



THOMPSON RIVERS UNIVERSITY

Institutional Accountability Plan and Report

2020/21 Reporting Cycle

Content Draft for Review

May 27, 2022

Thompson Rivers University
805 TRU Way
Kamloops, BC V2C 0C8
tru.ca

Accountability Statement

July 15, 2022

Office of the
PRESIDENT AND VICE-CHANCELLOR

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

Dear Minister Kang,

We are pleased to provide you with Thompson Rivers University's (TRU) Institutional Accountability Plan and Report (IAPR) for the 2021/22 reporting period. It is our hope that this report will provide the Ministry of Advanced Education, Skills and Training, the BC government, and the people of our communities and our province with confidence regarding TRU's mandate, our understanding of what is needed to serve our mandate, and our plans to help build a "Stronger BC."

In this report, we describe actions we have taken to respond to ministry priorities contained within our 2021 Mandate Letter, as well as future actions we intend to take to meet your Ministry's instructions in our most recent Letter of Direction, received in April 2022. We are excited to take on the challenges presented in both documents and look forward to the opportunity to continue to serve as a direct partner with the BC government in the provision of post-secondary skills training and education.

We want to take a moment to highlight some of TRU's key moments and achievements from the past year, as well as some of our important initiatives going forward, as we believe these items are integral to our future success or indicative of pathways into new areas we have pursued:

TRU Integrated Strategic Planning (ISP) — In March 2020, TRU adopted a new [Vision Statement](#) incorporating our mission, vision, values, as well as four strategic change goals that reflect who we are and what we want to achieve over a 10-year period. The ISP process will bring our planning efforts together, and in a formalized way and help us coordinate and align our efforts to TRU's [Vision Statement](#) truly take root.

Five-year Strategic Research Plan — TRU's new 2022–27 Strategic Research Plan articulates key challenge areas where we will strive to make significant contributions during the next five years including climate change, social justice and responsibility, health, technology, and seeking truth, reconciliation, and rights through Indigenous-led research and capacity building.

New Graduate Programs — This past year, TRU announced the launch of two new post-graduate programs, the Master of Arts in Humans Rights and Social Justice program and our Master of Nursing program. Both programs are designed to address pressing social needs and answer student demand.

Newly named School of Business and Economics — The newly named Bob Gaglardi School of Business and Economics honours a Canadian entrepreneur and philanthropist with deep Kamloops roots and a family legacy grounded in community service, following the family's \$10-million donation to TRU. Currently there are eight major programs that allow students to specialize in one of the functional areas of business or in the field of economics.

Research Chair in Fire Science — In 2021, Dr. Michael Flannigan was named the new British Columbia Research Chair in Predictive Services, Emergency Management and Fire Science at TRU. This was a monumental announcement for Kamloops and the Interior region to have nationally and internationally renowned research taking place here. An average of 7,000 fires per year have occurred in Canada in the past decade, resulting in an average of 2.5 million hectares burning annually. Flannigan's research will enable critical data, information and knowledge to help manage these events in the future.

This past year was another challenging year, marked by the continuing pandemic as well as unexpected obstacles related to natural disasters in BC (fires and floods), supply chain disruptions, and the shocking invasion of Ukraine by Russia, which has prompted a new cycle of international uncertainty. These challenges present opportunities to innovate but also, remind us why universities exist. There is no better safeguard or preparation for uncertainty than education. We know that our work as a university is tremendously important for social, economic, and political stability and sustainability in disruptive times.

We believe post-secondary education is now more critical than ever. We look forward to another year of partnership and collaboration with the BC government and all our stakeholders. Should you have any questions about this report, please don't hesitate to be in touch.

Sincerely,

Brett Fairbairn
President and Vice-Chancellor
Thompson Rivers University

Marilyn McLean
Chair, Board of Governors
Thompson Rivers University

CONTENTS

STRATEGIC DIRECTION AND CONTEXT	5
ENABLING STRATEGIC DIRECTION.....	8
INSTITUTIONAL HIGHLIGHTS.....	11
STRATEGIC CONTEXT — EXTERNAL AND INTERNAL FACTORS.....	16
MANDATE PRIORITY REPORTING 2021/22	24
APRIL 2022 AEST LETTER OF DIRECTION	36
PERFORMANCE PLAN AND REPORT	38
APPENDIX B – TEMPLATE FOR MANDATE PRIORITY #1 PROGRESS REPORT	42

TRU'S MANDATE

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

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

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

In the legislation, the province designated TRU as a university that offers undergraduate and master's degrees, certificate and diploma programs, vocational training and adult basic education, foundation and apprenticeship programs in trades and technology, and Open Learning programs and courses, and 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.

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

From traditional academics to trades, from certificates to graduate degrees, TRU offers more than 200 programs — roughly three quarters are offered on campus and the remaining one-quarter through OL. TRU's students apply what they learn in cooperative education, study abroad, undergraduate research, field schools, practicums, service learning, and other experiential learning opportunities, with guidance and mentorship from accessible faculty members. Curiosity, lifelong learning, and innovation thrive in TRU's open and flexible learning environment, and so do our students.

TRU was established to serve the educational and training needs of the region, which includes the traditional lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwépemc'ulucw, the traditional and unceded territory of the Secwépemc. The region TRU serves also extends into the territories of the St'át'imc, Nlaka'pamux, Nuxalk, T'sílhqot'in, Dakelh, and Syilx peoples. TRU honours its First House,

Tk'emlúps te Secwépemc, and respects its Second House, Tixelc, and commits to honouring truth, reconciliation, and rights of Indigenous peoples. Our understanding of TRU's obligations to our hosts is informed by the guidance of interior BC Indigenous leaders to [Sir Wilfrid Laurier in 1910](#).

This commitment was deeply underscored as we found ourselves with so many others mourning with our First House, Tk'emlúps te Secwépemc. In May 2021, the discovery of the remains of 215 children whose lives were lost at the 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's commitment to this important work is strengthened through a partnership agreement between TRU and Tk'emlúps te Secwépemc, and reflected in our record regarding Truth and Reconciliation (see Appendix).

The university has a long-standing commitment to keep post-secondary education accessible to those who seek it, including remote, rural, and Indigenous learners. As a result, TRU has a diverse student demographic — more than 10 percent of students are Indigenous from a variety of nations, 38 percent join us from more than 100 countries around the globe, and 32 percent are mature learners (over 25 years of age). Our students' and communities' needs are as diverse as the area we serve.

DEVELOPING OUR VISION

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

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

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

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

OUR VALUES — Respectful relations define our behaviour. We respect each other (Xyemstwécw), the land, knowledge, the peoples of our region and beyond. Our values:

Inclusion and Diversity. Access is open: we welcome students, faculty, staff and communities from our region and around the world to learn from and with one another. We embrace diversity of thought and people. We commit to equity. We continually see the world and its inhabitants in new ways by re-examining our practices and their impacts.

Community-Mindedness. We come together to help one another (Pelkwaílċ-kt es knucwéwécw-kt). Mutual benefit guides us to connect meaningfully with people in the communities we serve, contributing to an interconnected world where we all share a common future and humanity.

Curiosity. We seek out new ideas and embrace change, understanding they may involve risks. We break paths with creative, critical, yet thoughtful purpose. We push boundaries as a university and encourage students, faculty, staff, and the community to do the same.

Sustainability. The natural world inspires us with wonder and reverence. We recognize how the health of our societies, cultures and ecosystems rests upon wellness of people, biodiversity, and wise stewardship of precious and finite resources. As a world leader in sustainability, we know that the well-being of generations to come is shaped by what we do today.

OUR 10-YEAR STRATEGIC CHANGE GOALS

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

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

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

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

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

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 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.

ENABLING STRATEGIC DIRECTION

The following sections detail ongoing strategies, governance, planning, systems, and processes that enable TRU to meet challenges, adapt as needed, track progress, and provide our students, local communities, the province, and Canadians with tools to help all emerge stronger.

INTEGRATED STRATEGIC PLANNING

TRU's vision, which was developed following extensive internal and external consultation in 2019 and 2020, led to the development of four 10-year strategic change goals described above.

Integrated strategic planning is a process of gathering, evaluating, and adjusting various planning efforts that occur at TRU with a view of bringing them under one broad institutional plan, aligned horizontally across the institution and aligned vertically with our new Vision Statement and toward achievement of our 10-year strategic change goals.

Our ISP process is well underway and nearing completion; we expect to have a working plan completed in 2022.

NWCCU ACCREDITATION

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

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

Thompson Rivers University is compliant with the Standards, Policies, and Eligibility Requirements of NWCCU. Accreditation must be reaffirmed periodically following a seven-year cycle of self-evaluation and peer evaluation. Under the seven-year accreditation cycle, the following reviews are scheduled for TRU:

- Spring 2022 — Mid-Cycle Evaluation
- Spring 2025 — Policies, Regulations, and Financial Review
- Spring 2026 — Evaluation of Institutional Effectiveness

NWCCU accreditation provides TRU with:

- a framework for continuous quality improvement that is guided by our mission and core themes

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

The mission fulfillment process is at the core of accreditation.

MISSION FULFILLMENT PLANNING, EVALUATION AND ASSESSMENT

TRU continually assesses and tracks progress towards mission fulfilment and student success. TRU's mission fulfilment and evaluation process is supported by four standing committees of Senate that are responsible for reporting on institutional effectiveness based on established performance indicators and measures of success, guided by TRU's mission statement. Institutional mission fulfilment tracks and reports outcomes related to four core themes:

STUDENT SUCCESS — TRU aims to eliminate opportunity gaps and support students of all backgrounds to access and succeed in higher education. We articulate our commitment to student success, focusing on equity and closure of opportunity gaps, through disaggregated student achievement indicators. We collect, analyze, and report disaggregated student achievement indicators to support a process of reducing systemic racism and oppression and cultivating equity so that we can reduce barriers to academic excellence and success.

TRU's Senate Student Success Committee advises Senate on matters related to student support, services, and measures that will foster and ensure the linkage between student support activities and the academic, budgetary, and strategic change goals of the university.

The committee has the largest student representation (eight members) of all Senate committees and includes representation from Tk'emlúps te Secwépemc, Indigenous Education, TRU World, faculty, staff, alumni and administrators—stakeholders who have the authority, theoretical expertise, and experience to effectuate change.

RESEARCH — TRU aims to lead in community research and scholarship and commits to supporting all faculty members in knowledge-seeking, knowledge creation, and creative inquiry. TRU strives to 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 advancing undergraduate research training.

The Senate Research Committee advises Senate on matters related to policies and programs that promote, support, and celebrate high quality research and scholarly work and its dissemination. The committee has representation from faculty, staff, and students—stakeholders who have the authority, theoretical expertise, and experiential expertise to effectuate change.

INTERCULTURAL UNDERSTANDING — TRU aims to redefine the university as a place of belonging—Kw̓seltknéws—where all people are empowered to transform themselves, their communities, and the world. TRU embraces diversity of thought and people and commits to equity by re-examining our practices and their impacts. TRU expects that gathering and reporting a combination of quantitative and qualitative measures will help illuminate systemic barriers to access and participation in educational programming

SUSTAINABILITY — TRU recognizes how the health of our societies, cultures, and ecosystems rest upon wellness of people, biodiversity, and wise stewardship of precious and finite resources. As a world leader in sustainability, TRU knows that the well-being of generations to come is shaped by what we do today. TRU commits to being a leader in sustainability by maintaining its campuses and regional centres using sustainable approaches and advancing sustainability education and research. Moreover, members of the University community are sustainability ambassadors on and off campus because Sustainability is a shared core value.

The Environmental Sustainability Advisory Committee advises Senate and the Board of Governors and provides evidence-based advice about environmental sustainability policies and practices that foster a sustainable future and lead to health and economic benefits for the University community.

The committee promotes dialogue and discussion on issues related to the environment and sustainability and is committed to fostering environmental literacy, sustainable development, and environmental responsibility at TRU that can serve as a model for others. The committee has representation from Indigenous Education, Facilities, Ancillary Services, General Counsel, faculty, staff, and students—stakeholders who have the authority, theoretical expertise, and experiential expertise to effectuate change.

TRU's mission fulfilment evaluation processes incorporate mechanisms for continually revisiting the value of the data collected in relation to the stated goals for the core themes. The process follows a strengths-based approach focused on the structural changes required to address community needs as defined by members of the TRU community and prioritizes the collection of qualitative data.

The results of evaluations related to all the above themes are reported following the end of the academic year. Past reports, as well as performance measures related to key objectives, can be found on [dedicated web pages here](#).

