

INSTITUTIONAL ACCOUNTABILITY

PLAN & REPORT

2018/19



THOMPSON
RIVERS
UNIVERSITY



THOMPSON RIVERS UNIVERSITY

Office of the
PRESIDENT AND VICE-CHANCELLOR

June 17, 2019

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

Dear Minister Mark,

Please find enclosed the Thompson Rivers University (TRU) Institutional Accountability Plan and Report for for the 2018/19 reporting cycle.

We are proud to present this report, as it not only outlines our alignment with ministry goals and our commitment to ministry priorities, but it also highlights the scope of TRU's reach in supporting students and communities.

As you know from your visits to TRU, we have an interesting history and a promising future. From our early beginnings as a community college to a full university with world-renowned researchers, TRU continues to be a place that truly opens the door to education. Our range of programs reflects this and so does our delivery of education. Whether students attend our main campuses in Kamloops or Williams Lake, take courses through our regional centres, or learn in the comfort of their home through TRU Open Learning, all are finding a way to access education and increase their skills and knowledge for a better future.

TRU has experienced tremendous growth and change in recent years. We are an attractive university for learners, particularly among international students, as is evident in our rising international enrolment. As a campus, we are also growing physically. With provincial government funding, we were able to open our new Industrial Training and Technology Centre in September 2018, and construction continues steadily on a future home for our nursing program, the Nursing and Population Health Building. Additionally, we were pleased with your government's support in our acquisition of Upper College Heights in summer of 2018, which expands our affordable-housing options for students.

The changes and growth in recent years, along with the need to renew strategic priorities with the current ones stretching to the end of 2019, have given TRU the opportunity to pause, reflect on and consider our future. As you will read in this report, this work is occurring through a process called Envision TRU. This process, which involves consultation with our TRU and broader communities, is to conclude in spring 2020, resulting in a new vision that will serve us for the next 10 years. This vision will remain grounded in our provincial mandate as an open-access institution.

We hope you find this report both informative and inspiring, and look forward to continuing our partnerships with the Government of BC.

Sincerely,

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

Brett Fairbairn
President and Vice-Chancellor
Thompson Rivers University

A handwritten signature in black ink, appearing to read "Jim Thomson".

Jim Thomson
Chair, Board of Governors
Thompson Rivers University

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Institutional Overview

TRU's mandate

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

Thompson Rivers University evolved from a community college, established in 1970, into a university in 2005. TRU's mission is to be a comprehensive, learner-centred, environmentally responsible institution serving regional, national and international learners and their communities through high quality and flexible education, training, research and scholarship. These values led to a unique mandate from British Columbia's provincial government, articulated in the *Thompson Rivers University Act (2005)* and based on amalgamating the University College of the Cariboo with the BC Open University and other aspects of the Open Learning Agency.

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

Governance

Governance at TRU is overseen by three bodies responsible for corporate and academic decision-making. This tri-cameral system of governance consists of a Board of Governors, Senate and a Planning Council for Open Learning. The composition, powers and duties of each body are legislated by the Province of British Columbia in the *Thompson Rivers University Act (2005)*.

About TRU

TRU at a Glance 2018/19:

30,449

STUDENTS

(Unduplicated total)



15,622

ON CAMPUS



1,810

DUALLY ENROLLED



16,637

OPEN LEARNING



5,795

TOTAL INTERNATIONAL STUDENTS

FROM MORE THAN
104 COUNTRIES
(Unduplicated total)

2,457

EMPLOYEES



1,453

FULL-TIME EMPLOYEES

13,781

STUDENT
FULL-TIME EQUIVALENT
ENROLMENT



10,197

DOMESTIC FTE

3,584

INTERNATIONAL FTE



10%

INDIGENOUS STUDENTS



\$67.7M

PROVINCIAL OPERATING
GRANT

9

FACULTIES
& SCHOOLS



\$225M

REVENUE



Strategic Direction and Context

Our strategic direction

TRU is redefining the modern university by breaking through traditional boundaries of higher education with the range of programs provided, diverse learning paths and research opportunities extended to students—in Kamloops, in surrounding BC communities and around the world. TRU offers more than 140 programs on campuses in Kamloops and Williams Lake, as well as at five regional centres in the BC Interior, and about 600 courses and over 50 programs online through TRU Open Learning.

This year, TRU is embarking on a visioning initiative, engaging our communities to share their insights into TRU. Bringing a new vision into focus at TRU means valuing our individual strengths and sense of responsibility as well as valuing our relationships with each other and the communities we serve. More information is available on the Envision TRU web site.

Our strategic context

Economic context

According to the Conference Board of Canada, the global economy is expected to grow by 3.1% in 2019 and by 2.9% annually for the next 10 years. The US economy will expand by 3.1% in 2019; tax cuts and fiscal spending have fuelled the US economy, but a slower global economy will limit future growth. Europe will see moderate growth (1.9%) and the British exit from the European Union (Brexit) will create uncertainty. China will see 6.2% growth and India 6.8% in 2019. According to the UN, by 2022, India's population will surpass China's. By 2030, nearly 80% of Indian households will earn a middle income (up from 50% today) and this middle class will drive consumer spending. India makes up TRU's largest group of international students (1,586 in winter semester 2019), followed by China (520 students).

Economic growth for Canada (GDP) is expected to be 1.9% in 2019 and 2.1% in 2020. The aging population in Canada will slow growth, while a relatively low Canadian dollar (not expected to rise above \$0.80 US in the next two years) and the finalization of the Canada-US-Mexico trade agreement are positive economic drivers. The low Canadian dollar will benefit exports, tourism and related services. In the next two years, forestry, fishing and metal mining are expected to decline, while agriculture and non-metal mining are expected to improve.

The Bank of Canada is expected to raise interest rates twice in 2019 and three times in 2020. Canadian consumers are carrying high debt loads, so any increases in interest rates will mean less disposable income for goods and services, including education.



The Canadian labour market will continue to be tight, with low unemployment, recruitment challenges and rising wages. More people are retiring out of the market than are entering. Other developed countries face similar demographic challenges.

With a low Canadian dollar, the uncertainty of Brexit and US policies, the growth of the Indian and Chinese economies and the tight Canadian labour market, studying in Canada will likely remain an attractive and affordable option for international students. India, with its growing middle class, will continue to be an important market for international education.

Slowed student-aged population growth at home will mean a drop in post-secondary domestic enrolments, and young people will need to choose between an attractive job market and tertiary education. The opportunity cost for Canadian students attending school on campus will be higher if good-paying jobs are available in their communities. Flexible part-time and digital learning will be required to support the skills development of people working full time.

Overall, the BC economy is expected to fall from an average growth rate of 3.2% (between 2014 and 2017) to 2.7% in 2018, 2.5% in 2019 and 2.4% in 2020. BC will continue to lead the provinces in economic growth over the next couple of years. The labour market remains tight with unemployment at 4.7% in 2018 (the lowest in Canada) and is expected to fall slightly in the next couple of years.

The regional economy is driven by agriculture (mainly beef), forestry and mining (gold and copper). There are more than 120 fabrication and manufacturing companies operating in the Kamloops area, approximately 75% of which export internationally. Tourism, especially outdoor recreation, is an important industry in the region. Transportation and logistics are contributors—Kamloops is a highway and rail transportation hub. Transporting larger quantities of oil by rail will likely continue in the short term until pipeline capacity is built.

The forestry sector is expected to slow due to a shortage of logs (after a decade of beetle infestations), a softening housing market and ongoing US softwood-lumber duties. The slowdown in forestry and related industries will impact Kamloops and Williams Lake. Workers in these industries may need reskilling to enter new industries or careers.

Green industries are emerging; energy is being created from sawmill wood waste and geothermal installations (Sun Rivers in Kamloops was Canada's first geothermal community). As well, a small high-technology hub is emerging locally with a ready-made labour market from Thompson Rivers University technology and business programs.

TRU has considerable impact on the provincial and regional economies. The 2019 Economic Impact study is under way with results forthcoming.

Thompson Rivers University also participates in the local economy through research and innovation. For example, the Centre for Innovation in Ranching provides grasslands research and meat production. TRUGen is the first high-throughput genomics lab in BC outside of the Lower Mainland, with a primary focus on environmental remediation, waste treatment, agriculture and the Canadian food, beverage and nutraceutical industries.



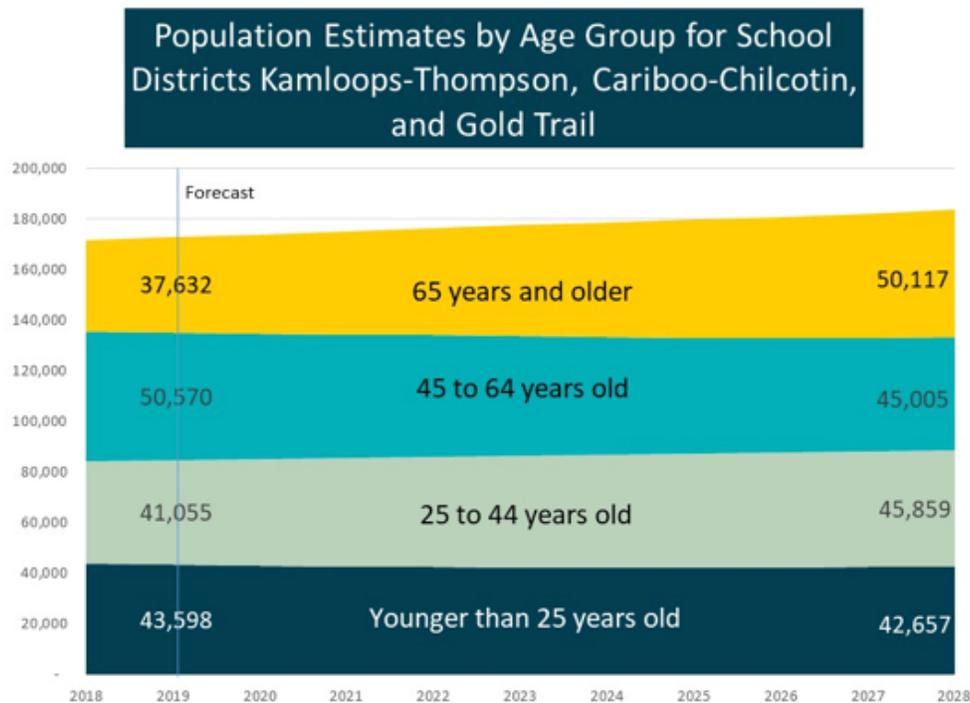
Students gather to relax in the Campus Activity Centre coffee shop, Common Grounds.

Population projections

Regional

Overall, in 2019, there are 172,855 people in the Kamloops-Thompson (SD73), Cariboo-Chilcotin (SD27) and Gold Trail (SD74) school districts. The population is expected to increase by six percent, to a total of 183,638, by 2028.

Figure 1: BC Stats People Projections



By 2028, there will be 941 fewer people who are 24 or younger. Within five years, there will be more people 65 and older than those who are younger than 25. By 2025, the 65 and older group will be the largest cohort in the region. For TRU, domestic local enrolment may continue to be a challenge for undergraduate programs, especially those that rely on regional, direct-from-high-school transitions.

Kamloops-Thompson region

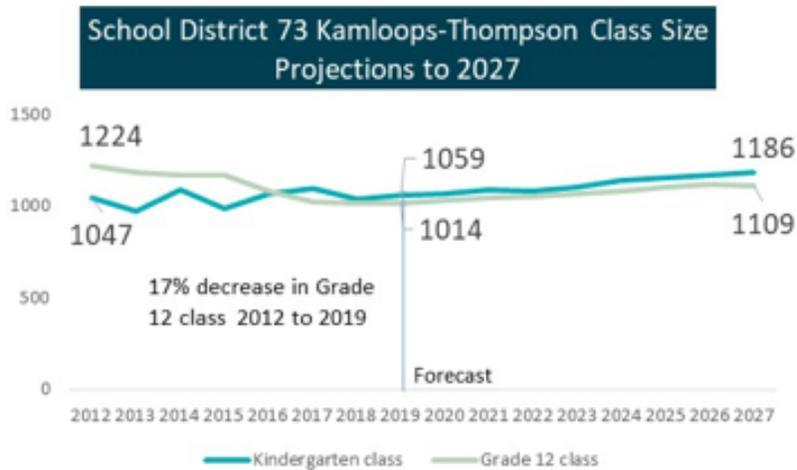
Overall, the population in the Kamloops-Thompson school district is expected to rise eight percent from just over 120,000 now to almost 130,000 in 2028. By 2028, the largest group will be aged 25 to 44, with the 45 to 64 aged group declining in numbers. In 2025, there will be more people aged 65 and older than younger than 25.

Breaking out the expected population for the 15- to 34-year-olds in five-year cohorts, there will be a slight increase in 15- to 19-year-olds, and a big dip in the numbers of 20- to 24-year-olds. The number of people aged 25 to 29 is expected to increase until 2023 and then decline until 2028, with 1,347 fewer people living in the school district area than in 2019. Lastly, the 30- to 34-year-old group is expected to increase steadily until 2028 from 7,680 to 9,529 people.

