



THOMPSON
RIVERS
UNIVERSITY

INTERIM CANDIDACY REPORT

February 2019

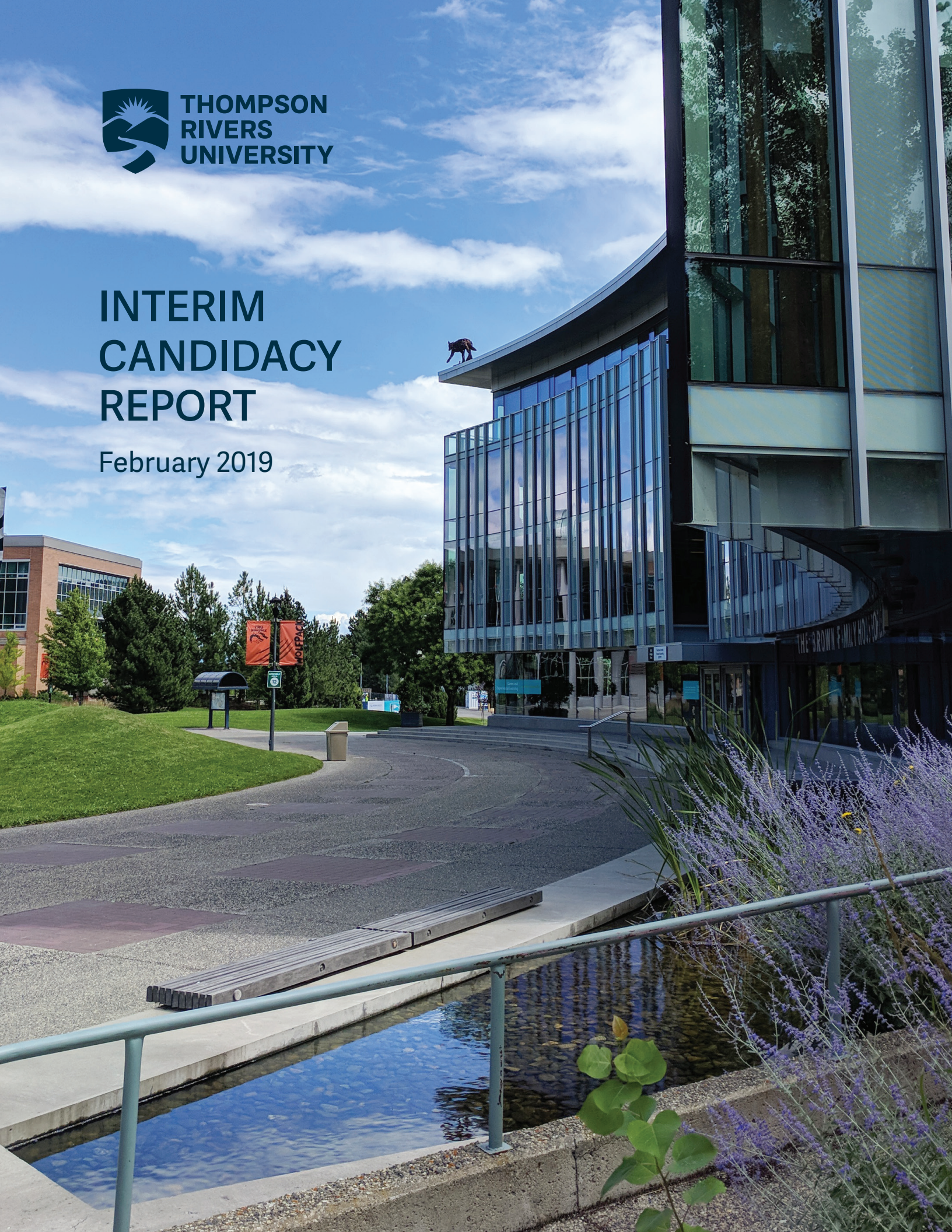


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Acknowledgement of Traditional Territories

Thompson Rivers University (TRU) is located in the southern interior of British Columbia (BC) 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 (Cayoose 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 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 TRU.

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.

Introduction and Institutional Overview

Institutional Context

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 48 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. Over 27,000 students study on TRU's campuses in Kamloops and Williams Lake, or through distance in online courses and programs through the Open Learning (OL) Division at TRU.

From traditional academics to trades, from certificates to graduate degrees, TRU offers over 200 programs, roughly three quarters of which are offered on campus and the remaining quarter through OL. 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 from 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 this forms the foundation for TRU's mission and *Strategic Priorities*. The distinctiveness embodied by TRU's mandate represents a core strength of the University as it continues on its historic trajectory.



History

TRU's history began in 1970, when several new colleges were created by the provincial government to respond to demands for academic and vocational programs in regions outside the urban centres served by the province's three (3) universities. Cariboo College welcomed its first 367 full-time and 200 part-time students from Kamloops and the region (then known as the Mainline-Cariboo) in September 1970 in a building located at the Kamloops Indian Residential School.

In 1971, Cariboo College moved to our current campus on TRU Way in Kamloops, sharing the newly constructed Main building with the Kamloops Vocational School, and opened a satellite campus in Williams Lake to serve surrounding communities.



As part of a province wide move to join vocational training schools with community colleges, Cariboo College amalgamated with the Kamloops Vocational School in 1974. In 1978, the *British Columbia Colleges and Provincial Institutes Act* gave Cariboo College corporate status with its own governing board, and also created the Open Learning Institute located in Burnaby, BC to provide post-secondary programs via distance, which became the OL Division at TRU in 2005.

In 1989, TRU became a university college, offering baccalaureate degrees under the oversight of the province's three (3) universities. The first degrees were awarded in 1991, at which time TRU's name changed to UCC. With the proclamation of the *College and Institute Amendment Act* in 1995, UCC was given independent degree granting authority.

The first UCC Bachelor of Arts degrees were awarded in 1998, followed by the Bachelor of Technology in Applied Computing Science and Bachelor of Tourism Management degrees in 1999. In 2002, UCC began to offer master's degree programs in collaboration with the University of British Columbia and Simon Fraser University, and gained the authority to grant applied master's degrees autonomously in 2003.

TRU became a university in March 2005. TRU was incorporated under the *Thompson Rivers University Act*, which amalgamated UCC with the BC Open University and other aspects of the Open Learning Agency.

The province designated TRU as a special purpose university that would continue to offer baccalaureate and master's degrees, vocational training, adult basic education, undertake research and scholarly activities, and with the addition of OL programs and courses, would provide an open learning educational credit bank for students.



Candidacy for Accreditation

TRU was granted the status of candidacy for accreditation with the Northwest Commission on Colleges and Universities (NWCCU) in June 2016. TRU's 2019 *Interim Candidacy Report* (ICR) is the second submission of a self-evaluation report since

earning candidacy status². TRU's leadership has embraced the process of comprehensive self-evaluation as a powerful tool to further develop robust planning and assessment practices that ensure the ongoing success of TRU and fulfillment of its mission.

The drafting of the 2019 ICR was collaborative, and every effort was made to engage the broader TRU community. Following the implementation of the *Annual Core Theme Mission Fulfilment Evaluation and Planning* framework in 2018, pan-institutional consultation and contribution significantly increased. In addition, the Accreditation Steering Committee (ASC) played a pivotal role in drafting and reviewing the report.

The final 2019 ICR was approved by the Academic Planning and Priorities Committee (APPC), Senate, Planning Council for Open Learning (PCOL), and Board of Governors (Board).



Basic Institutional Data Form (BIDF)

See **Appendix 1**

Preface

Institutional Changes Since 2017

Since TRU's August 2017 submission of the Interim Candidacy Self-Evaluation Report and the October 2017 comprehensive site visit, a number of noteworthy changes have occurred. The following updates are current to December 7, 2018.

Changes to Faculties, Schools and Departments

- Creation of the Department of Engineering and Applied Science, Faculty of Science.
- Renaming of the Career and Experiential Learning Department (formerly Career Education Department), Faculty of Student Development.

² To view all of TRU's previously submitted evaluation reports visit the Accreditation website under [Evaluation Reports](#).

- Renaming of the Learning Design and Innovations Department (formerly Instructional Design Department), Open Learning Division.
- Creation of the Department of Human Enterprise and Innovation, School of Business and Economics.
- Creation of the Department of Management, Information, and Supply Chain, School of Business and Economics.

Changes in Administration

- Doug Ellis was appointed Interim Dean for the Faculty of Adventure, Culinary Arts and Tourism (FACT) effective July 1, 2017.
- Catharine Dishke Hondzel was appointed Director of the Centre for Excellence in Learning and Teaching (CELT) effective August 1, 2017.
- Curtis Atkinson was appointed Director of Athletics and Recreation effective January 15, 2018.
- Nathan Matthew was appointed University Chancellor effective March 1, 2018.
- Guy Mallabone and Jeff Sodowsky from Global Philanthropic were jointly appointed interim Vice President Advancement effective March 14, 2018.
- Stephen Pottle was appointed Director, Risk Management effective April 2, 2018.
- Richard McCutcheon was appointed Dean of the Faculty of Arts effective July 1, 2018.
- Maggie Fung was appointed Associate Vice President, Digital Strategies and Chief Information Officer effective October 18, 2018.
- Brett Fairbairn was appointed President and Vice Chancellor effective December 1, 2018.
- Kathy Gaynor was appointed University Librarian effective December 1, 2018.

New Partnerships

- TRU Community Trust and Kamloops real estate company Kelson Group partnered for construction of a 56,000 square foot, four-story multi-family rental on the north side of the Kamloops' campus Old Main building.
- TRU and the Maharaja Ranjit Singh Punjab Technical University have signed a memorandum of understanding (MOU) that will allow students from the Punjabi technical university to study and work in BC. Under the agreement, credits earned by students from Mahraja Ranjit Singh Punjab Technical University can be transferred to TRU's Bachelor of Computing Science or to Bachelor of Technology programs.
- TRU, the University of Northern British Columbia, and the University of British Columbia's Okanagan campus signed a MOU creating the Interior University Research Coalition (IURC). The IURC is supported by a tri-university partnership office, who is mandated to explore new possibilities for talent development, facilitate research collaboration and co-ordinate joint funding proposals.
- TRU and the College of Western Idaho (CWI) signed two (2) transfer partner agreements allowing graduates of CWI's associate of arts and associate of sciences programs to receive transfer credit into TRU's Bachelor of Arts and Bachelor of Science degree programs.

- TRU and the Williams Lake Indian Band have partnered to build a new elders facility at Sugarcane.
- TRU and the City of Kamloops signed a MOU formalizing a long-standing relationship and creating new opportunities to work together in the future, including partnering on research and projects.
- TRU and Mexico's Autonomous University of Guerrero signed a MOU building upon a Protocol of Cooperation signed in 2015 for enhanced program and training offerings for both institutions.
- TRU, the Child Care Society, and the Children's Therapy and Family Resource Centre formed a partnership to explore possibilities to expand space and enhance services offered to children and families in Kamloops, as well as learning opportunities for TRU students.

New Undergraduate and Graduate Degree Programs and Certificates

- Bachelor of Engineering in Software Engineering, Faculty of Science
- Instrumentation Engineering Technology Diploma, School of Trades and Technology
- Certificate in First Nations Applied Land Management, Faculty of Science
- Post-Baccalaureate Diploma in Economics, School of Business and Economics
- Post-Baccalaureate Diploma in Mathematics and Economics, School of Business and Economics
- Applied Sustainable Ranching Certificate and Diploma, Faculty of Science

New Policies and Procedures

- New policy [ADM 26-0 Minors on Campus](#)
- New policy [ADM 05-3 Alcohol, Cannabis, and Tobacco](#)
- New policy [ADM 28-0 Animal/Pet on Campus](#)
- Revised policy [ADM 07-0 Employee Recognition](#)
- New policy [ADM 29-0 Review of Administrative Services Units](#)
- Revised policy [BRD 21-0 Research Groups and Centres](#)

Funding and Special Projects

- Dr. Sherman Jen of Maple Leaf Educational Systems donated \$5 million for scholarships, and teaching and research facilities.
- The BC Ministry of Advanced Education, Skills and Training (AEST) gave TRU \$400,000 in start-up funding for the development of a Bachelor of Engineering, Software Engineering degree program.
- AEST, under the Aboriginal Community-Based Training Partnerships program, approved \$1 million in funding for the Building Capacity and Community through Construction Trades program in the Secwépemc territory.
- AEST provided \$180,000 in scholarships to TRU for graduate students in priority areas.
- AEST provided \$75,000 in funding to support more co-op and work-integrated learning opportunities for students.

- AEST provided \$243,826 to TRU to support 11 community adult literacy program partners in the area.
- The Canada Foundation for Innovation and the BC Knowledge Development Fund provided funding of \$582,000 to support the creation of TRUGen, a high-throughput applied genomics laboratory, and another \$426,000 investment in infrastructure for precision management of rangeland systems.
- AEST provided \$160,000 for trades and technology equipment.
- TRU earned a platinum rating from the Association for the Advancement of Sustainability in Higher Education through its Sustainability Tracking, Assessment and Rating System (STARS) program.

Campus Infrastructure Upgrades

- Revitalization of Old Main classrooms
- TRU purchased a \$33.4 million student housing project, Upper College Heights, along with a two (2) acre parcel of land made possible through loan financing from the provincial government that will allow TRU to increase affordable student housing.
- Completion of the Industrial Training and Technology Centre

Improvements in Support Resources

- [Task Force on Mental Health and Wellbeing](#)
- [Food Services Review](#)

Research Capacity Development

- Canadian Institute of Health Research grant of \$1 million to fund an international network of Indigenous health researchers led by Dr. Rod McCormick, BC Regional Innovation Chair in Aboriginal Health.
- Seven (7) TRU researchers will share in nearly \$950,000 over five (5) years through the Natural Sciences and Engineering Research Council (NSERC) Discovery Grants program.
- Dr. Richard Frimpong Oppong has been selected as a Member of the Royal Society of Canada's 2017 cohort of the College of New Scholars, Artists and Scientists.
- TRU received an additional two (2) Canada Research Chairs through the federal re-allocation exercise, bringing the total to six (6) Research Chairs.
- The Ministry of Forests, Lands and Natural Resource Operations has provided \$300,000 over three (3) years to Dr. Lauchlan Fraser's research team to help manage invasive species in the Laurie Guichon Memorial Grasslands near Merritt, BC.
- NSERC awarded Dr. Lauchlan Fraser an Industrial Research Chair in Ecosystem Reclamation that includes \$2.5 million in research funding for the next five (5) years.
- NSERC awarded Dr. Kingsley Donkor a \$350,000 Collaborative Research and Development Grant to determine whether the waste from biomass generators can be converted into an effective fertilizer.

- Three (3) TRU researchers received \$355,000 through the NSERC Discovery Grants program that funds innovations in chemistry, physics, life sciences, mathematics, computer science, geoscience, and engineering.



Response to Recommendations

Recommendation 1, Standard 1.A.

While noting a useful reduction in the number of Core Theme objectives and indicators, the evaluators find that several of the indicators remain framed as inputs rather than measurable accomplishments or outcomes. Therefore, the evaluators recommend that the institution continue to improve its definition of mission fulfillment by articulating measurable institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

As part of the newly established *Annual Core Theme Mission Fulfilment Evaluation and Planning* framework (detailed extensively under Standard 3.B.2), core themes are embedded within standing committees of Senate, where the indicators are reviewed and revised as needed on an annual basis. A core theme workbook provides a structured template to guide the committee to reflect upon and revise the objectives, indicators, and measures. Embedded within the templates are resource sections to provide guidance in selecting appropriate indicators. This process is facilitated by Integrated Planning and Effectiveness (IPE) and the Accreditation Liaison Officer (ALO). The result is an annual Institutional Mission Fulfilment Report (IMFR) as seen in **Appendix 2**. The core theme workbooks will be shared with the NWCCU evaluation team during the site visit in April 2019.

The framework was first used in 2018 and is currently in its second reporting cycle. TRU maintains that the process for measuring mission fulfilment is an iterative one with systematic, participatory, self-reflective, and evidence-based assessment as the building blocks to its success.

For example, after reviewing the data collected to measure indicators in 2018, the Intercultural Understanding core theme team revised its indicators to include more

accessible and relevant data sources. This included the addition of the number of students earning TRU's Global Competency Certificate (a 1-credit course with clearly articulated learning outcomes assessed by qualified faculty members) to indicator 2.1; and, removal of faculty participation in international conferences from indicator 2.3, as it is not possible to track this effectively.

Another example comes from the Research core theme. It was noted that there was indicator-bias towards faculty research. As a result, the team introduced a fourth outcome, *4.0 Undergraduate students engage in research activities*, and identified six (6) potential emerging indicators to track during the 2018/19 academic year prior to selecting the most relevant.

The 2017 NWCCU evaluation team indicated that for core theme Student Success several of the indicators were framed as inputs. After a thorough review of the indicators, the Student Success core theme team has chosen to retain the indicators as articulated. The indicators are in recognition that initial and continued participation in academic activities is an achievement for many of the populations TRU serves regardless of whether or not that participation culminates in a credential from TRU. For some students, success might mean completion of a single course; for others, a year or two at TRU may serve them well in order to transfer to another institution. With this in mind, an indicator such as a graduation rate does not accurately recognize the multiple ways that TRU serves its students and sees student success.

To gain a better understanding of identifying meaningful indicators, several members of the IPE department and Accreditation team attended a four (4) day Canadian Evaluation Society *Essential Skills Series of Evaluation* workshop. Participants gained experience in developing logic models that outline the continuum of inputs, activities, outputs, and immediate-intermediate-ultimate outcomes.

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

The evaluation committee recommends that TRU demonstrate that the general education component of its undergraduate 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, to help students develop the breadth and depth of intellect necessary to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment.

In fall 2016, the General Education Taskforce (GET) was created with the following purpose, "to advise Academic Planning and Priorities Committee (APPC) on the establishment, revision, or discontinuance of policies and procedures in relation to general education curriculum".

Although the term general education is not commonly used in the Canadian post-secondary context, the philosophical underpinnings of general education are foundational components of TRU's unique mandate and mission. As a learner-centred

institution, TRU is dedicated to the intellectual and social development of its students through courses, programs, and experiential learning opportunities that provide learning and critical thinking skills, and the encouragement to approach issues with creativity.

GET began meeting in February 2017 and after much research, consultation, and deliberation brought forth its recommendations to APPC in October 2018. GET recommended a thematic model of general education, based upon institutional learning outcomes (ILO) that were derived from the Senate approved Graduate Attributes, be embedded in all undergraduate degrees. The proposed model is consistent with TRU's mission statement, values, and *Strategic Priorities*, and it supports student choice within their area of study and allows for exploration beyond the degree major. The recommendation includes revisions to policy ED 16-0 as well as a full general education model. These recommendations are currently going through TRU's collegial governance academic approval processes and once approved will require a transition period for implementation. The Report of the General Education Taskforce can be found in **Appendix 3**.

Recommendation 3, Standard 3.G.B

The evaluators find that funding has been recently dedicated to the replacement and maintenance of technology infrastructure in TRU's most recent budget; however, formalized planning for infrastructure replacement has not been completed. Consequently, the committee recommends that Thompson Rivers University develop a technology infrastructure replacement plan encompassing all its locations to ensure its ability to continue supporting its operations, programs and services.

To ensure TRU has the necessary funds to support the replacement and maintenance of technology infrastructure, the University has set aside \$300,000 annually for evergreening technology and computing devices. This funding is set aside under capital funds and includes expenditures on major maintenance, repairs, and equipment, as well as capital projects and purchases.

Planning and resourcing for infrastructure replacement is reflected in the 2018/19 Budget Handbook. The Handbook is housed on TRU's intranet site and can be made available to the NWCCU Commission and evaluation team upon request.

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

The evaluation team recommends that the University build 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.

A culture of learning outcomes and assessment is continuing to expand in Canada with some provincial governments taking a greater interest in the scope and quality of processes post-secondary institutions have in place. This is particularly true for the province of BC.

TRU maintains an Education Quality Assurance (EQA) designation through AEST. In order to remain in good standing, TRU must meet the recognized quality assurance standards as determined by AEST and operate in accordance with the academic governance framework set out in its statute. Further, TRU must participate in periodic Quality Assurance Process Audits (QAPA).

QAPA is an external review process to ensure that public post-secondary institutions periodically conduct rigorous ongoing program and institutional quality assessment. All BC public post-secondary institutions participate in QAPA once every eight (8) years. The provincial program first launched in 2016 and TRU will undergo its first review in fall 2019. The review includes a self-study, external peer review and recommendations, response to recommendations, and a progress report. The assessment criteria includes an evaluation of TRU's policies and processes for measuring student achievement of stated learning outcomes; how the learning outcomes meet the program's goals and the credential level standard; and, evidence that learning outcomes are measured, assessed, and ultimately achieved.

A greater emphasis on learning outcomes and assessment from the provincial government coupled with NWCCU recommendations have created dialogue, increased research into best practices on campus, and prioritized funding and resources targeted towards meeting the standards set out by AEST and NWCCU.

To ensure progress on learning outcomes continues to move forward, TRU has done the following:

- Appointed Dr. Catharine Dishke Hondzel as the Director of CELT;
- Faculty Teaching Fellows continue to support the articulation and development of program learning outcomes with programs and departments;
- All programs are required to identify learning outcomes linked to assessment methods, and create a curriculum and assessment map as part of cyclical program review; and
- All new programs must identify learning outcomes and assessment methods, with clear linkages to curriculum, as required by the BC Ministry's Degree Quality Assessment Board (DQAB).

In addition, many programs are developing curriculum and assessment maps to align learning outcomes and assessment methods beyond the requirements of cyclical program review in order to better align programmatic goals.

Teaching Fellows will be working with programs to document assessment practices related to learning outcomes. In particular, they will begin by looking at what is currently taking place through naming, grouping, and classifying assessment measures, and once completed, they will begin layering these assessment measures on top of curriculum maps.

The Teaching and Learning Committee of Senate, chaired by the Director of CELT, is tasked with developing a planning document for assessing learning outcomes. These processes are embedded within existing practices, such as cyclical program review, which builds and supports a culture of learning outcomes assessment.

Recommendation 5, Standard 2.A.27

The evaluation team recommends that TRU articulate a policy governing the academic freedom and responsibilities of all university employees.

TRU has several mechanisms in place to secure the academic freedom and responsibilities of all of its employees. These values are deeply embedded within TRU practices and Canadian culture.

TRU is responsible under the [British Columbia Human Rights Code](#) to prevent discrimination, to provide procedures to handle complaints, to resolve problems, and to remedy situations when a violation of policy occurs.

Evidence of the Canadian federal government's strong-held belief and support for decision-making based on independent and impartial advice is apparent in its [Model Policy of Scientific Integrity](#), which identifies scientific integrity principles. The objective of the policy is to "Foster a culture that supports and promotes scientific integrity in the design, conduct, management, review and communication of research, science, and related activities" (section 4.1). Further, the policy encourages "discussion based on differing interpretations of research and scientific evidence as a legitimate and necessary part of the research and scientific processes and, where appropriate, ensure that these differences are made explicit and accurately represented" (section 6.6).

As a university whose faculty members belong to unions, TRU is legally bound by the [TRU/TRUFA](#) (Article 9.6) and [TRU/TRULOFA](#) (Article 12.7) collective agreements regarding academic freedom. The articles within the collective agreements supersede all TRU policies as outlined in Article 1.1.5 of the TRU/TRUFA and Article 1.6 of the TRU/TRUOLFA agreements. The [Labour Relations Board of BC](#) governs collective bargaining, and employers and government cannot arbitrarily change collective agreement language as all changes to a collective agreement must be agreed upon by both the union and the employer (for the University it is the Board of Governors). Under the collective agreements, faculty members who feel their academic freedom has been compromised can file a grievance through their union.

Constitutional rights regarding collective bargaining were affirmed with the Supreme Court of Canada's ruling in the 2016 [BC Teachers' Federation v. Her Majesty the Queen in Right of the Province of BC](#). In 2002, the provincial government passed legislation that stripped provisions from the teachers' collective agreement and passed a law denying teachers the right to bargain those issues. The 2016 Supreme Court decision immediately restored clauses deleted from the teachers' contract deeming the province's actions an infringement on the Canadian Charter of Rights and Freedoms,

section 2(d) *freedom of association*. Further, the BC Labour Relations Board Code, [Chapter 5: Collective Bargaining](#), provides guidelines for bargaining in good faith.

TRUFA and TRUOLFA are members of the [Canadian Association of University Teachers](#) (CAUT) through their membership in the Federation of Post-Secondary Educators. As part of CAUT's mandate, CAUT actively defends academic freedom as the right to teach, learn, study, and publish free of orthodoxy or threat of reprisal and discrimination.

TRU policy [BRD 17-0 Respectful Workplace and Harassment Prevention](#) addresses Standard 2.A.28 by stating:

Thompson Rivers University promotes teaching, scholarship and research, and the free and critical discussion of ideas. The University is committed to providing a working and learning environment that allows for the full and free participation of all members of the University community. Discrimination undermines these objectives, violates the fundamental rights, personal dignity and integrity of individuals or groups of individuals and may require remedial action by the University. Harassment is a form of discrimination that is prohibited under this policy and may result in the imposition of disciplinary sanctions including, where appropriate, dismissal or permanent suspension.

BRD 17-0 defines "personal harassment" as "behaviour directed towards a specific person or persons that: i. serves no legitimate purpose; and ii. would be considered by a reasonable person to create an intimidating, humiliating, or hostile work or learning environment." In addition, section 2.2 states:

This policy will not be interpreted, administered, or applied to infringe the academic freedom of any member of the University community. Academic freedom is the freedom to examine, question, teach, and learn and it involves the right to investigate, speculate, and comment without reference to prescribed doctrine as well as the right to criticize the University and society at large. The frank discussion of controversial ideas, the pursuit and publication of controversial research, and the study and teaching of material with controversial content do not constitute discrimination.

