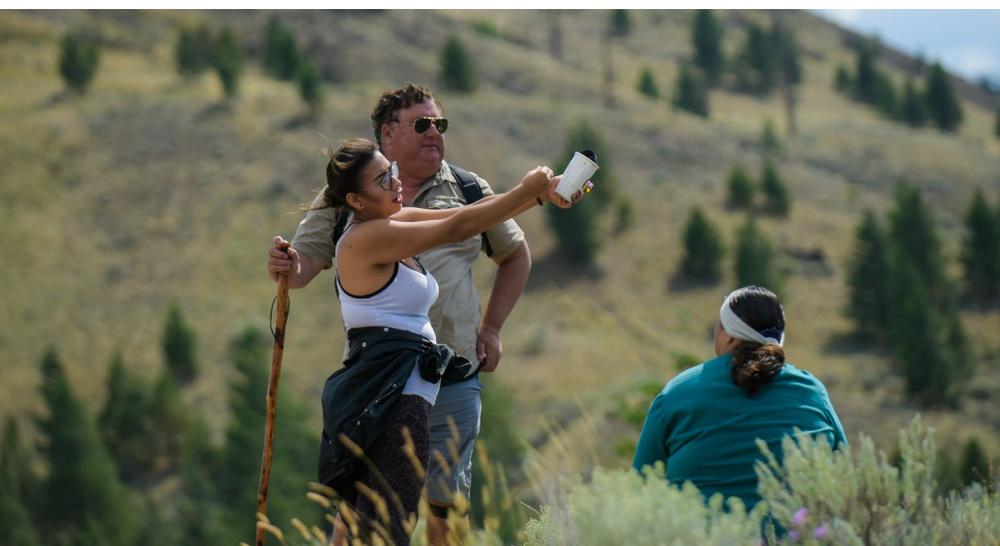


INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT





THOMPSON RIVERS UNIVERSITY

Office of the
PRESIDENT AND VICE-CHANCELLOR

June 18, 2021

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

Dear Minister Kang,

Please find enclosed the Thompson Rivers University (TRU) Institutional Accountability Plan and Report for 2020/21 reporting period.

The COVID-19 global pandemic continues to impact how we serve our students and has created unique challenges, including uncertainties, since our last report. We are humbled and gratified to look at what we have accomplished in the past year and eager to look forward to the year ahead. These challenges have presented opportunities to innovate but also, reminded us why universities exist. And we believe, despite a pandemic, this will not change. We know that our work as a university will be tremendously important to the post-pandemic economic and cultural recovery. With your 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 will 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 BC together.

In this report, you will find our response to ministry priorities. Included is our commitment to truth and reconciliation. Sadly, at time of completing this report, this commitment was further underscored as we found ourselves with so many others mourning with our First House, Tk'emlúps te Secwépemc, on whose unceded land our Kamloops campus is located. Their discovery of the remains of 215 children whose lives were lost at the Kamloops Indian Residential School cast a fresh light on Canada's treatment of Indigenous peoples. It also cast a fresh light on why we need to continue with the important work of truth and reconciliation.

TRU, by virtue of its mandate to serve the needs of the region as well as the Open Learning needs of British Columbians, has a long-standing commitment to keep post-secondary education accessible to those who seek it, including remote, rural and Indigenous learners. It is particularly noteworthy that we have continued to move forward with projects that improve the student experience. This includes the opening of the Chappell Family Building for Nursing and Population Health in September; the opening was made possible because of support from government. We also opened the new Wells Gray Education and Research Centre.

While the past year has been about meeting the immediate needs of students, faculty and staff, as we prepare for upcoming terms and live, learn and work in a socially-distant way, what remains unchanged is the value of a post-secondary education. We believe an investment in post-secondary education, by students, the Province and communities, is now more critical than ever as we prepare for a post-pandemic BC.

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

Sincerely,

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

Brett Fairbairn
President and Vice-Chancellor
Thompson Rivers University

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

Barbara Berger
Chair, Board of Governors
Thompson Rivers University

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Institutional Overview

TRU's Mandate

Thompson Rivers University recognizes and honours the location of its main and regional locations in the traditional territories of Indigenous peoples. The Kamloops campus is situated in Tk'emlúps te Secwépemc territory (*Secwepemcúlucw*); the Williams Lake campus is situated in that of the T'exelcenc. Regional programming is provided in the following centres: 100 Mile House is situated in Tsq'escenemc territory; Ashcroft is situated in Nlaka'pamux territory; Barriere and Clearwater are situated in Simpcw territory; and Lillooet is situated in St'át'imc territory. TRU recognizes the need to include learning opportunities for all Indigenous students, including First Nations, Inuit and Métis learners.

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

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



Establishing a New Vision

In the spring of 2020, after a year of extensive consultation, TRU adopted the university's new [Vision Statement](#)—including vision, mission, values and strategic change goals. The COVID-19 pandemic put a pause on the work towards integrated planning and goal prioritization. This process has resumed in 2021 and TRU will produce a strategic plan to achieve TRU's 10-year change goals within an integrated process. A discussion green paper has been created, and a steering committee is formed. A final plan will be presented to the governing bodies by Spring 2022.

Our vision

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

Our mission

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

Our values

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

Inclusion and Diversity • Community-Mindedness • Curiosity • Sustainability



Our 10-year strategic change goals

Eliminate achievement gaps. We will support students of all backgrounds to access and succeed in higher education. All groups in our region—including Indigenous learners and rural learners—will achieve in higher education on par with others. We will recruit and retain students to create a balanced community of learners and leaders reflective of Canada and the world.

Honour truth, reconciliation and rights. We will nurture a flourishing relationship with the Secwépemc people on whose lands we reside. Members of our community will give exceptional consideration to the Secwépemc world view and belief system. We will support thriving Secwépemc culture through respectful actions in research, teaching and service. Our campuses will honour our First House: Tk'emlúps te Secwépemc, respect our Second House: Tixelc, acknowledge the many Nations who live and work on and near these lands, and support provincial, national and global movements for the fulfillment and recognition of Indigenous rights.

Lead in community research and scholarship. We will support all faculty members in knowledge-seeking, knowledge creation, and creative inquiry. We will earn recognition as the most committed and innovative university in Canada for research and scholarship based on community partnerships; for involving graduate students in community-centred research; and for undergraduate research training.

Design lifelong learning. We will adapt and combine modes of learning, teaching and practical experience to create a seamless and integrated set of educational encounters that meet the changing needs of learners from early childhood to elderly years. We will design the map on which individual learners can chart their personal journeys to develop relevant knowledge when they need it, in the forms they can best access, while starting, stopping and returning as often as they need.



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

How Our 10-Year Strategic Change Goals Align with AEST Goals and Measures

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

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



Institutional Planning

Integrated Strategic Plan

Envision TRU culminated with the approval of a new institutional vision, values and change goals. The COVID-19 pandemic put a pause on the work towards vision realization and goals prioritization. This process has resumed in 2021; this year will see the creation of a strategic plan to achieve TRU’s 10-year change goals within an integrated process. A discussion green paper has been created, and a Steering Committee has been formed. A final plan will be presented to the governing bodies by Spring 2022.

Return to Campus Plan

TRU’s Return to Campus for Fall 2021 project, started in January 2021, has been a comprehensive approach to examining delivery strategies (courses, labs, seminars, research and experiential learning, practicums and internships) and identifying resources that support student learning outcomes. Designed as an open, consultative process, a systematic approach was engaged to understand student, faculty and employee needs to return to campus.

People Plan

TRU launched a new initiative in October 2020 focused on our people. The TRU People Plan, a first for the university, will connect all our employees—whether faculty, staff or administrators—to TRU’s *Vision Statement*, including its four strategic change goals. Through employee input over the next several months, the People Plan will provide a visionary map that describes the kind of culture we want to achieve and how we will get there. While it may seem unusual to start such a process amid a pandemic, and one that has affected our workforce so deeply, the time is right; together, with our people, we intend to emerge from COVID-19 much stronger.

Employee programs, including TRU Leaders and the TRU Connections mentorship program, help to develop our people; and we are pleased to celebrate the first group of employees who recently completed our inaugural TRU Leaders program. In all, 27 leaders from a variety of areas across the institution, including Williams Lake, participated in the year-long program. This year, TRU has launched a new program focused on emerging leaders.



Strategic Enrolment Management Plan

In December 2020, TRU adopted its first Strategic Enrolment Management (SEM) Plan to support the university and its students. The plan articulates a long-term vision of enrolment with goals and measurable objectives, and an organizational framework to support ongoing, collaborative enrolment planning.

The goals include:

1. Strengthen domestic student enrolment
2. Improve educational outcomes for Indigenous students
3. Ensure sustainable international student enrolment growth
4. Increase the number of students served by the Williams Lake campus and community-based programming
5. Improve educational outcomes for students studying through Open Learning

During the process of identifying enrolment goals and objectives, the SEM team gathered and incorporated hundreds of points of feedback from students, faculty and staff.

Anti-Racism Task Force

The TRU Provost's Anti-Racism Task Force has been established to better understand the needs of our campus communities—particularly from the perspective of racialized groups and Indigenous people—and to make recommendations that aim to make our campuses safer, more respectful and more equitable environments in which to learn, work, research and live. The task force has delivered the summary report of its findings to the provost in 2021. The recommendations have been presented to the President's Leadership Group.

TRU AT A GLANCE



**9 FACULTIES
AND SCHOOLS**

Finance

Total Revenue

\$224,233

Total Government
& Other Grants

\$89,488

Total Student FTEs

12,941

Domestic: **9,620**

International: **3,321**

Indigenous: **1,416**

International students:

HEADCOUNT

5,729

FROM

112 COUNTRIES

1,589

FTE EMPLOYEES

HEAD COUNTS

ALL STUDENTS

On Campus: **13,017**

Open Learning: **17,402**

Dually-Enrolled: **1,924**

Indigenous: **2,901***

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

External Context: Moving Fast and Slow

Forecasting for the university, including student enrolment, has been very challenging this year because of the volatile nature of the external environment, including government policies and world conditions. TRU has undergone extensive environmental scanning, creating scanning briefs for the university community. This is a summary of some of the issues the university is watching for the coming years.

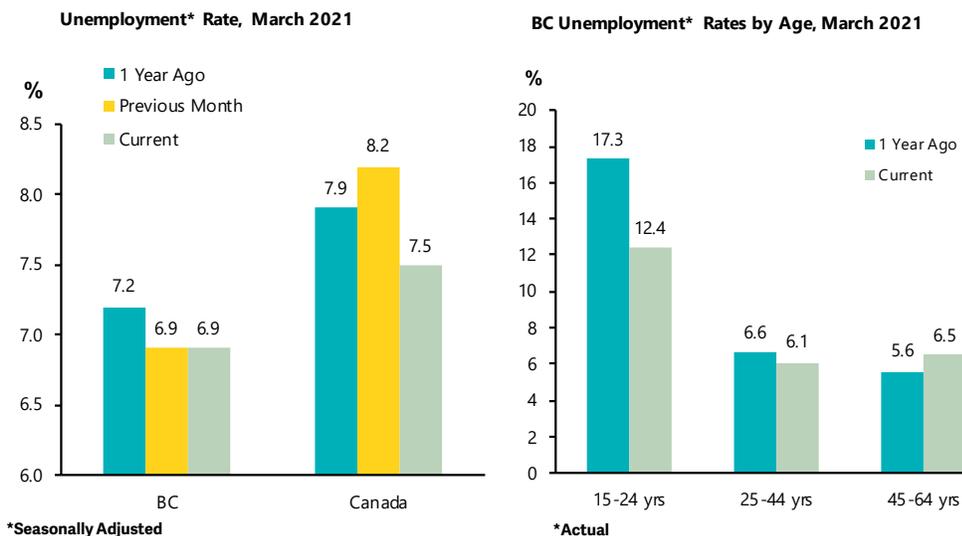
The external context has been very active this past year with some drivers moving very quickly and some more slowly. The worldwide COVID-19 pandemic has very quickly driven technology adoption in sectors such as education, medicine and retail, and it is likely that these will remain permanently altered to some extent when the pandemic is over.

Work from home has been a challenge and an opportunity for many. Innovations in post-secondary include hybrid learning environments, micro-credentials and credential wallets. There has been an extensive planning effort for a safe return to campus in fall 2021; however, faculty members, students and schools will retain the learning and innovation developed from this experience while they were off campus this past year.

