



**THOMPSON
RIVERS
UNIVERSITY**

INTERIM CANDIDACY Self-Evaluation Report

2017



Interim Candidacy Report

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Acknowledgement of Traditional Territories

Thompson Rivers University (TRU) is located in the southern interior of British Columbia on the traditional territory of the Secwépemc Nation. The Kamloops and Williams Lake campuses serve the Secwépemc people as well as learners from the Nlaka'pamux, St'at'imc, Tsilhqot'in and Carrier Nations.

TRU includes the recognition and celebration of its location, including the main and regional campuses, which are in the traditional territories of Aboriginal¹ people. The Kamloops campus is situated in the Tk'emlups territory; the Williams Lake campus is situated in T'exelcemc; the 100 Mile House regional centre is in Tsq'escenemc (Canim Lake); the Ashcroft regional centre is in the Nlaka'pamux (Ashcroft) First Nation; the Barriere and Clearwater regional centres are in the Simpcw (North Thompson) territory; and the Lillooet regional centre is in the St'at'imc Nation, which includes Nxwisten (Bridge River), Ts'kw'aylacw (Pavilion), Sekw'el'was (Cayoosé Creek) Lil'wat (Mount Currie), Chalath (Seton Lake), T'it'q'et (Lillooet), Xaxl'ip (Fountain), N'quatqua (Anderson Lake), Xa'xtsa (Douglas), Skatin (formerly Skookumchuck) and Samahquam (Baptiste-Smith).

Also within the region served by TRU are significant numbers of Métis and Aboriginal people from other parts of BC and Canada. The university has had a long history of involvement with First Nations tribal councils, bands and cultural and educational organizations, first as Cariboo College, then as the University College of the Cariboo (UCC) and now as Thompson Rivers University (TRU).

Introduction and Institutional Overview

TRU's history is complex, as TRU has transformed from a community college to a university college and, in 2005, to a university. Throughout this evolution, TRU has remained consistent with the values that motivated the formation of the original Cariboo College. For over 46 years, TRU has taken pride in providing an excellent education to students from a wide variety of backgrounds and perspectives at various stages of their learning journey. Nearly 26,000 students study on TRU's campuses in Kamloops and Williams Lake or in distance or online courses and programs through Open Learning (OL).

¹TRU uses the term 'Aboriginal' as was used in Canada as the collective noun for First Nations, Inuit and Métis people. Recently, the federal government decided to use the more inclusive term of 'Indigenous' rather than 'Aboriginal', as can be seen in the federal government's name change to Indigenous and Northern Affairs Canada (INAC) from Aboriginal Affairs and Northern Development. Presently at TRU, we are undergoing a similar transition and throughout this report both terms are used and are reflective of the current practice and use of the terms.

From traditional academics to trades, from certificates to graduate degrees, TRU offers over 140 on-campus programs and 60 OL programs. TRU's students apply what they learn in co-op work terms, study abroad, undergraduate research, field schools, practicums, service learning and other opportunities, with guidance and mentorship by accessible faculty members. Research, creation and innovation thrive in TRU's open and flexible learning environment, and so do its students.

TRU has a unique mandate from BC's provincial government that emphasizes comprehensive education, teaching excellence, open learning and regional needs, and forms the foundation for TRU's mission and *Strategic Priorities*. The distinctiveness embodied by the mandate represents a core strength of the university as it continues on its historic trajectory.

TRU's history is detailed on its website (at <http://www.tru.ca/about/history.html>) and on page 9 of the February 2016 *Self-Evaluation Report* (SER), included in Appendix A (<http://www.tru.ca/shared/assets/SelfEvaluationReport34552.pdf#page=13>).

TRU was granted the status of candidacy for accreditation with the Northwest Commission on Colleges and Universities (NWCCU) in June 2016. TRU's *Interim Candidacy Report* (ICR) is the first submission of a self-evaluation report since earning the candidacy status. The university leadership has embraced the process of comprehensive self-evaluation as a powerful tool to further develop robust planning and assessment practices that will ensure the ongoing success of the university and the fulfillment of its mission.

The drafting of the ICR was collaborative, and every effort was made to engage the broader TRU community. In particular, the Accreditation Steering Committee (ASC) played a significant role in drafting and reviewing the report. It is important to note that, since the 2016 SER, the committee membership increased to include a faculty member representative from each faculty and school (<http://www.tru.ca/vpacademic/accreditation/steeringcommittee.html>). The final ICR was approved by the Academic Planning and Priorities Committee (APPC), TRU Senate, Planning Council for Open Learning (PCOL) and Board of Governors.

Basic Institutional Data Form

Information and data provided in the Basic Institutional Data Form (BIDF) are for the academic and fiscal year preceding the year of the peer evaluation committee site visit on October 10 – 12, 2017 (2016/17 academic calendar year).

NWCCU REPORTS | BASIC INSTITUTIONAL DATA FORM

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

Institutional Information

Name of Institution: Thompson Rivers University

Mailing Address: 805 TRU Way

City: Kamloops

State/Province: BC

Zip/Postal Code: V2C 0C8

Main Phone Number: 1-250-828-5000

Country: Canada

Chief Executive OfficerTitle (Dr., Mr., Ms., etc.): Dr.First Name: AlanLast Name: ShaverPosition (President, etc.): President and Vice-ChancellorPhone: 250-828-5001Fax: 250-828-5092Email: president@tru.ca**Accreditation Liaison Officer**Title (Dr., Mr., Ms., etc.): Mr.First Name: MattLast Name: KennedyPosition (President, etc.): ALOPhone: 250-371-5557Email: mkennedy@tru.ca**Chief Financial Officer**Title (Dr., Mr., Ms., etc.): Mr.First Name: MattLast Name: MilovickPosition (President, etc.): Vice-President Administration & FinancePhone: 250-377-6123Fax: 250-828-5394Email: mmilovick@tru.ca

Institutional Demographics

Institutional Type *(Choose all that apply)* Comprehensive Specialized Health-Centered Religious-Based Native/Tribal Other (specify): _____**Degree Levels** *(Choose all that apply)* Associate Baccalaureate Master Doctorate If part of a multi-institution system,
name of system: _____

Calendar Plan *(Choose one that applies)*

- Semester
- Quarter
- 4-1-4
- Trimester
- Other (specify): _____

Institutional Control

- City
 - County
 - State
 - Federal
 - Tribal
-
- Public
 - Non-Profit
- OR
- Private/Independent
 - For-Profit

Students (all locations)

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

Official Fall: 2016 (most recent year) FTE Student Enrollments

**Formula used to compute FTE: Ministry of Advanced Education Student FTE Enrolment Reporting Manual
<http://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/fte-manual.pdf>*

Classification	Current Year: 2016	One Year Prior: 2015	Two Years Prior: 2014
Undergraduate	4,259.58	4,132.10	3665.4
Graduate	161.88	134.57	111.76
Professional	107.87	103.72	140.56
Unclassified	581.87	630.74	740.19
Total all levels	5,111.20	5,001.13	4657.91

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

Official Fall: 2016 (most recent year) Student Headcount Enrollments

Classification	Current Year: 2016	One Year Prior: 2015	Two Years Prior: 2014
Undergraduate	14,440	14,035	13,987
Graduate	542	445	343
Professional	334	329	283
Unclassified	599	473	460
Total all levels	15,915	15,282	15,073

Faculty (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

Include only professional personnel who are primarily assigned to instruction or research.

Total Number: 439 Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

**The terms used under the heading 'Rank' have been modified from the original document to best reflect the categories used at the institution.*

*** Sessional refers to contract faculty who do not have a permanent position at the institution. For the purposes of this document we have listed them under the Part-time heading.*

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Full Professor	31					2		29
Associate Professor	72					13		59
Assistant Professor	58					8		50
Principal Lecturer	1					1		
Senior Lecturer	72		6		2	50		14
Lecturer	146		38		22	69		17
Librarian III	1					1		
Librarian II	2					2		
Librarian I	6					6		
Instructional Support II	7					6		1
Instructional Support II	6		1		2	1		2
Instructional Support I	2	1			1	1		1
Counsellor II	1					1		
Counsellor I	2	1				3		
Research Support	2							2
Open Learning Faculty	28	152	12	1	19	97		99
Sessional**		426						

Faculty (all locations)

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

**The terms used under the heading 'Rank' have been modified from the original document to best reflect the categories used at the institution.*

Rank	Mean Salary <i>*Salaries are shown in CAD.</i>	Mean Years of Service
Full Professor	118,635	14.4
Associate Professor	104,523	13.4
Assistant Professor	87,137	6.3
Principal Lecturer	113,406	22.0
Senior Lecturer	101,078	19.6
Lecturer	85,118	14.1
Librarian III	132,601	5.0
Librarian II	92,576	15.5
Librarian I	76,073	8.8
Instructional Support II	103,156	19.0
Instructional Support I	83,769	16.0
Instructional Support	80,998	7.0
Counsellor II	92,576	14.0
Counsellor I	85,958	12.3
Research Support	39,000	0.0
Open Learning Faculty	21,171	10.8

Institutional Finances

Financial Information. Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total).

Please attach the following as separate documents submitted with the Basic Institutional Data Form

- Statement of Cash Flows - **See Appendix I, specifically pages 9, 36 and 63.**
- Balance Sheet - **See Appendix I, specifically pages 6, 33 and 60.**
- Operating Budget - **See Appendix I, specifically pages 26, 53, and 80.**
- Capital Budget - **See Appendix I, specifically pages 23, 50, and 77.**
- Projections of Non-Tuition Revenue - **See Appendix I, specifically pages 9, 36 and 63.**

See Appendix I: Consolidated Financial Statements, 2017 – 2016 – 2015 for details regarding TRU’s finances.

New Degree / Certificate Programs

Substantive Changes

Substantive changes including degree or certificate programs planned for . - 2017 - 2018 approved by the institution's governing body. If NONE, so indicate. *Please feel free to create the list using the headings we have specified and submit it as an Excel spreadsheet.*

** This listing does not substitute for a formal substantive change submission to NWCCU*

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area
New program	Certificate	Industrial Mechanic (Millwright) Foundation	School of Trades and Technology
New program	Certificate and Diploma	Applied Sustainable Ranching	Faculty of Science
New program	Certificate	Horticulture Technician Foundation	School of Trades and Technology
New program	Graduate Degree	Master of Science in Environmental Economics and Management	School of Business and Economics
New program	Graduate Degree	Master in Environmental Economics and Management	School of Business and Economics
New program	Graduate Diploma	Graduate Diploma in Business Administration	School of Business and Economics
New program	Post-Baccalaureate Diploma	Innovation and Entrepreneurship in Tourism	Faculty of Adventure, Culinary Arts and Tourism
New program	Post-Baccalaureate Diploma	Managing Festivals and Events	Faculty of Adventure, Culinary Arts and Tourism
New program	Post-Baccalaureate Diploma	Tourism in Mountain Environments	Faculty of Adventure, Culinary Arts and Tourism

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area
New program	Post-Baccalaureate Diploma	Resort Experience Management	Faculty of Adventure, Culinary Arts and Tourism
New program	Graduate Degree	Master of Nursing	School of Nursing
New program	Bachelor's Degree	Bachelor of Education (Secondary) in Science, Technology, Engineering and Mathematics (STEM)	Faculty of Education and Social Work

Domestic Off-Campus Degree Programs and Academic Credit Sites

Report information for off-campus sites within the United States where degree programs and academic credit coursework is offered. (Add additional pages if necessary.)

- **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- **Student Headcount** – report the *total number (unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the *total number (unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Off-Campus Sites within the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
n/a	n/a	n/a	n/a	n/a	n/a	n/a

Distance Education

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate. ***If your list is longer than ten entries, please create a list using the heading we have specified and upload it in the box provided as an Excel spreadsheet.***

** This listing does not substitute for a formal substantive change submission to NWCCU*

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff
					(Yes or No)
TRU- OL	Online	Associate Degree	Associate of Arts	29	
TRU- OL	Online	University Prep	Adult Basic Education Intermediate	1	
TRU- OL	Online	University Prep	Adult Basic Education Provincial Adult Graduation	12	
TRU- OL	Online	Associate Degree	Associate of Science	21	
TRU- OL	Online	Bachelors	Arts, General Program	29	
TRU- OL	Online	Bachelors	Arts, General Studies	89	
TRU- OL	Online	Bachelors	Arts, Double Major	13	
TRU- OL	Online	Bachelors	Arts, Criminology	78	
TRU- OL	Online	Bachelors	Arts, English	52	
TRU- OL	Online	Bachelors	Arts, History	22	
TRU- OL	Online	Bachelors	Arts, Psychology	225	
TRU- OL	Online	Bachelors	Arts, Sociology	32	
TRU- OL	Online	Bachelors	Business Administration, Accounting	3	
TRU- OL	Online	Bachelors	Business Administration, General Business	7	
TRU- OL	Online	Bachelors	Business Administration, Human Resource Management	1	
TRU- OL	Online	Bachelors	Business Administration, Technology Management	1	
TRU- OL	Online	Bachelors	Business, Real Estate	30	
TRU- OL	Online	Bachelors	Commerce, Accounting	262	
TRU- OL	Online	Bachelors	Commerce, Finance	54	

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment	On-Site Staff
				(Unduplicated Headcount)	(Yes or No)
TRU- OL	Online	Bachelors	Commerce, General Management	162	
TRU- OL	Online	Bachelors	Commerce, Human Resource Management	114	
TRU- OL	Online	Bachelors	Commerce, Information Systems	9	
TRU- OL	Online	Bachelors	Commerce, Leadership	36	
TRU- OL	Online	Bachelors	Commerce, Marketing	59	
TRU- OL	Online	Bachelors	Commerce, Public Sector	19	
TRU- OL	Online	Bachelors	Commerce, Technology Management	10	
TRU- OL	Online	Bachelors	Design	16	
TRU- OL	Online	Bachelors	Fine Arts, Georgian College	5	
TRU- OL	Online	Bachelors	Fine Arts	9	
TRU- OL	Online	Bachelors	General Studies	305	
TRU- OL	Online	Bachelors	Health Science	686	
TRU- OL	Online	Bachelors	Music Jazz Studies	3	
TRU- OL	Online	Bachelors	Music	16	
TRU- OL	Online	Bachelors	Public Administration	38	
TRU- OL	Online	Bachelors	Science, General Program	47	
TRU- OL	Online	Bachelors	Science, Biology/Life Sciences	71	
TRU- OL	Online	Bachelors	Technology, Computing	2	
TRU- OL	Online	Bachelors	Technology, Trades & Technology Leadership	118	
TRU- OL	Online	Bachelors	Technology, Technology Management	47	
TRU- OL	Online	Bachelors	Tourism Management, Hospitality Adventure	4	
TRU- OL	Online	Bachelors	Tourism Management, Tourism Management	12	
TRU- OL	Online	Certificate	Business Skills	77	
TRU- OL	Online	Certificate	Business Skills, Supervisory	25	
TRU- OL	Online	Certificate	Event Management	18	
TRU- OL	Online	Certificate	Entrepreneurial Skills 1	34	

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment	On-Site Staff
				(Unduplicated Headcount)	(Yes or No)
TRU- OL	Online	Certificate	Entrepreneurial Skills 2	1	
TRU- OL	Online	Certificate	General Studies	21	
TRU- OL	Online	Certificate	Health Care Assistant	60	
TRU- OL	Online	Certificate	Information Technology	49	
TRU- OL	Online	Advanced Certificate	Liberal Arts	1	
TRU- OL	Online	Certificate	Medical Laboratory Assistant	182	
TRU- OL	Online	Certificate	Management Studies	56	
TRU- OL	Online	Certificate	Management Studies, Accounting	10	
TRU- OL	Online	Certificate	Management Studies, Entrepreneurial	3	
TRU- OL	Online	Advanced Certificate	Management	9	
TRU- OL	Online	Certificate	Polysomnography	9	
TRU- OL	Online	Certificate	Pre Health Science	19	
TRU- OL	Online	Certificate	Return to Registered Nurse Practice	95	
TRU- OL	Online	Certificate	Seniors Living Management	8	
TRU- OL	Online	Certificate	Social Service Worker	66	
TRU- OL	Online	Diploma	Water Treatment Technology 2	1	
TRU- OL	Online	Diploma	Anesthesia Assistant	41	
TRU- OL	Online	Diploma	Accounting Technician	190	
TRU- OL	Online	Diploma	General Studies	39	
TRU- OL	Online	Diploma	Information Technology and Management	16	
TRU- OL	Online	Diploma	Management Studies	98	
TRU- OL	Online	Diploma	Management Studies, Accounting	38	
TRU- OL	Online	Diploma	Management Studies, Human Resources	41	
TRU- OL	Online	Diploma	Management Studies, Information Technology	3	
TRU- OL	Online	Diploma	Management Studies, Marketing	16	
TRU- OL	Online	Advanced Diploma	Management	1	

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment	On-Site Staff
				(Unduplicated Headcount)	(Yes or No)
TRU- OL	Online	Diploma	Water Treatment	56	
TRU- OL	Online	Graduate Certificate	Child/Youth Mental Health	46	
TRU- OL	Online	Graduate Certificate	Online Teaching & Learning	7	
TRU- OL	Online	Undeclared	Undeclared	7954	
TRU- OL	Online	Post-Baccalaureate Certificate	Communications, Accounting	3	
TRU- OL	Online	Post-Baccalaureate Certificate	Communications, Finance	1	
TRU- OL	Online	Post-Baccalaureate Certificate	Communications, Human Resource Management	1	
TRU- OL	Online	Post-Baccalaureate Certificate	Communications, Leadership	2	
TRU- OL	Online	Post-Baccalaureate Certificate	Communications, Marketing	1	
TRU- OL	Online	Post-Baccalaureate Certificate	Liberal Arts	3	
TRU- OL	Online	Post-Baccalaureate Diploma	Communications, Accounting	17	
TRU- OL	Online	Post-Baccalaureate Diploma	Communications, Finance	2	
TRU- OL	Online	Post-Baccalaureate Diploma	Communications, General Management	11	
TRU- OL	Online	Post-Baccalaureate Diploma	Communications, Human Resource Management	8	
TRU- OL	Online	Post-Baccalaureate Diploma	Communications, Leadership	3	
TRU- OL	Online	Post-Baccalaureate Diploma	Communications, Marketing	5	
TRU- OL	Online	Post-Baccalaureate Diploma	Communications, Public Sector	2	

Programs and Academic Courses Offered at Sites outside the United States

Report information for sites outside the United States where degree programs and academic credit coursework is offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary)

- **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- **Student Headcount** – report the *total number (unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the *total number (unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Sites outside the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Field school program: Chandigarh, India	Fatehgarh Sahib Jalvehra	G.T.Road, NH-1, Fatehgarh Sahib, Punjab 140406	Computer Systems Operations & Management Diploma	20 courses totaling 60 credits	39	All courses are delivered by partner institution faculty; approved by TRU faculty
Field school program: Tianjin, China	Tianjin University of Technology	No. 391, Binshuixi Rd. Xiqing District, Tianjin City, P. R.	Bachelor of Business Administration	8 x 3 credit courses	288	7 core course taught by TRU faculty, the rest by partner institution faculty
Field school program: Shanghai, China	Shanghai Institute of Technology	100 Haiquan Road, Shanghai, 201418, China.	Bachelor of Business Administration	8 x 3 credit courses	296	8 core course taught by TRU faculty, the rest by partner institution faculty
Field school program: Reykjanesbae, Iceland	Keiler College	Grænásbraut 910, 235, Iceland	Adventure Sports Certificate	17 x 3 credit courses	43	2 courses are taught by TRU faculty. All other courses are delivered by partner institution faculty.