STRATEGIC RESEARCH PLAN

In 2022, TRU's Board of Governors approved the Strategic Research Plan for 2022 to 2027. The Strategic Research Plan takes a mission-driven approach, with the following themes identifying major social, cultural, health, environmental, and economic areas where we see our research making a significant contribution toward developing and implementing solutions to societal challenges. These challenges reflect our areas of research strength, and emerge from TRU's Mission, Vision, Values and Change Goals. Within the next five years, TRU will tackle these challenges within an environment that supports Inclusive Excellence and builds a sense of commitment and belonging:

1. Understanding and responding to changing climate, its consequences for our environments (built, natural, social), and pursuing sustainable solutions
2. Contributing to greater social cohesion and sense of belonging through a commitment to social justice, equity, diversity, inclusion, and social responsibility
3. Strengthening health, quality of life, and cultural sustainability in our local and regional communities
4. Advancing technological, social and economic development and innovation that improves people's lives

5. Seeking truth, reconciliation, and rights through Indigenous-led research and capacity building

STRATEGIC ENROLMENT MANAGEMENT

Strategic Enrolment Management (SEM) is a planning practice centred on expressing an institution's overarching strategic priorities in terms of the optimal number and mix of students enrolled and seeks to align enrolment with the values of the organization.

SEM prompts consideration of the many variables — both academic and administrative — across an institution that impact a student's experience and progress toward pursuing their educational goals, and ultimately their decision and/or ability to enrol and/or remain enrolled.

As such, enrolment goals are defined and pursued through collaborative planning and action, fostering alignment of curriculum, delivery, processes and services with institutional priorities and values. The purpose of TRU's SEM plan is to:

- Articulate a long-term vision of enrolment that is reflective of our mandate, mission, vision, values, strategic change goals, and resources.
- Identify enrolment goals and measurable objectives aligned with our desired future state.
- Enact an organisational framework for ongoing and collaborative enrolment planning, action and analysis.

The SEM plan serves to orient the efforts of academic and administrative divisions toward common enrolment outcomes, and to foster collaborative approaches to achieving identified enrolment objectives. It complements other institutional strategic planning efforts such as the Open Learning Strategic Plan, Strategic Research Plan, People Plan, etc., ultimately serving TRU's overall integrated strategic planning.

INSTITUTIONAL HIGHLIGHTS

TRU celebrated many achievements and milestones in 2021/22. Listed below are the highlights from last year.

NEW MASTER OF ARTS IN HUMAN RIGHTS AND SOCIAL JUSTICE PROGRAM WILL HELP STUDENTS LEARN TO CREATE POSITIVE CHANGE

The 16-month program, which is unique in that it marries social justice and human rights rather than teaching them separately, includes four core courses that include Indigenous ways of knowing and a requirement to do hands-on field study work.

Students will examine such issues as homelessness, truth and reconciliation, poverty, climate change, conflict resolution and war. Graduates will come out prepared to work for non-government organizations, a range of civil-service units in government, businesses that practice corporate social responsibility and a host of other organizations. This is the only program of this form in Western Canada that has this kind of blending of human rights and social justice; it's a program for practical people who want to make a difference in the world. It's a program that focuses on providing real skills to help people understand complex issues in the real world. This program will also prepare students for further studies at the doctoral level if that is their path.

RESEARCH CREATES PATHWAY FOR INDIGENOUS KNOWLEDGE IN NURSING EDUCATION

A team of researchers at six BC universities are the proud recipients of the Canadian Institutes of Health Research (CIHR) grant, sharing \$683,000 in funding for their Reclaiming and Recovering Indigenous Knowledge in Graduate Nursing Education project.

Led by Thompson Rivers University (TRU) Associate Professor Dr. Lisa Bourque Bearskin and UBC Okanagan (UBCO) Associate Professor Dr. Donna Kurtz, the team will conduct intergenerational learning with communities to reclaim and recover Indigenous knowledge and incorporate it into graduate nursing education.

Project research aims to identify learning processes and outcomes of an Indigenous-focused education, training and mentorship experience. Funding allows the team to integrate local Indigenous knowledge of wellness with a cohort of graduate nursing students at six BC universities – UBC Okanagan and UBC Vancouver, TRU, University of Victoria, University of Northern BC and Trinity Western University – by promoting culturally safe, gender-relevant pathways to advance education and practice of Indigenous health nursing.

NEW PARTNERSHIP STRENGTHENS ACADEMIC TIES WITH US

TRU President Brett Fairbairn and Vice-President Research (Interim) Will Garrett-Petts have signed a memorandum of understanding with Fulbright Canada, a not-for-profit educational exchange program committed to collaboration and academic excellence between the US and Canada.

The five-year agreement, which comes as TRU launches its new Strategic Research Plan, was endorsed by Fulbright Canada and TRU at a ceremony celebrating the Fulbright Program's 30 years in Canada (delayed due to COVID-19).

MICROBIOLOGIST AWARDED PRESTIGIOUS NATIONAL FELLOWSHIP

Microbiologist Naowarat (Ann) Cheeptham is one of 10 recipients — and the first Thompson Rivers University (TRU) academic — to receive this year's 3M National Teaching Fellowship.

The fellowship is a prestigious honour sponsored by 3M Canada and the Society for Teaching and Learning in Higher Education (STLHE). It is awarded to up to 10 post-secondary academics from across Canada who stand out as exceptional educators and leaders.

While she has become known for her work studying cave microbes as new and potential sources for antimicrobial agents and being part of a collaborative project creating bacterial probiotics as a solution to the white-nose syndrome that is fatal to bats, it was Cheeptham's work with students as an educator and leader that won her the 3M fellowship.

TRU RENAMES SCHOOL OF BUSINESS AND ECONOMICS TO HONOUR FAMILY'S DONATION

The newly named Bob Gaglardi School of Business and Economics honours a Canadian entrepreneur and philanthropist with deep Kamloops roots and a family legacy grounded in community service. Unveiled on Feb. 17, this is the first faculty or school to be named at TRU and represents the qualities Gaglardi himself values: personal integrity, hard work, strong ethics, innovative thinking, and the ability to face and overcome challenges. Together, TRU and Bob Gaglardi champion a game-changing business education in the heart of the BC Interior.

TRU LAW SUPPORTERS FUND NEW STUDENT BURSARY

Long-time supporters and donors of TRU's law school Rob McDiarmid, Q.C. and Justice Sharon Matthews have made another contribution of \$50,000 to fund a new yearly bursary for law students. The idea arose following the Kamloops Bar Association's decision to use some of the proceeds from then Supreme Court Master McDiarmid's retirement dinner to fund a one-time bursary.

Awarded for the first time during the Fall 2021 semester, the McDiarmid Law Bursary is to be given annually to a first-year student in the Juris Doctor of Laws (JD) program. The donors hope to support students from smaller communities in the BC Interior—the Yale, Cariboo, Kootenay and Prince Rupert judicial districts—in hopes the smaller communities in those areas can retain more lawyers.

SD 73 AND TRU RENEW LONGSTANDING PARTNERSHIP

For many students within school district 73 (SD 73), attending Thompson Rivers University (TRU) after Grade 12 is a natural continuation of their education.

So, it has only been natural for the two educational bodies to work together for the betterment of education and students in the region they both serve. More than a decade ago, in 2010, the school district and the university signed their first partnership charter.

On Tues., Nov. 16, the two parties met to renew that partnership. They agreed to pursue several key values set out in charter, including several areas in which they will collaborate to “transform education to better meet the needs of current and future learners.”

The charter's key values include commitments around accessibility, student engagement, enrolment trends and organizational responsiveness, equity, diversity and inclusion, educational advocacy and communication, and research and scholarship.

The agreement was signed by TRU President Brett Fairbairn, SD 73 Superintendent Rhonda Nixon, Heather Grieve, chair of the SD 73 Board of Education, and Marilyn McLean, chair of the TRU Board of Governors.

RAYMOND JAMES TRADING LAB OPENS WITH LEADING TECH

On Thursday, Nov. 4, 2021 Thompson Rivers University officially opened the Raymond James Trading Lab, a purpose-built lab outfitted with sophisticated research and analysis software used for managing investments.

Financial services company, Raymond James (Canada) Ltd., in partnership with FactSet, a financial data and software company, equipped the lab with a total contribution valued at more than \$550,000. The gift provided five state-of-the-art, dual-screen trading stations, a five-year commitment to equip the stations with industry software and training for students.

The idea for the trading lab started with two finance students who created the TRU Student Investment Fund (TRUSIF) in 2019 with support from Raymond James, TRU and the Chartered Financial Analyst Society. Through TRUSIF, students manage a portfolio of Canadian and U.S. equities, gaining valuable knowledge and skills in equity research, financial modeling, portfolio tracking, teamwork and public relations.

PROVINCIAL FUNDS DOUBLE SUPPORT FOR GENOMICS LAB

Matching federal funding announced in spring, the Province of British Columbia is contributing almost \$850,000 toward research at Thompson Rivers University that will enhance our understanding of microbial ecology and climate change.

Minister of Jobs, Economic Recovery and Innovation Ravi Kahlon said this week that \$848,500 from the BC Knowledge Development Fund has been allocated to microbiologist Dr. Jonathan Van Hamme for the TRU bI/O Network, which supports genomic and molecular biology innovation.

In March, the Canadian Foundation for Innovation (CFI) directed \$850,000 toward the TRU bI/O Network, integrating several of TRU's current technologies and providing new genomics equipment, laboratory space and computer infrastructure.

Researchers use the lab to study plant genome evolution, microbial ecology, environmental remediation, and agricultural systems and products. Their work will develop their understanding of how natural systems respond to climate change, improve responses to environmental contamination and address issues of food security in the future.

RENOWNED WILDFIRE EXPERT BASED AT TRU

Dr. Michael Flannigan was named the new British Columbia Research Chair in Predictive Services, Emergency Management and Fire Science at TRU, the university and Province of British Columbia have announced.

This is a monumental announcement for Kamloops and the Interior region to have potentially nationally and internationally renowned research taking place right here. Extreme weather events are expected to increase in number and intensity in the coming years, which makes this research even more critical.

Flannigan is an award-winning researcher and leading expert on wildfire behaviour and landscape fire modelling. Flannigan's research goals include developing methods to help predict when and where extreme fire weather may arise and exploring the development of early warning wildfire notification systems.

Flannigan will work directly with BC Wildfire Service staff to address challenges related to predicting wildfire activity and behaviour, which will enhance their ability to prepare for and respond to wildfires in the province.

DISCOVERY GRANTS SUPPORT INNOVATIVE TRU RESEARCHERS

Six Thompson Rivers University researchers received \$675,000 through the federal [Natural Sciences and Engineering Research Council \(NSERC\)](#) Discovery Grants program, announced today by the Government of Canada. The [Discovery Grants Program](#) funds innovations in chemistry, physics, life sciences, mathematics, computer science, geoscience and engineering.

ANNIVERSARY TIME CAPSULE SEALS TRU'S 50TH YEAR

On May 20, 2021, Thompson Rivers University officially concluded its 50th anniversary celebrations with the burial of a new time capsule on the Kamloops campus.

This event continues a tradition established over 25 years ago when students, staff and faculty at the University College of the Cariboo handpicked objects and wrote personal letters to be welded inside a time capsule. It was topped with a sundial and placed in an unassuming corner of what we now call Campus Commons.

[Watch the unveiling](#) of the 25th anniversary capsule on the Facebook live recording, and [read about what we found](#) in our anniversary edition of Bridges magazine

DONORS FULFILL RECORD-SETTING LIMITLESS CAMPAIGN

Generous donors not only met the unprecedented \$50-million goal of Thompson Rivers University's [Limitless Campaign](#), they exceeded it. The campaign concluded at the end of March with a total of \$53.7 million given by 4,500 donors who showed they believe in the power of education.

Funds from Limitless will go toward changing students' futures, opening up possibilities in research and innovation and invigorating TRU's relationship within the community and region.

TRU President Brett Fairbairn said that \$50-million goal was beyond bold; it was the most ambitious fundraising goal ever achieved in the region. Donors and alumni demonstrated their commitment to TRU and what the university offers to students, the community and the world.

INDUSTRIAL TRAINING AND TECHNOLOGY CENTRE STRIKES LEED GOLD

TRU's Industrial Training and Technology Centre (ITTC) has been recognized with Gold certification by the Leadership Energy and Environmental Design (LEED) Canada Rating System. LEED-certified buildings reduce impacts on the environment and are more energy efficient. The facility's exceptional sustainability is another step toward the university's goal to achieve carbon-neutral status by 2030.

Warren Asuchak, associate vice-president of Campus Infrastructure, Sustainability and Ancillary Services, and Dillon Alexandre, manager of Facilities and Capital Projects, led a rigorous process to pursue LEED Gold. To achieve this distinguished rating, TRU had to ensure the new ITTC building would significantly reduce the use of energy, water and other resources.

Achieving LEED Gold demonstrates TRU's ongoing commitment to being a world leader in sustainability initiatives. The Student Union Building and the Brown Family House of Learning were also both built to LEED Gold standards.

