelor of Science student Carlee Poleschuk the Association of Co-operative Education (ACE) BC/Yukon University Co-op Student of the Year for 2015. The chemical biology major spent two co-op terms at TRIUMF, Canada's national laboratory for particle and nuclear physics, collaborating with TRIUMF's nuclear medicine team and the BC Cancer Agency.

Read more: <http://inside.tru.ca/2016/03/07/poleschuk-is-bc-yukon-co-op-student-of-the-year/>

Carlee Poleschuk spent two co-op terms at TRIUMF, Canada's premier nuclear physics lab, in 2015.

TOP UNDERGRADUATE IN MICROBIOLOGY

Bachelor of Science alumnus Cohord Mason was recognized as one of the top six undergraduate microbiologists in the country in 2015. The Canadian Society of Microbiologists awarded the cellular, molecular and microbial biology major with a CSM Undergraduate Award, one of six presented for 2015. The award recognized Mason's outstanding promise and early career contributions to microbiology. This is the third year a TRU student has won the CSM award since its inception in 2012.

Read more: <http://inside.tru.ca/2015/07/29/science-grad-recognized-by-canadian-microbiology-society/>

DEVELOPING TRADES SKILLS

University, industry and labour partnered to prepare students for the challenges and opportunities within their community in a memorandum of understanding signed between Domtar pulp mill, Unifor 10B employees' union and TRU on July 28, 2015. The MOU will enhance and enrich the quality of trades skills development within the Kamloops regional area. The agreement aims to support TRU Trades Foundation training programs, and to train and, where possible, hire students from TRU Foundation programs into the Domtar mill in Kamloops where, as members in good standing of Unifor 10B, they can begin a successful career in trades.

Read more: <http://inside.tru.ca/2015/07/28/industry-helping-develop-trades-skills-in-the-region/>

HIGH MARKS FOR SCHOOL OF NURSING



Commitment to a high-calibre learning experience earned TRU's School of Nursing the highest accreditation possible from the Canadian Association of Schools of Nursing (CASN) in 2015. The seven-year designation is the result of a rigorous review which scrutinized the School of Nursing, its administration, faculty, programs, student success before and after graduation, the learning spaces and equipment, relevance of courses and programs, and its corporate and community partnerships. The school completed a detailed self-study report and a site visit was conducted in March 2015 by a team of peers from different Canadian universities.

Read more: <http://inside.tru.ca/2015/07/02/nursing-receives-top-marks-from-national-accreditation-organization/>

BASKETBALL MAKES HISTORY

The WolfPack men's basketball team had a season for the books, making school history with their first-ever trip to the Canadian Interuniversity Sport men's basketball Final 8 in March 2016. Playing in the Final 8 not only meant national attention, it will help with recruiting quality players and remaining competitive into the 2016-2017 season.

Read more: <http://inside.tru.ca/2016/03/22/mens-basketball-season-to-remember/>

PLAYER OF THE YEAR

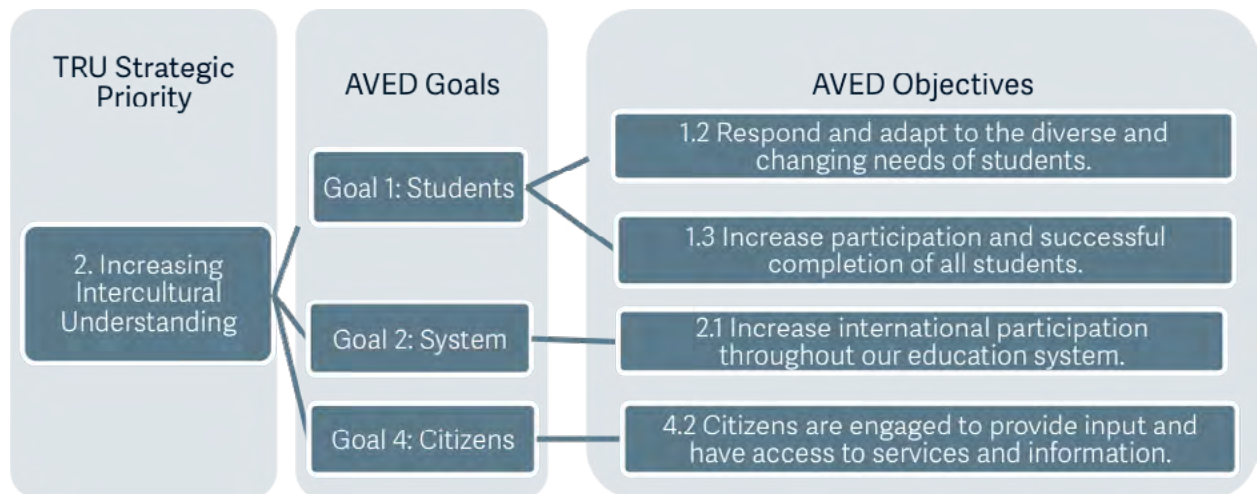
Announced in March 2016, WolfPack women's volleyball player Iuliia Pakhomenko was named Canadian Interuniversity Sport (CIS) Player of the Year. She was also Canada West female athlete of the year, CIS female volleyball player of the year, and CIS All-Canadian for the second year in a row, all while working towards a Master of Business Administration.

Read more: <http://athletics.inside.tru.ca/2016/03/10/iuliia-pakhomenko-cis-womens-volleyball-player-of-the-year/>

4.2.2 INCREASING INTERCULTURAL UNDERSTANDING

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

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



TRU's Strategic Priorities indicates that TRU will prioritize programs and practices that support diversity, inclusion and intercultural understanding between its Aboriginal, local, regional and global communities. The TRU community is culturally diverse. TRU is home to international students from over 80 countries, a substantial Aboriginal student body from a wide number of First Nations, Inuit and Métis communities across Canada, and a domestic student population representing an array of cultural heritages and an increasing number of new Canadians.

Students can receive formal recognition for their intercultural experiences through the Global Competency Certificate, which can be earned in tandem with any academic program. Students collect points for academic and non-academic global engagement (e.g. international or intercultural experiences, learning another language, study abroad), communicate what they've learned in a presentation (poster, blog, speech, video, publish an article, etc.), and submit a portfolio and a reflective essay. The supplementary credential formally recognizes the global literacy—knowledge, skills, and attitudes—of a globally minded citizen.

See section 2.4.2 – Truth and Reconciliation Commission for numerous activities held at TRU that were designed to increase understanding of Aboriginal culture.

Selected Intercultural Understanding Highlights

LAW FIELD TRIP REVEALS INDIGENOUS PERSPECTIVES

First-year law students who have been studying Aboriginal rights and title and Indigenous law heard from several guest speakers during a field trip to the Tk'emlúps te Secwépemc reserve in February 2016. The annual field trip for TRU law courses in constitutional law and legal perspectives took the group to Chief Louis Centre (formerly the Kamloops Indian Residential School) and was an opportunity for students to learn about Aboriginal law issues from local Indigenous perspectives. Topics covered included Aboriginal rights and Indigenous law with respect to land and resources and the residential school experience.

