

INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT







Office of the
PRESIDENT AND VICE-CHANCELLOR

Accountability Statement

July 12, 2024

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

Dear Minister Beare,

We're pleased to provide you with Thompson Rivers University's Institutional Accountability Plan and Report for the 2023-24 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 Mandate Letter.

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 "Hee-Young Chung".

Hee-Young Chung
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 at various stages of their learning journey. Just under 30,000 students study on TRU's campuses in Kamloops (Tk'emlúps te Secwépemc) and Williams Lake (T'exelc), or via 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, and Open Learning programs and courses, primarily delivered through asynchronous self-paced learning, 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 regional 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 recognizes 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 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 students can apply what they learn in co-operative education, study abroad, undergraduate and graduate 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 its 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 Secwépemcúl'ecw, 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, T'silhqot'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 per cent of students are Indigenous from a variety of nations, 26 per cent join us from more than 100 countries around the globe, and 57 per cent 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 confirmation of the remains of Le Estcwicwéy, the missing 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 the university's mission, vision, values and four strategic change goals that reflect what TRU hopes to achieve over a 10-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'wselktnéws (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'émłúps 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.

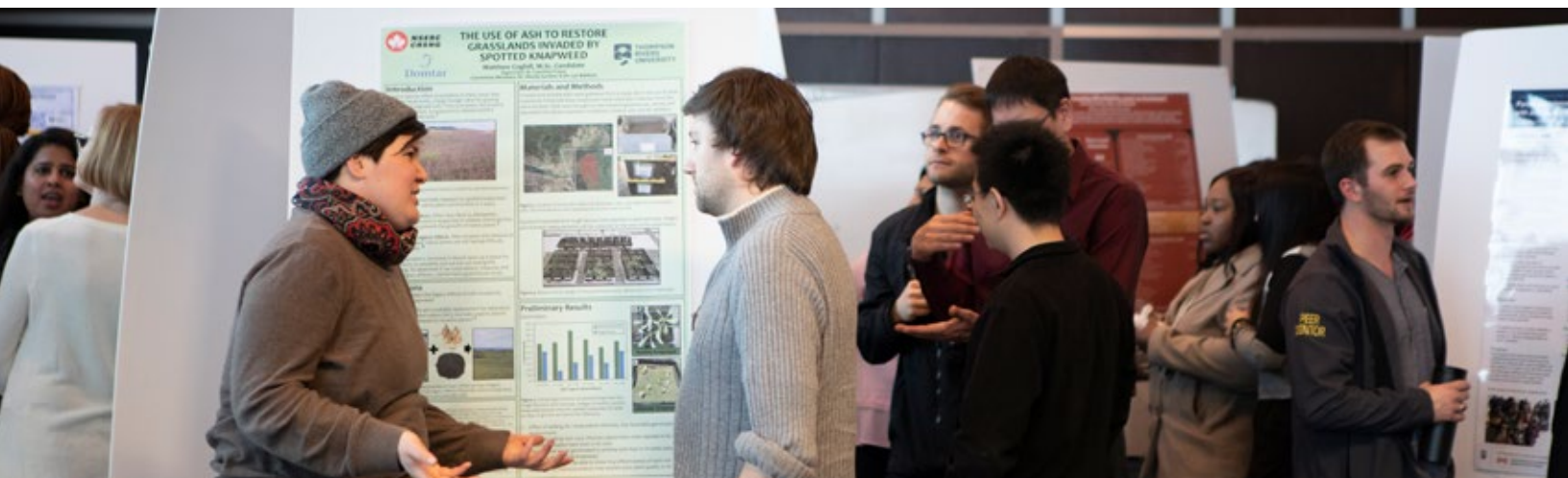
With the B.C. government's support, we provide students with the skills and training they seek for a better future, who then in turn use these skills to be the leaders and problem solvers of tomorrow. These problem solvers apply their skills to research the issues that confront our world in hope of finding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

Universities are not merely centres of education; they are complex institutions that serve as hubs for learning, research, innovation and community and social development. The importance of planning at a university cannot be overstated, as it underpins every facet of its operation and directly impacts the quality of education, research outcomes and the overall well-being of the institution's stakeholders.

The following are guiding planning documents that guide the overall planning for TRU and are described below regarding how they will move TRU forward:

- Strategic Research Plan
- Strategic Enrolment Management Plan
- Campus Strategic Sustainability Plan
- Campus Master Plan
- Five-Year Budget Model

Building from these plans, the Integrated Strategic Planning process was put in place to work toward the goals set out in TRU's vision. A five-year budgeting model has been developed to ensure the long-term viability of the institution; this process is outlined below.

Integrated Strategic Planning

Integrated Strategic Planning – TRU Change - encourages people across TRU units, departments, teams and faculties to envision collaborative ways to work together to achieve strategic objectives. The pan-institutional nature of TRU Change is designed to encourage co-operation and relationship-building across departments in pursuit of goals that align with TRU's Vision Statement.

Consultation within the TRU community led Provost Dr. Gillian Balfour to the identification of three key strategic objectives, which are the basis of eight pan institutional projects focused on tackling three strategic priorities:

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.

Together these projects have a shared commitment to fostering inclusive and intensive student cohorts with a focus on land-based learning, research-informed curriculum and experiential learning. These projects will intersect in key ways to provide students with a unique TRU experience that prioritizes mentorship, fostering student belonging and resilience, and inspiring emerging researchers and leaders.

Through this three-year initiative, TRU Change aims align resource allocation to demonstrated and evidence-based impacts on student success and university experience, especially for those who live across the B.C. Interior region, in rural communities or who have experienced barriers to post-secondary education.

Strategic Research Plan

TRU’s Strategic Research Plan takes a mission-driven approach, with the following themes identifying major social, cultural, health, environmental and economic areas where we see our research making a significant contribution toward developing and implementing solutions to societal challenges. These challenges reflect our areas of research strength, and emerge from TRU’s Mission, Vision, Values and Change Goals.

Established in 2022 and running to 2027, the plan calls for TRU to tackle these challenges within an environment that supports inclusive excellence and builds a sense of commitment and belonging:

- Understanding and responding to changing climate, its consequences for our environments (built, natural, social) and pursuing sustainable solutions;
- Contributing to greater social cohesion and sense of belonging through a commitment to social justice, equity, diversity, inclusion and social responsibility;
- Strengthening health, quality of life and cultural sustainability in our local and regional communities;
- Advancing technological, social and economic development and innovation that improves people’s lives and,
- Seeking truth, reconciliation and rights through Indigenous-led research and capacity building.

The following table shows the sponsored research funding awarded from the federal government, provincial government and other sources for the past two years.

		2021/22	2022/23
Sponsored research funding	Federal sources (million \$)	4.03	5.87
	Provincial (million \$)	1.21	1.22
	Other sources (million \$)	1.32	1.44
	Sponsored research funding from all sources (million \$)	6.57	8.54

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



Academic and Open Learning Plan - TRUBOLD

Building on TRU's commitment to the research challenge areas highlighted in the Strategic Research Plan, high impact teaching practices, open learning, and community-engaged research, a new academic plan – TRUBold – has been proposed to build three flagship areas of program innovation: Ecological Justice/Environmental Studies; Health and Healing; and Technological Innovation for Social and Economic Development. Across these three distinct areas of research and teaching excellence, students will learn from experts in wildfire studies, rural nursing, Indigenous inspired tourism, entrepreneurship, digital communications, human rights and social justice.

Strategic Enrolment Management Plan

The Strategic Enrolment Management (SEM) is a planning practice centred 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. SEM prompts consideration of the many variables — both academic and administrative — across an institution that impact a student's experience and progress toward pursuing their educational goals, and ultimately their decision and/or ability to enrol and/or remain enrolled.

With the above understanding of Strategic Enrolment Management, the purpose of TRU's SEM plan is to:

- Articulate a long-term vision of enrolment that is reflective of our mandate, mission, vision, values, strategic change goals and resources.
- Identify enrolment goals and measurable objectives aligned with our desired future state.
- Enact an organizational framework for ongoing and collaborative enrolment planning, action and analysis.
- Orient the efforts of academic and administrative divisions toward common enrolment outcomes and foster collaborative approaches to achieving identified enrolment objectives.

<https://www.tru.ca/vpacademic/strategic-enrolment-management.html>

Campus Strategic Sustainability Plan

Sustainability is at the core of our values. TRU is regarded among our peers as a leader in sustainability and we proactively identify opportunities for continuous improvement toward sustainability on and off campus. We walk the talk with integrity and work together across departments to fulfil our vision. TRU is proud to have earned a STARS platinum rating twice — the highest rating possible — in recognition of our sustainability initiatives and achievements from the Association for the Advancement of Sustainability in Higher Education.

TRU's Campus Strategic Sustainability Plan was adopted in 2019. Spanning from 2020 to 2025, it provides a comprehensive list of goals, themes and strategies for TRU. Six sustainability priorities have been identified that relate to and drive TRU's sustainability vision for the future.

- Carbon neutral and net zero campus
- Eliminate single-use plastics and other single-use items
- Integrate sustainable purchasing throughout campus operations
- Conserve potable water
- Advance sustainability performance of campus built environment
- Champion sustainability beyond campus for global impact

<https://www.tru.ca/sustainability.html>

Campus Master Plan

The role of the Campus Master Plan is to provide the co-ordinating strategy and context for "learning and teaching." It represents a framework for the process of change so that the whole will always be more than the sum of its parts. The plan is both product and process, thereby achieving continuity beyond a single building and encouraging orderly campus development within available resources and the unique regional environment.

TRU's 2013 Campus Master Plan articulates the vision for the Kamloops campus and guides future investment. The plan is undergoing an update in 2024, which includes seeking input from the TRU community. While the plan's purpose and drivers remain the same, there are some changes that affect the future of the campus that are ideally captured in the plan.

Planned revisions include adding potential developments related to active transportation (overpass/pedestrian bridge being explored with the City of Kamloops, consideration of new location for the bus loop), adding new real estate acquisitions, specifying which parcels of land have been allocated to the TRU Trust (and therefore potential locations for future trust developments) and correcting assumptions made in 2013 that are no longer accurate. The TRU community has been invited to provide feedback via a questionnaire and to attend small focus groups. Faculty, staff and student feedback will be incorporated into the plan.

<https://www.tru.ca/vpadmin/campus-master-plan.html>

Five-year Budget Model

In 2024-25, TRU developed a new five-year budget methodology to enable longer-term strategic planning. This new process integrates enrolment forecasting, program planning, risk management and performance outcomes. The methodology is intended to ensure financial resources are allocated strategically, equitably and transparently.

In support of in the preparation of a multi-year budget, key areas of budget development focused on hiring, divisional goals and proposed service improvements supported with metrics, faculty workload planning and non-wage costs. This is the starting phase of a multi-year development of the budget process. Areas of planned development in future iterations include capital planning, shared services (any service that is a requirement to the institution due to regulation and associated costs that are non-discretionary) and central services (costs that are not necessarily campus wide but are driven by the needs of other divisions). Future efforts will include the ongoing refinement of the initiatives and tools used in the budgeting process.



Strategic Context

External Context

Lasting Impacts of the Pandemic

Four years after the start of the pandemic, COVID-19 continues to have lasting impacts on our society. Global school closures caused significant academic setbacks for learners, while the class of 2020 faced job loss and cancelled prospects, leading to part-time work and a reduced interest to pursue further education. Prioritizing the re-engagement of students whose educational journeys have been disrupted and demonstrating the comprehensive support services that post-secondary institutions can provide to help them thrive remains a central objective.

During the pandemic, health-care authorities in provinces and territories encountered considerable difficulties in fulfilling staffing needs. While grappling with the uncertainties posed by the COVID-19 virus, there was a rise in self-harm incidents, emergency room visits, and alcohol and substance use among post-secondary students and young adults. Universities are responding with strategies such as on-campus counselling, partnerships, reduced wait times, virtual services and trigger topic lists to safeguard student mental well-being.

The repercussions of the pandemic on staffing persist, as evidenced by British Columbia currently contending with 5,825 nursing vacancies. These shortages are significantly affecting the well-being of both patients and health-care workers in the province. Despite efforts to streamline credential recognition for internationally trained professionals, the demand far exceeds current measures, necessitating greater support from post-secondary institutions. TRU has introduced a new Masters of Nursing – Nurse Practitioner program, offered a Health Care Assistant Partnership Pathway program with one-time funding from the ministry and continues to offer a Bachelor of Science in Nursing to train students to fill health professional vacancies.

High interest rates and inflation are expected to persistently challenge households' capacity to cover their expenses without accumulating more debt, particularly impacting vulnerable demographics such as individuals with the lowest income, minimal wealth and younger age groups. Efforts like the Stronger BC Futures Skills Grant seek to improve accessibility and affordability in higher education, and increased awards for Indigenous students, detailed below, motivate returning and new post-secondary students to reconsider furthering their education.





Affordability continues to be a concern for learners. The substantial increases in student loan limits, coupled with rising living expenses and a lack of affordable housing options, have resulted in a notable uptick in visits to food banks and a growing inability among students to secure affordable housing. This exacerbates the financial burden on students, who are now leaving post-secondary institutions burdened with even higher levels of debt. With the support of the provincial government funding, the Sk'elepéllcw (Coyote Den) student residence, built with modular housing units, opened last year. Initiatives like this swiftly address community needs, providing students with affordable housing to pursue their studies and build a foundation for their future. TRU's student survey data shows that affordability of post-secondary education is a top consideration in completing post-secondary studies. TRU's scholarship and bursary program continues to focus on providing financial supports to ease student's way on their educational journey.

Global Elections, AI Concerns and Supply Chain Focus

The 2024 election year is poised to be historic, with over half of the global population across 70+ countries participating in polls. These elections coincide with the rise of generative AI, raising concerns about increased polarization and disinformation. Anticipated heightened geopolitical competition is likely to drive a focus on developing resilient supply chains, particularly critical mineral chains crucial for green energy, defense and advanced technology sectors. 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.

International Recruiting

One of the most prominent policies with immediate impacts on higher education in Canada is the recent implementation of caps on international student enrolment. Although the effects of the planned decrease in international student permits issued for the next two years are yet to be fully understood, this situation presents a range of opportunities and challenges for student recruitment. As detailed in later sections of this report, over the past 40 years, TRU has developed robust international student recruiting processes and student supports from the time of application to the time they are awarded their credential. The level of these supports will assist TRU in overcoming these challenges.

Facing the Climate Crisis

Climate change persists as a formidable threat to the global population, presenting significant risks that demand urgent attention and action. Nearly 22 million climate refugees were displaced between 2008 and 2016 due to environmental damage. Anticipated climate migration in North America may lead to significant population shifts. British Columbians weathered the province's worst wildfire season on record last year, underscoring the pressing need for climate action, which is further compounded by the anticipated rise in diseases and psychological impacts due to climate change. These shifts could worsen poverty, wealth disparities and urbanization, strain city services and magnify existing inequalities. Initiatives to include environmental education and climate change subjects in university curricula are being implemented globally, reflecting the growing importance of climate justice.

Environmental responsibility and sustainability continue to be a top priority for TRU. Efforts to become a carbon neutral campus through a low carbon district energy system, and the addition of new programming and research demonstrate this commitment. Establishing the Institute for Wildfire Science, Adaptation, and Resiliency, where students can earn credit toward an academic degree as they train to fight and manage wildfires, is an example of how we prepare our learners, labour force, and future generations to face these challenges.

Future Job Prospects and Investments

Despite high interest rates and slower global economic growth, B.C. maintained stability in March, adding 6,600 jobs and accumulating a total gain of 75,000 jobs since March 2023. The unemployment rate in the Thompson-Okanagan region stood at 4.2 per cent, which is lower than the rate for the rest of British Columbia (5.5 per cent). Meanwhile, in the Cariboo region, the unemployment rate was slightly higher at 6.9 per cent.

In British Columbia, significant job growth was observed during 2023 in sectors such as mining, oil and gas extraction, repair, personal and non-profit services, and education services. Conversely, during the same time, the largest job losses were recorded in information, culture, and recreation, manufacturing, and forestry and logging activities. The construction of projects such as the Site C dam, the Trans Mountain Pipeline expansion, LNG Canada, and Coastal GasLink pipeline has significantly bolstered B.C.'s economy with thousands of construction jobs and billions spent on procurement and wages, but as they near completion, construction activities are expected to gradually wind down.

Canada's wealth of 31 critical minerals and metals positions it favorably for an economic upturn driven by global demand. Electric vehicles, for instance, necessitate notably more copper, lithium, cobalt, manganese, nickel and graphite compared to traditional vehicles. In British Columbia, three new gold mines — Premier, Blackwater and Cariboo Gold — are slated to commence production this year, attracting a \$1.5-billion investment and generating hundreds of jobs. These mines serve as a boon to regions grappling with sawmill and pulp plant closures. The Mining Association of B.C. examined 14 proposed critical minerals mines in B.C., alongside two existing mines considering expansion, projecting a total employment of 2.15 million jobs over the lifetime of these 16 mines. Post-secondary institutions can play a pivotal role in ensuring adequate training to support this sector.