Preface

Institutional Changes Since 2016

Since TRU's February 2016 submission of the SER and the April 2016 comprehensive site visit, a number of noteworthy changes have occurred. The following updates are current to May 31, 2017.

Improvements in Consultation and Governance Structures

- Two town hall meetings invited students, faculty members and staff to engage in an open dialogue with the senior leadership: 1) an open forum for participants to share opportunities and challenges; and 2) a 2017/18 budget presentation and discussion. Town hall meetings are livestreamed and publically available.
- The Board of Governors, Senate, and PCOL had a three-way joint meeting in the winter 2017 semester and now livestream all public meetings.
- The chair of the Steering Committee of Senate was added to the Senate Agenda Group.
- The chair of the Board of Governors arranged for two elected board members—one student member and one faculty member or staff member—to join the Board Agenda meetings.
- An open meeting was held at the *Learning in our Digital World* conference in May 2017 as part of TRU's Open Governance initiative. The President's Team engaged with OL faculty members (OLFM) to discuss TRU-OL's unique challenges and opportunities.
- An information session was held on April 10, 2017 for students, faculty and staff to learn more about challenges and opportunities, TRU's capital planning process and how faculties, departments and the community can participate.
- On May 26, 2017 an open meeting invited faculty members and staff at the Williams Lake campus to have a dialogue about TRU-Williams Lake campus with the President and Vice Presidents.

Changes to Faculties, Schools and Departments

- Central Marketing and Communications and Open Learning Marketing and Communications merged to form Marketing and Communications (MarCom).
- Institutional Planning and Analysis and Open Learning Planning, Budget and Effectiveness merged to form Integrated Planning and Effectiveness (IPE).
- The Environment of Sustainability Office changed its name to the Sustainability Office.
- The Centre for Student Engagement and Learning Innovation (CSELI) changed its name to the Centre for Excellence in Learning and Teaching (CELT).

New Undergraduate and Graduate Degree Programs and Certificates

- Industrial Mechanic (Millwright) Foundation Certificate, School of Trades and Technology
- Applied Sustainable Ranching Certificate and Diploma (Williams Lake campus), Faculty of Science.
- Horticulture Technician Foundation (Williams Lake campus), School of Trades and Technology
- Master of Science in Environmental Economics and Management (MScEEM), School of Business and Economics
- Master in Environmental Economics and Management (MEEM), School of Business and Economics
- Graduate Diploma in Business Administration, School of Business and Economics
- Post-baccalaureate diplomas, Faculty of Adventure, Culinary Arts and Tourism
 - Innovation and Entrepreneurship in Tourism
 - Managing Festivals and Events
 - Tourism in Mountain Environments
 - Resort Experience Management
- Bachelor of Business Administration minors, School of Business and Economics
 - Project Management
 - Management Information Systems
 - Financial Markets and Institutions
 - Leadership
- Master of Nursing, School of Nursing
- Bachelor of Education (Secondary) in Science, Technology, Engineering and Mathematics (STEM), Faculty of Education and Social Work
- Minor in Language and Global Studies, Faculty of Arts

Improvements in Student Support Resources

- TRU has adopted the initiative YourPath, a TRU-customized student communication system (SCS) that enables a dialogue between TRU and future TRU students before they decide to attend TRU.
- Phased-in the scheduling tracking software Degree Works through all of TRU. Started with campus Education and Social Work programs in 2017. Degree Works has been live and fully operational in Open Learning since 2012. Implementation will continue as programs and advisors are prepared.
- In Fall 2016, TRU launched the free mobile application TRUGo, which offers easy access to resources including timetables, grades, myTRU, email and campus news and events.
- Two new positions were added:
 - Sexual Violence Prevention and Response Manager
 - Learning Strategist, Early Alert

New Partnerships

- The Mining and Minerals Diploma, an agreement for a pilot project was signed with British Columbia Institute of Technology (BCIT) and the BC Centre of Training Excellence in Mining (CTEM), will enable students to complete BCIT's Mineral Exploration and Mining Technology program at TRU.
- Partnerships with I.K. Gujral Punjab Technical University and Chandigarh University will enable students to do the first half of their program in the areas of tourism management and computing science in India before moving to TRU's Kamloops campus to complete the program.
- TRU and Maple Leaf Education North America (MLENA) officially opened the organization's first bilingual high school in Canada on the Kamloops campus.
- A partnership with Fleming College will attract out-of-province students to TRU through a pathway to the Bachelor of Interdisciplinary Studies (BIS) degree.
- TRU Community Trust (TRUCT) launched The Reach, a planned community on the TRU campus.
- An agreement between TRU and Stenberg College will provide graduates of Stenberg's Psychiatric Nursing and Cardiology Technologist diploma programs to enter the TRU-OL Bachelor of Health Science (BHS) program and receive prior learning assessment and recognition (PLAR) credits toward the BHS degree.
- An agreement between TRU and the Justice Institute of BC (JIBC) allows paramedic and health sciences graduates to transfer credits toward the TRU-OL BHS.
- An agreement between TRU and Aboriginal Financial Officers Association of Canada (AFOA Canada) allow select AFOA graduates the opportunity to complete TRU's Bachelor of Business Administration (on campus), Bachelor of Commerce (OL), and Bachelor of Public Administration (OL).
- On May 9, 2017, TRU and Tk'emlúps te Secwépemc (TteS) signed a partnership agreement to strengthen and expand our connections and initiatives.

Funding and Special Projects

- In 2016/17, TRU received \$1.8 million in Tri-Agency - Social Sciences and Humanities Research Council (SSHRC), Natural Sciences and Engineering Research Council (NSERC) - and Canadian Institutes of Health Research (CIHR) and Canada Foundation for Innovation (CFI) grants including a \$291,000 investment from CFI John R. Evans Leaders Fund to build TRUgen, an applied genomics laboratory, the first high-throughput genomic sequencing lab outside the Lower Mainland.
- TRU received \$300,955 in government funding for trades training equipment, including upgrades for the cook training, mechanical, welding, automotive, millwright and carpentry programs to enhance hands-on learning opportunities.

- In July 2016, AVED gave funding approval for the Industrial Training and Technology Centre.
- TRU received \$8 million from the BC provincial government as a contribution toward the \$30.6 million Nursing and Population Health Building.

Campus Infrastructure Upgrades

- In May 2016, Kamloops City Council unanimously approved amendments to the city's official community plan and zoning bylaw. The amendments allow for the development of TRU's main entrances to become higher residential densities and mixed-use commercial and retail opportunities.
- The Industrial Training and Technology Centre slated to open in fall 2018 will expand trades and technology programs by an additional 550 full time equivalent (FTE) student spaces.
- TRU acquired the McGill Residence property.
- TRU's Sustainability Grant Fund (SGF) approved the following:
 - LED PAR lighting instruments for the Theatre Arts department's Actors Workshop Theatre
 - A solar photovoltaic path/road in front of the Arts and Education building
 - Solar panels installed on walkway lamp posts in high-traffic areas around campus
 - A sweat lodge on campus to connect younger and older generations spiritually and culturally through teaching, prayer and purification, as well as helping to implement familial and social cohesion and sustainable practices
 - Zipcar services on campus for faculty members, staff and students
- Two multi-sport playing surfaces were installed on the Campus Green just outside of Old Main to respond to student demand for more places to play.
- The School of Business and Economics (SoBE) opened the SoBE Student Centre, which offers dedicated study space and increases the student commons area and inclusion of the SoBE advising team.
- Renovations were completed to improve the Williams Lake & District Credit Union Community Health Centre at the Williams Lake campus. This included a new exam room and expanded services to the community and increased opportunities for TRU students to gain experience in health-related programs.
- The Registrar's Office was renamed Enrolment Services and was redesigned to reflect the institutional strategic priority of increasing student success.
- A new \$30.6 million Nursing and Population Health building is slated to open January 2020. The 44,000-square-foot, stand-alone building will house the Bachelor of Science in Nursing, Health Care Assistant and the new Master of Nursing programs.

Changes in Administration

See Appendix F for up-to-date organizational charts.

- Hilary Parsons was appointed Associate Registrar, Enrolment Services and Records, in March 2016.
- Donna Petri was appointed Associate Vice President, Academic, in July 2016.
- Dr. Sandra Vermeulen was appointed Interim Director, Centre for Excellence in Learning and Teaching (CELT), in July 2016.
- Dr. Sandra Vermeulen was appointed Interim Dean, Faculty of Arts, in February, 2017.
- Baldev Pooni was appointed Interim Dean, School of Trades and Technology, in September 2016 and was appointed Dean, School of Trades and Technology, in March 2017.

Research Capacity Development

- Appointment of four Tier 2 Canada Research Chair (CRC) allocations, represented an institutional award of \$2 million in federal funds from the CRC Secretariat in key areas identified in the university's *Strategic Research Plan*:
 - Dr. Courtney Mason, Rural Livelihoods and Sustainable Communities, Faculty of Adventure, Culinary Arts and Tourism
 - Dr. Shelly Johnson, Indigenizing Higher Education, Faculty of Education and Social Work
 - Dr. Yana Nec, Applied Mathematics and Optimization, Faculty of Science
 - Dr. Heather Price, Culture and Communities: Children and the Law, Faculty of Arts
- Creation of a knowledge mobilization officer position in partnership with United Way Thompson Nicola Cariboo to increase the focus and impact of and participation in community-driven research in the region.
- Annual Research Week introduced to celebrate the university's growing research capacity and showcase the work of TRU's students and faculty members. Opportunities for professional development are held throughout the week, covering everything from media skills training to the management of research contracts and grants.
- Research is for Everyone event, co-hosted by United Way Thompson Nicola Cariboo and TRU.
- New to Research Week were the Distinguished Speakers Panel Series, an expansion of the Three Minute Thesis (3MT) competition, new publication options for the Undergraduate Research & Innovation Conference and a series of internationally renowned keynote speakers.
- Development and refinement of undergraduate research training through the introduction of a graduated array of high-impact learning experiences (HIP) designed to
 - foster enhanced faculty member mentoring of student researchers
 - encourage increased research autonomy among TRU's undergraduate researchers; programs include service learning, directed studies,

externally funded research assistantships, undergraduate research apprenticeships, undergraduate research experience awards, the Knowledge Makers program and the Undergraduate Research Ambassador program

New Policies and Procedures

- ADM 25-0 Biosafety and Biosecurity
(https://www.tru.ca/_shared/assets/Policy_ADM_25-0_Biosafety_and_Biosecurity40206.pdf)
- BRD 25-0 Sexual Violence
(http://www.tru.ca/_shared/assets/Policy_BRD_25-0_Sexual_Violence40359.pdf)

Response to Recommendations

Recommendation, Standard 1.A.2

The evaluation committee recommends that Thompson Rivers University improves its definition of mission fulfillment, and, guided by that definition, articulates measurable institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

In response to feedback in the *Initial Candidacy Evaluation Report*, the Accreditation Steering Committee (ASC) reviewed the core themes and indicators in the *Self-Evaluation Report* (SER). After lengthy discussion, ASC decided to remove Core Theme 4: Increasing Entrepreneurial Capacity, as it is not reflected in TRU's mission statement and many of the concepts being tracked through this theme are embedded in the other core themes. In addition, the core themes were renamed as follows: Student Success, Intercultural Understanding, Research and Sustainability. By making these changes, the core themes continue to encompass TRU's mission.

In addition, ASC reviewed the number of indicators for each of the core themes that were presented in the SER. ASC noted peer evaluators' feedback which stated that, with too many indicators, it would be difficult to measure mission fulfillment effectively. ASC then tasked each core theme team to review and revise the objectives and indicators for their respective core theme. Significant focus was placed on reducing the number of indicators to those most relevant and meaningful to TRU and mission fulfillment. The goal was to scale down from 101 to 16 indicators. Upon careful consideration, the core theme teams identified a total of 23 indicators.

After several meetings and discussions surrounding mission fulfillment, ASC held a half-day retreat to develop a new definition of mission fulfillment, one that is now focused on outcomes related to each of the core themes.

Each of the core themes have identified mission fulfillment threshold ranges related to the indicators. TRU's Mission Fulfillment will be based on these ranges and each indicator is evaluated and categorized as Achieved, Minimally Achieved, or Not Achieved. The indicators will be assessed annually; if the results show that 70% of the indicators for a core theme are in the Achieved or Minimally Achieved categories, TRU will consider that core theme fulfilled. Mission fulfillment will occur when each of the four core themes reach 70% Achieved or Minimally Achieved targets. See *Table 1: Example of Template for Mission Fulfillment* below and Appendix B. Mission Fulfillment details for each Core Theme can be found in TRU's response to Standard 1.B.2 on page 36.

Table 1: Example of Template for Mission Fulfillment:

Mission Fulfillment Framework								
Core Theme								
Objective	Outcome	Indicator	Rationale for Indicator	Mission Fulfillment Threshold Ranges			Five Year Goal	Historical Values
				Achieved	Minimally Achieved	Not Achieved		

As with all mission statements and mission fulfillment, TRU expects that it will continue to progress and adjust the objectives, indicators and targets for its core themes as needed to continuously improve and set new standards for mission fulfillment.

Core themes are discussed in more detail in Standard 1.B as well as in the Core Theme Planning, Assessment and Improvement section (see pages 36 and 83).

Recommendation, Standards 2.C.9 and 2.C.10

The evaluation committee recommends that the General Education component of Thompson Rivers University's baccalaureate degree programs and transfer associate degree programs have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes from those programs.

TRU is making progress towards articulating General Education in its undergraduate degree programs; however, we recognize that broad consultation, inclusion, transparency and communication of the values associated with general education are paramount in the success of this process. The Academic Themes (<http://www.tru.ca/about/tru-mission-statement/academics/academicplan.html#themes>), Academic Foundations (<http://www.tru.ca/about/tru-mission-statement/academics/academicplan.html#foundations>) and Graduate Attributes (http://www.tru.ca/vpacademic/curriculum_development_approval/Graduate_Attributes.html) all support the concept of General Education at TRU. In fall 2016, TRU conducted an audit of the graduation requirements for each of its baccalaureate and associate degree programs. The audit demonstrated that all undergraduate degree programs contain some component of General Education. A common thread amongst TRU OL degrees was a requirement of 6 credits of communication (ENGL, CMNS or JOUR) and 15 to 30 credits of general education. Similarly, all campus based degrees required 3 to

6 credits of communication; social science or humanities electives; Math, statistics or science electives; and a range of 15% to 40% of courses outside of the discipline. All undergraduate degrees met the requirement for depth and breadth, as per Policy ED 16-0; however, the degrees were not developed with general education as the guiding principle. The next step is to define General Education at TRU and determine how it will inform undergraduate degree programs at the institution.

With the above in mind, ASC made a recommendation to the Academic Planning and Priorities Committee of Senate (APPC) to strike a taskforce with a directive to review and make recommendations for General Education at TRU. APPC approved and recommended to Senate the formation of the taskforce. Senate approved the General Education Taskforce (GET) at its November 2016 meeting

(<https://one.tru.ca/committee/senate/layouts/15/WopiFrame.aspx?sourcedoc=%2Fcommittee%2Fsenate%2FSenatePublic%2F2016%2011%2028%20Senate%20minutes%2Fpdf&action=interactivepreview>). The terms of reference for the taskforce can be found here: https://www.tru.ca/shared/assets/Gen_Ed_Taskforce_TOR40335.pdf.

GET was formed in February 2017 and has broad university representation with a faculty member majority. As indicated in the SER, in 2015, TRU has Senate approved Graduate Attributes, and they have become the starting point for developing institutional learning outcomes (ILOs) related to General Education. GET is committed to fulsome consultation as it develops the ILOs and defines General Education at TRU. The final product will include recommended changes to TRU Policy ED 16-0

(https://www.tru.ca/shared/assets/Types_of_Undergraduate_Degrees5670.pdf), the policy that governs the structure of programs at TRU. As with all policies, the recommended changes must flow through the appropriate approval channels.