Read more: <http://inside.tru.ca/2016/02/11/aboriginal-speakers-impact-students-on-law-field-trip/>

CONFERENCE ON ABORIGINAL TITLE

Nearly two years after the Supreme Court of Canada issued the first declaration of Aboriginal title in Canadian history in *Tsilhqot'in Nation v. British Columbia*, questions remained about how to implement this decision and its impact on resource development. TRU's Determining Access, Theory and Practice in Implementing Indigenous Governance over Lands and Resources Conference aimed to address some of those questions. Supported by a \$25,000 Social Sciences and Humanities Research Council of Canada (SSHRC) Connection Grant, the two-day conference in February 2016 was organized by Law faculty members Dr. Janna Promislow and Nicole Schabus in partnership with TRU Aboriginal Education and the Interior Alliance nations. Promislow and Schabus anticipate ongoing work with the Interior Alliance and Tsilhqot'in Nation this summer.

Read more: <http://inside.tru.ca/2016/01/21/access-conference/>

TRUTH AND RECONCILIATION TALK



The TRU Students' Union Storytellers Gala and President's Lecture Series jointly presented keynote speaker Justice Murray Sinclair, Commissioner of Canada's Truth and Reconciliation Commission on Oct. 26. His talk addressed the fundamental questions of the six-year commission: what happened in residential schools, who is responsible, and what we can do to assist moving reconciliation forward.

Read more: <http://inside.tru.ca/2015/10/09/justice-sinclair-truth-and-reconciliation/>

Justice Murray Sinclair.

Photo by Galit Rodan/For the Toronto Star.

CHINESE AGREEMENT TRAINS TEACHERS

On November 20, 2015, TRU expanded its global involvement with the signing of an agreement with Maple Leaf Educational System (MLES), the largest BC curriculum teaching offshore school in China. The agreement will see 20 MLES graduates annually enrol in TRU's Bachelor of Science program, followed by the Bachelor of Education. Successful BEd grads will have guaranteed employment opportunities as BC-Certified teachers in MLES off-shore BC Education Ministry accredited schools, which teach BC Curriculum.

Read more: <http://inside.tru.ca/2015/12/07/agreement-with-maple-leaf-education-systems-mles-china/>

SUMMER IMMERSION

Since 2009, two of TRU's global branches—TRU World and the International Training Centre—have attracted an increasing number of international students for short-term summer immersion programs. Over 700 students from China, Colombia, Ecuador, Japan, Korea, Mexico, Spain, Russia, Ukraine, and Vietnam practiced their English and experienced Canadian culture on- and off-campus in summer 2015. Homestay families (more than 200 of them) are a critical part of the programs' success.

Read more: <http://inside.tru.ca/2015/08/07/more-than-700-immersion-students-help-drive-regional-economy/>

ABORIGINAL YOUTH CAMP FOR SCIENCE AND HEALTH

In August 2015 TRU held its annual science and health sciences camp for 20 Aboriginal youth in grades 8 to 10. Participants came from around the region with a few as far away as Hazelton and Fort St. James. Funded by TRU's science and nursing departments as well as other organizations, the camp's goal is to soft-sell science and health sciences to a population that's typically under-represented in both. Academic activities related to microbiology, ethnobotany, chemistry, biology, math and nursing are combined with activities like a scavenger hunt, rock climbing, yoga and swimming. Campers also become familiar with TRU's Kamloops campus.

Read more: <http://inside.tru.ca/2015/08/07/camp-for-aboriginal-youth-sparks-interest-in-science-health-sciences/>



Campers discuss their results at the starfish station.

CELEBRATING DIVERSITY FOR 23 YEARS

Hundreds of students, alumni, faculty, staff and community members attended IDays, TRU's 23rd annual celebration of the world's culture and diversity. Spanning a week in March 2016, more than 60 events included interactive workshops, displays, information sessions, a handful of international guest speakers and a variety of cultural festivities with food, art and performances. Guest speakers Craig Kielburger and Gwynne Dyer were among the lecture highlights.

Read more: <http://inside.tru.ca/2016/03/24/idays-successfully-brings-people-together/>

ABORIGINAL LAW MOOT

Four TRU Law students expanded their Aboriginal law skills at the Kawaskimhon Moot at Queen's University in March 2016. Seventeen law schools from across Canada participated in the annual event which challenges students to use their knowledge of the law governing the relationship between Indigenous peoples and settler society to negotiate legal issues of importance to Aboriginal people. This year's moot problem focused on issues arising from the Truth and Reconciliation Commission's report and the commitment to implement the 94 calls to action. The entire experience made a big impact on students Harman Bains, Ken McLeod, Brianna Meyer and Christopher Gall. "Peeling back the legal issues to their bare bones is how reconciliation can finally begin. The value of this exercise should not be understated and it is something we will carry with us well into our legal careers," said Meyer. This is the fourth year TRU Law has participated, and TRU hopes to host this event in 2019.

Read more: <http://inside.tru.ca/2016/03/16/students-debate-trc-issues-at-aboriginal-law-moot/>

AGREEMENT EXPANDS TRU'S GLOBAL NETWORK

In June 2015, TRU expanded its global network of institutional partners with its first formalized agreement with a Mexican state university. The agreement with Universidad Autónoma de Guerrero (UAGRO) opens potential for both universities in several areas, including joint research, training and management projects, as well as academic programs (double degrees, 2+2 models, and visiting student programs).

Read more: <http://inside.tru.ca/2015/06/26/agreement-with-mexican-university-expands-global-network/>

FACULTY AND STAFF VOLUNTEER ABROAD

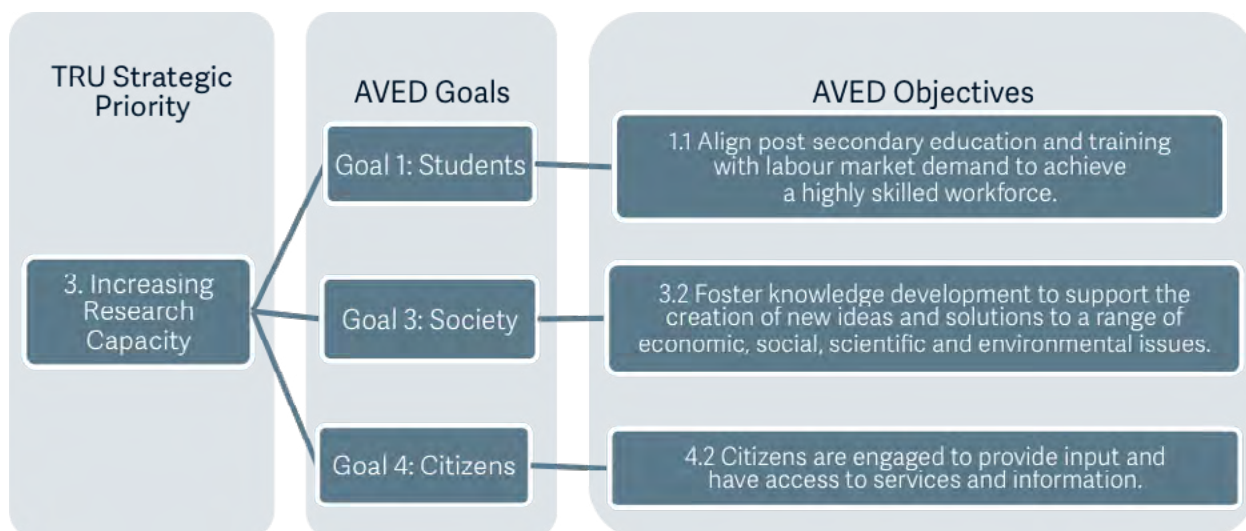
Last fall TRU employees Stephanie Chaput and Kelly Warnock strengthened their intercultural understanding during three weeks spent volunteering their expertise in developing countries on the Leave for Change (L4C) program. The first two participants in the program since TRU joined umbrella organization Uniterra in April 2015, the pair contributed their vacation time and had the rest of their travel, accommodations and pre-trip orientation covered by TRU and L4C. TRU has committed to sponsoring four employees annually, with postings available in a variety of occupations in 12 different countries.