Following a record-breaking year in 2022, Kamloops experienced a decline in construction permit values in 2023, consistent with the trend across Canada. The City's Building Inspection Division reported \$224.7 million in permits issued for 2023, down from \$415.4 million in 2022. Residential builds and multi-family units dropped significantly, with only 410 residential permits issued in 2023 (compared with 814 in 2022) and 316 multi-family permits (compared with 666 in 2022). The film industry in the region is experiencing continued growth, with the Thompson-Nicola Film Commission reporting a direct output of \$18 million into the area last year and anticipating another busy season in 2024.



Williams Lake Outlook

Jobs in the Cariboo are heavily dependent on forest sector operations, which continue to grapple with ongoing challenges. Tolko Industries laid off 60 employees at its Lakeview mill in Williams Lake in February 2024, marking the third significant setback for the B.C. forest industry in recent weeks. Meanwhile, the B.C. government is allocating up to \$10 million towards Massive Canada's \$75-million project to construct a new mass timber manufacturing facility. This initiative involves the renovation and equipping of an existing 91,000 square-foot manufacturing plant by Massive Canada, aimed at producing laneway homes, apartment units, townhouses and commercial projects using mass-timber building products and systems. A joint investment exceeding \$24.3 million from federal, provincial and municipal sources will facilitate the construction of a new water treatment plant in Williams Lake, ensuring access to safe and healthier drinking water for the community. Such efforts support communities in their endeavours to achieve access to safe and healthier drinking water, affordable housing and climate change objectives.

Concurrently, a \$366.5-million construction project is underway at Cariboo Memorial Hospital in Williams Lake, intended to enhance the hospital's capacity and modernize its working environment. The project entails the addition of 25 beds and a new emergency department, alongside expansions to surgical, maternity, pharmacy, mental health and substance-use treatment areas. Despite these developments, concerns persist regarding medical staff shortages at the hospital.

Future Learners

While TRU attracts learners from across Canada and around the world, many students come from local communities. The Kamloops Grade 12 class sizes are expected to rise slightly in the next few years, while Grade 12 class sizes in Williams Lake remain flat. The immediate transitions of Grade 12 graduates from high school to B.C. public post-secondary in the Kamloops school district is 42 per cent (46.1 female, 38.6 male). The transition rate in the Cariboo is much lower, at 35.1 per cent (40.3 per cent female, 30.1 per cent male). These rates are below the provincial average and represent an opportunity for TRU to welcome more students directly from high school.

In addition, for the Thompson-Okanagan region, based on the 2021 census, 54 per cent of the population over age 15 had some form of post-secondary education, and in the Cariboo region this figure is only 31 per cent. TRU recognizes the challenges young people face with the affordability of post-secondary education and aim to engage with school aged learners in our school districts to promote the value of a post-secondary education.



Internal Context

The following are internal context components relevant to TRU's planning environment.

Collective Bargaining

TRU and the Thompson Rivers University Open Learning Faculty Association (TRUOLFA) ratified a new collective agreement under the provincial government's Shared Recovery Mandate. Covering the three-year period from April 1, 2022, to March 31, 2025, the agreement provides for a general wage increase for each year of the agreement and benefit improvements over the term including increased coverage for counselling services while keeping with the fixed fiscal envelope of the mandate. This represents the last bargaining unit at TRU to come to an agreement.

Hybrid work program

A Hybrid Work Program (HWP) at TRU has begun. The program has been rolled out TRU-wide, however, it is up to each department to decide independently if hybrid work arrangements are possible. TRU's HWP was developed by a pan-institutional team following extensive research regarding best practices in other institutions.

Workplace culture conversation

Over the past several months, TRU has engaged in a campus wide conversation with staff and faculty about how TRU's values inform our workplace culture. To date, a survey has been completed by over 500 staff and faculty, and a series of small group discussions have been facilitated by volunteers. Results of the data collection will be reported to the TRU community in the coming months along with an action plan of next steps to strengthen our commitment to TRU's values.



Leadership appointments

Leadership is paramount to TRU achieving our plans, and continuing TRU's position as a leading institution. The following are senior leadership appointments to achieve TRU's goals and plans.

TRU Appoints Respected B.C. Educational Leader as New Chancellor

TRU has appointment of DeDe DeRose as the university's new chancellor, with her term commencing on March 1. DeRose, a prominent advocate for Indigenous education and a figure deeply embedded in the educational landscape of British Columbia, steps into this prestigious role with a wealth of experience and a history of significant contributions to Indigenous student success.

Born in Williams Lake to a Secwépemc family, DeDe is a member of the Esk'etemc First Nation. Her Secwépemc name is Tse7ekw te Spi7uw (Sunrise Golden Eagle), which means Divine Spirit giving warmth, light and life. DeRose's distinguished career includes her tenure as B.C.'s first superintendent of Aboriginal Achievement and her role as an educator and principal within Kamloops-Thompson School District 73. Her advocacy for the inclusion of Indigenous languages, history and culture in the curriculum has been instrumental in fostering a more inclusive and comprehensive educational environment. She has been an influential member of various boards and committees, including the UBC President's Advisory Board for Indigenous People and the Verna J. Kirkness Foundation. Her work has consistently aimed at improving educational outcomes for Indigenous students and enhancing community involvement in education.

<https://inside.tru.ca/2024/02/23/tru-appoints-respected-bc-educational-leader-as-new-chancellor/>

TRU Reappoints President for an Additional Two-Year Term

The TRU Board of Governors recognized and has greatly appreciated what the university has accomplished under Dr. Brett Fairbairn's leadership. Among his many accomplishments is the Envision project which he initiated within his first year at TRU. This included wide consultation with faculty, staff, students, community partners and stakeholders, resulting in the development of the values, vision and mission statement that now informs TRU's strategic plan.

Fairbairn's unwavering commitment to propelling TRU forward has ensured that the management and operations of TRU are thriving. This was particularly evident in his exemplary leadership during the pandemic. His focus on people, programs of study, as well as his focus on maintaining and enhancing TRU's research and innovation, and commitment to maintaining the wider community, helped TRU expertly navigate COVID-19, ensuring the university came out not only intact, but stronger as well.

<https://inside.tru.ca/2023/06/28/tru-board-of-governors-reappoints-president>

New Board of Governors Chair

Vice-chair Hee-Young Chung became chair of the TRU Board of Governors on April 2, 2024, with David Hallinan taking the position of vice-chair. Marilyn McLean, the former chair, announced her early departure from the role at the March 2024 board meeting. McLean's decision comes as the university initiates the search for a new president, a process she believes should be led by the incoming chair. Appointed to the board in 2018, McLean has been board chair since August 1, 2021. Her term was scheduled to end on July 31.

New President Search

With Dr. Brett Fairbairn's presidential term coming to an end in 2025, TRU is launching a search for a new president. The search will be a national search, chaired by the TRU Board of Governors chair with a committee of executive, faculty and staff from across the institution.

Kylie Thomas Announced as Academic Director at Williams Lake Campus

In August 2023, Kylie Thomas began as the academic director at the Williams Lake campus. This is a new role for Williams Lake. Thomas will be in charge of basic operations and oversight of the campus to ensure they are delivering the TRU vision for the Williams Lake campus and regions.

Ted Gottfriedson Appointed as Secwépemc Cultural Advisor

Ted Gottfriedson has joined the Office of Indigenous Education as Secwépemc cultural advisor. In his role, Gottfriedson will share Secwépemc ways of knowing with TRU staff and students.

TRU AT A GLANCE 2023-24

9
FACULTIES
AND
SCHOOLS



29,619
HEADCOUNT
All Students

15,311
on campus
16,554
Open Learning
2,246
dual enrolled
2,797
Indigenous*

26%
International Students

HEADCOUNT
7,757
FROM
122 Countries

Total FTEs
14,186

DOMESTIC
9,461
INTERNATIONAL
4,725
INDIGENOUS*
1,288

Finance

TOTAL REVENUE
\$275,591
TOTAL GOVERNMENT
& OTHER GRANTS
\$89,184

Sponsored Research Funding
\$8,538,000



AASHE Stars
Platinum Rating

*Indigenous counts are for 2022-23 Fiscal year
Dually enrolled are those taking courses at on campus and Open Learning

Institutional Highlights

The following are selected highlights from the past year at TRU. These include the announcement of an exciting new wildfire training and education centre that builds on established strengths at TRU, expansion of TRU's research footprint, student successes, recognition of TRU faculty and staff, internationalization activities, changes and recognition of TRU's infrastructure, and how TRU is leading in sustainability efforts.

B.C. and TRU take action with new wildfire training and education centre, first of its kind in North America

Announced in April 2024, a new dedicated wildfire training and education centre at TRU will welcome the province's future wildfire fighters. The B.C. wildfire training and education centre is a first-of-its-kind program and is a flagship action stemming from recommendations from the Premier's Expert Task Force on Emergencies.

The centre, the first in North America to transition wildfire training into degree programs and research, will offer comprehensive wildfire training and education programs that progress from basic skills training and learning in the wildfire field, to the future development of wildfire academic diploma and degree programs in wildfire and emergency management disciplines.

TRU will also collaborate with the British Columbia Wildfire Service (BCWS) on research initiatives and innovation to ensure B.C. is well equipped to address the everchanging landscape of wildfire. Research and innovation will also continuously inform the learning curriculum. TRU Wildfire will focus not only on wildfire science but also on the social, health and community impacts of wildfire, as well as Indigenous cultural fire.

The province also plans to construct a state-of-the-art training and education building to train wildfire firefighters, community members and students. Combined with TRU's research expertise, the new research institute and opportunities presented by the partnership with BCWS. TRU will be home to a world-class wildfire learning, research and innovation ecosystem.



This will complement the TRU Institute for Wildfire Science, Adaptation and Resiliency, which was endorsed by Senate in October 2023 and is dedicated to research and innovation. Both the new institute and B.C. wildfire training and education centre build on an existing fire science lab and provincially funded Innovation Research Chair to form a world-class wildfire learning, research and innovation district at TRU.

Increasing research footprint

Research is an important component of TRU's operations. As per our Strategic Research Plan, TRU has been increasing our research output. The following highlights: both a new institute and centre; an initiative to improve wildfire prediction models; Indigenous-led research through the Knowledge Makers and Le7 te Melámen programs; and the growth of sponsored research to a point where TRU is recognized as one of the Top 50 Research universities in Canada.

Institute for Wildfire Science, Adaptation and Resiliency

Following endorsement at the October 2023 Senate meeting and approval at the December 2023 Board of Governors meeting, TRU has established an Institute for Wildfire Science, Adaptation and Resiliency.

The establishment of the wildfire institute is a significant step forward in supporting British Columbians and Canadians with solutions to the reality of living with wildfires. This groundbreaking research institute will spearhead studies and innovations aimed at preventing, mitigating, responding to and recovering from wildfires. The university has growing expertise in wildfire — it's home to B.C.'s first fire science research chair as funded by the province (the B.C. Innovation Chair in Predictive Services, Emergency Management and Fire Science), a Canada Research Chair in Fire Ecology and an NSERC Industrial Chair in Ecosystem Reclamation. Additionally, TRU's campuses in Kamloops and Williams Lake are located in the epicentre of the province's wildfire response activity.

As Canada faces an alarming increase in wildfire activity — more land burned in B.C. from 2017 to 2023 than in the previous 58 years combined (1959-2016) — the need for comprehensive research and adaptation strategies has never been more critical. The wildfire institute focuses on developing new knowledge while respecting and learning from Indigenous land stewardship and management practices. By channeling resources into research and innovation, the institute aims to provide essential tools for future policy decisions to reduce adverse outcomes for communities, including the impacts of smoke, evacuations, and the loss of natural and built infrastructure.

<https://inside.tru.ca/2023/10/24/tru-introduces-institute-for-wildfire-science-adaptation-and-resiliency/>

Population Health and Aging Rural Research Centre

TRU's Board of Governors has approved establishment of the Population Health and Aging Rural Research Centre, an innovative research initiative designed to address the unique health challenges faced by older adults in rural communities. Led by Dr. Juanita-Dawne Bacsu, assistant professor in the School of Nursing and Canadian Research Chair in Nursing and Population Health, the new centre aims to lead population health research to enhance the quality of life for rural older adults. The centre will serve communities grappling with higher rates of cardiovascular disease, diabetes, cancer-related mortality and dementia among their aging populations.

The centre focuses on developing partnerships and providing education and training opportunities. It will also prioritize intergenerational programs and interdisciplinary research, actively involving rural older adults to help guide research questions, priorities and strategies.

<https://inside.tru.ca/2024/03/28/board-approves-research-health-centre-for-rural-older-adults/>

TRU Joins US-Canada Team to Improve Wildfire Prediction Models

TRU is among a group of research institutions that have joined the newly created U.S.-Canada Centre on Climate-Resilient Western Interconnected Grid, led by the University of Utah and the University of Calgary. The Western Interconnected Grid is one of two major power grids in North America, stretching from the northern edge of British Columbia to the border of Baja, Mexico, and from the California coast to the Rockies. The backbone of one of the largest regional economic engines in the world, the grid serves roughly 80 million people over 4.6 million square kilometres.

Dr. Mike Flannigan — B.C. Innovation Research Chair in Predictive Services, Emergency Management and Fire Science at TRU — is working closely with other leading experts to enhance the power grid's resilience to the rising frequency, intensity and duration of extreme weather events, such as wildfires and heatwaves.

Flannigan's extensive work in fire and weather/climate interactions emphasizes the need for improved wildfire prediction models. That modelling includes predicting the probability of powerline-caused wildfire under historical weather conditions in Western Canada. Flannigan's research will be used to identify and mitigate hot spots to reduce the chances of catastrophic wildfire.

The academic members of the U.S.-Canada centre include the University of Utah; the WIFIRE Lab at the University of California San Diego; the University of New Mexico; the Desert Research Institute; the University of Calgary; the University of British Columbia; the University of British Columbia Okanagan Campus; the University of Alberta; the University of Saskatchewan; the University of Regina and Thompson Rivers University.

<https://inside.tru.ca/2023/11/07/tru-joins-u-s-canada-team-to-improve-wildfire-prediction-models/>

Knowledge Makers

The Knowledge Makers program is an award-winning Indigenous research initiative led by Dr. Roderick McCormick and the All My Relations research centre. The Knowledge Makers program brings together cohorts of Indigenous students beginning at the undergraduate level through a collaborative teaching model where they learn how to conduct and publish their research as Indigenous researchers. Since first inspiring Indigenous students to participate in 2016, the program has expanded its reach from Kamloops to around the globe.



Focused on engaging Indigenous students, TRU partnered with the Food and Agriculture Organization of the United Nations (FAO) in 2022, to invite Indigenous women from seven socio-cultural regions to contribute to a special edition of the Knowledge Makers journal. The journal responded to the FAO's global agenda to advance the recognition of Indigenous peoples' food and knowledge systems and climate action under the theme: Indigenous Women, Indigenous Peoples' Food and Knowledge Systems and Climate Action. Volume 8 of the Knowledge Makers journal brought together an international cohort of 16 Indigenous women to help strengthen and increase skills for Indigenous-led research and knowledge sharing. The result of this partnership has been the creation of 16 Indigenous-led and peer-reviewed research articles that will be published in 2024.

In March 2024, TRU and the FAO, in further recognition of the importance of the partnership, co-hosted a two-day conference, Coyote Brings The Food: Healing the Land While Healing From the Land. The conference featured discussions, readings, keynote speeches, and performances — with countries such as Burkina Faso, Tanzania, Bangladesh, Russia, Hawaii and New Zealand represented — centred around the Indigenous women who contributed to the Knowledge Makers journal.

<https://www.tru.ca/indigenous/knowledge-makers-tru/about.html>

<https://inside.tru.ca/2024/03/28/conference-unites-a-world-of-indigenous-knowledge/>

Le7 te Melámen — Good Medicine Program

The Le7 te Melámen program is a decolonized PhD with a fully Indigenous curriculum and faculty. This groundbreaking program is intended to expand the body of interdisciplinary research around what helps Indigenous communities to heal, particularly within Secwepemcúl'ecw, and also to develop new capacity for Indigenous counsellors with expertise in health and trauma.

Le7 te Melámen is a cohort of 10 Secwépemc students working toward a PhD in Indigenous healing research. It enables the students to work toward meeting the criteria for registration as counsellors under the B.C. Association of Clinical Counsellor procedures. TRU will have a primary role in providing the counselling specific courses.

Le7 te Melámen students are completing their PhD with the University of Saskatchewan (USask) while TRU is providing the counselling-specific courses. The USask program aligns with the aspirations and needs of Le7 te Melámen. Of key importance is that USask offers an interdisciplinary PhD program that could recognize that healing and well-being requires knowledge and practices beyond any single discipline.



