

INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT





THOMPSON RIVERS UNIVERSITY

Office of the
PRESIDENT AND VICE-CHANCELLOR

July 1, 2020

The Honourable Melanie Mark
Minister of Advanced Education, Skills and Training
PO Box 9043, STN Provincial Government
Victoria, BC, V8S 1V9

Dear Minister Mark,

Please find enclosed the Thompson Rivers University (TRU) Institutional Accountability Plan and Report for the 2019/20 reporting cycle.

In submitting this report, we find ourselves in interesting times with the impact of a global pandemic. It has changed how we currently serve students and created uncertainty for the future. Yet, in preparing this report, and looking back on the year that was and planning for the years ahead, we are humbled and gratified as it reminds us of why universities exist. And we believe, despite a pandemic, this will not change. With your government's support, we provide students the skills and training they seek for a better future, they in turn find work or create work as entrepreneurs, and some commit to life-long learning; our problem-solvers as they research the issues that confront our world in hope of finding answers for a better tomorrow. All make a difference and help build a strong BC.

In this report, you will find our response to Ministry priorities. TRU, by virtue of its mandate to serve the needs of the region as well as the Open Learning needs of British Columbians, has a long-standing commitment to keep post-secondary education accessible to those who seek it, including remote, rural and Indigenous learners. We are particularly proud of our university's commitment to Truth and Reconciliation as experienced through Envision TRU, a year-long consultative process where, with the input of internal and external stakeholders, we mapped out the kind of university we want to be in 10 years. This commitment, along with others, is now weaved throughout our [new vision, values and strategic change goals](#).

Ironically, as TRU concluded Envision TRU with adoption of our new Vision Statement in March by all three of the university's governing bodies, the effects of the global pandemic had caused all of us to change direction. While the past few months have been about meeting the immediate needs of students, faculty and staff as we live, learn, and work in a socially distant way, and plan for upcoming terms in an alternate format, one thing is certain—the value of a post-secondary education. We believe an investment in post-secondary, by students, the Province, and communities, is now more critical than ever as we prepare for a post-pandemic BC.

We look forward to such discussions in the future and thank you for your continued support of TRU. Should you have any questions about this report, please don't hesitate to be in touch.

Sincerely,

A handwritten signature in black ink, appearing to read "Brett Fairbairn".

Brett Fairbairn
President and Vice-Chancellor
Thompson Rivers University

A handwritten signature in black ink, appearing to read "Barbara Berger".

Barbara Berger
Chair, Board of Governors
Thompson Rivers University

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Institutional Overview

TRU's mandate

Thompson Rivers University recognizes and honours the location of its main and regional campuses in the traditional territories of Indigenous people. The Kamloops campus is situated in Tk'emlúps territory; the Williams Lake campus is situated in that of the T'exelcemc; the 100 Mile House regional centre is situated in Tsq'escenemc lands; the Ashcroft regional centre is situated in the Ashcroft First Nation belonging to the Nlaka'pamux Nation; the Barriere and Clearwater regional centres are situated in Simpcw territory; and the Lillooet regional centre is situated in the St'át'imc Nation. Thompson Rivers University recognizes the need to include learning opportunities for all Indigenous students, including First Nations, Inuit and Métis learners.

Thompson Rivers University evolved from a community college, established in 1970, into a university in 2005, as articulated in the *Thompson Rivers University Act (2005)* and based on amalgamating the University College of the Cariboo with the BC Open University and other aspects of the Open Learning Agency.

In the *TRU Act*, the province designated TRU as a university that offers undergraduate and master's degrees, certificate and diploma programs, vocational training and adult basic education, foundation and apprenticeship programs in trades and technology, and Open Learning programs and courses, and also undertakes research and scholarly activities. TRU offers more than 140 programs on campuses in Kamloops and Williams Lake, as well as at five regional centres in the BC Interior, and 480 courses and 60 programs online through TRU Open Learning.



Establishing a new vision

In March 2019, TRU launched [Envision TRU](#), a year-long process of consultation and collaboration to develop a vision to help guide the university for the next 10 years. The consultation was extensive and used a variety of methods—in-person and online—to reach individuals in and outside the university community, extending to TRU’s rural and remote regions including Indigenous communities. The culmination of this conversation was a Vision Statement adopted in March by TRU’s three governing bodies—the Planning Council for Open Learning, the Senate, and the Board of Governors. The Vision Statement comprises four sections—TRU’s vision, values, goals and mission. The first three are new and based on input gathered through Envision TRU, while the mission remains the same with one modification, also based on input.



NUMBER OF
SMALL GROUP
DISCUSSIONS: **107**



NUMBER OF
LARGE
SESSIONS: **2**

NUMBER OF PEOPLE WHO PARTICIPATED
IN **THOUGHTEXCHANGE** QUESTIONS:

1217



NUMBER OF
THOUGHTEXCHANGE
QUESTIONS: **6**



NUMBER OF
WRITTEN
SUBMISSIONS: **15**

FACE-TO-FACE PARTICIPANTS: 1750+



Woven throughout the Vision statement are Secwépemctsin words and concepts. Additionally, there is a strategic change goal focused on Indigenous learners and communities. This reflects the overwhelming feedback received through the Envision TRU process across all participating groups, that Indigenization—connecting with, learning from and respecting Indigenous knowledge and people—is one of the most important priorities in TRU’s near future. TRU took this participant feedback and delved deeper, working with Indigenous thinkers and leaders to articulate its meaning and incorporating it within the Vision Statement document.

Vision Statement

Our vision

Community-minded with a global conscience, we boldly redefine the university as a place of belonging — Kw'seltnéws (we are all related and interconnected with nature, each other, and all things) — where all people are empowered to transform themselves, their communities, and the world.

Our mission

TRU is a comprehensive, learner-centred, sustainable university that serves its regional, national, and international learners and their communities through high quality and flexible education, training, research and scholarship.

Our values

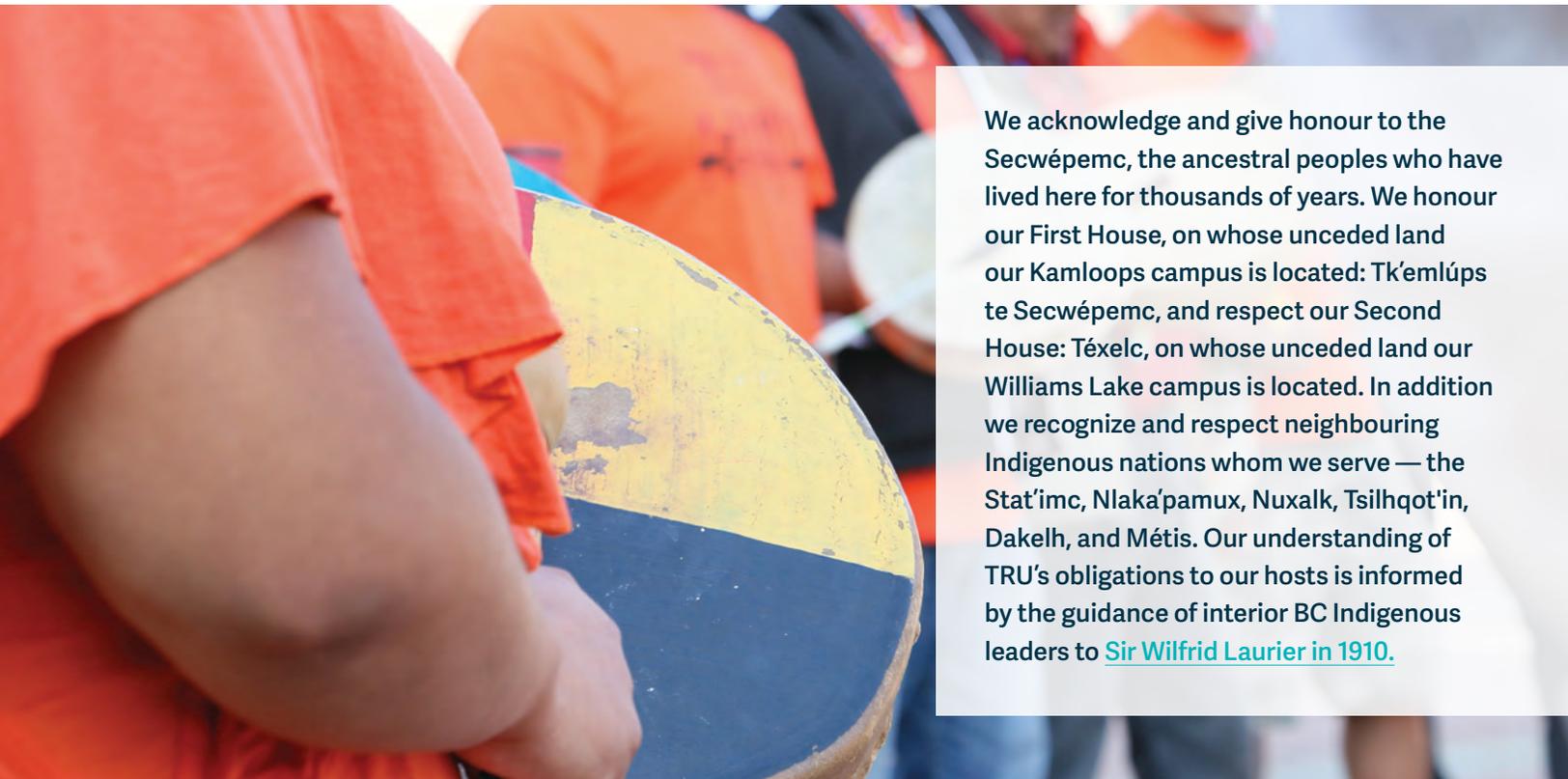
Respectful relations define our behaviour. We respect each other (Xyemstwécw), the land, knowledge, the peoples of our region and beyond.

- **Inclusion and Diversity.** Access is open: we welcome students, faculty, staff and communities from our region and around the world to learn from and with one another. We embrace diversity of thought and people. We commit to equity. We continually see the world and its inhabitants in new ways by re-examining our practices and their impacts.
- **Community-Mindedness.** We come together to help one another (Pelkwaílct'es knucwentwécw-kt). Mutual benefit guides us to connect meaningfully with people in the communities we serve, contributing to an interconnected world where we all share a common future and humanity.
- **Curiosity.** We seek out new ideas and embrace change, understanding they may involve risks. We break paths with creative, critical, yet thoughtful purpose. We push boundaries as a university and encourage students, faculty, staff, and the community to do the same.
- **Sustainability.** The natural world inspires us with wonder and reverence. We recognize how the health of our societies, cultures and ecosystems rests upon wellness of people, biodiversity, and wise stewardship of precious and finite resources. As a world leader in sustainability we know that the well-being of generations to come is shaped by what we do today.



Our 10-year strategic change goals

- **Eliminate achievement gaps.** We will support students of all backgrounds to access and succeed in higher education. All groups in our region — including Indigenous learners and rural learners — will achieve in higher education on par with others. We will recruit and retain students to create a balanced community of learners and leaders reflective of Canada and the world.
- **Honour truth, reconciliation and rights.** We will nurture a flourishing relationship with the Secwépemc people on whose lands we reside. Members of our community will give exceptional consideration to Secwépemc world view and belief system. We will support thriving Secwépemc culture through respectful actions in research, teaching and service. Our campuses will honour our First House: Tk'emlúps te Secwépemc, respect our Second House: Tixelc, acknowledge the many Nations who live and work on and near these lands, and support provincial, national and global movements for the fulfillment and recognition of Indigenous rights.
- **Lead in community research and scholarship.** We will support all faculty members in knowledge-seeking, knowledge creation, and creative inquiry. We will earn recognition as the most committed and innovative university in Canada for research and scholarship based on community partnerships; for involving graduate students in community-centred research; and for undergraduate research training.
- **Design lifelong learning.** We will adapt and combine modes of learning, teaching, and practical experience to create a seamless and integrated set of educational encounters that meet the changing needs of learners from early childhood to elderly years. We will design the map on which individual learners can chart their personal journeys to develop relevant knowledge when they need it, in the forms they can best access, while starting, stopping and returning as often as they need.