Read more: <http://inside.tru.ca/2016/03/03/leave-for-change/>

4.2.3 INCREASING RESEARCH CAPACITY

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

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



Research and creation are the heart and soul of a university. They inform who we are and why we do what we do as teachers, scholars, students, support staff and administrators. Continuing to build TRU's research profile is seen as crucial not only to student recruitment and engagement, faculty progression and renewal, and the development of new graduate programs, but also to our university's local, regional, national and international reputation.

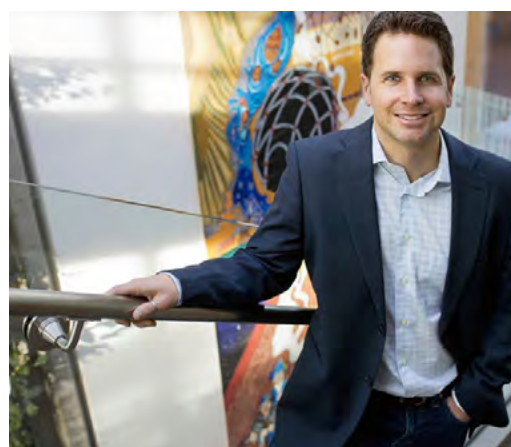
Having launched a new Strategic Research Plan (SRP) in 2014/15, we are moving from planning to implementation, and to achieving the plan's key objectives. These include increasing the number and percentage of active faculty holding external research funding, increasing the total dollar amount of tri-agency grants and external contracts with business and industry, increasing student engagement in research, and increasing the number of peer-reviewed publications, scholarly works and exhibitions as a percentage of total research-focused faculty.

Selected Research Capacity Highlights

NEW TOURISM RESEARCH CHAIR

Dr. Courtney Mason was appointed as Tier II Canada Research Chair in Rural Livelihoods and Sustainable Communities in TRU's Faculty of Adventure, Culinary Arts and Tourism in February 2016. A Tier II Canada Research Chair at TRU further boosts the university's growing research capacity, and the sustained funding that comes with this appointment signals the federal government's confidence in the university. Mason specializes in Indigenous and tourism studies, and his role at TRU is to act as an engine of research, working to connect the university with the communities it serves in purposeful and meaningful ways.

Read more: <http://inside.tru.ca/2016/02/10/crc-tourism/>



Dr. Courtney Mason was introduced on Feb. 10, 2015 as TRU's new Tier II Canada Research Chair in Rural Livelihoods and Sustainable Communities in the Faculty of Adventure, Culinary Arts and Tourism.

RESEARCHERS AWARDED DISCOVERY GRANTS

Science faculty members Dr. Mohamed Tawhid and Dr. Sean McGuinness shared in Natural Sciences and Engineering Research Council (NSERC) Discovery Grants in July 2015.

Tawhid received \$90,000 for his research on metaheuristics and heuristics for global optimization problems, and McGuinness \$55,000 for his work on base exchange and extremal properties of matroids. NSERC Discovery Grants fund discovery in chemistry, physics, life sciences, mathematics, computer science, geoscience, and the many branches of engineering, usually for a five-year term.

Read more: <http://inside.tru.ca/2015/07/20/researchers-share-in-discovery-grants/>

INSIGHT DEVELOPMENT GRANT ON RUSSIAN HISTORY

History faculty member Dr. Wilson Bell was awarded a prestigious Insight Development Grant from the Social Sciences and Humanities Research Council (SSHRC) in September 2015. A Russian historian, Bell will receive \$40,000 over two years for his project, "44 Lenin Avenue: Siberia's 20th Century History as Told through Its Most Remarkable Building". The funding allows him to spend eight weeks in Tomsk, Siberia this summer, focusing on two events that took place at 44 Lenin Avenue: the murder of an Orthodox priest in 1917, and the opening of a museum dedicated to memorializing Stalinist repression in 1992.

Read more: <http://inside.tru.ca/2015/09/28/historian-awarded-prestigious-research-grant/>

PRESERVING THREATENED BAT POPULATIONS

Biological Sciences faculty member Dr. Naowarat Cheeptham and Wildlife Conservation Society of Canada biologist and TRU Adjunct Professor Dr. Cori Lausen were awarded a \$75,000 USD research grant in September 2015 from the United States Fish and Wildlife Services to advance the search for effective biological controls of the fungus that causes White Nose Syndrome (WNS), which has been decimating North American bat populations since 2007. The researchers aim to identify new microbes and viruses that inhibit the growth of the fungus, increasing the options to mitigate WNS and protect bat species across North America.

Read more: <http://inside.tru.ca/2015/09/29/tru-researchers-awarded-75000-grant-to-study-deadly-bat-disease/>

PUBLISHED IN NATURE COMMUNICATIONS



Dwarf Mistletoe researcher Dr. Cynthia Ross Friedman with some of her student researchers in the field near Lac le Jeune. Front row: Baylee Out. Back row: Cameron Boyda, Cynthia, Rolena Debruyn.

Ground-breaking findings by Dr. Cynthia Ross Friedman, Biological Sciences and a team of researchers including Dr. Mark Paetkau, Physics and undergraduate student Rolena deBruyn were published on February 9, 2015 in *Nature Communications*, one of the highest-ranked multidisciplinary journals in the world. The paper, “Thermogenesis-triggered Seed Dispersal in Dwarf Mistletoe” confirms the teams’ finding that the plant produces its own heat, and that heat provides the trigger for seed eruption. Undergraduate research assistant deBruyn was supported by a Natural Sciences and Engineering Research Council (NSERC) of Canada Undergraduate Student Research Award.

Read more: <http://inside.tru.ca/2015/02/11/novel-discovery-mistletoe-creates-its-own-heat-to-discharge-seeds/>

ECOSYSTEM RECLAMATION CHAIR GAINS SUPPORT

In December 2015, Genome British Columbia pledged \$250,000 towards the creation of a Natural Sciences and Engineering Research Council (NSERC) Industrial Research Chair position in ecosystem reclamation at TRU. Creating an NSERC research chair position supports the development of industry-based solutions to

environmental problems and is a first step towards the creation of a Centre for Ecosystem Reclamation at TRU, the first of its kind in Canada. Dr. Lauchlan Fraser, professor in Natural Resource Science, is the candidate for the chair position.

