
Institutional Accountability

PLAN & REPORT | 2017/18 TO 2019/20





THOMPSON RIVERS UNIVERSITY

Office of the
PRESIDENT AND VICE-CHANCELLOR

July 10, 2017

The Honourable Melanie Mark, MLA
Minister of Advanced Education
PO Box 9080 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Mark,

We are pleased to submit the Thompson Rivers University (TRU) Institutional Accountability Plan and Report for 2017/18 to 2019/20.

At TRU everyone has the right to find their potential. We are committed to empowering students of all backgrounds and abilities to find their own paths to learning and to provide access to excellence for all.

Being responsive to the needs of our region and province is integral to TRU's evolution, and we continue to partner with community organizations, industry and other institutions to contribute to a vigorous and innovative society.

Increasing student success is our first priority. Our supportive learning environment, dedicated faculty members and emphasis on hands-on learning—such as undergraduate research, co-operative education and study abroad—give our students the skills, experience and confidence to succeed. For example, fourth-year chemical biology major and WolfPack athlete Jagdeesh Uppal won a prestigious, highly competitive Mitacs Globalink Research Award in 2016 thanks to his experiences at TRU, which include conducting research with chemistry faculty member Dr. Kingsley Donkor's research team and completing a research exchange in Spain. With the award, Uppal spent three months at the Indian Institute of Technology in Roorkee, India, researching methods of early detection of Alzheimer's disease. He now hopes to combine his passions for medicine and research to one day assist in bringing affordable medical care to those who most need it. (See section 4.2.1 for more examples.)

Increasing intercultural understanding through respect and inclusion is a priority. Our student body, which surpassed 27,000 learners in 2016/17, includes 3,401 international students (almost 13%) and 2,260 Aboriginal students (8%, per 2015/16 data). We continue to develop innovative services for these students, and practices that internationalize and Indigenize our institution. TRU's commitment to intercultural understanding is evident in our responses to the Truth and Reconciliation Commission's Calls to Action. (See 3.2 and 4.2.2 for more.)

Since 2005, when the *Thompson Rivers University Act* gave TRU a mandate for research and scholarship, increasing our research capacity is a key priority. In 2016, the number of active faculty holding external research funding increased through some substantial tri-agency grants and



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PRESIDENT AND VICE-CHANCELLOR

external contracts with business and industry. Momentously, four new Tier 2 Canada Research Chairs (CRCs) further accelerated research at TRU: Dr. Yana Nec, CRC in Applied Mathematics and Optimization; Dr. Heather Price, CRC in Culture and Communities: Children and the Law; Dr. Courtney Mason, CRC in Rural Livelihoods and Sustainable Communities; and Dr. Shelly Johnson, Canada's first CRC in Indigenizing Higher Education all joined us in 2016. (See 4.2.3.)

Deeply rooted as we are in serving our region, increasing entrepreneurial capacity is a priority because we recognize the mutual benefits entrepreneurial collaboration and social enterprise can have on the university and our communities. As Kamloops grows as a tech hub, we are providing opportunities like the TRU Generator for our students to apply the skills they learn in our business, science and technology classrooms to innovation and venture creation. Our new Industrial Training and Technology Centre—supported by \$7 million from AVED—will enable more students to fill in-demand technology jobs in our region and contribute to innovation. And graduates of our new Bachelor of Education – STEM program will inspire the technology leaders of the next generation. (See 3.3.4 and 4.2.4.)

Increasing aspects of sustainability, from environmental to cultural, is a priority which galvanizes the TRU community. Our leadership in energy conservation is evidenced by \$500,000 in utility cost savings achieved in 2016. TRU received accolades from BC Hydro for surpassing other BC post-secondary institutions in energy savings as a percentage of total consumption. In our changing climate, environmental and economic sustainability go hand in hand, and two new graduate programs announced in May 2016 will provide students with an in-demand specialty. The thesis- or project-based Master of Science in Environmental Economics and Management and the course-based Master of Environmental Economics and Management will begin delivery this fall. (See 3.3.4 and 4.2.5.)

TRU continues its innovative approaches to preparing graduates to embark upon their paths in society. We also continue to look for the opportunities to collaborate with all our communities. It is through these collaborations and innovations that our students develop confidence in their ability to create knowledge and understanding for the betterment of our communities here in BC and throughout the world.

A handwritten signature in black ink, appearing to read "Alan Shaver".

Alan Shaver
President and Vice-Chancellor

A handwritten signature in black ink, appearing to read "Jim Thomson".

Jim Thomson
Chair, Board of Governors

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Institutional Overview



1. INSTITUTIONAL OVERVIEW

1.1 TRU'S MANDATE

Thompson Rivers University (TRU) 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'át'imc Nation, which includes Bridge River (Nxwisten), 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 (Xáxtsa), Skatin and Samahquam. TRU recognizes the need to include learning opportunities for all Aboriginal students, including First Nations, Inuit, and Métis learners.

This institution 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.

TRU 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.

1.2 ABOUT TRU

1.2.1 TRU AT A GLANCE 2016/17



27,071
STUDENTS

(Unduplicated total)



14,396
ON CAMPUS



1,399
DUALY
ENROLLED



14,074
OPEN LEARNING



3,389

TOTAL INTERNATIONAL STUDENTS
FROM MORE THAN 80 COUNTRIES
(Unduplicated total)

11,963

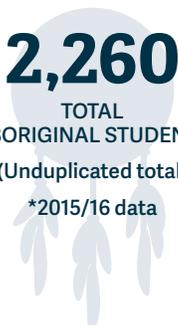
STUDENT FULL-TIME EQUIVALENT ENROLMENT

9,830

DOMESTIC FTE

2,133

INTERNATIONAL FTE



2,260

TOTAL
ABORIGINAL STUDENTS
(Unduplicated total)
*2015/16 data

9 FACULTIES AND SCHOOLS

1,269



FULL-TIME EMPLOYEES



\$75M

PROVINCIAL OPERATING
GRANT



\$181M

REVENUE

1.2.2 A NEW BRAND FOR TRU

Thompson Rivers University launched its new brand in a campaign in BC, Alberta, NWT, Yukon and Ontario 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 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.

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

Strategic Direction and Context



2. STRATEGIC DIRECTION AND CONTEXT

An important consideration as TRU continues to plan for the future is to clearly articulate what sets it apart. TRU is redefining the “modern university” and what university can mean by breaking through traditional boundaries of higher education with the range of programs provided, the diverse learning paths presented and the research opportunities extended—to students in Kamloops, in surrounding BC communities and around the world, through all phases of their lives.

2.1 OUR STRATEGIC DIRECTION

TRU 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.

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.

TRADITIONAL FOUNDATIONS

TRU serves its 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

Access to Excellence

Thompson Rivers University is learner-centered and committed to **open access** for students with varied backgrounds, abilities and entry credential levels. TRU provides **open education**, offering on campus, online, distance and flexible learning. We promote access to **open educational resources and learning**, offering flexible credentials and residency models when possible. TRU is **open to the needs of our communities**, providing useful program and learning models for our Aboriginal, local, regional, national and global communities. TRU supports **teaching excellence** through our Centre for Student Engagement and Learning Innovation. Our goal is to build **excellent learning environments** and **service excellence** on our campuses and online, providing academic and social support for a rich diversity of learners, including students from underrepresented communities.

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

TRU's commitment to dynamically and continuously improving standards of excellence is unwavering.

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 are well-aligned to the Ministry of Advanced Education's priorities for universities and outline key focus areas which TRU will enhance during the period of 2014 to 2019.

The strategic priorities 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 STRATEGIC CONTEXT

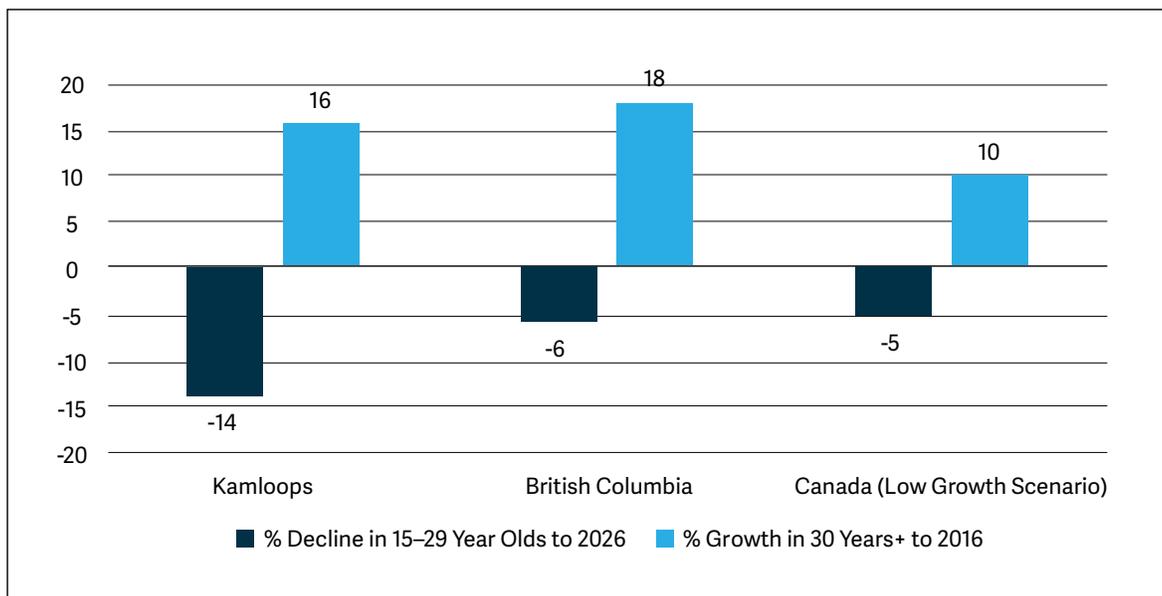
The convergence of many external and internal forces of change continues to push higher education institutions to think differently about how to manage the business they are in and deliver on their mission in a meaningful way.

2.3.1 EXTERNAL FACTORS

Demographic Changes

Demographics of the population continue to influence planning and operations at TRU. The size of the traditional post-secondary age cohort in British Columbia, 15 to 29 years old, is shrinking in Kamloops, British Columbia and Canada, as illustrated in Figure 2.3.1a. This decline in 15- to 29-year-olds is projected to last in Kamloops until 2029, 2028 in British Columbia overall, and then the numbers are expected to increase. For Canada, the decline in 15- to 29-year-olds varies depending on the projection scenario used. In the low-growth scenario, the decline will last for the next decade before increasing again. In the medium-growth scenarios, the decline is expected to reach its lowest point in 2024. In the high-growth scenario, the lowest point is in 2021 before steadily increasing.

Fig. 2.3.1a Demographics: 15 to 29-Year-Olds, 30 Years and Older to 2026 (%) Kamloops, BC and Canada

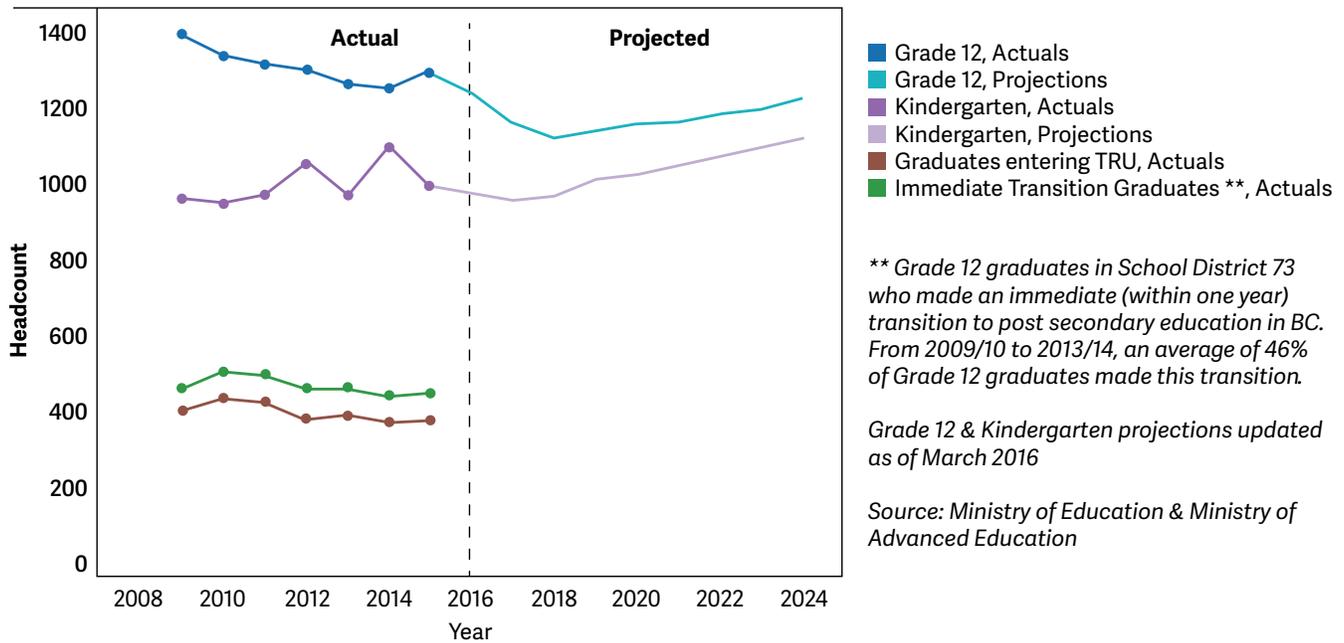


Source for Kamloops, BC estimates: Statistics Canada; projections: BC Stats, July 2016. All figures are as of July 1 of the year stated. Source for Canadian projections: Statistics Canada, Table 052-0005, Projected population, by projection scenario, age, and sex, as of July 1, Canada, provinces, and territories, annual (persons). Accessed Apr. 24, 2017.