School class size projections Kamloops-Thompson

In terms of the Grade 12 headcount for the Kamloops-Thompson schools, there has been a decline since 2012 of 17 percent; however, the projected class size is expected to grow slightly until 2027.

Figure 2: Enrolment Projections DataBC



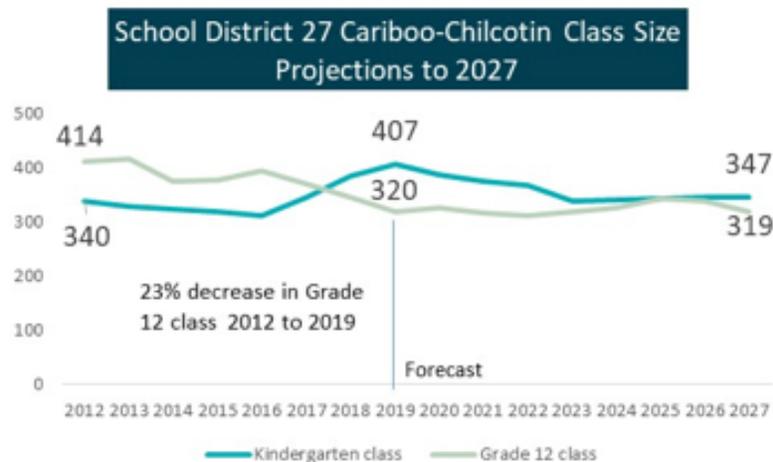
Williams Lake region

In the Cariboo-Chilcotin school district (SD27), the number of people 24 and younger will decrease slightly until 2028 and the number aged 25 to 44 will increase slightly. There will be a large decrease in the 45 to 64 age group, and a large increase in the 65 and older age group, which will be the largest age cohort in 2023.

In terms of the expected Grade 12 headcount for the Cariboo-Chilcotin schools, there has been a decline since 2012 of over 20 percent; however, the projected class size is expected to be steady between 300 and 350 students.

School class size projections Cariboo-Chilcotin

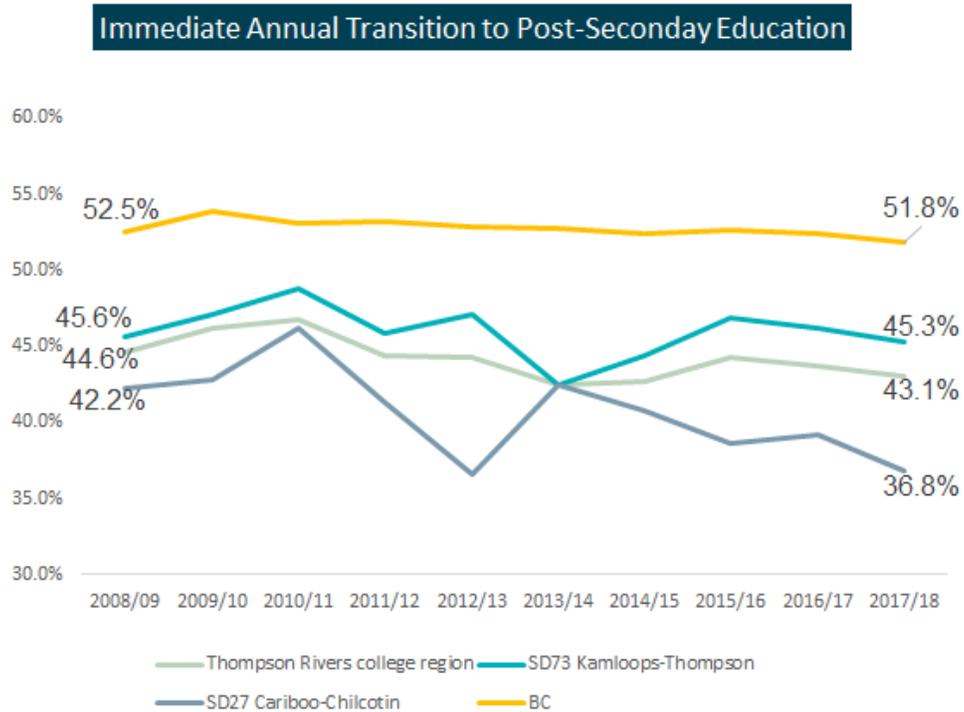
Figure 3: Enrolment Projections DataBC



Student transition to post-secondary education

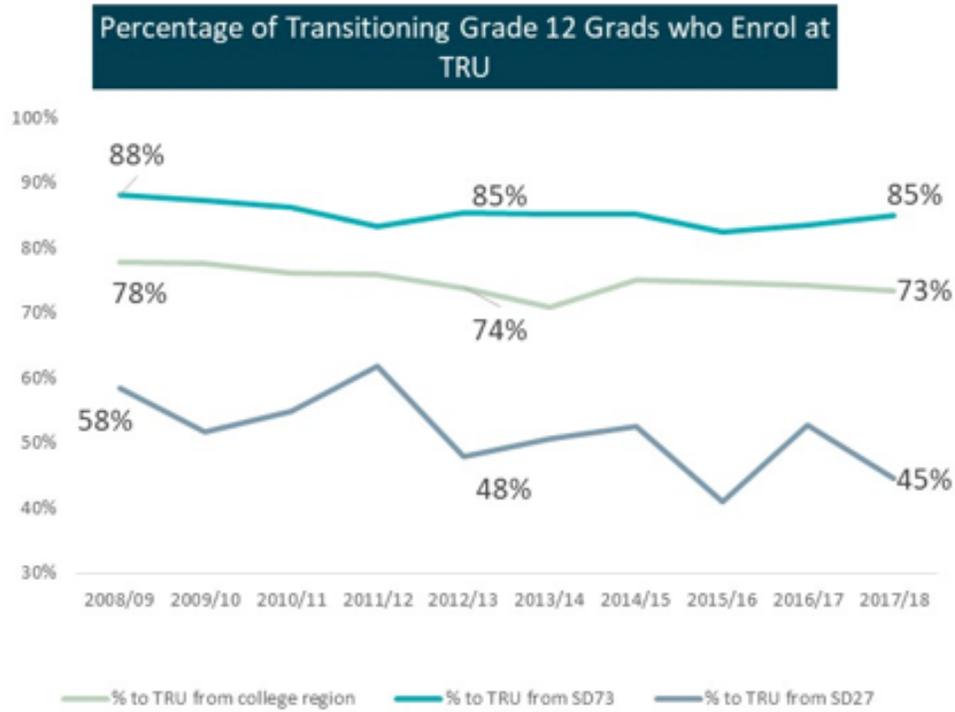
According to the Student Transition Project, the immediate transition rate for Grade 12 graduates from the Thompson Rivers college region to post-secondary education has been between 42 and 47 percent over the last 10 years, below the provincial average of just over 50 percent.

Figure 4: Student Transitions Project



While the immediate transition rate has not increased in 10 years, TRU is serving its region with over 70 percent of those who are immediately transitioning to post-secondary enrolling at TRU, and 85 percent of those in the Kamloops-Thompson region.

Figure 5: Student Transitions Project



Over the last year, TRU has engaged in an extensive environmental scan initiative. Topical briefing notes can be found at www.tru.ca/envision/environmental-scans. These briefs expand on the topics covered in this section.



Our strategic context – internal

Welcoming a new president

On April 12, 2018, a new president for TRU was announced. Dr. Brett Fairbairn started as president and vice-chancellor of Thompson Rivers University on December 1, 2018. Fairbairn is a distinguished academic who taught and conducted research at the University of Saskatchewan for more than 30 years. Fairbairn's academic work examined the history and interdisciplinary study of democracy, social movements and co-operative enterprises in Canada and around the world. His recent teaching and research focused on organizational governance and leadership. A strong believer in community-based research, Fairbairn has been published in more than 80 publications, which are a mix of scholarly and community-oriented writings.

As a proponent of active citizenship, Fairbairn served in voluntary leadership roles, including chair of the Saskatchewan Academic Health Sciences Network and chair of the Saskatchewan Archives Board. For his university and public contributions, Fairbairn was awarded the Queen's Golden Jubilee Medal in 2002. He holds a Bachelor of Arts from the U of S, a Bachelor of Arts (honours first class) from the University of Oxford and a doctorate also from Oxford, which he attended on a Rhodes scholarship.

During his time at the University of Saskatchewan, Fairbairn held senior leadership positions including provost and vice-president academic, head of the department of history and director of the Centre for the Study of Co-operatives.



*TRU's fourth President and Vice-Chancellor,
Dr. Brett Fairbairn.*

Quality assurance, mission fulfilment, and institutional accreditation

TRU is committed to supporting access to excellence and ensuring that our students, faculty, and staff have the best possible opportunities for intellectual growth through high-quality programming.

To support a culture of continuous quality improvement, TRU has voluntarily chosen to seek accreditation with the Northwest Commission on Colleges and Universities (NWCCU). Accreditation complements the quality assurance processes at TRU by focusing on the policies, processes and planning practices across the entire institution to ensure we are delivering on the commitments we make to our learners and the broader community. The objective, comprehensive and internationally recognized criteria affirms that TRU has the capacity to execute its mission and that a TRU education is high quality. Mission fulfilment planning and evaluation, a requirement of NWCCU, is led by relevant standing committees of Senate. Details regarding the committees' core theme evaluation and planning responsibilities, as referenced in the revised terms of reference, were approved at the April 2018 meeting of Senate.

In January 2018, TRU was approved for continued status as a candidate for accreditation at the associate, baccalaureate and master's degree levels by NWCCU. From April 1 to 3, 2019, NWCCU evaluation committee was on campus to review TRU's candidacy for institutional accreditation. TRU was commended for its commitment to student success and sustainability, and the funding of projects that support TRU's mission. The official recommendations and commendations will be available later this summer. If approved for continued candidacy, TRU will be eligible to apply for full accreditation status, which includes a comprehensive self-evaluation report and site visit, in 2021.

For information on how TRU tracks mission fulfilment and academic quality, please see the *Quality Assurance* section of the Office of the Provost and Vice-President Academic website (tru.ca/vpacademic/accreditation).

Student feedback

Student feedback is key to TRU's planning and operations at TRU. Information about the satisfaction and experience of our students is continuously gathered through internal, provincial and national surveys. The feedback continues to reflect a high degree of satisfaction with the institution.

Based on previous survey feedback, TRU is embarking on a strategic initiative, Focus on First Year, to build learning communities with faculty teaching first year, to better support first-year students.

TRU baccalaureate students who responded to the Canadian University Survey Consortium's 2017 Survey of Graduating Students indicated that their experience was as good or better compared to graduating students' experiences at other Canadian universities on several aspects:

- I feel as if I belong at this university
- Has this university exceeded, met or fallen short of your expectations?
- Generally, I am satisfied with the quality of teaching I have received
- How satisfied are you with your decision to attend the university?
- How satisfied are you with the concern shown by the university for you as an individual?
- A university degree is worth the cost
- Would you recommend this university to others?

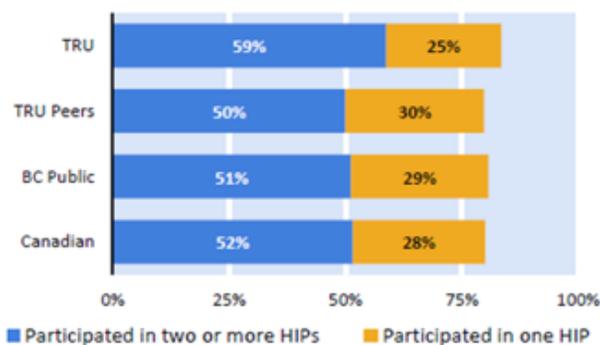
Results from the 2017 National Survey of Student Engagement (NSSE) show TRU's fourth-year baccalaureate respondents scored significantly higher on six of the 10 engagement indicators compared to respondents at TRU's peer institutions, at BC public post-secondary institutions, and to all Canadian respondents.

Table 1: NSSE 2017 Engagement Indicators: TRU fourth-year respondents compared with ...

Theme	Engagement Indicator	TRU Peers	BC Public	Canadian
Academic challenge	Higher-order learning	--	--	--
	Reflective and integrative learning	Higher	Higher	Higher
	Learning strategies	Higher	Higher	
	Quantitative reasoning	--	--	--
Learning with peers	Collaborative learning	Higher	Higher	Higher
	Discussions with diverse others	--	--	--
Experiences with faculty	Student-faculty interaction	Higher	Higher	Higher
	Effective teaching practices	Higher	Higher	Higher
Campus environment	Quality of interactions	--	--	--
	Supportive environment	Higher	Higher	Higher

Results from the 2017 NSSE show that, as expected, more fourth-year TRU respondents (84 percent) reported participating in High Impact Practices (HIPs) compared to first-year TRU respondents (48 percent). Also, 59 percent of fourth-year TRU respondents had participated in two or more HIPs compared to eight percent of first-year TRU respondents. A similar percent of first-year and fourth-year TRU respondents participated in HIPs, as did TRU peers, BC public and Canadian respondents.