Read more: <http://inside.tru.ca/2015/12/03/genome-bc-pledges-support-for-a-research-chair-in-ecosystem-reclamation/>

PUBLISHED IN SCIENCE

Results from a research paper published in June 2015 in the journal *Science*—the world’s leading journal for cutting-edge research—have global ramifications for the management and conservation of biodiversity. Findings from the international project led by Natural Resource Science faculty member Dr. Lauchlan Fraser show a link between plant biomass and species richness in grassland ecosystems: the highest diversity is found at intermediate levels of plant biomass. Fraser designed the experiment and coordinated the efforts of 62 scientists from 19 countries and six continents. The project is part of HerbDivNet, a network of scientists studying the relationships between plant biomass production and species diversity.

Read more: <http://inside.tru.ca/2015/07/16/tru-led-grasslands-study-has-global-reach/>

RESEARCH ABROAD

TRU Bachelor of Science student Nadja Hedrich was accepted to the German Academic Exchange Service's (DAAD) Rise Program, which allowed her to spend summer 2015 abroad engaged in research. Each year, highly qualified Canadian undergraduate students are invited to apply for scholarships that fund research and internships in Germany. Hedrich was paired with a German PhD student at the Helmholtz Centre for Environmental Research in Halle, Germany, and stayed for 12 weeks, studying the effects of native versus exotic species on biodiversity in German grasslands.

Read more: <http://inside.tru.ca/2015/11/18/daad/>

SMALL BIRDS, GLOBAL IMPACT

In a multi-disciplinary project to track the movement of small birds, Biological Sciences associate professor Dr. Matt Reudink and his research team are collaborating with Dr. Mark Paetkau, Physical Sciences, Dr. David Hill, Geography and Environmental Studies, and international partners at the Swedish University of Agricultural Sciences in Umea, Sweden. To monitor the movements of individual birds over the two university campuses, the team is using radio-frequency identification (RFID) technology adapted by Paetkau and a web-based platform for the public visualization and dissemination of the data developed by Hill. This system allows researchers to ask important questions in conservation biology, ecology and evolution, and will be available for classroom use and outreach through web visualization.

Read more: <http://inside.tru.ca/2016/01/05/nationalbirdday/>

PATHWAYS TO LEARNING



Jackson Kusack checks out one of the bird feeders on campus which monitor bird movements.

Animal biology major Jackson Kusack's Undergraduate Research Experience Award Program (UREAP) project on migratory songbirds took him much further than he expected—all the way to Wolfville, Nova Scotia. In July 2015, he presented a poster of his findings at the 2015 Ornithology Meeting of the American Field Ornithologists, Society of Canadian Ornithologists and Wilson's Ornithological Society at Acadia University, for which he received a Society of Canadian Ornithologists Student Presentation award. For his project, Kusack looked at a multitude of traits from migration distance to plumage brightness and social system to find out which were significant to moult strategies—when and where the songbirds replace their feathers in relation to migration. Recognition at the conference has spurred him to share his findings in an article for publication.

Read more: <http://inside.tru.ca/2015/08/25/songbird-research-ureap/>

ARTS UNDERGRADS SHOWCASE RESEARCH

A host of topics like Syrian refugees, gender in Hollywood, selfies as art, and terror and violence were up for discussion during TRU's ninth annual Philosophy, History and Politics (PHP) Conference in January 2016. PHP is an opportunity for students in those three areas to bring their undergraduate research to life through creative lectures of about 20 minutes followed by time for questions and answers. More than 50 students presented, including students from universities across BC and Alberta.

Read more: <http://inside.tru.ca/2016/01/15/php-students-bringing-research-to-life/>

OPEN LEARNING ACQUIRES INTERNATIONAL JOURNAL

Dr. Irwin Devries, Interim Associate Vice President, Open Learning, became co-editor of the *International Journal of E-Learning & Distance Education*, along with Dr. David Porter, Associate Vice-President, Education and Support and Innovation at BCIT. The journal was transferred to TRU from Mount Royal University in January 2016, and is supported by a grant from the Social Sciences and Humanities Research Council (SSHRC) Aid to Scholarly Journals Program. It is an international publication of the Canadian Network for Innovation in Education that aims to promote and encourage scholarly work in e-learning and distance education, and to provide a forum for the dissemination of international scholarship.

ENCOURAGING ABORIGINAL RESEARCH ENGAGEMENT

Seventeen TRU students spent their Reading Week break in February 2016 in an intensive Knowledge Makers program, designed to encourage Aboriginal undergraduate students to engage in research. The Knowledge Makers workshops were spent developing a research publication and individual research projects. Bachelor of Tourism Management student Jason Johnston used the opportunity to strengthen his business plan for a culturally-based adventure experience business at home in Neyaashiinigmiing First Nation in Cape Croker, ON, by conducting first-hand research on what band members want.

Read more: <http://inside.tru.ca/2016/02/23/knowledge/>

A HUB FOR INVASIVE SPECIES RESEARCH



Natural Resource Science faculty member Dr. Brian Heise was appointed Chair of the Invasive Species Council of BC (ISCBC) in February 2016, further solidifying TRU as a hub for research in invasive species. He will be involved in the development of national research-based policy, and hopes to expand the council's focus on research.

Read more: <http://inside.tru.ca/2016/02/24/invasive/>

Dr. Brian Heise, Associate Professor in Natural Resource Sciences, has been appointed Chairman of the Invasive Species Council of BC.

RESEARCH VIDEO IN TOP 25

Ryland Fortie, a fourth-year Bachelor of Fine Arts student, was one of the Top 25 finalists in the Social Sciences and Humanities Research Council (SSHRC) 2016 Storytellers Challenge. The annual contest asks post-secondary students from across the country to demonstrate—in three minutes or 300 words—how SSHRC-funded research is making a difference in the lives of Canadians. Fortie's video, "The Camera Obscura Project: Optics, Learning and Play in Canada's Wilderness," details his journey as a research assistant on the project led by Visual Arts Professor Donald Lawrence.

Read more: <http://inside.tru.ca/2016/04/04/research-story-recognized-as-among-25-best-in-canada/>

NEW CENTRE FOR NURSING RESEARCH



TRU is now home to a new research centre: the Collaboratory for Educational Research and Development in Nursing, spearheaded by Dr. Noeman Mirza, Assistant Professor in the School of Nursing. The objective of the collaboratory is to address pedagogical questions with the intent to provide evidence-informed guidance in decisions about teaching, learning and evaluation in the School of Nursing, the university and beyond.

Read more: <http://inside.tru.ca/2016/04/14/new-centre-of-excellence-in-nursing-education-launched/>

Dr. Noeman Mirza, Assistant Professor in the School of Nursing, is the director of the new Collaboratory for Educational Research and Development in Nursing.