Some regional economies and economic sectors have recovered quickly, while others have not and are likely to recoup much more slowly following a K-shaped recovery. The Canadian economy is not expected to return to pre-pandemic levels in the next couple of years; [Statistics Canada](#) stated that real GDP declined by 5.4% in 2020. Interest rates are likely to remain low as the [Bank of Canada](#) governor has announced the objective to let the economy “run hot” to achieve full employment.

Canada had gone almost overnight from the tightest labour market in 40 years to [record unemployment](#), especially for young people and women. In BC, the unemployment rate for youth has improved from over a year ago; it is currently 12.4% for those 15 to 24 years old participating in the labour market. At its highest last May, the unemployment rate for 15- to 24-year-olds was just over 29%.

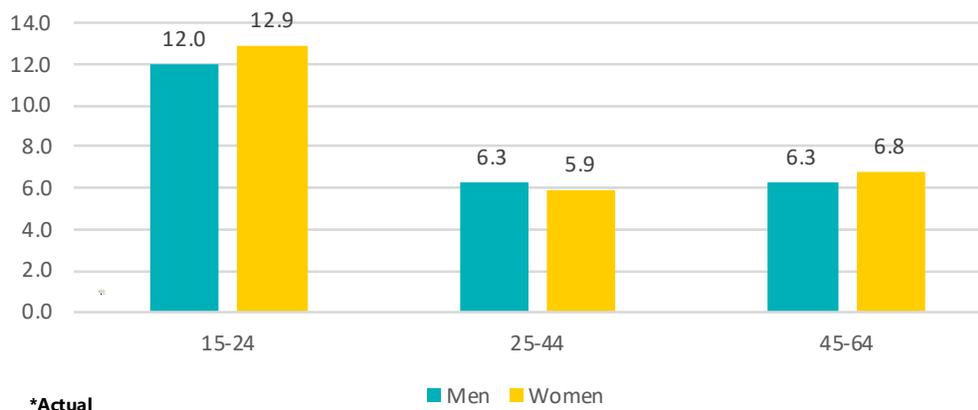
Young people and women were more affected by unstable employment due to the pandemic because of their greater participation in the service and tourism sectors, which were largely shut down this past year, an effect that was seen in many countries.



According to the *Economist*, this is the first female recession in the US in 50 years. The [World Economic Forum](#) estimates the pandemic has set back gender parity much further. In Canada, the Royal Bank of Canada ([RBC](#)) reported that women have “absorbed 65% of the job losses in accommodation and food services, the hardest-hit industry ... and almost 100,000 women aged 20-plus have exited the labour market entirely, compared with fewer than 10,000 men.” The RBC article cites that many Canadian women are at risk of skills atrophy and “creating accessible and targeted training programs will be key to get workers back into the labour market.”

In BC, there doesn't appear to be the same exit from the labour market, at least in the short-term. The unemployment rates by gender appear to be fairly even, and BC women's participation rates are higher than a year ago, perhaps participating in different sectors. The BC female participation rate was 60% in January 2020, and 61.3% at the end of March 2021; almost as high as 62.1% participation for the year 2019. Young women's (15 to 24 years old) participation rate has improved to 64.5% from a low of 44.5% in April 2020. While BC women's employment may have returned to near pre-pandemic levels, women may be considering skills development to future-proof disruptions to their employment.

BC Unemployment* Rates by Age and Gender, March 2021



Locally, the Thompson/Okanagan regional unemployment rate is currently 7.3% at the end of March 2021, down from 8.6% for 2020 and similar to the ten-year average of 7.0%; however, it is still higher than the 4.9% regional unemployment rate for 2019.

Post-secondary institutions may see increases in domestic enrolment if the youth unemployment rate remains high for the next year. Those in mid-career may be interested in retraining, including master's degrees, short certificates, and micro-credentials, whether on campus or online, or via a hybrid model.

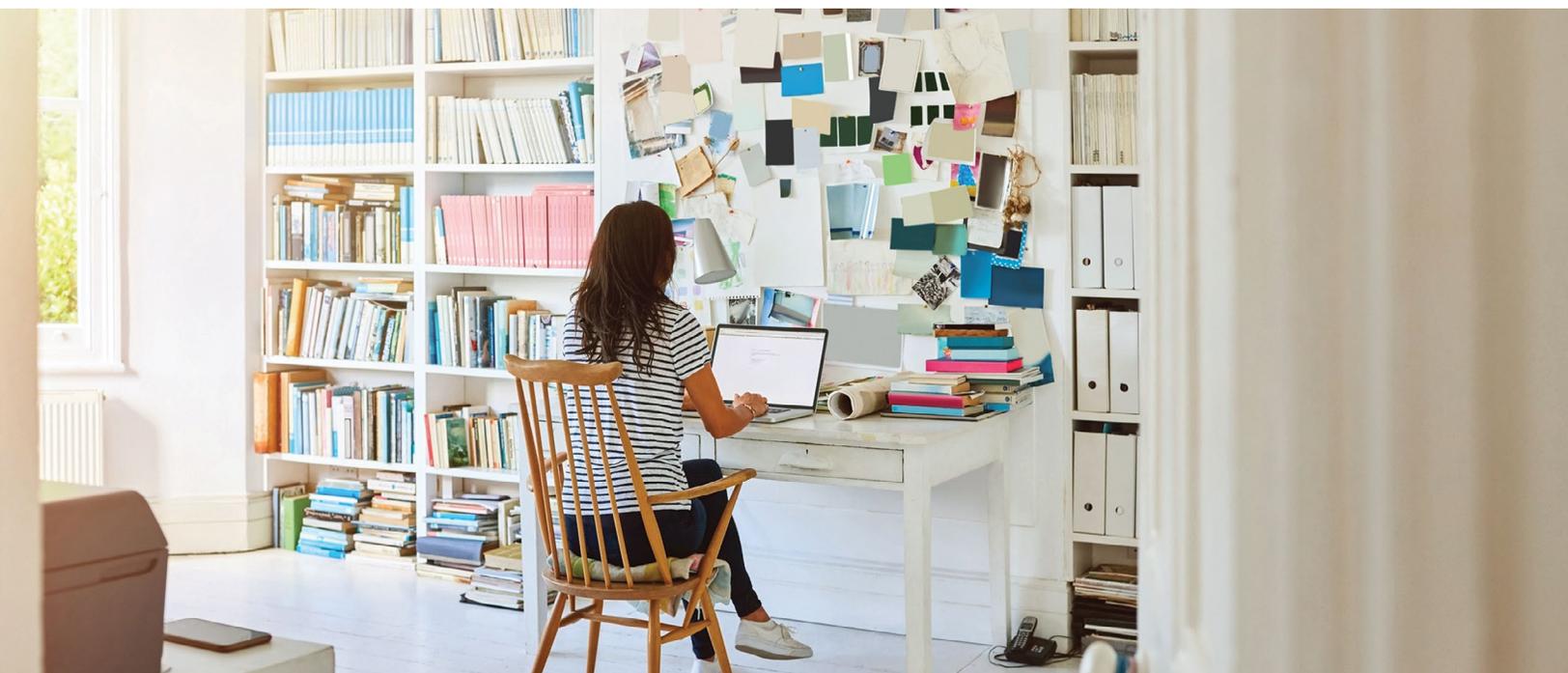
In terms of what is moving fast in the economy, commodity prices are surging, including lumber, copper and gold. Oil prices have more slowly recovered to about \$60 US per barrel and may increase to pre-pandemic levels when the travel industry is back to capacity. According to the [Conference Board of Canada](#), “in the final quarter of 2020, the agriculture and mining sectors grew by 5.1 and 6.1 percent, respectively, the largest increases among all industries.” Lumber prices have tripled in one year. High commodity prices will likely help the Kamloops and Cariboo regional economies recover with mining and forestry product production.

The increase in home ownership demand during the pandemic continues to push prices up, despite the lack of immigration this year; this is partly driven by the generation of millennials entering the traditional [home-buying age](#). The steep demand for housing is a phenomenon across Canada, the US, and many other countries. Locally, [Kamloops](#) saw a 27.2% increase of the average home sale price in March 2021 over the previous year. The increase in housing prices may drive up the prices of rental accommodation for out-of-town students coming to campus as people with suites in their houses try to cover their mortgage.

Other fast movers during the pandemic recession are the changes in household saving and spending behaviours. According to [Statistics Canada](#), the Canadian household savings rate was 15.1% in 2020, the highest rate since the 1980s. Government transfers and reduced consumption were cited as reasons for the high level of savings with “younger households recording some of the largest increases in savings.” Not unexpectedly, spending shifted from clothing and footwear (-8.9%) to sport, camping and open-air recreation (+6.9%). Spending on food, beverage and accommodation services (-11.1%) and personal grooming (-7.5%) were down. Disposable income for the lowest-income households increased 36.8%, more than for any other household level. The [Economist](#) cites that increased savings have occurred not just in Canada, but in the US, Britain, Australia, and several EU countries. Whether these banked savings are used on education and reskilling is yet to be determined.

The BC population is growing more slowly and is continuing to age. The population [growth rate](#) will be slower than expected (1.1%) due to the lack of immigration and migration within Canada during the pandemic. The growth rate should increase in the coming years and the provincial population will grow from the current 5.1 million to 6.5 million by 2041. Most of the growth is expected in the Mainland/Southwest (Vancouver area) with annual growth at 1.4% for the next 20 years. The Thompson Okanagan region is expected to have a growth rate just under 1% annually until 2041, going from a current population of 618,000 to 738,000.

The 15- to 19-year-old population cohorts in both the Kamloops and Williams Lake school district areas are projected to grow slightly over the next few years, along with the 25- to 29-year-old cohorts. The numbers of 20- to 24-year-olds will decrease in that time. The number of people aged 30 to 44 will increase in the next ten years in the Kamloops and Williams Lake regions. The regional population continues to age; in 2018, the number of people aged 70 to 74 years surpassed the number of people aged 15 to 19 years, and the gap will continue to widen over the next 10 years. The senior dependency ratio in BC (the number of seniors aged 65 and older per 100 workers aged 20 to 64) will increase from 31% now to 42% in 20 years.



Our Internal Strategic Context

The COVID-19 global pandemic continues to impact how we serve our students and has created unique challenges, including uncertainties, since our last report. We are humbled and gratified to look at what we have accomplished in the past year and eagerly look forward to the next year. These challenges have presented opportunities to innovate but also reminded us why universities exist. And we believe, despite a pandemic, this will not change. We know that our work as a university will be tremendously important to the post-pandemic economic and cultural recovery.

With the BC 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 will 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 BC together.

Supporting disadvantaged students through pandemic impacts

TRU remains committed to the success of all students, which includes providing a wide variety of supports for the diverse nature of our students. In the university's new *Vision Statement*, inclusion and diversity are core values that we are committed to. 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.

Inclusion during the pandemic means that we must be acutely aware of the ways some students might be disadvantaged by remote delivery. This means access is open; we welcome students, faculty, staff and communities from our region and around the world to learn from and with one another. If students are socially and financially vulnerable due to the pandemic, then they are also vulnerable academically.

As part of our commitment to all students, the university has a care team that meets regularly to ensure all students have the supports they need. This includes those at risk. This team is made up of representatives from security, housing, TRU World, counselling, student affairs, accessibility services and the TRU Students Union (TRUSU). We are working hard to support all students that need help.

TRUSU along with our Student Awards and Financial Support unit have emergency financial support available. We are aware that remote communities face unique challenges during COVID-19 and they remain top-of-mind for our care team.





Responding to a global pandemic

A significant priority for TRU this past year has been to develop resiliency as an institution. This priority, in a pre-pandemic context, meant, among other things, financial resiliency and sustainability, an engaged workforce and strong culture. All of these have been put to the test as we navigate our way through a global pandemic. The university's financial sustainability became a larger concern with COVID-19 creating uncertainty with student enrolments and our operating budget. The development of a more engaged and stronger workforce took on new meaning, as we endeavor to stay connected while working remotely. Increased use of technology, connecting via new platforms, and more frequent communication and touchpoints with employees is one result, a positive result, of this pandemic. There is also more collaboration and teamwork as we've shifted from on-campus education and service delivery to virtual delivery.

Supporting post-secondary with the go-forward committee

To support and guide a safe limited return of employees and students last fall, and again for the upcoming fall 2021 return, TRU's Matt Milovick, Vice-President Administration and Finance has for the last year chaired a provincial committee responsible for putting together the Go-Forward Guidelines for BC's post-secondary sector. With the guidance of the Provincial Health Officer and with support from the Ministry of Advanced Education and Skills Training, this panel of experts first developed and are in the process of revising the Go-Forward Guidelines to support the government and the post-secondary sector. Along with the WorkSafe BC protocols, the Go-Forward Guidelines have played a critical role in the successful limited return that took place at BC post-secondary institutions during this academic year. Their importance will continue for the more fulsome return to take place this fall.