STRATEGIC CONTEXT — EXTERNAL AND INTERNAL FACTORS

Through the 2021/22 reporting cycle, TRU (like all post-secondary institutions), has been required to adapt to an operating environment best described by the acronym VUCA (volatile, uncertain, complex, and ambiguous). We expect our environment through the next reporting cycle to be affected by many of the disruptive factors that marked 2021/22 (as well as the reporting year prior, which was the first year of the pandemic).

During the last reporting cycle, our region experienced wildfires, floods, and the sad news of possible remains on the Kamloops Residential School property. We continue to see war in the Ukraine and pockets of COVID lockdowns both disrupting supply chains, contributing to inflation, and affecting international stability. In April, Statistics Canada reported the inflation rate of 6.7 percent nationally, the highest rate since the 1990s. We expect some of these events will continue to contribute to a VUCA planning environment for the foreseeable future.

Regardless of ongoing challenges, TRU is committed to enabling economic and social recovery and progression, in alignment with our vision, mission, strategic change goals, and the Ministry's Mandate Letter and subsequent Letter of Direction, countering the volatility with our steady vision.

We also recognize that these challenges present opportunities. We know that our work as a university will be tremendously important to regional and provincial economic and cultural recovery and sustainability. TRU, like all post-secondary institutions, will need to closely examine the needs of our learners and society, and adjust our course accordingly addressing ambiguity with agility. There will be no return to "business as usual."

The following paragraphs discuss in greater detail the external and internal factors that confronted TRU in 2021/22 and the actions taken to ameliorate them, as well as actions and forward-looking considerations required to address them.

ECONOMY — Overall, much of the economic impact of the pandemic has subsided, and the Canadian and BC economies and labour markets have rebounded well. However, servicing the

deficit and debt accrued during the pandemic will impact the abilities of governments to fund initiatives. While the economy is generally back to pre-pandemic levels, we remain in an uncertain planning environment for which . The Canadian economy has rebounded from the effects of the pandemic. Statistics Canada data shows that the labour market has returned to pre-pandemic levels for both the number of people working and the number of hours worked. Similarly, the gross domestic product (GDP) has now rebounded to near pre-pandemic levels.

INFLATION — The Consumer Price Index has soared due to the ongoing supply chain disruptions from the pandemic and most recently, disruptions from the war in Ukraine. The Canadian inflation rate in April is 6.7 percent, the highest since the 1990s. Despite inflation, Canadian household spending remains elevated in April, climbing 30 percent above pre-COVID levels, according to Statistics Canada. The BC Consumer Price Index (CPI) for February 2021 was 4.7 percent with higher levels of inflation expected to continue.

LABOUR MARKET — Similarly, in BC, the labour market and economy have also rebounded. Seasonally adjusted unemployment in BC in March 2022 was 5.1 percent overall: 9.6 percent for young people, aged 15 to 24, 4.4 percent for the age group 25 to 44 years and 4.5 percent for the age group 45 to 64 years.¹

The BC employment rate, the percentage of the population that is employed, has rebounded to pre-pandemic levels. Western Canada has the highest employment rates in the country; all four western provinces are above the Canadian average. The BC labour participation rate, the proportion of people in the labour force – both employed, and unemployed and looking for work, is strong for both young men and women ages 15 to 24; participation was 70.2 percent and 69.9 percent, respectively, in March 2022. In contrast, the previous 10-year average for young men is 62.7 percent and women is 65 percent.

The unemployment rates for this age group are 12.0 percent for men and 7.1 percent for women. Regionally, the unemployment rate in the Thompson/Okanagan was 6.2 percent in March 2021 while in the Cariboo, unemployment continued to be very low at 3.7 percent, with employment numbers higher than in the last 10 years – that is there are more people working in the region and fewer unemployed. Strong regional employment will be a challenge for student recruitment. TRU recognizes the need for targeted marketing campaigns to recruit these key students.

Employment in the BC goods producing sector has recovered in March; it is up 6.6 percent 2021 over 2020 when it was down by the same percentage. Services employment increased in 2021, up 8.1 percent after a loss of 6.8 percent in 2020; Public administration saw an increase of 14.2 percent, and healthcare/social assistance saw an increase of 10.8 percent last year over the previous.

RESIDENTIAL SCHOOL GRAVE SITES — Profoundly sad news emerged in 2021 around the confirmation of 215 unmarked graves near the former residential school on Tk'emlúps te

¹ Employment rate is calculated as employment as a percent of the population aged 15 and older. *Prepared by:* BC Stats Source: Statistics Canada, Labour Force Survey.

Secwépemc grounds. All are believed to be graves of children who died while being forced to attend the school. The news dominated media coverage across Canada.

The revelation shocked many in our city and reverberated especially heavily in the TRU community, which has close ties to the Tk'emlúps te Secwépemc. TRU responded with compassion and empathetic support for our Indigenous partner including an offer of assistance to Tk'Emlups leaders.

As well, on January 25, 2022, the Williams Lake First Nations (T'exelc) held a news conference and informed Canadians that a preliminary geo-physical investigation has identified 93 potential burial sites on the lands of the St. Joseph's Mission in Williams Lake, the location of a former residential school.

The news was another painful reminder of Canada's history related to residential schools. These revelations brought shock and sadness into our communities, especially for Indigenous people, who have long known many of their children died and were buried unnamed and unremembered at residential schools.

TRU stood in humility and respect to mourn these discoveries with our Indigenous partners, neighbours, colleagues and friends. We pledged our commitment to the hope of healing and reconciliation for the future. We will continue to work diligently to improve our Indigenous perspectives and make TRU a place where all our staff, faculty and learners feel safe.

BC BUDGET — The NDP government released its 2022 budget in February, promising to “build a stronger BC.” Several components of the budget look optimistic for post-secondary education and TRU, specifically around training, reducing the talent gap, and increasing the size of BC's skilled labour force.

According to the government, BC is in a strong economic position for recovery from the COVID-19 pandemic and recent climate-related disasters. The province's economy expanded by an estimated 5.0% in 2021 and is forecast to expand by 4.0% in 2022 and 2.5% in 2023. Budget 2022's three-year fiscal plan presents declining deficits, with a projected \$5.5-billion deficit in 2022-23 declining to \$3.2 billion in 2024-25.² As a result, the province has committed to invest in areas related to economic recovery, and specifically in post-secondary education.

Recently — as an example of how investments might materialize as opportunities for TRU — the government launched a plan to revitalize tourism. BC's Tourism Task Force emphasized how challenging it has been for industry to find the skilled workers it needs. As a result, the government will invest a further \$2 million for post-secondary education and training to support B.C. students who enrol in tourism and hospitality certificate, diploma or degree programs, tourism-related apprenticeships, and trades training and Ministry of Tourism, Arts, Culture and Sport development programs.³

This program, now in development, will prioritize students who are Indigenous, immigrant or refugee applicants, as well as those from rural or remote locations, and people with accessibility needs. More details will be provided soon, and TRU will monitor closely. We expect to see more programs like this across a wide range of areas in the months to come.

² <https://www.bcbudget.gov.bc.ca/2022/accessibility/2022-news-release.htm>

³ https://www2.gov.bc.ca/assets/gov/tourism-and-immigration/tourism-industry-resources/our-tourism-strategy/strategic_framework_for_tourism_2022_final_full_version.pdf

STUDENT HOUSING — Regionally, [housing](#) continues to be an issue with single-family housing prices in Kamloops in February 2022 having risen by 36 percent in the last year to an average price of \$820,000, with townhomes up 52 percent to an average price of \$657,000.

The population of Kamloops increased by 10 percent in the last five years according to the Statistics Canada 2021 census, which is a higher percentage than Vancouver and Victoria. This population increase has intensified the pressure on local housing. Williams Lake saw a very small increase in population between census periods.

Numerous other factors also combined in 2021 to create an unexpected shortage of rental options in Kamloops and a short-term housing dilemma for some of our students. The shortage is not due to an influx of international students, as was initially suggested by some media reports. In fact, the continuing impact of the pandemic means that today there are approximately 650 fewer students enrolled in the fall semester compared to 2019, the majority being international students.

The general shortage of rental units in Kamloops appears to be due to a variety of factors, including the presence of out-of-town pipeline workers and the continuing presence of wildfire evacuees. As well, three motels that once rented to students have now converted to social housing, while two others closed. Lastly, the pandemic closed some in-home rental options with people reluctant to host non-family members.

TRU identified in late August the need for housing for approximately 200 international and domestic students. TRU has taken this challenge seriously because if we are not successful in finding accommodations, international students who are still planning to arrive to Kamloops may not be able to do so.

TRU has boosted student housing in recent years to a total of 1,366 beds today. We currently have no available spaces available in on-campus housing. As a short-term measure, TRU worked with the City of Kamloops to install a 114-bed dorm-style modular housing in Parking Lot XT located alongside McGill Road near TRU's West Gate. We continue to look for other longer-term solutions as well to assist students who come to TRU to study, including temporary emergency hotel/motel subsidies and building affordable long-term residences.

This has been a complex challenge to solve. The health and safety of our students will remain our highest priority as we continue to search for viable housing options to assist our students.

WORKFORCE / RECRUITING — TRU continues to face a difficult recruiting environment, and many vacant positions remain unfilled. These vacancies — especially for faculty positions — constrain our ability to serve students and offer specific programs. The recruiting difficulties largely stem from the pandemic (reluctance of individuals to move to new communities) and the high price of Kamloops housing, which often makes a move here financially unattractive. TRU will embark on an aggressive recruiting campaign in 2022 and has secured the services of a dedicated recruitment consultant to assist.

VALUES-BASED WORKPLACE CULTURE INITIATIVE — TRU is embarking this year on a university-wide conversation about our workplace culture. TRU's conversation about workplace culture will be an opportunity to talk about what it means to work here, what our experiences are with one another, and how we can improve. We wish to undertake a process that will empower and enable people to share their thoughts and experiences with us and do so safely. We anticipate this to be a year-long process, with the following three phases:

Design of the Listening Phase — how we engage in this conversation, with whom, and clarifying roles.

Listening Phase — having the deep and authentic dialogue about our workplace culture.

Actioning Phase — based on what we heard in the Listening Phase, we will develop and commit to actions. Along with that is a commitment to evaluation, to gauge our progress.

While TRU has engaged the expertise of external consultants to assist us with our journey, these consultants are acting only as supports for the university. Ultimately, this is our work — owned by each one of us at TRU. Whether we are in administrative positions, are faculty, or staff, workplace culture is about us, about how we behave with one another. And ultimately, our culture is interconnected with how students experience TRU. Our workplace culture will result in initiatives that drive real change at TRU. It will be our shared responsibility to build the workplace culture we want.

WAR IN UKRAINE — On February 24, Russian military forces began an illegal and deadly invasion of Ukraine. The events quickly resonated around the world, including at TRU, which hosts students from both Ukraine and Russia. TRU also has staff and faculty who have been directly or indirectly affected.

TRU currently has 20 students from Ukraine and 66 from Russia. To date, TRU has not differentiated responses or actions between Russian or Ukrainian students, as both groups have required similar levels of emotional, psychological and financial support. Moving forward, we plan to raise funds to assist all Ukrainian students in need for food, lodging and tuition assistance. TRU World is working on contributing \$100,000 as an emergency matching fund to match the donations into the TRU World Relief fund, which will be used to support students in need affected by the war. TRU Foundation is donating \$5,000 as well as matching donations for up to another \$5,000.

TRU continues to search for active and meaningful ways to support those who have been impacted by the ongoing war in Ukraine. A government letter sent to post-secondary institutions in early 2022 urged all post-secondary institutions to support impacted or displaced Ukrainians to the greatest extent possible. We will work collaboratively with federal, provincial, and local agencies to provide as much support as we can to people in difficult times, including with the possibility of program, service, and emergency financial assistance. We will continue to monitor the war in Ukraine and provide our staff, students, and faculty with support as required as we hope for a quick end to the conflict.

PROVINCIAL PSI FUNDING REVIEW — The provincial government recently announced the launch of a sector-wide review of how it funds operations at British Columbia's 25 public post-secondary institutions.

The review will help government develop an updated funding model that fairly and impartially distributes provincial financial resources across the post-secondary sector, aligns provincial funding with the education and skills training needs of British Columbians and employers, and supports student success by ensuring access to affordable, high quality post-secondary education. The first phase of the review is led by Don Wright. His report of key findings will be delivered to government by summer 2023.

TRU intends to participate actively in the entire process, alongside many other post-secondary stakeholders, to understand the process as it emerges and to advocate as needed for the interests of TRU, our regions, and their populations.

IDENTIFYING NEW OPPORTUNITIES — Looking forward, the [StrongerBC](#) Economic Plan published by the BC government outlines the directions for the economy. There are several areas that are possible opportunities for post-secondary education in general, and especially for TRU, based on our open learning/access mandate. The plan outlines objectives for growth and that economic growth be *clean*, (see the CleanBC plan net-zero by 2050 goal). Growth must also be *inclusive*, so all British Columbians are able to benefit. We are actively seeking opportunities for research, partnerships, and new programs to meet these provincial objectives. We have also identified other government initiatives as opportunities for TRU, including:

- BC's Plan for Future Ready Skills,
- Acceleration of high-speed internet to all BC communities,
- Development of an Indigenous economic development agency,
- Two thousand new spaces in post-secondary, as well as co-op and graduate scholarship opportunities.