The Associate Vice President Academic (AVPA), along with the interim director for CELT and two of the teaching fellows attended the Association of American Colleges & Universities (AAC&U) General Education conference in Phoenix, Arizona, February 23–25, 2017. Attendance at this conference provided an opportunity to learn more about the implementation and assessment of general education. As a member of GET, AVPA then provided a summary of designing general education to GET at GET's March 9, 2017, meeting.

TRU recognizes that the development and implementation of ILOs and General Education will assist TRU to effectuate the Graduate Attributes. It will be important for TRU to develop an assessment process at the same time that it defines General Education. TRU sees a synergy between the work of the CELT teaching fellows on program learning outcomes and GET's ILOs. The faculty members of GET and the teaching fellows are energized with the possibilities and future potential for TRU students.

Recommendation, Standard 2.G.5

The evaluation committee recommends that data and systems essential to the operations of Thompson Rivers University be backed up in a manner that protects the data and systems from natural or human—caused disaster. In addition the committee recommends that Thompson Rivers University evaluates and implements options to sustainably replace end-of-life network infrastructure technologies.

TRU continues to improve backup and recovery procedures and technologies. The *Information Technology - Disaster Recovery Plan* (DRP), which was originally developed in 2015, was updated to include these improvements and a tabletop test of the DRP initiation phase was completed in January 2017. The DRP details procedures ensuring recovery of critical systems within the recovery time and recovery point objectives (RTOs and RPOs) as articulated by the various TRU divisions and departments, regardless of the cause of the disaster. In particular, TRU has developed and tested a plan for the recovery of Banner data, using new infrastructure that will enable recovery within the stipulated RTOs and RPOs.

Planning for replacement of end-of-life network infrastructure is an ongoing practice. TRU is in the process of replacing its wireless network infrastructure; this will substantially improve wireless coverage on TRU's campuses and in its residence buildings. This wireless refresh project is planned for completion in September 2017. In 2016, end-of-life firewalls, a number of older network switches, disk arrays and a variety of servers were replaced or moved to more resilient cloud infrastructures. As previously mentioned, TRU has invested in Banner infrastructure to ensure that RTO and RPO objectives can be achieved in the event of a disaster.

TRU technical staff perform full backups to remote disk arrays for the Banner database system daily. Backups are retained for two months. Remote disk arrays are located in a separate building on campus and at the City of Kamloops transit exchange, several kilometres away from the TRU data centre. TRU completed a full backup audit in 2013 and determined that all systems are backed up effectively. Recently, TRU has enhanced Banner backup and recovery by implementing Oracle Data Guard for high-availability failover and has implemented a geographically separate operational Banner disaster recovery site hosted in Vancouver, BC, on the BCNET EduCloud service.

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

Recommendation, Standard 3.A.1, 3.A.2, 3.A.3 and 3.A.4

The evaluation committee recommends that Thompson Rivers University continues and improves its planning to ensure that it is systematic, integrated, and comprehensive; that the planning process is inclusive and broad-based; and that the plans are informed by the collection and analysis of appropriate data and articulate institution and unit level priorities that guide decision on resource allocation.

A number of initiatives and plans that show support for inclusive and broad-based planning are underway.

As part of the drafting process for TRU's Strategic Enrolment Management (SEM) plan, the Associate Vice President Strategic Enrolment Management and Registrar presented the plan to a large number of institutional stakeholder groups, including administration, faculty members, support staff and students. A survey requesting feedback on enrolment challenges and opportunities was distributed to these groups. There were over 300 responses to the survey, of which 35% came from faculty members, 59% from support staff and 5% from students. The feedback was analyzed and will be incorporated into the SEM plan.

To increase opportunities for broad-based consultation, the President and Vice Presidents have headed an open governance initiative by hosting two town halls. The first occurred in September 2016; participants were invited to share challenges and opportunities with the senior university leadership team. The forum elicited comments and questions covering a broad range of topics. The second town hall, held in January 2017, centred on the proposed 2017/18 budget. The town halls were open to students, faculty members, and staff and were livestreamed to those unable to attend in person. Notes from the meetings are shared with TRU's governance bodies, the Board of Governors, Senate and PCOL and are posted on TRU's website (<http://www.tru.ca/president/announcements/town-hall-notes/sept-15-2016.html>).

TRU has committed to livestream the public component of all Board of Governors, Senate, and PCOL meetings; this livestreaming has taken place since October 7, 2016. In February 2017, the Board of Governors, Senate and PCOL held a livestreamed joint meeting to discuss their mutual roles as governance councils in an effort to deepen the understanding of TRU's tricameral governance structure.

To further improve consultation, the President and Vice Presidents requested annual invitations to all faculty council meetings. The intent is to enhance the President and Vice Presidents' understanding of each faculty's or school's unique challenges and opportunities through engagement with faculty members.

In addition, the President and Vice Presidents requested that the chair of the Steering Committee of Senate be added to the Senate Agenda Group to contribute to the formulation of Senate agendas. Finally, the chair of the Board of Governors was asked

to arrange for the designation of two elected board members, one student member and one faculty or staff member to join the board agenda meetings on an ongoing basis.

Several institutional departments were restructured and amalgamated to promote efficient planning practices. Central Marketing and Communications and Open Learning Marketing and Communications merged to create Marketing and Communications (MarCom). The Institutional Planning and Analysis and Open Learning Planning, Budget and Effectiveness departments merged to create the Integrated Planning and Effectiveness (IPE) department.

TRU's Academic Plan is being updated with a view to having a new academic plan in place for fall 2018.

In an effort to encourage the development of a culture of planning and assessment at TRU, IPE is offering Level 1 (April 2017) and Level 2 (May 2017) of the Planning Institutes through the Society for College and University Planning to a wide cross-section of the institution.

Recommendation, Standards 4.A.3 and 4.B.2

The evaluation committee recommends that Thompson Rivers University builds upon its efforts to document student learning outcomes by developing appropriate measurements of student learning, analyzing assessment results, and implementing action plans in a cycle of continuous improvement.

In fall 2016, TRU began a grassroots initiative to support the articulation and development of student learning outcomes at the program level. Through CELT, a group of four teaching fellows was established to assist program areas in articulating program level learning outcomes (PLOs). The teaching fellows are faculty members from different areas of the institution, each with a course release. When working with program area faculty members, the teaching fellows use a workshop format to introduce PLOs and working sessions to facilitate the development of PLOs. They have a reservoir of PLOs and assessment resources and a learning outcomes template that can be used by departments and program areas as they articulate PLOs.

Additionally, as part of the academic program review process, programs under review must demonstrate documented PLOs. The policy that details academic program review is ED 8-4 (http://www.tru.ca/_shared/assets/ed8-416673.pdf).

The number of programs with identified learning outcomes is increasing, along with the assessment of learning outcomes. Since September 2016, the teaching fellows have worked with 12 program areas, and two other programs are working independently to finalize PLOs. The goal is to work with every program area until all have clearly articulated PLOs. For a comprehensive list of PLOs, see Appendix D.

With the establishment of GET, TRU intends to formalize General Education. The intent is to develop ILOs related to general education and create an assessment plan for these learning outcomes. GET expects that the ILOs will integrate well with the existing PLOs.

In an effort to improve data collection and assessment of such data, IPE has increased its mandate to assist with the development of assessment plans across the university. TRU recognizes that the assessment of ILOs and PLOs is important and with that knowledge will ensure that the process and plan for this assessment will be developed once the ILOs, PLOs and General Education components are clearly articulated.

Executive Summary of Eligibility Requirements 2 and 3

The 2016 SER remains current for Eligibility Requirements 2 and 3 (see Appendix A, page 26, for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=30).

Executive Summary of Eligibility Requirements 4–21

The 2016 SER remains current for Eligibility Requirements 4–21 (see Appendix A, page 42, for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=46), with the addition of the following:

Concerning eligibility requirement **12. General Education and Related Instruction**, TRU has taken steps towards articulating general education in its undergraduate programs; as mentioned earlier in this document, it formed GET to review and make recommendations regarding general education at TRU. Standard 2.C.9 and 2.C.10 on page 59 provide more detail about the progress made toward articulating and formalizing general education since the 2016 SER.

Executive Summary of Eligibility Requirements 22 and 23

The 2016 SER remains current for Eligibility Requirements 22 and 23 (see Appendix A, page 134, for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=138), with the addition of the following:

Concerning eligibility requirement **23. Institutional Effectiveness**, GET and CELT have been working to articulate ILOs and PLOs. Along with the articulation of ILOs and PLOs, GET and CELT are working with faculty members to identify appropriate assessment of learning outcomes and documentation of this assessment with the view of institutional

improvement. This is a work in progress, as many programs had not previously articulated their PLOs although they initially had program objectives and clearly defined course learning outcomes.

Executive Summary of Eligibility Requirement 24

The 2016 SER remains current for Eligibility Requirement 24 (see Appendix A, page 180, for details

<http://www.tru.ca/shared/assets/SelfEvaluationReport34552.pdf#page=184>).

Mission, Core Themes and Expectations

Authority

The institution is authorized to operate and awarded degrees as a higher education institution by the appropriate a governmental organization, agency or governing board as required by the jurisdiction in which it operates.

TRU was initially authorized to award degrees in 1995 under the *College and Institute Amendment Act* and in 2005 was authorized to award degrees under the *Thompson Rivers University Act*

(http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_05017_01)

and *University Act*

(http://www.bclaws.ca/civix/document/id/complete/statreg/00_96468_01).

Mission, Core Themes and Expectations

The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

TRU's mission and core themes are Board of Governors and Senate approved. The mission states that:

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

TRU's four core themes are derived from the mission statement, are appropriate for a teaching and research university and are consistent with TRU's legislated authority. The core themes are:

Student Success
Intercultural Understanding

Research
Sustainability

Most essentially, the mission and core themes serve the educational interests of students through the delivery of high-quality programs which lead to well-recognized credentials. All resources, directly or indirectly, are dedicated to fulfilling this stated purpose. Based on feedback from the *Initial Candidacy Evaluation Report*, TRU has made significant efforts toward better communicating its mission and core themes to the broader community.

Standard 1.A Mission

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

TRU's mission statement was adopted in 2007 and was reaffirmed by the Board of Governors in 2014 following a comprehensive consultation process for the development of the *Strategic Priorities* (https://www.tru.ca/_shared/assets/2014-2019_StrategicPriorities_PDF31428.pdf) from which the core themes were originally modelled.

The mission statement reflects the wide range of programming as defined in the *Thompson Rivers University Act* (see http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_05017_01) including baccalaureate and master's degrees, adult basic education, distance and online education, foundational and apprenticeship training, certificates and diplomas that ladder into higher credentials, and non-credit training at TRU's Kamloops and Williams Lake campuses and regional centres. TRU's mission to be learner centred and provide high quality programs drives its focus on teaching excellence and the integration of research and scholarly activities within program delivery.

The mission statement is shared publicly through a variety of media:

- The TRU website: <http://www.tru.ca/about.html>
- *Strategic Priorities* 2014-2019: http://www.tru.ca/_shared/assets/2014-2019_StrategicPriorities_PDF31428.pdf
- Accountability Plan documents: <https://www.tru.ca/ipe/reports.html>

- The TRU Mission Statement: <http://www.tru.ca/brandguide/downloads.html#mission>
- The accreditation web pages: <https://www.tru.ca/vpacademic/accreditation/themes.html>
- The Academic Calendar: <http://www.tru.ca/campus/current/calendar.html>

In addition, the mission statement is displayed prominently in two high-traffic areas at the Kamloops campus. The first is located at the entrance to the third floor of the Clock Tower. The third floor contains administrative offices, including the President's office and the Board Room. Here, the mission communicates TRU's purpose to all visitors. The second location is in the Old Main building on BMO Student Street, which is the hub of student services, including enrolment services, student engagement offices, coffee shops and eateries, art gallery, theatre and more. The mission statement is also prominently displayed on Student Street at TRU Williams Lake campus, which is the main entrance area for all campus activities.

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

TRU's definition of mission fulfillment is directly related to its core themes and indicators. Core themes are discussed in more detail in Standard 1.B as well as in the Core Theme Planning, Assessment and Improvement section. Since the initial SER, TRU has completed a thorough review of the core themes and as a result has developed more-focused core theme objectives and indicators. TRU now has four core themes and a total of 23 indicators. Each of the core themes have identified targets for outcomes related to the indicators. TRU's mission fulfillment is based on its achievement of those targets. TRU will evaluate each indicator target as Achieved, Minimally Achieved or Not Achieved. The core theme teams have set targets for each of the categories for each indicator. These indicators will be assessed annually; if the results show that 70% of the indicators for a core theme are in the Achieved or Minimally Achieved categories, TRU will consider that core theme fulfilled. Mission fulfillment will occur when each of the four core themes reach 70% Achieved or Minimally achieved targets.

As with all mission statements and mission fulfillment, TRU expects that it will continue to progress and adjust the objectives, indicators and targets for its core themes as needed to continuously improve and set new standards for mission fulfillment. See Appendix B for TRU's Mission Fulfillment Framework.

1.B Core Themes

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

As stated earlier in this document, TRU has identified four core themes: Student Success, Intercultural Understanding, Research, and Sustainability, which together encompass its mission statement:



Mission statement as displayed on the third floor of the Clock Tower building.

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

Following receipt of the 2016 *Initial Candidacy Evaluation Report*, TRU fully assessed the core themes and associated indicators and outcomes. This assessment process assisted TRU to identify those core themes that clearly linked to its mission statement and indicators most important to each core theme.

As stated in TRU's response to Recommendation for Standard 1.A.2 on page 26, the core themes were reduced from five (5) to four (4), and the total number of indicators was reduced from 101 to 23. The following four tables outline objectives, outcomes and indicators for each of the core themes.

Table 2: Core Theme Student Success, Mission Fulfillment Threshold Ranges

Core Theme: Student Success				
Objective 1: TRU will provide a broad spectrum of educational opportunities through flexible learning pathways with clear and transparent requirements and administrative processes.				
Outcome 1.1: Students will access a broad spectrum of educational opportunities through flexible learning pathways with clear and transparent requirements and administrative processes.				
Indicator	Rationale	Mission Fulfillment Threshold Ranges		
		Achieved	Minimally Achieved	Not Achieved
NSSE module on advising	Satisfaction with advising is a key component to access and flexibility in planning one's educational path.	NSSE module on civic engagement is being administered for the first time in 2017. Once we have three years of data we will develop Mission Fulfillment Thresholds.		
CUSC data for first year students on satisfaction with the registration process. CW: Satisfaction with getting into courses you wanted.	CUSC regarding registration and getting course is the first major process after being accessible (and it gives feedback regarding the process).	CW: > 90%	CW : 89%	CW: < 89%
CUSC data for first year students on satisfaction with the registration process. SAT: Satisfaction with the process of registering for courses.	CUSC regarding registration and getting course is the first major process after being accessible (and it gives feedback regarding the process).	Sat: > 86%	Sat : 83-85%	Sat: < 83%
2-4 Year Open Program Conversion rate (CR)	CR and RR data serve as effective indicators as they illustrate student behaviour at key points of enrolment activity; namely initial registration. Low rates or downward trends over time are often symptomatic of systemic barriers and ineffective administrative processes. 2-4 year open and selective programs comprise the majority of TRU enrolment and represent highly structured and flexible program offerings.	> 2% point increase	1 - 1.9% point increase	≤ 1% point
2-4 Year Open Program Fall 1 to Fall 2 Retention Rate (RR)		> 2% point increase	1 - 1.9% point increase	≤ 1% point
2-4 Year Selective Program Conversion rate		> 1% point increase	0 - 0.9% point increase	decrease
2-4 Year Selective Program Fall 1 to Fall 2 Retention Rate		> 1% point increase	0 - 0.9% point increase	decrease

Objective 2: TRU will provide educational experiences for cognitive development, personal growth and interpersonal effectiveness.				
Outcome 2.1: Students will engage in educational experiences for cognitive development, personal growth and interpersonal effectiveness.				
Indicator	Rationale	Mission Fulfillment Threshold Ranges		
		Achieved	Minimally Achieved	Not Achieved
NSSE data on student participation in high-impact processes (HIPs)	Documented effect of HIPs on student engagement.	1st year 10%; 4th year 70%	1st year 10%; 4th year 60-69%	1st year <10%; 4th year <59%
Enrolments in undergraduate curricular offerings that include HIPs	Documented effect of HIPs on student engagement.	800	750-800	<750
Objective 3: TRU will provide skills, knowledge, confidence and values for citizenship, work and personal fulfillment.				
Outcome 3.1: Students will act with skills, knowledge, confidence and values for citizenship, work and personal fulfillment.				
Indicator	Rationale	Mission Fulfillment Threshold Ranges		
		Achieved	Minimally Achieved	Not Achieved
NSSE module on civic engagement	This NSSE module assesses conflict resolution skills and student engagement with local, national and global issues.	NSSE module on civic engagement is being administered for the first time in 2017. Once we have three years of data we will develop Mission Fulfillment Thresholds		
% indicating somewhat or very useful on Bachelor of General Studies (BGS) question regarding usefulness of knowledge, skills and abilities acquired during education	Necessary to assess students' ability to apply their learning after they complete their studies.	90%	89%	<89%

Table 3: Core Theme Intercultural Understanding, Mission Fulfillment Threshold Ranges