AWARD USED FOR INTERNATIONAL RESEARCH

As captain of the TRU swim team, Jagdeesh Uppal is a gifted athlete and leader, and he is also a fourth-year chemical biology student. Uppal received a \$5,000 Mitacs Globalink Research Award and an additional \$5,000 from the Indian Ministry of Human Resource Development to spend three months in Summer 2016 joining a research project at the Indian Institute of Technology that focuses on the early detection of Alzheimer's disease.

Read more: <http://inside.tru.ca/2016/05/24/alzheimer/>

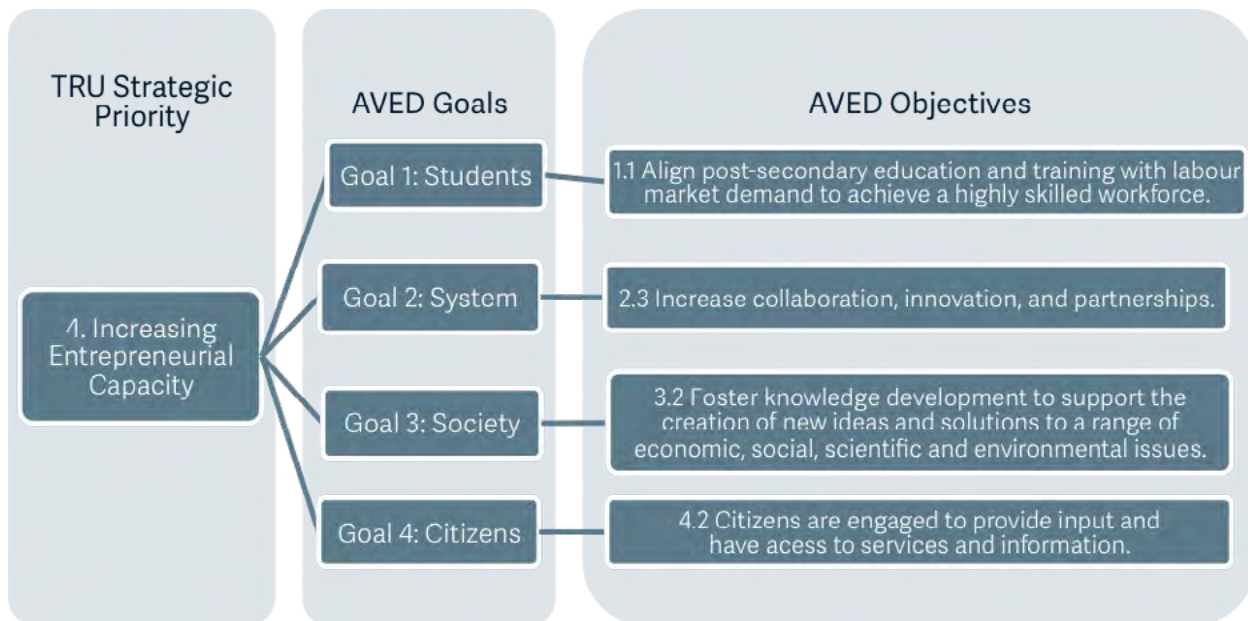


Jagdeesh Uppal will spend his summer at the Indian Institute of Technology where he will work with a team researching methods of early detection of Alzheimer's disease.

4.2.4 INCREASING ENTREPRENEURIAL CAPACITY

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

- innovative practices, experiences, and ideas
- research and creative opportunities for students and faculty
- career development opportunities for students, faculty, staff and alumni
- partnerships with government, NGOs, industry, business, professional and academic institutions and communities
- innovation leading to economic development



At TRU, entrepreneurial capacity does not have a narrow, business-innovation-focused definition. Rather, its definition is broad and primarily community-based, deriving directly from TRU’s mandate to serve the educational needs of its region. Objectives in this section reflect the institution’s goals to increase its community collaboration, its creative, cultural and social engagement and its connection to the region. Successfully increasing entrepreneurial capacity at TRU will result in a vibrant campus life (a “university village”) that connects to and supports the community around it.

Selected Entrepreneurial Capacity Highlights

UNRAVELLING THE MYSTERIES OF BEER

Dr. Jonathan Van Hamme is using his microbiology research lab to develop solutions for challenges faced by local business owners. In May 2015, the Biological Sciences faculty member was awarded two \$25,000 Engage Grants from the Natural Sciences and Engineering Research Council (NSERC). The grants allowed him to use his experience in genomics to help local U-brew operation B.A. Brewmaster save money by reducing the cost of brewing supplies, and work with Red Collar Brewing Co, a local microbrewery, to sequence the genomes of unique yeast strains. The bulk of the funding went towards hiring student research assistants Robyn McArthur and Corrie Belanger, who were also awarded NSERC Undergraduate Student Research Assistantships (USRA). Recent TRU graduate Katiana Pyper was awarded an NSERC Industrial USRA to contribute to the research while working on site at B.A. Brewmaster.

Read more: <http://inside.tru.ca/2015/06/22/unravelling-the-mysteries-of-beer/>

AWARDS FOR BUSINESS STUDENTS

Scotiabank donated \$150,000 in September 2015 towards awards and bursaries for domestic, international and Aboriginal students who are enrolled in entrepreneurial courses and programs in TRU's School of Business and Economics. A total of nine annual awards will be given out each year for five years, including a \$6,000 award for a student majoring in New Venture Creation (Entrepreneurship) within the Bachelor of Business Administration (BBA) or the Post-Baccalaureate Diploma (PBD) program who submits a winning business plan.

Read more: <http://inside.tru.ca/2015/09/11/scotiabank-supports-tru-students-with-annual-awards/>

GENERATING ENTREPRENEURIAL SUCCESS

Hummingbird Drones chief executive officer and TRU alumnus Robert Atwood was awarded the Startup Canada Young Entrepreneur Award for BC and the North on November 4, 2015. A Bachelor of Natural Resource Science graduate, Atwood and BBA student Richard Sullivan founded the business after they saw an opportunity while working as firefighters during the 2014 wildfire season. Hummingbird Drones is the first UAV (Unmanned Aerial Devices) service provider in North America involved in wildfire suppression activity, offering low-level infrared scanning and mapping for wildfire agencies, emergency responders and environmental industries. Key to the company's success was the support of the TRU Generator, an on-campus entrepreneurial hub that provides mentorship, education, venture creation and seed funding support for alumni, students, faculty and staff.

Read more: http://inside.tru.ca/2015/10/26/generator_success/



Hummingbird Drones founders Robert Atwood (centre), and Richard Sullivan (right), are joined here by Andy Low, Wildlife Preparedness Officer for the BC Wildfire Service.

