

INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT







Office of the
PRESIDENT AND VICE-CHANCELLOR

Accountability Statement

July 14, 2023

The Honourable Selina Robinson
Minister of Post-Secondary Education and Future Skills
PO Box 9043, STN Provincial Government
Victoria BC V8S 1V9

Dear Minister Robinson,

We're pleased to provide you with Thompson Rivers University's Institutional Accountability Plan and Report for the 2022/23 reporting period. It is our hope that this report will provide your ministry, the B.C. government, and the people of our communities and our province with confidence regarding TRU's mandate and our understanding of what is needed to serve that mandate.

This letter indicates that, in accordance with TRU's governance structure, the Board Chair and the President have reviewed and approved the contents of this Institutional Accountability Plan and Report, which includes details of TRU's major achievements and new or unique goals.

In this report, we describe actions we have taken to respond to Ministry priorities contained within our most recent Letter of Direction.

We look forward to the opportunity to continue to serve as a direct partner with the B.C. government in the provision of post-secondary skills training and education. Our efforts in these regards are fully set out in the following pages of this report.

The ongoing and continuing challenges of the past year present opportunities to innovate but also, remind us why universities exist. There is no better safeguard or preparation for uncertainty than education. We know that our work as a university is tremendously important for social, economic, and political stability and sustainability in disruptive times.

We look forward to another year of partnership and collaboration with the B.C. government and all our stakeholders. Should you have any questions about this report, please don't hesitate to be in touch.

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 "Marilyn McLean".

Marilyn McLean
Chair, Board of Governors
Thompson Rivers University

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Strategic Direction

Thompson Rivers University (TRU) has a complex history, having transformed from a community college, established in 1970, to a university college and, in 2005, to a university. Throughout this evolution, TRU has remained consistent with the values that motivated the formation of the original Cariboo College.

For more than 50 years, TRU has taken pride in providing an excellent education to students from a wide variety of backgrounds and perspectives at various stages of their learning journey. Approximately 28,000 students study on TRU's campuses in Kamloops (Tk'emlúps te Secwépemc) and Williams Lake (T'exelc), or through distance and online courses and programs through Open Learning (OL).

TRU is governed by the [Thompson Rivers University Act \(2005\)](#), which formally amalgamated the University College of the Cariboo with the B.C. Open University and other aspects of the Open Learning Agency.

In the legislation, 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, Open Learning programs and courses, and undertakes research and scholarly activities.

From traditional academics to trades, from certificates to graduate degrees, TRU offers more than 200 programs — 140 programs on campuses in Kamloops and Williams Lake, as well as robust regional programming, including four physical centres in the B.C. Interior, and 480 courses and 60 programs online through TRU Open Learning.

Open Learning provides open, accessible, and flexible learning, and recognition of all types of learning. Built on the fundamental pillars of access to education and recognition of university-level learning through an established credit bank and prior learning assessment and recognition, OL's open mandate means all types of learners have an opportunity to successfully complete their education and grow their careers in the most efficient and effective manner possible.

TRU's students can apply what they learn in cooperative education, study abroad, undergraduate research, field schools, practicums, service learning, and other experiential learning opportunities, with guidance and mentorship from accessible faculty members. Curiosity, lifelong learning, and innovation thrive in TRU's open and flexible learning environment, and so do our students.

TRU was established to serve the educational and training needs of the region, which includes the traditional lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwépemc'ulucw, the traditional and unceded territory of the Secwépemc. The region TRU serves also extends into the territories of the St'át'imc, Nlaka'pamux, Nuxalk, T̓silhqot'in, Dakelh, and Syilx peoples. TRU honours its First House, Tk'emlúps te Secwépemc, and respects its Second House, T'exelc, and commits to honouring truth, reconciliation, and rights of Indigenous peoples. Our understanding of TRU's obligations to our hosts is informed by the guidance of interior B.C. Indigenous leaders to [Sir Wilfrid Laurier in 1910](#).

The university has a long-standing commitment to keep post-secondary education accessible to those who seek it, including remote, rural, and Indigenous learners. As a result, TRU has a diverse student demographic — more than 10 percent of students are Indigenous from a variety of nations, 24 percent join us from more than 100 countries around the globe, and 56 percent are mature learners (over 25 years of age). Our students' and communities' needs are as diverse as the area we serve.

This commitment was deeply underscored as we found ourselves with so many others mourning with our First House, Tk'emlúps te Secwépemc. In May 2021, the discovery of the remains of 215 children whose lives were lost at the former Kamloops Indian Residential School cast a fresh light on Canada's treatment of Indigenous peoples. Following this in January 2023, our Second House, T'exelc identified another 66 potential grave sites in addition to the 93 potential sites identified in 2022. These discoveries cast a light on why we need to continue with the important work of truth and reconciliation. TRU's commitment to this important work is strengthened through a partnership agreement between TRU and Tk'emlúps te Secwépemc and reflected in our record regarding Truth and Reconciliation (see Appendix B).





Developing Our Vision

In March 2020, TRU adopted a new vision statement incorporating TRU's mission, vision, values, and four strategic change goals that reflect what TRU hopes to achieve over a ten-year period. The vision was approved by TRU's Board of Governors following endorsement from Senate and Planning Council for Open Learning as part of an extensive, year-long consultation.

In 2021, to strengthen and honour relationships with Indigenous communities served by TRU, the vision statement was translated into Secwépemctsin—the language of the Secwépemc people upon whose unceded territory the university is located—by a group of Secwépemc Elders.

OUR VISION STATEMENT — Community-minded with a global conscience, we boldly redefine the university as a place of belonging — K'wselktknéws (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. Our values:

- **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

Emerging from our vision were new 10-year strategic objectives designed to guide TRU in its mission:

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 give special consideration to Secwépemc world views and belief systems. 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 (T'exelc), 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.

With the B.C. government's support, we provide students with the skills and training they seek for a better future, who then in turn use these skills to be the leaders and problem solvers of tomorrow. These problem solvers apply their skills to research the issues that confront our world in hope of finding answers for the future. These students will help build a stronger B.C. together.



How TRU's 10-year strategic change goals align with PSFS Goals and measures

The following table shows how TRU's strategic change goals from above align with the Ministry of Post-Secondary Education and Future Skills (PSFS) system objectives. This alignment is also demonstrated in the report below.

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



Enabling Strategic Direction

At TRU there are many internal processes that guide the direction of our institution. The following outlines planning to move the institution forward to accomplish our goals and our mandate.

Integrated Strategic Planning

Three years ago, TRU created a new vision and mission statements and identified four 10-year strategic change goals. Integrated strategic planning (ISP) is the way TRU will make the Vision Statement a reality, take practical measures to cultivate our values, and make measurable progress towards all our strategic change goals.

Planning routinely occurs at TRU. There is a Strategic Enrolment Management Plan, a Research Plan, operational unit plans and a host of other planning undertaken at various levels within the university. What the ISP process does is align our efforts in support of achieving TRU's vision.

Consultation within the TRU community lead to the identification of three key ISP strategic objectives, which will serve as the basis for calls for projects through the next few years.

1. Student success and research innovation through inclusive excellence in research faculty and staff recruitment.
2. Eliminate achievement gaps across different groups of learners, and to honour, truth, reconciliation, and rights.
3. To be recognized provincially, nationally, and internationally for our unique academic and trades programs that provide students with flexible learning pathways, experiential opportunities, and community research.

This year, TRU worked towards creating priorities and project teams to implement our vision and goals systematically. Under the leadership of the provost, eight pan-institutional projects were selected for three-year funding. These eight projects, which will be brought together in an initiative known as TRUScholars, share a commitment to fostering inclusive and intensive student cohorts with a focus on land-based learning, research-informed curriculum, and experiential learning.

The eight projects will intersect in key ways to provide students with a unique TRU experience that reflects our commitment to Indigenous ways of knowing, sustainability, and undergraduate research. Together these projects all value mentorship, fostering student belonging and resilience, and inspiring emerging researchers.

TRUScholars aims to enhance the university experience of students across the interior region, who live in rural communities or those who have experienced barriers to post-secondary education. Across academic programs, faculty will foster a sense of belonging, and nurture academic and research excellence for upper year students preparing for graduate school. The initiative will bring together the following ISP projects:

- **All My Relations Indigenous Research Centre (AMR)** —TRUScholars will be grounded in land-based learning, guided by the AMR faculty and Knowledge Keepers. This will serve as the pedagogical foundation for integrating Indigenous ways of knowing into the cohort curriculum as well as co-curricular activities
- **Arts Cohort Project** — An enriched first-year arts curriculum will offer faculty mentorship and hands-on learning opportunities focused on decolonization and Indigenization. TRU Library will be a key partner in supporting students as they begin their undergraduate studies.



- ***Environmental Research and Teaching Collaboration*** — This initiative aims to bring environmental studies courses at TRU together to provide students with field-based research opportunities across the interior region such as Wells Gray. This will also raise the profile of the research excellence at TRU, inspire students to engage with Indigenous ways of knowing about land management and climate change impacts.
- ***Honours College*** — This project will establish an interdisciplinary honours program across six faculties offering a depth of research experiences, themed based courses. The cohort will be established in consultation with the University of New Mexico’s well regarded honours college that serves a large Indigenous and rural area. Key outcomes will be a focused student recruitment strategy across the interior region, a new pan institutional honours curriculum, and emerging research training.
- ***Research-Hub*** — This will focus on creation of curriculum embedded research opportunities and faculty mentoring on how to bring community engaged research into course design. The research hub will support all ISP project teams to co-create research with students.
- ***Decolonizing and Indigenizing PLAR*** — This effort will develop a decolonized prior learning assessment methodology. Piloted with the Faculty of Arts, PLAR experts will develop portfolios for the recognition of Indigenous learning to be scaffolded into academic credit.
- ***TRU Open Press*** — Students and faculty will co-create and disseminate research, provide opportunities and support for development of open-source course materials such as zero cost textbooks, and create student internships in open press editing and production.
- ***Livable Cities, Collaborative Communities*** — Students, faculty, community stakeholders, governments, businesses, and other organizations will work together to develop workshops, discussions, and events around sustainability and community resilience culminating in 2026 with an international conference.

In the coming months, we will focus on developing TRUScholars’ integrated structure, align resource needs, and devise marketing and recruitment strategies. We anticipate welcoming our first cohort of students for the Fall 2024 semester.

The success of TRUScholars will be higher recruitment and retention of students from across the region (Indigenous and first-generation students), expansion of an open access publishing platform for student and faculty led research and student internship opportunities, and the creation of an Interior Environmental Research Cluster focused on land management, green technologies, and fire science.

A description of the ISP project is available [here](#).



NWCCU Accreditation

TRU is accredited by the Northwest Commission on Colleges and Universities (NWCCU) at the associate, baccalaureate, and master's degree levels.

Accreditation of an institution of higher education by the NWCCU indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation that follows a seven-year cycle.

NWCCU accreditation provides TRU with:

- a framework for continuous quality improvement that is guided by our mission and core themes
- increases our accountability to stakeholders and helps foster public confidence in TRU's ability to fulfill its stated mission and strategic priorities, through regular external assessment of TRU's adherence to best-practice standards
- provides TRU with ongoing independent assessment of the institution, not just individual programs, disciplines, or departments
- helps establish clearer benchmarks/standards for assessing learning outcomes and thus benefits students' learning experiences
- enhances TRU's ability to recruit world-class faculty and staff.

In Spring 2022, TRU underwent a mid-cycle review – a formative assessment focused on mission fulfilment, student achievement, and programmatic assessment. The evaluators were impressed with TRU's planning and assessment efforts, particularly during the pandemic, and commended us for the collaborative nature of our planning processes. They encouraged us to move from planning to implementation on several initiatives.

Mission fulfilment is an important Senate initiative that tracks TRU's progress towards achievement of its mission. Four standing committees of Senate are responsible for reporting annually on mission fulfilment in relation to four core themes — intercultural understanding, research, student success, and sustainability. The results of these evaluations are reported following the end of the academic year. Past reports, as well as performance measures related to key objectives, can be found on dedicated web pages [here](#).

Strategic Enrolment Management

Strategic enrolment management is a planning practice centered on expressing an institution's overarching strategic priorities in terms of the optimal number and mix of students enrolled and seeks to align enrolment with the values of the organization. Approved in December of 2020 TRU's Strategic Enrolment Management (SEM) Plan lays out enrolment goals and objectives for TRU.

The SEM plan takes into consideration all domestic and international student enrolment in developmental, vocational, undergraduate, and graduate academic courses and programs on all campuses/centres and through Open Learning as well as enrolment in continuing education courses and programs. Strategic enrolment strategies will specifically focus on domestic students, Indigenous, and mature students. Enrolment targets have been set and targeted recruitment strategies will ensure more campus-based housing for first year students, and entrance scholarships. As discussed above, the ISP TRUScholars cohort program aims to focus on interior student recruitment and retention.