Further, TRU policy [ADM 01-4 Campus Conference/Events](#) states:

In keeping with its aim of providing an environment conducive to freedom of enquiry and expression, TRU will permit the use of its facilities for public speaking, distribution of literature (if not considered to be libelous, seditious, inciting to riot, or beyond the bounds of common decency, under the laws applicable in British Columbia), gatherings and related activities, where there is some reasonable degree of student, faculty, or staff interest, providing, specifically, that such actions:

1. Cause no interference with the orderly functioning of TRU nor infringement on the rights or privileges of others, which rights include the right to peaceful pursuit of campus activities and to enjoy the rule of law.
2. Do not contravene existing TRU Policies.
3. Comply with all TRU rules and regulations governing the use of TRU property (e.g. food and beverage, alcohol policy, advertising, health and safety, fire regulations, security, parking regulations, etc.) and conduct of students and others on the University campus.
4. Do not promote hatred or discrimination against, or expose to contempt, any person or group of persons because of colour, race, ancestry, place of origin, ethnic origin, citizenship, creed, sex, age, marital status, family status, handicap, or sexual orientation.

In addition, TRU's Student Union (TRUSU) maintains policies pertaining to academic freedom:

- [Issues Policy 07: Academic Freedom](#)
- [Issues Policy 13: Non-Academic Student Codes of Conduct](#)
- [Operational Policy 07: Club Policy](#)
- [Operational Policy 9: Space Usage](#)
- [Operational Policy 20: Endorsements](#)
- [Operational Policy 25: Non-Partisanship](#)

Finally, TRU is a signatory to the Universities Canada [Statement on Academic Freedom](#), which clarifies the importance and definition of academic freedom on campuses across Canada.

Recommendation 6, Standard 2.F.4

TRU's Board Manual (Chapter 12, Audit Committee Term of Reference, section 4.3) requires that the audit committee obtain reasonable assurances that TRU has implemented appropriate systems of internal control. Additionally, the NWCCU's minimum requirements of Standard 2.F.4 include having a "description of internal financial controls." As such, the evaluation team recommends that TRU document its system of internal financial controls.

Documenting and improving internal controls is a major project in Financial Services. Financial Services hired an interim Manager, Accounting to assist with this project and this will consume a significant portion of the person's responsibilities.

In order to meet the requirements for Standard 2.F.4, TRU has confirmed this project as part of the 2019/20 fiscal year. Once complete, the documentation will be available to the NWCCU Commission and evaluation team upon request; however, will not be publicly posted to TRU's website.

Recommendation 7, Standard 2.F.6

The evaluation team recommends that TRU document the relationship between its general operations and its ancillary operations funds, including whether general

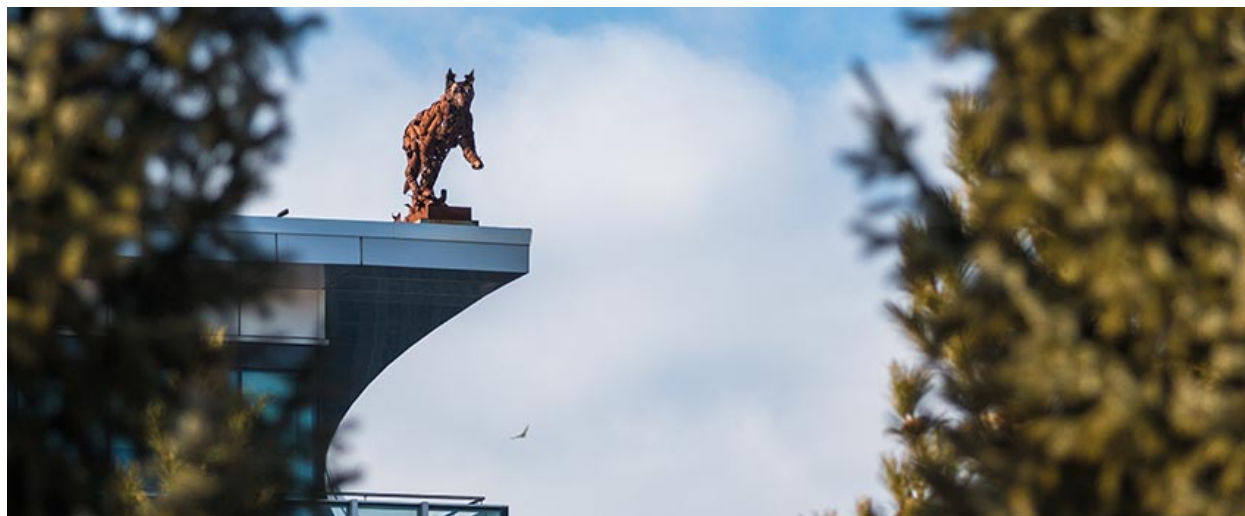
operations funds are permitted to support ancillary enterprises or the use of funds from ancillary enterprises may be used to support general operations.

The 2019/20 Budget Planning Handbook includes a section declaring that general operating funds, such as grants and tuition, are not to be used to support ancillary enterprises; however, profits generated from ancillary enterprises will continue to support general operations.

The Handbook, which is available on TRU's intranet site and can be made available to the NWCCU Commission and evaluation team upon request, states that ancillary funds can be used for two (2) purposes. The first, to fund operations, operational improvements, and capital needs within the Ancillary Services portfolio. The second, funds can be transferred to the University's operating fund for targeted expenditures or capital purposes if the funds are not needed within the Ancillary Services portfolio (based on the strategic and operational plan of Ancillary Services and authorized by the Vice President, Administration and Finance).

The Handbook further declares that the University's operating funds cannot be used to fund Ancillary Services' operations; however, the University's operating funds can be used to purchase food and other services provided by Ancillary Services.

TRU does not receive any additional funding for inflation or exchange fluctuations from the federal or provincial governments. Inflation and other changes in operating costs are managed within TRU's existing funding. Each faculty and school prepares its operating expenditure budget based on historical spending patterns, enrolment projections, and trends, in addition to other measures as approved in individual academic and service plans. Any changes or increases to operating expenditure budget allocations are drawn from ongoing revenue increases or internal reallocations.



Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2 and 3

2. Authority

TRU is designated a legal entity operating in BC, as established under an Act of the Legislative Assembly of BC. Initially, TRU was authorized to award degrees in 1995 under the *College and Institute Amendment Act*, however, in 2005 TRU was authorized to award degrees under the [Thompson Rivers University Act](#) and [University Act](#).

3. Mission and Core Themes

TRU is charged with meeting the education and training needs of the region, and open learning needs of BC. As stated in the *TRU Act* and [Mandate Letter](#) from AEST, TRU must promote teaching excellence, engage in research and scholarly activities, and employ the use of open learning methods while offering baccalaureate and master's degree programs, and adult basic education and training.

TRU's values and priorities are articulated in its mission statement from which the four (4) core themes are derived. TRU's mission and core themes have been adopted by its Board of Governors and are clearly communicated to all constituents.

All resources, directly or indirectly, are dedicated to fulfilling TRU's stated purpose.

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 and core themes are Board and Senate approved. The TRU mission is:

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 mission statement was adopted in 2007 and was reaffirmed by the Board in 2014 following a comprehensive consultation process for the development of the [Strategic Priorities](#).

TRU's four (4) core themes are derived from the mission statement and *Strategic Priorities*, are appropriate for a teaching and research university, and are consistent with

TRU's legislated authority (see Figure 1). The core themes are Student Success, Intercultural Understanding, Research, and Sustainability.

Most essentially, the mission and core themes serve the educational interests of students through the delivery of high-quality programs that 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 (2016)*, TRU has made significant efforts toward better communicating its mission and priorities to the broader community. For example, beginning in 2017, TRU's annual goal setting and performance reviews incorporated the *Strategic Priorities* to highlight the contribution of employees to TRU's mission, values, and vision for the future.

The mission statement reflects the wide range of programming as defined in the *TRU Act*, 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:

- [TRU](#) website
- Within the *Strategic Priorities (2014 – 2019)* document
- Within the annual Institutional Accountability Plan Report (IAPR) to AEST
- [Marketing & Communications](#) website maintains downloadable pdfs and PowerPoint templates of the TRU Mission Statement
- [Accreditation](#) website
- Academic Calendar

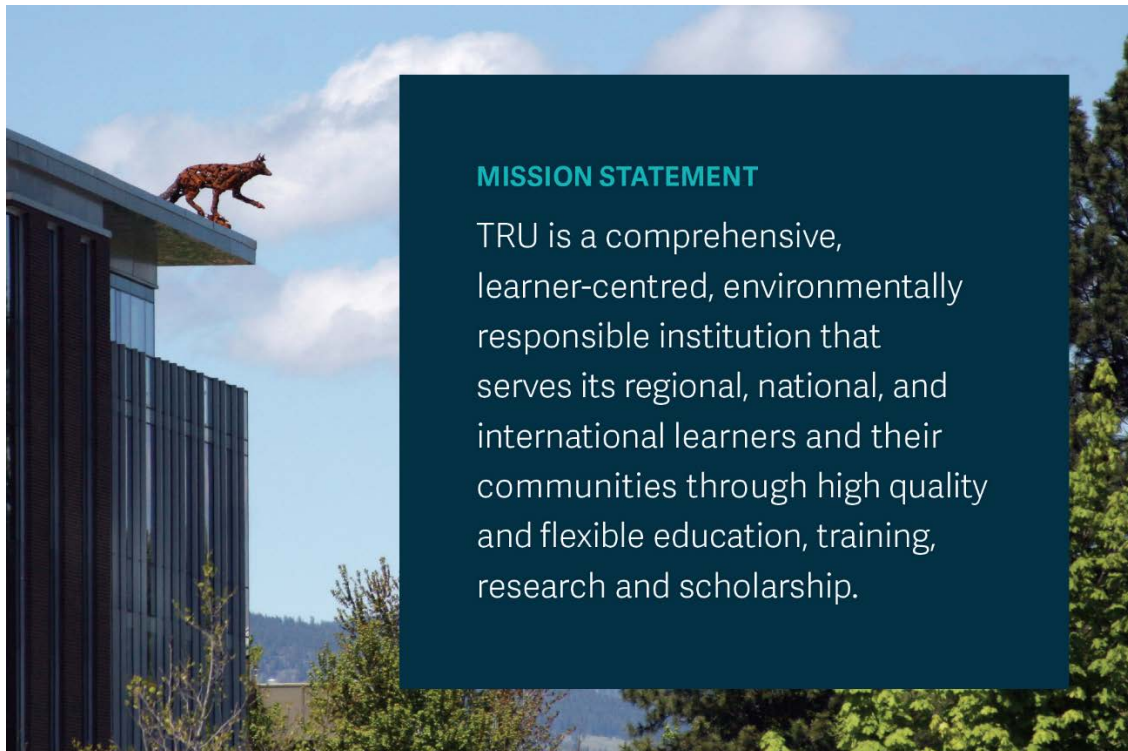
In addition, the mission statement is prominently displayed in several high-traffic areas at the Kamloops campus. One can find the mission in two (2) locations on the third floor in the Clock Tower building: at the entrance and within the main waiting area of the Office of the Provost. The third floor contains administrative offices, including the President's Office and the Board Room. Here, the mission communicates TRU's purpose to all visitors. Students are introduced to the mission as a large wall mural on Student Street in the Old Main building, 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 displayed on Student Street at the 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, as such, the threshold of mission fulfilment is defined in terms of the four (4) core themes:

Mission fulfilment is achieved when 70% of the indicators (for each core theme) are "Achieved" or "Minimally Achieved."

Each of the core themes have identified targets (threshold ranges) for outcomes related to the indicators. TRU's Mission Fulfillment is based on its achievement of those targets. TRU evaluates each indicator target as Achieved, Minimally Achieved, or Not Achieved. The core themes have set targets for each of the threshold ranges for each indicator. These indicators are 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 fulfilment will occur when each of the four (4) core themes reach 70% Achieved or Minimally Achieved targets.



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.

TRU has identified four (4) core themes: Student Success, Intercultural Understanding, Research, and Sustainability that together encompass its mission statement.

Figure 1: Relationship between Core Themes and Mission Statement



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.

The Mission Fulfilment Framework is based on setting objectives, outcomes, indicators, and mission fulfilment threshold ranges:

- Objective = a principal goal of the core theme that supports achievement of mission fulfilment.
- Outcome = what will occur when we achieve our objective.
- Indicator = used to evaluate and measure progress towards the outcome.
- Mission Fulfilment Range = shows the progress towards achieving the outcome.

Each indicator has three (3) mission fulfilment threshold ranges:

Achieved

The indicator has increased/decreased by a fixed percentage or value in line with the expectation of mission fulfilment.

Minimally Achieved

The percentage or value of the indicator is holding at, or close to the current level.

Not Achieved

The indicator value has decreased/increased by a fixed percentage or value.

The following four (4) tables outline objectives, outcomes, indicators, and threshold ranges for each of the core themes.

Table 1: Core Theme Intercultural Understanding

Objective	Outcome	Indicator	Rationale for Indicator	MF Threshold Ranges		
				Achieved	Minimally Achieved	Not Achieved
1.0 The creation of a culture of inclusion in all aspects of university work and life.	1.1 Enhanced inclusion of intercultural learning within curriculum, teaching, and service.	1.1 Student perceptions and opportunities for intercultural learning, as indicated by NSSE scores of fourth year students.	Specific NSSE questions provide student perceptions of diversity experiences.	> 2% increase	Within 2% of previous year	> 2% decrease
2.0 TRU will engage in Indigenous, regional, national, and global learning through teaching, learning, knowledge, research and creative practice.	2.1 Increased participation in Indigenous, internationalization, and interculturalization initiatives.	2.1 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
		2.2 Participation in workshops with an intercultural or Indigenous focus, such as Intercultural Development, and Interculturalizing /Indigenizing the Curriculum.		Increase in average	Maintain average	Decrease in average
		2.3 Number of students, staff, and faculty accessing mobility programs.		Increase in average	Maintain average	Decrease in average

Table 2: Core Theme Research

Objective	Outcome	Indicator	Rationale for Indicator	MF Threshold Ranges		
				Achieved	Minimally Achieved	Not Achieved
1.0 TRU will create a sustainable research culture	1.0 TRU faculty are competitive for external funding	1.1 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	3% or > increase	-1 to 3% change	-1% or > decrease
		1.2 Total dollar amount of tri-agency grants and external contracts (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	\$600,000 or > increase	\$0 to \$600,000 increase	Decrease
	2.0 TRU faculty create new knowledge	2.1 Number of peer-reviewed publications, scholarly works, exhibitions and other creative works per faculty member (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	3% or > increase	-1 to 3% change	-1% or > decrease
3.0 TRU faculty and students disseminate new knowledge impactful to the communities we serve	3.1 Number of Community Citations Score, as measured by the total references in external media, annual reports, policy documents, newsletters and number of community held forums reporting research results and activities to participants, stakeholders and knowledge users by TRU faculty and community groups.	This indicator is a roll-up on various community references to research at TRU. It measures the importance and interest of TRU research in the community and links to mission fulfilment.	3% or > increase	-1 to 3% change	-1% or > decrease	

Table 3: Core Theme Student Success

Objective	Outcome	Indicator	Rationale for Indicator	MF Threshold Ranges		
				Achieved	Minimally Achieved	Not Achieved
1.0 TRU will provide a broad spectrum of educational opportunities through flexible learning pathways with clear and transparent requirements and administrative processes	1.1 Students will access a broad spectrum of educational opportunities through flexible learning pathways with clear and transparent requirements and administrative processes.	1.1 NSSE module on advising	The quality of academic advising is measured by both frequency of visit to the advisor and quality of advising services provided	Aggregate score > 2.7	Aggregate score 2.5-2.7	Aggregate score < 2.5
		1.2 CUSC data for first year students regarding satisfaction with the registration process. CW: Satisfaction with getting into courses you wanted. SAT: Satisfaction with the process for registering for courses.	Satisfaction with process of registration and with accessing courses is imperative to providing access to educational opportunities	CW >90% Sat >86%	CW 89% Sat 83-85%	CW <89% Sat <83%
		1.3 2-4 year open program conversion rate	Enrolment data, particularly conversion and retention data, serve as effective indicators of this desired outcome as they illustrate student behaviour at key points of enrolment activity, namely initial registration (ie: access), and subsequent registration (ie: persistence). Low conversion and retention rates, or downward trends over time, are often symptomatic of systemic barriers and ineffective administrative processes that can be addressed. 2-4 year open and selective programs comprise the majority of TRU enrolment and represent both highly structured as well as highly flexible program offerings.	> 1 % increase	0 – 1 % increase	Decrease
		1.4 2-4 year open program retention rate		> 1 % increase	0 – 1 % increase	Decrease
		1.5 2-4 year selective program conversion rate		> 0 % increase	No change	Decrease
		1.6 2-4 year selective program retention rate		> 1 % increase	0 – 1 % increase	Decrease

Objective	Outcome	Indicator	Rationale for Indicator	MF Threshold Ranges		
				Achieved	Minimally Achieved	Not Achieved
2.0 TRU will provide educational experiences for cognitive development, personal growth and interpersonal effectiveness	2.1 Students will engage in educational experiences for cognitive development, personal growth and interpersonal effectiveness	2.1 NSSE data on student participation in HIPs	Documented correlation between participation in HIPs and student engagement	First Year: 10%	First Year: 10%	First Year: <10%
				Fourth Year: >69%	Fourth Year: 60-69%	Fourth Year: <60%
		2.2 Enrolments in undergraduate curricular offerings that include HIPs.	Documented correlation between participation in HIPs and student engagement	1300	1200-1300	<1200
3.0 TRU will provide skills, knowledge, confidence and values for citizenship, work and personal fulfillment	3.1 Students will act with skills, knowledge, confidence and values for citizenship, work and personal fulfillment	3.1 NSSE module on civic engagement.	NSSE is administered to current students	>5.0	4.5-5.0	<4.5
		3.2 Graduate employment outcomes	Indicators related to student employment outcomes are necessary to assess students' ability to apply their learning after they complete their studies.	90%	89%	<89%

Table 4: Core Theme Sustainability

Objective	Outcome	Indicator	Rationale for Indicator	Mission Fulfilment Threshold Ranges		
				Achieved	Minimally achieved	Not Achieved
1.0 TRU will integrate sustainability across operation, engagement, academic, and governance practices.	1.1 TRU's commitment to sustainability is evident in how it develops, operates and maintains its campuses and regional centres	1.1 STARS score (Operations category: air & climate, buildings, energy, food & dining, grounds, purchasing, transportation, waste, and water)	Sustainability, tracking, Assessment and Rating System (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
	2.1 Members of the TRU community are sustainability ambassadors on and off campus.	2.1 STARS score (Engagement category: campus engagement and public engagement)	Sustainability, tracking, Assessment and Rating System (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
	3.1 TRU is recognized as a leading academic institution advancing sustainability education and research.	3.1 STARS score (Academic category: curriculum and research)	Sustainability, tracking, Assessment and Rating System (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
	4.1 Sustainability is a core value in TRU's institutional and administrative framework	4.1 STARS score (Planning and Administration category: coordination & planning, diversity & affordability, investment, and wellbeing & work)	Sustainability, tracking, Assessment and Rating System (STARS), is a North American transparent, self-reporting framework designed specifically for post-secondary institutions.	increase score at least 1 point	Increase score up to 1 point	decrease in score

Resources and Capacity

Executive Summary of Eligibility Requirements 4 – 21

4. Operational Focus and Independence

TRU is a public post-secondary institution concerned with delivering high quality education, promoting teaching excellence, and maintaining research and scholarly activities. Due to TRU's unique mandate to serve the open learning needs of the province, TRU has a tricameral governance structure as legislated by the *Thompson Rivers University Act* and includes a Board of Governors, Senate, and Planning Council for Open Learning (PCOL). The three (3) governing bodies of TRU hold sufficient organizational and operational independence while being held accountable and responsible for meeting the NWCCU Commission's Standards and Eligibility Requirements.

5. Nondiscrimination

TRU is committed to providing equal opportunities and a respectful environment for all students and employees. TRU ensures that no person is denied access to employment opportunities or benefits unrelated to ability or qualifications as per policy [ADM 04-1 Employment Equity](#). As an open access institution, great care is taken to respond proactively to the educational needs of its students, including its Indigenous, LGBTQ2S+, international, distance, mature learners, and people with disabilities. TRU values the diversity and unique cultural perspectives of all students and employees by prioritizing intercultural understanding and removing workplace barriers. TRU's diversity and inclusion policies and practices align with the federal government's [Canadian Human Rights Act](#) and [Canadian Employment Equity Act](#). In addition, TRU is a "You Can Play" school and works to ensure the safety and inclusion of all sports including LGBTQ2S+ athletes, coaches, and fans.

6. Institutional Integrity

TRU is committed to promoting high ethical standards in all operations and relationships, and it enacts appropriate policies and practices to support this value.

7. Governing Board

TRU's Board of Governors (Board) directs the affairs of the university as legislated in the *TRU Act* and ensures the achievement of TRU's mission and core themes in consultation with Senate and PCOL. The Board has 15 members, the majority of whom are voting members and have no contractual or employment relationship or personal financial interest with the university.

8. Chief Executive Officer

The President of TRU is the university's chief executive officer (CEO) as appointed by the Board. The CEO has a full-time responsibility to the university, is a member of the Board, and is accountable to the Board. Neither the CEO nor any other executive officer of the university chairs TRU's governing board.

9. Administration

The President's Leadership Team consists of five (5) senior executives who provide effective leadership and management for TRU's major support and operational functions. In consultation with their respective organizational teams and working within TRU's collegial governance structure, they work collaboratively to foster fulfilment of TRU's mission and achievement of the core themes.

10. Faculty

TRU employs appropriately qualified faculty members to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs. Faculty members undergo regular formative and summative evaluations, and engage in activities that provide opportunities for development in their teaching, service, and research and scholarly activity.

11. Educational Program

TRU offers a comprehensive range of educational programs that meet the degree level standards as set out by AEST in the [*Degree Program Review: Criteria and Guidelines*](#).

As part of TRU's collegial governance approval process, new program proposals are required to identify the linkages between the program and TRU's mission, *Strategic Priorities*, and Graduate Attributes.

In accordance with TRU's Academic Plan, TRU is committed to measuring and improving the student academic experience by ensuring that all course and program learning outcomes are clearly defined, evaluated, and measured. The Centre for Excellence in Learning and Teaching (CELT) supports faculties, schools, and departments as they develop, review, and revise learning outcomes for their courses and programs.

12. General Education and Related Instruction

Elements of general education exist in all TRU baccalaureate degrees and all undergraduate degrees meet the requirement for depth and breadth, as per policy ED 16-0 and the Degree Quality Assessment Board (DQAB) *Degree Program Review: Criteria and Guidelines*. Applied undergraduate and certificate programs incorporate instruction in the areas of communication, computation, and human relations in ways that support program goals. General education is also evident in both of TRU's Associate of Arts and Associate of Science degrees. The curriculum for these degrees is set by the BC Council on Admissions & Transfer (BCCAT).

In 2016 a General Education Taskforce (GET) was struck to advise the University on the establishment, revision, or discontinuance of policies and procedures in relation to general education curriculum. After much research, consultation, and deliberation a recommendation was brought forward on October 16, 2018 to adopt a thematic model of general education, based upon institutional learning outcomes (ILO) that were derived from the Senate approved Graduate Attributes, within all undergraduate

degrees. The recommendation included revision to policy ED 16-0 as well as a full general education model. These recommendations are currently moving through TRU's collegial governance and academic approval processes and, once approved, will require a transition period for implementation.

13. Library and Information Resources

The TRU Library advances inquiry, discovery, and engagement by providing TRU's community with quality resources, services, and technologies to support teaching, learning, and research. Regardless of location or delivery method, the Library is committed to providing appropriate resources to support all TRU programs.

Library Liaisons work closely with faculty members to ensure successful integration of library instruction and resources. All new programs and major program modifications are required to complete a Library Curriculum Consultation Form to assess the viability of current library resources and establish plans for improvement if gaps exist.

14. Physical and Technological Infrastructure

The physical facilities at TRU are accessible, safe and secure, and support TRU's mission and core themes. The Campus Master Plan provides a coordinating strategy and context for learning and teaching, and represents a framework for the process of change so that the whole will always be more than the sum of its parts. The plan is both product and process, thereby achieving continuity beyond a single building and encouraging orderly campus development within available resources and the unique regional environment.

15. Academic Freedom

In Canada, universities are places where the active contesting of ideas is accepted as a safe and respectful path to understanding. Faculty members are expected to exercise academic freedom by freely expressing their informed opinions without fear of retaliation from their colleagues or the university. TRU is bound by the [TRU/TRUFA](#) (Article 9.6) and [TRU/TRULOFA](#) (Article 12.7) collective agreements regarding academic freedom of its faculty members. Institutional policies and practices speak to the value of an environment that fosters researchers' abilities to act honestly, accountably, openly, and fairly in the search for, and dissemination of, knowledge.

16. Admissions

The criteria for admission to TRU are well defined and promote access to higher education. The TRU Academic Calendar and website highlight TRU's requirements, qualifications, policies, and procedures for admissions.

17. Public Information

The Academic Calendar and Index of all Policies are available on the TRU website and provide comprehensive information for potential applicants and current students. The website includes information on all academic regulations and policies, program requirements, and other relevant details that stipulate the rights and responsibilities of students.

18. Financial Resources

TRU manages its financial resources based on university policy and in harmony with legislation set out in the *Budget Transparency and Accountability Act* of the province of British Columbia and Canadian public sector accounting standards. TRU operates on a balanced budget and demonstrates financial stability with a surplus cash flow and reserve funds to support its programs and services.

19. Financial Accountability

Financial reporting and planning are managed within the portfolio of the Vice President, Administration and Finance, and all financial operations are subject to external audit and oversight by the Board. TRU is responsible for the preparation and presentation of consolidated financial statements annually on March 31. The consolidated financial statements are examined by external auditors appointed by the Board. The Audit Committee assists the Board in fulfilling its duties and responsibilities relating to the integrity of TRU's financial reporting process and obligations.

20. Disclosure

TRU agrees to disclose accurately to the NWCCU all information that the Commission may require to carry out its evaluation and accreditation functions.

21. Relationship with the Accreditation Commission

TRU accepts the NWCCU's Standards and related policies and agrees to comply. TRU agrees that the Commission may make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.