We acknowledge and give honour to the Secwépemc, the ancestral peoples who have lived here for thousands of years. We honour our First House, on whose unceded land our Kamloops campus is located: Tk'emlúps te Secwépemc, and respect our Second House: Tixelc, on whose unceded land our Williams Lake campus is located. In addition we recognize and respect neighbouring Indigenous nations whom we serve — the Stat'imc, Nlaka'pamux, Nuxalk, Tsilhqot'in, Dakelh, and Métis. Our understanding of TRU's obligations to our hosts is informed by the guidance of interior BC Indigenous leaders to [Sir Wilfrid Laurier in 1910](#).

How our 10-year strategic change goals align with [AEST Goals and Measures](#)

This section shows how TRU's [strategic change goals](#) described above align with the Ministry of Advanced Education, Skills and Training's goals and objectives. As the goals and corresponding metrics are further developed in the upcoming years, these refinements will be reflected in subsequent reports.

TRU Strategic Change Goals	Ministry of Advanced Education and Skills Training				
	Capacity	Access	Quality	Relevance	Efficiency
Eliminate achievement gaps	✓	✓	✓		✓
Honour truth, reconciliation and rights	✓	✓	✓		
Lead in community research and scholarship	✓		✓	✓	
Design lifelong learning	✓	✓	✓	✓	✓



TRU at a Glance

9 FACULTIES AND SCHOOLS

FTEs

Total Student FTEs
14,177

Domestic FTEs: **10,358**

International: **3,819**

Indigenous: **1,379**



Finance

Total Revenue
\$240,931,000

Government
operating grant
\$70,567,000

Head Counts

On Campus: **15,150**

Open Learning: **17,293**

Dually Enrolled: **2,011***

International students:

HEADCOUNT

6,358

FROM

115 COUNTRIES

HEADCOUNT OF

2,757

ACTIVE **EMPLOYEES**

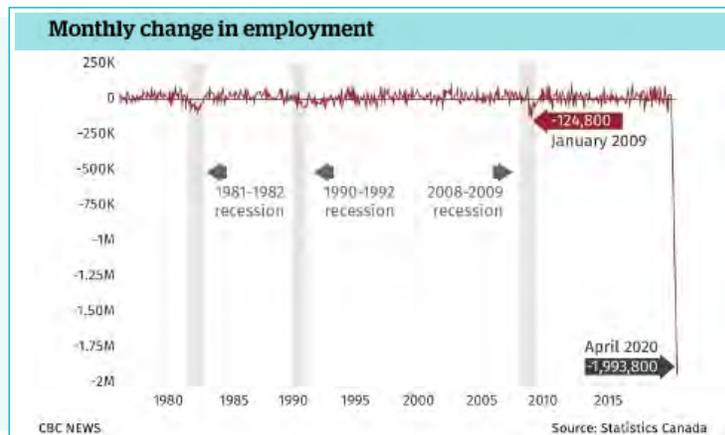


**Fiscal Year 2019/20, Dually enrolled on
campus and Open Learning*

Our external strategic context

Over the last year, TRU has engaged in an extensive [environmental scan](#) initiative with briefing notes on the labour market, economy, changing demographics, the future of work, and most recently COVID-19, which is the most disruptive force currently facing us.

The global coronavirus pandemic has created massive disturbances in the external environment, including the economy. The global economy is projected to contract sharply, the worst since the Great Depression. While not official, [C.D. Howe declares](#) the Canadian economy is in recession after the first quarter. In [April](#), almost two million Canadian jobs were lost.



While the usual rule of thumb is that a recession isn't declared until economic loss is realized in two consecutive quarters, the economy had already been declining in the last quarter of 2019, before COVID-19 hit; US [trade protectionism and tariffs](#), and the [rail blockade](#) negatively affected several sectors. The energy sector has since been affected further by a trade war, (increasing production) and by travel restrictions, (decreasing demand). The price of oil fluctuated between \$12 and \$25 per barrel in April, down from \$55 to \$60 per barrel at the beginning of the year. The Canadian dollar has been affected by the price of oil and since January has decreased from 77 cents to about 71 cents against the US dollar.

Will the recession be a "V" shape, deep, but lasting a relatively short time, or more of a "U" shape, bottoming out and slowing rebounding? That is the subject of analysis in the recent [McKinsey](#) report. Experts and indicators differ on the predicted outcomes. While the US stock market declined dramatically in March, it has been rebounding. According to the Financial Post, investors are betting that the flattening curve of newly reported COVID-19 cases will mean a brutal but short recession. The Conference Board of Canada expects Canadian GDP to grow at 0.3% this year and rebound back to 2.5% next year. However, a [recent poll](#) of economists cited by the Globe and Mail states that only one of 25 economists surveyed thought the Canadian economy recovery would be "V" shaped. TRU continues to monitor the environment and consult with stakeholders to determine the appropriate measures to take. As TRU plans for the fall and winter terms, we are asking our students how they are coping during the pandemic.

In April, [Statistics Canada](#) surveyed post-secondary students on how the COVID-19 pandemic had impacted them. Over 90% said some or all of their courses had been moved online, 26% said some courses were cancelled or postponed, and 11% were not able to complete credentials as planned. Almost half (47%) said they were "very" or "extremely" concerned about being able to return to school next term. About half were very or extremely concerned about being able to pay for tuition (51%) and accommodations (50%) next term.

In terms of labour market disruptions, almost half said that they had lost their job or been laid off, and over a quarter had reduced work hours. Over a third of students said that planned work placements had been delayed or cancelled. Sixty-seven percent of respondents to the Statistics Canada survey said they were very or extremely concerned about having no job prospects for the near future.

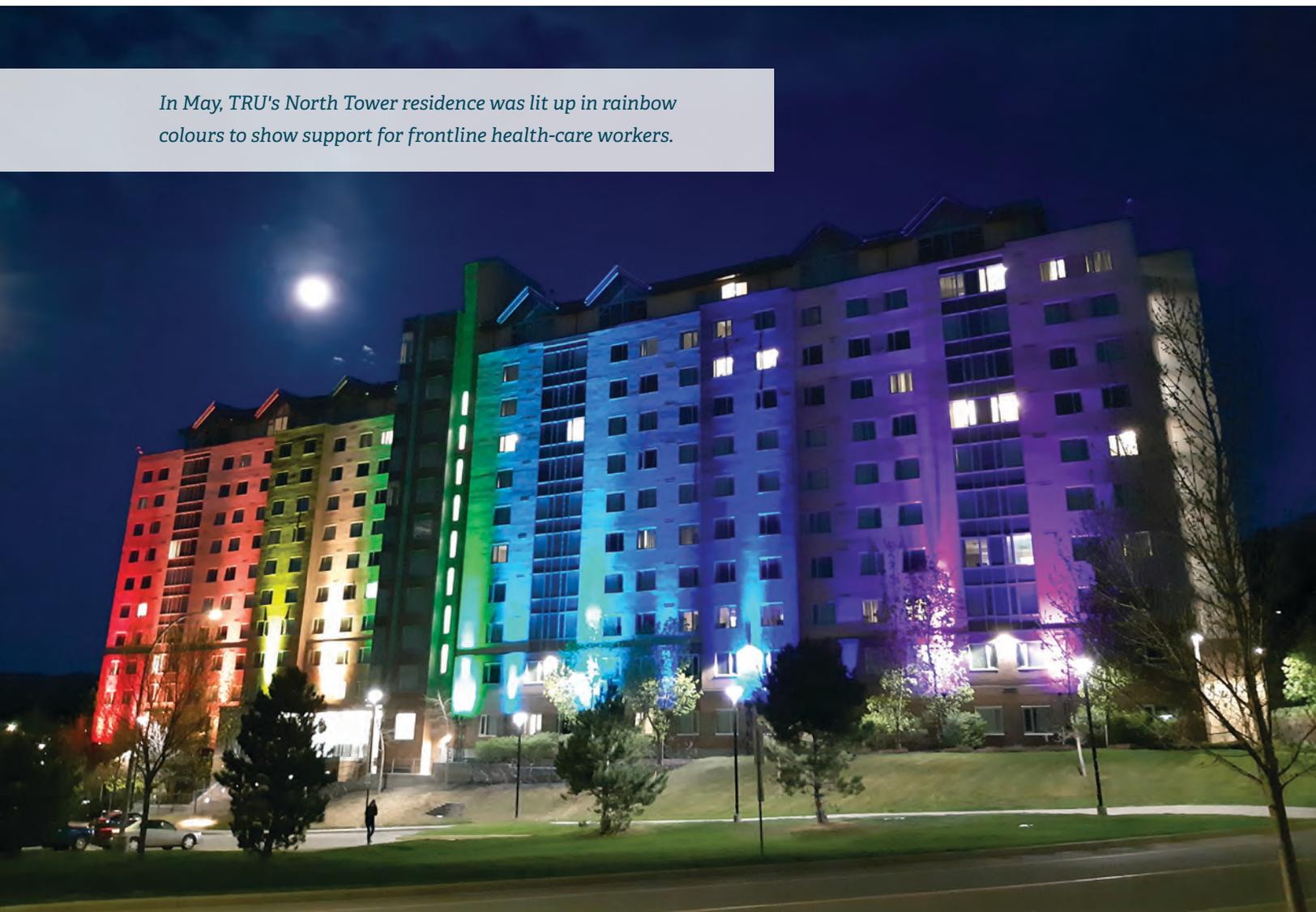
Our internal strategic context

Responding to a global pandemic

As with many sectors across the country, TRU's operations have been profoundly impacted by COVID-19. In late January, with the emergence in China of what was then referred to as the novel coronavirus, TRU convened its pandemic planning group. Its initial task was to review and update the university's pandemic preparedness plan. As the weeks passed and the virus spread across the globe, the pandemic committee increased its meeting frequency, directed increased cleaning on campus, and pushed out public health messages to its university community. Then, with the WHO declaration of a pandemic in mid-March and increased cases and concern in BC, TRU, like many others, moved quickly to transition students from in-class learning to virtual alternative studies. Most faculty and staff also moved their work online, away from the office.

While TRU has remained 'open' for students in a virtual sense, TRU's campuses and satellite centres are a shadow of their usual selves with many spaces closed off and limited staff on site.

In May, TRU's North Tower residence was lit up in rainbow colours to show support for frontline health-care workers.



COVID-19 at a glance: January – March 2020

JANUARY

- Pandemic planning group begins meeting
- All faculty and staff travel to China put on hold

FEBRUARY

- Employee travel restrictions expand to other affected countries
- TRU posts public health signage, increases hand sanitizer stations and cleaning in high traffic campus areas
- TRU World increases contact and outreach to international students, study abroad students, and homestay families

MARCH

- Event cancellations begin
- Mid-month—[Emergency Operations Centre \(EOC\)](#) activated, most classes and services go virtual with students and employees studying/working remotely
- Food venues close, campuses and buildings empty
- Board of Governors approves a provisional budget for first half of 2020/21 fiscal year due to uncertainty created by pandemic
- Extreme financial prudence measures established to control spending in anticipation of reduced enrolment for fall and winter 2020.

ONGOING

TRU continues to work with partner institutions and others as we collectively move forward. Our sector is working closely with the Ministry of Advanced Education, Skills and Training (AEST) to further develop guidelines and TRU is an active player in this conversation.

TRU's president, Dr. Brett Fairbairn, meets frequently with provincial ministries (AEST and Health), and with the Research Universities Council of B.C. (RUCBC) presidents. Universities Canada presidents' meetings have also increased and are focused on lobbying, research, and webinars related to COVID-19. In April, the mayor of Kamloops formed a task force to guide the city's economic comeback post pandemic. The task force includes people from around the region including president Fairbairn.

The provost, Dr. Christine Bovis-Crossen, meets biweekly with RUCBC and with AEST. The Vice-President Administration and Finance, Matt Milovick, is part of RUCBC's COVID-19 Planning Group. As well, Milovick sits on the Go-Forward Guidelines for Post-Secondary Institutions Steering Committee. The purpose of the Steering Committee is to develop guidelines for the public post-secondary sector identifying general occupational health and safety (OHS) practice standards and guidelines to be implemented over the next 12-18 months. He is also chairing a panel of subject matter experts to develop the draft Go-Forward Guidelines with general OHS practice standards and guidelines for the sector. In addition, Milovick sits on the AEST Technology Working Group that was established to respond to the pandemic crisis. The Vice-President University Relations, Brian Daly, is a member of RUCBC's VP External Relations group and of the board of directors of the Canadian Council for the Advancement of Education (CCAЕ). The University Counsel and Corporate Secretary, John Sparks, is a member of the RUCBC general counsel group that meets periodically and a member of the general counsel group of the Canadian Association of University Solicitors that has teleconferences every second month with general counsel from across the country.