With the plan's international targets largely met the primary focus is domestic enrolment and developing plans to achieve SEM initiatives. Updates and documents related to SEM can be found [here](#).

Strategic Research plan

TRU has committed to supporting all faculty members in knowledge-seeking, knowledge creation, and creative inquiry. Over the next 10 years, TRU 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.

Guiding this process is TRU’s Strategic Research Plan which identifies five major social, cultural, health, environmental, and economic challenge areas where we see our research making a significant contribution toward developing and implementing solutions. These challenges are tied to our areas of research strength and align with TRU’s Mission, Vision, Values and Change Goals.

TRU tackles these challenges within an environment that supports inclusion and diversity, relies on reciprocal partnerships, recognizes and encourages all forms of discipline-informed and curiosity-driven research, and builds a sense of commitment and belonging. We continue to make student success and research innovation through inclusive excellence in research faculty and staff recruitment a leading strategic priority and objective. Through this lens, TRU continues to strengthen its research capacity and contribute to the economic and social development of B.C., as evidenced by the growing portfolio of sponsored research funding. The following table shows the sponsored research funding awarded from the federal government, provincial government, and other sources for the past two years.

		2020/21	2021/22
Sponsored Research Funding	Federal sources (million \$)	2.85	4.03
	Other sources (million \$)	1.17	1.21
	Sponsored research funding from all sources (million \$)	5.03	6.57

Learn more about our commitment to our challenge areas in our Strategic Research Plan [here](#).



Strategic Context

External Context

Economic context

TRU regularly conducts environmental scans including scans on the economy and labour market, and then considers how these factors could affect TRU enrolments and operations. Below is a summary of the findings.

The global economy will likely experience slow growth of less than three per cent over the next couple of years. The Canadian economy is expected to be flat or in mild recession. As inflation is expected to ease to below five percent this year and three in the next few, monetary policy in the form of increased interest rates is likely to slow down with fewer increases. Both the Canadian and B.C. budgets are forecasting large deficits through the next few years. Large deficits will likely negatively impact government funding for post-secondary education, at least for the near term.

The Canadian economic strategy laid out in the federal budget is to work closely with the United States, especially on development of green technology. Green opportunities for Canada include mining for materials needed and developing “friendshoring” or “nearshoring” opportunities as they are realized over the next few years. “Friendshoring” is described as moving industry supply chains — especially manufacturing — away from unstable countries, back to geographically and political close allies, creating shorter and more stable supply chains. Mining and manufacturing are both likely to see growth.

British Columbia has reserves of coal and minerals such as copper, gold, silver and molybdenum. In 2021, B.C. became the largest mining producer in Canada, with an increase of 59 per cent over the previous year, especially due to increases in coal mining. While coal mining has had a black eye for many years as an especially dirty source of green-house gas emissions, it may benefit politically as the previous provincial premier is now a board member of a coal production company. In terms of mining major projects in B.C., most of the investment (89 per cent) is in northern regions (Coast, Northeast and Nechako) followed by \$13 billion in investment in the Cariboo region, with employment growth of 3.6 per cent as at the end of last September in the region. Substantial investments in green industries may require TRU to develop additional programming in technologies, mining, and supply chains to meet student and labour market demand. TRU’s Bob Gaglardi School of Business and Economics currently offers a business administration bachelor degree major in supply chain management, and a minor in environmental economics and sustainable development. Students in post-baccalaureate degrees can also specialize in supply chain management.





The labour market has been resilient to date in Canada and in B.C., however, with low global and Canadian economic growth projected, unemployment is likely to rise. Historically, higher youth unemployment positively affects enrolments for post-secondary education. There may be opportunities with short-term and distance education solutions for people who have been laid off. Currently, according to B.C. Stats, the B.C. labour market participation for young people (15 to 24) is at 66.5% (68.9% for women and 64.1% for men in April 2023). This is a higher rate than 25 and older (65.0). Unemployment is 10.0% for young people in B.C.; 25 and older unemployment is 4.2%. High participation rates and low unemployment rates for young people pose challenges for post-secondary enrolment.

In terms of direct from high school enrolment, local Kamloops Grade 12 class sizes are expected to rise slightly in the next few years, while the Grade 12 class sizes in Williams Lake remain flat. Immediate transitions of Grade 12 graduates from high school to B.C. public post-secondary in the Kamloops school district is 44.7% (49.4 female; 40.3 male). The transition rate in the Cariboo is much lower at 36.7% (41.0% female; 32.7% male).

Several market research reports have been completed in the past year to support program development. From this work, we see labour market demand locally and provincially for management positions; in many industries these are considered high opportunity occupations (HOO) according to the B.C. Labour Market Outlook 2023. There is a skills shortage in management and supervision with the ongoing retirements of the last of the baby boomers. This means that the demand for management positions will likely be front-loaded in the next few years rather than a smooth linear demand over the next ten. Registered nurses remain at the top of the HOO list with computer skilled occupations in four of the top six in-demand occupations. TRU provides management, computer, and health training on campus and online from short-term micro credentials to masters programs.

Impacting the resiliency of the B.C. labour market are demographic changes, talent shortages, and disruptive technology, including green technologies. ¹Two strategies for coping with these challenges are upskilling, improving skills in a worker's current role, and reskilling, developing skills for new roles. According to a report by the Business Council of Canada, the role of post-secondary institutions is to develop the "specialized, digital skills will be the most in-demand skills over the next three years... Analytics, statistics, and quantitative analysis topped the list followed by: cognitive computing (AI, machine learning); cybersecurity (threat analysis, file recovery, risk management); information technology; and computer science (programming, software development)."²

1 [Skills Working Group Report.pdf \(bher.ca\)](#) Business Council of Canada Upskilling and Reskilling: how employers are retraining and retaining Canada's workforce March 2023 Accessed March 21, 2023

2 Ibid, page 6

Another soft spot with regards to the labour market is accessing housing to ensure mobility. Canada built a record number of apartments in 2022, growing at 2.4%. Home ownership is at a 30-year low and annual federal immigration targets are set to grow 8% by 2025. The lower home ownership percentages and greater stock in rental housing may help with worker mobility, especially young workers. Higher interest rates affected those with mortgages and loans, increasing the costs of borrowing, thus private investment in housing starts is likely to slow, and not ease the housing shortage. However, in B.C., \$4 billion of public spending has been targeted in the provincial budget for housing. The Homes for People action plan was released April 4, 2023, with more details, including offers of a tax credit for renters, forgivable loans for building secondary suites, a short-term speculation (flipping) tax, speeding up permits, and providing more supports for people at risk for homelessness. The province has committed to building 4,000 more on-campus units for student housing. See the discussion below for an update on TRU's plans for student housing.

The B.C. and federal governments continue to implement high-speed Internet projects to provide access to 98% of Canadians by 2026 and 100% by 2030, as per the announcement September 6, 2022. Land-based Internet connections are continuing to be made; all rural British Columbians currently have access to satellite-based Internet via StarLink. Currently (as at December 31, 2022) 95.2% of British Columbians have access to minimum Internet speeds.

Other external trends: The end of single career paths

As we look towards the future, people will continue to change jobs and professions as many times as required by the economic cycles, the decline of certain sectors and the rise of others, and the emergence of new industries. This trend is particularly pronounced in the tech industries, where the emphasis has shifted from degree-based hiring to skills-based hiring due to the rapid pace of skill evolution.^{3,4} This dynamic nature of work, combined with shifting preferences, different ways learners seek self-actualization, extended work lives resulting from longer life expectancy and lower birth rates, demands that individuals continuously learn and update their skills.^{5,6} Rather than adhering to a traditional linear approach of obtaining a degree and staying in one field until retirement, people now embrace an increasingly fluid career trajectory, transitioning between various phases such as education, employment, and freelance work in the gig economy. This adaptability to changing circumstances necessitates institutions like TRU to actively engage in student recruitment strategies targeting diverse age groups, within unconventional settings like workplaces and professional conferences. Similarly, maintaining strong relationships with alumni is essential for supporting their ongoing lifelong learning needs and promoting continuous growth and development beyond graduation. Lifelong and lifewide learning is no longer a choice but a vital and permanent fixture of the future of work.

Seamless experiences

Higher education focus is shifting from students just acquiring knowledge to building capacity and experiences to live and work in a world of artificial intelligence, connected machines and systems, automated, fluid and boundless job markets. Progress in artificial intelligence (AI) enables more extensive customization and adaptive learning, offering tailored educational experiences that cater to specific requirements by providing timely feedback and personalized pathways and resources (e.g., [Khan Academy Khanmigo](#)).

3 Castrillon, C. (2023, February 12). [Why Skills-Based Hiring Is On The Rise](#). Forbes.

4 Fuller, J., Langer, C., & Sigelman, M. (2022, February 11). [Skills-Based Hiring Is on the Rise](#). Harvard Business Review.

5 Statistics Canada Government of Canada. (2022). [A portrait of Canada's growing population aged 85 and older from the 2021 Census](#).

6 Statistics Canada Government of Canada. (n.d.). [Older adults and population aging statistics](#).

This departure from a standardized, one-size-fits-all approach allows for a more individualized learning experience. The younger generations believe that learning should not be limited to traditional classroom settings. Instead, they prefer to engage in various modes of learning, effortlessly transitioning between classroom-based, blended, and online learning to cater to their individual needs and preferences. However, physical constraints remain in virtual spaces, highlighting the pressing issues of accessibility for learners with mobility limitations or sensory impairments.

With an ever-increasing demand on student services, institutions are having difficulties finding enough staff to support student needs. To meet this increased demand, some universities have considered automating some of their services. Automation in career support, financial aid, registrar services (e.g., transcript requests, compliance checks) and AI chatbots create more efficiencies in current operations.^{7,8} However, the risks posed by AI cannot be overshadowed by its promises.

The advancement of AI has concerning outcomes in public safety, such as deepfake technology, blackmail, and fake news and carries data security and bias concerns.^{9,10} These developments will have huge impacts on the nature and purpose of education. Even though the world is connected more than ever before, about 20% of Canadian youth experience loneliness.^{11,12} While AI can assist and enhance various aspects of our lives, the depth and richness of human connection will likely remain a fundamental and invaluable part of our social fabric.

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- 7 Mixson, E. (2022, September 6). [Higher Education Disrupted: How intelligent automation and RPA are transforming HEIs](#). Intelligent Automation Network.
 - 8 Motley, A. (2022). Fall 2022 Trends Inside Higher Education. *The Society for College and University Planning*, 4.
 - 9 Caldwell, M.; Andrews, J.T.A.; Tanay, T.; Griffin, L.D. (2020). [AI-enabled future crime](#). *Crime Science*, 9(14), 1-13.
 - 10 Roselli, D., Matthews, J., Talagala, N. (2019, May 13). [Managing Bias in AI](#). Proceedings of WWW '19: The Web Conference, 539-544.
 - 11 Twenge, J.M.; Haidt, J.; Blake, A.B.; McAllister, C.; Lemon, H.; Le Roy, A. (2021) [Worldwide increases in adolescent loneliness](#). *Journal of Adolescence*, 93, 257-269.
 - 12 Statistics Canada Government of Canada. (2021). [The Daily — Canadian Social Survey: Loneliness in Canada](#).



Internal Context

Workforce / Recruiting

TRU continues to face a difficult recruiting environment, and many vacant positions remain unfilled. These vacancies — especially for faculty positions — constrain our ability to serve students and offer specific programs. The recruiting difficulties mirror those experienced in most industries across Canada and largely stem from the post-pandemic labour shortages and the high price of Kamloops housing, which often makes a move here financially unattractive. TRU will embark on an aggressive recruiting campaign in 2023 and has secured the services of a dedicated recruitment consultant to assist, along with using other recruitment firms to assist with certain positions.

Hybrid work and work from home

The way we work at TRU is evolving. The COVID-19 pandemic drastically altered where and how employees worked around the globe with the prevalence of flexible work options increasing. TRU is no exception and has launched a Hybrid Work Program. The program is voluntary and managed at a department/unit level, where decisions will be made based on service, team effectiveness and operational needs.

Training sessions have been developed to support supervisory managers with their important role in the management of the program. As well, information sessions will also be provided for interested applicants to get an overview of the site and application process. Hybrid arrangements are expected to start later in summer 2023.

Along with our Hybrid Work Program, TRU has successfully completed a Work from Home pilot project that enabled employees in selected departments to work away from campus on a full-time basis. Feedback from employees involved in the pilot was very positive and TRU will move forward with a Work from Home plan on a permanent basis.

Collective Bargaining

TRU and the Canadian Union of Public Employees Local 4879 (CUPE Local 4879) and Thompson Rivers University Faculty Association (TRUFA) both ratified new collective agreements under the provincial government's Shared Recovery Mandate.

Both agreements cover the three-year period from April 1, 2022, to March 31, 2025, and each agreement provides for a general wage increase for each year of the agreement and benefit improvements over the term.