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 (BC). Notably, the [Degree Authorization Act](#), the [College and Institute Act](#) and the [University Act](#). TRU's governance structure is set out in legislation adopted by the BC Government under the *University Act*.

TRU is unique in that it also operates under the [TRU Act](#), which mandates open and flexible learning for the province. This Act incorporates by reference 60 of the 80 sections in the *University Act*.

TRU has tricameral governance with 1) the Board of Governors (Board), 2) Senate, and 3) Planning Council for Open Learning (PCOL). The Board 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. The Senate, chaired by the President and Vice Chancellor, is responsible for the academic affairs of the university. PCOL sets the admissions and residency requirements for courses, programs and credentials offered through Open Learning (OL) and may advise the Board concerning the educational mandate, programming, or strategic direction of OL.

According to the *University Act* (section 59), the President is the CEO 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. Under section 1 of the Board Charter ([Board Manual](#), Chapter 3), the Board has delegated to administration, led by the President, responsibility for the day-to-day operations of TRU.

The respective powers of each of TRU's three (3) governing bodies are defined in legislation [*TRU Act* section 7(1) and *University Act* section 27(2) for the Board; *TRU Act* sections 8 and 9 for Senate; and *TRU Act* section 12 for PCOL].

Definition and Division of Authority, Roles, and Responsibilities

Authority, roles, and responsibilities at the level of the Board, Senate, and PCOL are well defined in legislation, bylaws, and manuals (see the [University Act](#) and [TRU Act](#)).

Senate has 12 standing committees, details for which can be found on the [Standing Senate Committees](#) website. Additionally, there are three (3) committees established by policies of the Senate or the [Thompson Rivers University/Thompson Rivers University Faculty Association \(TRU/TRUFA\) Collective Agreement](#), which are described as related to Senate:

- [Academic Integrity Committee](#), established by the Academic Integrity Policy
- [Appeals Committee](#), established by the Student Academic Appeals Policy
- [Senate Tenure and Promotion Committee](#), established by the TRU/TRUFA Collective Agreement.

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 (3) years the configuration of standing committees of Senate, their membership, terms of reference, and their consultation and reporting relationships.

Academic divisional councils are governed by *General Features of the Academic Divisional Councils*, [Senate Bylaws](#), Appendix B. Each faculty, school, and division is responsible for establishing its own bylaws to govern areas not covered by the Senate bylaws.

Additionally, the [Student Caucus](#), 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.

Open Governance and Consideration of Views

Each of the three (3) governing bodies has representation from faculty members, staff, administration, and students. The committee memberships and terms of reference are publicly available on the TRU website ([Board](#), [Senate](#), and [PCOL](#)). Meetings are held regularly and according to schedules published in advance. Agendas are published one week in advance.

Academic divisional councils must include a voting majority of faculty members and include student representation as per [General Features of the Academic Divisional Councils](#).

During the fall and winter semesters, a town hall meeting is held 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, Senate, and PCOL participate in an annual joint meeting open to the public.

Beginning in 2017, TRU employees were invited to attend a Capital Planning and Projects information session and a Capital Planning forum to hear presentations on the green paper submissions for capital projects that will inform TRU's next long-term

capital plan. Notes from these meetings are posted publicly on the President's [Open Governance Initiative](#) website.

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 Office of the Provost and Vice-President Academic (Provost) is responsible for all matters related to accreditation. Quality assurance and institutional accreditation fall within the portfolios of the Provost and the Associate Vice President Academic (AVPA). The AVPA chairs the Accreditation Steering Committee (ASC).

The ASC is responsible for monitoring compliance with the Commission's Standards for Accreditation.

The ALO serves as the focal person on campus for the collection and dissemination of information regarding institutional accreditation while organizing and planning reporting.

Currently, BC and Canada do not have a process called accreditation; however, TRU has several quality assurance processes and reporting mechanisms that resemble aspects of accreditation in place as per provincial legislation and professional program accrediting bodies, including:

- AEST authorizes Education Quality Assurance (EQA) designation for post-secondary institutions;
- DQAB reviews and makes recommendations for approval to the Minister of AEST on all new programs; and
- QAPA reviews TRU's program review and academic approval policies and procedures.

NWCCU accreditation reporting compliments TRU's reporting to AEST in the following ways:

- AEST reporting is primarily centered on meeting set targets;
- Accreditation focuses on the policies, processes, and planning practices across the entire institution to ensure we are delivering on the commitments we make to our learners and the broader community; and,
- Learning outcomes have been highlighted by AEST as a necessary and valuable tool for ensuring quality education. In the fall of 2019, TRU will undergo an audit through QAPA. The audit pays particular attention to the implementation of academic policies and our learning outcomes and assessment practices. This dovetails nicely with the requirements of the NWCCU and the progress TRU is making towards meeting this Standard.

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.

TRU's 15 member Board is comprised of the Chancellor, the President, eight (8) persons appointed by the Lieutenant-Governor (two (2) of whom are appointed from among persons nominated by the alumni association), two (2) faculty members elected by faculty, two (2) students elected by students, and one (1) person elected by and from the employees of TRU who are not faculty members (see Part 6, section 19 of the [University Act](#)).

Appointments are made with the assistance of the BC Board Resourcing and Development Office (BRDO). The BRDO has established [Appointment Guidelines](#) that contain conflict of interest provisions (see section 7.8.2) intended to prevent appointed members of the board from having any conflict of their personal interest with their duty as a board member. In addition, the [Board Manual](#), Chapter 14, covers the code of conduct for the Board.

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 authority of the Board derives from the *University Act*, which does not authorize any governor acting outside of the Board to act on behalf of the Board. The [Board Manual](#), Chapter 6: Board Chair Position Description, provides authority for the Board chair to act in respect of matters specifically delegated to the chair. The manual further states that, “The Board of Governors acts collectively and no governor has the authority to direct any employee of TRU” (Chapter 5, section 3).

The *University Act* allows the Board to appoint committees and confer on them powers and authority to act for the Board. The Board Manual sets out four (4) committees: Executive Committee, Audit Committee, Finance Committee, and Governance and Human Resources Committee.

In addition, the Board maintains a fifth (5th) committee, the Advisory Committee on Investments. The Advisory Committee on Investments does not act independently of the Board, instead it advises the Vice President, Administration and Finance on operational matters related to investments and makes recommendations to the Board as per its terms of reference.

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.

A complete list of all policies is available on the TRU [Index of all Policies](#). Policies fall under three (3) categories: BRD, ED and ADM. BRD policies fall under the authority of the Board; ED policies fall under the authority of Senate; and ADM (operational) policies fall under the authority of the President and administrative leadership.

Policy management is governed by the policy on [Policy Development and Approval](#). The Policy Subcommittee of APPC is responsible for monitoring all Senate policies to ensure they are reviewed within the frequency required.

The [Board Manual](#), Chapter 2, sets out a requirement that the Board, through its Governance and Human Resources Committee, review its structure and operations every five (5) years.

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 [Board Manual](#), Chapter 3, describes the primary responsibilities of the Board, the first of which is “the appointment and performance evaluation of the organization’s chief executive officer.” Additionally, the manual covers the selection of the president (Chapter 7), the requirement and process for an annual performance evaluation of the president (Chapter 21), and the duty of the president to implement and administer Board approved policies (Chapter 7). In addition, the president has authority to create and implement operational policy that is not Board approved as per the guidelines on Policy Development and Approval.

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

According to Chapter 20 of the Board Manual, the Board completes an annual self-evaluation by a process determined each year by the Governance and Human Resources Committee. This process includes evaluation of the performance of the Board, the board chair, board committees, committee chairs, and individual board members. As described in 2.A.6 above, the Governance and Human Resources Committee has the responsibility to ensure that TRU has an effective governance framework and that the Board is effectively carrying out its responsibilities.

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.

In addition to TRU’s president, the President’s Team (PVP) consists of six (6) senior administrators: the Provost and Vice President Academic; the Vice President, Administration and Finance; the Vice President, Advancement; the Executive Director of

Indigenous Affairs; General Counsel and Corporate Secretary; and the Associate Vice President Marketing and Communications. The administrative organizational charts and curriculum vitae for the senior executive are housed on the TRU website under [University Organizational Charts](#).

Academic leadership comes from the Provost, assisted by the AVPA; Associate Vice President, Open Learning; Associate Vice President Research and Graduate Studies; Associate Vice President Enrollment Services and University Registrar; University Librarian; and the deans of nine (9) faculties and schools. Collectively, those in administrative leadership roles provide oversight for the day-to-day operations of TRU as well as the planning and assessment activities necessary to achieve TRU's mission and strategic priorities.

The Executive Director of Human Resources is responsible to guide the process for hiring qualified senior administrators on PVP. While the Provost's office is responsible for hiring qualified administrators that report directly to the Provost.

Employees of TRU handle all essential ongoing leadership functions; however, when appropriate, external contractors are engaged to provide external expertise with projects such as campus and sustainability planning.

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 Board Manual, Chapter 7, outlines the selection of and responsibilities of the president. The *University Act*, section 63(a) requires that the president be a member of the Board, and the *University Act*, section 19(2) stipulates that the Board must elect a chair from among the members appointed by the Lieutenant Governor in Council.

Under the *University Act*, section 59(1), the president is the CEO of the university and responsible for the supervision of the academic work at TRU. Additional statutory duties of the president are set out in the *University Act*, sections 59-63 and the Board Manual, Chapter 7: President and Vice Chancellor Position Description. The president's portfolio includes leadership, strategic planning, reporting, Board, budget, financial and risk management, and external relations. The president is accountable to the Board.

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.

As described in standard 2.A.9, the institution employs a sufficient number of qualified administrators who provide effective leadership and management to support TRU's major functions.

PVP meets regularly to coordinate collaboration between administrative and academic functions of TRU and advise the president on matters of institutional significance. PVP takes primary responsibility for progress toward fulfilling TRU's *Strategic Priorities*.

Provost's Council, composed of all academic leaders reporting directly to the Provost, facilitates collaboration and communication regarding university wide academic and student issues, and facilitates the fulfillment of the *Strategic Priorities* and Academic Plan. Additionally, the Provost convenes a Dean's Council further supporting collaboration and accountability among TRU's academic leadership.

President's Council is composed of all members of PVP, all members of Provost's Council, administrative associate vice-presidents, and the president of the students' union. President's Council is the authoritative body on all administrative policy decisions.

The Finance and Administration Associate Vice Presidents and Directors (FAAD) group brings together all direct reports of the Vice President, Administration and Finance. FAAD ensures collaboration and consistency among TRU's administrative and service units. In addition, FAAD supports planning and assessment of strategic initiatives.

Collectively, these five (5) groups help to set a tone of collaboration and accountability among TRU's leaders.

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.

Academic policies are publicly available on the TRU website and published annually in the academic calendar. The policy on Policy Development and Approval requires that all new policies or revisions to existing policies have a public notice period (Notice of Motion) within the university community before adoption. Members of the university community are encouraged to provide comment during the notice of motion period.

Faculty members from TRUFA and open learning faculty members (OLFM) from the TRU Open Learning Faculty Association (TRUOLFA) are bound by the language within their respective collective agreements. The collective agreements contain language related to teaching, service, and scholarship, research and creative activity where applicable. The collective agreements are published on the TRU website.

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.

TRU has three (3) official policies related to the use of library and information resources:

- [Policy ADM 3-0 Copyright](#)
- [Policy ADM 3-1 Fair Dealing](#)
- [Policy BRD 16-0 Responsible Use of Information Technology Facilities and Services](#)

In addition, the TRU Library publishes a webpage of [library specific policies](#). As an increasing number of students use the online library resources, library policies are streamlined and harmonized to meet the needs of both campus and OL researchers and learners.

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.

TRU's transfer credit policies are set out in [Policy ED 2-4: Transferability of University Credit](#) and [ED 8-0 Educational Standards in Credit Courses and Programs](#) and are intended to align with the Pan Canadian Protocol on the Transferability of University Credit, an “action plan to increase accessibility, equity, and mobility for postsecondary students” throughout Canada.

In addition, TRU is a member of the BC Council on Admissions and Transfer (BCCAT), which coordinates transfer of credits among BC post-secondary institutions.

TRU is mandated to provide an OL Credit Bank for BC. Recognition of prior learning procedures and transfer credit procedures appear under policy [ED 2-0 Prior Learning Assessment and Recognition](#).

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.

TRU works to fairly and consistently administer all student rights and responsibilities by centralizing student case management in the Office of Student Affairs. A number of policies outline students' rights and responsibilities including:

- [BRD 10-0: Academic Accommodation and Services for Students with Disabilities](#)
- [BRD 17-0: Respectful Workplace and Harassment Prevention](#)
- [ED 4-0: Student Academic Appeals](#)

- [ED 5-0: Student Academic Integrity](#)
- [ED 7-0: Suspension of Students](#)
- [ED 15-2: Integrity in Research and Scholarship](#)

Additionally, TRUSU provides the Member's Advocate, which advocates for students' rights through case management.

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 following policies guide admission, placement, continuation, and termination from educational programs and are published in the TRU Academic Calendar and the online policy index:

Admissions and Placement

- [ED 1-0: Student Admission](#)
- [ED 1-2: Admission of Undergraduate Students Who Complete a Secondary School Program Not Accredited by a Province or Territory](#)
- [ED 1-4: Admission of Students Sponsored by a Federal or Provincial Agency Who May Pose a Safety Risk](#)
- [ED 2-0: Prior Learning Assessment and Recognition](#)
- [ED 12-0: International Education](#)

Additional program specific admissions requirements are published in the TRU [Academic Calendar](#) and [OL Calendar](#) as well as the Admission's webpage.

Continuation and Termination

- [ED 3-2: Satisfactory Academic Progress](#)
- [ED 3-3: Course and Program Repeaters](#)
- [ED 7-0: Suspension of Students](#)

Appeals and Readmission

- [ED 4-0: Student Academic Appeals](#)
- [ED 3-2: Satisfactory Academic Progress](#)
- [ED 3-3: Course and Program Repeaters](#)

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.

TRU offers a variety of co-curricular activities, as described on TRU's [Student Life](#) webpage. Students receive formal recognition for co-curricular activities through the Centre for Career and Experiential Learning. The guidelines for the various applied experiences distinguish academic credit opportunities from co-curricular and non-credit opportunities. Additionally, student athletes receive a [Student-Athlete Handbook](#) and are required to attend an orientation that outlines their responsibilities as representatives of TRU.

TRU maintains and publishes policies related to student publications and other student media, specifically, [BRD 16-0 Responsible Use of Information Technology Facilities and Services](#). Further details can be found under the TRU [Computer Usage Agreement](#). In addition, individual programs specify social media policies, for example within the [Bachelor of Science in Nursing Student Handbook](#) and the [Bachelor of Social Work Student Handbook](#). The [Student-Athlete Handbook](#) also articulates policies related to student use of social media. Finally, the TRU Library [Libguides](#) provide numerous resources on privacy issues and appropriate conduct related to social networking, social media, and social software.

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 [Human Resources](#) (HR) website identifies and links to a number of relevant policies, all of which are available on the Index of All Policies. The Executive Director of HR is responsible for ensuring all policies and procedures are consistent, fair, and equitably applied.

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.

HR ensures that all new employees are provided with a 'letter of offer of employment' that contains the conditions of employment for that particular position. HR also delivers general staff, faculty member, OLFM, and administrator new employee orientation programs as per [Policy ADM 4-6: Orientation](#). A faculty orientation focused on teaching and learning is delivered annually through CELT with an opportunity for faculty members and OLFMs to meet the Provost, Executive Director of HR, and union leaders.

The institution has three (3) unions representing employee groups: TRUFA, TRUOLFA, and the Canadian Union of Public Employees (CUPE) Local 4879. Union members are given a copy of the respective collective agreement upon hire. In addition, TRU has an Association of Professional Administrators (APA) that is not a formal trade union, but an association for excluded staff to collectively negotiate for employment conditions. HR division publishes a [Benefits & Working Conditions](#) guide for administrative employees. All employees are oriented to policies and procedures regarding their employment at TRU within the first two (2) weeks of their employment by a HR officer.

The *Performance Planning and Development Cycle* provides employees and their managers with a framework to ensure a mutual understanding of effective performance. HR provides organizational training and individual support to employees and managers regarding the implementation of these programs.

TRU's *Performance Planning and Development Cycle* provides a continuous feedback loop for employee development and targeted growth. The feedback cycle between employees and supervisors follows a three-phased approach: plan, review, and close. Tools and resources to support this process are available on the TRU Human Resources Intranet site.

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

TRU's [Information Security](#) website maintains a list of relevant policies governing the security and confidentiality of University information.

Employee related information is treated with a confidentiality rating of 'high' as per the TRU [Information Classification Standards](#).

HR data is regulated by the Enterprise Resource Planning Project Banner Implementation: [Data Standards, Data Integrity and Security Guidelines](#). Information security awareness training is required for all employees that have access to confidential information. Training is available online or in person.

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.

TRU outlines policies and practices demonstrating its ability to represent itself clearly, accurately, and consistently, namely:

- [BRD 1-4: Official Positions and Spokespeople](#)
- [ADM 1-0: External Relations](#)

According to the bylaws of TRU's three (3) governing bodies, all meetings are held publicly and livestreamed with appropriate exceptions for confidential matters considered in-camera. Meeting agendas and minutes are published on the TRU intranet.

In order to provide current and future students information about the programs and courses offered at TRU, Enrolment Services coordinates the annual production of the [Academic Calendar](#) for both campus and OL programs. Each year TRU reviews,

updates, and publishes its academic calendar outlining policies, procedures, program requirements, and regulations for students.

Infosilem is used to create a course schedule that will meet program, student, and institutional needs. Enrolment Services is responsible for the creation and publication of the academic course schedule, including the final exam schedule. Policies [ED 03-9 Examinations](#), [ED 13-0 Semester Schedules](#), and [BRD 14-1 Class Scheduling](#) guide all scheduling decisions.

Degree Works implementation is moving forward as planned to meet the full implementation goal of September 2020. Degree Works provides a highly reliable self-service degree navigation tool for students and advisors that preserves TRU's flexibility in academic programming. In addition to all OL programs, Degree Works has been implemented for use by advisors for 27 campus programs across four (4) faculties and schools, with all Bachelor of Science majors soon to go live. A Degree Works implementation schedule is posted on TRU's intranet site and can be made available to the NWCCU evaluation team upon request.

TRU also encourages all students to download the mobile application [TRUGo](#), which offers easy access to resources for navigating university life such as course timetables, grades, myTRU, email, and campus news and events.

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 [bylaws](#) of the Board contain a code of conduct (Part IV) and a provision on conflict of duty and interest (Part V). The bylaws of both [Senate](#) (Article VII) and [PCOL](#) (Article VII) contain provisions on conflict of duty and interest similar to those in the Board bylaws.

Complaints and grievances are addressed according to TRU policy: [BRD 18-0: Whistleblower](#), [ED 4-0: Student Academic Appeals](#), [BRD 17-0: Respectful Workplace and Harassment Prevention](#), and for union members, under their respective collective agreements.

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.

As described above in standard 2.A.22, the three (3) governing bodies are bound by their respective bylaws. The Board Manual, Chapter 14, refers to conflicts of interest for Board members, as well. [Policy ADM 4-2 Conflict of Interest](#) applies to all members of the TRU community.

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.

For TRUFA members, the [TRU/TRUFA Collective Agreement](#) (Article 9.4) details the ownership of intellectual property.

TRUOLFA members and Instructional Designers do not, however, maintain ownership over curriculum. TRUOLFA members sign a contract waiving their rights to the material described in their work assignment contract, in particular pertaining to course development, and instructional designers assist other faculty in the development of curriculum.

Policy [ADM 3-0: Copyright](#) applies to all members of the TRU community. Additionally, policy [ADM 3-1: Fair Dealings](#) outlines use of copyright materials by students, faculty, and staff.

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 institution accurately represents its current accreditation status with regular updates on the [Accreditation](#) website, monitored by the Office of the Provost.

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.

[Policy BRD 2-1: Signing Authority](#) requires legal review by the General Counsel’s Office for all commitments binding TRU with a value of over \$5,000 prior to approval by the

executive (associate vice president or above). Further, any contracts containing matters of indemnity must be reviewed by Risk Management.

[Policy BRD 2-2: Purchasing](#) outlines the parameters for all institutional procurements and procurement processes.

As noted in TRU's BIDF, TRU has established agreements with external partners to confer specified degrees. The roles and responsibilities are clearly outlined in the MOUs that include guiding principles and terms and conditions to ensure quality assurance of programs. The faculty or school to which the program is housed is responsible for ensuring academic integrity is maintained. As stated in the agreements, TRU determines the qualifications of teaching faculty and the facilities required for successful delivery of TRU courses. An evaluation visit and inspection report is completed by TRU in accordance with each agreement.

Agreements are regularly reviewed and, if agreed upon by both parties, continued on a cyclical basis every three (3) to five (5) years. TRU's primary role is to ensure the academic quality of program delivery as opposed to overseeing the general operations of these institutions. All contracts undergo rigorous approval processes and contain provisions for quality assurance including standards of the learning environment.

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.

Please refer to section *Response to Recommendations, Recommendation 5, Standard 2.A.27* on page 15 of this report, for a comprehensive account of measures, legislation, collective agreement language, and policies that ensure the protection and enactment of academic freedom at TRU.

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.

TRU policy [BRD 17-0 Respectful Workplace and Harassment Prevention](#) addresses standard 2.A.28 by stating:

Thompson Rivers University promotes teaching, scholarship and research, and the free and critical discussion of ideas. The University is committed to providing a working and learning environment that allows for the full and free participation of all members of the University community.

Further, the [TRU Strategic Research Plan](#) affirms "... the importance of intellectual freedom for researchers to pursue their interests and passions without undue constraints and interference..."

As mentioned under standard 2.A.27, TRU maintains collective agreement language, policies, and best practices to promote an environment that supports independent thought in the pursuit and dissemination of knowledge as is outlined in [ED 15-2 Integrity in Research and Scholarship](#) and [ED 5-0 Student Academic Integrity](#).

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.

[ED 15-2 Integrity in Research and Scholarship](#) contains provisions on misconduct in research and scholarship (see Regulations, Section 4.1) that include plagiarism and inadequate acknowledgement. As well, Articles 10.2.2, 10.2.2.1, and 10.2.2.2 of the TRU/TRUFA collective agreement direct faculty members regarding expected conduct when engaged in scholarship.

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 [University Act](#) outlines the responsibilities and authorities of the Board and Senate, including the Board's fiscal management responsibilities (Section 27).

The [Budget Committee of Senate](#) (BCOS) serves as an advisory body to the Board on budgetary matters, presents the annual institutional budget to Senate, and ensures appropriate consultation and communication regarding the institutional budget methodology.

The [Board Manual](#) has three (3) sections pertaining to the oversight of TRU's finances: sections 3, 11, and 12. The Board has established two (2) committees to perform these functions on its behalf: the Finance Committee and the Audit Committee.

In addition, the following policies support standard 2.A.30:

- [BRD 22-0: Investment Objectives](#)
- [BRD 2-1: Signing Authority](#)

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.

TRU has approximately 1,292 full-time equivalent employees. [Organizational charts](#) for TRU's divisional units are published centrally on the website. Table 5 below provides a breakdown by employee type.

Table 5: Employee Type

Employee Type (FTEs in 2018)	Total
Administration (Executive) Management	186
Faculty—TRUFA (Tenure / Tenure-track)	432
Faculty—TRUFA (Sessional, Continuing Sessional, Limited Term Contract)	144
OLFM—TRUOLFA	107
Support staff—CUPE	423
Total	1,292

TRU's HR intranet website contains information detailing career opportunities and qualifications for new employees. For faculty members and OLFM's respectively, the [TRU/TRUFA](#) (Article 5.3) and [TRU/TRUOLFA](#) (Article 6) collective agreements specify procedures for recruitment and hiring. All CUPE job descriptions detail the reporting relationships, core responsibilities and duties, and education and experience requirements necessary for each position. Measureable criteria, based on pay equity elements, classifies all CUPE support staff positions. A joint labour management committee evaluates all positions and has clear documentation related to the reasons for each position's classification.

Negotiations between TRU and the various employee groups establish selection procedures including the role of seniority, selection committee composition, recommendation criteria, and appointment processes. Job opportunities at TRU are posted to the [HR Careers](#) site in addition to popular job posting search engines.

TRU regularly collects benchmark data to compare the number of employed support staff, administration, and tenure/tenure-track and sessional faculty against a group of peer institutions in BC and Canada. This data is reviewed to assess the appropriateness of TRU's complement of faculty, support staff, and administration.

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

The Provost's Office is responsible for coordinating TRU's decanal review process. The process includes both formative and summative reviews and represents a key component of ensuring accountability for the institution's academic leadership (see **Appendix 5** Senior Administration Performance Review and Planning Process).

HR utilizes the *Performance Planning and Development Cycle* for all administrators and staff. The program is designed to support the provisions for performance review stipulated in the administrative employee's [Benefits and Working Conditions Guide](#). The cycle is an ongoing process that includes both six (6) month and annual reviews. The intention of each review is to be formative thus providing managers and staff a framework for a mutual understanding of effective performance, clarity of roles, and expectations, and ensuring that goals and activities are aligned with TRU's mission and *Strategic Priorities*.

Contract parameters for union employees are established in each of the collective bargaining agreements for TRUFA, TRUOLFA, and CUPE Local 4879. Details regarding the TRU Association of Professional Administrators (APA) are detailed in the administrative *Benefits and Working Conditions* guide. According to the *TRU Performance Planning and Development Cycle*, staff and administration are due to be reviewed on an annual basis. To ensure accountability and support of the process, HR began offering goal setting workshops in March 2018 for all TRU employees. The purpose of the workshop is to describe the performance planning and development process, define SMART goals, and discuss professional development goals. HR will continue to facilitate workshops and provide support to ensure commitment to the process continues.

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.

TRU provides a professional development allowance to all tenured, tenure-track, and limited term contract TRUFA members amounting to \$1800 annually (with an annual increase of \$50) and \$1,000 annually to all continuing sessional faculty. TRUFA members receive professional development time and money to ensure that they have the ability to stay current within their area of expertise. An interest-free education loan is available to all TRUFA members, except sessional faculty, to assist with the cost of obtaining further education that meets specific needs, goals, or objectives identified by the University. Professional development and allowances are detailed in the [TRU/TRUFA Collective Agreement](#) (Article 15.1 and 15.2).