Times of transition in leadership

The past year has marked a time of change and transition among senior leadership at Thompson Rivers University. On June 5, 2019, TRU celebrated the installation of Dr. Brett Fairbairn as the university's fourth president and vice-chancellor. Fairbairn joined TRU in December 2018. Among his first priorities was the development of a new vision for the university and the solidification of the senior executive team. In December 2019, Fairbairn re-appointed Dr. Christine Bovis-Crossen to a second term as provost with a renewed and refocused mandate as reflected in a new title, Provost and Vice-President Academic and Research. The title change underscored the value and significant growth in research—in calibre and activity—at TRU. Shortly after, in January 2020, Fairbairn announced the appointment of a new Vice-President University Relations. Brian Daly, recently president and chief executive officer for the University of Winnipeg Foundation, joined TRU on May 1 not only as a new member of the executive team, but also tasked with leading a new portfolio combining the previous separate units of Advancement, and Marketing and Communications.

TRU was pleased to reappoint Nathan Matthew in March of this year for a second term as Chancellor. A member of the Simpcw First Nation, Matthew is one of the country's most-respected advocates for Indigenous education.

At the decanal level, TRU has hired or renewed terms in the following areas: Dean of Faculty of Education and Social Work; Dean of Adventure, Culinary Arts and Tourism Management; Dean of Nursing; Interim Dean of Law; and most recently Dean of Business.

And finally, TRU welcomed four new community appointed members to its Board of Governors since early 2019 who bring a diversity of experience and knowledge of the vast region TRU serves: Charles Wyse (Williams Lake), Helen Kormendy (Ashcroft), and Sukh Gill and Lillian Kwan (both from Kamloops).



Dr. Brett Fairbairn

THOMPSON RIVER UNIVERSITY'S
FOURTH
PRESIDENT AND
VICE-CHANCELLOR

Stable employee relations

TRU reached new collective agreements with each of its three unionized employee groups over a six-month period. The first was finalized in October 2019 with CUPE Local 4879 representing 1,000 support staff; the second was reached in February 2020 with the TRU Faculty Association which represents approximately 900 employees who work at TRU's campuses in Kamloops and Williams Lake as teaching faculty, counsellors, librarians and instructional support; and the third was concluded in March with the TRU Open Learning Faculty Association which represents faculty at TRU's Open Learning division. Each agreement is for three years and negotiated under the province's Sustainable Services Negotiating Mandate.

Integrated Strategic Plan

Following the adoption of the new vision statement, TRU will embark on a new kind of process for implementing specific priorities, led by the provost. TRU will develop its first-ever integrated strategic plan, an implementation framework that identifies priorities (both academically and for services) and also allocates resources to support those priorities—resources like time, budget, and space. This will be an open and participatory process in which every member of the TRU community will have opportunities to become involved. Integrated planning will define projects of about five years in duration that will move us towards achieving our long-term goals. Each project will have specific leaders, teams, and timelines to ensure the outcomes are achieved.

Celebrating 50 years

2020 marks TRU's 50th anniversary, a time for TRU to reflect, celebrate, and look ahead. Fifty years ago, the university's predecessor, Cariboo College, opened its doors. It was a new institution born in temporary space, including a handful of trailers at the former Kamloops Indian Residential School and among several new two-year regional colleges established to provide academic and vocational programs outside BC's large urban centres. Since that time the institution has grown—in campuses and regional centres, in student and employee numbers, and in program offerings. And it has evolved, from a college to a university college, and then to a university in 2005 and with it, taking on the Open Learning needs of British Columbians and expanding into research. Much is planned to celebrate TRU's 50th—free learning opportunities, sharing of memories, and events—even if held virtually during this time of pandemic. Through this landmark year, TRU will also pursue a landmark of another kind—to raise \$50 million through its Limitless Campaign. The public phase of the campaign launched on October 10, 2019, with the impetus of \$41 million raised to that point from the contributions of donors and supporters alike who are passionate about their communities and their university.



Understanding our impact

Universities have a profound impact on the communities in which they serve. At TRU, this impact equates to more than \$705 million annually into the Thompson, Nicola and Cariboo region when considering the daily operations of the university and the activities of students and alumni. Additionally, based on an economic impact study done for TRU in 2019, the domino effect to the rest of the province is \$1.5 billion. The largest impacts are from alumni—students who graduated from the university and are using the knowledge and skills gained through university education to better themselves, their employers and workplaces, and the communities around them. These TRU graduates contribute to the wealth and prosperity of communities and their increased earnings account for nearly 70%, over \$489 million, of the total regional impact for the university.



REFLECTS FISCAL YEAR 2018-19

The Economic Value of Thompson Rivers University to the Regional Economy



ECONOMIC IMPACT ANALYSIS

↑ = 100 jobs

1 out of every **9**

jobs in the TRU Region is supported by the activities of TRU and its students.



Alumni impact

Impact of the increased earnings of TRU alumni and the businesses they work for

\$489.7 million
Added income

enough to buy **960** houses in the TRU Region

- OR -

6,837 Jobs supported



TRU TOTAL ANNUAL REGIONAL IMPACT

\$705.3 million
Added income

- OR -

9,670
Jobs supported



Operations spending impact

Impact of annual payroll and other spending

\$169.7 million
Added income

enough to buy **4,373** new cars

- OR -

1,947

Jobs supported



Student spending impact

Impact of the daily spending of TRU students attracted to or retained in the region

\$45.9 million
Added income

enough to buy **4,012** families* a year's worth of groceries

- OR -

886

Jobs supported



* family of four

About Thompson Rivers University

26,070 Credit Students

2,517 Non-Credit Students

1,263 FTE Employees

The TRU Region



INVESTMENT ANALYSIS

The average bachelor's degree graduate from Thompson Rivers University will see an increase in earnings of **\$18,400** each year compared to someone with a high school diploma working in British Columbia.



For every \$1...



Students gain **\$1.50** in lifetime earnings



Taxpayers gain **\$3.10** in added tax revenue and public sector savings



Society gains **\$4.30** in added provincial revenue and social savings



Sources: Emsi Economic Impact Study; <https://www.crea.ca/housing-market-stats/national-price-map/>; <https://www.thestar.com/business/2017/02/07/higher-prices-will-drag-down-canadian-car-truck-sales-in-2017-forecast-says.html>; <https://globalnews.ca/news/3828492/healthy-food-cost-canada/>



Institutional highlights for 2019/20

Strengthening Indigenous Education and Knowledge

Investing in Indigenization through the Coyote Project

In 2019, TRU committed to an additional three years' worth of funding for the Coyote Project, a pan-institutional project that brings together the university's nine faculties, its Open Learning division, the Library and TRU World to develop initiatives that support indigenization, and ultimately, the recruitment, retention and success of Indigenous students. Each area establishes its own goals, and initiatives vary—from creating new courses or altering curricula, to supporting Indigenous research, or finding ways to make spaces more inviting for Indigenous students. By the time Coyote wraps up in 2022, TRU will have invested more than \$1 million for the five-year duration of the project.



“ Indigenous students have been underserved by universities. What has been achieved at TRU is exceptional. ”

Faculty of Education and Social Work
Dean Airini, lead of The Coyote Project

New health research chair advances Indigenous Wellness

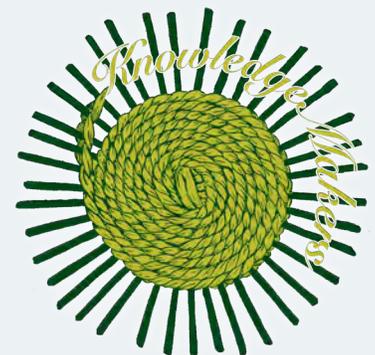
TRU's Dr. Lisa Bourque Bearskin was one of six researchers nationally awarded an Indigenous Research Chair in Nursing from the Canadian Institutes of Health Research (CIHR), and the only researcher in BC to receive the honour. Dr. Bourque Bearskin's research focuses on advancing Indigenous health nursing that promotes wellness and participation, and that empowers nurses to advocate for patient access to traditional wellness practices within culturally safe and secure health care environments. The research is supported by more than \$1.52 million over five years and funded through CIHR, the First Nations Health Authority, the Canadian Nursing Foundation, and TRU.



Dr. Lisa Bourque Bearskin

TRU earns national recognition for Knowledge Makers program

TRU received the Alan Blizzard Award in June 2019 through the Society for Teaching and Learning in Higher Education for Knowledge Makers—a program designed to grow the number of Indigenous researchers, beginning at the undergraduate level. A network of more than 40 individuals have taken steps to expand Indigenous student research at TRU and includes Indigenous elders, the Office of Indigenous Education, and leaders from all nine schools and faculties, Open Learning, the TRU library and TRU World. The Alan Blizzard Award recognizes excellence in collaborative teaching in post-secondary education.



Opening seats for future Indigenous teachers

TRU expanded its Bachelor of Education program by 16 seats in September 2019 to help address a shortage of Indigenous teachers in the province. The program expansion was possible through \$340,000 in funding from the Ministry of Advanced Education, Skills and Training, part of a province-wide initiative to invest in Indigenous teacher education training and a direct response to the Truth and Reconciliation Commission's Call to Action #62, which called upon governments to fund post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into the classroom.

TRU targeted a minimum of 25% of the newly funded seats for Secwépemc students in recognition of the traditional territory upon which TRU resides as well as the partnership the university has developed with the region's Indigenous communities. The new Indigenous cohort was given the Secwépemctsin name *Téxw-textwt-ken re lleqmélt*, which means "I will be a strong teacher."

Restructure of Indigenous Education office

To support and strengthen TRU's commitment to indigenization and Indigenous Education, the Office of Indigenous Education was restructured in December 2019 with Paul Michel, previous executive director for the office, moving into the role of Special Advisor to the President on Indigenous Matters. Michel's focus is to work within the university and with the broader community, including Indigenous communities, to ensure TRU is able to honour and implement the Truth and Reconciliation calls to action for universities in a manner that is aligned with TRU's strategic priorities for Indigenization. Tina Matthew, previously the Associate Director for Indigenous Education, assumed the duties of the executive director. Reporting to the Provost and Vice-President Academic, Matthew's focus is on ensuring Indigenous-related education initiatives are embedded in curriculum across all programs and that Indigenous students are well supported at TRU.

TRC CALL TO ACTION #62

Calls upon governments to fund post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into the classroom.



BACHELOR OF
EDUCATION
PROGRAM

+16 SEATS

SEPTEMBER 2019

Being our best through accreditation

NWCCU accreditation

TRU was recognized in July 2019 for its commitment to student success and quality education through the granting of accreditation by the Northwest Commission on Colleges and Universities (NWCCU).

Accreditation is an external review process that attests to the credibility and effectiveness of an institution in fulfilling its mission. It is a lengthy process and one that doesn't end with accreditation status as institutions must affirm periodically to an accrediting body that they are meeting the highest of standards in post-secondary education.



TRU became the third Canadian university accredited by the NWCCU, an independent, non-profit agency.

“ Accreditation provides our students, our faculty and staff, and the communities we serve, with the acknowledgement that a TRU education is a high-quality education and that everyone involved in the delivery of this education is committed to the best outcome for our students. ”

Dr. Brett Fairbairn

Co-op programming recognized with accreditation

TRU's Career and Experiential Learning department was granted Co-operative Education Accreditation by Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada), providing the department both national recognition and affirmation that TRU's co-op programming meets standards and guidelines. During the accreditation process, the department thoroughly assessed its processes and procedures, which inspired the team to renew how they offer co-op to students and to the employers they collaborate with.

Preparing Students to Strengthen Communities

TRU has been pleased to offer more options for students in high demand occupations to meet the pressing needs of provincial and regional economies. Below are some highlights. Additional information can be found in the section entitled Mandate Letter Priorities 2019/2020.

Software Engineering

In early 2018, TRU and the Province announced the allocation of 140 new spaces for students in a four-year undergraduate software engineering program, plus a universal co-op year leading to 35 graduates annually. The university will receive start-up funding of from the provincial government and TRU will ramp up between now and 2022/23 to achieve the total 35 graduates per year. The Bachelor of Engineering in Software Engineering provides strong foundations in principles and practice of software systems development, and related computing technologies. Project-based learning practices apply theoretical concepts to practical problems. The software engineering program prepares graduates to work in industry jobs related to software application development, software testing, software design, database management, network management and operations, security analysis and protection, and more.