Note: The base population for these projections is derived from the official preliminary postcensal estimates of the population for Canada, provinces and territories as of July 1, 2013. In all scenarios, the population is projected until 2038 for the provinces and territories, and until 2063 for Canada as a whole. For more detail on the assumptions and scenarios, please refer to the projection report (catalogue 91-520) and the technical report (catalogue 91-620).

These changes affect School District 73 (SD73) Kamloops/Thompson in TRU's catchment area. Figure 2.3.1b shows actual enrolment from 2009 to 2015 and projected enrolment from 2016 onward in SD73.

Fig. 2.3.1b Kindergarten and Grade 12 Enrolment Projections – SD73 (Kamloops)



The classic description of the “traditional” student no longer applies and ever-changing student demographics place immense pressures on higher education. Some of these pressures include changing ways of learning, changing demands on learning spaces, and evolving student expectations for different program delivery options.^{2 3 5 6 7 11}

Changing Ways of Learning/Learning Spaces

There is a move away from traditional methods of learning and these changing ways of learning have resulted in changing demands being made of higher education learning spaces. To the extent emerging student demand drives changing space utilization requirements, universities must ensure alignment between their space allocation strategies and their business strategies.^{6 11}

Competitive Marketplace

The overall landscape of higher learning institutions is becoming increasingly competitive. This opportunity places pressure on leadership to strategize and continually evolve their operations and suite of program offerings as well as program delivery options.^{4 5 6 10 11}

Employer Expectations/Demand for Skills

To help minimize potential negative impacts from on-the-job training, employers increasingly expect more immediate functionality or usability from graduates of higher learning institutions, and students correspondingly have higher expectations of their education. Furthermore, while there are increasing demands for specific skills there is expected to be “a shortage of half a million workers...in the next decade in BC because there isn’t enough skilled people to help businesses grow...”^{1 5 8 10}

Funding Envelope/Rising Costs of Education

The funding environment for higher education is becoming increasingly uncertain and is beset with the constant challenge to balance the reality of a shrinking funding base with rising costs.^{11 12}

2.3.2 INTERNAL FACTORS

TRU's Demographics

The overall average age of TRU students is 29 years. The average age of TRU's on-campus students has shifted upwards from 25 to 28 years. The average age of TRU's Open Learning students has shifted slightly downwards from 30 years to 29. (Source: *TRU Factbook 2016–2017*).

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 2017/18. This SEM plan will address the challenges presented by changing demographics.

Institutional Accreditation

In June 2016, TRU was granted Candidacy status through the Northwest Commission on Colleges and Universities (NWCCU). The Candidacy period lasts five years and requires two interim evaluation reports and site visits; the first report is due in fall 2017 and an on-site visit will be held in October 2017. During this period, TRU is to show a progression to meeting the accreditation standards in full.

Institutional accreditation of post-secondary 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 support enhanced accountability to stakeholders, will help foster public confidence in TRU's ability to deliver on its mission and will help reinforce that a TRU education is high quality and based on objective, comprehensive and internationally recognized criteria.

For more information about institutional accreditation, visit www.tru.ca/vpacademic/accreditation

Implementation of New Brand

Since introducing our new brand to the TRU community at an internal celebration on the Kamloops campus on Feb. 25, 2016, implementation of the brand has progressed across various stakeholder groups. An online Brand Guide was launched in fall 2016, followed by general and department-specific (e.g. Student Recruitment staff) brand-building initiatives. Other internal implementation initiatives included applying brand voice and visual elements to all Student Recruitment communications for prospective and new students in summer 2016.

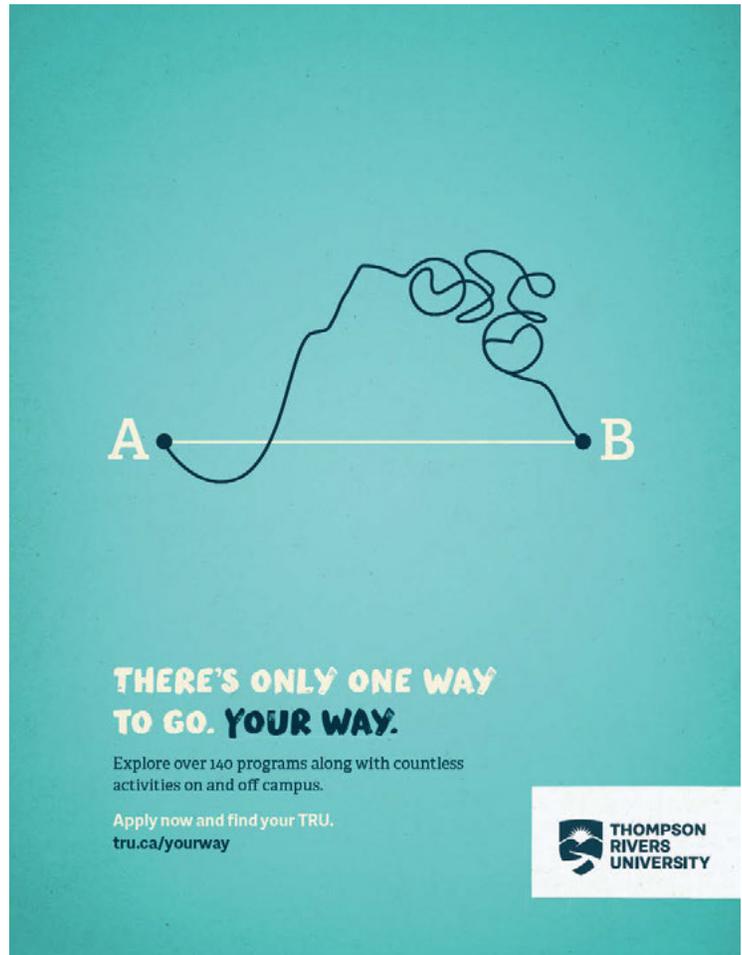
The follow-up to TRU's initial "Find Your TRU" awareness campaign in late 2015 was the "A to B" national awareness campaign, running Canada-wide from September 2016 to May 2017. Other faculty- and program-specific recruitment campaigns were also launched using the new brand platform during this time.

For more information about the TRU brand, visit tru.ca/brandguide

Sexual Assault Policy

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.

A new Sexual Violence policy, BRD 25-0, was approved by the TRU Board of Governors on Friday, Mar. 31, 2017; notice of motion of the new policy was duly served. The policy is posted on the university's official policies website and available on TRU's Sexual Violence website: www.tru.ca/sexual-violence



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Institutional Highlights



3. INSTITUTIONAL HIGHLIGHTS

3.1 MANDATE LETTER PRIORITIES

1: **Develop and implement an updated Skills Gap Plan, in alignment with priorities of the BC 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 meet its targets every year. In the 2017/18 Skills Gap Plan, TRU is targeting a further \$1,753,435 in funding. The 138 newly targeted full-time equivalent student spaces (FTEs) are alignment FTEs in the following areas: respiratory therapy, business administration, law, and social work.

2: **Continue to deepen BC's talent pool in support of the BCTECH Strategy, ensuring opportunities for students in the technology sector**

Thanks to the federal government's contribution of \$13.25 million and the BC Ministry of Advanced Education's investment of \$7.03 million, a new Industrial Training and Technology Centre (ITTC) will allow the university to expand its industrial trades and technology programs by an additional 550 FTEs, for a total of approximately 2,050 FTEs.

Graduates of our new Bachelor of Education (Secondary) in Science, Technology, Engineering and Math (BEEd STEM) program will inspire the technology leaders of the next generation. Announced in February 2017, the BEEd STEM is the first of its kind at TRU, educating teachers to bring excitement about science and mathematics to the classroom by engaging students in engineering and technology contexts. The program has completed all approval processes and will begin intake in July 2018, enabling aspiring teachers in the region to stay in Kamloops to specialize in secondary science and math.

TRU is also in the proposal stage of developing a four-year Bachelor of Engineering degree in electrical and computer engineering to extend its existing two-year transfer program, responding to the demand for skilled workers in our region and the growing technology industry in Kamloops.

3: **Work in partnership with the government and Aboriginal communities, organizations and institutes to implement the Aboriginal Post-Secondary Education and Training Policy**

TRU continues to support this mandate through its Aboriginal Service Plan, as well as through many initiatives that respond to the Truth and Reconciliation Commission Calls to Action (See 3.2). These efforts are embedded in every school, faculty and service at the institution.

4: **Continue to deliver on the goals of the International Education Strategy, including pursuing opportunities to advance the two-way flow of students**

TRU continues to support this government goal through strong international student enrolment as well as Canadian student participation in international experiences with a continued emphasis on promoting intercultural understanding.

Selected highlights include:

- Fall 2016 international enrolment (1,873) reached 24% of TRU's on-campus headcount enrolment (7,908), an 8% enrolment increase from fall 2015. New student intake was 542 (up from 478 in fall 2015), a 13% increase. (Source: *TRU Fall Enrolment Report*.)
- TRU Williams Lake's international student population increased to 21 students.
- Over 800 students from China, Hong Kong, Japan, Korea, Mexico, Nigeria, Panama, Russia, Saudi Arabia, Spain, Taiwan, Thailand and Ukraine took part in the International Training Centre's English Language and Cultural Immersion Short Term Study program in Summer 2016—a 14% increase over the same period in 2015.

5: Collaborate with the ministry on the development of a common application system for all public post-secondary institutions in the province

TRU is a fully hosted institution on the current Education Planner BC platform, and we have active representation from our Student Information Systems team on the Phase 2 implementation project currently underway. TRU's AVP Strategic Enrolment and University Registrar is a member of the Education Planner BC Steering Committee and is Vice-chair of the EPBC Policy Sub-committee. Further, TRU's General Counsel is a member of the EPBC Governance Sub-committee.

6: Meet or exceed financial targets identified in the ministry's Service Plan as tabled under Budget 2016, including maintaining balanced or surplus financial results

In accordance with targets in the ministry's three-year Service Plan, TRU maintained a balanced budget in 2016/17.

7: Continue to maximize the efficient use of public post-secondary administrative resources through the Administrative Service Delivery Transformation initiative

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:

Projects	TRU Involvement
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 government P-Card program (BMO). TRU will assess the value differences between the ASDT sector program (Scotia) and the government program

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 EDUCLLOUD infrastructure as a service.

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

building is a large original painting of Aboriginal art by alumnus Erik Prytula 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:

- renewed its affiliation agreement with NVIT in support of the delivery of the TRU Bachelor of Social Work (BSW) within this post-secondary organization and the development of the NVIT BSW.
- 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:

- expanded offerings in Aboriginal language courses in two languages through the Faculty of Education and Social work.
- established the First Nations Language Teachers Developmental Standard Term Certificate teacher education program.
- 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.
- secured federal government funding in support of First Nations language education.
- completed research into optimizing distance education that supports Indigenous student success in post-secondary 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:

- developed a new undergraduate elective course in Indigenous Health with Aboriginal nursing faculty and a committee. The course was approved by Faculty Council and by Senate for delivery to nursing and other students. The course will be evaluated after one year to determine if it can be considered as a required course for the Bachelor of Nursing program.
- established a new Indigenous Health Placement agreement between the School of Nursing and the community of Hazelton, British Columbia. Special marketing and recruitment of students to attend this placement will be needed.
- will offer a cohort of Aboriginal students the Health Care Assistant program beginning in spring 2017 through TRU Open Learning and the First Nations Health Authority.
- 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.
- 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. Read more at: 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 Kawashimon 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.