INDUSTRY DEVELOPMENT — Areas of industry the government is focusing on include mass timber, manufacturing, including life sciences and forestry products, mining, and agritech. Both manufacturing and agritech will have Centres of Excellence. Tourism, health care, high tech, transportation and supply chains have also been identified as important areas of focus.

TRU is well positioned to provide benefit in these areas, which assists us to maintain enrolments when the nature of labour markets begins to work against post-secondary education. The Thompson-Cariboo region's economy is built on agriculture, mining, and forestry, and Kamloops is an important transportation hub. TRU is well positioned to provide education services for these industries and to support worker transition to emerging industries. TRU's nursing and population health programming will contribute skilled workers to the care economy and support the new Cancer Centre in Kamloops.

As well, established trades training at TRU will contribute to the needed construction worker development, including the implementation of Skilled Trades Certification. Scientific, technical and supply chain services training is also provided at TRU, supplying technology workers in the region and beyond. The region is also an excellent hub for solar and wind energy development and implementation. TRU looks forward to working with the BC government on housing issues and inflationary pressures toward better affordability for our students.

TRU LEADERSHIP — In 2021/22, TRU saw changes to its senior leadership. The following details key changes to senior leadership or executive position:

VP Research —TRU has commenced a search for a VP Research. Our VP Research will replace the current AVP Research and will provide a level of leadership that aligns with what is found at our peer Research Universities Council of BC (RUCBC) institutions. The VP Research will find and develop research partnerships with other universities, institutes, foundations, and organizations; access new resources and funding for TRU; and develop community opportunities that will benefit both faculty and students as well as communities themselves.

While TRU searches for its first Vice-President Research, currently anticipated to take office by the end of the calendar year, TRU appointed Dr. Will Garrett-Petts as Interim VP to begin developing the administrative arrangements and relationships that will be foundational for the role. Dr. Garret-Petts is Professor of English, Rhetoric, and Canadian Studies, and since 2012, has served as TRU's Associate Vice-President of Research and Graduate Studies. He is the former Research Director of the Small Cities Community-University Research Alliance—a national research program exploring the cultural future of smaller communities. He was Associate Dean of Arts at TRU, Chair of English, and, before that, Chair of Journalism.

- *New Provost* — Earlier this month, TRU announced the appointment of a new Provost and VP Academic for TRU. Dr. Gillian Balfour will assume her new duties on July 1. She comes to TRU from King's University College in Waterloo, Ontario, where she has served as the VP Academic since August 2021.

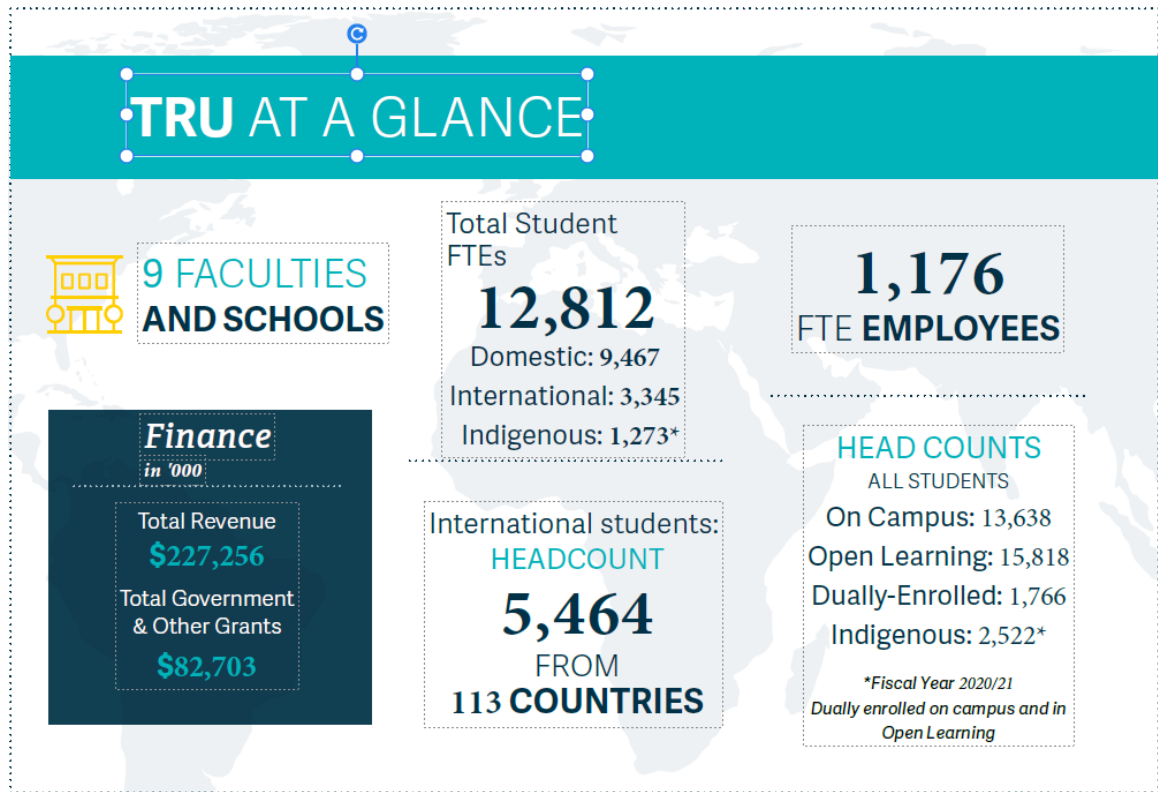
Dr. Balfour will be an outstanding leader for TRU. Her skills and experience as an academic leader are well-aligned with TRU's vision and values, and her record of accomplishment and field of research as a faculty member are an excellent fit for our institution. Dr. Balfour completed a PhD in sociology at the University of Manitoba where she focused on critical socio-legal studies and feminist criminology. Her research interests include a critical analysis of restorative justice and sentencing law reforms intended to address over-incarceration of Indigenous women; victim impact statements in sexual assault cases; and the effects of carceral feminism on the punishment of Indigenous women.

VP International — Baihua Chadwick, formerly our Associate Vice-President of TRU World, has been promoted to the role of Vice-President International. Together these two new leadership positions will help TRU access the partnerships, people, resources, and opportunities we require to advance our vision and fulfill our planning goals.

New Dean of Education — TRU welcomed Dr. Yasmin Dean, our new Dean of the School of Education and Social Work, who started at TRU at the beginning of the winter semester. Dr. Dean comes to TRU from Mount Royal University, where she served as chair of the Department of Child Studies and Social Work since 2017. In addition to Mount Royal, she has also taught at the University of Calgary, the University of Victoria and Dalhousie University. Internationally, Yasmin worked at Zayed University in the United Arab Emirates and Kyungnam University, South Korea. She also has more than a decade of experience in direct social work practice in the City of Calgary as a youth probation officer, community social worker and issues strategist.

Interim AVP for People and Culture — Current AVP Integrated Planning and Effectiveness, Dorys Crespín-Mueller, agreed to serve as People and Culture's interim AVP pending the outcome of a search for a permanent candidate, which is expected to complete in 2022.

Numbers have been updated. This is preliminary with final graphic to be done by Marcom



Through this reporting period, TRU has worked consistently to implement objectives and commitments identified in the government's 2021-22 Mandate Letter. As well, our 2022-23 plans identify pathways to achieve objectives set out in AEST's recent Letter of Direction. TRU also recognizes the importance of building policies, practices, and protocols that align with the government's five foundational principles, which are also set out in the Mandate Letter. These five foundational principles align naturally with our [Vision Statement](#), and as a result, are woven seamlessly into development of our policies and practices.

The following sections set out specific ways that TRU has worked to meet our commitments and respect the foundational principles identified by government.

COMMITMENT 1 — Work with the Ministry to resume full on-campus learning and services for students, faculty and staff by fall 2021, following the direction and guidance of the Provincial Health Officer and the COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector, and support your academic communities throughout 2021/22 as you respond to COVID-19 impacts and recovery.

In 2020 and early 2021, TRU worked to provide meaningful virtual learning and other remote educational opportunities for students and faculty. Through that same period, TRU staff largely worked remotely. Beginning in early 2021, TRU began to plan for the full return of students, staff, and faculty to campus for the 2022 fall academic semester, in accordance with the instruction provided by the 2021/22 Mandate Letter. An integrated committee representing TRU departments, schools, management, faculty, staff, and students met regularly to plan for our Return to Campus (RTC).

Throughout the year, which saw changing public health parameters due to shifts in the nature of the COVID virus behind the pandemic, TRU's RTC committee worked to stay abreast of developments, directions, restrictions, and protocols from BC's Provincial Health Office (PHO). At the outset of our RTC planning, TRU committed to following the recommendations of the PHO. TRU hosted regular virtual townhall Q&A sessions for PSIs with Chief Provincial Health Officer Dr. Bonnie Henry to provide information to institutions in BC.

In the summer of 2021, as the beginning of the 2021 fall academic semester approached, TRU implemented a campus-wide effort to inform and engage our community and stakeholders, to ensure all understood that we were committed to a full return to campus with the start of the school year, in accordance with the direction from BC's Provincial Health Office. TRU also liaised regularly with other PSIs to ensure our approach to RTC aligned with the efforts of the broader educational community, particularly around the question of vaccination and declaration of vaccination status, which proved a controversial topic for many communities in 2021.

We learned through implementation that there were challenges around testing capacity and privacy restrictions, both of which constrained our ability to require rapid testing if people did not self-declare full vaccination status.

As we moved into the fall semester, it became clear that our learning community supported our RTC efforts. TRU students, faculty and staff were vaccinated in large numbers and voluntarily declared their vaccination status. The disclosure rate for both Kamloops and Williams Lake campuses combined ended at more than 96 percent.

Throughout the fall and winter semesters of 2021 and 2022, TRU has operated a COVID rapid testing clinic for asymptomatic individuals at both our campuses. The service provided 15-minute results to anyone who wanted to be tested. This service helped to ease concerns in our community, especially for those who may have made the choice to not be vaccinated. This service allowed staff and students the opportunity to determine their health status.

As well, TRU abided by all other provincially mandated COVID protocols, including mask-wearing in public spaces and requirements to show proof of vaccination in some venues and for specific, non-work purposes. We used a variety of channels to inform our community about the need for continued vigilance and adherence to protocols.

It was due to the combined collaborative effort of staff, faculty, and students and their willingness to follow safety protocols and be vaccinated that TRU was able to keep our campus and classrooms open to in-person learning throughout the 2021 fall and 2022 winter/spring semesters, without seeing or experiencing significant COVID outbreaks on our campuses.

Other notable efforts at TRU that aligned with Commitment 1 include:

- Researchers at TRU developed innovative projects to improve our knowledge of the impacts of COVID-19. Two faculty members in TRU's School of Nursing received grants from CIHR (Canadian Institutes of Health Research) to study the impact of the pandemic on Indigenous communities. Dr. Lisa Bourque Bearskin, in collaboration with Dawn Morrison, investigated Indigenous food sovereignty and community wellbeing, and Dr. Darlene Sanderson used strengths-based Indigenous research methodologies to investigate planning for current and future pandemics and health emergencies.
- TRU helped to develop the *COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector*. Senior TRU administrative officials provided key service and expertise to the Ministry of Advanced Education and Skills Training in support of the development of the guidelines, which provided comprehensive guidance to post-secondary institutions around the provision of education, research, and on-campus services.

COMMITMENT 2 — Work with the Ministry and your communities, employers and industry to implement post-secondary education and skills training for British Columbians, particularly those impacted by COVID-19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities.

TRU understands the importance of providing educational opportunities for people that lead to employment. We know that many BC residents suffered financially, emotionally, and physically through 2020 and 2021, and pandemic recovery is a key focus for government and society.

TRU understands that recovery must be inclusive to ensure that our future — whatever that will look like — accounts for everyone. Institutions like TRU will be instrumental in ensuring that what follows serves the broad needs of all in our communities. Education is a transformative tool. Post-secondary education connects people to opportunities in meaningful ways, which will be important as we move into a post-pandemic future.

TRU looks forward to being a crucial part of our collective effort to put this virus behind us. We understand that a key focus of our planning and programming for the years to come must be done with recovery in mind.

The following paragraphs provide more specific examples of how TRU is working to implement post-secondary education and skills training for British Columbians, particularly those impacted by COVID-19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities:

OPEN LEARNING / PLAR — TRU's Open Learning is a key part of our institution and serves a unique segment of BC's learning population. With its integral focus on virtual and remote learning, Open Learning directly served the needs of learners through the pandemic and will continue to do so as the pandemic fades.