Core Theme: Intercultural Understanding				
Objective 1: The creation of a culture of inclusion in all aspects of university work and life.				
Outcome 1.1: Enhanced inclusion of intercultural learning within curriculum, teaching, and service.				
Indicator	Rationale	Mission Fulfillment Threshold Ranges		
		Achieved	Minimally Achieved	Not Achieved
Student perceptions of inclusion and opportunities for intercultural learning, as indicated by NSSE scores of 4th year students.	Specific NSSE questions provide student perceptions of diversity experiences.	≥ 2% improvement	≥ 2% improvement	decrease
Objective 2: TRU will engage in Indigenous, regional, national, and global learning through teaching, learning, knowledge, research and creative practice.				
Outcome 2.1: Increased participation in indigenous, internationalization and interculturalization initiatives.				
Indicator	Rationale	Mission Fulfillment Threshold Ranges		
		Achieved	Minimally Achieved	Not Achieved
Three year average number of enrolments in courses or programs with Indigenous, international or intercultural content.	TRU is committed to prioritizing programs and practices that support diversity, inclusion and intercultural understanding among Indigenous, regional, national, and global communities.	increase in average	maintain average	decrease in average
Participation in workshops or training promoting inclusion and intercultural learning. For example, Knowledge Makers, IC Council, Aboriginal Mentor, Intercultural Development Inventory, Interculturalizing the Curriculum, Anti-Racism Response Training, Global Competency, etc.		increase in average	maintain average	decrease in average
Number of students, staff, faculty accessing mobility programs		increase in average	maintain average	decrease in average

Table 4: Core Theme Sustainability, Mission Fulfillment Threshold Ranges

Core Theme: Sustainability				
Objective 1: TRU will integrate sustainability across operation, engagement, academic, and governance practices.				
Outcome 1.1: TRU's commitment to sustainability is evident in how it develops, operates and maintains its campuses and regional centres.				
Indicator	Rationale	Mission Fulfillment Threshold Ranges		
		Achieved	Minimally Achieved	Not Achieved
Sustainability, Tracking, Assessment and Rating System (STARS) score (Operations category: air & climate, buildings, energy, food & dining, grounds, purchasing, transportation, waste, and water)	STARS is a North American transparent, self-reporting framework designed specifically for post-secondary institutions. The TRU plan aligns closely with the STARS framework, making the STARS rating an ideal indicator of TRU's success towards achieving its sustainability objectives.	increase score at least 1 point	increase score up to 1 point	decrease in score
Outcome 1.2: Members of the TRU community are sustainability ambassadors on and off campus.				
Indicator	Rationale	Mission Fulfillment Threshold Ranges		
		Achieved	Minimally Achieved	Not Achieved
STARS score (Engagement category: campus engagement and public engagement)	STARS is a North American transparent, self-reporting framework designed specifically for post-secondary institutions. The TRU plan aligns closely with the STARS framework, making the STARS rating an ideal indicator of TRU's success towards achieving its sustainability objectives.	increase score at least 2 points	increase score up to 2 points	decrease in score

Outcome 1.3: TRU is recognized as a leading academic institution advancing sustainability education and research.				
Indicator	Rationale	Mission Fulfillment Threshold Ranges		
		Achieved	Minimally Achieved	Not Achieved
STARS score (Academic category: curriculum and research)	STARS is a North American transparent, self-reporting framework designed specifically for post-secondary institutions. The TRU plan aligns closely with the STARS framework, making the STARS rating an ideal indicator of TRU's success towards achieving its sustainability objectives.	increase score at least 4 points	increase score up to 4 points	decrease in score
Outcome 1.4: Sustainability is a core value in TRU's institutional and administrative framework.				
Indicator	Rationale	Mission Fulfillment Threshold Ranges		
		Achieved	Minimally Achieved	Not Achieved
STARS score (Planning and Administration category: coordination & planning, diversity & affordability, investment, and wellbeing & work)	STARS is a North American transparent, self-reporting framework designed specifically for post-secondary institutions. The TRU plan aligns closely with the STARS framework, making the STARS rating an ideal indicator of TRU's success towards achieving its sustainability objectives.	increase score at least 1 point	increase score up to 1 point	decrease in score

Table 5: Core Theme Research, Mission Fulfillment Threshold Ranges

Core Theme: Research				
Objective 1: TRU will create a sustainable research culture.				
Outcome 1.1: TRU faculty are competitive for external funding.				
Indicator	Rationale	Mission Fulfillment Threshold Ranges		
		Achieved	Minimally Achieved	Not Achieved
% of active tri-partite faculty holding external funding (contract and grant).	This indicator aligns with the Strategic Research Plan and is a standard indicator for research universities. It will create an important benchmark to assess against peer institutions.	≥ 3% increase	1% to 3% change	≥ -1% decrease
Total dollar amount of tri-agency grants and external contracts	This indicator aligns with the Strategic Research Plan and is a standard indicator for research universities. It will create an important benchmark to assess against peer institutions.	≥ \$600,000 increase	\$0 to \$600,000 increase	decrease
Outcome 1.2: TRU faculty create new knowledge.				
Indicator	Rationale	Mission Fulfillment Threshold Ranges		
		Achieved	Minimally Achieved	Not Achieved
Number of peer-reviewed publications, scholarly works, exhibitions and other creative works per faculty member as a % of total tri-partite faculty (3 year rolling average)	This indicator aligns with the Strategic Research Plan and is a standard indicator for research universities. It will create an important benchmark to assess against peer institutions.	Data currently collected, but not available for analysis.		

Outcome 1.3: TRU faculty and students disseminate new knowledge impactful to the communities we serve.				
Indicator	Rationale	Mission Fulfillment Threshold Ranges		
		Achieved	Minimally Achieved	Not Achieved
Number of Community Citations Score, as measured by the total of references in external media, annual reports, policy documents, newsletters and the number of community held forums reporting research results and activities to participants, stakeholders and knowledge users.	This indicator is a roll-up of various community references to research at TRU. It measures the importance and interest of TRU research in the community and links to mission fulfillment.	Data is partially being collected and will be benchmarked starting on April 1, 2017.		

Resources and Capacity

Standard 2.A Governance

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

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

In Canada, post-secondary institutions operate under a federal system, with the provinces exercising jurisdiction over education. Several statutes define and guide the governance structure and degree granting authority of institutions in British Columbia. Notably, the *Degree Authorization Act* (http://www.bclaws.ca/civix/document/id/complete/statreg/02024_01), the *College and Institute Act* (http://www.bclaws.ca/civix/document/id/complete/statreg/96052_01) and the *University Act* (http://www.bclaws.ca/civix/document/id/consol21/consol21/00_96468_01). TRU is unique in that it also operates under the *Thompson Rivers University Act* (http://www.bclaws.ca/civix/document/id/complete/statreg/05017_01), which mandates open and flexible learning for the province.

The university's governance structure is set out in legislation adopted by the Government of British Columbia (BC). The statute that generally defines the governance structure of universities in BC is the *University Act* (http://www.bclaws.ca/Recon/document/ID/freeside/00_96468_01).

For a number of reasons, including TRU's statutorily mandated role in open learning in the province, TRU was given its own statute, the *Thompson Rivers University Act*. This Act incorporates by reference 60 of the 80 sections in the *University Act*.

BC's Ministry of Advanced Education (AVED) ensures the quality of programs offered by post-secondary institutions in the province and monitors the demands of the labour market. Under the *University Act*, BC public universities must not establish new degree programs without the approval of the Minister. The Degree Quality Assessment Board (DQAB) provides quality assurance. DQAB is an independent advisory board appointed by the Minister of AVED to conduct quality assessment activities and make recommendations to the Minister (see Standard 2.C.1).

TRU's governance structure is described on the governance page of the university's website (<http://www.tru.ca/about/governance.html>). The University has tricameral governance with 1) the Board of Governors, 2) Senate and 3) PCOL. 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 PCOL [*University Act* section 27(2)]. The Senate, chaired by the President, is responsible for the academic affairs of the university; Senate sets criteria for awarding credentials, curriculum content, qualifications for admission, and educational policies and procedures and advises the board on the development of policy concerning the university's objectives and other matters (TRU Act sections 9 and 10). PCOL sets the admissions and residency requirements for courses, programs and credentials offered through Open Learning and may advise the board concerning the educational mandate, programming or strategic direction of Open Learning (TRU Act section 12).

Each of these three governing bodies has representation from faculty members, staff, administration and students.

The Senate has 44 seats, 22 of which are faculty members, 16 are administrators (including nine deans), two are support staff and four are students. In addition, Senate has 12 committees with a total of 229 seats, 65 of which are faculty members, 81 are administrators, nine are support staff and 30 are students.

The Board of Governors has 15 seats, two of which are faculty members, two are students, one is support staff, one is an administrator (the President) and the balance are neither employees nor students of the university.

PCOL has 17 seats, four of which are faculty members, seven are administrators, one is a student and the balance are neither employees nor students of the university.

According to the *University Act* (section 59), the President is the chief executive officer of the university and is responsible to "supervise and direct the academic work of the university." Details of the President's powers are set out in sections 59 to 63 of the Act, including the power to suspend employees and students, to prepare an annual budget for the university and to present submissions of the university to the Minister of AVED. Under section 1 of the Board Charter (chapter 3 of the *Board Manual*), the Board has delegated to administration, led by the President, responsibility for the day-to-day operations of TRU.

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

The respective powers of each of the university's three governing bodies are clearly set out in the legislation [*Thompson Rivers University Act* section 7(1) and *University Act*

section 27(2) for the board, *Thompson Rivers University Act* sections 8 and 9 for Senate and *Thompson Rivers University Act* section 12 for PCOL].

With regard to system policies and regulations, the university has four types of policies corresponding to the governance body that enacts them: 1) Board policies, 2) Senate policies, 3) PCOL policies and 4) administrative policies adopted by administration. This structure for policies is set out in the policy on Policy Development and Approval and describes the types of policies at the university and how the policy and related regulations for each are adopted and revised. All policies are posted on the Index of All Policies page (<http://www.tru.ca/policy/allpolicy.html>).

Definition and Division of Authority, Roles, and Responsibilities

Authority, roles, and responsibilities at the level of the Board of Governors, Senate and PCOL are well defined in legislation, bylaws and manuals. For authority, roles, responsibilities and composition of these bodies, see the *University Act*, sections 19, 19.1, 19.2, 20, 21, 22, 23, 24, 25, 26, 27.1, 28, 29, 30, 31, 32, 33, 34, 36, 38 and *Thompson Rivers University Act*, sections 7, 8, 9, 10, 11, 12.

Senate has 12 standing committees (<http://www.tru.ca/senate/committees.html>), the majority of which were established at its October 11, 2006, meeting following the transition of the institution from the University College of the Cariboo (UCC) to Thompson Rivers University (TRU) (<https://one.tru.ca/committee/accreditation/Footnotes/SenateMinutes-11Oct2006.pdf>). Additionally, there are three committees established by policies of the Senate or the TRU Faculty Association (TRUFA) Collective Agreement, which are described as related to Senate:

- Academic Integrity Committee (http://www.tru.ca/senate/committees/academic_integrity.html) established by the Academic Integrity Policy
- Appeals Committee (<http://www.tru.ca/senate/committees/appeals.html>) established by the Student Academic Appeals Policy
- Promotion, Tenure, and Faculty Standards Committee (<http://www.tru.ca/senate/committees/ptfs.html>) established by the TRUFA collective agreement

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

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

The Steering Committee of Senate is in the process of conducting a comprehensive review of Senate's standing committees through the use of the *Triennial Self-Report* conducted in the winter 2017 semester. Considerations will be made to augment individual committee terms of reference that have been revised as necessary on an ad-hoc basis.

Academic divisional councils are governed by *General Features of the Academic Divisional Councils*, Appendix B to Senate Bylaws (<http://www.tru.ca/senate/bylaws.html>), which provides general purposes and scope of authority. For example, the bylaws state that:

The council is the senior academic governance body of the faculty, school or division and the venue for collegial and consultative decision-making...While respecting the authority of more senior university governance bodies and administration, each council is responsible at the divisional level for planning, priority-setting, development, management and ongoing review of the teaching, research, and other related programs and services within the division.

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

Additionally, the Student Caucus (<http://trusu.ca/advocacy/student-caucus/about/>), a body of TRU Students' Union (TRUSU), works to ensure meaningful participation of students throughout the governance system by providing recruitment, training and support for student representatives across the institution. An annual orientation provided by the Student Caucus includes a history of Canadian university governance, a history on the current structure and practice of the governance at TRU and a meeting participation workshop. Recruitment by the caucus ensures that vacant student representative positions are filled.

Open Governance and Consideration of Views

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

Academic divisional councils must include a voting majority of faculty members and include student representation as per *General Features of the Academic Divisional Councils* referred to previously in this document.

Over the past year, improvements in consultation and governance structures were introduced in the form of two annual town hall meetings inviting students, faculty members and staff to engage in an open dialogue with the senior leadership.

Town hall meetings are livestreamed and open to the public. In addition, the Board of Governors, Senate, and PCOL participate in an annual livestreamed three-way joint meeting in the winter semester.

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

The 2016 SER remains current for 2.A.3; see Appendix A, page 47 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=51, with the addition of the following changes.

In July 2016, Donna Petri was appointed Associate Vice President Academic (AVPA). And, as part of her portfolio, oversees processes related to accreditation in addition to chairing ASC (previously chaired by the Provost and Vice President Academic). The ASC is responsible for monitoring compliance with the Commission’s Standards for Accreditation.

Accreditation Liaison Officer Matt Kennedy (interim to December 2017) serves as the focal person on campus for the collection and dissemination of information regarding institutional accreditation while organizing and planning reporting.

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

The 2016 SER remains current for 2.A.4; see Appendix A, page 47 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=51.

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

The 2016 SER remains current for 2.A.5, see Appendix A, page 48 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=52.

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

The 2016 SER remains current for 2.A.6; see Appendix A, page 49 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=53.

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

The 2016 SER remains current for 2.A.7; see Appendix A, page 49 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=53.

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

The 2016 SER remains current for 2.A.8; see Appendix A, page 50 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=54.

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

The 2016 SER remains current for 2.A.9; see Appendix A, page 50 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=54.

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

The 2016 SER remains current for 2.A.10; see Appendix A, page 51 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=55.

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

The 2016 SER remains current for 2.A.11; see Appendix A, page 51 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=55.

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

The 2016 SER remains current for 2.A.12; see Appendix A, page 52 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=56.

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

The 2016 SER remains current for 2.A.13; see Appendix A, page 52 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=56.

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

The 2016 SER remains current for 2.A.14; see Appendix A, page 53 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=57.

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

The 2016 SER remains current for 2.A.15; see Appendix A, page 53 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=57.

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

The 2016 SER remains current for 2.A.16; see Appendix A, page 54 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=58.

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

The 2016 SER remains current for 2.A.17; see Appendix A, page 55 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=59.

Students receive formal recognition for co-curricular activities through the Career Education Department (<http://www.tru.ca/careereducation/coop.html>).

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

The 2016 SER remains current for 2.A.18; see Appendix A, page 55 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=59.

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

The 2016 SER remains current for 2.A.19; see Appendix A, page 55 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=59.

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

The 2016 SER remains current for 2.A.20; see Appendix A, page 56 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=60.

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

The 2016 SER remains current for 2.A.21; see Appendix A, page 58 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=61, along with the following updates:

- The implementation of a TRU-customized student communication system (SCS) called YourPath that enables TRU to start a dialogue with future students before they decide to attend TRU
- The introduction of Degree Works, which assists academic and program advisors in tracking student progress
- The launch of a free mobile application called TRUGo, which offers easy access to resources for navigating university life (course timetables, grads, myTRU and email, campus news and events)

In response to comments made in the *Initial Candidacy Evaluation Report*, as previously mentioned, similar campus and open learning departments were merged into MarCom and IPE, these new divisions will ensure consistent planning and communication with all constituent groups across and beyond TRU.

As well, in order to provide current and future students information about the programs and courses offered at TRU the Office of Strategic Enrolment coordinates the annual production of the Academic Calendar for both the campus and open learning programs. The calendar is accessible in both print and electronic formats (<http://www.tru.ca/campus/current/calendar.html>). Students are also provided with access to the course schedule prior to registration deadlines. TRU uses Infosilem to create a course schedule that will meet program, student and institutional needs. Program areas have input into the creation of the course schedule to ensure that students have access to courses needed to complete programs within a timely manner. Some programs have well defined semestered course offerings, where other programs provide courses on a rotational basis. In both cases, programs provide students with advanced information about the courses that are available and required for graduation.

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

The 2016 SER remains current for 2.A.22; see Appendix A, page 57 for details <http://www.tru.ca/shared/assets/SelfEvaluationReport34552.pdf#page=61>.

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

The 2016 SER remains current for 2.A.23; see Appendix A, page 58 for details <http://www.tru.ca/shared/assets/SelfEvaluationReport34552.pdf#page=62>.

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

The 2016 SER remains current for 2.A.24; see Appendix A, page 58 for details <http://www.tru.ca/shared/assets/SelfEvaluationReport34552.pdf#page=62>.

2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” and related terms) only when such status is

conferred by an accrediting agency recognized by the U.S. Department of Education.

The 2016 SER remains current for 2.A.25; see Appendix A, page 58 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=62.

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

The 2016 SER remains current for 2.A.26; see Appendix A, page 59 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=63.

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

The 2016 SER remains current for 2.A.27; see Appendix A, page 59 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=63.

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

The 2016 SER remains current for 2.A.28; see Appendix A, page 60 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=64.

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

The 2016 SER remains current for 2.A.29; see Appendix A, page 61 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=65.

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

The 2016 SER remains current for 2.A.30; see Appendix A, page 61 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=65.

Standard 2.B Human Resources

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

The 2016 SER remains current for 2.B.1; see Appendix A, page 62 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=66, along with the following updates:

TRU has approximately 1,265 full-time equivalent employees. See Table 6 below for a breakdown by employee type.

Table 6: Employee Type

Employee Type (FTEs in 2016)	Total
Administration (Executive) Management	176
Faculty—TRUFA (Tenure / Tenure-track)	413
Faculty—TRUFA (Sessional)	146
Faculty—Open Learning	101
Support staff—CUPE	429
Total	1,265

Data source: 2017-18 Budget Town Hall Meeting, January 2017

Job opportunities at TRU are posted to the Human Resources Careers site: <https://tru.hua.hrsmart.com/hr/ats/JobSearch/viewAll>, as well as to Indeed.ca, CIPS.ca, T-NET, AMMSA and occasionally Workopolis.com or Monster.com.