Figure 6: NSSE 2017 High Impact Practices – Fourth Year



This past year, TRU participated again in the Canadian Bureau of International Education (CBIE) survey of international students. The survey drew from 46 institutions across Canada, with 14,000 responses in total. TRU had a response rate of 19% for 492 respondents.

Thompson Rivers University was rated as a top institution (number two of all institutions and number one among similar universities and BC institutions participating) for students feeling successful in living in Canadian culture and society.

Since first beginning your program of study, how much success have you had in adjusting to the following:

Figure 7: CBIE Survey



Ninety-four percent were satisfied or very satisfied with all aspects of their Canadian education experience, and almost half (49%) were currently working in Canada, more than the comparison BC group (37%).

Table 2: CBIE Survey

Sense of Belonging	TRU	BC Group
Being an informed and active citizen ¹	91%	81%
Becoming involved in campus activities ¹	84%	69%
Faculty members and teaching assistants help me to feel included in the classroom ²	77%	63%
Staff and students here have shown an interest in my country and culture ²	70%	54%

¹ Education was somewhat beneficial or very beneficial

² Somewhat agree or strongly agree

Lastly, TRU scored well with international students feeling safe on campus and in the community.

- Feeling safe on campus – 97%
- Feeling safe in accommodations – 96%
- Feeling safe in public transportation – 96%



Institutional Highlights for 2018/19

TRU Open Learning turns 40

On June 1, 2018, TRU Open Learning celebrated its 40th anniversary of delivering flexible, accessible education to learners in BC and beyond. In 1978, the BC Colleges and Provincial Institutes Act, created the Open Learning Institute to pioneer post-secondary education by distance. “For the first semester in fall 1979, there were only 760 enrolled students,” Open Learning Faculty Member Ron Lakes said.

On April 1, 2005, the Thompson Rivers University Act amalgamated University College of the Cariboo with BC Open University to form Thompson Rivers University. All programs and courses became part of TRU under the newly created Open Learning (OL) division. In 2007, all OL operations relocated from Burnaby to TRU’s new BC Centre for Open Learning building on the Kamloops campus, bringing with it thousands of distance and online learners.

Today, the number of OL students has grown to over 16,000, about half of the university’s total enrolments. Open Learning faculty members are proud of how they have supported academic success over the decades. “There’s no barrier to entry. There are thousands of students OL has given a second chance to,” Lakes said. “What we do at OL works so well. And we can be proud of that.”

Sustainability

In 2019, TRU has become the first post-secondary institution in Canada to earn a platinum rating for its sustainability initiatives and achievements from the Association for the Advancement of Sustainability in Higher Education (AASHE).

TRU is one of five universities in the world to achieve platinum and is currently the highest rated globally through AASHE's Sustainability Tracking, Assessment & Rating System (STARS) program, which measures and encourages sustainability in all aspects of higher education.

Initiatives at TRU, such as investments guided by the UN Principles for Responsible Investment—extraordinary progress in greenhouse gas reductions through smart construction and operations; solar power installations; sustainability themes in curriculum; efforts to reduce food waste and plastics in food services operations; sustainable transportation initiatives and zero-waste stations—all represent a change in behaviour that benefits TRU and the environment.

Waste management is a key area of TRU operations that resulted in significant improvement from 40% of available STARS points to 85% of available points due to the composting program and zero-waste initiatives getting immediate campus-wide support.

TRU now diverts more than 600 tonnes of material and most of the university's organic waste become compost for university grounds.

Developing sustainability-related programs and curricula is another area TRU made improvements in. Dedicated faculty increased TRU's previous score from 50% to 95% in the current report.

TRU's sustainability successes are the result of the perseverance, passion and hard work of the entire TRU community, which has resulted in the elimination of almost all greenhouse gas emissions by the university, putting TRU ahead of provincial, federal and global reduction targets.

TRU's STARS report is publicly available on the STARS stars.aashe.org/institutions/thompson-rivers-university-bc/report/2018-05-31

Furthering the conversation, the Sustainability Office hosted a screening of Beyond Climate, a film about the effects of climate change on British Columbia, featuring a Q & A with narrator David Suzuki and film director Ian Mauro on March 8, 2019.

Campus building and improvement

On April 5, 2018, TRU had the honour of having Premier John Horgan and Minister of Advanced Education, Skills and Training Melanie Mark on campus to celebrate the start of construction on the new Nursing and Population Health Building.

TRU invested \$5 million in students by creating new classrooms and improving others in the oldest building on campus, Old Main. Upgraded spaces enhance the learning and teaching environment for students and faculty and incorporate the latest technology. The renovation project took place over four phases, with completion reached in March of 2019.

TRU is increasing access to affordable student housing with the purchase of private rental complex Upper College Heights. Premier John Horgan and Minister of Advanced Education, Skills and Training Melanie Mark were in Kamloops for the announcement on June 22, 2018.

A ground-breaking ceremony on June 22, 2018, marked the start of construction on the second building of TRU's university village community, The Reach. Legacy Square, a five-storey, 77-apartment project being built by Kamloops-



Celebrating TRU's STARS Platinum ranking are (left to right): Estella Patrick Moller, Nak'azdli First Nation; Matt Milovick, vice-president of administration and finance; Christine Bovis-Cnossen, vice-president, academic; Jim Gudjonson, director of sustainability; Nicholas Warner, campaigns committee representative.

based developer Kelson Group, is expected to open in late 2019.

Prime Minister Justin Trudeau visited TRU on Jan. 10 to tour the new Industrial Training and Technology Centre (ITTC) building, meet trades and technology students and answer questions from local media. President Brett Fairbairn thanked the federal government for its contribution of more than \$13 million toward the ITTC, noting it was the most significant capital investment in trades and technology at TRU in 20 years.

Food services review

TRU's review of campus food services (initiated from student feedback) concluded after more than a year-long process during which a committee was established and a consultant hired to examine food services, undertake consultations and provide the committee with recommendations.

The consulting firm conducted focus groups and interviews, and launched a campus-wide dining survey that generated 2,815 responses. This high level of community participation provided the Food Services Review Committee with significant insight and informed recommendations for improved food services on campus.

A final report went to the committee in December 2018. It included long- and short-term recommendations. Short-term recommendations ranged from expanding the number and variety of food trucks, additional seating and more variety in existing food service spaces to extending hours of operation at centrally-located retail locations and expanding menus to include more breakfast items.

While the Food Services Review Committee has wrapped up, a food services advisory group is being created to meet quarterly for updates and to review progress of food services improvements.

Employee engagement

Since the university's first employee-engagement assessment in November, 2017, the TRU HR department established a campus-wide Engagement Steering Committee to generate and advise on new engagement initiatives and formed a Millennial Focus Group to gain insights and perspectives from younger employees. This work has resulted in several new initiatives, including development of a mentorship program, selecting a cohort of 10 employees for an Open Learning Prior Learning Assessment and Recognition pilot program and supporting employee professional development through an Open Learning tuition waiver pilot program.

TRU's HR department also hosted a campus-wide Professional Development Day focused on the themes of positive psychology, leadership, civility and respect for more than 450 staff and faculty. It also supported International Days at TRU with 24 employee-specific development activities related to diversity, inclusion and professional growth.



Prime Minister Justin Trudeau speaks to students, staff and faculty while touring TRU in January 2019.



A TRU student demonstrates some of the technology in the new Industrial Training and Technology Centre for Prime Minister Justin Trudeau when he visited the university in January 2019.



TRU sent out surveys to get student feedback on campus food services.



The university has undertaken several initiatives to improve employee engagement and professional development.

Capital planning and development

In July 2018, TRU submitted an update of its long-term capital plan to government. The plan detailed two academic capital priorities – a STEM (Science, Technology, Engineering, Mathematics) Building and a facility to be jointly shared as the new home for the School of Business and Economics and the Faculty of Adventure, Culinary Arts and Tourism. In addition, the plan indicated TRU's prioritization to build a new Indigenous Education Centre as well as a major renovation project in Old Main to consolidate student services. Major campus capital projects over the past year included the following:

- Old Main Revitalization Project (phase I): In the summer of 2018, TRU invested \$5 million to optimize and modernize 25 dated classrooms and hallways in A-block of Old Main. The renovations included state-of-the-art teaching technology, new reconfigurable furniture, sound-proofing, cosmetic improvements and washroom upgrades.
- Industrial Training and Technology Centre: In August 2018, TRU held the grand opening for this 58,000-square-foot facility that will house power engineering, HVAC and refrigeration, and instrumentation programs. The total cost of the project was \$32 million and was predominately funded by the federal government's Strategic Investment Fund program, which included a federal contribution of \$13 million and a provincial contribution of \$7 million.
- Nursing and Population Health Building: This \$38 million, 50,000-square-foot project is currently under construction and is expected to be completed in the spring of 2020.

TRU Community Corporation (TRUCC): In 2018, the TRUCC closed on its second long-term land lease with the Kelson Group to build a 73-unit market rental building behind Old Main. This is the second of four sites behind Old Main to be sold with the last two sites closing in April 2019. All proceeds from TRUCC developments are endowed for student scholarships or research.

Real estate acquisitions: Between 2014 and 2017, TRU has acquired approximately 12 acres of additional properties (three distinct parcels) adjacent to its campus. In 2018, TRU added an additional 11 acres from two parcels:

- 1274 McGill: This property is a light-industrial warehouse on approximately four acres of land. The facility is currently leased and upon expiration of the lease, TRU anticipates repurposing the site to support its on-campus daycare facilities, research spaces and other complimentary uses. The site also offers the potential to add an additional roadway entrance to campus.
- Upper College Heights: With debt assistance from the provincial government (\$25.5 million), TRU acquired this five-building residential development on seven acres of land to support its affordable housing strategy for \$33.4 million. TRU is planning a \$5-million to \$6-million renovation of the site in 2019 to deal with deferred maintenance issues, add campus wireless, replace old furniture, add additional beds through minor renovations and make general cosmetic and modernization improvements throughout.



Classrooms in the oldest building on campus, Old Main, got a major facelift.



The \$32-million Industrial Training and Technology Centre opened for classes in fall of 2018.

Research and Graduate Studies

Increasing research capacity continues to be a high priority for TRU. Some of the highlights from the last year include:

Major funding announcements, 2018/19

Dr. Lauchlan Fraser was awarded TRU's first ever **NSERC Industrial Research Chair (IRC)** in Ecosystem Reclamation. This investment, valued at more than \$2.5 million, creates a research hub for ecosystem recovery and environmental sustainability at TRU, one that supports the development of reclamation technologies, tools and protocols that can be exported globally. The establishment of an IRC at TRU provides project funding for trainees and new researchers to study soil amendments, biodiversity and climate change in the context of ecosystem reclamation.

inside.tru.ca/2018/08/22/tru-to-become-research-hub-for-ecosystem-recovery

Two TRU researchers received funding from the **Social Sciences and Humanities Research Council Indigenous Research Capacity and Reconciliation Connection Grants** program:

- Natalie Clark, Social Work. Cu7 me7 q'wele'wu-kt.
- Darlene Sanderson, Nursing. Building research capacity through the sharing of St'kemlupsemc to Secwepemc Nation Elders' teachings about water: Inspiring Indigenous youth, community members, educators and water policy development toward reconciliation.

inside.tru.ca/2019/01/23/healing-through-everyday-acts-of-kinship

Dr. Richard Frimpong Oppong was awarded a Social Sciences and Humanities Research Council Insight Grants for his study on International Dimensions in Family Law: Same-Sex Unions, Surrogacy and Intercountry Adoption in Commonwealth Africa.

inside.tru.ca/2018/06/18/international-law-research-tackles-same-sex-unions-surrogacy-and-adoption

Dr. Kingsley Donkor was awarded \$350,000 for his research program that studies turning waste into fertilizer. Donkor, a professor in chemistry, is investigating whether the waste from biomass generators can be converted into an effective fertilizer, with the goal of diverting material from the landfill, while also creating a product that has benefit to industry and to society as a whole. This is the first Natural Sciences and Engineering Research Council of Canada Collaborative Research and Development Grant awarded to a TRU researcher.

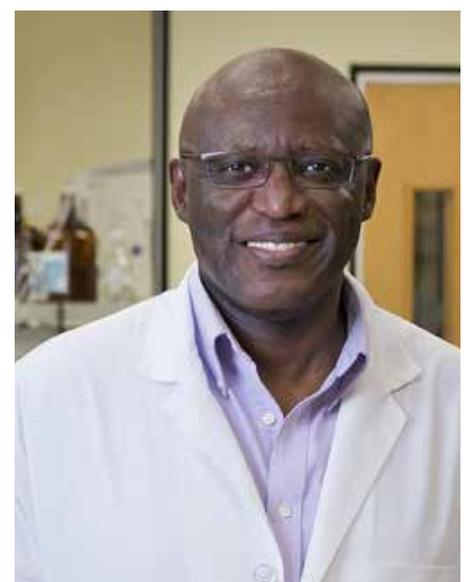
inside.tru.ca/2018/09/12/chemistry-converts-garbage-to-gold



Dr. Natalie Clark, associate professor, Social Work.