TRU Top 50 in Research Rankings

Significant growth in sponsored research income has put Thompson Rivers University onto Research Infosource's [Canada's Top 50 Research Universities 2023](#) list. Being included on the top 50 list is a first for TRU, coming in at 49th and being the fifth B.C. university in the national rankings.

Canada's Top 50 Research Universities ranking system evaluates universities based on their sponsored research income and places them in their respective tiers. The system weighs factors such as research intensity per faculty member and graduate student, total number of publications, publication intensity and publication impact, to determine the rankings.

TRU's total sponsored research income is valued at \$8.5 million. This includes all funds that support research, such as grants, contracts and contributions from sources external to the institution.

TRU's research income value increased by 29.9 per cent, placing the university second in the undergraduate tier for research income growth between fiscal 2021 and fiscal 2022. Compared with other universities in this tier, TRU's research intensity per faculty member was ranked 14th at \$50,000 and 17th per graduate student at \$9,000. The research intensity is calculated based on the total number of faculty and grad students, part-time and full-time time, for the academic year. This includes full, associate and assistant faculty as provided or available to Research Infosource.

Funding Highlights

Researchers use a high-risk, high-reward innovative approach to assess spontaneous change in infant brain functionality. The Department of Psychology's [Drs. Jenni Karl and Claudia Gonzalez](#), and [Computing Science associate professor Dr. Musfiq Rahman](#), welcome the recognition they've received for their research from the [Social Sciences and Humanities Research Council of Canada \(SSHRC\) New Frontiers in Research Fund \(NFRF\) Exploration](#) in the form of a \$250,000 grant.



A TRU faculty member's research into breaking down toxic 'forever chemicals' is getting the support that allows him to expand his work. Dr. Jonathan Van Hamme, professor of biological sciences and scientific director of the [TRUGen Applied Genomics Lab](#), was awarded the prestigious [Northcote and Brink Professorship](#). Established in 2005, the endowment honours the ecological contributions of Dr. Tom Northcote and Dr. Bert Brink in British Columbia.

From programmable robots and machine learning to old-growth forests and ecosystem reclamation, six TRU researchers have received a total of \$912,500 through the [Natural Sciences and Engineering Research Council Discovery Grants Program](#).

Student Success

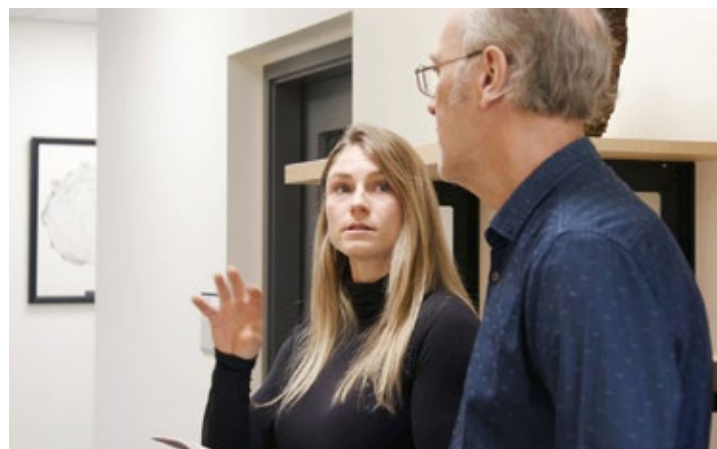
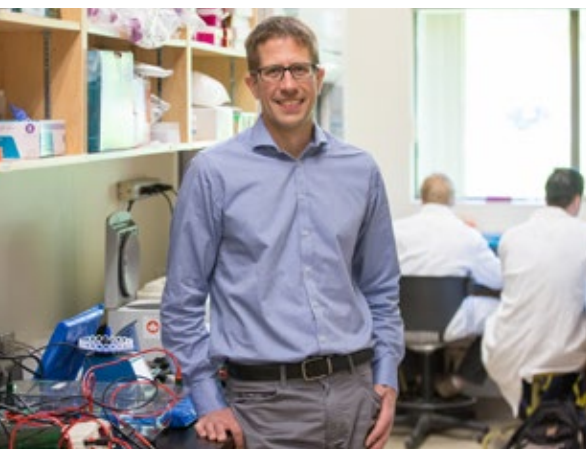
Students and their success is at the centre of TRU's mission. The following are a few examples of the successes of our students, including highlights of our alumni achievements.

Exploring The Future of Managing Wildfires

Thompson Rivers University Master of Science in Environmental Science student Leona Shepherd feels inspired to change how wildfire management is approached. After attending the Wildland Fire Canada Conference in Edmonton last October, she had the opportunity to participate in the International Wildland Fire Conference in Portugal in May. She is researching projecting future wildfire spread potential under Dr. Mike Flannigan, renowned wildfire expert and the B.C. Research Chair in Predictive Services, Emergency Management and Fire Science at TRU. The conference theme focused on preventing and mitigating fire impact, and shifting toward traditional land management rather than strictly fire management.

Co-Op Student Shares Recipe for Success

Ahana Ahluwalia, a fifth-year Bachelor of Software Engineering student who worked four co-op terms at Telus Business Solutions, was awarded the 2023 Co-op Student of the Year. She was also awarded an honourable mention for Co-op University 2023 Association for Co-operative Education and Work-Integrated Learning B.C. Ahluwalia worked as a software developer on a core networking DevOps team to automate, test, develop and deploy an API platform that interacts with the central database to track IP address assignments. She also built tools in the lab, testing and validating their operation and assisting with deployment to production environments. She also assisted with solutions related to network security, working closely with various partners and stakeholders on the security team. A peer mentor for first-year engineers, Ahluwalia strives to reduce drop-out rates through formal and informal capacities. The primary purpose, beyond retention, is to support women as they apply for different co-op positions, which is a program requirement.



TRU-UBCO team up for success with EcoHaven

Competing against an international field with teams from 37 universities around the world, a joint TRU-UBCO team came in second at the Georgia Institute of Technology Energy Department Solar Decathlon Design Challenge held in Atlanta, Ga. The challenge tasks students with creating climate-conscious, low-carbon and high-performance buildings that improve quality of life through greater affordability, resilience and energy efficiency. While other teams competed with architecture or engineering students, the TRU-UBCO team had both, creating a competitive advantage.

The second-place-winning design — EcoHaven — is a 120-square-metre modular home for a single family. It's a precedent-setter in areas of sustainability, disaster-resilience and affordability. It is disaster-resistant, clad with new non-combustible materials and wrapped in a highly fire-resistant blanket of insulation. It is also equipped with fire-resistant, roll-down shutters to protect the windows and fire-resistant vents. In summer 2024, EcoHaven will come to life, being constructed by TRU trades students on the Kamloops campus and shipped to its permanent location at Honour Ranch, a non-profit facility near Ashcroft, about 100 km west of Kamloops.

<https://inside.tru.ca/2024/05/22/tru-ubco-team-up-for-success-with-ecohaven/>

TRU Honours Alumni

In November of 2023, TRU honoured five esteemed alumni with Distinguished Alumni Awards for their outstanding achievements, leadership and public service. The five are:

- Caroline Cochrane — Caroline Cochrane's (BSW'99) political career began with a fervent desire to improve the lives of people living in her home territory. Now the outgoing premier of the Northwest Territories, she was elected as an MLA in 2015 and became premier upon re-election in 2019. Her tenure proved eventful and challenging — the territory endured the COVID-19 pandemic, frequent flooding and devastating wildfires during her term in office.
- Joshua Gottfriedson — Joshua Gottfriedson grew up in Tk'emlúps te Secwépemc and is an accomplished athlete, actor and advocate for Indigenous people. Currently, he is a Tk'wenem7íple7 (councillor) for Tk'emlúps te Secwépemc. He was a student-athlete at TRU and received his MBA in Indigenous Business and Leadership from Simon Fraser University in 2017.



- Aleece Laird — Aleece Laird (BBA'98) has been giving back to her community as a volunteer, a mentor and an expert in public relations and communications. From her teen reign as a Kamloops ambassador to her work with Operation Christmas Child Canada, Laird has always prioritized helping others. She is a committed volunteer who has held a wide variety of executive titles, including Kamloops Chamber of Commerce president, chair of the board and governor of the B.C. Chamber of Commerce and past director on the Canadian Chamber of Commerce board. In 2021, she received the City of Kamloops Exemplary Service Award, a formal recognition of her contributions to the community.
- Kuljit Minhas — Kuljit Minhas (BSc'03, RT'06) is a registered respiratory therapist who has worked with the Fraser Health Authority (FHA) for nearly 18 years. He is a professional practice leader with FHA and is a past president of the B.C. Society of Respiratory Therapists as well as the current president of the Canadian Society of Respiratory Therapists. He was also part of a group of professionals working to establish the College of Diagnostic and Therapeutic Health Professionals in B.C. Through each role, Minhas leveraged his extensive knowledge and industry connections to improve the quality of public health care in B.C.
- Greg Stewart — Greg Stewart (BBA'12) is well known in Kamloops as a former TRU WolfPack athlete and Paralympic world champion. Stewart won a gold medal at the 2020 Paralympic Games in Tokyo, Japan, persevering through delays and the COVID-19 pandemic to throw a Paralympic shotput record of 16.75 m.

Faculty and Staff Recognition

TRU's faculty and staff are a significant part of why our students succeed. Their strengths enable students to be able to reach their potential. The following are some of the honours our faculty and staff have achieved.

TRU Faculty Member Recognized as Higher Education IT Influencer

TRU faculty member Brenna Clarke Gray is a positive voice for technology, especially in higher education. A proactive leader, she promotes and embraces emerging technologies while setting up the TRU community for digital success. For that and much more, she has been named one of 30 Higher Education IT Influencers to Follow in 2023 by EdTech magazine. In her role as co-ordinator of educational technologies on the Learning Technology and Innovation team at TRU, Gray understands the benefits technology provides. During the first summer of the pandemic in 2020 — when most faculty, staff and students moved to remote learning — Gray led popular virtual workshops for faculty. Knowing the fall session was on the horizon, she wanted to keep the momentum going.



Since Gray had been working on a Social Science and Humanities Research Council grant-funded podcast project in her role, she considered creating her own podcast. With everything in place, Gray started the You Got This! podcast in September 2020. Produced by the Learning Technology and Innovation team, the podcast provided just-in-time teaching and learning encouragement and support to the campus community. The podcast continues to attract listeners.

<https://inside.tru.ca/2023/08/09/she-got-this-brenna-clarke-gray-is-one-to-follow>

BCcampus Award for Excellence in Open Education

Renée Anderson received a BCcampus Award for Excellence in Open Education. Anderson is associate teaching professor in the School of Nursing and is one of the pioneers of creating nursing open educational resources (OER). She was an early adopter OER in her program and has created some widely adopted resources. In 2018, Anderson received a grant for OER development from TRU. With this funding, she took the open textbook, Clinical Procedures for Safer Patient Care, by Glynda Rees Doyle and Jodie Anita McCutcheon at the British Columbia Institute of Technology, and adapted it into Clinical Procedures for Safer Patient Care – Thompson Rivers University Edition for the benefit of the Bachelor of Science in Nursing program. Anderson's adaptation is used widely at TRU. In addition, metrics demonstrate the web book has thousands of visitors per month from Canada, the United States, India, the Philippines and Australia.

<https://inside.tru.ca/2024/04/23/bccampus-award-for-excellence-in-open-education-renee-anderson/>

2024-2025 BCcampus Research Fellow: TRU Research Team

In early 2024, a TRU research team was awarded a BCcampus Research Fellowship to broaden the study to explore students' experiences of diversity, inclusion and intercultural learning. The research team consists of Dr. Kyra Garson, intercultural co-ordinator in the Faculty of Student Development, Dr. Alana Hoare, assistant teaching professor in the Faculty of Education and Social Work, Dr. Brad Harasymchuk, assistant teaching professor in education, Dr. Amie McLean, intercultural co-ordinator in the Faculty of Student Development, Dr. Anila Virani, assistant professor in the School of Nursing, and Yujie Jiang, a recent Masters of Education graduate.

The project involves an analysis of student responses to the National Survey of Student Engagement and the Fall Student Census, along with students' stories reflecting their experiences of diversity, inclusion and intercultural understanding. So far, over 400 students from across TRU faculties and schools have responded to open-ended questions aimed at understanding their unique experiences of diversity, inclusion and intercultural learning. Using data to make a difference can support TRU's ability to meaningfully respond to repeated calls related to intercultural development presented in the TRC's Calls to Action.

<https://inside.tru.ca/2024/04/24/exploring-students-intercultural-experiences-at-tru/>

TRU Faculty Member Wins West Coast Teaching Excellence Award

Saskia Stinson makes a difference in others' lives, every day. Whether it's teaching and supporting students in the Education and Skill Training Program (ESTR), co-founding and managing ESTR's Market, or advocating for disability and inclusion, she humbly makes change happen. Her passion is being noticed. Stinson was recently recognized with the 2024 West Coast Teaching Excellence Award. She is also a recipient of the 2023 Disability Resource Network Award and TRU's 2023 Faculty Excellence Award. Founded in 2014 by Stinson and Co-operative Education Co-ordinator Leanne Mihalicz, ESTR's Market is B.C.'s first post-secondary on-campus social enterprise, with many other campuses following their lead.

<https://inside.tru.ca/2024/04/08/award-winning-instructor-learns-from-those-around-her/>

U SPORTS Coach of the Year Honours for Hennelly

WolfPack men's volleyball head coach Pat Hennelly has been recognized nationally after he was named the Fox40 U SPORTS Coach of the Year at the national awards gala in Kingston, Ont. Hennelly's award — the first Coach of the Year at the U SPORTS level in WolfPack history — comes after a season of unimaginable circumstances. Exemplifying that being a coach is about much more than results on the field of play, Hennelly provided outstanding compassion and so much more in the face of the tragic car crash in November that took the life of one WolfPack player and left another two with life-altering injuries. Hennelly was also recognized as Canada West Coach of the Year.

<https://gowolfpack.ca/news/2024/3/13/mens-volleyball-u-sports-coach-of-the-year-honours-for-hennelly1>

Internationalization at TRU

Opportunities for international students and for the TRU community to learn from these students, along with developing international partnerships, are an important aspect of TRU's operations. The following outline several highlights from the past year. In addition, the scope and range of supports TRU offers to international students is outlined in the Mandate Letter response section below.

IDays 2024

In March 2024, TRU World hosted the annual IDays celebration — a recognition of the diverse cultures present on our campus. This aligns with the United Nations 17 Sustainable Development Goals. The capstone event of IDays is a colourful, exciting and highly anticipated Showcase featuring a fashion show, food festival, educational booths, singing, dancing and performance by over 70 members of the TRU and Kamloops communities.

New this year, TRU collaborated with All My Relations and the Food and Agriculture Organizations of the United Nations (FAO) to co-host Coyote Brings Food: Healing the Land while Healing from the Land, a Knowledge Makers conference that included scholars from the US, Sweden, New Zealand and Tanzania. The conference was the culmination of the efforts by 16 global Indigenous women representing seven socio-cultural regions who participated in this first-of-its-kind program. Within this conference, the special edition of the Knowledge Makers journal containing each woman's research will be launched, and one woman from each of the seven socio-cultural regions was invited to attend to make a presentation.



TRU Continues Work on Academic Partnerships in Mexico

Following the signing of memoranda of understanding with several Mexican universities in 2022, TRU sent two separate delegations to Mexico in 2023 to further advance plans for future collaborations. The TRU delegations visited Mexican universities in Querétaro, Guanajuato and Jalisco. TRU President Brett Fairbairn delivered an impactful keynote address at the University of Guanajuato, met with the minister of education in Guanajuato and spoke with federal education leaders in Mexico City. The Canadian federal trade commissioner from the Canadian Embassy in Mexico City supported the visits.

In 2024, TRU will send two student groups to partner institutions in Mexico. A field school with 17 engineering, computer science and physics students departed at the end of April for the University of Guadalajara. In May, the second group with 15 students, as part of an Indigenous cultural exchange, were to head to ITESO, Universidad Jesuita de Guadalajara.

This initiative has paved the way for greater collaboration with universities in Mexico 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 enriching the diverse experiences and perspectives of the TRU campus. They provide more opportunities for students, faculty and staff to fulfill their dreams of studying, working or researching overseas.

Through collaborations with university partners, TRU has welcomed visiting students this year from partner universities in Belgium, Germany, China, Japan, France, India, Spain, Australia, the Netherlands, Colombia, Chile, Pakistan, the UK, New Zealand, Ukraine and Mexico.

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

TRU World is experiencing a resurgence of international mobility. Guided by best practices, international mobility programs such as international exchange and faculty-led international field schools, have resumed. In fall of 2023, over 30 students were outbound students and 25 were inbound and in winter of 2024, 50 students were outbound and 25 inbound — all through TRU's Study Abroad program. The 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 over \$800,000 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. TRU World has sent over 150 domestic students abroad through GSO funding on short-term exchanges and field schools. TRU World has also supported the Office of Indigenous Education in sending groups of Indigenous students, along with TRU staff and an Elder, to a New Zealand partner university for Indigenous cultural exchanges in 2024.