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

The 2016 SER remains current for 2.B.2; see Appendix A, page 63 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=67.

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

The 2016 SER remains current for 2.B.3; see Appendix A, page 64 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=68, with the addition of the following major initiatives.

Some recent professional development events held on the TRU campus include:

- Chairs Training for both current and new department chairs held August 29-30, 2016, and led by the Centre for Higher Education Research (CHER) and Development (CHERD) from the University of Manitoba
- The TRU In-Service Day for all staff, faculty members and administration held on February 22, 2017, focused on sustainability in all applications at TRU
- The Teaching Practices Colloquium held on February 20, 2017
- Towards Indigenizing Higher Education held on February 2 and 15 and March 1 and 15, 2017
- Learning in Our Digital World conference for OL faculty members was held on May 12-13, 2017

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

The 2016 SER remains current for 2.B.4; see Appendix A, page 64 for details https://www.tru.ca/_shared/assets/FCC_Minutes_March_23_201637945.pdf#page=68.

In the *Initial Candidacy Evaluation Report*, evaluators raised concerns regarding the resources available at the Williams Lake campus. Since the 2016 SER was written, TRU has hired two new tenure-track positions at the Williams Lake campus. Further to this measure, the provost has created a Williams Lake working group to look at 1) communications, 2) programming and 3) working relations. TRU is committed to quality educational programming and services at the Williams Lake campus.

It may be important to note that a recent review of resources (2016/17) indicated that TRU has 61 faculty members and staff working at the Williams Lake campus with a total head count of students equalling 133. This is an approximate ratio of two students to every employee. The same comparison for the Kamloops campus reflects an approximate ratio of nine students to every employee.

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

The 2016 SER remains current for 2.B.5; see Appendix A, page 65 for details https://www.tru.ca/shared/assets/FCC_Minutes_March_23_201637945.pdf#page=69.

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

The 2016 SER remains current for 2.B.6; see Appendix A, page 65 for details https://www.tru.ca/shared/assets/FCC_Minutes_March_23_201637945.pdf#page=69.

Senate passed a motion that every course will be evaluated every time it is offered; to that end, the Teaching and Learning Committee of Senate developed a campus course evaluation. The course evaluations are conducted during the last three weeks of the semester, administered during class time and completed electronically. TRU administered the first round of electronic student course evaluations at the end of the winter 2016 semester (http://www.tru.ca/learning/Course_Evaluations.html). The results of the course evaluations are analyzed by IPE and sent to each respective faculty member and department chair. Faculty members can use the results of the course evaluations for formative or summative purposes (see Appendix C for a sample IPE course evaluation report).

Standard 2.C Education Resources

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

The 2016 SER remains current for 2.C.1; see Appendix A, page 66 for details <http://www.tru.ca/shared/assets/SelfEvaluationReport34552.pdf#page=70>.

Since the submission of TRU's 2016 SER, the Curriculum Governance Review Task Force Recommendations (2015) have been considered and a revised academic approval process is under review by the Education Programs Committee (EPC) and

APPC. The proposed changes address issues related to duplication of content, timelines, documentation required by DQAB, review of the terms of reference for EPC and APPC, revision of policies ED 8-0, ED 8-2 and ED 8-3 and required elements for approval. The proposed changes do not change the structure and practices surrounding programs offered at the university.

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

The 2016 SER remains current for 2.C.2; see Appendix A, page 70 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=74, along with the following update related to learning outcomes:

In spring 2016, CELT created four teaching fellow positions, each with a one course release from teaching, to assist programs in the articulation of PLOs. Teaching fellows use a workshop format, templates and other resources to assist faculty members and program curriculum committees to articulate their PLOs. Currently, there are 12 programs in various stages of articulating PLOs as a result of this institutionally supported initiative and workshops (see Appendix D for a comprehensive list of program-level learning outcomes).

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

The 2016 SER remains current for 2.C.3; see Appendix A, page 72 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=76.

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

The 2016 SER remains current for 2.C.4; see Appendix A, page 73 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=77.

The restructuring of CELT has resulted in efforts to better support faculty members with curricular design, learning outcomes, assessment, and intercultural learning, in addition to other areas of teaching <http://www.tru.ca/learning.html>.

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation and revision of the curriculum and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

The 2016 SER remains current for 2.C.5; see Appendix A, page 73 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=77.

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

The 2016 SER remains current for 2.A.4; see Appendix A, page 74 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=78.

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

The 2016 SER remains current for 2.A.4; see Appendix A, page 76 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=80.

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

The 2016 SER remains current for 2.A.4; see Appendix A, page 77 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=81.

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship and personal fulfillment.

Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation and human relations that align with and support program goals or intended outcomes.

See 2.C.10 (following) for a response related to the recommendation, Standards 2.C.9 and 2.C.10.

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

TRU is making progress towards articulating General Education in its undergraduate degree programs; however, we recognize that broad consultation, inclusion, transparency and communication of the values associated with general education are paramount in the success of this process. The academic themes (<http://www.tru.ca/about/tru-mission-statement/academics/academicplan.html#themes>), academic foundations (<http://www.tru.ca/about/tru-mission-statement/academics/academicplan.html#foundations>) and Graduate Attributes (http://www.tru.ca/vpacademic/curriculum_development_approval/Graduate_Attributes.html) all support the concept of General Education at TRU. In fall 2016, TRU conducted an audit of the graduation requirements for each of its baccalaureate and associate degree programs. The audit demonstrated that all undergraduate degree programs contain some component of General Education. A common thread amongst TRU OL degrees was a requirement of 6 credits of communication (ENGL, CMNS or JOUR) and 15 to 30 credits of general education. Similarly, all campus based degrees required 3 to 6 credits of communication; social science or humanities electives; Math, statistics or science electives; and a range of 15% to 40% of courses outside of the discipline. All undergraduate degrees met the requirement for depth and breadth, as per Policy ED 16-0; however, the degrees were not developed with general education as the guiding principle. The next step is to define General Education at TRU and determine how it will inform undergraduate degree programs at the institution.

With the above in mind, ASC made a recommendation to the Academic Planning and Priorities Committee of Senate (APPC) to strike a taskforce with a directive to review

and make recommendations for General Education at TRU. APPC approved and recommended to Senate the formation of the taskforce. Senate approved the General Education Taskforce (GET) at its November 2016 meeting (<https://one.tru.ca/committee/senate/layouts/15/WopiFrame.aspx?sourcedoc=%2Fcommittee%2Fsenate%2FSenatePublic%2F2016%2011%2028%20Senate%20minutes%2Fpdf&action=interactivepreview>). The terms of reference for the taskforce can be found here: https://www.tru.ca/_shared/assets/Gen_Ed_Taskforce_TOR40335.pdf.

GET was formed in February 2017 and has broad university representation with a faculty member majority. As indicated in the SER, in 2015, TRU developed Graduate Attributes, and they have become the starting point for developing institutional learning outcomes (ILOs) related to General Education. GET is committed to fulsome consultation as it develops the ILOs and defines General Education at TRU. The final product will include recommended changes to ED 16-0 (https://www.tru.ca/_shared/assets/Types_of_Undergraduate_Degrees5670.pdf), the policy that governs the structure of programs at TRU. As with all policies, the recommended changes must flow through the appropriate approval channels.

For more details regarding the TRU's efforts toward achieving general education, see Response to Recommendations, Standards 2.C.9 and 2.C.10 on page 27.

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

Some of the applied degree and certificate programs have provincial curricula, and these will always have well-articulated learning outcomes. An example is the Practical Nursing Diploma program, which provides the approved BC provincial curriculum and in which learning outcomes are clearly articulated. Other examples are the Industrial Training Authority (ITA) programs in the School of Trades and Technology; all of these programs have provincially developed curriculum with clearly identified learning outcomes (<http://www.itabc.ca/discover-apprenticeship-programs/search-programs>). Historically at TRU, programs used the terms program objectives or program outcomes to highlight the PLOs. The TRU academic approval process includes this element in all new program approvals. Those programs without clearly articulated learning outcomes will be assisted through CELT to identify and articulate learning outcomes. Once GET completes its work of identifying ILOs, the next steps will be to work on the transition and implementation for all TRU programs.

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

The 2016 SER remains current for 2.C.12; see Appendix A, page 80 for details <http://www.tru.ca/shared/assets/SelfEvaluationReport34552.pdf#page=84>.

TRU and DQAB approved the following graduate degree programs in 2016:

- Master of Science in Environmental Economics and Management (MScEEM)
- Master of Environmental Economics and Management (MEEM)
- Master of Nursing

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

The 2016 SER remains current for 2.C.13; see Appendix A, page 81 for details <http://www.tru.ca/shared/assets/SelfEvaluationReport34552.pdf#page=85>.

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

The 2016 SER remains current for 2.C.14; see Appendix A, page 81 for details <http://www.tru.ca/shared/assets/SelfEvaluationReport34552.pdf#page=85>.

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

Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

The 2016 SER remains current for 2.C.15; see Appendix A, page 81 for details <http://www.tru.ca/shared/assets/SelfEvaluationReport34552.pdf#page=85>, with the addition of the following to address the concern raised as to how TRU assures that professional master's programs develop "high levels of knowledge and performance skills directly related to effective practice within the profession." All TRU master's degrees must be approved by the TRU Senate and Board of Governors and then submitted to DQAB for review and approval. DQAB sets out very clear expectations of master's degrees, including expectations related to professional master's degrees. These expectations are found following or on pages 17 and 18 of the *Degree Program Review: Criteria and Guidelines* (<http://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/degree-authorization/degree-program-criteria.pdf>).

MASTER'S DEGREE

Degree Category—Master's Degree

Program Design and Outcome Emphasis

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

Research-oriented master's programs are typically for graduates of related undergraduate or professional programs in the field or students who have taken bridging studies to equip them for graduate study in the field; the focus is on developing the research, analytical, methodological, interpretive and expository skills necessary for doctoral studies or for leadership in society. Some programs are thesis-based and require the student to develop and demonstrate advanced research skills under supervision. Others are course-based and require students to demonstrate the necessary research, analytical, interpretative, methodological and expository skills in course exercises. Examples: MA programs in the humanities and social sciences; MSc programs.

Profession-oriented master's programs normally admit students holding baccalaureate degrees and provide them with a selection of courses and exercises intended to prepare them for a particular profession or field of practice or, if they are already involved in the profession or field, to extend their

knowledge base and skills as professionals/practitioners. Example: Master of Social Work.

Preparation for Employment and Further Study

Graduates will have the qualities needed for either further study in the discipline or for employment in circumstances requiring sound judgment, personal responsibility and initiative, in complex and unpredictable professional environments.

Length of Program

Master's programs vary typically from two to six semesters in duration, depending on the field and the speed at which individuals progress through requirements.

Admission Requirements

Normally, an undergraduate degree with an appropriate specialization, or an undergraduate degree with relevant bridging studies.

Degree Level Standard—Master's Degree

1. Depth and Breadth of Knowledge

A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.

2. Knowledge of Methodologies and Research

A conceptual understanding and methodological competence that enables the graduate to have a:

- (a) working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;*
- (b) capacity to evaluate critically current research and advanced research and scholarship in the discipline or area of professional competence; and,*
- (c) capacity to address complex issues and judgments based on established principles and techniques.*

On the basis of that competence, has shown at least one of the following:

- (a) the development and support of a sustained argument in written form; or*
- (b) originality in the application of knowledge.*

3. Application of Knowledge

Competency in the research process by applying an existing body of knowledge in the research and critical analysis of a new question or of a specific problem or issue in a new setting.

4. *Communication Skills*

The ability to communicate ideas, issues and conclusions clearly and effectively to specialist and non-specialist audiences.

5. *Awareness of Limits of Knowledge*

A cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.

6. *Professional Capacity/ Autonomy*

(a) The qualities and transferable skills necessary for employment requiring:

(i) the exercise of initiative and of personal responsibility and accountability; and,

(ii) decision-making in complex situations, such as employment.

(b) The intellectual independence required for continuing professional development; and,

(c) The ability to appreciate the broader implications of applying knowledge to particular contexts.

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

Restructuring of the continuing education at TRU has occurred over the past year. Changes from CSELI to CELT removed the responsibility for continuing education from this area. Continuing education is now offered and coordinated primarily through the School of Trades and Technology and TRU's regional centres. Continuing education courses and offerings can be found at <http://www.tru.ca/continuing-studies.html>.

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

The 2016 SER remains current for 2.C.17; see Appendix A, page 83 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=87.

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

The 2016 SER remains current for 2.C.18; see Appendix A, page 83 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=87.

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

The 2016 SER remains current for 2.C.19; see Appendix A, page 84 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=88.

Standard 2.D Student Support Resources

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

The 2016 SER remains current for 2.D.1 (see Appendix A, page 85 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=89); however, several initiatives have been added to enhance the student learning experience and are detailed following:

Students are provided with timetabling and course selection support through face-to-face workshops and information on the university's website (<http://www.tru.ca/registration/registration-welcome.html>) through the Registrar's Office.

The Faculty of Student Development (FSD) provides new students with support related to personal, social and academic adjustment through TRU Orientation (<http://www.tru.ca/campus/accepted/orientation.html>) and TRU Experience (<http://www.tru.ca/campus/accepted/tru-experience.html>) initiatives from the point of registration through the first year of study.

Newly registered students receive information regarding programs, services and events throughout their first semester under the TRU Experience initiative. Information is communicated in twice monthly newsletters, weekly in-person outreach and social media platforms. The initiatives are a means to introduce students to: on-campus supports in a timely manner; the tools to navigate the post-secondary environment academically; and a greater awareness of wellness and wellbeing.

Additionally, units within the FSD organize their outreach and programming activities to ensure that appropriate communication, workshops and one-on-one supports are available to students as they transition through the first crucial year of study.

Early Alert was created to identify and support students at risk academically. Early Alert acts as a safety net for students as it engages faculty members and staff in identifying students in difficulty and connecting those students to on-campus resources and support services as efficiently as possible. Identifying, supporting, contacting and

following-up with students in academic difficulty early is aligned with TRU *Strategic Priorities*: Student Success, Intercultural Understanding and Sustainability. Early Alert provides a pan-campus process for identifying students in academic difficulty and provides a centralized approach to early student intervention that supports academic success, persistence and retention.

In 2015, Keeling and Associates conducted an extensive review of academic supports and student life programming at TRU

(http://www.tru.ca/_shared/assets/The_Student_Services_Review_Report40194.pdf).

To address the recommendations, a service excellence initiative is underway and is tightly aligned with TRU's *Strategic Priorities* 2014-2019 and linked to the TRU Brand Model

(https://www.tru.ca/campus/services/Improving_the_Student_Experience_at_TRU/Service_Excellence_Initiative.html).

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

The 2016 TRU SER remains current for 2.D.2, see Appendix A, page 89 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=93 with the addition of the changes listed below.

Emergency management is led by the Office of Safety and Emergency Management (OSEM) (<http://www.tru.ca/hsafety.html>) with support from communications, facilities and other core services. OSEM works with local law enforcement and other community stakeholders (including the local health authority, the City of Kamloops, and the Provincial emergency management branch) on preventative and emergency preparedness measures for the university.

Following a request for proposal process in 2016, TRU established a new security contract through Paladin Security. The new contract continues to provide a 24-hour security presence with the addition of up to date tracking and reporting systems, an increased focus on training and performance management, and the introduction of a security concierge desk. On the Williams Lake campus, security services are contracted through P.D. Security, who provide out of hours patrols.

In Canada, the Royal Canadian Mounted Police (RCMP) has a nationally instituted plan for immediate police response. Together with TRU, the RCMP has created a School Action for Emergencies (SAFE) plans for both the Kamloops and Williams Lake campuses. TRU has worked with the RCMP to keep SAFE plans up to date as the university makes changes to the campus. This year the university launched a Campus Wayfinding project to look at ways to improve signage and wayfinding for the Kamloops campus. This project has involved consultation with Kamloops emergency services and Kamloops' emergency planning teams to understand and address their needs. The university continues to collaborate with the RCMP and other emergency services to develop on-site emergency exercises following a very successful large scale exercise in May 2015.

The university has an active threat assessment team on campus trained by Protect International, specialists in Violence Risk Assessment and Management. Additionally, TRU has a well-established Behaviour Intervention Team (BIT) with membership from a range of professionals and front line services (e.g., Student Affairs, Residences, Disability Services, and Risk Management) that meet regularly to discuss concerns regarding students on campus and regional centres. The university's approach also includes a program of Active Threat training which encourages the recognition and reporting of worrisome and concerning behaviours.

TRU takes an active approach to maintaining and improving its safety, emergency planning and security programs. Recent initiatives not mentioned above have included conducting Crime Prevention Through Environmental Design (CPTED) reviews of the Kamloops campus, providing over 60 Active Threat training sessions to faculty members and administration and introducing a safety app to provide students and employees with easy access to safety and security information, direct reporting to the security team and messaging about safety and security issues including emergency notifications.

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

The 2016 SER remains current for 2.D.3; see Appendix A, page 90 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=94.

TRU's inaugural Strategic Enrolment Management (SEM) plan is nearing its final draft stages, targeting completion by summer 2017. The plan is being developed through extensive internal stakeholder consultation, a comprehensive environmental scan and the expertise of a SEM task force consisting of deans and divisional leaders. The TRU SEM plan will identify enrolment goals that are aligned with TRU's institutional mission, strategic priorities, environment and resources and articulate the planned strategies for achieving those goals through the integration of processes, services and analyses of enrolment data focused on student recruitment, conversion, retention and attainment of academic goals.

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

The 2016 SER remains current for 2.D.4; see Appendix A, page 90 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=94.

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

The 2016 SER remains current for 2.D.5; see Appendix A, page 91 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=95. Enrolment Services is conducting an audit of all internal publications and web pages to ensure accurate reflection of all program regulations and admission requirements. This audit includes a review of the academic calendar, the admissions viewbook, the admissions website, specific program websites and application information sheets. This audit will ensure that all program information aligns with the approved and official regulations in the academic calendar, which will be referred to as the official source document where appropriate.