Dr. Richard Oppong, associate professor, Faculty of Law.



Dr. Kingsley Donkor, professor, Chemistry.

Four TRU researchers received more than \$365,000 through the Social Sciences and Humanities Research Council Insight Development Grants program:

- **Dr. Andrew Park**, Computing Science. *Developing an interactive framework and crime analytics for public safety using the City of Vancouver as a model.*
- **Dr. Bonnie Fournier**, Nursing. *What can we learn from rural youth? A community-based participatory research project.*
- **Dr. Matti Haverila**, Marketing and International Business. *Development of an online brand community model: The role of product, participant and country of origin.*
- **Katie Sykes**, Law. *Access to justice through public-centred design: The Civil Resolution Tribunal as a case study.*
<https://inside.tru.ca/2019/01/30/tru-researchers-awarded-prestigious-federal-grants/>

Three Thompson Rivers University researchers received \$355,000 through the Natural Sciences and Engineering Research Council Discovery Grants program:

- **Matt Reudink**, Biology. *Selection across the annual cycle: Examining movement, colour, and behavior.*
- **Mateen Shaikh**, Mathematics. *Statistical learning algorithms for high-dimensional non-normally distributed data.*
- **Thomas Pypker**, Natural Resource Science. *Understanding the feedbacks between canopy structure and hydrologic flow paths.*
<https://inside.tru.ca/2018/10/09/tru-researchers-share-355000-in-federal-awards/>

In 2018, TRU was awarded two major infrastructure grants from Canada Foundation for Innovation's John R. Evans Leaders Fund totaling over \$400,000:

- **David Hill**, Geography and Environmental Studies. *Precision Management of Rangeland Systems for a Sustainable Future.* <https://inside.tru.ca/2018/04/11/state-of-the-art-sensors-take-flight-over-bc-grasslands/>
- **Mark Rakobowchuk**, Biology. *Extracellular Vesicles and Endothelial Dynamics Lab.*
<https://inside.tru.ca/2019/03/13/new-high-tech-lab-explores-exercise-and-aging/>

Research plans for the next three years

1. Undergraduate research

As part of its commitment to undergraduate research, TRU co-hosted an international conference, High Impacts in Undergraduate Research in February 2018, and co-hosted a Council on Undergraduate Research Institute in June 2018, at Vancouver Island University. At the institute, TRU was invited to undertake several initiatives that would ensure recognition for TRU as a leader in research on undergraduate research and offer new pathways for faculty and undergraduate student engagement in research. In the next three years, TRU will:

1. Lead the collaborative development of the Canadian Undergraduate Research Network that will serve as a clearinghouse for research on undergraduate research and research-informed learning;
2. Launch the full Research Coaches program that will provide scholarships to senior undergraduate students to help faculty design a research project for a first- or second-year class and then provide guidance to students as they plan, research and present their research projects
inside.tru.ca/2019/04/25/coach-program-opens-doors-to-research-early and;
3. Create online faculty and student Research-informed Learning modules designed to facilitate faculty mentoring and student research training in multidisciplinary teams and in community-engaged settings.

2. Community-based research

TRU recently signed two important research Memorandums of Understanding—with the United Way of the Thompson Cariboo and the City of Kamloops—designed to create new possibilities for community-university research engagement and social innovation. The community-based research infrastructure designed to facilitate these relationships is the new Kamloops XChange Lab, located on Kamloops's North Shore and scheduled to open in summer 2019.

Social innovation labs represent a new form of facilitated collaboration, inspired by the application of design principles. Each lab takes a unique form and sets its priorities based on local realities, establishing conditions for faculty and students to investigate real social, economic and environmental challenges facing our community. The emphasis here is on the co-creation of new knowledge and practices.

TRU and the United Way, with the leadership of the Research Office and the shared knowledge mobilization officer, will help to animate the XChange Lab space to improve quality of life in Kamloops. The lab will help to address complex problems such as poverty, hunger, addiction, mental health, social isolation and homelessness. The XChange Lab will bring together, in partnership, communities, scholars, non-profits, cultural organizations, industries, institutions, and government ministries and agencies. In addition, and beginning in September 2020, the dedicated space will help facilitate the delivery of the Faculty of Arts' proposed Master of Arts in Social Justice and Human Rights, providing work space for graduate students, classroom space for lectures and meetings, and remarkable access to what constitutes a living lab for social justice and action research.

3. Interior University Research Coalition

The University of Northern BC (UNBC), TRU and the University of BC-Okanagan collectively form a core of research and innovation talent and infrastructure in the BC Interior that connects to industries, communities and other stakeholders. Together, they form the Interior University Research Coalition (www.iurc.ca).

While small universities individually, together and through collaboration, the three universities have entered into a Memorandum of Understanding to establish a partnership that allows for greater success, particularly in areas where research and infrastructure strengths can be strategically combined to form clusters that align with provincial and federal research and innovation priorities. The coalition intends to continue creating research and training opportunities for faculty and students across the Interior. Annually, the coalition plans to launch a special thematic research funding call for proposals to support initiatives of importance to the region. Last year, for example, the coalition launched a \$120,000 collaborative research grant for disaster-related research (prevention, response, recovery and resilience):

<https://inside.tru.ca/2018/12/13/first-interior-university-research-funding-opportunity-opens/>



Mandate Letter Priorities

2018/19 | 2019/20

As per the Province of British Columbia Strategic Plan 2018/19 to 2021/22, there are three key priorities:

- Making life more affordable
- Delivering services people count on
- Building a strong, sustainable economy

TRU is actively engaged with making life more affordable and delivering the post-secondary services that our region depends on. TRU's tuition is the third lowest for BC universities, and lowest of the research universities. In terms of expenses, TRU leads BC in spending the largest proportion of expenses on academic activity, and ranks second for spending on student services. From a student housing perspective, more than 50 percent of TRU's bed inventory is below market rate, providing affordable housing for students. TRU is exploring improving housing options for students. TRU continues to develop open education resources, helping to make education more affordable. The TRU law faculty operates a Community Legal Clinic, the first student-staffed free legal clinic in the BC Interior. The students work under the guidance of a team of supervising lawyers to provide legal assistance and advice in a range of areas to those who would otherwise be unable to afford legal assistance.

TRU's mandate is comprehensive, including trades, technology, undergraduate and graduate programs, as well as extensive open online learning. These programs give graduates the skills they need to participate in the economy; they have improved labour market outcomes, including lower unemployment rates. TRU Generator is an entrepreneurial incubator that supports local interest and initiatives with skills development. Research, both at the undergrad and graduate level, helps to support the regional economy. TRU's Platinum STARS sustainability rating reflects the work done to build a sustainable campus environment.

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

2018/19 Mandate Letter Priorities

1. **Actively participate in an engagement process with the ministry and Indigenous partners to develop a comprehensive post-secondary strategy that responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous People (UNDRIP).**

TRU remains committed to continued progress on the implementation of the TRC Calls to Action and the articles of UNDRIP.

Please see the table in the appendix for activities on the mandate letters, arranged in the ministry's template.

2. **Work closely and in collaboration with government to support the implementation of priority initiatives, including those outlined in the minister's mandate letter. Specific actions include, but are not limited to:**
 - a. **Continue to implement tuition-free Adult Basic Education and English Language Learning programs to domestic students, and collaborate with partner organizations to effectively deliver these programs to meet the needs of adult learners.**
 - b. **Continue to improve the education success of former youth in care who pursue post-secondary education, including implementation of the tuition waiver program and other supports at your institution.**
 - c. **Expand technology-related programming and other programs that align with the growing knowledge-based economy.**

The university is committed to continuing with tuition-free ABE and ESL programs for domestic students. As an open access institution, we continue to support access to these programs throughout our region.

The Tuition Waiver Program and associated supports necessary are in place and being delivered to support the enrolment and academic success of former youth in care.

New TRU programming to support the knowledge-based economy includes engineering and data science. New programming continues to be developed with learning outcomes aligned with future skills and the labour market.

Student housing is a provincial concern. TRU participated in the sector-wide student housing demand survey in partnership with the ministry.

TRU expanded its student housing holdings with the purchase of the six-building private rental complex, Upper College Heights (UCH). Premier John Horgan was in Kamloops for the announcement and the Government of BC provided a loan of \$25.5 million toward this \$33.4-million housing project.

3. **Improve student mental health, safety and overall well-being, including creating greater awareness of available supports.**

TRU's Board of Governors approved policy BRD-25-0 Sexual Violence in March, 2017.

tru.ca/_shared/assets/Policy_BRD_25-0_Sexual_Violence40359.pdf

In spring of 2018, consultations were held to review the policy in its first year of implementation. We anticipate some revisions as a result of that feedback.

Policy BRD-25-0 asserts the university's commitment "to raising awareness and educating the campus community about sexual violence, developing a consent culture, reducing the risk of incidents of sexual violence, responding to the needs of victims/survivors for support and empowerment, and responding to incidents of sexual violence effectively and fairly."

TRU faculty and staff have participated in training about responding to disclosures, response-based practice, decolonizing rape culture and enhancing co-ordinated responses to sexualized violence. TRU student leaders and others have developed and participated in workshops on gender-based violence, consent, supporting survivors of sexualized violence and domestic violence.

TRU Human Resources (HR) offered 17 sessions focusing on employee wellness and mental health in the workplace. Ongoing efforts were made with the Not Myself Today campaign, employee wellness fair and Lunch and Learn activities. We were excited to offer Mental Health First Aid training on campus for the first time this year.

TRU delivered face-to-face and online training on discrimination and harassment. The TRU HR department also implemented three new e-learning modules for staff on diversity and inclusion. The sessions cover diversity and inclusion fundamentals, managing bias in hiring and unconscious bias.

The TRU Student Wellness Ambassador Team is a group of 10 trained undergraduate students who provide peer support to fellow students, facilitate information sessions and design health-education programming on a variety of topics, including TRU's annual involvement in Bell Let's Talk.

The counselling unit has adjusted its operations to provide a stepped approach to mental-health counselling, which has resulted in a marked decrease in waiting times for first appointments (from three weeks in 2017/18 to one to two days in 2018/19). Counsellors are collaborating with the Kamloops YM/YWCA to deliver YMinds, a youth mindfulness program previously offered only in the Lower Mainland.

The university's Behaviour Intervention Team meets weekly to identify students at risk and develop early interventions to support student safety and academic progress.

The university has worked with the TRU Students' Union (TRUSU) to identify ways in which students with ongoing needs for counselling can access these supports from off-campus providers. TRUSU has expanded its health and dental plan to include coverage for psychological services.

TRU continues to promote the use of its TRU Safe app, giving students and employees access to safety services on their smart devices, including TRU Alerts.

4. Align your institutional processes with K-12 curriculum changes to ensure the seamless transition of students entering post-secondary education.

TRU's academic governance structure has approved admission requirements for 2020 and beyond that align with the new K to 12 curriculum to date, and looks forward to further refinements of the curriculum as they become available—specifically, more details regarding a proposed senior-year literacy assessment.

A unique collaboration called K to 16 Research and Development Network, established in June 2015, brought together faculty from TRU and teachers from School District 73 (SD73) to provide engaging opportunities for K to 12 and post-secondary students on research and pedagogical initiatives.

One initiative from this network, Mind the Gap, is funded through a TRU grant, sponsored by the Centre for Excellence in Learning and Teaching and the School of Education and supported by SD73. In the 2018/19 academic year, approximately 275 SD73 students and 17 teachers, 100 TRU students and 25 faculty collaborated on projects and initiatives.

5. Work closely with the ministry to develop a balanced approach to international education.

TRU recognizes the value of international education, culturally and economically. The university continues to strive for diversification and is committed to work closely with the ministry and respond to the ministry's call for participation to develop a balanced approach to international education. Currently, TRU's international students come from over 100 countries around the world.

The annual IDays is a week-long event that involves sharing of culture, diverse experiences, research and interests while celebrating TRU's international community and collaborations. This year, we successfully included a thought-provoking symposium: Learning at Intercultural Intersections, with researchers and speakers from BC, Canada and around the globe.

In response to the Calls to Action from the Truth and Reconciliation Commission, TRU World is working closely with our Indigenous Education community to create international learning opportunities for our Indigenous students. The year 2018 saw our first Indigenous international field school travelling to the US and Australia. In 2019, we hosted the Australian Indigenous field school and connected Australian Indigenous students with our Indigenous communities.

6. Comply with government's two-percent cap on tuition and mandatory fee increases.

TRU has complied with the two-percent tuition and fee cap for domestic students since its initiation.

2019/20 Mandate Letter Priorities

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

TRU remains committed to continued progress on the implementation of the TRC Calls to Action and the articles of UNDRIP.