Through Open Learning, TRU can share with learners — especially vulnerable and underrepresented populations that might find traditional educational models difficult to access — how open learning can help them meet tomorrow's challenges.

Prior Learning and Recognition (PLAR), which is an internationally recognized hallmark of TRU's Open Learning, offers students an individualized path to and through higher education that is inclusive, open, and accessible. PLAR is a process that identifies, documents, assesses and grants credits for prior informal and non-formal learning. This prior learning often comes from on-the-job work and training, industry-based training, continuing studies, volunteer work, and private study.

PLAR offers a bridge to non-traditional students who are seeking a path to reskill and/or upskill. Recent research on PLAR persistence at TRU indicates that PLAR has been essential in students' decision to return to education. This indicates that if they had to start their TRU program at the beginning, without recognition for prior learning, many would not have returned to post-secondary education.

It is clear to us that many who were impacted by the pandemic have also been exploring PLAR. Our PLAR office experienced substantial increases in both activity on the PLAR website and communication with our staff during the pandemic. The top three months of website page views were all during the pandemic, including January 2021 and March 2021.

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

In relation to growth in career opportunities, students who participate in PLAR are predominantly mid-career and looking for career development (84 percent based on TRU research conducted in 2018/19). Most PLAR students share that they have been in PSE but stepped out for various reasons and that PLAR offers a bridge back to PSE and enhanced career opportunities. Initial research findings on how PLAR impacts career development has demonstrated that completing PLAR increased students' self-confidence, self-esteem, and clarification of career and learning pathways.

Open Learning supports BC recovery in other more targeted ways as well. For example, the AEST provided targeted funding of \$225,000 for an Anesthesia Assistant Cohort hybrid delivery program in partnership with Island Health. The program began in September 2021 with program delivery through to April 2023. AEST is also expected to provide \$119,600 to Thompson Rivers University (TRU) to deliver an Anesthesia Assistant cohort program in partnership with health authorities in the Lower Mainland.

As well, TRU increased the Medical Laboratory Assistant workshops, which has resulted in 24 additional students per year who are ready to complete a practicum placement and move onto program graduation and employment. We increased workshops from eight workshops per year in 2020 to 12 workshops per year in 2021 and 2022 that each accommodate six students per workshop. TRU resumed running the regional MLA workshop in Nanaimo three to four times per year or as needed.

Expansion of Veterinary Technology Diploma — The offering of an OL version of this program, which made admission criteria more accessible, has seen a strong demand response from the domestic market both within BC as well as the rest of Canada.

ENHANCED NURSING PROGRAMS / NEW OPPORTUNITIES — The pandemic clearly showed the dire need for more nurses in our healthcare system, and TRU's School of Nursing stepped up to provide training opportunities that align with BC's needs. Through BC's Health Career Access (HCA) program (the HCA provides a path for applicants with no health care experience to get hired and receive paid employer sponsored health care assistant training as part of their employment), TRU received over \$900,000 for 118 FTEs. As Health Care Support Workers (HCSW), these students receive employer-sponsored HCA training, which includes tuition, books, salary, and uniforms.

In 2021, TRU's HCA program admitted 42 students into a full-time block schedule where course work is completed as blocks of virtual learning (synchronous/asynchronous). Work blocks are woven in between course delivery. Twenty of the students are from Fraser Health, and 10 of the Kamloops students are from the Okanagan (Salmon Arm, Revelstoke) for an overall total of 118 FTEs.

Fraser Health students completed their lab and practice courses back in their health authority, similar to the Okanagan students who attended lab and clinical practice in Salmon Arm. Faculty were hired to deliver the program in the communities of these students. The following reflects the success of these efforts:

- Kamloops (HCA-PP) – May 3, 2021, to Dec 23, 2021 (intake – 42 / graduated 37)
- Kamloops (HCA-PP) – June 28, 2021, to Feb 25, 2022 (intake 34 / graduated 29)
- Williams Lake (HCA-PP) – June 28, 2021, to Feb 25, 2022 (intake 40 / graduated 33)

This program also allowed TRU to provide disadvantaged students opportunity to receive skills training in the healthcare field. An Educational Service Agreement between TRU and Lil'Wat Nation (Mt. Currie) supported the successful completion of nine of 12 students from the Open Learning HCA program (two are currently in their final practicum and one will be returning in the Fall following a medical withdrawal).

Although the HCA program is asynchronous, the students were well supported through the School of Nursing and through their community. An Elder was hired as a facilitator to assist the students who attended the community center to complete their course work. The Associate Dean met with the students virtually every month and travelled to the community on to meet with the students one-on-one. Seven Metis students were enrolled and successfully completed an Open Learning HCA program as a cohort with support from the Associate Dean.

With ongoing Ministry funding, 10 LPNs have been admitted in a BScN 'bridge-in' program. LPNs receive transfer credit for Year 1 and entry into second year of the BScN program. The objective is to have these nurses graduate as Registered Nurses sooner.

Education — TRU's Early Childhood Education (ECE) programs are expanding including regional offerings through AEST funding of the Infant and Toddler post diploma certificate at

Williams Lake, Lillooet, and 100 Mile House. The Centre of Excellence in ECE is scheduled to open summer 2022 in Kamloops.

The Bachelor of Education included an Indigenous cohort in elementary while the secondary program offered a cohort of 30 STEM students.

The Master of Education has more than 450 students enrolled with continued expansion of courses both face-to-face and online; elective courses in Indigenous pedagogies, leadership, counselling, curriculum, and special education; Continuing Education: Executive Program for Leadership in Education.

FACULTY OF ADVENTURE, CULINARY ARTS AND TOURISM (FACT) — TRU's FACT is a good example of how we work to provide real-world skills for people that will help them in a post-pandemic world. By intention, programs in FACT are practically focused and designed to give graduates immediate employment opportunities in high-demand fields, many of which align with BC's economic initiatives and priorities.

Some specific examples of practical opportunities that will support employment and recovery, especially for disadvantaged or non-traditional students, include:

- Plans are underway to relaunch Certificate in Indigenous Tourism. The certificate will help local communities develop burgeoning opportunities and interest in Indigenous tourism. It will also ladder into diplomas and degrees in Tourism Management.
- Co-op and Work Integrated Learning (WIL) Opportunities:
 - TMGT 4980 Indigenous Tourism — Colonial Power, Politics and Practices formally approved as part of the BTM Curriculum
 - Tourism Management's Tourism Innovation Lab (part of TMGT 4010 Experience Creation and Product Development) offering new opportunities to entrepreneurial-inclined students; Lab supported by a range of sponsors, including Tourism Kamloops, and a grant from ETSI BC (The Economic Trust of the Southern Interior).
 - TMGT 4800 Consulting in tourism — Students engage in a consulting relationship with a community organization.
 - Annual Tourism Management Career Mentoring Event (January 2022) – Students met with alumni and professional mentors for career advice in a “speed networking” format.
- Specific initiatives to support vulnerable and underrepresented groups:
 - Adventure Studies' program of decolonization and Indigenization includes adding indigenous worldviews and content to Instructional Skills Workshop (a mandatory course in the Adventure Certificate) and adopting remedial tutoring to foster Indigenous student success and retention. One strategic initiative adopted by Adventure is an ongoing partnership with Ttes' Recreation Department.
 - Adventure Studies working with, and being sponsored by, Mustang Powder Cat Skiing to increase opportunities for local First Nations people in adventure sports and adventure tourism.
 - Culinary Arts has liaised with Garry Gottfriedsen to further Indigenize its programs, including retail meat processing, and to enhance student access. The Department celebrated Indigenous Week (in March) by hosting Bernard Casavant, the decorated Indigenous culinary educator, who created Indigenous and Indigenous-influenced dishes as part of the lunch service in TRU's Scratch Café.
 - TMGT 4980 Indigenous Tourism: Colonial Power, Politics and Practices formally approved as part of the BTM Curriculum

- Culinary Arts operationalized its mission statement of “sustainable, local and fresh” by purchasing and showcasing more products from local suppliers. This is encouraging local purveyors in challenging times and increasing the demand for their products.

SCHOOL OF TRADES AND TECHNOLOGY — TRU, School of Trades and Technology has provided numerous community-based trades training programs this past year. Our focus was equity deserving groups, which included Indigenous people, females, and incarcerated males.

Some of the highlights this past year have included:

- *Women in Construction Trades – Barriere*. This 12-week program introduced women to the entry-level skills needed in construction trades. All the participants found employment in the trades or went on to further trades education. 75% of the participants were Indigenous.
- *Women in Trades Training – Kamloops*. 30 women completed or are currently enrolled in the exploratory program which introduces the participant to construction and mechanical trades. Over 90% of the participants find trades employment or take further trades training.
- *Welding foundation program* offered in both 100 Mile House and Williams Lake with federal funding. Youth, people with disabilities, Indigenous people, and women participated in the seven-month program. 90% of the participants have found employment in the Cariboo Region.
- *Programs in rural, remote, and Indigenous communities* this past fiscal year: Carpentry Foundation and Apprenticeship, Construction Trades Samplers, Residential Building Maintenance Worker, Welding, Line Cook, Heavy Equipment Operator, Construction Craft Worker, Indigenous Women in Trades.
- *Trades training and worksite safety certification courses* at the Kamloops Regional Correction Centre, as well as resume writing and interview skills.

TRU WORLD AND INTERNATIONAL EDUCATION — The pandemic had significant impact on international learners and their ability to attend schools abroad, and TRU is committed to providing opportunities for his important segment of our learning community to return. International students bring significant value — including economic benefit — to communities.

The international diversity present at TRU is one of our institution's greatest strengths. Approximately 3,000 international students from more than 100 countries study at TRU. These students are in open programs, or their tuition supports additional seats in programs, meaning no local student is turned away because they are here. International students only add to our campus. As well, international students provide crucial support for local employers, especially in key service industries. Ensuring that international students have the opportunity to study here provides a direct boost to our local communities.

More specifically, TRU World worked to improve opportunities for international students in the following ways:

STUDY ABROAD AND TRANSNATIONAL EDUCATION (TNE) — The Study Abroad office has resumed activities and is preparing to send students out on bilateral exchanges and field schools starting in September 2022. With the resumption of world travel, the Transnational Education team has begun receiving delegations from partner institutions and is now able to advance projects previously on pause due to COVID.

- Hosted 5 delegations in 2022 from Indonesia, Japan, Kenya, Philippines and Spain, 4 of which were partners on-boarded during COVID, representatives from both sides had not previously met in person
- On-boarded partnership ranking model to assess TRU's 150+ current partners and determine suitability for further project development
- 5 new articulation agreements under development in Sciences, Health Sciences & Arts in Kenya, Indonesia, Iran, Mexico and Vietnam.
- 2 new offshore delivery projects under development in Mexico and China
- Working closely with Canadian Bureau for International Education (CBIE) on ways to support Ukrainian institutions such as the potential to offer displaced students access to online courses, library resources, graduate research supervision etc.

International Training Centre — The ITC provides customized programming for international learners, either individually or in groups. The ITC team has focused efforts in the following areas in this reporting period:

- Bouncing back from COVID with:
 - 160 students in a four-week Language and Culture program July 4-29
 - 20+ students in a three-week Language and Culture program Aug 8-26
 - 24 students for a customized program from Kyoto Sangyo University Aug 6-Sept 3
 - 17 students for a semester customized program from Kyoto Sangyo University Sept 12-Dec 16
- Completed four cultural and language wrap-around sessions for students wishing to participate in Global Skills opportunity
- May 9-30, 14 students and one staff member participated in an immersion program in Zaragoza Spain sponsored by Global Skills Opportunity
- Offered summer and winter online Language and Culture programs

STUDENT SERVICES — TRU World hosted its first fully in-person orientation since the pandemic began in late April. We are now offering international student services in person but have also kept the virtual options introduced during the pandemic.

INTERNATIONAL STUDENT RECRUITMENT — International student recruitment results were strong despite the COVID 19 pandemic. The recruitment team uses technology to invite, engage and inform international applicants. As BC's leading institution in international recruitment, the team designed and deployed innovative recruitment activities through digital marketing, virtual events and easy access virtual services to boost applicant's confidence and strengthen TRU's international brand. Key activities include

- Direct participation in 350+ virtual recruitment events globally covering 60+ countries,
- In February 2022, hosted a virtual open house with a record breaking of 1,397 participants from 103 countries attending. Participants spent on average 85 minutes in various activities
- 100+ weekly recruitment info sessions in various regions and time zones to provide direct access to potential students,
- Conducted 3,000+ one-on-one interviews with potential students,
- In person recruitment events resumed gradually starting Fall 2021 in South Asia, Africa and Latin America,
- International student recruitment activities focus on applicants' academic preparedness, geo and academic diversity, and overall experience.