Supporting the regional economy

Starting in April 2020, the City of Kamloops' mayor formed a task force to guide the city's economic and community recovery. Three TRU members including (now former) dean of science Dr. Tom Dickinson, economics department chair Dr. Ehsan Latif, and TRU president Dr. Brett Fairbairn contributed. The task force's [report](#) was published in August 2020 with recommendations for the local economy, city livability, environmental leadership and governance accountability.

Understanding our impact

According to a March 2021 Conference Board of Canada report, for every \$1 million of recovery stimulus, post-secondary institutions educate and graduate 37 additional students. This directly results in graduates earning an additional \$328,381 per year that can go into the Canadian economy. Additionally, it should be noted that a one-time \$1 million investment into post-secondary education can maintain an average of seven jobs over 40 years. These investments ultimately increase the average earning potential of Canadians and the capacity of research at institutions such as TRU. As a member of the Research Universities Council of BC (RUCBC), TRU is working to identify opportunities for investment in post-secondary and the economy.

Leadership highlights

At the decanal level, there have been transitions in senior leadership in a handful of areas. In April 2020, we were pleased to announce the appointment of Bryan Daly as Associate Dean, Williams Lake Campus. Dr. Greg Anderson, an award-winning educator and scientist in the fields of occupational, environmental and stress physiology, joined TRU in July 2020 as Dean of the Faculty of Science. In November 2020, TRU welcomed Professor Daleen Millard, our new Dean of the Faculty of Law. We are excited to have someone of Daleen's caliber with TRU and look forward to what she will bring to the faculty and its students.

Leading one of our largest schools, Mike Henry was reappointed in May 2020 to a second term as Dean of the School of Business and Economics (SoBE). During his first term as dean, Mike oversaw the creation of the faculty's five-year strategic plan (2018 to 2022), managed enrolment growth of 40%, and prepared and implemented an action plan for professional accreditation of SoBE programs through the Association to Advance Collegiate Schools of Business (AACSB).

Mike Bluhm was re-appointed to another five-year term as Associate Vice-President (AVP) Strategic Enrolment and University Registrar. Yvette Laflamme was appointed AVP of Finance. Dorys Crespín-Mueller was appointed as AVP of Integrated Planning and Effectiveness. Larry Phillips was appointed AVP of People and Culture. Christine Adam was appointed AVP of Student Services and Dean of Student Development. Darshan Lindsay was appointed AVP of Marketing and Communications. Eric Youd was appointed Acting AVP Information Technology Services.



Institutional Highlights from 2020/21

Demonstrated Standard of Excellence

NWCCU accreditation

TRU has been accredited by the Northwest Commission on Colleges and Universities (NWCCU) since Sept. 1, 2018. Accreditation indicates that TRU demonstrates high standards of excellence, engages in regular and rigorous self-assessment and peer review, and is committed to student success and delivering quality education for all learners.

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

In February 2021, TRU received notice of action taken by the Commission confirming that TRU had fulfilled a recommendation to finalize the development of a general education model. The model embeds eight institutional learning outcomes, a high impact practice course, and a capstone course into all baccalaureate degree programs at TRU effective Fall 2021. TRU's general education requirements ensure learners have access to a depth and breadth of educational programming, including Indigenous knowledges and ways.

TRU is committed to rigorous program assessment through various external program-level or specialized accreditation bodies. Along with NWCCU accreditation, currently there are 16 programs at TRU that are accredited through other agencies.

Strengthening Indigenous Education and Knowledge

Honouring Secwépemc and Indigenous culture

As committed in TRU's 2020 vision statement, a first priority of the university is to honour our host houses of our campuses, Tk'emlúps te Secwépemc for our Kamloops campus and T'exelc for Williams Lake as well as their Secwépemc culture and belief systems. One important early project was the translation of the vision statement into *Secwepemctsin* by Secwépemc Elders. Initial work has been underway to expand information on Secwépemc knowledge and ways on TRU's website as a resource for students, faculty and staff. Please see Appendix B for more information.



TRU and Tk'émłúps increase education access with renewed agreement

In April 2021, TRU and Tk'émłúps te Secwépemc (TteS) [renewed an agreement](#) that increases access for TteS students. This renewed relationship spotlights student success and commitment to developing training and trades programs specifically tailored to the needs of TteS students.

The two parties have agreed to strong First Nations-led post-secondary education models. TRU and TteS have agreed upon nine commitments that range from event representation to delivering programs that reflect the needs and worldview of the TteS people. A TteS representative will be provided a seat on a subcommittee of the TRU Senate, and the Secwépemc ancestral protocols will be reflected at TRU ceremonies and events.

TRU and TteS understand the importance of building a mutually respectful relationship and agree to the following:

1. Ensure that both TRU and TteS Chief and Council are properly represented at all mutually agreed upon events at TRU and TteS. In addition, TRU will continue to provide a place of prominence on campus for the TteS flag and TteS will display the TRU flag at mutually agreed-upon events at TteS
2. TRU will continue to develop and implement services that are designed to enhance TteS students' post-secondary experience philosophically, politically, linguistically, socially and academically—with exceptional consideration for Secwépemc world view and belief system
3. TRU will increase awards for Tk'émłúps te Secwépemc students
4. TRU will use reasonable efforts to acknowledge and respect Secwépemc ancestral ways and protocols in ceremonies at TRU
5. TRU and TteS will work collaboratively to develop and deliver academic programs, open learning, training, accredited courses, certificate, diplomas and degrees of interest to the members of TteS
6. TRU will provide a seat for a TteS representative on the Qelmúcw Affairs Committee that is a Subcommittee of Senate and this TteS representative will be appointed by Band Council Resolution from the TteS Chief and Council
7. TRU and TteS will designate representatives who will meet from time to time to discuss ongoing and new collaborative initiatives
8. TRU will respect, and honour ancestral Secwépemc research ethics, Indigenous intellectual property, Secwépemc Language, and Secwépemc research protocols
9. TRU will continue to notify and work in partnership with TteS upon any discovery of Secwépemc archaeological artifacts or cultural modifiers found on TRU land development and excavations.



“I am pleased to be signing off on the Tk'émłúps te Secwépemc's (TteS) partnership agreement with Thompson Rivers University (TRU). TRU's main campus is located directly in *Tk'émłupsemcúíecw*. We are committed to upholding a mutually respectful relationship that values creating an inclusive environment for all students.”

—Tk'émłúps Kukpi7 Rosanne Casimir

Investing in Indigenization

TRU has committed to ongoing permanent indigenization efforts by moving the Coyote Brings Food Project from a three-year strategic investment to permanent, ongoing base funding under the Office of Indigenous Education.

The Coyote Brings Food Project focuses on TRU Indigenous student participation, retention and completion rates. The nine academic faculties, plus Open Learning, TRU Library and TRU World are working together to design, operationalize, evaluate and share practices aimed at increasing Indigenous advancement and the indigenization of TRU academic activities. The Coyote Project has the potential to significantly advance TRU's aspiration to be the university of choice and opportunity for Indigenous peoples, and to share promising practices and outcomes. This project helps achieve the indigenization potential built into TRU academic plans.



In a unique combination of leadership in academic divisions (faculties/schools) and service divisions (Library, Open Learning, TRU World), the Coyote Project has focused on delivering 10 results for increasing Indigenous student success, with lasting and meaningful reconciliation. See Appendix B for more information.

As the province is committed to creating opportunities for Indigenous peoples to participate fully in our economy, so too is TRU. A path toward lasting reconciliation can be found in [the Knowledge Makers Program](#), which was developed in 2015 and is an Indigenous student research network based at TRU.

The Knowledge Makers Program has provided opportunities for students from more than 30 bands and nations to become strong, focused, confident and published researchers. This collaborative, four-month, non-credit program supported by university leaders, Elders, faculty, staff and community members, won the Alan Blizzard Award, Canada's only award for excellence in collaborative teaching in post-secondary education. In early 2021, TRU's commitment to creating opportunities for Indigenous researchers was further strengthened by its partnership with Mitacs, which provided funding for the new [Mitacs Indigenous Undergraduate Research Experience Award Program](#). The program provides a \$6,000 scholarship (plus up to \$1,000 in operating funds) for Indigenous undergraduate students to launch their own original research.

The Knowledge Makers program is hosted by TRU's All My Relations Research Centre, led by Education faculty member Dr. Rod McCormick, an internationally renowned expert on Indigenous mental health. All My Relations is committed to advancing Indigenous community wellness by bringing together regional, national and international researchers to work in partnership with Indigenous communities to identify, research, advance and build capacity.

With the assistance of an Indigenous Gender and Wellness Development grant from the Canadian Institutes of Health Research (CIHR), Social Work faculty member Dr. Natalie Clark is working on a Secwépemc community-based approach to caring for families.



Preparing Students to Strengthen Communities

TRU students help with the pandemic response

In spring 2020, as the novel coronavirus swept around the globe and killed thousands of people, 65 [respiratory therapist students](#) graduated from TRU in mid-March—a few weeks early so they could get out on the frontlines, treating the patients most affected by the pandemic. TRU has BC's only Respiratory Therapy Diploma program.

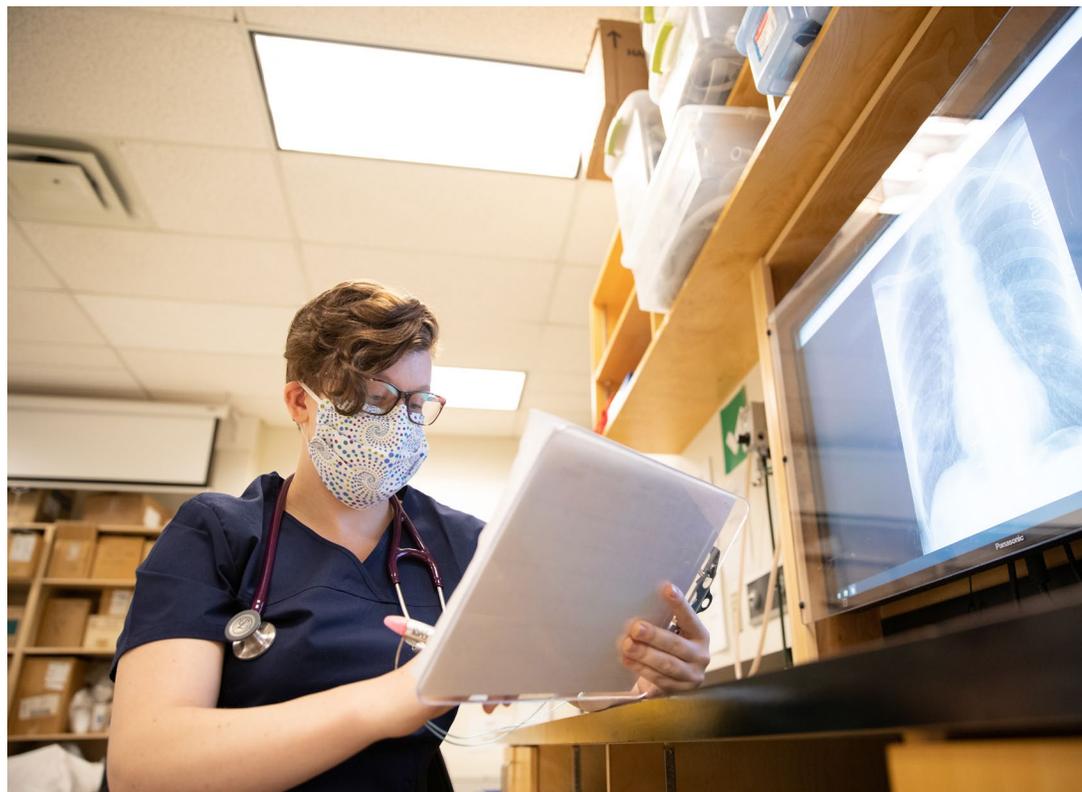
TRU nursing students helped in early 2021 with the COVID-19 vaccination clinics. Their involvement included wayfinding to actual immunization. For more on this, see the [media interview](#) with Nursing faculty member Steven Ross.