As we commemorate the 40th anniversary of international education at TRU, we are pleased to acknowledge the continued success of our international student enrolment. In Fall 2023, TRU achieved its highest number of international students in the university's history, with 4,672 students hailing from 106 countries and regions. This steady increase reflects TRU's ongoing efforts to attract a diverse student body and promote global engagement within our campus community. It also continues to be supported by an ongoing investment in expanding student support services.

This growth in international enrolment is a testament to TRU's reputation as a trustworthy institution offering quality education and supportive services to students from around the world. It underscores the importance of our commitment to fostering cultural diversity and providing enriching experiences for all members of the TRU community. As we look ahead, we remain dedicated to further enhancing our international programs and support services to ensure the continued success and satisfaction of our international students at TRU.

New Landscape of Canadian International Education

On Jan. 22, 2024, Immigration, Refugees and Citizenship Canada implemented an intake cap on international student permit applications aimed at stabilizing international student growth for a two-year period. This cap of 360,000 study permits available for 2023 marks a 35 per cent decrease from 2022. This policy shift will inevitably influence TRU's international enrolment operations and planning, prompting international students to reconsider their study plans in Canada. Despite these challenges, TRU remains committed to providing industry leading support services to our international student community. We will continue our efforts to assist and advocate for our international students, ensuring they receive guidance and resources to navigate through these changes and thrive in their academic pursuits at TRU.

Like all higher-education ministries in Canada, B.C.'s Ministry of Post-Secondary Education and Future Skills required partners to work with implementing the technical aspects of the Provincial Attestation Letter (PAL) process. TRU volunteered early in the process and greatly assisted the ministry in implementing the technical aspects of the PAL.

TRU Infrastructure

There have been notable changes to the infrastructure at TRU. At the Kamloops campus a new Indigenous Education Centre has been approved and TRU will be breaking ground on an advanced Low-Carbon District Energy system. In May 2024 TRU received a Certificate of Compliance from the Ministry of Environment which indicates the TRU Kamloops campus has been satisfactorily remediated to meet the applicable Contaminated Sites Regulation remediation standards and criteria. This will facilitate further developments on campus. As well, a new residence has added to much-needed residence spaces for students, the Early Childhood Education Centre has won an award, and the Sports Legacy Fund High Performance Training Centre has opened. Additionally, TRU has been recognized as a bee-friendly campus and has made improvements to cybersecurity. Here are the highlights:

Indigenous Education Centre Approved

In September of 2023 TRU's Board of Governors unanimously approved to move ahead with construction of a \$22-million Indigenous Education Centre. The centre will be built at the heart of the Kamloops campus. An Indigenous blessing ceremony was held at the site in August 2021. The building is based on Secwépemc structural designs for meeting houses and was designed by Stantec in partnership with Indigenous architect Patrick Stewart. It will provide much-needed space for Indigenous students, ceremonies, culture and scholarly work.

The building has been in the university's long-term capital plan since 2018, as recommended by the Capital Project Planning Advisory Group and approved by President Brett Fairbairn. Consultations were held with Indigenous faculty, staff and students, and consultation has been planned with Tk'emlúps te Secwépemc.

<https://inside.tru.ca/2023/09/29/tru-board-unanimously-approves-indigenous-education-centre/>



Artist rendering



Carbon Neutral by 2030

TRU has partnered with Creative Energy to build one of the most advanced Low-Carbon District Energy systems (LCDES) in the world — right in the heart of the Kamloops campus. The LCDES project is part of TRU's Community Climate Action Plan and considers TRU's ongoing commitment and pledge to becoming a carbon-neutral campus or fossil-fuel free by 2030. TRU's greatest source of greenhouse gas emissions is natural gas used for heating.

The new system will reduce greenhouse gas emissions from all campus buildings by 95 per cent, according to Creative Energy. That's equivalent to planting a 4,000-acre forest — about 16 times bigger than campus. The LCDES will empower TRU's shift toward renewable heating and set the stage with renewable infrastructure for future growth. Construction is expected to begin by fall 2024 and the goal is for the LCDES to connect most major campus buildings by 2030.

<https://inside.tru.ca/2024/04/22/building-a-sustainable-university/>

TRU Opens New Residence

TRU has expanded its student housing in Kamloops, with the newest residence now open for occupancy. A grand opening ceremony in November 2023 marked the official unveiling of this new facility, symbolizing a significant milestone in TRU's ongoing efforts to meet the evolving needs of its diverse student body. The building has been named Sk'elepéllcw (Coyote Den) in honour and recognition of the traditional lands of the Tk'emlúps te Secwépemc territory where TRU resides. The new building features outstanding views of the Thompson River and nearby mountains.

Located at East Village off McGill Road, the new building features 80 rooms and 148 student beds with a mix of single and double occupancy, common study and kitchen spaces. It provides more students with affordable housing just steps away from campus. The demand for such housing is evident, with approximately 25 students moving in once the residence opened in mid-semester. The B.C. government provided \$10.85 million toward the \$19-million development, with TRU contributing \$8.19 million. The residence was built in an impressively short time using modular construction that was fabricated off-site by NRB Modular Solutions and transported to East Village, where it was assembled and ready for move-in within seven months.

<https://inside.tru.ca/2023/11/22/tru-celebrates-grand-opening-of-newest-student-residence/>
<https://www.youtube.com/watch?v=SMLcX5whhLY>



Early Childhood Education Centre Wins Building Award

In October 2023, the centre was recognized at the Thompson Okanagan Commercial Building Awards in the Community Institutional category. The centre is housed within a repurposed former ginseng processing plant on the western edge of the Kamloops campus. The building was designed with innovative day care space for children that create an internal miniature village clad in locally milled pine. There are classrooms and research rooms for TRU students and faculty in the Early Childcare Educator program.

<https://inside.tru.ca/inthedia/education-news-canada-early-childhood-education-centre-wins-award/>

TRU Wolfpack Unveils Sports Legacy Fund High Performance Training Centre

The TRU WolfPack officially opened the Sports Legacy Fund High Performance Training Centre recently. A state-of-the-art training facility, the space was made possible with a \$500,000 donation from the Kamloops Sports Legacy Fund, of which \$375,000 was earmarked for the Kamloops Sports Legacy Fund High Performance Centre and \$125,000 went toward supporting student awards and scholarships. Situated in the upper level of the TRU gym building, the Sports Legacy Fund High Performance Training Centre expands training opportunities for TRU student-athletes and helps push their performance to a new level.

TRU Recognized as Bee-Friendly Campus

The TRU campus is abuzz with excitement after being named a certified Bee City Campus. Kamloops became B.C.'s first Bee City in 2017. Bee City Canada, a charitable organization committed to pollinator conservation, recently bestowed the honour on the university. TRU's bee-friendly efforts include plenty of habitat creation on campus, with native plant gardens, a pollinator garden and an orchard with dozens of fruit trees.

While TRU has had a small colony of honey bee hives on campus since 2011, as a project started by former Culinary Arts instructor Ron Rosentreter, they are primarily used to teach students about sustainable food and ecosystems. With Bee City Campus designation, TRU is investing more in native bee and pollinator habitat, as well as improving signage to educate the campus community of the bees' importance in our regional ecosystems.

<https://inside.tru.ca/2024/03/19/tru-recognized-as-bee-friendly-campus/#::-:text=With%20Bee%20City%20Campus%20designation,the%20last%20few%20fire%20seasons>

TRU Improves Cybersecurity

TRU participates in a National Cybersecurity Assessment, an annual assessment completed by over 150 post-secondary institutions every year. In 2022, TRU's score was 2.46 out of a possible 5, with 3 being the target. In 2023, TRU greatly improved its score by 0.77 to 3.23 which placed it above average amongst comparable post-secondary institutions. This significant increase occurred by:

- Better using TRU's internal audit expertise.
- Greatly increasing internal and external monitoring and alerting tools.
- Improving planning, policies and processes.
- Adding more technology focused on prevention.

TRU Sustainability

TRU continues to lead in post-secondary sustainability with the university's Sustainability Office team winning the 2024 gold Colleges and Institutes Canada's Leadership Excellence Award for Managerial Staff. Their office has also been recognized as a top performer in the 2023 Sustainable Campus Index and received Recycling Council of BC's Environmental Award in the Public Sector category.

TRU's Sustainability Office Team Wins Gold for Outstanding Leadership

In April 2024, TRU won a national award recognizing its engagement in and commitment to sustainability goals and initiatives. The university's Sustainability Office team is the 2024 gold award recipient of the Colleges and Institutes Canada's (CICan) Leadership Excellence Award for Managerial Staff. The award was given out at CICan's Connection Conference in Calgary, Alta. The annual event brings together post-secondary and institutional leaders and stakeholders from around the world to create networks and share their collective knowledge. TRU's exceptional sustainability management team continues to set us apart as a global leader in sustainability.

<https://inside.tru.ca/2024/05/01/trus-sustainability-office-team-wins-gold-for-outstanding-leadership/>



TRU a Top Performer in 2023 Sustainable Campus Index

TRU has been recognized as a top performer in the 2023 Sustainable Campus Index, securing the highest position in the areas of Energy and Master's Institutions, and landing in the top 10 in the Buildings, Waste and Public Engagement categories. The Sustainable Campus Index is a publication from the Association for the Advancement of Sustainability in Higher Education (AASHE) that recognizes top-performing sustainable colleges and universities overall and in 17 impact areas, as measured through the Sustainability Tracking, Assessment and Rating System (STARS). The top performer recognition follows TRU's STARS Platinum rating, which the university achieved for the second time in 2022.

TRU has earned its top performer status by focusing ongoing efforts toward global challenges — one example is using energy wisely in heating buildings and using electricity. These initiatives support TRU's commitment to achieve carbon neutrality by 2030 by reducing more than 90 per cent of emissions on campus.

<https://inside.tru.ca/2023/09/18/tru-a-top-performer-in-2023-sustainable-campus-index/>

Recycling Council of BC's Environmental Award

The university's Sustainability Office was the recipient of the 2024 Recycling Council of BC's (RCBC) Environmental Award in the Public Sector category. The annual RCBC awards event brings together government policy experts, private sector organizations, non-profits, community groups and academia to discuss environmental challenges, solutions and policy ideas. Founded in 1974, RCBC is Canada's longest-serving recycling council.





Mandate Priority Reporting – Mandate Letter 2023-24

TRU works consistently to meet the ministry’s priorities through our programming and initiatives. The following are the directions set out in the 2023-24 Mandate Letter:

- Delivering educational and training programming as described in the StrongerBC Future Ready Action Plan to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change, including the continued expansion of access to affordable, accessible and relevant training, such as through micro-credentials and expanded health seats.
- Working with Skilled Trades B.C., Indigenous leadership and partners to ensure Indigenous voices are reflected in trades training decision-making that impacts Indigenous workers, businesses and communities.
- Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.
- Developing and implementing protections for international students that support their fair treatment.
- Meeting or exceeding the financial targets identified in the ministry’s Service Plan tabled under Budget 2023.
- Complying with the Tuition Limit Policy, which sets a two per cent cap on tuition and mandatory fee increases for domestic students to ensure programs are affordable.

In the following sections TRU demonstrates its support for the actions set out in the minister’s Mandate Letter.

Delivering educational and training programming as described in the StrongerBC Future Ready Action Plan to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change, including the continued expansion of access to affordable, accessible and relevant training, such as through micro-credentials and expanded health seats

The StrongerBC Future Ready Action Plan has a focus on training people to work in high-opportunity fields and support businesses to adapt and grow. TRU supports this plan by helping to ensure our students develop the skills they need for the jobs of tomorrow and by providing opportunities for people to get the education they want. This is accomplished by adding and renewing programming and the continued offerings that meet the needs of our region.

New and updated programming

The following are new programs and initiatives developed in the last year. These will assist students to be prepared for careers and opportunities that will be in demand in the future.

Computer Engineering

TRU is launching a Computer Engineering program to meet growing industry demand for engineers across technology sectors. Beginning in the fall of 2024, the program gives students a broad background in the theory and application of hardware and software technologies. Funding for this program comes from the provincial government's StrongerBC: Future Ready Action Plan, which includes a three-year B.C.-wide investment of \$74.7 million for student spaces and supporting investment in technology-related post-secondary programs. TRU is the only post-secondary institution offering both software and computer engineering programs in the B.C. Interior.

The program includes a mandatory one-year co-op placement, where students gain valuable experience and are provided with networking opportunities prior to graduation. Employment opportunities for computer engineers are diverse and include positions in health care, telecommunications and the automotive industry, to name a few. The 2021 B.C. Labour Market Outlook revealed that while B.C.'s computer systems design and related services industry grew before the pandemic, the industry flourished more rapidly during the pandemic because of increasing digitalization, automation and work from home.

<https://inside.tru.ca/2023/12/18/new-computer-engineering-program-opens-doors-to-in-demand-careers/>

Master of Nursing – Nurse Practitioner

TRU launched a Master of Nursing – Nurse Practitioner program in 2023. 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. This valuable addition to TRU's School of Nursing is thanks to the B.C. Government's 2021-22 announcement to provide \$5 million to public post-secondary institutions to begin the expansion of nursing seats throughout the province.

<https://www.tru.ca/nursing/programs/master-of-nursing-nurse-practitioner.html>



Regenerative Agriculture Program Revamp

TRU's applied sustainable ranching diploma program offered in Williams Lake has undergone a substantial revamp, adding new courses and getting a new name. The program underwent an external review last year to seek areas for improvement. Changes include making all courses three credits and three weeks long, formalizing the host-farm practicum as a credit course and giving students performance reviews by their supervisors. The three new courses include food sovereignty, technology in agriculture and emergency preparedness.

Graduates of the diploma program receive credit recognition and can ladder into Olds College's highly regarded Bachelor of Applied Science in Agribusiness program, or internally transfer into TRU's Bachelor of General Studies or Natural Resource Science programs.

The renamed program is now known as Regenerative Agriculture and includes certificate and diploma options. But it retains its foundation in business management and soil health.

<https://www.tru.ca/williamslake/programs/regenerative-agriculture.html>

Veterinarian Technology Program Receives National Accreditation

The program, offered on site and through Open Learning, recently received accreditation from the Canadian Veterinary Medical Association. Students who have graduated from an accredited program, passed their Veterinary Technician National Examination, registered and are a member in good standing with the B.C. Veterinary Technologists Association or their equivalent provincial association, can call themselves a registered veterinary technologist and have the ability to practice across Canada.

<https://inside.tru.ca/2023/09/29/veterinary-technology-program-receives-national-accreditation/>

Partnership with CANSSI

TRU has partnered with the Canadian Statistical Sciences Institute (CANSSI) to broaden and deepen its relationship with Canada's statistics and data science community. The partnership is an important step in building a robust data science program at TRU.

Hosted at Simon Fraser University, CANSSI brings together statisticians and statistics departments from more than 30 universities across Canada. With a focus on fostering collaborative research and innovation, CANSSI acts as a catalyst for discovery within data science.

<https://inside.tru.ca/2023/07/19/tru-canssi-partnership-boosts-data-science-program/>

Future Skills Grant Micro-Credentials

Through the Future Skills grant, TRU has offered several micro-credential courses: Certificate in Event Management, Certificate in Entrepreneurial Skills 1 and Certificate in Business Skills — Supervisory Option. There were 50 students who accessed the funding in 2023-24, resulting in 144 course enrolments. Students in the fall term accessed over \$86,000 of funding, the maximum allotment of funding for the fall term. Over the past year micro-credentials were limited to those offered through the grant.



Continuing to meet the needs of our region

The new programs and initiatives outlined above are in addition to the programming TRU continues to offer. A component of TRU's mission is to serve the needs of learners and their communities in our region. The programs at TRU were designed to meet these needs and the mandate from the ministry.

Furthermore, TRU scans the region to monitor careers and jobs that are in demand. The top skills required by employers in job postings align well with the programming TRU currently offers. For the Thompson-Okanagan region, based on the 2021 census, 54 per cent of the population over 15 had some form of post-secondary education, and for the Cariboo Region this figure is only 31 per cent. There are plenty of opportunities for people from these regions to further their skills through the wide range and level of programming offered by TRU.

In May 2024, TRU relocated the 100 Mile House regional centre to a new space within the community. This relocation is in line with TRU's continuous commitment to providing accessible and high-quality education. Technology connects the 100 Mile House campus to Kamloops and Williams Lake for additional support and opportunity. The education provided at the centre gives opportunities that may fulfill personal goals, meet local needs or serve as starting points toward further study in diplomas and degrees in Kamloops and Williams Lake. TRU plans to offer University Preparation courses in person in the fall of 2024.