Please see the table in the appendix for activities on the mandate letters, arranged in the ministry's template.

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

TRU continues to work on supporting this priority through a number of initiatives. TRU is embarking on a strategic enrolment management plan (SEM). SEM planning requires actively engaging with students, faculty, staff and the communities we serve, to better understand what TRU students need, year-over-year, to succeed. Ultimately, it will result in actionable SEM recommendations customized to who we are and whom and how we serve, as an open access institution.

TRU recently created the Career and Experiential Learning department, bringing together Experiential Learning, Co-operative Education and Career Services within one office. This department is where students learn about experiential learning opportunities on campus and in the community. It also develops a co-curricular transcript for students to record these activities. Co-operative Education has seen steady growth and is adding a mandatory co-op program for the new Bachelor of Engineering program as well as exploring ways to incorporate co-operative education into programs in the School of Trades and Technology.

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

TRU will continue to build initiative to address this priority. For example, TRU will expand the reach of the Early Alert Program by identifying behaviours of at-risk students and increasing the number of students supported by the Faculty of Student Development faculty and staff.

TRU continues to collaborate with our Research Universities Council of BC (RUCBC) colleagues to deliver consistent programming in the area of consent education. The university also collaborates with the Kamloops Sexual Assault Counselling Centre to apply joint funding we received to offer training to faculty and staff on handling disclosures of sexual violence. In the coming year, all club leaders at the TRU Students' Union will have mandatory training in sexual violence prevention and response.

TRU continues to promote the use of its TRU Safe app giving students and employees access to safety service on their smart devices, including TRU Alerts.

TRU looks forward to promoting the 24/7 text and phone support initiative of the provincial government.

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

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

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

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

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

TRU continues to be at the forefront of international education and supports the development and implementation of a provincial framework. A Canadian Bureau of International Education survey of international students from 46 institutions across the country ranked TRU as the top institution for students feeling successful in living in Canadian culture and society. Ninety-four percent were satisfied or very satisfied with all aspects of their Canadian education experience, and almost half (49%) were currently working in Canada, more than the comparison BC group (37%). TRU also scored well with international students feeling safe on campus and in the community:

- Feeling safe on campus - 97%
- Feeling safe in accommodations - 96%
- Feeling safe in public transportation - 96%

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

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

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

TRU continues to comply with the two-percent tuition and fee cap for domestic students. TRU is also concerned with keeping books and other resources affordable for students. Eight faculty members have been awarded grants through TRU's Strategic Initiative Fund to create new open education resources. When these resources are ready for use in the summer of 2019, they will be stored online and available on BCCampus, a repository of academic resource materials that are free to use, have been peer reviewed, rigorously tested and have received the appropriate copyright approvals.



Performance Plan

TRU alignment with AEST goals

The strategic priorities guide TRU's institutional goals and objectives. The figure below demonstrates alignment of TRU's strategic priorities and support of the ministry of Advanced Education, Skills and Training's goals. The matrix shows that each of TRU's strategic priorities support two or more of the ministry's goals.

Ministry of Advanced Education, Skills and Training Goals				
TRU strategic priorities	Goal 1: Students Students are supported to achieve their education, employment and training goals	Goal 2: System Maintain a quality post-secondary education system that provides BC with a global competitive advantage	Goal 3: Society Offer an education and training system that maximizes return on investment and supports BC's diverse communities	Goal 4: Citizens Citizens are informed and engaged with government in a way that is inclusive and builds trust and quality of life
1. Increasing student success	✓	✓	✓	
2. Increasing intercultural understanding	✓	✓	✓	✓
3. Increasing research capacity	✓	✓	✓	✓
4. Increasing entrepreneurial capacity	✓	✓	✓	✓
5. Increasing sustainability			✓	✓

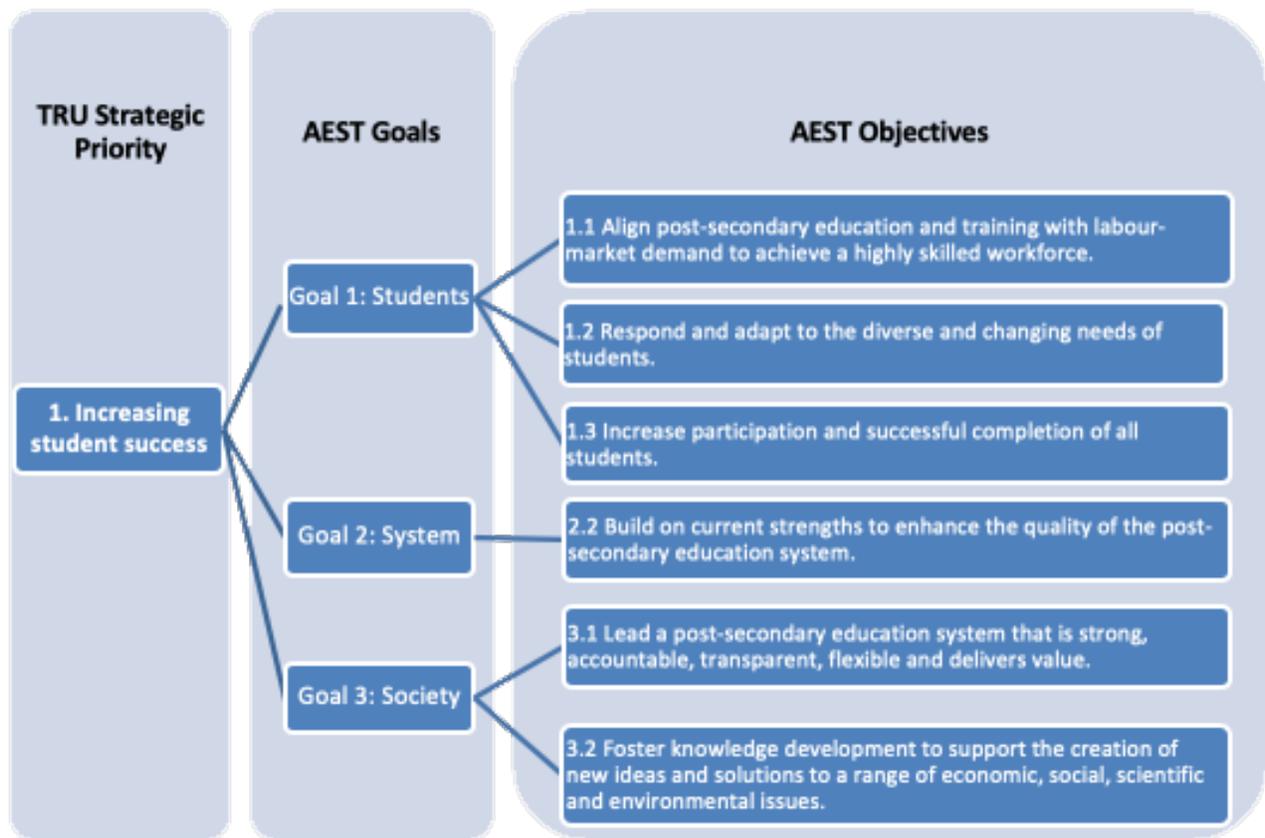
Our strategic priorities

This section details how TRU's strategic priorities align with the Ministry of Advanced Education, Skills and Training's goals and objectives.

Increasing student success

TRU will prioritize academic engagement and programs which fully develop students' knowledge and skills and support student career success in the context of:

- Co-curricular, extracurricular and experiential learning opportunities
- Flexible delivery models for innovative programs
- Flexible learning options, such as laddering, prior learning assessment, Open Learning and lifelong learning
- Student transitions to work or further study through skills-based, competency-based and learning-outcomes-based education and training
- Transitions between high schools and university; trades, vocational and academic streams; or virtual, distance and face-to-face learning environments



TRU offers an outstanding range of programs, from trades to traditional academics, and from certificates to bachelor and graduate degrees. The university's academic divisions provide academic and professional programs, interdisciplinary options and experiential opportunities like co-op, study abroad and undergraduate research to enrich learning. A variety of services support students to increase their success.

Selected student success highlights

Experiential learning and awards

TRU earned a healthy haul of six medals at the provincial Skills Canada BC championships in Abbotsford. Students went on to the national competition.

- **Drew Hegyi**, gold, carpentry
- **Kiara Felts**, silver, culinary arts
- **Chris Lentz**, bronze, electrical wiring
- **Jacob McEwen**, bronze, heavy duty mechanics
- **Wyatt MacDonald**, bronze, carpentry
- **Darren Wittfoth**, bronze, automotive service

inside.tru.ca/2018/05/11/six-medals-won-at-skills-canada-bc

For the first time ever, three of TRU's respiratory therapy grads received the top three marks in the Canadian Board for Respiratory Care exam, which is the test every respiratory therapy grad must pass to practice in Canada. Alex Tse received gold, Ria McKay won the silver and Bianca Verde Rios took the bronze.

inside.tru.ca/2018/04/13/rt-grads-score-gold-silver-and-bronze-on-credentialing-exam

Hilary Hamilton was awarded the 2018 Governor General's Academic Gold Medal for her cutting-edge marine research. She discovered that marine invertebrate juveniles are much more vulnerable to climate-related stressors, including heat and evaporation at low tide, and are much more likely to die from that stress than adults.

inside.tru.ca/2018/06/04/gold-medal-awarded-for-cutting-edge-marine-research

TRU Master of Business Administration students competed at the BC MBA Games at the UBC Sauder School of Business Oct. 26 to 28, 2018. For the third year in a row, TRU sent a team to the annual celebration and competition with the leaders of tomorrow. Loaded with 23 bright international students, TRU placed third out of five schools. Significantly boosting TRU in the standings was the team's first-place finish in the fundraising and video portion of the games, as they captured the Mann's Cup. As a parting gift, TRU was also voted most sportsmanlike at the games.

inside.tru.ca/2018/11/28/tru-team-takes-third-at-annual-mba-games

Over \$100,000 in scholarships, bursaries and Dean's Course Prizes—including a host of newly minted awards—were presented to 42 law students. Many were recognized as the top students in their respective courses with non-monetary Dean's Course Prizes.

inside.tru.ca/2018/11/23/over-100k-awarded-to-law-students

A TRU student is working to find out how institutions around BC can help facilitate post-secondary learning by recognizing and evaluating students' previous skills and education. Mikayla Overton of Burns Lake received a contract to complete this work on behalf of the BC Prior Learning Action Network. Overton is mapping the full range of Prior Learning Assessment and Recognition option pathways, processes, costs, residency requirements and related admission policies and practices. The grant was approved in late 2018 and Overton began work in the new year.

inside.tru.ca/2019/02/13/bc-plan-receives-grant-for-plar-research

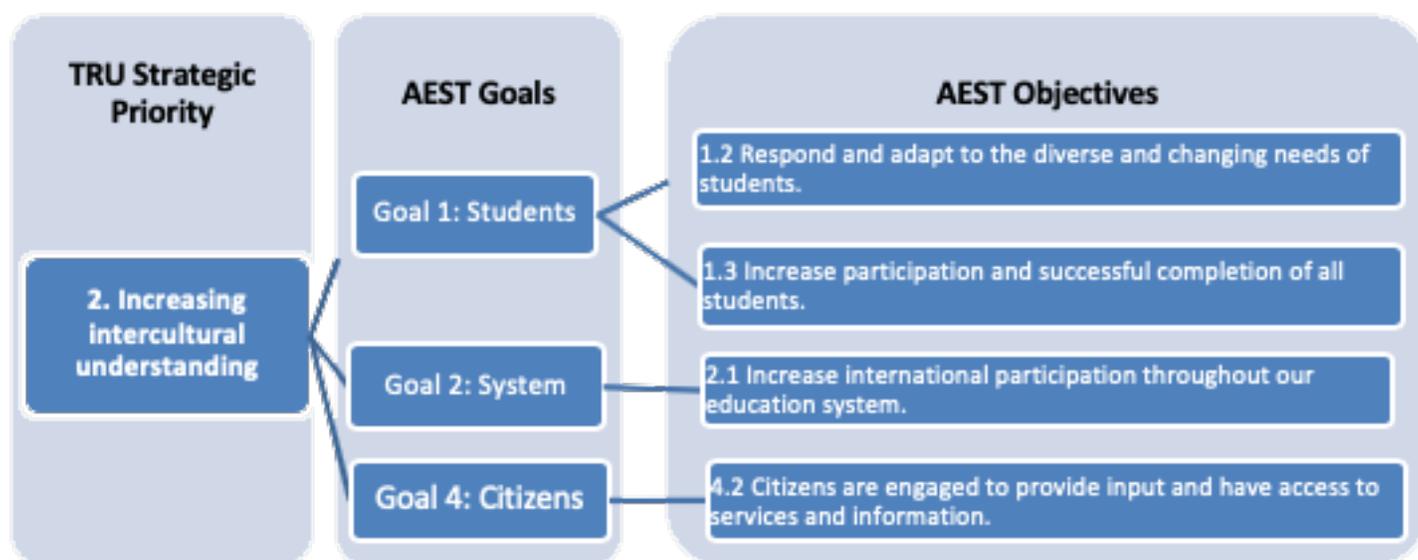
Three TRU students from Kamloops with a passion for helping the homeless took their support to Salmon Arm. As part of their practicum, Tracey Beharrell, Mai Hayashi and Mary Agu, third-year nursing students, did a community project in conjunction with the Shuswap Family Centre entitled Building Hope Within a Resilient Community. Their goal was to build a relationship with, and raise awareness of, the homeless population in Salmon Arm.

inside.tru.ca/2019/02/22/bc-nursing-students-express-passion-for-helping-the-homeless

Increasing intercultural understanding

TRU will prioritize programs and practices that support diversity, inclusion and intercultural understanding among Indigenous, local, regional and global communities in the context of:

- The indigenization of the university through the inclusion of traditional and contemporary Indigenous teaching, learning, knowledge, research and creative practice
- The internationalization of the university through the inclusion of globally engaged teaching, learning, knowledge, research and creative practice
- The recognition of the diversity and uniqueness of Canadian society including a local and BC perspective
- The creation of a culture of inclusion in all aspects of university work and life



TRU's strategic priorities indicate that TRU will prioritize programs and practices that support diversity, inclusion and intercultural understanding among its Indigenous, local, regional and global communities. The TRU community is culturally diverse. TRU is home to international students from almost 90 countries, a substantial Indigenous student body from a wide number of First Nations, Inuit and Métis communities across Canada, and a domestic student population representing an array of cultural heritages as well as an increasing number of new Canadians.