Training more health care assistants (HCA)

TRU has been pleased to offer more options for students in high-demand occupations to meet the pressing needs of the provincial and regional economies. Below are some highlights. Additional information can be found in the section entitled Mandate Letter Priorities 2020/2021.

TRU and the Ministry of Advanced Education and Skills Training's responsiveness to community needs have enabled the School of Nursing to offer additional Health Care Assistant (HCA) seats in both Kamloops and Williams Lake. Despite COVID, TRU's admission numbers in all three HCA programs (Williams Lake, Kamloops and Open Learning) have remained steady. Additionally, the School of Nursing is working closely with the Lil'Wat Nation in the Pemberton area to offer the Open Learning HCA program to a group of students in their own community.

An Indigenous nurse was hired by TRU to facilitate Indigenous Ways of Knowing into the curriculum including to organize guest speakers from the community to share their health and cultural knowledge to the students. Métis students were enrolled as a cohort in the Open Learning HCA program and included a portion of their program at Kamloops campus for their lab practice.





Supporting TRU faculty during the pivot to remote learning

One of the important initiatives undertaken by TRU's OL Learning Design team during the pivot to remote learning was to create an Open Educational Resource entitled [Teaching Without Walls at TRU](#). This open Pressbook, developed by instructional designers Melissa Jakubec and Dr. Michelle Harrison, offered faculty a wealth of strategies for remote teaching and helped to share some of the expertise the Open Learning division has gained through its more than 40-year history of delivering courses via online and distance learning.

During the pandemic, the OL Learning Technology and Innovation team (LTI) met an increase of approximately 400% in year-over-year support requests (as measured by help desk tickets) with same-day responses. LTI partnered with colleagues in Learning Design and Innovation and the Centre for Excellence in Learning and Teaching (CELT) to develop just-in-time help tutorials and to deliver workshops on a range of topics relevant to virtual delivery. OL partnered with the Faculty of Student Development to ensure awareness and access of resources for students. Many of these resources have been collected and released as [OER](#).

Building for Students, Sustainably

Chappell Family Building for Nursing and Population Health

Representing the largest capital project at TRU's Kamloops campus, the Chappell Family Building for Nursing and Population Health officially opened on Sept. 15, 2020. A virtual event took place to make this opening possible during the COVID-19 pandemic. TRU was fortunate to be joined by the then-Parliamentary Secretary for Seniors Ronna-Rae Leonard.

A new 44,000 square-foot multi-disciplinary facility, the Chappell Family Building for Nursing and Population Health houses nursing and allied health programs, including Bachelor of Science in Nursing, Health Care Assistant and Master of Nursing. This is a LEED Gold building (TRU's first building without a natural gas connection), relying solely on electricity and reducing its carbon footprint. The building will help meet the demand for well-trained nurses, health care assistants, respiratory therapists and other health workers. The province has invested \$8 million towards the \$37.2 million project.

Early childhood education

Construction started in February 2021 on TRU's new Early Childhood Education Centre. The centre is located in a building close to TRU's Kamloops campus and will undergo approximately \$7 million in renovations. This construction in part results from \$1.5 million in funding from the BC Ministry of Children and Family Development. The Cariboo Childcare Centre will move from its current location on campus to this renovated building with room for up to 94 children. The centre's remaining 1,107 square metres are dedicated to early childhood teaching and research, including research lead by Dr. Heather Price, Canada Research Chair, Culture and Communities: Children and the Law. The centre's construction is expected to be complete by spring 2022.

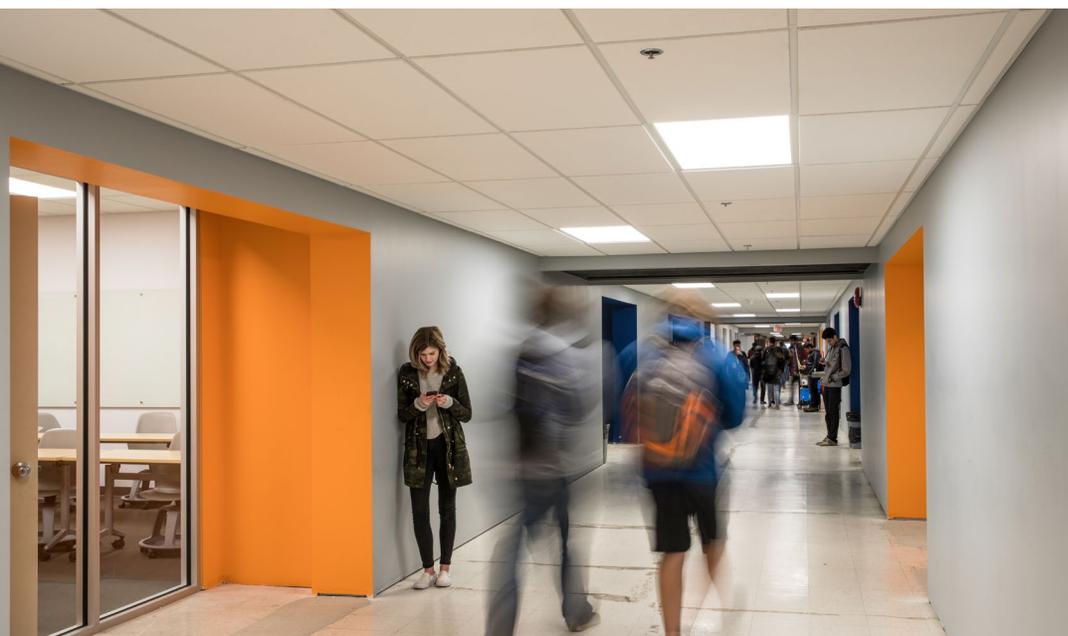
Old Main modernization and infrastructure improvements

The Old Main (OM) building modernization project, which began this year in March, is intended to upgrade remaining corridors to match the modern look of those that were upgraded in 2019. Scheduled in five phases throughout the spring of 2021, this project is part of the university's ongoing effort to improve its on-campus infrastructure. As well, the old Library has been converted into space for research, student supports, Indigenous education and the Coyote Project.

The university has also invested in improvements such as the summer relocation of the library, upgrades to the underground utility network at the corner of Summit Drive and McGill Road in partnership with the City of Kamloops, and other maintenance or upgrades funded through capital reserves or in partnership with other parties. Such investments are necessary and will benefit students and our university community in years to come, long after the end of the pandemic.

Low carbon district energy system

As part of TRU's ongoing commitment to sustainability, the university is planning to build a low carbon district energy system (LCDES) for the Kamloops campus. Over a 30-year period, the centralized system is expected to save TRU approximately \$20 million, which will result in a 20 to 35 percent less expensive solution when compared to converting all of its buildings to stand-alone electric boilers. TRU's share of the cost for the LCDES is \$3.13 million. The total project is likely over \$18 million with partner Creative Energy as the utility provider, sharing costs. Phase 2 of the LCDES will build out and prepare for future expansion, allow all future building construction on campus to tie into the system.



Global Universities and Colleges Climate Letter

TRU recently signed the Global Universities and Colleges Climate Letter that commits institutions to move toward climate change action. The university has worked for years to expand its leadership in environmental sustainability. This letter encourages universities to move forward on climate action leadership and skills creation. It also commits the university to reach net-zero. TRU's pledge of carbon neutrality can be found in this [climate emergency letter](#).

Innovating through digital transformation

TRU is the first post-secondary institution in the province to move forward with migrating its enterprise-wide software into the cloud. Risk mitigation is a critical part of managing institutional data and computer systems. Critical loss of our main data centre would result in months of downtime; however, this digital transformation will reduce that downtime to simply hours or even minutes. The university expects this transition to be completed by the end of 2021. This is a large-scale project primarily impacting information technology infrastructure, but one that can only be done in collaboration with all functional areas that interact with Banner on a day-to-day basis (Enrolment Services, People and Culture, Finance and Student Awards). This project will position TRU well for the future and allow us to quickly integrate with new and exciting student experiences ahead.

Research for a Better Tomorrow

TRU is committed to earning recognition as the most committed and innovative university in Canada for research and scholarship based on community partnerships, for involving graduate students in community-centred research, and for undergraduate research training.

In fiscal year 2020/21, TRU researchers secured over \$6 million in external research funding, representing a 45% increase over the previous year. This funding attracts people and investments to the region and provides for world-class equipment and laboratories, research centres, partnerships, and student training opportunities.

This year, a dream became reality—a new education and research centre at Wells Gray Park has been decades in the making and November 2020 saw much celebration as, together with community partners, TRU marked its opening.

TRU did important work to update our Strategic Research Plan this past year. This included an external review of our research operations, a standard practice across the sector which involves input from other university colleagues. This provides important feedback as we consider priorities and growth in our research capacity in the next five years and beyond.



Provincial research chair

In July 2020, TRU along with the province and interior municipalities (Kamloops, Kelowna and Prince George) announced \$5 million in provincial funding to establish a new research chair at TRU. This position—focused on predictive services, emergency management and fire science—will benefit the entire province on future management, prevention and response to wildfires. We anticipate the chair to be officially appointed by the summer of 2021.

Partnering across BC's Interior

Through the Interior Universities Research Coalition ([IURC](#)), a partnership between TRU, the University of Northern British Columbia and the University of BC Okanagan, researchers have teamed up to explore the impacts of wildfires, floods, landslides and pests in BC's forests and watersheds. As well, the IURC has funded collaborative research projects that address the complex problems faced by British Columbians who live outside large metropolitan areas. The projects grapple with topics such as aging, water treatment and mental health resiliency in the face of climate change. The IURC's local and regional focus presents a model of collaboration, with three Interior universities, cities, and innovation accelerators working together as one.

A unique community partnership

A Memorandum of Understanding between the City of Kamloops and TRU signed in October 2020 has paved the way for a unique community partnership. Funded by the City of Kamloops, Mitacs and the Social Sciences and Humanities Research Council, the Researcher-in-Residence pilot program embeds a university research team (a postdoctoral fellow, two graduate students, three undergraduate student researchers and a faculty mentor, with the support of the university's Research Office) within the municipality to co-develop research solutions to social issues identified by the community. The Researcher-in-Residence model provides an exemplar of what an open access research university can achieve, mobilizing knowledge, the core function of a university, in the civic space. This partnership speaks to TRU's commitment that knowledge development and application requires a culture of participation beyond the academy.

Federal grant supports equity, diversity and inclusion initiatives

TRU is one of 12 colleges and universities nationally to be awarded an Equity, Diversity and Inclusion (EDI) Institutional Capacity-Building Grant from the Natural Sciences and Engineering Research Council (NSERC). The \$400,000 grant will be used to create an EDI office at TRU. The office will gather data that provides an evidence-based approach for the development of a more diverse, inclusive and equitable learning and working environment, and will also act as a hub for EDI initiatives.



Student research at TRU

TRU continues to foster excellence in student training, working with students as co-creators of knowledge and leveraging the strength of TRU's Open Learning division to create the Canadian Undergraduate Research Network (CURN). An openly accessible platform for students, faculty and community, CURN includes online modules and support to further enhance research at TRU, nationally and internationally. TRU has developed scaffolded learning opportunities for students in years one through four, building capacity, creating enhanced research experiences, and representing an investment of nearly \$1 million for training of undergraduate and graduate students.

Research responding to the pandemic

When a global pandemic cast the world into crisis, many researchers at TRU adapted, changed and launched innovative projects, contributing knowledge that would help us navigate these uncertain times. Here are a few examples:

- Supported by a \$50,000 Natural Sciences and Engineering Research Council (NSERC) Alliance Grant, Biological Sciences faculty members Dr. John Church and Dr. Joanna Urban and Chemistry faculty member Dr. Kingsley Donkor are working toward the development of an antiviral nasal spray and mouthwash using high-cannabidiol (CBD) extracts, terpenes, and nitric oxide with the goal of preventing the spread of COVID-19.
- Law faculty member Dr. Ruby Dhand and Chemistry faculty member Dr. Dipesh Prema, along with Dr. Tess Sheldon at the University of Windsor Faculty of Law, are working with ARCH Disability Law Centre to understand COVID-19 barriers to justice for those who live with disabilities in these congregate care settings. The research is funded through a Social Sciences and Humanities Research Council (SSHRC) Partnership Engage Grant, with six research assistants from the Faculty of Law and the Faculty of Science participating in the project.
- Undergraduate researcher Josh Parker set out to find out how the pandemic was impacting local restaurants, working with faculty supervisor Terry Lake and supported by Mitacs, the Kamloops Chamber of Commerce, and the School of Business and Economics through a [Business Strategy Internship](#). Parker's research will be shared with restaurant owners through the Kamloops Chamber of Commerce, and he hopes it will provide insights that will help smooth the road to economic recovery.
- Supported by a Natural Sciences and Engineering Research Council (NSERC) Alliance Grant and working with the City of Kamloops and engineers at Urban Systems, TRU microbiologists Dr. Jonathan Van Hamme and Dr. Eric Bottos are sampling the city's sewage to monitor for the genetic material shed by the virus. Van Hamme is the director of [TRUGen](#), the first high-throughput genomic sequencing lab in BC outside of the Lower Mainland, and the CFI- and BCKDF-funded tools at his disposal make this research project possible.
- Funded by the Michael Smith Foundation for Health Research (MSFHR), Social Work faculty member Dr. Bala Nikku is mapping the social epidemiology of BC's COVID-19 pandemic and the psychosocial and occupational well-being of frontline health-care workers in BC.