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:

- announced Dr. Shelly Johnson (Mukwa Musayett), Salteaux from Saskatchewan's Keeseekoose First Nation, as the country's first Canada Research Chair in Indigenizing Higher Education. The development of this CRC position was driven by the results of the Truth and Reconciliation Commission, and by TRU's commitment to increasing intercultural understanding, one of its five Strategic Priorities. Read more at: [inside.tru.ca/2017/01/31/indigenizing-crc](https://www.inside.tru.ca/2017/01/31/indigenizing-crc)
- inspires more Indigenous students to participate in research through the Knowledge Makers program. Now in its second year, the program has been more successful than organizers dreamed of. Out of the 17 students in the inaugural cohort, four have been accepted into graduate school, one has launched a business, one completed an international internship, and two have been accepted to law school. From Feb. 20-24, 2017, 13 new Knowledge Makers developed e-portfolios, and spent much of their time working toward a research publication, with each student establishing his or her own unique research project. Read more at: [inside.tru.ca/2017/03/01/knowledge-makers-program-has-impressive-impact](https://www.inside.tru.ca/2017/03/01/knowledge-makers-program-has-impressive-impact)
- 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.

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 Nations 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 2016/17, TRU had five 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.



3.3 INSTITUTIONAL HIGHLIGHTS

3.3.1 STUDENT EXCELLENCE

The focus of TRU's mission is a comprehensive, learner-centred, environmentally responsible institution that serves its regional, national, and international learners and their communities through high quality and flexible education, training, research and scholarship. This section provides selected highlights that demonstrate TRU's continued tradition of educating and nurturing student excellence.

Aboriginal Lawyers Forum Award Goes to TRU Student for the First Time

Third year law student Dustin Gagnon is the recipient of the 2016 Aboriginal Lawyers Student Forum Award. It is the first time a TRU student has earned the \$500 award. Recipients are law students of Aboriginal ancestry who find ways of addressing issues facing Aboriginal law or articling students. Gagnon, a member of the Wet'suwet'en First Nation, is the president of the Indigenous Law Students Club at TRU. He has worked to bring in Indigenous speakers, and has engaged in efforts to bring Aboriginal issues to the attention of TRU Law.

Governor General's Academic Gold Medal Awarded to Environmental Science Student

Aaron Coelho, a graduate student in Environmental Science, received the Governor General's Academic Gold Medal in June 2016. The medals are awarded to Canadian students for outstanding scholastic achievements. Coelho's research involved examining pond decline in British Columbia grasslands, an important issue for ranchers. He is continuing his graduate research in his capacity as an environmental consultant at Urban Systems Ltd.

Law Student Earns BC Law Society Gold Medal

The BC Law Society Gold Medal was awarded to Cole Rodocker in June 2016. Graduating students with the highest cumulative GPA at each BC law school are awarded the gold medal. Rodocker says the TRU law program, which opened in 2011, prepares students to work in any size firm or market. He is the first TRU student to secure an articling position with the national law firm Blake, Crassels, and Graydon LLP in Vancouver.

Welding Student to Compete in World Skills Competition

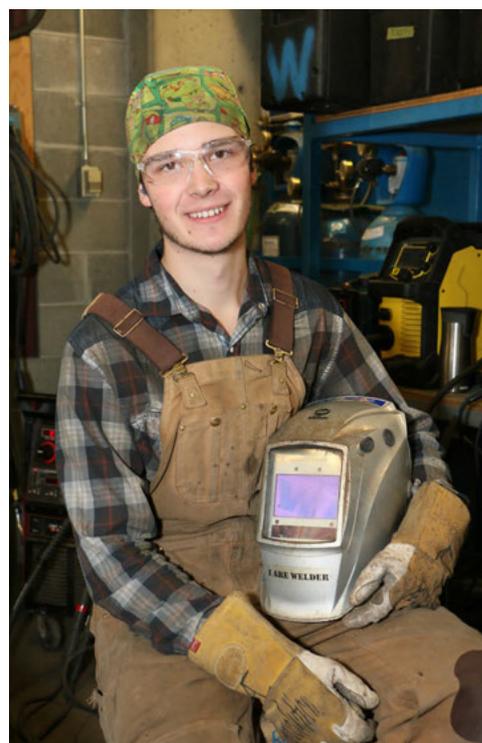
TRU welding student Andrew Christensen won gold medals at provincial and national Skills Canada competitions, earning a chance to compete in the Olympics of trades competitions: World Skills. Held every two years, World Skills 2017 is Oct. 14-19 in Abu Dhabi and will attract more than 1,200 competitors from 72 countries and regions to compete in 50 skill categories.

MBA Games Champions

A group of 21 TRU Master of Business Administration (MBA) students came out on top after competing against peers from UBC, SFU, UVic and VIU in British Columbia's second annual BC MBA Games in October 2016.

BC Law Schools Competitive Moot

TRU Law placed second at the BC Law Schools Competitive Moot in February 2017. The annual competition sees teams from TRU, UBC and UVic compete in the appeal moot court, challenging their oral advocacy skills.



Ch'nook Scholars

Only 25 students are chosen from within the province of BC every year to be named as a Ch'nook Scholar. Five TRU business students were announced as 2016/17 Ch'nook Scholars for excelling in their studies and giving back to their communities. Rochelle DeLaRonde, Sarah Melnyk, Ryan Oliverius, Christen Pretty, and Ed Blakeborough each received a \$2,000 scholarship, a one-year Cando membership, professional networking and conference opportunities, access to Ch'nook paid-internship programs and other supports.

inside.tru.ca/2016/11/08/five-chnook-scholars-announced



TRU Law first Canadian Team at US Competition

Two law students and their coach represented TRU Law at the National Sports Law Negotiation Competition (NSLNC) in San Diego in October 2016. The event is an oral negotiation competition in a sports context. This marks the first time a Canadian team has participated in this competition, which is hosted by the Center for Sports Law and Policy at the Thomas Jefferson School of Law.

Law App Could Revolutionize Court Scheduling in Canada

A group of TRU Law students have come up with a solution they say could revolutionize the court scheduling system, saving time and money and ultimately increasing access to justice for all Canadians. This app was also featured on CBC news. Read more at: inside.tru.ca/2016/05/12/law-app-could-revolutionize-court-scheduling/
<http://www.cbc.ca/news/canada/british-columbia/court-delay-app-1.3580285>

Academic All-Canadians

TRU had a total of 45 student athletes attain the Academic All Canadian (AAC) status with every sport at TRU having a minimum of two AAC's.

TRU Scholar Athletes 2015-2016 (3.5 GPA or higher)

Baseball: Zachary Chaba, Nelson Lipszyc

Cross Country: Emily Atherton, Trine Flecks, Rachel Lobay, Alesha Miller, Christa Miller, Riley Kouwenhoven, Adrien Noble, Josef Perszon, Pablo Ulloa

Curling: Corryn Brown, Ashley Nordin, Erin Pincott

Men's Basketball: Evan Cave, Michael Rouault

Women's Basketball: Michelle Bos, Sarah Malate, Madeline Neumann, Jenna Quinton, Emily Vilac, Taiysa Worsfold

Men's Soccer: Braeden Burrows, Ryan Glanville, Claye Harsany

Women's Soccer: Christine Fergin, Jodi Hutton, Emily Oliver, Pia Pennekamp, Brianna Powrie, Taylor Shantz, Kaitlin Sparrow

Swimming: Taylor Carmichael, Gregory Petersen, Jagdeesh Uppal

Men's Volleyball: Kyle Behiels, Cole Keddie

Women's Volleyball: Robyn Froese, Carly Gunter, Krista Hogewoning, Morgan Kolasa, Julia Niemczewska, Amy Norman, Alina Sopizhuk, Katie Woo

WolfPack Men's Basketball

The WolfPack men's basketball team made it to the CIS Final 8 for the first time in school history in 2015/16. They also won a silver medal in Canada West.

WolfPack Women's Volleyball Player

WolfPack women's volleyball player Luliia Pakhomenko (Donetsk, Ukraine) was named the Canada West and CIS volleyball player of the year for 2016, the Canada West overall female athlete of the year and was a finalist for the CIS overall female athlete of the year.



3.3.2 FACULTY ACHIEVEMENTS

The faculty at TRU are recognized experts in their respective fields and they pursue leading-edge research. This section provides selected highlights of how our faculty continue to embrace the institution's standard of excellence.

Anthropology Professor Wins Prize for Paper on Civility

Dr. David Scheffel, anthropology professor, received a prize for his paper on civility during the Czechoslovak Studies Association's annual meeting in Washington, DC. Scheffel received the Stanley Z. Pech prize for best article. His research examined how mixed communities in Roma were able to integrate, with concessions, neighbourliness and civility contributing to successful integration.

Law Faculty Member Elected into Prestigious Academy

TRU Law faculty member Dr. Richard Frimpong Oppong has been elected a Fellow of the Ghana Academy of Arts and Sciences (GAAS). The prestigious academy is Ghana's equivalent of the Royal Society of Canada.

Science Professor Receives Royal Society of Arts Designation

A member of TRU's science faculty has received the designation of Fellow in the Royal Society of Arts, headquartered in London. Dr. Cynthia Ross Friedman received the honour for her efforts outside of TRU, fighting for social and environmental justice. The mission of the Society, created 260 years ago, is to enrich society through ideas and action. The Society consists of 28,000 members worldwide, and offers opportunities to collaborate, network, share ideas and perform research.

Supreme Court of Canada win

TRU Law faculty member and appeals lawyer Micah Rankin was successful in his bid to overturn a BC Court of Appeal decision in Canada's highest court. In October 2016, the Supreme Court of Canada released the landmark decision, changing the test for when a trial judge may depart from joint sentencing recommendations of counsel (plea bargains). Rankin argued that judges should closely follow joint sentencing submissions. Otherwise, he says, it erodes the integrity of the plea-bargaining process, and plea bargains are less likely to be achieved if individuals fear the sentencing judge will reject them.

Read more at: inside.tru.ca/2016/10/21/supreme-court-of-canada-win-for-rankin

High Calibre Legal Scholarship

A high-profile judge who wrote the foreword in the recently published second volume of the *Canadian Journal of Comparative and Contemporary Law*, a legal journal published by TRU Law faculty members and students, says he was very impressed by all of the “heavy hitters” the editors landed. “It’s legal scholarship of the very highest caliber,” said the Honourable Justice Russell Brown of the Supreme Court of Canada on a visit to TRU Law in October 2016. “This collection of authors—they are significant thinkers in the field. I am honoured to have contributed to this journal in my own way,” he said, referring to his foreword.

3.3.3 RESEARCH

This section provides selected highlights of the depth and diversity of the world-class research occurring across all faculties at TRU.

Canada Research Chairs at TRU – A Significant Milestone

TRU welcomed four Tier 2 Canada Research Chairs (CRCs) in 2016, further accelerating and strengthening the university’s research capacity: Dr. Shelly Johnson in Education and Social Work, Dr. Yana Nec in Science, Dr. Heather Price in Arts, and Dr. Courtney Mason in Adventure, Culinary Arts and Tourism. Johnson specializes in indigenizing higher education, Nec specializes in partial differential equations, Price focuses on memory and children as witnesses in the legal system, and Mason focuses on the historical impacts of abrupt changes in land use for rural Indigenous Canadians, and assesses how those communities negotiate the related challenges. This is a significant milestone, as it marks the first time in a decade that TRU has had all four of its Canada Research Chairs in place at the same time.

Canada’s First Research Chair in Indigenizing Education

TRU announced Dr. Shelly Johnson as Canada’s first Research Chair in Indigenizing Higher Education in December 2016. Results from the Truth and Reconciliation Commission were key in the development of this position. Johnson is a leader in Indigenizing research methods. In her first year, she will finish ongoing research projects, and will create an advisory group consisting of members of area Nations that will help guide her research program. Read more at: inside.tru.ca/2017/01/31/indigenizing-crc



Grant Accelerates Precision Ranching Research

In a collaboration that could revolutionize the ranching industry, Dr. John Church, TRU’s BC Regional Innovation Chair in Cattle Industry Sustainability, has partnered with Southern Alberta Institute of Technology (SAIT) and Golden BC’s Kingsclere Ranch on a Natural Sciences and Engineering Research Council (NSERC) College-University Idea to Innovation grant. This collaboration expands Church’s growing body of research in precision ranching to explore new methods using drones for successful detection of cattle on the range. The project will provide ranchers with new ways of managing both cattle and rangeland. The three-year grant of \$663,940, combined with cash and in-kind contributions from partners, values the research project at nearly \$1.1 million.

Read more at: inside.tru.ca/2016/09/13/precision-ranching

Community Research Initiative

TRU researchers have a rich history of engaging in community-based research initiatives, but in October 2016, that engagement was given a formal boost with the launch of the Community Research Initiative. The goals of the initiative are to further support research opportunities that encourage community-university collaborations, to develop research memorandums of understandings like those already in place between TRU, the City of Kamloops

and the Thompson Nicola Cariboo United Way, to create meaningful student research opportunities, and to promote shared funding opportunities.

Read more at: inside.tru.ca/2016/10/28/new-research-initiative-brings-knowledge-to-the-community

Six TRU Researchers Receive Discovery Grants

The National Sciences Research and Engineering Council (NSERC) awarded nearly \$200,000 to six TRU researchers in 2016. The recipients were Dr. Xiaoping Shi in Mathematics, Dr. Lauchlan Fraser in Biological Sciences, Dr. Kingsley Donkor in Chemistry, Dr. Thomas Pypker in Natural Resources, Dr. Mark Rakobowchuk in Physiology, and Dr. John Church in Natural Resources. Seventeen faculty at TRU are being supported by the Discovery Grant program. The grants are subject to a rigorous peer review process.