Training for more health care assistants

Through a one-time grant of \$155,000 from the Ministry of Advanced Education, Skills and Training (AEST), TRU was able to offer an additional intake for its Health Care Assistant program in Williams Lake in September 2019. This meant an additional 18 students in the Cariboo region interested in entering the health care field could do so, and sooner than usual. Normally, the Williams Lake campus offers the program every two years with the program starting in February. The additional intake allowed TRU to offer two intakes during the 2019-20 academic year, representing a total 36 student seats, and graduates ready to help support the demands of an aging population. Health care assistants support individuals with basic health needs whether in private homes, assisted living facilities or residential care facilities.

18 **ADDITIONAL SPACES**
FOR HEALTH CARE
ASSISTANT CERTIFICATE

ONE-TIME
GRANT **\$155,000**



Developing a Master of Nursing, Nurse Practitioner

TRU is moving through the final stages of offering a program to train future nurse practitioners. The proposed new graduate program received approval through TRU's Senate and the Board of Governors in early 2020. With a focus on the health care needs of specialized adult populations, it's anticipated the program will be of interest to nurses provincially and nationally as well as within the local region, and also meets needs identified by regional advanced nursing practice leaders and the BC Ministry of Health.

TRU graduates will be ideally positioned to meet current challenges in the provision of health care to these patients which include seniors with complex chronic conditions, adults with mental health and substance use needs, adult cancer patients, and rural and Indigenous clients. The program will also help to meet the supply of nurse practitioners required as noted by the 200 newly funded NP positions announced by the Ministry of Health in May 2018; thus, suggesting positive employment prospects for TRU graduates.



Taking trades training to Indigenous communities

TRU has been able to deliver trades programs directly to Indigenous students closer to home as a result of a significant investment of \$2 million in provincial and federal funding. Through the Canada-BC Workforce Development Agreement for trades programs for Indigenous students, and delivered through the provincial Industrial Training Authority, TRU is offering a Careers in Construction Trades Program over two years to 100 Indigenous students in Kamloops, Lillooet and Chase. Additionally, TRU will also offer a Transition and Heavy Mechanic Foundation Program in Williams Lake for 28 Indigenous students starting this fall. Through these programs, and other opportunities, TRU is helping Indigenous students take advantage of the tens of thousands of in-demand jobs forecasted in the trades over the next decade.

Providing hope for displaced forestry workers

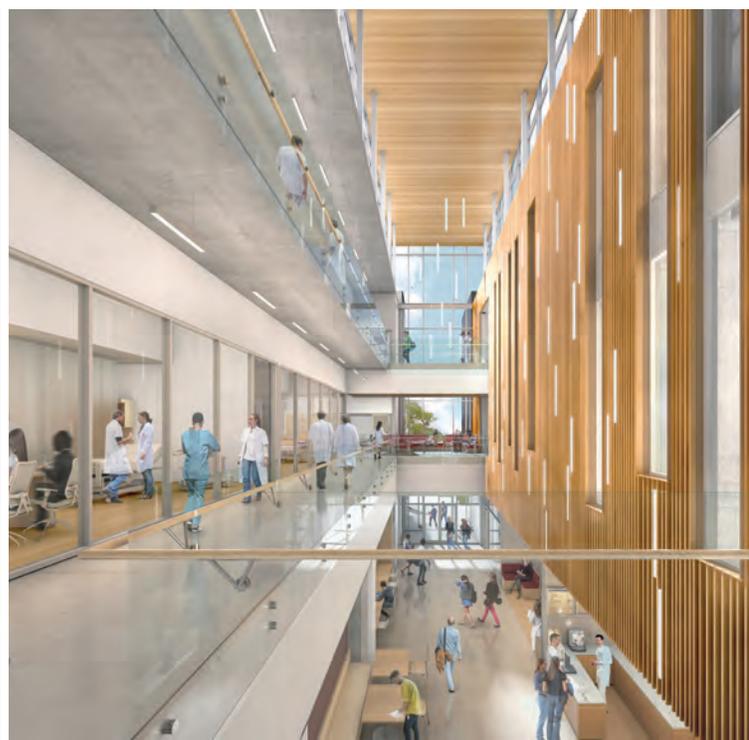
TRU's Williams Lake campus and five regional centres (100 Mile, Barrier, Clearwater, Ashcroft/Cache Creek and Lillooet/Lytton) became a lifeline for many forestry workers displaced by mill closures and curtailment in operations in 2019. Through their continuing studies programming, the campus and regional centres were able to offer a range of courses, in many cases short one-day certificate courses, to help individuals attain the training and prerequisites required to apply for other work or pursue other education. Additionally, through federal support, TRU was able to offer the Welding Foundation program in 100 Mile House for displaced forestry workers, youth and Indigenous students.



“Quite often TRU is at the heart of these (small) communities. We are the place to go for next steps, acting as first point of access.”

Heather Hamilton,
manager of Industry
and contract Training
for TRU's School of
Trades and Technology

Building for students



Nursing and Population Health Building

The Nursing and Population Health Building has taken full shape over the past year and will be ready to open for fall 2020. The \$38 million project with \$8 million in funding from the Province of BC, will be home to the School of Nursing and provide high tech hands-on learning opportunities for students to ready them for working in the health care setting.

Investing in affordable student housing

In March 2019, TRU participated in the provincial student housing survey. When available, the final recommendations of the survey will be taken into consideration.

Summer 2019 saw the completion of \$5 million in renovations to the former Upper College Heights property which TRU purchased in 2018 with debt assistance through the Province. Two of the complex's buildings received significant improvements including flooring, paint, lighting, appliances and cabinetry, as well as Wi-Fi updates and safety improvements. The central residence building was also updated.

Along with the renovations, the housing complex was given a new name—East Village—reflecting its location to the main campus. The purchase of East Village provided for a needed expansion to affordable housing options for students, bringing TRU's total student housing to over 1,300 spaces.



Developments benefit student scholarships and research

In February, Legacy Square, a 77-suite rental building on TRU's Kamloops campus was officially opened. The building was the first to officially open as part of the Reach neighbourhood, a concept that will see the university transform into a place where people can live year round. Through the TRU Community Trust, university property not designated for academic purposes is being developed. The benefit to TRU is not only the transformation of its campus, but in proceeds endowed for student scholarships and research. TRU is just beginning to see the first fruits of campus development with \$31,000 in bursaries and scholarships distributed to students in need by the end of March, and \$40,000 marked for research, amounts that are expected to more than double within a few years as endowment funds grow.



77 SUITE RENTAL BUILDING

\$31,000
BURSARIES AND SCHOLARSHIPS

distributed to students in need by the end of March through the Reach projects





A sustainable university

An ambitious five-year sustainability plan

On the heels of recognition as a world leader among universities for its sustainability efforts, TRU adopted its second five-year sustainability plan in December 2019 with a renewed passion to go further.

The new sustainability plan incorporates more than 117 recommended strategies across operations, engagement, learning and governance. The plan is intended to provide a framework for all TRU departments and operational units to play a role in advancing university sustainability initiatives.

The framework of the sustainability plan is closely aligned with the Sustainability Tracking, Assessment and Rating System (STARS) established by the Association for the Advancement of Sustainability in Higher Education, through which TRU received a platinum rating with a score of 88.31 in 2018—the highest ever by any institution globally.

The plan's six sustainability priorities over the next five years:

- Plan for a carbon neutral and net-zero energy campus
- Eliminate single-use items, including plastics
- Integrate sustainable purchasing throughout campus operations
- Conserve potable water
- Advance sustainability performance of the campus built environment
- Champion sustainability beyond the TRU campus for global impact.

Sierra Club's Coolest School for 2019

TRU was given top honours by the Sierra Club in September 2019 in its annual ranking of "Cool Schools." The university stood out among 283 other colleges and universities throughout Canada and the US in such areas as sustainable energy, purchasing, public engagement, water, waste and buildings. Noted Sierra: "TRU rewards Sustainability Ambassadors, students who spearhead zero-waste initiatives and educate their peers on smarter consumption, with partial-tuition vouchers. How cool is that?"

Reusable cups and containers

Two new initiatives were launched to further reduce waste heading to the local landfill. TRU's Food Services and Sustainability Office teamed up to develop the eco-container reusable program. Students, faculty and staff are encouraged to pick up a reusable container from a participating campus food services vendor along with a stamp card, turn in the container after their meal, and collect a stamp on their stamp card. Ten stamps on the stamp card net the user a free meal (\$10 value).

Financial sustainability

In spring 2019, TRU established a Financial Sustainability Working Group to develop strategies for ensuring balanced budgets into the future. While the university has experienced significant growth in international student enrolment in recent years, resulting in increased revenues and surplus budgets, TRU is aware of the risks presented, particularly should international enrolment stagnate or decline. The working group has been developing a number of initiatives to optimize university expenditures relative to changes in planned and unplanned enrolment patterns. Additionally, TRU has been actively developing networks in new regions and countries for student recruitment to mitigate an over-reliance or over-representation from one area. This work was underway prior to the COVID-19 pandemic, which has now left projections for enrolment uncertain.

Research for a better tomorrow

TRU is committed to earning recognition as the most committed and innovative university in Canada for research and scholarship based on community partnerships, for involving graduate students in community-centred research, and for undergraduate research training. Below represents but a few highlights of TRU's research impact.

Research in support of early childhood educators

TRU researcher Dr. Laura Doan received a \$650,000 grant from the Ministry for Children and Family Development through the Westcoast Child Care Resource Centre as part of a three-year \$153 million Early Learning and Child Care agreement between the Government of Canada and the Province of BC. Dr. Doan's research examines the reasons nearly half of all early childhood educators (ECEs) leave the profession within five years. This attrition limits the sector's capacity to grow, and reduces access to affordable childcare.



Record year for investment in undergraduate research

TRU funded 41 projects through its flagship Undergraduate Research Experience Award Program (UREAP), for an investment of \$250,000. The program, which provides students with \$6,000 scholarships (along with up to \$1,000 extra for operating funds) has been available since 2003 and is supported by the institution's Comprehensive University Enhancement Fund. The UREAP is unique in that it moves students beyond the role of Undergraduate Research Assistant, and Research Apprentice, and gives them the opportunity to be principal investigators in their own unique projects.



TRU researchers recognized through federal funding supports

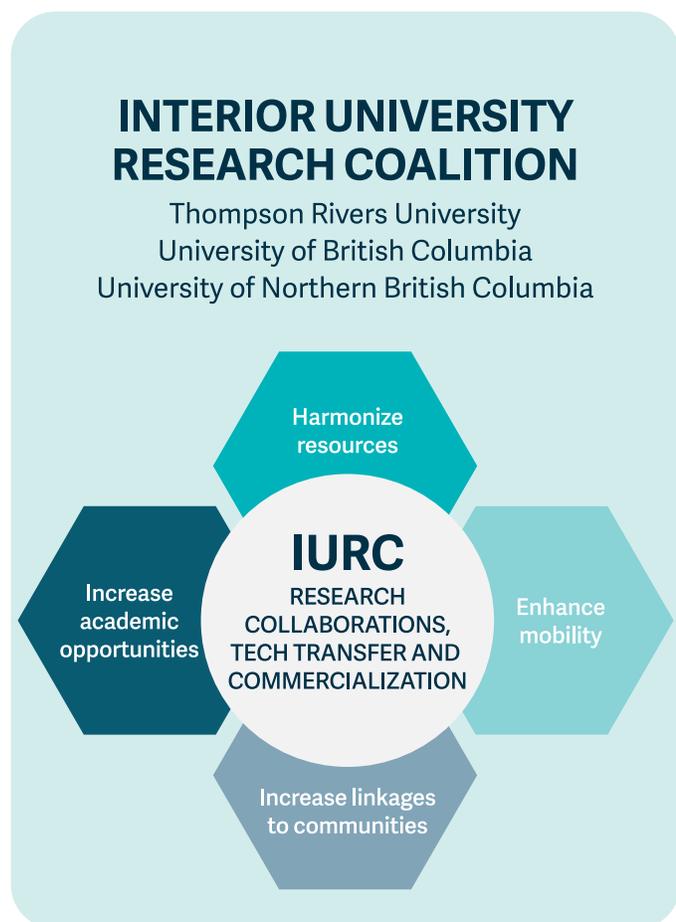
Six TRU researchers were awarded federal research grants totalling nearly \$400,000, enabling them to conduct ground-breaking work in the social sciences and humanities. The researchers received the funds through the Social Sciences and Humanities Research Council's (SSHRC) Insight program. Additionally, five TRU researchers received a total \$579,240 over five years through the Natural Sciences and Engineering Research Council (NSERC) Discovery Grants program. This brings the total to 18 TRU faculty currently supported by the Discovery Grant program, which is valued at \$2.4 million institutionally.