Mandate letter priorities

Aligning with the Province of British Columbia Strategic Plan's three key priorities, TRU is actively engaged with making life more affordable and delivering the post-secondary services that our region depends on. Through TRU's daily operations and the activities of students and alumni, it's estimated the university contributes \$705.3 million annually to the regional economy and \$1.5 billion annually to the provincial economy.

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

Mandate Letter 2020/21

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

TRU remains committed to continued progress on the implementation of the TRC Calls to Action and the articles of UNDRIP. One of the university's 10-year change goals is to honour truth, reconciliation and rights, by supporting thriving Indigenous culture through respectful actions in research, teaching and service.

Please see Appendix B for activities relevant to mandate letter priority one, arranged in the ministry's template. Also refer to the Institutional Highlights – Strengthening Indigenous Education and Knowledge section above for more details.

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

- **Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity**

Inclusion and diversity are core values at TRU, and the elimination of achievement gaps is one of the university's 10-year goals. This coming year, TRU is embarking on an integrated strategic plan and process to outline how we will achieve our new goals.

Please see the above sections, Our Internal Strategic Context – Supporting Disadvantaged Students through Pandemic Impact, and Institutional Highlights – Investing in Indigenous Education for more information on actions taken last year.

The TRU Board and Senate have approved TRU's first *Strategic Enrolment Management (SEM) Plan* with goals and objectives aimed at participation, persistence, and student success. The five goals of the SEM plan are:

1. Strengthen domestic student enrolment
2. Improve educational outcomes for Indigenous students
3. Ensure sustainable international student enrolment growth
4. Increase the number of students served by the Williams Lake campus and community-based programming
5. Improve educational outcomes for students studying through Open Learning

TRU is one of 12 colleges and universities nationally to be awarded an Equity, Diversity and Inclusion (EDI) Institutional Capacity-Building Grant from the Natural Sciences and Engineering Research Council (NSERC). The \$400,000 grant will be used to create an EDI office at TRU.

The Enrolment Services office has been working on several initiatives. TRU has a gender diversity data collection initiative underway seeking to expand our gender identity nomenclature to be more inclusive of all gender identities, not just binary identities. We are awaiting direction from the ministry regarding new standardized nomenclature for the province.

In February, Enrolment Services' Admissions office worked with the Office of Indigenous Education and faculty from the University and Employment Preparation department to offer a Student Success course that prepares students to transition into their general education development (GED) program or upgrading courses as online learning. The pilot offering took place virtually, but in a supported classroom setting locally at Tk'emlups te Secwépemc.

In fall 2020, Enrolment Services supported the School of Nursing in offering a pilot program for 18 students of the Métis Nation: a structured cohort-model Health Care Assistant (HCA) program through Open Learning. Nursing realized high success rates for the OL courses when offered in this format, so OL Admissions worked to facilitate a second HCA cohort in a similar model for students in the Lil'Wat Nation out of TRU's Lillooet regional centre in February 2021.

The Student Awards and Financial Aid department reports to the ministry on students participating in the former youth in care grants three times per year, for summer, fall and winter semesters. Each report includes both OL and campus

courses. For the period Summer 2020 through Winter 2021 the total amount covered by the ministry under the Provincial Tuition Waiver Program was \$243,909. During this period there were 71 unique students who received this support. In the past year, 1,489 TRU students received \$1.56 million dollars from 2,746 BC Access Grants over the prior three semesters (Summer 2020, Fall 2020, Winter 2021).

TRU has used storytelling to support several initiatives. The Student Storyteller Squad and Indigenous storyteller roles for students reflect the experiences and needs of Indigenous students as they engage on campus and in their studies. In February 2021, TRU hosted female Indigenous storytellers for a webinar series entitled "Rematriation of Indigenous Women". Social Work faculty member Dr. Shelly Johnson is the Canada Research Chair in Indigenizing Higher Education and the Rematriation series facilitator.

Our faculties and schools have also been actively increasing supports for vulnerable and underrepresented students to increase success. The Faculty of Adventure, Culinary Arts and Tourism established two Leary-Sprot Awards in Adventure Studies; the award preference is for black, Indigenous, and people of colour (BIPOC) students to promote principles of equity, diversity and inclusion. The Faculty of Law has had a 100% completion rate for Indigenous students since 2011. It offered one-on-one tutoring for 11 Indigenous students who struggled in fall 2020.

The Secwépemc people have a phrase, "*Pelkwaílč-kt es knucwentwécw-kt*" meaning we come together to help one another. In the past three years the Prior Learning Assessment and Recognition (PLAR) program has embraced this philosophy, working to make PLAR more accessible, equitable and transparent for multiple stakeholders (current students, future students, educators, organizations, etc.).

PLAR is a process that allows individuals to identify, document, and have assessed for credit their prior learning. In the fiscal year 2019/20 TRU awarded 13,673 PLAR credits (4,558 3-credit equivalent), leading all provincial post-secondary institutions. TRU recognizes there is tremendous room to increase these numbers, offering a unique and flexible pathway for a wider range of people to participate in PSE. However, before turning to strategies to increase these numbers, insight was sought from past students, current students, Indigenous leaders, deans, faculty and other stakeholders on how to make PLAR more accessible, equitable and transparent. Their insight guided a number of initiatives, including adding to and enriching student

*Pelkwaílč-kt es knucwentwécw-kt —
we come together to help one another*

resources, enhancing rigour and standardization, making processes more transparent, and researching the impact of PLAR on students' education and life after PLAR.

Two of the most important initiatives undertaken to further enhance PLAR, making it more accessible for all TRU students, was the proposal of a centralized model and further Indigenization. A centralization model was proposed in December 2020, and an implementation plan is currently being developed. The strategy for the centralized model is to standardize and grow PLAR.

Further Indigenization of PLAR has been guided by the TRC education calls to action, and guidance from the Indigenous PLAR working group shared in 2019. We are currently conducting a pilot project to decolonize competency-based PLAR requirements, honouring Indigenous students' traditional ways of knowing and learning. We are shifting away from the intensive writing and reading requirements to include the option of oral storytelling for students. For example, one PLAR student told his PLAR story at a sacred campfire to a group of disadvantaged youth. He recorded this storytelling and will include it in his portfolio. As well, we are also working to include Indigenous assessors in the PLAR process. This initiative is currently in the pilot stage and will be introduced as an option for all students in the coming year.

Having relied heavily on in-person final exams throughout its history, Open Learning had to pivot during the pandemic to offer online proctored exams for courses that required them. In the span of two months in 2020, Open Learning transformed final assessments for over 300 online and distance courses to either alternate-final exam formats or online proctored exams. Over the last year, more than 10,000 Open Learning students have completed online proctored exams. As online proctored exams have allowed students to take exams at any time and from the safety of their own homes, this has been a popular option with students. While in-person exams will again become possible with the return to on-campus operations in Fall 2021, Open Learning anticipates being able to offer students a choice of in-person or online proctored exams for the majority of Open Learning courses.

- **Ensuring student safety and inclusion**

In keeping with TRU's core value of inclusion, the Faculty of Student Development has started initial implementation of recommendations made by a consulting group in 2020 regarding inclusion for trans/non-binary/two-spirit (TNB2S) students, including facilities, policies, programming and data collection/use. TRU hosted events on trans/non-binary/two-spirit wellness and decolonizing wellness.

During the pandemic, TRU continued its participation in the not-for-profit program [A Way Home](#), a grassroots collective to end youth homelessness, with supports for former youth-in-care as they access post-secondary education.

Last year, Student Development increased wrap-around case management supports for students experiencing domestic affliction, sexualized violence and financial challenges. As well, TRU revised its *Sexualized Violence Policy* (BRD 25-0) to incorporate survivor input.

- **Enhancing system innovation through participating in a post-secondary digital system strategy, including delivery of Education Planner and other digital learning activities and initiatives**

TRU created an institutional [Digital Strategy](#) to actively leverage digital capabilities in support of its teaching, research and service missions. The strategy guides TRU's digital learning activities and initiatives, including active participation in post-secondary system initiatives. As part of the strategy, TRU is the first post-secondary institution in the province to migrate its enterprise-wide software into the cloud. This project is expected to be completed in the next year.

TRU is highly engaged in the use and governance of Education Planner BC (EPBC). TRU's AVP Strategic Enrolment and University Registrar has supported EPBC since the beginning of the initiative for a provincial applications portal. The AVP sits on the EPBC Steering Committee as well as the Nominations Committee and the Finance, Audit and Risk Committee within EPBC's governance framework. TRU was an early adopter of extensible markup language ([XML high school transcripts](#)) with EPBC and is among the latest institutions to now be exchanging post-secondary transcripts via XML with provincial colleagues.

TRU continues to actively promote [Here2Talk.ca](https://www.here2talk.ca) to all TRU students. Here2Talk connects all students currently registered in a BC post-secondary institution with free, confidential counselling and a community referral service, available 24/7 via app, phone and web.

Along with the entire post-secondary sector, the Faculty of Adventure, Culinary Arts and Tourism pivoted to a digital and/or blended delivery system to accommodate students locally, regionally, nationally and internationally, and anticipates that some of the new forms of delivery will remain in place to take advantage of the innovative initiatives.

*Texw-téxtwt-ken re lleqmélt —
I will be a strong teacher*

For the past 20 months, the School of Business and Economics (SoBE) Director of Graduate Programs, Heidi Milovick, worked with Facilities and IT Services to turn SoBE's Graduate Studies Room into a hybrid technology room, providing the most advanced equipment and facility to support our student community during their research.

One of the important initiatives undertaken by Open Learning's Learning Design team during the pivot to remote learning was to create an open educational resource entitled *Teaching Without Walls at TRU*.

TRU colleagues in Learning Technology and Innovation (LTI) and the Centre for Excellence in Learning and Teaching (CELT) partnered to develop just-in-time help tutorials and to deliver workshops on a range of topics relevant to virtual delivery. OL partnered with the Faculty of Student Development to ensure awareness and access of resources for students. Many of these resources have been collected and released as [OER](#). Please see Institutional Highlights – Supporting TRU Faculty during the Pivot to Remote Learning for more information.

- **Providing programming that meets local, regional or provincial labour market and economic needs**

This year, the Faculty of Science is looking forward to launching a new master's in data science; the new program has had a lot of interest from prospective students with strong labour market demand.

In December 2020, the Ministry of Advanced Education and Skills Training awarded the School of Nursing with seats to create opportunities for a new type of student, a health care support worker, which will be first an employee of Interior Health, and second a student in the Health Care Assistant Partnership Pathway (HCA-PP) program. With blocks of employment and course work, the health care support worker will be able to learn the responsibilities of being a health care assistant on the job while completing the program. Both campuses, Kamloops and Williams Lake, will be admitting these long-term care, assisted living or home health settings employees into the HCA-PP program in May and June 2021. See the Internal Context section above for more information.

Two School of Business and Economics students participated in the Mitacs Business Strategy Internship (BSI) Program in fall 2020. The first, a graduate student, developed an advanced analytics marketing strategy for two local companies with the forestry industry, and the second, an undergraduate, conducted research with the Kamloops Chamber of Commerce titled "COVID-19 Impact on Local Restaurants: A Road to Recovery".

The School of Business and Economics (SoBE) launched two new post-baccalaureate programs: the Post-Baccalaureate Diploma in Economics and Political Studies, and the Post-Baccalaureate Diploma in Mathematics and Economics.

- **Working with the Ministry to implement a student-centred international education framework that supports the success of domestic and international students**

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

With the advent of COVID-19, TRU World, our international division, was able to pivot immediately to a digital recruitment strategy to maintain international enrolments. The strategy has proved to be successful, and much of the strategy will be carried over as we transition to a post-pandemic world.