The parties also agreed to several other important improvements to the collective agreement in support of Truth and Reconciliation, including a two-day paid cultural leave for Indigenous employees and a process to identify and eliminate barriers in the collective agreement to participation for Indigenous people.

Bargaining with TRUOLFA, the unit covering the TRU Open Learning Faculty Association is still on-going.

Values-Based workplace culture initiative

Over the past year TRU has been on a university-wide conversation about our workplace culture. TRU's conversation about workplace culture is an opportunity to talk about what it means to work at TRU, what our experiences are with one another, and how we can improve. We wish to undertake a process that will empower and enable people to share their thoughts and experiences with us and do so safely.

This year our external consultant has been meeting with individuals and groups from our university community—whether campus, Open Learning, or Williams Lake, faculty, staff, or administrators—to help inform this initiative. This conversation is around Ensuring a Values-Based Workplace Culture and how we get to a place where our workplace culture mirrors the university values of inclusion and diversity, curiosity, community-mindedness, and sustainability.

TRU Leadership

2022-23 saw several leadership changes at TRU. The following section describes new appointments to key positions in TRU's leadership.

Provost and Vice-President Academic

Dr. Gillian Balfour began the position of TRU's Provost and Vice-President Academic on July 1, 2022. Dr. Balfour completed a PhD in sociology at the University of Manitoba where she focused on critical socio-legal studies and feminist criminology. Dr. Balfour served as vice-president and academic dean of King's University College at Western University in London and was associate dean of Trent University Online, and full professor of sociology with a focus on socio-legal studies and criminology before coming to TRU.

Vice-President Research

The vice-president research provides a level of strategic leadership like what is found at TRU's peer institutions within the Research Universities' Council of B.C., bringing increased attention and support to TRU's development as a research university. The VP Research will find and develop research partnerships with other universities, institutes, foundations, and organizations; access new resources and funding for TRU; and develop community opportunities that will benefit both faculty and students as well as communities themselves.

Dr. Shannon Wagner has accepted the position of Thompson Rivers University's first vice-president of research, following an extensive search, starting July 2023. She currently serves as TRU's associate vice-president academic and has been with TRU since October 2021. Dr. Wagner has dedicated much of her research career to the study of workplace traumatic stress, especially as it pertains to emergency responders. In addition to her research, Wagner is also a registered psychologist with expertise in occupational neuropsychological assessment. She was the inaugural dean of the Faculty of Human and Health Science at UNBC and a long-serving professor in the School of Health Sciences.

Associate Vice-President People and Culture

The Associate Vice-President of People and Culture plays a key role in TRU's success, providing leadership and strategic direction for the People and Culture team to deliver critical human resource support and services to the institution. Shayne Olsen started in the role in August 2022. Mr. Olsen comes to TRU from School District 73, where he served as Assistant Superintendent of Human Resources. He holds a Bachelor of Business Administration in organizational behaviour and accounting from Simon Fraser University and is a Certified Human Resources Professional.

AVP Digital Strategies / Chief Information Officer

The AVP Digital Strategies and Chief Information Officer, plays a key role in developing, implementing, and directing a digital strategy for all IT initiatives at TRU. Matt Norton started as the AVP Digital Strategies & CIO in April 2022. Mr. Norton has over 25 years of professional information technology and systems experience. Mr. Norton comes to TRU from Lethbridge College where he has served as Director, Information Technology Services where he provided vision and leadership for developing and implementing digital transformation initiatives to support teaching, learning and research. Matt holds an MEd in technology integration and IT leadership from the University of Lethbridge.

Executive Director, Equity, Diversity, Inclusion and Anti-Racism

Pauline Streete has been appointed Executive Director Equity, Diversity, Inclusion and Anti-Racism. Ms. Streete was formerly the Senior Advisor to the President on EDI and Anti-Oppression for the University of Regina. Pauline has occupied formal roles in EDI for over a decade, including serving as the EDI Officer for Research at the University of Regina, and as Diversity Coordinator, Specialist and Leader with a provincial Crown Corporation situated in the energy sector. She holds a Master of Human Resource Development from the University of Regina.

Institutional Highlights

TRU celebrated many achievements in 2022-23. The following sections highlight several of the more significant accomplishments by our students and across the institution. The first section features successes by TRU students. The next are grouped into sections for Honouring Truth, Reconciliation, and Rights, Research, TRU World, Sustainability, Enabling Student Success, and Connection to Community.

Successful Students

Providing the education, training, and supports to help students succeed is the key purpose of TRU. The following are examples of the successes of TRU students.

[TRU Wolfpack win U SPORTS men's soccer gold](#)

While hosting the 2022 U SPORTS Canadian Men's soccer tournament in November 2022 the WolfPack earned its first U Sports National Championship in school history with a 2-1 victory over the UBC Thunderbirds in front of 2,400 fans at Hillside Stadium. Akwasi Agyekum, a midfielder for TRU, was named as the tournament MVP. Agyekum along with Jackson Gardner, Josh Banton, and Elijah Dos Santos were named to the championship all-star team.



TRU Law Students claim second place in national writing competition

Two TRU Law students took second place in an annual national writing competition involving insolvency law. Kimia Jalivand and Gregory Scott wrote a paper, *From Discretion to Compliance: How UNDRIPA Mandates Indigenous Participation in CCAA Proceedings*, for the Insolvency Institute of Canada competition. The contest gives undergraduate students the opportunity to research insolvency issues and bring their proposals and ideas to the attention of the business and legal community they are about to enter.

Master of Science in Environmental Science student attends Universities Canada's Accelerate 2023 conference

Master of Science in Environmental Science student Natalie Maslowski, accompanied by Brian Daly, TRU vice-president of University Relations, attended the Universities Canada's Accelerate 2023 conference. Held annually in Ottawa, the conference welcomes leaders, policymakers and experts who exchange ideas on how to build a better future for Canada. This year's attendees examined how to accelerate Canada's transition to a sustainable and prosperous future. Maslowski is studying wildfire ecology under the supervision of Dr. Jill Harvey, a Canada Research Chair examining how wildfires and drought impact forests in the B.C. Interior.

Nursing student wins scholarship honouring diversity

Sarah Buck is a second-year nursing student at Thompson Rivers University (TRU) and one of 19 first recipients of a new national scholarship encouraging diversity and equity in health care. The Tylenol Fund to Advance Diversity in Nursing and Health Equity Research for Black, Indigenous and People of Colour (BIPOC) is a result of a partnership between the Canadian Nurses Foundation (CNF) and Johnson & Johnson Inc, makers of Tylenol. As an undergraduate, Buck received \$3,000 toward her studies.

Student Research and Student Success

As part of an agreement renewed last year, TRU and School District 73 are exploring greater accessibility, student engagement, enrolment trends and organizational responsiveness, and a cultural mapping initiative to understand student and teacher experiences of equity, diversity and inclusion; to improve educational advocacy and communication; and to foster enhanced research and scholarship. It's part of a commitment from both parties to transform education to better align with current and future student needs.

As an open-access research institution, TRU has developed a set of key undergraduate research supports to provide greater access to underserved populations. These measures are part of a more significant commitment to earn recognition for undergraduate training during the next ten years:

1. The Research Coach Program is well underway. Research Coaches are upper-level students who have been awarded Scholarships, allowing them to help faculty design a research project for a first- or second-year class, provide guidance to students as they plan research, and present their findings through art exhibitions, poster presentations, and participation in research conferences. Nearly 300 students per year benefit from this program.
2. The Research Rookies program was introduced for students with limited research experience, offering an opportunity to learn about research culture and methods and connect with student mentors and faculty. The program is designed to build capacity for students from non-traditional backgrounds, providing opportunities to participate in research.

3. The [Canadian Undergraduate Research Network](#) (CURN) is a national initiative to build capacity for undergraduate research. Advised by a national network of 18 universities and in partnership with the Council on Undergraduate Research, TRU's guiding principle for the site has been accessibility for all learners, to create inter-institutional undergraduate research partnerships, and increase participation in undergraduate research at TRU. CURN is designed for students by students, providing emerging scholars with information, dynamic resources, student journey stories and space to disseminate undergraduate research. Students can reach out for mentorship and connect with support, including asynchronous workshops that allow for blended learning opportunities and pathways to follow.
4. TRU's Knowledge Makers, an Indigenous undergraduate research training program, partnered with the FAO and United Nations to launch an international online version of its initiative. The Knowledge Makers has received significant national and international recognition and a national teaching and research excellence award.

The Xchange Lab continues its public engagement mentoring initiative, working with TRU's professors emeritus on developing and delivering public workshops and supporting students engaged in research. The ongoing commitment to building capacity for Undergraduate Research with students as co-creators lead to the creation of the Undergraduate Research Lab. This 'living lab' is a space where students share input to be collected as data to inform the design of a new undergraduate student research and community engagement Hub. The introduction of the Hub will amplify existing programming and introduce a new pan-university service providing a sustainable and interdepartmental home for research training, fieldwork and student and faculty research support. With the approval of an Integrated Strategic Plan, the Hub will be moving forward in 2023 and welcoming students and faculty for the Fall 2023 Semester.

The first TRU Tourism Innovation Lab was completed with two tourism companies successfully created, including ShredLoops, a guided mountain bike tour company. The partnership involved TRU Generator, the School of Tourism, Kamloops Innovation, Tourism Kamloops and Etsi BC. Honourable mentions to TRU student-founded companies Hummingbird Drones secured \$750k venture funding at a company valuation of \$6.2 million, and Amplytica closed three new contracts with European clients in microbiome analysis.



Honouring Truth, Reconciliation, and Rights

TRU has made strong commitments to the Indigenous communities we serve. TRU is dedicated to Indigenous student success, to fostering meaningful relationships with Indigenous communities and to promoting Indigenous knowledge and scholarship. Through collaboration, innovation, respect, and humility, the university fosters a welcoming environment that is grounded in the principles of reconciliation and can address the calls to action placed on everyone in this country. Below are some notable accomplishments related to honouring truth, reconciliation and rights.

Research creates pathway for Indigenous knowledge in nursing education

A team of researchers at six B.C. universities was the proud recipient of the Canadian Institutes of Health Research (CIHR) grant, sharing \$683,000 in funding for their Reclaiming and Recovering Indigenous Knowledge in Graduate Nursing Education project. Led by Thompson Rivers University (TRU) Associate Professor Dr. Lisa Bourque Bearskin and UBC Okanagan (UBCO) Associate Professor Dr. Donna Kurtz, the team conducted intergenerational learning with communities to reclaim and recover Indigenous knowledge in graduate nursing education.

TRU Gagliardi receives an international award for Indigenous collaboration

The Bob Gagliardi School of Business and Economics was the sole Canadian recipient of the 2022 Innovations That Inspire award presented by the Association to Advance Collegiate Schools of Business (AACSB). In 2022, AACSB's Innovations That Inspire focused on efforts to elevate diversity, equity, inclusion, and belonging in business education, and 24 schools were recognized worldwide. TRU Gagliardi, the only Canadian recipient, was selected for the Splatsin-TRU Business Development Project.

In response to the Truth and Reconciliation Commission's Calls to Action, TRU Gagliardi endeavoured to increase collaboration with Indigenous communities and businesses within to develop educational programs that responded to regional needs. The Splatsin-TRU Business Development Project allowed the school to support Indigenous people in education and economic environments. The project was offered as a series of 21 interactive sessions, using a combination of in-person and virtual formats, from March to June 2021. Sessions were facilitated by 10 of the school's instructors and included topics such as creating a business plan, small business entrepreneurship, new venture creation, marketing, risk analysis/management, legal considerations, reading financial statements, choosing business partners, and hiring.



Twenty program participants wrote business plans for a wide range of business ventures. They connected their business plans to Indigenous cultures by incorporating educational storytelling, using traditional materials and natural products, or by including dancing and drumming. All those who completed the program received a certificate of completion. One of the significant outcomes of the project was the creation of the White Buffalo First Nations Business Development Cooperative, started by five of the program participants. The cooperative, which recently applied for incorporation, worked to provide support and services to aid First Nations entrepreneurs.

Adventure practicum experiences for local First Nation students

The TRU Adventure Studies department negotiated a Memorandum of Understanding between TRU and Mustang Powder Lodge Inc. to provide local First Nations students career and academic opportunities in the Adventure Tourism industry. Three First Nations Adventure students assisted in avalanche instruction provided to Indigenous high school students.

Archeological Assessments

TRU is committed to working with Tk'emlúps te Secwépemc to ensure archaeological assessments and studies are undertaken prior to any construction on campus or TRU property. TRU values the opportunity to consult with Tk'emlúps te Secwépemc and rely on their traditional knowledge and values when completing archaeological assessments and studies. TRU has consulted with Tk'emlúps te Secwépemc to complete archaeological assessments on four sites, and is planning to initiate assessments on four new sites on campus in 2023.