TRU makes available 1.5% of total TRUOLFA members' regular salaries to all post-probationary OLFMs. [TRU/TRUOLFA Collective Agreement](#) Article 20 outlines the eligibility and application process to access the professional development funds.

Additional education, tuition waivers, and professional development provisions for staff are detailed in the [TRU/CUPE Collective Agreement](#) (Article 33) and in the *Benefits and Working Conditions* guide for administrative employees. TRU also encourages faculty members and OLFM's to obtain additional education by providing tuition waivers through collective agreement language ([TRU/TRUFA](#) Article 16.5 and [TRU/TRUOLFA](#) Article 13.2).

Beginning in January 2019 TRU expanded the tuition waiver options to include reimbursement for courses taken through OL and Prior Learning Assessment and Recognition (PLAR). The additions were a result of feedback from the fall 2017 employee engagement survey and discussions in which employees indicated a desire for more professional development opportunities. Given the flexibility of distance learning this is a fitting enhancement to the current tuition waiver options.

HR provides monthly workshops for all employees to encourage career and personal development. These training programs are linked to career and development goals that administrators and support staff identify in their performance reviews. Training programs focus on a variety of skills important for the development and success of leaders at TRU, and assist with creating a culture of consistent and effective management. In addition, HR provides chair training and appointments committee training for faculty members.

CELT offers a variety of resources and pedagogical supports for faculty members and OLFMs as detailed on the [CELT](#) website.

TRU supports the following annual professional development opportunities in support of ongoing growth and development:

- TRU In-Service Day for all employees;
- Teaching Practices Colloquium for faculty members and OLFMs; and
- Learning in Our Digital World conference for OLFMs.

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.

TRU employs a headcount of 432 tenure and tenure-track faculty, 107 OLFMs, and 144 sessional, continuing sessional, and limited term contract faculty.

[TRU/TRUFA](#) and [TRU/TRUOLFA](#) collective agreements include a number of parameters that ensure TRU deploys sufficient resources to achieve its educational objectives and ensure the integrity and continuity of its academic programs. Article 5.4 of the TRU/TRUFA Collective Agreement provides guidance regarding faculty complement, noting that 70% of all campus based courses must be taught by tenured or tenure-track faculty. As per Article 10.2 of the TRU/TRUFA Collective Agreement,

equitable distribution of faculty workload must occur in order to achieve the academic objectives and mandate of each department.

The dean of each faculty or school is responsible for an annual academic plan that includes planned programming along with the current complement of faculty and anticipated needs for additional faculty. This academic plan is supported by a rolling three (3) year workload plan for each department within the faculty or school. The TRU budget methodology requires submission of the faculty workload plan with all annual budget and planning documentation. Careful consideration of the workload plan occurs in the development and approval of strategic initiatives and new curriculum.

The TRU/TRUOLFA Collective Agreement (Article 8) provides language related to allocation and distribution of workload for OLFMs for existing and new courses.

As discussed in standard 2.B.1, TRU collects benchmark data to assess the appropriateness of its level of expenditures dedicated to educational objectives.

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

The collective agreements for TRUFA and TRUOLFA define responsibility and expectations related to faculty member and OLFM workloads. The [TRU/TRUFA Collective Agreement](#) defines TRU's expectations for responsibilities and workload related to teaching, service, and scholarly activity in Article 10. The workload responsibilities of OLFM's are articulated in Article 8 of the [TRU/TRUOLFA Collective Agreement](#).

The tenure and promotion procedures and expectations include evidence from teaching, service, and scholarship (where applicable). TRUFA members must meet the eligibility criteria and provide an application with evidence as outlined in Article 6 of the TRU/TRUFA Collective Agreement. As per the TRU/TRUFA Collective Agreement, Senate approves the department specific standards required for tenure and promotion to the ranks, which are available on the [Senate Tenure and Promotion](#) webpage. Faculty member responsibilities and workloads support the expectations related to tenure and promotion.

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.

Formative and summative evaluation of TRUFA members is in accordance with Article 7 of the TRU/TRUFA Collective Agreement. Similarly, evaluation of OLFM's occurs in accordance with Article 7 of the TRU/TRUOLFA Collective Agreement.

In addition, every course is evaluated every time it is offered. For campus based courses, the course evaluations are conducted during the last three (3) weeks of the semester, administered during class time, and completed electronically. The results of the course evaluations are sent to each respective faculty member and department chair following the submission of grades for the course. Faculty members use the results of the course evaluations for both formative and summative purposes. See **Appendix 6** for a sample IPE course evaluation report.

All courses delivered through the OL Division are evaluated upon the completion of the course. Course evaluations are sent electronically to the student and include a section related to evaluation of the OLFM. The results of the course evaluations are shared with OLFM's as per Article 7 of the TRU/TRUOLFA Collective Agreement.



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.

TRU's program offerings are broad and comprehensive in scope. Program offerings are organized within nine (9) faculties and schools: Faculty of Adventure, Culinary Arts and Tourism; Faculty of Arts; School of Business and Economics; Faculty of Education and Social Work; Faculty of Law; School of Nursing; Faculty of Science; Faculty of Student Development; and School of Trades and Technology.

All programs are subject to a rigorous approval process, both internally through TRU's governance structure and externally by provincial quality assurance processes. Where applicable, they also meet external professional accrediting standards.

Policies Governing Credentials

Several policies provide the framework that governs the basis for establishing and awarding credentials at TRU:

- [ED 8-0: Educational Standards in Credit Courses and Programs](#)
- [ED 8-2: Undergraduate Course and Program Approvals](#)
- [ED 8-4: Program Review](#)
- [ED 8-5: New Graduate Program Assessment Criteria](#)
- [ED 16-0: Types of Undergraduate and Graduate Credentials](#)

Internal Approval Process

Faculty members with the appropriate expertise initiate and develop curriculum. Department curriculum committees, faculty councils, standing committees of Senate, Senate, and the Board, review proposals for academic content, rigour, and alignment with strategic goals.

Standing committees of Senate that participate in the review and/or approval of curricular proposals include:

- [Academic Planning and Priorities Committee \(APPC\)](#)
- [Educational Programs Committee \(EPC\)](#)
- [Graduate Studies Committee \(GSC\)](#)
- [Budget Committee of Senate \(BCOS\)](#)

The EPC [Operating Procedures](#) document provides a more in depth look at the curriculum approval process.

External Approval Process

AEST ensures the quality of programs offered by post-secondary institutions in the province and monitors the educational demands of the labour market. Under the *University Act*, BC public universities cannot establish new degree programs without the approval of the Minister of AEST. DQAB ensures program quality, as detailed in the [Degree Program Review: Criteria and Guidelines](#), to ensure all baccalaureate degrees meet the six (6) Degree Level Standards as detailed further below.

DQAB is an independent advisory board appointed by the Minister of AEST to conduct quality assessment activities and make recommendations to the Minister.

All new program proposals (degree and non-degree; undergraduate and graduate) require external review, and in the case of degree programs, external approval. All proposals must be posted on the Post-Secondary Institution Proposal System (PSIPS)

for a 30-day peer review. TRU must respond to any comments received during the posting period.

TRU has exempt status at the undergraduate level, which allows for an expedited review. Graduate degree programs receive a full review from DQAB, including a site visit from an external review team, before the Minister makes a recommendation for final approval. Non-degree programs (certificates and diplomas) do not require ministerial approval. Once the 30-day peer review is complete, and TRU has provided a written response to peer review comments on PSIPS, a non-degree program can move to implementation.

Degree Level Standards

Definition of degree level standards occurs provincially in BC. The degree level standards are described by DQAB following the [Criteria and Guidelines](#). Specifically, the standards stipulate the demonstrable transferable learning skills and level of mastery of a body of specialized knowledge in six (6) dimensions:

1. Depth and Breadth of Knowledge;
2. Knowledge of Methodologies;
3. Application of Knowledge;
4. Communication Skills;
5. Awareness of Limits of Knowledge; and
6. Professional Capacity/Autonomy.

With respect to associate degrees, BC currently approves two (2) associate degrees (arts and science) with provincially prescribed core requirements and standards that transfer as a block to all BC public universities. [BCCAT](#) facilitates a provincial review of the associate degree credential.

As noted previously, TRU also offers foundation and apprenticeship programs. Within BC, the curriculum, admission standards, and all other criteria for these programs are governed by policies of the Industry Training Authority through the [Industry Training Authority Act](#).

Alignment to Mission

Departments must demonstrate that curricular initiatives align with TRU's *Strategic Priorities* and provide rationale for development prior to submitting a full course or program proposal. This is done through the submission of a program or course sustainability worksheet. Details regarding the submission and institutional alignment are found on TRU's Curriculum Development and Approval webpage under [Sustainability Worksheet](#).

Academic Program Review

[Program Review](#) is housed in the Office of the Provost. The Program Review Officer, with support through CELT, facilitates the process in consultation with relevant

department faculty members, chairs, and deans. Programs are reviewed on a cyclical basis as per policy [ED 8-4 Program Review](#).

Learning Outcomes Initiative

TRU is committed to creating a meaningful feedback loop for learning outcomes and assessment as detailed in full under section *Response to Recommendations, Recommendation 4, Standard 4.A.3 and 4.B.2*.

All new courses and programs must identify learning outcomes along with assessment practices, and programs undergoing cyclical review must articulate and review program-level learning outcomes.

TRU has taken a phased approach to articulating program learning outcomes and assessment that includes:

1. Identify existing learning outcomes;
2. Identify and classify existing assessment measures and layer assessment on top of curriculum maps; and,
3. Create a planning document and guide for ongoing learning outcomes assessment.

TRU programs are in varying stages of the phased approach. CELT Teaching Fellows are working with programs that have approved learning outcomes to document assessment practices. In particular, they are looking to capture what is currently taking place through naming, grouping, and classifying assessment measures. Once completed, they will begin layering these assessment measures on top of curriculum maps.

The Teaching and Learning Committee of Senate, chaired by the Director of CELT, has been tasked with developing a planning document for assessing learning outcomes. By embedding these processes within existing practices, such as cyclical program review, TRU will build a culture of learning outcomes assessment without considerable additional workload for faculty members.

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.

As per policy [ED 8-3: Course Outlines](#), faculty members are required to include learning outcomes (also called educational objectives) within each course outline (also referred to as a course syllabi). Course outlines are provided to students the first day of class, as such, all TRU courses provide expected learning outcomes to students. See **Appendix 7** for examples of course outlines.

Learning outcomes, with clear linkages to curriculum, are required by DQAB for all program proposals. Additionally, all trades and professionally accredited programs associated with legislated curriculum have clearly defined learning outcomes.

TRU has engaged in a comprehensive initiative to better describe program aims in terms of clearly identified student learning outcomes. As part of the initiative, programs are required to complete a program curriculum map identifying the linkages between course and program learning outcomes.

The OL Division publishes learning outcomes for each course on the website. Additionally, once registered, students are provided with the learning outcomes in written form either through the learning management system for web-based courses or in the materials package for print-based courses.

In addition, TRU has Senate approved Graduate Attributes (2015) that are the basis of the proposed Institutional Learning Outcomes (ILOs) (see Appendix 8 Draft Institutional Learning Outcomes). ILOs align with the values of TRU's *Strategic Priorities* and Academic Plan, as well as the provincially defined degree-level standards (see standard 2.C.1). ILOs highlight the breadth (and depth of a TRU education).

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.

Assessment of student learning in courses and programs at TRU is the responsibility of individual teaching faculty, as per the accepted norm in Canadian post-secondary education. Methods of evaluating student achievement vary by faculty member, discipline and academic level, and consistently reflect disciplinary standards and best practices. According to policy [ED 8-3: Course Outlines](#), all course outlines must be approved by the department chair. An approved course outline defines the learning outcomes of the course as well as a description of the means by which the student will be evaluated or assessed as meeting those learning outcomes (e.g. assignments, examinations, tests, quizzes, or other forms of student evaluation).

Several policies govern the documentation of student achievement, including:

- [ED 3-2: Satisfactory Academic Progress](#)
- [ED 3-5: Grading Systems](#)
- [ED 3-11: Submission of Final Grades](#)
- [ED 8-0: Educational Standards in Credit Courses and Programs](#)

Faculty members are required to submit final grades to the Registrar's Office within five (5) business days following the final exam or within 10 business days following the last day of class. The Registrar's Office runs processes at the end of each term to label repeated course credits, earned grades, grade points and averages, academic

standing, and Dean's list recognition. A minimum grade point average and number of credits is set for all degree programs although individual degree programs may set a higher standard or require more credits. Degree Works is used to document students' progress and departmental program advisors review students' progress toward program completion. A transcript of course achievement and program completion where applicable, is produced through the Banner Student Information System. A graduation audit is completed and signed by the department chair prior to the awarding of degrees, diplomas, and certificates.

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 TRU curriculum approval process (see standard 2.C.1) ensures that appropriate faculty experts carefully consider the cohesiveness of TRU's programs, including attention to program breadth, depth, course sequencing, and synthesis of learning. Rigorous internal and external review of proposals ensures that the curricular content is coherently designed according to disciplinary standards. The TRU cyclical program review process ensures an ongoing evidence based assessment of each program's cohesiveness.

Admission and graduation requirements for all programs are clearly stated and widely available. Admission requirements appear in the TRU Academic Calendar and on the [Admissions](#) website.

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.

As noted in standard 2.C.1, faculty members initiate and are responsible for curriculum development in consultation with departmental curriculum committees and faculty councils.

The [TRU/TRUFA](#) (Article 10) and [TRU/TRUOLFA](#) (Article 6.7) collective agreements outline the duties, responsibilities, and authority of faculty members and OLFMs in relation to curriculum development. TRUFA members have primary authority and responsibility for determining and assessing program and course learning outcomes. Campus based faculty members and departments play a primary role in the development of OL curriculum at the program level, as faculties and schools retain academic oversight of their credentials offered through OL Division.

TRUFA members have an active role in the appointment of new faculty members. As per the requirements of the TRU/TRUFA Collective Agreement (Article 5.3), TRUFA members are recruited and selected based on a collegial process involving tenured faculty members from the applicable faculty or school. The collective agreement stipulates that an appointments committee consisting of a minimum of five (5) tenured faculty members of the department (or cognate department) make a recommendation to the dean regarding all faculty member hires. Similarly, the TRU/TRUOLFA Collective Agreement (Article 6.3) stipulates that three (3) OLFMs who are subject matter experts are voting members of the selection advisory committee for OLFM appointments.

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 [Library](#) website identifies a number of services and resources for faculty members, OLFMs, and staff including the Liaison Librarian program, which facilitates communication and collaboration between the library and academic departments across the university.

In addition, during the early stages of new curriculum development, all new courses and programs require the completion of a [Library Curriculum Consultation](#) form to assess availability and appropriateness of resources. Programs undergoing a major modification are required to complete a library curriculum consultation form as well.

The library instruction webpage provides an overview of the instruction program offered for faculty members and OLFMs. Teaching faculty can email, phone, or use online request forms to request a library instruction class session or one-on-one consultation with librarians in support of learning and research needs. Sessions are created in collaboration with faculty members to build course specific learning outcomes and objectives that meet the needs of the students' assignments based on information literacy outcomes, discipline specific needs, and academic level. Initial work is being done on modernizing the Library's information literacy curriculum to be in alignment with the Association of College and Research Libraries' *Framework for Information Literacy for Higher Education*.

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 PLAR department is guided by policy [ED 2-0: Prior Learning Assessment and Recognition](#). In addition, the PLAR department has an approved operations manual for implementing the Credit Bank. Processes in this manual are modeled after the ACE Credit Recommendation Service practice.

For programs offered on campus, a maximum of 25% of the credits required in a program can be awarded as PLAR. As per policy, exceptions to this would be subject to recommendation by the appropriate faculty council and requires approval from the dean.

Under the [TRU Act](#), TRU is mandated to serve the open learning needs of BC and to establish and maintain an Open Learning Credit Bank. This mandate is fulfilled in part through the work of the PLAR department. The *TRU Act* requires that TRU not set a percentage threshold for prior learning credits applied towards degrees offered in OL Division. According to the [Guidelines for Admission Requirements/Prerequisites of Open Learning Courses/Programs](#) for residency and acceptance of PLAR credit adopted by PCOL, the proportion of OL credentials for which a student may receive PLAR credit is unlimited at the undergraduate level.

As noted on page 17 of the [Academic Calendar](#), PLAR may be used under exceptional circumstances and on a case-by-case basis for entrance into graduate studies. This may occur when a student does not meet all of the admission standards but: (1) they have significant professional or community experience relevant to the proposed area of scholarship; (2) they can provide evidence of undergraduate degree equivalency; and (3) they can demonstrate the ability to successfully undertake graduate studies. At TRU, equivalency to a degree can only be achieved through PLAR. If granted, admission is coupled with a qualifying semester or qualifying year. The intent is to maintain the principles of open access while establishing the conditions for academic success. While PLAR may be used to satisfy entrance requirements to graduate programs, PLAR is not used to secure advanced graduate credit.

All PLAR credits are identified by a special code on the student's transcript, "S," indicating satisfactory completion through PLAR. TRU offers students no assurance regarding the number of credits awarded prior to the completion of the PLAR process.

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.

Policy [ED 2-4: Transferability of University Credits](#) governs the practices by which TRU awards transfer credit for its degrees.

TRU subscribes to the Pan-Canadian Protocol on the Transferability of University Credits, by which TRU agrees to consider for credit all relevant coursework completed by transferring students at other Canadian universities. Acceptance of the protocol does not limit the academic autonomy of TRU. The final judgment in accepting transfer credit remains TRU's responsibility.

BC post-secondary institutions have extensive articulation agreements documented in the [BC Transfer Guide](#). BCCAT administers the BC Transfer Guide and facilitates 67 province wide, discipline specific articulation committees that meet regularly to discuss transfer credit and articulation matters. TRUFA members represent the institution on these committees. In addition, the OL Division participates in the [Transfer Alberta program](#).

Transfer credit evaluations are conducted by the Registrar's Office upon receipt of the official transcript. Course level articulation agreements are typically made when a new course is developed or when a student receives transfer credit for a particular course at a particular institution. A centralized team is responsible for transfer credit evaluations, thereby increasing the university's application of a consistent standard for all evaluations. Approved institutions for transfer credit are recorded in the Banner Student Information System, as are courses that faculty departments have approved as equivalencies. An extensive list of course articulations by institution are housed in the Banner articulation tables and are maintained as agreements change and new institutions and courses are evaluated. International transfer credits with accredited universities abroad are awarded on an individual basis.

Academic and program advisors are responsible for applying transfer credit to an individual student's program where the transfer credit appropriately meets the student's graduation requirements. For OL programs, a delegate of the dean's office signs off on all student program plans. For vocational or career technical programs, the department chairperson or program coordinator conducts the evaluation and applies the credit. Graduate courses must receive approval from the appropriate program coordinator (a graduate supervisor and teaching faculty member) for the application of transfer credits to individual graduate program requirements.

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.

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.

As noted under standard 2.C.1, all TRU baccalaureate degrees meet the DQAB [Degree Level Standards](#) (pages 15-16). Further, TRU’s Graduate Attributes and ILOs aim to prepare graduates for a productive life of work, citizenship, and personal fulfilment.

Applied undergraduate and certificate programs incorporate instruction in the areas of communication, computation, and human relations in ways that support program goals. In particular, TRU’s Associate of Arts and Associate of Science degrees follow provincial credential standards as set out in the BC Transfer System.

As previous NWCCU evaluation committee recommendations have noted, “TRU baccalaureate degrees do not maintain a *form* that speaks to the standard in ways that are familiar to NWCCU members” however “... arguably hold the potential to *function* in a manner that is consistent with Standard 2.C.9...” Following these recommendations, TRU has taken a faculty-led approach to defining general education at TRU. We are committed to a process that is thoughtful, inclusive, and meaningful to the institution.

For more details, please refer to section *Response to Recommendations, Recommendation 2, Standard 2.C.9 and 2.C.10* for a description of TRU’s general education initiative.

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.

All applied degree and certificate programs undergo the same rigorous internal and external review processes as outlined under standard 2.C.1. Many of the applied degree and certificate programs have provincial curricula with articulated learning outcomes that must be followed to meet accreditation standards. Examples include Industrial Training Authority programs in the School of Trades and Technology, and the Practical Nursing Diploma and Health Care Assistant programs in the School of Nursing.

Highly qualified faculty members are employed to teach in these programs. The recruitment and review of faculty follows the same details as stated under standards 2.B.1 and 2.B.2.

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.

All graduate programs at TRU conform to the graduate degree level standards required by DQAB (referenced on pages 17 and 18 of [Criteria and Guidelines](#)) and are subject to TRU's rigorous internal and external curriculum approval processes (see standard 2.C.1). The DQAB standards are detailed further under standard 2.C.15.

GSC is tasked with reviewing matters of administration, policy, and practice pertaining to graduate degrees, and makes recommendations to Senate and the Board for approval. In addition, GSC has mandated a process by which faculty members receive approval to teach graduate level courses or supervise student research. All faculty who have been approved to teach or supervise within the graduate programs must have their approval renewed every five (5) years.

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.

Admission to TRU graduate programs is highly selective. All graduate programs at TRU require students to have a three (3) or four (4) year Canadian baccalaureate or equivalent degree from a recognized institution (degrees and grades from international applicants are assessed on their equivalency to those of TRU). Students must also demonstrate academic excellence with a minimum grade point average of 3.0 (on a 4.33 point scale) in the last two (2) years of an undergraduate degree or the equivalent of two (2) years of full-time study. Admission to graduate programs and special considerations are noted on page 17 of the [TRU Academic Calendar](#). In addition, international students whose first language is not English are required to provide proof of English language proficiency for direct entry into academic programs. The specific graduate program committees set additional requirements as needed.

According to TRU policy [ED 3-5 Grading Systems](#), a student who receives a B- or lower in two (2) or more courses will be required to withdraw from a graduate program regardless of their grade point average unless the program recommends otherwise. Individual programs may require a higher minimum passing grade. Research and Graduate Studies allows for academic probation as noted on page 130 of the [Academic Calendar](#): “if GPA falls below 2.67 on a 4.33 scale in a term, students are placed on academic probation”.

Admission requirements are published in the TRU Academic Calendar, the graduate studies admissions webpage, and on specific program webpages.

See standard 2.C.8 for a discussion on transfer credit procedures.

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.

Graduate credit for experiential learning is incorporated into TRU’s graduate programs whenever it is a component of the approved graduate program. Whenever experiential learning is included in the curriculum, it is supervised by qualified faculty members approved to instruct graduate level courses (see **Appendix 9** Faculty Participation in Graduate Studies) and assessed according to the stated learning outcomes of the course.

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.

TRU assures that professional master’s programs develop high levels of knowledge and performance skills directly related to effective practice within their respective profession.

Master’s degrees must be approved by the GSC, Senate, and Board, and then submitted to DQAB for review and approval. DQAB sets out clear expectations of master’s degrees, including those related to professional master’s degrees. These

expectations are referenced on pages 17 and 18 of the [Degree Program Review: Criteria and Guidelines](#).

In addition, TRU regularly consults with professional advisory boards, employers, and industry stakeholders to verify that graduate programs are designed to prepare students for professional practice.

A complete list of graduate programs offered at TRU is included in **Appendix 10**.

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

Continuing education is coordinated primarily through the School of Trades and Technology and TRU's regional centres. Continuing education courses and offerings can be found on the [Continuing Studies](#) webpage.

Continuing Studies addresses the foundational goals of the TRU Academic Plan with flexible course scheduling and culturally appropriate custom designed programs and courses. TRU meets regularly with local and regional stakeholders to identify and deliver relevant course offerings that meet the identified needs of the community.

Continuing education courses offered in Williams Lake and the regional centres are administered by a team of Community Coordinators in Barriere, 100 Mile House, Lillooet/Lytton, Clearwater, and Williams Lake. Though spread out in a large geographical area, coordinators work collaboratively to deliver an extensive number of courses in arts, business, computing, forestry, general interest, health and safety, language, personal and professional development, and trades. Community Coordinators meet monthly via teleconference to plan course offerings that meet the needs of TRU's regional communities and align with TRU's *Strategic Priorities* and Academic Plan.

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.

TRU maintains direct responsibility and oversight for the quality and content of its continuing education programs. The programs are governed by the policies and procedures of the University; specifically, [ED 8-1 Credit and Non-Credit Courses](#). All continuing education courses that meet the criteria for academic credit must follow the standard curriculum approval procedures (see standard 2.C.1). Credit continuing

education courses are taught by TRUFA members, require a course outline (as per policy [ED 8-3 Course Outlines](#)), and must conform to TRU policies and procedures regarding assessing student achievement and awarding credit.

Continuing studies coordinators administer appropriate internal processes to approve non-credit continuing education courses. The students or participants enrolled evaluate all non-credit continuing education programs on an on-going basis. These evaluations encompass both course content and instructional technique. The Continuing Education Coordinator reviews the evaluations submitted for each course and revises the course delivery or content as needed.

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.

Continuing education courses offered for credit are guided by TRU's policies and procedures governing the awarding of academic credit (see standard 2.C.3).

For all non-credit courses, students are assessed as complete or incomplete. Where appropriate (e.g., Occupational First Aid) students must achieve a minimum percentage on a final exam to receive a certificate of completion.

Students may apply for credit for continuing education courses through TRU's PLAR program. Policy [ED 2-0 Prior Learning Assessment and Recognition](#) governs credit granted for continuing education courses according to consistent standards and best practices.

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

Continuing education course offerings appear on the [Continuing Studies](#) webpage. TRU maintains a database of all courses offered each calendar year. Course files include an enrollment list, course completion numbers, attendance, and copies of industry recognized certifications where applicable. TRU follows policy [ADM 02-3 Records Retention/ Destruction](#) when keeping records for continuing education programs.



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.

TRU supports student learning primarily through programs overseen by the Faculty of Student Development (FSD), which works collaboratively with faculties, schools, and divisions, including TRU World International Student Services.