Partnering with the community in research

In fall 2019, TRU and the United Way Thompson Nicola Cariboo opened a joint space, housing both the office needs of the United Way and a social innovation lab, essentially a place where faculty, students and community members could come together to investigate everyday social, economic and environmental challenges facing the local community. To date, TRU researchers have paired with a diverse network of community partners, including the City of Kamloops, the Kamloops Thompson School District, the Kamloops Brain Injury Association, the Big Little Science Centre and the White Buffalo Aboriginal and Metis Health Society.

Partnering with other universities

2020 marks three years since the formation of the Interior University Research Coalition (IURC), a partnership of the Interior's three universities—University of Northern British Columbia, Thompson Rivers University, and the University of British Columbia's Okanagan campus. The goal of the IURC is to accelerate the BC Interior's research and innovation ecosystem by harmonizing resources, enhancing student and faculty mobility, increasing academic opportunities, and establishing community connections. To date, the coalition has successfully established two inter-institutional and inter-disciplinary strategic research clusters in the areas of disaster prevention, response, recovery and resilience, and regional, rural and remote communities.



Mandate letter priorities

Aligning with the Province of British Columbia Strategic Plan's three key priorities, Thompson Rivers University is helping to:

- Make life more affordable;
- Deliver the services people count on;
- and build a strong, sustainable economy.

Thompson Rivers University is actively engaged with making life more affordable and delivering the post-secondary services that our region depends on:

- TRU's tuition is one of the lowest for BC universities.
- TRU continues to improve affordable housing options for students.
- TRU continues to develop open education resources, helping to make education more affordable.
- TRU's Platinum STARS sustainability rating reflects the work done to date to build a sustainable campus learning environment.

TRU continues to support ministry and governmental priorities as outlined in the annual Mandate Letters. The section below outlines the responses to each item.

2019/20 Mandate Letter Priorities Highlights

- 1. Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the ministry and local, regional and other Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples (UNDRIP). Please see the appendix.***

TRU remains committed to continued progress on the implementation of the TRC Calls to Action and the articles of UNDRIP. Please see the table in the appendix for activities on the mandate letter, arranged in the ministry's template. Please also refer to the Highlights section above entitled: Strengthening Indigenous Education and Knowledge for more details.

- 2. Work closely with government to support implementation of priority initiatives, including those outlined in the minister's mandate letter. Specific actions include, but are not limited to:***
 - a. Improving access to post-secondary education with a focus on vulnerable and under-represented students.***
 - b. Expanding programming aligned with high demand occupations and priority sectors (such as trades, technology and health).***
 - c. Expanding co-op and work-integrated learning opportunities for students.***

TRU's first two strategic change goals (eliminate achievement gaps, and honour TRC) align with the mandate of improving student access and outcomes, especially for less represented people, such as former youth-in-care, students requiring accessibility supports, and Indigenous students.

FORMER YOUTH-IN-CARE

In the last two reporting periods, 82 former youth-in-care students received \$272,191 in tuition and fee benefits at TRU.

ACCESSIBILITY EXPERIENTIAL LEARNING COORDINATOR

The Ministry of Advanced Education, Skills and Training allocated funding to institutions to support the success of students with disabilities in programs with high labour market demand. The Career and Experiential Learning Department and Accessibility Services hired an Accessibility Experiential Learning Coordinator in spring 2019.

Over the course of the year the Coordinator has researched the needs, experiences and perspectives of students with disabilities, employers on hiring students with disabilities, and faculty on supporting students in practical settings. From the research [resources](#) have been developed: accessible forms, training modules, videos, fact sheets, stories, functional impacts assessments, interactive community resource maps ([deep maps](#)), templates, decision making trees and more for the department, students, employers, and faculty to increase access and accommodations in the workplace. The Coordinator provided six presentations at conferences, schools and community groups.

Looking forward, upcoming projects in 2020-2021 will involve continuing deep map projects with community information, presentations, reviewing the Open Resource Book with an accessibility lens, and developing more resources and ongoing research.

SCIENCE AND TECHNOLOGY

- Engineering—we have now transfer agreements with colleges that allow us to take students from their transfer programs in engineering into our BEng Software degree;
- DQAB has endorsed our proposal for additional degrees in Computer and Electrical Engineering, and noted our programs would provide something very different from existing ones in the province.
- TRU received approval for a Master of Science degree in Data Science, which is admitting its first cohort of students in fall 2020.
- Finally, we have experienced exceptional growth in computing science, especially from international students; our program supports cross disciplinary degrees with business, mathematics, and bioinformatics.

HEALTH

- As a result of increased need for health care assistants in the Williams Lake community, one-time funding was provided by the Ministry (AEST) to add another cohort of HCA students (18 FTEs) for September, 2019.
- Although the Kamloops HCA program also received additional funding for another cohort (32 FTEs) from the Ministry for April 2020, the program was unable to start due to COVID-19. An alternate date for delivery is being determined.
- The September 2019 intake of 26 HCA students in Kamloops and 18 HCA students in Williams Lake were able to graduate early to meet the work demands of COVID-19 in long-term care facilities.

CO-OPERATIVE EDUCATION

Currently, nine TRU programs are served by co-op in Arts, Business, Computing Science, Engineering, Interdisciplinary Studies, Natural Resource Science, Science, and Tourism.

During a four-year degree program, Canadian students can complete up to five work-terms and international students can complete up to four work-terms. In a two-year diploma or post baccalaureate program, students can complete up to three work-terms. Last year, students completed over 300 co-op work-terms, a 20% increase. Placements were across Canada, with four students completing co-op terms overseas.

3. *Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.*

REVISIONS TO THE SEXUALIZED VIOLENCE POLICY BRD 25-0

Pursuant to BC's *Sexual Violence and Misconduct Policy Act*, a post-secondary institution must review its sexual misconduct policy and make any required amendments at least every three years. TRU's policy came into effect in April 2017.

The Office of the Dean of Students, with assistance from General Counsel's office and Human Resources, reviewed the Policy and suggested changes to make improvements. This work was also supported by a working group (Clear Policies Working Group within the Culture of Respect Project) to provide community consultation and suggest further changes. The Dean of Students and the Manager - Sexualized Violence Prevention and Response drew on resources and provincial events organized by the Ministry of Advanced Education, Skills and Training as well as BC Campus.

The Office of the Dean of Students welcomed feedback on the proposed amendments to the Policy in January and February. Comments were submitted and considered in the draft. A Notice of Motion went to the Board of Governors in February and the motion to accept the changes was carried in March. Proposed amendments were with regards to definitions, scope and process.

WELLNESS CENTRE, MEDICAL CLINIC AND MULTI-FAITH CHAPLAINCY SPACE UPGRADES

Over the summer and into the fall of 2019, renovations were completed for the Wellness Centre, Medical Clinic and Multi-Faith Chaplaincy Office. The space upgrades are to ensure the health and wellness of students and to provide modern, healthy spaces for students on campus.

The small [Wellness Centre](#) used to fit about seven students at one time while the new space can accommodate at least double that. A nap room and office space for the Student Wellness Ambassadors were added. A kitchen space was added to provide workshops on healthy eating and more. The "colouring wall" offers a place for students to focus and find calm any time of the day.

The Medical Clinic upgraded the examination rooms, office, storage room, and reception area. The examination rooms have new equipment and were aligned to provide more seamless appointments. New paint, furniture and the addition of a window into the hall to provide more lighting all added to the improvements to the Clinic.

The Multi-Faith Chaplaincy Office has new furniture, paint and the addition of a small counter for coffee, tea and a microwave. The upgrades were selected to provide meditative lighting and refreshments for students when they visit for spiritual and religious reflection and dialogue.

GENDER AND DIVERSITY AUDIT

A [Gender Diversity Audit](#) was conducted by TransFocus Consulting Inc. at Thompson Rivers University from March to December 2019. The audit entailed interviews with 25 institutional stakeholders and one student organization, document reviews, and survey results from 103 students and 204 employees, of which 27% and 5% identify as transgender, non-binary and Two Spirit (TNB2S), respectively.

The [final 98 page public report](#) outlines three key themes among TNB2S students and employees. The key themes were that the ongoing challenges are handled alone, cisgender employees do not know how to help, and there is a lack of system preparedness that reinforces invisible challenges. A Summary of Prioritized Solutions to Support TNB2S Student and Employees at TRU was provided. The summary outlined key solutions around communications and interpersonal interactions, gendered records, gender data, facilities, and programs and services. Relevant stakeholders attended the final presentation of the report in February 2020 and continue to work through the recommendations. The report outlined a Prioritization of Solutions by Levels of Cost and Plan identifying slow and cheap, slow and costly, quick wins and quick and costly actions which will inform the work of TRU stakeholders moving forward.

4. Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new BC Graduation Program.

Having previously approved admission requirements for 2020 that align with the new K to 12 curriculum to date, TRU looks forward to further refinements. We continue to build on our partnerships with our regional school districts in supporting transition to TRU. This year, TRU is updating its partnership charter with School District 73 to improve services and transition of students.

5. Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate applicants.

TRU is a fully hosted institution on the EducationPlannerBC platform with active representation from the university's student information systems team on implementation projects including new high school and post-secondary transcript exchange technologies. TRU's AVP Enrolment Services and University Registrar was a member of the EducationPlannerBC steering committee and transition committee as well as chair of the policy sub-committee.

TRU is developing a Digital Strategy for the university to actively leverage digital capabilities in support of its teaching, research, and service mission. For more information please see the [Information Technology Services](#) web page.

6. Work closely with the ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.

TRU continues to be at the forefront of international education and supports the development and implementation of a provincial framework.

INTERNATIONAL EDUCATION

- Fall 2019 international enrolment headcount increased from 3,345 to 3,688, an increase of 10%.
- The number of countries represented on campus increased from 90 to 103, an increase of 11%.
- TRU's 2019 new international student population shows improved academic strength over previous years due to enhanced pre-screening and pre-departure communications.
- TRU began a strategic enrolment management process to match academic capacity with enrolment numbers.

- TRU developed targeted promotions to encourage students from under-represented countries to consider TRU as a destination university.
- TRU developed targeted promotions to enhance enrolment in programs such as Arts, Trades, and Applied Sustainable Ranching. Early results are promising.

INTERNATIONAL COVID 19 RESPONSE

On March 15, 2020 TRU announced a move to virtual, rather than face-to-face, course delivery until at least the fall semester due to COVID-19. By March 23, virtually all TRU staff had transitioned to a work from home model. All support services to international students are provided virtually. TRU World is offering multiple immigration related workshops online, as well as telephone outreach to each international student about the impact of the pandemic and the change in course delivery on their plans for Fall 2020.

TRU World made the decision to defer all new international students to the Fall semester with the exception of the few students who were already in Canada. Despite the deferral, student numbers are up from 1,589 in Summer 2019 to 1,669 for Summer 2020.

As all international travel was suspended early in 2020, TRU World has been actively participating in virtual recruitment events, as well as international and regional webinars. Sample events include:

- Two global COVID-19 Townhalls (Summer and Fall), live on YouTube, for new students
- Regular participation in agent-organized webinars, focusing on TRU and Study in Canada
- Regional webinars with agents for student recruitment purposes
- Regional webinars for existing applicants
- EduCanada webinars
- Virtual agent workshops
- FPP Edu Media virtual student fairs

We continue to work on a diversified and balanced approach to international education that supports TRU's economic and cultural wellbeing.

7. Meet or exceed the financial targets identified in the ministry's three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results.

TRU has met or exceeded the financial targets to date and will continue to comply with the three-year Service Plan tabled under Budget 2018. In the spring of 2019, TRU established a Financial Sustainability working group to ensure our continued financial well-being.

8. Comply with the Tuition Limit Policy, which sets a two-percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.

TRU continues to comply with the two-percent tuition and fee cap for domestic students. TRU is also concerned with keeping books and other resources affordable for students and continues to support the creation of open education resources.