Research

Research comprises an increasingly important pillar of TRU's academic pursuits. The following section highlight ways that TRU is working to expand or improve on our research capacity, as well as the impacts of these new opportunities.

[New Canada Research Chair at TRU](#)

Dr. Juanita-Dawne Bacsu was appointed TRU's sixth Canada Research Chair in Population Health and Nursing within the nursing faculty. Dr. Bacsu's research focused on supporting healthy aging for older adults with dementia in rural communities. She seeks to improve health equity and the ability to "age in place" for rural older adults. This appointment is important as it is the first time TRU has successfully filled its total CRC allocation.

[TRU researcher renewed as Canada Research Chair](#)

The renewal of a Tier 2 Canada Research Chair (CRC) at TRU further strengthened and acknowledged the university's growing research capacity. Created in 2000, the prestigious CRC program promoted research and development excellence in Canadian post-secondary institutions.

Dr. Mukwa Musayett's (Shelly Johnson) Chair in Indigenizing Higher Education in the Faculty of Education and Social Work centres on how university-based research and teaching can better serve Indigenous advancement. Her research helps to ensure universities are responsive to Indigenous peoples, thus increasing their success in higher education, creating a ripple effect that improves the success of all. Mukwa Musayett's research aligns with the Calls to Action on Education by the Truth and Reconciliation Commission of Canada and the Calls to Justice by the National Inquiry into Missing and Murdered Indigenous Women and Girls. It generates critical applications for other higher education institutions in Canada, Australia, New Zealand, and the United States.

In December 2016, TRU announced Mukwa Musayett – whose Saulteaux name, given to her in ceremony by the late Saulteaux Elder Bill Whitehorse, meant 'I walked with bears' – from Saskatchewan's Keeseekoose First Nation, as the country's first Canada Research Chair in Indigenizing Higher Education.

[TRU researchers awarded \\$590,000 through Discovery Grants](#)

Three TRU researchers received \$590,000 through the federal Natural Sciences and Engineering Research Council (NSERC) Discovery Grants Program, announced in late June 2022 by the Government of Canada.

Dr. Eric Bottos, from the Department of Biological Sciences, was awarded \$252,500 over five years, including an Early Career Researcher supplement and a Northern Research Supplement, to predict permafrost microbial community responses to thaw based on pre-thaw ecosystem characteristics.

Dr. Nelaine Mora-Diez, from the Department of Chemistry, received a \$180,000 Discovery Grant to focus on the theoretical studies of biochemical and environmental relevance.

Dr. Muhammad Hanif, from the Department of Engineering, was awarded \$157,500, including an Early Career Researcher supplement, to study reconfigurable intelligent surfaces-based future wireless communications.

International Research

President Brett Fairbairn and VP International Baihua Chadwick signed an academic, scientific and cultural cooperation research agreement with the Centre for Social Studies at the University of Coimbra. Furthermore, TRU is engaged in ongoing discussions with the Arizona Innovation Alliance, Western University and Bridgewater State University to support equitable access to crucial research initiatives, including wildfire science, Indigenous research, early-childhood pedagogy, and student and faculty research mobility continue with great success.

TRU World

TRU is a leading destination in Canada for international students. TRU World provides students, faculty, and staff with opportunities for global engagement, including opportunities for global learning, research, teaching, and professional development. Over the fiscal year in 2022-23, 6,678 international students from over 100 countries and regions came to study at TRU. These students generated 4,305 FTE. On campus enrolment in the winter 2023 term was the highest number of international students in a term, at 4,227 students.

The following sections highlight notable accomplishments from TRU World through the past year.

[TRU World Celebrates 40 years](#)

Since 1983, TRU has been an educational home for students, faculty, and staff from around the world. TRU World's legacy has been founded on building a diverse, innovative, and community-minded environment for students from all perspectives and backgrounds. This legacy has been curated and guided by students, faculty, and staff and we took our 40th anniversary to reflect on our past, present and our future together.

The international diversity present at TRU is one of our institution's greatest strengths. Internationalization is driven by our academic mission. Having a diverse mix of students present on campus is essential to our academic goals. TRU aims for all our students to be competent with respect to intercultural understanding and Indigenous knowledge.



Return of IDays

In March 2020, due to the global pandemic, IDays came to an abrupt halt as hundreds of students prepared to bring their excitement, culture and performances to the Showcase Stage. March 2023 marked the return to IDays with a renewed anticipation to explore the cultures, performances, foods and experiences of our international student community and the entire TRU campus.

With more than 100 countries and regions represented on campus, IDays presents the opportunity to bring the world and its perspectives into one place in a capacity that enriches the campus and the community. Culture is defined by all the senses and everything around us — through food, attire, music, dance, and so much more, we can experience the cultures of our community.

Thompson Rivers University signs a memorandum of understanding with Mexican universities

Thompson Rivers University has signed a memorandum of understanding with several Mexican universities, with plans for future collaborations. TRU hosted 11 delegates from Mexican universities, including representatives from the Querétaro Universities Consortium. The visit also included university presidents, representatives from the region's international departments and the Canadian federal trade commissioner from the Canadian Embassy in Mexico City. This initiative paves the way to greater collaboration with the Querétaro Universities Consortium to create more opportunities for TRU students, faculty and staff. These include academic partnerships, short-term intensive programs, visiting students, joint research and student exchange.

Partnership Agreements

Partnerships and their agreements play an essential role in growing the diverse experiences and perspectives of the TRU campus while providing more opportunities for students to fulfill their dreams of studying overseas. Through collaborations with university partners, we have welcomed back visiting students this year from partner universities in Germany, France, Japan, Belgium, Sweden, Netherlands, El Salvador, Taiwan, and Mexico. Additionally, as a direct result of an agreement signed with the American University of Caribbean (AUC) School of Medicine, we have two TRU graduates now studying at AUC, one in the Caribbean and one at the campus in the United Kingdom. These efforts enable our students to rise to the demand of a highly competitive and urgent need in the healthcare industry. Furthermore, this pathway program with AUC allows our Science Program graduates direct entry to the AUC medical school, thereby contributing to the global and local physician shortage.



Resumption of International Mobility Programs: Exchange, Field Schools, Global Skills Opportunity

TRU World is experiencing a surge in the return of international mobility. Guided by best practice, our international mobility programs, such as international exchange and faculty led international field schools, have resumed with over 25 outbound students and 16 inbound students in the Fall of 2022 and 11 inbound students and 35 outbound students in the Winter of 2023 in our study abroad program.

Our Field School Programs have renewed energy with students experiencing their academic journeys enhanced in the field in places like Japan for geography, Italy for tourism, Nepal for nursing and Mexico for trades. Finally, the Global Skills Opportunity (GSO) project proposal by TRU World received \$525,000 to break down barriers to domestic students studying abroad. This short-term mobility project aims to introduce global citizen competencies, such as language training and intercultural skills, to domestic students.

Our project sent its inaugural group of students to Spain last May and is getting ready to send another group of 20 students to Japan this past May. TRU World has also supported the Indigenous Education office in sending, a group of indigenous students along with TRU staff, and an elder to a New Zealand partner university for an Indigenous Cultural exchange. In addition to the \$525,000 GSO funding, we also received another \$300,000 funding to support students participating in international field schools.

Sustainability

At TRU, we strive to achieve the highest levels of sustainability. This commitment means we must regularly examine and identify how we can operate more sustainably. The following are examples of the recognition TRU has received for our focus on sustainability, and a new step forward for TRU.

TRU becomes the first Canadian university to attain the highest sustainability rating, twice

TRU is now the first Canadian university to have twice received a platinum rating. We are one of six universities in the world to reach this standing, which is the highest possible rating, according to the Association for Sustainability in Higher Education (AASHE).

TRU achieved a platinum rating in 2018, the first Canadian institution to reach that level. The university is now the first in Canada to have achieved the accolade twice and is one of only six in the world to reach double platinum. The ranking is done through AASHE's Sustainability Tracking, Assessment and Rating System (STARS) program, which measures and encourages sustainability in all aspects of higher education.

TRU's Campus Tree Program, Fill it Forward, and the Kamloops Community, Climate Action Plan are among 64 sustainability initiatives recognized by the STARS program. The STARS ranking is valid for three years, so this latest achievement is effective until fall 2025.

TRU Wins Sustainability Awards

TRU was recognized and celebrated for its sustainable practices at the national and international attention at World Congress 2023 in Montreal, Quebec. Co-hosted by Colleges and Institutes Canada (CICan) and the World Federation of Colleges and Polytechnics (WFCP), the event brought together post-secondary leaders from around the world to create networks and develop and share their collective knowledge. TRU received two awards in the following categories: Excellence in Sustainable Development – Bronze (CICan); and Sustainable Development Goals – Bronze (WFCP).



One Step Closer to Carbon Neutrality

TRU is closer than ever to reaching its ambitious goal of achieving carbon neutrality. In May 2023, our partner Creative Energy received legislative approval from the British Columbia Utilities Commission to develop a low carbon district energy system (LCDES) on our Kamloops campus. This is a key step in making the LCDES project a reality. The project started in 2020 and, once complete by 2030, will reduce emissions by about 95 percent offsetting over 100,000 tonnes of greenhouse gas emissions over 30 years.

Enabling Student Success

Student success is a key tenet of TRU. TRU aims to eliminate opportunity gaps and support students of all backgrounds to access and succeed in higher education. Below are some notable examples of efforts to help with student's success.

TRU Gaglardi signs accreditation agreement with Supply Chain Canada

The Bob Gaglardi School of Business and Economics (Gaglardi) and Supply Chain Canada have signed an accreditation agreement that enables students who graduate with a BBA degree majoring in supply chain management or a post-baccalaureate diploma in supply chain management to earn advanced standing toward the Supply Chain Management Professional (SCMP) designation, Canada's principal designation in the supply chain. Graduates who achieve a grade of 70 per cent or higher in specific courses and have completed their program in the last five years are assured of advanced standing toward the SCMP designation.

Mental Health Support for all TRU students

TRU has partnered with [keep.meSAFE](#) to connect all students (international and domestic) with free, confidential emotional health and wellbeing support available 24/7 via an app, telephone, and web. This complements the services offered by various units on-campus and is not meant to be a replacement. Students have real-time 24/7 access to professional counsellors as well as scheduled short-term support in five core languages: Mandarin, Cantonese, Spanish, French and English. Other languages are available by request.

Campaign for animal simulators nearly doubles goal

A campaign to raise funds for animal simulators — high-tech training tools for TRU's veterinary technology program — was even more successful than planned. The goal of this year's Fund-A-Need was to secure \$100,000 to buy an interactive horse and cow manikins. In just three months, 23 donors contributed more than \$180,000, ensuring students can practice animal care using lifelike technology. These funds allowed the program to purchase two realistic horses, a cow, and a calf. The large animal simulators were purchased from the Calgary-based company Veterinary Simulator Industries. TRU's veterinary technology program first acquired an equine head from the company, which allowed students to practice injections. Learning opportunities are greatly expanded now that the program can use entire manikins.

Culinary Arts launches Chef-in-Residence program

Culinary and hospitality students at Thompson Rivers University (TRU) now have a rare opportunity to learn and be inspired by an acclaimed local chef this semester with the Culinary Arts program's first Chef-in-Residence. Jared Summers, executive chef and partner of the award-winning Noble Pig Brewhouse and Underbelly restaurants in downtown Kamloops, has taken over Accolades, the program's limited-run restaurant on campus. As the chef-in-residence, he is also teaching advanced culinary techniques to Cook 3 students in their final semester. For Summers, the role has rekindled past passions, and he's enjoying a style of cooking that has yet to be part of The Noble Pig's business model.

Athletic Performance Centre for WolfPack athletes

The new facility will be located inside the TRU Gym to accommodate training for the TRU Wolfpack's varsity student athletes. The proposed performance centre will include a 1,683-square-foot training area for accessory exercises and a 111-foot by 29-foot mezzanine with lifting platforms for warm-up, speed work and primary exercises. The Kamloops Sports Legacy Fund gifted the TRU WolfPack with its largest-ever donation. The \$500,000 contribution goes to equipment for the university's new varsity high-performance athletics centre in the upper mezzanine of the TRU gym (\$375,000) and to student awards and scholarships (\$125,000). The outdoor basketball court will receive outstanding upgrades including new surfacing, Wolfpack building logo, and court lighting.





Building Renovations and Improvements

Over the past year TRU has made many improvements to many of our buildings to enhance student and staff experience. Renovations have included classroom, office, and lab space improvements for flooring, lighting, computer stations and enhanced media. The TRU gym has also had updates to showers, changerooms and washrooms.

Connection with Community

TRU is closely connected with the Kamloops and Williams Lake communities where our campuses are situated. Both the communities and TRU benefit from having close relations. There are many initiatives that link TRU with our community, including our Community Legal Clinic located in Kamloops, and our community-based research. The following are ways TRU is working with our community.