<https://inside.tru.ca/2024/05/01/trus-100-mile-house-regional-centre-invites-community-to-grand-opening/>

Working with SkilledTradesBC, Indigenous leadership and partners to ensure Indigenous voices are reflected in trades training decision-making that impacts Indigenous workers, businesses and communities

The School of Trades and Technology has among the highest number of Indigenous learners in B.C.'s post-secondary trades schools. Our campuses and regional centres provide the supports needed to increase student success and include best practices by including indigenous ways of learning in our teaching methodologies and curriculum.

For more than 20 years, the school has offered training in rural, remote, and Indigenous communities. This includes Trades Sampler programs, Carpentry Foundation, Welding Foundation, Construction Craft Worker Apprenticeship and Heavy Equipment Operator Apprenticeship, to name a few. The student success rates are the result of the care, expertise and effort that faculty and staff invest in flexible and accessible training options for people who do not have access to our main campuses or prefer to learn in their communities.

TRU is a strong advocate for community-based education and training. Program retention, success rates and student confidence increase when students have the support of and easy access to their community, culture and family. As communities expand their economic development opportunities, build more houses and support a growing population, students have increased employment prospects close to home as well as throughout the province. In collaboration with community leaders and members, TRU can help identify which programs will work best with the community's vision, infrastructure, projects, classrooms and shop spaces. Every delivery is unique and TRU has the experience and commitment to working in partnership.

The School of Trades and Technology (STT) and the regional centres have collaborated and provided numerous skilled trades programs this past year at TRU and in community. The following are highlights from the past year of offerings TRU has operated to meet the needs of Indigenous workers and their communities:

In Williams Lake First Nation and Lillooet (seven Indigenous communities participated), STT offered Residential Building Maintenance Worker Sampler programs that introduced the students to safe tool use, renovations to existing homes, mold remediation and housing management.

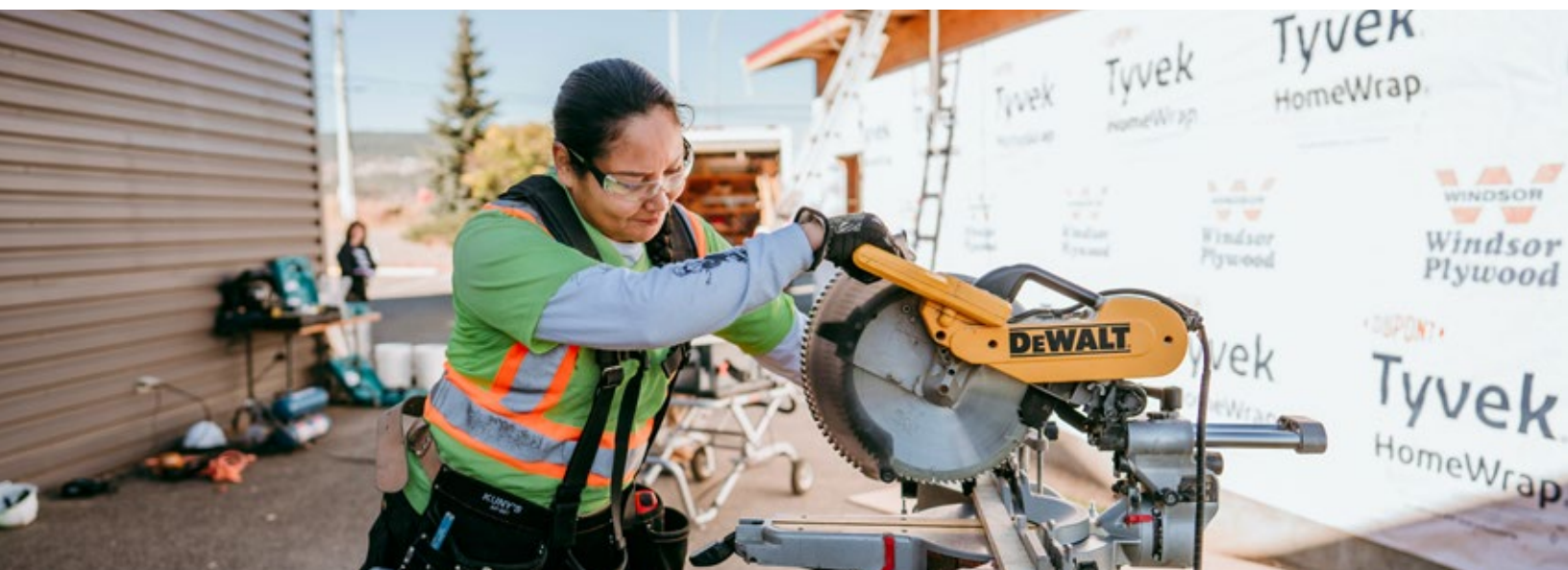
At Sexqeltqin (Adams Lake First Nation) and currently in Lytton First Nation, STT delivered the Residential Building Maintenance Worker Level 1 Apprenticeship, which includes certification in asbestos abatement and mold remediation. The skills learned in this three-month program give participants and the community the knowledge needed to address local housing needs.

Carpentry Level 1 Apprenticeship was offered at Spax̓mn' (Upper Nicola Band). The community has a robust housing plan, with 26 houses already completed.

In partnership with Skilled Trades BC, the Nlaka'pamux Nation Tribal Council hosted the Indigenous Skills and Employment Training Program, which led to 15 students achieving their heavy equipment operator apprenticeship certification and ladder into employment with local mines and civil construction companies.

STT and Tk'emlúps te Secwépemc offered a Mechanical Trades Sampler program where students learned introductory skills in millwright, machining, mechanics, electrical, welding and worksite safety tickets, including forklift certification. The students participated in a work practicum with local employers including Finning, Inland Equipment, Acres and Houle Electric.

Currently, STT is collaborating with Skwlāx te Secwepemcú'lecw (Little Shuswap Indian Band) to develop a long-term training plan that will help the community create capacity to build back after the devastating wildfires last year. TRU is delivering a heavy equipment operator program which will be followed by carpentry and other trades-related training programs.



In 2023, TRU entered into a Program Delivery Agreement with the Burns Lake Native Development Corporation (BLNDC). The intent of the agreement is to provide an Open Learning certificate program in Water Treatment Operations to Indigenous communities serviced by the BLNDC: Ts'il Kazu Koh First Nation (Burns Lake Band), Lake Babine Nation, Skin Tyee Band, Cheslatta Carrier Nation, Nee Tahí Buhn Band and Wet'suwet'en First Nation. This program is underway and scheduled to be completed in July 2024. The program is using an enhanced delivery model that allows for additional student support by Open Learning Faculty Members. The graduating students from this program will be transitioned into the second year of the campus-based Water and Wastewater Technology diploma program.

Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education

Further to the activities outlined in Appendix B, TRU is making strides toward meaningful decolonization and reconciliation in many ways, and making Indigenous (First Nations, Metis, Inuit) learners feel welcome at TRU, supporting their transition to post-secondary studies and achieve success. The following actions outline how TRU is supporting Indigenous students, making the institution a safe learning environment and deepening connections TRU has with Indigenous communities.

Student Supports and Initiatives

There are many supports available for Indigenous students to assist with their participation and success in post-secondary education. Primarily co-ordinated through Indigenous Student Development, described below, the following are examples of the supports offered to Indigenous students.

Office of Indigenous Education

The Office of Indigenous Education, led by the executive director includes 10 staff who provide numerous services to Indigenous students, faculty, staff and the institution as a whole. The office reports directly to the provost and vice-president academic, and works with the deans, faculties and departments on Indigenization across campus. This office also connects TRU with the surrounding Indigenous communities and organizations for research, partnerships, and collaboration.

<https://www.tru.ca/indigenous/indigenous-education-team.html>

The annual Indigenous student handbook is a collaboration between Indigenous Education, Indigenous Student Development and the Qelmúcw Future Student Advisors from the Future Students office. This resource is geared for Indigenous community members and organizations to learn about TRU programs and supports available on campus and online. Indigenous specific programs, such as the Indigenous BEd, Trades and Indigenous Tourism, and the Knowledge Makers, are highlighted as well as the Indigenous Mentor Program, Elder in the House Program, Indigenous research, Indigenous-specific funding opportunities, and Indigenous experiential learning. TRU Kamloops campus has space specifically for Indigenous students at Cplúl'kw'ten (House 5), and the Williams Lake campus has the Gathering Place. These spaces provide computers, printers, on- and off- campus supports, and social support systems to help enhance students' sense of community at TRU. As well, these spaces provide Indigenous staff who advocate on important issues including discrimination and harassment. There are social events including potlucks and other events in these culturally-safe spaces.

https://www.tru.ca/_shared/assets/TRU_Indigenous_Student_Handbook49106.pdf

Indigenous Student Development

TRU has a team dedicated to supporting Indigenous students in their success at TRU. At the Kamloops campus it consists of a manager, three learning strategists, and a communications and mentor co-ordinator who represent different First Nations. They provide a social support system to enhance students' sense of community at TRU, and advocate on important issues like discrimination and harassment. In addition, other resources include assistance locating housing, daycare and other services, assistance applying for bursaries and scholarships, and academic supports. At the Williams Lake campus an Indigenous services co-ordinator provides support services and assists Indigenous students in achieving their goals and acts as a liaison with bands, communities and local agencies.

Kamloops: www.tru.ca/house5

Williams Lake: <https://www.tru.ca/williamslake/student-services/indigenous.html>

Elder in the House Program

TRU has several Elders representing different Indigenous communities from the region, including First Nation, Métis, and Inuit Elders. At the Kamloops campus there is an Elder on site Monday to Friday from 10 a.m. to 2 p.m. just to support students. The Williams Lake campus draws on Elders from local communities when needed. Elders provide guidance, mentorship, personal consultation and conversations. Elders can also be requested by the rest of the TRU community as speakers at events or as guests in classroom lectures.

<https://www.tru.ca/indigenous/indigenous-education-team/indigenous-elders-and-knowledge-keepers.html>





Smudging Spaces

TRU has permanent designated smudging areas on campus, where smudging can occur at any time such as at Cplúl'kw'ten (House 5), OLARA Building (Indigenous Education & All My Relations Indigenous Research Center). There are designated rooms and locations across campus. Resources for smudging are available online and a request form for smudging or information sessions are available.

<https://www.tru.ca/indigenous/indigenous-education-team/smudging-request.html>

Indigenous-Led Research

The All My Relations Indigenous research centre lead by Dr. Rod McCormick and team oversee the Knowledge Makers program and along with the Le7 te Melámen (Good Medicine) program (as detailed in the Increasing Research Footprint section of the report above), are examples of TRU's ongoing commitment to seeking truth, reconciliation, and rights through Indigenous-led research and capacity building.

<https://www.tru.ca/edsw/research/all-my-relations.html>

TRU-specific initiatives encourage Indigenous students to transition to post-secondary studies

The Qelmúcw (Indigenous) future student advisors in the Future Students office travel to communities across BC and into Alberta to talk with prospective students, telling them about the programs TRU offers and the supports available to Indigenous students. Furthermore, the future student advisors follow all Indigenous applicants and offer support and guidance through the admission process.

Additionally, TRU Admissions worked with academic units and the Office of Indigenous Education on several pilot cohort intakes in 2023, including the following:

- Certificate in Indigenous Studies and Education programming with Chief Atahm
- Adult Basic Education/UEPrep in Lillooet and at Tk'emlúps te Secwépemc
- Le7 te Melámen (Good Medicine) social work programming for PhD cohort with University of Saskatchewan at Tk'emlúps te Secwépemc
- First Nations Tax Administration Certificate
- First Nations Applied Economics Certificate
- First Nations Lands Management Certificate
- Future Students Apps on the Spot in Indigenous communities

Adaptations for these pilot intakes included application fee waivers, customized timelines and communications, paper applications received and processed in bulk, and expanded offer packages and acceptance letter information.



Indigenous Pathways in Business Event

In March 2024, the Bob Gaglardi School of Business and Economics partnered with TRU's Office of Indigenous Education and the Chartered Professional Accountants of British Columbia to host a lunch-and-learn event for Indigenous students and allies. The Indigenous Pathways in Business event provided an opportunity for Indigenous students, alumni and community members to learn about various career avenues they could pursue with a business education. Over 60 guests attended, with approximately 20 self-identified current Indigenous students and prospective students or recent TRU alumni.

<https://inside.tru.ca/2024/04/22/indigenous-students-explore-business-careers-through-inspiring-event/>

Increased Awards

TRU has increased the amount available in Indigenous-specific scholarships, bursaries and awards by more than 60 per cent in the 2023-24 academic year. In total, more than \$755,000 in awards went to Indigenous students, representing about 11 per cent of all awards given out, with more than \$120,000 coming from Indigenous-specific awards. With new awards made available this year, there is now more than \$200,000 worth of Indigenous-specific awards available to TRU students.

Other sources of financial aid last year came from the provincial tuition waiver program, which supported 24 Indigenous students and represent 37 per cent of funding dispersed, and the work study program, which eight Indigenous students received.

Indigenous students make up 10 per cent of TRU's student population and represent 12.3 per cent of all scholarship, bursary and award recipients. Approximately 20 per cent of the 2,700 Indigenous students at the university last year received some form of award or financial aid.

<https://castanet.net/news/Kamloops/468916/TRU-increases-Indigenous-scholarships-bursaries-and-awards>

Steps Toward a Culturally Sensitive and Safe Learning Environment

In addition to supports for students, there are also supports for faculty and staff to create a more welcoming environment for Indigenous students. The following are some of the initiatives undertaken and resources available.

Coyote Project

The Coyote Project is one of TRU's responses to the Truth and Reconciliation Commission's Calls to Action. It has united TRU in creating a campus that is welcoming and supportive to all, especially Indigenous students and staff. Faculties and departments are addressing barriers to recruitment, retention and completion for Indigenous students. Each academic faculty receives annual funding from the Office of Indigenous Education to support decolonization and Indigenization efforts within their faculty. Monthly Coyote Project meeting create a forum for information and resource sharing that supports efforts within the faculty, department, or division. One-to-one meetings and presentations with each faculty take place to support this work.

https://www.tru.ca/indigenous/coyote.html?utm_source=coyote&utm_medium=shortlink&utm_campaign=htaccess

Qelmúcw Affairs Committee

The Qelmúcw Affairs Committee of Senate has regular meetings to review Indigenous programs and services at TRU. The committee has many functions; its main tasks are to advise Senate on measures to promote, support and celebrate the success of students of Indigenous ancestry; measures to ensure linkage and alignment of academic, budgetary and other priorities of Senate with its efforts in connection with Indigenous affairs at the university; and measures to assist the university in meeting the goals set out in its Strategic Plan with regard to making TRU the 'University of choice for Indigenous students'. Membership on the Qelmúcw Affairs Committee consists of the TRU Provost Academic, Senate members, Indigenous administration and faculty, Indigenous Student Development, WL Campus Indigenous representation, TRUSU Indigenous student representatives, Elders, Tk'emlúps te Secwépemc, SD 73, Kamloops Aboriginal Friendship Society (KAFS) and Métis representatives.

<https://www.tru.ca/senate/committees/fnaac.html>

Indigenous Learning Outcomes

TRU identified eight institutional learning outcomes (ILO) that all baccalaureate degree students will achieve as part of completion of their degree. One of these ILOs is focused on Indigenous Knowledges and Ways. The Indigenous Knowledges and Ways ILO requires a TRU graduate to recognize and respect the value of Indigenous knowledges and ways.

<https://www.tru.ca/current/enrolment-services/course-registration/institutional-learning-outcomes.html>

Decolonizing and Indigenizing Curricula

The Centre for Excellence in Learning and Teaching is committed to creating a teaching and learning environment where everyone belongs. An educational developer, Indigenous Teaching and Learning provides workshops to assist faculty with decolonizing and Indigenizing curricula by including Indigenous content, knowledge and learning.



Indigenizing PLAR

TRU Indigenous PLAR is working toward collaborating with valued Knowledge Keepers, Elders, Indigenous community members and Secwépemc researchers on an open pedagogy framework for Indigenous students that profoundly reflects their identity and learning. Recently, the TRU PLAR team has created new positions for two Indigenous PLAR developers — one at the Tk'emlúps te Secwépemc (Kamloops) campus and one at the T'exelc (Williams Lake) campus. With their support, TRU PLAR is working to reduce barriers and increase access for Indigenous learners while formally honouring Indigenous people's community-based learning.

TRU Indigenous PLAR is looking at ways to braid current PLAR resources with Indigenous teachings and learnings. In doing this, TRU PLAR aims to create an equitable, safe and supportive relationship with Indigenous communities that is reflective of the TRC Calls to Action and The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). The intention of this work is to create a framework for future Indigenous students to identify with, reflect on and articulate their prior learning in ways that make the most sense to them and that TRU PLAR can assess. This will provide a space where their learning is not only acknowledged but valued and validated through the achievement of credit at TRU. This collaborative approach between TRU and Indigenous communities rightly legitimizes and validates Indigenous people's identity in academia.