Mandate Letter 2020/21 — Required for Planning /Implementation

As TRU works through the COVID-19 crisis, some planning may be adjusted for the current year.

Mandate letter priorities 1 and 2 are reflected in the first two strategic change goals identified by TRU: eliminate achievement gaps and honour truth, reconciliation and rights. Mandate letter priorities 3 and 4 are reflected in the change goal of “design lifelong learning.” The TRU goal of “lead in community research and scholarship” is reflected in all of the provincial mandate priorities.

1. *Support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.*

TRU remains committed to continued progress on the implementation of the TRC Calls to Action and the articles of UNDRIP. TRU's vision statement incorporates Indigenous values and ways of knowing with the concept Kw'seltktnéws (we are all related and interconnected with nature, each other, and all things). Please see both the appendix and the section above on Indigenous education for more specific information.

2. *Contribute to an accessible and relevant post-secondary system by:*

- ***Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity;***
- ***Ensuring student safety and inclusion;***
- ***Enhancing system innovation through participating in a post-secondary digital system strategy, including delivery of Education Planner and other digital learning activities and initiatives;***
- ***Providing programming that meets local, regional or provincial labour market and economic needs; and***
- ***Working with the Ministry to implement a student-centred international education framework that supports the success of domestic and international students.***

EXPERIENTIAL LEARNING FOR STUDENTS WITH DISABILITIES:

The goal of our project is to further establish a collaboration between TRU's Accessibility Services and Career and Experiential Learning, and to continue the work of the newly created Accessible Experiential Learning Coordinator position. This position is dedicated to minimizing barriers for students with disabilities and developing experiential learning opportunities, thus better preparing students with disabilities for transitioning into high labour market demand positions upon graduation.

TRU has a process for program development utilizing tools to assess the regional, provincial and national labour market to assess viability of programming.

Please see the notes above from the 2019/20 Mandate letter for information on continuing programs. Additional support plans will be developed and adjusted with consideration to the effects of COVID-19 on student success in the coming year. TRU will participate in ministry initiatives as appropriate, including the Campus Navigator Community of Practice and surveys on sexual violence.

3. Develop and recognize flexible learning pathways for students to access post-secondary education and skills training including:

- **Actively engaging with your local school districts to expand dual credit opportunities for students;**
- **Supporting lifelong learning pathways across the public post-secondary system; and**
- **Advancing and supporting open learning resources.**

TRU continues to work with School District 73 (SD 73) with the Mind the Gap initiative. The inaugural year of [Mind the Gap](#) projects was celebrated on April 10, 2019 at the Grand Hall in the Campus Activity Centre, as instructors from both the high school and post-secondary level gathered to discuss and display their work from this past year. The project is part of the Centre for Excellence in Learning and Teaching (CELT) and was funded by TRU's Strategic Initiative Fund grant. In 2019/20, approximately 275 SD 73 students and 17 SD 73 teachers worked with 100 TRU students and 25 faculty members across 16 different projects.

[Five short videos](#) were created by TRU Marketing and Communications that outline the nature of some of the projects.

4. Strengthen workforce connections for student and worker transitions by:

- **Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health);**

To address the need for more health professionals in the workforce, the School of Nursing received one-time funding from the Ministry for Licensed Practical Nurse (LPN) access to the BScN program. With this funding, 12 LPNs will be able to enroll in Year 2 of the BScN program, September 2020.

The School recently received approval from Senate to move forward with a Nurse Practitioner (NP) program. This expanded programming will meet the desperate need for more NPs in the North Thompson region.

- **Increasing co-op and work-integrated learning opportunities;**

We hope to launch Co-op in the Water Treatment program, expand Co-op in Engineering, and partner with Tourism to create a mandatory Co-op in the BTM program. As well, we are expanding experiential learning opportunities for students who require accommodation in the workplace through the Access More and Deep Map projects.

Through funding from the ministry, we are hiring an Employer Liaison Coordinator to develop recruitment partnerships to expand experiential learning and work-integrated learning opportunities for TRU students. As well, through additional funding, we are developing virtual reality recruitment environments for students to access and learn more about companies and organizations. Students will be able to virtually walk through an organization and interact with business owners to learn more about the companies who are recruiting. Lastly, we are developing an Indigenous Service Learning program to engage and support Indigenous students in experiential learning opportunities in the community.

- **Responding to the reskilling needs of British Columbians to support employment and career transitions;**

In response to COVID-19, Career and Experiential Learning will be hosting virtual career fairs throughout the year to connect student with organizations recruiting TRU students.

The online delivery of the Return to Registered Nurse Practice (RRNP) certificate program continued through COVID-19. In response to the workforce crisis of the pandemic, all students who required a preceptorship were placed in practice. Students were able to graduate on time, or even earlier than intended, even though there was a pandemic.

- **Supporting students' awareness of career planning resources (such as the Labour Market Outlook).**

This year, Integrated Planning and Effectiveness (IPE) has provided information and presentations to SD 73 career planning teachers, educators and students with planning resources including WorkBC, BC Student Outcomes, and others. IPE has delivered information on the regional labour market to our recruitment team and advisors. Thompson Rivers University will continue to work with students and career educators to provide timely information for career decision making.

Financial Reporting

In accordance with targets in the ministry's three-year service plan, TRU maintained a balanced budget in 2019/20. TRU's audited financial statements can be viewed at TRU [financial statements](#).

Appendix A: Mandate Letter Priority 1

9. Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the ministry and local, regional and other Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples (UNDRIP). Please see the appendix.

The following table is a summary of the Ministry of Advanced Education and Skills Training's institutional mandate letter for priority 1. The template has been provided by the ministry for reporting on this particular item, including specific progress made and details, by faculty.

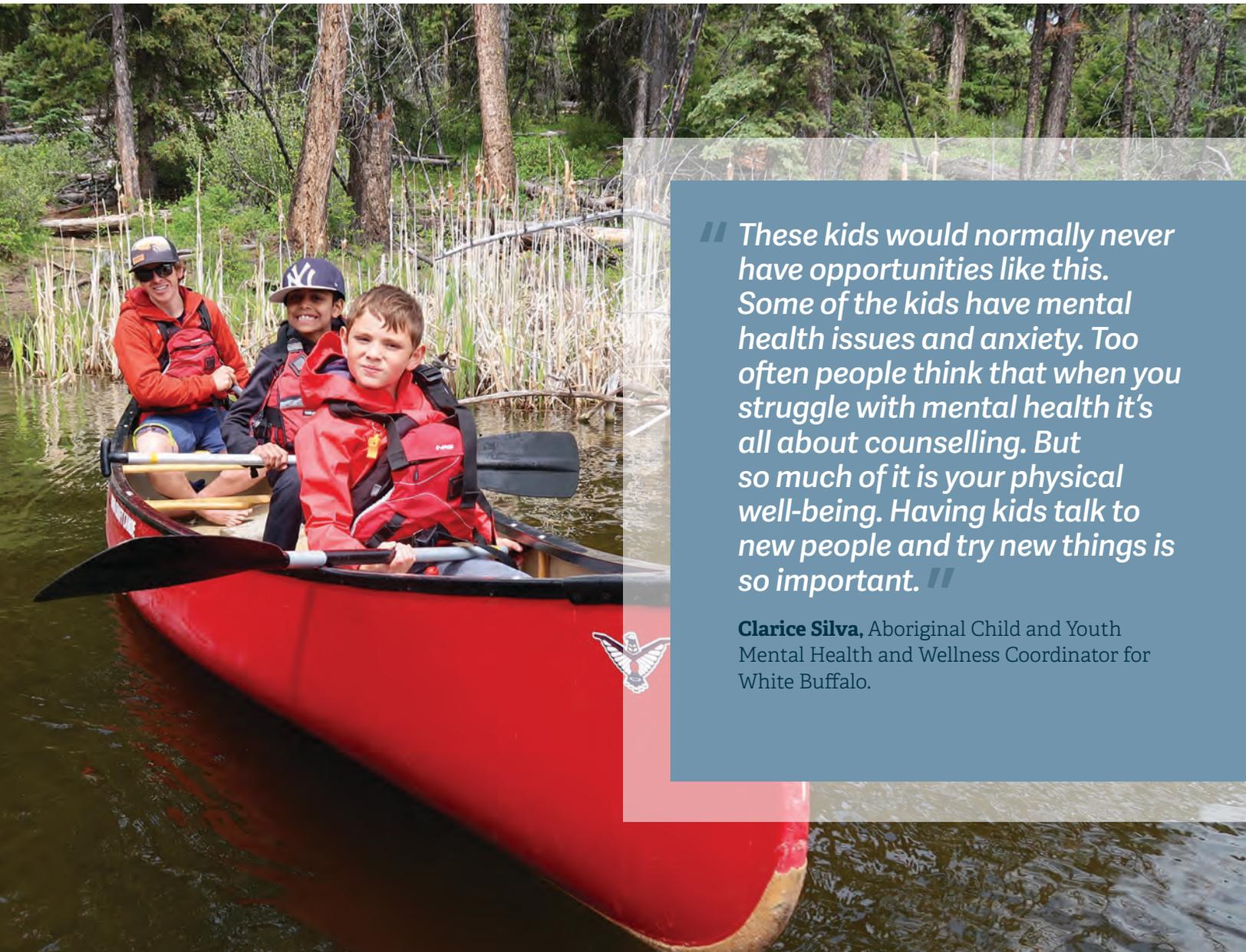
TRC Call to Action and UN Declaration on The Rights of Indigenous Peoples Article

PROGRESS: COMPLETED	CONTINUING INITIATIVE AND PARTNERSHIP DETAILS
<p>tru.ca/indigenous/coyote/about</p> <p>tru.ca/indigenous/coyote</p> <p>Overview links listed above for Knowledge Makers and Coyote Project</p>	<p>Coyote Project: Twelve TRU divisions (all nine faculties, Open Learning, Library and TRU World) are working together during 2017/18 to 2021/22 to design, operationalize, evaluate and share practices aimed at increasing Indigenous advancement and the Indigenization of TRU academic activities.</p> <p>The <i>Coyote Brings Food</i> Strategic Investment Fund has the potential to significantly advance TRU's aspiration to be the university of choice and opportunity for Indigenous peoples, and to share promising practices and outcomes. This project helps achieve the indigenization potential built into TRU academic plans.</p> <p>In a unique combination of leadership in academic divisions (faculties/schools) and service divisions (Library, Open Learning, TRU World), the Coyote Project has focused on delivering 10 results in three areas of increasing Indigenous student participation, retention and achievement. These are described at this link: tru.ca/indigenous/coyote</p>

RESULT AREA	BY 2020...
Participation	At least 8% of domestic students will be Indigenous (EDSW – MEd; Law)
	At least 5% of domestic students will be Indigenous (SoBE – graduate)
	Indigenous enrolment will be up 20% (up from 14%) (Nursing)
	By doubling application rates to 8%, 16 Indigenous students are attracted annually (Science)
	Enrolment of Indigenous learners will be on par with all other domestic learners (Trades & Tech; SoBE)
Retention	Retention rates will reach parity (Arts, ACT, Science, SoBE)
	In selected courses, Indigenous learner retention will improve by at least 20% (Open Learning)
Completion	Completion rates will reach parity (Arts, ACT, EDSW – MEd, Trades & Tech, SoBE)
	In selected courses, Indigenous learner retention will improve by at least 20% (Open Learning)
	100% completion rate (Nursing)

Faculty of Adventure, Arts, Culinary & Tourism

PROGRESS: COMPLETED	NEW INITIATIVES AND PARTNERSHIPS	CONTINUING INITIATIVES AND PARTNERSHIPS
<ul style="list-style-type: none"> White Buffalo-urban Indigenous youth & elders land-based education programs) Completed 	<ul style="list-style-type: none"> Indigenous Canada Research Chair in Rural Livelihoods and Sustainable Communities (C.Mason) New Indigenization committee formed (comprised of seven faculty members) new Hosted at TRU-Indigenous Chef new 2020-21 Special Topics Indigenous Tourism course Mandatory Indigenous Tourism course for all degree students (2022) 	<ul style="list-style-type: none"> Indigenous Community partnerships Simpcw First Nation-biking trails Indigenous food sovereignty research



“ These kids would normally never have opportunities like this. Some of the kids have mental health issues and anxiety. Too often people think that when you struggle with mental health it’s all about counselling. But so much of it is your physical well-being. Having kids talk to new people and try new things is so important. ”

Clarice Silva, Aboriginal Child and Youth Mental Health and Wellness Coordinator for White Buffalo.