KIOSK PROVIDES RETAIL EXPERIENCE

The kiosk conceived and operated by students in the Essential Skills Training (ESTR) program did a brisk business again in 2015/16 at the heart of the Kamloops campus. For retail worker student James McFarlane, the kiosk means regular opportunities to hone his interpersonal and communications skills. "If it looks like people might need help, I'll ask if I can help. If they don't know what they're looking for, I can make suggestions." Now in its 19th year, ESTR offers individuals with cognitive disabilities a combination of classroom learning and workplace experience in various settings, with retail worker, automotive assistant and kitchen assistant streams and a chance to explore entry-level employment options. Working with the TRU Foundation, ESTR obtained a grant from the Robert L. Conconi Foundation in Vancouver to cover costs for the cart, an iPad and software for students to operate as a cash register, a printer and other items.

Read more: <http://inside.tru.ca/2015/10/22/kiosk-provides-retail-experience-for-students-with-cognitive-disabilities/>

ENGAGE GRANT TACKLES LUMBER SUPPLY

When faced with the possibility of shutting down mills due to lack of lumber supply, two local groups came together to look for a solution, and enlisted the help of TRU hydrologist Dr. Tom Pypker in the department of Natural Resource Sciences. The Skeetchestn Indian Band and Norbord Inc., working together through Sk7ain Ventures, asked Dr. Pypker's research team to determine whether fast-growing hybrid poplar is a viable crop for their land, a 100-hectare plot located along the Deadman River, where challenges could include soil fertility, cold hardiness and the poplar's high water needs. This summer the team will assess the success of different poplar clones and test mulches for prevention of water loss and weed issues. The research is supported by an NSERC Engage Grant.

NEXT STEPS TOWARD UNIVERSITY VILLAGE

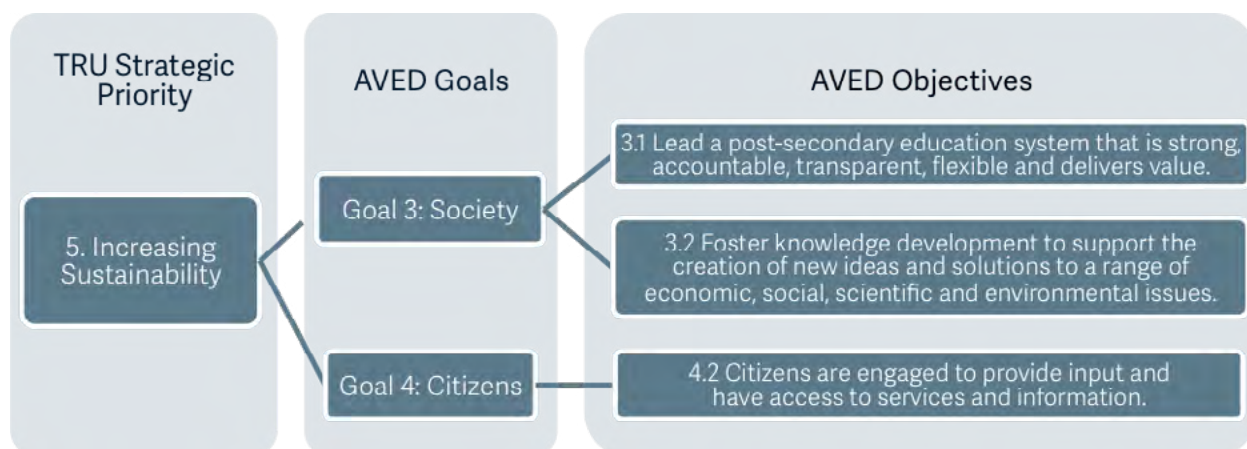
At a town hall on March 9, 2016, the TRU community was invited to learn about recent progress on the implementation of the 2013 Campus Plan and next steps for the TRU Community Trust (TRUCT) as it moves forward on the university village development. President Alan Shaver and Vice President Finance and Administration, Matt Milovick, provided a brief history of the plan—which will densify campus, increase its vitality and create a revenue stream for scholarships, bursaries and research—and next steps, namely rezoning applications for certain parcels of the Kamloops campus.

Read more: <http://inside.tru.ca/2016/03/10/rezoning-next-step-toward-university-village/>

4.2.5 INCREASING SUSTAINABILITY

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

- financial sustainability of the university
- economic sustainability of the region and the province
- cultural and social sustainability of our communities
- creative and community arts sustainability
- environmental sustainability



Planning to fulfill the priority to increase sustainability is primarily driven by the Strategic Sustainability Plan. The plan is intended to be strategic but also operationally practical. TRU has adopted a broad and wide-ranging definition of sustainability, including of its human and financial resources, its social, cultural and creative capacity, and its environmental sustainability. TRU’s proactive approach incorporates risk assessment as a fundamental component of sustainability.

Selected Sustainability Highlights

RISING STARS

TRU's commitment to reducing its environmental impact while encouraging others to do the same earned it another distinction from the Association for the Advancement of Sustainability in Higher Education (AASHE) in October 2015. TRU received a Rising STARS distinction for improving its score by 15 points or more over the previous reporting period three years ago. In May 2015, TRU was recognized by AASHE for moving up to the gold STARS level from silver. STARS—the Sustainability Tracking, Assessment, and Rating System—is a transparent, self-reporting scorecard for colleges and universities to measure sustainability performance. More than 600 institutions throughout the world use the tool to improve their operations. TRU's Strategic Sustainability Plan was developed around the rigorous standards and clear action items laid out in the STARS scorecard.

Read more: <http://inside.tru.ca/2015/10/28/rising-stars-distinction-in-environment-and-sustainability/>

AWARD-WINNING DESIGN

The Old Main building expansion, which houses TRU Law, received international recognition at the 2015 Wood Design Awards. The interior of the law school as well as the building's exterior features extensive use of wood and showcases modern wood designs. Facilitated by the Canadian Wood Council and *Wood Design & Building Magazine*, the awards recognize excellence and leadership in wood architecture and design. "It's one thing to build a building, it's another to ensure that the building complements its surrounding environment from a green, structural/functional and aesthetic point of view," said Etienne Lalonde of the Canadian Wood Council. Old Main's addition is also LEED (Leadership in Energy and Environmental Design) certified.

Read more: <http://inside.tru.ca/2016/01/29/law-school-building-design-wins-award/>

SWEATERS SAVE ENERGY



Hockey Sweater Contest winner Lane Haller in his vintage Canucks jersey, signed by Pavel Bure.



Solar panels like these atop the Campus Activity Centre are among the numerous initiatives that have cut TRU's energy consumption and green house gas emissions by 25% since 2009.

National Sweater Day, an initiative of the World Wildlife Fund, has become a fun annual event at TRU in winter, in which the heat gets turned down 2° C in most campus buildings and the sweater swagger gets turned up. With impressive results over the last three years, the Office of Environment and Sustainability stretched the February 2016 event from one to three days in hopes of making three times the impact. Energy consumption for the three Sweater Days totaled 542 gigajoules (GJ), compared to 632 GJ at the usual setpoints of 22 or 23 degrees, a savings of 14%.