Selected intercultural understanding highlights

TRU is providing instruction and certification with Tk'emlúps te Secwépemc and the Neskonlith Indian Band to deliver trades programs. The Ministry of Advanced Education, Skills and Training, under the Aboriginal Community-Based Training Partnerships Program, has approved \$1 million in funding for the Building Capacity and Community through Construction Trades program in the Secwépemc territory.

inside.tru.ca/2018/04/16/tru-joins-first-nation-communities-for-trades-program

TRU's Ombaashi (the Indigenous Mentoring Network Project led by Dr. Rod McCormick, BC Regional Innovation Chair in Aboriginal Health, and organized by research Dr. Sereana Naepi) hosted the national gathering around research in Indigenous health and wellness. More than 150 Indigenous and allied researchers from across Canada came to TRU for the National Gathering of Graduate Students.

inside.tru.ca/2018/07/06/trus-ombashi-hosts-national-gathering

TRU strengthens Mexican ties with Autonomous University of Guerrero's (UAGro) memorandum of understanding. Signed during a delegation visit to TRU's Kamloops campus in August of 2018, the MOU expands collaboration and explores dual credential programming and training for UAGro English teachers and for Indigenous women in both countries.

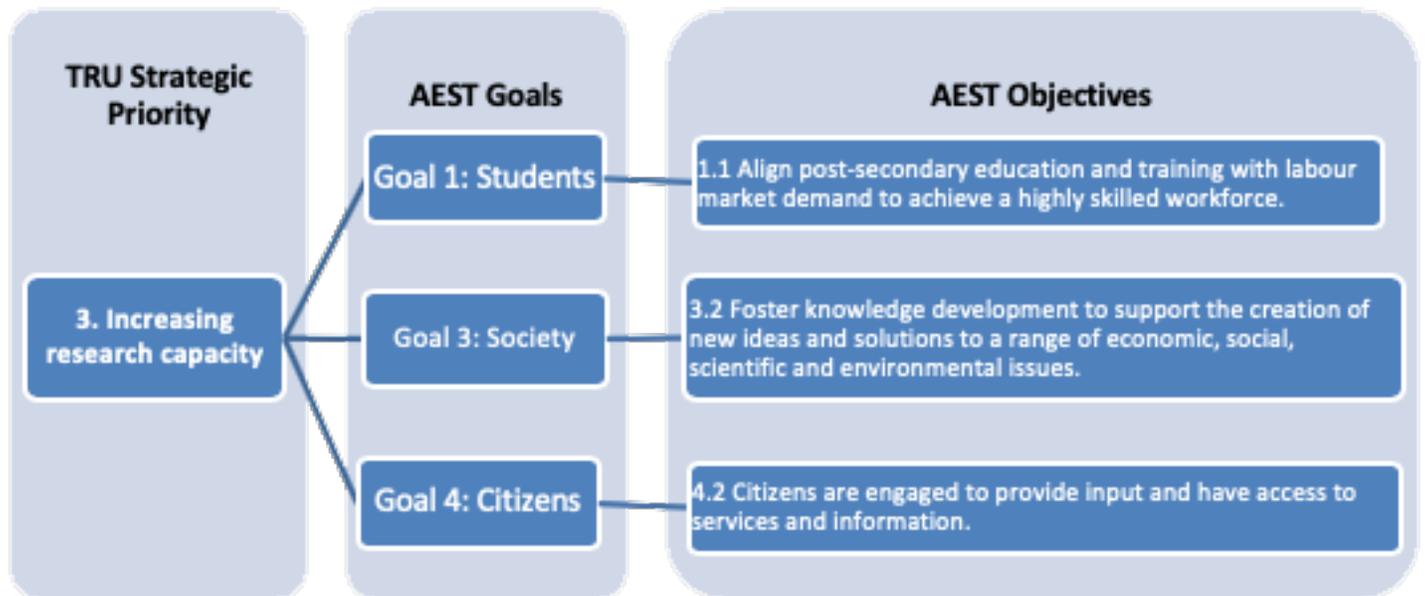
inside.tru.ca/2018/08/28/tru-strengthens-mexican-ties-with-uagro-mou

TRU celebrated IDays March 11 to 15, 2019. IDays is an opportunity to share culture, international experience, research and interests while celebrating TRU's international community and international collaborations.

Increasing research capacity

TRU will prioritize the development and mobilization of scholarship, research, training, teaching innovation, professional practice and creative capacity for the benefit of people in the context of:

- The strengths and expertise of faculty and students
- The needs of people, populations and organizations in our communities
- Program and course innovation and development for undergraduate and graduate students
- Partnerships across disciplines with industry, businesses, social and cultural organizations, and other educational institutions
- Intercultural and international career and professional development, research activity, and creative activity for students, faculty, staff and alumni



Research and creation are the heart and soul of a university. They inform who we are and why we do what we do as teachers, scholars, students, support staff and administrators. Continuing to build TRU's research profile is seen as crucial not only to student recruitment and engagement, faculty progression and renewal, and the development of new graduate programs, but also to our university's local, regional, national and international reputation.

Selected research capacity highlights

TRU received \$2.5 million in funds to become a hub for ecosystem recovery research. This investment creates a research hub for environmental sustainability at TRU that supports the development of reclamation technologies, tools and protocols that can be exported globally.

inside.tru.ca/2018/08/22/tru-to-become-research-hub-for-ecosystem-recovery

Dr. Kingsley Donkor was awarded \$350,000 for his research studying how to turn waste into fertilizer. This is the first Natural Sciences and Engineering Research Council of Canada (NSERC) Collaborative Research and Development Grant awarded to a TRU researcher, and is the result of a successful collaboration originally funded through an NSERC Engage Grant.

inside.tru.ca/2018/09/12/chemistry-converts-garbage-to-gold

A TRU team received a provincial grant of \$300,000 over three years for invasive species research led by Dr. Lauchlan Fraser. The research team will help manage invasive species in the Laurie Guichon Memorial Grasslands near Merritt, BC.

inside.tru.ca/2018/05/03/tru-team-receives-300k-provincial-grant-for-invasive-species-research

A new \$180,000 graduate student scholarship fund is going to TRU to support students in priority areas like science and technology, and boost research and economic growth throughout the province.

inside.tru.ca/2018/06/20/new-graduate-student-scholarship-fund-supports-trus-best-talent

Three Thompson Rivers University researchers received \$355,000 through the Natural Sciences and Engineering Research Council Discovery Grants program. They will look into hydrologic flow with tree canopies, statistical learning algorithms and movement, colour and behavior in biology.

inside.tru.ca/2018/10/09/tru-researchers-share-355000-in-federal-awards

Twenty-six researchers at TRU and their students were given a \$78,000 boost through the Undergraduate Research Apprentice Program. The program provides \$3,000 grants that allow a faculty member to hire a student researcher to accelerate their research and to provide the student with meaningful mentorship and research training.

inside.tru.ca/2018/11/19/78000-awarded-to-undergraduate-research-apprentices

TRU researchers are encouraged to apply for the first research granting opportunity as part of the Interior University Research Coalition/Tri-University Partnership Research Fund. The fund is designed to promote inter-institutional and interdisciplinary research collaborations among TRU, UBC-Okanagan and the University of Northern British Columbia.

inside.tru.ca/2018/12/13/first-interior-university-research-funding-opportunity-opens

Four TRU researchers received more than \$365,000 through the Social Sciences and Humanities Research Council Insight Development Grants program, announced by the Government of Canada.

inside.tru.ca/2019/01/30/tru-researchers-awarded-prestigious-federal-grants

In spring of 2018, researchers from TRU and Interior Health got together to discuss the need for collaboration to foster research partnerships that address key community health challenges. As a result of that meeting, TRU announced a new Health Research Cluster Grant in February of 2019 that's designed to create research teams to address local concerns. The initial \$45,000 fund has been established to provide a minimum of three awards, valued up to \$15,000 per research cluster, with the expectation of cash and in-kind support from the partners.

inside.tru.ca/2019/02/05/new-health-research-cluster-grants-focus-on-community-collaboration

Increasing entrepreneurial capacity

TRU will prioritize entrepreneurial collaboration and social enterprise that mutually benefits the university and the communities it serves in the context of:

- Innovative practices, experiences and ideas
- Research and creative opportunities for students and faculty
- Career development opportunities for students, faculty, staff and alumni
- Partnerships with government, non-government organizations, industry, business, professional and academic institutions and communities
- Innovation leading to economic development



At TRU, entrepreneurial capacity does not have a narrow, business-innovation focused definition. Rather, its definition is broad and primarily community-based, deriving directly from TRU's mandate to serve the educational needs of the region. Objectives in this section reflect the institution's goals to increase community collaboration, connection to the region and creative, cultural and social engagement. Successfully increasing entrepreneurial capacity at TRU will result in a vibrant campus life that connects to and supports the community around it.

Selected entrepreneurial capacity highlights

Premier John Horgan broke ground on the new Nursing and Population Health Building in April of 2018. Nursing and health-care assistant students attending TRU will soon get their education in a new state-of-art building using modern technology and equipment to prepare them to deliver health care that British Columbians count on.

inside.tru.ca/2018/04/05/premier-breaks-ground-on-new-nursing-building

TRU is making big moves to expand student housing with the purchase of the six-building private rental complex, Upper College Heights (UCH). Premier John Horgan came to Kamloops for the announcement and the Government of B.C. provided a loan of \$25.5 million toward this \$33.4-million housing project.

inside.tru.ca/2018/06/22/tru-plans-student-housing-expansion

Thompson Rivers University and the City of Kamloops formalized on paper a long-standing relationship between them that has evolved over the years. In a signing ceremony on Aug. 23, 2018, at the Tournament Capital Centre, TRU President Alan Shaver pointed out the two organizations even co-operated on the facility they were in.

inside.tru.ca/2018/08/24/working-together-tru-and-city-sign-agreement

Eight TRU faculty members were awarded grants through TRU's Strategic Initiative Fund to create new open-education resources. When these resources are ready for use in the summer of 2019, they will be stored online and available on BCCampus, a repository of academic resource materials that are free to use, have been peer reviewed, rigorously tested and have received the appropriate copyright approvals.

inside.tru.ca/2018/08/15/tru-makes-textbooks-free-and-available-online

TRU's new \$32-million Industrial Training and Technology Centre officially opened in a ceremony in September, 2018. The new building increases the number of student spaces and programs available at TRU, and provides more opportunities to people seeking job-ready skills in the growing trades and technology industries.

inside.tru.ca/2018/09/26/industrial-training-and-technology-centre-officially-open-for-learning

TRU celebrated 40 years of Open Learning in 2018. Over the decades, learners with certificates or diplomas have earned OL bachelor degrees. Full-time professionals with family commitments have obtained the credentials they need to expand their careers. Students have upgraded so they can enrol in university and access higher education from remote communities, major cities and all over the world.

inside.tru.ca/2018/06/01/40-years-of-open-learning

A unique interdisciplinary course addressing the taboo topic of death and dying is generating large waitlists in the fall and winter semesters. HEAL 3330 (Death and Dying, Life and Living), developed by School of Nursing faculty member Michelle Funk, has consistently had full enrolment of up to 60 students. Students from nursing, respiratory therapy, law, tourism, psychology, sociology and animal health technology make up the tapestry of this diverse and rare elective. Students have provided good feedback regarding their deep personal growth and success in this course.