Academic supports and student life programming at TRU are aligned with TRU's *Strategic Priorities* and the [FSD Strategic Plan](#). TRU students are supported in multiple and varied ways, including academic supports, health and wellness, career and experiential learning, student life, and student safety and conduct. A comprehensive list of programs and services can be found on the [Student Services](#) webpage. A report on this programming is published annually.

Students are provided with timetabling and course selection support through face-to-face workshops and information on TRU's [Admissions](#) webpage through Enrolment Services. Providing students with necessary academic supports, including providing efficient and transparent tracking as they progress towards degree completion, are ongoing initiatives that are continuously evolving to meet the needs of students.

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.

TRU ensures a safe campus for all students through the collaboration of contracted security services, the Office of Safety and Emergency Management (OSEM), and the Office of Student Affairs.

Emergency management is led by OSEM with support from Marketing & 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.

TRU enlists the services of Paladin Security, which provides a 24 hour security presence, up to date tracking and reporting systems, an increased focus on training and performance management, and a security concierge desk. On the Williams Lake campus, security services are contracted through P.D. Security, which provides out of hours patrols.

The Royal Canadian Mounted Police (RCMP) has a nationally instituted plan for immediate police response. Together with TRU, the RCMP has created School Action for Emergencies (SAFE) plans for both the Kamloops and Williams Lake campuses. TRU works with the RCMP to keep SAFE plans up to date as TRU makes changes to

the campus. TRU 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.

TRU has an active threat assessment team on campus trained by Protect International, specialists in Violence Risk Assessment and Management. Additionally, TRU has a Behaviour Intervention Team with membership from a range of professionals and front line services (e.g. Student Affairs, Residences, Accessibility Services, Security, Safety & Emergency Management and Risk Management) that meet regularly to discuss concerns regarding students on campus and regional centres. TRU's approach also includes a program of Active Threat training that encourages the recognition and reporting of worrisome and concerning behaviours. In 2016, over 1200 employees attended one of 60, two (2) hour, face-to-face training sessions that were filmed and are available online for re-fresher training or as part of the Active Threat Training program. In addition, face-to-face sessions are held three (3) times a year for those who prefer interactive training.

Initiatives not mentioned above include conducting crime prevention through environmental design reviews of the Kamloops campus, introducing a safety application called TRU SAFE 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.

[ADM 22-1 Student Off-Campus Safety and Travel Policy](#) details additional safety provisions.

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.

Through its multi-tiered admissions structure, TRU is able to recruit and admit a broad base of students across multiple disciplines that span undergraduate vocational training, educational upgrading, career technical programs, certificates, diplomas, degrees, and graduate certificates, diplomas, and degrees. TRU's mandate to provide open education is the driving force behind recruitment and admission policies and practices.

TRU actively recruits a diversity of students, both locally and internationally, to its programs in Kamloops, Williams Lake, the regional centres, and online. A detailed list of initiatives aimed at recruiting high school, international, mature, and transfer students can be found on the [Admissions](#) webpage.

A dedicated team of domestic recruiters supports the legislated mandate to provide educational and training needs in the region. The recruitment office has developed

ongoing enrollment plans for the Kamloops and Williams Lake regions and through the regional campuses. In addition, a dedicated team of international specialists provides ongoing support and development of recruitment within a diverse international market. Finally, a dedicated recruiter focuses on the transition of Indigenous students from local communities to educational centres.

All new TRU students receive in-person, telephone, or email guidance regarding planning, program options, registration, and timetabling. TRU also provides online resources with admissions and advising information, including web-based documents and videos. Students are provided with academic advising regarding core and elective course selection, majors and minors, upgrading, exchange, co-operative education, and internal and external transfer.

The FSD provides new students with support related to personal, social, and academic adjustment through TRU Orientation and TRU Experience initiatives from the point of registration through the first year of study. 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.

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.

TRU policy [BRD 8-4: Program Reduction and Elimination](#) provides guidance to the TRU community in the event of program closure or change.

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:

- **Institutional mission and core themes;**
- **Entrance requirements and procedures;**
- **Grading policy;**
- **Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences and projected timelines to completion based on normal student progress and the frequency of course offerings;**
- **Names, titles, degrees held and conferring institutions for administrators and full-time faculty;**
- **Rules and regulations for conduct, rights and responsibilities;**
- **Tuition, fees and other program costs;**
- **Refund policies and procedures for students who withdraw from enrollment;**
- **Opportunities and requirements for financial aid; and**

- **Academic calendar.**

TRU publishes an [Academic Calendar](#) for both campus and OL programs that addresses each component from the list above. Students may order a print-based academic calendar for a fee of \$5.00 or access the on-line version free of charge. All new students are notified about the calendar on the admissions, registration, and advising websites, by email before registration opens, and during advising appointments.

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.**

TRU provides both web and print publications that include detailed descriptions of skill sets and associated careers related to each discipline. Information related to licensure, qualification, and membership in professional bodies is available through the program website. Programs typically include information related to these processes and standards in the curriculum.

A comprehensive list of professionally accredited programs is available on the [Program Accreditation](#) webpage. Current provincial and national licensing requirements are found in print and online brochures distributed by the Registrar's Office and individual program offices.

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.

TRU is subject to BC's [Freedom of Information and Protection of Privacy \(FOIPOP\) Act](#). As such, the University takes steps to ensure the secure retention and protection of student information. TRU's Information Security Committee supports TRU's mission by providing oversight and prioritization of information security issues through the review and development of information security policies, procedures, and guidelines at the request of the appropriate governing body.

The Chief Information Officer and Associate Vice President, Digital Strategies is designated by policy as the head of TRU's information security program and is supported by a full-time Information Security Officer. The president is designated by policy as the Head of Public Body for FOIPOP and is supported by a Privacy Officer working within the General Counsel's Office.

Information Security Policies

[BRD 16-1: Information Security Policy](#)

[BRD 16-0: Responsible Use of Information Technology Facilities and Services](#)

[ADM 2-2: Confidentiality of Student Information](#)

[ADM 2-1: Information Disclosure](#)

[ADM 2-3: Records Retention/Destruction](#)

[ADM 2-0: Head, Freedom of Information and Protection of Privacy](#)

[ADM 4-2: Conflict of Interest](#)

[ITS Change Management](#)

Information Security Standards

The following standards have been approved by the Information Security Committee and apply to all staff, faculty, and third parties who access the University's information:

[Information Classification Standard](#)

[Breach Protocol](#)

[Minimum Password Standards](#)

[SmartPhone Standards](#)

[Mobile Device Standards](#)

[Multi-Function Device \(MFD\) Standards](#)

[Banner – Data Standards, Data Integrity, and Security Guidelines](#)

[Generic Account Standard](#)

[Cloud Security Standard](#)

[TRU Operations Security Standard](#)

[TRU Access Control Standard](#)

[TRU Account Management Standard](#)

[TRU System Configuration Standard](#)

TRU also publishes a comprehensive [Protection of Personal Information](#) on the website.

Record Security

The Banner Information System runs on several Dell servers. The Banner systems use a multi-tiered architecture with external services located in a secure DMZ network and all internal systems located in a separate secure core network. Both are located behind the campus-wide firewall separated by internal firewalls and are on separate subnets. All servers are scanned for vulnerabilities quarterly and patched when a significant risk is identified.

Authentication to TRU administrative systems uses unique identifications and strong passwords. Access to particular Banner systems, forms, and data is controlled through Banner security classes, which are assigned by the user's role. Designated data owners or their delegates approve all access. Privileged access is continuously monitored with a LogRhythm Log Management/SIEM, and a privileged account access report is generated daily for review. Administrative privileged account credentials are stored and

accessed using a Thycotic Secret Server, which stores these credentials in an encrypted format.

Web traffic is encrypted with Secure Socket Layer protocols, which provide cryptographically secure communications on the Internet. All file transfers are performed using secure protocols such as Secure Shell (SSH) File Transfer Protocol, and thus the information is encrypted before sending it across the Internet, preventing anyone who might intercept the traffic from deciphering the content. All direct interactive log-ins to the administrative servers are through SSH, which is a protocol for creating a secure connection between two (2) systems using a client/server architecture. SSH provides mutual authentication, data encryption, and data integrity.

Information Release and Student Rights

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

TRU policy and standards are supported by a variety of procedures. These include a written incident response guide, annual external system audits, quarterly vulnerability scans of all servers, monitoring of logical and physical access to the Banner systems, restricted visibility of active directory information (preventing students from browsing the directory or email address book), and monitoring of access to lightweight directory access protocol services. TRU also maintains a Data Standards Working Group that administers the data standards, data integrity, and security guidelines for the Banner systems.

Backup and Recovery Procedures

TRU technical staff perform full backups to remote disk arrays for the Banner database system daily. Backups are retained for two (2) months. Remote disk arrays are located at the City of Kamloops transit exchange, several kilometers away from the TRU data centre. Banner backup and recovery is enhanced through the Oracle Data Guard for high availability failover. A geographically separate operational Banner disaster recovery site is 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 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.

Administrative privileged account credentials are stored and accessed using a Thycotic Secret Server, which stores these credentials in an encrypted format. Recently, two (2) factor authentication has been added to this system to further ensure secure access.

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.

TRU's Student Awards and Financial Support Office provides a comprehensive range of programs to assist students in financing their education and living costs and to recognize academic excellence. TRU provides over 100 entrance scholarships annually, ranging in size from \$1,000 to \$22,000. Details and applications are available online and are governed by policy [ED 9-0: Entrance Scholarships](#).

Over \$1 million in scholarships, bursaries, and awards are provided annually to returning students. The Student Awards' website links to the online [Scholarship, Bursary and Award Guide](#), which provides full details and criteria for each of the more than 500 awards available.

Student Awards staff assist more than 2,000 students annually in applying for a wide range of full-time and part-time government loans and grants. In addition to confirming and monitoring enrollment and adjudicating block-funded programs, Student Finance Advisors are available to assist students with application difficulties, understanding complex student loan policy, and submitting reassessments and appeals of funding decisions.

Approximately 100 students a year are employed in the need based TRU Work Study Program. The Student Awards Office also offers short-term emergency bridging loans, provides general advising on budgeting and financial literacy, and assists students in crisis with funding.

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.

With the exception of 30 to 90 day emergency bridging loans, Student Awards does not provide repayable assistance. Students who receive offers of multi-part awards sign an acceptance form detailing exactly what is required to maintain their award. However, except in cases of fraud or misrepresentation, funding is never retracted once disbursed, thus failure to meet the award conditions simply means future disbursements are cancelled.

Student Awards works alongside StudentAid BC and other provincial authorities to ensure students are aware of their government student loan repayment obligations and options for repayment assistance. Student Awards also works with the appropriate Canada Student Loan and BC Student Loan offices to monitor TRU's federal and provincial repayment rates by program.

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.

First and second year students are supported through centralized Academic Advising. This unit includes student transitions, academic advising, and academic support. Advisors offer online interactive resources and a variety of individual and group sessions assisting students with registration, program and course information, worksheets, online step by step information videos, program specific group workshops, one on one advising sessions, timetabling workshops, and email and telephone support for specific questions.

Students in the upper years of their programs access advising through program specific or faculty advising offices. Advisors in the upper years give program or major specific guidance.

International students are assigned an international advisor; however, they may also use the advising resources detailed above.

With the implementation of Degree Works, students will see improvements in tracking graduation requirements that will increase advising accuracy.

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

At TRU, management of co-curricular programs formally takes place in the FSD however opportunities can be found across the institution. 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-operative education, study abroad, athletic events, academic lecture series, workshops, well-being, recreation, and student clubs administered by TRUSU. A campus wide 'co-curricular' is meant to complement and enhance academic classroom study. For a comprehensive list of TRUSU clubs visit the [Club Directory](#).

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.

TRU provides three (3) options for on-campus housing: apartment style accommodation at Upper College Heights; dorm room accommodation at McGill Housing; and suite style with common kitchen at TRU Residence.

McGill Housing and Upper College Heights are owned by TRU. Campus Living Centres (CLC) is contracted to manage the operations. The TRU Residence falls under a different arrangement, whereby CLC owns and operates the asset (on a sale leaseback basis from TRU) and includes a profit sharing arrangement with TRU. With CLC operating all of TRU's residence facilities, there is a close relationship between CLC, FSD, Ancillary Services, and other university departments. The residence assistants host various social functions to help transition students into their new environment. They also provide an orientation service and refer students to a variety of campus support services. FSD faculty members and staff maintain a close and effective working relationship with the residence management and staff.

The TRU Bookstore offers products and services that support and complement academic programs. Bookstore staff work closely with faculty members to ensure course materials are available and prices are reasonable for students. The Bookstore emphasizes the acquisition of used textbooks and other cost-reducing strategies to lower the net cost to students. The Bookstore has two (2) locations: the primary store is located on the Kamloops' campus in the Campus Activity Center and the second store is located on the Williams Lake campus.

TRU operates and provides a wide range of copy services through the Print Shop. Located in the Old Main building, it is a convenient destination for students and employees.

TRU provides a wide range of food outlets and dining options for students. In addition to its dining locations, TRU Food Services manages 40,000 square feet of conference space located in the Campus Activity Centre and provides a broad range of catering options.

TRU hired external consultant Porter Khouw Consulting (PKC) to conduct a campus wide consultation and review of its food services operations. All students, staff, and faculty members were given an opportunity to provide input to the future of food services at TRU. The TRU Food Service Survey, feedback from focus groups, and recommendations will help guide the strategic plan for dining on campus.

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.

TRU sponsors 12 varsity sports Wolfpack Teams. The TRU varsity sports teams compete in the Canadian University Sport league, and more specifically the Canada West Universities Athletic Association, with the exception of the baseball team. Baseball competes in the Canadian Collegiate Baseball Conference. The Athletics department staff is organized and managed under the Director, Athletics and Recreation.

Student athletes are admitted in the same manner as non-athlete students and under the same academic standards as non-athlete students. Student athletes must achieve a 2.0 GPA to be eligible to receive a scholarship. If a student athlete's GPA falls below 1.5, they are placed on academic probation, as with any TRU student. Student athletes have continually improved GPA averages, as coaches and staff emphasize and support students' educational goals including group study sessions, tutoring, the [PACE](#) program, and supplemental learning.

Student athletes are apprised of policies and procedures in the [Student Athlete Handbook](#). Athletic financial awards are under the supervision of the TRU Student Awards and Financial Support Office, which works closely with athletics staff to grant athletic scholarships and bursaries.

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 OL Division applies similar rigour to that used for on campus courses in the systems and mechanisms used to ensure student identity. Students taking courses through OL use the Blackboard learning management system. They use their TRU-OL identification, password, and account information to gain access to their courses. All matters related to instruction, administrative support, and all communications with students strictly adhere to the regulations of FOIPOP.

For examinations, students taking OL courses must produce a valid piece of photo identification (ID) or, if the student does not possess photo ID, at least three (3) pieces of alternate ID that include the name and signature of the student. The OL Division authorizes all examination centers. Invigilators and examination proctors are thoroughly vetted through an approval process, and they observe FOIPOP guidelines in the management of information pertaining to students' ID.

There are no additional costs for students to verify identity. Students have free access to OL authorized testing centres in BC; however, they may be required to pay fees set by approved testing stations outside of BC and around the world. OL Division has no

involvement with the setting or collecting of these fees. Students are advised about the potential for this additional expense at the time of registration.



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 TRU Library is embarking on a pan-institutional consultation, including both the Kamloops and Williams Lake campuses, to help inform the Library's strategic planning process. This consultation is critical for the Library's role in supporting the transformative learning, teaching, and research occurring at TRU. Consultations will take a multi-pronged approach and include: focus groups, discussion sessions, and targeted surveys. Information about the strategic planning process, including timelines and documents, are posted on the Library's website.

The [TRU Library](#) has four (4) distinct locations, three (3) on the Kamloops campus (Main Library, Brown House of Learning (HOL), and Law Library) with the fourth (4th) at the Williams Lake Campus. In total, the Kamloops facilities span roughly 4,890 square meters in size and provide 408 student seats. In addition, there are 14 group workrooms, a 20-station computer classroom, and multiple computer stations for quick searching.

The Main Library houses the A-P call number ranges of the general collection as well as maps, aerial photography, pamphlets, microform, English as a Second Language collection, children's books, and the curriculum collection. The Main Library has 40

student computers (login required and managed by IT) and eight (8) computers open to all users (no login required). All computers provide access to research and productivity software and resources. The HOL Library contains the call number ranges of Q-Z and related science periodicals.

The Law Library is located on the third floor of the Old Main building within the Faculty of Law precinct. Access is granted by key card for Faculty of Law students, faculty members, and staff. Non-law users may request to borrow any item from the Law Library's collection, which will be delivered to the Main Library or HOL Library. Non-law users can be referred to make an appointment with Law Library staff if they need 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 providing 150 quiet study seats for students. The Law Library collection has grown to include over 10,000 books, 5,100 law periodicals, and 138,000 distinct digital titles.

The Williams Lake Campus Library is the smallest of the libraries and holds over 9,606 physical items that includes over 7,800 monographs and 300 audiovisual items. Williams Lake campus students, faculty, and staff have full access to the entirety of the TRU Library collections with expedited courier service transporting physical items between the campuses and full access to a myriad of online resources.

As of August 2018, the TRU Library collection consists, in part, of 216,754 items, including 180,788 books, over 13,000 serial volumes, 15,393 government documents, over 600 maps, 1,899 microforms, and over 8,510 audiovisual and CD/CD-ROM holdings. TRU currently has access to 42,175 periodicals, of which approximately 15,500 are highly stable e-journal titles direct from publisher sites.

The 2017 NWCCU evaluation team raised concerns regarding TRU's multiple library locations, citing issues with service duplication and stretched library staff. TRU recognizes that splitting the Library's main collection across two (2) Kamloops locations is not ideal for library staff, library services for students, and faculty members using the Library's collections, services, and spaces. As a result, the Library submitted a proposal to collocate library services and collections into one (1) location in 2017. The proposal was accepted by the senior executive and has moved to the next phase of the Capital Projects Planning Advisory Group's (CPPAG) workflow.

The Kamloops campus libraries employ library staff and subject librarians to meet the needs of faculty members, staff, and students. A detailed list of each subject librarian by department is posted on the [Subject Librarians](#) webpage. A comprehensive list of [Library Staff](#) is also posted on the webpage.

The Library seats to student FTEs (currently at 8,151) ratio is 0.05 or five percent (5%) and remains well below the norm for academic libraries in North America. Typical standards call for a 10% ratio at commuter schools and upwards of 50% for research/graduate intensive institutions.

The Library remains 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 2005. While some new money has come in over the years, it has mostly targeted increases to buy access to seminal databases needed to support new programming such as the Institute of Electrical and Electronics Engineers (IEEE) in support of the new Bachelor of Engineering in Software Engineering program. Due to the constraints of the Library budget, there remains several key resources and services in each discipline that are not available to students, faculty members, and OLFMs. Current trends in library resources see more content offered via subscription (or lease) rather than outright purchase. Digital content is driving this trend.

Physical items (i.e. print books, print journals/magazines, DVDs, etc.) owned by the Library are available to all TRU students, faculty members, OLFMs, and staff with most items available to be checked out of the Library for use over a specific time period. The Library delivers most physical items to distance students on request; however, print reference, and course reserves material are not typically available for distance delivery.

To facilitate access to resources for distance learners, and in many cases to maximize purchasing power, the Library has committed to electronic formats when appropriate and available. The Library currently provides access to over 164 electronic databases and e-journal packages, providing access to millions of indexed records and tens of thousands of journal titles through highly stable publisher sites and aggregator databases (slightly less stable).

The Library publishes a list of policies on the [Library Policies](#) webpage.

The [Library Resource Development Policy](#) guides TRU's acquisition of a wide variety of information resources, including traditional collection development, and a commitment to acquiring library materials in electronic format when appropriate. The Library currently spends approximately 79% to 89% (\$990,532 in 2018) of the total acquisitions' budget on electronic resources.

TRU participates in several consortia for purchase of library and information resources. Consortia negotiate deeply discounted pricing from the major publishers and vendors of academic information resources and allows TRU to have access to critical resources at affordable prices. TRU Library is an active participant in the following consortia:

- Canadian Research Knowledge Network (national);
- Council of Prairie and Pacific University Libraries (regional);
- British Columbia Electronic Library Network (provincial); and
- Electronic Health Library of British Columbia (provincial).

Some of these highly valuable full text research resources include JStor, Web of Science, Science Direct, American Chemical Society, Wiley, Springer, Sage, and other

undergraduate oriented and general information aggregators such as Academic Search Complete and Hospitality & Tourism Complete.

Interlibrary Loan and Document Delivery Services are offered free of charge to all TRU faculty members, OLFMs, staff, and students. These services provide users with access to resources not currently available or owned by the TRU Library. In most cases article requests are delivered directly to the requestor's email within 24 to 48 hours.

Both the Main Library and HOL Library provide circulation, reference, and printing/copying/scanning services to TRU students, staff, faculty members, and OLFMs. Reference services are offered face-to-face, via telephone, email, and/or live chat. Additionally, the TRU Library participates in the provincial [AskAway](#) service, which provides expanded reference hours for students across the province through chat services.

In order to assess the availability of library resources for new programs, the academic approval process requires faculty members to consult with their assigned librarian liaison during the first stage of curriculum development with the completion of a library curriculum consultation form.

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

User feedback is primarily collected from three (3) sources: an online comment form and/or email address, student surveys at the end of library instructional sessions and one-on-one research consultations, and social media channels such as Facebook and Twitter. The variety of feedback sources are monitored regularly and comments are considered in the Library's overall review process.

[LibQual+](#) is administered by the Association of Research Libraries and has become an industry standard used extensively by academic libraries throughout North America and the world. The survey attempts to gather information from respondents in three (3) areas: effectiveness of services, information control, and library as place. The survey is designed to highlight the strengths and weaknesses of an organization through a gap analysis of respondents' minimum, desired, and perceived levels of service.

The TRU Library consistently documents its circulation statistics. Monthly and annual data tracking is conducted and includes information by type of item (i.e. book, serial, video, laptop checkout, etc.). This data provides insight into heavily or marginally used sections of the physical collection and may provide details supporting increased investment in material for one discipline area over another. This type of data can also highlight popular services, such as laptop checkout, or identify low use areas, such as print serial circulation.

The Library tracks usage statistics for electronic resources, including databases, full text e-journals, and e-books. On a regular basis, library staff access consortia, publisher, or vendor websites to download and use statistics. In addition, the Library uses an electronic resource management system that facilitates the collection and use of data and addresses some of the challenges library staff currently face in collecting, storing, and sharing this type of data. Usage data is highly valuable for the Library, guiding decisions regarding renewal of individual serial subscriptions, databases, or e-journal packages. The Library examines use, content appropriateness for TRU, and cost as part of the decision making process.

TRU Library's use of LibInsights has expanded and is being used to more fully gather and analyze reference desk statistics, circulation statistics (total numbers and by subsections of the collection), space usage patterns, and library instruction sessions. Like most academic libraries, the overall number of reference transactions has declined in recent years. Responding to that shift in user needs and the data gathered through LibInsights, the Library moved to a single service desk, staffed by library technicians. At the single service desk, students receive immediate assistance to the vast majority of research needs. Research inquiries requiring in-depth assistance are referred to Librarians. Librarians are involved in more one-on-one research and project consultation than ever before, as students' routine inquiries are handled immediately leaving more time to meet with Librarians. With the increased analysis made possible by LibInsights, the Library can now generate detailed reports highlighting the various aspects of how students and faculty use the Library. This data has and will continue to inform service offerings to better meet users' needs.

The Library Council, made of library faculty members and administration, meets monthly to advise the University Librarian on operational decisions, faculty-specific issues, and annual and long-term planning. The composition and terms of reference for the council are currently under review. The goal of the revised terms of reference is to ensure that the council is more inclusive in its representation, bringing in missing voices such as those from library technicians and students.

Finally, in 2016 an Electronic Resources and Assessment Librarian was hired to develop a full assessment plan for assessing the Library's collections, services, and spaces.

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 Library provides instruction and support for students, faculty, OLFMs, and staff as detailed on the [Library's](#) webpage. This includes reference and one-on-one consultations, classroom instruction, support to distance students through Moodle or Blackboard integration, and workshops.

The Library also provides instructional resources available 24/7 to all users in the form of general, subject specific, and class specific LibGuides. Instruction emphasizes the variety of formats and sources of information available, how to evaluate the resources, appropriate and ethical use of information, and information resources.

Library staff work closely with faculty members and OLFMs to ensure successful integration of library instruction and support throughout the curriculum as part of the Library Liaison program.

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.

In 2016, the Library hired a tenure-track Electronic Resources and Assessment Librarian to develop a formal library assessment plan and outline a plan for moving forward. This process included: collecting, analyzing, and using vendor supplied usage statistics to determine cost per use of resources; soliciting feedback from users about current needs that support teaching, learning and research; and, assessing non-collection service offerings such as circulation, reference, and outreach.

To date, the evaluation process has lead to the following reviews and assessments:

- one-off serial subscriptions;
- price per use data to determine relevance of certain low use, high cost titles, allowing the Library to better maximize its subscriptions budget;
- e-journal and database packages to analyze usage statistics for current subscriptions;
- an internal ranking and review of databases;
- circulation statistics, generated from TRU's integrated library system SIRSI; and,
- reference desk, space usage, and gate count statistics collected through LibInsight.

Finally, TRU is a member of the Council of Prairie and Pacific University Libraries (COPPUL) Shared Print Archive Network 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 (BC, Alberta, Saskatchewan, and Manitoba). During the summer of 2018, a major deselection project was completed, preserving unique and local content. Further work to ensure that only high quality materials appropriate and relevant to the existing and future teaching, learning, and research needs at TRU is ongoing.

Information gathered from these reviews will supplement the formal library assessment plan that is currently under development.



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.

In BC, institutions receive base funding from the provincial government while also generating revenue from tuition, ancillary services, federal grants, donations, endowments, investments, and research grants.

AEST publishes the [Accountability Framework](#) and institutions' [Budget Letters](#) that provide details regarding funding and expectations. In addition, AEST publishes criteria for [Capital Planning](#) that regulates assessment and oversight of capital projects to ensure that facilities meet educational and provincial government requirements for providing high quality and accessible public post-secondary education.