SSHRC supports TRU Researchers

Four TRU researchers received \$215,000 thousand dollars through the Social Sciences and Humanities Research Council (SSHRC) Insight Development Grants program in 2016. The recipients were Dr. Courtney Mason in Tourism, Dr. Joel Wood in Economics, Dr. Richard Frimpong Oppong in Law, and Natalie Clark in Social Work. The grants will support research projects in their initial stages for two years.

NSERC Engage Grants Awarded to Three TRU Researchers

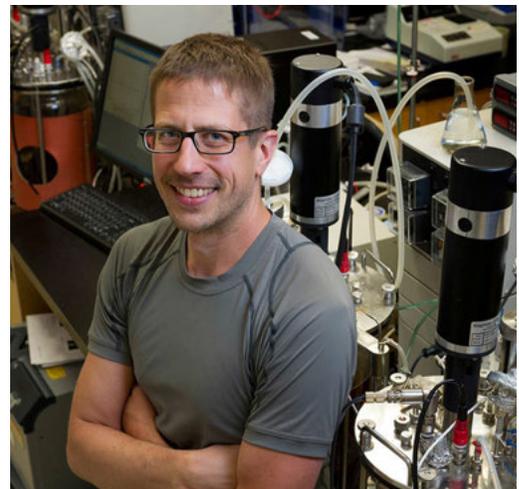
Engage grants from the Natural Sciences and Engineering Research Council were awarded to three TRU Science professors in February 2017. Dr. Kingsley Donkor in Chemistry, Dr. David Hill in Geography, and Dr. Tom Pypker in Natural Resource Science are each collaborating with industry to develop new tools, methods and efficiencies. Donkor is working with New Gold's Afton mine to develop a chemical technique designed to increase efficiency and sustainability. Hill is partnering with a logging company in Pemberton to develop an alternative method of surveying. Pypker is partnering with Sun Peaks resort to develop a new tool for monitoring snow packs at high elevation ski resorts.

High-throughput Sequencing Lab a First for BC Interior

In February, Dr. Jonathan Van Hamme, Associate Professor of microbiology, was awarded a \$291,000 grant from Canada Foundation for Innovation's John R. Evans Leaders Fund. The grant will be used to develop TRUGen, the first high-throughput genomic sequencing lab in BC outside of the Lower Mainland. This is part of a \$51 million boost to Canadian universities announced by the Government of Canada for the cutting-edge tools researchers require to keep Canada at the forefront of innovation. Read more at: inside.tru.ca/2017/02/28/high-throughput-sequencing-lab-at-tru-a-first-for-bc-interior

Industrial Research Chair in Ecosystem Reclamation

Canada's first research centre for ecosystem reclamation is closer to fruition. TRU's history of excellence in restoration ecology and sociological understanding of the environment, human health and economic wellbeing has helped garner three grants in support of a Natural Sciences and Engineering Research Council (NSERC) Industrial Research Chair (IRC) position. Initial pledges by Genome BC in late 2015 (\$250,000) and the Real Estate Foundation of BC in April 2016 (\$150,000) were followed in June 2016 by a \$200,000 contribution from New Gold, operators of the New Afton mine west of Kamloops. Each organization's contribution is eligible to be matched by NSERC on a one-to-one basis. The research chair will support the development of industry-based solutions to environmental challenges. Professor of natural resource science Dr. Lauchlan Fraser is TRU's candidate for the IRC position.



3.3.4 PROGRAM/CURRICULUM HIGHLIGHTS

TRU boasts a forty-seven-year history of providing innovative and responsive post-secondary education with a range of educational experiences, including skills upgrading, vocational accreditation, academic undergraduate and graduate degrees, delivering programs on campus, on-line, or through a blending of these modalities in a manner unparalleled nationally and internationally. Our university community takes particular pride in providing access to non-traditional learners while maintaining a high standard of academic excellence. This section highlights some examples of how we continue to achieve our vision of providing access to excellence.

Innovative Law Course unique in Canada

Assistant Professor Katie Sykes is passionate about innovation and access to justice. She is blazing a trail on the Canadian legal education landscape with a new and unique law course she developed—one of the first of its kind offered in Canada—that teaches students to use technology to automate the application of legal knowledge by developing apps that can be easily used by anyone.

Read more at: inside.tru.ca/2016/11/17/innovative-law-course-unique-in-canada

Master of Nursing Program

The Ministry of Advanced Education approved TRU's request to begin offering Master of Nursing courses in 2017. Students in the province's interior interested in pursuing a Master in Nursing no longer have to leave the area to attend graduate school. The 33-credit program will offer the opportunity for nursing graduates and registered nurses to attain leadership roles in the field as well as clinical education for academia. The announcement followed the \$550,000 donation received from the Stollery Charitable Foundation for TRU's new Nursing and Population Health building. The official program launch is scheduled for fall 2017, and represents TRU's third new graduate program since May 2016.

Read more at: inside.tru.ca/2016/11/07/master-of-nursing-gets-the-go-ahead

Bachelor of Education - STEM

A new secondary school teacher education program in science, technology, engineering, and mathematics (STEM) will start accepting applications in July, 2018. The Bachelor of Education STEM program, which educates teachers of sciences and mathematics, has completed all approval processes and is the first of its kind at TRU. Dr. John Churchley, program coordinator, says the timing of offering the program is significant because it aligns with the new directions in BC's new curriculum. Churchley also points out that choosing to be a teacher at this time is positive due to the stabilization of enrolment and the Supreme Court of Canada decision that resulted in new teaching positions in BC.

Read more at: inside.tru.ca/2017/02/27/bachelor-of-education-secondary-first-ever-for-tru

New Business Graduate Programs

TRU has received approval from the Ministry of Advanced Education to launch two new graduate programs: the thesis- or project-based Master of Science in Environmental Economics and Management (MScEEM), and the course-based Master of Environmental Economics and Management (MEEM). The graduate degrees will both be managed by the School of Business and Economics, and are closely aligned with the Master of Business Administration program.

International Surf Association Certification

TRU Adventure Studies students now have the opportunity to become certified International Surf Association (ISA) surf instructors here in BC. The ISA is the global governing body for the sport and is the organization that petitioned the International Olympic Committee to get surfing into the Olympics. This marks the first time that the ISA course is offered in Canada.

3.3.5 SEXUAL ASSAULT POLICY

All members of the University Community have the right to work, teach and study in an environment that is free from any form of Sexual Violence. A new Sexual Violence policy, BRD 25-0, was approved by the Board of Governors on Friday, March 31, 2017. TRU remains committed 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. The policy is available on TRU's Sexual Violence website: www.tru.ca/sexual-violence

3.3.6 STRATEGIC MANAGEMENT

This section provides selected highlights that demonstrate effective and efficient strategic management support that helps ensure the achievement of TRU's mandate and mission.

Open Governance Initiative

President Alan Shaver, Provost and Vice-President Academic Christine Bovis-Crossen, Vice-President Administration and Finance Matt Milovick and Vice-President Advancement Christopher Seguin are committed to a respectful and collegial approach to university governance. The Open Governance initiative was launched with the goal to increase the opportunities for open consultation within the university community such that it will increase the openness and effectiveness of TRU's collegial governance structures and the accessibility of its senior administrators.

In 2016, two annual Town Hall meetings were held. One served as an annual kickoff to the new school year in September, when students, faculty and staff were invited to a Town Hall meeting to start the academic year with an open dialogue on opportunities and challenges for the future. A second Town Hall during the winter term was held to discuss the development of the proposed budget for the next year before it is presented to Senate and then the Board. This meeting involved the community in addressing the budgetary challenges and opportunities facing the university and served to augment the feedback received from the Budget Committee of Senate and Senate on the proposed budget. Additionally, the members of the Board of Governors, the Senate, and the Planning Council of Open Learning enthusiastically agreed to an annual three-way joint meeting to discuss their mutual roles as governance councils, to discover helpful shared involvement, and to develop a deeper understanding of TRU's unique tri-cameral governance structure. This will build mutual understanding of the deliberations of these bodies and their interlocking responsibilities and authorities.

TRU believes that these initiatives will increase open consultation, and strengthen our collegial governance model. This will help us focus our knowledge and expertise on ensuring that a TRU education remains up to date and of high quality and that TRU is a great place to work.

Government Support for Trades

The Government of Canada announced a contribution of \$13.25 million and the BC Ministry of Advanced Education is providing \$7.03 million toward a new Industrial Training and Technology Centre at TRU. The funding will enable TRU to build a new 5,344-square-metre centre that will allow the university to expand its industrial trades and technology programs by an additional 550 full-time equivalent students spaces (FTEs), for a total of approximately 2,050 FTEs. The funding will also go toward the renovation of space in the existing School of Trades and Technology Building.

In October 2016 the province, through the Industry Training Authority, invested \$4.16



million dollars in trades training at TRU, part of the ITA's allocation to BC post-secondary institutions. The investment funded 1,588 seats through to March 31, 2017 in various trades including carpentry, electrician, welder, heavy mechanical group trades, and cook.

TRU received \$300,955 in funding from the BC government as part of the BC Skills for Jobs Blueprint. The money will pay for equipment in cook training, carpentry, millwright, mechanical, welding, and automotive programs. The new equipment will give students an advantage when heading out into the workforce. The BC Skills for Jobs Blueprint aims to support students starting careers in natural resources, hospitality, marine, industrial, and construction.

BC Government Supports New Nursing Building

The province will invest \$8 million toward construction of the new Nursing and Population Health building. TRU will provide an additional \$22.6 million for a total cost of \$30.6 million for the 44,000 square foot facility. The building will house multi-disciplinary simulation labs, classrooms and collaborative study spaces. Construction will begin in 2018, and the completion date is expected to be in 2020. Read more at: inside.tru.ca/2017/03/24/green-light-for-nph-building



TRU's Strategic Investment Fund

TRU implemented a new budget model in the 2015/2016 fiscal year. A key aspect of the new model is the creation of a Strategic Investment Fund (SIF). This new SIF is comprised of a percentage of total forecasted revenues that are "top-sliced" for projects directly related to the strategic priorities of the institution, as defined by the strategic plan and its subsequent operational plans.

Enhanced Enrolment Services

Enrolment Services (ES) at TRU underwent a substantial renovation to make our services more visible and accessible to students. ES has been renamed and redesigned to reflect a significant move towards supporting the institutional strategic priority of increasing student success. The new layout includes increased floor space to cut down on line-ups, more advising offices and greater access to services.

Read more at: inside.tru.ca/2016/11/09/new-and-improved-enrolment-service-space

3.3.7 ABORIGINAL SERVICE PLAN

TRU received \$214,000 for Aboriginal Service Plan programming in September 2016. The money will be used for initiatives that include Elders in Residence, Aboriginal Mentoring, and Aboriginal Awareness Week (annually in March). Aboriginal Service Plan activities aim to strengthen partnerships between post-secondary institutions and Aboriginal communities, and to increase access to post-secondary education for Aboriginal learners.



3.3.8 THE REACH – UNIVERSITY VILLAGE

On Nov. 14, 2011, TRU announced that a new corporate trustee, TRU Community Trust (TRUCT), will manage development on TRU property. Building on the 2003 Campus Plan, which recommended greater density and sustainability, TRU refined its master plan in 2013 to reflect the campus expansion of the last decade and to set the state for future development tied to the new academic plan, research plan, enrolment growth and the TRUCT initiatives.

In 2016, TRUCT unveiled plans for a unique and first-of-its-kind community on a university campus in the BC Interior. As a university village concept, The Reach promises a vibrant campus environment that students, staff, faculty, and community members will enjoy, whether studying or working, visiting or living on campus 24/7. This development comprises 90 developable acres; 3 million sq. ft. of new, urban residential living space to be developed; 40,000 sq. ft. of new office space to be developed; 78,000 sq. ft. of new retail space to be developed; urban market, pharmacy and hotel; and will also feature integrated outdoor public spaces connected by pedestrian-only and dedicated cycle paths. Read more at reachkamloops.com

3.3.9 RAISING FUNDS FOR STUDENTS

Student scholarships and bursaries at TRU received a boost thanks to an anonymous \$1 million major gift announced at the 25th anniversary TRU Foundation Gala in February 2017. A gift from another anonymous donor of \$1.5 million was also received and will go towards the future Nursing and Population Health building. Ticket, sponsorship, raffle, and auction sales raised a total of \$68,000 for students.

A \$75,000 increase in the amount of available funding for student assistance made the 2016 campaign the most successful one to date. The Foundation award presentation in November saw 574 students share at least \$614,000 dollars in awards. There were 25 new annual awards and eight new endowment awards. By the end of the fiscal year, roughly \$1.3 million will be disbursed.