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

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

The 2016 SER remains current for 2.D.6; see Appendix A, page 92 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=96.

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

The 2016 SER remains current for 2.D.7; see Appendix A, page 92 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=96 with the additions of the following items:

In response to the concern raised regarding Standard 2.G.5, please note the addition of the following information security standards:

- TRU Operations Standard
- TRU Access Control Standard
- TRU Account Management Standard
- TRU System Configuration Standard

Administrative-privileged account credentials are stored and accessed using a Thycotic Secret Server, which stores these credentials in an encrypted format. Recently, two-factor authentication has been added to this system to further assure secure access.

TRU has built both online and face-to-face privacy and information security awareness programs to inform all staff and faculty members about good information security practices and institutional policies and standards. TRU also maintains an awareness program for students on these issues.

TRU has enhanced Banner backup and recovery by implementing Oracle Data Guard for high availability failover. This is hosted in Vancouver, BC, on the BCNET EduCloud server.

TRU recently completed a table top review of its ITS disaster recovery plan (DRP). TRU has created a new leadership role for information security, Manager of Information Security. The need for appropriate administrative support and resource allocation for the program is critical to ongoing success.

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

The 2016 SER remains current for 2.D.8; see Appendix A, page 95 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=99.

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

The 2016 SER remains current for 2.D.9; see Appendix A, page 96 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=100.

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

The 2016 SER remains current for 2.D.10; see Appendix A, page 96 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=100.

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

The 2016 SER remains current for 2.D.11; see Appendix A, page 97 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=101.

At TRU, management of co-curricular programs formally takes place in the FSD however opportunities can be found across the institution. All co-curricular initiatives are aligned with the TRU *Strategic Priorities*, TRU's institutional learning outcomes and the attributes of a TRU graduate. A 'co-curricular' is an engagement tool that has been implemented to connect TRU students, faculty members, staff, alumni and community members with learning opportunities, skill development, and volunteer experiences on campus that include such things as leadership, mentoring, co-op education, study abroad, athletic events, academic lecture series, workshops, wellbeing, recreation and student clubs administered by TRUSU. A campus wide 'co-curricular' is meant to complement and enhance academic classroom study.

2.D.12 If the institution operates auxiliary services (such as student housing, food service and bookstore), it supports the institution's mission, contributes to the intellectual climate of the campus community and enhances the quality of the learning environment. Students, faculty, staff and administrators have opportunities for input regarding these services.

The 2016 SER remains current for 2.D.12; see Appendix A, page 97 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=101.

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

The 2016 SER remains current for 2.D.13; see Appendix A, page 98 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=102.

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

The 2016 SER remains current for 2.D.14; see Appendix A, page 100 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=104.

Standard 2.E Library and Information Resources

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

The 2016 SER remains current for 2.E.1; see Appendix A, page 100 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=104, apart from the following items:

Recently, the library invested in the hiring of new librarians in the critical areas of student success and engagement, and electronic resources and assessment, and realigned some existing librarians to new growth areas within librarianship.

In July 2015, the library added a fourth facility, the Law Library; originally established and managed by the Faculty of Law, it now falls under the organizational umbrella of the university library. With this addition, the Kamloops campus library now consists of 4,890 square metres across the three facilities. The Law Library is located on the third floor of the Old Main building within the physical space of the Faculty of Law, and consists of 321 square metres and 54 student seats. Access to the Law Library is currently by key card only for Faculty of Law students, faculty members and staff. Non-law users must make an appointment to meet with staff if they have a need for research support related to the law collection. In addition to the library space, the Faculty of Law maintains a reading room directly across the hall from the Law Library. While not under administrative control of the university library, this reading room provides 120 dedicated, quiet study seats for law students. TRU's Law Library collection has grown to include over 9,000 books and selected sets of legislation and reports (<http://www.tru.ca/law/library.html>).

The Law Library budget currently provides for one librarian and one technician. A proposal requesting new funding for additional staff for the Law Library was submitted with the 2018 budget; if granted, the Law Library will begin to offer public access hours to all campus and community users by September 2017.

In fall 2016, IT upgraded the 38 student computers in Main Library to allow TRU faculty members and staff to log into them, in addition to students.

As of January 2017, the TRU Library collection consists, in part, of 274,421 physical items, including 221,122 books, over 13,000 serial volumes, 15,070 government documents, over 600 map sheets, 6,500 microforms and over 9,900 audiovisual and CD/CD-ROM holdings. TRU currently has access to approximately 10,400 highly stable e-journal titles direct from publisher sites.

Restructuring of staffing has taken place at the Kamloops campus libraries (Main, House of Learning and Law). The main campus libraries now employ nine full-time

tenured/tenure-track librarians, seven library technicians, three full-time library clerks and six part-time term-specific library clerks, one divisional secretary, one library manager and one university librarian. The review of the job descriptions for the library support staff resulted in a revised job description and a new title of library service associate, requiring at minimum possession of a two-year American Library Association (ALA) accredited library technician diploma. The long-term goal is continuous improvement in services to TRU Library users by building a genuine learning organization that is flexible, fluid and aligned with the needs of a 21st century library that is committed to service excellence, user needs and institutional priorities.

The library seats to student FTEs (currently at 7,996) of 0.0246 or 2.46% is below the norm. Typical standards call for a 10% ratio at commuter schools and upwards of 50% for research/graduate intensive institutions.

The library is challenged in providing access to information resources appropriate for the unique blend of academic, professional, trades and continuing education programs offered by TRU. This is due primarily to a collection budget that has been largely stagnant since the inception of TRU in 2006. While some new money has come in over the years, it has mostly been one time or 2% bump in base funding. Current trends in library resources see more content offered via subscription (or lease) rather than outright purchase. Digital content is driving this trend. Two percent increases cannot keep up with inflationary pressures, let alone vendor imposed increases. Within the current budget the library collects and makes accessible information resources for the various academic levels of users who attend or take courses through TRU (continuing education, diploma, undergraduate and graduate students, faculty members, in academic programs and in professional programs) in both print and electronic formats.

In order to address a concern related to the availability of library resources for new or revised programs, the academic approval process now requires faculty members to consult with their assigned liaison librarian during the first stage of curriculum development related to program/course sustainability and submit a completed library curriculum consultation form (http://www.tru.ca/vpacademic/curriculum_development_approval/Sustainability_Worksheets_V2.html). This much-needed enhancement to the academic approval process will improve the library's ability to realistically address collection needs associated with new, expanded or changing programs and curriculum.

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

The 2016 SER remains current for 2.E.2; see Appendix A, page 104 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=108, apart from the items detailed below.

TRU Library has received low response rates with LibQual+ and has made a decision to replace this with other feedback mechanisms that will allow for survey questions that target the specificities of TRU Library.

Currently, the library uses an electronic resource management system (ERMS) that facilitates the collection of use data and addresses some of the challenges library staff currently face in collecting, storing and sharing this type of data.

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

The 2016 SER remains current for 2.E.3; see Appendix A, page 106 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=110.

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

The 2016 SER remains current for 2.E.4; see Appendix A, page 106 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=110, apart from the following items:

The library is a participating member of the Council of Prairie and Pacific University Libraries (COPPUL) Shared Print Archive Network (SPAN) Monograph project, which began in early 2016. This project has generated detailed information on the TRU physical monograph collection in relation to the other project participants across the COPPUL region (British Columbia, Alberta, Saskatchewan and Manitoba). The data from this project is already helping TRU's Collection Services librarian plan for a major deselection project (items held broadly by project participants) and is identifying unique content and characteristics of TRU Library's local collection that will help TRU identify critical items it would like to commit to archiving for the project. This project is ongoing and will take several more years to complete.

Standard 2.F Financial Resources

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

The 2016 SER remains current for 2.F.1; see Appendix A, page 107 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=111.

Equipment and ongoing maintenance funding continues to remain a challenge; however, TRU continues to maintain priority and preventative maintenance programs. Additional resources are allocated at times when either internal or external funding is made available. Capital funding is allocated on a prioritized basis from either internally restricted funding or external as needed or available.

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

The 2016 SER remains current for 2.F.2; see Appendix A, page 107 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=111.

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

The 2016 SER remains current for 2.F.3; see Appendix A, page 108 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=112.

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

The 2016 SER remains current for 2.F.4; see Appendix A, page 108 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=112.

TRU will initiate a review of its internal controls in late fiscal 2018/19, and a plan will be developed at this point to further address this.

2.F.5 Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically

reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

The 2016 SER remains current for 2.F.5; see Appendix A, page 109 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=113.

Equipment funding and ongoing maintenance funding remain challenges for the institution, as government funding does not meet existing or anticipated needs. TRU receives funding annually from AVED for an approved budget of approximately \$1 million to address deferred maintenance. TRU will be adding an additional contribution of approximately \$1 million per year towards deferred maintenance which will reduce TRU's Facility Condition Index (FCI). See Appendix E for TRU's five year deferred maintenance plan that addresses the backlog.

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

The 2016 SER remains current for 2.F.6; see Appendix A, page 109 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=113.

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

The 2016 SER remains current for 2.F.7; see Appendix A, page 109 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=113.

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

The 2016 SER remains current for 2.F.8; see Appendix A, page 109 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=113.

Standard 2.G Physical and Technological Infrastructure

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

The 2016 SER remains current for 2.G.1; see Appendix A, page 111 for details <http://www.tru.ca/shared/assets/SelfEvaluationReport34552.pdf#page=115> with the addition of the following campus infrastructure upgrades:

- Kamloops City Council unanimously approved amendments to the city’s official community plan and zoning bylaw in May 2016. The amendments allow for the development of TRU’s main entrances to become higher residential densities, mixed-use commercial and retail opportunities.
- New Nursing and Population Health Building, a \$30.6 million capital project that will be occupied by 2020 to accommodate the high demand for seats and growing capacity for research and graduate/specialty programs.
- New Industrial Training and Technology Centre at the Kamloops campus is slated to open in Fall 2018, which will expand trades and technology programs by an additional 550 full-time equivalent student spaces.
- TRU acquired the McGill residence property.
- Four new projects have been given the green light in the latest round of funding through TRU’s Sustainability Grant Fund (SGF):
 - New LED Par lighting instruments for the Theatre Arts department’s Actors Workshop Theatre
 - A solar photovoltaic path/road in front of the Arts and Education building will be embedded into the existing decorative compass and will showcase, in a highly visible location, a new and innovative technology.
 - Solar panels will be installed on walkway lamp posts in high traffic areas around campus.
 - A sweat lodge to be built on campus to connect younger and older generations spiritually and culturally through teaching, prayer and purification, as well as helping to implement familial and social cohesion and sustainable practices.
- Two multi-sport playing surfaces were installed on the Campus Green just outside of Old Main to respond to student demand for more places to play.
- School of Business and Economics (SoBE) opened the SoBE Student Centre which offers dedicated study space, increases student common area and inclusion of the SoBE advising team.
- Renovations were completed to improve the Health Centre at the Williams Lake campus. This includes a new exam room which will expand services to the community and increase opportunities for TRU students in health related programs to gain experience.

- The Registrar, renamed Enrolment Services, has been redesigned to reflect a significant move towards supporting the institutional strategic priority of increasing student success.
- Changes were made to the TRU Switchboard – callers are now greeted by a new automated attendant system.

In response to the concern related to developing a deferred maintenance plan TRU notes that routine provincial capital funding is less than \$1 million per year and this funding for capital renewal has not kept pace with the rate of depreciation; however, in order to improve the FCI, TRU has committed an additional \$1 million per year to address deferred maintenance and service the buildings with the greatest need for updates, repairs or replacement. Please refer to the *Budget Scenario Ranked Requirements Report* which outlines TRU's deferred maintenance plan (Appendix E).

2.G.2 The institution adopts, publishes, reviews regularly and adheres to policies and procedures regarding the safe use, storage and disposal of hazardous or toxic materials.

The 2016 SER remains current for 2.G.2; see Appendix A, page 112 for further details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=116 with the addition of the following:

In response to the concern related to the lack of a policy on hazardous and toxic waste disposal, TRU has since developed a Biosafety and Biosecurity policy ADM 25-0 (https://www.tru.ca/_shared/assets/Policy_ADM_25-0_Biosafety_and_Biosecurity40206.pdf). This policy:

... establishes the framework by which the University can manage its biohazardous materials in a responsible manner while maintaining its service, teaching and research missions.

TRU's Safety Officer, an *Asbestos Hazard Emergency Response Act* (AHERA)-certified building inspector, performs monthly inspections of all areas known to contain asbestos. Any changes are noted and actions taken to remove if the status of the asbestos changes. Prior to any work being undertaken in an area where asbestos is present, a risk assessment is completed by the safety officer. The Hazardous Materials Identification System (HMIS) is maintained by TRU's Office of Safety and Emergency Management (http://www.tru.ca/hsafety/Asbestos_Management_and_Exposure_Control.html).

The Safety and Emergency Management Department (formerly the Health and Safety Department) also provides education and awareness training as it relates to hazardous materials, both chemical and biological (<http://www.tru.ca/hsafety/workinglearningsafely/whmis.html>). Procedures for the management of biohazardous materials for teaching and research are managed by the Biosafety Officer. Material Safety Data Sheets are maintained in a database known as

MSDS On-line. Electronic copies of MSDS sheets are accessible by faculty members, staff and students at any time (<http://www.tru.ca/hsafety/workinglearningsafely/whmis/database.html>).

2.G.3 The institution develops, implements and reviews regularly a master plan for its physical development that is consistent with its mission, core themes and long range educational and financial plans.

The 2016 TRU SER remains current for 2.G.3, see Appendix A, page 113 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=117.

2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives and achievement of goals or intended outcomes of its programs and services.

The 2016 SER remains current for 2.G.4; see Appendix A, page 114 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=118.

2.G.5 Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

The 2016 SER remains current for 2.G.5; see Appendix A, page 114 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=118 with the following updates as outlined below.

Currently, IT Services (ITS) receives approximately \$120,000 to \$150,000 annually in routine capital for upgrades to core technology infrastructure. The last major infusion of funding to upgrade core infrastructure (core and edge switches/routers, wireless network infrastructure) was nine years ago; however, in late 2016, ITS received additional funding to completely renew its wireless infrastructure for all campuses and student residents.

ITS will continue to work to ensure that there is adequate funding for annual core infrastructure refreshes. In 2017, ITS will be reviewing the technology in all teaching spaces at TRU to assess whether these spaces are adequately equipped to provide the services faculty members require for teaching. A faculty member technology use survey will inform this process.

ITS has developed and is heavily socializing the following "Digital Technology Solution Delivery Ecosystem," which specifies the process for acquiring and operationalizing new technologies (including Cloud and SaaS services). This will ensure alignment with IT enterprise architecture, security, risk, privacy, ID management, integration and other IT Standards.

Please see Response to Recommendations Standard 2.G.5 on page 29 for a full report on how TRU ITS has responded to the recommendation made by the peer evaluation team in spring 2016.

2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

The 2016 SER remains current for 2.G.6; see Appendix A, page 116 for details <http://www.tru.ca/shared/assets/SelfEvaluationReport34552.pdf#page=120> with the following additions:

TRU has made significant investments to adequately resource the support and training as well as accelerate the conversion of Blackboard Learn courses to Moodle for Open Learning. ITS developed automation technology to insert students into course shells. Finally, a term seconded campus faculty member has been providing pedagogical support for the course management system.

In the past year, TRU has increased video conference minutes fourfold using BlueJeans technology. By improving training in BlueJeans and similar tools, coupled with improvements to network connectivity across the TRU regions as well as equipment upgrades, we hope to improve the effectiveness of the use of this technology for teaching and student success.

2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

The 2016 TRU SER remains current for 2.G.7; see Appendix A, page 116 for details <http://www.tru.ca/shared/assets/SelfEvaluationReport34552.pdf#page=120>.

2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

The 2016 TRU SER remains current for 2.G.4; see Appendix A, page 117 for details <http://www.tru.ca/shared/assets/SelfEvaluationReport34552.pdf#page=121>.

Please note, in order to address any gaps between technology use at the main campus, regional centres and Williams Lake, TRU will be improving network connectivity to these locations by the end of May 2017. ITS will redouble its efforts to ensure technology initiatives for classroom and distance use are equitably shared with the TRU regional campuses. To that end, the director of Williams Lake is a key member of the Academic Technologies Advisory.

3.A Institutional Planning

3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

A number of initiatives and plans which show support for inclusive and broad-based planning are underway as noted under Response to Recommendations on page 30.

Institutional Level Planning

Planning continues as previously documented in the SER (see appendix A, page 119 for further details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=124). The Strategic Research Plan, Campus Master Plan and Strategic Sustainability Plan are in place and function as intended.

The Institutional Accountability Plan and Report (IAPR) provides an institutional overview, strategic direction and context, academic highlights (the "year in review" from each unit) and a performance plan which details how its *Strategic Priorities* (<http://www.tru.ca/president/reports/strategicpriorities.html>) for increasing student success, intercultural understanding, research capacity, entrepreneurial capacity and sustainability align with AVED goals.

Formalization of the core theme teams is ongoing. Careful consideration is being made regarding the reporting, oversight, committee membership, and responsibilities of the ASC and core theme teams.

The SEM plan is currently under development and lead by the Associate Vice President Strategic Enrolment and Registrar. The SEM plan process will continue with implementation targeted for summer 2017.

The Academic Plan, as outlined in the previous report, has now expired and the next iteration is underway. TRU's Academic Plan is being updated with a view to having a new academic plan in place for fall 2018. Planning will involve fulsome consultation with

all stakeholders. The resulting plan will include performance measures for tracking progress of its stated goals and objectives.