In BC, public post-secondary institutions are required to uphold annual balanced budgets and meet or exceed their financial targets. [TRU's Budget Letter](#) identifies its' FTE targets, which are consistently met or exceeded. In addition, institutions are required to prepare annual audited financial statements for financial reporting to the Ministry.

TRU has consistently operated, on an all funds basis, in a surplus position since 2002. Surpluses have allowed TRU to build equity, operational, and cash reserves for strategic reinvestment back into its operations and capital needs. The institution's

audited financial statements are transparent and publically available on the [Financial Services](#) website.

The accumulation of both equity and cash reserves allows TRU the opportunity to review both its short term (one to four years) and long term (greater than five years) resource allocation strategies, which gives TRU the flexibility to redeploy its reserves into a variety of needs such as buildings and equipment. All reinvestment of funds complies with BC's provincial [Budget Transparency and Accountability Act](#).

Long term capital maintenance needs are documented at the individual building level through a comprehensive Facilities Condition Index (FCI) (see **Appendix 11**) that encompasses all properties owned by TRU.

TRU's budget model is explained in detail on the [Budget](#) website. The 2019/20 Budget Planning Handbook can be made available to the NWCCU evaluation team on request.

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

Financial Services is responsible for financial reporting and TRU's budget process. The budget process begins with enrollment projections prepared by IPE and is based on enrollment and application rates over prior years and other applicable data. Financial Services uses the projections to estimate tuition and student fee revenues for undergraduate, graduate, and trades programs, as well as anticipated continuing studies, and contract training revenue. In addition to grant and tuition revenues, Financial Services determines estimates for all other revenue streams such as donations, interest, and ancillaries.

As described under Standard 2.F.1, TRU is accountable to AEST as defined in the TRU Budget Letter. Regular communication with AEST confirms anticipated operating and capital grants for current and future years.

TRU budget development follows a zero-based budget methodology, which is detailed further in the Budget Planning Handbook.

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.

TRU's 2019/20 Budget Planning Handbook provides clearly defined guidelines and processes for the development of the institutional budget. The budget is a translation of each of TRU's academic units and operational plans into a financial plan.

Additional resources may be requested based on teaching needs or for strategic initiatives through a Strategic Initiative Fund (SIF) request. Criteria for SIF requests are clear and transparent, and mapped to the TRU *Strategic Priorities*.

During the winter semester, the Provost and the Vice President Administration and Finance hold a Budget Town Hall to discuss development of the proposed budget for the next year before it is presented to Senate and the Board for approval. The Town Hall is livestreamed and open to the TRU community.

BCOS also reviews the proposed budget and acts as the advisory body to PVP on budgetary policy, processes, and allocations. As per the [terms of reference for BCOS](#), membership includes representation from TRU administration, faculty members, OLFMs, staff, and students.

TRU also engages employees in conversations regarding capital planning. For example, in 2017 TRU held an open Capital Planning and Projects information session and a Capital Planning forum so all members of the university could hear presentations on the green paper submissions for capital projects that will inform TRU's next long-term capital plan.

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.

TRU has implemented financial and accounting systems that have a variety of automated and manual internal controls. TRU prepares its external reports on generally accepted accounting principles as legislated by the province. All audit reports are attached to the institution's audited financial statements and posted on the [Financial Services](#) website.

[Consolidated Financial Statements](#) are reviewed annually by external auditors, KPMG LLP Chartered Accountants, to ensure all material respects are in accordance with the financial reporting provisions of Section 23.1 of the BC *Budget Transparency and Accountability Act*.

Board Manual (Chapter 12 Audit Committee Terms of Reference, section 4.3) requires that the Audit Committee obtain reasonable assurances that TRU has implemented appropriate systems of internal control.

Documenting and improving internal controls is a major project in the portfolio of the interim Manager, Accounting (2018 – 2020). This work is forecasted to account for the majority of the full second year of the manager's term. In order to meet the requirements for Standard 2.F.4, TRU has confirmed this project as part of the 2019/20 fiscal year. Once complete, the documentation will be available to the NWCCU Commission and evaluation team upon request; however, will not be publicly posted to TRU's website.

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 [2015 Campus Master Plan](#) details a long range plan that ensures all future capital development aligns with the institution’s strategic direction.

Equipment funding and ongoing maintenance funding remain challenges for TRU, as government funding does not meet existing or anticipated needs. TRU receives funding annually from AEST for an approved budget of approximately \$1 million to address deferred maintenance. TRU has committed an additional \$1 million per year towards deferred maintenance, which will reduce TRU’s FCI. TRU’s deferred maintenance plan can be made available to the evaluation team upon request.

In order to achieve capital enhancements, TRU collaborates with public private partnerships and leasing arrangements to satisfy equipment needs.

In addition, SIFs are made available for all new non-curriculum initiatives. Academic and service units may apply for funding by submitting a SIF request. Units must demonstrate institutional alignment by identifying how the initiative relates to TRU’s *Strategic Priorities*.

Campus input with respect to capital funding is obtained through the CPPAG. Faculty and staff submit green paper requests for new space above \$5 million to CPPAG.

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.

TRU’s ancillary operations are maintained separately from general operations. Ancillary operations revenue streams are separated by business lines such as retail sale, bookstore, printing service, parking, catering and food, room rental, and other. Surplus revenues are utilized for capital construction, renovations, and general operating maintenance related to auxiliary functions and campus needs. Additionally, these funds are required to generate surpluses used to augment general operations.

Following recommendations from the previous NWCCU evaluation committee, TRU has included language in its 2019/20 Budget Planning Handbook describing the relationship between general operations and ancillary operations funds.

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.

As stated under standard 2.F.4, TRU undergoes an external financial audit each year by an accredited auditing firm under generally accepted auditing standards. All findings are reported to the Board Audit Committee. Audited financial statements are posted publicly on the Financial Services website (see [Consolidated Financial Statements](#)).

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.

TRU's fundraising activities are carried out by the TRU Foundation, which is a registered society under the statutes of BC. The Foundation can issue charitable donation receipts to all of its donors. It conducts all institutional fundraising activities in a professional and ethical manner, including compliance with the legislated requirements of the Canadian Revenue Agency and the BC Office of the Registrar of Lobbyists. Clear articulation of the relationship between TRU and the TRU Foundation appears in the terms of a MOU, adopted in 2008.



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.

Facilities Services is responsible for the renovation, maintenance, and cleanliness of all buildings, grounds, and facilities on the Kamloops and Williams Lake campuses. The Kamloops campus is 101 hectares and includes 45 buildings with a net building area of

146,313m². TRU is walking distance from commercial districts and residential areas, and next door to Kamloops' largest recreational facility, the Tournament Capital Centre.

TRU owns and operates the Wells Gray Education and Research Centre in Wells Gray Provincial Park as well as property in the same park set aside as a wilderness laboratory.

Other real estate holdings include leased facilities in Lillooet, Clearwater, Ashcroft, Barriere, and 100 Mile House.

Services to develop and maintain TRU facilities are primarily outsourced through a variety of contractors, a model TRU has employed successfully for over 20 years. Facilities Services maintains the quality of outsourced services through inspections, periodic reviews, and surveys. Outsourced services include cleaning, capital construction, professional consulting, building repair, and maintenance work, among others.

Planning for campus development is governed by the 2015 Campus Master Plan and the TRU Community Trust. These plans, aligned with the TRU *Strategic Priorities*, will ensure that TRU's physical facilities are sufficient to support the fulfillment of its mission.

The following highlights recent additions and upgrades to the campus infrastructure:

- Nursing and Population Health Building, a \$38 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.
- Industrial Training and Technology Centre at the Kamloops campus opened in Fall 2018 and has the capacity to expand trades and technology programs by an additional 550 full-time equivalent student spaces.
- TRU acquired the McGill residence property.
- Applied Genomics Laboratory, TRUGen.
- Solar compass installed in front of the Arts & Education building.
- Upgrades to University Drive.
- Purchase of Upper College Heights

In response to NWCCU's 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.

Major maintenance projects are prioritized according to the following hierarchy: 1) life safety needs; and 2) physical comfort and learning environment (e.g. HVAC improvements).

Self-supporting ancillary services (e.g. housing) are generally expected to generate funds necessary to meet related capital needs.

Space planning and allocation is conducted by the Space Committee according to the [Space Planning Handbook](#).

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.

TRU policy [ADM 25-0 Biosafety and Biosecurity](#) and the [Biosafety Manual](#) address standard 2.G.2.

TRU's Safety Officer, an *Asbestos Hazard Emergency Response Act* 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 is maintained by OSEM.

OSEM provides education and awareness training as it relates to hazardous materials, both chemical and biological. The Biosafety Officer manages procedures for the management of biohazardous materials for teaching and research. [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.

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.

When considered together, the [2015 Campus Master Plan Summary and Implementation Report, Campus Design Guidelines](#) and TRU's *Strategic Priorities* set the direction for future campus development. Short-term planning is performed by the Space Committee and informed by the [Space Planning Study](#).

Described in more detail under standard 2.G.4, CPPAG works to align TRU's capital planning needs with its *Strategic Priorities*. CPPAG makes recommendations to the President and these recommendations form the basis for projects to include in the Five Year Capital Plan submitted annually to AEST.

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.

Funds for capital equipment are approved through annual submissions to TRU senior administration. Major building components are replaced by contract.

The TRU campuses are wired for network and wireless access. TRU upgraded the campus wireless in 2017. There are approximately 1000 wireless access points providing coverage on campus buildings and student residences. The network connectivity to the Internet and between buildings is also in progress of being upgraded to 20 gbps.

IT equipment (including desktops, laptops, servers, storage, and classroom technology) is leased and refreshed every four (4) years. Most classrooms have fixed multimedia equipment. TRU has standardized Voice over IP telephony for its approximately 2,000 handsets.

TRU maintains a database of maintenance and renewal requirements in software known as VFA Facility. A multi-disciplinary team of VFA assessors conducts periodic detailed visual inspections of building systems, evaluating their present condition, and estimated remaining life. The estimated cost to repair or replace the systems was tabulated using information collected from other sources. VFA Facility calculates the FCI for each building, and determines the FCI for the overall campus.

CPPAG provides recommendations to the President regarding which capital projects should be included in TRU's Five-Year Capital Plan. CPPAG uses TRU's *Strategic Priorities* to guide its recommendations. TRU is required to update its Five Year Capital Plan for AEST on an annual basis. The plan normally includes three (3) to seven (7) capital projects and forms the basis for capital funding asks from AEST. 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](#) 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 Committee.

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.

TRU Information Technology Services (ITS) provides the entire core technology infrastructure at TRU, for faculty members, OLFMs, staff, and students. TRU uses two (2) learning management systems (LMS): Blackboard BLearn (predominately for its 15,000 distance education students) and Moodle for campus students. A project is in progress to consolidate into a single LMS by 2019, by migrating OL courses to Moodle. As a member of the Research Universities' Council of BC (RUCBC) and a core member of BCNET, TRU has an advanced provincial network to support teaching and research. All ITS operations are guided by the ITS Strategic Plan.

TRU has standardized its Enterprise Resources Planning suite on Ellucian Banner for most of its administrative functions, including student, human resources, payroll, finance, advancement, flexible registration, data warehousing, reporting, portal, workflow, document management, and degree audit. Many of the systems and functionality that facilitate the unique OL business model (e.g., OLFM payroll, course material orders, direct linkage with LMS to “register and learn,” and ePayment prior to enrollment) were developed and supported in house. ITS has also standardized the Microsoft Active Directory and the Microsoft suite of tools including Outlook email for students and all employees.

TRU protects its students’ financial data through the work of its Payment Card Industry (PCI) Steering Committee. TRU has completed detailed and comprehensive self assessments of credit card data security using criteria established by the PCI Security Standards Council, has acted upon the assessment through improvements to its network architecture and other procedures, and has provided security training to employees involved in handling credit card data.

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.

TRU continues to improve backup and recovery procedures and technologies. The IT Disaster Recovery Plan, a confidential document that can be made available to reviewers on request, 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 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 completed a wireless refresh in September 2017 that substantially improved wireless coverage on TRU’s campuses and in its residence buildings.

TRU technical staff perform full backups to remote disk arrays for the Banner database system daily. Backups are retained for two (2) 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. Banner backup and recovery is enhanced through the Oracle Data Guard for high availability failover. A geographically separate operational Banner disaster recovery site is 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 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.

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.

ITS provides a number of resources and training for faculty members, OLFMs, and staff as detailed on the ITS [Faculty/Staff Services](#) and [Students](#) webpages. In addition, the information security team provides three (3) levels of security awareness training.

Currently, CELT provides training for Moodle, smart-boards, and clickers while personnel in OL Division provide Blackboard tutorials. A partnership has been struck between CELT, ITS, and OL with the goal to collaborate on providing comprehensive and integrated technology support and training for faculty. The support and training program will be developed for implementation in the 2019/20 fiscal year.

TRU has made significant investments to accelerate the conversion of Blackboard Learn courses to Moodle for OL courses and programs. ITS developed automation technology to insert students into course shells. Finally, a campus faculty member has been seconded to provide pedagogical support for the course management system.

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.

TRU's technological infrastructure is governed by four (4) committees comprised of students, faculty members, OLFMs, and staff representatives from across the university:

[Academic Technologies Advisory Committee](#)
[Research Computing Technologies Advisory Committee](#)
[IT Support Systems Advisory Committee](#)
[Information Security Committee](#)

The ITS annual planning process is designed to ensure that all constituencies are given the opportunity to provide input and are kept apprised of IT developments.

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.

Student and employee workstations are leased on a four (4) year cycle to ensure the most up-to-date equipment is available to support teaching and learning.

The IT Client Services team ensures that operating systems, teaching applications and office productivity packages remain current. The network and technical services team patches server operating systems on a regular basis.

In December 2017, TRU completed a project to significantly upgrade the network connections for Williams Lake (increased by three (3) times) and the regional centres in Lillooet (increased by 10 times) and Clearwater (increased by five (5) times). 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, a representative from Williams Lake is a key member of the Academic Technologies Advisory Committee. As of 2018, \$300,000 in annual capital budget is dedicated to the 'evergreen' upgrade of the core network infrastructure. ITS is developing a five (5) year capital budget plan for the replacement and maintenance of technology infrastructure. These plans will be reviewed and funded through TRU's capital budgeting process.



Institutional Planning

Executive Summary of Eligibility Requirements 22 and 23

22. Student Achievement

In accordance with TRU's Academic Plan, TRU is committed to measuring and improving the student academic experience by ensuring that all course and program level learning outcomes are clearly defined, evaluated, and measured. Program learning outcomes, along with all other data relevant to the program, are published via

the curriculum approval software curriQūnet and in course outlines as per Policy [ED 8-3](#). The program review process requires departments to review their program learning outcomes, assessment methods, and curriculum maps. Departments must also consider how course level outcomes contribute to program and institutional level outcomes.

TRU's approach to learning outcomes assessment follows a curriculum embedded method based on faculty assignments that include a wide variety of assessment measures (both quantitative and qualitative). The assessment tools used are at the discretion of the departments with the approval of the department chair. The culture of assessment at TRU is grounded in the belief that assignments used for assessment provide the most meaningful evidence of student learning.

CELT provides support and instruction in learning outcomes and assessment best practices. CELT assists faculty members in the analysis of their program structure and assessment measures through curriculum mapping, semester progression mapping, and assessment plans.

23. Institutional Effectiveness

TRU regularly conducts a systematic evaluation of institutional achievements. BC public post-secondary institutions submit Institutional Accountability Plans and Reports (IAPR) to AEST annually in July. The reports include the institution's goals, objectives, and performance measure results along with contextual information to describe TRU's role in providing service to its students and communities.

In 2018, TRU undertook its first annual evaluation and planning process of the core themes and assessed achievement of institutional mission fulfilment. As 2018 marks the first year that TRU has undergone such a review, the impact of improvement initiatives will become more evident in the 2019 reporting cycle.



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.

TRU engages in a series of comprehensive planning practices. Although the introduction of core theme planning and evaluation is relatively new to TRU, with one (1) full cycle complete and one (1) in progress, TRU has taken an integrated approach to build upon existing planning, reporting practices, and infrastructures already in place. Examples of this include aligning core theme indicators where appropriate with institution wide, campus wide, and individual unit strategic planning processes as shown in Figure 2.

Figure 2: Mission Fulfilment Planning and Priorities



Institution Wide Strategic Planning

TRU's [Strategic Priorities](#) are guided by TRU's mandate as defined in the *TRU Act*, TRU's mission statement, and the Academic Plan. Collectively, these documents conceptualize TRU as a modern open access research university and guide the development of programs and services at TRU. As you will see throughout this report, all planning and assessment activities link to the *Strategic Priorities*, which effectuate TRU's mission and values.

The Academic Plan, as outlined in the previous report, has expired and TRU's new president will direct the next iteration after his arrival on December 1, 2018. The update of TRU's Academic Plan will involve fulsome consultation with all stakeholders. The

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

The IAPR provides an institutional overview, strategic direction and context, academic highlights, and a performance plan of how TRU's *Strategic Priorities* for increasing student success, intercultural understanding, research capacity, entrepreneurial capacity, and sustainability align with the goals of AEST.

First conceptualized in 2017, the *Annual Core Theme Mission Fulfilment Evaluation and Planning* process underwent its first reporting cycle in 2018. The review involves three (3) components: 1) analysis of the data collected for each outcome; 2) assessment of the value of each indicator in light of the mission fulfilment threshold; and, 3) planning for services and programs related to the core theme for the next year. A more detailed explanation of this process appears under Standard 3.B.2.

Campus Wide Strategic Planning

The following campus wide strategic plans, guided by the *Strategic Priorities*, represent ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of TRU's mission. The information regarding planning, consultation, and implementation of these plans is shared publicly on the TRU website under their respective sub-sites or housed on TRU's intranet site:

- [Aboriginal Service Plan](#) (2016 – 2019)
- Strategic Enrolment Management Plan
- [Strategic Research Plan](#) (2014 – 2019)
- [Strategic Sustainability Plan](#) (2014 – 2019)
- [Campus Master Plan](#) (2015 – 2025)
- Five Year Capital Plan (2018 – 2023)
- [TRU Brand Strategy](#) (2015)

The 2018 iteration of TRU's Five Year Capital Plan is a prime example of the intentional and collegial approach TRU has taken to integrated planning at the university. TRU is required to update its capital plan for AEST annually. The plan typically includes three (3) to seven (7) capital projects and forms the basis for capital funding requests from the provincial government. CPPAG provides recommendations to the President which capital projects should be included in TRU's Five Year Capital Plan. CPPAG uses a proposal form along with a rubric to assess each potential capital project. TRU's *Strategic Priorities* are used as measures within the rubric to inform the selection of capital projects. CPPAG maintains open communication and collaboration during the process of identifying future capital projects. The capital projects selected and put forward in the plan guide the short and long term space planning considerations of TRU's Space Management Committee.

The Board approved TRU's most recent Five Year Capital Plan on June 15, 2018; however, the plan remains malleable and may be revised as needed following annual assessment. TRU reserves the right to prioritize items on the list, yet cannot add or

remove items without receiving Board approval. The current capital plan features the following projects:

- STEM (sciences, technology, engineering, and math) Building;
- “The Place,” a combined building for the Faculty of Adventure, Culinary Arts, and Tourism and the School of Business and Economics;
- Indigenous Education Building for current and expanded services; and
- Centralized Student Services/Student Collegia, a place where various students services would be co-located along with various types of student spaces.
- The House of Learning will become the main university library once the Student Collegia and further renovations to Old Main are completed.

Individual Unit Strategic Planning

Faculties, schools, and divisions are required to develop annual service plans related to their five year strategic plan which outline: current and proposed programs and services, alignment with the *Strategic Priorities*, current resources, and additional resources required for the upcoming year. When considering current programs, the recommendations contained within the action plans from a program review should inform the annual service plan. These plans inform institutional budget planning.

When conceptualizing new courses and new programs, faculties and schools are required to prepare and submit a sustainability worksheet to APPC for review and approval. The sustainability worksheets require demonstration of alignment to the *Strategic Priorities*, the social and economic benefit, relevancy, student demand, and financial sustainability. The sustainability worksheet must be approved by APPC before the faculty or school can submit the new program or course for review and approval though Senate and the Board.

Faculties, schools and divisions are required to submit a 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 measures, staffing, revenue, expenses, and risk assessment. BCOS reviews SIF requests and provides feedback to the President, Provost, and Vice President, Administration and Finance for final consideration.

Communications

TRU is committed to timely and inclusive communication with TRU staff, students, alumni, and stakeholders. The *Board Charter*, set out in the Board Manual, provides as follows:

The Board has responsibility to:

- a) ensure TRU has a plan in place to communicate effectively with students, employees, stakeholders, and the public; and,
- b) report annually on the Board’s work in the preceding fiscal year.

This entails communication with the TRU community at large to support transparency and openness across the University.

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

TRU's governance structure is mandated by government legislation in the form of the *University Act* and the *TRU Act*. This structure includes Senate, Board, and PCOL. Senate is responsible for decisions impacting all academic matters; the Board is responsible for budgetary, operational, and administrative matters; and, PCOL is responsible for the mandate of the OL Division. The role of faculty members and OLFMs in the governance of the University is manifest throughout the terms of reference and membership of all Senate, PCOL, and Board committees. TRU's governance model is very similar to those of other BC and Canadian universities. Further details regarding the governing bodies and TRU collegial governance appear on the website of the Office of the General Counsel and Secretariat under [Governing Bodies](#).

TRU's transition from college to university college to university in over just a decade has seen students, faculty, and staff embrace collegial governance. TRU's decision making process is structured to include input from students, faculty, staff, administrators, and external community members. Faculty members participate extensively in all committees related to the drafting and approval of academic decisions. Decision making processes at the operational level include faculty as per the terms of reference for the relevant committee.

In July 2016, TRU's senior leadership reinforced its commitment to a respectful and collegial approach to university governance through its Open Governance Initiative, thereby increasing opportunities for ongoing, open consultation within the university community. As a result, two (2) annual Town Hall meetings are held for faculty members, OLFMs, students, and staff to share their ideas of possible challenges and opportunities in the year ahead and to engage in an open dialogue with senior leadership. In addition, a third Town Hall is held during the winter term to discuss the development of the proposed budget for the next year before it is presented to Senate and the Board. A fourth opportunity for the TRU community to engage with senior leadership is during an annual joint meeting between the three (3) governing bodies of TRU. The opportunity allows attendees to gain a deeper understanding of the unique tricameral governance structure at TRU. The senior leadership has also committed to an annual meeting with each faculty council to engage in conversation regarding unique challenges and opportunities related to their faculty or school.

The above noted commitments were the start of what has since grown to be an essential (and expected) practice at TRU. For example, in 2018, CPPAG held a town hall to share green paper submissions for new capital projects; faculty and student representation on Senate committees was increased; and, divisional strategic plans such as the Strategic Research Plan, and the proposed general education model were shared at open fora and surveys were distributed for feedback.

The Open Governance Initiative has a well documented and intentional planning process, including institutional research that is made available in reader friendly reports, and an online Factbook which demonstrates that planning is ongoing, purposeful, comprehensive, broad-based, inclusive, and informed by the collection of appropriately defined data. Details regarding the initiative can be found on the TRU website under [Open Governance Initiative](#), and the Factbooks, which contain a wealth of statistical information about TRU, are housed on the IPE website under [Factbooks](#).

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.

TRU engages in a series of assessment practices that are supported by IPE. IPE's mission is to provide the highest quality information, reporting, planning, and operational research through unbiased analytical services to assist decision making and planning so that TRU can fulfil its mission. IPE provides access to internal and external information for the university community, and is responsible for a large portion of the reporting requirements to governments and external agencies. Further, IPE contributes primary and/or secondary support and services to the following functions or areas: accountability reporting planning support, information support and analysis, operational research, survey research, enrolment management, core theme evaluation and planning, and new curriculum development. The following highlights just some of the examples of data collected and analyzed by IPE on an ongoing basis:

- student retention;
- student pathways and achievements;
- enrolment-related reports including enrolment projections for new programming;
- labour market research;
- institutional comparisons;
- topical briefing notes; and,
- space utilization;

In addition, as part of [BC Student Outcomes](#), information regarding former post-secondary students across the province is shared publicly. Specifically, data on diploma, associate degree, certificate, baccalaureate degree, and apprenticeship graduates reflects self-reported educational experiences, subsequent employment, annual earnings, and further studies. Information can be sorted both by institution and program type.

With the development of a Mission Fulfillment Framework in 2017, TRU identified benchmark data to support each of the core themes and indicators. The majority of the indicators had historical data to inform the five (5) year targets that was a result of systematic collection and analysis. For those indicators where the historical data did not exist, the core theme teams believed the indicator was critical to measuring the outcome thus, where data did not currently exist, appropriate sources and methods to

collect the data were identified. The data collected is used in the assessment of the core theme indicators and, ultimately, the assessment of Mission Fulfillment on an annual basis. A detailed process outlining the collection of data and how it informs planning is reported under Standard 3.B.

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

TRU has implemented a budget methodology that reflects and strengthens our shared values and priorities. As an enterprise with annual revenues exceeding \$220 million, TRU is undoubtedly complex, however the *Strategic Priorities* are clear; therefore, the budget methodology invests in the programs and services outlined in the *Strategic Priorities*. The budget methodology is a modified zero-based approach that allows for the following:

- retains yet optimizes the current continuing ongoing employment expenses;
- allows for strategic (re)investment through the development of a Strategic Initiatives Fund (SIF); and,
- includes incentives that encourage entrepreneurship at the faculty/department level.

This modified zero-based methodology is a hybrid methodology incorporating elements of zero-based budgeting and performance based budgeting. The methodology integrates enrolment forecasting, program planning, risk management, and performance outcomes. More details regarding TRU's budget methodology can be found on the TRU website under [Budget Model Review and Strategic Alignment](#).