Summit Drive Overpass to TRU

A long-proposed pedestrian and bike overpass spanning Summit Drive could be completed within a couple of years. A City of Kamloops committee voted in mid-April to earmark \$5 million from the province's **Growing Communities Fund** for the active transportation overpass, which would link the Thompson Rivers University campus with TRU land on the other side of Summit Drive just north of McGill Road. The total cost for building the overpass, estimated at \$10 million, would be split equally with TRU. The city will look to start overpass design this year. The proposed overpass will create a safer pedestrian and bike crossing across Summit Drive and will help connect the campus to downtown Kamloops. It will also benefit many students living in our East Village residences.

Construction of new student housing

TRU has constructed an 80-unit, 4-story, 148-bed student resident building to support heightened student enrollment at TRU and bridge the gap between economic inflation in Kamloops and increased demand for affordable housing. The modular housing was fabricated off-site in a temperature-controlled factory by NRB Modular Solutions. Each of the 52 modules was set on the foundation footprint by crane and joined together like building blocks to make one integrated building. With the modules in place, the joints will be sealed and weatherproofed.

This will be the first modular build of its kind at TRU with many advantages over traditional construction, including schedule efficiencies and sustainability factors. The project was made possible with \$10.85 million from the province, with TRU contributing \$7.91 million toward the total project cost of \$18.76 million. Occupancy is expected at the end of Summer 2023.

Rockcliffe and Liberty Pointe join the TRU neighbourhood

The two newest residential development projects completed on campus, Liberty Pointe and Rockcliffe, officially opened. The developments are part of TRU Community Trust's development, The Reach Neighbourhood at TRU. The Reach was created to enrich campus life and return funds to support university initiatives such as student bursaries and scholarships.





Research in Community

Created by the University of Northern British Columbia (UNBC), Thompson Rivers University (TRU), and University of British Columbia-Okanagan (UBCO) in 2017, the Interior University Research Coalition (IURC) forms a core of research and innovation talent and infrastructure working with communities in the B.C. Interior. Together the Coalition educates over 40,000 students in person and online, is home to 49 Research Chairs, employs more than 3,500 faculty and staff, and generates an economic impact of more than \$3.5 billion per year.

The IURC aims to accelerate the B.C. Interior's research and innovation ecosystem by harmonizing resources, enhancing student and faculty mobility, increasing academic opportunities and training, and establishing community connections. In 2022, the coalition undertook several key initiatives. TRU fielded an interinstitutional research team of faculty and student to address issues of homelessness experienced by B.C.'s three hub service cities — Prince George, Kelowna and Kamloops.

The IURC BC Interior Region Seed Grant Research Fund commenced the fourth call for proposals with three main questions of concern including climate-related risks to small water and wastewater systems in B.C., building health system resilience against climate events, including health-related events, and effective community-based health and climate vulnerability assessments in rural, remote and northern populations. The B.C. Together for Wildlife (T4W) Program and IURC has established a BC T4W Research Grant Fund. This fund encourages inter-institutional research on identified wildlife and habitat stewardship priorities and fosters collaboration with provincial government staff on research-related program areas.

TELUS has renewed its support of the Community Carbon Accounting Program (C2AP) at the Bob Gaglardi School of Business and Economics for the next three years with a total program contribution of \$120,000. C2AP was established in partnership with the Interior University Research Coalition (IURC) in the fall 2020 semester. It has since provided TRU graduate students pursuing their Master of Science in Environmental Economics and Management or Master in Business Administration with a unique and exciting hands-on opportunity to work with local businesses and organizations to monitor and reduce their carbon emissions.

Complementary to the work of the IURC, the Researcher-in-Residence program is a three-year pilot project developed as a partnership between TRU and the City of Kamloops and jointly funded by MITACS. In its third year, the RiR represents a new model for community-engaged research. The program utilizes teams of students, faculty, and city staff guided by a postdoctoral fellow, a faculty supervisor, and a City-University advisory group to facilitate research-informed decision-making at the City of Kamloops and in the region. Working collaboratively, the team co-creates and supports research questions that marry city initiatives and challenges with research expertise at TRU.

In the last year, critical points of intersection have included supporting the City in unpacking complex issues such as social and supportive housing, the development of the City's Cultural Strategic Plan, a drug overdose mapping project focused on those working in the Trades, and a joint initiative with the IURC universities to investigate solutions to the homelessness crisis in B.C.'s hub service cities. The T̓silhqot'ín Nation invited the Office of VPR to build research capacity and explore possibilities for an Indigenous Researcher-in-Residence Model; taking our cue from the Nation, we will continue the dialogue and build the relationship as we move forward. The RiR Initiative has received two national awards and was featured in a national webinar hosted by MITACS, the Federation of Canadian Municipalities, and SSHRC.

[Well-equipped apartment shows donors TRUly care](#)

A freshly finished TRU Care Apartment on our Williams Lake campus now provides crucial hands-on learning for healthcare students. Thanks to a generous donation from the Fawcett Family of Williams Lake, the apartment also includes a much-needed lift, a wish-list item faculty were delighted to receive.



TRU AT A GLANCE



**9 FACULTIES
AND SCHOOLS**

Finance (000s)

Total Revenue
\$259,380

Total Government
& Other Grants
\$93,782

Total Student FTEs

13,306

Domestic: **9,001**

International: **4,305**

Indigenous: **1,273***

International students:

HEADCOUNT

6,678

FROM

112 COUNTRIES

1,528

FTE **EMPLOYEES**

HEAD COUNTS

ALL STUDENTS 27,632

On Campus: 14,525

Open Learning: 14,996

Dually-Enrolled: 1,889

Indigenous: 2,708*

**Fiscal Year 2021/22*

*Dually enrolled are those taking courses
on campus and in Open Learning*



Mandate Priority Reporting – Letter of Direction 2022-23

TRU has worked consistently to implement objectives and commitments identified in the government's Letter of Direction for 2022-23. The following are the direction and priorities as set out in the 2022-23 Letter of Direction:

Demonstrate your commitment to collaborating within your sector on new and priority initiatives, including:

- Working to align education and skills training to goals of the B.C. Economic Plan; and
- Supporting the implementation of Skilled Trades Certification

Contribute to Ministry engagement on upcoming initiatives, including:

- The Future Ready: Skills for the Jobs of Tomorrow plan;
- The Ministry's sexualized violence policy review;
- Further tech-relevant seat expansions; and
- The funding formula review of provincial operating grants

The sections below elaborate on the actions TRU has taken to meet these commitments.

Demonstrate your commitment to collaborating within your sector on new and priority initiatives, including: Working to align education and skills training to goals of the B.C. Economic Plan

TRU supports B.C.'s Economic Plan through many activities including tech relevant spaces, adding new programming, supporting Former Youth in Care, apprenticeship and trades training (Skilled Trades Certification), providing Indigenous skills training, and research. Tech relevant spaces, support for Former Youth in Care, and skilled trades certification are referenced in sections of the report below. TRU is also committed to adding student housing, with our new residence described in the Institutional Highlights above.

New Programming

TRU creates new programming to be in line with emerging and in-demand fields and build capacity to meet the evolving needs of the province. Robust market research is performed to determine market demand to assist with proposals. Below are examples of new programming developed by TRU to assist students in gaining relevant skills and knowledge and contributing to B.C.'s economy.

[Data Science Post-Baccalaureate Diploma](#)

A new two-year Post-Baccalaureate Diploma in Applied Data Science program at TRU trains students in skills that get them job-ready for the rapidly growing field of data science. Designed for mature students who already have an undergraduate degree, the program is set to welcome its first students in the fall of 2023. The university currently offers a Master of Science in Data Science, which provides the theoretical knowledge needed to be an expert in the field. The Post Baccalaureate Diploma in Applied Data Science program, which is the first of its kind in the B.C. Interior, provides a different toolset.

Master of Nursing

TRU announced a Master of Nursing-Nurse Practitioner (MN-NP) program, the first of its kind offered in the Interior Health region. The new program comes as TRU continues to add in-demand degrees and programs to offer students more career opportunities, and to help bolster local, regional, and national health-care systems and infrastructures.

TRU's full-time, two-year MN-NP program will provide students with a master's level education that allows them to work as independent health practitioners. Nurse practitioners are highly skilled professionals who can assess a patient's health, prescribe medications, order, and interpret tests, and make referrals to specialists. The MN-NP program also meets needs identified by regional advanced nursing practice leaders and the B.C. Ministry of Health. The first cohort of the program starts in May 2023.

Bachelor of Education – Trades & Technology

The inaugural class of the Bachelor of Education in Trades and Technology (BETT) started in summer of 2022. Seven students are in the program which shares many classes with the Bachelor of Education STEM.

Completion of Phase I of the BETT program will enable students to apply for a Trades Certificate teaching credential that qualifies them to teach Technology Education courses in B.C. high schools related to their specific trade qualification and experience. The optional Phase II combines Phase I studies, Prior Learning and Recognition credits, and further academic studies in a variety of courses to provide the required 150 credits for a full Bachelor of Education in Trades & Technology and the opportunity to apply for a Professional Certificate teaching credential, qualifying graduates to teach both Technology Education and Academic courses in the B.C. school curriculum.

Master of Arts in Human Rights and Social Justice

TRU launched a new master's program in fall of 2022. The Master of Arts in Human Rights and Social Justice gives hands-on field experience working on human rights and social justice issues through opportunities with non-profit organizations, all levels of government, the business sector, university research faculty, health authorities and the greater community. The program helps students expand their understanding about Indigenous ways of knowing with the core course Indigenous Ways of Knowing: Resurgence of Land Based Pedagogies and Practices. The condensed program structure allows students to graduate in four consecutive academic semesters (16 months), while taking innovative, interdisciplinary courses built and taught by teams of experts drawing from all areas within the Faculty of Arts.





[Hybrid delivery of Master in Environmental Economics and Management and Master of Science in Environmental Economics and Management](#)

While not a new program, the Master in Environmental Economics and Management (MEEM) and Master of Science in Environmental Economics and Management (MScEEM) programs have had recent technology updates to improve delivery to students. Starting in Fall 2021 students across Canada can complete TRU's MEEM, and MScEEM program 100 per cent online with no requirement to attend any portion on campus. Technology in our graduate classroom was upgraded to accommodate a hybrid delivery with students attending core courses online synchronously with students on campus. Virtual students appear on screens at the back of the classroom allowing instructors and students to interact as if they are in the class.

Indigenous Training

In addition to offerings from TRU and engagement with the Indigenous communities TRU serves, there are several initiatives of note geared towards creating access for Indigenous students to skills training.

Master of Business Administration with Nicola Valley Institution of Technology

NVIT and TRU in partnership launched a pilot Indigenous MBA cohort at the Merritt NVIT campus. The MBA is to address those First Nations Communities who are moving toward the First Nations Financial Management Act (FNFMA). First Nations leadership and communities are in the process of building their local capacity to address the requirements of FNFMA. TRU is Indigenousizing the MBA where applicable, including Indigenous special topics courses, applied directed studies, projects, case studies, guest lectures, faculty, and course content.

Adult Basic Education delivered at Tk'émłúps te Secwépemc

TRU regularly runs developmental courses in partnership with Tk'émłúps te Secwépemc. In 2022 there was a pause in these offerings, but they started again in the spring of 2023, with varying levels of English, Math, and Student Success courses offered to students. These courses are offered in person at Tk'émłúps; in addition to the instructor, there is a classroom assistant to provide additional help for students. Cultural supports for students were arranged with Tk'émłúps.

Indigenous partnerships with communities for in community training

TRU serves 33 Indigenous communities in our region and others throughout the province. Community-based programs are integral to the residents throughout our region. Credit and non-credit programs and courses including trades training, university preparation, health care, education, culinary, business fundamentals, and other short-term, skills, and vocational-focused training are offered in rural and remote communities.

Through consultation and collaboration, TRU responds to the Indigenous community's needs. Programs and courses support economic prosperity and capacity building. Some of the programs offered include carpentry foundation and apprenticeship, welding, trades samplers, heavy equipment operation, and residential building maintenance worker. More recent programs included a carpentry foundation program offered in Canim Lake. The students completed the six-month program, and some have moved into apprenticeships with a band-owned construction company.

Recently TRU delivered a heavy equipment operator program in Ulkatcho, located three hours west of Williams Lake. The students have numerous job opportunities at a new mine located in their territory. Last year, TRU, in partnership with Li'l'wat Nation, offered the Open Learning Health Care Assistant program as a face-to-face cohort that was supported by an in-classroom facilitator. More than 80 per cent of the participants completed the program. Community-based programming is at the heart of what we do. Creating opportunities for learners to gain the skills they need to ladder into further education or into meaningful employment.

TRU taught Level 1 and 2 carpentry apprenticeship in Lytton to more than 25 students. The students will have the opportunity to gain all their required apprenticeship work hours while building the homes for their community that was devastated by the fires. These students would not have been able to come to TRU as they have family and work commitments that make it difficult for them to attend classes on campus. Flexible training options allow those that may not have the opportunity for further education, and to attain it close to home.