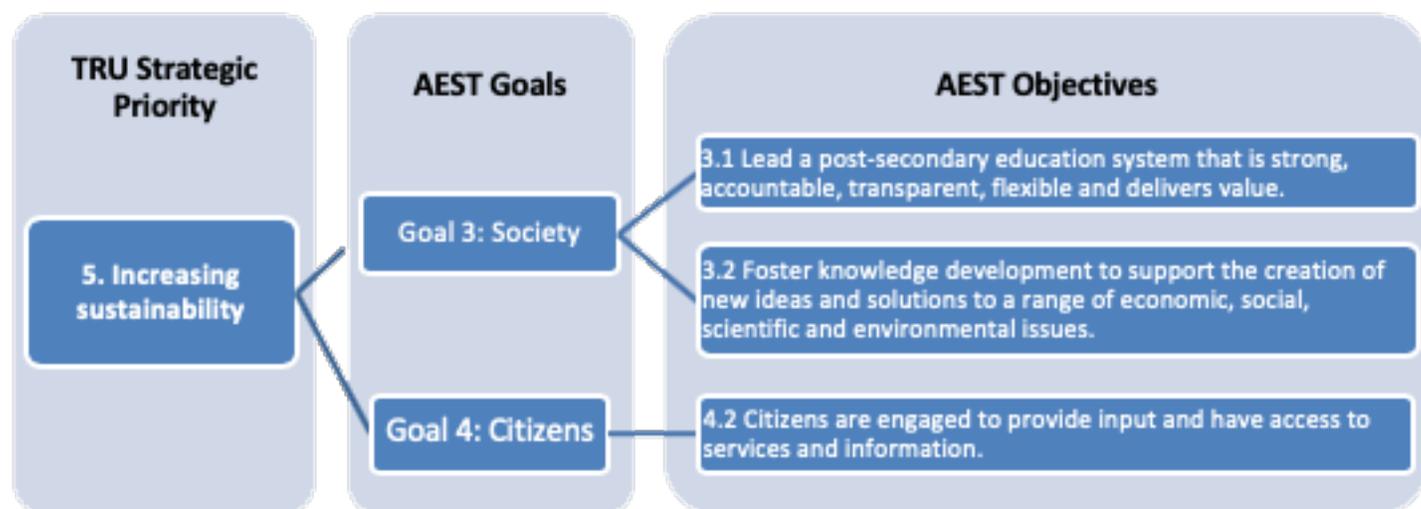


The Nursing and Population Health Building is slated to be open for classes in fall of 2020.



Minister Selina Robinson, Minister Melanie Mark, TRU President Alan Shaver and Premier John Horgan announced the purchase of Upper College Heights on June 22, 2018.

Increasing sustainability



Planning to fulfill the priority to increase sustainability is primarily driven by the Strategic Sustainability Plan. The plan is intended to be strategic but also operationally practical. TRU has adopted a broad and wide-ranging definition of sustainability, including human and financial resources, social, cultural and creative capacity, and environmental sustainability. TRU's proactive approach incorporates risk assessment as a fundamental component of sustainability.

Selected sustainability highlights

TRU is on the top of the world when it comes to global sustainability initiatives and achievements. TRU is currently the highest-rated university in the Association for the Advancement of Sustainability in Higher Education's global Sustainability Tracking, Assessment & Rating System. TRU joins Colorado State University, Stanford University, the University of New Hampshire and the University of California, Irvine as other institutions to receive the platinum rating. "TRU is proud to have achieved a STARS Platinum rating for our sustainability accomplishments," said TRU President and Vice-Chancellor (interim) Christine Bovis-Crossen.

<https://inside.tru.ca/2018/10/29/tru-goes-platinum-in-environmental-sustainability/>

TRU Fill it Forward is an innovative program that lets everyone see the impact they have on the environment by using reusable beverage containers rather than single-use cups.

<https://inside.tru.ca/2018/06/28/tru-fill-it-forward/>

TRU cyclists proved tireless in their carbon-reduction efforts during Bike To Work Week. Between May 28 and June 3, 2018, more than 50,000 British Columbian commuters logged nearly 380,000 kilometres. TRU staff, faculty and students made 323 trips by bike during the week, totaling more than 2,300 km.

<https://inside.tru.ca/2018/06/27/cyclists-prove-tireless-in-carbon-reduction-efforts/>

The BC provincial government ended the compensation freeze in September 2018, allowing TRU to implement its performance-based compensation system for administrative staff. This plan provides for compensation increases based upon performance. To support this, TRU is working with leaders and teams to ensure performance discussions happen continually and the formal evaluation and measurement is supported by an online goal-setting tool implemented in spring of 2019.



Ministry Performance Measures, Targets and Results

Ministry performance measures

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

The performance results below are calculated for TRU as a whole, including the Kamloops campus, Williams Lake campus, regional centres and Open Learning. Consult the ministry's Accountability Framework Standards Manual for a full description of each measure.

Student spaces – FTE enrolment

Ministry accountability strategic objective: Capacity

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

Performance measure	2017/18	2018/19	2018/19		2019/20	2020/21	2021/22
Student spaces (FTE)	Actual	Target	Actual	Assessment		Target	
Total student spaces	8,561	8,033	8,755	Achieved	8,083	8,083	8,079
Nursing and other allied health programs	1,271	758	1,276	Exceeded	768	TBD	TBD
Developmental	328	944	354	Not achieved	320	TBD	TBD

Note: Results are based on fiscal year; excludes industry training authority student spaces.

During 2018/19, TRU's developmental FTE enrolment was 354 compared to the target of 944, giving TRU a utilization rate of 38% of the target. This is a slight increase from 2017/18. As in previous years, most of the developmental FTE accrued through Kamloops on-campus delivery.

While the target for developmental student spaces was not met, steps signalled in last year's report were taken to increase utilization, including:

- Regular media promotion of Adult Basic Education (ABE) course offerings and careful alignment and timing of promotion strategies with program offerings
- Open days for prospective developmental students from regional/rural and Kamloops high schools
- Expanded offerings of ABE in the 2018 summer semester resulting in increased in summer enrolments
- Ongoing communications to increase awareness of free tuition and how to access the Adult Upgrading Grant, following reinstatement of ABE tuition in 2015
- Promotion of ABE online including videos with remarks from successful ABE students
- Further enhancement of internal admission processes and simplified, user-friendly registration processes
- Increased focus on support services for students new to the university environment, taking into consideration the need for culturally responsive student success supports in both regional and on-campus ABE delivery. A student advisor for ABE has been recruited for students within the department of UEPrep.
- Continuing collaboration and partnership with local school districts to support students in preparing for success in the university environment. In the 2018/19 year, TRU provided free tutorial support three times a week on the Kamloops campus for people doing high-school courses. Average attendance was 20 to 30 people each night for this peer-assisted UPrep Learning initiative
- Continued work on the TRU ABE Futures initiative, with the purpose of advancing ABE broadly through on-campus, Open Learning and regional delivery options, and exploring flexible, open, innovative and responsive delivery formats. In 2016/17, a review of strengths, outcomes, opportunities and innovative program practices was conducted. Following the final report from this research phase, an implementation plan will be developed for 2018/19 to 2021/22
- Continued exploration of First Nations based specific program delivery options, designed to create pathways to career and further education

New targets for ABE and ESL have been established with the ministry with Adult Special Education removed.

Credentials awarded

Ministry accountability strategic objective: Capacity

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

Performance measure Credentials awarded	2017/18	2018/19	2018/19	Assessment	2019/20	2020/21
	Actual	Target	Actual		Target	
Number	2,176	2,200	2,168	Substantially achieved	2,193	TBD

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

Aboriginal student spaces – FTE enrolment

Ministry accountability strategic objective: Access

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

Performance measure Aboriginal student spaces (FTE)	2017/18	2018/19	2018/19	Assessment	2019/20	2020/21
	Actual	Target	Actual		Target	
Total Aboriginal student spaces	1,202	Maintain or increase	1,306	Achieved	Maintain or increase	Maintain or increase
a) Ministry	1,001		1,084	Achieved		
b) Industry Training Authority (ITA)	201		222	Achieved		

Student satisfaction with education – BC Student Outcomes

Ministry accountability strategic objective: Quality

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

Performance measure Student satisfaction with education	2017/18		2018/19	2018/19		Assessment	2019/20	2020/21
	Actual		Target	Actual			Target	
	%	+/- %	%	%	+/- %		%	%
Former diploma, associate degree and certificate students	91.8	1.6	≥90	91.5	1.6	Achieved	≥90	≥90
Former apprenticeship students	93.0	3.3	≥90	96.0	2.7	Achieved		
Bachelor degree graduates	95.9	1.4	≥90	95.2	1.3	Achieved		

Student assessment of the quality of instruction

Ministry accountability strategic objective: Quality

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

Performance measure Student satisfaction with education	2017/18		2018/19	2018/19		Assessment	2019/20	2020/21
	Actual		Target	Actual			Target	
	%	+/- %	%	%	+/- %		%	%
Former diploma, associate degree and certificate students	92.6	1.6	≥90	93.9	1.4	Achieved	≥90	≥90
Former apprenticeship students	96.5	2.4	≥90	98.0	1.9	Exceeded		
Bachelor degree graduates	94.7	1.6	≥90	93.1	1.6	Achieved		

Student assessment of skill development

Ministry accountability strategic objective: Quality

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

Performance measure Skill development (overall)	2017/18		2018/19	2018/19		Assessment	2019/20	2020/21
	Actual		Target	Actual			Target	
	%	+/- %	%	%	+/- %		%	%
Former diploma, associate degree and certificate students	86.1	1.8	≥ 85	86.9	1.9	Achieved	≥ 85	≥ 85
Former apprenticeship students	87.2	3.9		86.6	4.1	Achieved		
Bachelor degree graduates	87.7	1.9		86.6	1.9	Achieved		



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

Ministry accountability strategic objective: Relevance

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

Performance measure Usefulness of knowledge and skills for job	2017/18		2018/19	2018/19		Assessment	2019/20	2020/21
	Actual		Target	Actual			Target	
	%	+/- %	%	%	+/- %		%	%
Former diploma, associate degree and certificate students	84.4	2.5	≥ 90	86.9	2.2	Substantially achieved	≥ 90	≥ 90
Former apprenticeship students	95.1	3.2		95.8	3.0	Achieved		
Bachelor degree graduates	91.6	2.1		89.0	2.3	Achieved		

Unemployment rate

Ministry accountability strategic objective: Relevance

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

Performance measure Unemployment rate	2017/18		2018/19	2018/19		Assessment	2019/20	2020/21
	Actual		Target	Actual			Target	
	%	+/- %	%	%	+/- %		%	%
Diploma, associate degree and certificate graduates	9.3	1.8	≤ 10.5	9.7	1.7	Exceeded	8.9	≤ Unemployment rate for individuals with high school credentials or less
Former apprenticeship students	7.3	3.6		2.1	2.1	Exceeded		
Bachelor degree graduates	4.7	1.6		5.3	1.5	Exceeded		

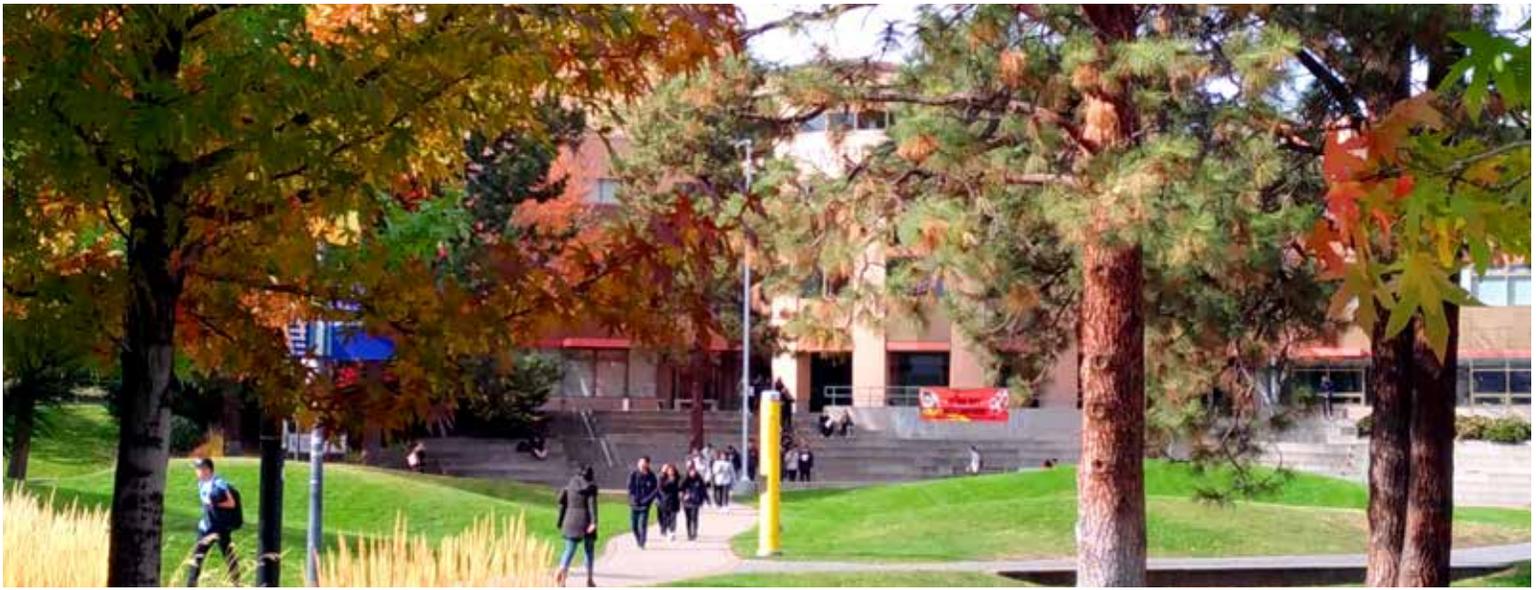
Target assessment scale	Description
Exceeded	110% or more of the target
Achieved	100-109% of the target
Substantially achieved	90-99% of the target
Not achieved	Less than 90% of the target
Not assessed	Survey results with fewer than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets



Financial

In accordance with targets in the ministry's three-year service plan, TRU maintained a balanced budget in 2018/19. TRU's audited financial statements can be viewed at **TRU financial statements**.

tru.ca/finance/financialstatements



Appendix

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

TRC Call to Action and UN Declaration on the Rights OF Indigenous Peoples Article	Progress	Initiative and Partnership Details
	<p>tru.ca/indigenous/coyote/about tru.ca/indigenous/coyote <i>Overview links listed above for Knowledge Makers and Coyote Project</i></p>	<p>Coyote Project: Twelve TRU divisions (all nine faculties, Open Learning, Library and TRU World) are working together during 2017/18 to 2021/22 to design, operationalize, evaluate and share practices aimed at increasing Indigenous advancement and the indigenization of TRU academic activities.</p>
Result Area	By 2020...	
Participation	<p>At least 8% of domestic students will be Indigenous (EDSW-MEd; Law) At least 5% of domestic students will be Indigenous (SoBE – graduate) Indigenous enrolment will be 20% (up from 14%) (Nursing) By doubling application rates to 8% 16 Indigenous students are attracted annually (Science) Enrolment of Indigenous learners will be on par with all other domestic learners (Trades & Tech, SoBE)</p>	<p>The Coyote Brings Food SIF has the potential to significantly advance TRU’s mission to be the university of choice and opportunity for Indigenous peoples, and to share promising practices and outcomes. This project helps achieve the indigenization potential built into TRU academic plans.</p>
Retention	<p>Retention rates will reach parity (Arts, ACT, Science, SoBE) In selected courses, Indigenous learner retention will improve by at least 20 per cent (Open Learning)</p>	<p>In a unique combination of leadership in academic divisions (faculties/schools) and service divisions (Library, Open Learning, TRU World), the Coyote Project has focused on delivering 10 results in three areas of increasing Indigenous student participation, retention and achievement. These are described at this link:</p>
Completion	<p>Completion rates will reach parity (Arts, ACT, EDSW-MEd, Trades & Tech, SoBE) In selected courses, Indigenous learner retention will improve by at least 20 per cent (Open Learning) 100% completion rate (Nursing)</p>	<p>tru.ca/indigenous/coyote</p>
	Ten results in three areas	

“...” represents omitted text not related to post-secondary education from the original Call to Action.

1: Social Work

<p>We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by:</p> <p>Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools.</p> <p>Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	<p>Currently in progress. Goals are set every year and we are in the third year of setting department goals.</p> <ul style="list-style-type: none"> • Integration of Indigenous perspectives throughout Bachelor of Social Work courses; • Indigenous faculty recruited, with exceptional consideration for faculty from Secwépemc Nation; • Required First Nations courses on decolonizing practice and culturally safe care in: social work (two), human services (one); • Research to inform indigenizing and social work; • Staffing: recruitment of Indigenous faculty as ongoing and sessional faculty; • Advancement of First Nation delivery of social work, e.g. NVIT Bachelor of Social Work (Merritt, Burnaby). 	<p>In partnership with Tkemlúps te Secwépemc and the surrounding Secwépemc communities of Simpcw, Neskonlith, Adams Lake, Little Shuswap Lake, Bonaparte, Whispering Pines and Skeetchestn, our academic deans develop their targets, retention rates and success rates.</p> <p>Target: At least eight percent of social work will be Indigenous.</p> <p>Retention rates: Will reach parity with non-Indigenous students.</p> <p>Success rates: Will reach parity with non-Indigenous students.</p>
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12: Early Childhood Education

<p>We call upon the federal, provincial, territorial and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	<p>Currently in progress. Goals are set every year and we are in the third year of setting department goals.</p>	<p>In partnership with Tkemlúps te Secwépemc and the surrounding Secwépemc communities of Simpcw, Neskonlith, Adams Lake, Little Shuswap Lake, Bonaparte, Whispering Pines and Skeetchestn, our academic deans develop their targets, retention rates and success rates.</p> <p>Target: At least early childhood education will be Indigenous.</p> <p>Retention rates: Will reach parity with non-Indigenous students.</p> <p>Success rates: Will reach parity with non-Indigenous students.</p> <ul style="list-style-type: none"> • At TRU: Currently 16% of cohort, integration of Indigenous perspectives and practices (orientation, curriculum), and bursary • In community: Partnerships (a) with Tkemlúps te Secwépemc to deliver early years certificate curriculum, (b) with NSTC/NSTQ to deliver ECE at TRU Williams Lake and (c) with PGNETA to deliver ECE special needs at Prince George <p>Indigenous faculty recruited</p>
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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.

Thompson Rivers University offers traditional First Nations language courses in Secwepemcstín and St'at'imc. There are plans to include Nlaka'pamux language in two years.

Thompson Rivers University works in partnership with traditional language speakers from the Secwépemc and St'at'imc nations. Fluent language speakers will co-teach the courses alongside faculty.

Delivery includes two Secwépemc Nation languages (including Northern and Eastern Secwepemcstín).

Introductory FNLG credit courses have been offered since winter 2015.

Free on-campus professional development in First Nation languages since 2015.

Delivery in two distinct First Nation Language courses at three levels across three semesters.

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 health-care professionals.

Currently in progress. Goals are set every year and we are in the third year of setting department goals.

In partnership with Tkemlúps te Secwépemc and the surrounding Secwépemc communities of Simpcw, Neskonlith, Adams Lake, Little Shuswap Lake, Bonaparte, Whispering Pines and Skeetchestn, our academic deans develop their targets, retention rates and success rates.

Target: At least eight percent of health-care professionals will be Indigenous.

Retention rates: Will reach parity with non-Indigenous students.

Success rates: Will reach parity with non-Indigenous students.

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 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.

Currently in progress. Goals are set every year and we are in the third year of setting department goals.

In partnership with Tkemlúps te Secwépemc and the surrounding Secwépemc communities of Simpcw, Neskonlith, Adams Lake, Little Shuswap Lake, Bonaparte, Whispering Pines and Skeetchestn, our academic deans develop their targets, retention rates and success rates.

Target: Indigenous enrolment will increase from 14% to 20%.

Retention rates: Maintain current 100% retention rate.

Success rates: Maintain 100% completion rate.

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 anti-racism.</p>	<p>Currently in progress. Goals are set every year and we are in the third year of setting department goals.</p>	<p>Target: At least eight percent of law students will be Indigenous.</p> <p>Retention rates: Will reach parity with non-Indigenous students.</p> <p>Success rates: Will reach parity with non-Indigenous students.</p> <p>The Thompson Rivers University Faculty of Law has annual visits to the former Kamloops Indian residential school that all first-year law students attend. This is a partnership between Tk'emlúps te Secwépemc and the TRU Law school.</p>
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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>	<p>On February 13, 2019, a one-day workshop was held with 325 employees from the Ministry of Forests, Lands, Natural Resources Operations and Rural Development at TRU in partnership with Indigenous Education. Plans are underway for a second one-day conference.</p> <p>New programs are being developed.</p>	<p>The agenda included indigenization, Indigenous philosophy, a strategic engagement panel and reconciliation operational projects. Survey results show 81% rated the one-day conference as good, very good or excellent.</p> <p>In addition, TRU's certificate in Aboriginal Studies provides a potential opportunity for public servants to develop a much broader understanding of the history, culture and politics of the Indigenous peoples of Canada.</p> <p>The proposed degree in Aboriginal Leadership under development at TRU is expected to be of interest to public servants at all levels of government as well as the First Nations themselves.</p>
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62: Teacher Education

<p>We call upon the federal, provincial and territorial governments, in consultation and collaboration with survivors, Aboriginal peoples and educators, to:</p> <p>Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</p>	<p>Currently in progress. Goals are set every year and we are in the third year of setting department goals.</p>	<p>Target: At least eight percent of students in Education will be Indigenous.</p> <p>Retention rates: Will reach parity with non-Indigenous students.</p> <p>Success rates: Will reach parity with non-Indigenous students.</p> <ul style="list-style-type: none"> • Integration of First Nations content into all Bachelor of Education courses • Required course: Teaching First Nations Children • Practicum placements on reserves • Bachelor of Education in STEM includes a major focus on First Nations principles and practices • Faculty—Recruitment of Indigenous faculty: full professors (3), lecturers (2), LTC (1), research associates (1), continuing sessionals (1), sessionals (4) and instructional supports (1) • Creation of a suite of MEd courses focused on Indigenous education perspectives <p>Focused approach, through the TRU Coyote Project, on lifting Indigenous participation in graduate studies.</p>
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86: Journalism and Media Schools

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

The TRU School of Journalism successfully hired a tenure-track Indigenous journalism faculty member in July, 2017. Unfortunately, her work with the CBC and home base in Vancouver made the responsibilities of a tenure track position unappealing and she left in December 2017.

The Journalism, Communication and New Media program recently hired an Indigenous cross-appointed position with English and Modern Languages specializing in Indigenous creative writing. TRU is also posting for an Indigenous humanities position in the Faculty of Arts as a department and is hoping to recruit an Indigenous graphic design specialist.

tru.ca/_shared/assets/journalism18454.pdf

92: Business School

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.

Currently in progress. Goals are set every year and we are in the third year of setting department goals.

Target: At least eight percent of business students will be Indigenous.

Retention rates: Will reach parity with non-Indigenous students.

Success rates: Will reach parity with non-Indigenous students.

Community partnerships have been reached through a partnership program with First Nations Indigenous communities and Indigenous Affairs Canada. There are three programs under the TULO Centre and First Nations Tax Commission that include First Nations: Applied Economics, First Nations Applied Land Management and First Nations Applied Economics

tru.ca/business/certificates_diplomas/first-nation-taxation

tru.ca/indigenous/coyote/goals/school-business-economics

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION	Knowledge Makers	Outcomes from Knowledge Makers during 2014-2019 include:
<p>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:</p> <p>Article 14</p> <ol style="list-style-type: none"> 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 <p>Article 15</p> <ol style="list-style-type: none"> 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. <p>Article 21</p> <ol style="list-style-type: none"> 1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security. 	<p>Knowledge Makers is a collaborative teaching initiative established in 2015/16 where Indigenous students learn how to conduct and publish research as Indigenous researchers. Based at TRU, Knowledge Makers brings together up to 15 Indigenous undergraduate students each year from across the university to learn how to 'make knowledge' through a multi-modal approach. Since 2015, about 40 university leaders, Elders, faculty, staff and community members have contributed to this non-credit, four-month annual program. Now, as the Indigenous research culture grows, we have expanded the Knowledge Makers to include Circles for undergraduate, graduate and doctoral research.</p> <p>See: knowledgemakers.trubox.ca</p>	<ul style="list-style-type: none"> • 56 Indigenous students from more than 30 nations and bands have trained as researchers. All Knowledge Makers in the first three years completed Indigenous research mentoring and published their journal articles. The fourth workshop was held and the journal was released in March 2019. • The Knowledge Makers Journal was established with an editorial board. The journal publishes annually in hard copy and electronically (https://knowledgemakers.trubox.ca/knowledgemakers-journal/). To date, 64 articles have been published. Consistent with the metaphor of basket weaving together, each journal includes new researchers, along with established scholars. • Through the Knowledge Makers five-nation international Indigenous mobility network, the Knowledge Makers travelled internationally and hosted visiting Indigenous students. • Journal publications about Knowledge Makers teaching and learning: 13. Five are co-authored and five are by Knowledge Makers. • Conference presentations: Six. • Knowledge Makers alumni have attracted success as researchers: Two national scholarship winners, one SSHRC research grant winner (\$50,000), 15 research assistants, six graduate research scholarships, four master's degrees, one international internship, two post-baccalaureate studies, one mainstream undergraduate research grant (TRU) and two presenters at the International Indigenous Research Conference (New Zealand, 2018). <p>Knowledge Makers Indigenous researcher mentoring circles have been established at undergraduate, graduate and doctoral level, to further advance research skills.</p>



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