The allocation of resources is also subject to the social and economic priorities of the provincial and federal governments. The [AEST Service Plan](#) (2018 – 2021) provides the strategic direction of the provincial government and guides the allocation of resources to post-secondary institutions in BC. The current plan is driven by three (3) goals:

- Lasting reconciliation with Indigenous Peoples in BC by fostering access and success in post-secondary education and training.
- Learners are supported to achieve their full potential with accessible, affordable, and equitable education and training opportunities.
- Ensure a high quality and relevant post-secondary education and skills training system that provides the services people count on for good paying jobs and opportunities to reach their full potential.

AEST supports these goals by providing financial resources to post-secondary institutions in the form of grants. The following are a few examples of government grants TRU received in 2018:

- \$1 million to provide trades training in the Tk'emlúps and Neskonlith communities as part of the government's Aboriginal Community Based Training Partnerships program.
- \$400,000 to offer a full software engineering degree program to support the government's initiative to increase the number of STEM students in the province.
- \$180,000 to establish a graduate student scholarship fund in priority areas of science and technology thereby boosting research and economic growth throughout the province.

The Canadian federal government requires that TRU be responsive to emerging trends and needs of society. TRU's adaptability is repeatedly tested, and through the strength of the TRU community and its partnerships, TRU works to respond with care and expediency. The following are examples of important issues TRU is addressing to better serve our students, regardless of external financial assistance:

- Truth and Reconciliation Commission's Calls to Action
- Sexual Violence Prevention
- Wildfire Emergency Response
- Mental Health Supports and Services
- Naloxone training in response to the fentanyl crisis

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.

Policy [ADM 23-0 Emergency Management](#) guides TRU's emergency preparedness program.

OSEM directs the Health and Safety and Emergency Management programs at TRU. The due diligence requirements of the *Workers Compensation Act* requires employers to develop and implement Occupational Health and Safety training programs that will ensure all employees have the requisite knowledge, experience, and qualifications to keep the workplace safe. A variety of safety training and education seminars and courses are conducted on topics such as:

- TDG: Transportation of Dangerous Goods (Online with Hazmat Global)
- Hazardous Substances Spill Clean Up
- Confined Space Entry
- Fall Restraint Training

In addition, OSEM has developed a number of online courses including:

- WHMIS 2015: Workplace Hazardous Materials Information System
- Responsibilities of Joint Health and Safety Committees
- Incident Investigation Training
- Inspection Training

- Violence Prevention
- Manager Safety Responsibilities
- Supervisor Safety Responsibilities
- Emergency Marshal Training
- New Employee Orientation

TRU's Emergency Management Plan (EMP) is undergoing a previously scheduled revision to ensure it continues to meet the University's 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.

Post-secondary institutions manage emergencies (especially in the way that the Incident Command System and Emergency Operations Centers are operationalized) differently than the provincial Emergency Management Systems. With this in mind, AEST has partnered with Post-Secondary Emergency Managers from across BC for the purpose of developing two (2) publicly available reports: 1) an integrated post-secondary sector Emergency Management Planning Guide; and 2) an Emergency Management Response Guide that supports emergency planning, preparedness, response, and recovery in the public post-secondary sector. The Associate Director of OSEM is a member of this working group. The goal is to have these reports ready for implementation in early spring 2019. TRU, along with other institutions that are currently revising their EMP's, is waiting until this new framework is released before completing its revisions.

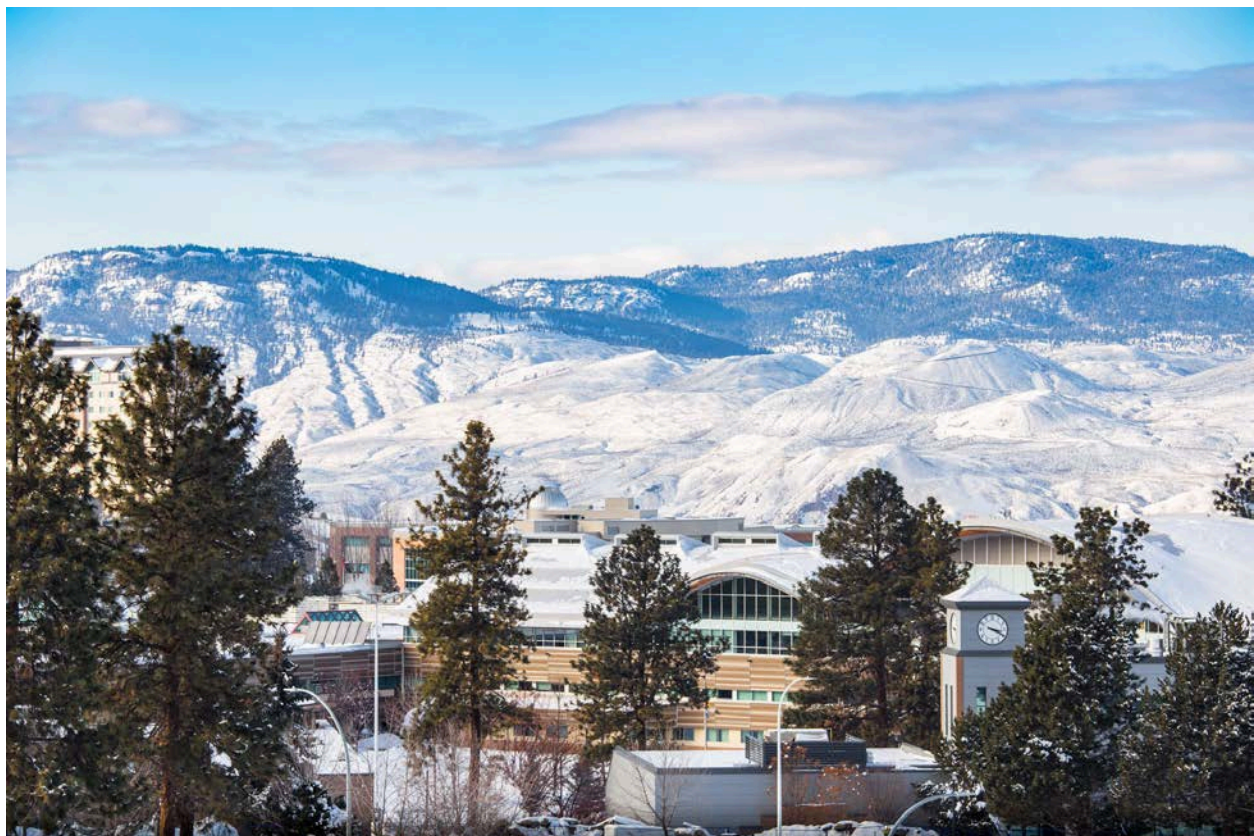
TRU employs a multi-layered emergency alerting system called TRU Alerts. It includes desktop computer and mobile phone alerting, including the TRU SAFE mobile phone safety application. In addition, emergency alerting includes a robust Emergency Communications Plan that incorporates internal communications, 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. The most recent activation was during the wildfires of 2017 when the province declared a provincial state of emergency that lasted 10 weeks. The incident saw thousands of evacuees arrive at TRU to register at an Emergency Reception Center and many were supported in the various group lodging sites on campus. TRU worked to provide services to the various emergency social service agencies who set up on campus, as well as housing the pets and animals of evacuees. During the state of emergency, TRU's Williams Lake campus was evacuated and the Kamloops campus supported evacuated staff and students to ensure that required academic supports and payroll were maintained. An after action report highlighted positive actions taken during the emergency and identified areas for improvement that have since been implemented.

The current exercise cycle of the EMP is a two (2) year plan. TRU practices an overarching, long-term, five (5) phase exercise program to achieve a broad and complex set of goals. The program includes the use of table-top, functional, and full-scale exercise. The length of the cycle can be from two (2) to four (4) years depending on the scale of the exercises. As part of the EMP, TRU has installed lockdown rooms and provided workshop training for all staff regarding lockdown protocols.

TRU technical staff perform full backups to remote disk arrays for the Banner Database System daily. Backups are retained for two (2) 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 2016, 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. TRU data centre includes redundant uninterruptible power supply 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.



Core Theme Planning, Assessment, and Improvement

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.

In spring 2018, the work of the core theme teams transitioned to relevant standing committees of Senate. Details regarding the committees’ core theme evaluation and planning responsibilities, as referenced in the revised terms of reference, were approved at the April 23, 2018 meeting of Senate.

Embedding the core themes into TRU’s existing collegial governance structure was an important step to ensure integrated and strategic planning across TRU. While accreditation served as the catalyst for the initial core theme planning, to see meaningful improvement and to have superior impact, greater pan-institutional consultation is necessary. In light of this, the 2018 reporting cycle incorporated varying degrees of collaboration between the original core theme teams and standing committees of Senate. In the future, annual assessment of the core themes in relation to mission fulfilment will be conducted by the designated standing committees of Senate as detailed in Table 6.

Table 6: Standing Committees of Senate with Core Theme Oversight

Core Theme	Standing Committee of Senate
Intercultural Understanding	Intercultural Understanding (a sub-committee of: International Affairs Committee and First Nations and Aboriginal Affairs Committee)
Research	Research Committee
Student Success	Student Success Committee
Sustainability	Environmental Sustainability Advisory Committee

The review of the core themes in relation to mission fulfilment is conducted annually. Core theme teams and/or Senate committees prepare a workbook, which identifies, in light of the values of the indicators and the definition of mission fulfilment, how successful TRU was in fulfilling its mission for that core theme (see **Appendix 2** for 2018 Mission Fulfilment Report).

The previous NWCCU evaluation team stressed prioritizing indicators that demonstrate end results rather than institutional inputs, starting points, and means. To gain a better understanding of identifying meaningful indicators, several members of the IPE and Accreditation teams attended a four (4) day Canadian Evaluation Society *Essential Skills Series of Evaluation* workshop. Participants gained experience in developing logic

models that outline the continuum of inputs, activities, outputs, and immediate-intermediate-ultimate outcomes. The core theme workbook template provides several opportunities for core theme teams to reflect upon and revise the objectives, indicators, and measures as needed with the guidance of IPE and the ALO.

Once the evidence has been gathered and the achievement of mission fulfillment assessed, planning for improvement occurs. Actions to guide continuous quality improvement, including identifying necessary resources and divisional oversight, are prepared. The 2018 Institutional Mission Fulfillment Report (IMFR) and 2018 core theme workbooks detail plans required to improve the performance of the indicators and achieve the objectives of the core theme. As 2018 marks the first year that TRU has undergone such a review, the impact of improvement initiatives will become more evident in the 2019 reporting cycle.

Historically, TRU has engaged in, and continues to conduct, a series of assessment practices that allow TRU to evaluate its accomplishments and achievement of Mission Fulfillment. Although the introduction of core theme assessment is relatively new to the university, TRU has taken an integrated approach to build upon existing reporting practices and infrastructures already in place.

In the past, departmental and divisional strategic planning was conducted largely in isolation of one another; however, with the restructuring of IPE in 2016, a more centralized approach is in place. Currently, all strategic and service plans must demonstrate how they contribute to the *Strategic Priorities*.

For example, in 2017, the Provost improved integrated planning by revising the way in which deans and directors present their annual strategic plans and related budget requests. The process is now inclusive, collaborative, and transparent across faculties and schools at the senior administrative level in terms of planning and resource allocation. This is in addition to the requirement to submit a program or course sustainability worksheet to APPC for approval prior to the development of new programs or courses. As previously stated, the sustainability worksheets include information so APPC can assess if the program or course is aligned with the mission, *Strategic Priorities*, and desired direction of the University.

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.

In January 2017, the ASC held a half-day mission fulfillment retreat to discuss a framework for evaluation of mission fulfillment. The process started with break-out group sessions and then ideas were brought back to the larger group. As a result, the *Annual Core Theme Mission Fulfillment Evaluation and Planning* guidelines were fashioned and now set the stage for annual institutional reporting on mission fulfillment. The process is described in detail below.

Annual Core Theme Mission Fulfilment Evaluation and Planning

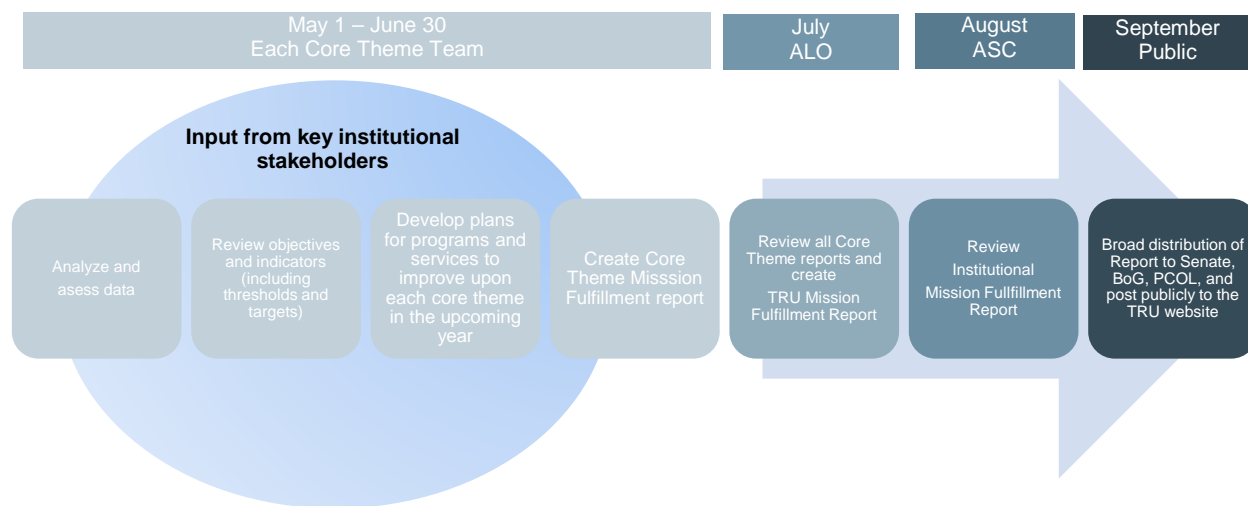
Process

A review of the core themes in relation to mission fulfilment will be conducted annually. This review involves three (3) components: 1) conduct an analysis of the data collected for each outcome; 2) assess the value of each indicator in light of the mission fulfilment 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 ALO. The ALO will compile results from all core theme reports into an institutional mission fulfilment report. This report will outline how successful the institution was in fulfilling its' mission for the year in question. The mission fulfilment report will be submitted to the 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.

A document entitled [Annual Core Theme Mission Fulfilment Evaluation and Planning](#) details the core theme planning process. The process includes a timeline for reporting, which is shown in Figure 3. In addition, this process is documented in the 2018 IMFR and core theme workbooks. The core theme workbooks can be made available to the NWCCU evaluation team on request.

Figure 3: Annual Core Theme Mission Fulfilment 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.

Core theme indicators guide the collection and analysis of appropriately defined data to evaluate accomplishment of core theme objectives. As noted under Standard 3.A.2, TRU is working to improve its indicators to demonstrate outcomes as opposed to institutional inputs. Core theme teams and/or designated standing committees of Senate review and revise the indicators as needed on an annual basis.

The focus on outcomes allows TRU to identify programs and services that influence the outcomes and indicators. Identifying these programs and services will influence planning into the future, as measurement of the corresponding outcome provides information regarding the impact of the program or service. TRU will assess the impact and make plans to adjust programming and services to positively influence the intended outcomes.

For example, during the 2018 core theme annual planning and evaluation process, the Intercultural Understanding core theme team identified several barriers towards achieving mission fulfilment, including inconsistent tracking of the measurements for the indicators. With additional resources for data collection and improved collaborations with faculties and schools, a more accurate measurement of the indicators will be possible. In addition, the team identified the following areas for improvement:

- Increase consultation and collaboration with faculties and schools to encourage employee and student participation in intercultural activities and courses;
- Increase resources to hire trained facilitators and subject matter experts;
- Identify existing TRU courses which meet intercultural understanding learning outcomes; and,
- Develop more field schools and study abroad opportunities.

Similarly, the Student Success core theme team identified a disparity between increased applications versus overall retention rates. Greater brand recognition due to recruitment efforts and the implementation of a provincial application portal likely contributed to the increased number of applications TRU received; however, they are continuing to identify those factors that will improve retention. To increase the success of this core theme into 2019, improvement plans include:

- Improve advising continuity with the implementation of web-based software;
- Acquire external consulting services to advance the development and management of the Strategic Enrolment Management (SEM) Plan;
- Create a Centre for Career and Experiential Learning to increase faculty member and student awareness of co-curriculars and high impact practices (HIP); and,
- Create a learning community of faculty members who teach first year courses.

Section 10 of the core theme workbook template, specifically Table 11: Planning for Improvement, requires the identification of institutional and unit level plans for improvement, as well as consultation, and budget/resource requirements. The core theme workbooks also include plans for improvement.

Standard 4.A Assessment

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.

Core theme planning is a relatively new concept at TRU; however, ongoing systematic collection and analysis of meaningful, assessable, and verifiable data is not. As a BC public post-secondary institution, TRU participates in BC's provincial Accountability Framework. Assessment is based on the performance measures laid out therein. The Accountability Framework is a provincial standards system that focuses on improving student achievement across the province. The framework serves two (2) major purposes: 1) ensuring students receive quality educational opportunities relevant to their needs and the needs of the labour market through post-secondary institutions; and 2) ensuring the post-secondary system benefits all BC residents with ongoing contributions to social and economic development.

Under the Accountability Framework, TRU submits an IAPR to AEST. The IAPR includes goals, objectives, and performance measure results for TRU, along with contextual information to describe TRU's role in providing services to its students and communities. The report articulates the results TRU has achieved over the previous years, how these results compare to its targets, and how TRU's goals and achievements align and contribute to the ministry's own goals and objectives. TRU's IAPR is a comprehensive document that includes information on demographics, labour market, an overview of highlights from academic and service departments, capital projects, community relations, environmental sustainability, research, and student feedback. Collection of data for the report occurs throughout the academic year with annual submission in July. All of TRU's submitted IAPRs are available on the website under [Institutional Reports](#).

As previously mentioned, TRU engages in a series of assessment practices that are supported by IPE. The collection and analysis of meaningful, assessable, and verifiable data is detailed in full under Standard 3.A.3. This data is used in the assessment of the core theme indicators and the assessment of Mission Fulfillment.

A detailed process outlining the collection of data and how it informs planning is reported under Standard 3.B.2 and documented in the 2018 core theme workbooks.

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.

Education Quality Assurance

TRU maintains a high standard of quality assurance and holds an EQA designation through AEST. Standards for maintaining this trademark are outlined on AEST's website under [Education Quality Assurance](#). TRU must meet or exceed these qualifications, set out by the Ministry. One component of compliance with EQA standards is the submission of the IAPR to AEST.

Educational Program Review

TRU reviews all programs on a cyclical basis. The program review process is governed by policy [ED 8-4 Program Review](#), which falls under the authority of Senate. The process is coordinated through the Office of the Provost, facilitated by the Program Review Officer, and supported by CELT. Reviews are championed by department chairs in collaboration with faculty members. A program review is a thorough assessment against pre-set criteria and standards and involves: a self-study; student, faculty, and employer questionnaires; external peer review; identification of recommendations along with an action plan; and an annual report provided to the Program Review Officer. Program Review reports are presented to APPC and then reported to Senate for information.

CELT complements the work of the Program Review Officer in program reviews. This collaboration enhances the capacity by which TRU can undertake comprehensive and meaningful program reviews. It has allowed for a review of the process and tools guiding program review at TRU. The following initiatives are just a few examples resulting from this partnership:

- Examined alternate ways to conduct program reviews in order to streamline the process thereby increasing the number of reviews that can be completed annually.
- Consulted with key stakeholders across the university to design ways to integrate the program review process with academic planning and resource allocation such that the improvements required for programs are adequately supported and funded.
- Implemented a process for CELT to work with program partners to review and/or develop program level learning outcomes linked to assessment methods and curriculum maps.

As part of the self-study, faculty members must reflect upon program curriculum and quality. For example, question seven (7) of the Self-Study template asks faculty members to comment on the following items related to student achievement of learning outcomes:

- Does the program have program-wide written learning objectives and/or written learning outcomes?
 - Describe the progress that the program has made in meeting TRU's objective that every program will have program-wide written learning outcomes.

- How well does the program's curriculum support meeting the program-wide learning outcomes?
- How are the learning outcomes assessed?

Furthermore, programs are required to develop curriculum maps and demonstrate how the program's structure and components contribute to teaching effectiveness and student learning. See **Appendix 12** Program Review Self-Study Template.

Assessment of student learning in courses and programs at TRU is the direct responsibility of individual teaching faculty members, with oversight of the department chair, as stated in TRU policy [ED 8-3 Course Outlines](#). Methods of evaluating student achievement vary by faculty member, discipline, and academic level; however, they are grounded in pedagogical practices that reflect disciplinary standards and evidence based methods. Student performance is evaluated according to assessments identified on the approved course outline.

Once the general education model is implemented, all baccalaureate degree students will be required to complete a capstone course. This provides an additional opportunity for faculty members to assess the students' achievement of both program and institutional learning outcomes.

CELT has taken a lead role in facilitating and supporting the learning outcomes and assessment initiative at TRU. TRU provides many opportunities for faculty members and OLFMs to broaden their knowledge of best practices in assessment, such as offering workshops, recommending conferences and providing funding assistance to attend, and mentoring from TRU's teaching fellows. The CELT website, under [Learning Outcomes and Assessment](#), provides resources for faculties, schools, and departments.

A team of seven (7) administrators and faculty representing key areas of the institution (Provost Office, CELT, Teaching Fellow, faculty member, Dean of Students, Associate Director of IPE) attended the Teaching Learning National Institute held at Evergreen State College in Olympia, WA in July 2018. The team went to the institute with the express desire to look at first year student experience and retention. One significant outcome of the institute was recognition of the importance of understanding the practices used by faculty who teach first year courses and how those positively influence student success. A two (2) year plan was developed and will be implemented by faculty members and supported by CELT.

TRU is committed to program assessment through various external programmatic or specialized accreditation bodies. External accreditation can take two (2) forms: 1) a legal requirement to ensure the program meets provincial or national standards and/or that graduates may apply for registration or licensure; or 2) a voluntary assessment to provide external validation of the curriculum by a professional body. Cyclical program review works in tandem with external accreditation requirements to ensure that faculty members conducting assessments are not duplicating their efforts. A list of all TRU

programs with external accreditation status can be found on the website under [Program Accreditation](#).

Student Course Evaluations

Student course evaluations are an important source of insight for faculty members to continuously improve their teaching in an effort to increase student success. TRU follows a policy of administering student course evaluations in every course, every time the course is offered. Course evaluations include four (4) Senate approved questions on a 4-point Likert scale in addition to a bank of questions from which individual programs can select questions as they see fit.

Senate approved questions

1. The course was a valuable learning experience for me.
2. The course challenged me to do my best work.
3. I think the course content reflected the learning outcomes as stated in the course outline.
4. The course experience increased my appreciation for the subject matter.

TRU publishes institutional reports on student responses to the four (4) Senate approved questions. The reports are housed on the CELT website under [Course Evaluations](#). For the Fall 2018 semester, students taking courses at the Kamloops' campus reported 94.5% *agree* or *strongly agree* that course content reflected the learning outcomes as stated in the course outline. Similarly, in the Winter 2018 semester, students reported 93.8% *agree* or *strongly agree*.

Administrative and Service Division Review

Similar to the annual strategic planning of academic divisions, each administrative service division, under the guidance of the Vice President, Administration and Finance and [Policy ADM 29-0 Review of Administrative Units](#), completes a process of self-assessment and must demonstrate alignment to the *Strategic Priorities* (of which the core themes are derived). The internal assessment includes an overview of the services provided by the division benchmarked against leading institutions in the area and, assessment of key performance indicators. IPE assists each unit in the collection of appropriate data. The internal self-assessment is complemented by an external review by qualified external evaluators. Up to three (3) units are reviewed each year on a rotational basis.

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.

All programs undergo a comprehensive approval process that begins with the faculty at the department level, moves through the Senate committees, the Board, and finally

DQAB. Within the approval process is a requirement that the program has clearly articulated learning outcomes and a curriculum map. Once the program is offered, it is the responsibility of the department chair and dean to ensure that all courses offered follow approved course outlines, including the learning outcomes. Departments have the ability to make changes to program and course learning outcomes, however these must be approved through proper committees prior to being implemented.

The University utilizes an electronic database, currIQunet, to house all curriculum information. Programs are expected to conduct regular formative reviews of the program along with the cyclical program review process. If, during the formative review, the program area sees a need to make changes to program learning outcomes, they submit a program change request to effectuate the change. CELT works with all programs at any time, but specifically during the program review process to revisit and revise, as needed, their program learning outcomes.

Faculty members are solely responsible for assessing student achievement towards meeting course and program learning outcomes. Faculty members are required to identify the method of assessing learning outcomes within each course outline, the course outline is then approved by the department chair who is also a faculty member.

TRU is in the process of implementing Degree Works, an electronic database that assists students and advisors to track student progress towards degree completion. The articulation of degree requirements into Degree Works allowed for a review of the admission and graduation requirements of programs and inspired some departments to re-vision, revise, and modernize their curriculum to better meet the needs of students today and in the future, in advance of the cyclical program review schedule.

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

As mentioned previously in response to Standard 3.B.1, TRU has engaged in, and continues to conduct, a series of assessment practices that allow TRU to evaluate its accomplishments and achievement of mission fulfillment; however, core theme planning has only recently been incorporated into these assessment practices. In the past, planning was conducted by departments and divisions largely in isolation of one another. With the restructuring of IPE in 2016, a more centralized approach is in place and a high-level lens can now be used to evaluate holistically the alignment of programs and services with respect to the accomplishment of core theme objectives.

Please note, this is not to say that TRU has previously neglected meaningful assessment and alignment of programs and services in respect of achieving mission fulfillment. TRU has been assessing the alignment, correlation, and integration of programs and services with respect to the *Strategic Priorities* since 2014, and in respect to the *University Act* and *Thompson Rivers University Act* prior to this, as required by AEST.