TRU continues to offer virtual delivery of courses and international student services, such as:

- virtual immigration workshops
- orientation
- general student services
- regular global town halls for future students
- a future-student online education fair with representatives from various faculties

Our Contract Training unit offered online programs as well as face-to-face, three- and four-week Language and Culture Programs in summer 2020 and 2021.

- Regular participation in agent-organized webinars, focusing on TRU and study in Canada
- Regional webinars with agents for student recruitment purposes
- Regional webinars for existing applicants
- EduCanada webinars
- Virtual agent workshops
- FPP Edu Media virtual student fairs

In preparation for a resumption of Study Abroad activities, TRU was able to use federal funds to offer a free-of-charge wraparound Study Abroad support program for economically disadvantaged students. The program encouraged and prepared them for a semester abroad in a Spanish-speaking country.

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

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

- **Actively engaging with our local school districts to expand dual credit opportunities for students**

The TRU Registrar's office has strengthened its relationship with Kamloops School District 73 this year, working on promotion and communication. The Admissions office worked with SD73, our School of Trades and Technology, and Finance Department to develop a new application structure for our various SD73 partner programs, which will streamline the processing of applications for the 100 to 140 students that TRU has been enrolling each year. These programs include Youth Training in Trades; North Kamloops Trades Sampler; Health Care Assistant (HCA), Early Childhood Education (ECE) and Police and Justice TRU Start; and TRU Start course takers.

Our last TRU Start virtual information event had over 90 registered students/families, a big increase in interest; past in-person events had drawn only five to 10 participants and families.

- **Supporting lifelong learning pathways across the public post-secondary system**

One of TRU's ten-year change goals is to encourage and support 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."

TRU continues to support lifelong learning with the prior learning assessment and recognition (PLAR) credit bank for British Columbia. TRU saw an increased interest in credit bank PLAR this year. Please see other mandate reporting sections for program development and digital innovation initiatives for more information.

TRU supports learning pathways with digital innovation; TRU was an early adopter of extensible markup language (XML) high school transcripts with Education Planner BC and is among the latest institutions to now be exchanging post-secondary transcripts via XML with provincial colleagues (see above).

TRU has supported the return to nursing practice for people with the OL Return to Registered Nurse Practice (RRNP) Certificate. The program has been very busy with over 50 students accessing the spring labs (see below).

TRU School of Trades and Technology was pleased to offer four sections of the provincially sponsored Renewable Energy Fundamentals for Electricians (see below).

- **Advancing and supporting open learning resources**

TRU's [Library](#) supports Open Education Resources through the Open Education Working Group. The University Library in conjunction with the Centre for Excellence in Learning and Teaching (CELT) and TRU Open Learning are pleased to announce the Open Education Resource Development Grant Program (OERDG) has been extended for the 2021/2022 year. This grant program has been generously funded by the Provost's Office.

The OERDG program at TRU provides funding and support to TRU Faculty Association (TRUFA) and TRU Open Learning Faculty Association (TRUOLFA) members who wish to integrate open educational resources (OERs) into their courses. This direct support can be used by faculty to adopt, adapt and/or integrate OERs as primary materials within their TRU courses.

Development is underway of a zero textbook cost (ZTC) Associate of Science Degree. With the support of funding from BC Campus, Open Learning is redeveloping approximately a dozen courses, primarily in science and mathematics, to adopt existing or newly-created OERs. The courses targeted are all applicable toward Open Learning's two-year Associate of Science degree. By eliminating the textbook costs in these courses, Open Learning will be able to offer a full ZTC pathway to the Associate of Science. Our Open Learning course development team is on track to complete this project by December 2022.

Open Learning promoted the development, delivery and sharing of open learning resources and the development of digital literacies via collaboration and publishing platforms such as WordPress, Pressbooks, H5P and Kaltura. TRU promoted provincial system innovation and collaboration as a founding partner in the [OpenETC](#).

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

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

New this year, the TRU School of Trades and Technology, with Open Learning design and content development support, was pleased to offer four sections of the provincially-sponsored Renewable Energy Fundamentals for Electricians. All four courses were fully subscribed. This tuition-free, six-week program (four weeks online, two weeks on-site practical training) provided students with the knowledge and skills needed to install and maintain Renewable Energy (RE) power generation systems and equipment.

Since the launch of the bachelor of engineering, software engineering, in 2019/20, the program has expanded from 28 domestic and 10 international student FTE in its first year to 47 domestic and 16 international students 2020/21. TRU also continues to offer the engineering transfer program for students wishing to transfer to other engineering programs.

In keeping with TRU's mission fulfilment towards student success and intercultural understanding, as well as the School of Nursing's Strategic Plan for increasing intercultural understanding through culturally-inclusive and responsive education, an Educational Service Agreement between the Lil'Wat Nation and TRU was signed in Fall 2020 to support the delivery of an Open Learning (OL) Health Care Assistant (HCA) program to the community. A collegial, collaborative and consultative relationship with the Nation resulted in a flexible, culturally-appropriate HCA curriculum where 15 students stay in their community, supported by a Lil'Wat

community advisor, a TRU facilitator, and the associate dean. The students successfully started the program on Feb. 1, 2021. Course work began with upgrading math and writing skills, computer skills, and completing required pre-admission course work (CPR, food safe, WHIMS) before beginning HCA course work in March.

Program enrollment in OL nursing has steadily increased over the past five years. The OL Return to Registered Nurse Practice (RRNP) certificate program has been very busy with over 50 students accessing the Spring labs. Despite the pandemic, all students have been successfully placed in a preceptorship.

The Faculty of Arts is continuing to develop a new Master of Arts program in Human Rights and Social Justice and looks forward to being able to provide this multi-disciplinary program at TRU.

This year, the Faculty of Education and Social Work is excited to graduate students with a Bachelor of Education (BEd) through our [Texw-téxtwt-ken re lleqmélt](#) (I will be a strong teacher) cohort. The program started in 2019 as part of a broader Ministry of Advanced Education and Skills Training investment in Indigenous teacher education training across BC, part of TRC's Action 62.

The School of Business and Economics has been working with the Northern Shuswap Tribal Council in developing a First Nations Financial Management Diploma, expected to launch in Fall 2022.

The distance learning Veterinary Technology (VTEC) program previously overseen by the Faculty of Science has moved to Open Learning, and the revised program recently received full approval from TRU's Planning Council of Open Learning. The redesigned program welcomed its first cohort of students in Fall 2020. The only program of its kind in Canada, VTEC is in high demand from students, and we anticipate this demand will only get stronger over the years to come. The unique model of this program also allows students to move back and forth between the Open Learning distance program and the on-campus Veterinary Technology program.

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

Telus is sponsoring a program at TRU, the Telus Sustainability Fellowship 2021, that will connect graduate student researchers with businesses trying to reduce their carbon footprint. The aim is for graduate students to develop recommendations for those businesses. This inaugural year, two Master of Science in Environmental Economics and Management students and one Master of Business Administration student have been selected as Research Fellows, an excellent opportunity for experiential learning at the master's level.

Mitacs launched the Business Strategy Internship (BSI) Program, a 16-week internship program that allowed students to connect with a local company or a not-for-profit organization to develop a strategic project. The project was to undertake a strategic analysis that would help the chosen company to restore or modify their business operations during the COVID-19 pandemic. (See above.)

TRU Law continues to support initiatives such as [Pro Bono Students Canada](#) and the TRU Community Legal Clinic, a student-staffed free legal clinic. The students work under the guidance of a team of supervising lawyers to provide legal assistance and advice to those who would otherwise not be able to afford legal assistance.

There are many other initiatives this year to improve work integrated learning (WIL) and support labour market transitions including:

- Development of an open educational resource textbook for students in career development courses
- Initial development of virtual reality resources for students wishing to explore workplaces that are at a distance
- Hiring of an employer liaison position to support connection between students and rural employers (collaborative project with UNBC and UBCO)

School of Business and Economics (SoBE) students participate in several competitions. The TRU team won first place in the National 2019 Chartered Financial Analyst (CFA) Societies Canada Ethics Challenge. A SoBE student team also won first place in the 2020 CFA Societies Provincial Ethics Challenge. TRU was unable to host an in-person event last year, but we will be hosting the BC MBA Games virtually in Fall 2021.

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

The Tourism Management department hosted an online edition of its Career Mentorship Event in January, bringing together current students, alumni and potential employers in order to network and share career advice.

This year, TRU developed a “[deep map](#)” resource guide for career equity for students with disabilities. The Deep Map is a community resource hub in the form of an interactive map. The purpose of this map is to identify inclusive community services to support our diverse student population. With limited resources due to COVID-19, it is even more important that we are providing students, employers, faculty and staff with information that prioritizes health and well-being.

As well, research has continued on the impact of PLAR on both students’ education and their life after PLAR. We have learned that TRU students using PLAR have higher completion rates than non-PLAR students (9% higher for Open Learning students), have enhanced GPAs (on average one letter grade when compared to non-PLAR students), and PLAR students save time and money by requiring fewer courses to complete their designation. Research on life after PLAR has illustrated that having their informal and non-formal learning validated greatly strengthens their links between formal studies, work and life experiences—a necessity for workforce connection and career transitions. We have also learned that PLAR helps enhance students’ sense of personal and professional self, as well as their self-esteem, career awareness and confidence. PLAR students report having increased career attention which leads to strategic, intentional and action-oriented career development.

PLAR offers an excellent opportunity for increasing the number of non-traditional students accessing post-secondary education, offering flexible pathways to and through education, reducing achievement gaps. These flexible pathways are increasingly needed for a range of non-traditional students, those mature learners that are often vulnerable and underrepresented.

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

Last year, just before the global pandemic, TRU gave presentations to Kamloops school district career educators, and to a grade 10 career preparation class. The presentations included information on many of the provincial public information resources including BC Student Outcomes, the Labour Market Outlook, Student Transitions Project, BCCAT and others. The information was very well received by students, teachers and district administrators. When it is appropriate, TRU will follow up with the school district for more in-person presentations. As well, TRU has been supporting these provincial initiatives at the committee level for many years.

Financial Information

In accordance with targets in the ministry’s three-year service plan, TRU maintained a balanced budget in 2020/21. TRU’s audited financial statements can be viewed at [TRU Financial Statements](#).

Appendix A: Ministry Performance Measures

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

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

Student Spaces—FTE Enrolment

Ministry accountability strategic objective: Capacity

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

STUDENT SPACES (FTE)	2019/20 ACTUAL	2020/21 TARGET	2020/21 ACTUAL	ASSESSMENT	2021/22 TARGET	2022/23 TARGET
Total student spaces	8,834	8,136	8,241	Achieved	8,118	8,121
Nursing and other allied health programs	1,334	824	1,357	Achieved	N/A	N/A
Developmental	275	282	232	Not achieved	N/A	N/A

*Open Learning FTE divisors have been changed for 2020/21 to align with on campus programs, as per AEST direction.

The developmental—Adult Basic Education (ABE) and English as a Second Language (ESL)—targets were not met because of the challenges with face-to-face training during the pandemic and resulting lack of demand.

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

Credentials awarded

Ministry accountability strategic objective: Capacity

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

CREDENTIALS AWARDED	2019/20 ACTUAL	2020/21 TARGET	2020/21 ACTUAL	ASSESSMENT	2021/22 TARGET	2022/23 TARGET
Number	2,169	2,209	2,216	Achieved	TBD	TBD

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

Aboriginal student spaces—FTE enrolment

Ministry accountability strategic objective: Access

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

ABORIGINAL STUDENT SPACES (FTE)	2019/20 ACTUAL	2020/21 TARGET	2020/21 ACTUAL	ASSESSMENT	2021/22 TARGET	2022/23 TARGET
Total Aboriginal student spaces	1,379	Maintain or increase	1,416	Achieved	Maintain or increase	Maintain or increase
a) Ministry	1,136		1,142	Achieved		
b) Industry Training Authority (ITA)	244		274	Achieved		

Student satisfaction with education—Source: [BC Student Outcomes](#)

Ministry accountability strategic objective: Quality

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

TRU former students report they are satisfied with the education they received at the university. TRU has achieved above the target of 90% satisfaction for each of these three programming areas: diplomas, trades foundation and baccalaureate degrees. Nearly 99% of apprentices after their final year were satisfied with their education.