Read more: <http://inside.tru.ca/2016/03/04/sweater-days-savings/>

SUSTAINABLE INVESTMENT STRATEGY

Announced in April 2016, TRU will begin including environmental, social and governance factors in its investment decisions through membership in the United Nations-supported initiative called Principles for Responsible Investment (PRI). The decision to apply to PRI comes after TRU opted to undergo a yearlong examination of its investment strategies, which included a review of what other institutions in Canada are doing. The PRI approach enables TRU to be engaged and invest in those corporations that are actively searching for cleaner methods of fossil fuel extraction, developing alternative forms of renewable/clean energy and prioritizing reclamation, while yielding returns that support the needs of TRU's students and researchers. As a signatory, TRU will be required to complete an annual reporting framework to help evaluate progress in implementing the six PRI principles, with help from peers in PRI's global network.

Read more: <http://inside.tru.ca/2016/04/11/sustainability-to-extend-to-investment-strategy/>

WIND POWER



The Office of Environment and Sustainability initiated a project in January 2016 to collect data on the feasibility of TRU using wind power. A metal tower located atop a hill behind the Trades and Technology building uses spinning propellers to feed information to an onboard storage device. TRU is likely some years away from using wind because of the substantial costs at this time for equipment and maintenance, but when the costs come down, TRU will have usable data to make an informed decision. Currently, the university offsets its non-renewable energy use with solar power collected from panels atop Old Main, Campus Activity Centre and the Culinary Arts Training Centre.

Read more: <http://inside.tru.ca/2016/01/10/truly-enough-wind-to-power-tru/>

NEXT GENERATION CAR-POOLING

With rising parking and transportation costs, and a growing understanding of the need to lessen our individual ill effects on the environment, ride-sharing is more in demand than ever. With this in mind, TRU Facilities Services and the Office of Environment and Sustainability introduced TRU Rideshare – a new online carpooling solution for students, staff and faculty starting in December 2015. The online program is easy to understand and simple to use with any digital device.

Read more: <http://inside.tru.ca/2015/12/02/new-solution-for-sustainable-commuting/>



Thinking about retiring your bike for the winter? TRU's new Rideshare program can help you find a carpool—or maybe a cycling buddy to keep you motivated in winter weather.

STUDENTS CAMPAIGN FOR SUSTAINABILITY

Instead of just talking about environmental concerns, TRU geography students took action through six crowdfunded projects to raise awareness, purchase needed equipment and even create awards for student research. Geography professor Dr. Michael Mehta gave students in his Environment and Resources course (GEOG 3100) an assignment far removed from the typical essay: create six different sustainability awareness campaigns. The resulting group projects in April 2015 included rainwater collection, a bike-sharing program, a weather station and a community garden—all on campus—a website encouraging a low-meat diet, and an award for undergraduate environmental research.

Read more: <http://inside.tru.ca/2015/04/22/geography-class-campaigns-for-sustainability/>

SUSTAINABILITY PROJECTS FUNDED

Four new projects were given the green light in the latest round of funding through TRU's Sustainability Grant Fund (SGF) in mid-March 2016. Each academic year \$100,000 is available and submissions are open to students, faculty and staff. Proposals must improve the university's operational environmental performance, foster sustainability literacy and campus community engagement, advance applied research, and demonstrate the viability of sustainability technologies. The projects that received the go-ahead this year include:

- A Bright Idea. New LED Par lighting equipment for the performing arts department's Actors Workshop Theatre which use a fraction of the electricity of older lights, do not burn as hot and do not require expensive replacement bulbs.
- Solar Compass. A solar photovoltaic path/road in front of the Arts and Education building will be embedded into the existing decorative compass and will showcase, in a highly visible location, a new and innovative solar energy technology.
- Solar Street Lamps. Solar panels will be installed on walkway lamp posts in high traffic areas around campus. The energy produced during daylight hours will offset the energy required by the lights, with the anticipated surplus feeding the power grid rather than using batteries for storage.
- Sweat Lodge. A sweat lodge will be built on the campus to connect younger and older generations spiritually and culturally through teaching, prayer and purification, as well as helping to implement familial and social cohesion and sustainable practices. These techniques have been used traditionally by many Aboriginal communities in Canada for thousands of years.



Solar panels will be installed on walkway lamp posts in high traffic areas around campus. This post outside AE could be among them.

Read more: <http://inside.tru.ca/2016/03/11/four-new-sustainability-projects-approved/>

Ministry Performance Measures, Targets, Results



5. MINISTRY PERFORMANCE MEASURES, TARGETS, RESULTS

Each year, TRU's performance is reported on measures and targets that are set by the Ministry of Advanced Education (AVED). TRU, along with other public post-secondary institutions in the province, is accountable to the ministry and the public for its performance related to ensuring students receive quality educational opportunities relevant to their needs and the needs of the labour market.

The Ministry assesses TRU's performance against each target using this scale:

Assessment	Percentage
Exceeded	110% or more of the target
Achieved	100% to 109% of the target
Substantially achieved	90% to 99% of the target
Not achieved	Less than 90% of the target
Not assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, or descriptive measures, or measures without targets

The performance results below are calculated for TRU as a whole, including Kamloops campus, Williams Lake campus, regional centres, and Open Learning activity. Consult the Ministry's 2015/16 Accountability Framework Standards Manual for a full description of each measure: <http://www.aved.gov.bc.ca/framework/>

5.1 STUDENT SPACES (FTE ENROLMENT)

Ministry accountability strategic objective: Capacity

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

Performance measure	2014-15	2015-16	2015-16	2015-16	2016-17	2017-18
Student spaces (FTE)	Actual	Target	Actual	Assessment	Target	Target
Total student spaces	8,283	8,013	8,463	Achieved	7,981	7,981
Nursing and other allied health programs	1,245	768	1,221	Exceeded	768	768
Developmental	430	944	335	Not Achieved	944	944

Note: Results from the 2014/15 reporting year are based on data from the 2014/15 fiscal year; results from the 2015/16 reporting year are based on data from the 2015/16 fiscal year. Excludes Industry Training Authority student spaces.

During 2015/16 our Developmental FTE enrolment was 335 compared to the target of 944, giving TRU a utilization rate of 35.5% on this target. Most Developmental FTE was on campus (254 on campus, 81 Open Learning). While the target for Developmental student spaces was not met, steps signalled in last year’s report were taken to increase utilization, e.g. media promotion of Adult Basic Education (ABE), web-based information expanded, admissions processes refined. These steps contributed to a slowed rate of decline in on campus ABE enrolment, a notable achievement in the year in which ABE tuition was reinstated by TRU.

In response to 2015/16 ABE enrolment levels, for 2016/17 on-campus delivery will proactively expand its summer school offerings. TRU and School District 73 continue to expand their level of cooperation to increase developmental FTE where relevant to the District. TRU continues to increase its partnership agreements with Indigenous organizations throughout the province including the delivery of Developmental programming in Alexis Creek. A feature of these arrangements is that ABE courses are specifically linked to further credentials, for example upgrading in English and Study Skills course work may be attached to the Education Assistant and Community Support Certificate. This in turn can be a pathway into Human Services and Social Work studies. During 2016/17 we will explore how to best link ABE to BC’s Skills for Jobs Blueprint, and community-based workforce development plans. Further initiatives to increase developmental FTEs include: an expansion of web-based information about developmental programs and student success stories, a communications plan (social media, radio, etc.) to provide information on Adult Basic Education available at TRU including how to access the Adult Upgrading Grant, and further enhancement of internal admission processes and associated support services for students new to the university environment. TRU has invested in the TRU ABE Futures initiative over 2016/17 to 2017/18 which aims to advance ABE throughout the university—through on-campus, Open Learning and regional delivery. During 2016/17 a review will be undertaken of strengths, outcomes and opportunities, followed by curriculum development and implementation by 2017/18.