Kamloops philanthropist and TRU honorary degree recipient Dr. Ron Fawcett and wife Rae made a \$100,000 gift towards the Fawcett Family Bursary, which brings the Fawcetts' lifetime giving to TRU to \$730,000.

3.3.10 SUSTAINABILITY EXCELLENCE

At TRU we have constantly evolved to meet the diverse needs of our expanding community and are keenly aware that local acts can advance global goals. TRU has made excellent progress in several areas:

- TRU's Sustainability Framework won Gold STARS status in 2014 and TRU is pursuing STARS Platinum status by 2020.
- enrolment in United Nations Principles for Responsible Investing (UNPRI) which is the world's leading proponent of responsible investment.
- over \$3 million in grants for energy-saving initiatives: organizations awarding grants to TRU include BC Hydro, Fortis, Public Sector Energy Conservation Agreement, Natural Resources Canada and Fraser Basin. These grants have led to a \$400,000 annual reduction in overall utility costs from 2011 to now. Green House Gas (GHG) emissions have been reduced by 33% and TRU is on track to reduce GHG by 45% by 2018.
- paper use has reduced by 60% since 2012, that's 22 million sheets per year down to 9 million sheets per year.
- waste volume has been reduced by 500 tons—from 1,700 to 1,200 tons per year since 2012—and TRU has significantly increased recyclable waste, with 40% to 60% of total waste now diverted from landfill.
- energy savings of \$500,000 per year—greater than those achieved by any other BC post-secondary institution—was recognized by BC Hydro from 2010 to 2016.
- biomass renewable energy savings of 16% at Williams Lake. The 400kW Biomass Boiler is designed to heat the Catalina Elementary School, E. J. Bare Education Centre and the TRU Williams Lake campus. The fuel is sourced locally and—by burning biofuel—this boiler system will reduce carbon dioxide emissions by approximately 360 T/yr.
- car-sharing programs to reduce greenhouse gas (GHG) emissions and vehicular traffic on campus. TRU introduced an employee car sharing program in 2015 and an all-community car-sharing program called ZipCar in 2017.
- a member of the Worker Rights Consortium for responsible purchasing. Worker Rights Consortium is an independent labour rights monitoring organization, whose purpose is to combat sweatshops and protect the rights of workers who make apparel and other products.



3.3.11 ALUMNI ENGAGEMENT

The TRU Alumni Mentoring Program received international recognition by receiving the Conference Board of Canada's 2016 Silver Global Best Award for Innovative and Creative Partnerships for the North America region. Over the past six years the mentorship program has grown from a grassroots level with 40 local mentors to generating regional, provincial, national and international partnerships to build a community of over 800 co-career educators. To date over 2,700 students have connected with career mentors throughout Canada, the United States, New Zealand, Iceland, Sweden, Australia and Africa. inside.tru.ca/2016/08/09/mentorship-program-wins-international-award

Through online education, interactive connections, event participation and volunteer opportunities the Alumni Office builds connections and advocates for the university. The monthly e-newsletter is sent to 27,500 emails, with an open rate of 28%. Social media traffic has increased 200% in the past three years providing a very sustainable platform of communication. New this year is the calling campaign directed toward young alumni; the campaign updated 1,350 records.

Alumni events consist of five mentorship, six local and five regional events. Regional events are hosted in Calgary, Vancouver and Toronto. Each event brings an increase in updated contacts, mentor volunteers and social media interaction. Due to this success, there are concrete plans to expand to Victoria, Kelowna, Edmonton and China in the next 18 months. In addition to alumni events we have a new partnership with recruitment and send 12 alumni ambassadors (two per event) to six recruitment evenings held throughout BC and Alberta. This provides prospective students with hands-on testimonials from advocates of the institution.

Performance Plan: Goals and Objectives



4. PERFORMANCE PLAN: GOALS AND OBJECTIVES

The TRU Strategic Priorities (2014-2019) inform all other planning processes at the university and comprise the institution's primary corporate goals and objectives leading to 2019. 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.

4.1 ALIGNMENT OF TRU STRATEGIC PRIORITIES WITH AVED GOALS

4.1.1 ALIGNMENT AT A GLANCE

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 align with and support three or more of the ministry’s goals.

Fig. 4.1: Alignment Matrix

TRU Strategic Priorities	Ministry of Advanced Education Goals			
	Goal 1: Students	Goal 2: System	Goal 3: Society	Goal 4: Citizens
	Ensure students are supported to achieve their education, employment and training goals	Ensure a high quality post-secondary education system that provides BC with a global competitive advantage	An education and training system that maximizes social and economic benefits 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:

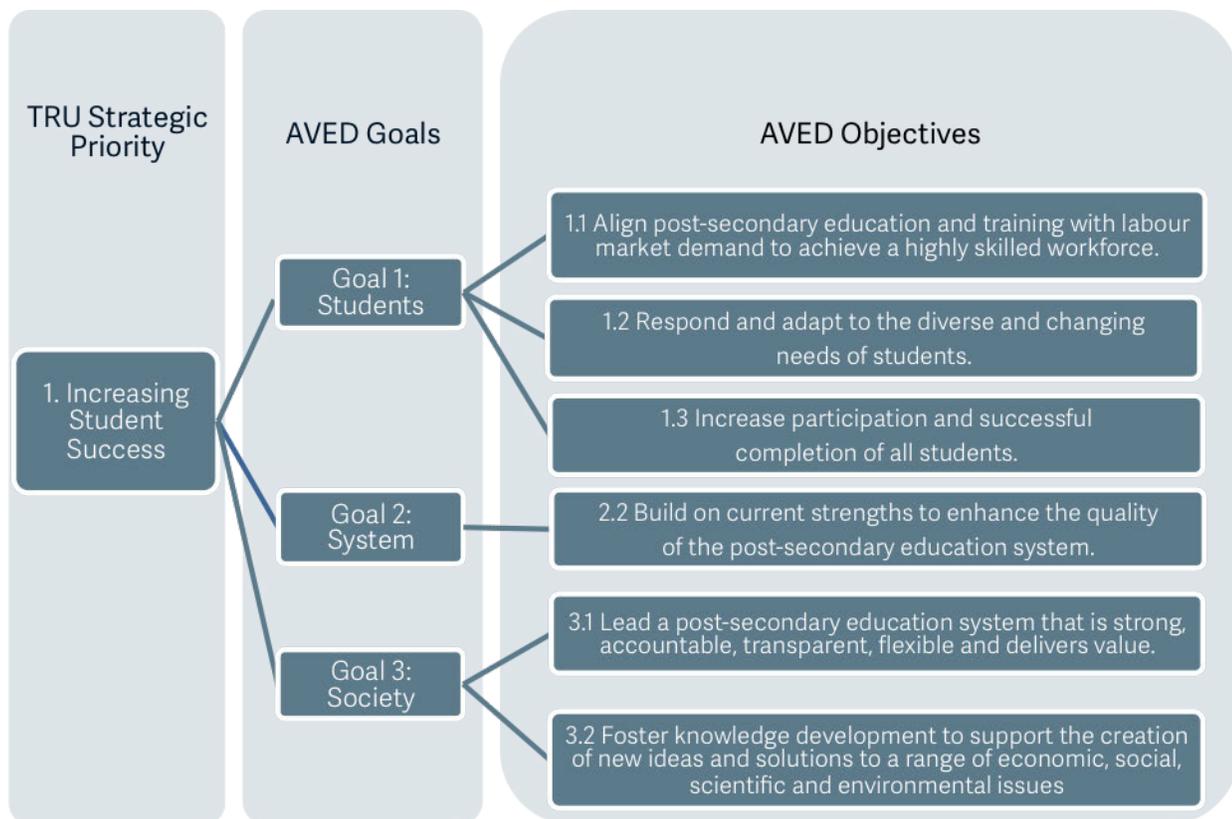
1. British Columbia Ministry of Advanced Education. February 2017. *2017/18 – 2019/20 Service Plan*. Retrieved from www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/advanced-education/service-plan
2. Thompson Rivers University. February 2014. *Redefining the Modern University: Strategic Priorities 2014-2019*. Retrieved from www.tru.ca/__shared/assets/2014-2019_StrategicPriorities_PDF31428.pdf

4.2 HOW TRU STRATEGIC PRIORITIES ALIGN WITH AVED GOALS

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

Creation of an Early Alert Program

Early Alert engages faculty and staff in identifying students in difficulty and connecting those students to on-campus resources and support services as efficiently as possible. Read more at: tru.ca/earlyalert

TRU Set to Offer Master of Nursing Program in 2017

The Ministry of Advanced Education has approved TRU's request to begin offering Master of Nursing courses in 2017. Students in the province's interior interested in pursuing a Masters in Nursing no longer have to leave the area to attend graduate school. The 33-credit program will offer the opportunity for nursing graduates and registered nurses to attain leadership roles in the field as well as clinical education for academia. The announcement followed the \$550,000 donation received from the Stollery Charitable Foundation for a new Nursing and Population Health building. The program is TRU's third new graduate program since May 2016.

Read more at: inside.tru.ca/2016/11/07/master-of-nursing-gets-the-go-ahead

Approval Process for the Bachelor of Education (Secondary) STEM Program Complete

The secondary school teacher education program in Science, Technology, Engineering, and Mathematics will start accepting applications in July, 2018. The program, which educates teachers of sciences and mathematics, has completed all approval processes and is the first of its kind at TRU. Dr. John Churchley, program coordinator, says the timing of offering the program is significant because it aligns with the new directions in BC's new curriculum.

New Apprenticeship at TRU Aims to Cut Wait Lists

A four-year instrumentation and control technician apprenticeship that started in February will hopefully cut existing wait times for students in the province. Before this apprenticeship started at TRU, the only institution offering such a program in the province was BCIT with students having to wait as long as two years. Max Tinsely, the trades instructor who designed the course, says the program will alleviate the backlog. The program has an intake of 18 students. Third and fourth year will not be offered until the new Industrial Technology and Trades Centre is finished in Fall 2018. Read more at: inside.tru.ca/2017/02/01/new-trades-apprenticeship-cuts-bc-wait-time

TRU Orientation and Transition Program

The rejuvenated TRU Orientation and Transition program supports new-to-TRU students as they move into and through their first year at TRU. Read more at: www.tru.ca/orientation

Witnessing Poverty Shapes Future Doctor

Fourth-year chemical biology major Jagdeesh Uppal won a prestigious, highly competitive Mitacs Globalink Research Award in 2016 thanks to his experiences at TRU, which include conducting research with chemistry faculty member Dr. Kingsley Donkor's research team and completing a research exchange in Spain. With the award, Uppal spent three months at the Indian Institute of Technology in Roorkee, India, researching methods of early detection of Alzheimer's disease. He now hopes to combine his passions for medicine and research to one day assist in bringing affordable medical care to those who most need it. Read more at: inside.tru.ca/2016/05/24/alzheimer/ and <http://inside.tru.ca/2016/11/22/witnessing-deep-poverty-shapes-future-doctor>

Study Abroad Students Shine in Ottawa

TRU Study Abroad ambassadors Madison Ellis, Aaren Ritchie-Bonar and Tatiana Gilbert presented “The Power of Returning Mobility Students: Leveraging the Student Experience” at the 50th-annual conference Canadian Bureau for International Education Conference (CBIE) in Ottawa in November 2016. Co-presenting the hour-long session were TRU’s interim manager of Study Abroad, Karie Russell, and Colin Doerr from the BC Council for International Education. The three students studied overseas in France, Belize and Australia, respectively, for one or two semesters, and became ambassadors of TRU’s study abroad program on their return.

Read more at: inside.tru.ca/2016/11/16/study-abroad-students-shine-in-ottawa

Arts Alum Finds TRIUMF-ant Success

From fashion to physics, Nic Zdunich has done it all—including turning his last co-op position into a full-time job. The 2016 Bachelor of Arts graduate completed two co-op work-terms at TRIUMF, Canada’s National Lab for Particle and Nuclear Physics, before accepting a full-time strategic communications associate position with the company.

Read more at: inside.tru.ca/2016/08/29/arts-alum-finds-triumf-ant-success

Hands-on Learning at Community Legal Clinic

TRU Law student Claire Armstrong spent summer 2016 helping Kamloops seniors. Armstrong, along with five other law students, gained practical experience as a student clinician working at the TRU Community Legal Clinic. The clinic provides free legal services for low income populations in the Kamloops region, thanks to funding from the Law Foundation of British Columbia, which first allowed the clinic to open its doors in April 2016. The service increases access to justice for clients and provides students with an opportunity to put some of their legal knowledge and skills to practice while earning credits for a clinical practice course. TRU Law is looking to eventually have the clinic staffed full-time and potentially add a second supervising lawyer.