STUDENT SATISFACTION WITH EDUCATION	2019/20 ACTUAL		2020/21 TARGET	2020/21 ACTUAL		ASSESSMENT	2021/22 TARGET	2022/23 TARGET
	%	+/-%	%	%	+/-%		%	%
Former diploma, associate degree and certificate students	89.2	1.8	≥ 90	90.0	1.7	Achieved	≥ 90	≥ 90
Trades foundation and trades-related vocational graduates	94.1	2.8		94.0	3.1	Achieved		
Former apprenticeship students	88.9	3.7		98.6	1.4	Achieved		
Bachelor's degree graduates	94.9	1.4		94.8	1.4	Achieved		

Student assessment of the quality of instruction

Ministry accountability strategic objective: Quality

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

Former TRU students report they are satisfied with the quality of instruction they received at the university. TRU has achieved above the target of 90% satisfaction for each of these programming areas: diplomas, trades foundation, apprenticeship, and baccalaureate degrees.

STUDENT SATISFACTION WITH EDUCATION	2019/20 ACTUAL		2020/21 TARGET	2020/21 ACTUAL		ASSESSMENT	2021/22 TARGET	2022/23 TARGET
	%	+/-%	%	%	+/-%		%	%
Former diploma, associate degree and certificate students	94.5	1.3	≥ 90	93.7	1.4	Achieved	≥ 90	≥ 90
Trades foundation and trades-related vocational graduates	96.3	2.3		94.8	2.9	Achieved		
Former apprenticeship students	94.1	2.8		97.9	1.7	Achieved		
Bachelor's degree graduates	94.9	1.4		95.1	1.4	Achieved		

Student assessment of skill development

Ministry accountability strategic objective: Quality

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

Former TRU students report they are satisfied with their skill development during their program at the university. TRU has achieved above the target of 85% satisfaction for each of these programming areas: diplomas, trades foundation, apprenticeship, and baccalaureate degrees. Please see the skill development details table at the end of this section for complete details.

SKILL DEVELOPMENT	2019/20 ACTUAL		2020/21 TARGET	2020/21 ACTUAL		ASSESSMENT	2021/22 TARGET	2022/23 TARGET
	%	+/-%	%	%	+/-%		%	%
Former diploma, associate degree and certificate students	86.7	2.1	≥ 85	88.2	1.8	Achieved	≥ 85	≥ 85
Trades foundation and trades-related vocational graduates	91.0	3.2		90.2	3.7	Achieved		

Former apprenticeship students	85.8	3.7	≥ 85	89.8	3.4	Achieved		≥ 85
Bachelor's degree graduates	89.7	1.8		88.4	1.9	Achieved		

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

Ministry accountability strategic objective: Relevance

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

USEFULNESS OF KNOWLEDGE AND SKILLS FOR JOB	2019/20 ACTUAL		2020/21 TARGET	2020/21 ACTUAL		ASSESSMENT	2021/22 TARGET	2022/23 TARGET
	%	+/-%	%	%	+/-%		%	%
Former diploma, associate degree and certificate students	87.7	2.1	≥ 90	89.1	2.0	Achieved	≥ 90	≥ 90
Trades foundation and trades-related vocational graduates	88.6	4.8		85.6	5.7	Achieved		
Former apprenticeship students	90.8	3.6		95.4	2.6	Achieved		
Bachelor's degree graduates	89.4	2.3		93.5	1.8	Achieved		

Unemployment rate

Ministry accountability strategic objective: Relevance

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

UNEMPLOYMENT	2019/20 ACTUAL		2020/21 TARGET	2020/21 ACTUAL		ASSESSMENT	2021/22 TARGET	2022/23 TARGET
	%	+/-%	%	%	+/-%		%	%
Former diploma, associate degree and certificate students	4.7	1.3	≥ 20.3	6.1	1.4	Achieved	TBD (≥ Unemployment rate for individuals with high school credential or less)	
Trades foundation and trades-related vocational graduates	11.8	4.3		9.9	4.4	Achieved		
Former apprenticeship students	4.0	2.3		5.1	2.6	Achieved		
Bachelor's degree graduates	6.1	1.7		5.4	1.6	Achieved		

Skill development details

See "Student assessment of skill development" above for a summary.

FORMER DIPLOMA, ASSOCIATE DEGREE AND CERTIFICATE STUDENTS' ASSESSMENT OF SKILL DEVELOPMENT	2019/20 ACTUAL		2020/21 TARGET	2020/21 ACTUAL		2020/21 ASSESSMENT
	%	+/-%	%	%	+/-%	
Skills development (average %)	86.7	2.1	≥ 85%	88.2	1.8	Achieved
Written communication	82.6	2.5		86.2	2.3	
Oral communication	81.0	2.7		86.6	2.3	
Group collaboration	86.5	2.1		90.3	1.8	
Critical analysis	88.6	1.9		89.6	1.8	
Problem resolution	85.2	2.2		85.2	2.1	
Learn on your own	89.5	1.8		90.9	1.7	
Reading and comprehension	91.9	1.7		91.0	1.7	

TRADES FOUNDATION AND TRADES-RELATED VOCATIONAL GRADUATES' ASSESSMENT OF SKILL DEVELOPMENT	2019/20 ACTUAL		2020/21 TARGET	2020/21 ACTUAL		2020/21 ASSESSMENT
	%	+/- %		%	%	
Skills development (average %)	91.0	3.2	≥ 85%	90.2	3.7	Achieved
Written communication	81.4	7.9		76.2	9.0	
Oral communication	81.9	6.9		87.1	6.6	
Group collaboration	93.2	3.0		93.7	3.3	
Critical analysis	93.9	2.9		92.9	3.4	
Problem resolution	90.6	3.7		88.9	4.4	
Learn on your own	92.5	3.2		93.6	3.4	
Reading and comprehension	93.0	3.2		90.1	4.0	
FORMER APPRENTICESHIP STUDENTS' ASSESSMENT OF SKILL DEVELOPMENT	2019/20 ACTUAL		2020/21 TARGET	2020/21 ACTUAL		2020/21 ASSESSMENT
	%	+/- %		%	%	
Skills development (average %)	85.8	3.7	≥ 85%	89.8	3.4	Achieved
Written communication	71.2	9.2		77.8	7.6	
Oral communication	75.3	7.9		84.3	6.3	
Group collaboration	88.5	4.1		88.1	4.0	
Critical analysis	92.7	3.1		92.7	3.1	
Problem resolution	88.8	3.9		91.2	3.4	
Learn on your own	83.7	4.5		91.9	3.3	
Reading and comprehension	86.3	4.2		94.1	2.8	
BACHELOR'S DEGREE GRADUATES' ASSESSMENT OF SKILL DEVELOPMENT	2019/20 ACTUAL		2020/21 TARGET	2020/21 ACTUAL		2020/21 ASSESSMENT
	%	+/- %		%	%	
Skills development (average %)	89.7	1.8	≥ 85%	88.4	1.9	Achieved
Written communication	88.6	2.2		88.5	2.1	
Oral communication	90.5	2.1		88.6	2.2	
Group collaboration	84.5	2.6		83.7	2.6	
Critical analysis	91.9	1.8		93.0	1.7	
Problem resolution	87.1	2.4		84.7	2.4	
Learn on your own	92.5	1.8		90.0	2.0	
Reading and comprehension	91.9	1.9		91.2	1.9	

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

Appendix B – Mandate Priority #1 Progress Report

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 BC

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

The following table is a summary of TRU’s progress on the Ministry of Advanced Education and Skills Training’s institutional mandate letter for priority 1, in the template provided by the ministry for reporting, including progress made and details by faculty/school.

43: CANADIAN GOVERNMENTS AND THE UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLE	
We call upon federal, provincial, territorial and municipal governments to fully adopt and implement the UN Declaration on the Rights of Indigenous Peoples as the Framework for Reconciliation.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented	<i>TRU Institutional Level – Reconciliation</i>
	In 2019 some TRU Senate Committees have adopted the United Nations Declaration on the Rights of Indigenous People in their Terms of Reference.
	TRU Vision Statement and 10-year goals with Secwépemc language, culture and values embedded into document. tru.ca/envision/vision-statement.html
	TRU and Tkémlyps te Secwépemc Partnership Agreement updated and includes UNDRIP and TRC Calls to Action (April 2021)
	Secwépemc greeting installed on every building on campus (honouring Indigenous people and languages)
Planned	TRU financial awards for Secwepemc students to increase post-secondary participation.
	\$2 million earmarked specifically for Indigenous students and recruitment and retention of Indigenous staff and faculty.
New	TRUFA adopts UNDRIP into Collective Agreement and working on a Secwépemc Advisor position to work with the TRUFA president.
Ongoing	Indigenous Ways of Knowing institutional learning outcome (ILO) created and implemented into general education graduation requirements.

Implemented	<p><i>TRU Institutional Level – Commitment to Indigenization</i></p> <p>Coyote Brings Food Project. TRU has committed to ongoing Indigenization efforts by moving the Coyote Brings Food Project from a three-year strategic investment to permanent ongoing base funding under the Office of Indigenous Education.</p> <p>The Coyote Project focuses on TRU Indigenous student participation, retention and completion rates. The nine academic faculties, plus Open Learning, Library and TRU World are working together to design, operationalize, evaluate and share practices aimed at increasing Indigenous advancement and the indigenization of TRU academic activities. The Coyote Brings Food Project has the potential to significantly advance TRU’s aspiration to be the university of choice and opportunity for Indigenous peoples, and to share promising practices and outcomes. This project helps achieve the indigenization potential built into TRU academic plans. In a unique combination of leadership in academic divisions and service divisions, the Coyote Project has focused on delivering 10 results in three areas of increasing Indigenous student success: in the areas of increasing participation, retention and completion rates.</p>
New & Ongoing	<p>Prior Learning Assessment and Recognition. The Secwépemc people have a phrase, “<i>Pelkwailc-kt es knucwentwécw-kt,</i>” meaning we come together to help one another. In the past three years the TRU Prior Learning Assessment and Recognition (PLAR) program has embraced this philosophy to make PLAR more accessible, equitable, and transparent for multiple stakeholders (current students, future students, educators, organizations, etc.).</p> <p>Two of the most important initiatives undertaken to make PLAR more accessible for all TRU students were the proposal of a centralized model and further Indigenization. A centralization model was proposed in December 2020, and an implementation plan is currently being developed. The strategy for the centralized model is to standardize and grow PLAR.</p> <p>Further Indigenization has been guided by the TRC education calls to action, and guidance from the Indigenous PLAR Working Group shared in 2019. We are currently conducting a pilot project to decolonize competency-based PLAR requirements, honouring Indigenous students’ traditional ways of knowing and learning. We are shifting away from the intensive writing and reading requirements to include the option of oral storytelling. For example, one student told his PLAR story at a sacred campfire to a group of disadvantaged youth. He will include the recording of this storytelling in his portfolio. As well, we are also working to include Indigenous assessors in the PLAR process. This initiative is currently in the pilot stage and will be introduced as an option for all students in the coming year.</p>

1: SOCIAL WORK

We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p><i>Faculty of Education & Social Work (EDSW)</i></p> <p>Overall:</p> <p>Six Indigenous faculty members</p> <p>CRC Indigenizing Higher Education Associate Professor Dr. Shelly Johnson</p> <p>Secwépemc Cultural Advisor position</p> <p>Indigenous Coordinator for B.Ed Indigenous cohort plus Elder support position</p>
New	EDSW subcommittee-working group formed from different departments to specifically focus on indigenization efforts
Ongoing	<p>15 course outlines will be enhanced with common reads and learnings for indigenization, to help with intercultural understanding and boost student success.</p> <p>Three new courses will be developed that are relevant to Indigenous advancement in education and social work professions. These will help address educational and employment gaps.</p> <p>EDSW introduced five new Master of Education courses with an Indigenous focus (Indigenous cohort).</p> <p>Indigenous research methods course (S. Johnson)</p> <p>Work with Indigenous communities on the management and implementation of a nation-based strategy to assert and exercise jurisdiction over children and families in a culturally sensitive manner.</p> <p>Participate in Indigenous nation-based Tripartite MOU working groups</p> <p>Rewriting curriculum to indigenize readings, course content, assessments and learning outcomes. A research and development program will be built around this work to deepen understanding of the faculty's process and outcomes.</p> <p>Place-based learning (two courses: summer, winter seasons) (Roxane Letterlough)</p> <p>Indigenous approaches to counseling and well-being (Rod McCormick)</p> <p>Learning through Indigenous Literature (Garry Gottfriedson). These courses are open to all Indigenous students and provided an opportunity to learn through Indigenous-focused studies. Partnerships and working relationships with Indigenous communities</p>