The following institutional plans are primary examples of the integrated planning approach as previously demonstrated under Standard 3.A.1. For example, the Strategic Research Plan has embedded within it a robust set of metrics to monitor its progress. These metrics are aligned with the indicators for the core theme Research. The Campus Strategic Sustainability Plan is designed around the STARS assessment tool, which will ensure that its progress is monitored regularly. The STARS framework is paramount in the evaluation and reporting on mission fulfilment related to the core theme Sustainability. Additionally, the Campus Master Plan is monitored via regular progress reports to the Board, and its university village concept is assessed via a range of indicators that support the core theme Sustainability. The Strategic Enrollment Management Plan includes assessment of both the internal and external environment and includes robust metrics and targets for monitoring enrollment goals and supports indicators identified in connection with the core theme Student Success.

Faculties and schools have a high level of autonomy regarding their strategic plans; however, they must align their plans with the *Strategic Priorities* and mission of TRU. Deans and directors are encouraged to identify outcomes and assessment measures, along with meaningful metrics within their plans. Deans have access to improved assessment tools including an online Dean's Dashboard, supported by IPE, containing a wide variety of potential key performance indicators, which has supported the practice of monitoring metrics and measures.

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.

As part of the program and course development approval process, departments must demonstrate the rationale for their curricular initiatives within a program or course sustainability worksheet. The sustainability worksheet requires faculty members to identify how and why the faculty/school selected the new course or program as a priority for development, and how the program supports the mandate of TRU as per the *TRU Act*, the *Strategic Priorities*, and Academic Plan, specifically, how the proposed curriculum will strategically advance TRU's goals. In addition, faculty members must demonstrate how the TRU Graduate Attributes are incorporated into the overall program learning outcomes and structure.

As noted earlier, GET recommended a thematic model of general education, based upon ILOs that were derived from the Senate approved Graduate Attributes. As the transition to the new general education model and implementation takes place at the university, programs will be modified to incorporate or scaffold the ILOs with program and course learning outcomes. The *Report of the General Education Taskforce* is included in **Appendix 3**.

The process for SIF and capital planning project requests involves a similar affirmation of alignment to the TRU mandate and *Strategic Priorities*. 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 TRU's mission. The SIF is intended to provide needed resources in key strategic areas, mitigate critical risks, and fund initiatives that the executive leadership considers important and that would move TRU forward, strategically and academically, and improve its long-term viability and sustainability. Each year, the faculties, schools, and divisions prepare service plans that include SIF requests for new non-curricular initiatives. BCOS reviews SIF requests and provides feedback to the President, Provost, and Vice President, Administration and Finance for final consideration.

A SIF application can be either one time or ongoing; however, the preference is for short term SIFs to minimize the ongoing budget impact on TRU. The following is the evaluation criteria used by the leadership to determine its funding allocations:

1. Projects/initiatives that directly support TRU's five (5) Strategic Priorities:
 - a. Increasing student success
 - b. Increasing intercultural understanding
 - c. Increasing research capacity
 - d. Increasing entrepreneurial capacity
 - e. Increasing sustainability
2. Recruitment strategies to address stagnant domestic enrolment
3. Initiatives to improve student retention
4. Entrepreneurial initiatives that are truly surplus oriented, with short pay-back periods requiring a one-time-only investment
5. Projects/initiatives that mitigate high or critical risks

Similarly, before a capital project is approved it is reviewed by CPPAG for alignment with at least one of TRU's *Strategic Priorities*. Further, it must demonstrate how it supports implementation of the university's plans, such as the Academic Plan, Campus Master Plan, Strategic Research Plan, or the SEM Plan.

As mentioned under Standard 4.A.1, TRU has taken an integrated approach to build upon existing reporting practices and infrastructures already in place. Whenever possible, it has aligned core theme indicators and measures of assessment with planning already occurring at TRU. A key component of this was embedding the core theme annual reporting process within the work of the standing committees of Senate. A comprehensive picture of the resulting benefits of this will become more tangible in the 2019 reporting cycle.

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

Core Theme Assessment

The *Annual Core Theme Mission Fulfilment Evaluation and Planning* process, as described under Standard 3.B.2, outlines the review of assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement. The process involves a review of objectives and indicators, including identifying new or emerging indicators; a review of thresholds for mission fulfilment to ensure relevancy; a review of the five (5) year targets to ensure they are aspirational and yet realistic; and, plans for improvement to build upon the performance of the indicators. This assessment is documented in core theme workbooks and submitted to the ALO annually on July 31 and used to inform the IMFR (see **Appendix 2**).

The 2017 NWCCU evaluation team expressed a concern that TRU's reporting had not distinguished between the sustainability of its Kamloops' campus operations and the satellite campuses; specifically, when measuring the achievement of the core theme Sustainability indicators. It is important to note that TRU reports on the Williams Lake campus and Regional Centres in concert with reporting on key performance indicators for the Kamloops campus as part of the university's campus wide planning. For example, the [TRU Strategic Energy Management Plan](#) is a working document that demonstrates environmental leadership and stewardship across all TRU campus buildings and grounds (including Williams Lake and the Regional Centres) and is updated annually by the Sustainability Office. It identifies energy efficiency objectives in order to continuously reduce energy consumption, greenhouse gas emissions, costs, and maintenance needs, while maintaining work and study spaces that are safe, healthy, and inviting to be in. Additional reporting mechanisms are in place and shared on the TRU Sustainability Office website under [Plans, Reports and Surveys](#).

Regarding TRU's international partnerships with China, India, and Iceland, TRU maintains prerogative over the academic quality of programming and curriculum. TRU follows rigorous quality assurance protocols including site visits, student surveys, assessing the qualifications of faculty members, and setting the admission requirements. TRU does not maintain responsibility over our partner institutions' operations; however, TRU conducts an examination of the facilities and other resources during the site visit. All of these specifications are detailed in the MOU.

Measuring Student Achievement

As noted by the previous NWCCU evaluation committee, "Guiding documents demonstrate a promising institutional understanding of meaningful, measurable student learning outcomes, and TRU staff and faculty testified to a growing, positive *culture of assessment*" (Interim Candidacy Evaluation Report, p.35). Following the 2017 NWCCU evaluation team site visit, TRU has moved forward on its efforts to document and assess program learning outcomes. CELT and the Teaching and Learning Committee of Senate are working towards identifying principles to support and guide faculty as they review assessment measures within their courses and programs. CELT works with all programs in relation to learning outcomes, curriculum mapping, and assessment of learning.

Quality Assurance Process Audit (QAPA)

In 2011, the BC degree approval process was reviewed and an advisory panel brought forth recommendations as to how the process could be improved and redesigned to sustain and enhance the quality of degree programs offered in the province. As a result, [QAPA](#) was born and a pilot was launched in fall 2016 with the first formalized reviews taking place in winter 2017.

QAPA is an external review process to ensure that public post-secondary institutions have implemented rigorous, ongoing program and institutional quality assessment processes. All BC public post-secondary institutions participate in the QAPA once every eight (8) years. The review includes a self-study, external peer review and recommendations, response to recommendations, and a progress report.

TRU will engage in its first QAPA in fall 2019. TRU is preparing a self-study report that will address:

- How the University's program review policy ED 8-4 meets the requirements outlined in the DQAB's [Exempt Status Criteria and Guidelines](#) and the [Degree Program Review Criteria and Guidelines](#);
- That TRU meets appropriate program review processes and policies for all credential programs; and
- How TRU applies its quality assurance processes in relation to the requirements and responds to findings appropriately.



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.

Core Theme Assessments

A review of the core themes in relation to mission fulfillment is conducted annually. Designated standing committees of Senate prepare a workbook, which identifies, in light of the values of the indicators and the definition of mission fulfillment, how successful TRU was in fulfilling its mission for that core theme. The review involves three (3) components: 1) analysis of the data collected for each outcome; 2) assessment of the value of each indicator in light of the mission fulfillment threshold; and 3) planning of services and programs related to the core theme for the following year.

Section 2 of the core theme workbook is focused on planning for improvement and includes a budgetary and resource needs assessment.

The results are compiled into an IMFR (see **Appendix 2**) and used to inform plans at all levels. The IMFR is widely distributed in the fall to ensure that core theme planning also informs institutional, campus wide, and unit level planning, and follows TRU's collegial governance approval flow with presentations at Senate, PCOL, and Board.

As noted in the 2018 IMFR, some of the indicators did not have threshold ranges for the 2018 reporting cycle; however, core theme teams felt the indicators were important and thus identified potential measures for future assessment. As a result, TRU was unable to report on all 22 of its indicators in 2018. Nonetheless, as part of institutional, campus, and unit level planning (as noted under Standard 3.A.1), additional metrics and measures are regularly reported upon which support the success of each core theme.

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.

All programs are required to undergo a formal program review every seven (7) years. Within the program review process is a review of assessment of student learning as it relates to the program learning outcomes. Programs also gather feedback from students and faculty with the view to use the feedback to improve the overall program and learning for students. Departments, under the direction of the chair and dean, conduct regular evaluation of their programs between the periods of formal program review.

FSD and IPE provide timely reports that assist TRU and program areas to implement appropriate academic and learning support for students. In July 2018, a team consisting of the AVPA, Director of CELT, Dean of FSD, Associate Director of IPE, and three (3) faculty members attended the Teaching Learning National Institute (TLNI) at Evergreen State College in Olympia, WA. The purpose of attending the institute was to examine the issue of first year student retention and success. The outcome of TLNI was the development of a working group focused on the first year experience in the classroom. The group that attended TLNI recognized that many supports are in place to enhance student achievement, but there are other sources of data that have not been used effectively and the role of the faculty in the classroom was not fully explored. The working group has a two (2) year plan for improving student success and retention rates that will be supported through CELT and IPE.



Mission Fulfilment, Adaptation, and Sustainability

Executive Summary of Eligibility Requirement 24

24. Scale and Sustainability

Sustainability is one of TRU's four (4) core themes, as such, TRU prioritizes its commitment to investing in the sustainability of its human and financial resources, its social, cultural and creative capacity, and its environmental sustainability. TRU is committed to operating at a scale appropriate to the fulfillment of its mission and achievement of its core themes. Provincial enrollment targets are consistently achieved and often exceeded.

TRU operates on a balanced budget and demonstrates financial sustainability with a surplus cash flow and reserve funds to support its growing programs and services.

Despite a period of stagnant and declining provincial funding, TRU has successfully worked with its other revenue streams to ensure that programs and services are delivered at desired levels. Resources are allocated appropriately to ensure that TRU can achieve its mission and core themes in the present and for the foreseeable future. Financial sustainability is required of all post-secondary institutions in BC by AEST who requires absolute compliance; therefore, institutions are not permitted to carry a deficit.

TRU has well established mechanisms in place for planning assessment cycles; however, TRU has more recently embarked upon a fulsome, integrated approach with its *Annual Core Theme Mission Fulfilment Evaluation and Planning* framework. TRU is eager to see the positive impact this will have on the effective delivery of educational programs and services as we work towards achievement of mission fulfilment.

5.A Mission Fulfillment

TRU is a public, open access, research university rooted in the foundation of scholarly teaching. As an open access institution, TRU takes pride in providing an excellent education to every student, from a wide variety of backgrounds and perspectives, and at various stages of the learning journey. Nearly 26,000 students study on our campuses in Kamloops and Williams Lake, or through distance in online courses and programs through OL.

From traditional academics to trades, from certificates to graduate degrees, TRU offers over 200 programs. TRU 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 from accessible faculty members. Research, creation, and innovation thrive in TRU's open and flexible learning environment, and so do its students.

TRU's mission is grounded in one primary goal: to *serve* our students. This is accomplished through delivering high quality and flexible education, training, research, and scholarship that meets the needs of our regional, national, and international learners.

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

As noted under Standard 4.A.1, TRU addresses both internal and external factors likely to affect its operations in the IAPR. In addition, TRU regularly reports on a wide variety of operations such as financial and budget information, space utilization, enrolment management, and IT infrastructure needs. The senior executive keep the Board apprised of operations through presentations on enrolment numbers, demographics, space utilization, HR matters, and other key aspects of the organization through quarterly and annual presentations. The reports are housed on TRU's intranet site for all

employees while more general information is shared on the public site for all interested parties.

TRU has a clearly defined process for assessing and reflecting upon the measurements that indicate the achievement of the outcomes of its core themes. The process was first used in 2018 and is currently in its second reporting cycle. TRU maintains that the process for measuring mission fulfilment is an iterative one with systematic, participatory, self-reflective, and evidence based assessment as the building blocks to its success.

Mission fulfilment is defined in terms of the four (4) core themes that represent TRU's values as stated in our mission. The core themes are derived from the *Strategic Priorities* and act as beacons for our journey towards mission fulfilment. The definition of mission fulfillment is based on measurable outcomes associated with each core theme. It is important to note that the identified indicators and outcomes are high level and have been deemed most critical at this time; however, they do not reflect everything that encompasses TRU and its accomplishments. Institutional, campus wide, and unit level strategic plans maintain metrics and measures on a continuum from the macro to the micro level.

At the institutional level, TRU collects and reports on 22 core theme indicators. The data collection is supported by IPE and evaluated by designated standing committees of Senate. The data, evaluation, and future planning for the core theme indicators are presented in core theme workbooks and then collated into an annual IMFR.

By embedding the process within TRU's collegial governance structure, TRU ensures that the key stakeholders who are best able to effectuate the plans not only have access to the information, but also have a say in determining what needs to be done. For example, the chair of the Student Success Committee of Senate is the Dean of Students; the chair of the Intercultural Committee is TRU's Intercultural Coordinator; and, the chair of the Environmental Sustainability Advisory Committee of Senate is the Director, Office of Environment and Sustainability. Therefore, this process ties the assessment of mission fulfillment to other institutional and campus wide planning processes in addition to annual academic plans, cyclical program review, budget cycles, and AEST reporting requirements.

Mission fulfilment is deemed achieved when 70% of the indicators (for each core theme) are "Achieved" or "Minimally Achieved." In the 2018 reporting cycle, TRU did not achieve mission fulfilment. Looking forward to 2019, planning for improvement will include additional resources for data collection, increased involvement of key stakeholders, and refinement of the indicators. As 2018 marked the first year that TRU underwent such a review, the impact of improvement initiatives will become more evident in the subsequent reporting cycles. TRU's achievement of mission fulfilment is detailed further in Appendix 2.

The use of self-reflective evidence based assessment continues to grow at TRU. The planning processes established for each core theme, the articulation of program learning outcomes, translating the Graduate Attributes into ILOs, formalization of a general education program, and the increased mandates of IPE and CELT, all move TRU forward.

TRU has taken the recommendations related to general education and learning outcomes and applied these to the TRU context. As described in the Response to Recommendations (specifically Standards 4.A.3 and 4.B.2), the CELT Teaching Fellows will be working with programs to document assessment practices related to learning outcomes. In particular, they will be looking to capture what is currently taking place through naming, grouping, and classifying assessment measures. Once completed, they will begin layering these assessment measures on top of curriculum maps.

The Teaching and Learning Committee of Senate, chaired by the Director of CELT, is tasked with developing a planning document for assessing learning outcomes. These processes are embedded within existing practices, such as cyclical program review, which builds a culture of learning outcomes assessment without considerable additional workload for faculty members.

The work of reviewing and revising PLOs with the Teaching Fellows 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 PLOs. As the programs move forward the faculty members will identify best practices to assess the achievement of the learning outcomes.

Once the model for general education is approved, the associated learning outcomes will be integrated into all degrees and will become part of the overall assessment process of the degree programs. An ongoing assessment of the courses and general education model will be embedded into the normal quality assurance processes of academic approvals and program review.

The SEM Plan is in the final draft stages. The process included a comprehensive environmental scan that identified four (4) main themes:

1. Connection to the local and regional markets;
2. Increasing students in the wider national market;
3. Maintaining international student presence; and,
4. Continuing to serve lifelong learners.

As part of this process, TRU launched an initiative to improve the student experience. The foundational recommendations, planned actions, and progress towards meeting the actions are shared publicly on the TRU website under [Student Service Recommendations](#). The final plan 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 demonstrated under Standard 3.B.2, TRU has adopted a framework for evaluation and planning for achieving mission fulfillment. Designated standing committees of Senate (formerly core theme teams) report annually on the performance of indicators associated with each core theme and classify achievement based on set ranges for mission fulfillment. The core theme reports are then collated into an IMFR, which is distributed widely for all of TRU's constituents as part of TRU's collegial governance structure. The IMFR is included in the agenda packages for each of TRU's three (3) governing bodies and housed on their respective intranet sites. All of the Senate, Board, and PCOL meetings are open to the public and livestreamed. The final IMFR is shared publicly on the website under [Mission Fulfilment](#).

Assessment results from the 2018 reporting cycle have informed planning for 2019 and provided opportunities to identify specific areas for improvement. The following details examples of assessment results that prompted change in Fall 2018.

Following a thorough review of the indicators in 2018, the Intercultural Understanding core theme team realized that a primary barrier to achieving mission fulfillment resulted from a lack of collaboration between departments, faculties, and schools to encourage employee and student participation in intercultural activities and courses, and to create synergies in processes, such as facilitating credit transfer for study abroad experiences. In addition, without a comprehensive and consistent measure for tracking faculty, staff, and student mobility activities year-over-year, the available results for indicator 2.3 did not provide an accurate picture of all of the valuable experiences taking place at TRU and abroad. For example, the results for indicator 2.3 were missing the number of faculty and students attending international conferences and participating in off campus exchanges, TRUFA members teaching at partner institutions in China, or faculty members conducting research or presenting at scholarly conferences outside of Canada. To improve upon this, IPE and TRU World are working together to capture a reliable and repeatable measure of mobility activities.

The Research Core Theme Team made several changes to their framework following the 2018 review. One of the most profound was noting the indicator bias towards faculty research. As a result, they introduced a fourth outcome, *4.0 Undergraduate students engage in research activities*, and identified four (4) potential emerging indicators to track during the 2018/19 academic year prior to selecting the most relevant indicator. The discussion prompted a deeper exploration of the goal for a newly planned Research Coach program that awards senior students with scholarships for research informed learning, thus giving them the opportunity to help faculty members design a research project for a first or second year class. Draft indicators for this program include measuring GPA and retention rates of first and second year students; however, after

digging deeper, the discussion turned to the value of building strong relationships between students and faculty members. As a result, a new indicator was proposed that tracks the number of students interacting with faculty members while doing a research project.

The Student Success core theme team had similar revelations following a review of its indicator results. For example, while highlighting the importance of high impact practices (HIP) in indicators 2.1, 2.2, and 3.1, the team noted that progress towards a campus culture that values HIPs is slow. As a result, the FSD enhanced their academic plan to address experiential learning, and included a SIF request for the creation of a Centre for Career and Experiential Learning. The request was granted in the winter of 2018 and the Centre opened in the spring.

Guided by the STARS framework, the Sustainability core theme team was able to highlight specific initiatives in order to improve upon the indicator results. For example, to improve upon indicator 1.1, specifically *Food & Dining*, TRU is exploring ways to develop sustainable food purchasing guidelines to ensure certified or locally sourced food (<400km) and develop a water conservation plan. While Sustainability was successful overall in achieving mission fulfilment, it failed to meet the threshold for indicator 1.4. To address this, plans have been made to develop a policy that outlines community stakeholder engagement, and living wage guidelines for contractors. Sustainability is also working with IPE to determine success rates of low income students in order to guide future planning.



5.B Adaptation and Sustainability

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.

TRU has taken an intentional approach to ensure that the assessment and evaluation requirements of the NWCCU accreditation cycle are harmonious with TRU's existing assessment processes as part of institutional, campus wide, and unit level planning. The objectives, outcomes, and indicators for TRU's *Strategic Priorities* are now found at the core of institutional resource allocation, budget methodology, operational planning, and aligned with the core theme indicators. This ensures that TRU continues to develop the robust cycle of continuous improvement demanded by the NWCCU accreditation standards, and the work of planning, implementation, assessment, and improvement are built on existing university practices.

TRU operates on a balanced budget and demonstrates financial sustainability with a surplus cash flow and reserve funds to support its growing programs and services. TRU's relatively strong fiscal position is clearly positive; however, given the realities of stagnant provincial funding and declining domestic demographics, sustainability of the university must be at the forefront of institutional planning and operational activities. Regular data collection and analysis conducted by Finance and IPE, and guided by the Vice President, Administration and Finance, informs TRU's budget methodology and strategic sustainability plans, and includes continuous monitoring of domestic and international enrolment projections.

The [Campus Master Plan](#) (2015 – 2020) and the [Campus Strategic Sustainability Plan](#) (2014 – 2019) address mid-range and long-term maintenance costs in capital planning. In addition, TRU has a five (5) year deferred maintenance plan (2017 – 2022) that ranks priority assets and specifies associated costs for upgrading. The plan details a number of projects spanning from utilities, transportation, energy, land use, and building upgrades.

One notable upgrade underway is a comprehensive revitalization project to modernize classrooms across the university, beginning with the first and second floors of the Old Main building on the Kamloops campus. Through the renovation and resizing of rooms, two (2) additional classrooms will be created for a total of 28 classroom spaces, which will offer advanced technology, better layouts, brighter spaces, and new furniture. Improvements are also being made to sound proofing and air quality. Technology upgrades include projector screens, multi-wall screens, touch technology, and additional electrical outlets for laptop/tablet use. In addition, room layouts have been changed to support different styles of teaching and learning. Brighter and quieter spaces will have glass alcove entrances to increase natural light. Use of bold colours in paint and furniture are designed to create inspiring learning environments. In

addition to classrooms, support spaces such as the visual arts lab, the 2600 block staff room, the Writing Centre space, hallways, and bathrooms will undergo substantial renovations. The Old Main renovation is expected to be completed in March 2019.

To ensure TRU has the necessary funds to support the replacement and maintenance of technology infrastructure, TRU has set aside \$300,000 annually for evergreening technology and computing devices.

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.

Institutional, campus wide, and unit level plans are developed on a three (3) to five (5) year basis and assessed annually. Faculties and schools are required to report on their strategic plans and submit budgetary requests to the Provost annually. Similarly, administrative and service divisions conduct annual internal assessments and reviews under the guidance of the Vice President, Administration and Finance.

As detailed in [TRU's Mandate Letter](#) from AEST, TRU is required to submit an IAPR that addresses how TRU met the key performance indicators as set out by TRU's mandate, the *TRU Act*, and the government's annual strategic direction.

With the introduction of the *Annual Core Theme Mission Fulfilment Evaluation and Planning* framework in 2018, the overall impact of the effectiveness of the integrated planning process, specifically with the input of designated standing committees of Senate, and its alignment to all other levels of planning, will become clearer in future reporting cycles.

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.

As noted under Standard 3.A.4, the provincial and federal governments of Canada require that TRU be responsive to emerging trends and needs of society. TRU's senior executive is in constant communication with government representatives and is a member of RUCBC, which represents the interests of BC's research universities. RUCBC's mandate is to identify issues facing the universities, provide system wide leadership in the development of relevant public policy, and communicate on behalf of the university system. RUCBC also provides a coordinating forum for its member universities and acts as a provincial focal point for working with the government of BC and provincial or national bodies associated with universities. In addition, TRU is a

member of [Universities Canada](#), a membership organization providing university presidents with a unified voice for higher education, research, and innovation. *Universities Canada* advances the mission of its 96 member institutions to transform lives, strengthen communities, and find solutions to the most pressing challenges facing our world.

TRU can call on a number of examples to demonstrate its ability to act responsively and strategically to emerging trends and expectations in its internal and external environments. A short and non-exhaustive list of highlights include:

- Active participation with Indigenous partners to respond to the Truth and Reconciliation Commission's Calls to Action, such as the Coyote Project, a partnership agreement with the Tk'emlups te Secwepemc, and free Secwepemc language classes for TRU employees.
- Developments in research capacity, such as the creation of the Interior University Research Coalition and continued high levels of engagement in undergraduate research opportunities.
- New graduate programming in areas of institutional strength and regional need, such as a Master of Science in Nursing, Master in Environmental Economics and Management, and Master of Science in Environmental Economics and Management.
- Continued development of strong international partnerships and articulation agreements.

TRU performs an external environmental scan annually, which is included in the IAPR. As required by the ministry's accountability framework, the first section of this report situates TRU in the context of demographic, market, and employment trends in BC. This "External Environment" section monitors political and economic indices, and focuses specifically on provincial learner demographics, the labour market, and the impact of online education. The focus in the report then shifts to the "Internal Environment," and includes a review of internal operational and educational planning processes and assessments.

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 (4) main themes as mentioned under Standard 5.A.1.

In March and November, TRU produces a regular five (5) 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.

As noted under Standard 3.A.4, TRU's budget methodology is influenced by TRU's *Strategic Priorities*, in particular Increasing Sustainability. This is achieved by including

environmental, social, and governance factors in investment decisions through membership in the United Nations supported initiative *Principles for Responsible Investment*.

As previously stated under Standard 4.A.5, TRU sets aside money in a SIF to provide needed resources to key strategic areas. Formal assessment of the effectiveness of these investments in meeting their intended goals provides valuable information to inform budget allocation. Holders of a SIF are responsible for ensuring that expected outcomes are achieved and the outcomes are reported in the unit service plans. In addition, SIFs are incorporated into the annual core theme evaluation process. Factors positively or negatively affecting progress towards achieving indicators are reviewed and plans for improvement, including budgetary and resource limitations/impact, are documented. As a result, there are times when a SIF may have direct impact on the changes to an indicator and this is documented in the core theme workbook.

In an effort to add greater strategic planning to capital projects, TRU created the CPPAG (as described in detail under Standard 3.A.1). 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. In addition, TRU evaluates space utilization each fall term to determine the capacity of the existing facilities to deliver quality programming.

Finally, to further 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 48 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 for people to learn, live, and play. TRU refined its Campus Master Plan to reflect the campus expansion of the last decade and set the stage for future development tied to the Academic Plan, Strategic Research Plan, enrolment growth, and the TRUCT initiatives. As a result, [The Reach](#) was conceptualized (a vibrant, urban planned community located on the endowment lands of the TRU Kamloops campus). The Reach will include a mix of housing, retail, recreational, and office space.



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 BC, we are uniquely empowered and qualified to deliver this commitment. Since the submission of TRU's ICR in 2017, TRU has worked diligently to address concerns and recommendations brought forth by the NWCCU Commissioners and evaluation team. Throughout the drafting of the 2019 ICR, the ASC sought to engage the broader TRU community in fulsome discussion.

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 evaluation team's visit on April 1 – 3, 2019.





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