WAR IN UKRAINE — On February 24, Russian military forces began an illegal and deadly invasion of Ukraine. The events quickly resonated around the world, including at TRU, which hosts students from both Ukraine and Russia. TRU also has staff and faculty who have been directly or indirectly affected.

At the time of the invasion, TRU had 20 students from Ukraine and 66 from Russia. TRU did not differentiate responses or actions between Russian or Ukrainian students, as both groups required similar levels of emotional, psychological and financial support. Actions taken by TRU to date:

On February 24, TRU World issued two messages, one to students from Ukraine, and one to Russian-speaking students, offering resources for counselling services and individual support by Ukrainian- and Russian-speaking advisors.

A “Space for Connection” recognizing the power of community healing was created, offering snacks and beverages and a safe place for students to come and support each other.

Senior executives issued a communication to the campus community in support of students, faculty, and staff impacted by Russia’s invasion of Ukraine.

On March 3, TRU supported a student-led rally on campus in support of Ukraine, and a second communication from executive was issued to TRU community in support of Ukraine. Students from both sides of the Russian and Ukrainian borders came out and spoke passionately, sharing experiences and support for each other.

A TRU World Relief Fund was created to support students impacted by the war, and donations are being matched by TRU World and TRU Foundation.

On March 10, TRU faculty led a rally on campus in solidarity with Ukraine

On March 11, TRU hosted “Perogies for Healing,” a special event that brought community volunteers together with Ukrainian and Russian students and other members of the TRU community to make and share perogies with each in a spirit of solidarity and support. The event was extremely well received and will be held again.

Ongoing and future assistance planned

- TRU World continues to support weekly “Space for Connection” for students.
- Moving forward, we plan to raise funds to assist all Ukrainian students in need for food, lodging and tuition assistance.
- TRU World is working on contributing \$100,000 as an emergency matching fund to match the donations into the TRU World Relief fund, which will be used to support students in need affected by the war. TRU Foundation is donating \$5,000 as well as matching donations for up to another \$5,000.
- For students from Russia, we provide the same emotional, social, and employment support as for all students.
- We are planning to provide financial assistance to students from Ukraine to enable them to continue their studies. Lastly, we are working on creating full scholarships for Ukrainian refugees.

TRU will continue to monitor the war in Ukraine and provide our students, staff, and faculty support as required.

BOB GAGLARDI SCHOOL OF BUSINESS AND ECONOMICS (TRU Gaglardi) — TRU’s business programs are high-demand programs at TRU, and TRU Gaglardi works hard to ensure access is inclusive to all. Examples of these efforts include:

- TRU Gaglardi worked with the Splat-sin First Nation in Enderby to deliver the TRU Splat-sin Entrepreneurial Readiness Program on site last spring. The initiative was funded by the BC government. It was a 10-week program in entrepreneurship, supplemented with coaching support to twenty First Nation's aspiring entrepreneurs. The program was a great success, with several new businesses at a very early stage. Moreover, six of the participants started a Business Cooperative last Fall to help support their communities and had a larger goal of creating a secure economic future.
- TRU Gaglardi developed and delivered the Splat-sin - TRU Business Development Project (a 21-session program) in which Splat-sin First Nation participants studied entrepreneurship and with the support of business coaches, developed start-up businesses. The project was recognized by the Association to Advance Collegiate Schools of Business in *Innovations that Inspire*. The **INNOVATIONS THAT INSPIRE** initiative recognizes institutions from around the world serving as champions of change in the business education landscape. The theme for 2022 is *Elevating Diversity and Inclusion*.
- The Teaching and Learning Committee, in cooperation with the Office of Indigenous Affairs, sponsored a presentation by Danielle Levine, founder of Kannu Indigenous Innovation Society, entitled *Indigenization at SoBE: Opportunities and Challenges*.
- Dr. Paul Clark, University Instructor in our Management, International Business, Information and Supply Chain department is a member of the Board of Directors for the New Pathway to Gold Society which is a non-profit working with communities around BC and are committed to indigenization and multiculturalism.
- TRU Gaglardi worked with the Nicola Valley Institute of Technology (NVIT) to launch an Indigenous Master of Business Administration (MBA) cohort at the NVIT campus in Merritt this Winter. The goal of this program is to provide Indigenous Finance Managers with the tools and resources they need to address the requirements of First Nations Financial Management Act (FNFMA).
- A professional development day, entitled *Indigenizing the Curriculum*, was organized on Friday, October 8 for TRU Gaglardi's Faculty and some NVIT members. Ken Tourant, President, Verna Billy-Minnabarriet, Vice President Academic and Strategic Partnerships, John Chenoweth, Associate Vice President – Academic & Community Education and Sue Sterling, Associate Vice President – Students at NVIT were present and led the session. Over 30 faculty members attended and participated to the discussion.
- TRU Gaglardi signed as Charter members of [Luminary](#), a project of Indigenous Works. Luminary mandate is to design and implement an Indigenous innovation strategy and plan leading to economic transformation and wellbeing.
- Dr. Scott Rankin and Dr. Mike Henry participated to the [Luminary](#) (Advancing Indigenous Innovation for Economic Transformation, Employment and Wellbeing) National Gathering strategic planning session last Fall. Furthermore, TRU Gaglardi hosted two-days sessions with Kelly Lendsay, President and CEO of Indigenous Works and Founder and CEO of Luminary. TRU Gaglardi is a Luminary Charter Partner and was involved in the co-creation and development of a five-year Luminary Strategy. Kelly's intention was to promote Luminary's Strategy with as many Canadian institutions as possible to increase collaborations and cooperation towards Indigenization.
- Gina Dillon, MBA student and Melanie Reed, Assistant Teaching Professor, were both on Radio NL to elaborate more on the Women in Business club and the TRU Gaglardi's EDI Committee.
- Dr. Tolulope Oluwafemi's gave a presentation entitled '*Advancing Diverse Women Entrepreneurship In Canada: Insights From Nigerian Women Immigrants*' at the 2021 CCSBE Annual Conference.
- Our school's Dean was invited to join one of the student group discussions from the TRUSU's Breaking Bread series on October 20. The session was organized to give

students of Muslim faith an opportunity to share their experience as Muslim students on campus and to provide feedback on areas they believe TRU is doing well or needs to improve.

- TRU Gaglardi's Faculty Council endorsed a framework for faculty recruitment and appointment, based on the EDI committee research, to address some barriers and increase diversity in faculty hires.

DEVELOPMENT OF MICRO-CREDENTIALS — TRU understands that micro-credentials offer learners a more accessible way to upgrade skills that can improve professional outcomes. In Fall 2021, the university established a micro-credentials working group of faculty, staff, and administrators led by the Associate Vice-President Academic.

The working group's mandate is to review the internal and external micro-credentials landscape and recommend a phased, and strategic approach to micro-credentials that builds upon the university's strengths and aspirations. The group inventoried existing TRU programs that meet the Ministry's criteria for micro-credentials and identified certificates that seamlessly ladder into TRU diplomas and degrees.

The inventory includes 43 non-credit continuing studies courses and certificates and 31 academic certificates. In addition, the working group completed a policy scan of TRU's provincial and national peer comparator universities, which explored how institutions are defining micro-credentials, whether they have a policy on micro-credentials, and preferences for credit, non-credit, or pathway to credit, as well as primary delivery modes and divisional oversight.

Finally, the working group reflected on the strengths and aspirations of the university, building upon our community college roots, and as a leader in BC providing transfer credit and assessing and recognizing prior learning. We anticipate that recommendations for a strategic and phased approach, as well as a small number of pilot projects, will be presented to senior leadership for consideration in Summer 2022.

FACULTY OF STUDENT DEVELOPMENT

FUNDING — in 2021/22, a total of 69 former youth in care received a total of \$230,015 in tuition support.

EQUITY, AND ANTI-RACISM — Last year we received approval for a tenure-track Indigenous counsellor. Continued implementation of recommendations to build a safe and welcoming environment for trans-, non-binary, two-spirit faculty, staff and students (including increased number of gender-inclusive washrooms, training for front-line staff, changes to language use in communications). Anti-racism response training was made available to faculty and staff. Lastly, we received approval for a BIPOC tenure-track counsellor. Grants from the ministry have been used to build work-integrated learning projects for Indigenous students, students and employees in rural communities, and students with disabilities. Implementation of a stipend (federally-funded) for students to enrol in SERV 3000, an upper year course in which students engage with local social service agencies on projects. The program is specifically targeted to students that could not otherwise afford to participate in service learning.

RETURN TO CAMPUS, AND POST-COVID RECOVERY — Student peer positions created to engage first and second year students back to campus. Online resources were developed for student academic wellness support. Supports were increased for students experiencing sexualized violence, harassment, and discrimination.

COMMITMENT 3 — Fully engage with government in implementing mandate commitments to support a future-ready workforce and post-secondary system, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross-government, community, sector and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds upon government's Clean BC strategy and supports a clean economic future.

TRU consistently and regularly engages with our communities and stakeholders around the provision of post-secondary education. Effective consultation around the critically important topics outlined in Commitment 3 is paramount to TRU's ability to provide education that serves the needs of BC residents. We pride ourselves on building and maintaining productive working relationships with our many partners and neighbours including:

- *Government ministries* — TRU, through its senior executive team, connects with provincial government officials on an ongoing basis. We have hosted ministerial visits as requested, to ensure government has accurate and timely information regarding TRU's programs, plans and progress on key objectives and goals
- *Local governments* — TRU meets regularly with City of Kamloops and regional district officials both in Kamloops and in Williams Lake to seek out ways we can work together for the betterment of local citizens.
- *School districts* — In 2021, TRU renewed a Memorandum of Understanding with School District 73, which sets out ways that TRU and SD 73 can work together to provide a seamless educational experience for students.
- *Health Authorities* — Partnerships with health authorities provides mutually beneficial opportunities for our students, largely through work placements and for students in health-related fields of study.
- *Indigenous leaders and communities* are frequently consulted through All My Relations and Indigenous Education initiatives.
- *Private sector businesses, not-for-profit and related entities* — through co-operative education, PACs, work practicums and placements and the Kamloops Chamber of Commerce.
- *PSE-focused groups* — TRU is a member of RUCBC and TRU employees sit on many external system-level committees such as EPBC, BCCAT (steering and accreditation committees), BC Student Outcomes, etc.

It is also important to note that many of TRU's efforts regarding Commitment 3 operate in parallel with those described in relation to Commitment 2. TRU submits that in many ways, both commitments jointly focus on creating a "future-ready workforce," and many of the efforts described in the sections above could also be included here.

Commitment 3, however, also asks TRU to report on consultation efforts, including "community, sector and stakeholder collaborations to support mandate commitments where education, innovation and equity play a role, and that builds upon government's Clean BC strategy and supports a clean economic future." In this specific regard, TRU has engaged in the following efforts through this reporting period:

- TRU Gaglardi worked closely with TELUS, which sponsored the TRU Community Carbon Accounting Program (C2AP) and funded TELUS Sustainability Research Fellows (graduate students) to work with local businesses to reduce their carbon footprint. The TELUS C2AP Fellowship is an initiative that pairs TRU Gaglardi graduate research fellows with

businesses or non-profits that want to better understand and reduce their carbon footprint. A celebration was then organized for our graduate students, support staff and faculty, as well as TELUS' representatives and other Kamloops businesses for an opportunity to learn more about the research progress and accomplishments. In February 2021, TELUS provided \$90,000 for the program (in addition to the \$30,000 already funded) over the next three years to support its continuation and expansion.

- TRU's Master in Environmental and Economic Management/Master of Science in Environmental Economics and Management Committee formed a research cluster in the areas of TRU Gaglardi's Environment and Environmental Policy. The intent is to maximize research collaboration opportunities and to develop future research proposals.
- TRU's School of Trades and Technology is working to assist communities rebuilding after last year's wildfires and floods. TRU is collaborating with many communities to provide local training and help develop local workforces to build new homes and renovations. We are also incorporating renewable energies and energy-efficient building techniques into the programs. We are partnering with the Industry Training Authority (ITA), AEST, Fortis, BC Hydro, Indigenous Youth Development Canada, Aboriginal Management Housing Association, and others to help the communities meet their training and housing needs.
- TRU and Creative Energy, a leader in innovative district energy solutions, announced a new partnership to design, build, own and operate an on-campus district energy system for TRU's main campus in Kamloops, British Columbia. The system is expected to offset more than 100,000 tonnes of greenhouse gas emissions over 30 years, the equivalent to planting a 4,000-acre forest, approximately 16 times the size of TRU's Kamloops campus. Once connected to the district energy system's low-carbon energy heat source, each building will have its existing natural-gas boilers decommissioned. As a regulated public utility, Creative Energy will seek approval for the project from the BC Utilities Commission. The district energy system at TRU will be completed in phases, with the first phase energized by 2024 and offsetting 95 percent of carbon emissions from the connected buildings. Plans are already underway to extend the benefits of low-carbon district energy to the City of Kamloops and beyond.
- TRU signed a memorandum of understanding (MOU) with Ignition Tranquille Developments Ltd. This partnership agreement between developer and education highlights experiential learning, soil health and farm-related research. Tranquille's redevelopment is being approached in a way that respects the land. It focuses on regenerative farming practices that enrich soil health and its growing capabilities using natural, non-chemical methods. Regenerative farming aids in carbon sequestration—the process of capturing and storing atmospheric carbon dioxide—while reducing carbon emissions through sustainable riparian management. To protect fish and wildlife populations, the development includes investments to manage critical flow of the Tranquille River during periods of drought. The Tranquille redevelopment site will be home to experiential learning and scholarship activities such as species mapping, and invasive species identification and control. Research will focus on several areas, including:
 - Invasive species identification and management
 - Riparian area management
 - Stream flow management and enhancement of fish habitat and survival
 - Principles of regenerative agriculture
 - Analysis of organic soil content and maximizing carbon sequestration
 - Biodiversity of landscape design and carbon sequestration and

- Soil studies to best increase soil organic matter and biodiversity through natural means compatible with farming.