Read more at: inside.tru.ca/2016/08/18/hands-on-learning-at-community-legal-clinic

Journalism Grads Receive Scholarships

Two TRU journalism students received BC & Yukon Community Newspapers Association scholarships in May 2016. James Elliot and Cameron Doherty were awarded the scholarships at the 2016 Newspapers Canada National Conference in Richmond. The scholarships are awarded to students in BC and the Yukon who intend to work in print journalism. Journalism instructors choose students who demonstrate both an enthusiasm and talent for community news. Read more at: inside.tru.ca/2016/06/27/journalism-grads-get-recognized

Welding Student to Compete in World Skills Competition

TRU welding student Andrew Christensen won gold medals at provincial and national Skills Canada competitions, earning a chance to compete in the Olympics of trades competitions: World Skills. Held every two years, World Skills 2017 is Oct. 14-19 in Abu Dhabi and will attract more than 1,200 competitors from 72 countries and regions to compete in 50 skill categories. Read more at: inside.tru.ca/2016/11/18/welder-training-for-olympics-like-event

Law Student Earns BC Law Society Gold Medal

The BC Law Society Gold Medal was awarded to Cole Rodocker in June 2016. Graduating students with the highest cumulative GPA at each BC law school are awarded the gold medal. Rodocker says the TRU law program, which opened in 2011, prepares students to work in any size firm or market. He is the first TRU student to secure an articling position with the national law firm Blake, Crassels, and Graydon LLP in Vancouver.

Read more at: inside.tru.ca/2016/06/08/rodocker-wins-bc-law-society-gold-medal

Career Mentorship Program Wins International Award

The TRU Alumni Mentoring Program received international recognition by receiving the Conference Board of Canada's 2016 Silver Global Best Award for Innovative and Creative Partnerships for the North America region. Over the past six years the mentorship program has grown from a grassroots level with 40 local mentors to generating regional, provincial, national and international partnerships to build a community of over 800 co-career educators. To date over 2,700 students have connected with career mentors throughout Canada, the United States, New Zealand, Iceland, Sweden, Australia and Africa.

Read more at: inside.tru.ca/2016/08/09/mentorship-program-wins-international-award/collaboration

Tourism Graduate Thriving in Swiss Alps

Debi Schranz, a 2014 graduate of the Resort and Hotel Management Diploma at TRU, is working as a manager on duty at a Swiss hotel. Schranz says after graduating, she went on vacation for two weeks, received a job offer, traveled back to Canada, sold everything, and moved to Europe. Her duties range from advertising and design, to scheduling staff to serving. Read more at: inside.tru.ca/2016/06/28/tourism-grad-working-in-the-swiss-alps

New Renovated and Renamed Enrolment Space Unveiled

The space formerly known as the Registrar's Office was renamed Enrolment Services in November. The space underwent a redesign resulting in a brighter, open space, and greater access to services. The impacts of the redesign and renaming include cutting down on line-ups, and increasing exposure and awareness that the office is available to serve students. Read more at: inside.tru.ca/2016/11/09/new-and-improved-enrolment-service-space

Geography Alumnus Combines Archeology and GIS

Sarah Cooke, a geography and environmental studies graduate, currently works as a geographic information systems (GIS) consultant in Kamloops. She completed a double degree program at TRU and at the University of Gavle in Sweden, and also completed three co-op terms with two companies in the last six years. Cooke's thesis research focused on identifying underground pit houses using remote sensing of aerial images, and then working to preserve the area. Read more at: inside.tru.ca/2016/11/17/geography-alum-explores-aerial-archaeology

Aboriginal Lawyers Forum Award Goes to TRU Student for the First Time

Third-year law student Dustin Gagnon is the recipient of the 2016 Aboriginal Lawyers Student Forum Award. It is the first time a TRU student has earned the \$500 award. Recipients are law students of Aboriginal ancestry, who find ways of addressing issues facing Aboriginal law or articling students. Gagnon, a member of the Wet'suwet'en First Nation, is the president of the Indigenous Law Students Club at TRU. He has worked to bring in Indigenous speakers, and has engaged in efforts to bring Aboriginal issues to the attention of TRU Law.

Read more at: inside.tru.ca/2016/11/30/indigenous-law-club-president-wins-award

Upgrades to Business Space Positive for Students and Faculty

Renovations to the second floor of the International Building were completed in November. The redesign allows Business and Economics advising staff, previously housed in the Trades and Technology building, to be housed in the new space. There is also a new meeting room and new study spaces for students. The space will facilitate meetings between students and professors, and host events for community business leaders.

Read more at: inside.tru.ca/2016/11/25/sobe-student-centre-grand-opening-a-success

TRU Foundation Campaign the Most Successful Ever

A \$75,000 increase in the funds available for student assistance makes the 2016 campaign the most successful one to date. The TRU Foundation award presentation in November saw 574 students share at least \$614,000 in awards. There were 25 new annual awards and eight new endowment awards. By the end of the fiscal year, roughly \$1.3 million was dispersed. Read more at: inside.tru.ca/2016/11/25/foundation-awards-changing-lives-in-a-big-way

Student-Led Committee Empowers Disadvantaged Youth across the World

World University Service Canada, TRU committee, is working to bring the service's Student Refugee Program to campus. The student-led committee, through this program, sponsors refugee students from around the world to study at universities in Canada. Committee members say roughly \$6,300 has been raised for this initiative through various fundraisers. The committee is working to develop a student levy in an effort to guarantee sustainability of the program.

Men's Basketball

The WolfPack men's basketball team made it to the CIS Final 8 for the first time in school history in 2015-16. They also won a silver medal in Canada West.

Women's Volleyball

WolfPack women's volleyball player Luliia Pakhomenko (Donetsk, Ukraine) was named the Canada West and CIS player of the year for 2016, the Canada West overall female athlete of the year and was a finalist for the CIS overall female athlete of the year.

Degree Completion Pathway with Fleming College

Graduates from the Outdoor and Adventure Education program at Fleming College in Ontario will now be able to complete an adventure tourism concentration in the Bachelor of Interdisciplinary Studies at TRU. The pathway will require the graduates of this diploma program at Fleming College to enter into the third year of the degree program at TRU. The partnership will function to attract students to Kamloops from out of province, and will also solidify TRU's reputation as a global leader in the area of adventure studies.

Read more at: inside.tru.ca/2016/07/28/partnership-provides-pathway

New Partnership with Stenberg College

Stenberg College, in Surrey, has partnered with TRU to offer Stenberg graduates the chance to finish a degree online in a shorter amount of time. TRU's Open Learning Bachelor of Health Science Program will now accept Stenberg graduates of the Psychiatric Nursing and Cardiology Technology programs. Graduates of the former can transfer up to 72 prior learning assessment recognition credits, while the latter can transfer up to 45 credits. The partnership also allows Stenberg graduates with a Bachelor of Health Science and five years nursing experience to teach clinical courses in the province. Read more at: inside.tru.ca/2017/01/18/tru-partners-with-stenberg-college

Articulation Agreement with the Justice Institute of BC

Graduates of the JIBC paramedic and health sciences can now transfer credits towards TRU's Open Learning Bachelor of Health Science. Graduates of the JIBC's Advanced Care Paramedic can transfer up to 60 credits while graduates of the Health Sciences diplomat can transfer up to 47. Graduates who have completed both programs can transfer up to 90 credits. TRU's Bachelor of Health Science degree requires 120 credits.

Read more at: inside.tru.ca/2017/01/18/tru-partners-with-the-justice-institute-of-bc

\$2.5 Million in Anonymous Gifts Announced at 25th Anniversary Foundation Gala

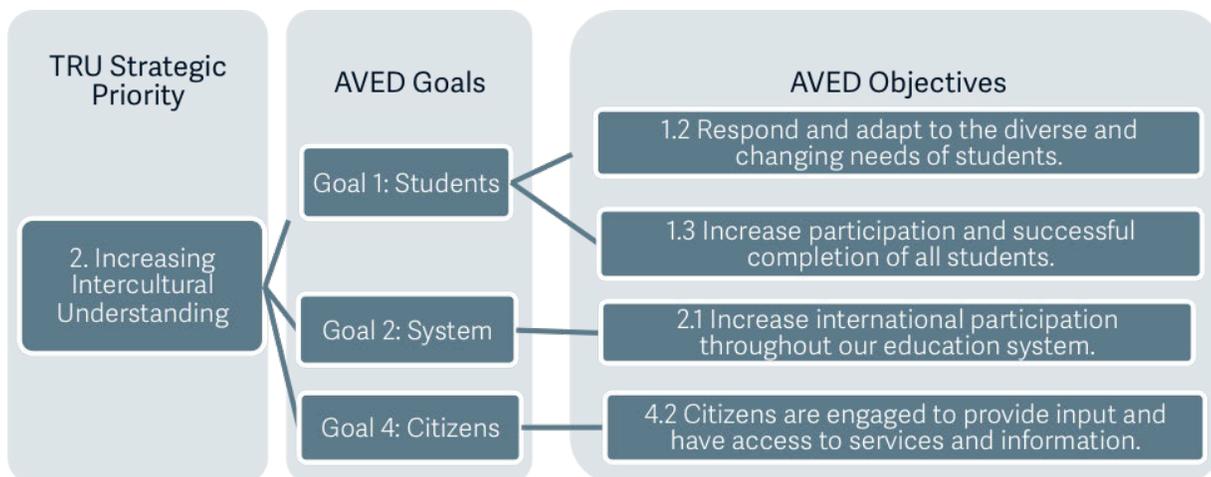
Student scholarships and bursaries at TRU will get a boost thanks to an anonymous \$1 million major gift. The gift was announced at the 25th Anniversary Foundation Gala in February. Another \$1.5 million from another donor, who wishes to remain anonymous, will go towards the future Nursing and Population Health building. Ticket, sponsorship, raffle, and auction sales raised another \$68,000 for students.

Read more at: inside.tru.ca/2017/02/14/gala-celebrates-25-years-with-2-5-million

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 3.2 Truth and Reconciliation Commission for numerous initiatives and activities held at TRU that were designed to increase understanding of Aboriginal culture.

SELECTED INTERCULTURAL UNDERSTANDING HIGHLIGHTS

English Language and Cultural Immersion

Over 800 students from China, Hong Kong, Japan, Korea, Mexico, Nigeria, Panama, Russia, Saudi Arabia, Spain, Taiwan, Thailand and Ukraine took part in the International Training Centre's English Language and Cultural Immersion Short Term Study program in Summer 2016—a 14% increase over the same period in 2015.

TRU Announces Canada's First Research Chair in Indigenizing Education

Dr. Shelly Johnson was announced as Canada's first Research Chair in Indigenizing Higher Education in December 2016. The Dean of the Faculty of Education and Social Work worked with faculty to bring both Johnson and the appointment to TRU. Results from the Truth and Reconciliation Commission were key in the development of this position. Johnson is a leader in Indigenizing research methods. In her first year, she will finish ongoing research projects, and will create an advisory group consisting of members of area Nations that will help guide her research program.

Learning by Osmosis

Albert Adserias spent his first winter in Kamloops in 2016/17, toward a double degree in chemistry from TRU and the Universitat Autònoma de Barcelona (UAB), his home university in Spain. He is the first student to take advantage of the double degree opportunity since the two universities signed an agreement in May 2016. Two TRU chemistry faculty members are enriching Adserias' third-year studies through hands-on experience in their research labs.

Read more at: inside.tru.ca/2016/12/08/learning-by-osmosis

Nursing Beyond Borders in South Sudan

When Bachelor of Science in Nursing alumna Sara Goddard first entered TRU's nursing program she had her sights set on a career in mental health. That all changed after an international practicum experience in Samoa, where she discovered a passion for patient care that set her on a path to remote nursing. Goddard has spent the last four years working as the sole community health nurse for the Xeni Gwet'in First Nation, an isolated community in the Chilcotin. Looking to expand her international work experience, she successfully applied for a position with Medecins Sans Frontieres, and recently completed a seven-month contract in South Sudan.

Read more at: inside.tru.ca/2017/04/06/nursing-beyond-borders-in-south-sudan

BC Government supports Aboriginal Initiatives at TRU

TRU received \$214,000 for Aboriginal Service Plan programming in September. The money will be used for initiatives that include Elders in Residence, Aboriginal Mentoring, and Aboriginal Awareness Week in March. Aboriginal Service Plan activities aim to strengthen partnerships between post-secondary institutions and Aboriginal communities, and to increase access to post-secondary education for Aboriginal learners.

Read more at: inside.tru.ca/2016/09/29/historic-day-for-bilingual-chineseenglish-high-school

TRU Hosts Inaugural Canadian Conference on Cross Border Indigenous Trade

TRU Law hosted the International Inter-Tribal Trade and Investment Organization conference in November 2016, its first time held in Canada. The conference aimed to provide discussion, objective research, and education in the areas of international inter-tribal trade and investment. Roughly 30 people, including government officials and Canadian and American tribal dignitaries were in attendance. The organization's first conference was held in Oklahoma in April 2016.