Faculty of Adventure, Arts, Culinary & Tourism

PROGRESS: COMPLETED	NEW INITIATIVES AND PARTNERSHIPS	CONTINUING INITIATIVES AND PARTNERSHIPS
	<ul style="list-style-type: none"> • Develop a language & culture course and creating a cultural camp designed by elders. • Peer support/mentorship program to increase retention rates for Indigenous students by hiring 10 student mentors (seven Indigenous). 	<ul style="list-style-type: none"> • Hired two Indigenous faculty members, creating an Indigenous task force and indigenizing course content. • Long term: increase Indigenous student enrolment and retention, increase success rates for Indigenous students, be responsive to Indigenous community needs, increase Indigenous knowledge and cultural understanding for all students and faculty, and apply appropriate instruction and delivery.

16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

PROGRESS: COMPLETED	NEW INITIATIVES AND PARTNERSHIPS	CONTINUING INITIATIVES AND PARTNERSHIPS
<ul style="list-style-type: none"> • Indigenous Languages Programs transferred to the Faculty of Arts, May 1, 2020. Continuing the work started. • Ongoing conversations with dialect partners as to the viability of a degree, laddering two years of local language learning and other educational credits into a third year, advanced language training degree 	<ul style="list-style-type: none"> • New initiative to be developed by Faculty of Arts in 2020. 	<ul style="list-style-type: none"> • Working relationship and partnership agreements with Chief Atahm School; Tk'emlúps te Secwépemc: Language and Culture Department • Working with St'at'imc and Nlaka'pamux language partners

86: JOURNALISM AND MEDIA SCHOOLS

PROGRESS: COMPLETED	NEW INITIATIVES AND PARTNERSHIPS	CONTINUING INITIATIVES AND PARTNERSHIPS
	<ul style="list-style-type: none"> • Department is working to include a required course from outside the department to augment program students' exposure to Indigenous knowledge and history. Ongoing indigenous curriculum development for the department of Journalism, Communication and New Media Studies with courses scheduled to run in the 2020/2021 academic year. 	<p>Ongoing indigenous curriculum development for the department of Journalism, Communication and New Media Studies with courses scheduled to run in the 2020/2021 academic year.</p>

School of Business & Economics

92: BUSINESS SCHOOLS

PROGRESS: COMPLETED	NEW INITIATIVES AND PARTNERSHIPS	CONTINUING INITIATIVES AND PARTNERSHIPS
		<ul style="list-style-type: none"> • Goal is for five faculty to participate in Indigenous courses and content (two faculty have Indigenous courses) • Established a First Nation Applied Economic Certificate in conjunction with the Tulo Centre of Indigenous Economics and the First Nations Tax Commission. • Joined with the federal government and TRU Williams Lake to work with four First Nations in the Northern Shuswap Tribal Council to develop curriculum regarding financial capacity for administrators. • SoBE also promotes Indigenous students to apply for Ch'nook scholarships; annual hosting of Ch'nook scholar meetings with Secwépemc bands & elders.

EDUCATION 1: SOCIAL WORK

PROGRESS: COMPLETED	NEW INITIATIVES AND PARTNERSHIPS	CONTINUING INITIATIVES AND PARTNERSHIPS
<ul style="list-style-type: none"> • 7 Indigenous EDSW faculty/1 Admin • CRC Indigenizing Higher Education Associate Professor hired (Dr. Shelly Johnson) 	<ul style="list-style-type: none"> • At least 15 course outlines will be enhanced and there will be common reads and learnings for indigenization, to help with intercultural understanding and boost student success. • A minimum of three new courses will be developed that are relevant to indigenous advancement in education and social work professions. These will help address educational and employment gaps. • Secwépemc Cultural Advisor (Faculty) • The Faculty of Education and Social Work introduced five new MEd courses with an Indigenous focus (Indigenous cohort): • Indigenous research methods (Dr Shelly Johnson) 	<ul style="list-style-type: none"> • Work with Indigenous communities on the management and implementation of a nation-based strategy to assert and exercise jurisdiction over children and families in a culturally sensitive manner • Participate in Indigenous nation-based Tripartite MOU working groups • Rewriting curriculum to indigenize readings, course content, assessments and learning outcomes. A research and development program will be built around this work to deepen understanding of the faculty's process and outcomes.

EDUCATION 1: SOCIAL WORK continued...

PROGRESS: COMPLETED	NEW INITIATIVES AND PARTNERSHIPS	CONTINUING INITIATIVES AND PARTNERSHIPS
	<ul style="list-style-type: none"> Place-based learning (two courses: Summer, Winter seasons) (Roxane Letterlough) Indigenous approaches to counseling and well-being (Prof Rod McCormick) Learning through Indigenous Literature (Garry Gottfriedson). These courses open to all Indigenous students and provided an opportunity to learn through Indigenous-focused studies. <p>Partnerships & working relationships with Indigenous communities and organizations</p>	<ul style="list-style-type: none"> Faculty will engage in professional learning to enhance awareness, understanding and skills in supporting Indigenous students and their success at every level. This will include such areas as the history and legacy of residential schools, the United Nations declaration on the rights of indigenous peoples, treaties and Indigenous rights and Indigenous law. This will include such areas as the history and legacy of residential schools, the United Nations declaration on the rights of indigenous peoples, treaties and Indigenous rights and Indigenous law. All My Relations Research Centre Secwépemc scholars database (PhD's/Masters) & Research Ethics ECE Indigenous community partnerships & practicum placements

LAW 28: LAW SCHOOLS

PROGRESS: COMPLETED	NEW INITIATIVES AND PARTNERSHIPS	CONTINUING INITIATIVES AND PARTNERSHIPS
<ul style="list-style-type: none"> 100 per cent completion rate since 2011 2015 adopted TRC Calls to Action 	<ul style="list-style-type: none"> ILSA-attends Annual Indigenous Bar Association, BC Aboriginal Lawyers Forum Creating a resource for Indigenous Law students 	<ul style="list-style-type: none"> All students participate in TRC Days Tk'emlúps te Secwépemc former residential school and other land-based events. Indigenous content incorporated into every year of study Participation in Kawaskimhon Negotiation Competition-negotiation on an Indigenous legal issue by all Canadian Law Schools Indigenous scholarships & bursaries, building annually.

43. RECONCILIATION

PROGRESS: COMPLETED	NEW INITIATIVES AND PARTNERSHIPS	CONTINUING INITIATIVES AND PARTNERSHIPS
	<ul style="list-style-type: none"> Recommendation for all TRU Standing Committees of Senate to adopt and support the United Nations Declaration on the Rights of Indigenous people. October 2019 paper and electronic copies of the United Nations Declaration on the Rights of Indigenous Peoples was sent to all Standing Committees of Senate as well as a letter requesting support. 	

School of Nursing

24: MEDICAL AND NURSING SCHOOLS

PROGRESS: COMPLETED	NEW INITIATIVES AND PARTNERSHIPS	CONTINUING INITIATIVES AND PARTNERSHIPS
<ul style="list-style-type: none"> HLTH 2300: Interdisciplinary Indigenous Health core nursing course in the BScN curriculum. Offered as a Health course so any student take this course. Completed "This course introduces students to Indigenous people's health in Canada. Students experience Indigenous ways of knowing through a decolonization framework, engaging in local knowledge, methodologies and practices of Indigenous peoples. Students engage in experiential, reflexive learning informed by local Knowledge Keepers. The course embraces Indigenous Knowledge and uses the premise of 'two-eyed seeing'. Students are guided through an inter-professional framework of practice to facilitate collaboration and planning of services to improve Indigenous health." Sanyas course available to all staff & faculty 	<ul style="list-style-type: none"> Indigenous Leadership stream in the Master of Nursing program On the Land Indigenous experiential learning for students and faculty BScN Indigenous Nursing core course (2020-2021) 	<ul style="list-style-type: none"> Partnerships/involvement with Indigenous communities Continuing to work across Canada. Hazelton clinical course for BScN

Faculty of Science & Technology

PROGRESS: COMPLETED	NEW INITIATIVES AND PARTNERSHIPS	CONTINUING INITIATIVES AND PARTNERSHIPS
	<ul style="list-style-type: none"> • Wells Grey Partnership TRU Learning centre with elders. • First Nations Land Use Management program (partnership Natural Resource Science & TULO- TteS) 	<ul style="list-style-type: none"> • Indigenous mentors connect with K-12 public schools • Indigenous Summer Science Camp partnership with Indigenous Education/FSD/SoN)

Faculty of Student Development

PROGRESS: COMPLETED	NEW INITIATIVES AND PARTNERSHIPS	CONTINUING INITIATIVES AND PARTNERSHIPS
		<ul style="list-style-type: none"> • Working group to specifically focus on decolonialization and reconciliation

Trades & Technology

PROGRESS: COMPLETED	NEW INITIATIVES AND PARTNERSHIPS	CONTINUING INITIATIVES AND PARTNERSHIPS
	<ul style="list-style-type: none"> • F/T Indigenous Trades Coordinator • Secured external funding (\$1 million) to deliver trades courses, with upgrading courses with Indigenous communities 	<ul style="list-style-type: none"> • Training in-community • Women in Trades (Indigenous)

Open Learning

PROGRESS: COMPLETED	NEW INITIATIVES AND PARTNERSHIPS	CONTINUING INITIATIVES AND PARTNERSHIPS
<ul style="list-style-type: none"> • Secwépemcstin online courses created 	<ul style="list-style-type: none"> • MA Research- "Supports for Indigenous online learners" • Indigenous PLAR working group 	<ul style="list-style-type: none"> • Indigenize curriculum • Utilize Indigenous curriculum content experts

University Library

PROGRESS: COMPLETED	NEW INITIATIVES AND PARTNERSHIPS	CONTINUING INITIATIVES AND PARTNERSHIPS
	<ul style="list-style-type: none"> Updating databases-Indigenous terms Open access portal access for all Secwépemc PhD & Master's thesis (see research database) Training for Indigenous peer mentors Books N' Bannock annual event 	<ul style="list-style-type: none"> Increase Indigenous authors into permanent collection Supporting and promoting Indigenous employees in higher education Secwépemc signage in all library spaces Highlighting Indigenous research materials

TRU World

PROGRESS: COMPLETED	NEW INITIATIVES AND PARTNERSHIPS	CONTINUING INITIATIVES AND PARTNERSHIPS
	<ul style="list-style-type: none"> Participation in the International Indigenous Research Conference in Aotearoa New Zealand. 	<ul style="list-style-type: none"> I-Days includes a significant focus on Indigenous activities and knowledge-exchange. Indigenous student participation in international mobility/exchanges has increased. TRU World has established an international network with Indigenous leadership/Divisions at the University of Northern Arizona, University of Tasmania, and University of Melbourne. Work is underway to expand international Indigenous partnerships. Students/elders/faculty participation in international Indigenous community exchanges TRU World is advancing a unique, responsive contribution to the Coyote project, that makes 'TRU Indigenous World' possible.

57: PUBLIC SERVANTS

PROGRESS: COMPLETED	NEW INITIATIVES AND PARTNERSHIPS	CONTINUING INITIATIVES AND PARTNERSHIPS
	<ul style="list-style-type: none"> Office of Indigenous Education 	<ul style="list-style-type: none"> Events and workshops inclusive of Indigenous communities/ organizations and governmental organizations Orange Shirt Day (September 30) Residential Schools in Canada

57: PUBLIC SERVANTS continued...

PROGRESS: COMPLETED	NEW INITIATIVES AND PARTNERSHIPS	CONTINUING INITIATIVES AND PARTNERSHIPS
		<ul style="list-style-type: none">• TRU Indigenous representation on provincial and municipal boards & working groups• International Indigenous research projects and TRU initiatives• Missing & Murdered Indigenous Women & Girls (MMIWG) support and initiatives• Moosehide Campaign support and event• Indigenous topics speaker series open to the public (Decolonization Committee)

Business and Reconciliation

PROGRESS: COMPLETED	NEW INITIATIVES AND PARTNERSHIPS	CONTINUING INITIATIVES AND PARTNERSHIPS
		<ul style="list-style-type: none">• TRU respects and adheres to the TRU-Tk'emlúps te Secwépemc Partnership Agreement (2017)• TRU senior management engages regularly with TteS on future building plans, environmental sustainability, social and political issues.