TRU research will study disaster-resilient communities, thanks to a \$227,000 grant through the Social Sciences and Humanities Research Council of Canada (SSHRC) [New Frontiers in Research Fund \(NFRF\) Special Call on Innovative Approaches to Research in the Pandemic Context](#). Dr. Bala Nikku — the first TRU faculty member to receive NFRF Special Call funding as a principal investigator—will look at the power of community science and the important role of social work in natural hazards and disasters. These issues are pressing in today’s era of climate change and more frequent natural disasters and could help communities mitigate economic impacts caused by these kinds of disruptions.

APRIL 2022 AEST LETTER OF DIRECTION

TRU has carefully reviewed the AEST’s Letter of Directions, which was received in April 2022. In alignment with the intention of the letter, TRU will collaborate within our sectors on new and priority initiatives, including in the following areas:

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

It must be noted that many of TRU’s ongoing efforts described above will continue into 2022 and 2023 and will lead to outcomes identified as priorities in the Letter of Direction, especially in relation to the *Future Ready: Skills for the Jobs of Tomorrow* plan, and further tech-relevant seat expansions.

More specifically, in relation to skilled trades certification, TRU’s School of Trades and Technology looks forward to implementing Skilled Trades Certification identified by the BC government. The Skilled Trades Certification will enhance professional standing and also enhance earning potential of trades personnel employed in these areas.

Currently, TRU offers apprenticeship training in 5 of the 10 trades areas identified. TRU has physical capacity to address additional training in all areas except Automotive. Automotive training needs identified by the ITA is greater than the other nine other trades. Trade areas have specialized equipment which does not allow it to be re-purposed for other areas. TRU will need assistance in expanding the physical space and one-of equipment to implement the training needs of the local population. The estimated cost is \$2.5M.

The 2022 Letter of Direction also asks TRU to “contribute to Ministry engagement on upcoming initiatives,” including the Ministry’s sexualized violence policy review, and the funding formula review of provincial operating grants. In these areas, TRU intends the following:

- TRU will continue to meet its obligations under the [Sexual Violence and Misconduct Policy Act](#). Following the mandatory three-year review in 2020, the following changes to BRD-25 Sexualized Violence Policy were recommended to and passed by the TRU Board of Governors:
 - Change references from “Sexual Violence” to “Sexualized Violence”
 - Add definitions of specific types of sexualized violence
 - Expressly include misconduct that occurs online
 - Expand scope to include incidents that have a substantial connection to the university
 - Include a “no retaliation” clause

- Provide a copy of the investigator's report to the complainant.

Our next review will take place in the upcoming academic year, and any proposed revisions will be considered by the board at its June 2023 meeting. This review will include consideration of results from the provincial survey administered in early 2022.

TRU worked with the ministry and other representatives to implement the ministry's *Sexualized Violence and Misconduct Student Climate Survey* over the six-week period January 17 to February 27, 2022.

The purpose of the survey is to gather information about student knowledge, attitudes, and perceptions of policy implementation by institutions to address sexual violence. This survey will assess the effectiveness of sexual violence policies in responding to and preventing sexual violence. The results from this survey will be used to inform both current and future initiatives to ensure that students are safe and supported.

A total of 607 respondents from TRU completed the survey. A final report from the ministry is expected in May 2022 and the report will be shared with the faculty of student development and other parties as appropriate to inform policy and actions.

- TRU will work closely and collaboratively with the provincial government, its funding review committee, and other PSIs as this review unfolds. The provincial government recently announced the launch of a sector-wide review of how it funds operations at British Columbia's 25 public post-secondary institutions. The review will help government develop an updated funding model that fairly and impartially distributes provincial financial resources across the post-secondary sector, aligns provincial funding with the education and skills training needs of British Columbians and employers, and supports student success by ensuring access to affordable, high quality post-secondary education. The first phase of the review is led by Don Wright. His report of key findings will be delivered to government by summer 2023.

TRU understands that this review will examine block grants only, and how fairness and impartiality can be ensured from this point forward while meeting the needs of PSIs and providing equitable access for all. TRU intends to participate actively in the entire process, alongside many other post-secondary stakeholders, to understand the review as it emerges and to advocate as needed for the interests of TRU, our regions, and their populations.

PERFORMANCE PLAN AND REPORT

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

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

NOTE: Not all of the performance measures below have been received from AEST to date. The tables will be updated as information arrives.

Performance Measures		Actual			Target	Assessment
		2019/20	2020/21	2021/22	2021/22	
Credentials Awarded	Credentials	2,169	2,216	2,247	≥2,188	Achieved
Indigenous Student Spaces	Total Indigenous Student Spaces	1,379	1,416	1,270	≥2020/21	Not Achieved
	Ministry (AEST)	1,136	1,142	1,007		
	Industry Training Authority (ITA)	244	274	263		

Performance Measures		Actual			Target	Assessment
Source: BC Student Outcomes Program surveys		2019/20	2020/21	2021/22	2021/22	
Student satisfaction with education	Former diploma, associate degree and certificate students	89.2% +/- 1.8%	90.0% +/- 1.7%	91.3% +/- 1.3%	≥90%	Achieved
	Trades foundation and trades-related vocational graduates	94.1% +/- 2.8%	94.0% +/- 3.1%	94.3% +/- 2.8%		Achieved
	Former apprenticeship students	88.9% +/- 3.7%	98.6% +/- 1.4%	95.3% +/- 2.2%		Achieved
	Bachelor degree graduates	94.9% +/- 1.4%	94.8% +/- 1.4%	94.8% +/- 1.4%		Achieved
Student assessment of the quality of instruction	Former diploma, associate degree and certificate students	94.5% +/- 1.3%	93.7% +/- 1.4%	94.9% +/- 1.0%	≥90%	Achieved
	Trades foundation and trades-related vocational graduates	96.3% +/- 2.3%	94.8% +/- 2.9%	95.9% +/- 2.5%		Achieved
	Former apprenticeship students	94.1% +/- 2.8%	97.9% +/- 1.7%	92.0% +/- 2.9%		Achieved
	Bachelor degree graduates	94.9% +/- 1.4%	95.1% +/- 1.4%	94.0% +/- 1.5%		Achieved
Student assessment of Skill development	Former diploma, associate degree and certificate students	86.7% +/- 2.1%	88.2% +/- 1.3%	89.0% +/- 1.5%	≥85%	Achieved
	Trades foundation and trades-related vocational graduates	91.0% +/- 3.2%	90.2% +/- 3.7%	88.9% +/- 3.5%		Achieved
	Former apprenticeship students	85.8% +/- 3.7%	89.8% +/- 3.4%	87.1% +/- 3.6%		Achieved
	Bachelor degree graduates	89.7% +/- 1.8%	88.4% +/- 1.9%	87.9% +/- 1.9%		Achieved
Student assessment of usefulness of knowledge and skills in performing job	Former diploma, associate degree and certificate students	87.7% +/- 2.1%	89.1% +/- 2.0%	86.1% +/- 1.8%	≥90%	Substantially Achieved
	Trades foundation and trades-related vocational graduates	88.6% +/- 4.8%	85.6% +/- 5.7%	88.8% +/- 4.8%		Achieved
	Former apprenticeship students	90.8% +/- 3.6%	95.4% +/- 2.6%	95.8% +/- 2.3%		Achieved
	Bachelor degree graduates	89.4% +/- 2.3%	93.5% +/- 1.8%	90.4% +/- 2.1%		Achieved
Unemployment Rate	Former diploma, associate degree and certificate students	4.7% +/- 1.3%	6.1% +/- 1.4%	7.1% +/- 1.2%	≥11.9%	Achieved
	Trades foundation and trades-related vocational graduates	11.8% +/- 4.3%	9.9% +/- 4.4%	9.8% +/- 4.0%		Achieved
	Former apprenticeship students	4.0% +/- 2.3%	5.1% +/- 2.6%	2.7% +/- 1.8%		Achieved
	Bachelor degree graduates	6.1% +/- 1.7%	5.4% +/- 1.6%	4.1% +/- 1.4%		Achieved

Performance Measures		Actual			Target	Assessment
Source: BC Student Outcomes Program surveys		2019/20	2020/21	2021/22	2021/22	2021/22
Former diploma, associate degree and certificate students	Skill development	86.7% +/- 2.1%	88.2% +/- 1.3%	89.0% +/- 1.5%	≥85%	Achieved
	Written Communication	82.6% +/- 2.5%	86.2% +/- 2.3%	85.0% +/- 1.8%		
	Oral Communication	81.0% +/- 2.7%	86.6% +/- 2.3%	86.8% +/- 1.7%		
	Group collaboration	86.5% +/- 2.1%	90.3% +/- 1.8%	90.3% +/- 1.4%		
	Critical Analysis	88.6% +/- 1.9%	89.6% +/- 1.8%	91.1% +/- 1.3%		
	Problem resolution	85.2% +/- 2.2%	85.2% +/- 2.1%	88.4% +/- 1.5%		
	Learn on your own	89.5% +/- 1.8%	90.9% +/- 1.7%	92.4% +/- 1.2%		
	Reading and comprehension	91.9% +/- 1.7%	91.0% +/- 1.7%	91.0% +/- 1.3%		
Trades foundation and trades-related vocational graduates	Skill development	91.0% +/- 3.2%	90.2% +/- 3.7%	88.9% +/- 3.5%	≥85%	Achieved
	Written Communication	81.4% +/- 7.9%	76.2% +/- 9.0%	73.0% +/- 9.4%		
	Oral Communication	81.9% +/- 6.9%	87.1% +/- 6.6%	84.1% +/- 7.3%		
	Group collaboration	93.2% +/- 3.0%	93.7% +/- 3.3%	91.7% +/- 3.5%		
	Critical Analysis	93.9% +/- 2.9%	92.9% +/- 3.4%	90.8% +/- 3.6%		
	Problem resolution	90.6% +/- 3.7%	88.9% +/- 4.4%	92.4% +/- 3.4%		
	Learn on your own	92.5% +/- 3.2%	93.6% +/- 3.4%	88.9% +/- 4.1%		
	Reading and comprehension	93.0% +/- 3.2%	90.1% +/- 4.0%	94.9% +/- 2.8%		

Former apprenticeship students	Skill development	85.8% +/- 3.7%	89.8% +/- 3.4%	87.1% +/- 3.6%	≥85%	Achieved
	Written Communication	71.2% +/- 9.2%	77.8% +/- 7.6%	67.5% +/- 8.6%		
	Oral Communication	75.3% +/- 7.9%	84.3% +/- 6.3%	73.0% +/- 7.5%		
	Group collaboration	88.5% +/- 4.1%	88.1% +/- 4.0%	84.8% +/- 4.3%		
	Critical Analysis	92.7% +/- 3.1%	92.7% +/- 3.1%	92.6% +/- 2.8%		
	Problem resolution	88.8% +/- 3.9%	91.2% +/- 3.4%	88.7% +/- 3.5%		
	Learn on your own	83.7% +/- 4.5%	91.9% +/- 3.3%	91.7% +/- 3.1%		
	Reading and comprehension	86.3% +/- 4.2%	94.1% +/- 2.8%	92.4% +/- 2.9%		
Bachelor degree graduates	Skill development	89.7% +/- 1.8%	88.4% +/- 1.9%	87.9% +/- 1.9%	≥85%	Achieved
	Written Communication	88.6% +/- 2.2%	88.5% +/- 2.1%	87.3% +/- 2.3%		
	Oral Communication	90.5% +/- 2.1%	88.6% +/- 2.2%	86.0% +/- 2.4%		
	Group collaboration	84.5% +/- 2.6%	83.7% +/- 2.6%	80.7% +/- 2.7%		
	Critical Analysis	91.9% +/- 1.8%	93.0% +/- 1.7%	92.5% +/- 1.7%		
	Problem resolution	87.1% +/- 2.4%	84.7% +/- 2.4%	84.7% +/- 2.4%		
	Learn on your own	92.5% +/- 1.8%	90.0% +/- 2.0%	92.2% +/- 1.7%		
	Reading and comprehension	91.9% +/- 1.9%	91.2% +/- 1.9%	90.3% +/- 2.0%		

APPENDIX B – TEMPLATE FOR MANDATE PRIORITY #1 PROGRESS REPORT

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

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

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

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples to varying degrees. Please complete the following table to provide an at-a-glance summary of your institution’s progress.