The Indigenous PLAR developers will work with Indigenous students as they begin their journey with TRU PLAR, and they will therefore play a key role supporting the Indigenous students to achieve their overall academic goals at TRU. Through their support, previous PLAR processes will begin to be deconstructed and offer a broader perspective to a more inclusive, empowering, student-centred approach that emphasizes the unique learning Indigenous communities have to offer.

<https://inside.tru.ca/2023/06/07/indigenizing-plar/>

Secwépemc names for Buildings Policy

Building names are an important part of creating a sense of identity and acknowledging the relationships an institution has with local First Nations. As both TRU campuses are located on traditional and unceded Secwépemc territory, with the TRU Kamloops campus on Tk'emlúps te Secwépemc and the TRU Williams Lake campus on T'exelc (Williams Lake First Nation), it is important to acknowledge the local Secwépemc people who have occupied these lands since time immemorial and their history. Adopted by the Board of Governors in February 2024, a new policy establishes the guidelines for naming buildings that incorporates the use of Secwépemc names.

https://www.tru.ca/_shared/assets/Policy_BRD_28-059474.pdf

Learning Secwepemctsin

The Faculty of Arts provides Indigenous Language course offerings, including Secwepemctsin, Tsilhqot'in, and St'át'imcets. As well, the Office of Indigenous Education's Secwepemc Cultural Advisor provides Secwepemctsin lessons for the whole TRU community. These resources include online self-directed tutorials, a summer immersive program, and pronunciation guides for local Secwépemc communities.

<https://www.tru.ca/indigenous/learning-secwepemctsin.html>

Indigenous Events

TRU hosts 100-150 annual Indigenous events a year through its Ministry funding, and partnerships with local surrounding communities and organizations. An important event is Indigenous Awareness week, along with Truth and Reconciliation Day, MMIWG, Moose Hide Campaign, National Indigenous Peoples Day, Indigenous Grad, Secwépemc Scholars Conference, Métis week, Universities Canada GSO outbound Mobility to New Zealand University of Waikato to name a few events. TRU provides the university and communities opportunities to learn about Indigenous people, cultures, histories, and stories of the local Secwépemc people and surrounding Indigenous nations. Interactive events encourage a greater understanding of Indigenous peoples, as well as provide learning opportunities about First Nations, Métis and Inuit people and communities. The events create a space for diverse Indigenous voices and perspectives. Some of the events are hosted in partnership with Tk'emlúps te Secwépemc, T'éxelc, Elders, local Indigenous community members and organizations, students and faculties or departments across the university.

<https://www.tru.ca/indigenous/indigenous-awareness-week.html>

Honouring Indigenous Student's Nations

Beginning June 2024 Indigenous students have the option of specifying their Nation when registering to attend graduation/convocation will have their Nation listed in the convocation booklet next to their name, similar to the International student country or origin identification that has been in place for many years at TRU.

Priority Registration

All self-identified First Nations, Métis and Inuit students are provided with registration dates and times on the first day of registration for Fall and Winter course registration, regardless of year level and GPA. In addition, some programs hold a certain number of seats specifically for Indigenous students.

Honouring TRU's First & Second House

Tk'emlúps te Secwépemc (TteS) Kamloops Main Campus TRU's First House

TRU and Tk'emlúps te Secwépemc (TteS) have a signed Partnership Agreement established (2017), and renewed the agreement in 2021 that honours the relationship between TRU and Tk'emlúps te Secwépemc, on whose territory the main Kamloops campus resides. This agreement began as an MOU and the current Partnership Agreement includes and outlines very specific expectations and responsibilities for both parties. This renewed relationship spotlights student success and develops training programs and support specifically tailored to the needs of TteS students.



The two parties have agreed to strong First Nations-led post-secondary education models. This agreement is a continuation of the university's vision to create a place of belonging where all people are empowered to transform themselves, their communities and the world. This principle of belonging comes from a TteS principle of Kw'seltktnéws, which means "we are all related and interconnected with nature, each other and all things."

<https://inside.tru.ca/2021/04/16/tru-tk%CC%93emlups-increase-education-access-with-renewed-agreement/>

T'ixelc (Williams Lake First Nation) TRU's Second House

A partnership agreement is close to being signed with T'ixelc (Williams Lake First Nation) and a signing ceremony will take place Fall 2024. This partnership agreement includes Elders and community input to specifically outline responsibilities and expectations for TRU and T'ixelc that supports Indigenous inclusion and success at the TRU Williams lake campus and surrounding communities.

Working with External Organizations

TRU works with many First Nations and organizations, the next section highlights some of those collaborations.

Kamloops Aboriginal Friendship Society

TRU also works closely with the Kamloops Aboriginal Friendship Society (KAFS). TRU hosts an annual KAFS event for urban Indigenous families and youth to share information about TRU programs and services. This event is open to all Adult Learning centers, online learners, and private schools. TRU has funded a Youth Leadership Conference for youth ages 16 to 24, within both urban and rural communities. The conference offers collaborative workshops and focus groups that will explore barriers to accessing post-secondary education, needed student mental health supports, educational exploration of programs and options, building student success, and increased mentorship opportunities with TRU alumni, current students, and community-based programs.

Provincial Métis Youth Event

An annual event is organized to host Métis youth from the province of BC through Métis Nation BC (MNBC), and the two local Kamloops Métis organizations Two Rivers Métis Society and Lii Michif Otipemisiwak (LMO) to share information and resources and funding opportunities specifically for Métis students. This event includes local Métis Elders, current and alumni students to support the Michif Language and culture for potential students and community members.

Five School Districts in TRU Service Area

TRU hosts Indigenous students, Indigenous administrators, support workers and counsellors from all five school districts in the TRU service area. TRU works very closely with SD 73 Kamloops for programs, training, student internships and teaching practicums. Annual Transitions day events are hosted for Indigenous students from SD73 Kamloops, SD83 Salmon Arm, SD74 Gold Trail, SD27 Williams Lake. Indigenous specific programs and services are showcased for Indigenous youth who attend these transitions events.

Developing and implementing protections for international students that support their fair treatment

TRU has a 40-year history of international education founded on the commitment to providing multiculturally safe support at every stage of the student journey. As such, TRU is considered a leader in international education among post-secondary institutions in British Columbia and across Canada. The following describes the support TRU provides to students and gives an update on the development of a Strategic Internationalization Plan at TRU.

Student Supports

The commitment to international education is not just a mission but a lived experience embodied by over 60-plus staff members dedicated to serving international students. The student-first approach permeates every facet of our institution. Fuelled by the belief that international students contribute far more than just financial assets to our campus, TRU has dedicated substantial resources to craft an unparalleled international student service model.

This commitment to students starts before they arrive in Canada. TRU conducts pre-assessment interviews for over 5,000 annual applicants from high-interest countries. This process ensures that two-thirds of applicants connect with TRU representatives before applying, so they can gain insights into services and life in Kamloops. With 10 in-region TRU representatives available to them, students can meet with someone in their language and on their own time throughout the application process. In Kamloops, the dedicated international admissions team of 13 members takes the reins at this crucial stage, conducting an initial review of all international applications. With a hands-on approach, they provide personalized guidance while upholding transparency and stringent safety measures to thwart fraudulent activities.

TRU's student service model boasts one of Canada's largest and most culturally sensitive international student advisor (ISA) teams, with 12 multilingual members who speak 15 languages and provide personalized and culturally sensitive non-academic support to students and their dependents. TRU's ISA-to-student ratio of approximately 1:375 is quite low compared to most institutions in B.C., which has resulted in ISAs having more time to engage and work one-on-one with students, especially those who need extra support.

The ISA team also includes three regulated international student immigration advisors and two regulated Canadian immigration consultants who provide immigration advice, support and host workshops related to study permits, work permits (including spousal) and visas. If a student's language is not represented on the team, or if additional resources are deemed necessary, ISAs can locate the appropriate help within TRU's faculty and staff or through community partners such as Kamloops Immigrant Services.

Services provided to new international students coming to TRU include: Kamloops arrival reception, pre-departure orientation materials and in-person orientation at the start of classes and a follow up orientation one month into the semester. There are also supports in navigating critical systems including custodianship support for underage students, immigration advice, support, workshops related to study permits, work permits (including spousal) and visas.



To ensure students can make transitions to the Canadian post-secondary system, TRU also has intercultural translators who support students in understanding institutional policies, procedures and classroom protocols. There are also cultural supports which includes educating students who misinterpret cultural cues or exchanges with their instructor, staff members, other students, employers and members of the community.

TRU's supports for international students extend beyond the classroom, providing medical insurance and supports navigating the health-care system, which can include in-person support in the case of accident or an emergency, support with personal and social matters and collaborating closely with case managers to ensure holistic care, and emergency assistance, including access to emergency relief funds. In recognition that mental health is a concern for students, TRU compliments the amazing support offered by the on-campus counselling team by extending capacity through the partnership with Keep.meSAFE to offer round-the-clock mental health and wellness support in over 100 languages.

TRU also has a robust system for housing supports for international students. There are three methods TRU World uses to ensure students have housing when they arrive. First, TRU World reserves a block of the TRU-administered residences for those who choose to live on campus. Second, TRU operates a large home-stay program where students can live with Canadian families and be exposed to and participate in Canadian culture and customs. TRU staff meet with each family to ensure the quality of home stays, places matched students and assists with resolving issues. Third, for students who choose to live off campus, TRU maintains a community housing inventory and provides housing information to students before they depart from their home country. TRU conducts multiple housing surveys to identify who needs assistance in securing housing and requires a student's housing confirmation prior to welcoming them on campus. Students are further supported by TRU through anti-fraud and tenant rights education, references and home visits if needed. There are also emergency rooms available for situations such as fire, real or alleged crime, and other emergencies. Through these dynamic and responsive systems, the university ensures every international student at TRU has housing.

In addition to the supports provided to students, TRU also celebrates international students' cultures and provides opportunities for Canadian students to connect with international students. Examples of this include the annual celebration of culture and diversity on our campus and in the community through events such as IDays (International Days), and the Leisure, Exploration and Activity Program that encourages international students to connect with Canadian students, explore the province and participate in extra-curricular activities.

At the heart of TRU's philosophy lies the recognition that the diverse worldviews these students bring enrich our academic environment and the investment in this unique service model reflects the institution's unwavering dedication to fostering a truly inclusive and globally vibrant educational community.

Strategic Internationalization Plan

TRU has launched its Strategic Internationalization Planning process led by the vice-president International and supported by an advisory committee. The end result will be TRU's first Strategic Internationalization Plan that will guide the next 10 years of international education, mobility, partnership and development across all disciplines and departments in alignment with TRU's mission. The plan is anticipated to be approved by TRU governing bodies in the fall of 2024.

2023 marked 40 years of international education at TRU, which has had a remarkable impact on student learning, campus life and the broader communities we serve. However, TRU has been operating without a university-wide internationalization strategy. As the field of international education rapidly develops, evolves and becomes more complex, we believe a plan to bring a culture of global engagement into every part of TRU makes our collective efforts stronger and more connected going forward.

International education encompasses initiatives and endeavours designed to facilitate learning from and engagement with different cultures, communities and perspectives. Some examples include enrolling international students on campus, exchange programs, study-abroad opportunities and transnational education. Internationalization goes beyond international education to make the institution more globally engaged and identifies where we can best benefit from international connections, learnings, research partnerships and more.



Meeting or exceeding the financial targets identified in the ministry's service plan tabled under budget 2023

TRU establishes a budget annually after consultation with all relevant faculties, schools and divisions to ensure all hiring and spending plans are accurately portrayed, and incorporates the analysis of the Integrated Planning and Effectiveness department. This information is compiled and is reviewed by Finance and again at the vice-president level prior to being presented for commentary at various governance levels finalizing with approval at the Board of Governors.

The budget is monitored throughout the year with variances detailed at the end of all completed quarters. This information is also presented at the various levels of governance, including the Board of Governors. TRU has consistently met financial targets identified in the ministry's Service Plan tabled under Budget 2023.

In 2024/25 TRU developed a new five-year budget methodology to enable longer-term strategic planning. This new process integrates enrolment forecasting, program planning, risk management and performance outcomes. The methodology is intended to ensure financial resources are allocated strategically, equitably and transparently.

Complying with the tuition limit policy, which sets a two per cent cap on tuition and mandatory fee increases for domestic students to ensure programs are affordable

TRU complies with the Tuition Limit Policy, and only increases domestic student tuition and mandatory fees by two per cent. Additionally, TRU has not introduced new mandatory fees in the past several years. TRU submits tuition and mandatory fees data to the ministry on an annual basis as requested.

Report on Strategic Initiatives

In addition to the minister's Mandate Letter, TRU supports other ministry strategic initiatives. The following sections outline actions taken in 2023-24.

Sexualized violence prevention and response initiatives

There are several actions TRU has taken to support sexualized violence prevention and response initiatives. These include revisions to the Sexualized Violence Policy, the addition of a wellness activity room, hiring a gender and sexual diversity manager who has implemented new programming, establishing an accessibility committee and supports for trades and technology students. Details of these are described below.

Revisions to the Sexualized Violence Policy BRD 25-0

Pursuant to B.C.'s Sexual Violence and Misconduct Policy Act, a post-secondary institution must review its sexualized violence policy and make any required amendments at least every three years. TRU's policy came into effect in April 2017. The current policy is under review.

The Student Development's Office of Student Affairs — which includes Sexualized Violence Prevention and Response with assistance from General Counsel's office and Human Resources — is reviewing the policy and will be suggesting changes to make improvements.

In February and March 2024, the Sexualized Violence Prevention and Response Office invited all members of TRU's Kamloops and Williams Lake campuses and community partners to provide their feedback on the Sexual Violence Prevention Policy. In-person and virtual meetings were held with partners that included

TRUFA Gender Equity Committee, TRU Student Union, CUPE, People and Culture, Legal Counsel, TRU Gender and Sexual Diversity Manager, and Indigenous Student Development. Changes made to the policy based on this consultation include:

- Clarification on the age of consent in alignment with Canadian legislation.
- Clarification on who to report to if the SV report involves a member of leadership within the institution or a Responsible Officer of the policy.
- Expansion of definitions of sexualized violence to further incorporate technology facilitated violence such as online stalking and harassment.
- Clarification on when a third-party report will be accepted and investigated.
- Clarification on how and where records are stored and kept.
- Clarification on academic concessions provided by the school for people who experience sexualized violence.
- A timeline for the regular review of interim measures.

A notice of motion will proceed to the Board of Governors with the suggested amendments to the policy in Fall 2024.

TRU provides many awareness and prevention activities, and education and training events, to a wide range of audiences at TRU. The total number of participants for education and training activities were a combined 2,712 participants (excluding participants in student orientations) with 140 staff and faculty trained.

Trainings included:

- A new virtual module of Responding to Disclosures and Sexualized Violence on Campus for faculty and staff which is now mandatory onboarding for new employees (not included in numbers above).
- Tools for Change Training: Preventing Sexualized Violence on Campus: provided to Residence Life Coordinators, Security Services, Culinary Faculty, Engineering Faculty, International Student Advisors.
- Tools for Change Bystander Intervention Training: provided to: adventure students, culinary students, peer mentors, Residence Advisors, and software engineering students.
- Orientation to SVPR: provided to geography students, international students, adventure students, culinary students, law students, early childhood education students, PACE (student athlete) leaders, and 4 groups of visual arts students (not included in numbers above).

TRU has also participated in Ministry-led engagement to validate the draft Sexualized Violence Action Plan. In February TRU Sexualized Violence Prevention and Response Managers participated in the engagement sessions and provided additional feedback on the draft action plan. In March, the Sexualized Violence Prevention and Response Office also supported the Métis Nation British Columbia to survey TRU's Métis students and gather feedback on the Sexualized Violence Action Plan.



Addition of an Inclusion and Wellness Activity Room

In fall 2023, renovations were completed for an Inclusion and Wellness Activity Room located in Old Main 1522. This bookable room is being used for activities such as meditation, group prayer, small yoga or movement sessions, group counselling and such. The room has a new carpet, five fold-up tables, and 20 fold-up chairs. The tables and chairs can be pulled out and used or stored off to the side, so the floor can be used for meditation and similar activities. The capacity is suitable for about 20 to 25 people. The room has been well received and programs and service areas have been using it throughout the winter semester.

Gender and Sexual Diversity Manager and Programming

In October, Student Development hired a gender and sexual diversity manager to support the 2SLGBTQ+ community. This is an exciting new role on campus, as the manager plays a crucial role in creating an inclusive and supportive environment for students from diverse gender and sexual identities. The manager has implemented programming including one-to-one supports for students, resource development, workshop facilitation and more. This programming promotes understanding, advocacy and allyship which is a positive addition to supports for students and the TRU community. The manager will continue to develop services and increase collaborations to support the 2SLGBTQ+ community into the future.