A Capital Projects Planning Advisory Group (CPPAG), created in 2016, provides recommendations to the President regarding which capital projects should be included in TRU's Five-Year Capital Plan. The CPPAG uses TRU's *Strategic Priorities* (<http://inside.tru.ca/2016/11/08/cppag/>) to guide its recommendations. In addition, annually, TRU is required to update its Five-Year Capital Plan for AVED. The plan normally includes three to seven capital projects and forms the basis for capital funding asks from AVED. The CPPAG is tasked with adding greater strategic planning, communications and collaboration to the process of identifying future capital projects thus ensuring that TRU's funding requests to the province satisfy the above priorities. CPPAG has developed a capital projects proposal form (http://www.tru.ca/_shared/assets/TRU_fiveyearcapitalplanproject1323.pdf), along with a rubric to assess each capital project. The capital projects strategically selected and put forward in the Five-Year Capital Plan guide the short- and long-term space planning considerations of TRU's Space Management Committee.

Unit Level Planning and Resource Allocation

With the implementation of the current budget methodology, TRU has moved towards resourcing that aligns with our mission and *Strategic Priorities*.

Faculties, schools and divisions are required to develop annual service plans outlining their programs and services, alignment with institutional priorities, current resources, and priorities, along with required resources for the upcoming year. These plans inform institutional budget planning.

When conceptualizing new courses and new programs, faculties and schools are required to prepare and submit to APPC a sustainability worksheet. The worksheets were revised to ensure that new programming is in line with the *Strategic Priorities* of the institution ([http://www.tru.ca/vpacademic/curriculum_development_approval/Sustainability Worksheet_V2.html](http://www.tru.ca/vpacademic/curriculum_development_approval/Sustainability_Worksheet_V2.html)). In addition, the sustainability worksheets require demonstration of the social and economic benefit, relevancy, student demand, no unnecessary duplication, projected headcount, revenue and expenses of the proposed new course or program.

Faculties and schools are required to submit a Strategic Investment Fund (SIF) sustainability worksheet when applying for SIF funds outside of general curricular expenses. Key components of the worksheet include a market analysis, competition, projected headcount or other performance measure, staffing, revenue, expenses, and risk assessment. The Budget Committee of Senate (BCOS) reviews SIF requests and provides feedback to the President, Vice President Finance and Administration, and Provost and Vice President Academic for final consideration.

3.A.5 The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

TRU's Emergency Preparedness, TRU's Emergency Policy, (http://www.tru.ca/_shared/assets/ADM_23-0_Emergency_Management37736.pdf) was passed on September 22, 2015. The University's Emergency Management Plan (EMP) is undergoing a previously scheduled revision to ensure it continues to meet the institutions requirements. This plan contains a number of procedures for addressing identified hazards including, but not limited to: snow closures, interface fires, bomb threats, active threats, strike contingency plans and pandemic plans.

TRU employs a multi-layered emergency alerting system called TRU Alerts, which includes desktop computer and mobile phone alerting as well as the newly introduced TRU SAFE mobile phone safety application. In addition, emergency alerting includes a robust Emergency Communications Plan which incorporates internal communications as well as local media and emergency stakeholders.

An Incident Management Team follows the Incident Command System and has been activated successfully to deal with emergency situations on campus. TRU's Emergency Operations Centre is fully functional and was successfully tested during the university's full-scale emergency exercise in May 2015. This exercise had 468 participants and observers including faculty members, staff, administration, Royal Canadian Mounted Police (RCMP), firefighters, Emergency Response Team (ERT) members, negotiators, traffic monitors, Immediate Action Rapid Deployment (IARD) members, radio technicians, safety and containment teams, Air 4 helicopter overwatch, and senior RCMP officers from Kamloops and Ottawa. (<https://inside.tru.ca/2015/05/22/a-serious-exercise-for-tru/>). The current exercise cycle is a two-year plan.

As part of the EMP, the university has installed the remaining lockdown rooms and provided workshop training for staff regarding lockdown protocols.

TRU's next step towards contingency planning include the development of faculty, school, and departmental Continuity of Operations/Business Continuity plans with the support of the Office of Safety and Emergency Management. The Information Technology Services Department is the first group to have created a Disaster Recovery Plan.

TRU technical staff perform full backups to remote disk arrays for the Banner Database System daily. Backups are retained for two months. Remote disk arrays are located in a separate building on campus in addition to the City of Kamloops transit exchange which is located several kilometers away from the TRU data centre. In 2013, TRU completed a full back-up audit and determined that all systems are backed up effectively. Recently, TRU enhanced Banner backup and recovery by implementing Oracle Data Guard for high availability failover and employed a second geographic operational Banner disaster recovery site. The site is hosted in Vancouver, BC on the BCNET EduCloud server.

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

3.B Core Theme Planning

3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

As previously stated on page 26 in TRU's response to the peer evaluators' recommendation for Standard 1.A.2, TRU has revised its definition of mission fulfillment to reflect the achievement of the Core Theme targets. Furthermore, Core Theme teams reviewed and revised their indicators, identified outcomes and targets, sources of data, and made plans for the collection of the data.

In regards to the peer evaluators' concern for broader representation of all constituents in planning, budgeting, and assessment, TRU has been proactive in addressing this concern by increasing the ASC membership by 10 to include one faculty member from each faculty and school, and four student representatives. In addition, several improvements have been made in consultation and governance structures as noted under Institutional Changes on page 21.

3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

TRU recognizes that an annual process for tracking mission fulfillment needs to be developed. The first step will be to formalize the core theme teams. This step reinforces the continuous quality improvement nature of assessing mission fulfillment.

The core theme teams will produce annual reports that provide data related to the outcome measures along with an assessment of the indicators in light of the mission fulfillment threshold ranges as outlined in Standard 1.A. Core theme teams are expected to critically analyze the services and initiatives that influence the progress of each indicator. Assessment of this data may lead to further examination of the services and initiatives that influenced the outcomes, thus leading to changes in services and initiatives that will lead to enhanced mission fulfillment. Core theme teams may also

adjust outcome ranges or set new targets as needed in an effort to continually move towards mission fulfillment.

This process is more fully outlined in the Annual Core Theme Mission Fulfillment Evaluation and Planning document below. See *Figure 1: Annual Core Theme Mission Fulfillment Evaluation and Planning Process* on page 88 for a visual representation of the process.

Annual Core Theme Mission Fulfillment Evaluation and Planning

Process

A review of the core themes in relation to Mission Fulfillment will be conducted annually. This review involves three components: 1) conduct an analysis of the data collected for each outcome; 2) assess the value of each indicator in light of the mission fulfillment threshold; and 3) plan services and programs related to the core theme for the following year.

A core theme report will be submitted to the Accreditation Liaison Officer (ALO). The ALO will compile results from all core theme reports into an institutional Mission Fulfillment report. This report will outline how successful the institution was in fulfilling its' mission for the year in question. The Mission Fulfillment report will be submitted to the Accreditation Steering Committee (ASC) for consideration. This report will also form part of the documentation for the accreditation process and will be included in reports to the NWCCU.

Timeline for Full Process

- May 1st to June 30th – Core theme teams perform annual assessment of mission fulfillment and planning process with a report due to the ALO on June 30th.
- July 1st to July 31st – ALO compiles core theme reports and produces institution Mission Fulfillment report due August 1st.
- August – ASC review of core theme reports and institutional Mission Fulfillment report by August 31st.
- September – Wider distribution of institutional Mission Fulfillment report to Board, Senate, PCOL and TRU's website.

Core Theme Report Components

1. Assessment of Core Theme in Relation to Mission Fulfillment

A. Review of Previous Year

Complete the following for each indicator in the core theme:

1. Current Value & Mission Fulfillment
 - a. Gather information to determine the indicator value for the most recent period.
 - b. Determine the change from the prior year and which of the mission fulfillment ranges applies.

2. Context of the Current Year Value
 - a. State what was achieved.
 - b. State how plans, services or initiatives impact the progress of the indicator.
 - c. Identify factors affecting progress.

B. Summary

Identify, in light of the values of the indicators and the definition of mission fulfilment, how successful TRU was in fulfilling its mission for core theme. Identify the successes of the core theme and the areas in need of improvement.

2. Planning for the Next Year

A. Review of Objectives and Indicators

1. Objectives
 - a. Review current objectives to confirm they are still in alignment with core theme and TRU Mission Statement.
 - b. If necessary add or remove objectives as needed to keep core theme relevant to TRU's Mission Statement.
2. Indicators
 - a. Review the current indicators and rationales to confirm alignment with objective, core theme and TRU's Mission Statement.
 - b. Based on this review, establish if indicators need to be removed, and/or if new indicators need to be added to the core theme to track whether the outcomes associated with the objectives are being achieved. Follow the '*Introducing New Indicators / Removing Current Indicators*' under Resource Information as required.
 - c. Determine if there are emerging indicators which could be used to track the objectives of the core themes in the future. If so, use the guidelines for '*Emerging Indicators*' section under Resource Information.

B. Thresholds & Targets

1. Review thresholds for Mission Fulfilment for each indicator to ensure they are still relevant.
 - a. The threshold is defined as the percentage change to the indicator (up or down), which would be considered meeting threshold expectations. See '*Thresholds for Mission Fulfilment*' under Resource Information for more information on setting these ranges. These will be the values used during the next year to evaluate mission fulfilment.
 - b. If the ranges change provide a rationale for the change.

2. Review the Five Year Target
 - a. Five year targets should be aspirational yet realistic. They should provide a concrete goal and motivation to improve services, programs or experiences as a means to achieve outcome targets. These targets can be tied to goals related to institutional strategic plans where available.

C. Planning for Improvement

Determine the plans required to improve the performance of the indicators and achieve the objectives of the core theme.

1. Planning
 - a. Outline plans to continue to improve or maintain performance of the indicator at the:
 - i. Institutional level
 - ii. Unit level
2. Consultation
 - a. Outline plans to consult with key stakeholders who are responsible for influencing the indicator to accomplish the objective.
3. Budget & Resources
 - a. Identify any budgetary and resource limitations/implications.

Resource Information

1. Introducing New Indicators / Removing Current Indicators

Periodically new indicators will need to be added or existing indicators removed when the focus of the core theme changes, data collection at the institution changes (e.g. a new survey is used or an existing survey discontinued) or new initiatives commence. When it is required please complete the following:

- A. Identify the indicator(s), if any, to be added
 1. Provide the rationale for the indicator, including description of how the indicator aligns with the core theme and mission.
 2. Provide 3 to 5 years of historical values for the indicator.
 3. Determine the threshold ranges and provide rationale for the ranges.
 4. Determine the five year target. This may be tied to goals from institutional strategic plans.
- B. Identify the indicator(s), if any, to be removed
 1. Provide rationale as to why the indicator no longer aligns with mission fulfilment and core theme.
 2. Demonstrate how the objective previously tracked by the indicator is still being captured by the other indicators for the core theme.
 3. Comment on if there are any gaps in how the core theme is measured, and in turn mission fulfilment is determined.

2. Emerging Indicators

Given the changing nature of the institution, initiatives and available data, consider if there are other indicators that would better measure the core theme objectives. Ideally, three years of historical values of the indicator should be available in order to make informed plans. It is beneficial to start to track the indicator value before it is used as an indicator for the core theme, as this will help develop historical information.

- A. Identify emerging indicators or concepts for indicators which could be of value for future measurement of the objectives of the core theme.
 1. Comment on data source, availability and develop a plan to collect data for the indicator.
 2. When possible, begin compilation of indicator values, either by the core theme team or the appropriate department (e.g. Integrated Planning and Effectiveness). This will form a basis for planning if/when the indicator is adopted for the core theme.
- B. Consider if qualitative indicators could be used.

3. Thresholds for Mission Fulfilment

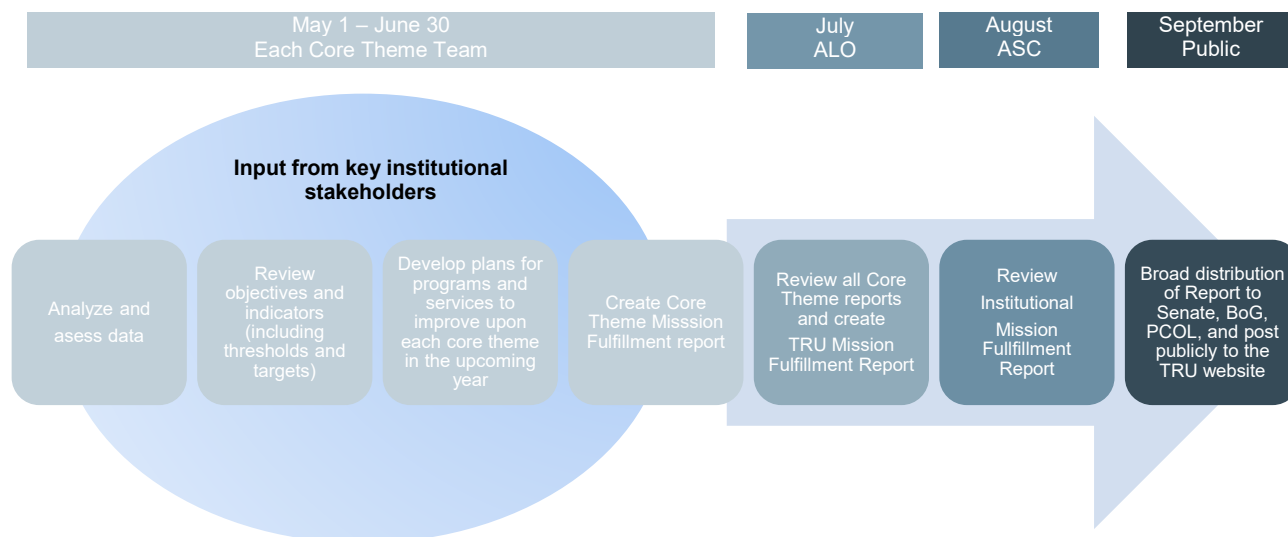
Each indicator has three threshold ranges:

- A. *Achieved*
The indicator has increased/decreased by a fixed percentage or value in line with expectation of mission fulfilment.
- B. *Minimally Achieved*
The percentage or value of the indicator is holding at, or close to the current level.
- C. *Not Achieved*
The indicator value has decreased/increased by a fixed percentage or value.

Quantitative indicators are defined as a fixed percentage or value growth from the prior year with ranges set individually for each indicator.

Qualitative indicators include identification of components that measure the threshold identified and require the development of a rubric to assess each component.

Figure 1: Annual Core Theme Mission Fulfillment Evaluation and Planning Process



3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

Following the 2016 *Initial Candidacy Evaluation Report* TRU made changes to the core theme indicators and outcomes, along with a new definition for mission fulfillment, these changes substantially reduced the amount and type of data that is required for collection and analysis. Each core theme team successfully revised the total number of indicators to reflect those most critical to measure achievement of outcomes and ultimately mission fulfillment.

By focusing on outcomes, the core theme teams are able to identify those programs and services that influence the indicator and outcomes. The identification of these programs and services will allow for planning into the future, as measurement of the corresponding outcome will provide key information about the impact of the program or service. Following annual analysis, core theme teams will be expected to adjust programming and services so that a positive correlation is seen in the intended outcomes.

For example, using the core theme of Research and Outcome 1.1 *TRU faculty are competitive for external funding*, if the data indicates that the total dollar amount of tri-agency or external grants is decreasing in one year, the core theme team may ask the office of Graduate Studies and Research to reassess their offerings of grant writing workshops, support provided to faculty members to secure grants, connections and knowledge about each grant. On the other hand, if the data indicates that the total dollar

amount of tri-agency or external grants has exceeded outcome targets, the core theme team may assess what has been done to support faculty members in securing grants, and ensure that these programs and services continue. This demonstrates how the overall planning to support faculty members and research influences core theme outcomes, and how the data that is collected will in turn influence planning of programs and services.

Standard 4.A Assessment

Building upon what was previously stated in this report on page 83, the following updates have been made.

4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

The 2016 TRU SER remains current for 4.A.1, see Appendix A, page 134 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=138 with the addition of the following:

With the development of a new Mission Fulfillment framework, TRU identified benchmark data to support each of the core themes and indicators. Most of the indicators have historical data to support the identified target data, and this historical data is a result of systematic collection and analysis. For those indicators where the historical data does not exist, the Core Theme teams saw the indicator as being critical to measuring the outcome, thus where data does not currently exist, appropriate sources and methods to collect the data have been identified. The data that is collected is used in the assessment of the core themes indicators, and ultimately the assessment of Mission Fulfillment.

Annually the core theme teams are required to evaluate the collected data against their indicators and assess achievement of the related objective. In order for the core themes to remain relevant and meaningful, teams are also expected to look at why indicators or objectives are not achieved as well as reassess the appropriateness of the indicators, objectives, and the available data.

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

The 2016 SER remains current for 4.A.2; see Appendix A, page 134 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=138.

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

See page 31 for a response related to the recommendation, Standards 4.A.3.

4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

The 2016 SER remains current for 4.A.4; see Appendix A, page 134 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=138 with the following updates.

The Academic Plan, as outlined in the previous report has now expired and the next iteration is underway. Planning will involve fulsome consultation with all stakeholders. The resulting plan will include performance measures for tracking progress of its stated goals and objectives.

4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

The 2016 SER remains current for 4.A.5; see Appendix A, page 134 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=138.

4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

The 2016 SER remains current for 4.A.6; see Appendix A, page 134 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=138 with the following update.

Since the submission of the 2016 SER, TRU has made significant progress in revising our definition of mission fulfillment, identifying ILOs, defining general education, and the articulation of PLOs. Discussion around the assessment processes is underway as relevant and meaningful assessment of each of these is key to ensuring continuous quality improvement.

4.B Improvement

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

As described on page 83 in response to Standard 3.B, the core theme planning process includes assessment, planning and evaluation necessary for reaching the goal set for each indicator. Furthermore, core theme teams are required to demonstrate that the necessary consultations have taken place during the planning and assessment process. The tables below outline the five year goal and historical values for each indicator in the core themes.