TRC Call to Action and UN Declaration on the Rights of Indigenous Peoples Article	
<p>PROGRESS</p> <p>Identify whether the initiative is:</p> <ul style="list-style-type: none"> • New⁴ • Planned / In Progress / Implemented or Ongoing 	<p>INITIATIVES AND PARTNERSHIPS</p> <p>Provide key details on initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.</p> <p>Thompson Rivers University main Kamloops campus honours our first house Tk’emlúps te Secwépemc and the second house T’exelc (Williams Lake First Nation) on which the TRU Williams Lake campus is located within the heart of Secwepemcúlcw, the traditional and unceded territory of the Secwépemc nation. The TRU region also serves also extends into the territories of the St’át’imc, Nlaka’pamux, Nuxalk, Tâilhqot’in, Dakelh, and Syilx nations.</p>

⁴ New initiatives start in the current reporting year and have not been previously reported on.

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
New	<ul style="list-style-type: none"> • TRU is responding to Indigenous community requests to train more Mental Health/Trauma counsellors in response to the hundreds of children being confirmed at the TteS Kamloops Indian Residential School, Williams Lake St. Josephs Residential School and the other residential schools in Canada.
New	<ul style="list-style-type: none"> • Commitment to hire more Indigenous faculty. Fall 2021 Secwepemc tenure track SW faculty hired.
Continuing	<ul style="list-style-type: none"> • EDSW is working with Indigenous communities to share information on new Indigenous jurisdiction of children in care. (i.e.) Simpcw First Nation signs first co-created child welfare agreement in B.C. history https://news.gov.bc.ca/releases/2022CFD0019-000551
Continuing	<ul style="list-style-type: none"> • TRU continues to waiver tuition fees for Indigenous youth in care https://www.tru.ca/awards/government-programs/youthcare-waiver.html

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

16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New/ Continuing	<ul style="list-style-type: none"> TRU honours the decade Indigenous languages (2022-2032) and the preservation & revitalization of Indigenous languages by increasing Indigenous language delivery of the nations in our service area. TRU Faculty of Arts has accepted the Indigenous Language courses from EDSW and is working to develop a curriculum to support them. <ul style="list-style-type: none"> TRU Faculty of Arts has increased the number of Indigenous languages offered at both the Kamloops and WL campus by offering Secwepemc levels 1 & 2, Tšilhqot'in and Stat'imc Consultation with Tk'emlups te Secwepemc and Chief Atahm as to needs and future directions TRU offers FREE Secwepemc language classes to all employees Education & Social Work has an annual Affiliation/Partnership agreement with Chief Atahm Secwèpemc immersion K-12 school in Chase that is renewed annually and administered by Chief Atahm School.

23: HEALTH-CARE PROFESSIONALS	
We call upon all levels of government to increase the number of 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 below, Medical and Nursing Schools.
24: MEDICAL AND NURSING SCHOOLS	
We call upon medical and nursing schools in Canada to require all students to take a course dealing with 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
Continuing	<ul style="list-style-type: none"> Indigenous health course developed in SoN
New/ Continuing	<p>Eliminate achievement gaps</p> <ul style="list-style-type: none"> School of Nursing faculty have been holding consultations with students and held a talking circle, guided by Paul Michel, to identify opportunities to enhance the education experience and success rates for Indigenous students. The event was attended by students from Nursing and Respiratory Therapy.
Continuing	<p>Honour Truth, Reconciliation and Rights</p> <ul style="list-style-type: none"> SON will be hosting a 2nd workshop focused on recommendations from the In Plain Sight report on anti-Indigenous racism, with a view to determining priorities and developing an action plan for the SoN.

<p>Continuing</p>	<p>Design lifelong learning</p> <ul style="list-style-type: none"> • SON has been awarded continuing funding for 10 seats for licensed practical nurses (LPNs) to enter the BScN program. • TRU SON has received funding for 15 nurse practitioner seats starting in January 2023. We are getting ready for the program review under very tight timelines. • We were awarded 102 Ministry funded health care assistant (HCA) seats for May (Kamloops – 42) and June (Kamloops – 34; WL – 40) cohorts. To meet demand, we took in 116 HCA students from Fraser Health (20) and Okanagan College (10). 99 Health Care Assistant-Pathway Partnership (HCA-PP) students graduated on March 11th. • In addition, for all three regular cohorts (Kamloops – September/January; WL – January), we admitted 25 HCA-PP students. All regular HCAs who applied to the program were given the opportunity to be Ministry funded. Open Learning HCAs were also given the opportunity to become funded. <p>Seven students from the Lil'wat Nation (Mount Currie) have successfully completed the HCA program and have begun to work in their community. Eight Metis students have also completed the HCA program.</p>
<p>New</p>	<p>Outstanding Achievements, Major Success and Awards / Accolades</p> <ul style="list-style-type: none"> • SON BScN program is undergoing a virtual accreditation visit by the Canadian Association of Schools of Nursing March 21-25th, 2022. • Dr. Rani Srivastava has been appointed to the Canadian Nurses Association's standing committee of the Board on Anti Racism. • Dr. Melba D'Souza has been awarded a Thompson Rivers University Internal Research Fund (IRF) Grant to support the project titled 'Enhancing patient engagement in the care of adult cancer survivors and caregivers through a psychoeducational supportive care in the interior region of British Columbia. • Sanderson, D. (NPI); Mirza, N. (PI); McCormick, R., & Sam, J. (Co-I); Stump, A. (Elder & Knowledge User); Grinder, B., Archie, T., Polacca, M., Bourque-Bearskin, L., & Johnson, S. (Collaborators). (2022). <i>Using strengths-based Indigenous research methodologies to plan for current and future pandemics and health emergencies: Unpacking the complexity within Indigenous communities responding to displaced climate change refugees in central British Columbia during the COVID-19 pandemic</i>. Canadian Institutes of Health Research (CIHR): \$250,000 (Awarded March 2022). • Blackstock, S., Cummings, G., Glandfield, F., & Yonge, O. (2022). A review: Developing an ecological model approach to co-working incivility experiences of new graduate nurses. <i>Journal of Advanced Nursing</i>, early view

28: LAW SCHOOLS	
<p>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.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>New/ Continuing</p>	<ul style="list-style-type: none"> • Indigenous specific grants-funding available, TRU-USASK Indigenous summer entry course, Indigenous Law Students Association (ILSA), Kamloops Indian Residential School courses & site visits integrated into all 3 years of JD, Indigenous guest speakers, Garry Gottfriedson hired to assist with integrating Secwepemc content into law courses, Indigenous advisor (TteS practicing lawyer Chrystie Stewart), mandatory upper-year course in the JD program to address all aspects of this call to action.
57: PUBLIC SERVANTS	
<p>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.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>New/ Continuing</p>	<ul style="list-style-type: none"> • TRU continues its partnerships for training and learning opportunities for all levels of the federal government and ministry organizations. We also work with Industry and corporations for learning opportunities and knowledge exchange. • The Office of Indigenous Education is working with People & Culture on a Secwepemc 101 and Indigenous 101 training module for all TRU employees • The newly approved Masters of Arts in Human Rights and Social Justice is launching in the Fall of 2022 and is designed for Public Servants and Social Activists <ul style="list-style-type: none"> ○ Contains required courses on Indigenous Ways of Knowing

62: TEACHER EDUCATION	
<p>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.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Continuing	<ul style="list-style-type: none"> The B.Ed Indigenous cohort "<i>Texw-téxtwt-ken re lleqmélt- To Be a Good Teacher</i>" is entering into its third year of delivery. https://www.tru.ca/edsw/schools-and-departments/education/bed/indigenous-cohort.html
86: JOURNALISM AND MEDIA SCHOOLS	
<p>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.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New/ Ongoing	<ul style="list-style-type: none"> Addition of new Indigenous faculty member Redesign of JOUR and CMNS programs into single degree structure to offer students more curricular options and to present Indigenous perspectives. Addition of new courses in ENGL <ul style="list-style-type: none"> - ENGL 2410 Indigenous Narratives in Canada Addition of New Courses in JOUR/CMNS: <ul style="list-style-type: none"> - CMNS 2150 Collective and Connective Indigenous Voices - CMNS 3150 Indigenous Representation in Media and Popular Culture

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
Ongoing	<ul style="list-style-type: none"> • Development of faculty competency in curriculum indigenization via internal and external resources
Ongoing	<ul style="list-style-type: none"> • Continued participation in Ch'nook scholarship program aimed at financial support, mentorship and networking for indigenous business students
New	<ul style="list-style-type: none"> • Recruitment of indigenous scholars in areas of economics, entrepreneurship, management and organizations
New/ Ongoing	<ul style="list-style-type: none"> • Signing as a partner with the Luminary -Indigenous
New/ Ongoing	<ul style="list-style-type: none"> • Works initiative. • Development of indigenous focused courses to broaden cultural perspectives • Development and delivery of customized programs to build business and economic capability for targeted groups of indigenous students (e.g., NVIT MBA, Splatsin Business Development) • Offering Entrepreneurship program supplemented with business development coaching for a cohort from the Splatsin Nation. • In collaboration with the TULO Centre for Indigenous Economics, continued to offer blended delivery certificates in Applied Economics and First Nations Taxation.
New	<ul style="list-style-type: none"> • In collaboration with the Nicola Valley Institute of Technology (NVIT), began a cohort of an indigenized MBA program on NVIT campus.

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

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

Article 14

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

Article 15

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

Article 21

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Continuing	<ul style="list-style-type: none"> • 2018 TRU honours the Secwepemc nation with the appointment of Dr. Nathan Matthew as TRU Chancellor, and he is currently fulfilling his second term. https://www.tru.ca/about/governance/chancellor.html
Continuing	<ul style="list-style-type: none"> • TRU & Tk'emlups te Secwepemc updated Partnership Agreement (April 2021) that incorporates TRC Calls to Action & UNDRIP
New/ Continuing	<ul style="list-style-type: none"> • Indigenous staff, faculty, elder involvement on all TRU hiring committees
New	<ul style="list-style-type: none"> • Spring 2022 TRU will make available financial awards for as many as 16 students from Tk'emlúps te Secwépemc and T'exlc as a result of a recently created \$1million endowment established to specifically support Indigenous students. Each award is worth \$2,500.
New/ Continuing	<ul style="list-style-type: none"> • TRU funds and supports a permanent ongoing administration Secwepemc Cultural Advisor position in the office of Indigenous education. This position is broad based and works with all faculties, departments, divisions and senior administration.

New/ Continuing	<ul style="list-style-type: none"> • TRU embeds Secwepemc language at all levels and aspects of the university. For example, the Territorial Acknowledgement in Level 1&2 OM and on TRU website homepage, Secwepemc greetings on all entrances of all buildings on campus, TRU Vision statement in English & Secwepemc, Secwepemc language is included in every faculty, department, division at varying levels. All Indigenous nations are acknowledged and greetings in their respective languages included in marketing materials.
New/ Continuing	<ul style="list-style-type: none"> • Trades & Technology continues to access provincial & federal dollars to support trades training in Indigenous communities throughout the TRU service area and province.
New	<ul style="list-style-type: none"> • TRUSU has requested the development of a mandatory Indigenous course for all students at TRU and also a part of the G.E.T and graduation requirements. • Newly created, faculty-led Arts Decolonization and Indigenization Committee has engaged several initiatives • Engaged Indigenous speakers to guide and instruct Arts Faculty members in aspects of decolonization and Indigenization • Worked extensively with departments in Arts Faculty to rewrite Tenure and Promotion documents in order to enable success of Indigenous faculty and the engagement with Indigenous ways of knowing. • Enacted academic advising strategies to assist Indigenous students and eliminate achievement gaps.
New/ Continuing	<ul style="list-style-type: none"> • Adventure Studies handbooks (used by faculty and students) feature a welcome to Secwepemcúlecw performed by two Indigenous FACT students. • Culinary Arts is working with Feed BC to encourage a shift to more indigenous and B.C. foods in government supported institutions including post-secondary institutions, hospitals and schools. • Thirty percent of students in Culinary Arts programs identify as Indigenous. Faculty have introduced into the curriculum focused learning activities with local Indigenous leaders based on the production and preservation of traditional foods. Faculty have hosted virtual events for Metis youth with the goal of creating and improving their pathways to learning. • Dr Courtney Mason has created and commenced teaching a new course TMGT 4980 Indigenous Tourism: Colonial Power, Politics and Practices