United Nations Declaration on The Rights of Indigenous Peoples Implementation

How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:

Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education

Article 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

Article 21

1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including inter alia, in the areas of education, employment, vocational training and retraining, housing, sani-tation, health and social security.

PROGRESS: COMPLETED	NEW INITIATIVES AND PARTNERSHIPS	CONTINUING INITIATIVES AND PARTNERSHIPS
		<ul style="list-style-type: none"> • In 2019 Knowledge Makers was awarded Canada's only award for excellence in collaborative teaching in post-secondary education: The Alan Blizzard Award. Please see more information in the text body and on the website: tru.ca/indigenous/knowledge-makers-tru • 67 Indigenous students from more than 30 nations and bands have trained as researchers. All Knowledge Makers in the first three years completed Indigenous research mentoring and published their journal articles. The fifth workshop was held and the journal was scheduled for release in March 2020 but postponed due to COVID-19. • The Knowledge Makers journal was established with an editorial board. • The journal publishes annually in hard copy and electronically (tru.ca/indigenous/knowledge-makers-tru/journal). To date, 64 articles have been published. Consistent with the metaphor of basket weaving together, each journal includes new researchers, along with established scholars. • Through the Knowledge Makers five-nation international Indigenous mobility network, the Knowledge Makers travelled internationally and hosted visiting Indigenous students. • Journal publications about Knowledge Makers teaching and learning: 13. Five are co-authored and five are by Knowledge Makers. • Six conference presentations. • Knowledge Makers alumni have attracted success as researchers: Two national scholarship winners, one SSHRC research grant winner (\$50,000), 18 research assistants, six graduate research scholarships, four master's degrees, one international internship, two post-baccalaureate studies, one mainstream undergraduate research grant (TRU) and two presenters at the International Indigenous Research Conference (New Zealand, 2018). • Knowledge Makers Indigenous researcher mentoring circles have been established at undergraduate, graduate and doctoral level, to further advance research skills.

Appendix B: Ministry performance measures

Each year, TRU's performance is reported on measures and targets set by the Performance Measures Working Group, a collaboration between BC public post-secondary institutions and the Ministry of Advanced Education, Skills and Training. TRU, along with other public post-secondary institutions in BC, is accountable to the ministry and the public for its performance related to ensuring students receive quality educational opportunities relevant to their needs and the needs of the labour market.

The performance results below are calculated for TRU as a whole, including the Kamloops campus, Williams Lake campus, regional centres and Open Learning. Please consult the ministry's Accountability Framework Standards Manual for a full description of each measure. All but one measure has been achieved (100%+), or substantially achieved (90% to 99%).

Student spaces—FTE enrolment

Ministry accountability strategic objective: Capacity

Operational definition: The number of full-time equivalent (FTE) student enrolments delivered overall and in designated program areas.

PERFORMANCE MEASURE	2018/19	2019/20	2019/20		2020/21	2021/22
Student spaces (FTE)	Actual	Target	Actual	Assessment	Target	
Total student spaces	8,755	8,056	8,834	Achieved	8,083	8,079
Nursing and other allied health programs	1,276	770	1,334	Achieved	N/A	N/A
Developmental	354	320	275	Not Achieved	N/A	N/A

Note: Results are based on fiscal year; excludes Industry Training Authority (ITA) funded student spaces.

New targets for ABE and ESL have been established with the ministry with Adult Special Education removed. During 2019/20, TRU's developmental FTE enrolment was 275 compared to the target of 320, giving TRU a utilization rate of 85.8% of the target. As in previous years, most of the developmental FTE accrued through Kamloops on-campus delivery.

While the target for developmental student spaces was not met, steps signalled in last year's report were taken to increase utilization, including increased communication, improved supports and enhanced programming.

- Regular media promotion of Adult Basic Education (ABE) course offerings and careful alignment and timing of promotion strategies with program offerings
- Open days for prospective developmental students from regional/rural and Kamloops high schools
- Promotion of ABE online including videos with remarks from successful ABE students
- Ongoing communications to increase awareness of free tuition and how to access the Adult Upgrading Grant (AUG)
- Further enhancement of internal admission processes and simplified, user-friendly registration processes

- Continuing collaboration and partnership with local school districts to support students in preparing for success in the university environment. In the 2019/20 year, TRU provided free tutorial support three times a week on the Kamloops campus for people doing high-school courses. Average attendance was 20 to 30 people each night for this peer-assisted UPrep learning initiative
- Increased focus on support services for students new to the university environment, taking into consideration the need for culturally responsive student success supports in both regional and on-campus ABE delivery. A student advisor for ABE has been recruited for students within the department of UPrep
- Continued exploration of Indigenous-based specific program delivery options, designed to create pathways to career and further education
- Continued work on the TRU ABE Futures initiative, with the purpose of advancing ABE broadly exploring flexible, open, innovative and responsive delivery formats through on-campus, Open Learning and regional delivery options. In 2016/17, a review of strengths, outcomes, opportunities and innovative program practices was conducted. Following the final report from this research phase, an implementation plan was developed for 2018/19 to 2021/22
- Expanded offerings of ABE in the 2019 summer semester increasing summer enrolments

Credentials awarded

Ministry accountability strategic objective: Capacity

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

	2018/19	2019/20	2019/20		2020/21	2021/22
Credentials awarded	Actual	Target	Actual	Assessment	Target	Target
Number	2,168	2,193	2,169	Substantially achieved	TBD	TBD

Note: Annual performance is measured using a rolling three-year average of the most recent fiscal years.

Aboriginal student spaces—FTE enrolment

Ministry accountability strategic objective: Access

Operational definition: The number of full-time equivalent (FTE) enrolments of Indigenous students delivered in all program areas.

	2018/19	2019/20	2019/20		2020/21	2021/22
Aboriginal student spaces (FTE)	Actual	Target	Actual	Assessment	Target	Target
Total Aboriginal student spaces	1,306	Maintain or increase	1,379	Achieved	Maintain or increase	Maintain or increase
a) Ministry	1,084		1,136	Achieved		
b) Industry Training Authority (ITA)	222		244	Achieved		

Student satisfaction with education—BC Student Outcomes

Ministry accountability strategic objective: Quality

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

Student satisfaction with education	2018/19		2019/20	2019/20		Assessment	2020/21	2021/22
	Actual		Target	Actual			Target	
	%	+/-%	%	%	+/-%		%	
Former diploma, associate degree and certificate students	91.7	1.7	≥ 90	89.2	1.8	Achieved	≥ 90	≥ 90
Trades foundation and trades-related vocational graduates	90.8	3.8		94.1	2.8	Achieved		
Former apprenticeship students	96.0	2.7		88.9	3.7	Achieved		
Bachelor degree graduates	95.2	1.3		94.9	1.4	Achieved		

Student assessment of the quality of instruction

Ministry accountability strategic objective: Quality

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

Quality of instruction	2018/19		2019/20	2019/20		Assessment	2020/21	2021/22
	Actual		Target	Actual			Target	Target
	%	+/-%	%	%	+/-%		%	%
Former diploma, associate degree and certificate students	94.1	1.5	≥ 90	94.5	1.3	Achieved	≥ 90	≥ 90
Trades foundation and trades-related vocational graduates	93.2	3.3		96.3	2.3	Achieved		
Former apprenticeship students	98.0	1.9		94.1	2.8	Achieved		
Bachelor degree graduates	93.1	1.6		94.9	1.4	Achieved		

Student assessment of skill development

Ministry accountability strategic objective: Quality

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

Skill development	2018/19		2019/20	2019/20		Assessment	2020/21	2021/22
	Actual		Target	Actual			Target	Target
	%	+/-%	%	%	+/-%		%	%
Former diploma, associate degree and certificate students	86.3	2.2	≥ 85	86.7	2.1	Achieved	≥ 85	≥ 85
Trades foundation and trades-related vocational graduates	89.0	3.8		91.0	3.2	Achieved		
Former apprenticeship students	86.6	4.1		85.8	3.7	Achieved		
Bachelor degree graduates	86.6	1.9		89.7	1.8	Achieved		

Student assessment of the usefulness of knowledge and skills in performing job

Ministry accountability strategic objective: Relevance

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

Usefulness of knowledge and skills for job	2018/19		2019/20	2019/20		Assessment	2020/21	2021/22
	Actual		Target	Actual			Target	
	%	+/-%	%	%	+/-		%	
Former diploma, associate degree and certificate students	89.3	2.2	≥ 90	87.7	2.1	Substantially achieved	≥ 90%	≥ 90%
Trades foundation and trades-related vocational graduates	77.8	6.4		88.6	4.8	Achieved		
Former apprenticeship students	95.8	3.0		90.8	3.6	Achieved		
Bachelor degree graduates	89.0	2.3		89.4	2.3	Achieved		

Unemployment rate

Ministry accountability strategic objective: Relevance

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

	2018/19		2019/20	2019/20			2020/21	2021/22
Unemployment rate	Actual		Target	Actual		Assessment	Target	
	%	+/- %		%	+/- %		%	
Diploma, associate degree and certificate graduates	8.8	1.8	≤ 13.0%	4.7	1.3	Achieved	TBD	≤ Unemployment rate for individuals with high school credential or less
Trades foundation and trades-related vocational graduates	12.8	4.6		11.8	4.3	Achieved		
Former apprenticeship students	2.1	2.1		4.0	2.3	Achieved		
Bachelor degree graduates	5.3	1.5		6.1	1.7	Achieved		

Skill development details (see above for summary)

SKILL DEVELOPMENT DETAILS (see above for summary)	2018/19		2019/20	2019/20		2019/20
	Actual		Target	Actual		Assessment
Former diploma, associate degree and certificate students' assessment of skill development						
	%	+/- %		%	+/- %	
Skills development (average %)	86.3	2.2	≥ 85%	86.7	2.1	Achieved
Written communication	81.5	2.7		82.6	2.5	
Oral communication	80.6	2.8		81.0	2.7	
Group collaboration	83.1	2.5		86.5	2.1	
Critical analysis	89.8	1.9		88.6	1.9	
Problem resolution	85.3	2.3		85.2	2.2	
Learn on your own	91.1	1.8		89.5	1.8	
Reading and comprehension	92.8	1.6		91.9	1.7	
Trades foundation and trades-related vocational graduates' assessment of skill development						
	%	+/- %		%	+/- %	
Skills development (average %)	89.0	3.8	≥ 85%	91.0	3.2	Achieved
Written communication	70.5	8.1		81.4	7.9	
Oral communication	81.9	6.6		81.9	6.9	
Group collaboration	94.6	3.0		93.2	3.0	
Critical analysis	91.6	3.7		93.9	2.9	
Problem resolution	92.2	3.6		90.6	3.7	
Learn on your own	89.2	4.1		92.5	3.2	
Reading and comprehension	91.5	3.7		93.0	3.2	
Former apprenticeship students' assessment of skill development						
	%	+/- %		%	+/- %	
Skills development (average %)	86.6%	4.1%	≥ 85%	85.8%	3.7%	Achieved
Written communication	N/A	N/A		71.2%	9.2%	
Oral communication	73.3%	9.5%		75.3%	7.9%	
Group collaboration	88.0%	5.0%		88.5%	4.1%	
Critical analysis	92.7%	3.8%		92.7%	3.1%	
Problem resolution	89.5%	4.6%		88.8%	3.9%	
Learn on your own	87.5%	4.9%		83.7%	4.5%	
Reading and comprehension	89.5%	4.6%		86.3%	4.2%	
Bachelor degree graduates' assessment of skill development						
	%	+/-		%	+/-	
Skills development (average %)	86.6%	1.9%	≥ 85%	89.7%	1.8%	Achieved
Written communication	84.3%	2.3%		88.6%	2.2%	
Oral communication	88.8%	2.0%		90.5%	2.1%	
Group collaboration	82.9%	2.5%		84.5%	2.6%	
Critical analysis	89.9%	1.9%		91.9%	1.8%	
Problem resolution	79.7%	2.6%		87.1%	2.4%	
Learn on your own	89.8%	1.9%		92.5%	1.8%	
Reading and comprehension	89.1%	2.0%		91.9%	1.9%	

TARGET ASSESSMENT SCALE	DESCRIPTION
Achieved	100%+ of the target within the margin of error
Substantially achieved	90-99% of the target
Not achieved	Less than 90% of the target
Not assessed	Survey results with fewer than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets



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