Increasing Research Capacity

TRU produces high-quality research as part of our ongoing operations. Many contributions are made to the local communities TRU serves, and for the creation and distribution of knowledge. Several specific examples of these are described in the Research section of the institutional highlights in this report above. In addition to these activities, there are two new initiatives which will increase the research output of TRU.

[Early Childhood Education Centre of Excellence](#)

TRU's highly anticipated Early Childhood Education Centre opened its doors in October 2022, providing much-needed space for kids, students, educators, and researchers. The 2,000-square-metre facility brings together under one roof TRU's Early Childhood Education program, researchers in early childhood education and the award-winning Cariboo Child Care Society, which serves the child-care needs of TRU students, faculty and staff, and off-campus families. The project was made possible with \$1.48 million from the province's ChildCareBC New Spaces Fund.

The centre houses early childhood education, childcare and a childhood research program which provides a natural hub for research and practice to come together in ways that make sense for the community and students. Some of the practice research underway includes the peer mentoring framework launched by Dr. Laura Doan and is aimed at supporting the ongoing professional development needs of beginning and experienced early childhood educators. Other initiatives include research undertaken by Dr. Heather Price (Arts) to facilitate children's participation in the justice system by better understanding how children remember and report their experiences.



Wildfire Science and Emergency Management Institute

Understanding and responding to a changing climate and its consequences is one of the critical research challenge areas that TRU has identified as a core research focus in its Strategic Research Plan. To advance this challenge area, TRU's Provincial Chair in Predictive Services, Emergency Management, and Fire Science, Dr. Mike Flannigan and a newly-appointed Canada Research Chair in Fire Ecology, Dr. Jill Harvey, are working with a team of Faculty from Sciences and the Social Sciences to establish TRU's new Wildfire Science and Emergency Management Institute at TRU. TRU has joined Canada Wildfire, a leader in wildland fire science, shaping wildland fire management in Canada and worldwide as an Executive Partner. A Fulbright Chair in Indigenous Fire Science, Community Resilience and Indigenous Knowledge was recently awarded to support the Institute.

To house this research work, a new modular building has been constructed for TRU's Wildfire Science and Emergency Management Institute, which will work closely with B.C. Wildfire Service, First Nations, the Interior Universities Research Coalition, Canada Wildfire, and other stakeholders and partners to explore new pathways through focused research.

The new research building will be home for Drs. Flannigan, Jill Harvey, and Lauchlan Fraser, with their postdoctoral fellows, graduate students, and research assistants. Meeting space for community partners will enhance possibilities for collaboration and cocreation. It is anticipated that additional complementary research units will be added as the Institute develops its training and innovation mandates.

Overall, the new location, research and forthcoming partnerships will support our strategic change goal to lead in community research and scholarship. We look forward to sharing more about the Institute's important work in research-informed training and about the discoveries that take place.

Demonstrate your commitment to collaborating within your sector on new and priority initiatives, including: Supporting the implementation of Skilled Trades Certification

TRU supports the implementation of Skilled Trades Certification, offering foundation and apprenticeship training for seven of the 10 trades identified for skilled trades certification. They are as follows:

- Refrigeration and Air Conditioning Mechanic
- Gasfitter A & B
- Steamfitter/Pipefitter
- Electrician (Construction)
- Industrial Electrician
- Heavy Duty Equipment Technician
- Automotive Service Technician

TRU has the capacity to address the training areas except for Automotive and Heavy Duty Equipment Technician apprentices where we are not able to meet the demands of employers. Apprentices are having to leave the Central Interior to receive training at considerable expense while others who cannot afford the expense are falling behind in their certification. To create the capacity to meet this demand would require an investment of \$8 million in the form of expanded physical space and specialized equipment.

TRU's experienced Red Seal instructors provide the highest quality instruction using state-of-the-art training equipment and facilities, with programming that is responsive to meet shifting industry trends. Hands-on training prepares students for an in-demand and rewarding career and with TRU's industry connections and collaborative projects, allows students to discover a professional network in their chosen trade.



TRU students consistently demonstrate the skills learned through their training. At the Skills Canada Provincial Trades Competition for British Columbia in April 2023, TRU students won six gold medals in carpentry, electrical wiring, plumbing, and welding. [TRU students also captured five medals](#), including two gold, at the 2023 Skills Canada National Competition in May 2023.

Contribute to Ministry engagement on upcoming initiatives, including The Future Ready: Skills for the Jobs of Tomorrow plan

TRU understands that people need training to work in high-opportunity fields and help B.C.'s businesses to adapt and grow. There are several ways TRU can contribute to ensure our students have the skills they need for the jobs of tomorrow and get the education they want in a way that suits them.

Prior Learning and Recognition

Prior Learning and Recognition (PLAR), which is an internationally recognized hallmark of TRU's Open Learning, offers students an individualized path to and through higher education that is inclusive, open, and accessible. PLAR is a process that identifies, documents, assesses and grants credits for prior informal and non-formal learning. This prior learning often comes from on-the-job work and training, industry-based training, continuing studies, volunteer work, and private study. Students using PLAR benefit from accelerated completion of their program with fewer courses to complete, money savings, confirmation of the value of their experiential learning, and strengthened connections between learning derived from formal studies, work, and life experiences.

PLAR offers a bridge to non-traditional students who are seeking a path to reskill and/or upskill. PLAR initiatives can be an integral part of the province's economic recovery, increasing both the pace and number of students graduating with credentials for the emerging labour market. PLAR research, conducted by BCIT in 2020, explored the economic impact of PLAR. It indicated that if just 49 per cent of the students who started PLAR received a credential, this would add \$14.6 million annually to the provincial economy.

Assessment of Micro-Credentials Through Prior Learning and Recognition

Thompson Rivers University has received funding to develop a provincial process for the assessment of micro-credentials across B.C.'s post-secondary system. Micro-credentials recognize short-term, skill-based learning opportunities that align with labour market or community needs. TRU will be assessing provincially funded micro-credentials that have been awarded to post-secondary institutions (PSIs) for possible academic credit. TRU has formed a committee of senior PSI representatives to develop and test a process to assess these micro-credentials. This committee will report on findings with recommendations for repeatable and sustainable processes that expand PSIs' current skill validation. Students who complete a micro-credential receive in-demand skills for employment, which may also lead to additional learning pathways to further improve their qualifications and expand their career opportunities.

Micro-Credentials Offered Through Future Skills Grant

In spring of 2023 TRU was approved for four micro-credentials under the Future Skills Grant. These short-term programs allow students to gain skills to further their careers and upgrade their skills. TRU understands that micro-credentials offer learners a more accessible way to upgrade skills that can improve professional outcomes. The micro-credentials that TRU is offering are:

- Business Skills Supervisor Certificate
- Certificate in Entrepreneurial Skills 2
- Certificate in Entrepreneurial Skills
- Event Management Certificate

Contribute to Ministry engagement on upcoming initiatives, including: The Ministry's sexualized violence policy review

TRU is compliant with legislation (the Post-Secondary Sexual Misconduct Act) in reviewing the policy on a triennial basis. At this point, TRU intends to make a housekeeping change to Policy BRD 25-0 in June 2023. Our Sexualized Violence Prevention and Response managers are in frequent contact with provincial PSI colleagues and ministerial contacts, in anticipation of reviewing stakeholder consultation on the legislation in Fall 2023.

Contribute to Ministry engagement on upcoming initiatives, including: Further tech-relevant seat expansions

The tech sector in B.C. is one of the fastest growing sectors of the economy. TRU has one program in place, and others in development that will support students to obtain education and careers in tech industries.

Bachelor of Software Engineering

In July 2022, the BENG Software Engineering program, funded through tech-relevant expansion after a rigorous peer-review process, became accredited under the Canadian Engineering Accreditation Board, a professional body responsible for the accreditation of all undergraduate engineering programs across the country. The benefit of graduating from an accredited engineering program is students meet the academic requirements to become a licensed professional engineer with Canada's engineering regulators, which increases graduate employment opportunities. The inaugural class graduated in 2022 with five graduates. The program continues to grow to support the demand for software engineers in British Columbia.

Computer Engineering, Electrical Engineering and Master of Engineering Science

TRU has also submitted and received approval from the Degree Quality Assurance Board (DQAB) to offer a Bachelor of Engineering in Computer Engineering, and a Bachelor of Engineering in Electrical Engineering. In addition to these two programs, TRU has submitted a proposal for a Master of Engineering Science program to DQAB. The Master of Engineering Science will be a research-intensive program, aimed at the development of independent research skills and abilities. The program will enable students to apply acquired knowledge to solve engineering problems by offering solutions that are innovative and use analytical and integrated problem-solving skills.

Contribute to Ministry engagement on upcoming initiatives, including: The funding formula review of provincial operating grants

TRU has given input towards a funding formula review, providing a written summary responding to the questions posed by the project consultants in the summer of 2022. TRU looks forward to continuing to provide input as the review unfolds.

Report on Strategic Initiatives

In addition to the Minister's Letter of Direction, TRU supports other ministry strategic initiatives. The following sections outline actions taken in 2022-23.

Sexual Violence and Misconduct prevention and response

TRU administered the Student Perceptions of Sexual Violence survey created by the Ministry of Post Secondary Education and Future Skills during the Winter 2022 term. It was administered to all currently enrolled students except dual-credit students, students enrolled for less than 3 credits or 42 hours, and students enrolled in a contract training program through their employer. In total, the survey was administered to 8,875 students. Of this cohort, 387 students completed the survey, yielding a response rate of 4%.

There are a number of key survey results that TRU is using to improve our sexualized violence prevention education and response. Most pressing has been student respondents' lack of knowledge of sexual violence training and education at TRU (<50% of students were aware of various sexual violence training/education options available at TRU). This has led to increased communication activities on social media, through postings in our Bladder Chatter boards in student restrooms throughout campus, and through more accessible events ("Breaking Up with the Rom-Com" and "Deconstructing Campus Life" movie nights). We were struck by the result that 90% of respondents agreed that consent is required at all points of a sexual encounter, while fewer than 20% of respondents had received consent education from TRU. This indicates that students are encountering powerful and accurate messages about consent outside of the university, including in the K-12 system. We are pleased that the Consent Café initiative TRU is offering throughout SD-73 is providing important consent messages to all grade 8 students in the district.

TRU provides many awareness and prevention activities, and education and training events, to a wide range of audiences at TRU. Over 40 events were run last year, including workshops, presentations and training, activities, providing resources, booths at events, and social media campaigns. The audiences include students, Faculty and staff, and residence advisors.

Resources provided include:

- Self-Care for Survivors Booklet
- International Student Handbook on Sexualized Violence and Consent
- Walking Together: Survivor Support Group Booklet
- Safer Partying Guide
- Beginner's Guide to Sexual Health Booklet
- What to Expect in a First Relationship Booklet
- Helpful Tips to Practice Trans* Inclusion Handout
- How Can You Get Involved? Handout
- 2SLGBTQ+ Support Resource
- Healthy Queer Relationships Booklet

Former Youth in Care - Supports for students who are former youth in care, including participation in the provincial tuition waiver program

The 2022/23 fiscal year saw 93 former youth in care benefit from the B.C. government's tuition waiver program, with a total of \$222,277 distributed, representing an increase of 2% over last year.

We regularly engage with the local A Way Home organization with representation from our case management team, counsellor, relevant faculty members and others; this group meets regularly with community resources and supports. Employees in Student Development and Enrolment Services have also connected with the B.C. Former Youth in Care Post-Secondary Access Committee to make presentations and remain current on resources available.

K-12 Transitions and Dual Credit Programming

TRU supports the transition of high school students to post-secondary through a variety of programming options. In the 2022-23 year there were 22 students at the Kamloops campus, and 14 at the Williams Lake campus for a total of 36 dual credit students who were still in high school taking one course each. There were also three students enrolled in the Health Care Assistant Certificate, and four students in the Police and Justice Studies Diploma, all in full-time studies at TRU.

Another transition opportunity are the students at North Kamloops High School taking a Trades Sampler program. This program gives students an introduction to skilled trades areas, covering the automotive, carpentry, electrical, heavy-duty mechanics, instrumentation, millwright, motorcycle, plumbing, and welding trades. In 2022-23 there were 78 students enrolled in this program.



Financial Information

In accordance with targets in the Ministry’s three-year service plan, TRU maintained a balanced budget in 2022-23. TRU’s audited financial statements can be found [here](#).

APPENDIX A – PERFORMANCE PLAN AND REPORT

Each year, TRU’s performance is reported on measures and targets set by the Performance Measures Working Group, a collaboration between B.C. public post-secondary institutions and the Ministry of Post-Secondary Education and Future Skills. TRU, along with other public post-secondary institutions in B.C., 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.