Table 7: Core Theme Student Success, Measurable Outcomes and Indicators

Core Theme: Student Success			
Objective 1: TRU will provide a broad spectrum of educational opportunities through flexible learning pathways with clear and transparent requirements and administrative processes.			
Outcome 1.1: Students will access a broad spectrum of educational opportunities through flexible learning pathways with clear and transparent requirements and administrative processes.			
Indicator	Rationale	Five Year Goal	Historical Values
NSSE module on advising	Satisfaction with advising is a key components to access and flexibility in planning one's educational path.	Not available	NSSE advising module will be run in the 2017 survey
CUSC data for first year students on satisfaction with the registration process. SAT: Satisfaction with the process of registering for courses.	CUSC data on registration and getting course, is the first major process after being accessible (and it gives feedback on the process).	CW 90%	CW 2013: 92% 2016: 86%
CUSC data for first year students on satisfaction with the registration process. SAT: Satisfaction with the process of registering for courses.	CUSC data on registration and getting course is the first major process after being accessible (and it gives feedback on the process).	SAT 86%	SAT 2013: 83% 2016: 79%
2-4 Year Open Program Conversion rate	CR and RR data serve as effective indicators as they illustrate student behaviour at key points of enrolment	Will be set through the SEM plan	Fall 2012: 51.3% Fall 2013: 55.3% Fall 2014: 50.4% Fall 2015: 46.9%

2-4 Year Open Program Fall 1 to Fall 2 Retention Rate	activity; namely initial registration. Low rates or downward trends over time are often symptomatic of systemic barriers and ineffective administrative processes. 2-4 year open and selective programs comprise the majority of TRU enrolment and represent highly structured and flexible program offerings.	Will be set through the SEM plan	Fall 2012: 61.8% Fall 2013: 60.2% Fall 2014: 59.5% Fall 2015: 52.4%
2-4 Year Selective Program Conversion rate		Will be set through the SEM plan	Fall 2012: 52.4% Fall 2013: 53.9% Fall 2014: 69.2% Fall 2015: 59.3%
2-4 Year Selective Program Fall 1 to Fall 2 Retention Rate		Will be set through the SEM plan	Fall 2012: 70.8% Fall 2013: 79.5% Fall 2014: 81.0% Fall 2015: 81.9%

Objective 2: TRU will provide educational experiences for cognitive development, personal growth and interpersonal effectiveness.

Outcome 2.1: Students will engage in educational experiences for cognitive development, personal growth and interpersonal effectiveness.

Indicator	Rationale	Five Year Goal	Historical Values
NSSE data on student participation in high-impact processes (HIPs).	Documented effect of HIPs on student engagement.	1st year 10% 4th year 70%	First Year 2011: 10% 2014: 8% Fourth Year 2011: 56% 2014: 64%
Enrolments in undergraduate curricular offerings that include HIPs.	Documented effect of HIPs on student engagement.	900	2013-14: 1,053 2014-15: 955 2015-16: 862

Objective 3: TRU will provide skills, knowledge, confidence and values for citizenship, work and personal fulfillment.

Outcome 3.1: Students will act with skills, knowledge, confidence and values for citizenship, work and personal fulfillment.

Indicator	Rationale	Five Year Goal	Historical Values
NSSE module on civic engagement.	This NSSE module assesses conflict resolution skills and student engagement with local, national and global issues.	not available	NSSE module on civic engagement will be run in the 2017 survey
% indicating somewhat or very useful on BGS question: usefulness of knowledge, skills and abilities acquired during education.	Indicators related to student employment outcomes are necessary to assess students' ability to apply their learning after they complete their studies.	90%	2013: 86% 2014: 87% 2015: 89%

Table 8: Core Theme Intercultural Understanding, Measurable Outcomes and Indicators

Core Theme: Intercultural Understanding			
Objective 1: The creation of a culture of inclusion in all aspects of university work and life.			
Outcome 1.1: Enhanced inclusion of intercultural learning within curriculum, teaching, and service.			
Indicator	Rationale	Five Year Goal	Historical Values
Student perceptions of inclusion and opportunities for intercultural learning, as indicated by NSSE scores of 4th year students.	Specific NSSE questions provide student perceptions of diversity experiences.	increase of up to 5%	2010: 55.4% 2011: 63.6% 2014: 64%
Objective 2: TRU will engage in Indigenous, regional, national, and global learning through teaching, learning, knowledge, research and creative practice.			
Outcome 2.1: Increased participation in indigenous, internationalization and interculturalization initiatives.			
Indicator	Rationale	Five Year Goal	Historical Values
Three year average number of enrolments in courses or programs with indigenous, international or intercultural content.	TRU is committed to prioritizing programs and practices that support diversity, inclusion and intercultural understanding among Indigenous, regional, national, and global communities.	2% increase	2012/13 to 2014/15: 2,500 2013/14 to 2015/16: 2,676 2014/15 to 2016/17: 2,732
Participation in workshops or training promoting inclusion and intercultural learning. For example, Knowledge Makers, IC, Aboriginal Mentor, Intercultural Development Inventory, Interculturalizing the Curriculum, Anti-Racism Response Training, Global Competency, etc.		5% increase over the average of 1300 per year	2012/13: 1,447 2013/14: 1,635 2014/15: 1,253 2015/16: 1,377
Number of students, staff, faculty accessing mobility programs.		2% increase over 2014-17 average of 200 students/staff/faculty accessing mobility programs per year	2014: 231 2015: 232 2016: 129 2017: 210

Table 9: Core Theme Sustainability, Measurable Outcomes and Indicators

Core Theme: Sustainability			
Objective 1: TRU will integrate sustainability across operation, engagement, academic, and governance practices.			
Outcome 1.1: TRU's commitment to sustainability is evident in how it develops, operates and maintains its campuses and regional centres.			
Indicator	Rationale	Five Year Goal	Historical Values
Sustainability, tracking, Assessment and Rating System (STARS) score (Operations category: air & climate, buildings, energy, food & dining, grounds, purchasing, transportation, waste, and water).	STARS is a North American transparent, self-reporting framework designed specifically for post-secondary institutions. The TRU plan aligns closely with the STARS framework, making the STARS rating an ideal indicator of TRU's success towards achieving its sustainability objectives.	Score of 55.06	2015: 50.06
Outcome 1.2: Members of the TRU community are sustainability ambassadors on and off campus.			
Indicator	Rationale	Five Year Goal	Historical Values
STARS score (Engagement category: campus engagement and public engagement).	STARS is a North American transparent, self-reporting framework designed specifically for post-secondary institutions. The TRU plan aligns closely with the STARS framework, making the STARS rating an ideal indicator of TRU's success towards achieving its sustainability objectives.	Score of 39.53	2015: 29.53

Outcome 1.3: TRU is recognized as a leading academic institution advancing sustainability education and research.			
Indicator	Rationale	Five Year Goal	Historical Values
STARS score (Academic category: curriculum and research).	STARS is a North American transparent, self-reporting framework designed specifically for post-secondary institutions. The TRU plan aligns closely with the STARS framework, making the STARS rating an ideal indicator of TRU's success towards achieving its sustainability objectives.	Score of 51.23	2015: 31.23
Outcome 1.4: Sustainability is a core value in TRU's institutional and administrative framework.			
Indicator	Rationale	Five Year Goal	Historical Values
STARS score (Planning and Administration category: coordination & planning, diversity & affordability, investment, and wellbeing & work).	STARS is a North American transparent, self-reporting framework designed specifically for post-secondary institutions. The TRU plan aligns closely with the STARS framework, making the STARS rating an ideal indicator of TRU's success towards achieving its sustainability objectives.	Score of 29.33	2015: 24.33

Table 10: Core Theme Research, Measurable Outcomes and Indicators

Core Theme: Research			
Objective 1: TRU will create a sustainable research culture.			
Outcome 1.1: TRU faculty are competitive for external funding.			
Indicator	Rationale	Five Year Goal	Historical Values
Percentage of active tri-partite faculty holding external funding (contract and grant).	This indicator aligns with the Strategic Research Plan and is a standard indicator for research universities. It will create an important benchmark to assess against peer institutions.	40%	2015: Unknown 2016: 25% 2017: 24%
Total dollar amount of tri-agency grants and external contracts.	This indicator aligns with the Strategic Research Plan and is a standard indicator for research universities. It will create an important benchmark to assess against peer institutions.	\$4.5M	2015: 1,120,270 2016: 1,721,487 2017: 2,300,052
Outcome 1.2: TRU faculty create new knowledge.			
Indicator	Rationale	Five Year Goal	Historical Values
Number of peer-reviewed publications, scholarly works, exhibitions and other creative works per faculty member as a percentage of total tri-partite faculty (3 year rolling average).	This indicator aligns with the Strategic Research Plan and is a standard indicator for research universities. It will create an important benchmark to assess against peer institutions.	n/a	n/a
Outcome 1.3: TRU faculty and students disseminate new knowledge impactful to the communities we serve.			
Indicator	Rationale	Five Year Goal	Historical Values
Number of Community Citations Score, as measured by the total of references in external media, annual reports, policy documents, newsletters and the number of community held forums reporting research results and activities to participants, stakeholders and knowledge users.	This indicator is a roll-up of various community references to research at TRU. It measures the importance and interest of TRU research in the community and links to mission fulfillment.	n/a	n/a

4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

As described on page 31 in the section Response to Recommendations (specifically Standards 4.A.3 and 4.B.2), TRU is in the process of articulating PLOs for all of its programs (see Appendix D for a comprehensive list of PLOs). Along with articulating PLOs, programs are partaking in curriculum mapping exercises. This process will identify possible gaps or overlaps in overall program structure and provide useful data as programs consider the need to renew or revise programming.

Throughout this exercise, faculty members have engaged in discussions surrounding the assessment of learning outcomes. In effect, faculty members are considering their evaluation methods and assignments in relation to overall course and PLOs. As the programs move forward, the faculty members will identify best practices to assess the achievement of the learning outcomes.

5.A Mission Fulfillment

5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

TRU has redefined mission fulfillment since the 2016 SER, this new method of defining mission fulfillment has not yet been assessed as the work to create this definition was only completed in February 2017. The new definition of mission fulfillment is based on outcomes associated with each core theme. These outcomes are measurable through a variety of data collection processes. It is important to note that the indicators and outcomes identified are those that have been deemed most critical at this time, but clearly do not reflect everything that encompasses TRU and its accomplishments.

The ASC supports a continuous cycle for annual core theme assessment, evaluation, revision, and reporting. This process will tie the assessment of Mission Fulfillment to other institutional planning processes such as annual academic plans, budget cycles, and required Ministry reporting structures.

TRU has taken the recommendations related to general education and learning outcomes and applied these to the TRU context. As described on page 31 in the section Response to Recommendations (specifically Standards 4.A.3 and 4.B.2), TRU is in the process of articulating PLOs for all of its programs. Along with articulating PLOs, programs are creating curriculum maps with current course requirements. This process will identify possible gaps or overlaps in overall program structure and provide useful data as programs consider the need to renew or revise programming. The exercise of articulating PLOs has also engaged faculty members in discussions related to the

assessment of these learning outcomes. It has caused faculty members to consciously consider evaluation methods and assignments in relation to overall course and program learning outcomes. As the programs move forward the faculty members will identify best practices to assess the achievement of the learning outcomes.

The use of self-reflective evidence based assessment is growing at TRU. The planning processes established for each core theme, the expanded development of PLOs, moving the graduate attributes to ILOs, formalization of a General Education program, and the increased mandate of the IPE department, will continue to move TRU along this path. Through all of these processes TRU will continue to develop the continuous assessment of its initiatives.

The SEM Plan in the final draft stages and the revised Academic Plan to be developed in 2018 will identify targets and incorporate assessment frameworks that will be used to reflect on the initiatives.

5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

As documented in Standard 3.B.2 on page 83, the core theme teams will report annually on the performance of indicators associated with each core theme, and the classification regarding the mission fulfillment ranges. Together these reports will form the institution's reporting on mission fulfillment, which will be distributed widely for all of TRU's constituents. The reports will be housed on the TRU intranet site identified as Mission Fulfillment. This site is available to all TRU administrators, faculty members, and staff. A summary report intended for the public will be available on the TRU website accreditation page.

5.B Adaptation and Sustainability

The 2016 SER remains current for 5.B (see Appendix A, page 173 for details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#177), with the following additions as detailed below.

5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

As mentioned in Standard 2.G.1 on page 76 a plan to manage TRU's deferred maintenance costs over the next five years has been developed. The planning for

TRU's end of life IT infrastructure can be found in its Response to Recommendation 2.G.5 on page 29.

5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

TRU has an office of Accreditation and an on-going ALO who reports to the Office of the Provost and Vice President Academic. TRU recognizes the need to formalize the core theme teams thus ensuring ongoing assessment, planning, implementation, and evaluation related to continuous quality improvement. Discussions regarding the future cycle of planning and assessment are taking place at the ASC.

5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

TRU maintains a high standard of quality assurance and holds an Education Quality Assurance (EQA) designation through AVED. Standards for maintaining this trademark are outlined on AVED's website (<http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/education-quality-assurance>). TRU must meet or exceed these qualifications, set out by the Ministry, and submit an annual IAPR. The IAPR details TRU's goals, objectives and performance results and outlines its role in providing service to its students and communities. The comprehensive report looks at the current environment, both internally and externally, of the institution and outlines synergies between AVED objectives and TRU's *Strategic Priorities*.

As noted in the 2016 SER (see Appendix A, page 184 for further details http://www.tru.ca/_shared/assets/SelfEvaluationReport34552.pdf#page=188) TRU made changes to its budget methodology and planning processes in the 2015/16 fiscal year. An important component of the new budget methodology is motivated by TRU's priority of increasing sustainability. This is achieved by including environmental, social and governance factors in investment decisions through membership in the United Nations-supported initiative called Principles for Responsible Investment (PRI). Slides covering several areas of the budget structure, as well as comparisons showing how TRU measures up against other BC universities, were presented as part of an open governance initiative at a town hall for faculty members, staff, administrators and students.

TRU has set aside a SIF to provide needed resources to key strategic areas. Allocated on an annual basis, the SIF funding is approximately 1.5% to 2% of the operating budget and is used to invest in projects that lead to the fulfillment of the *Strategic Priorities*. Each year the faculties, schools and divisions prepare service plans which include SIF requests for new non-curricular initiatives. The Budget Committee of Senate (BCOS) reviews SIF requests and provides feedback to the President, Vice President Finance and Administration, and Provost and Vice President Academic for final consideration.

TRU performs an external environmental scan annually which is included in the IAPR. In conjunction with the development of the SEM Plan, a more comprehensive environmental scan was conducted detailing regional, provincial, and national demographics, labour market trends and projections, international influences, historical enrolment patterns and trends, and marketing analytics and qualitative data. In February 2017, the SEM planning process identified four main themes: 1) the connection to the local regional markets; 2) the importance of increasing the number students from the wider national market; 3) maintaining TRU's international student presence; and 4) continuing to serve lifelong learners. In March and November, TRU produces a regular five year enrolment projection cycle with institution wide projections. These projections are based on historical trends and include consultation with the deans and other key stakeholders and influence the development of the service and budget plans of each faculty and school.

In an effort to add greater strategic planning to capital projects, in Fall 2016 TRU created the CPPAG (<http://inside.tru.ca/2016/11/08/cppag/>). The group's objective is to provide recommendations to the President on projects to include in the Five-Year Capital Plan. The recommendations are based on TRU's *Strategic Priorities* related to: creating new space for students, teaching, and research; reducing deferred maintenance; and improving sustainability.

TRU evaluates space utilization each fall term to determine the capacity of TRU's existing facilities to deliver quality programming. The Vice President of Finance and Administration gave an overview of the Space Planning Study conducted at TRU and an update from the CPPAG to Senate in February 2017 (<https://one.tru.ca/committee/senate/layouts/15/WopiFrame.aspx?sourcedoc=%2Fcommittee%2Fsenate%2FSenatePublic%2F7c1%20Senate%20-%20CPPAG-ECS%20Update%20Feb%202017%2Epdf&action=view>).

The CPPAG has developed a Capital Project Proposal Workbook to guide short and long term space planning decisions. The workbook identifies the criteria that will be assessed and the rubric that will be used by CPPAG when making recommendations to the President.

In an effort to address both internal and external environments, in 2011 TRU created a new corporate trustee, TRU Community Trust (TRUCT), to manage development on TRU property. For over 46 years TRU has been constantly growing and strategically

evolving, and has become more than the sum of its buildings, green spaces and pathways; it has become a community—a place to learn, live and play. TRU refined its master plan in 2013 to reflect the campus expansion of the last decade and set the stage for future development tied to the new academic plan, research plan, enrolment growth, and the TRUCT initiatives. In fall 2016, TRUCT announced the launch of The Reach (<http://reachkamloops.com/>) a vibrant, urban, planned community located on the endowment lands of the TRU campus. The Reach will include a mix of housing, retail, recreational, and office space that will invite community members to live, learn, work, and play on campus.

Conclusion

TRU is committed to helping learners of all backgrounds and abilities to discover and realize their full potential. Through the singular mandate entrusted to us by the province of British Columbia, we are uniquely empowered and qualified to deliver this commitment. Since the submission of TRU's SER in February 2016, TRU has worked diligently to address concerns and recommendations brought forth by the Commission and peer evaluation team. Throughout the drafting of this Interim Candidacy Report, the ASC sought to engage the broader university community in fulsome discussion. In addition, the ASC expanded its membership to represent each faculty, school, department and division—a necessary and important step.

TRU would like to thank the NWCCU for the opportunity for self-reflection and careful analysis of its efforts towards achieving mission fulfillment and looks forward to the peer evaluation visit October 10 - 12, 2017.



Mission statement as displayed on Student Street at the Williams Lake campus.



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