Accessibility Committee

In response to the accessible organizations' regulation of the Accessible B.C. Act, Student Development's director of student access and academic support supported the associate-vice president of People and Culture in the creation of TRU's first Accessibility Committee. The committee has 15 members from across campus and includes student, staff and faculty representation. Fifty per cent of committee members experience barriers to accessibility or represent a disability-serving department. The director plays a key role in guiding the work of the committee and ensuring compliance with B.C. legislation. Priorities of the committee this year were to gather feedback on barriers to accessibility at TRU, draft an accessibility plan and develop a tool to receive feedback on accessibility from the larger TRU community.

Supports for Trades and Technology Students

Student Development continues to meet students where they are by bringing supports to different areas on campus such as the School of Trades and Technology. Students are offered supports weekly, such as centralized personal, and academic and professional supports both online and in the trades and technology building. For example: Indigenous Student Development provides weekly services; Student Life sends specific newsletters to trades students; counselling has a presence in the trades building weekly; Career and Experiential Learning bring workshops and one-to-one supports directly to trades students; and Sexualized Violence Prevention and Response facilitates educational and prevention-based training and information session specifically geared to trades students, staff and faculty.

Former youth in care— supports for students who are former youth in care, including participation in the provincial tuition waiver program

The 2023-24 fiscal year saw 131 former youth in care benefit from the B.C. government's tuition waiver program, with a total of \$320,597 distributed, representing an increase of 44 per cent over last year.

The Office of Student Affairs has hired a Former Youth in Care (FYIC) Graduate Student Research Assistant (RA) for fall 2024 to determine the current situation at TRU regarding FYIC: numbers, demographics, programs; gauge context specific needs for FYIC students; identify current supports on campus and in community for FYIC; outline other institutions programming for FYIC; bring forward recommendations about possible programming and supports for FYIC. In winter 2025, we will continue the work with the FYIC RA and implement wrap around supports based on the proposed recommendations.

TRU continues to regularly engage with the local community organization, A Way Home, to stay up-to-date on community resources and supports for youth formerly in care. A Way Home Kamloops is a community organization committed to ending youth homelessness by providing a safe place to call home and the supports necessary to sustain wellness. In February, the Office of Student Affairs welcomed a small group of youth and support staff from A Way Home Kamloops to complete a campus tour. The gathering provided an opportunity for high school students to learn about TRU programs and departments and view and speak to representatives from TRU's School of Trades and Technology. Student case managers from the Office of Student Affairs also meet monthly with case workers from A Way Home to share information and co-ordinate resources for students formerly in care who are now students at TRU.

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 2023-24 year, there were 24 students at the Kamloops campus and 10 at the Williams Lake campus for a total of 34 dual credit students who were still in high school taking one course each. There were also four students enrolled in the Health Care Assistant certificate on the Kamloops campus, four students in the Police and Justice Studies diploma and one student in Early Childhood Education diploma at the Kamloops campus and six students in the Health Care Assistant certificate on the Williams Lake campus. All of these students were in full-time studies at TRU. Additionally, there were 38 students in the Youth Training in Trades at the Kamloops campus and 16 students at the Williams Lake campus. The students range across the foundation programs in Welding, Automotive, Heavy Duty, Electrical, and Refrigeration & Air Conditioning.

Another transition opportunity are the students at North Kamloops Secondary taking a Trades Sampler program. This program introduces students to skilled trades areas, covering automotive, carpentry, electrical, heavy-duty mechanics, instrumentation, millwright, motorcycle, plumbing and welding trades. In 2023-24, there were 70 students enrolled in this program.

In collaboration with the Partnerships Office, TRU has standardized a template for TRU Start (dual credit) agreements that can now be implemented with school districts without full legal reviews each time. Several new agreements are now in place and we have renewed our TRU Start agreement with School District 73.

The TRU Faculty of Science has provided a letter of support to four regional school district partners towards their joint application for the Dual Credit Program Expansion Grant. The expansion grant application specifically focuses on courses and programs in the area of natural resource sciences, which would allow TRU to expand dual credit offerings into regionally important subject matters.

| Work-integrated learning

In fall of 2023, Career and Experiential Learning (CEL) hosted the largest job fair in TRU history, with over 115 employers on campus connecting and hiring students from all programs at TRU. This year also saw the largest number of students involved in service-learning courses, co-op work terms, nursing, education and social work practicums and apprenticeships.

With federal government wage subsidy grants, CEL secured close to \$1.3 million that created work-integrated learning opportunities on campus in the form of research assistants, teaching assistants, peer mock interviewers, ambassadors and high-impact work-integrated learning projects directly related to students' academic studies.

Innovation was central to CEL's focus this year as we created new workshops and new career resources for students, and connected with community stakeholders differently than in the past. A CEL highlight was launching the career textbook, a free resource for all students on campus and across Canada. This open education resource was supported by TRU Open Press and has been viewed by over 3,000 individuals so far.

Financial Information

In accordance with targets in the ministry's three-year Service Plan, TRU maintained a balanced budget in 2023-24. TRU's audited financial statements can be found here.

<https://www.tru.ca/finance/financial-statements.html>

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
		2021/22	2022/23	2023/24	2023/24	
Student Spaces	Total student spaces (AEST)	8,010	7,432	7,659	≥8,326	Substantially Achieved
	Nursing and other allied health programs	1,496	1,296	1,369	≥936	Achieved
	Developmental programs	216	218	216	≥256	Not Achieved
Credentials Awarded	Total Credentials	2,247	2,315	2,098		Not Assessed
	Bachelor			792	≥853	Substantially Achieved
	Certificate			612	≥769	Not Achieved
	Developmental			29	≥47	Not Achieved
	Diploma			396	≥359	Achieved
	Graduate, First Professional and Post Degree			269	≥286	Substantially Achieved

PERFORMANCE MEASURES		ACUTUAL			TARGET	ASSESSMENT
		2021/22	2022/23	2023/24	2023/24	
Indigenous Student Spaces	Total Indigenous Student Spaces	1,270	1,265	1,282	≥2022/23	Achieved
	Ministry (PSFS)	1,007	999	930		Substantially Achieved
	Skilled Trades BC	263	266	352		Achieved

Target Commentary

Developmental FTE Target

The developmental programming FTE target was not achieved, and there was a slight decrease in the FTE from last year. There has been an increase in the offerings in partnership with Tk'emlúps te Secwépemc and at Regional Centres. However, with a strong job market many students who may need developmental training are choosing work over education. In addition, we continue to see a decline in students who need developmental activity while completing other programs.

TRU plans to improve developmental FTE, in part by making course offerings more accessible with offerings in regional centres including Lillooet, 100-Mile House and other areas. There are also plans to offer pathway programs to the Practical Nursing program, and potentially Early Childhood Education in Williams Lake, both offerings include developmental programming as part of the pathway. In addition, TRU is working with the high school counselors to promote developmental activity to students.

Certificate Credentials Awarded Target

The certificate credentials awarded target was not met in 2023-24. There is a combination of factors impacting this, including some certificate programs not returning to pre-pandemic levels, program reviews and abeyance, and one-time offerings increasing the target. This is also affected by our domestic enrolment trends. Domestic enrolment is a critical priority for the institution and efforts are being made to strengthen domestic enrolment by increasing new student enrolment from our region and across BC, and by improving student retention.

Developmental Credentials Awarded Target

In 2023-24 the developmental credentials target was not met. This is a reflection of the decreased number of students in developmental programs. The planned efforts to increase the developmental FTE will also support increasing the number of credentials. In addition, TRU's Education Skills Training program, which is a developmental credential, has not returned to pre-pandemic levels.

PERFORMANCE MEASURES Source: BC Student Outcomes Program surveys		ACTUAL			TARGET	ASSESSMENT
		2021/22	2022/23	2023/24	2023/24	2023/24
Student satisfaction with education	Former diploma, associate degree and certificate students	91.3% +/- 1.3%	89.6 % +/- 1.6%	89.2 % +/- 1.9%	≥90%	Achieved
	Trades foundation and trades-related vocational graduates	94.3% +/- 2.8%	89.1% +/- 3.9%	99.0% +/- 1.4%		Achieved
	Former apprenticeship students	95.3% +/- 2.2%	97.9% +/- 2.2%	91.9% +/- 3.6%		Achieved
	Bachelor degree graduates	94.8% +/- 1.4%	92.8% +/- 1.6%	91.4% +/- 1.9%		Achieved
Student assessment of the quality of instruction	Former diploma, associate degree and certificate students	94.9% +/- 1.0%	92.4% +/- 1.4%	93.1% +/- 1.5%	≥90%	Achieved
	Trades foundation and trades-related vocational graduates	95.9% +/- 2.5%	92.1% +/- 3.4%	100.0% +/- 0.0%		Achieved
	Former apprenticeship students	92.0% +/- 2.9%	95.7% +/- 3.1%	95.9% +/- 2.6%		Achieved
	Bachelor degree graduates	94.0% +/- 1.5%	92.9% +/- 1.6%	93.5% +/- 1.7%		Achieved
Student assessment of skill development	Former diploma, associate degree and certificate students	89.0% +/- 1.5%	86.6% +/- 1.8%	85.4% +/- 1.9%	≥85%	Achieved
	Trades foundation and trades-related vocational graduates	88.9% +/- 3.5%	88.3% +/- 3.4%	91.7% +/- 3.1%		Achieved
	Former apprenticeship students	87.1% +/- 3.6%	85.4% +/- 4.9%	86.4% +/- 4.1%		Achieved
	Bachelor degree graduates	87.9% +/- 1.9%	85.7% +/- 1.9%	85.4% +/- 2.1%		Achieved

PERFORMANCE MEASURES		ACTUAL			TARGET	ASSESSMENT
		2021/22	2022/23	2023/24	2023/24	
Source: BC Student Outcomes Program surveys						
Student assessment of usefulness of knowledge and skills in performing job	Former diploma, associate degree and certificate students	86.1% +/- 1.8%	85.9% +/- 2.1%	85.5% +/- 2.3%	≥90%	Substantially achieved
	Trades foundation and trades-related vocational graduates	88.8% +/- 4.8%	80.8% +/- 6.0%	87.7% +/- 5.5%		Achieved
	Former apprenticeship students	95.8% +/- 2.3%	93.1% +/- 4.2%	93.3% +/- 3.3%		Achieved
	Bachelor degree graduates	90.4% +/- 2.1%	86.5% +/- 2.4%	91.0% +/- 2.2%		Achieved
Unemployment rate	Former diploma, associate degree and certificate students	7.1% +/- 1.2%	4.8% +/- 1.2%	6.0% +/- 1.5%	≤8.9%	Achieved
	Trades foundation and trades-related vocational graduates	9.8% +/- 4.0%	9.5% +/- 4.0%	6.8% +/- 3.9%		Achieved
	Former apprenticeship students	2.7% +/- 1.8%	3.3% +/- 2.8%	1.6% +/- 1.7%		Achieved
	Bachelor degree graduates	4.1% +/- 1.4%	5.8% +/- 1.6%	5.0% +/- 1.6%		Achieved
Former diploma, associate degree and certificate students	Skill development	89.0% +/- 1.5%	86.6% +/- 1.8%	85.4% +/- 1.9%	≥85%	Achieved
	Written communication	85.0% +/- 1.8%	87.0% +/- 2.0%	82.9% +/- 2.5%		
	Oral communication	86.8% +/- 1.7%	83.7% +/- 2.2%	80.6% +/- 2.7%		
	Group collaboration	90.3% +/- 1.4%	85.8% +/- 1.9%	85.9% +/- 2.2%		
	Critical analysis	91.1% +/- 1.3%	89.7% +/- 1.6%	88.7% +/- 1.9%		
	Problem resolution	88.4% +/- 1.5%	84.7% +/- 1.9%	84.1% +/- 2.2%		
	Learn on your own	92.4% +/- 1.2%	88.0% +/- 1.8%	87.7% +/- 2.0%		
Reading and comprehension	91.0% +/- 1.3%	88.7% +/- 1.7%	87.8% +/- 2.0%			

PERFORMANCE MEASURES Source: BC Student Outcomes Program surveys		ACTUAL			TARGET	ASSESSMENT
		2021/22	2022/23	2023/24	2023/24	
Trades foundation and trades-related vocational graduates	Skill development	88.9% +/- 3.5%	88.3% +/- 3.4%	91.7% +/- 3.1%	≥85%	Achieved
	Written communication	73.0% +/- 9.4%	71.3% +/- 8.3%	80.0% +/- 9.0%		
	Oral communication	84.1% +/- 7.3%	78.0% +/- 7.5%	85.5% +/- 7.3%		
	Group collaboration	91.7% +/- 3.5%	92.0% +/- 3.8%	97.8% +/- 2.2%		
	Critical analysis	90.8% +/- 3.6%	93.4% +/- 3.3%	96.9% +/- 2.4%		
	Problem resolution	92.4% +/- 3.4%	89.3% +/- 4.1%	97.8% +/- 2.2%		
	Learn on your own	88.9% +/- 4.1%	90.0% +/- 4.0%	83.3% +/- 5.4%		
	Reading and comprehension	94.9% +/- 2.8%	92.5% +/- 3.5%	97.9% +/- 2.1%		
Former apprenticeship students	Skill development	87.1% +/- 3.6%	85.4% +/- 4.9%	86.4% +/- 4.1%	≥85%	Achieved
	Written communication	67.5% +/- 8.6%	84.2% +/- 8.2%	79.1% +/- 8.4%		
	Oral communication	73.0% +/- 7.5%	85.0% +/- 7.8%	77.0% +/- 8.2%		
	Group collaboration	84.8% +/- 4.3%	82.4% +/- 6.4%	86.8% +/- 4.7%		
	Critical analysis	92.6% +/- 2.8%	89.2% +/- 4.8%	90.0% +/- 4.0%		
	Problem resolution	88.7% +/- 3.5%	83.9% +/- 5.7%	88.9% +/- 4.3%		
	Learn on your own	91.7% +/- 3.1%	87.0% +/- 5.3%	86.3% +/- 4.7%		
	Reading and comprehension	92.4% +/- 2.9%	91.2% +/- 4.5%	94.9% +/- 3.0%		

PERFORMANCE MEASURES Source: BC Student Outcomes Program surveys		ACTUAL			TARGET	ASSESSMENT
		2021/22	2022/23	2023/24	2023/24	
Bachelor Degree Students	Skill development	87.9% +/- 1.9%	85.7% +/- 1.9%	85.4% +/- 2.1%	≥85%	Achieved
	Written communication	87.3% +/- 2.3%	87.0% +/- 2.2%	85.6% +/- 2.5%		
	Oral communication	86.0% +/- 2.4%	83.0% +/- 2.5%	83.4% +/- 2.6%		
	Group collaboration	80.7% +/- 2.7%	79.9% +/- 2.7%	80.6% +/- 2.8%		
	Critical analysis	92.5% +/- 1.7%	92.1% +/- 1.7%	90.7% +/- 2.0%		
	Problem resolution	84.7% +/- 2.4%	81.9% +/- 2.5%	82.8% +/- 2.6%		
	Learn on your own	92.2% +/- 1.7%	89.2% +/- 2.0%	89.2% +/- 2.2%		
	Reading and comprehension	90.3% +/- 2.0%	86.5% +/- 2.2%	86.7% +/- 2.4%		

Sponsored Research Funding

Given the research mandate under the TRU Act, we are pleased to share the growth in 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.

		2021/22	2022/23
Sponsored research funding	Federal sources (million \$)	4.03	5.87
	Provincial (million \$)	1.21	1.22
	Other sources (million \$)	1.32	1.44
	Sponsored research funding from all sources (million \$)	6.57	8.54

Accountability Framework Performance Measure Targets: 2023-24 to 2025-26

PERFORMANCE MEASURE ¹	2023/24	2024/25	2025/26
Student spaces²			
Total student spaces	8,265	8,237	8,242
Nursing and other allied health programs	880		
Developmental programs - Tuition Compensation Eligible	256		
Domestic³ credentials awarded			
Bachelor	2,182	TBD	TBD
Certificate	769		
Diploma	359		
Developmental	47		
Graduate, first professional and post-degree	286		
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		

1 Please consult the 2023-24 Standards Manual for a current description of each measure.

2 FTE Student Enrolment Targets as of June 21, 2023

3 Student Transitions Project, fall 2022 submission. 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 SkilledTradesBC, are excluded. The institution-specific credential target is based on the average number of credentials awarded by an institution in the 2019-20 to 2021-22 fiscal years. Targets are set in the previous reporting year for the next reporting cycle. Targets are not assessed where three years of credentials are not reported or fewer than 10 credentials are awarded in a given year. See the 2023-24 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.