PERFORMANCE MEASURES		ACTUAL			TARGET	ASSESSMENT
		2020/21	2021/22	2022/23	2022/23	
Student Spaces	Total student spaces (PSFS)	8,241	8,010	7,432	≥8,221	Substantially Achieved
	Nursing and other allied health programs	1,357	1,496	1,296	≥849	Achieved
	Developmental programs	232	216	218	≥256	Not Achieved
Credentials Awarded	Credentials	2,216	2,247	2,315	≥2,182	Achieved
Indigenous Student Spaces	Total Indigenous Student Spaces	1,416	1,270	1,265	≥2021-22	Substantially Achieved
	Ministry (PSFS)	1,142	1,007	999		
	Industry Training Authority (Skilled Trades BC)	274	263	266		

The developmental programming FTE target was not achieved, although there was a slight improvement from the prior year. While there has been an increase in the offerings in partnership with Tk'emlúps te Secwépemc and at Regional Centres, there has been a decrease in students taking developmental courses while also completing another program. With a strong job market many students who may need developmental training are still working.

TRU plans to improve developmental FTE, in part by making course offerings more accessible with offerings in regional centres including Lillooet. There are also plans to offer pathway programs to the Practical Nursing program, and potential Early Childhood Education both of these would include developmental programming as part of the pathway. In addition, TRU is working with the high school counselors to promote developmental activity to students.

PERFORMANCE MEASURES Source: BC Student Outcomes Program surveys		ACTUAL			TARGET	ASSESSMENT
		2020/21	2021/22	2022/23	2022/23	2022/23
Student satisfaction with education	Former diploma, associate degree and certificate students	90.0% +/-1.7%	91.3% +/- 1.3%	89.6 % +/- 1.6%	≥90%	Achieved
	Trades foundation and trades-related vocational graduates	94.0% +/- 3.1%	94.3% +/- 2.8%	89.1% +/- 3.9%		Achieved
	Former apprenticeship students	98.6% +/- 1.4%	95.3% +/- 2.2%	97.9% +/- 2.2%		Achieved
	Bachelor degree graduates	94.8% +/- 1.4%	94.8% +/- 1.4%	92.8% +/- 1.6%		Achieved
Student assessment of the quality of instruction	Former diploma, associate degree and certificate students	93.7% +/- 1.4%	94.9% +/- 1.0%	92.4% +/- 1.4%	≥90%	Achieved
	Trades foundation and trades-related vocational graduates	94.8% +/- 2.9%	95.9% +/- 2.5%	92.1% +/- 3.4%		Achieved
	Former apprenticeship students	97.9% +/- 1.7%	92.0% +/- 2.9%	95.7% +/- 3.1%		Achieved
	Bachelor degree graduates	95.1% +/- 1.4%	94.0% +/- 1.5%	92.9% +/- 1.6%		Achieved
Student assessment of skill development	Former diploma, associate degree and certificate students	88.2% +/- 1.8%	89.0% +/- 1.5%	86.6% +/- 1.8%	≥85%	Achieved
	Trades foundation and trades-related vocational graduates	90.2% +/- 3.7%	88.9% +/- 3.5%	88.3% +/- 3.4%		Achieved
	Former apprenticeship students	89.8% +/- 3.4%	87.1% +/- 3.6%	85.4% +/- 4.9%		Achieved
	Bachelor degree graduates	88.4% +/- 1.9%	87.9% +/- 1.9%	85.7% +/- 1.9%		Achieved

PERFORMANCE MEASURES Source: BC Student Outcomes Program surveys		ACTUAL			TARGET	ASSESSMENT
		2020/21	2021/22	2022/23	2022/23	
Student assessment of usefulness of knowledge and skills in performing job	Former diploma, associate degree and certificate students	89.1% +/- 2.0%	86.1% +/- 1.8%	85.9% +/- 2.1%	≥90%	Substantially achieved
	Trades foundation and trades-related vocational graduates	85.6% +/- 5.7%	88.8% +/- 4.8%	80.8% +/- 6.0%		Substantially achieved
	Former apprenticeship students	95.4% +/- 2.6%	95.8% +/- 2.3%	93.1% +/- 4.2%		Achieved
	Bachelor degree graduates	93.5% +/- 1.8%	90.4% +/- 2.1%	86.5% +/- 2.4%		Substantially achieved
Unemployment rate	Former diploma, associate degree and certificate students	6.1% +/- 1.4%	7.1% +/- 1.2%	4.8% +/- 1.2%	≤12.9%	Achieved
	Trades foundation and trades-related vocational graduates	9.9% +/- 4.4%	9.8% +/- 4.0%	9.5% +/- 4.0%		Achieved
	Former apprenticeship students	5.1% +/- 2.6%	2.7% +/- 1.8%	3.3% +/- 2.8%		Achieved
	Bachelor degree graduates	5.4% +/- 1.6%	4.1% +/- 1.4%	5.8% +/- 1.6%		Achieved
Former diploma, associate degree and certificate students	Skill development	88.2% +/- 1.3%	89.0% +/- 1.5%	86.6% +/- 1.3%	≥85%	Achieved
	Written communication	86.2% +/- 2.3%	85.0% +/- 1.8%	87.0% +/- 2.0%		
	Oral communication	86.6% +/- 2.3%	86.8% +/- 1.7%	83.7% +/- 2.2%		
	Group collaboration	90.3% +/- 1.8%	90.3% +/- 1.4%	85.8% +/- 1.9%		
	Critical analysis	89.6% +/- 1.8%	91.1% +/- 1.3%	89.7% +/- 1.6%		
	Problem resolution	85.2% +/- 2.1%	88.4% +/- 1.5%	84.7% +/- 1.9%		
	Learn on your own	90.9% +/- 1.7%	92.4% +/- 1.2%	88.0% +/- 1.8%		
Reading and comprehension	91.0% +/- 1.7%	91.0% +/- 1.3%	88.7% +/- 1.7%			

PERFORMANCE MEASURES Source: BC Student Outcomes Program surveys		ACTUAL			TARGET	ASSESSMENT
		2020/21	2021/22	2022/23	2022/23	
Trades foundation and trades-related vocational graduates	Skill development	90.2% +/- 3.7%	88.9% +/- 3.5%	88.3% +/- 3.4%	≥85%	Achieved
	Written communication	76.2% +/- 9.0%	73.0% +/- 9.4%	71.3% +/- 8.3%		
	Oral communication	87.1% +/- 6.6%	84.1% +/- 7.3%	78.0% +/- 7.5%		
	Group collaboration	93.7% +/- 3.3%	91.7% +/- 3.5%	92.0% +/- 3.8%		
	Critical analysis	92.9% +/- 3.4%	90.8% +/- 3.6%	93.4% +/- 3.3%		
	Problem resolution	88.9% +/- 4.4%	92.4% +/- 3.4%	89.3% +/- 4.1%		
	Learn on your own	93.6% +/- 3.4%	88.9% +/- 4.1%	90.0% +/- 4.0%		
	Reading and comprehension	90.1% +/- 4.0%	94.9% +/- 2.8%	92.5% +/- 3.5%		
Former apprenticeship students	Skill development	89.8% +/- 3.4%	87.1% +/- 3.6%	85.4% +/- 4.9%	≥85%	Achieved
	Written communication	77.8% +/- 7.6%	67.5% +/- 8.6%	84.2% +/- 8.2%		
	Oral communication	84.3% +/- 6.3%	73.0% +/- 7.5%	85.0% +/- 7.8%		
	Group collaboration	88.1% +/- 4.0%	84.8% +/- 4.3%	82.4% +/- 6.4%		
	Critical analysis	92.7% +/- 3.1%	92.6% +/- 2.8%	89.2% +/- 4.8%		
	Problem resolution	91.2% +/- 3.4%	88.7% +/- 3.5%	83.9% +/- 5.7%		
	Learn on your own	91.9% +/- 3.3%	91.7% +/- 3.1%	87.0% +/- 5.3%		
	Reading and comprehension	94.1% +/- 2.8%	92.4% +/- 2.9%	91.2% +/- 4.5%		

PERFORMANCE MEASURES Source: BC Student Outcomes Program surveys		ACTUAL			TARGET	ASSESSMENT
		2020/21	2021/22	2022/23	2022/23	
Bachelor Degree Students	Skill development	88.4% +/- 1.9%	87.9% +/- 1.9%	85.7% +/- 1.9%	≥85%	Achieved
	Written communication	88.5% +/- 2.1%	87.3% +/- 2.3%	87.0% +/- 2.2%		
	Oral communication	88.6% +/- 2.2%	86.0% +/- 2.4%	83.0% +/- 2.5%		
	Group collaboration	83.7% +/- 2.6%	80.7% +/- 2.7%	79.9% +/- 2.7%		
	Critical analysis	93.0% +/- 1.7%	92.5% +/- 1.7%	92.1% +/- 1.7%		
	Problem resolution	84.7% +/- 2.4%	84.7% +/- 2.4%	81.9% +/- 2.5%		
	Learn on your own	90.0% +/- 2.0%	92.2% +/- 1.7%	89.2% +/- 2.0%		
	Reading and comprehension	91.2% +/- 1.9%	90.3% +/- 2.0%	86.5% +/- 2.2%		

Accountability Framework Performance Measure Targets: 2022/23 to 2024/25

PERFORMANCE MEASURE ¹³	2022/23	2023/24	2024/25
Student spaces¹⁴			
Total student spaces	8,175	8,231	8,240
Nursing and other allied health programs	803		
Developmental programs - Tuition Compensation Eligible	256		
Domestic¹⁵ credentials awarded			
Number	2,182	TBD	TBD
Student Outcomes			
Student satisfaction with education	≥90%		
Student assessment of the quality of instruction			
Student assessment of usefulness of knowledge and skills in performing job			
Students' assessment of skill development (average %)	≥85%		
Unemployment rate	≤ unemployment rate of the population aged 18–29 with high school credentials or less		

13 Please consult the 2021/22 Standards Manual for a current description of each measure.

14 FTE Student Enrolment Targets as of June 20, 2022

15 Credentials awarded to international students are excluded, except for those awarded to international graduate students at research intensive universities. Credentials awarded by other agencies, such as the ITA, are excluded. The institution-specific credential target is based on the average number of credentials awarded by an institution in the last three years and the year over year change in FTEs. See the 2021/22 Standards Manual for details.

APPENDIX B – REPORTING ON LASTING AND MEANINGFUL RECONCILIATION

Progress on Implementation of Truth and Reconciliation Commission’s (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at Public Post-Secondary Institutions in B.C.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples to varying degrees.

1: SOCIAL WORK

We call upon the federal, provincial, territorial, and Indigenous governments to commit to reducing the number of Indigenous children in care by:

Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools.

Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Indigenous communities and families to provide more appropriate solutions to family healing.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Continuing	<ul style="list-style-type: none"> TRU is responding to Indigenous community requests to train more Mental Health/Trauma counsellors in response to the hundreds of children being confirmed at the TteS Kamloops Indian Residential School, Williams Lake St. Josephs Residential School and the other residential schools in Canada.
Complete	<ul style="list-style-type: none"> Commitment to hire more Indigenous faculty. Fall 2021 Secwépemc tenure track SW faculty hired.
Continuing	<ul style="list-style-type: none"> EDSW is working with Indigenous communities to share information on new Indigenous jurisdiction of children in care. (i.e.) Simpcw First Nation signs first co-created child welfare agreement in B.C. history https://news.gov.bc.ca/releases/2022CFD0019-000551
Continuing	<ul style="list-style-type: none"> TRU continues to waiver tuition fees for Indigenous youth in care https://www.tru.ca/awards/government-programs/youthcare-waiver.html
Continuing	<ul style="list-style-type: none"> In 2020, TRU adopted eight institutional learning outcomes (ILOs). Included among these are Indigenous Knowledges and Ways and Intercultural Awareness: “A TRU graduate recognizes and respects the value of Indigenous knowledges and ways”; and, “A TRU graduate recognizes and respects the value of diverse cultures and worldviews”. All students in TRU’s Bachelor of Social Work must complete a 3-credit academic course that meets the criteria for each of these ILOs.
New/ Continuing	<ul style="list-style-type: none"> All programs within the School of Social Work and Human Service now require students to complete an introductory course on Indigenous people and human services. Students in the Bachelor of Social Work are additionally required to complete an advanced course.

1: SOCIAL WORK *cont...*

Continuing	<ul style="list-style-type: none"> The Bachelor of Social Work Child Welfare Specialization requires students to critique child welfare policy and practice from Indigenous perspectives. Major emphasis in the two required courses is placed on First Nations and Indigenous child welfare.
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12: EARLY CHILDHOOD EDUCATION

We call upon the federal, provincial, territorial, and Indigenous governments to develop culturally appropriate early childhood education programs for Indigenous families.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New/ Continuing	<ul style="list-style-type: none"> EDSW & Cariboo Chilcotin Daycare at TRU is including Indigenous Elder participation and Secwépemc language instruction to children attending TRU daycare and embedding Secwépemc culture into their new space through art and local community participation.
New/ Continuing	<ul style="list-style-type: none"> TRU continues to work with Indigenous communities for training ECE staff based on needs and requirements and adhering to local specific protocols
New/ Continuing	<ul style="list-style-type: none"> Education Professor Dr. Rod McCormick named as a core member in Indigenous Services Canada (ISC) Expert Advisory Committee to provide guidance and reform to FN Child & Family Caring Society and AFN and focus on preventing future discrimination against Indigenous children.
New/ Continuing	<ul style="list-style-type: none"> EDSW provided Indigenous professional development learning opportunities for staff & faculty.