Read more at: inside.tru.ca/2016/11/14/inter-tribal-trade-conference-engages-stakeholders

2016/17 Ch'Nook Scholars

The School of Business and Economics announced five students as 2016/17 Ch'Nook scholars. Rochelle DeLaRonde, Sarah Melnyk, Ryan Oliverius, Christen Pretty, and Ed Blakeborough were awarded \$2,000, networking opportunities, and access to other supports. They were selected for excelling academically and for their community involvement. The Ch'Nook scholars program supports Aboriginal students across the province. TRU hosted the Ch'Nook gathering of scholars from across the province in March 2017.

Read more at: inside.tru.ca/2016/11/08/five-chnook-scholars-announced

Law Students Visit Former Residential School

One hundred TRU first-year law students visited Chief Louis Centre, a former residential school. The visit, which takes place annually, is part TRU's response to the federal government's Truth and Reconciliation Commission. Among the Commission's calls to Action is to teach students about the history of residential schools in Canada. Janna Promislow, associate professor of law, says the visit also cultivates understanding of the role of lawyers in the reconciliation process. Students heard from residential school survivors and family members, and a judge's perspective on the Commission's recommendations.

Read more at: inside.tru.ca/2017/01/30/law-students-president-participate-in-reconciliation-field-trip

Rebranded Partnership Aims to Increase Intercultural Understanding

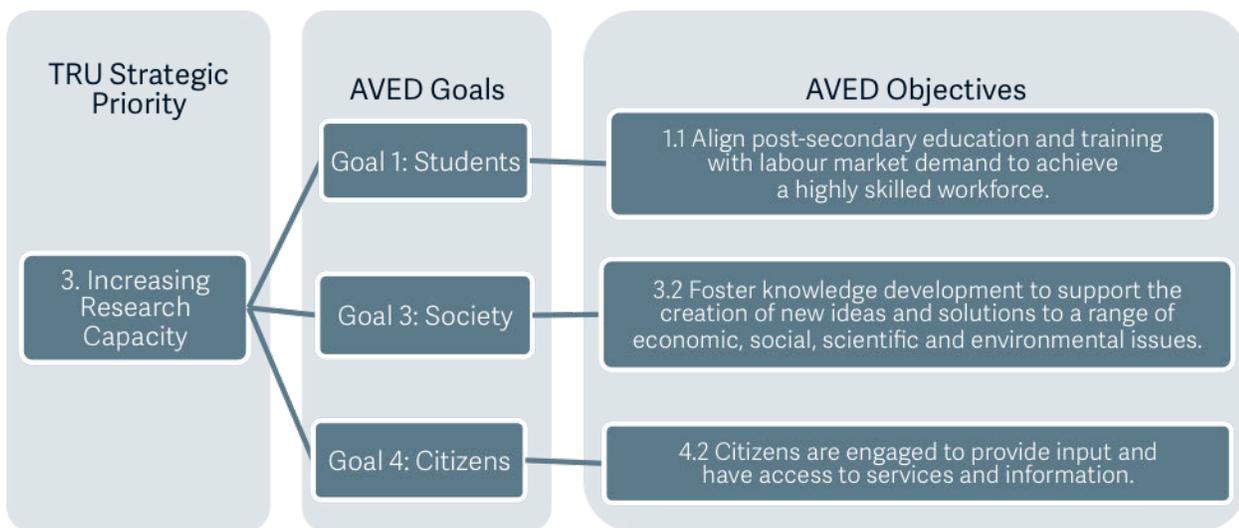
An innovative partnership is creating unique opportunities for students to expand intercultural understanding through outdoor activities. TRU World (TRU's international division) and the AdventureU Club have partnered to build upon the already successful Leisure Explore Activity Program (LEAP) by capitalizing on upper-level Adventure Studies students to lead activities that offer a greater outdoor component. The foundation of the program is unique to TRU, giving adventure students the chance to gain hands-on experience while also earning course credits. Students in the club get to practice guiding activities such as canoeing, kayaking, ice climbing, snowshoeing, camping and skiing. The partnership offers adventure students, domestic and international students a chance to discover Kamloops and the interior of the province.

Read more at: inside.tru.ca/2017/02/07/unique-partnership-builds-cultural-understanding

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, TRU is 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

Canada Research Chairs at TRU – A Significant Milestone

TRU welcomed four Tier 2 Canada Research Chairs (CRCs) in 2016, further accelerating and strengthening the university's research capacity: Dr. Shelly Johnson in Education and Social Work, Dr. Yana Nec in Science, Dr. Heather Price in Arts, and Dr. Courtney Mason in Adventure, Culinary Arts and Tourism. Johnson specializes in Indigenizing higher education, Nec specializes in partial differential equations, Price focuses on memory and children as witnesses in the legal system, and Mason focuses on the historical impacts of abrupt changes in land use for rural Indigenous Canadians, and assesses how those communities negotiate the related challenges. This is a significant milestone, as it marks the first time in a decade that TRU has had all four of its Canada Research Chairs in place at the same time. Together, TRU's four CRCs represent a \$2 million investment from the Canada Research Chair Program, along with an additional \$241,000 infrastructure investment from the Canada Foundation for Innovation. Read More at: inside.tru.ca/2016/12/06/canada-research-chairs-mark-milestone-for-tru

Six TRU Researchers Receive Discovery Grants

The National Sciences Research and Engineering Council (NSERC) has awarded \$200,000 to six TRU researchers in 2016. The recipients were Dr. Xiaoping Shi in Mathematics, Dr. Lauchlan Fraser in Biological Sciences, Dr. Kingsley Donkor in Chemistry, Dr. Thomas Pypker in Natural Resources, Dr. Mark Rakobowchuk in Physiology, and Dr. John Church in Natural Resource Sciences. Seventeen faculty at TRU are being supported by the Discovery Grant program. The grants are subject to a rigorous peer review process. Read more at: inside.tru.ca/2016/06/24/discovery

SSHRC supports TRU Researchers

Four TRU researchers received \$215,000 thousand dollars through the Social Sciences and Humanities Research Council in 2016. The recipients were Dr. Courtney Mason in Tourism, Dr. Joel Wood in Economics, Dr. Richard Frimpong Oppong in Law, and Natalie Clark in Social Work. The grants will support research projects in their initial stages for two years. Read more at: inside.tru.ca/2016/09/09/sshrc-idg-2016

NSERC Engage Grants Awarded to Three TRU Researchers

Engage grants from the Natural Sciences and Engineering Research Council were awarded to three TRU researchers in February 2017. Dr. Kingsley Donkor in Chemistry, Dr. David Hill in Geography, and Dr. Tom Pypker in Natural Resource Science are each collaborating with industry to develop new tools, methods and efficiencies. Donkor is working with New Gold's Afton mine to develop a chemical technique designed to increase efficiency and sustainability. Hill is partnering with a logging company in Pemberton to develop an alternative method of surveying. Pypker is partnering with Sun Peaks resort to develop a new tool for monitoring snow packs at high elevation ski resorts. Read more at: inside.tru.ca/2017/02/14/tru-researchers-apply-expertise-to-solve-industry-challenges

Undergraduate Biology Student Presents Research at National Conference

Dylan Ziegler, a fourth-year biology student, successfully presented a poster at two conferences before submitting, and then presenting his research at the Canadian Botanical Association Conference in Victoria. Ziegler is currently working with his supervisor to publish his research in a scientific journal. He has already completed his honours thesis, and intends to proceed to graduate school. Read more at: inside.tru.ca/2016/06/22/ugresearch

Law Professor Chairs Panel, Presents Paper at International Law Conference

Dr. Lorne Neudorf attended the 2016 Conference of the International Society of Public Law in Berlin. Neudorf chaired a panel comparing laws and institutions. His presentation, based on a paper, focused on how the Supreme Court of Canada uses foreign law in deciding cases.

Read more at: inside.tru.ca/2016/06/14/law-faculty-member-presents-at-international-public-law-conference

Anthropology Professor Wins Prize for Paper on Civility

Dr. David Scheffel, anthropology professor, received a prize for his paper on civility during the Czechoslovak Studies Association's annual meeting in Washington, DC. Scheffel received the Stanley Z. Pech prize for best article. His research examined how mixed communities in Roma were able to integrate, with concessions, neighbourliness and civility contributing to successful integration.

Sociology Professor Coordinates Province-Wide HIV Research Project

Vicky Nygaard of Sociology is the research coordinator for the Positive Living, Positive Homes project. The province-wide initiative, led by the Pacific AIDS Network, will explore how different housing situations affect the health of those living with HIV. Nygaard plans to interview people living with HIV, landlords, and service providers in the Kamloops, Chase, Merrit, Ashcroft, and Barriere areas. She expects that housing stability will have a significant and positive impact on health outcomes of those living with HIV.

Read more at: inside.tru.ca/2016/12/01/living-with-hiv-we-want-to-find-out-what-works

Graduate Students Awarded Science Fellowships

Brianna Iwabuchi and Stephanie Winton, graduate students in the Master of Science in Environmental Science program, have each been awarded a \$7,500 Environmental Science and Natural Resource Science Fellowship. The fellowships are awarded to students who demonstrate a contribution to their field and a commitment to research. Iwabuchi is studying how well certain marine life tolerate changes in climate conditions. Winton is studying the impact of road mortality on the Northern Pacific Rattlesnake in South Okanagan.

Read more at: inside.tru.ca/2017/01/18/esnrs

Law Professor Examines Legal Remedy for BC Special Needs Students

Margaret Hall, Associate Professor of Law, is researching whether special needs students are being best served by a current human rights remedy with regard to discrimination on the basis of learning disabilities. Hall will also examine the prevalence of human rights complaints and their relation to such discrimination. A Law Foundation of BC grant will support the research.

Read more at: inside.tru.ca/2017/02/06/access-to-education-are-bc-students-best-served-by-legal-remedy

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, NGO's, 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

Graduate Attributes Entrepreneurial Success to Undergraduate Research Experience

Danielle Fauteaux says a \$4,500 Undergraduate Research Experience Award Program (UREAP) grant she received from TRU was critical to her current entrepreneurial success. Fauteaux, a graduate of the Architectural and Engineering Technology program, says the award allowed her to work on a project that she may not have otherwise had the courage to take on, designing plans for a waterfront housing project, which she expects to be built. Fauteaux graduated in 2016 and has developed her own custom home design business. The Kamloops District Chamber of Commerce awarded Fauteaux Young Entrepreneur of the Year in the fall.

Read more at: inside.tru.ca/2017/01/18/undergrad-research-credited-for-entrepreneurial-success

Business Alumnus Expanding Popcorn Business

Cody Inskip, along with partner John Peters, started Skippy's Kettlekorn in 2013. Inskip, a 2012 TRU graduate, says courses in TRU's business program were valuable in helping to launch the business. His company now has four full-time employees and three delivery trucks. The product is available in 250 retail locations in British Columbia with Inskip planning to expand into the Alberta market.

Read more at: inside.tru.ca/2016/07/27/business-grad-a-maize-ing-success

Computing Science Alumnus Operates Investment Firm Worth \$1 Million

Govind Preet Singh, a computer science graduate, not only works full time at a large, global software company, but he also works 40 hours a week operating his own investment firm. Singh works as a Senior Legal Compliance Specialist at his day job, focusing on mergers, acquisition, and compliance in the software industry. His finance and lending corporation employs 10 people, and has a net worth of \$1 million. An international student from India with a background in computer programming, Singh credits the Bachelor of Computing Science at TRU in helping him better understand the science behind the technology. He also says the co-op program was a great way to attain employment and understand Canadian work culture. Read more at: inside.tru.ca/2017/01/09/from-co-op-to-ceo

Conference for Women Entrepreneurs

Julie John, a recent graduate of the Tourism Management program, organized a conference for women entrepreneurs in February 2017 through her event management business. John, who also runs a gift shop in downtown Kamloops, says the conference offers networking and professional development as well as information sharing through presentations, discussions, and mentoring. She encourages businesswomen who aren't sure where to begin with regard to starting their own business. John says the courses at TRU gave her confidence and an assurance to do what she sets her mind to doing.

Read more at: inside.tru.ca/2017/01/27/grad-hosts-inspiring-conference-for-women-entrepreneurs

Tourism Alumna Owner of High-End Wedding Planning Company

Nicole Sihlis, 2013 TRU graduate, is making a name for herself in the world of wedding planning. Sihlis says her goal was to be known as the only high-end wedding planner in the Okanagan, and it is coming to fruition with Created Lovely Events. The company has been featured in a variety of well-known blogs and magazines, and has been involved in planning a couple of NHL weddings recently. Sihlis volunteered with the Kamloops Bridal Fair for four summers, and served as president of the Professional Conventional Management Association before opening Created Lovely Events. Read more at: inside.tru.ca/2017/01/26/events-grad-says-i-do-to-success

Fuel-ed by Passion

Business administration student Jake Young is an entrepreneur who found his passion early and made it his career. Young is soon to be part-owner of Fuel Kamloops, a supplement, vitamin and nutrition retailer in Kamloops, where he has worked for the past few years. He says he has already put to use much of what he has learned at TRU, especially from a marketing perspective. Young hopes to assist in expanding the Fuel brand by building up the shop in Kamloops while using his education to help it grow regionally and nationally.