Ongoing	EDSW faculty will engage in professional learning to enhance awareness, understanding and skills in supporting Indigenous students and their success at every level. This will include the history and legacy of residential schools, the UN Declaration on the rights of Indigenous peoples, treaties, Indigenous rights and Indigenous law.
	All My Relations Research Centre
	Secwépemc scholars database (PhDs/Masters) and Research Ethics

12: EARLY CHILDHOOD EDUCATION

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<i>Faculty of Education & Social Work (EDSW)</i>
	See above section and Coyote Project for more details. Early Childhood Education Indigenous community partnerships and practicum placement

16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Planned	<i>Faculty of Arts</i>
	Indigenous languages have moved from EDSW to the Faculty of Arts (2020) with a focus on offering an increased number of Secwépemc, St'át'imc and Nlaka'pamux language classes. Working with Secwépemc, St'at'imc and Nlaka'pamux language partners.
	Review and update DSTC language teaching certification program and working with local Indigenous language
	Working relationship and partnership agreements with Chief Atahm School; Tk'emlúps te Secwépemc: Language and Culture Department
Ongoing	Conversations with dialect partners as to the viability of a degree, laddering two years of local language learning and other educational credits into a third year, advanced language training degree

23: HEALTH-CARE PROFESSIONALS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
	See 24: Medical and Nursing Schools, below

24: MEDICAL AND NURSING SCHOOLS

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal 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
Implemented & Ongoing	<i>School of Nursing</i>
	Created a new SON program goal: Promote health and wellness with Indigenous peoples.
	Created learning outcomes across the curriculum in all four years regarding Indigenous ways of knowing and knowledge, UNDRIP, history and legacy of colonization and residential schools.
Implemented & Ongoing	Implemented core Indigenous health nursing course in second year of our curriculum that specifically addresses Call #24 of TRC and focuses on power, equity and anti-oppressive practices in health care.
	Created a Master of Nursing course on Indigenous Health Leadership
	Created an Indigenous Health Nursing Committee (IHNC) which has been advising faculty and SON committees regarding the new program goal, indigenization, strengthening community relationships and engagement, creating culturally safe environments, and scholarship and research.
	Created a CIHR chair in Indigenous Health Nursing Research (IHNR) rooted in UNDRIP and working with the SON and IHNC to develop more concrete actions for implementing SON strategic direction in progress.
	Implemented mandatory Indigenous health nursing orientation for all first-year students and faculty
	Created 2 Moodle sites for faculty and students with Indigenous health resources tailored to our context and Nations.
	Conducted research with the Coyote Project to support faculty and staff with indigenization and indigenizing the curriculum.

In Progress	Strengthening partnerships with community networks such as TteS, Aboriginal Education SD#73
	Supporting intergenerational Indigenous nursing mentorship through co-collaborating with the Indigenous Health Nursing Research (IHNR) team.
	Collaborating with other faculties developing webinars on Indigenous health.
	Working to develop a response to the <i>In Plain Sight</i> Report
	Co-creating collaborative IHN Advance Wellness Program of Study for Indigenous nurses through the IHNR program
	Co-creating partnerships with BC nursing regulators/associations/schools of nursing in BC through the IHNR program
	Continuing to integrate intercultural understanding, indigeneity, equity, cultural safety, and anti-Indigenous racism into our SON strategic plan.

28: LAW SCHOOLS

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–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	<i>Faculty of Law</i>
	<p>Indigenous TRU Law students who have been accepted into the 2021 program as first-years will have the opportunity to attend the Indigenous Law Summer Program at the University of Saskatchewan:</p> <p>The College of Law at the University of Saskatchewan is offering 50 Indigenous students who have been admitted to a Canadian law school in the Fall of 2021 the opportunity to complete two first-year courses starting on May 10, 2021 and finishing on July 27, 2021. Enrollment in both courses is required. The courses will be offered remotely with a combination of synchronous and asynchronous delivery. In addition to learning the substantive legal content, an emphasis will be placed on assisting students with developing the skills essential for law school success.</p>
	Curriculum reform is afoot to include a new, mandatory course in second year to answer the Calls to Action

57: PUBLIC SERVANTS

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–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	<i>Faculty of Student Development (FSD)</i>
	Creation of an Indigenization and Decolonization Working Group to support activities that will address goals and objectives for FSD faculty and staff members.
	Professional development indigenization learning opportunities for all FSD employees.
	Supporting Indigenous FSD staff to strengthen Indigenous student supports and Indigenous community communication.
New	<i>Faculty of Science</i>
	Conversations with Simpcw/Tsq'escen' regarding TRU's new Wells Gray Education and Research Centre
	Faculty-wide level book club initiated based on <i>Secwépemc People, Land, and Laws</i> (Ignace and Ignace 2017)
Continuing	Indigenous Summer Science Camp partnership with Indigenous Education/FSD/SON
	TULO land management courses for Indigenous peoples, a partnership between the First Nations Tax Commission and TRU to bring best practices and new knowledge together
	Sustainable ranching program engagement with students from Tk'emlùps te Secwépemc and Skeetchestn bands

62: TEACHER EDUCATION

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal 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
New	<i>Faculty of Science</i>
	Elder visits to classrooms: a minimum of six courses within Science with regular Elder visits/workshops or field trips to cultural museums.
	Curricular development: one course approved for General Education ILO Indigenous Knowledge and Ways.

New	Indigenous student supervision: diverse, ranging from high school student mentorship, student interns, within class research projects, undergraduate graduating essays to Master of Science students
	Five different research/partnership collaborations with Indigenous communities and institutions.
Ongoing	<i>Biological Sciences</i>
	Biology 3000 (Biostatistics) student-initiated research projects on various topics related to Indigenous fisheries, governance, etc., have been done in several semesters and are encouraged
	Biol 3220 (Lyn Baldwin) approved for General Education ILO Indigenous Knowledge and Ways
	Biol 3430 (Lyn Baldwin) hosted Elder Minnie Kenora for Pine Needle Basket Workshop (Winter 2020).
	Dept. of Biological Sciences book club (Winter 2019-Winter 2020), reading Secwépemc People, Land, and Laws (interrupted by COVID-19).
	Annual visits by students in either Biol 3220 or Biol 3430 to Secwépemc Museum and Heritage Park (interrupted by COVID-19).
Ongoing	<i>Natural Resource Sciences</i>
	Fall 2020 to Spring 2021: John Church collaborated with the Upper Nicola Band to capture Burrowing owls to prevent their migration last fall (because of wildfires in California) and release them in April.
	Indigenous hunter(s) come to NRSC 4050 to discuss wildlife management from an Indigenous perspective.
	Karl Larsen has collaborated >12-year study on rattlesnakes with the Osoyoos IB.
	Karl Larsen (summer 2021) is starting a partnership with the En'owkin Center in Penticton to have an Indigenous intern spend time on his White Lake snake project.
	Karl Larsen has started discussions with the Tk'emlùps te Secwépemc on a species-at-risk collaboration and youth outreach program.
	Tom Pypker is a university mentor for an Indigenous high school student from the Lheidli T'enneh Nation (Konnor McIntosh). Tom is providing support for his learning about climate change.
	NRSC 4100 Fisheries management: i) Jacque Sorensen and Brian Heise have a guest speaker each year represent Indigenous fisheries in BC ii) Indigenous rights to fish, First Nations fish allocations, changes in Fisheries Act to include First Nations, etc. discussed in lectures & seminars
	NRSC 4300 Ecosystem reclamation: i) Wendy Gardner and Brian Heise have one or two guest speakers describing Indigenous approaches to restoration ii) Tom Pypker has students analyze Indigenous stream restoration projects by the Secwépemc Fisheries Commission and Okanagan Nation Alliance
	NRSC 4230 Graduating essay: student Heather Vermey collected and analyzed data as part of a stream restoration project with partner organizations including the Secwépemc Fisheries Commission (and Secwépemc fisheries technicians worked with us in the field)

Ongoing	Indigenous grad student Michelle Walsh is doing a Master of Science in Environmental Science with Brian Heise on thermal ecology of chinook salmon in the Deadman River. They hired an Indigenous technician on the project, and work with the Skeetchestn IB and the Secwépemc Fisheries Commission on this project
	Brian Heise works with the Secwépemc Fisheries Commission on a federally funded project to bring coastal commercial salmon fishers to Kamloops, teach them about salmon spawning and rearing habitat, and take them into the field to help with restoration projects
	Brian Heise works with the Okanagan Nation Alliance (ONA), the Pacific Salmon Commission, Department of Fisheries and Oceans, etc. on a project to prevent northern pike predation on salmon in the Okanagan River, where the ONA is re-introducing salmon
Implemented	Jacque Sorensen and Brian Heise co-hosted “Water Guardians Workshop: Fish Habitat and Water Quality” for Indigenous secondary and post-secondary summer students in the Secwépemc Nation (from six separate communities).

86: JOURNALISM AND MEDIA SCHOOLS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<i>Faculty of Arts</i>
	Indigenous curriculum development for the department of Journalism, Communication and New Media Studies with courses scheduled to run in the 2020/2021 academic year. Department is working to include a required course from outside the department to augment program students’ exposure to Indigenous knowledge and history.

92. BUSINESS SCHOOLS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New	<p><i>School of Business & Economics (SoBE)</i></p> <p>Joined Luminary as a charter member. Luminary is an initiative of Indigenous Works (formerly the Aboriginal Human Resource Council) with a mission of “advancing Indigenous innovation, economic transformation, employment and well-being.” Membership nationally includes business schools, Indigenous and non-Indigenous private sector partners, economic development agencies and several NGOs.</p> <p>Partnership with Splatsin First Nation in Enderby to deliver business development training for Indigenous entrepreneurs. Pilot project began in late March 2021, completion in August 2021.</p> <p>Incorporated Indigenous awareness session into annual graduate student orientation program. Partnered with Cplul'kw'ten (TRU's Gathering Place).</p> <p>Partnership with Nicola Valley Institute of Technology (NVIT) to offer a customized TRU MBA program to NVIT graduates. The program will be funded by provincial grants, and delivered by faculty with experience in Indigenous business teaching and/or practice. First cohort expected to begin in September 2021.</p> <p>Development of First Nations Financial Management certificate and diploma programs, to be offered in Williams Lake (pending approval and funding decisions)</p>
Ongoing	<p>Goal for faculty to participate/develop Indigenous courses and content</p> <p>First Nation Applied Economic Certificate and First Nation Taxation Administration Certificate programs, in conjunction with the Tulo Centre of Indigenous Economics and the First Nations Tax Commission.</p> <p>SoBE promotes Indigenous students to apply for Ch'nook scholarships; annual hosting of Ch'nook scholar meetings with Secwépemc bands and Elders</p> <p>Paul Donald, CEO of All Nations Trust, chairs the SoBE Dean's Advisory Council, a body that provides advice, context, resources and contacts to ensure and enhance relevance and reach of SoBE programs</p> <p>Administrative Business Technical Skills (ABTS) customized program offerings: Northern Shuswap Tribal Council and Secwepmc Cultural Education Society, 2019/20</p> <p>Faculty resources dedicated to SoBE Indigenization, led by faculty and resourced via informal working group.</p>

United Nations Declaration on the Rights of Indigenous Peoples Implementation

How TRU is 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

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
Article 15 (1) and 21	<i>Faculty of Adventure, Culinary Arts and Tourism (FACT)</i>
	Supporting reconciliation: Adventure Studies handbooks (used by faculty and students) feature a welcome to <i>Secwepemcú'ecw</i> performed by two Indigenous FACT students.
	Culinary Arts is working with Feed BC to encourage a shift to more Indigenous and BC foods in government-supported institutions including post-secondary institutions, hospitals and schools.
	Thirty percent of students in Culinary Arts programs identify as Indigenous. Faculty have introduced into the curriculum focused learning activities with local Indigenous leaders based on the production and preservation of traditional foods. Faculty have hosted virtual events for Métis youth with the goal of creating and improving their pathways to learning.
	Success of students: two Leary-Sprot Awards have been established in Adventure Studies; preference is given to BIPOC students to promote principles of equity, diversity and inclusion.
	Departmental initiative: All faculty in Adventure and Culinary Arts have completed the Indigenous Canada MOOC program hosted by the University of Alberta.
	Co-op and integrated learning opportunities: Dr. Courtney Mason has created and begun teaching a new course, TMGT 4980 Indigenous Tourism: Colonial Power, Politics and Practices.



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