Truth and Reconciliation Commission's (TRC) Calls to Action

1: SOCIAL WORK	
<p>We call upon the federal, provincial, territorial and Indigenous governments to commit to reducing the number of Indigenous children in care by:</p> <p>Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools.</p> <p>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.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In progress	<ul style="list-style-type: none"> Engaged in Coyote Project meetings and funding (e.g. drum-making workshops for faculty/staff led by a Secwépemc Knowledge Keeper; tour of former Kamloops Indian Residential School; purchased Giant Indigenous Peoples of Canada Atlas floor map).
In progress	<ul style="list-style-type: none"> Create space that is welcoming for Indigenous students and staff. Priority for 2024-25 is the procurement of Indigenous art for public spaces in AE, the ECE building and the new deans’ office space.
In progress	<ul style="list-style-type: none"> Collaborate with Indigenous peoples: invite participation by Elders, Knowledge Keepers in programming and EDSW initiatives. We have established relationships with some TRU Elders and will continue to nurture these connections so that we can create protocols for hosting Elders in our faculty.
Planned	<ul style="list-style-type: none"> Establish a process for all students to share ideas, concerns and complaints using a decolonized framework. In consultation with the Office of Indigenous Education, students, staff and faculty will be invited to brainstorm what a decolonized framework in EDSW might look like.
Planned	<ul style="list-style-type: none"> Increase understanding and awareness of the TRC and UNDRIP for faculty and staff. We will arrange an UNDRIP 101 for a Faculty Council meeting in 2024-25.

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
In progress	<ul style="list-style-type: none"> Began 24-month initiative to indigenize ECE curriculum (in partnership with CELT)
In progress	<ul style="list-style-type: none"> Engaged in Coyote Project meetings and funding (e.g. drum-making workshops for faculty/staff led by a Secwépemc Knowledge Keeper; tour of former Kamloops Indian Residential School; purchased Giant Indigenous Peoples of Canada Atlas floor map).
In progress	<ul style="list-style-type: none"> Create space that is welcoming for Indigenous students and staff. Priority for 2024-25 is the procurement of Indigenous art for public spaces in AE, the ECE building and the new deans' office space.
In progress	<ul style="list-style-type: none"> Collaborate with Indigenous peoples: invite participation by Elders, Knowledge Keepers in programming and EDSW initiatives. We have established relationships with some TRU Elders and will continue to nurture these connections so that we can create protocols for hosting Elders in our faculty.
Planned	<ul style="list-style-type: none"> Establish a process for all students to share ideas, concerns and complaints using a decolonized framework. In consultation with the Office of Indigenous Education, students, staff and faculty will be invited to brainstorm what a decolonized framework in EDSW might look like.
Planned	<ul style="list-style-type: none"> Increase understanding and awareness of the TRC and UNDRIP for faculty and staff. We will arrange an UNDRIP 101 for a Faculty Council meeting in 2024-25.

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
In progress/ ongoing	<ul style="list-style-type: none"> • TRU honours the decade Indigenous languages (2022-2032) and the preservation and 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 • 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 and 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 health-care 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
Ongoing	<ul style="list-style-type: none"> Modification of the Open Learning HCA program to increase access to health education in rural and remote Indigenous communities.
In progress	<ul style="list-style-type: none"> The Mobile Simulation Lab (paid by a donor) will be operational Fall 2024 bringing health-care education to rural and remote communities, including Indigenous communities.
In progress	<ul style="list-style-type: none"> More than 90 per cent of faculty and staff have completed the online San'Yas Indigenous Cultural Safety training (newer staff and faculty still require this opportunity). BScN students who complete a preceptorship in an Indigenous community are required to complete this course.
Ongoing	<ul style="list-style-type: none"> Students complete the 4 Seasons of Reconciliation course as part of their program curriculum. Students participate in an annual On the Land orientation hosted by Tk'emlúps te Secwépemc and T'exelceme te Secwépemc .
Complete	<ul style="list-style-type: none"> Faculty attended four Indigenous Teaching and Learning Sessions with Laura Grizzlypaws offered through CELT, specific to nursing education.
In progress	<ul style="list-style-type: none"> Collaboration with UVIC, UBC, TWU and UBCO to implement in Fall 2024 the Indigenous Graduate Education for Nurses (IGen) Pathway. Annualized funding from the Ministry of Post Secondary and Future Skills to support 16 Indigenous graduate students.
Ongoing	<ul style="list-style-type: none"> Continued work with Indigenous communities to identify and grow opportunities for: <ul style="list-style-type: none"> Practicum learning opportunities in the undergraduate and MN-NP programs. Potential project opportunities in MN program and possible new interprofessional program with a focus on Indigenous, rural and remote health. Working with provincial health authorities to identify need for HCA-PP and PN support through hybrid OL programming. The school has had great success with the HCA program, maintaining a high degree of retention and student success through support to navigate systems, maintain hope and confidence, and tutoring support for academic success. Implement mobile lab in conjunction with remote learning.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<ul style="list-style-type: none"> Recruit Indigenous faculty. One additional Indigenous scholar and nurse educator has been added to the School of Nursing faculty complement.
Ongoing	<ul style="list-style-type: none"> This past year, discussions with a potential cultural advisor took place, but this did not result in a filled position. Continued recruitment for Indigenous Cultural Advisor/Elder/Knowledge Keeper for School of Nursing.

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
In progress/ ongoing	<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 and site visits integrated into all three 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
	<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 three-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
In progress/ ongoing	<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 and Culture on a Secwépemc 101 and Indigenous 101 training module for all TRU employees • The Masters of Arts in Human Rights and Social Justice launched in Fall 2022 and is designed for public servants and social activists and 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
In progress	<ul style="list-style-type: none"> • The B.Ed Indigenous cohort https://www.tru.ca/edsw/schools-and-departments/education/bed/indigenous-cohort.html
In progress	<ul style="list-style-type: none"> • Engaged in Coyote Project meetings and funding (e.g. drum-making workshops for faculty/staff led by a Secwépemc Knowledge Keeper; tour of former Kamloops Indian Residential School; purchased Giant Indigenous Peoples of Canada Atlas floor map).
In progress	<ul style="list-style-type: none"> • Create space that is welcoming for Indigenous students and staff. Priority for 2024-25 is the procurement of Indigenous art for public spaces in AE, the ECE building and the new deans' office space.
In progress	<ul style="list-style-type: none"> • Collaborate with Indigenous peoples: invite participation by Elders, Knowledge Keepers in programming and EDSW initiatives. We have established relationships with some TRU Elders and will continue to nurture these connections so that we can create protocols for hosting Elders in our faculty.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Planned	<ul style="list-style-type: none"> Establish a process for all students to share ideas, concerns and complaints using a decolonized framework. In consultation with the Office of Indigenous Education, students, staff and faculty will be invited to brainstorm what a decolonized framework in EDSW might look like
Planned	<ul style="list-style-type: none"> Increase understanding and awareness of the TRC and UNDRIP for faculty and staff. We will arrange an UNDRIP 101 for a Faculty Council meeting in 2024-25.

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
In progress/ ongoing	<ul style="list-style-type: none"> 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
	<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 three-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 relating to de-colonization and Indigenization via workshops, guest speakers, faculty education and community partnerships.
Implemented	<ul style="list-style-type: none"> Recruitment of an Indigenous scholar in management and law.
New/ongoing	<ul style="list-style-type: none"> Partnered through strategy input, participation and financial support with the Luminary initiative of Indigenous Works, a social enterprise with a mandate to improve the inclusion and engagement of Indigenous people in the Canadian economy.

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
New	<ul style="list-style-type: none"> TRU has appointed DeDe DeRose as the university's new chancellor, with her term commencing on March 1. DeRose is a prominent advocate for Indigenous education and a figure deeply embedded in the educational landscape of British Columbia. She is a member of the Esk'etemc First Nation and her Secwépemc name is Tse7ekw te Spi7uw (Sunrise Golden Eagle), which means Divine Spirit giving warmth, light and life. https://inside.tru.ca/2024/02/23/tru-appoints-respected-bc-educational-leader-as-new-chancellor/
Ongoing	<ul style="list-style-type: none"> TRU and Tkemlúps te Secwépemc (TteS) established an agreement in 2017 and renewed it in 2021. It increases access for TteS students at TRU. This renewed relationship spotlights student success and develops training and trades programs specifically tailored to the needs of TteS students. https://inside.tru.ca/2021/04/16/tru-tk%CC%93emlups-increase-education-access-with-renewed-agreement/
Ongoing	<ul style="list-style-type: none"> Indigenous staff, faculty, Elder involvement on all TRU hiring committees
Ongoing	<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.
Ongoing	<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 one and two OM and on TRU website homepage, Secwépemc greetings on all entrances of all buildings on campus, TRU Vision statement in English and Secwépemc, Secwépemc language is included in every faculty, department and division at varying levels. All Indigenous nations are acknowledged and greetings in their respective languages included in marketing materials.
Ongoing	<ul style="list-style-type: none"> TRU has introduced an Institutional Learning Outcome (ILO) that all baccalaureate degree students will achieve as part of the completion of their degree. It is focused on Indigenous knowledges and ways. The Indigenous Knowledges and Ways ILO requires a TRU graduate recognizes and respects the value of Indigenous knowledges and ways. https://www.tru.ca/current/enrolment-services/course-registration/institutional-learning-outcomes.html
Completed	<ul style="list-style-type: none"> All TRU Senate committees have adopted UNDRIP into their terms of reference.

Faculty of Arts:	
Ongoing	<ul style="list-style-type: none"> • 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 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.
Faculty of Adventure, Culinary Arts and Tourism:	
New/ongoing	<ul style="list-style-type: none"> • Adventure Studies handbooks (used by faculty and students) feature a welcome to Secwepemcúlecw 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 per cent 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 Métis 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

Bob Gaglardi School of Business and Economics:	
New/ongoing	<ul style="list-style-type: none"> Renewed our partnership to develop and deliver capacity-building post-secondary programming for Indigenous students with the Tulo Centre of Indigenous Economics, and entered a three-way partnership with the Tulo Centre and the University of Canterbury in New Zealand. Continued to offer blended delivery certificates in Applied Economics and First Nations Taxation in partnership with the TULO Centre of Indigenous Economics
Planned	<ul style="list-style-type: none"> Began planning for new certificates, diplomas and degrees with the TULO Centre of Indigenous Economics.
New/ Implemented	<ul style="list-style-type: none"> In collaboration with the Tulo Centre, organized and implemented a two-week field school for 10 TRU-Tulo Indigenous students and their instructors at the University of Canterbury in New Zealand, and arranged funding to support the field school. A cohort of Indigenous students who were enrolled in an indigenized TRU MBA program in collaboration with the Nicola Valley Institute of Technology (NVIT) have completed their programs and are graduating.
New/ongoing	<ul style="list-style-type: none"> Hosted the Spring Gathering for Indigenous students in the Ch'nook Scholars program from across BC, and continued participation in the program, which is aimed at financial support, mentorship and networking for Indigenous business students.
New	<ul style="list-style-type: none"> Partnered with the Chartered Professional Accounts of BC (CPABC) and TRU Indigenous Education to host an Indigenous Pathways in Business Lunch and Learn to showcase career opportunities in business for Indigenous students, prospective students and recent alumni. Began efforts to help facilitate and support the development of a student-led association for peer support and mentoring of Indigenous students in business

Faculty of Education and Social Work	
New	<ul style="list-style-type: none"> EDSW has established a monthly workshop series for all faculty and staff in Oral Traditions and Secwépemc Stories
New/ongoing	<ul style="list-style-type: none"> Many faculties/schools have created or continue with Decolonization and Indigenization committees
Ongoing	<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 Provincial Park. 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.
New	<ul style="list-style-type: none"> In the Centre for Excellence in Learning and Teaching, the Indigenous educational developer, the director and the executive director collaboratively designed a new three-year support program, the Indigenous Teaching and Learning Program (ITLP), to support academic programs in achieving meaningful progress with respect to TRU's responsibilities under the TRC. The ITLP emphasizes the importance of relationships building with Secwépemc hosts and honouring their traditions, knowledge and educational practices within TRU academic programs. The structure of the ITLP involves: <ul style="list-style-type: none"> Year 1: Learning and planning Year 2: Actioning Year 3: Reflecting and discussing for sustainable change
New	<ul style="list-style-type: none"> Priority registration: All self-identified First Nations, Inuit and Métis students are provided with registration dates and times on the first day of registration for fall and winter course registration, regardless of year level and GPA
New	<p>TRU Admissions worked with academic units and the Indigenous Education office on several pilot cohort intakes in 2023, including the following:</p> <ul style="list-style-type: none"> Certificate in Indigenous Studies and education programming with Chief Atahm Adult Basic Education/UEPrep in Lillooet and at Tkemlúps te Secwépemc Good Medicine social work programming for PhD cohort with University of Saskatchewan at Tkemlúps te Secwépemc First Nations Tax Administration Certificate First Nations Applied Economics Certificate First Nations Lands Management Certificate Future Students Apps on the Spot in Indigenous communities <p>Adaptations for these pilot intakes included application fee waivers, customized timelines and communications, paper applications received and processed in bulk, and expanded offer package and acceptance letter information.</p>

New	<ul style="list-style-type: none"> Beginning in June 2023, Indigenous students who choose to provide their First Nation when registering to attend convocation will have their First Nation listed in the convocation booklet next to their name, similar to how we have for many years listed the country of origin for international students.
New	<ul style="list-style-type: none"> The TRU Library is working to adapt and implement CFLA-FCAB's TRC recommendations to ensure that Indigenous peoples' knowledge is respectfully and appropriately represented in our library.
Planned	<ul style="list-style-type: none"> The Office of Quality Assurance will introduce a new module in the current program review process for the Indigenization of curriculum and response to the Truth and Reconciliation Commission's Calls to Action. This will allow the programs to work closely with the Office of Quality Assurance and CELT to better understand how changes are to be introduced in the curriculum to incorporate Indigenous knowledge and ways of knowing.
Complete	<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.

IN PLAIN SIGHT RECOMMENDATION #14 -
The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.

For all health programs offered at your institution, please identify what new, ongoing, or completed actions have supported the recruitment of Indigenous individuals to senior positions to oversee and promote system change, and the quantitative impact of these actions.

PROGRAM	PROGRESS	ACTIONS
MN BScN HCA	New	New: One Indigenous associate professor recruited that will began in April 2024. This faculty member will be teaching in the MN and BScN program.
	Ongoing	Community Elders are integral in supporting the delivery of the Open Learning HCA program by providing cultural understanding in the context health for students in rural and remote areas.
	Ongoing	Recruitment of a Cultural Advisor/Elder/Knowledge Keeper will continue until the position is filled.

IN PLAIN SIGHT RECOMMENDATION #18 -

The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.

Please identify any existing strategies your institution has, targets that have been identified by program area, and outcomes related to the identification, recruitment, and graduation of Indigenous students. Note - the B.C. government has not yet set mandatory strategies and targets related to recommendation #18. Information collected in the first year of In Plain Sight Reporting will be used to identify promising policies and practices that have already been implemented by post-secondary institutions.

STRATEGIES	TARGETS BY PROGRAM AREA	OUTCOMES
Annual review of Indigenous student success and achievement gaps.	School of Nursing: Eliminate achievement gaps for Indigenous students.	<ul style="list-style-type: none"> # of students who graduate. A decrease in the number of achievement gaps identified. Increased # of Indigenous equity seats in all programs.
Modification of the Open Learning HCA program to increase access to health education in rural and remote Indigenous communities.	HCA: Increase access to education and improve health-care delivery for Indigenous Peoples.	<ul style="list-style-type: none"> 100% student success in two program cohorts (Bella Bella, Bella Coola, Willimas Lake and 100 mile). One cohort in progress with the Haisla First Nation. Ongoing discussions with First Nations Communities, Health Authority and the Ministry of Post-Secondary and Future Skills.
The development of a collaborative graduate pathway for Indigenous nurses.	MN: To increase access and education for Indigenous registered nurses for advanced practice.	<ul style="list-style-type: none"> Collaboration with UVIC, UBC, TWU, and UBCO to implement in Fall 2024 the Indigenous Graduate Education for Nurses (IGen) Pathway. Annualized funding from the Ministry of Post-Secondary Education and Future Skills to support 16 Indigenous graduate students.

IN PLAIN SIGHT RECOMMENDATION #21 -

All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.

For all health programs offered at your institution, please identify whether mandatory cultural safety and humility training components are new this year, ongoing, or fully implemented. Under actions, please list and describe the mandatory training components. If there are none, please indicate N/A for that program.

PROGRAM	PROGRESS	ACTIONS
The School Nursing (HCA, PN, BScN, graduate programs)	Ongoing	<ul style="list-style-type: none">• Students complete the 4 Seasons of Reconciliation course as part of their health curriculum.• Students and faculty participate in an annual On the Land orientation hosted by Tk'emlúps te Secwépemc and T'exelcemc te Secwépemc.• HLTH 2300 (Interdisciplinary Indigenous Health) is a required course of the BScN curriculum.• HLTH 6300 (Indigenous Health Leadership) is a core course for the MN-NP program and an elective course for the MN program.• Learning outcomes in all programs are reviewed annually to ensure that EDIIA competencies are inclusive.