Read more at: inside.tru.ca/2016/12/07/fuel-ed-by-passion

Students Win Third in Hotel Design Competition

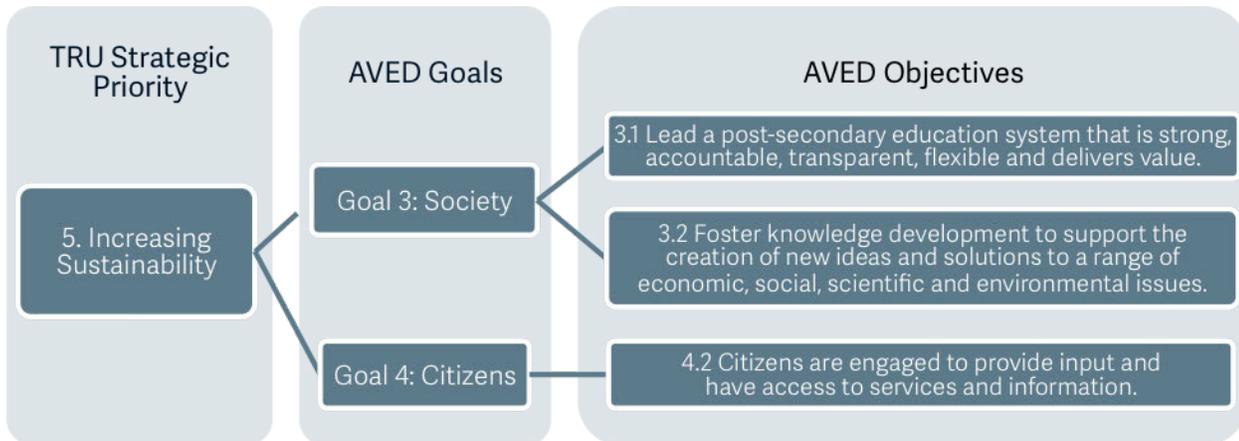
An Emily Carr-inspired hotel conceived by three TRU students during a tourism/business course placed third in the first-ever #hotelNEXT competition during the Canadian Hotel Investment Conference in Toronto in May 2016. Students Colleen Black, Queenie Lai and Kelsey Perra appeared before a panel of investors, hotel developers and a live audience of more than 500 to pitch their "Hotel of All Sorts" concept. Competing in #hotelNEXT grew out of the special topics course Tourism Management/Management 3980, which was intended to develop a deeper understanding of the hotel industry while enhancing interpersonal skills.

Read more at: inside.tru.ca/2016/06/03/students-3rd-in-hotel-design-competition

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

TRU Recognized as Energy Conservation Leader

BC Hydro congratulated TRU for saving half a million dollars in utility costs in 2016. The utility says TRU has surpassed other post-secondary institutions in the province with regard to energy savings as a percentage of total consumption. Strategies to conserve energy include switching to more energy efficient LED technologies, and participation in Hydro's Continuous Optimization Program. Environmental Sustainability and Energy Manager Jim Gudjonson says support from senior administration, facilities, as well as staff and faculty practicing conservation behaviors made the energy savings possible.

Read more at: inside.tru.ca/2016/12/19/energy-management-efforts-pay-off-with-500000-in-savings

Student Sustainability Ambassadors Program Launched

The Student Sustainability Ambassadors program, launched in January 2017, offers TRU students the opportunity to create positive change. The program will have ambassadors, using three tool-kits, educate other students on sustainability-related topics. Ambassadors are also encouraged to share their own ideas on the program, and future sustainability at TRU. A commitment of 12-15 hours of service in one academic year is required.

Read more at: inside.tru.ca/2016/12/22/new-tru-student-sustainability-ambassadors-program

Car Sharing Alternative Comes to TRU

TRU became the first Kamloops location for ZipCar, the car-sharing company, to launch its 24-hour alternative to owning a car. Users are able to rent a car after completing an application, paying a fee, and receiving a membership card. The cars can be rented for as much as a week or as little as an hour. The daily rate is \$73, hourly it is \$10, and reservations include 200 kilometers a day, insurance and fuel. The Office of Environment and Sustainability played a critical role in bringing ZipCar to TRU. Read more at: inside.tru.ca/2017/01/13/zipcar-dives-onto-campus

Department Amalgamations at TRU

Four departments amalgamated to form two units at TRU in June. Central Marketing and Communications and Open Learning Marketing and Communications merged; Institutional Planning and Analysis merged with Open Learning Planning, Budget, and Effectiveness. The amalgamations aim to increase efficiency and effectiveness, providing more diverse pan-institutional services through a “OneTRU” operational model. Even though budgetary reallocations took place, some roles evolved, and different reporting structures now exist for some staff, the mergers did not result in any positions being downgraded nor job losses.

Read more at: inside.tru.ca/2016/06/20/department-amalgamations

Trades Helps Install Solar Power Installation

Electrical instructor Amie Schellenberg and electrical student Tawny Fortier assisted the Lower Nicola Indian Band with a community owned solar power installation, the largest of its kind in British Columbia. The project is a community partnership with W Dusk Energy Group. The solar power installation is a 300-panel solar array on the school gymnasium. The aim is twofold: to help power the school, and to feed excess electricity back into the local grid, resulting in environmental sustainability and cost savings.

Read more at: inside.tru.ca/2016/09/21/trades-assist-in-major-solar-project

Sweater Week at TRU

Sweater Week, epitomized by turning down the thermostat by 10% in most TRU facilities, happened in February 2017. The annual initiative aims to reduce greenhouse gas emissions, and save roughly 10% in energy. TRU also has an efficient space heater program where heaters are installed underneath desks.

Read more at: inside.tru.ca/2017/02/02/tru-sweater-week-is-back

Investment Strategy to Include Sustainability

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, the world’s leading proponent of responsible investment.

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

Waste Reduction Milestones

Paper use has reduced by 60% since 2012, that’s 22 million sheets per year down to 9 million sheets per year. Waste volume has been reduced by 500 tons—from 1700 to 1200 tons per year since 2012—and TRU has significantly increased recyclable waste, with 40% to 60% of total waste now diverted from landfill.

Performance Plan: Ministry Performance Measures, Targets, Results



5. PERFORMANCE PLAN: 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 2016-17 Accountability Framework Standards Manual for a full description of each measure (available at www.aved.gov.bc.ca/framework/docs/standards_manual.pdf)

5.1 STUDENT SPACES (FTE ENROLMENT) – FTE ENROLMENT REPORTS

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	2015-16	2016-17	2016-17	2016-17	2017-18	2018-19
Student spaces (FTE)	Actual	Target	Actual	Assessment	Target	Target
Total student spaces	8,463	7,996	8,367	Achieved	7,981	TBD
Nursing and other allied health programs	1,221	751	1,181	Exceeded	768	TBD
Developmental	335	944	306	Not Achieved	944	TBD

Note: Results from the 2015/16 reporting year are based on data from the 2015/16 fiscal year; results from the 2016/17 reporting year are based on data from the 2016/17 fiscal year. Excludes Industry Training Authority student spaces.

During 2016/17 our Developmental FTE enrolment was 306 compared to the target of 944, giving TRU a utilization rate of 32.5% on this target. As in previous years, most of the Developmental FTE accrued through Kamloops on-campus delivery. The 2016/17 data show a slight increase in these on-campus ABE enrolments, and continuing low enrolments in regional delivery.

While the target for Developmental student spaces was not met, steps signaled in last year’s report were taken to increase utilization, including:

- regular media promotion of ABE course offerings; careful alignment and timing of promotion strategies with program offerings
- expanded offerings of ABE in the 2016 summer semester resulting in a 110% increase in summer enrolments
- a targeted communications plan (social media, radio, etc.) to create greater awareness of how to access the Adult Upgrading Grant, following reinstatement of ABE tuition in 2015.
- further enhancement of internal admission processes and simplified, user-friendly registration processes
- increased focus on support services for students new to the university environment, taking into consideration the need for culturally-responsive student success supports in both regional and on-campus ABE delivery
- continuing collaboration and partnership with local school districts to support students in preparing for success in the university environment. In the 2016/17 year, TRU provided free tutorial support twice a week on the Kamloops campus for people doing high school courses. Average attendance was 20-30 each night.
- continued work on the TRU ABE Futures initiative, with the purpose of advancing ABE broadly through on-campus, Open Learning, and regional delivery options, and exploring flexible, open, innovative and responsive delivery formats. In 2016/17, a review of strengths, outcomes, opportunities and innovative program practices was conducted. Following the final report from this research phase, an implementation plan will be developed for 2017/18.
- continued exploration of First Nations-based specific program delivery options, designed to create pathways to career and further education. In 2016/17, programming was offered in Redstone. In 2017/18, there are proposals in process for programming in Lytton, Lillooet and Clearwater.

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	2015-16	2016-17	2016-17	2016-17	2017-18	2018-19
Credentials awarded	Actual	Target	Actual	Assessment	Target	Target
Number	2,527	2,580	2,647	Achieved	TBD	TBD

TBD = To Be Determined

Note: Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2016/17 reporting year are a three-year average of the 2013/14, 2014/15, and 2015/16 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	2015-16	2016-17	2016-17	2016-17	2017-18	2018-19
Aboriginal student spaces (FTE)	Actual	Target	Actual	Assessment	Target	Target
Total Aboriginal student spaces	1,196	Maintain or increase	1,184	Substantially Achieved	n/a	n/a
• Ministry	1,006	n/a	982		n/a	n/a
• Industry Training Authority (ITA)	190	n/a	202		n/a	n/a

n/a = not applicable

Note: Results from the 2015/16 reporting year are based on data from the 2014/15 fiscal year; results from the 2016/17 reporting period are based on data from the 2015/16 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	2015-16		2016-17	2016-17		2016-17	2017-18	2018-19
	Actual			Actual				
	%	+/-	Target	%	+/-	Assessment	Target	Target
DACSO	92.7	1.7		90.4	1.8	Achieved		
APPSSO	91.9	3.3	≥90%	97.8	1.7	Exceeded	≥90%	≥90%
BGS	91.8	2.1		94.0	1.7	Achieved		

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

APPSSO = Apprenticeship Student Outcomes survey of apprenticeship graduates

BGS = Baccalaureate Graduate Survey of Bachelor degree graduates

Note: Results from the 2015/16 reporting year are based on 2016 survey data; results from the 2016/17 reporting year are based on 2016 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 margin of error is greater than 10%.

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	2015-16		2016-17	2016-17		2016-17	2017-18	2018-19
	Actual		Target	Actual		Assessment	Target	Target
	%	+/-		%	+/-			
DACSO	91.1	1.9		92.6	1.6	Achieved		
APPSO	95.3	2.5	≥90%	99.3	1.0	Exceeded	≥90%	≥90%
BGS	91.8	2.1		95.0	1.5	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 2015/16 reporting year are based on 2016 survey data; results from the 2016/17 reporting year are based on 2016 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 margin of error is greater than 10%.

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	2015-16		2016-17	2016-17		2016-17	2017-18	2018-19
	Actual		Target	Actual		Assessment	Target	Target
	%	+/-		%	+/-			
DACSO	86.4	2.3		86.0	2.2	Achieved		
APPSO	84.0	4.9	≥85%	87.1	4.5	Achieved	≥85%	≥85%
BGS	85.7	2.7		86.7	2.5	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 2015/16 reporting year are based on 2016 survey data; results from the 2016/17 reporting year are based on 2016 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 margin of error is greater than 10%.

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	2015-16		2016-17	2016-17		2016-17	2017-18	2018-19
	Actual		Target	Actual		Assessment	Target	Target
	%	+/-		%	+/-			
DACSO	86.5	2.6		82.1	2.6	Substantially Achieved		
APP SO	90.6	3.7	≥90%	96.7	2.3	Achieved	≥90%	≥90%
BGS	89.4	2.6		89.4	2.5	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

Results from the 2015/16 reporting year are based on 2016 survey data; results from the 2016/17 reporting year are based on 2016 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 margin of error is greater than 10%.

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	2015-16		2016-17	2016-17		2016-17	2017-18	2018-19
	Actual		Target	Actual		Assessment	Target	Target
	%	+/-		%	+/-			
DACSO	8.4	1.9		8.7	1.8	Exceeded	≤unemployment rate for individuals with high school credentials or less	
APP SO	2.8	2.1	≤10.1%	11.0	3.6	Exceeded		
BGS	7.5	2.1		6.7	1.9	Exceeded		

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

APP SO = Apprenticeship Student Outcomes survey of apprenticeship graduates

BGS = Baccalaureate Graduate Survey of Bachelor degree graduates

Note 1: Results from the 2015/16 reporting year are based on 2015 survey data; results from the 2016/17 reporting year are based on 2016 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 2016/17. TRU's audited financial statements can be viewed at **[TRU financial statements](#)**



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