16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

We call upon post-secondary institutions to create university and college degree and diploma programs in Indigenous Languages.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New/ Continuing	<ul style="list-style-type: none"> TRU honours the decade Indigenous languages (2022-2032) and the preservation & revitalization of Indigenous languages by increasing Indigenous language delivery of the nations in our service area. TRU Faculty of Arts increased the number of Indigenous languages offered https://www.tru.ca/indigenous/learning-secwepemctsin.html At Kamloops offering Secwépemc levels 1 & 2, and Stat'imc At Williams Lake Secwépemc levels 3 & 4 and T̓silhqot'in Discussions are in place to offer Michif (Metis) Consultation with Tk'emlúps te Secwépemc and Chief Atahm as to needs and future directions TRU offers FREE Secwépemc language classes to all employees Education & Social Work has an annual Affiliation/Partnership agreement with Chief Atahm Secwépemc immersion K-12 school in Chase that is renewed annually and administered by Chief Atahm School.

23: HEALTH-CARE PROFESSIONALS

We call upon all levels of government to increase the number of Indigenous professionals working in the health-care field, ensure the retention of Indigenous health-care providers in Indigenous communities, and provide cultural competency training for all healthcare professionals.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
	See below, Medical and Nursing Schools.

24: MEDICAL AND NURSING SCHOOLS

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Indigenous health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Indigenous rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Continuing	<ul style="list-style-type: none"> Two Indigenous health courses are offered in the School of Nursing, one of which is a required course for all students in the BScN program, the other as an elective choice for students in the Master of Nursing program.
New/ Continuing	<p>Eliminate achievement gaps</p> <ul style="list-style-type: none"> School of Nursing faculty have been holding consultations with students and held a talking circle, guided by Paul Michel, to identify opportunities to enhance the educational experience and success rates for Indigenous students. Students from Nursing, and Respiratory Therapy, attended one of the events. The Open Learning Health Care Assistant program delivers a flexible health program, with added student support, to students residing in smaller communities. In consultation with students, the curriculum is adapted to include the cultural practices within the community that the student resides.
Continuing	<p>Honour Truth, Reconciliation and Rights</p> <ul style="list-style-type: none"> The School of Nursing hosted a 2nd workshop focused on recommendations from the In Plain Sight report on anti-Indigenous racism, which determined the priorities for action in the School's newly constructed Strategic Plan.
Continuing	<ul style="list-style-type: none"> In 2020, TRU adopted eight institutional learning outcomes (ILOs). Included among these are Indigenous Knowledges and Ways and Intercultural Awareness. All students in TRU's Bachelor of Science, Nursing, must complete a 3-credit academic course that meets the criteria for each of these ILOs.
New	<ul style="list-style-type: none"> Master of Nursing is holding 6 spaces for Indigenous students. Three seats are intended for students completing a Master of Nursing, while the other three seats are for students wanting to pursue a Master of Nursing – Nurse Practitioner degree.

28: LAW SCHOOLS

We call upon law schools in Canada to require all law students to take a course in Indigenous people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, Indigenous law, and Indigenous–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New/ Continuing	<ul style="list-style-type: none"> • Indigenous specific grants-funding available • TRU-USASK Indigenous summer entry course • Indigenous Law Students Association (ILSA) • Kamloops Indian Residential School courses & site visits integrated into all 3 years of JD • Indigenous guest speakers • Indigenous advisor (TteS practicing lawyer Chrystie Stewart), mandatory upper-year course in the JD program to address all aspects of this call to action • Creation of TRU Future Indigenous Lawyers Fund • Free Law Clinics
Continuing	<ul style="list-style-type: none"> • In 2020, TRU adopted eight institutional learning outcomes (ILOs). Included among these are Indigenous Knowledges and Ways and Intercultural Awareness. All students in TRU’s Juris Doctorate program, must complete a 3-credit academic course that meets the criteria for each of these ILOs.

57: PUBLIC SERVANTS

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Indigenous peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, Indigenous law, and Indigenous–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New/ Continuing	<ul style="list-style-type: none"> • TRU continues its partnerships for training and learning opportunities for all levels of the federal government and ministry organizations. We also work with Industry and corporations for learning opportunities and knowledge exchange. • The Office of Indigenous Education is working with People & Culture on a Secwépemc 101 and Indigenous 101 training module for all TRU employees • The new Masters of Arts in Human Rights and Social Justice launched in Fall 2022 and is designed for Public Servants and Social Activists • Contains required courses on Indigenous Ways of Knowing

62: TEACHER EDUCATION

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Indigenous peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Continuing	<ul style="list-style-type: none"> The B.Ed Indigenous cohort “Texw-téxtwt-ken re lleqmélt- To Be a Good Teacher” is entering into its third year of delivery. The next intake for the program will be September 2023. https://www.tru.ca/edsw/schools-and-departments/education/bed/indigenous-cohort.html
Continuing	<ul style="list-style-type: none"> In 2020, TRU adopted eight institutional learning outcomes (ILOs). Included among these are Indigenous Knowledges and Ways and Intercultural Awareness. All students in TRU’s Bachelor of Education programs, must complete a 3-credit academic course that meets the criteria for each of these ILOs.

86: JOURNALISM AND MEDIA SCHOOLS

We call upon Canadian journalism programs and media schools to require education for all students on the history of Indigenous peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, Indigenous law, and Indigenous–Crown relations.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New/Ongoing	<ul style="list-style-type: none"> Addition of new Indigenous faculty member Redesign of the Bachelor of Communications and Digital Journalism to offer students more curricular options and to present Indigenous perspectives. Addition of new courses in ENGL ENGL 2410 Indigenous Narratives in Canada Addition of New Courses in JOUR/CMNS: CMNS 2150 Collective and Connective Indigenous Voices CMNS 3150 Indigenous Representation in Media and Popular Culture
Continuing	<ul style="list-style-type: none"> In 2020, TRU adopted eight institutional learning outcomes (ILOs). Included among these are Indigenous Knowledges and Ways and Intercultural Awareness. All students in TRU’s Bachelor Communication, Journalism, and Digital Media, must complete a 3-credit academic course that meets the criteria for each of these ILOs.

92: BUSINESS SCHOOLS

We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Indigenous peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, Indigenous law, and Indigenous–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<ul style="list-style-type: none"> Development of faculty competency in curriculum indigenization via internal and external resources
Ongoing	<ul style="list-style-type: none"> Continued participation in Ch’nook scholarship program aimed at financial support, mentorship and networking for indigenous business students
New	<ul style="list-style-type: none"> Recruitment of indigenous scholars in areas of economics, entrepreneurship, management and organizations
New/Ongoing	<ul style="list-style-type: none"> Signing as a partner with the Luminary -Indigenous
New/Ongoing	<p>Works initiative</p> <ul style="list-style-type: none"> Development of indigenous focused courses to broaden cultural perspectives Development and delivery of customized programs to build business and economic capability for targeted groups of indigenous students (e.g., NVIT MBA, Splatsin Business Development) Offering Entrepreneurship program supplemented with business development coaching for a cohort from the Splatsin Nation. In collaboration with the TULO Centre for Indigenous Economics, continued to offer blended delivery certificates in Applied Economics and First Nations Taxation.
Continuing	<ul style="list-style-type: none"> In collaboration with the Nicola Valley Institute of Technology (NVIT), students completed an indigenized MBA program on NVIT campus.
Continuing	<ul style="list-style-type: none"> In 2020, TRU adopted eight institutional learning outcomes (ILOs). Included among these are Indigenous Knowledges and Ways and Intercultural Awareness. All students in TRU’s Bachelor of Business Administration must complete a 3-credit academic course that meets the criteria for each of these ILOs.

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, sanitation, health and social security.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Continuing	<ul style="list-style-type: none"> • 2018 TRU honours the Secwépemc nation with the appointment of Dr. Nathan Matthew as TRU Chancellor, and he is currently fulfilling his second term. https://www.tru.ca/about/governance/chancellor.html
Continuing	<ul style="list-style-type: none"> • TRU & Tk'emlúps te Secwépemc updated Partnership Agreement (April 2021) that incorporates TRC Calls to Action & UNDRIP
New/ Continuing	<ul style="list-style-type: none"> • Indigenous staff, faculty, elder involvement on all TRU hiring committees
New/ Continuing	<ul style="list-style-type: none"> • TRU has available financial awards for as many as 16 students from Tk'emlúps te Secwépemc and T'exelc as a result of a recently created \$1 million endowment established to specifically support Indigenous students. Each award is worth \$2,500.
Continuing	<ul style="list-style-type: none"> • TRU funds and supports a permanent ongoing administration Secwépemc Cultural Advisor position in the office of Indigenous education. This position is broad based and works with all faculties, departments, divisions and senior administration.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New/ Continuing	<ul style="list-style-type: none"> • TRU embeds Secwépemc language at all levels and aspects of the university. For example, the Territorial Acknowledgement in Level 1&2 OM and on TRU website homepage, Secwépemc greetings on all entrances of all buildings on campus, TRU Vision statement in English & Secwépemc, Secwépemc language is included in every faculty, department, division at varying levels. All Indigenous nations are acknowledged and greetings in their respective languages included in marketing materials.
New/ Continuing	<ul style="list-style-type: none"> • Trades & Technology continues to access provincial & federal dollars to support trades training in Indigenous communities throughout the TRU service area and province.
New	<ul style="list-style-type: none"> • TRUSU has requested the development of a mandatory Indigenous course for all students at TRU and also a part of the G.E.T and graduation requirements. • Newly created, faculty-led Arts Decolonization and Indigenization Committee has engaged several initiatives • Engaged Indigenous speakers to guide and instruct Arts Faculty members in aspects of decolonization and Indigenization • Worked extensively with departments in Arts Faculty to rewrite Tenure and Promotion documents in order to enable success of Indigenous faculty and the engagement with Indigenous ways of knowing. • Enacted academic advising strategies to assist Indigenous students and eliminate achievement gaps.
New/ Continuing	<ul style="list-style-type: none"> • Adventure Studies handbooks (used by faculty and students) feature a welcome to Secwépemcúlecw performed by two Indigenous FACT students. • Adventure has negotiated a Memorandum of Understanding between TRU and Mustang Powder Lodge Inc. to provide local First Nations students with practicum opportunities in Adventure Tourism. • Culinary Arts is working with Feed BC to encourage a shift to more indigenous and B.C. foods in government supported institutions including post-secondary institutions, hospitals and schools. • Thirty percent of students in Culinary Arts programs identify as Indigenous. Faculty have introduced into the curriculum focused learning activities with local Indigenous leaders based on the production and preservation of traditional foods. Faculty have hosted virtual events for Metis youth with the goal of creating and improving their pathways to learning. • Dr Courtney Mason has created and commenced teaching a new course TMGT 4980 Indigenous Tourism: Colonial Power, Politics and Practices
New/ Continuing	<ul style="list-style-type: none"> • Many Faculties/Schools have created, or continue with, Decolonization and Indigenization Committees
Continuing	<ul style="list-style-type: none"> • As part of TRU's cyclical program review process, program review teams are required to consider the efforts they are making to close equity gaps and honour truth, reconciliation and rights. Numerous opportunities are provided for faculty to engage with TRU's Indigenous Educational Developer as part of the process, including orientation to program review, action planning, and articulation of program learning outcomes and curriculum mapping.

Continuing	<ul style="list-style-type: none"> Through the Centre for Excellence in Learning and Teaching, guided by TRU's Indigenous Educational Developer, faculty have access to a week-long land-based education immersion retreat in Wells Gray. The retreat allows faculty and staff to develop an in-depth understanding of land-based learning principles based on respect, responsibility, reciprocity, and relationality. The retreat was offered in 2022 and 2023, and TRU intends to offer the retreat on an annual basis. Faculty from across the institution, representing a diversity of disciplines, attend each year.
Continuing	<ul style="list-style-type: none"> In 2022, TRU conducted an audit of its programs and courses for outdated language regarding Indigenous peoples. The audit identified hundreds of instances of offensive terminology. Subsequently, Senate approved a motion to update the language to reflect terminology that is respectful of Indigenous peoples. Members of Indigenous Education, Office of Quality Assurance, and Centre for Excellence in Learning and Teaching worked closely with academic departments to update programs and courses. TRU plans to conduct a similar audit for gendered and binary language with the intent to revise programs and courses, as appropriate, in 2023.



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