5.2 CREDENTIALS AWARDED

Ministry accountability strategic objective: Capacity

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

Performance measure	2014-15	2015-16	2015-16	2015-16	2016-17	2017-18
Credentials awarded	Actual	Target	Actual	Assessment	Target	Target
Number	2,445	2,501	2,527	Achieved	2,580	TBD

TBD = To Be Determined

Note: Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2015/16 reporting year are a three-year average of the 2012/13, 2013/14, and 2014/15 fiscal years.

5.3 ABORIGINAL STUDENT SPACES (FTE ENROLMENT)

Ministry accountability strategic objective: Access

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

Performance measure	2014-15	2015-16	2015-16	2015-16	2016-17	2017-18
Aboriginal student spaces (FTE)	Actual	Target	Actual	Assessment	Target	Target
Total Aboriginal student spaces	1,312	N/A	1,196	Not assessed	n/a	n/a
• Ministry	1,089		1,006		n/a	n/a
• Industry Training Authority (ITA)	223		190		n/a	n/a

n/a = not applicable

Note: Results from the 2014/15 reporting year are based on data from the 2013/14 fiscal year; results from the 2015/16 reporting period are based on data from the 2014/15 fiscal year.

5.4 STUDENT SATISFACTION WITH EDUCATION

Ministry accountability strategic objective: Quality

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

Performance measure	2014-15		2015-16 Target	2015-16 Actual		2015-16 Assessment	2016-17 Target	2017-18 Target
	Student satisfaction with education	Actual %		+/-	Actual %			
DACSO		94.1%		92.7%	1.7%	Achieved		
APPSO		92.6%	≥ 90%	91.9%	3.3%	Achieved	≥ 90%	≥ 90%
BGS		95.9%		91.8%	2.1%	Achieved		

DACSO = Diploma, Associate Degree, and Certificate Student Outcomes survey of graduates

APPSO = Apprenticeship Student Outcomes survey of apprenticeship graduates

BGS = Baccalaureate Graduate Survey of Bachelor degree graduates

Note: Results from the 2014/15 reporting year are based on 2014 survey data; results from the 2015/16 reporting year are based on 2015 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.

5.5 STUDENT ASSESSMENT OF THE QUALITY OF INSTRUCTION

Ministry accountability strategic objective: Quality

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

Performance measure	2014-15		2015-16	2015-16		2015-16	2016-17	2017-18
	Actual		Target	Actual		Assessment	Target	Target
	%	+/-		%	+/-			
DACSO	94.8%	1.6%		91.1%	1.9%	Achieved		
APPSO	94.8%	2.3%	≥ 90%	95.3%	2.5%	Achieved	≥ 90%	≥ 90%
BGS	95.2%	1.5%		91.8%	2.1%	Achieved		

DACSO = Diploma, Associate Degree, and Certificate Student Outcomes survey of graduates

APPSO = Apprenticeship Student Outcomes survey of apprenticeship graduates

BGS = Baccalaureate Graduate Survey of Bachelor degree graduates

Note: Results from the 2014/15 reporting year are based on 2014 survey data; results from the 2015/16 reporting year are based on 2015 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.

5.6 STUDENT ASSESSMENT OF SKILL DEVELOPMENT

Ministry accountability strategic objective: Quality

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

Performance measure	2014-15		2015-16	2015-16		2015-16	2016-17	2017-18
	Actual		Target	Actual		Assessment	Target	Target
	%	+/-		%	+/-			
DACSO	Results not comparable			86.4%	2.3%	Achieved		
APPSO	Results not comparable		≥ 85%	84.0%	4.9%	Achieved	≥ 85%	≥ 85%
BGS	Results not comparable			85.7%	2.7%	Achieved		

DACSO = Diploma, Associate Degree, and Certificate Student Outcomes survey of graduates

APPSO = Apprenticeship Student Outcomes survey of apprenticeship graduates

BGS = Baccalaureate Graduate Survey of Bachelor degree graduates

Note: In 2015 the wording of the skill development questions changed. Until 2014, respondents were asked to indicate the “extent to which their in-school training provided them with opportunities to develop various professional skills” and used a five-point scale. In 2015, respondents were asked “how helpful their program was at developing a number of professional skills” and used a four-point scale.

5.7 STUDENT ASSESSMENT OF THE USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB

Ministry accountability strategic objective: Relevance

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

Performance measure Usefulness of knowledge and skills for job	2014-15		2015-16	2015-16		2015-16	2016-17	2017-18
	Actual		Target	Actual		Assessment	Target	Target
	%	+/-		%	+/-			
DACSO	90.4%	2.4%		86.5%	2.6%	Substantially achieved		
APP SO	97.5%	1.8%	≥ 90%	90.6%	3.7%	Achieved	≥ 90%	≥ 90%
BGS	87.4%	2.7%		89.4%	2.6%	Achieved		

DACSO = Diploma, Associate Degree, and Certificate Student Outcomes survey of graduates

APP SO = Apprenticeship Student Outcomes survey of apprenticeship graduates

BGS = Baccalaureate Graduate Survey of Bachelor degree graduates

Note: Results from the 2014/15 reporting year are based on 2014 survey data; results from the 2015/16 reporting year are based on 2015 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.

5.8 UNEMPLOYMENT RATE

Ministry accountability strategic objective: Relevance

Operational definition: The percentage of graduates who were unemployed at the time of the survey, compared with the percentage of British Columbia unemployed individuals with high school credentials or less.

Performance measure Unemployment rate	2014-15		2015-16	2015-16		2015-16	2016-17	2017-18
	Actual		Target	Actual		Assessment	Target	Target
	%	+/-		%	+/-			
DACSO	7.1%	2.0%		8.4%	1.9%	Exceeded		≤ unemployment rate for individuals with high school credentials or less
APP SO	5.9%	2.5%	≤ 10.5%	2.8%	2.1%	Exceeded	10.1%	
BGS	7.0%	1.9%		7.5%	2.1%	Exceeded		

DACSO = Diploma, Associate Degree, and Certificate Student Outcomes survey of graduates

APP SO = Apprenticeship Student Outcomes survey of apprenticeship graduates

BGS = Baccalaureate Graduate Survey of Bachelor degree graduates

Note 1: Results from the 2014/15 reporting year are based on 2014 survey data; results from the 2015/16 reporting year are based on 2015 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 2: Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the province.

Financial



6. FINANCIAL

In accordance with targets in the Ministry's three-year Service Plan, TRU maintained a balanced budget in 2015/16. TRU's audited financial statements can be viewed at [TRU financial statements](#)



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